

**TEACHER DEMOTIVATING FACTORS IN NEPALESE
ELT CONTEXT: A NARRATIVE INQUIRY**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment of the Master of Education in English**

**Submitted by
Tilak Bahadur Khadka**

**Faculty of Education,
Tribhuvan University, Kirtipur
Kathmandu, Nepal**

2019

**TEACHER DEMOTIVATING FACTORS IN NEPALESE
ELT CONTEXT: A NARRATIVE INQUIRY**

**A Thesis Submitted to the Department of English Education
In Partial Fulfilment of the Master of Education in English**

**Submitted by
Tilak Bahadur Khadka**

**Faculty of Education,
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2019**

T.U. Reg. No. 9-2-859-127-2012

M.Ed. Forth Semester

Exam Roll No. 7228685/2073

Date of Approval of Thesis

Proposal : 03/04/2019

Date of Submission: 23/12/2019

DECLARATION

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 23rd December, 2019

.....
Tilak Bahadur Khadka

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Mr. Tilak Bahadur Khadka** has prepared this thesis entitled **Teacher Demotivating Factors in Nepalese ELT Context : A Narrative Inquiry** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 22nd December, 2019

.....
Mr. Guru Prasad Poudel (Supervisor)

Teaching Assistant

Department Of English Education

Faculty of Education

T.U., Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This proposal has been recommended for evaluation from the following

Research Guidance Committee:

Signature

Dr. Gopal Prasad Pandey

.....

Reader and Head

Chairperson

Department of English Education

Faculty of Education

TU, Kirtipur, Kathmandu.

Mr. Guru Prasad Poudel (Supervisor)

.....

Teaching Assistant

Member

Department Of English Education

Faculty of Education

T.U., Kirtipur, Kathmandu

Mr. Resham Acharya

.....

Teaching Assistant

Member

Department Of English Education

Faculty of Education

T.U., Kirtipur, Kathmandu

Date :03/04/2019

EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following **Thesis**

Evaluation Committee:

Signature

Dr. Gopal Prasad Pandey

Reader and Head

Department of English Education

Faculty of Education

TU, Kirtipur, Kathmandu.

.....

Chairperson

Dr. Chandreshwar Mishra

Professor

Department of English Education

Faculty of Education

TU, Kirtipur, Kathmandu.

.....

Expert

Mr. Guru Prasad Poudel (Supervisor)

Teaching Assistant

Department Of English Education

Faculty of Education

T.U., Kirtipur, Kathmandu

.....

Member

Date : 31/12/2019

DEDICATION

Dedicated to

My parents and teachers whose blessing is with me forever.

ACKNOWLEDGEMENTS

This study is an output of the continuous encouragement of my respected thesis supervisor, professors, dear friends, seniors and participant teachers who provided me untiring support and proper guidance during this process. I therefore would like to thank to each individuals for their regular inspiration.

First and foremost, I would like to take this opportunity to express my humble gratitude to my thesis supervisor, **Mr. Guru Prasad Poudel, Teaching Assistant**, Department of English Education for his proper guidance, constant supervision and constructive feedback to shape the research work in this frame. He was always there with his constant support and inspiration during the time I was about to give up. Without his constructive feedback and guidance, I could not have created such a piece of work.

Likewise, I would like to express my humble gratitude to **Dr. Gopal Prasad Pandey, Reader and Head**, Department of English Education and **Mr. Resham Acharya, Teaching Assistant**, Department of English Education for their insightful comments during the viva of proposal. Similarly, I would like to express my sincere gratitude to the external supervisor **Dr. Chandreshwar Mishra, Professor**, Department of English Education for his suggestions, insightful feedback and encouragement during the viva of this thesis. In the same way, I would like to express my gratitude to **Dr. Prem Phyak, Reader**, Department of English Education for his encouragement before and during the completion of this study.

I am equally indebted to all my respected Gurus and Gurumas of Department of English Education who taught and encouraged me to keep on my work. The participant teachers of this study also deserve my special thanks for their time and mutual collaboration. I am also grateful to **Ms. Madhavi Khanal** and **Ms. Nabina Shrestha**, administrative staffs at Department of English Education, T.U., Kirtipur for their kind cooperation and administrative work.

My deeper gratitude goes to my friends who always remain more than my friends in supporting and encouraging me in this work.

Tilak Bahadur Khadka

ABSTRACT

This study entitled **Teacher Demotivating Factors in Nepalese ELT**

Context: A Narrative Inquiry was conducted to explore the factors causing for job quitting among Nepalese English Teachers. Similarly, it also aimed to examine the job motivation among Nepalese English teachers. I used qualitative research design and adopted narrative inquiry as the method to carry out this research work. The population of the research included all the secondary level English language teachers from Kathmandu valley. Four English language teachers were selected as the sample for the study by using non- random purposive sampling. I conducted open ended in-depth interview to elicit the required data. The data were analyzed by using thematic approach. From the analysis and interpretation of the data, it was found that the participants were motivated towards teaching before entering into teaching profession but gradually their interest started decreasing day by day. Low salary, heavy workload, political interference, lack of passion in teaching were found as the factors motivating for job quitting among Nepalese English Teachers. However, they expected to be provided better payment, effective environment for teaching, justifiable workload and for evaluation on the basis of their performance in order to be involved in teaching for a long.

This thesis consists of five chapters. The first chapter deals with the introduction of the study which consists of background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms. Similarly, second chapter is about the review of theoretical as well as empirical literature and its implication for the study. Moreover, it also includes the conceptual framework. Likewise, the third chapter deals with the methods and procedures of the study which covers design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures, and ethical considerations. In the same way, the fourth chapter includes the analysis and interpretation of the data. Finally, the fifth chapter incorporates the findings and conclusion of the study followed by some policy related, practice related, and further research related recommendation based on the study. The references and the appendices are also included for the validation of the research at the end of the study.

TABLE OF CONTENTS

	Page. No.
<i>Declaration</i>	<i>i</i>
<i>Recommendation for Acceptance</i>	<i>ii</i>
<i>Approval for the Research</i>	<i>iii</i>
<i>Evaluation and Approval</i>	<i>iv</i>
<i>Dedication</i>	<i>v</i>
<i>Acknowledgements</i>	<i>vi</i>
<i>Abstract</i>	<i>vii</i>
<i>Table of Contents</i>	<i>viii</i>
CHAPTER ONE: INTRODUCTION	1-7
1.1 Background of the Study	1
1.2 Statement of the Problem	3
1.3 Objectives of the Study	5
1.4 Research Questions	5
1.5 Significance of the Study	5
1.6 Delimitations of the Study	6
1.7 Operational Definitions of the Key Terms	6
CHAPTER TWO: REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK	8-34
2.1 Review of Related Theoretical Literature	8
2.1.1 Teacher Motivation	8
2.1.2 Intrinsic Motivation to the Teachers	10
2.1.3 Extrinsic Motivation to the Teachers	12
2.1.4 Theories on Motivation	14
2.1.4.1 Maslow's Needs Hierarchy Theory	14
2.1.4.2 Motivation- Hygiene Theory	16
2.1.4.3 McClelland's Achievement Need Theory	17
2.1.5 Teacher Motivation and Job Satisfaction	18
2.1.6 Need of Teacher Motivation	20

2.1.7. Job Quitting Among Teachers	21
2.1.8. Reasons for Teacher Attrition	23
2.2 Review of Empirical Literature	29
2.3 Implications of the Review for the Study	32
2.4 Conceptual Framework	34

CHAPTER THREE : METHODS AND PROCEDURES OF THE STUDY 35-39

3.1 Design and Method of the Study	35
3.2 Population, Sample and Sampling Strategy	37
3.3 Research Tools	37
3.4 Sources of Data	37
3.5 Data Collection Procedures	38
3.6 Data Analysis and Interpretation Procedures	38
3.7 Ethical Considerations	39

CHAPTER FOUR: ANALYSIS AND INTERPRETATION OF DATA 40-64

4.1 Analysis and Interpretation of the Results	40
4.1.1 Background of the Participants	40
4.1.2 Aim of Life Before Involving in Teaching	43
4.1.3 Entering into the Teaching Profession	46
4.1.4 Teachers' Initial Experience	49
4.1.5 Teachers' Work Place Environment	51
4.1.6 Demotivating Factors in the Nepalese ELT Context	53
4.1.7 Feeling after Quitting the Job	62

CHAPTER FIVE: FINDINGS, CONCLUSION AND RECOMMENDATIONS

65-70

5.1. Findings	65
5.1.1 Job Motivation Among Nepalese English Teachers	65
5.1.2 Factors Demotivating in Teaching	66
5.2 Conclusion	67
5.3 Recommendations	68

5.3.1 Policy Related	68
5.3.2 Practice Related	69
5.3.3 Further Research	70

REFERENCES

APPENDICES

CHAPTER ONE

INTRODUCTION

This is a study on **Teachers Demotivating Factors in Nepalese ELT Context: A Narrative Inquiry**. This chapter of the study consists of background of the study, statement of problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definitions of the key terms.

1.1 Background of the Study

Education is the crucial factor for the development of individual's potential, skills. Motivation is the internal and external attributes that stimulates the desire and energy in people to be continually interested and committed to a job, role or subject, or to make an effort to attain a goal. Therefore, motivation is an integral aspect to encourage people learn and develop skills. Teacher motivation is equally important for the sound educational development of the nation. As teacher is one of the major leaders to play the role for quality education, teacher motivation (TM) is an important concern for educational leaders and managers. Low teacher motivation has led to low student performance in academics (Juma, 2011). A common teacher's complaint is the difficulty of keeping students motivated to learn in the classroom. It is very difficult to motivate the students, if the teachers themselves are not motivated. Therefore, teachers' motivation is one of the important factors in achieving educational objectives and high academic performance. Jesus and Lens (2005) state that motivated teachers are more likely to work for educational reform and progressive legislation. Similarly, they play vital role for the implementation of reforms originating at the policy-making level. Teacher motivation is an inner state that energizes, moves, channels and sustains teachers' behavior towards teaching. Motivation is a crucial factor in every profession to continue. And so is the case in teaching.

Teachers' motivation is one of the important factors in realizing educational objectives to achieve high academic performance. Some factors, which are responsible for teacher motivation include: dissatisfaction with school authority, inadequate pay and poor career structure, poor school facilities, inadequate government policy, work load, inadequate transfer of training. Job satisfaction and motivation correlated significantly with responsibility, levels, gender, subject, age, years of teaching experience and activities. In this regard, Bedassi (1990) argued that rewards help an individual to get highly committed towards attainment of personal goals attributing to the organization's success. Efficient teaching and moral will take place when there is strong motivation in terms of wages and other factors from both employers, also the students' performance sometimes may serve as a motivation for the teachers in order to perform efficient in academics. This motivation may be aroused by either extrinsic or intrinsic stimuli both of which are important in directing and regulating the learner's behavior towards attainment of the desired goals. Government has provided certain payment, facilities, developed promotion policies and other different schemes like: Pension, Travel Account Daily Account, allowances, so on. to the teachers in the context of Nepal. So, numbers of young, energetic and qualified candidates are attracted towards teaching profession these days. Bishay (1996) noted that the teaching profession ranks high on the success list of a society. But a number of people are discontinuing their teaching profession and switching to the next profession.

There are a number of research works in the field of student motivation, teacher training, and professional development, teaching methods and techniques (e.g. Pant, 2018; Rai; 2018, Nepal; 2018; Gurung; 2018) but very few researchers have paid attention in teacher motivation in the context of Nepal. Moreover, in the context of Nepal, teaching is a least preferable profession or people choose teaching until they get next job (Poudel, 2019). Though teaching is taken as a sacred job and government has allocated fix salary for teachers but there are no

other sources of income mainly to the school level teachers. Therefore, salary may be one of the factors to impede teachers' motivation. In this regard, Debbie (2008) contends that teachers are the most important factor in determining the quality of education that children receive. Financial motivation has become the most concern in today's organization in regard to Maslow's basic needs. Non-financial aspect only comes into subsidize financial motivation. This is a major concern to the government and teacher service commission in dealing with teacher's salaries increment that leads to annual strikes of teachers that affects education systems in public secondary schools. There can be multiple reasons of leaving teaching profession based on the context. In the Nepalese context, the major factors that are associated with teachers' withdrawal syndrome can be: a) discriminatory policies and practices for non-permanent teachers; b) political favoritism in providing reward and incentives to teachers; and c) lack of institutional support and recognition (including funding) for innovative teaching (Phyak, Gurung, Khanal, Mabuhang and Neupane, 2017). Considering the evidence from the literature, this study has been an attempt to identify the factors that decrease the motivation of the teachers towards teaching profession.

1.2 Statement of the Problem

Teacher motivation plays a vital role in teachers' choices of activities and sustainability in his or her profession. Motivation is not only crucial to the long-term growth of an educational system but also to sustain in teaching. It is to say that a motivated teacher leads to motivate the students and good performance. Conversely, teachers who are not motivated to teach or are not satisfied with their career can impact negatively on student learning and they may quit the job. There are much theoretical ideas about it. For example, Jesus and Lens (2005) state that motivated teachers are more likely to work for educational reform and progressive legislation. Similarly, Debbie (2008) contends that teachers are the most important factor in determining the quality of education that children receive. In the same way, Aryal and Pant (2014)

mention that there are different categories of teachers in Nepal such as permanent teachers, temporary teachers, contract teachers, relief teachers and so on. So, all the teachers do not have equal enthusiasm towards their profession. Likewise, Levesque, Blais and Hess (2004) argue that teachers' motivation appears crucial for optimal human functioning in the workplace because teachers who are highly motivated are more engaged in their work and more satisfied. More importantly, teachers' motivation is associated with students' motivation (Pelletier, Séguin-Lévesque and Legault, 2002). However, the practice and role of teacher motivation has not been the matter of focus so far in Nepalese context. In such a situation, I tried to address the motivation among Nepalese English teachers, focusing upon why they want to quit their job. Moreover, the Government of Nepal has provided the adequate salary, training for their professional development, different other facilities and teaching is taken as a prestigious job in society. Despite the situation discussed, many people are quitting their job. So, it has been the matter of investigation in Nepalese context. In this regard, this research has made an effort to explore the reasons of quitting teaching profession.

To be specific, the major issues stated throughout this work include the discussion on the questions;

- Why teachers are motivated towards teaching in the beginning?
- What makes them to quit teaching later?
- What are the factors that motivate teachers to quit job?
- What are the common causes of low motivation of teachers in Nepalese English teachers?
- Is teaching not a job to be selected?
- Who are responsible for provoking teachers to quit their job?

Further, this study shed some lights on the dimensions of teacher motivation. Equally, it is necessary to know why teachers have low motivation to the highly respected job in the society, and what are the factors that motivate them

for job quitting. This study found the factors motivating for job quitting among Nepalese English teachers.

1.3 Objectives of the Study

Followings were the major objectives of this study:

- To examine the job motivation among Nepalese English teachers.
- To explore the factors causing for job quitting among Nepalese English teachers.
- To suggest some pedagogical implications.

1.3 Research Questions

Followings were the research questions of this study:

- i. To what extent Nepalese English teachers are motivated towards their job?
- ii. Why do they want to quit their job?
- iii. What different factors affect in their motivation for job quitting?

1.4 Significance of the Study

Teacher motivation is important to retain them in teaching profession. It brings positive thought in teachers and ultimately helps in students' learning as a result it improves and strengths the whole educational system of the nation. This study aims to explore the reasons of quitting job by the teachers and it's effect in the educational institute. In the context of Nepal teaching become a least preferable profession or people chose teaching until they get next job. So, this study can be significant to the policy makers, educational leaders, school management and the higher authorities of the school and the perspective researchers who want to undertake research in the area of teacher motivation in the days to come. This research work may be a cornerstone to the school administration and the school management to retain the teachers in the teaching

profession. Moreover, this research may provide an input to the policy makers to form the policy in order to retain the teachers in their profession. Similarly, the entire people who are directly and indirectly involved in teaching profession may also be benefitted from this research study to get insight on why the teachers quit their job and how it influence in the education system.

1.5 Delimitations of the Study

None of research can cover the entire study population. Likewise, no research can use all the tools and the aspects of research related to the area of the study due to time, economic and resource consent. The researcher has to limit his/her study to a certain boundary. In the same way, this research had some points of limitation. The study was conducted among two basic and two secondary level teachers of Kathmandu valley. The study was limited to the concern of finding out the reasons of quitting job among English Teachers in Nepal. More importantly, this study has explored the factors that motivate teachers to quite their job. The data was collected from teachers who have quitted the teaching profession and adopted next profession. Open ended interview was used as the tool of data collection. The design of the study was confined to narrative inquiry. The participants were selected by using purposive non-random sampling procedure.

1.6 Operational Definitions of Key Terms

In this study, the following terms have been used as the key terms with the given specific meanings:

Motivation: Motivation is the act or process of something that provoke to do or not to do something. However, in my study, motivation refers to an inner state that provoke Basic and Secondary level teachers to join or quit their teaching profession.

Stakeholders: The stakeholders are any groups or individuals who can affect or is affected by achievement of the organization's objectives. In my study,

stakeholders refer to the concerned authorities who are involving in educational field. For example: SMC, principals, policy makers and representative of different political parties.

Job Quitting: Job quitting refers to stop doing something. In my study, job Quitting refers to leaving teaching profession.

Narrative Inquiry: Narrative inquiry refers to the process of gathering information for the purpose of research through storytelling. In my study, teachers' narratives are the stories of job quitting teachers' own experiences that they encounter during their personal and professional lives.

Motivating Factors: The factors that cause satisfaction or dissatisfaction towards something are motivating factors. In my study, motivating factors refer to the factors that motivate the Basic and Secondary level teachers to adopt and leave the teaching profession.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

This part of the study consists of the review of theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

2.1 Review of Related Theoretical Literature

The review of related literature provides theoretical insights for the study. It is the best way to find out the gaps and problems to explore new ideas from the existing theories and findings. More specifically, the researcher conceptualizes the whole ideas to carry out the research in scientific and systematic way. In this section, I have discussed motivation theories, teacher motivation, job quitting and job satisfaction.

2.1.1 Teacher Motivation

Motivation is one of the factors affecting learning behavior and teaching procedure. Motivation is the reason for people's actions, willingness and goal. Motivation is one's direction to behavior, or what causes a person to want to repeat a behavior, a set of force that acts behind the motives (Ryan, Deci and Edward, 2000). An individual's motivation may be inspired by others or events (extrinsic motivation) or it may come from within the individual (intrinsic motivation). Regarding motivation, Williams and Burden (1997, p. 120) argue that "Motivation is a 'state of cognitive arousal' which provokes a 'decision to act', as a result of which there is 'sustained intellectual and/or physical effort' so that a person can achieve some 'previously set goal' ". It means the power of motivation depends on how much value the individual gives on the achievement he or she wishes to accomplish. Teacher motivation refers to the motivation to teach and motivation to remain in the profession. As for teacher

motivation, Sinclair (1994, as cited in Williams and Burden, 1997) discussed it in terms of attraction, retention and concentration as something that determines what attracts individuals to teaching, how long they remain in their initial teacher education courses and subsequently the teaching profession, and the extent to which they engage with their courses and the teaching profession. So, it is significant contributor in teachers' performance in the school and helping their students to be fit in the global context.

Teachers' motivation is crucial for best human functioning in the work place because teachers who are highly motivated are more engaged in their work and more satisfied with job. For Harmer (2007, p. 98) motivation is "some kind of internal drive which pushes someone to do things in order to achieve something". So, it is directly linked to an individual's needs that specifies the reason why people decide to do something, how long people are willing to sustain the activity and how hard they are going to pursue the activity. To be motivated means to be encouraged to do something. Dornyei (1994) highlighted the two dimensions of teacher motivation in accordance with their conceptions of motivation, namely, the motivation to teach and the motivation to remain in the profession. Their review of literature concluded four components of teacher motivation: prominent intrinsic motivation which is closely related to inherent interest of teaching; social contextual influences relating to the impact of external conditions and constraints; temporal dimension with emphasis on lifelong commitment; and de-motivating factors emanating from negative influences. Therefore, teacher motivation includes the reasons that emanating from individuals' intrinsic values to choose to teach and sustaining teaching, and the intensity of teacher motivation, which is indicated by effort, expended on teaching as influenced by several contextual factors.

There are numbers of factors that motivates the teachers to adopt and continue the teaching profession. Regarding this, Shukr, Kumar and Hassan (2016) say that teachers' motivation depends on an array of factors such as remuneration, workload, promotion, carrier path, opportunity of further training and

professional enhancement, location of institution and institutional environment, relationship with community, students' behavior and service conditions (p. 785). So, teachers who are motivated become generally more productive and can influence students' achievement. Raising teachers' morale creates an environment which is more conducive for learning for students. It also makes teaching more pleasant to the teacher. On the other hand, low level of satisfaction has been associated with decreased teacher productivity and attrition. Teachers who are not motivated impact negatively on students' learning. So, teacher motivation is significant for the long-term success and performance of any educational system. Therefore, teacher motivation is an essential component to enhance classroom effectiveness.

2.1.2 Intrinsic Motivation to the Teacher

Intrinsic motivation is an energizing of behavior that comes from within an individual. No external rewards are required to incite the intrinsically motivated person into action. Intrinsic motive is the function of personal autonomy and self-reliance. Intrinsic motivation and need for achievement are closely related. Borko and Putnam (1996) argue that a teacher's acquisition of pedagogical content knowledge is influenced by his or her personal beliefs. Therefore, the school environment and the activities of the teacher staffs and students should be positively performed. A second class of intrinsic motivational factor is an inexperienced teacher, because they are young in years or merely new to the profession, need to be encouraged to improve their skills and develop themselves in their career. If teachers have established the necessary trusts, bonds with the school management, and have established proper channels to communicate and receive proper feedback, this will not only improve their professional skills but also encourage the healthy development of their personalities (Kegan, 1982). Therefore, the better relation with school management helps to motivate intrinsically to the novice teachers.

Intrinsic Motivation is animated by personal enjoyment, interest or pleasure. As Deci (1999) observes, “Intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behavior such as play, exploration and challenge seeking that people often do for external reward” (p.658) . Therefore, intrinsic motivation can be an effective tool for retaining teachers in their job. In this regard, it is believed that intrinsic motivation is better than extrinsic motivation for the better performance of the action. Researchers often contrast intrinsic motivation with extrinsic motivation, which is motivation governed by reinforcement contingencies. Traditionally, educators consider intrinsic motivation to more desirable and to result in better performance than extrinsic motivation (Deci,1999).

Intrinsic motivation is a response to needs that exist within the teacher, such as curiosity, the need to know and feelings of competence. Dev (1997) defines intrinsic motivation as, a) participation in an activity purely out of curiosity, that is, for a need to know about something; b) the desire to engage in an activity purely for the sake of participating in and completing the task; and c) the desire to contribute. When a person is intrinsically motivated he or she will perform the behavior without material reward or external constraints (Deci and Ryan, 1985). Therefore, the one who is motivated intrinsically perform better in the work place. According to Dornyei and Ushioda (2011), like other professionals teachers too have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may perform his or her duty, for the satisfaction it provides or for the feeling of achievement. But claim that since teaching is believed to be closely linked with intrinsic motivation, the teacher must be motivated by the inherent joy of pursuing a meaningful activity related to one's disciplinary endeavor in an autonomous manner, within a vibrant collegial environment, with self-efficacy, instrumental goals and performance feedback being critical factors in modifying the level of effort and persistence (pp. 161-

163). So, the teachers should be motivated intrinsically for the betterment of the institute and students' learning achievement.

2.1.3 Extrinsic Motivation to the Teachers

Extrinsic motivation refers to behavior that is driven by external rewards such as money, fame, grades and praise. This type of motivation arises from outside the individuals. Extrinsic motivation plays crucial in the field of teaching to retain teachers in their profession. To motivate teachers towards their profession and retain them in their profession, extrinsic motivation is the cry of the day in teaching profession. In this regard, Gultekin and Acar (2014) present the following factors that can create extrinsic motivation to the teachers.

a. School Environment: Teachers are part of the school society and bear the responsibility of encouraging safety in the school environment. It is well known that positive teacher behaviors, such as good lesson preparation and presentation, warmth, patience and confidence, generally lead to safe schools (Independent Project Trust, 1999). Gülen (1996) argues that teachers' attendance at a workshop or conference that is held at a facility with superior resources could be an eye-opening experience, and it might inspire them to have, organize and manage new resources and facilities. He further states properly working, encouraging or inspiring environments both affect teacher performance and motivation positively, and support students' learning. Gülen (2004) further says:

Teachers are the front-line educators and need to be asked their perspectives and insights about their working conditions. The forums and facilities in which they will air their opinions, share their professional experiences, and explore innovative ideas ought to be relaxed and comfortable and not intimidating or threatening. (p.298)

Successful completion of any project or program can build respect, support and relationships between a student and teacher in a school environment (Brady, 2005). Moreover, it motivates them towards school and their duty.

b. Stress vs. Tolerance at Workplace: The more teachers are motivated to teach, the more students will learn and be successful. According to Brophy and Good (1986), “teachers’ enthusiasm is one of the core qualities in their effective teaching and instructional behaviors”. The other factor that lessens the level of stress in education is humor. Without a rich sense of humor, teaching or learning may not be very enjoyable. If teachers have high expectations of themselves, they may experience heightened stress and disappointment. As a result of stress-related conditions enormous numbers of teachers are taking disability leave or early retirement (Weber, 2004). Tolerance opens the doors to dialogue, and dialogue helps people to learn about each other and solve problems. However, Gülen (2004) says that tolerance does not mean being influenced by others and joining them; it means accepting others as they are and knowing how to get along with them (p. 37). He sees tolerance as a kind of empathy and positive thinking and as a method for achieving coexistence with others. Tolerance is therefore, being able to live with others while maintaining one’s identity. In fact, such respectful tolerance, mutual understanding and reciprocal respect positively affect the atmosphere in the classroom and the school.

c. Financial Incentives: Good salary, regular pay, allowances or payments are financial incentives. Teachers’ salary incentives are associated with higher levels of student performance (Fi-glio and Kenny, 2006). According to their findings, teachers need to be in a position to meet their financial obligations. Teachers’ salaries certainly influence their motivation, classroom activities and effectiveness. Teachers with high salaries may feel more respected. Results of the research carried out by Tutor (1986) with the Tennessee Career Ladder Program (TCLP) clearly indicate that salary is one of the most influential factors that motivate teachers.

d. The Role of Professional Ethics: The ethics of teaching require teachers to gain students' respect and to protect their own and their students' dignity. Any positive act by a teacher has the potential to produce a positive outcome or positive feedback from students (Wong and Waring, 2009). In other words, the consequences of unethical acts can directly affect motivation. This is not only a personal loss but also a collective loss in terms of society. Within a classroom, which is a microcosm of larger society, teachers need to act sensitively to all people, since they are the role model, even if a student gives a wrong response to a request or question. In any awkward situation, teachers should respond in a way that does not cause embarrassment. The response to a wrong must be right. When witnessing a student doing something wrong or exhibiting a bad habit, teachers should sensitively raise awareness about such wrong or bad habits, and warn all in general, rather than warning that particular individual directly. It is expected and hoped that the particular student will draw the moral from the general warning (Gülen, 2001). In short, protecting students' self-esteem, personal honor and dignity is part of the responsibility of the teacher and the ethics of teaching. Doing so establishes a positive relationship between the teacher and the students and provides a successful teaching experience for the teacher. Moreover, it motivates teachers towards their profession.

2.1.4 Theories on Motivation

Motivation is commonly thought as an inner drive, impulse, emotion or desire that moves one to a particular action. There are different motivation theories out of them some of the theories are discussed below.

2.1.4.1 Abraham Maslow's Needs Hierarchy Theory

Maslow's theory is related to human motivation and fulfillment of the basic needs. It is developed by psychologist Abraham Maslow in 1943. Needs hierarchy theory is one of the pioneer theories of motivation. This theory provides the basic guidelines to understand motivation. According to this theory motivation begins with individual needs and their underlying drives.

Needs are the deficiencies that trigger behaviors to satisfy those needs. Unfulfilled needs create a tension that makes us want to find ways to reduce or satisfy those needs. According to Mcshane and Glinow (2008), “The stronger your needs, the more motivated you are to satisfy them. Conversely, a satisfied need does not motivate” (p.170). In this theory, Maslow has explained that human needs can be divided into five different levels in a hierarchical arrangement as given below:

Physiological needs: It consists of basic survival needs such as food, drink, shelter, clothing sexual satisfaction and other bodily requirements. These are the lowest order needs, and placed at top priority. In the organization, salary and working environment are supposed to satisfy the physiological needs of employees (Agrawal, 2001).

Safety or security needs: These needs are related with the protection of the people from physical and emotional harm, ill health and economic crisis. For the employees, in the organization, provident fund, pension plan, permanent nature of the job and life insurance are related to such level of needs.

Social needs: Such needs are identified as the needs for affection, belongingness, friendship, and social acceptance. Informal group friend at work, employees’ clubs are the means of achieving these needs in the organization.

In the context of nomination of these needs, Maslow identified this level with the name of ‘love needs’. In this respect, Maslow seemed guilty of poor choice of wording to identify this level. His use of the word ‘love’ has many misleading connotation such as sex, which is actually related to physiological needs (Luthans, 2002). That is why, the followers of Maslow’s theory replaced the ‘love needs’ by the word of ‘social needs’, which has been familiar in practice.

Esteem needs: It consists of two types of needs: internal and external. Internal esteem factors are known as self-respect, autonomy and achievement. Similarly, external esteem factors are identified as status, recognition and attention (Robbins and Decenzo, 2001). In the same concern, Agrawal (2001) says that status, position titles, posh office, luxury cars satisfy such needs in the organization. He also explains that a boss in Nepal expects 'Namaste' from subordinates, which is related to esteem needs.

Self-actualization needs: Self-actualization is the needs for growth, achieving one's potential and self-fulfillments, the derive to become what one is capable of becoming. In the organization, one can achieve such needs by the challenging jobs and participating in decision-making activities.

The most important aspect of this theory is that satisfaction of needs is sequential. For example, people will not be motivated by self-actualization needs when lower level needs are unmet (Middlewood and Lumby, 1998). Thus, according to this theory, one has to be satisfied with his psychological needs such as food, basic wage/salary, sex before he is motivated to safety needs. In other words, all the bottom needs have to be accomplished before s/he is motivated to self-actualization needs such as completing and looking for higher positions.

2.1.4.2 Motivation- Hygiene Theory

This theory was propounded by Psychologist Fredrick Herzberg. He extended the work of Maslow and developed a specific content theory of motivation. For this purpose, Herzberg conducted a study over about 200 accountants and engineers employed by various firms in and around Pittsburg and Pennsylvania. Herzberg used critical incident method of obtaining data for analysis. Responses obtained from that method reported good and bad feelings of the employees. His theory focuses that intrinsic factors (motivators) are related to job satisfaction and extrinsic factors are related to job dissatisfaction. Achievement, recognition, work itself, responsibility advancement and growth

are concerned with intrinsic factors which help to increase satisfaction, and on the other hand, supervision, organizational policy, relationship with supervisor, working conditions, salary, relationship with subordinates, status and security are attached with hygiene factors which help to decrease job dissatisfaction.

Herzberg (1959) drew the following conclusion regarding motivation with reference to his theory of Motivation (Middlewood and Lumby, 1998).

1. The things which made people happy at work are not simply the opposite of the things, which made them unhappy, and vice versa.
2. The things that make people dissatisfied are related to the job environment and the things that make people satisfied are related to job content.
3. People who have a satisfying job may have a higher tolerance of dissatisfaction. On the other hand, dissatisfying factors can be so strong that the job becomes intolerable.
4. Managers must be concerned with ensuring that the causes of dissatisfaction are removed and opportunities for satisfaction are increased.

In this theory, Herzberg encouraged managers to think carefully about what actually motivates employees. According to him, the opposite of job satisfaction is not job dissatisfaction but rather a state of 'no job satisfaction'. Similarly, the opposite of job dissatisfaction is not job satisfaction, but absence of satisfaction.

2.1.4.3 McClelland's Achievement need Theory

In the year 1961, McClelland's proposed Achievement Need Theory. In reference to this theory, three different needs that human develop and obtain from their life experience have been identified. Those needs are as follows:

- a) Needs for achievement: A person with strong needs for achievement looks for achievement and tries to accomplish challenging goals. Such

kind of person has high needs of accomplishment and takes personal responsibilities.

- b) Needs for affiliation: A person with strong needs for affiliation wants to develop good and harmonious relationship with others and needs to be accepted by others. In other words, such persons are people oriented.
- c) Needs for power: a person with strong needs for power wants to command other people (McClelland, 1961).

From the above discussion, we come to know that people have different needs in their life which help to perform the activities in their daily life. We want to achieve something in our life. As a social being we want to affiliate with the people and we want to be powerful in our working place. So, these all needs of the people motivate them towards their profession and same is the case with teaching profession.

2.1.5 Teacher Motivation and Job Satisfaction

Job satisfaction refers to be happy with the job and having a sense of joy in a job. All the professionals should be satisfied to retain in any profession and to be motivated towards the profession. Therefore, teaching profession cannot remain untouched. In the Nepalese context, generally school level teachers are not happy with their profession due to the discriminatory policy of the government and the insufficient facilities in the teaching profession. There may be various factors behind low teacher motivation. By the help of a formative research, Faculty of Education, TU (2003) has reported that there is low motivation of the teachers to utilize local resources in the classroom due to the lack of reward and punishment, no initiation from the school administration and lack of conducive environment (p. 32).

There are different factors in the teaching profession that push teachers from their profession. Regarding the causes of low teacher motivation, Devkota (2001) argues that teaching profession did not have any special recognition and

the teaching profession had been infested with a number of evils. He pointed out enormous rise in workload, lack of security of services especially under private management, growing indiscipline among the students and too much domination by the non-official politicians and bosses as evils in the profession. Because of these reasons teachers cannot be satisfied with their profession. Moreover, teachers are not getting the things that they have expected from the teaching profession. Therefore, teachers are not ready to spend their whole life in teaching profession.

In the respect of low teacher motivation and its causes, Secondary Education Support Program's (SESP) core document(2002) has indicated some factors such as teachers' own lack of training and readiness, poor facilities, lack of resources and poor school management so on. It has also focused that existing salary scales reward only experience gained through age. It does not reward performance or responsibility. Therefore, sometimes teachers themselves are also responsible for their lack of motivation towards teaching profession due to the lack of training and readiness where physical facilities are the secondary part of motivation.

In the same way, Faculty of Education, TU,(2003) has conducted a formative research entitled 'Teacher Development of secondary Education'. In the context of rewarding teachers, this research has explained that teachers who are rewarded with the education award are the teachers who are close friends of District Education Officer, not the teachers who have been working hard in schools (p.13). That situation may be demotivating to many other teachers towards their job. Therefore, the policy makers and the implementers are responsible for the low motivation of teachers to their profession.

Regarding teacher motivation, Bist (2002) has reported the following causes of low motivation towards their profession:

- a) Teachers are appointed on the strength of their political affiliations rather than transparent, professional criteria.

- b) Teaching profession attracts only mediocre due to low rates of pay, low prestige, poor working condition, lack of career opportunities, lack of training, lack of monitoring and evaluation.
- c) School conditions are often very difficult and are not conducive to learning.
- d) Schools seriously lack instructional resources to facilitate teaching learning.
- e) Schools are never visited by stakeholders.
- f) School heads are too weak and too incompetent to manage and lead the institution.

Along with the working environment, different stakeholders are responsible for the low motivation of teachers towards their profession. When the condition remains same, teachers are compelled to leave the profession. Therefore, there are numbers of factors that causes the dissatisfaction of teachers towards their teaching profession. This dissatisfaction ultimately leads the teachers to quit their profession.

2.1.6. Need of Teacher Motivation

Teacher motivation is an essential requisite for effective teaching/learning practices. According to Dornyei and Ushioda (2011), “the teacher’s level of enthusiasm and commitment is one of the most important factors that can affect learners’ motivation to learn” (p.158).In this regard, they indicate that teacher motivation leads to the students’ motivation.

Motivation of teachers can be attained if they realize that their individual needs or goals are aligned with school’s goal or achievement. A school needs to come up with various internal and external motivators for its employees so that they can increase their motivation in order to get long run success. According to Wiley (1997), “The strongest motivator is something the people value but they lack. The knowledge about these strong motivators is of great value to the educational managers to motivate their teachers” (p.263). However, finding

what the teachers want and then aligning them with the needs of the school can be sometimes quite challenging. But no matter how challenging, motivating teachers elevate their performance should be one of the basic aims of school managers so that a school can be exemplary.

It is believed that teachers' motivation is needed for the overall development of the institution. Regarding the need of teacher motivation, Juma (2011) argues that motivated teachers lead to the motivated students. Therefore, the student motivation also depends on the teacher motivation. As teachers are the most important factor in determining the quality of education that children receive, their motivation is crucial. Teachers' motivation is one of the important factors in achieving educational objectives and high academic performance. Because of these needs, the major task of human resource management in institutional schools and public schools should always be centered to enhance the motivation level, particularly of teachers since that is reflected on how students perform and on the existence of the school.

2.1.7. Job Quitting Among Teachers

Sustainability in a job is a matter of questioning to the employers around the globe. People may shift or quit the job due to various reasons and one of them probably can be of motivation. Job quit refers to resign or leave the job. Quitting teaching profession is becoming the common tendency in the Nepalese context nowadays as teaching is taken as a shelter before getting next job. In my experience, there are a numbers of reasons of quitting job. Among them, one of the strong reasons is the dissatisfaction with the job. In case of teaching profession, teachers are eager to teaching profession in the beginning. But when they start to teach, their interest towards teaching started to decrease. In several European Countries, approximately 30-40% of student teachers who graduate do not become teacher (Nordic Council of Minister 2008), with an estimated 40% of graduates who do enter the teaching profession leaving within the five years (e.g. U.K.;Kyriacou and Kunc 2007). In Australia, about

45% of early career teachers regularly consider quitting the profession within 10 years (Australian Education Union, 2006) with about 30% actually doing so within the five years of instruction (Watt and Richardson, 2007). Statistics for North American teachers are equally disconcerting, showing U.S teacher attrition rates of 30-50% over the past 40 years (DeAngelis and Presley, 2011) with approximately one third of new teachers quitting within three years, about half leaving within five years, and 10% every year (Boyd, Grossman, Lankford, Loeb and Wyckoff, 2009; Ingersoll, 2003). Given research show that, most teachers quit their job before their retirement. In most of the countries, the common reasons of quitting job by the teachers are: salary, resources, policy, work load and some psychological variables.

Moreover, personal reasons, professional reasons, low salary, work environment, political reason and students' dissatisfaction are common reasons of quitting job in teaching profession. Research with Canadian teachers has examined that 30% teachers are willing to leave their profession and 40% quitting within the five years (Clandinin, 2012). This shows that in the developed country like Canada also teachers are unmotivated towards teaching. In the developing country like Nepal, teachers are struggling to join their hands and mouth. So, motivating teachers towards their profession in such context is really challenging. Self- efficacy in teachers help to retain them in the teaching profession. According to Bandura's (1997), Social Cognitive Theory, self- efficacy represents one of the most important predictors of human motivation and is defined as "people's belief about their capacities to produce designated levels of performance and exercise influence over events that affect their lives". Therefore, the teachers who have capacity to produce a desired effect retain in their profession. Students have also been found to have better academic performance with self – efficacious teachers (Abernathy-Dyer, Ortlieb and Cheek, 2003). Therefore, it can be said that teachers who believed in their ability to accomplish teaching tasks and cope with classroom difficulties must be happy to the teaching profession.

2.1.8 Reasons for Teacher Attrition

Teacher attrition refers to the process of leaving the teaching profession. There are several factors that potentially cause teacher attrition including low wages, poor working environment,), lack of professional development activities, workloads, lack of teacher's interest in pedagogy, fears and insecurities of beginning teachers, and most importantly the stress and depression associated with teaching (Kyriacou, 1989). Researchers have different ways of categorizing these factors. McClelland and Varma (1996) classified these factors into two broader categories of needs; i.e. personal and professional needs of teachers. According to them almost all the factors and reasons that keep a teacher in the profession are surrounded by their personal or/and professional needs. Personal factors of teacher attrition are further divided into three different themes like: a) physical factors, b) social factors, and c) psychological factors. The first factor includes how low wages and poor working conditions compel teachers to leave the profession and choose other jobs. The second factor includes gaps in relationships, low social recognition, and gender issues. The third factor analyzes extrinsic and intrinsic psychological factors, teaching workloads and associated stresses. Professional factor concerns to professional development of teachers. More importantly, professional factor concerns with the qualification and experience of teachers.

a. Personal Factors

Teachers are not only professional people in schools, equally they are the members of a family and a society. Like any other profession, teachers have needs related to their profession and the environment in which they serve. They also have their personal lives, although outside of their schools, that hugely affects their teaching performances. Pajak and Blase (1989) distinguish personal factors as extrinsic including monetary incentives and teaching conditions, and intrinsic factors as satisfaction, job security, responsibility and social status. According to them personal factors could be fully enjoyed outside the context of the school, but they are dependent on professional factors of

teaching. Personal conditions for the teaching profession are worst in low resource contexts like Nepal. In order to connect personal factors with the teaching profession and issues of teacher attrition, we can further divide them into the following sub-factors.

i) Physical factors

This factor primarily focuses on the issues of low wages and poor working conditions with respect to teachers' attrition or retention. These include the following:

Low Salaries :There are enormous researches claiming that salary is one of the most common reasons for teacher attrition worldwide (Imazeki, 2005; Kelly, 2004).Similarly, Murnane; Singer; Willet; Kemple and Olsen, (1991) stated that, teachers who are paid more stay longer...Teachers with relatively low salaries were more likely to leave teaching than were better paid teachers...a teacher in the below average salary stream was approximately one and a half time more likely to leave at the end of the first year than a teacher in the above average salary stream (p. 71). Among different factors of school characteristics, class size, students' performance on standardized tests, and number of disciplinary incidents, salary of the teachers was the prime determinant of teacher attrition. Therefore, low salary is the major push factors that force teachers to discontinue the teaching profession in a low resource context like Nepal.

Poor Working Conditions: Research places a lot of emphasis on working conditions and its association with teacher attrition (Macdonald, 1999; McClelland and Varma, 1996). The conditions and their importance vary from context to context, lack of expenditure on working conditions is associated highly with teacher attrition. For instance in context of developed countries, teachers place emphasis on quality and appropriateness of working conditions. On the contrary, in developing contexts teachers try to continue in severe working conditions, where attrition could be easily linked to the absence of

basic facilities of offices, light, books, and classrooms (Chapman, 1994). In contrast to the developed contexts, the teaching conditions are much worse in low resource contexts like Nepal.

ii. Social Factors

This section will shed light on the social factors that trigger teacher attrition, specifically the lack of organizational support to nurture relationships, low social recognition, and gender issues.

Gaps in Relationships: This section will discuss the literature about the gaps in relationship of teachers with colleagues, students and community, and its correlation with teacher attrition, which Johnson (1990) called the “sociological perspective of teacher attrition”. Although enormous research supports the importance of physical factors in order to keep teachers in this profession, teachers need social relationships to retain in the teaching profession.

Croasmun, Hampton and Hermann (1997) analyzed the reasons of teacher attrition and confirmed that factors such as lack of collegial interaction, lack of administrative support, lack of parental interest, and lack of appreciation from students discourage teachers and thus cause attrition. Similarly, Johnson (1990) raises the similar concern and highlights that teachers prefer not to stay in a school where they are isolated from their colleagues, their autonomy is overlooked, and their presence has been ignored while making decision.

School administration plays a vital role in teachers’ satisfaction and motivates them to stay in their profession by respecting, providing sufficient salary, creating favorable environment and assisting at the time of need. In this regard, Nieto asserts, “Teachers become angry at the lack of respect they are shown by administrators”. Dissatisfaction and low commitment of students, absenteeism, and their confrontational behavior is highly correlated with teacher attrition (Rosenholtz and Simpson, 1990).

Low Social Recognition: In addition to the influences of collegial and student relationships on attrition research also underscores the significance of teachers social identity and status in the community (Tye and O'Brien 2002). According to Jones (2001) despite the greatest expectation and symbolic regard towards teaching profession, teachers have a low social status and mostly receive low admiration in their community. He quoted that “if only teachers gained greater influence and authority in their careers and schools, they would find greater satisfaction in their work and students would benefit” (p. Xvii).

Gender Issues: In many contexts, it is assumed that teaching is the most suitable and predominant profession for women. Stinebrickner (2002) analyzed that the majority of the female teachers leave the profession altogether, or leave temporarily because of various personal reasons. The personal factors of female teachers include maternity leave, family care/ raising children (Smithers and Robinson, 2003; Tye and O'Brien 2002; Ingersoll 2001), clash between family responsibilities and professional expectations (MacDonald 1999), socio economic reasons and imbalance between marital satisfaction and job satisfaction (Salley, 2010).

Furthermore, the World Bank (2011) reported that in sub-Saharan African or the South Asian context, the majority of female teachers stay home and stop working once they get married. Moreover, they prefer to get posted close to the family and avoid postings in different places. Hargreaves (1994) describes that in some cases, local people resist allowing an unmarried female teacher to be posted in their schools. Most of the above-mentioned factors are very similar to what female teachers face in the context of Nepal.

iii. Psychological Factors

Both physical and social factors highly depend on psychological needs. According to Baard, Dec and Ryan (2004), “the term needs has been used most commonly to refer to a person’s conscious wants, desires, or motives” (p. 2). Although, it’s difficult to predict or analyze intrinsic desires or motives, they

can greatly affect the anticipated extrinsic actions and performances of the individuals.

Extrinsic vs. Intrinsic Factors: The extrinsic physical and social factors include the provision of a safe and resourceful working environment, increase in salaries, incentives to build relationship with school and society while the intrinsic factors can include high self-esteem, ownership, belonging, autonomy and satisfaction. McClelland and Varma, (1996) reveal that fulfillment of psychological factors like satisfaction and motivation are fundamental for effective teaching performance and development of schools.

Intrinsic factors play vital role in the teaching profession, generally in every context, and particularly in a low resource contexts, teacher's psychological needs are mostly neglected and disrespected (Folajimi, 2009; Glewwe, P., and National Bureau of Economic Research, 2011). The study of Folajimi shows that compared with other learned professions such as medicine, law, engineering, and architecture teaching ranks rather low. Some teachers are dissatisfied with, and even depressed about their professional standing. Time and again, they ask: is teaching a profession? (2009, p .6).

Workload and Associated Stress: Despite having low ranking compared to many professions, teachers have very heavy workloads, ambiguous roles and responsibilities, exhausting schedules, unsupportive administrative issues. According to McKenzie, Santiago and Organization for Economic Cooperation and Development (2005) "Highest reasons of teachers leaving the profession are mostly associated with concerns about heavy workload" (p.199). Being stuck with teaching overcrowded classes, overwhelming schedules, planning lessons, and evaluating the classroom activities, teachers are unable to connect with other colleagues and barely have time to think about their personal and professional growth. Therefore, it is very hard to retain teachers in such frustrating and stressful conditions, particularly with no or lack of organizational and professional support.

b. Professional Factors

Professional factors also have a great impact on teaching performance and job satisfaction. However, professional factors of teachers play a major role with the personal factors. According to Pajak and Blase, “Teachers identified many specific personal traits as having a positive influence on their professional lives. These included, being organized, structured, personally satisfied, creative and personifying the work ethic” (1989, p. 297). Undoubtedly, personal factors are likely to influence teacher motivation and might result in helping or constraining their professional commitment. Nonetheless, engagement in productive activities in order to enhance professional knowledge helps teachers to overcome such influences and improve their self-perception and self-esteem.

i. Professional Development Opportunities

Every professionals should get the professional development opportunities which helps to conduct their everyday activities smoothly and solve the problems in the profession. When teachers do not get an opportunity to attend the professional development events, they cannot build their confidence and cope with the change in their profession as a result their motivation towards teaching decrease gradually. One of the reports of OECD (2009) defines professional development as activities “that develop an individual’s skills, knowledge, expertise and other characteristics as a teacher” (p.49. Kreis and Milstein (1985) depict that a lack of adequate professional development opportunities results in teachers’ dissatisfaction. Teachers should be provided with forums to share their professional development experiences with peer and foster positive and collaborative collegial relationship (Deal and Peterson, 2002). This opportunity will also help them connect their personal learning with professional development, which resulted in boosting their confidence and need fulfillment in the profession. McKenzie (2005) highlights that adequate professional development activities can help to reduce the teaching burden; it can enhance teacher’s commitment, facilitate learning, and build collegiality.

However, in developing countries, most of the professional development activities do not accomplish the needs of the teachers. Johnson (2008) claims that many professional development programs fail because they do not address the most basic and contextual needs of the teachers.

Much research shows that the lack of professional development opportunities and professional support in schools is one of the highest reasons for teachers to leave the profession (Folajimi, 2009; McKenzie; 2005); Johnson and Birkeland, 2003; Cunningham, 2000). Thus, professional support and participation in professional development activities have different degrees of impact on experiences and novice teacher's decision of leaving the profession.

i. Issue of Attrition of Novice Teacher

Novice teachers refer to the teachers who enter into the teaching profession recently and they do not have any prior teaching experience. Novice teachers learn through experience which most of the time is contrary to their expectations. In such situations, if teachers do not have adequate support and autonomy to practice their knowledge either they leave the profession altogether or try to transfer to other schools (Darling Hammond, 2003). Thus, beginning teachers who get support during their initial year of teaching, would more likely to stay in their profession for longer. Organizational support and mentoring programs help to overcome novice teacher's uncertainties and threats.

2.2 Review of Empirical Literature

Many research works have been carried out in the field of teacher motivation in the international forum and a few are carried out in the context of Nepal. They have some kind of connection with my research too. Some of the research works that have been carried out previously in the area of teacher motivation are reviewed in this section.

Bishey (1996) conducted a research on “Teacher Motivation and Job Satisfaction: A study employing the Experience Sampling method”. The main objectives of this study was to find out the significant correlation of job satisfaction and motivation with responsibility levels, gender, subject, age, years of teaching experience and activity. He used survey research design. The population of the study included the teachers of school level. From random sample of fifty teachers twelve were studied using the experience sampling method. He used questionnaire as the tool for data collection. From the study, it was found that work load and other responsibility decreased levels of job satisfactions. Good environment and greater support in the field of teaching lead to higher motivation and job satisfaction.

Tsui (2007) in her research work entitled “Complexities of Identity Formation: A Narrative Inquiry of an EFL Teacher” explored the difficulties that Chinese ELT practioner (Minfang) encountered throughout his teaching experiences. She talked about the complex nature of identity that is the part of wider socio-cultural and political context. Tusi examined the Chinese EFL teachers’ lived experiences that helped him to struggle with multiple identities. For this research study, she adopted narrative inquiry as the methodology which is based on the premise that ‘stories’ are powerful to construct personal and professional identity of a teacher. She collected data through in-depth face to face conversation and diary reflections. She tried to explore the lived experience of teacher identity formation. Data were analyzed according to the framework of the dual process of identity formation, proposed by Wenger, identification and negotiation of meanings. The findings suggest that identity is reficative (inclusion and exclusion from membership in various communities) and participative (social practice of engaging oneself in the discourse). It also suggests that teacher education program should provide new teacher, the opportunity for involving them in the process of identity formation. As a result they encounter with difficulties. This conflicting environment helps to construct their personal and professional identity.

Alam and Farid (2011) conducted a research on “Factors Affecting Teacher Motivation.” The main objectives of this study were to identify the factors responsible for low and high motivation of teachers and to investigate the effect of students’ behaviour, classroom environment and examination stress on teachers’ motivation level. They used survey research design. The population of the study included the teachers of class ten in the secondary schools of Rawalpindi city. Ten schools were selected through random sampling procedure among them ten teachers were selected for the study. They used questionnaire as the tool for data collection. It was found that teachers were not satisfied with their socio-economic status, choice of profession, students’ behavior and examination stress. It was recommended that teachers should get teacher training, should be given due respect and should be paid according to their qualifications and abilities.

In the same way, Nawaz and Yasin (2015) carried out research on “Determinants of Motivation in Teachers: A study of private secondary school chain networks in Bahawalpur”. The main purpose of this study was to find out the factors affecting the motivational level of secondary school teachers of Bahawalpur and to determine that if employees are motivated by more than one variable, then which variables are more important. This research was a survey. 136 participants were selected as sample for this research. The sample was randomly selected for the study. Similarly, questionnaires and interviews were used for the data collection. It was found that large number of the teachers were leaving the private school of Bahawalpur due to the lack of motivation. So, teacher motivation is important to continue the teaching profession.

Likewise, Pant (2018) conducted a research entitled ‘English Language Teachers’ Motivation in Professional Development’. The main objectives of this research were to explore English language teachers’ motivation for teaching and professional development and to identify the role of teachers’ motivation in professional development. This study was based on mixed methods research design. The population for the study included all the basic

and secondary level English language teachers of Dhading district. The sample of the study included forty English language teachers. He used the questionnaire to the forty teachers and conducted semi-structured interview with five teachers within the sample. The sample of the study was selected through purposive non-random sampling procedures. It was found that teaching is not the first choice of career for all the English language teachers. It was explored that job enrichments, flexible working hours, merit pay and incentives were the significant strategies for motivating teachers.

Rokaya (2018) conducted a research entitled "Identity Construction in Female English Language Teachers' Professional Development: Narrative Inquiry. Being based on the narrative approach, this study attempts to explore and analyze the identity construction of female English language teachers and to explore the female English language teachers' professional development in relation to the supporting and hindering factors. The study was based on Narrative inquiry. The population for this study were all the female English Language Teachers of Pokhara district. The sample of the study included four Female English Language Teachers. She used in –depth interview and written narrative as the data collection devices. The sample of the study was selected through non-random sampling procedure. The major themes revealed that English language teaching becomes challenging profession for most of the Nepalese female teachers because of the multiple identities they had besides their professional identity. The lived stories also showed that the encouraging and discouraging environment of home, institution and society either positively or negatively influenced their identity. However, the result clearly showed that female teachers' face multiple challenges due to the gender most.

2.3 Implications of the Review for the Study

Literature review has invaluable implications from selection of the topic to deriving the findings. Kumar (2009) says literature review is an integral part of

research process. It serves as a supporting tool from the beginning of the study to its end. It has very important place in any research.

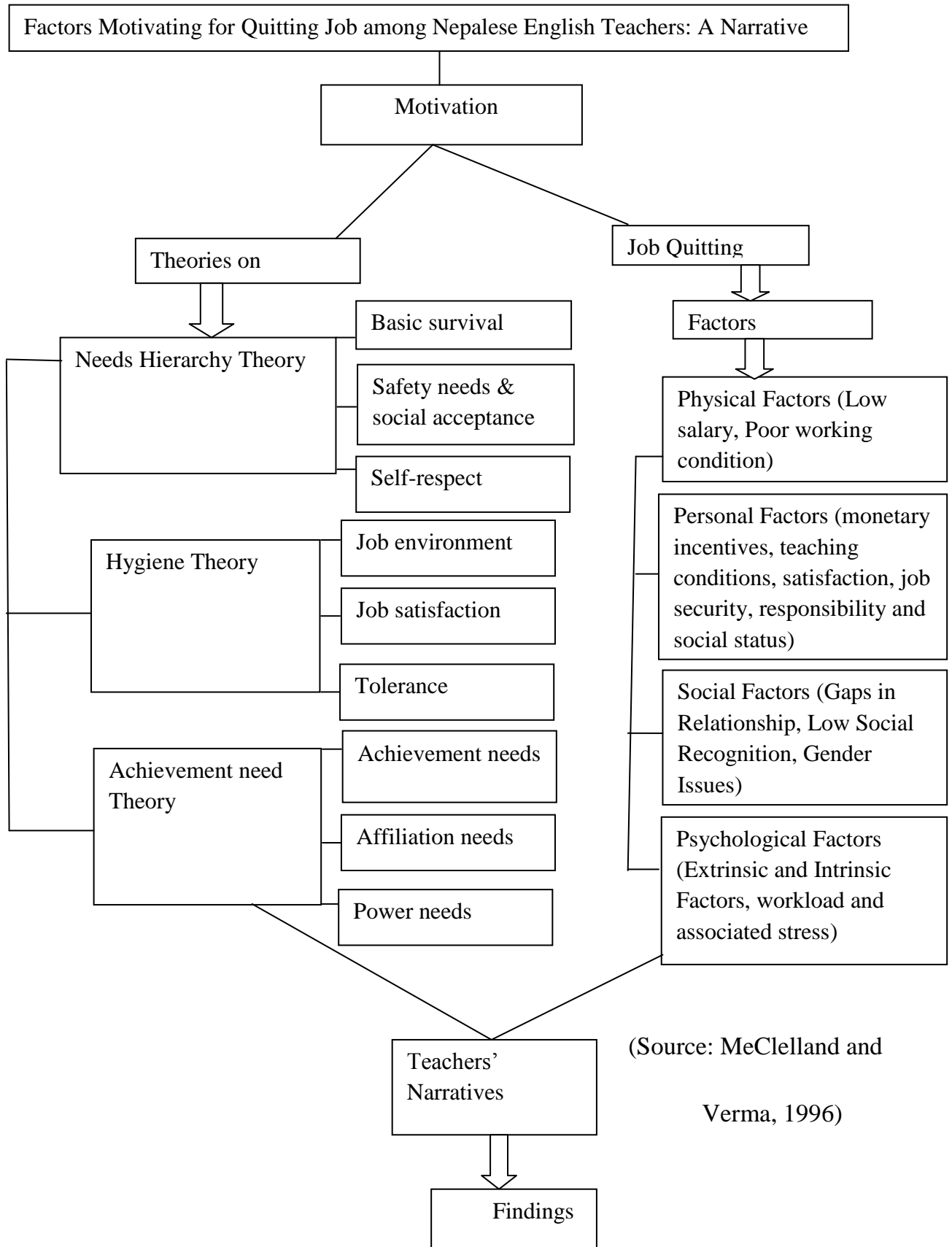
Kumar (2009) presents the four ways in which the review of literature can help in our research. These includes: a. Bring clarity and focus to your research problem; b. Improve your research methodology; c. Broaden your knowledge base in your research area; and d. Contextualize your findings.

Thus, literature review has a significant importance for carrying out any research. As Kumar stated various implications of review, I have also gained similar kind of implications from the review of both the theoretical and empirical literature related to my study.

Above reviewed literature (theoretical and empirical) helped me in significance. From the study carried out by Alam and Farid (2011), I came to know that socio-economic status, students' behavior and examination stress motivate teachers to quit their job. Similarly, the study carried out by Rokaya (2018) helped me to prepare the data collection tools and some insights on methodology. In the same way, Pant (2018) helped me with the theoretical knowledge required in this research. Likewise Nawaz and Yasin (2015) helped me with some insights regarding the determinants of motivation in teachers. In the same way, other research works also provided support to me for preparing the interview guidelines.

2.4 Conceptual Framework

The Conceptual Framework of this Study will be as follows:



CHAPTER THREE

METHODS AND PROCEDURES OF THE STUDY

This chapter deals with the methods and procedures adopted in the study. This chapter consists of design and method of the study, population, sample and sampling strategy, research tools, sources of data, data collection procedures, data analysis procedures and ethical considerations.

3.1 Design and Method of the Study

I explored the reasons of quitting profession by the teachers using Research design. My research design was narrative research. The term narrative comes from the verb “to narrate” or “to tell (as a story) in detail” (Ehrlich, Flexner, Carruth and Hawkins, 1980, p. 442 as cited in Creswell 2012). In narrative research designs, researchers describe the lives of individuals, collect and tell stories about people’s lives, and write narratives of individual experiences (Connelly and Clandinin, 1990 as cited in Creswell 2012). As a distinct form of qualitative research, a narrative typically focuses on studying a single person, gathering data through the collection of stories, reporting individual experiences, and discussing the meaning of those experiences for the individual (Creswell, 2012).

Qualitative approach is an approach of research in which we obtain data through open-ended and conversational communication. This method is not only about what people think but also why they think so. Therefore, the qualitative research methods allow for in-depth and further probing and questioning of respondents based on their responses, where the interviewer or researcher also tries to understand their motivation and feelings. The results of qualitative research are more descriptive. Today, our world is becoming more complicated and it is difficult to understand what people think and perceive. Qualitative research method makes it easier to understand that as it is more communicative and descriptive. Conducting in-depth interviews is one of the

most common qualitative research methods. It is a personal interview that is carried out with one respondent at a time. This is purely a conversational method and invites opportunities to get details in depth from the respondent. Narrative inquiry can also be best conducted using in-depth interview.

Narrative inquiry is the process of gathering information for the purpose of research through storytelling and explore one's experiences. Narrative inquiry is a research methodology that is growing in acceptance with and practice in such disciplines as nursing, medicine, law, organizational studies, therapy in health fields, social work, counseling, psychotherapy, and teaching for sharing human stories of experience (Webster and Metrova, 2007). Like other methodologies used by social science researchers, narrative inquiry inquiries into or asks questions about and looks for deeper understanding of particular aspects of life experience, in the present case, the life of teachers. Experience is meaningful and human behavior is generated through this meaningfulness. There is an interacting connection between meaning and it's expression in language (Polkinghorne, 1988) which is a central focus in narrative inquiry.

Teacher Narratives are the real stories of the teachers which try to explore their real reflection in their personal, social and academic lives. Mainly, two major types of teacher narratives: oral and written were taken into consideration (Johnson and Golombek, 2002). Firstly, oral narratives basically dealing with participants' socio-cultural background without any intervention were explored. The major ideas were noted down in the diary. After eliciting the basic grounds of teachers' background several questions were formulated, and interviews were taken. I recorded the interview using a audio- recorder and transcribe the data for the analysis.

The narrative inquiry gathers lived experiences and in-depth data from the participants. Narrative inquiry is a research design from which I collected information from the defined small population using unstructured research

tools. It is the best research design to find out in depth of the study. Through narrative inquiry, I explored the reasons of quitting the teaching profession.

3.2 Population, Sample and Sampling Strategy

The population of my study included all the job quitting teachers of the secondary and basic secondary level in the Kathmandu valley. Among them four teachers were selected as the sample population using purposive non random sampling procedures because it is convenient to elicit data from the participants.

3.3 Research Tools

Open-ended in- depth interview was the main tool of data collection. It helps to gather in depth data for the study. So, the interview guidelines were developed at first and then the interview was taken to each of the participants separately. It was recursive in nature. It means, interview was taken time and again until I got the required data.

3.4 Sources of Data

Both primary and secondary sources of data were used for the collection of required information. The primary sources were used to get the information of reasons of quitting job by the teachers whereas Secondary sources were used in forming the theoretical part of the research.

a) Primary Sources of Data

Four teachers of basic and secondary level English teachers were the primary sources of data.

b) Secondary Sources of Data

In order to complete the study, various books, journals, thesis, articles and visit some related websites was used as a secondary source of data to collect more information. Moreover, I consulted the works of Williams and Burden (1997),

Wallace (2005), Ur (2005), Harmer (2007), Creswell (2014), Phyak et.al. (2017) and so on.

3.5 Data Collection Procedures

In order to collect the data, I followed the following stepwise procedures in carrying out the investigation:

- a) At first, I selected the participant according to the objectives of my study.
- b) Then, I visited the selected teachers of Kathmandu valley and established the rapport with them.
- c) Next, I informed them about the processes and objectives of my study.
- d) Then, I consulted and explained them about the purpose of the study and requested them to take part in it. I assured them the confidentiality in terms of ethics regarding the obtained information through interview.
- e) After that, I conducted the open-ended in- depth interview of the teachers.
- f) Likewise, I took in detail about personal factors, professional factors, working place factors which provoke to quit job.
- g) Then, I talked to their relatives and friends for more details when necessary.
- h) After that, I kept the record of the interview.
- i) At last, I thanked them heartily for their kind co-operation.

3.6 Data Analysis and Interpretation of the Procedures

In this section, the research was mainly concerned with the systematic procedures of analysis and thematic interpretation. To fulfill the objectives of my study, the analyzed data was presented thematically. I used thematic approach to determine what stories was told and what stories revealed about each individual teacher and what are the reasons of quitting the job by the teachers. On the other words, the narratives was first viewed holistically and

then analyzed thematically. A thematic analysis helps to identify patterns of themes in the interview data. In thematic approach, the similar ideas are kept in a single category making a theme. This approach helps to manage the huge numbers of data effectively and helps to provide the shape of research findings.

3.7 Ethical Considerations

Ethical aspects play important role while doing a research. So, while conducting research, the researcher should be conscious about ethical issues. To maintain the ethicality, at first, I informed the respondents about the purpose of the study. After that, I conducted my research by taking permission of the participants. And I kept the responses of the respondents confidential. I did not use the data for any other purposes except for my study without permission of the respondents. I gave proper credit to the authors of books, journals, articles, research works to avoid the risk of plagiarism. I maintained the privacy, trustworthiness, objectivity, openness and credibility in my research.

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

This chapter includes the presentation analysis and the interpretation of the data. The data has been accumulated from the four participant teachers who were entered into teaching profession and quitted it now due to many reasons. Their stories reflect the ups and downs and the challenges so far they faced during their teaching days which pushed them to quit the job. The information found in this section was obtained from the interview, written stories and the informal talk.

4.1 Analysis of Data and Interpretation of Results

The data collected from the primary and secondary data have been analyzed in this section. The responses from the participants have been further interpreted by using thematic approach. I have used thematic approach to determine what stories were told and what stories revealed about each individual teacher and what kind of challenges they encountered during their professional life. After collecting Individual stories, I rewrite the stories in my own language. Then after, I categorize the themes in different sections based on the similar responses. Finally, the narratives were viewed holistically and analyzed thematically. Following major themes have been derived from the accumulated data through interview, written stories and informal talk with the participants.

4.1.1 Background of the Participants

All the people have their own background. The background of people also plays key role in determining their selection of their profession so teachers cannot remain untouched. All the teachers come from their different family, social, economic and political background which also becomes the factors affecting in teaching profession. In the Nepalese context, teaching is taken as a highly respected job in the society but people rarely select teaching as their

final profession in their life. Throughout the discussion with my participants, I came to know that Nepalese teachers enrolled in teaching profession either due to poor economic condition or as a shelter before getting next profession. The dominant reason behind selecting teaching profession was poor economic condition. In the interview, almost all the participants shared their economic problem behind the selection of teaching profession. In this regard, one of the participants,

Kamal articulated:

I was average student during my school and college life. After my bachelor level I came to Kathmandu for my further study. I struggled a lot for my study in Kathmandu in terms of money. I did my masters from TU. After my master degree, I searched for job because I needed money on the one hand and my parents wanted me to earn on the other.

As he shared his background, it was not only his reason rather the reason of almost all the teachers behind the selection of teaching profession in the Nepalese Context. From his story, I can say that it is not his passion to choose teaching as a profession but due to the poor economic condition, he was compelled to choose the teaching profession. Similarly, the story revealed the reality of the Nepalese society in the middle class family. In the middle class family, parents expect good earning and the respect of their children after their completion of their study. So, the people feel some sort of pressure to get job in any cost after the completion of the study. Parents have invested money to make study their children, when they completed their study, parent want the job immediately. Due to this reason, people are compelled to adopt any jobs they get. Teaching is a profession which is easier to get in the Nepalese context. Therefore, almost all people start their teaching profession without thinking much about the future.

On the other hand, another participant Kamal shared his poor and uneducated family and social background. Due to the poor economic and social background of the family and society, none of the people supported him to study rather they expected him to earn some money in his early age as other people are doing in his surroundings. He told his story like this:

I am from Saptari. I was born in poor but extended family having ten members. In my family, I was only a member who study up to SLC. I was the third child of my class. My family is from poor economic background of terai. My father used to go to India to support my family. Not only my family, almost all my neighbors were also not educated and they run their life by earning from India. People of that society did not know the value of the education so they send their children to India for earning than to sending school. Due to these factors, I was from poor economic and educational background. The one who studies upto SLC level was taken as an educated person in my locality.

By observing the condition of the research participants, I came to know that the most of the teachers were from poor or middle class family. And economic problem was one of the strong reason that pushes many teachers to choose teaching profession. In this regard, Maslow (1943) argues that in order to fulfill the physiological needs one can search different ways keeping everything behind. The participants of this study were also motivated in teaching profession in order to fulfill their basic needs. Teachers take teaching as a job for earning and supporting their family than the means of service. So, when they find that the profession is not sufficient to meet their day to day demands, they planned to quit the job and adopt the next profession. From the teachers' narratives, I can say that teachers are mostly from the poor economic background, and they chose teaching profession for their survival.

The remaining two participants had different reason behind entering into teaching profession. Sajan shared that *‘When any teacher was absent in the school, I was asked to take class to the junior students or my classmates also. Because of those opportunity, I was interested in teaching’*. It indicates that he did not entered into teaching profession because of this poor economic condition rather he had developed the passion of teaching due to the opportunities that he had got during his school life. On the other hand, Suresh shared that *‘I thought it is very difficult to get job on the one hand and on the other I thought as a student of Education teaching will be my profession’*. His reason behind choosing teaching was not economic reason rather as a student of Education he choose teaching profession thinking that teaching is his real profession. It shows that teaching is not a shelter job to all the people. Some people want to set their career in teaching profession. Their thinking gets changed when they entered into teaching profession due to different factors in the profession. It might be due to demotivation in teaching.

4.1.2 Aim of Life Before Involving in Teaching

All the students are asked to set their future aim during their school days. Students go ahead in the track of the aim and all the activities are decided by his or her aim. So, the selection of future profession is guided by the aim that the people set during their school life. All the students have their different aims during their school days like doctors, pilot, engineer, businessperson which are common aims to all. But the teaching profession is the least preferable aim to the school students. English Language teachers are taken as a high in ranking and respected in the schools in comparison to the other teachers who are teaching minor subjects. So, some of the students aimed to become an English teacher. In Nepalese context, students do not have clear vision regarding their future aim. In this respect, one of the participants shared the following story regarding his future aim:

I did not have any specific future aim when I was a school level student. There was a trend that we should tell doctor, engineer and pilot if anyone asked our future aim. So, I also used to say I would be doctor in future as my friends also used to say the same. I did not have any plan neither to be a teacher nor to be a doctor. Frankly speaking, I did not know what should I study to be a doctor.

The extract above indicates that the participant did not have mind to think about the future aim and he was not aware of future aim when he was a school level student. His aim was set by his peers aim so his aim of becoming doctors was not fulfilled as a result he adopted the profession that he has got.

Similarly, Prabesh said :

I had strong aim of becoming doctor when I was a school level student but due to economic problem, it was not possible. There were not more educated people in my locality so I had to take decision myself regarding my future. I did not have future aim but I wanted to be a respected person in my future.

The extracts above indicates that the participant had strong determination of becoming doctor which shows that he was aware of his future aim. The economic problem has become his obstacle to fulfill his aim as a result he choose the profession that is respected in the society. He found that teaching is one of them and started teaching but he could not satisfy himself in teaching as a result he quit teaching profession. Regarding this, Maslow (1943) argues that Esteem needs are the priority of the people when the basic needs are fulfilled. Prabesh's was hungry for esteem so he chose teaching for self-respect and achievement.

In the same way, Sajan revealed :

When I was a school level student I wanted to be a teacher because my teachers in the school loved me. When any teacher was absent in the school, I was asked to take class to the junior students or my classmates as well. Because of those opportunities, I was interested in teaching. When I got older I started to be interested in journalism. So, I set my aim as a journalist. After my SLC, I started my study in the journalism and English.

Sajan's story revealed that he was interested in journalism so he has set his aim when he was a school level student. Therefore, his aim was not to be a teacher and it shows that teaching profession was shelter or medium to fulfill his aim.

Almost all the extracts above indicate that their early interest was not in Teaching Profession. However, due to different situation, they are forced to become an English language teacher. Moreover, the participants seem to be unaware about their future aim. They just set their future aim based on the common trend and their friends' aims. Teaching was not the selection of any participants as a aim. Regarding the cause of low priority to teaching Devkota (2001) views that teaching profession did not have any special recognition and it is infested with a number of evils. In this study also the participants did not choose teaching as their future aim. The reason behind not choosing may be due to lack of special recognition in the society. Stories also reflect that the Nepalese students are not sensitive towards their future aim due to the lack of proper guidance during their school days. They choose their profession based on the situation. As Sajan shared, he wanted to be a teacher in the beginning but later he changes his aim according to his interest. It shows that the students in Nepalese context are not able to identify their interest during their school life. If we analyze the story of Prabesh, he was interested to be a doctor but due

to poor economic condition he was not able to fulfill his aim. Later, he chose teaching as a profession which is easily available in our context.

When I inquired all my participants 'how they develop their love for English', all of them shared that their English was not good when they were the school level students but when they started to study English a major subject, they worked hard and developed their basic level of competence in English. They all agreed that they improved their English after they entered into the teaching profession. It shows that in the Nepalese context as teaching cannot be the profession of selection by the students, they do not work to develop their basic requirements of teaching profession. This can also be one of the reasons to quit the teaching profession.

4.1.3 Entering into the Teaching Profession

People have many different reasons for becoming teachers. Teaching is a highly respected and preferable profession in most of the countries. But in our context, teaching is not the profession of priority to the young people.

Generally, people do not want to choose teaching profession from their inner core of heart rather it is their compulsion to choose it because they do not get other professions easily like teaching. Most of the teachers enter into the teaching profession to pass time before getting next job in the private schools in Nepal. We have no any benchmark to be a teacher; anyone can be a teacher who is interested in teaching. Pre-service education is the secondary part to be teacher in private school and in government school also to some extent.

Though, it is necessary to have license and other academic degrees but most of the private schools are hiring teachers without considering these basic requirements. One with better English language can be an English teacher in private schools. As a result, anyone having good command over English language can be an English teacher in private school. In this regard, one of the participants, Kamal shared:

I did not have any plan to be a teacher. But teaching is the job which is easily available in the village. My parents used to send me to the school and they asked me to study hard. When I passed my bachelor level, at the beginning I was interested in teaching because my brother in law was a teacher. He asked me to join the teaching profession in the private school where he was also teaching. I went there and started teaching without thinking much as I was free after taking my bachelor's exam.... But when I came to Kathmandu, I joined teaching profession to join my hands and mouth. It was very difficult to survive in the Kathmandu without job. My family was unable to pay for my living in Kathmandu. So, I decided to choose teaching as a profession.

Kamal's view shows that he chose teaching not because of his interest but because of the suggestion of his brother in law. As teaching is an easily available job in the context of Nepal, people chose it for the first time. On the other hand to fulfill his day to day demands in Kathmandu, he joined teaching profession.

Similarly, Suresh shared:

After completing my master's degree, there was indirect pressure from my family to get job and support to my brothers and sisters. But getting job was not easy, I tried my best to search the job in Kathmandu and tried in every vacancy that were published in Kantipur daily and other newspapers but I was not selected anywhere. And I thought it is very difficult to get job on the one hand and on the other I thought as a student of Education teaching will be my profession. After sometime one of my friends told to me

about a vacancy in a school in Kathmandu. So, I went there to gain some experience, I started to teach in a secondary English teacher at Sorhakhutte in Kathmandu. I thought, I was not bad as I am a student of Education in the one hand and on the other it would be an opportunity to gain some experiences.

The above extract indicates somehow positive attitude towards teaching as a student of Education. But he seemed less interested in teaching and he wanted to gain some experience from teaching. Probably, he wanted to continue teaching profession in future as well. Therefore, he wanted to gain some experiences for that.

The above extracts indicate teaching is not a profession of passion, rather either a platform to utilize leisure time or to join hands and mouth. When they graduated, it was easy to get teaching profession rather than the other subject in the beginning. In the beginning, they chose according to their interest but later they adopted teaching profession due to the economic problem in Kathmandu. When students come to Kathmandu for their study, the middle class family expects their children to be involved in job. They find teaching is a easily available job in the private school with low payment. In this regard, the research of Bist (2002) also shows that teaching profession attracts only mediocre due to low rate of pay, poor working condition, lack of career opportunities and lack of training. They started teaching profession just to show their parents and to meet their day to day demands. Their stories indicated that it was very difficult to manage the money to study in Kathmandu as they are from the middle class family. Suresh was in pressure to get a job as soon as possible after his masters so without thinking much he searched teaching and started his job. In the same way, Kamal started teaching before finishing his master's degree because his parents were unable to pay for his study in Kathmandu.

4.1.4 Teachers' Initial Experience

A significant theme that emerges from the data is that their stories reflected the strong motivation towards teaching in the initial phase. All the participants were excited in their profession to construct their identity and to impress the school management. They worked hard as an English teacher to deliver content effectively and applied all the methods and techniques they have learned from their pre-service Education. It is common trend in all the profession that employee works hard and honestly in his or her profession in the beginning. But later, due to the school environment and the behavior of the management, their interest and attitude towards teaching gradually changed. When I inquired them, I found that these English teachers developed a strong passion in teaching profession in the beginning. For them, passion refers to the true love of teaching and enjoy in the profession. For example, one of the participants said:

In the beginning, I was so excited in my profession. That was my first job so I worked hard to give good impression to the students and the management of the school. I was liked by my students and the management. (Sures, interview).

Here Suresh's experience in the beginning shows that he was so excited and enjoyed his profession. He wanted to do something extra in the class. It shows that people are excited and try their best when they enter into the profession as a novice professional.

In the same way, Kamal articulated:

For the first time, when I started my teaching in the village, it was an wonderful experience. I enjoyed in my profession. I was a fresh and young man during that time. The students and guardians respected me and told

me 'Namaste sir' wherever they met me. So, in the beginning, I thought this is a good profession. I did not have any economic responsibility in the beginning as no family members expected anything from me. So, I enjoyed my first experience of teaching. I started my teaching career from the village. I did not have any problems in teaching, as the students from village were not so talent. All the stakeholders also encouraged and inspired me.

Like Suresh, Kamal also shared the same experience regarding his initial experience. He felt so respected in the school which really motivated and satisfied him in teaching profession. Regarding initial experience, Darling Hammond (2003) argues that if novice teachers do not have adequate support and autonomy to practice their knowledge either they leave the profession or try to transfer to other schools. It indicates that Kamal got support during his initial days of teaching so that he loved teaching profession.

Similarly, Sajan said:

I was excited because I was appointed in a permanent teacher. All the family members, relatives and my friends congratulated me. I was so happy because the government job is also linked with the prestige of the person. I went to Lalitpur taking my appointment letter.

Sajan shared his experience happily telling that he was so happy in teaching profession in the beginning due to his permanent job. He was congratulated by all relatives and family members so he might think teaching is the best job.

From the lived story of Kamal and Sajan, I assume that all the teachers either from government school or from private school are very excited to the teaching profession in the beginning. Teachers are respected by not only the students but

also by the guardians. So, the respect is one of the strong factors that motivate to perform better in the beginning. Story of Sajan revealed that the permanent post of the teacher is highly respected in the society by the people. So, his posting to the permanent teacher was a matter of great happiness though he had been teaching before appointing as a permanent teacher. These two teachers were so happy in the beginning to their profession but the management and the stakeholders could not keep motivating them in the teaching profession. If they got the same environment, they would continue their profession. As Darling Hammond (2003) views that Organizational support and mentoring programs help to overcome novice teacher's uncertainties and threats. If we compare the appointment of the both the teachers, Sajan and his relatives were more happy than the Kamal and his relatives. So, here it can be analyzed that the teachers of permanent post or the government teachers are more respected than the teachers of private schools. This discriminatory act of the people towards the English Language teachers is one of the strong factors that demotivate the private school teachers and finally they quit their profession.

4.1.5 Teachers' Work Place Environment

Workplace environment plays the vital role to motivate the teachers and to retain them in the profession. Teaching profession cannot remain untouched. It is believed that the work place should be supportive, cooperative, motivating and enjoyable. Teachers performance in the work place is largely determined by the work place environment. Work place environment is vary from one job to another based on the nature of the job. Teaching profession is a respectable job in the society but the working place environment in private school is really pathetic. Teachers are not only paid low salary they are treated as factory worker in the school. There is no respect on the behalf of the management. Teachers are compelled to work more than their allocated time. Regarding the work place, Suresh shared following experience:

I was so excited in the beginning. Later, the administration added some additional duties like tuition, coaching and some paper works. I felt more pressure in comparison to the beginning days. The principal and other stakeholders of the school were authoritative. We were supposed to be busy all the time, which was difficult in the beginning. We were not given permission to talk with each other in the school premises, which caused lack of collaboration in the school. I did not get the teaching materials at the time of need. I felt, they wanted to earn money so they were not ready to pay in different teaching materials.

From this extract of Suresh's response, it can be generalized that he is so happy with his profession in the beginning. Gradually, his interest to teaching and his administrators started to turn into negative. He was not given any opportunity to talk with the colleagues in the school premises. Collaboration is a good way of learning in the school among the teachers but if the teachers are not permitted to collaborate to each other, their professional development journey will be hindered. His story showed that, he felt undesirable and non-productive pressure in the school which caused his disinterest towards his profession.

In the similar vein, Prabesh stated:

(Take long breath)... it was nice in the beginning. The perspective of the stakeholders changed when the school got a relief quota of English Teacher. I was so happy when I heard about that quota but that happiness does not remain for a long. I was surprised when the members of SMC including the principal demanded one lakh rupee for the post of relief teacher. I was even told that one lakh amount is the discount for me as I

was teaching there ... for other candidate there will be demand up to two lakh. I thought a lot about it. I could not sleep well for many days. I asked so many people about it. Most of the people suggested that one lakh is not big amount of money for relief quota. I was from poor economic background so it was very difficult to manage one lakh within short period. After that, all the stakeholders stop speaking with me. Only students used to speak with me in a cheerful mood. I was so happy with the students and teacher before getting relief quota. Due to that relief quota, all the school environment became tragic to me.

From Prabesh's response as well, it becomes clear that he was affected by the dirty political game played by the stakeholders in the school. Moreover, his lack of political and economic access was a great cause of not getting proper opportunity in the school. Regarding political interference in Education, the study of Bist (2002) shows that teachers are appointed on the strength of their political affiliation rather than transparent and professional criteria. Prabesh was also suffered from this dirty political game in appointing teachers. He was working in the government-aided school, where bargaining in terms of money is a demotivating factor to the honest teacher. He was an honest and a hard working teacher in the school due to which he was liked by the students but he felt injustice from the School Management Committee and the principal. It clearly reflects that the school environment in the private as well as government school is not encouraging to the English language teachers.

4.1.6 Demotivating Factors to the Teachers in the Nepalese ELT Context

Different factors may contribute teachers to be teacher or to be out of the profession. The factors that support teacher are supporting factors and the factors that push them not to be in a job are the demotivating factors. Different

factors demotivate teachers to be in teaching. For example, personal reasons, professional reasons, low salary, work environment, political interference and students' dissatisfaction are common factors of quitting teaching profession in Nepalese context. According to Kyriacou (1996), low wages, poor working environment, lack of professional activities, workload, lack of teacher's interest in pedagogy, fears, insecurities of beginning teachers and most importantly the stress and depression associated with teaching. The participants stories also revealed the same factors of quitting teaching profession. This theme is extracted from the Nepalese ELT teachers' narratives. This shows the idea that the ELT teachers were found to be demotivated due to the following different reasons.

a. Low Salary

Economic aspect is one of the crucial determinant aspects in any job to motivate the employee toward any profession. When income from any profession is insufficient for meeting basic demands of the life, job holders motivation to the job decrease indeed. This theme is generated from the teachers' narratives which exhibit that ELT teachers were found to be demotivated due to low salary.

Regarding this, Sajan opined:

It was very difficult to stay in my work place because I got around 90 thousands after four months but I used to have more than 1 lakh loan before getting salary. I used to ask for money to my sister who was teaching in a private school in Hetauda. I am a married, I have one son and a daughter, they had also some expectation from me. So, I thought either I would transfer or quit the job. Because my job was worthless in terms of security and economic condition.

Sajan was a permanent teacher of Basic level. From this interview excerpt, I came to know that not only the private school teachers but also the government teachers are also unsatisfied with their salary. During the interview, he had shared that he and his family members had a great expectation from the permanent job. When he started his job here in Kathmandu after leaving his family, he did not get what he had expected from the job. Regarding low salary, Murnane; Singer; Willet; Kemple and Olsen (1991) argue that teachers with relatively low salaries are more likely to leave teaching than are better paid teachers. Their idea also focuses on the importance of high salary to retain teachers in their profession. Similarly, when the payment was not sufficient to meet all the day to day demands of Sajan, gradually he got frustrated with the job and thought that the job is not for his welfare.

Similarly, Suresh shared:

I worked hard from morning to evening. Sometimes in holidays also but when I got salary, that was not sufficient to meet the demands of my family members and myself. I could not provide good clothes and the other necessary things to my family members. My parents also expected help from me but my payment was not sufficient for my expenditure in the Kathmandu. Because of these things, my days in the school started to be the boring days. And my relation with the principal and other stakeholders was getting cold. In other word, my happiness in the school started to decrease day by day.

From Suresh's response as well, it can be further elaborated that he was also found to be extremely demotivated to teach at private schools because of the fact that even if he worked from morning to evening being fully dedicated and committed, he could not get the salary according to his expectation.

Furthermore, the interesting fact is that salary was not only needed to fulfill his basic demands but also his happiness and relation with the stakeholders were also attached with it. From this, it can be interpreted that all the activities and happiness in the life is determined by the salary he received from the school.

In the same way, Kamal also opined:

I used to earn 1500 including tuition classes at that time. It was very difficult to adjust in Kathmandu with that money. The principal imposed a lot of duty to the teacher from early in morning to evening. Sometimes, he asked to take coaching class also without additional payment. They used to provide tiffin only for the coaching class.

The interview extract of the Kamal also indicates that low salary is the one of the strong factors that demotivated him towards his profession. The payment was not sufficient to meet his day to day demands. Regarding salary of the teachers, Murnane; Singer; Willet; Kemple and Olsen (1991) view that a teacher in the below average salary stream is approximately one and a half time more likely to leave at the end of the first year than a teacher in the above average salary stream (p. 17). It shows that teachers need to be paid the salary that helps to meet his or her basic requirements to retain in the profession. From Kamal's story as well, it can be analyzed that in the name of teaching he was exploited in the school but was not paid sufficiently.

b. Heavy Work Load

No doubt employee or teachers should work in their schools in the given time but teaching is such a job where teacher should work at home too. So, they have to spend their whole days and night working for teaching inside and outside the school. Such heavy workload may demotivate the teachers towards teaching. In my study, the participants provided nearly the similar opinion

about workload. Their story revealed that they spent more time in teaching, preparing, evaluating than other professional.

Regarding the workload as a factor demotivating to them, Suresh opined:

They said that it is your responsibility to make them pass and fluent in English. So, I had to teach the weak students upto 5 in the evening. But they did not pay any additional payment for this. During admission time, I had to go with them in different houses to collect the students. Sometimes, I planned to go out with my family and friend but they called me to the school. Because of that my friends and family members used to get angry with me. I did not have time to enjoy with the family members and relatives. When I returned back to my home, I had to prepare for the next day, check copy of different tests and prepare the papers. I worked hard from morning to evening, sometimes in holidays as well.

This excerpt shows that Suresh was found to be quiet demotivated because of family problem as he said that due to his teaching profession his relation with family members was getting worse day by day. He did not have any time for himself. He had to work whole day, night and even on the holiday for the school due to which he did not have time to spend with family and relatives. Regarding heavy workload, McKenzie et.al. (2005), mentions that “Highest reasons of teachers leaving the profession are mostly associated with concerns about heavy workload”(p.199). According to his argument, other things are secondary part of quitting job by the teachers but heavy workload was a primary factor. Moreover, from the Suresh’s story, it can also be analyze that because of the teaching profession his social relation was becoming weaker day by day.

Similarly, Kamal opined:

I was paid very low salary but had to work more than 10 hours in the school. After working for more than 10 hours as well, I was never given credit of my work. Management also did not response me in a positive way. I felt very sad in the school premises.

In the excerpt of the Kamal, he clearly mentioned that, he was paid low salary on the one hand and on the other, he was not acknowledged by the management. The tragic thing is because of the treatment of the management, he could not be happy inside the school premises. From his story, I can interpret that he was treated as a servant in the school rather than teacher. If any employee does not feel the sense of respect in the work place, they will demotivate to the profession. Regarding this, Hampton and Hermann (1997) present the research finding that lack of respect and administrative support from the administrators is a strong cause of attrition. Kamal also felt disrespected in the school by the administrative as a result he decided to quit the job.

c. Political Interference

There is political interference in every sector nowadays. It is said that school should be free from politics. However, according to my respondents school is the place where politicians mostly exercise their political activities. And the one who does not have political link and access could not get any opportunity.

Regarding this, Sajan stated:

...After that, I planned to transfer to my home town or to the Kathmandu valley. I tried a lot for my transfer. But either I was asked to be an active member of political party or I was asked to pay 4 lakhs for my transfer... Finally, there was a vacancy in my home town, I planned to transfer there.

But due to the political game of political leaders and SMC, I could not transfer me to that place. I tried through different political channels but finally some district political leaders said that he had not taken our parties membership how could we help him to transfer. In this way no political parties helped me to transfer.

From Sajan's response, it can be revealed that teachers without political connections are failed to transfer. He was an honest teacher, due to his honesty no political leaders helped him in transfer. If he was a member of any influential political party, he could transfer himself easily as a result he had not to quit the job. From his story, we can interpret that Nepalese education system could not overcome from the dirty political game. Regarding political interference in education, Devkota (2001), argues that too much domination by the non-official politicians and bosses as evils in the profession. This argument is related to the Sajan's experience as he was also interfered by the non-official politicians and SMC during his legal transfer. Due to the dirty political game in the school, honest teachers are demotivated towards teaching.

Similarly, Prabesh opined:

I got job in the government school as my friend suggested me to go there. I was happy with the low salary also. When the school got a relief quota of English teacher, scenario got changed. They demanded one lakh money for that quota. After consulting with different friends and relatives, I came into the conclusion that paying one lakh for a relief secondary level is not bad. Therefore, I borrowed that amount from relatives and family. But they did not respond for three months but suggested me to continue my teaching. I did according to their suggestion. Latter on I came to know that they have

already appointed another person who paid them 1.5 lakhs for that quota. Later, I came to know that the appointed person belongs to the political party of Chair of School Management Committee. I was shocked by listening that... I was single Madhesi but all were Pahadi. By the fear of being tortured and beaten, I could not utter a single word there.

The remarks made by Prabesh is truly empathetic. He was discriminated there due his regional variation. He was appointed there in a private resource in very low salary but after the school got a relief quota he started to be pushed away. His story also revealed that, to appoint any teacher in the government school in any quota, there was big deal of money and political exercise. Regarding teachers' appointment in public school, Bist (2002), mentions that teachers are appointed on the strength of their political affiliations rather than transparent and professional criteria. This arguments also clarifies that people with no political affiliation is hard to survive in teaching profession.

d. Lack of Passion in Teaching

Every person should take their profession as a passion for better result and retain in the profession. My participants during our conversation shared that they did not have any passion to the teaching. They took teaching as a shelter before getting next job.

Regarding passion of teaching, Kamal opined:

Ummmm..actually, selecting teaching in the beginning was unplanned. I was free and I got an opportunity and I started the job. But when I came to Kathmandu, I joined teaching profession to join my hands and mouth. It was very difficult to survive in the Kathmandu without job. My family was

unable to pay for my living in Kathmandu. So, I decide to choose teaching as a profession.

The interview extract of Kamal shows that he was not passionate to be a teacher. He started teaching to utilize his spare time. Later, he chose teaching profession due to the economic crisis. So, from his story it can be analyzed that teaching was not the profession of his first priority.

In the similar vein, Sajan opined:

I started to work as a teacher in a private school. I was 16 years old when I started my teaching profession formally. I started teaching in the beginning to support my study and family.

The aforementioned interview extract indicates that Sajan was not interested in teaching rather he chose teaching profession to support his family. Teaching should be the profession of passion but not the compulsion. When teaching become passion teacher searches different innovative idea regarding teaching. In this regard, Borko and Putnam (1996) argue that a teacher's acquisition of pedagogical and content knowledge is his or her personal beliefs to teaching. So, a teacher having positive attitude and passion to teaching can perform well in his or her field. As Sajan was compelled to be a teacher due to his economic crisis, not because of his passion in teaching. Moreover, during his interview, he shared that he was passionate in journalism. It shows that teaching cannot be the profession of passion to teachers. From the story of the teachers' narratives we can interpret that in the context of Nepal teaching is becoming a profession of shelter until people get next job. When people get leisured and think of doing job but they do not find the job that they are interested in. They thought teaching is a only job which is easily available and they started teaching. When they got another job they quitted the teaching.

4.1.6 Feelings after Quitting The Job

Getting job is really challenging in Nepalese context. Therefore, people do not want to lose their job once they get it. In such scenario, the stories of job quitting teachers mostly revealed that they did not have any regret after quitting teaching profession. Which show that they do not value teaching profession much or teaching is not good profession to them? Regarding this, Sajan argued:

I do not have any regret of quitting my job. The payment was not sufficient to meet my everyday demands. I did not get time to spend with my family as well. I planned to guide my children and stay with my family members which I am getting now. Now I am doing journalism and small business and helping my children in their study. My earning is also not bad and I did not have any regret of resigning from the post of permanent teacher. If I did not resign I do not get time to spend with my children and family and save some money also.

The above excerpt reveals that teaching is not a job of great importance in Nepalese context. Sajan was a permanent teacher, though he does not have any regret after quitting the job. He thinks that his family members are more important than his job. Moreover, he was interested in journalism, after quitting teaching he can do the work of his passion. It is really a surprising argument that a permanent teacher does not feel bad after quitting job.

Similarly, Prabesh said:

I do not regret because I lost the job but I regret because I went there to teach in a low salary. I feel so sad when I remember that incident.

In the same way, Suresh articulated:

(smiling) ... of course not sir. Now I adopt lawyer profession. I and my friend have opened a law form in Kathmandu. We are working together since 2072. My earning is good nowadays, I am able to assist my parents brothers and sisters also with my income. All my relatives and family members also respect and value me because I am capable to help them. When I want to go out for refreshment, I have time nowadays. I can spend as much time as I like with my family and relatives. There is no one to dictate me. I am free to do and spent my time as I like. Not only this, I have sufficient earning to run my family. I have some bank balance also and I am planning to take some land in Kathmandu in the coming years. Now, I think, if I had not taken decision to quit my job, I would not have only spoiled my life but also my family members.

The aforementioned interview excerpt indicates that the participant is not regretting after quitting teaching profession. He is so happy with the new profession due to better payment and respect in comparison to earlier job. Regarding social recognition of teaching profession, Jones (2001) argues that despite the greatest expectation towards teaching profession, teachers have a low social status and mostly receive low admiration in their community. Jones argument is matches with Suresh's experience regarding the social recognition of teaching profession and lawyer. I can say that peoples demotivation towards teaching is due to low social recognition as well.

Finally, Kamal expressed:

(Long laugh)... of course not sir. I have been doing business as carpenter at Kirtipur... I am happy and satisfy with my profession nowadays. We all family members are living together. My son studies BCA and daughter is studying staff nurse. I bought some land here in Kirtipur and planning to build a house. I am sure that, I could not do this progress if I were in the teaching profession. I want to give one example, my brother in law has been teaching since 2050 but he has not done anything, he finishes his all salary in his lodging and fooding in Kathmandu. For doing progress and earning more money teaching is not a good profession. if you say teaching is a job to be respected, you are wrong because people respect you when you have plenty of property.

The aforementioned interview extracts indicate that all the four participants are not regretting after quitting their jobs. Moreover, their words indicate that they were irritated with teaching profession. Their story revealed that teaching was a really painful moment to them and after leaving the teaching profession, they felt relief. In addition to this, they indicate that teaching was a source of pain to them or punishment to them. I felt while talking with them they showed very bad attitude towards teaching profession. I could realize the sense of hopelessness in their voice when they talked about their previous profession. From their opinion, it can be analyzed that teaching is the least preferred job to the teachers.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter has presented the findings derived from the analysis and interpretation of the data and interpretation of the result. The findings of the study help me to draw the conclusions. Further, some points of recommendations have been made from the findings. So, it includes the conclusion of the study along with some points of recommendations to be applicable at different levels.

5.1 Findings

The study principally intended to identify the demotivating factors in Nepalese ELT context. After the analysis of the collected data, the study has come up with the following major findings.

5.1.1 Job Motivation of Nepalese English Teachers

The stories of participant Nepalese English Teachers articulated that teaching is most preferable job to them before entering into teaching profession but when they started teaching, they also started to feel teaching as a painstaking. Their motivation towards teaching started to decrease day by day. Finally, they quit their job thinking that teaching is not an appropriate job to them. Moreover, they mentioned that they do not regret after adopting next job. Based on the research result, I have mentioned the following major points regarding job motivation of Nepalese English teachers:

- i) The teacher narratives revealed that they were initially motivated to be in teaching profession due to poor economic condition and thinking that teaching is a respected job in the society.
- ii) The narrative of English teacher revealed that they found teaching can be a good profession before entering into teaching profession but their

degree of motivation started to decrease day by day after they entered into teaching profession.

- iii) After analyzing the lived experiences of the participants, I came to know that the participants quite teaching and involved in some other jobs which were quiet beneficial for them financially and other aspects, teaching was least preferable job or shelter job to them.
- iv) The lived stories of teachers revealed that they had strong passion in English language teaching and they felt proud to be a teacher and honored in society in the beginning.

5.1.2 Factors Motivating for Quitting Teaching Profession

Regarding the factors, the study has brought following factors:

- i) Low salary / income scale was the main reason to the teachers to be far away from teaching.
- ii) Similarly, heavy workload frustrated them in job. So, they started to think for alternative jobs.
- iii) In the same way, unnecessary political interference in teacher transfer, promotion and giving responsibility English teachers' interest towards teaching decrease day by day. In the teacher narrative, Sajan shared his decision to quit job from the post of permanent teacher because of political pressure on him, "*I do not take the membership of any political party up to now. Because of this also there is low chance of my transfer*". Therefore, political interference in Education is one of the motivating factors for quitting teaching profession.
- iv) Likewise, the Participants' stories revealed that almost all of them did not want to continue teaching profession throughout their life because of low salary, heavy workload and low social recognition in the society. It means they are looking for alternative jobs.
- v) Finally, all the participant English teachers revealed an interesting fact that they do not feel any regret after quitting teaching profession.

5.2 Conclusion

The present study has critically examined the motivating factors for quitting job of Nepalese ELT context. The result of this study confirms the role of teacher motivation for their better performance and their retention in teaching profession. After collecting and analyzing teachers' stories, I found that factors motivating to quit teaching profession in Nepalese ELT context are: low salary, work load, political interference, lack of passion in teaching.

Being based upon the findings of this study, low salary motivates teachers to look for another job that help to run their family smoothly. While participant teachers were sharing their stories, they found to be unhappy with their payment. The participant revealed that they needed to work extra hour then the allocated time in school due to which they could not provide sufficient time to their family. Gradually, they motivated to quit their job thinking that teaching is not good profession to maintain their family relation. In the context of Nepal, education is largely influenced by politics so the teachers who do not have political access quit the job. In this study, participants explicitly mentioned that they did not have any passion in teaching.

It is necessary to arouse motivation to the teachers to retain in teaching profession and to make them perform well in their profession. Regarding the teacher motivation, Juma (2011) argues that motivated teachers lead to the motivated students. Therefore, for the students motivation as well teacher need to be motivated. Teaching profession should be a first choice of the people so that education system of any country can be improved. Teachers who are well remunerated are highly motivated and are likely to perform better in their subjects. Therefore, teachers need to be happy with their profession for students better learning. I do not think that teaching is a bad profession in itself but we teachers need to be sincere and we have to give new height so it can be more appealing profession. We need to lean enjoying in teaching profession. There are no professions in the world without difficulties so is the teaching. We

need to have professional ethics as well. Regarding professional ethics, Wong and Waring (2009) argue that the ethics of teaching require teachers to gain students' respect and to protect their own and their students' dignity. Therefore, we need to have some professional ethics to retain in teaching profession. Before the study, I thought people quit the teaching profession only due to the low salary but the findings changed my thinking. I came to know that besides payment there are numbers of other strong factors like payment that push teachers away from teaching profession.

5.3 Recommendations

On the basis of finding and conclusion, some recommendations have been made to be applicable in:

5.3.1 Policy Related

This study includes the following points to be applicable to the policy makers.

- i) The finding shows that one of the strong reasons of quitting teaching profession is low salary. Therefore, policy needs to be changed to increase salary for retaining and attracting smart man power in the teaching field.
- ii) This findings also reveal that the factors for teacher attrition cannot be addressed only by Ministry of Education but require collective efforts by all stakeholders including the MoE, various line ministries, national and international organizations working in the education sector through ensuring their safety and wellbeing.
- iii) As one of the findings shows heavy workload trigger teachers to quit their job. So, the numbers of teaching hours should be reduced.
- iv) The research finding reveals that there is high political interference in teachers' appointment and transfer. Therefore, Government needs to form strict policy in order to discourage political interference in teachers transfer, promotion and other opportunities.

- v) Findings show that teachers quit the job when they got better opportunities than teaching. Thus, Government needs to form policy to motivate the good students to choose teaching profession by providing better opportunities than in other professions.

5.3.2 Practice Related

As my study was based on finding out the job motivation among Nepalese English teachers and factors causing for job quitting among them, the findings of the study will be highly significant for the teacher educators, principals, ELT teachers and ELT practitioners who engage in teaching profession. The major implications of the study in this level are:

- i) By analyzing their lived experiences, it was found that teachers suffered more from principal of the school due to his unsupportive behavior. So, to minimize teachers' dissatisfaction with teaching profession, they need to be more supportive and cooperative to the teachers.
- ii) The findings of the study show that teachers were not motivated by any stakeholders to retain in teaching. Teacher educators should encourage the teachers in different phases of their interaction so that they may be motivated towards teaching.
- iii) After analyzing the data, it was found that teaching was not a profession of passion to almost all the participants. Therefore, teachers need to love their profession and enjoy in teaching thinking that this profession is the father of all other professions.
- iv) The findings show that teachers did not have negative attitude towards teaching before entering into teaching profession. They thought teaching is a good profession due to many reasons but when they start teaching, their attitude started to get changed to negativity. So, stakeholders should conduct some awareness programs so that teacher

will have positive perspectives towards teaching profession and they will respect teaching as a prestigious job.

5.3.3 Further Research

Teacher motivation has become a cry of the day despite some shortcomings in teaching. Teacher motivation brings positive thought in teachers and ultimately helps in students learning. So, it can be the area of interest to many researchers, teacher educators and ELT practitioners. This study was limited to find out the factors motivating for job quitting among Nepalese English teachers. There might be many more areas for further investigation and exploration. While doing thesis, I came across many ideas and topics to be investigated in this area. However, I have pointed out some areas as follows:

- i) This study was limited to English teachers of Kathmandu valley. It would be more interesting to explore the reasons of quitting job out of valley.
- ii) This study was limited to four participants' in-depth story. More participants can be included for data collection so that data will be more validated.
- iii) This study does not focus on why teachers choose teaching profession it only focuses on why they quitted. So, prospective researchers can explore this issue.

References

- Agrawal, G.R. (2001) *Human resource management in Nepal*. Kathmandu: M.K. Publishers & Distributors.
- Alam, M.T. & Farid, S. (2011). Factors affecting teachers' motivation. *International Journal of Business and Social Science*, Vol-2(1) p.1.
- Aryal, P. N. & Panta, Y. R. (2014). *Education and development*. Kathmandu: Dikshant Prakashan.
- Baard, P. P., Deci, E. L. & Ryan, R. M. (2004). Intrinsic need satisfaction: A motivational basis of performance and well-being in two work settings. *Journal of Applied Social Psychology*, 34, 2045-2068.
- Bedassi, I. (1990). *Motivation as a staff development instrument in Indian secondary schools*. An Unpublished Masters Dissertation. University of South Africa: Pretoria.
- Bishay, A. (1996). Teacher motivation and job satisfaction: a study employing the experience sampling method. *Journal of Undergraduate Sciences* 3,147- 154. Bless.
- Bista, M.B. (2002). Shikshak talim prabhavkarita (Effectiveness of teacher training): *Vikashko nimti shikshya* 2059. Kathmandu: Research Center for Educational Development (CERID), 9.
- Borko, H., & Putnam, R. T. (1996). *Learning to teach*. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of Educational Psychology*, 673-708. NY: Macmillan Library Reference USA: Simon & Schuster Macmillan.
- Brady, A. (2005). A view from the library. *Library Media Connection*, 1, 29-30.

- Brophy, J., & Good, T.L. (1986). *Teacher behavior and student achievement*. In M. Wittrock (Eds.), *Handbook of research on teaching*, 340- 370. NY: Macmillan Library.
- Chapman, D.W. (1994). *Reducing teacher absenteeism and attrition: Cause, consequences and responses*. Paris: UNESCO, Institute for Education Planning.
- Clement, R., Dornyei, Z. & Noel, K. A. (1994). *Motivation, self-confidence, and group cohesion in the foreign language classroom*. *Language learning*, 44(3), 417-448.
- Cresswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). New Delhi: Sage, Inc.
- Cresswell, J.W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative* (4thed.). New York: Pearson Publication.
- Croasmun, J., Hampton, D., & Herrmann, S. (1997). *Teacher attrition: Is time running out*. Working Paper, School of Education, University of North Carolina. Retrieved February 2, 2013 from <http://horizon.unc.edu/projects/issues/papers/Hampton.asp>.
- Cunningham, P. (2000). *Push and pull factors in teacher retention: The perceptions of teachers*. London: Institute for Policy Studies in Education.
- Darling Hammond, L. (2003). Keeping good teachers: Why it matters, what leaders can do. *Educational Leadership*, 60 (8), 6-13
- Deal, T.E. & Peterson, K.D. (2002). *Shaping school culture field book*. San Francisco: Jossey Bass.

- Deci, A. (1999). *Motivation of ESL teachers*. Retrived on 11th July, 2013, Website <http://www.iteslj.org/articles/Deci-Teacher> Motivation.
- Deci, E. L., & Ryan, R.M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York, NY: Plenum Press.
- Dev, P.C. (1997). Intrinsic motivation and academic achievement. *Remedial and Special Education*, 18(10), 12-19.
- Devkota, B.K. (2001) *Attitudes of public and private school teachers towards the teaching profession*. Unpublished master's thesis, Kathmandu University, Kathmandu.
- Dörnyei, Z. & Ushioda, E. (2011). *Teaching and researching motivation* (2nded.) London: Pearson Education Limited.
- Faculty of Education, T.U. (2003). *Formative research on teacher development of secondary education*. Kathmandu: Education Support Advisory Team (ESAT).
- Faculty of Education, T.U. (2003). *Formative research on curriculum and assessment of secondary education*. Kathmandu: Education Support Advisory Team(ESAT).
- Figlio, D. N. & Kenny, L. (2006). *Individual teacher incentives and student performance*. National Bureau of Economic Research, Working Paper No. 12627.
- Folajimi, O, F. (2009). *Teaching profession & factors affecting teaching profession in Nigeria : A Tee 403 Report*. Retrieved on February 5, 2013 from <http://neocgroup.com/atesui.com/Printer%20Friendly%20Versions/TEACHING%20P RESSION.pdf>

- Glewwe, P., & National Bureau of Economic Research. (2011). *School resources and educational outcomes in developing countries: A review of the literature from 1990 to 2010*. Cambridge, Mass: National Bureau of Economic Research.
- Gülen, M. F. (1996). *Toward the lost paradise*. London: Truestar Ltd.
- Gülen, M. F. (2001). *Prizma* (1).Izmir, Nil Yayinlari, 33.
- Gülen, M. F. (2004). *Toward a global civilization of love and tolerance*. Somerset, NJ: The Light Inc.
- Gulteki & Acar(2014).The intrinsic and Extrinsic Factors for Teacher Motivation. *Expert Project Publishing house*, 47(1) 291-306.
- Hargreaves, A. (1994). *Changing teachers, changing times: Teachers' work and culture in the postmodern age*. London, Cassell.
- Harmer, J. (2007). *The practice of English language teaching*. London: Pearson Longman.
- Harris, A., & Jones, M. (2010). Professional learning communities and system improvement. *Improving schools*, 13: 2,172-181.
- HMG Nepal/DANIDA (2002). *Secondary education support programme: Core document*. Kathmandu: Authors.
- Imazeki, J. (2005). *Teacher salaries and teacher attrition*. Economics of Education Review, 24, 431–449.
- Independent Project Trust. (1999). *Protecting your school from violence and crime*. Kwa Zulu Natal, South Africa: Government Printing Office.
- Ingersoll, R. M., & Center for the Study of Teaching and Policy, S. A. (2001). *Teacher turnover, teacher shortages, an organizational analysis*. A CTP Working Paper.

- Jesus, S.N. & Lens, W. (2005). *An integrated model for the study of teacher motivation*. *Applied Psychology: An Integrated Review*, 54; 1, 119-134.
- Johnson, D. (2008). *The enablement of teachers in the developing world: comparative policy perspectives*.
- Johnson, K.E. & Golombek, P.R.(2002). *Teachers' narrative inquiry as professional development*. Cambridge: Cambridge University Press.
- Johnson, S. (1990). *Teachers at work, achieving success in our schools*. New York: Basic Books Inc., Publishers.
- Johnson, S. M., & Birkeland, S. E. (2003). Pursuing a sense of success: New teachers explain their career decisions. *American Educational Research Journal*, 40, 581–617.
- Jones, T (2001). *An initial exploration into a time of change: Teacher perceptions of their profession in the new millennium*. In providing quality education and training for rural Australians: conference proceedings.
- Juma, F. (2011). *The relationship between mode of teacher motivation and students academic performance in public secondary schools in Bungoma North District*. Unpublished M.E.D Project Report, MOI University Kenya Working Paper 12155. Cambridge, MA: National Bureau of Economic Research.
- Kegan, R. (1982). *The evolving self: The problem and process in human development*. Cambridge, NY: Harvard University Press.
- Kelly, S. (2004). An event history analysis of teacher attrition: Salary, teacher tracking, and socially disadvantaged schools. *Journal of Experimental Education*, 72(3), 195–220.

- Kerlinger, F.N. (1986) *Foundation of behavioral research* (Third edition). New York : Holt Rinehart and Wiston.
- Kreis, K., & Milstein, M. (1985). *Satisfying teachers' needs*. The Clearing House, 59, 75-77.
- Kumar, R. (2005). *Research methodology: A step by step guide for beginners* (4th edition). India: Sage Publication.
- Kyriacou, C. (1989). *Teacher stress and burnout: an international review*. In C. Riches, & C. Morgan, Human Resource Management in Education (pp. 60–68). Milton Keynes: Open Universal Press.
- Levesque, M., Blais, M. R., & Hess, U. (2004). Dynamique motivationnelle de l'épuisement et du bien-être chez des enseignants Africains [Motivational dynamic of burnout and well-being among African teachers]. *Canadian Journal of Behavioural Science*, 36(3), 190-201.
- Luthan, F. (2002). *Organizational behavior* (9thed.). New Delhi: McGraw-Hill.
- MacDonald, D. (1999). *Teacher attrition: A review of literature*. Teaching and Teacher Education 5:839-848.
- Maslow, A. H. (1943). *A theory of human motivation*. Psychological Review, 50, 370-396.
- McClelland, D.J. (1961). *The achieving Society*. Princeton, NJ: D. Van Nostmand Co.
- McClelland, V. A., & Varma, V. P. (1996). *The needs of teachers*. London: Cassell. Merriam Webster (n.d.). Retrieved on January 13, 2013 from <http://www.merriamwebster.com/dictionary/attrition>.
- McKenzie, P., Santiago, P., & Organisation for Economic Co-operation and Development. (2005). *Teachers matter: Attracting, developing and*

retaining effective teachers. Paris: Organization for Economic Co-operation and Development.

McShane, S.L. & M.A.V. Glinow (2008). *Organizational behavior* (4thed.). New York: McGraw-Hill.

Middlewood, D. & Lumby, J. (1998). *Human resource management in school and colleges*. London: Paul Champion Publishing Ltd.

Murnane, R. J., Singer, J. D., Willett, J. B., Kemple, J. J., & Olsen, R. J. (1991). *Who will teach? Policies that matter*. Cambridge, MA: Harvard University Press.

Nawaz, N. & Yasin, H. (2015). Determinants of motivation in teachers: A study of private secondary schools chain networks in Bahawalpur. *Journal of Education and Practice*, Vol-6(1): p.1.

OECD. (2009). *Teaching Practices, Teachers' Beliefs and Attitudes*. In *Creating Effective Teaching and Learning Environments: First Results from TALIS* (87-135). OECD publications.

Pajak, E. & Blase, J.J. (1989). The Impact of Teachers' Personal Lives on Professional Role Enactment: A Qualitative Analysis University of Georgia. *American Educational Research Journal*, 26, (2), 283-310.

Pant, B. D. (2018). *English language teachers' motivation in professional development*. An unpublished M.Ed. thesis, T.U., Kathmandu, Nepal.

Pelletier, L. G., Séguin-Lévesque, C., & Legault, L. (2002). Pressure from above and pressure from below as determinants of teacher's motivation and teaching behaviors. *Journal of Educational Psychology*, 94, 186-196.

- Phyak, P, Gurung, Y., Khanal, P., Mabuhang, B. K. & Neupane, M. (2017). *Situational analysis of teacher motivation and professional development*. Save the children.
- Polikinghorne, D. E. (1995). Narrative configuration in qualitative analysis. *International Journal of Qualitative Studies in Education*, 8(1).5-23.
- Poudel, G.P. (2019) *Professional Identities of Nepalese English Teachers Constructed Through Teachers' Association*. An Unpublished M.Phil.dissertation. T.U., Kirtipur.
- Robbins, S.P. & DeCenzo, D.A.(2001). *Fundamentals of management (3rd ed.)*. Delhi: Pearson Education Asia.
- Rokaya, N. (2018). *Identity construction in female English language teachers' professional development: A narrative inquiry*. An Unpublished M.Ed. thesis, T.U., Kathmandu, Nepal.
- Rosenhotz, S.J., & Simpson, C. (1990). Workplace conditions and the rise and fall of teachers' commitment. *Sociology of Education*, 63, 241 - 247.
- Ryan, R.M., Deci, M. Edward, L. (2000). Intrinsic and extrinsic motivations :Classic definition and new directions. *Contemporary Educational Psychology*. 25(1): 54-67.
- Salley, C. M. (2010). *Leave the light on when you go: An inquiry into the factors that contribute to persistent teacher attrition*. Southern Wesleyan University, Schlechty.
- Smithers, A. & Robinson, P. (2003). *Factors affecting teachers' decision to leave the profession*. Nottingham: Department for Education and Skills (DfES).

- Stinebrickner, T. R. (2002). An analysis of occupational change and departure from the labor force: Evidence of the reasons that teachers leave. *Journal of Human Resources*, 37(1), 192–216.
- Tsui, A. (2007). Complexities of identity formation: A narrative inquiry of an ELF teacher. *TESOL Quarterly*, vol, 41, p.4.
- Tutor, F. D. (1986). *The relationship between perceived need deficiencies and factors influencing teacher participation in the Tennessee career ladder*. Memphis State University, Memphis: TN. Unpublished Doctoral Dissertation.
- Tye, B. B. & O'Brien, L. (2002). Why Are Experienced Teachers Leaving the Profession? *Phi Delta Kappan*, 84(1), 24-32.
- Ur, P. (1997). *A course in language teaching*. Cambridge: CUP.
- Wallace, M.J. (2005). *Training foreign language teachers*. Cambridge: CUP.
- Webster, L., & Mertova, P. (2007). *Using narrative inquiry as a research method: An introduction to using critical event narrative analysis in research on learning and teaching*. London, UK, Routledge.
- Wiley, C. (1997). What motivates employees according to over 40 years of motivation surveys? *International Journal of Manpower*, 18,(3).
- Williams, M. & Burden, R. L. (1997). *Psychology for language teachers: a social constructivist approach*. Cambridge: CUP.
- Wong, J., & Waring, H. Z., (2009). 'Very good' as a teacher response. *ELT Journal Advance Access*, 63(3), 195-203.
- World Bank. (2011). *Gender equality: The right and smart thing to do*. World Bank Report, Press Release, Retrieved on Feb 26, 2013 from <http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/WBEUROPEEXTN/AUSTRIAEXTN>.

APPENDIX A

Consent Form

Dear informant,

My name is **Tilak Bahadur Khadka**. I am researcher from Tribhuvan University, Department of English Education, Kirtipur Kathmandu.

My research entitled **Teachers Demotivating Factors in Nepalese ELT Context: A Narrative Inquiry** under the supervision of **Mr.Guru Prasad Poudel, Teaching Assistant**, Faculty, Department of English Education, T.U. Kirtipur, Kathmandu. I am interested to use interview teachers who left teaching profession. I will conduct the study with those that are willing to participate in unstructured in- depth interview. The purpose of my research is to explore the factors motivating for job quitting among Nepalese English teachers. The interview will take around 2 hours. The information shared during these sessions will be kept confidential. Every effort will be made to maintain the anonymity of the participants. The institution where you work will not be identified by name; details that might make it easy to identify it will be changed. In addition I will use pseudonyms to refer to all participants, and characteristics that could be used to identify you will be altered. Your participation in this project is completely voluntary, and you are free to discontinue or refuse participation at any time.

Name:

Signature :

Date :

APPENDIX B

General Interview Guiding Questions

The following questions or interview guidelines had been used in order to collect story/data for my study.

- Teachers background (Could you please share your family and educational background)
- Future Aim in Childhood (What was your aim when you were a school level student ?)
- Entry in the profession (When and how you enter into teaching profession?)
- Selecting Teaching as a Job (Why did you choose teaching as a profession ?)
- Experience in the Beginning (How did you feel in the beginning?)
- School Environment (How was the school environment during your teaching career ?)
- Job motivation and job quitting (What triggered you to join teaching profession and why did you quit the job?)
- Professional Challenges (Did any professional challenges provoke you to quit the teaching profession?)
- Relation with Stakeholders (How was your relation with the stakeholders in the school ?)
- Pushing factors (Sir, what could be the factors that provoked you to quit the job?)
- Recent feeling (Are you regretting now that you changed the profession?)

APPENDIX C

Interview Transcript

Teacher D (Sajan)

Researcher : Good morning sir ! I hope everything is fine with you.

Respondent : Good morning sir. I am fine and I hope you are also fine.

Researcher: I am fine sir. I would like to welcome you in this interview session for my thesis. I hope you will share your experience openly so that I will be easy to make my research worthy.

Respondent : Thank you sir. I will try my best to share my experience.

Researcher : I guess your story is interesting as you quit your job from a permanent teacher. Could you please share your brief family and educational background ?

Respondent : It's me Chhabilal Shrestha. I am a permanent residence of Hetauda. I was born in 2042 B.S. in Hetauda. I was a student of government-aided school and I was good in study from my school life. It was from poor family. My parents are literate so they guide me to study when I was a child. This is my family and educational background.

Researcher : What was your future aim when you were a school level student ?

Respondent : When I was a school level student I wanted to be a teacher because my teachers in the school loved me. When any teacher was absent in the school, I was asked to take class to the junior students or my classmates as well. Because of those opportunities, I was interested in teaching. When I got older I started to be interested in journalism. So, I set my aim as a journalist. After my SLC, I started my study in the journalism and English.

Researcher : When and how did you enter into the teaching profession ?

Respondent : My SCL result was published in Shrawan. After my SLC result, From Manshir, I started to work as a teacher in a private school. I was 16 when I started my teaching profession formally. I started teaching in the beginning to support my study and family. I used to teach up to three class. I taught there for five months. Later, I left there because it was 26km. far from my house. I used to go by cycle. It was very difficult to ride 52 km on cycle per day. I was from poor family so I had to start teaching job. I took classes in college in the morning and I left the last period and went to school to teach. Though, the college administration was strict, I put forward my problem. Finally, they allowed to leave last period. I was not interested in teaching at that time but I needed a job to meet my day to day demands. I was studying Journalism, as Journalist was my aim of life. I left my first job and came to Kathmandu. I started to do different jobs in Kathmandu for the survival. I passed my intermediate without taking regular classes. After completing my intermediate, I started to work in a private school in my own home town nearby my home. They did not provide salary regularly. I had to ask for the salary but I used get salary after 2/3 months. It was 2059 B.S., my payment was only 1500. I had to teach 7 periods per day and my daily salary was 50 rupees only. So, that was not sufficient for me. So, I left there also after 6 months. After some months, I started to work in a next school which was good in that area. I started to teach there as an English teacher in lower secondary level. I taught there for 18 months. I left there because I got job in Radio. As journalism was my passion, that was a good opportunity for me. I worked there for a long. Later, I realized that media provided me name and fame but not good payment. I thought, I could not run my life with name only. So, I left my job there also. I had completed my B.Ed. in English. One of my primary level friend was a principal of lower secondary level school. So, he called me there and asked to teach there as a secondary level English Teacher. I started to teach there because payment was also satisfactory there. I tried in government school also. But my name was

always published in written exam but in interview, I was always rejected. I came to know that, it was because of political game. I was not a good politician, so, I was always rejected in every government schools. One day, before applying for the teacher in government school, I went to a politically active person. Interestingly, he said that our party office had decided a month before to appoint our person for this post. Though, I applied there for the experience, I was not selected there. Later, I applied in a next government school in relief quota. Interestingly, we were called there at 11 but they started exam after 2 only. Later I came to know that, there was a candidate of Parliament Member's relative who was just intermediate pass. There were candidates who did masters from TU. Therefore, it was very difficult to select him there. If they did fair exam, that person could not pass his exam. So, later we knew that they provided the question paper to him and we also passed our written exam. He was selected and those who were masters degree holders were in the alternative list. My name was not in alternative list as well. One of the next government school announced vacancy for the post of lower secondary level English Teacher in private source. Salary was low there so only two of us applied. Luckily, next candidate did not come to take exam. I was only one candidate and I was selected there. I left the private school where I was teaching as an English teacher after 22 months. After three months, I was selected there in Lian category of secondary level teacher. So, I left the job of private source. I was working in the school and I did well. In 2070, Teacher Service Commission announced vacancy for the teachers. We were replaced by the permanent teachers. So, I had to leave the job. After three months, Chief District office decided to place us in relief quota. So, I was posted in a secondary level in the next school in relief quota. I worked there for a year. Fortunately, I was selected in Lower secondary level in 2072 in the vacancy announced by TSC. I was posted in Lalitpur for the first time. In this way, I entered into the teaching profession in different phases.

Researcher : What did you select teaching profession ?

Respondent : As I told you previously, in the beginning I selected teaching profession due to my poor economic condition. Later, I planned to spend my life in teaching along with journalism. Though, I planned to be a professional journalist, I realized that journalism provides us name not the payment. We can run our life with money only not with the name. Therefore, I chose teaching as a profession.

Researcher : How did you feel when you were selected as a permanent teacher for the first time ?

Respondent : I was excited because I was appointed as a permanent teacher. All the family members, relatives and my friends congratulated me. I was so happy because the government job is also linked with the prestige of the person. I went to Lalitpaur taking my appointment letter. When I reached there, I was shocked because the School Management Committee told me that you had to work here for at least two years. If I did not do that agreement, I would not permit to take attendance there. I was not ready to make that agreement. Later, I came to know that no teachers stayed there for more than 1 year. Teachers of that school made setting and went to the other school as the school was situated in remote area. I worked there around a month without attendance as they did not allow me to take attendance. Later, they asked me to take attendance. In the beginning, for three months, I stayed with my teacher staff from the same school. After 4/5 months, I was shifted to the next house in collaboration with my friends from the same school. We started to stay together, eat together. We paid rent for the room and we managed food ourselves. First one and half year was wonderful there. It was in the village so we can enjoy the fresh air and beautiful nature there. In this way, my experience in the beginning was wonderful.

Researcher : How was the working condition in the school ?

Respondent : As we all know that working condition in the government school is better. There was no one to give pressure. It was difficult to get the facilities

there due to remote area. As a permanent teacher, I got more respect and value than other teachers. So, I enjoyed the school environment.

Researcher : How did you motivate towards teaching profession and why did you quit job? Could you please share in detail?

Respondent : I have already mentioned why and how did I enter into the teaching profession. When I spent one and half years there in Lalitpur. After that, I planned to transfer to my home town or to the Kathmandu valley. I tried a lot for my transfer. But either I was asked to be the active member of political party or I was asked to pay 4 lakhs for my transfer. I rejected that propose because I thought to pay 4 lakh I had to work as volunteer for more than 1 year. So, my transfer was almost impossible with the honest way. Why I wanted to transfer is it was very difficult to go my home and returned back to the work place. The way was long and dangerous to my home town. It was more dangerous in the rainy season. My family worried a lot before reaching to the home and work place mainly in the rainy season. I had to go home in every Friday if not twice a month. One day while I was returning back to my work place I could not take my bike to the work place in the rainy season. Therefore, I kept the bike in the way and reached to the school after walking for 8 hrs. If I go home at one time, I spent around three thousand. In the work place, I had to manage for my lodging and fooding. Finally, there was a vacancy in my home town, I planned to transfer there. But due to the political game of political leaders and SMC, I could not transfer me to that place. All the guardins and the students wanted me to go to the school nearby my home but political leaders of that area did not help me as a result my transfer got unsuccessful. I voted to the candidates in the election but I do not take the membership of any political party up to now. Because of this also there was low chance of my transfer. Politically strong people were transferring before a year as well. I tried a lot of political channels but finally some district political leaders used to say that he had not taken our parties membership how could we help him to transfer. Some leaders said that he did not come to us why to help him to transfer. In this way,

no political parties helped me to transfer and as a honest teacher I was no ready to bow my head to the political parties and take their parties' membership. It was very difficult to stay in my work place because I got around 90 thousands after four months but I used to have more than 1 lakh loan before getting salary. I used to ask for money to my sister who was teaching in a private school in Hetauda. I am a married I have one son and a daughter, they had also some expectation from me. So, I thought either I would transfer or I would quit the job. Because my job is worthless in terms of security and economic condition. I applied to the school nearby my home for the transfer where the post of English teacher was vacant for a year. Before my application no one had applied there but when I had applied 8 more teachers applied there for the transfer. So, the school management committee and the Principal started to do politics there. They called us time and again but they did not take any decision after 7 months. One day they called us. Chair of SMC and a member of SMC did not want me to transfer in that school because their relative was also a candidate there. Forcefully, the SMC decided to appoint next person in that school. Next day there was a debate, argument and some movement and closed school for a day. Case went to ward office and ward office also did not take any decision but the case extended for a month. Later, I felt bore and thought that for the transfer I had to do this much things. If I was a politically attached person, I was transferred very easily. I thought this profession is not for me later I decided to resign from the post and resigned on Baisakh 14th 2075. I returned back to home town.

Researcher : Did you face any professional challenges during your teaching?

Respondent : I did not face any professional challenges as I had started teaching from my early life when I was a school level students. When I was appointed as a permanent teacher in the Lalitpur, I had some problem to deal with the students from the village as I was not familiar with their socio-cultural background. Later I was able to tackle that challenge as well. I did not face any professional challenges as I was an experienced teacher.

Researcher : How was your relation with the stakeholders of school ?

Respondent : I had good relation with all the stakeholders as I was frank in speaking. I used to share everything with them and asked about their happiness and sadness which helped me to socialize. So, I had better relation with all the stakeholders in the school.

Researcher : What are the factors that motivate you to quit the job ?

Respondent : I told you earlier, the political game in my transfer irritated me and I thought teaching is for political leaders. So, I quitted the job.

Researcher : Are you regretting now that you quitted the government job ?

Respondent : (some pause) ... no sir. I do not have any regret of quitting my job. The payment was not sufficient to meet my everyday demands. I could not get time to spend with my family as well.

I planned to guide my children and stay with my family members which I am getting now. Now I am doing journalism and small business and helping my children in their study. My earning is also not bad and I did not have any regret of resigning from the post of permanent teacher. If I did not resign I would not have got time to spend with my children and family and save some money as well.