

Exploring English Language Teachers' Motivation for teaching in Private Schools: A Narrative Analysis

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ABSTRACT

This study is an attempt to explore the existing motivating and demotivating factors in private schools in promoting teaching. Four English language teachers teaching in private schools were selected as a sample using a purposive non-random sampling procedure from Chitwan district. This is a narrative inquiry research design in which I applied in-depth interview as a tool to collect the required data to address the research objectives of this study. Using interpretive research paradigm, I analyzed and interpreted the data of the study. This study was conducted to find out the actual state of motivating and demotivating factors of private schools in promoting teaching of English language teachers. The findings of the study showed that remuneration and salary, institutional environment, recognition and prestige, flexible working hours, colleagues, and students, etc., have motivated the English language teachers for teaching in private schools whereas inadequate salary, tough working conditions and demanding work, not being participated in decision making process, lack of appreciation and motivation, etc., are demotivating them in teaching in private schools. This study will help private school principals, and administrators to make policy regarding teacher retention and motivation in their institutions and the aspiring English language teachers to seek their career in teaching in such institutions.

Keywords: Factors Affecting Teacher Development, Narrative Inquiry, Teacher Development, Teacher motivation, Teacher retention

Introduction

The word "motivation" is derived from the Latin verb "movere" meaning "to move". Motivation refers to energy or drive that moves people to do something by nature. Motivation determines the reason for people's motive to do something, the duration of time they remain or participate in the activity as well as their commitment and dedication to acquire the objective. Naturally, human behavior is controlled by the pleasure or pain principle. Motivation is the pleasure principle that keeps people in the certain activity for an extended period. Then, motivation is the driving force behind our actions and determines our level of engagement and commitment to the task.

Motivation is a crucial aspect of human behavior and influences our goals, achievements, and overall wellbeing. Dornyei and Ushioda (2011) defined motivation as the reason behind people's decision to do something, the length of time for their willingness to continue with it, and their persistence in doing it. Motivation indicates a degree of readiness which forces activity on or within a person to initiate and guide behavior (Gibson, et al.,2000). Harmer (2001) defines motivation as an internal drive which pushes someone to do something that starts, moves, directs, energizes, and maintains human behavior.

Motivational orientation plays a significant role in academic performance and learning of teachers and students. The motivated teachers can exhibit academic competencies and help the students to improve their ability. The role of a teacher in the present context is not only to instruct the students but also to motivate them for better learning achievement. So, the teachers must be motivated in the learning process. A motivated employee has his/her agility, dedication, enthusiasm, focus, zeal and overall performance and contribution to organizational objectives and goals (Ifinedo,2003). Many educational institutions organize various kinds of social and academic events to motivate teachers and encourage them to become self-motivated. School administration must find ways to keep teachers in the profession and keep them motivated for their professional development.

Teacher motivation and professional development are integrated parts of teaching and learning activities as motivated teachers involve themselves in their professional development. Teachers' motivation is regarded

as pushing factors for teachers to instruct students by conducting various activities for effective learning. Phyak et al., (2017) defined teacher motivation as teachers' attraction towards teaching profession and commitment in the profession. Here, teacher motivation is the foundation of teacher professional development. So, the teachers teaching either in private school or public school need to be motivated for their professional development. Kocabus (2009) argued that low motivation levels in the teachers who are in critical position in education and schooling process, has a negative impact on the achievement of high standards in education. It is the fact that professionally developed teachers have better motivation and can impact quality education to students. It means that we cannot expect academic excellence from demotivated teachers.

Professional development is the process of reformation in teaching and learning process in which the teachers must upgrade knowledge and understanding of language. They need to focus on the newly acquired knowledge to be transferred in an effective way while teaching. The professional development of the teachers depends on themselves and the motivating policy of the institution. In this regard, Banks and Mayes (2012) stated that professional development allows the individual teachers to uphold and develop the educational practices that have been done well, to be critically aware of the educational policy and to develop the teachers' understanding of changes in the society. The motivated teachers participate in seminars, workshops, conferences, trainings, professional meetings, self-learning and professional learning networks to enhance their skills and professional competences to meet students' needs. However, teachers are facing various demotivating factors in their professional life such as parents, students, low salary, lack of respect, lack of passion in teaching, lack of supportive administration, lack of training, public criticism, rewarding non-performers, lack of appreciation and working conditions (Han and Mahzoun, 2018). Moreover, Tynjälä and Heikkinen (2011) found the reasons like threat of unemployment, inadequate knowledge and skills, decreased self-efficacy and increased stress testing pressures, lack of administrative support, lack of up-to-date resources, lack of parental involvement and the difficulty for balancing their teaching responsibilities and their personal lives for struggles and dilemmas in the academic and professional lives of English teachers.

I have been teaching in various private schools in Chitwan since 2000 onward. I have observed frequent changes of English teachers in these schools for several reasons. There is no clear policy of teacher appointment and retention in private schools. There is a poor working environment and job security which demotivate teachers to remain in the job and develop them professionally. I realized that a key to teacher professional development is motivation, and only motivated teachers can ensure quality education. The demotivated teachers cannot motivate the students to learn and make any positive impact on students learning. My query is that if these English teachers are motivated by the institutions, they will develop themselves professionally. Motivating the teachers for their professional development whether they are teaching in public or private schools is necessary. There is not much research in the domain of private schools, the English language teachers working there, and the status of their motivation for professional development and teaching. This study will help the private schools' administration, principals, and founders to make relevant policy and strategies for their teachers' professional development. Therefore, exploring English teachers' motivation in private schools for their professional development will add knowledge in the field of motivation and teacher professional development.

Objectives of the Study

This study simply aims to explore the English language teachers' motivation for teaching in private schools, and to identify the demotivating factors of English language teachers in private schools.

Literature Review

Teacher motivation plays a vital role in the enhancement of teaching and learning activities in schools. Motivated teachers bring significant changes in the classroom activities, students' achievement, and overall educational conditions. So, it is important to retain high quality teachers on the one hand and develop demotivated teachers professionally on the other. Teachers' professional development ensures the development of teachers in terms of content knowledge, pedagogical skills, and ICT competency.

Teacher Motivation

Teacher motivation refers to teachers' desires to teach and succeed at their job by achieving the set goals. Teacher motivation influences the quality of teaching practice as the teachers engage in professional learning activities. As a result, these teachers impart effective teaching and are more productive as they always look for better way to do their teaching job (Alhassan, 2020). Salifu (2014) argued that a teacher's motivation determines whether the teachers participate or not in professional development. Therefore, a motivated teacher is a change agent who brings changes in students' learning outcome, his or her own academic career and the entire education system. Similarly, teacher motivation is important for educational reform as motivated teachers are committed to

implementing the change.

Types of Motivation:

Some teachers seem naturally enthusiastic about teaching while others need to be stimulated, inspired, and challenged. In this regard, motivation can be classified into two types: intrinsic motivational factors and extrinsic motivational factors. Intrinsic motivational factors are internal factors, and they are generated by the teacher himself or herself. Intrinsically motivated teachers assume teaching and students' learning as a sense of accomplishment. These teachers regard their profession and position as a sense of self-respect. They do not expect any materialistic reward or award for their contribution, they take teaching students as a sense of responsibility. They get psychological reward rather than physical. Intrinsic motivation results when people do an activity because it is interesting to them, and they gain satisfaction from the activity itself (Gagne and Deci, 2005). In other words, teachers are driven by their passion for educating children. They believe that having an impact on the lives of their students provides a sense of satisfaction. According to Fox (2011), intrinsically motivated teachers have a desire to work with children, adolescents, and knowledge. Here, the teachers take the teaching profession as the opportunity to continue one's own education. For the intrinsically motivated teachers, teaching is a service to humanity.

On the other hand, teachers can be motivated extrinsically by means of salary, bonus, pension, insurance, day-off, praise, promotion, etc. (Herzberg, et al, 1959). Extrinsic motivation is related to the context or environment in which the job is performed. Extrinsic motivation does not come from the satisfaction of the activity but rather extrinsic consequences such as tangible or verbal awards (Gagne and Deci, 2005). Promotion opportunities, good working environment, job securities, etc. are extrinsic motivational factors of teachers.

Theories of Motivation

Motivation theories have a significant impact on a teacher's life. Abraham Maslow's Hierarchy of Needs (1943) and Johnson's Three Theories of Motivation (1986) are relevant to teachers. Maslow (1943) assumed that every human being has needs, the forces that drive him or her to act, and these needs can be arranged in hierarchy. He believed that human beings are motivated by unsatisfied needs. Maslow ordered these needs into five basic categories. The hierarchy begins with the basic psychological needs (pay, food, shelter, etc.), and continue with security needs (job security, protection against threats, safety, etc.), affiliation needs (love, affection, belonging, etc.), esteem (respect, autonomy, achievement, recognition, etc.), and self-actualization (realizing one's full potential and ability). In this theory, the lowest unsatisfied need becomes the dominant and activates an individual to act to fulfil it. Human beings move to higher needs when lower needs are satisfied. These hierarchy needs are classified into two types of namely deficiency needs and growth needs. The deficiency needs include physiological needs, safety or security needs, love and belonging as well as self-esteem needs. These needs are the result of deprivation. The growth needs contain the highest-level needs of Maslow's pyramid i.e., self-actualization. This need motivates an individual to grow as a person.

Johnson's Three Theories of Motivation (1986) includes Expectancy Theory in which individuals expect a reward worth making for such as bonus, or a promotion, etc. The second motivation is called Equity Theory which talks about equity and fairness among the employees. Johnson believed that individuals will be dissatisfied if they are unfairly treated for their efforts and accomplishments. The Job Enrichment theory expects motivation through challenge. It means when the work is varied and challenging, the employees become more productive.

Factors Affecting Teacher Motivation

Teacher motivation is affected by numerous factors, and they vary according to place and time. Besides that, the teacher motivation factors differ in terms of public and private school context in Nepal. However, the common factors that affect both community and private schools include occupational status of teachers, working environment, professional development opportunities, link between performance and reward and so on (Khadka, 2022). The occupational status of teachers in society as professionals. In comparison to public school teachers, private school teachers enjoy less respect and identity in society. General people do not take the status of private school teachers seriously. People consider teaching as the least preferred job because it is a low paid job, particularly in private schools. Similarly, working environment plays vital role in teacher's motivation. Salifu (2014) argued that teacher working conditions indicate the necessary atmosphere created for teachers at the workplace to motivate them to greater performance. The proper working environments for teachers include proper classrooms, appropriate students' numbers, good conduct of students, along with basic physical infrastructure as well as teaching learning materials. Besides that, attractive salary, moderate teaching loads, teamwork, co-operative administration particularly principal, promotion policy, individual autonomy, professional development opportu-

nities, etc. definitely motivate teachers towards their professional and personal life.

Review of Empirical Literature

Since improvement in learning quality of students depends on the improvement of teaching quality of the teachers, numerous studies and research have been conducted in the field of teacher development. Pinar et al., (2021) investigated the factors influencing teachers' professional learning the most among four factors: (a) teacher cognition and beliefs, (b) teacher emotions, (c) teacher motivation, and (d) contextual variables. The research consisted of 1015 teachers of English from different cities, teaching in diverse levels, and various ages in Turkey. The findings of the study showed teacher cognition and benefit factor influenced teacher learning the most. They found contextual variables as the second influencing factor for teacher learning.

Similarly, Afshar and Doosti (2015) published a research article entitled "An Investigation into Factors Contributing to Iranian Secondary School Teachers' Job Satisfaction and Dissatisfaction". They examined the aspects of motivation which are related to language teachers. They also wanted to identify the teacher's motivating and demotivating factors. The findings of the study revealed imparting knowledge to others, serving society and having an internal desire to teach as the most teacher motivating factors. The study disclosed inadequate salary, principal's inattention to the teachers, not being encouraged to seek professional development, students' lack of motivation to learn English, low occupational and social status as the most demotivating factors to teachers' job dissatisfaction.

Alam and Farid (2011) in their study entitled "Factors Affecting Teacher Motivation" attempted to identify the factors responsible for low and high motivation of teachers and to investigate the effect of students' behavior, classroom environment and examination stress on teachers' motivation level. They adopted the quantitative research method and used survey as 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 questionnaires as a tool for data collection. The findings showed that teachers were not satisfied with their socio-economic status, choice of profession, students' behavior, and examination stress. It was recommended that teachers should get teacher training, should be given due respect and should be paid according to their qualifications and abilities.

Huang (2022) in his research entitled "The Factors Affecting Chinese College English Teachers' Learning Development", explored the ways and influencing factors of college English teachers' learning and the way they achieve professional development. The findings of the study showed lack of time management, heavy administrative work, over ambition and passiveness as the negative factors which affect teacher learning. The researcher in this study found that teacher learning happens with clear goal and motivation, which is also influenced by teaching community and the family influence.

Pant (2018) in his study "English Language Teachers' Motivation in Professional Development", explored English language teachers' motivation for teaching and professional development. This study's findings showed that job enrichment, flexible working hours, merit pay, and incentives were significant strategies for motivating teachers in teaching and professional development.

Research Methodology

This study has adopted a narrative inquiry research design under a qualitative research approach. The interpretative research paradigm was employed to analyze and interpret the data.

Research Sites and Participants

The participants were secondary level English teachers who have been teaching in private schools at least for five years. Four English teachers were selected using a purposive sampling procedure from Chitwan district. To confidentiality and anonymity, the participants were given pseudonyms as T1, T2, T3 and T4. The researcher has assured the participant teachers that their confidentiality and anonymity would be maintained ethically.

Data Collection Instrument

To address the research objectives of this study, I employed in-depth interview as a tool to collect the required data. I collected the life stories of the participants in a friendly manner. The questions were asked in Nepali and recorded in mobile. Later, the interviews were translated and transcribed into English.

Data Analysis Procedures

To fulfill the set objectives of this study, the analyzed data were presented thematically. In this regard, I have adopted a thematic approach to determine what narratives were told and what stories revealed about each

individual teacher. In simple words, the narratives were first viewed holistically and then analyzed thematically.

Results

The accumulated data from the four participant English teachers reflected the state of motivating and demotivating factors in private schools for professional development of these English teachers. I have analyzed and interpreted the data based on the verbatim of the respondents and the following major themes have been derived from the accumulated data:

English Language Teachers' Motivation for Teaching in Private Schools

Private schools are run by the contribution made by the parents of the students studying there. These schools do not get any financial support from the government or any other institutions. Similarly, they have their own procedure and policy of teacher. These schools are found to adopt separate ways to keep their teachers in the profession and keep them motivated. To explore English teachers' motivation for professional development, the following sub themes have been added:

Internal Desire to Teach and Impart Knowledge

Teaching is considered as the least prepared and low-profile job in context of Nepal. Many people join the teaching profession only when they do not get success in any other fields, particularly civil service. In the case of teaching in private schools, people get involved while they are undergoing their university degree or unless they get a chance in government school. However, the participant English teachers of this study disclosed that the reason behind their teaching profession as their internal desire to instruct children and impart knowledge. They were motivated inwardly to choose teaching as a career as it is job, and to get job in private schools is even easier. In this regard, the first participant T1 stated that, "I choose teaching as my own choice as I was very much interested in teaching since my school life. I always wanted to speak English like native speakers. Since teaching in complete English medium is possible in private schools, I was motivated to teach English and impart knowledge to children."

Similarly, the second participant T2 told that "I selected this job in my own choice as I was interested in helping and motivating students to learn English". From the given narratives, it was clear that they chose teaching on their own and they were naturally interested in it.

Recognition and Prestige

Teaching is a noble profession which makes a life-long identity of a teacher in a society. The teachers are regarded as change agents and intellectual personalities. Many people join teaching because of the social recognition they get from this profession. Many take it as an opportunity to serve society. The participants of this study were also influenced by respect and appreciation from students and parents. According to the participant English teachers, they are praised and valued in their institution and in the society whenever students accomplish superior results which has direct impact in their motivation. Students' progress is linked with teachers' success in his or her job. In this connection, one of the teachers T3 expressed that: "The thing that motivates me teaching in a private school is being recognized as an English teacher and socially well recognized job." Another teacher participant said, "The craze and demand of English in Nepalese society is very high. Parents have positive attitudes towards English language. In this situation, being an English teacher, I have high prestige inside and outside the school."

Institutional Environment:

The educational leader, particularly the principal, is an important part of the institutional environment at school. If the teachers have a good relationship with the principal, it helps to keep them in a profession and grow professionally. The supportive, fair, motivating principal provides opportunities for professional growth of teachers working there. The participant teacher T4 in this regard shared that, "One of the factors that motivates me is that school administration listens to our problems and supports us." The attention and support that school provides to the teachers is an important motivating factor that made teacher stay in job and concentrate in professional growth. Another teacher T2 mentioned that "The factor that motivates me is the positive and friendly environment of school." The participant teachers highly appreciated the schools for the physical infrastructures, available furniture, teaching-learning materials, ICT tools, etc., which are crucial for their professional growth. The teachers are motivated by a positive work environment where they can do their job effectively. "The most important condition is that these private schools are free from politics. The teachers are judged in terms of their performance rather than their political color or affiliation." T3 said.

Flexible Working Hours

Teachers in Nepal has few working hours in comparison to other employees. They conduct their teaching activities from 10 am to 4 pm. It means they have only 6 hours to work in a day. The teachers are comfortable with this working schedule as they can have time for family and friends. Besides that, they enjoy frequent days off and annual leaves. While talking about working hours the first participant T1 shared her narratives as, "For females, teaching in a private school is an excellent job in a sense that we do not have to go away from home. Meanwhile, we can look after our family and don't have work pressure at home." Another teacher T3 had similar perception regarding working schedule. He stated that, "Teachers have flexible teaching hours in private schools. I completed my master's degree while working in the schools." It means work-life balance is also a motivating factor for the teachers who are teaching in private schools.

Remuneration and Incentives

Appropriate and adequate salary can also motivate teachers. Teachers' remuneration directly or indirectly affects their classroom performance as it is an extrinsic motivational factor. If the teachers are paid a minimal salary, they cannot fulfill their basic needs which affects their teaching effort and students' learning outcomes. Private school teachers are supposed to get salary as per government schoolteachers but the teachers in private schools are paid as per their merit. There is no restriction on salary for those who have high academic qualifications and performance. They have a policy of payment as per the capability and qualification. The participant teachers in narratives reflected that they are given government scale salary and other incentives as per schools' rule. Besides salary these teachers are paid overtime allowances, meeting allowances, and given incentives for meeting certain targets which has encouraged teachers to work harder and better.

Collaborative Colleagues and Motivated Students

A good relationship between or among colleagues is another key aspect of teacher motivation. It is a situation where the teachers can communicate clearly and can collaborate with each other. The participant teachers have disclosed that they have learnt from each other and there is good teamwork and team spirit. One of the participant teachers T2 revealed that "We have positive interpersonal relationship among the teachers. We get social support and emotional outlets whenever we come into trouble. This bonding has really helped me in my personal as well as professional life."

Similarly, the relationship of teachers with students is also the factor considered by the participant teachers as a motivating factor. Positive relationships with the students always inspire teachers to bring changes in students' learning outcomes. If the students are motivated to language learning, it will be easier for the teachers to apply innovative methodologies and techniques in the classroom. Well mannered, disciplined, and humble students at the private schools have always motivated the teachers in their profession.

Opportunities to Participate in Professional Development Activities

Professional development opportunities mean the chances of being involved or engaged in different activities to enhance existing skills, knowledge, and competences. Teachers need to participate in different seminars, workshops, conferences, trainings, professional meetings, etc., to develop their pedagogical skills, content knowledge and recent changes and innovations in language teaching. Private schoolteachers rarely get chances to involve in such forums. However, the participant teachers have expressed that they have developed skill of teaching, understanding the students' psychology, arousing the students' interest in learning, learning new things from colleagues and so on from the training, seminar, workshops., conducted by the school. It shows that teachers' participation in such programs motivates them to remain in their profession and grow professionally.

English Language Teachers' Demotivating Factors in Private Schools

Demotivation refers to lack or reduction of one's interest, enthusiasm, and willingness to perform or continue an action due to specific negative influences. Teacher demotivation is an obstacle in teacher professional development. Demotivated teachers lack interest in learning new knowledge, skills and extend expertise. Demotivated teachers negatively influence learners' perception, motivation and willingness to learn and accomplish learning achievements. This study attempted to explore the demotivating factors of English teachers at private schools through their narratives in the given sub themes:

Inadequate Salary

One of the major demotivating factors prevalent in private school teachers is low salary. Private schools'

teachers are often appointed in personal contact and paid salary on compromise. They are not given salary as per government scale in most cases. As a result, these teachers suffer from inferior complex and demotivated for teaching and learning activities. The participant teachers have revealed the fact in their narratives. The participant teacher T3 shared, "One of the factors that demotivate me is low salary. I feel demotivated when I find that someone else is taking benefits from my hard work."

Tough Working Conditions and Demanding Work

English language teachers in private schools are going through tough working conditions as they must cope with the tough policy of the schools. They must take more classes than public school teachers and do extra duties as well. Besides teaching they must take care of students even during intervals, on the school bus, and during leisure periods. They do not get time for rest and refreshment. On the other hand, their job is secure in terms of their performance. When they cannot get satisfactory results from their students, they can be fired from the post. They must teach extra classes in odd hours with low payment. In this context, the participant teacher T2 disclosed, "We get unnecessary work from the school administration and no rewards from the school even if we are doing our best to improve the quality in education which demotivates us." Highlighting the similar problem, another participant T1 argued that "I personally do not have any problem to use EMI, but students have difficulties in understanding everything in English. Since it is an English medium school, the administration does not allow teachers to use Nepali in classroom. Even parents complain when we are found using it with students outside the class. It really embarrasses me." this shows how English language teacher in private schools are caught between the school administration.

Lack of Appreciation and Motivation:

Another obstacle of English language teacher motivation is lack of appreciation and motivation. The school administration does not appreciate the teachers except when they get remarkable results in municipality level examination, or in the SEE. Whenever the teachers commit minor mistakes, they are asked to write clarification and listen only to parents and students, but the same administration is mean to provide note thanks when the teachers perform well. There is a lack of appreciation culture and respect for human emotions. The teachers agreed in the fact and said, "Until and unless we are motivated, our professional development will not flourish." Likewise, T3 said that "We do not get much encouragement and feedback from our administration regarding our teaching-learning activities."

Not Having a Role in the Participatory Decision-Making Process

Private schools do not consider their teaching and non-teaching resources when making the major decision of the schools. Decisions, policy, and programs are being imposed on them by the administration. It discourages teachers from being creative and active in their role. They are treated as puppets. There is a lack of participatory and democratic leadership in private schools. The participant teacher T4 strongly argued that "Good leadership motivates employees and listen to them and their narratives. If the administration does not listen to employees and respect our views, our motivation turns into boredom." Another participant stated that, "If your school administration's decisions constantly ignore you or you cannot agree with them, you get demotivated." The teachers are found demotivated by not being included in the decision-making, goal-setting and problem-solving process at school.

Similarly, teachers are found to be demotivated by physical infrastructures like classrooms, teachers' office, chairs, desks, effective teaching aids, and have shown concern with modern facilities and equipment such as computers and the internet, laboratories, libraries, and other facilities to promote motivation among the students and teachers to promote quality education.

Discussions

Based on the narratives of the participants on motivating factors in private schools, it is found that the private school English teachers are motivated by the intrinsic aspects of their job. They are motivated for teaching as they take teaching as an interesting and stimulating job, have a positive internal feeling towards imparting knowledge and helping children to learn, and feel internally satisfied. Moreover, the teachers are motivated by the social recognition they get from their profession. Their motivation also derives from the praise and value given by the parents, students, and society as an English language teacher. The narratives also showed that they selected teaching profession as their own choice.

The findings of the study also showed that the teachers were motivated because of job security, respect from the parents and students, work-life balance, attention and support from school students progress, chance to

learn new knowledge and skills, having identity of English language teacher, financial benefit, social status, positive working environment of school. Similarly, the narratives of the participants showed their motivation from flexible working hours and location of their workplace. The teachers were comfortable with working hours as they do not have to spend much time travelling and there is no fear of transfer. Next, there is no political intervention in the school, and they are judged based on their performance not in terms of political affiliation. Besides that, the teachers were found continuing their studies along with teaching. They were given family time as well and had a good balance between work and life.

However, the stories of the participant teachers showed that there were minimal chances to participate in professional development activities for their personal and professional growth. The teachers were not given days off or financial support for taking part in seminars, workshops, training programs, and conferences. They were deprived of their professional growth as they were focused only on teaching. The findings of the study also indicated that the teachers were not motivated to seek professional development opportunities and to conduct action research to improve the effectiveness of their teaching. In this regard, Richards and Farrell (2005) strongly recommends that practicing language teachers should engage in a process of life-long learning and seek professional development opportunities not only by learning from their own practices but also by learning from other practitioners which accords with tenets of recent paradigm shift in Second Language Education.

If the teachers are demotivated towards their profession, then they cannot motivate the learners and get the expected achievements. Transformation of education is possible when teachers are motivated to transfer their knowledge, skills, and experiences to their students. So, it is needed to motivate teachers towards their profession and professional development. Demotivated teachers cannot implement educational policies, programs and bring the desired learning achievement. Jackson (1997, as cited in Mark, 2015) argued that lack of motivation among teachers has been manifested in teacher unwillingness to participate in school activities, 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 argument between colleagues.

The narratives of this study showed that the English teachers working in the private schools were demotivated for various causes such as inadequate salary and benefits, tough working conditions, lack of appreciation and motivation, not role in decision-making process, disruptive students, and lack emotional support from the administration. The teachers were found to be overloaded by their teaching assignments. Though they get government scale salary, they cannot get it on time. It is difficult for teachers to take leave whenever they need it. So, the English language teacher's professional development activities in private school are in a sorry state. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement (Dornyei, 1998).

Conclusion

I have concluded from the results and discussions of the study. The English language teachers in private schools are motivated by the intrinsic motivational factors such as interest to teach in English medium classes to enhance their own skills and knowledge along with the students. The English language teachers have connected their teaching profession with social recognition and prestige as Nepalese society give high value and respect to the people with better English pronunciation and proficiency. They are particularly motivated by the appreciation bestowed to them from the parents and the students in their success to bring remarkable progress in the students. Besides that, these English language teachers are attracted by the good working environment created by the school principals, colleagues, and motivated students. However, these teachers lack professional development activities in their intuitions. They are needed to join different professional development activities such as seminars, workshops, and trainings. The school administration should encourage them to conduct action research and collaborative activities. It is concluded that to retain the English language teacher, private schools should provide adequate salary and allowances, add teaching materials, conduct professional development programs, and include the teachers in decision making process.

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