



# Understanding Technical Instructors Motivational Practices in Vocational Training Centre, Morang, Nepal

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## Abstract

*This study “understanding technical instructor’s motivational practices in vocational training centre, Morang Nepal” tries to explore the motivational and demotivational factors among the technical instructors in vocational training centre, Morang, Nepal. As motivational factors plays an important role in carrying out teaching and learning activities this study tries to understand the key factors that enhance or hinder the technical instructors for teaching in vocational training centre and for carrying out qualitative research, researchers employed case study research design.*

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**Key words:** Technical instructors, Vocational Training and Instructors Motivation

## Introduction

The term motivation is derived from the Latin word *movere*, which means “to move.”

Ryan and Deci’s (2000) definition of motivation captures this basic meaning of the Latin term when they state that to be motivated means to be moved to do something. In Harmer’s (2001) view, motivation is a hypothetical construct that is used to describe internal and/or external forces that generate the kick off, direction, the intensity, and the persistence of behavior. He also highlights this hypothetical nature of the phenomenon when he defines motivation as some kind of internal drive that encourages somebody to pursue a course of action. But, he further says, a person is internally driven when the goal that he or she attempts to achieve is sufficiently attractive.

Meanwhile, Brown (2007) views motivation as a term that explains the success or the failure of virtually any complex task. Since motivation is a psychological construct which is directly unobservable, it has also been defined in terms of observable behavioral patterns of individuals. He also states that motivation is responsible for why people decide to do something (choice), how long are they willing to sustain the activity (persistence), and how hard are they are going to pursue it. According to this definition, motivation is an umbrella term which can account for a wide variety of human behavior.

Teacher motivation is a construct which has received significant attention in mainstream education. Studies on teacher motivation in education have explored

different factors that motivate and demotivate teachers, the impact of teacher motivation on their teaching, the relationship between teacher motivation and student motivation, and the measures by which teacher motivation can be increased. So this research paper especially tries to understand the teacher motivation in Vocational Training Centre (VTC) with the major research questions what factor motivates or demotivates the technical instructor to teach inside their classroom.

## Study Method

### *Case Study Design Rationale*

The case study as Yin (2003) and Flyvbjerg (2006) believe falls under constructivist paradigm. Researching on the technical instructor motivational practices in public technical school fits here as it focuses to answer process questions (Yin, 2003). A case study is a specific instance that is frequently designed to study a more general principle and practices (Nisbet and Watt, as cited in Qi, 2009); it is also known as the study of an instance in action (Adelman et al. as cited in Qi, 2009). Case study in true essence explores and as a research method investigates contemporary real life phenomenon through detailed contextual analysis of limited number of events or conditions, and their relationships (Zainal, 2007). Case studies are considered useful in research as they enable researchers to examine data at micro level. As an alternative to quantitative or qualitative research, case study can be a practical solution when a big sample population is difficult to obtain (Zainal, 2007).

The qualitative case study facilitates to explore the phenomenon within the context using variety of resources. It helps to see the issues through variety of lenses which allows multiple facts of the phenomenon to be revealed and understood (Baxter & Jack, 2008). So, here researchers try to explore the phenomena within the context using the variety of resources. As the researchers we have chosen social constructivist worldview and compose observation and open ended interview (Creswell, 2009).

### *Sources of Evidences, Tool and Respondents*

A pre-study by the researchers to the study unit helped to define the informant for the researchers. The three sources of evidences (Yin, 2003) were predetermined in the first visit; interview, observation and documents on and of VTC were the major information sources to get to the research question. The respondents included technical instructors and students who were interviewed guided by the themes. The field notes during the visit stood as the second information and the details (in document) provided were also used in the study.

### Research question

- What are the limitations and delimitation factors of technical instructors in vocational training centre in Morang, Nepal?

### Site Selection and its Rational

We selected site and participants purposefully for our study because Creswell (2011) has discussed that in qualitative research, researchers identify and select sites or participants purposefully, which help to understand the research problem and research question in the best way. We selected five technical instructors of Vocational Training Centre of Siswani, V.D.C, Morang, Nepal as our participants because Siswani, V.D.C, of Morang district enjoys the rural life standard.

### Delimitation

Firstly, the study is a case and the findings are not independently valid to all contexts. Though caution has been taken to get genuine information, the sources of evidences are based upon the responses and visits made by researchers over a month. The study may contrast to the extent with the position developed by longitudinal study over time.

### Limitations to Teacher Motivation in Nepal's Public Technical Schools

In our opinion teaching is a respectful profession. Teachers are the one who produce responsible, intellectual and skillful citizens for the nation but there are various factors that limit teacher motivation

in Nepal's technical school public school. According to Bhattarai, 2009 high teacher-pupil ratio is one of the factors that demotivate teachers to teach their lesson. Similarly Bhattarai also argues that infrastructure problem, erratic disbursement of salaries, compulsion to teach children of poor communities and specific social groups who are 'dirty' (reflecting the class bias and social gap between the children and teachers), irregular attendance of children (because of migration or work-related reasons) and illiterate parents, which adds to the workload of the teacher are also the demotivational factors to the teachers to teach in Nepal's public technical school.

Similarly a study carried out by voluntary service overseas [VSO] (2005), also argues that financial consideration is one of the factors that demotivate teachers to teach in Nepal's public school. Similarly, Job satisfaction and appropriate use of skills, working conditions and lack of incentives for teachers to teach in rural areas are also the limiting factors for teachers to teach in Nepal's public school and this case may also be prevalent in technical instructor teaching in rural area.

## **Case Presentation and Analysis**

### ***Financial consideration***

Finance is one of the basic needs. If we don't have money nothing can be done. So, finance plays an important role in every individual daily life. According to VSO (2005), many teachers talked of certain financial considerations, such as increment of salary, house loans, loans for their children's education, health insurance etc. They felt that the salary and benefits they currently receive are inadequate to support them and their families which create demotivation to them to teach them in their classroom. Similarly here in the study site participant also reported the same problem. Those instructors who were recruited as part time teacher were found demotivated due to financial consideration. Teachings in rural areas with low pay scale were found more demotivated and also staff turnover in vocational training centre was high.

### ***Job satisfaction and appropriate use of skills***

If individuals are satisfied with their job, they can give their best efforts on their job. Both male and female instructor in VTC expressed that their motivation is determined by the impact their job they have and by their level of satisfaction. It is clear that job satisfaction depends on many factors. Many technical instructors who have been given opportunities to teach in higher classes, despite their appointment to a lower level, said that they are motivated because at least they can practice their technical skill and knowledge. However, teachers having higher academic degrees and no opportunity to teach at the appropriate level, for instance, Bachelor of science in nursing and teaching with auxiliary nursing midwifery (Technical school living certificate) and who has the opportunity to teach only at technical school living certificate level for 10 years lose motivation and experiences low morale.

### ***Working conditions***

According to VSO (2005), female teachers are more concerned about working conditions than male teachers. Female teachers from urban and rural areas equally expressed these concerns. The working and living environment for many teachers is poor, which tends to lower their self-esteem. Here in VTC, inadequate supply of teaching material and laboratory facilities cause demotivation for the instructors. Similarly a single instructor teaching continuously for many periods at the same class is also a demotivating factor for technical instructor in Vocational Training Center.

### ***Teaching in rural areas***

Many instructors don't want to work in rural schools. The main reasons given for this in VTC were the remoteness, and also lack of opportunities for further education. Most trained instructors prefer to work in the district centre or in urban areas. Similarly instructors also state that they were not well informed about changes in the education curriculum, as the information is not disseminated effectively. In addition, instructors are not provided with the necessary teaching materials. Poverty, the lack of

parental education and the lack of an environment conducive to learning all impact on student results in exams. Yet these factors are rarely acknowledged and instructors are blamed for their student's poor performance while the home and learning environments have more effect on their performance which is also a limiting factor for instructors in Vocational Training Centre.

Beside these, instructors also state that the discouraging factors in VTC included education strikes, political interference in the VTC, lack of resources, lack of proper evaluation for instructors, halo effects and non academic school management committee. Instructors from urban areas were more discouraged by the large class sizes and disciplinary problems than the instructors from remote areas. Focus groups made up of female instructors clearly highlighted the main demotivating factor as discrimination on the basis of gender.

### **Critical Review**

As we know that technical instructors are the individuals through which literate and skillful citizens are produced. There are various motivating and demotivating factors for teachers to teach in Nepal's technical school. Looking towards the teacher's motivation in Nepal's technical school, it reflects functionalist approach. As in functionalist theory, to work out a single system or body, its other sub system or organs should carry out its work effectively. As an example, for our body to work properly, our each organ and each system should work properly. If there is any defect in any organ or in any system, then our body cannot work properly. So, good discipline showed by their students, students' participation in the class room, student's successful exam results motivate instructor to teach in the classroom which is also stated by the instructor of VTC. Head teacher, school management committee, district education office should also play an important role to motivate instructor to teach in the classroom. There must not be gender discrimination between male and female instructor in the school and the instructor should also be actively participated in other extra curricular activities inside and outside the school

which motivate teachers to teach in the classroom of Nepal's technical school. Instructor should also be actively involved in community participation so that they can feel pride on their own profession which creates motivation to teach in their classroom.

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