

**ENGLISH LANGUAGE TEACHERS' MOTIVATION IN  
PROFESSIONAL DEVELOPMENT**

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

**Submitted by  
Bashu Dev Pant**

**Faculty of Education  
Tribhuvan University, Kirtipur  
Kathmandu, Nepal  
2018**

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**T.U. Reg. No.: 9-2-557-11-2010**

**Exam Roll No: 28710033/072**

**Date of Approval of Thesis**

**Proposal: 31-07-2017**

**Date of Submission: 27-06-2018**

## **DECLARATION**

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

Date: 27-06-2018

.....

**Bashu Dev Pant**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Bashu Dev Pant** has prepared this thesis entitled **English Language Teachers' Motivation in Professional Development** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 27-06-2018

.....  
**Mr. Khem Raj Joshi (Supervisor)**  
Teaching Assistant  
Department of English Education  
Faculty of Education  
TU, Kirtipur, Kathmandu, Nepal

## **APPROVAL FOR THE RESEARCH**

This proposal has been recommended for evaluation from the following

**Research Guidance Committee:**

**Signature**

**Dr. Ram Ekwel Singh (Supervisor)**

.....

Reader and Head

**Chairperson**

Department of English Education

Faculty of Education

TU, Kirtipur, Kathmandu.

**Dr. Anjana Bhattarai**

.....

Professor

**Member**

Department of English Education

Faculty of Education

TU, Kirtipur, Kathmandu.

**Mr. Guru Prasad Poudel**

.....

Teaching Assistant

**Member**

Department of English Education

Faculty of Education

TU, Kirtipur, Kathmandu.

Date: 31-07-2017

## EVALUATION AND APPROVAL

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

**Signature**

**Dr. Prem Bahadur Phyak**

Lecturer 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.

.....

**External**

**Mr. Khem Raj Joshi (Supervisor)**

Teaching Assistant  
Department of English Education  
Faculty of Education  
TU, Kirtipur, Kathmandu.

.....

**Member**

Date: 04-07-2018

# DEDICATION

*Dedicated to*

*My parents and teachers whose blessing is with me forever.*

## ACKNOWLEDGEMENTS

I would like to acknowledge with very real appreciation and gratitude to all the people and institutions that have helped me with the preparation of this thesis.

First of all, I am grateful and indebted to my thesis supervisor **Mr. Khem Raj Joshi**, Teaching Assistant at the Department of English Education, whose encouragement, engagement, critical comments, insightful suggestions and valuable advice on specific problems right from the beginning have added very significantly to the accuracy and clarity of this thesis. I would also like to express my sincere gratitude to my thesis proposal supervisor **Dr. Ram Ekwel Singh**, Reader at the Department of English Education, TU, Kirtipur for guiding me with regular encouragement, inspirations and suggestions throughout the proposal writing.

I wish to express my sincere gratitude to **Dr. Anjana Bhattarai**, Professor, Department of English Education and **Mr. Guru Prasad Poudel**, Teaching Assistant, Department of English Education for their insightful comments during the viva of proposal. I would like to express my gratitude to **Dr. Prem Bahadur Phyak**, Lecturer and Head and **Dr. Chandreshwar Mishra, Professor**, Department of English Education for their encouragement and suggestions during the viva of this thesis.

I highly appreciate the support, suggestion and encouragement that I received from all the **Gurus** and **Gurumas** of the Department of English Education during my study. I am also grateful to **Ms. Madhavi Khanal** and **Ms. Nabina Shrestha**, administrative staff members at Department of English Education, T.U., Kirtipur for their kind cooperation and administrative work.

I must also acknowledge with gratitude the authors whose ideas I have embedded in the thesis for exploring the study area that I have selected. I am grateful to all the principals and teachers of the sample schools who were kind enough to allow me to conduct questionnaire and interview without which I would have been incapable of conducting this study. Similarly, I am equally



indebted to the principal **Mr. Dibbeshor Adhikari** and all my staffs of Niranjana Secondary School, Netrawati Dabjong 01, Dhading for helping me in various ways in the process of collecting required information for the study with their wonderful rapport building skills and enthusiastic mannerisms.

I am highly indebted to my parents and all the family members for their inspirations and encouragement to complete my research work. Likewise, I feel pleasure to thank my friends who encouraged me to do my best to complete my thesis.

**Bashu Dev Pant**

## ABSTRACT

This study entitled **English Language Teachers' Motivation in Professional Development** was conducted to explore English language teachers' motivation for teaching and professional development. Similarly, it also aimed to identify the role of teachers' motivation in professional development. I used mixed methods design to carry out the research work. The population of the research consisted of all the basic and secondary level English language teachers of Dhading district. Forty English language teachers were selected as the sample for the study through purposive non-random sampling procedures. I administered questionnaire and conducted semi-structured interview to elicit the required information. The data were analyzed and interpreted statistically and descriptively to derive findings of the study. It was found that teaching is not the first choice of career for all the English language teachers. It was explored that job enrichment, flexible working hours, merit pay, and incentives were the significant strategies for motivating teachers in teaching and professional development. It was also found that improving teaching and students learning, personal and professional development, preparing plan for instruction are the major roles of teacher motivation.

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 contains of review of theoretical as well as empirical literature and its implication for the study; moreover, it 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. Furthermore, 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. Finally, the references and the appendices, which are necessary for the validation of the research, have also been presented.

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# CHAPTER ONE

## INTRODUCTION

This is a study on **English Language Teachers' Motivation in Professional Development**. This chapter 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.

### 1.1 Background of the Study

Teacher motivation (TM) is an important concern for educational leaders and managers because teacher motivation has an important effect on student's motivation. A common teacher's complaint is the difficulty of keeping students motivated to learn in the classroom. It is very difficult if the teachers themselves are not motivated. TM is important for the advancement of educational reforms. Jesus and Lens (2005) state that motivated teachers are more likely to work for educational reform and progressive legislation. Similarly, they guaranty the implementation of reforms originating at the policy-making level. Teacher motivation helps teachers develop professionally. It means it is such a motive which attracts teachers towards the professional activities. It enhances the educational status of the country. So, teacher motivation is important for the satisfaction and fulfilment of teachers themselves.

Teachers' motivation is one of the important factors in realizing educational objectives in achieving high academic performance. It is such a force which causes an individual to act in a certain manner. It is a key construct due to its impact on teachers' professional life, students' motivation and school functioning. Rasheed, Aslam and Sarwar (2010) note that teachers are the developers of positive and progressive society in any country. It is therefore, necessary to have highly motivated teacher. The courage and dedication for developing high performance work systems can only be achieved if teachers would be willing to give their best. Jesus and Lens (2005) emphasize that motivated teachers are more dedicated to their profession. They have job satisfaction and because of this, they work productively. Teacher job satisfaction and motivation is associated with the decreased number of institutional absenteeism and turnover. It must keep in mind that teachers who do not have job

satisfaction and are de-motivated may weaken educational programmes. Likewise, Nawaz and Yasin (2015) state that feedback plays a crucial role in the motivation of teachers. It proves the morale of the teachers. TM increases when satisfactory feedback is provided to them. Thus, it can be said that teacher motivation is based on the freedom to try new ideas, achievement of appropriate responsibility levels and involvement in various professional development activities.

Professional development (PD), in a broad sense, refers to the development of a person in his or her professional role. More specifically, “Teacher development is the professional growth a teacher achieves as a result of gaining increased experience and examining his/her teaching systematically” (Glatthorn, 1995, p. 41, as cited in Villegas-Reimers, 2003). The PD of teachers is a long-term process that includes regular opportunities and experiences planned systematically to promote growth and development in the profession. So, Teacher Professional Development (TPD) is an essential feature of instructional interventions in general, and for the improvement of students’ language learning and achievement in particular. The more the teachers are motivated the more they will engage in professional developmental activities. Teacher motivation in professional development is directly linked with classroom enactment of professional development approaches, content and skills. It is indirectly related to the likelihood of desirable students’ outcomes.

TPD programmes are designed to increase teacher content knowledge and pedagogical content knowledge with the view of resulting changes in instructional practices will boost students learning and performance (Karabenick and Conley, 2011). In addition to the focus on teacher knowledge and practices, there are also urgent calls to examine the role of teacher motivation for professional development. It is because professional development can influence teachers’ motivation for teaching and learning activities and for attempting new instructional practices. It can be said that descriptions of teacher development need to add accounts of motivational and dispositional factors.

Iliya and Ifeoma (2015, p. 10) say “Motivation is an internal process that makes a person move toward a goal.” So, it is generally assumed that motivation influences peoples’ attitude and performance at work. TM is directly linked to the instructors’

desire to take part in the pedagogical process and interest in sharing their knowledge with the students. It determines their involvement and non-involvement as well as dedication in the teaching activities. Teachers put educational philosophy and objective into their knowledge they transfer to their students. Teachers are the most important factor in the new generation's educational process. So, it is important that they perform to the best of their abilities in the educational activities. Iliya and Ifeoma (2015, p. 10) further state, "Teachers' motivation is influenced by a myriad of factors, including compensation, success in the classroom, their dedication to the profession, the training they receive and the prospect of promotion and career development."

Teacher motivation and professional development activities are highly interrelated in the sense that until and unless teachers are not motivated, their professional development will not flourish. Similarly, various professional development activities support teachers to be motivated in their teaching arena. If the teachers are demotivated towards their profession, then the whole educational policies and programmes will be in questioning. It is said that teachers are the change agents. They are responsible for the transformation of the society. It is only possible through educating learners, transferring their knowledge, skills and experiences to their students. So, it is necessary to motivate teachers towards their profession because teachers can change entire education system of the nation.

Thus, teacher motivation is regarded as an element which energizes or initiates the teacher to act or behave in a particular manner for attaining particular purpose. It arouses the interest and positive attitude towards their profession. It also helps teachers to keep their enthusiasm in language teaching. It is viewed as a key factor in English Language Teaching (ELT). The English language teachers should be very tactful, dedicated and dynamic towards their profession. They should be fully devoted their life in professional activities. For this, language teachers should be well motivated as a result they can well developed professionally in teaching profession.

## **1.2 Statement of the Problem**

TM plays a vital role in teaching learning process. Motivation is not only crucial to the long-term growth of any educational system but also very essential in the lives of teachers. It is to say that a motivated teacher leads to motivated 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 the schools. In this context, Jesus and Lens (2005) commented while teacher motivation is fundamental to the teaching learning process, many teachers are not highly motivated. The lack of motivation is perceived to be determined by different factors such as work environment and job enrichment. Jackson (1997, as cited in Mark, 2015) penned that lack of motivation among teachers has been manifested in teacher unwillingness to participate in school activities, poor attendance, unexpected absence, late coming, lack of additional training, uncreative and non-stimulating teaching, lack of interest in meetings, unhelpful attitudes when assistance is needed and development of arguments between colleagues. Thus, the ways to increase teacher motivation and capabilities can be assumed to be central to any systematic attempt to improve learning outcomes.

Teachers play a vital role in ensuring high quality of education for all. Numerous research studies have indicated that the quality of an educational system cannot outperform the quality of its teachers (Harris and Jones, 2010). To remain competitive and productive in today's knowledge-based world, teachers are constantly required to train and update their professional knowledge. The goal of teachers' professional development is to improve student achievement and learning. It assumes that professional development capacitates teachers by enhancing their knowledge and skills that will lead to improvement in classroom practice, student achievement and learning. This process of updating teachers' knowledge and skills depend on various factors such as availability of effective professional development programmes, teacher's readiness and willingness to learn and unlearn, teachers' commitment to apply the knowledge and skills gained, teachers' job satisfaction and motivation, and so on.

In our context, there are so many research works carried out in the field of teacher professional development. But none of the studies talked about the teachers' motivation in professional development. Some research studies showed that many English language teachers are only activated in training programmes provided by the Government of Nepal as a professional development. It is hearing in the ground that some of the teachers have only prioritized to their household activities rather than the professional one. They only spend six hours in the school. It means they have no any sorts of motivation towards their profession. Most of the teachers teach their students same thing year by year. We do not see any amendment in their teaching methodology. It means they are highly de-motivated towards their teaching learning activities. Some of the English teachers of Nepal do not update their knowledge as well. Similarly, 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 professionalism. On the other hand, though the teachers are concerned with the various professional activities, they do not give attention towards teacher motivation. Likewise, it can be said that most of the English teachers could not attend any sorts of professional conferences such as Nepal English Language Teachers Association (NELTA) International Conference, Annual ELT and Applied Linguistics Conference. In the same way, there are no or less programmes conducted related to the teacher motivation and professional development activities except TPD training programmes from the side of government. So, it is very difficult to arouse motivation to the teachers for their professional development.

Thus, problems are seen regarding the unprofessional treatment of teachers and lack of professional development opportunities and insufficient supportive supervision. Similarly, teachers have high amount of workload and big deal of challenges to do the various types of activities. In some of the schools, there are only less number of teachers than the allocated numbers of teachers by the Education Rules 2059. So, teachers have to do all the tasks what they need to perform. As a result, teachers are engaged in their work only. They did not get any opportunities to involve in professional activities. Likewise, we have seen different level of environment for

professional development of teachers throughout the country. But in our context, no any research studies are conducted to analyze the role of the English language teachers' motivation in professional development. Therefore, it is necessary to investigate whether teachers are motivated in their professional activities or not. If they are motivated, then what is the role of teacher motivation in professional development? So, research is needed to explore the English language teachers' motivation for teaching and their professional development.

### **1.3 Objectives of the Study**

This study had following objectives:

1. To explore English language teachers' motivation for teaching and professional development;
2. To identify the role of teachers' motivation in professional development, and
3. To suggest some pedagogical implications.

### **1.4 Research Questions**

This study was guided by the following research questions:

1. How are English language teachers motivated for teaching English and professional development?
2. What are the most important factors that influence teachers' motivation for teaching and professional development?
3. What is the role of teachers' motivation in professional development?

### **1.5 Significance of the Study**

Teacher motivation is important factor for professional development. It brings positive change in the professional behavior of the teachers and ultimately helps improve students' learning. It assists to improve and strengths the whole educational system of the nation. This study is significant to those who are engaged in profession in general and teaching profession in particular. This study includes the teachers' motivation and professional development activities which can be profitable for teachers to get in depth information about teacher professional development. Therefore, this study is significant for all the teachers, teacher trainers, policy makers, syllabus designers, and

stakeholders. This study is helpful to redesign the existing situation of TPD. It can also support to explore the innovative modules for TPD. Moreover, this study supports researchers who will undertake further research on teacher motivation and professional development. In addition, the findings from this study is useful for all the ELT practitioner and other stakeholders directly and indirectly involved in the English language teaching.

## **1.6 Delimitations of the Study**

This study was limited to English language teachers' motivation in professional development by applying mixed-methods research design. It was limited to forty basic and secondary level English language teachers of community schools of Dhading district. Likewise, this study was limited to questionnaire and semi-structured interview as a data collection tools. The questionnaire was administered to the forty teachers and the semi-structured interview was with five English language teachers teaching at basic and secondary level schools of Dhading district.

## **1.7 Operational Definitions of the Key Terms**

The definitions of the specific terms used in the study for the investigation are known as operational definitions. Operational definitions of the key terms for this research are given below:

**Professional Motivation:** In this study, professional motivation refers to an inner state of need or desire that activates professionals such as teachers to do something for their professionalism.

**Teacher development:** In this study, teacher development refers to the collaborative process where teachers' professionalism is enhanced.

**Professional development:** In this study, professional development refers to an ongoing learning process of professional growth in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their students.

**Stakeholders:** In this study, stakeholders refer to the concerned authorities who are involving in teacher professional development activities. For example, School Supervisors, teacher trainers, policy makers.

## **CHAPTER TWO**

### **REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This chapter is on the theoretical and empirical bases of the research. It includes four sub-sections, i.e. review of related 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 clear concepts about research work. 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 study, I basically reviewed literature related to two major theories: teacher motivation and teacher professional development in the following sub-topics.

##### **2.1.1 Teacher Motivation**

Motivation is the internal and external stimulant that determines the behaviour and the priority of a person. Motivation is the force that causes an individual to act in a certain manner or to be oriented towards the work. Harmer (2007, p. 98) defines motivation as “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 moved to do something. Similarly, Williams and Burden (1997, p. 120) suggest 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 strength of motivation will depend on how much value the individual places on the outcome he or she wishes to achieve. According to Greenberg (1999, p. 75), “Motivation is the process of arousing, directing and maintaining behavior towards particular goals.”



Thus, motivation is the force that initiates, guides and maintains goal-oriented actions or behaviors.

Motivation has been generally viewed as energy or drive that moves people to do something by nature. It 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. Williams and Burden (1997) differentiated two aspects of motivation: (1) initiating motivation which was concerned with the reasons for doing something and deciding to do something, and (2) sustaining motivation referring to the effort for sustaining or persisting in doing something. As for teacher motivation, Sinclair (1994, as cited in Williams and Burden, 1997) defined 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 delivering knowledge and grooming their students as the global citizens and master of their specialized field. It has to do with teachers' attitude to work and desire to participate in the pedagogical process within the school environment. It has to do with teachers' interest in student discipline and control particularly in the classroom.

Teachers' motivation appears crucial for optimal human functioning in the work place because teachers who are highly motivated are more engaged in their work and more satisfied. 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 featured components of teacher motivation: prominent intrinsic motivation which was 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 refers to 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.

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 are 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 levels of satisfaction have been associated with decreased teacher productivity and attrition. Teachers who are not motivated impact negatively on student 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 Factors Influencing Teacher Motivation**

Teacher motivation is the cry of the day in the field of education. Though teacher motivation is an essential factor for improving quality education, it could not be free from the threats of teacher motivation. In this regard, Iliya and Ifeoma (2015) present following influencing factors of teacher motivation.

### **2.1.2.1 Workload and Challenges**

There are increasing classroom challenges and demands placed on teachers. Teachers facing heavy workloads need sufficient motivational supports to sustain their effort and professional conduct on the job. Matoke, Okibo and Nyamongo (2015) noted that teachers are demoralized with heavy workloads, handling many lessons, many pupils and working for long hours. Similarly, Michaeloaw (2002) found out that workload and challenges are negatively correlated teacher job satisfaction and positively correlated to absenteeism (as cited in Matoke, Okibo and Nyamongo 2015).

Therefore, if teachers' workload is greater than teachers' motivational supports, teacher motivation is threatened.

### **2.1.2.2 Remuneration and Incentives**

Teacher salaries are generally low and irregularly paid. When teachers do not have enough money to live, they often resort to secondary employment activities, which can undermine their motivation to perform in their primary job and lead to increased absenteeism. Iliya and Ifeoma (2015) argue that one such secondary employment activity, private tutoring, can be especially harmful to students' achievement, or at least the distribution of students' achievement, when teachers cut back on teaching part of the curriculum in school to generate demand for their tutoring services out of school. Furthermore, it is difficult to motivate qualified teachers to work in the neediest schools and in rural areas without sufficient material incentives. Teachers are more motivated when they are paid on time, when retrieving their pay is easy, and sometimes through performance bonus-pay schemes.

### **2.1.2.3 Recognition and Prestige**

Social respect for teachers has fallen in many countries. Many teachers feel the respect for their profession is decreasing in the eyes of students, parents, government, and the larger society. Lack of prestige from low remuneration and low autonomy in planning and teaching, has been associated with private tutoring where teachers often enjoy more professional status, self-esteem, and better pay. Many teachers feel that another way to increase societal respect for teaching is to improve the public image of their profession by making the public more aware of the actual conditions they face (Tudor-Craig, 2002, as cited in Iliya and Ifeoma, 2015).

### **2.1.2.4 Accountability**

Teachers often face weak accountability with little support. Teachers' accountability is generally weak where there is low remuneration. Bennell and Akyeampong (2007, as cited in Iliya and Ifeoma, 2015) highlighted the need for greater accountability in order to rein in unprofessional teacher behavior in schools. However, accountability that is too harsh or not complemented with support can just as readily damage teacher motivation.

### **2.1.2.5 Career Development**

Teaching is frequently a second-choice job with few opportunities for professional development. While teachers may dislike external controls on their teaching decisions and behavior, nearly all teachers appreciate external professional support. To improve teacher motivation, (Bennell and Akyeampong, 2007, as cited in Iliya and Ifeoma, 2015) highlighted the need for more attractive career structures and more opportunities for teacher professional development. Professional development also enhances teacher motivation through an important and related channel.

### **2.1.2.6 Institutional Environment**

Teachers face unclear and constantly changing policies as well as poor management. Education policies are often unclear or subject to corruption or nepotism. Teachers prefer meritocratic promotion, deployment, and pay; but instead politics and patronage networks usually dominate and thus undercut teacher motivation (Ramachandran and Pal, 2005 as cited in Iliya and Ifeoma, 2015).

### **2.1.2.7 Voice**

Teachers rarely have an opportunity for input into school management and ministry policy. Teachers often operate in very hierarchical and authoritarian systems, with limited opportunities for participation and delegation of responsibilities. Teacher perspectives and needs are rarely considered in education policy making or project design. Teachers are often seen as passive implementers or technical inputs rather than partners in reform.

### **2.1.2.8 Learning Materials and Facilities**

Teachers have few or poor learning materials and poor facilities. Teachers increasingly have to do more with less or small number of textbooks and other learning materials are spread thin over many students, while physical infrastructure is poorly constructed or maintained. Physical materials in terms of adequacy and quality have been noted to have a great impact on teacher motivation. Matoke, Okibo and Nyamongo (2015) commented that topics that are meant to be taught practically are

taught theoretically as part of the adaptive mechanism by teachers due to inadequate resources for effective teaching. So, teachers are de-motivated by the fact that the school syllabus assumes that teachers have access to learning materials when in reality such materials are scarce.

### **2.1.3 Strategies for Increasing Motivation**

Strategy refers to a plan of action that is designed to achieve a long-term or overall aim. Motivation is the key tool for effective teaching. English language teachers should be motivated for their professional development. The teachers should highly motivated in their professionalism so that desired outcome can be achieved in the education sector. There are various ways of increasing motivation. According to Kingful and Nusenu (2015), following are the strategies for increasing teachers' motivation.

#### **2.1.3.1 Job Enrichment**

Job enrichment is the way of promoting teachers' motivation. It is directly related to the professional development. Job enrichment provides teachers with an opportunity to grow psychologically and mature in a job. Job enrichment attempts to make the job itself motivational. Job enrichment increases a job's range and depth. It refers to the number of activities and the autonomy, responsibility, discretion, and control.

#### **2.1.3.2 Merit Pay**

The idea of merit pay has a straight forward appeal. It provides financial rewards for meeting established goals and standards. The concern is that merit pay plans may encourage teachers to adjust their teaching down to the programme goals, setting their sights no higher than the standards (Coltham, 2002, as cited in Iliya and Ifeoma, 2015). Merit pay is also the strategy for motivation. It refers to the salary which is provided to the teachers according to their contribution and the performance. Pay has the potential to satisfy each of the five needs in Maslow's hierarchy. So, there should be the provision of merit pay for the teachers in order to motivate teaching personnel's in their profession.

### **2.1.3.3 Flexible Working Hours**

Most of the teachers are teaching seven periods in a day. They do not get any leisure time throughout a day. They do not have sufficient time to check the students' assignments and term papers as well. So, they can feel de-motivated in such situations. So, there should be flexible working hours for the teachers. So, the concept of flexible working hours has motivational appeal for the teachers.

### **2.1.3.4 Incentives**

An incentive is something that motivates an individual to perform an action. It can be taken as an important motivational device for a desired behaviour. So, incentive is also the significant strategy for increasing motivation. Motivation increases with greater incentive value. So that incentive should be provided to the teachers based on their work. Incentives can energize teachers to teach more effectively. Apart from this, there should be the provision of teacher award and prizes for the teachers as a result, teachers can do better in their professionalism.

### **2.1.3.5 Positiveness**

Last but not the least, positiveness is the most important factor which can enhance motivation in teaching learning activities. It is the quality of being encouraging of a successful outcome. Positive attitudes of the teachers can bring change in their profession. A positive attitude leads to happiness and success and can improve once behaviour in the profession. It brings motivation and energy to do things and accomplish goals effectively. It can be said that positiveness always brings higher motivation in once occupation. So, teachers should have the feeling of positivism in their professionalism.

## **2.1.4 Motivation Theories**

Motivation is commonly thought as an inner drive, impulse, emotion or desire that moves one to a particular action. There are two major motivation theories which are discussed below.

### **2.1.4.1 Content Theories**

There are three noticeable content theories of motivation. They are:

#### **(a) Maslow's Hierarchy of Needs**

Hierarchy of need theory was developed by Abraham Maslow in 1943. He suggested that people are motivated to accomplish their needs in the hierarchical order of psychological needs, safety needs, love and belongingness needs, esteem needs and self-actualization needs (Samson and Daft, 2005). Thus, according to this approach, one has to be satisfied with his psychological needs such as food, basic wage/salary, sex, etc. before he is motivated to safety need. 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.

#### **(b) Herzberg's Two Factor Theory**

This approach was developed by Frederick Herzberg in 1968. This theory is more related to work environment. He suggested two basic dimensions related to employee motivation hygiene factors and motivators (Hartel, Fujimoto, Strybosch and Fitzaptric, 2007). Hygiene factors are those that minimize discomfort, and insecurity at work places. For example, employee must agree upon the pay, working peers, working conditions and supervisors. Motivators are those that increase employee appreciation, recognitions, achievement, development and growth. Herzberg stated that motivation is a result of both good hygiene factors and effective motivators. That is, only with good hygiene factors (removing dissatisfaction) employees will not be motivated.

### **(c) MacClelland's Acquired Need Theory**

David MacCelland suggested that people develop certain needs through their experiences and they are motivated to work towards attainment of these needs. He suggested three major needs: need for achievement, need for affiliation, and need for power (Stone, 2008). Need for achievement is related to wish for attaining high goals whereas need for affiliation is concerned with the motive to have close relationship and keep away from disagreement. Similarly, need for power refers to the desire to have power over others, and thus, people with such needs are motivated to be on high position, and look forward for recognition.

#### **2.1.4.2 Process Theories**

There are two noticeable process theories of motivation. They are:

##### **(a) Equity Theory**

Equity theory was put forward by J. Stacy Adams in 1963. It focuses on explaining how motivation works. People compare themselves with others in their work places to see how they are treated. They evaluate themselves on the basis of inputs, which can be knowledge, skills, experience, and ability, to outcome which are paid, benefits and other compensations. People believe that the ratio of input to outcomes should be equal (equate) to all individuals working in the same environment. Thus, if one feels s/he is underpaid (inequity), s/he would have de-motivated and would reduce her/his work effort. Samson and Daft (2005) view that the most common ways to reduce the inequality in the organization are change inputs, change outcomes, distort perceptions or leave the job.

##### **b) Expectancy Theory**

This model was theorized by Victor Vroom and suggests that people are motivated for their desires and expectations that are achievable (Weihrich and Knoontz, 2005). More importantly, to be motivated one should value the reward of the achievement. In other words, people are not motivated unless they are sure that the compensations are at the same level as the performance. Therefore, according to this approach, until



an employee accepts the goal as achievable and reward is worth enough to the effort s/he is going to exert, s/he is not motivated (Hartel et al., 2007).

### **2.1.5 Teaching as a Profession**

Profession is a job requiring special type of skill or knowledge. A professional activity involves systematic knowledge and proficiency and requires some type of learning. Teachers are the persons like other professionals such as doctors, pilots, engineers who require special skills to accomplish their job. So, teaching is regarded as one of the profession. Khaniya (2006, p. 7) supports this view and states, “Teachers, professors, doctors, engineers, lawyers etc. are regarded as professionals...professional is he who performs task involving not only skills and knowledge but also expertise.”

Profession is a kind of occupation which can only be practiced after long and rigorous academic study. It also carries sense of public service and personal dedication. Wallace (2010, p. 5) presents five qualities of profession as: a basis of scientific knowledge; a period of rigorous study which is formally assessed; a sense of public service; high standards of professionals’ conduct; and the ability to perform some specified demanding and socially useful tasks in a demonstratively competent manner.

So, profession is someone’s systematic and total involvement in particular task having specialized knowledge and skills with some sorts of innovation and this is required in the field of teaching. Profession deals with a special field of knowledge or information. Its practitioners must have had special training in the field and have demonstrated their ability by some sort of examination that tested their qualifications to serve the public in the profession and hence work for the improvement of society. Similarly, its members belong to an organization that makes provision for the licensing and certification of its members and sets up machinery for their professional growth by organizing regular courses and seminars and by publishing journals. Thus, teaching is taken as a profession since it has all the aforementioned characteristics. Teachers do specialize in particular subject areas and also study education itself in some depth. They have special training also in the field, in the form of teaching practice and they have to pass examinations in order to be qualified trained

teachers. They are organized also. For example, NELTA is a professional organization for English language teachers of Nepal.

### **2.1.6 Teachers' Professional Development**

Teacher professional development is a bottom-up process in which teachers keep themselves engaged in learning and expanding their expertise. It is an ongoing lifelong process with long term goal which is based on personal and professional refinement of a teacher. When teachers can use the resources around them to advance themselves, then there is a professional development. Village-Reimers (2003) defines professional development as the development of a person in his or her personal role. Similarly, Underhill (1986) states, "teacher development is the process of becoming the best kind of teacher that I personally can be" (as cited in Head and Tayler, 1997, p. 12). Teachers' professional development is an endless process through which the teachers grow with the span of time.

Similarly, Ur (1996, p. 318) says, "Teacher development takes place when teachers working as individuals or in group. Consciously take advantage of such resources to forward their own professional learning." After gaining the experience and expertise for years in teaching systematically a teacher achieves professional development. So, TPD is regarded as the process of developing professional excellence by learning, experiencing and practicing new challenges which are encountered in teaching learning activities.

According to Diaz-Maggioli (2004), teachers' professional development is defined as an ongoing learning process in which teachers engage voluntarily to learn how best to adjust their teaching to the learning needs of their student; it is not a one-shot, and one size fits all event. Likewise, Head and Taylor (1997) view, "Development means change and growth." The teacher development means to grow up as better teacher. More specifically, TD is the professional growth a teacher achieves as a result of gaining increased experienced and examining his/her teaching.

Professional development starts when a novice teacher enters in to classroom. In this phase, teacher adjusts in professional life. TPD is about dealing with the needs and wants of the individual. It relates new experiences, new challenges and the

opportunities for teachers to burden their repertoire and take on new responsibilities and challenges. Bell and Gillbert (1994, as cited in Aryal and Panta, 2014) define professional development as a part of teacher development that involves not only the use of different activities but also the development of beliefs and concepts underlying the activities.

Thus, TPD is regarded as an essential component in maintaining in advancing individual personal and professional activities. It is the key factor to bring a positive effect on the educational products.

### **2.1.7 Purpose of Professional Development**

Professional development helps teachers to develop their content knowledge and skills. It is a key factor to bring the positive effect on the educational products.

Professional activities assist to improve teachers' attitude, knowledge, understanding and skills. It supports individual needs and improves professional practice. So, the teachers should be advance in professional expertise throughout their career.

According to Blandford (2000), the purpose of professional development can be summarized as the acquisition or extension of the knowledge, understanding skills and abilities that will enable individual teachers and the school-learning organizations in which they work to develop and adopt their range of practice; reflect on their experience, research and practice in order to meet pupil needs, collectively and individually; contribute to the professional life of the school, and as a practitioner interact with the school community and external agencies; keep in touch with current educational thinking in order to maintain and develop good practice; give critical consideration to educational policy, in particular how to raise standards; and widen their understanding of society, in particular of information and communication technology (ICT).

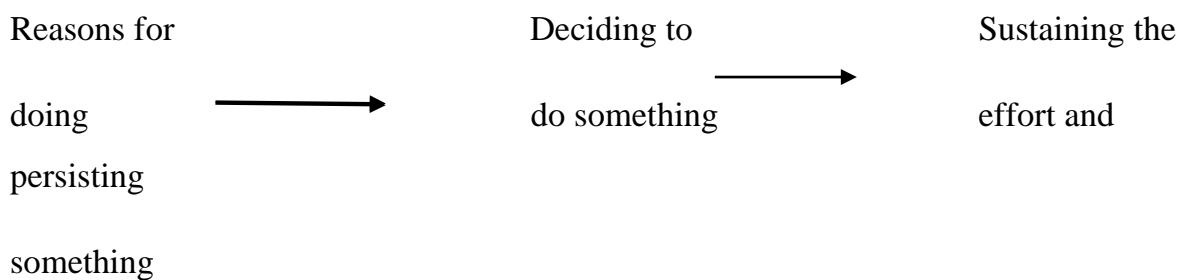
An educational institution's approach to professional development will depend on whether it views employees as a resource or a cost-commodity, it views of adult as lifelong learners its educational goals and preferred methods for achieving them. Ultimately, in school, the aim of professional development is to improve practice in the classroom.

### 2.1.8 Model of Teacher Motivation

It is important to emphasize that motivation is more than simply arousing interest. It also involves sustaining that interest and investing time and energy into putting in the necessary effort to achieve certain goals. Williams and Burden (1997) define motivation as a state of cognitive and emotional arousal which leads to a conscious decision to act and gives rise to a period of sustained intellectual and physical effort to attain a previously set goal. It is to say that people are motivated in different ways which may involve the element of desire something. The person's interest of enthusiasm is activated to make conscious decision to act in certain ways to achieve a particular goal.

Motivation refers to reasons that underlie behavior that is characterized by willingness and volition. There are reasons for undertaking a particular activity. These reasons will probably involve a mixture of internal and external influences. Internal factors are related to the self-motivating factors whereas external factors are received from the outer part such as trainings and professional activities. Similarly, people consider what is actually involved in deciding to do something: what makes people choose to embark on a particular task and to invest time and energy in it. Likewise, people need to sustain the effort required to complete the activity to their own satisfaction.

Williams and Burden (1997, p. 121) present the following model of motivation.



### **2.1.9 Role of Teachers' Motivation in Professional Development**

Motivation is the set of forces that causes people to choose certain behaviours among the many alternatives open to them. Motivation is important because of its significance as a determinant of performance and its intangible nature. So, teacher motivation plays vital role in professional development. It is because if the teachers are motivated then they can be engaged various sorts of professional activities. By the help of motivation, teachers can maintain, control and arouse interest of the learners more effectively in teaching and learning process. Motivation is the central factor in the effective management of the process of learning (Kelly, 1946). Teacher is motivated by the support and co-operation, rewards and praise, various activities related to professional development. The teacher will be engaged in different activities of schools for the betterment of self and whole institution if s/he is motivated. So, it can be said that motivation can change the entire education system of the nation. Similarly, students learning process becomes more successful by using different motivation techniques. Motivation in education is the degree of self-esteem to processes and the sense of value to determine how well the students can improve and develop their potentials. Thus, teacher motivation plays a dominant role in professional development. Teachers can utilize successful strategies and tactics to make the teaching learning activities effective.

### **2.2 Review of Empirical Literature**

Several research works have been carried out in the field of English language teaching. Many researchers have studied under the area of teacher professional development in the Central Department of English Education, TU. Being the researcher, one should gather adequate knowledge from the previous studies which provide him/her basic framework to prepare further new research. Therefore, here is an attempt to review the different studies related to my topic.

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. Being based on the quantitative research, they used survey research design. The population of the study included the teachers of class ten in the secondary schools of Rawalpindi City. A random sample of ten schools were taken for research and 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 behaviour 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.

Nyakundi (2012) carried out a research on “Factors Affecting Teacher Motivation in Public Secondary Schools in Thika West District, Kiambu County.” The main objective of this study was to find out the influence of job on teacher motivation in public secondary schools in Thika west district. This study was based on descriptive survey design. The total population for the study was all the principals and teachers of sixteen public secondary schools in Thika west district in Kiambu County. The sample of the study was 14 principals and 112 teachers of the target schools. Purposive sampling technique was used to sample principals while simple random sampling was used to sample teachers. Questionnaires and interview schedules were used as instruments for data collection. It was found that the influence of job satisfaction, effect of reward system, professional training and development, work situational factors affect the teacher motivation in public secondary schools in Thika west district.

Similarly, Hettarachchi (2013) conducted a research on “English Language Teachers Motivation in Sri Lankan Public schools.” The main purpose of this study was to investigate aspects of teacher motivation/ de-motivation among English language teachers in Sri Lanka’s public-school system. Qualitative survey research design was adopted for this study. The total population of the study were English teachers currently employed in the public schools of Sri Lanka. A convenience sample of five English teachers took part in qualitative interview. The second source of data collection was a qualitative survey. A convenience sample of eighty-three teachers were participated in the survey. It was found that students themselves, the act of

teaching students, and the prestigious social position for English teachers in Sri Lanka were the main motivators for teachers. Similarly, limited facilities for teaching and learning in schools, in efficiency of school administration, English proficiency, and the poor relationship between colleagues were the de-motivating factors for the teachers.

Likewise, Khulal (2014) carried out a research on “Teacher Support Group for Professional Development: Teachers’ Perceptions.” The main objective of this study was to find out the English language teachers perceptions on teacher support groups. This study was based on survey research design. All English language teachers of secondary level in the Kathmandu valley were the total population of the study. Forty English language teachers from forty different schools who were teaching in secondary level of Kathmandu valley were the sample for the study. She used non-random judgmental sampling procedure to select the sample. She used questionnaire as the tool to elicit data. It was found that almost all the teachers had positive perception on teacher support group for both teachers’ professional development and improving classroom practice. She concluded that teachers are keenly interested to enhance their professional development by getting information on current teaching practices and strategies. So, the well-planned teacher support group changes in teaching practices and professional relationship with colleagues.

In the same way, Panthi (2014) conducted a research on “English Language Teachers’ Perceptions and Practices on Networking for Professional Development.” The main objective of this research was to find out the perceptions of English language teachers towards networking for the professional development. Being based on quantitative research, he has used survey research design in this research. The total population of this study was the higher secondary and college level English language teachers from the Kathmandu valley. Forty higher secondary and college level English language teachers were the sample for the study. He used non-random judgmental sampling procedure to select the sample for the study. Similarly, he used questionnaire as the tool for data collection. It was found that almost all the higher secondary and college level English language teachers have positive perceptions towards networking and

majority of the teachers are practicing the common models of networking to bring up the English language teachers in a single forum for their professional development.

Mark (2015) carried out a research on “Factors Influencing Teachers’ Motivation and Job Performance in Kibaha District, Tanzania.” The main objective of this study was to investigate factors influencing teachers’ motivation and job performance in public secondary schools in Kibaha District. Being based on the mixed methods research this study adopted descriptive survey design. All the public schools of Kibaha District were the total population of the study. The sample of the study was thirty- two teachers, four head of schools, one officer of Teacher Service Department, Kibaha, one officer of Chama Cha Wilimu, Kibaha, Tanzania and one District Education Officer. This study involved probability and non-probability sampling. The researcher had employed simple random sampling to select thirty-two teachers and remaining seven participants were selected through purposive sampling techniques.

Questionnaires, interview and documentary review were the tools for data collection. It was found that motivation of teachers in Kibaha district was affected by factors such as poor working conditions, low salary, unfavourable policies on education, delays in promotions and community’s perception towards teaching.

Pokhrel (2015) conducted a research on “Professional Development of Teaching Personnel of Tribhuvan University.” The main objective of the study was to explore the professional activities of TU teaching personnel in their professional development. This study was based on survey research design. The total population of this study included all the teachers who have been teaching in Tribhuvan University. The total sample size of this research consisted of forty master level English language teaching personnel. The samples were selected using purposive non-random sampling. He used questionnaire as the tool for data collection. It was found that the professional development of teaching personnel of Tribhuvan University was not satisfactory as it was supposed to be. However, most of the teachers found to be aware about their teaching career and profession. Finally, he concluded that without the service and dedication, professional activities of TU personnel could not be upgraded. So, teacher



must be well experienced, co-operative, helpful, dynamic, energetic, devoted, expert and well-equipped to enhance teachers' professional development.

Thakur (2016) carried out a research on "Strategies Used by Secondary Level English Teachers for their Professional Development." The main objective of this research study was to identify the strategies used by Secondary level English language teachers for their professional development. Being based on quantitative research, he used survey research design to conduct this study. The samples of this study were forty secondary level English language teachers who were teaching English in twenty different schools of Mahotari district. He selected two teachers from each school. He used purposive non-random sampling procedure to select the schools. He used questionnaires and interview as the main tools for data collection. It was found that strategies used by secondary level English teachers for their professional development are: self-monitoring, teaching portfolio, action research, peer coaching, peer observation, team teaching, case analysis, work shop teacher support groups, keeping a teaching journal and analyzing critical incidents.

Shukr, Qamar and Hassan (2016) carried out a research on "Faculty's Perception of Level of Teacher's Motivation." The main objectives of the study were to determine the de-motivating factors influencing the teacher's motivation at Army Medical College from the faculty's perspective and to identify the possible solutions to the de-motivating factors influencing the teacher's motivation from the faculty's perspective. This study was based on exploratory qualitative design. The sample consisted of twenty teaching faculty members, with representation of professors, associate professors and assistant professors from both basic and clinical sciences faculty members. The 20 participants were divided into four focus groups. Each group had member from senior faculty, junior faculty, clinical sciences, and basic medical sciences. This study found alleged barriers and supports to involve in the enhancement of motivation. Teachers' perceptions identified the financial, incentive/promotional, time management, appreciation, formal training, multiple jobs and intrinsic motivation with lack of empowerment as the major de-motivators. The commonest remedial solutions were suggested such as financial rewards, appreciation from Head of

Department (HOD) and Principal. It was concluded that addressing these demotivators and reinforcing the solutions can lead to improvement in the faculty motivation.

Budhathoki (2017) conducted a research on “Teachers’ Perceptions towards Teacher Training for Professional Development.” The main objectives of this research were to identify teachers’ perception towards teacher training for professional development and to find out the role of teacher training to enhance teachers’ professional development in term of motivation, presentation, using ICT, teaching techniques and evaluation. He used mixed method design (i.e. both qualitative and quantitative) in general and survey research design in particular to conduct this research. The total population of this study consisted of all the English language teachers of Salyan district. The samples of the study were thirty English teachers of Salyan district. He used non-random judgmental sampling to select samples. He used questionnaire as the tool to elicit data. It was found that the teachers viewed the teacher training as the most essential, inevitable and important way and strategies of teachers’ professional development as it develops certain knowledge, skills and attitudes in the teachers for making their teaching learning activities effective.

Through the intensive study of the aforementioned and other related literature, I came to know that previous research works missed the study on the English language teachers’ motivation in professional development. Though above-mentioned research works are indirectly related to my research, it is unique in the sense that no research work has been carried out to identify the role of teacher motivation in professional development. Hence, this research work is different from above mentioned research.

### **2.3 Implications of the Review for the Study**

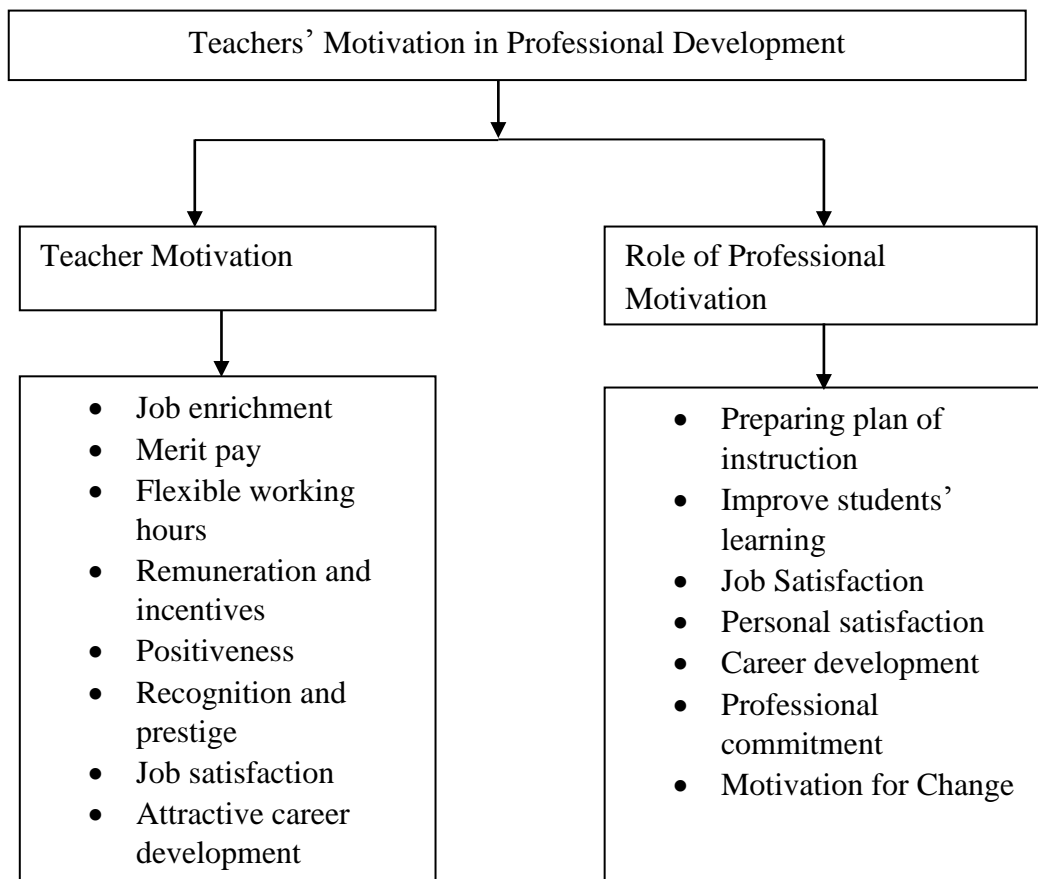
Literature review has invaluable implications from selection of the topic to deriving the findings. To select the researchable new topic in teacher motivation and professional development, I reviewed some research works which were already carried out. These works had recommended some possible researchable topics which helped me know the gap between what has already been found out and what has not found out yet. It shows that any researchable topic gets background knowledge from the literature review because all the problems may not be research topics. Similarly, theoretical review is implied to extend the knowledge of teacher motivation, factors influencing teacher motivation, strategies of increasing motivation, motivation theories, teacher professional development, strategies for professional development, purposes and models of TPD and role of motivation in professional development.

Among the studies, the study by Alam and Farid (2011) supported me to understand the theoretical aspects of the study. Similarly, Nyakundi (2012) helped me construct questionnaire and overall understanding of the research work. In the same way, Hettarachchi (2013) assisted me to understand the situation of English language teachers' motivation in developing countries. Likewise, Khulal (2014) and Panthi (2014) helped me visit the contextualization of teacher professional development. Pokhrel (2015) and Thakur (2016) helped me construct research questions and tools for data collection and helped for the analysis of data. Similarly, Mark (2013) and Shukr, Qamar and Hassan (2016) also co-operated me in the theoretical part of my research study. Moreover, Budhathoki (2017) gave insights me to write methodology part of the study.

To sum up, all the reviewed study helped me in cultivating the ideas on theoretical background of teacher motivation and professional development. I got benefitted to understand the way of reviewing the related literature from above mentioned studies. Not only this, it provided me with the theoretical and empirical background and broadened my horizons of knowledge of my research study and also helped me develop conceptual framework.

## 2.4 Conceptual Framework

Conceptual framework is the visual representation of the task. The main purpose of conceptual framework is to show the relationship among the various concepts and variables of the study. In this context, Miles and Huberman (1994, p.18) define “conceptual framework is a written or visual representation that explains either graphically or in narrative forms.” While carrying out this research I consulted different documents related to the study and literature review. On the basis of all the reviewed documents I had developed the following conceptual framework to process this study ahead.



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

This chapter deals with methodology which was adopted in the study. This chapter consists 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**

Research is a kind of inquiry to find out the truth or evidence. It is the ways of collecting accurate, sound and reliable information. Kumar (2014, p. 3) states, “Research is an integral part of good professional practice in many professions and has been responsible for greatly influencing the practice procedures and outcomes in these professions.” Similarly, based on Nunan (1992), research is a systematic process of inquiry consisting of three elements or components: (1) a question, problem or hypothesis; (2) data; and (3) analysis and interpretation of data. Likewise, Kothari (2002) views, “Research is an art of scientific investigation.” Thus, research is an effort to search new facts, knowledge and principles in a scientific manner.

A research design is a structure, blueprint or detailed plan of research study to be completed. It is a plan actually, followed by the researchers while carrying out any research study which makes the study systematic and fruitful. According to Kumar (2014, p. 121), “A research design is a road map that you decide to follow during your research journey to find answers to your research as validity, objectively, accurately and economically as possible.” Thus, research design is a detailed plan for how research plan is to be completed.

To make this study systematic and attain the objectives of the study, I adopted mixed methods research design.

Mixed methods research is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct

designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either approach alone. The field of mixed methods research is relatively new with major work in developing it stemming from the middle to late 1980s. Its origins, however, go back further. By the early 1990s, mixed methods turned toward the systematic convergence of quantitative and qualitative databases, and the idea of integration in different types of research designs emerged (Creswell, 2014). Thus, mixed methods research design is a procedure for collecting, analyzing, and mixing both quantitative and qualitative methods in a single study or a series of studies to understand a research problem (Creswell and Clark, 2011). In short, data are mixed in mixed methods study.

Creswell and Clark (2011) state six types of mixed methods research design. They are: (1) convergent parallel design, (2) explanatory sequential design, (3) exploratory design, (4) the embedded design, (5) the transformative design, and (6) the multiphase design. Among these research design, I adopted explanatory sequential mixed methods design which is discussed below.

The explanatory sequential mixed methods approach is a design in mixed methods in which the researcher first conducts quantitative research, analyzes the results and then builds on the results to explain them in more detail with qualitative research (Creswell, 2014). It is considered explanatory because the initial quantitative data results are explained further with the qualitative data. It is considered sequential because the initial quantitative phase is followed by the qualitative phase. It involves a two-phase project in which the researcher collects quantitative data in the first phase, analyzes the results, and then uses the results to plan the second, qualitative phase. The quantitative results typically inform the types of participants to be purposefully selected for the qualitative phase and the types of questions that will be asked of the participants.

The overall intent of this design is to have the qualitative data help explain in more detail the initial quantitative results. A typical procedure might involve collecting

survey data in the first phase, analyzing the data, and then following up with qualitative interviews to help explain the survey responses. This type of design is popular in fields with a strong quantitative orientation, but it presents challenges of identifying the quantitative results to further explore and the unequal sample sizes for each phase of the study (Creswell, 2014). As mentioned here, I also analyzed the data statistically and descriptively in precise manner.

### **3.2. Population, Sample and Sampling Strategy**

The population of this study were all the basic and secondary level English language teachers of Dhading district. The sample of the study included forty English language teachers. I administered 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.

### **3.3. Research Tools**

Tools are the most important elements for any study. For this study, I administered survey questionnaire and semi-structured interview with the teachers as the tools for data collection.

### **3.4 Sources of Data**

I used both primary and secondary sources of data for the study.

#### **3.4.1 Primary Sources of Data**

Primary data were collected from the forty English language teachers teaching at basic and secondary level schools of Dhading district. The primary data were obtained from the questionnaire and semi-structured interview with the teachers.

#### **3.4.2 Secondary Sources of Data**

The secondary information was derived from different printed and electronic materials like books, articles, journals and documents related with the study. I consulted the different books including Williams and Burden (1997), Wallace (2005), Ur (2005), Harmer (2007), Creswell (2014) and so on. Furthermore, I consulted the theses under

the Department of English Education, T.U. including Panthi (2014), Pokhrel (2015), Thakur (2016) and Budhathoki (2017).

### **3.5 Data Collection Procedures**

To collect required data for research work at first, I visited the community schools of Dhading district and I met the head teachers. After that I informed my purpose to the head teachers. Then, I requested the head teachers to allow me to meet English language teachers. After that I built rapport with the authority persons. Similarly, I also informed about my research purpose to the English language teachers. After this step, I distributed the questionnaire to the respondents and I asked them to return after a week. After one week, I collected the questionnaire with responses from the respondents. Then, I made request to five teachers only for semi-structured interview. Finally, I thanked all the concerned people for their kind co-operation in my research.

### **3.6 Data Analysis Procedures**

The process of data analysis was started after the collection of raw data from questionnaire and semi-structured interview. Being a mixed method research design, it had the characteristics of both qualitative and quantitative analysis. So, the collected data were analyzed and interpreted both quantitatively and qualitatively. The obtained data were presented in statistically i.e. tabulation form and descriptively on the basis of responses made by teachers.

### **3.7 Ethical Considerations**

Ethical consideration is an important matter in the research. Every respondent has their right to privacy. They should be informed the purpose of the study and value of their participation in it. They should be sure that there is no any harm in their personal career and in intuitional reputation and so can provide sufficient data. That's why to get reliable and authentic data ethical consideration is highly required.

In the process of data collection, I clearly informed my purpose to my respondents. I would not use the data for other purposes. Likewise, I would make them know that their presence in my study would be voluntary but appreciated. Similarly, the findings



of this study would not harm to the respondents. They would be assured that all identifiable personal information would be strictly kept confidential and no names would be mentioned in the thesis as well as in any publications.

## CHAPTER FOUR

### ANALYSIS AND INTERPRETATION OF RESULTS

The quantitative and qualitative data collected for the study were analysed and interpreted to derive findings of the study. Here, this chapter of the thesis includes the analysis and interpretation of the results.

#### 4.1 Analysis of Data and Interpretation of Results

This study was carried out to explore English language teachers' motivation for teaching and professional development and to identify the role of teachers' motivation in professional development. It includes English language teachers' motivation in teaching and professional development. It also incorporates with role of teachers' motivation and their views on professional development. For these purpose, the collected data were analysed and interpreted under the following main headings:

##### 4.1.1 English Language Teachers' Motivation in Teaching

This section tried to explore English language teachers' motivation in teaching based on the responses collected from forty English Language teachers through a questionnaire.

###### 4.1.1.1 Teachers' Choice for Career

The following table exposes the teachers' choice for career, i.e. the teachers take teaching profession as the first choice of their career or not. I administered the question regarding their choice of career to the forty English language teachers, the responses made by them can be shown in the following table:

**Table 1: Teachers' Choice for Career**

	A		SA		D		SD	
	N	%	N	%	N	%	N	%
Teaching as the First Choice Job	11	27.5	5	12.5	24	60	0	0

(Note: A= Agree, SA= Strongly Agree, D= Disagree, and SD= Strongly Disagree)

The table 1 shows the responses regarding the teaching as the first choice of career. Among forty English language teachers, 27.5% teachers agreed on teaching as their

first choice of career. Similarly, 12.5% teachers strongly agreed on teaching as their first-choice of job. In the contrary, 60% teachers disagreed to this point. None of the teachers responded on strongly disagree in teaching profession as the first choice of their career.

From the analysis of table 1, it can be said that just more than half present of the teachers did not choose the teaching profession as their first choice of career.

However, there were 40% teachers who chose teaching as their first choice of career.

Moreover, none of the teachers were strongly disagreed with teaching profession.

#### **4.1.1.2 Reasons for Becoming a Teacher**

The given table below incorporates the reasons for becoming a teacher. It is for getting their views if the teachers were motivated towards their profession or not.

Whether they willingly involved in teaching profession or it is their compulsion to join teaching. The responses made by the teachers could be shown in the following table:

**Table 2: Reasons for Becoming a Teacher**

<b>SN</b>	<b>Reasons for Becoming Teacher</b>	<b>N</b>	<b>%</b>
1	Highly paid job	5	12.5
2	Good work condition	5	12.5
3	Couldn't find other job	5	12.5
4	Want to help my community	25	62.5

The table 2 displays the responses related to teachers' reasons for becoming a teacher. Among forty English language teachers, 12.5% teachers responded that they became teacher because teaching is a highly paid job. Similarly, again 12.5% teachers responded that they became teacher because there is a good work condition in teaching. However, 12.5% teachers replied that they became teacher because they couldn't find any other job. In the same way, 62.2% teachers responded that they were teacher because they want to help their community by remaining in teaching profession.

As shown by the table 2, it can be said that some teachers became teachers because they didn't find any other jobs to do. Some teachers became teachers because there is good work condition and they can earn more money from the teaching profession. But more than the half percentage of teachers became teachers because they want to help their community by educating the students.

#### **4.1.1.3 Satisfaction and Dissatisfaction with Teaching Profession**

The following table shows the satisfaction and dissatisfaction with the teaching profession. It is because of investigating the teachers' motivation in teaching. The responses made by the teachers regarding this question could be shown in the given table below:

**Table 3: Satisfaction and Dissatisfaction with Teaching Profession**

<b>SN</b>	<b>Satisfaction and Dissatisfaction Related</b>	<b>N</b>	<b>%</b>
	<b>Satisfaction Related</b>		
1	Teaching is prestigious job	5	12.5
2	Sense of public service and personal dedication	5	12.5
3	Improving me and my students knowledge and skills	6	15
4	Flexible working hours for the teachers	3	7.5
	<b>Dissatisfaction Related</b>		
1	Big deal of work load and challenges	6	15
2	Second choice job with few opportunities	8	20
3	Teachers' salaries are generally low and irregularly paid	2	5
4	Social respect for teachers has fallen	5	12.5

The table 3 displays the satisfaction and dissatisfaction of the teachers with the teaching profession. Among 40 English language teachers, 47.5% teachers were satisfied. In the contrary, 52.5% teachers were dissatisfied with teaching profession. Talking about the satisfaction of the teachers, 12.5% teachers responded that they

were satisfied because teaching is a prestigious job itself. Similarly, 12.5% teachers replied that they were satisfied because there is a Sense of public service and personal dedication in teaching profession. Likewise, 15% teachers were satisfied because they wanted to improve themselves and their students' knowledge and skills. Moreover, 7.5% teachers were satisfied in teaching profession because there is flexible working hour for the teachers. However, when we talk about the dissatisfaction of the teachers towards teaching profession, 15% teachers were dissatisfied because there is a big deal of work load and challenges in teaching. Likewise, 20% teachers showed their dissatisfaction because for them teaching is a second-choice job with few opportunities. In the same way, 5% teachers were dissatisfied because teachers' salaries are generally low and irregularly paid. In the similar vein, 12.5% teachers were also dissatisfied because social respect for teachers has fallen now.

The above analysis shows that almost more than 50% percentage of teachers were dissatisfied in teaching profession, but reasons were varied. There is also another category of teachers, i.e. 47.5% teachers who were satisfied in teaching and teaching profession.

#### **4.1.1.4 Availability of Teaching Learning Materials**

Availability of teaching learning materials help to increase teachers' motivation on teaching. The following table shows the responses made by the teachers regarding the teaching learning materials. It is because to find out whether the teachers get the teaching learning materials or there is a crisis on teaching materials.

**Table 4: Availability of Teaching Materials**

Availability of Material	A		SA		D		SD	
	N	%	N	%	N	%	N	%
	16	40	2	5	22	55	0	0

(Note: A= Agree, SA= Strongly Agree, D= Disagree, and SD= Strongly Disagree)

The table 4 states the question regarding the availability of teaching materials in the school. Among forty English language teachers, 40% teachers agreed that there is availability of teaching materials in the schools. Similarly, 5% teachers strongly agreed that there is highly access of teaching materials in the schools. In contrast, 55% teachers disagreed that there is not availability of sufficient materials in their school. None of the teachers responded on strongly disagree regarding the availability of teaching materials in the schools.

As shown by the table 4, it can be said that the sufficient materials are not available for English language teaching in the schools. Only forty-five percent teachers agreed that they got teaching materials, but majority of the teachers viewed that they did not get sufficient teaching materials in the school which are essential for English language teaching.

#### **4.1.1.5 Challenges Faced by English Language Teachers in Teaching**

English language teachers are facing many challenges at present. Here, the following table displays the different kinds of challenges faced by them in teaching.

**Table 5: Challenges Faced by Teachers in Teaching**

<b>SN</b>	<b>Challenges Faced in Teaching</b>	<b>N</b>	<b>%</b>
1	Language related problem	13	32.5
2	Heterogeneous classes	7	17.5
3	Weak administration	8	20
4	Least concern of stakeholders and political interventions	12	30

The table 5 exposes the responses regarding challenges faced by English language teachers in teaching English. Among forty English language teachers, 32.5 % teachers faced language related problem in the classroom. Similarly 17.5% teachers encountered the problem related to heterogeneous classes. Likewise, 20% teachers said that weak administration in the school is major problem to teach English. Moreover, 30% teachers replied that least concern of stakeholders and political interventions is the main cause of the problem in English language teaching.

From the above analysis, we can say that language creates the problem, i.e. students' mother tongue interferes the English language teaching. Similarly, heterogeneous classes and weak administration bring problem to the English language teaching as well. Moreover, political interventions and least concern of stakeholder also become the big deal of problem in English Language teaching.

## 4.1.2 English Language Teachers' Motivation in Professional Development

This section was designed to explore English language teachers' motivation in professional development based on the responses collected from forty English language teachers through a questionnaire.

### 4.1.2.1 Motivational Factors of English Language Teachers

The following table shows the motivational factors regarding their professional development. This section investigated whether the teachers are motivated in their profession or not. The responses made by the teachers could be shown in the following table.

**Table 6: Motivational Factors of English Language Teachers**

SN	Motivational Factors	A		SA		D		SD	
		N	%	N	%	N	%	N	%
1	I have ample opportunities to show creativity in class.	20	50	10	25	10	25	0	0
2	I receive praise for my hard work.	8	20	5	12.5	15	37.5	12	30
3	Students perform up to my expectation.	16	40	18	45	5	12.5	1	2.5
4	I feel insecure about job	21	52.5	10	25	8	20	1	2.5
5	I do extra jobs to support my household income.	14	35	4	10	15	37.5	7	17.5
6	I will leave the teaching to join another if I get the opportunity.	19	47.5	10	25	8	20	3	7.5
7	Teacher should take part in TPD activities in regular basis.	15	37.5	25	62.5	0	0	0	0



The table 6 shows the responses regarding the opportunities to show in the classroom. Regarding this, 50% teachers of English agreed that they have ample opportunities to show the creativity into the classroom. Similarly, 25% teachers were strongly agreed. However, 25 teachers disagreed and none of them responded on strongly disagreed.

Talking about the praise which they received for their hard work. There were 20% teachers who agreed that they got praise for their hard work. In the same way, 12.5% teachers strongly agreed in this context. In contrast, 37.5% teachers disagreed and 30% teachers strongly disagreed in the point regarding praise which they received for their hard work.

When we talk about the students' performance, 40% teachers agreed that their students performed well up to their expectation. Similarly, 45% teachers strongly agreed that the students performed better according to their level of expectation. In the contrary, 12.5% teachers disagreed on this point. Similarly, 2.5% teachers strongly disagreed that the students did not perform as per the expectation.

Similarly, teachers were also asked regarding their feelings about the insecurity of the teaching job. In this regard, 52.5% teachers agreed that they felt as if they were insecure about their job. Likewise, 25% teachers strongly agreed in this point.

However, 20% teachers disagreed and 2.5% teachers strongly disagreed that the teachers did not feel insecure on their job.

In the same way, the teachers were also asked about their opinions regarding extra jobs to support their household income. In this context, 35% teachers agreed that they needed extra jobs to support their household income. Likewise, 10% teachers were strongly agreed that they needed extra job to support their domestic income. However, 37.5% teachers disagreed that they did not need extra jobs to support their household income. Moreover, 17.7% teachers strongly disagreed on this remark.

Likewise, the teachers were asked whether they will leave the teaching profession to join another if they get the opportunity or not. In this context, 47.5% teachers agreed that they would leave teaching profession if they got another opportunity and 15% teachers strongly agreed while 20% teachers disagreed and 7.5% teachers strongly

disagreed that they would not leave the profession to join another though they get the opportunities.

Similarly, talking about the participation in TPD activities in regular basis, 37.5% teachers agreed and 62.5% teachers strongly agreed that teacher should take part in TPD activities in regular basis. In the contrary, none of the teachers responded in the disagree and strongly disagreed sections of this point.

From the analysis of above table, we can say that teachers got ample opportunities to explore their creativity in the class. Only 25% teachers said that they didn't have sufficient opportunities to explore their creativity in the classroom. Similarly, majority of the teachers were responded that they did not receive praise for their hard work. It can be said that students perform up to their expectation if the teachers work hard. Likewise, majority of the teachers felt insecure about their profession. About 72% teachers were wanted to leave the profession if they got another. It can be said that teacher should take part in TPD activities in regular basis.

#### **4.1.2.2 Opportunities to Show Creativity in Classroom**

The following table shows the motivational status of English language teachers regarding whether the teachers have ample opportunities to express their innovations and creations in the classroom or not.

**Table 7: Opportunities to Show Creativity in the Classroom**

<b>SN</b>	<b>Opportunities to show creativity</b>	<b>N</b>	<b>%</b>
1	Conducting co-curricular activities	8	20
2	Activate students in solo work, pair work and group work	14	35
3	I could express my feelings freely	10	25
4	All of the above	8	20

The table 7 exposes the responses regarding the opportunities to show creativity in the classroom. Among forty English language teachers, 20% teachers said that they got opportunity to conduct co-curricular activities. Likewise, 35% teachers

responded that they got opportunities to activate students in solo work, pair work and group work. In the same way, 25% teachers could express their feelings freely in the classroom. Moreover, 20% teachers responded on all of the above option. From the analysis of table seven, we can say that English language teachers have the opportunities to perform their creativity in the classroom.

#### **4.1.2.3 Challenges Faced by Teachers’ in Professional Development**

The following table investigates the different types of challenges which English language teachers are facing. It finds out the challenges of teachers which hinders teacher professional development.

**Table 8: Challenges Faced by Teachers’ in PD**

<b>SN</b>	<b>Teachers challenges in PD</b>	<b>N</b>	<b>%</b>
1	Lack of ownership	6	15
2	Inaccessibility of PD opportunities	18	45
3	Little or no support in transferring PD ideas to the classroom	7	17.5
4	Lack of systematic evaluation of PD	9	22.5

The table 8 presents the challenges faced by English language teachers’ in professional development. In this regard, 15% teachers felt that lack of ownership is the main challenging aspect for professional development. Similarly, 45% teachers viewed that inaccessibility of professional development opportunities creates challenge for them. Likewise, 17.5% teachers responded that little or no support in transferring professional development ideas to the classroom is the challenging facet. Moreover, 22.5% teachers viewed that lack of systematic evaluation of professional development is the major challenge which was faced by English language teachers in their professional development.

From the above table, it can be said that inaccessibility of professional development opportunities is the biggest challenge because they did not get opportunities to take part in professional development.

#### 4.1.2.4 Barriers of Professional Development

There are so many hindrances of professional development. These factors become the barrier for personal and professional growth of teachers. Here, this table investigates the barriers of English language teachers in professional development.

**Table 9: Barriers of Professional Development**

SN	Barriers of PD	N	%
1	Lack of institutional support	10	25
2	Political intervention	5	12.5
3	Unfavourable collegial relation	12	30
4	Lack of resources and overcrowded classes	13	32.5

The table 9 displays the responses of teachers' regarding the barriers of professional development. In this regard, 25% teachers said that lack of institutional support is the barriers of professional development. Similarly, 12.5% teachers responded that political intervention is the major barrier of PD. In the same way, 30% teachers responded that unfavourable collegial relation is the causes and 32.5% teachers responded that lack of resources and overcrowded classes become the barrier of professional development.

As shown by the table 9, it can be said that lack of resources and overcrowded classes are the major barriers of professional development though there are number of factors that hinder professional development of English language teachers.

#### 4.1.2.5 Influencing Factors of Teachers' Motivation

There are number of factors which influence teachers' motivation such as remuneration of the teachers, collegial relations, societal relations and so on. Thus, the following table finds out the different influencing factors which affects the English language teachers' motivation. These influencing factors determines the level of teachers' motivation. Here is the responses made by English language teachers about the influencing factors of TM.

**Table 10: Factors of Teachers' Motivation**

<b>SN</b>	<b>Influencing Factors of TM</b>	<b>N</b>	<b>%</b>
1	Workload and challenges	8	20
2	Remuneration and incentives	10	25
3	Recognition and prestige	5	12.5
4	Institutional environment	17	42.5

The table 10 shows the influencing factors of teachers' motivation. In this context, 20% teachers said that workload and challenges are the influencing factors of TM. Likewise, 25% teachers viewed that remuneration and incentives is the major factors of TM. In the same way, 12.5% teachers said that recognition and prestige is the influencing factor whereas 42.5% teachers responded that an institutional environment is an influencing factor of teacher motivation.

From the analysis of above table, it can be said that institutional environment is the most influencing factors of teachers' motivation. Similarly, remuneration and incentives, workload and challenges, and recognition and prestige are also the influencing factors of teacher motivation.

#### **4.1.2.6 Strategies to Increase Teachers' Motivation**

Strategies are the techniques for increasing motivation to the persons to do the things properly. There are number of strategies for increasing encouragement of the teachers. If the stakeholders can arouse motivation to the teachers' then the teaching learning activities will be effective. Here is the responses made by English language teachers regarding the strategies to increase the teachers' motivation.

**Table 11: Strategies of Teachers' Motivation**

SN	Strategies of TM	N	%
1	Job enrichment	25	62.5
2	Merit pay	5	12.5
3	Flexible working hours	6	15
4	Incentives	4	10

The table 11 exposes the strategies to increase teachers' motivation. In this regard, 62.2% teachers said that job enrichment is the major strategy to increase teacher motivation. Likewise, 12.5% teachers viewed that merit pay is the major strategy to increase teachers' motivation. In the same way, 15% teachers responded that flexible working hours is the strategy to increase teachers' motivation. Moreover, 10% teachers responded that incentives is the strategy to increase teachers' motivation.

The above table interprets that job enrichment is the major strategy to increase teachers' motivation for their professional development. Likewise, merit pay, flexible working hours and incentives are also the strategies of teachers' motivation.

#### **4.1.2.7 Teachers' Motivation in TPD Activities**

Teachers' motivation is the cornerstone of teacher professional development. If the teachers are motivated towards their profession then they can easily boost up their profession as well. Here is the response made by English language teachers regarding the importance of TPD activities on teachers' motivation.

**Table 12: Teachers' Motivation in TPD Activities**

SN	TM in TPD Activities	N	%
1	They assist to add knowledge and skills in the field of language teaching.	16	40
2	They contribute to the personal life of the teachers	8	20
3	They help to keep in touch with current educational thinking.	16	40
4	They make teacher busy in his/her life.	0	0

The table 12 shows the teachers' motivation in teacher professional development activities. Among forty English language teachers, 40% teachers viewed that professional development activities assist to add knowledge and skills in the field of language teaching. Similarly, 20% teachers responded that they contribute to the personal life of the teachers. In the same way, 40% teachers said that professional activities help to keep in touch with current educational thinking. But none of the teachers viewed that teacher professional development activities make teacher busy in his/her life.

The analysis of above table entails that professional development activities mainly help to add knowledge and skills, help to keep in touch with current educational thinking, and they also contribute to the personal and professional life of teachers.

#### **4.1.2.8 Participation in Professional Development Activities**

The teacher should participate in TPD activities in regular basis. It is said that the more the teachers engage in professional activities, the more they develop professionally. The following table displays the professional activities in which teachers were engaged in.

**Table 13: Participation in Professional Development Activities**

SN	Participation on TPD Activities	N	%
1	Workshop, seminar and conferences	11	27.5
2	Teacher training	15	37.5
3	Teacher support group	4	10
4	None	10	25

The table 13 shows the responses regarding the participation in professional development activities. Among forty English language teachers, 27.5% teachers said that they participated in workshop, seminar and conferences. Likewise, 37.5% teachers said that teacher training was the activities in which they engaged in. Similarly, 10% teacher responded that they engaged in teacher support group as the means of professional development. However, 25% teachers did not participate in any professional activities yet.

From the analysis of above table, it can be said that though the teachers engaged in professional activities, not all the teachers had got opportunities to take part in professional activities. Among forty English language teachers, 25% teachers did not participate any type of professional development activities.

#### **4.1.2.9 Innovative Practice in the Classroom**

A good teacher must bring the newness in the classroom. The teacher should create situations to make every day as the new. Bringing innovations in the classroom is one of the ways of professional development. A motivated teacher always brings newness in the classroom. The responses regarding the innovative practices in the classroom can be highlighted in the given table below:



**Table 14: Innovative Practice in the Classroom**

SN	Innovative practice in the Classroom	N	%
1	Use of ICT in the classroom	12	30
2	Give project work to the students	16	40
3	Student centred teaching	8	20
4	Use of teaching materials	4	10

The table 14 reveals the responses made by the teachers regarding the innovative practice the teachers did in the classroom in the last six months. In this context, 30% teachers viewed that they used ICT in the classroom. Likewise, 40% teachers responded that they gave project work to their students. Similarly, 20% teachers said that they changed their classes from teacher centred to student centred teaching. Moreover, 10% teachers responded that they taught by using teaching material to their students.

From the analysis of above table, we can say that English language teachers were involving in different innovative practices in the classroom.

#### **4.1.2.10 Professional Activities Carried Out in the Last Six Months**

The teacher should carry out some of the professional activities. This shows the motivation level of teacher as well. Here is the responses made by teachers regarding the professional activities that they carried out in the last six months.

**Table 15: Professional Activities Carried Out in the Last Six Months**

SN	Professional Activities	N	%
1	Read a new journal article	30	75
2	Organized a seminar on PD	0	0
3	Observed other teachers' classes	2	5
4	Conducted action research and implemented its results into classroom	8	20

The table 15 displays the responses made by teachers on professional activities which were carried out by teachers in the last six months. In this regard, 75% teachers said that they read a new journal article but none of the teachers said that they organized seminar on teacher professional development activities. Likewise, 5% teachers said that they observed another teachers' class. In the same way, 20% teachers said that they conducted action research and implemented its results into classroom.

From the analysis of above table, we can say that more or less teachers were involving in professional activities. Teachers were engaged in professional activities which were convenience for them.

#### **4.1.2.11 Changes Occurred Due to Professional Activities**

The teacher needs to bring the desirable changes in to the classroom. It can be possible through involving in different professional activities. If the teacher involves in such activities, then s/he can implement the insights and competencies leant from such activities. The teacher can change in skills and methods of teaching to arouse the motivation to the de-motivated students. Here is the responses made by teachers regarding whether the professional activities brought changes in their behaviour or not.

**Table 16: Changes Due to Professional Activities**

<b>SN</b>	<b>Changes Due to Professional Activities</b>	<b>N</b>	<b>%</b>
1	Teaching skills and methodology	16	40
2	Classroom management	8	20
3	Students' active involvement in learning	10	25
4	No change at all	6	15

The table 16 reveals the question regarding changes occurred due to professional activities. Among forty English language teachers, 40% teachers said that professional activities bring change in teaching skills and methodology. Similarly,

20% teachers said that they bring change in classroom management. Likewise, 25% teachers viewed that these activities help students' active involvement in learning. But 15% teachers said that professional activities do not bring change at all.

As shown by the above table, it can be said that professional activities bring change into the classroom pedagogy but some of the teachers could not bring any changes in teaching and learning activities after taking part in different professional activities.

#### **4.1.2.12 Contribution of Professional Activities in Learning**

Teacher professional activities are helpful to bring desirable changes in students' learning. The teacher can implement the insights and competencies learnt from the professional activities into the classroom. So, the students can make their learning sustainable and more effective. Teacher professional activities positively contribute in students' learning in general. The following table reveals the responses made by teachers whether teacher professional activities contribute to the students' learning or not. If they contribute, then what is the degree of their contribution in students' learning?

**Table 17: Contribution of Professional Activities in Learning**

	<b>High</b>		<b>Moderate</b>		<b>Low</b>		<b>Very Low</b>	
	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>	<b>N</b>	<b>%</b>
Contribution of Professional Activities in Learning	17	42.5	19	47.5	4	10	0	0

The table 17 exposes the responses made by English language teachers regarding the contribution of teacher professional development activities in students learning. In this regard, 42.5% teachers responded that professional activities highly contributed in students learning. Likewise, 47.5% teachers viewed that such activities have moderate contribution in students learning. In contrast, 10% teachers responded that such activities have the low contribution in students learning. But none of the teachers responded on very low alternatives. It means such activities do not have very low contribution in better students learning.

From the analysis of above table, we can say that teacher professional activities help in better students learning. It positively effects on students learning.

### **4.1.3 Role of Teachers’ Motivation in Professional Development**

This section tried to investigate the roles of teachers’ motivation in teaching being based on the responses collected from forty English Language teachers through a questionnaire.

#### **4.1.3.1 Importance of Teacher Motivation**

Teacher motivation is a significant aspect for the development of teachers. If the teachers’ are highly motivated then their professional development will be also flourished. It can bring desirable change in teaching as well. Thus, the importance of teacher motivation can be highlighted below on the basis of the responses made by English language teachers.

**Table 18: Importance of Teacher Motivation**

<b>SN</b>	<b>Importance of TM</b>	<b>N</b>	<b>%</b>
1	It helps teachers develop professionally.	11	27.5
2	It is for the satisfaction and fulfilment of teachers’ need.	5	12.5
3	It arouses the interests and positive attitude in teaching.	9	22.5
4	It supports entire education system of the nation.	15	37.5

The table 18 reveals the responses on importance of teacher motivation. In this context, 27.5% teachers said that teacher motivation is important because it helps teachers to develop professionally well. Likewise, 12.5% teachers said that it is for the satisfaction and fulfilment of teachers’ need. Similarly, 22.5% teachers said that it arouses the interest and positive attitude in teaching. Moreover, 37.5% teachers said that it is important because it supports entire education system of the nation. From the analysis of above table, it can be said that though there are various significant factors, most of the teachers viewed that teacher motivation is important because it supports the entire education system of the nation.

#### 4.1.3.2 Need of Teachers' Motivation

Teachers' motivation is the demand of the day. So, TM is necessary for all teachers because it helps them to develop personally and professionally. It assists teachers to innovate new and new trends in the field of language teaching. All the participants of the study had also shown that TM is necessary in teaching and professional development as well.

**Table 19: Need of Teachers' Motivation**

SN	Need of TM in Teachers' Motivation	N	%
1	It improves teachers' knowledge and skills.	6	15
2	It increases the level of teachers' performance.	6	15
3	It determines teachers' involvement and non-involvement in the teaching activities.	10	25
4	It enables teachers to use academically sound, child friendly and sensitive techniques.	18	45

The table 19 shows the responses regarding the need of teachers' motivation in teaching and professional development. In this regard, 15% teachers said that teachers' motivation is needed because it improves the teachers' knowledge and skills. Likewise, 15% teachers viewed that it increases the level of teachers' performance. Similarly, 25% teachers said that it determines teachers' involvement and non-involvement in the teaching activities. Moreover, 45% teachers said that it enables to use academically sound, child friendly and sensitive techniques.

From the above table, we can say that teacher motivation is highly needed because it enables teachers use personally and professionally sound, child friendly and sensitive techniques.

### 4.1.3.3 Factors in Motivating the Teachers

There are numbers of factors such as workload and challenges, salary of the teachers, working environment and so on. Such factors really affect the teachers' motivation in teaching and professional development. The factors which affects the teachers' motivation can be shown in the following table being based on the responses made by English language teachers' of Dhading district, teaching at basic and secondary level schools.

**Table 20: Factors in Motivating the Teachers**

SN	Factors in Motivating the Teachers	N	%
1	Secure future	20	50
2	School administration	4	10
3	Good and healthy working condition	13	32.5
4	Positive communication with staffs	3	7.5

The table 20 shows the responses on the factors in motivating the teachers. In this context, 50% teachers said that secure future is the factor which motivates the teachers. Likewise, 10% teachers said that school administration is the motivating factors. Similarly, 32.5% teachers said that good and healthy working condition and 7.5% teachers viewed that positive communication with staffs is the factors in motivating the teachers.

From the analysis of above table, it can be said that good and healthy working condition is the most important factors in motivating the teachers.

#### 4.1.3.4 Role of Teachers' Motivation in Professional Development

Professional development can be gained through the teachers' motivation. TM is the corner stone of teachers' development. TM has the multiple roles such as, it develops the teachers professionally, and it also brings positive feelings regarding the profession. If the teachers are highly motivated then they can remain in the profession for the long time. Following is the responses made by English language teachers on the importance of teachers' motivation in their professional development.

**Table 21: Role of Teachers' Motivation in Professional Development**

SN	Role of Teachers' Motivation	N	%
1	Professional commitment	10	25
2	Preparing plan of instruction	9	22.5
3	Improve teaching and students learning	16	40
4	Personal and job satisfaction	5	12.5

The table 21 exposes the responses on the role of teachers' motivation in professional development. In this regard, 25% teachers said that professional commitment is the role of teachers' motivation. Similarly, 22.5% teachers responded on preparing plan of instruction and 40% teachers said that it improves teaching and learning. Moreover, 12.5% personal and job satisfaction is the role of teachers' motivation in professional development.

From the analysis of above table, it can be said that the main role of teachers' motivation is to improve teaching and students learning. It also gives personal and professional satisfaction to the teachers.

#### **4.1.4 Teachers' Views on Teacher Motivation**

In the process of collecting data with teachers, I took the interview individually. In the beginning of interview, I asked them the concept of teacher motivation. English language teachers' views on teacher motivation in relation to teacher professional development are presented in the subsequent sections below:

##### **4.1.4.1 Importance of Teacher Motivation in Teaching and Professional Development**

The teachers in the study viewed that teacher motivation is a significant aspect for teachers as well as the whole educational programming. They viewed that if the teachers are highly motivated then they can devote their whole life only in the teaching arena. Teachers also viewed that teaching learning activities will be sustainable and fruitful and teacher can personally and professionally developed, if the teacher is highly motivated. Here is a sample excerpts from the interviewees:

T<sub>1</sub>: Teacher motivation is significant to bring holistic change in educational system, i.e. in teachers, in students and in entire school ... in the country.

T<sub>3</sub>: Teacher motivation is very important for the satisfaction ... fulfilment and involvement of teachers in teaching. And ...it has a significant effect on student's motivation.

T<sub>4</sub>: Teacher motivation is a powerful energy that moves teachers to teach and grow effectively. It increases the success and performance of the teachers. And ... it increases the students' motivation and ... the drop out and absenteeism rate of the students will be decreased.

These bits of responses from the interviewees clarifies that if the teachers will be motivated in teaching then they will teach effectively in the schools, the teachers presence in the school will be increased and teacher will be professionally developed. The students' motivation is also automatically increased if the teachers are highly motivated. These views indicate that teacher motivation is significant in teaching and for their professional development.



#### **4.1.4.2 Purpose of Teacher Motivation in Professional Development**

The teachers also were asked on the purpose of teachers' motivation in professional development. The teachers in the study viewed that teacher motivation has multiple purposes such as improve teaching and learning, boost of the professionalism, personal satisfaction and increase the level of students' motivation and so on. They further said that teacher motivation aims to develop the teacher professionally as a result s/he will be able to teach effectively and will be responsible for his students result and progress. Here is a sample excerpts of interview from the interviewees:

T<sub>2</sub>: The main purpose of teacher motivation is to make the teacher positive towards the teaching profession. And... the teachers have the feeling of ownership with the profession as well.

T<sub>4</sub>: Teacher motivation assists teachers to improve their professional practice. It also makes teacher satisfy in the profession. It aims to increase the responsibility level of the teachers and involvement in the various teacher professional activities.

T<sub>5</sub>: The main purpose of teacher motivation is to inspire the teachers to be involved in teacher professional activities. Second, it arouses the motivation to teach effectively to the students. Third, it aims to make the teachers remain in the profession ...and so on.

From the above responses from the interviewees, it can be clarified that teacher motivation aims to enable teachers to use academically sound, child friendly and sensitive techniques. It also aims to improve the behaviours of the administrative staff, principals, and school management committee towards teachers. Thus, from the above views, it can be said that teacher motivation aims to bring the positive change for the teachers' professional development.

#### **4.1.4.3 Role of Teacher Motivation in Professional Development**

The teachers were also asked as to what they viewed the roles of teacher motivation in professional development. The teachers in the study viewed that teacher motivation has a plenty of roles in teachers' professional development such as professional commitment, job satisfaction, preparing plan of instruction, avoid dropout rate of the students and increase in students learning progress as well. Here is a sample excerpts of interview from the interviewees:

T<sub>1</sub>: The main role of teacher motivation is to make teachers aware about the significant of the teacher professional activities. It arouses motivation to involve in such TPD programmes. It helps teachers arouse interest of the students' in learning.

T<sub>3</sub>: Teacher motivation is the striking factor of professional development. It has various roles such as improve teachers' performance, increase knowledge, skills and ability of the teachers ... and also make the teachers more laborious in teaching and learning activities.

T<sub>5</sub>: Teacher motivation has the positive role in an educational improvement. It energies teachers in teaching ... and also make them responsible to the development of the institutions and their own professional development.

These bit of responses from the interviewees clarifies that teacher motivation has the plenty of roles such as improving teaching and learning, increasing personal and job satisfaction of the teachers, improving teachers' skills, knowledge and attitudes regarding this profession and imparting quality education. So, teacher motivation should be aroused to all the kinds of teachers because it has a significant role in the professionalism of teachers and entire educational system. Thus, the study claims that teacher motivation has a significant role in professional development.

#### **4.1.4.4 Influencing Factors of Teacher Motivation**

The teachers were asked about the influencing factors of teacher motivation. The teachers in the study viewed 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. Here is a sample excerpts of interview from the interviewees:

T<sub>2</sub>: Teacher motivation is affected by the multiple factors such as types of teachers, unequal treatment of teachers, social respect of the teachers and other officials, and work environment of the teachers.

T<sub>3</sub>: The major factors of teacher motivation are good salary, promotions, interesting work, conducive working conditions, sympathetic help with personal problems, and appreciation of work done by the teachers.

T<sub>4</sub>: The salary of the teachers which were appointed by the private fund or the rural municipality seems very low which becomes the influencing factor of teacher motivation. Temporary teachers also did not get the other facilities in comparison to the permanent teachers... which sometimes de-motivate teachers.

Teachers' motivation is influenced by the number of factors such as success in the classroom delivery, their dedication to the profession, involvement of professional development activities. From the above responses, it can be clarified that teachers motivation is affected by the different types of teachers, social respect for teachers, categorization of the teachers, bid deal of work load and challenges, salary and other facilities of the teachers among permanent teachers and other types of teachers (temporary, contract, relief and private funded teachers) and the school environment. In a nutshell, the factors which negatively affect the teachers' motivation should be addressed immediately in order to bring the positive and drastic change in the entire education sector.

#### 4.1.4.5 Strategies for Increasing Teacher Motivation

The teachers were also asked a question regarding the important strategies for increasing teachers' motivation. The teachers in the study said that teachers' motivation should be aroused because it has increased the performance of the teachers. They further added that the government should make the policy to increase the level of teacher motivation because teachers are the building blocks of the nation. Likewise, there can be the various ways of increasing teachers' motivation such as creating good work environment, good relation between the school management committee, no political intervention to the school teachers, providing rewards and praises to the teachers. Here is a sample excerpts of interview from the interviewees:

T<sub>1</sub>: Job enrichment and merit pay attempt to make the job itself motivational. So, there should be the provision of performance-based salary.

T<sub>2</sub>: Teachers are motivated by handsome prompt salary, unbiased appraisals, positive behavior of students, presence of staff rooms, friendly and favourable working environment, small class size, and availability of learning resources.

T<sub>5</sub>: The teacher should highly motivate in the teaching profession ... The government should also bring new and new strategies for increasing their motivation. At first, the government should manage the issues of the temporary teachers... Next, there should be the provision of teacher training and other professional activities...

From the above responses, it can be clarified that good and healthy work environment, good relation between the school management committee, rewards and praises given to the teachers, job enrichment and merit pay are the ways of increasing teachers' motivation. Thus, it can be concluded that the current level of teachers' motivation should be increased for the personal and professional satisfaction and development of the teachers.

## **CHAPTER FIVE**

### **FINDINGS, CONCLUSION AND RECOMMENDATIONS**

Based on the analysis of data and interpretation of results, the findings of the study were derived. The findings of the study led to some conclusions and recommendations based on the study. So, findings, conclusions and recommendations of the study have been presented in this part of the thesis.

#### **5.1 Findings**

Some major findings of the study have been listed given below:

##### **5.1.1 Major Findings of the Quantitative Data**

Being based on the analysis and discussion of the data, the major findings of the quantitative data have been presented below:

- I. It was found that teaching is not the first choice of job for all the English language teachers. Only 40% teachers viewed that teaching was their first choice of job.
- II. It was found that 52.5% teachers were dissatisfied with teaching profession because it has the big deal of work load. It is also the second choice job, there is no regular pay system of teachers' salary and social respect for teachers has also fallen at present.
- III. It was investigated that there was lack of availability of teaching learning materials in teaching which de-motivate teachers in their teaching. Only 55% teachers were de-motivated because they did not have sufficient materials to use in the classroom teaching.
- IV. It was investigated that 45% teachers viewed that teachers' motivation is needed in teaching because it enables teachers to use academically sound, child friendly and sensitive techniques.
- V. Secure future (50%), good and healthy working condition (32.5%), school administration (10%), and positive communication with staffs (7.5%) are the most important factors in motivating the teachers.

- VI. It was found that improving teaching and students learning (40%), Professional commitment (25%), preparing plan of instruction (22.5%), and personal and professional satisfaction (12.5%) are the major roles of teachers' motivation in professional development.
- VII. It was found that language related problem (32.5%), heterogeneous classes (17.5%), weak administration (20%), and least concern of stakeholders and political interventions (30%) are the challenges faced by English language teachers in teaching.
- VIII. It was found that teachers (67.5%) did not receive sufficient praise for their hard work by their administrators.
- IX. It was found that teachers (77.5%) felt insecure about their job. Similarly, they (45%) did extra jobs to support their household income. They (72.5%) also viewed that they would leave the teaching profession to join another if they got the opportunity.
- X. It was found that lack of ownership (15%), inaccessibility of professional development opportunities (45%), little or no support in transferring PD ideas to the classroom (17.5%) and lack of systematic evaluation of professional development (22.5%) were the challenges faced by English language teachers for their professional development.
- XI. Lack of institutional support (25%), political intervention (12.5%), unfavourable collegial relation (30%), and lack of resources and overcrowded classes (32.5%) were found to be the barriers of professional development.
- XII. It was found that workload and challenges (20%), remuneration and incentives (25%), recognition and prestige (12.5%), and institutional environment (42.5%) were the influencing factors of teachers' motivation.
- XIII. Similarly, it was found that job enrichment (62.5%), flexible working hours (15%), merit pay (12.5%), and incentives (10%) were the most important strategies to increase teachers' motivation respectively.
- XIV. It was found that teachers' motivation assists to add knowledge and skills in the field of language teaching (40%). Similarly, it also contributes the personal life

of the teachers (20%). Moreover, 40% teachers also viewed that it helps keep in touch with current educational thinking.

- XV. It was also found that teachers (25%) did not get any opportunities to participate in professional development activities such as workshop, seminar, conferences, and teacher training.

### **5.1.2 Major Findings of the Qualitative Data**

Being based on the analysis and discussion of the data, the major findings of the quantitative data have been presented below:

- I. It was found that teacher motivation brings holistic change in an educational system of the nation. It also makes the teacher positive towards the teaching profession and enables teachers to use academically sound, child friendly and sensitive techniques
- II. The study investigated that teacher motivation improves teaching and learning activities, boost of the professionalism, personal satisfaction and increase the level of students' motivation.
- III. It was found that improve teachers' performance, increase knowledge, skills and ability of the teacher and also make the teachers more active and hard-working in teaching and learning activities are the major roles of teacher motivation.
- IV. It was found that 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 are the influencing factors of teacher motivation.
- V. It was investigated that teachers are motivated by handsome prompt salary, unbiased appraisals, positive behavior of students, and presence of staff rooms, friendly environment, small class size, and availability of learning resources.

## 5.2 Conclusion

Teachers' motivation is the need and call of the day because it is an effective way of teachers' professional development. It brings the holistic change in the entire educational system. Schools play an important role in preparing students for the changing and challenging world and teachers are crucial in ensuring the quality of education. However, this is only possible when teachers are motivated enough to update their knowledge and skills on continuous bases and perform their roles effectively and adequately. The findings showed that the issues of salary and missing link between performance and reward were the biggest motivational challenge for teaching and participation in professional development. Consequently, teachers' motivation to stay in the profession and sustain their involvement in education practices lowered. This situation affects teachers' love for the profession and their desire to make a difference in students learning.

Being based upon the findings of this study, the low and irregular pay for teachers force them to look for better paying jobs, which in turn undermine their participation in professional learning opportunities within the teaching profession. The participants perceived that the teaching profession is not valued by society, and because of this their motivational level is affected. It is important to make sure that teachers are willing, committed and motivated to develop themselves as well as their schools. They need to become a life-long learner by learning to keep up with changes through professional development opportunities and by teaching with passion. To this end, stakeholders and administrators need to find out ways to increase teacher motivation.

It is necessary to arouse the motivation to the teachers to bring desirable improvement in education. The teaching profession should be made the first choice of career for the people. If the teachers are motivated, then they will satisfy with this profession and it ultimately results positively in the arena of education. The teachers should get teaching and learning resources, praise for their hard work from the stakeholders, and their future should be secured as well. They should get opportunity to take part in different professional activities so that they can easily boost up their personal and professional development.



## **5.3 Recommendations**

On the basis of findings and conclusion of the study both policy related and practice related recommendations have been made here:

### **5.3.1 Policy Related**

The policy level implications and recommendations have been listed below based on the study.

- I. Teachers are the backbone of the educational institutes and the future of the nation lies in their hands. To improve the quality of education, there is a dire need to spend on the teacher training, which in return may provide quality education.
- II. Teachers should be remunerated well to motivate them in their profession. Their salary should be paid regularly in the monthly system not the quarterly system. This can be achieved through offering incentives to teachers and rewarding teachers' whose subjects' students perform better.
- III. The study recommended that the teachers should get in-service trainings to update their skills. By attending trainings teachers will develop confidence in teaching their subjects and become motivated.
- IV. The Government should also review policies on teacher professional development. The policies should be well-designed and implemented to meet the demands of teachers.
- V. The government should make increase of the salaries which reflects the status of teachers and the socio-economic situation prevailing in our societies.

### **5.3.2 Practice Related**

This is the actual level of implementation of the policies into practice. From the findings of this study, following pedagogical implications can be drawn:

- I. The study recommended that schools should ensure that school environment is conducive for teachers to ensure their motivation and satisfaction in teaching and with their profession.

- II. It also recommended that teacher should get adequate teaching and learning resources.
- III. There is a strong need to create awareness in the society to recognize the status and important role teachers in education of teachers.
- IV. The study recommended that the teachers should be provided refreshment trainings, in service trainings for their professional development.
- V. The administrators of the school should arouse motivation and behave positively to the school teachers.

### **5.3.3 Further Research Related**

Keeping the delimitations of the study in consideration, some more topics, areas and issues for further research have been suggested as follows:

- I. Studies can be conducted to explore motivational strategies used by principals in the School teachers. The Case of some Selected Secondary Schools.
- II. Studies can be conducted to find out the factors affecting teacher motivation in community schools of selected district.
- III. Surveys can be conducted to investigate the factors affecting teachers' motivation.

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