A Motivation Practice and Performance in Public Schools of Lalitpur District

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Abstract

The study appraises current practices of teachers' motivation and students' performance in community schools of Lalitpur. The objective of the study is to conceptualized motivation from effective teaching and learning perspectives that fostered students' performances. The study applied single instrumental case study methodology in which information are generated from in-depth interviews and focus group discussion. During the analysis, the theoretical insights were brought from goal orientation, and need/motivation theories. The study finds that, teachers applying various motivational strategies to the school that increases students' performances. Students are becoming sensitive on moral value of education; they are questioning on ethical character, subject knowledge and expertise the teaching and parenting. Writing skill and academic performance of the students found in improving trend.

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1. Introduction

Education is the most important and most dignified of human endeavors. Education enhances the understanding capacity, improve the sense of right and wrong and make more understandable, wise and intelligence (Rana, 2007). Education nourishes high personal aspirations of the individuals (Pasa, 2021) and also makes them self-disciplined, critical thinker and improve the analytical and reasoning skills (Kant, 1993). Therefore, education provided by public schools which transfers knowledge to the students in a formalized manner that follows policy, regulations and rules prepared by the state for the welfare of the students and nation as a whole (Rana, 2007). In the context of Nepal, the reality is still bigger percentage of Nepalese are out of reach of other mode of academic resources and only the source of knowledge is within the four walls.

Motivation is a process account for an individual's intensity, direction and persistence of effort for attaining goal. Here, intensity refer to the condition how hard a person tries to do the work; direction refer to the outcome of motivation; and persistence refer to a situation how long a person can maintain effort (Robbins, Judge &Vohra, 2012). Therefore, motivation is directly related with the behaviour and action of the students' emotional thinking for contributive learning. However, in modern educational system learning is concerned only on grades, degree, credits and diploma. For it to be meaningful, education must nourish wisdom, good understanding and judgment capacity of the students for achieving educational goal. Students will be able to cultivate the human values of truth, right conduct, peace and love with zeal and sincerity reflecting to their own past experiences through the motivational learning environment (Maslow, 1987).To conclude, motivating students is the purposeful action that urges students to assume an attitude generally favorable towards their learning practices for achieving school performance satisfactorily that aroused from two different motivational processes called intrinsic(motivation by self) and extrinsic (motivation by outer contexts).

As explained by the Fullan (2007) the new meaning of education is based on the unbroken interlinked relationship among the motivation, energy, engagement and the life. From the vantage point of this statement, teachers' motivation is one of the transformative teaching learning processes that does not only make the teachers creative, supportive and responsible actor of school education but equally improve students' overall performances. Teachers' motivation can provide friendly environment to the students even in school and community. Students can get a chance to become interactive and encouraging to participate in learning process.

However, Teachers own attitude, social mined nature, enthusiasm towards his responsibilities, personality inherited or acquired by self-consciousness can play the vital role to enhance their motivational role in teaching learning process (Singer & Kolligian, 1987). In terms of work motivation, Herzberg (1966) argued that achievement, recognition, nature of work, responsibility and advancement are more affective long-run motivators than interpersonal relations, working conditions, and pay. Thus, it appears that in order to be professionally motivated teachers, there must be happy marriage between responsible state mechanism for providing various incentives and facilities to the teachers and teachers' role and responsibilities on students' performance. Need of a person also depends upon the ground reality. In our context thus if teachers achieved their basic needs that helps to progress teachers' personal and professional behavior and also enhance the overall performance of the students (Singer & Kolligian, 1987).

Basically, student performance is an ultimate outcome of school education. We can judge school's outcome from the students' performance. For this, positive motivation is necessary for producing creative and inventive individuals. For this, there are various ways how students' performance can be assessed. Thus, both formative and summative approaches of evaluation are useful for the overall evaluation of the students (Robbins, Judge &Vohra, 2012). For the purpose of this research, I have mainly focused on contributions of teachers' motivation on students' performance that encourages students to develop their own abilities and capabilities. In school education practice, different age, sex and ethnic groups of the students are achieving different school performance because of their different level of understanding on teachers' motivation and self-motivation and self-evaluation. Similarly, Gujardo (2011) argues that parenting role, peer groups interactions, teaching and learning environment, desire for gaining new skills and knowledge, social support system and socio-economic status of the students also plays role in students' performances.

2. Research Objectives and Methodology

The objectives of the study are to appraise motivational practices of the school teacher for students' performances; to explore contributions of teachers' motivation for promoting performances of the student and to appraise challenges facing by the teachers while motivating students for their quality performance.

In doing so, the study applied single instrumental case study in multi-site in order to understand the perception of the participants as per their socio economical, and ethnical background (Denzin & Lincoln, 2011) and for interpreting experiences of

the participants on the foundation of personal experiences and background (Creswell, 2007).

The study purposively selected three resource centers (Lagankhel, Godvari & Chhampi) of Lalitpur District (DoE, 2014). Therefore, each three schools from three resource centers were regarded as a research field. These resource centers were selected according to geographical and socio-economic representations in which Lagankhel represents center of sub metropolitan city, Godavari represents urban hinterlands of municipalities and Chhampi represents rural hinterlands of entire remote villages of the district.

After that the study selected nine teachers (Four female and five male) from nine different schools by applying maximal purposive sampling (Creswell, 2007) and parallel sampling strategies (Onwuegbuzie & Leech (2007). Required information were generated through the in-depth interview (Kvale, 1996) and focus group discussions (Wibeck et al., 2007). And the information was appraised through four stages of information analysis such as developing categorical aggregation for emerging relevant meanings, direct interpretation so as to draw meaning from single instance without looking multiple instances for correspondence between two or more categories (cross case synthesis), and holistic analysis so that people can learn from case either for themselves or to apply to population of participants (Stake, 1995; Yazan, 2015). During the analysis the research issues have been interpreted through the goal orientation (Elliot & Dweck, 2005), self-efficacy (Bandura, 1962, 1988) as well as need and motives (Maslow, 1943) theoretical gazes.

3. The Results and Discussion

Motivation on learning and teaching are based on different internal and external environments. The motivation itself assists to teacher as well as students. So, in learning and teaching environment it needs to discuss on Motivational hooks (Gujardo, 2011); Self-motivation (Deci, Koestner & Ryan, 1999); quality performances on school and class (Dweck, 1986); and interpersonal skills, judgement, and motivational shocks. The results are discussed with empirical evidences below.

3.1. Motivational Hooks

External motivational process, which is more guided by external environments are related to the teachers and teaching learning system. For example, it is concerned to how educational policies, society, coworker and management are supporting to the teachers for playing their motivational role (Gujardo, 2011). In our context, students

from community schools are getting external motivational opportunities from the teachers. However, some of parents are also supporting their children for achieving quality performance.

Participant Ram Ghimire (name changed, secondary level teacher) from Chhampi resource center, having 27 years working experiences said that teachers must provide motivational environment to the students in classroom. It makes student active and more interactive. Furthermore, he added, external motivation stimulates students intrinsically and help to engage them in thoughtful teaching learning process even in inside and outside the school.

In the response of question: How is he practicing motivational role to the students in the school? He shared that,

> *I have been working in our living school rather than in urban death school who are providing educational services to the migrated students. Therefore, we are providing motivational environment as far as possible. We are not just facilitating to the students by providing classroom assistance opportunities, we are encouraging them to involve in extracurricular activities and we are implementing English medium instruction up to grade six. We are sharing ethical and moral responsibilities of the students in school environment and beyond. We also drop call to the parents conditionally while student obtain very good marks in class test, providing scholarship packages to the selected students and for last fourteen years, we have been allocating double session time for English & Math".*

The narrative text implies that being a local intellectual teacher from any particular community seemed more responsible to provide external motivational environments. Thereby students were getting extra class facilities, class room assistance facilities and getting counseling facilities about the importance of education life. And students were aware about their personal development and their possible role for social development. Self-efficacy/trust on own competence theory also claimed that students increase their sense of being efficient and proficient through physiological and emotional well-being, as well as through continuous encouragement from others (Bandura, 1962). However, most of the participants argue that students are getting poor support from parents. From the given instances we can say that it is inevitable to establish cooperative understanding among teachers and parents for encouraging and motivating to the students that can be possible with community sentiments among them.

Participant Sita Timilsina (name changed lower secondary level teacher) from Chhampi resource center, having 23 years working experiences said that most of

the educated parents were also motivating to their children in their home. She further added that such practices would automatically help to improve their school performance. She expressed that,

> *"Almost every day in front of my students, I use to unpack the importance of education in human life. I like to inspire and encourage them to continue their education life up to higher level so that they can get job opportunities in nationally and globally. I also present the example of uneducated rural people and their parents who are compelled to struggle for miserable livelihood, and are involved in agriculture-based activities with pain full life. I encourage my students to observe comparative living standard of educated and uneducated individuals in own community that can be understood from various ways such as their social and economic level, their parenting role and their physical/mental health status".*

The narrative text can be understood from various perspectives but reflecting through affective way of sharing educational outcome among students. Through motivation and engagement in thoughtful teaching and learning activities, here my case wanted to attract students towards job opportunities and for secured higher living standards. From the existential educational philosophical point of view, teachers help the child into a fuller realization of self through choosing their way through life (Brennen, 1999). The given instance suggests that by comparing among literate and illiterate students' family members, teachers can not only provide motivational environment to the students but it may help students to improve their school performance and livelihood too.

3.2. Self-Motivation

The inherent values refer to personal satisfaction, interest, or happiness that energizes and sustains activities through the natural satisfactions inborn in affective conscious action (Deci, Koestner & Ryan, 1999). Thereby self-motivation is an impact of overall motivational process that helps to increase personal ability of the teachers. In the reference of teachers' role, Secondary Education Development Project also highlighted teachers' effectiveness and competency for better learning of the students (MoEST, 2021).

Owing to the study, interacted with teachers/students about self-motivation and its contribution for promoting performance of the students. Participants from Chhampi resource center shared that without self-motivation nobody can perform better whether they are teachers or students. Some teachers motivate student productively, some students improve their performance with external motivation and vice versa.

In the response of question: How are you observing self-motivation of the students in your school? He expressed that,

In my view, Brahmin students are getting less freedom than Tamang at their home and community. It is because Brahmin parents want to teach their children about importance of higher education as well as ethical and moral behavior for inner personal development. In other hand, Tamang parents are not sharing their socio-economic and livelihood experiences with their children. They are compelling them to engage in livelihood activities and early marriage rather than supporting them to struggle for higher-level educational status.

The text here is written in the context of self-realization. The text implies that some students are being motivated by parents to understand about inner personal development, self-initiation and self-struggle. But some participants argues that self-motivation comes from the within. Yes, I do agree with them partially but how does it comes from within if students are not motivated from others. This instance can help to the parents to share their socio-cultural knowledge and livelihood struggle with their children so that they can transform their unproductive socio-cultural knowledge by changing their occupational and livelihood status in the society.

Ms. Timilsina from Chhampi resource center shared that she has been improving her social status in the society and teaching strategies in school due to self-motivational process since then. She further added that while she was a student she was self-motivated to achieve higher status in the society than general rural women were. She intrinsically wanted to motivate students and had been practicing the same in the classroom regularly. She expressed that,

External environment is important aspect in the students' motivation but this is not everything that parents have understood traditionally. In the early stage, I remember that some of parents requested me to give corporal punishment to their children if needed. I punished many students but did not observe any improvement in their school performance but these days I am applying friendly environment to the students in classroom and also am encouraging them to realize the importance of education in individual life. Those students who listen to my suggestion seriously are also improving their academic performance naturally.

The text implies that self-motivation cannot be applied through physical punishment as the parents of the students understood. Most of the parents are still unknown about self-motivation that is essential to improve overall performance of the children. Here in my case, some period of time during her teaching profession, she

had punished many students who would get poor performance academically. But finally, she changed the strategies and began to unpack importance of education in human life among such students. The instance here provides role of intrinsic motivation in students' life by parents, teachers and students.

Mr. Yam Khadka from Chhampi resource center shared that self-motivation and motivation from outer contexts are two sides of same coin in particular. Therefore, he has been suggesting students to follow the motivational environment of the teachers, parents, relatives and friends. He expressed that,

> *In community school there are poor status of parents and students' awareness about productive teaching and learning activities, and lack of educational expectations. On other side, in institutional school, they enroll only selected students from higher economic status, education level of the parents. But in our school, there are student from three levels- both from high status, middle class and poor status. Therefore, it is very difficult to play motivational environment to the students because most of the parents and students are neither ready for affective teaching and learning processes nor understand the importance of self-motivation.*

The text is written from affective teaching and learning context that cannot be performed without better students' performance, better parenting role and better socio-economic status of the parents. Here, my case also compared own students with the students of institutional schools, who belong to middle and higher-level socio-economic status and provide quality education to their children. I also have found that enrollment of the students in public school has increased rapidly but the quality is not still satisfactory, and thus the demands of institutional schools are widespread especially from well off families (Carney & Bista, 2009, as cited in Thapa, 2011). However, most of the participants argue that only higher level of socio-economic status of the students don't improve school performance academically but it is an involvement of parents and teachers, which allow students to become self-motivated and improve their performance.

Mr. Jeban Chaudhary from Godavari resource center shared that it was due to self-motivation, after SEE he became both student and teacher simultaneously. He started to teach in both institutional and community school to support his own higher-level studies. During his career in community school, he used to motivate students so that they would become extra and unique. He expressed that,

> *Here is less competitive environment in our school because there are limited students in each classroom. Most of the students are very weak academically*

and poor financially. Nevertheless, some of them are extra talented. Therefore, every day I have been convincing my students to identify personal interest for driving long life. I suggest them to make their plan by visualizing how they struggle for livelihood after marriage and earning for their own children. I also assure them that nobody can get success without long run plan as I made while I was a student of grade seven. I do share my struggle about my education and working life.

The text implies that self-motivated students can make their long run educational plan to cope with vulnerable livelihood as my case did during his school life. Here, my case wanted to share personal stories to stimulate any kind of students in his classroom. However, because of low competitions among students in community school, students are still undermining personal ability and capability. Other participants also shared about poor competitions due to limited students in each classroom. The instance here clearly shows that students need to think about their prosperous future life that can be achieved with higher level of education. For this consideration both parents and teachers have to share their personal life experiences with them as well as inspirational life story of the successful people around the globe.

Mr. Khadga Duwal from Godavari resource center shared that student can improve their performance with autosuggestions. He also added that he has been observing and examining both teachers' and students' self-motivational process that has helped them to become interactive in the school. He expressed that,

I think, first students themselves must be self-motivated to perform well in the school. Parents and teachers are secondary sources of motivation. Nobody can improve those students' performances, who are never motivated intrinsically as well. As carried dog cannot hunt in the jungle, similarly, active and self-motivated students can only improve their school performance. Only teachers cannot change the behavior of the students, however, we have been trying. In my experience, self-motivation is not only to the students but it is equally needed to the teachers too. Teachers who are not self-motivated cannot perform quality service to the students.

The text implies that only self-motivated teachers can encourage students for becoming self-motivated during their teaching learning activities. Therefore, it is essential to establish quality understanding about self-motivation among students, parents and teachers. This can help to change the perceptions of students and help to become self- motivated to improve their own school performance. That helps them to orient upon mastery goals with the purpose of personal development and

growth that guides achievement-related behavior and task-engagement (Ames, 1992 as cited in Brdar, Rijavec & Loncaric, 2006). The instance here showered that teachers and parents are more responsible to encourage and motivate students in a better way.

Ms. Yalamaya Shrestha from Godavari resource center shared that she has personally experienced the impact of self-motivation during her school life. She was brilliant student because of regular motivation of her relatives. However, once she became pessimist when her parents had changed her school. She became medium level student in new environment for a year but because of self-motivation, she secured the higher position. She expressed that,

> *I have been observing unique nature of student's performance in my classroom. Some students are good in oral test, others are in written. Group of students are smart in sports, some other are in drawing, and poetry, and few do have extraordinary skills in role playing and singing/dancing. Therefore, I am motivating all students to improve their learning activities along with their life skills on the basis of their personal interest. Similarly, for selecting students in inter school competition, I equally give priority to low performer students who cannot compete with others because it stimulates them and pay interest to take part in such activities again. We do not like to emphasize only the topper students. We give equal opportunity to weak students too.*

The text here implies that the personal interest of the students plays the vital role, which help them to improve their performance in their selected areas. This is a reason behind why school performances were measured on various aspects. Teachers and parents have the responsibilities to understand the ability of the students in the classroom before motivating them. Theoretically, in doing so, performance focus goal of the students can be evaluated by the teachers through positive evaluation of the students (Dweck, 1986). My case has also been encouraging to weaker students so that they might get a chance to compete with others and stimulate their capacity. In case of other participants, they also agreed with diverse nature and interest of the students. The instance here helps to understand specific capability of the students that must be respected by teachers, parents and community members. Different children do have intelligence in different areas. This is the fact.

Ms. Om Shanti Poudel from Lagankhel resource center shared that she was applying both external and internal motivational environments to the students. However, she argued that illiterate parents do not know the impact of their motivational role in the performance of their children. Nevertheless, being educated most of the students

are familiar with the power of self-motivational process as well as motivation from others, and are following the suggestions of the teachers.

3.3. Quality Performance

Performance of the students' can be appraised through various indicators. But the important thing is how students are being motivated for better performances. Owing to my study, I have decided to examine only seven indicators (e.g. school performance, physical appearances, class monitoring skills, inter-personal communication skills, judging school knowledge, experiencing school knowledge and merit performances) for discussing with the teachers both in rural and urban settings.

3.3.1. School Performance

I have perceived that teachers understand the phenomenon of performance quite differently and subjectively. A male teacher from Chhampi resource center argued differently. In his school teachers are judging performance of the students' through given five variables (regularity in attendance, maintaining discipline/dress/ sanitation, completing class work, completing homework and involving in extracurricular activities). Similarly, a male teacher from Lagnkhel resource center has expressed that performance is not for measuring students' obtained mark. In his opinion, class activities, interactive behavior, appearances, discipline, involving in ECA and helping behavior to the weak students or sharing personal knowledge to others can incorporate to judge overall performance of the students.

3.3.2. Physical Appearances

During discussion with teacher about physical appearance of the students', Mr. Ram Ghimire from Chhampi resource center said,

> *Yes, obliviously teachers' motivation has been supporting to maintain neat and clean dress for the students while they come up with formal dress. Students are aware with health problem caused by junk foods and have started to have homemade food, which is in fact very good to them. Being rural children, our students look like healthy, smiling and interactive all the time because of happy and healthy environment of the school. It is also because of teachers' motivation for their health and hygiene and also due to impact of their school quality learning environment.*

The text implies that teachers' motivation is helping to make students good, smart and clean. Students are also getting knowledge related to health and information

that encourage them to become interactive with teachers and students. Other participants also agreed that students from any socio-economic groups are maintaining their physical appearances after continuous motivation given by teachers. The incident here talks that children can learn health and hygiene related knowledge from school education and teachers' motivation.

3.3.3. Class Monitoring Skills

During first focus group discussion with students on leadership skills in Chhampi resource center, my female participant said,

> *For me, leadership skills of the students can be improved if there is no teachers' biasness. Student must get equal opportunities to take part in various school related activities in and outside the classroom. I have noticed that in institutional school, students, teachers and parents conduct regular interaction for children's leadership skill development but in our school, nobody seems serious on this task. Weak students are neither getting support in their home nor at school.*

The text implies that some of the teachers in community school are motivating only to smart students only. They are also encouraging talented students only for playing leadership role. Here, my case blamed to the teachers and parents saying that nobody is responsible to improve leadership skill and overall performance of the students who are academically poor. In doing so, they are undermining learning focus goal because any individual does have potential to gain skills and knowledge even if they fail to achieve in the processes (Dweck, 1986). The incident here gives insights for bypassing teachers' biasness in the classroom during providing leadership role to the students.

3.3.4. Inter-personal Communication Skills

During discussion with teachers about interactive skills of the students' Mr. Ram Ghimire from Chhampi resource center said,

> *Students are performing outstanding communication among peer groups (seniors and juniors) and with the teachers. My students frequently request me to solve their problems even in my leisure periods. It makes me happy because students are being closed with me and improving their interactive skills in the school. I do motivate them to build good communication with every student whether they are academically good or bad. It is because students are students and they can definitely improve their performance during educational struggle.*

The text implies that teachers' motivation is making students more interactive, and encouraging them to establish transformative interaction with teachers and students. Due to cooperating learning between academically good and poor students, teachers support to each and every student round the clock. The incident here says that for improving performance of the students, it is inevitable to establish interactive interface among teachers and students first. While I was discussing about interactive skills of the students', Ms. Sita Timilsina from Chhampi resource center said,

I have been observing that due to my motivation, students have been changing their interactive behavior. In class room students ask many queries to me and request to assign practical work and give chance to other student too for assisting classroom. Due to my friendly nature with the students even during exam period, some of students don't hesitate to ask me about confusing question and I also give some hints to them. All the students interact to each other because they have similar socio-economic condition. I have been still observing them closely and find them reading, writing, interacting and playing together.

3.3.5. Judging School Knowledge

During discussion with teacher about judging educational values by the students' Mr. Khadga Duwal from Godavari resource center said that,

Different students do have different life skills. However, their understanding on educational values remains same because almost every moment I assure them that students have to understand the value of education that can directly change the social status of the individual and makes their life happy, healthy and ultimately such manpower are the asset to nations in various ways. They can generate a lot employment opportunities to rural people and they can become social worker for transforming rural scene. Moreover, I have been observing that because of teachers' motivation students are also giving interest on teaching learning activities and planning their future to become productive work force to the nation.

The text implies that due to continuous motivational roles of the teachers, students have started to take their teachers as role model and this has helped them to think and plan their future career in different way. Students who are realizing the value of education are also aiming to create working opportunities to others and aiming to transform socio-cultural structures. However, some of the participants argue that because of poor socio-economic status of the family members, most of the possible human resources are compelled to be deprived to their higher education life. The

incident here highlights that students are judging their educational values more reflectively in any settings.

Mr. Mohammad Hussen from Lagankhel resource center said,

> *I have been teaching students from all background in Mountain, Hill and Terai region and now I have been teaching in Kathmandu valley. In my reflection very few rural parents are familiar with meaning and value of education due to illiteracy and ignorance. In my view, to judge educational values by the students themselves, it is necessary to provide supporting and motivational role by the teachers and their parents and give them chance to appraise the living standard of educated and non-educated individuals in the rural/urban community.*

The text implies that still parents and teachers have to play supportive role to those of talented and economically poor students who can affect to society and nation. In this issue most of my participants argued that poverty is main barriers for most of students who are compelled to drop out from school education, and are frustrate with their education life. Decreasing their level of satisfaction and commitment of effort necessary to attain the goal is the means by which people avoid the unhappiness associated with below standard performance (Bandura, 1988). The incidents here suggest that government must allocate sufficient scholarship to the economically poor students even in higher level.

3.3.6. Experiencing School Knowledge

During discussion with teacher about application of the school knowledge by the students', Mr. Jeban Chaudhary from Godavari resource center said,

> *In my experience, more than seventy-five percent students are changing their behavior, attitude from the teaching learning processes in school. They have been applying their knowledge in classroom, school and social settings too. However, remaining students are still making frustrating environment to the school teachers and their parents. We do not know how we can make such students realize to learn knowledge and skills from the school and apply into their personal and social life. Nevertheless, they are successfully promoted in to next level because of CAS system. In my class one student is with poor academic performance but role model in her discipline and physical appearances. Therefore, we finally promoted her into next level every year.*

The text implies that most of the students have been applying their knowledge, skills, and experiences learned in school in their daily life. They know how to behave and keep cooperation with others being a family of the community. My case here shared that student having poor reading and writing performance has also been applying acquired knowledge satisfactorily in the school as well as in their community. However, most of the participants argue that students from different grades are applying school knowledge differently based on their maturity level. The event here suggests for producing knowledgeable, sensible and responsible students from the school education.

Mr. Khadga Duwal from Godavari resource center said,

> *A student can easily write in exam that we must love to our juniors and respect to our seniors. However, he or she may thrash junior students in practice. Such activities can be measured by social and school mechanism. For the purpose there should be quality cooperation between school and society for application of school knowledge by the students. I believe that such motivation system can definitely change the behavior and attitude of the students and help to apply theoretical knowledge in their practical life.*

The text implies the importance of collective mechanism (school and society) to motivate and measure students' knowledge and practice. Students having information is not enough. There must be knowledgeable too. Goal achievement theoretical process also talks about positive evaluation of the student from the different perspective (Dweck, 1986). Local stakeholders can realize them as a local stakeholder to produce knowledgeable youth and support to produce reflective youth from school education.

Writing skills. During discussion with teacher about writing skills, Mr. Khadga Duwal from Godavari resource center said,

> *I have been motivating my students for improving their written skill on regular basis because in my opinion students are obtaining poor marks because of their poor writing skills. It is fact that most of the teachers have been marking students based on his or her elaborative writing skills. I have also been doing on similar way but I have been motivating students to write eye-catching writing first then after improve their elaborative writing performance. To the end I motivates to the senior level students by saying that his or her handwriting is so far more attractive than junior students (by pointing directly). It makes senior students compel to improve their handwriting and allocate extra time for writing.*

The text implies that attractive writing skill is necessary to improve written performance of the students that can be achieved from written assessments. It might be the reason behind why Education Ordinance was firstly developed to assess performance of students twice a year, installing a system of half-yearly and annual examinations (MoEST, 2021). Here, my case was motivating students to make their hand writing attractive and elaborative during class test and exam. However, most of the participants shared that they were looking for only elaborative answers. The incident here suggests that teachers' motivation can also improve the written performance of the students.

Ms. Om Shanti Poudel from Lagankhel resource center said,

> *I am quite happy with the writing performance of each student. Students have been improving their writing skills due to regular class work and homework and our students have become winner several times in various writing competition in inter school level writing competition. Last year our students had participated in writing competition in English, Math and Science subjects with the students of institutional school and secured competitive position*

The text implies that in urban areas the written performance of the students is comparatively similar in both public and institutional schools. This might be due to regular expose of the students inter school competition. The incident here suggests that writing performance can be improved through engaging students in excessive writing work and involving them in various written competitions.

3.3.7. Merit Performances

During discussion with teacher about merit performance of the students, Mr. Yam Khadka from Chhampi resource center said,

> *In my view, there are students with very different natures in community schools. In our school, students make their pocket money by even selling their own reading and writing materials that they have received from scholarship packages. The parenting role of their guardian is very poor who never check their reading and writing materials or they never worry on their children's poor academic performance. In my school few students who are mostly migrated from remote village of Eastern Nepal and studying in grade five and six are even unable to write alphabet properly. If so, then how can they improve their academic performance? However, due to*

teachers' continuous motivation their academic performances have been improving gradually.

The text implies that most of the migrated students are still obtaining poor marks in each subject because of their poor parenting. Such students and parents are also misusing scholarship packages and funds. In doing so, students are pursuing performance avoidance goals so may demonstrate low aptitude and engage in the task with the purpose of avoiding in the involvement in progressive activities (Brdar et al., 2006). My case argued that their poor academic performance had been improving gradually due to teacher's motivation. The incident here also suggests developing proper mechanism for the regulation of scholarship packages and fund. The awareness is also necessary for using scholarship funds and materials properly.

3.4. Motivational Shocks to the Teachers

3.4.1. Internal Shocks

In community school, teachers have been playing vital role for producing competitive and educated and skilled work force. Government has also developed nationwide mechanism to monitor and evaluate the professional activities of the teachers. They know that teachers who are devoted from the bottom of their heart understand the student's feelings profoundly and use versatile study strategies for better teaching and learning processes for the successful completion of the task (Ames & Archer, 1998). But in recent trend, mass of people are attracted with quality education of the institutional school. Instead of realizing own role as a stakeholder to provide quality education in community schools, parents are blaming to the teachers for their poor teaching strategy. They don't think how teachers are coping with various internal shocks as challenges for providing motivational environment to the students.

During discussion with teachers about their internal challenges to provide motivational environment to the students, Mr. Ram Ghimire from Chhampi resource center said,

As terrace of any building cannot be prepared without foundation, similarly any children may not enjoy optimistic educational life without support of their parents. A Teacher may not provide motivational environment to the student in school without their job satisfaction. If the parents are there, there are students and if the students are there, there is school and teacher. However, for the proper functioning of the school, parents and government mechanism have to support teachers. But in practice, neither parents nor

government mechanisms are doing so. Government mechanism has been creating very limited job opportunities in community school of rural areas. Teachers are being paid very low amount of salary and have average level of social status without any other alternative resources for their livelihood. Most of the qualified teachers are thus working in urban centers where they can create alternative income generation activities such as tuition, coaching, part time class in secondary level, and personal business.

The text implies that because of low-income level most of the teachers in community school are still working without their job satisfaction. The problem is that teachers themselves are not being self-motivated in the path of motivating students. Need and motives theoretical proposition of Maslow also states that teachers are getting low salary that is not fulfilling their psychological need to perform their better motivational role to the students (Maslow, 1954 as cited in Gagne & Deci, 2005). The only reason why local teachers are working in community school is that as they get opportunity to live together with their family members and also extend their hand in different livelihood activities of their own family. The incident here suggest that government mechanism have to reform teaching profession so that all the teachers become joyful and satisfied with their professional life.

3.4.2. External Shocks

Teachers in community schools are not only being shocked by internal challenges of motivation but equally shocked with various types of external challenges as well. So far, in this section, I have examined such challenges that have been experienced by them. I agree that the inherited motivation and acquired motivational processes are the significant issue of the third world where availability of physical resources is always inadequate to motivate them (Gujardo, 2011). During discussion with teacher about their external challenges to provide motivational environment to the students, Mr. Ram Ghimire from Chhampi resource center said,

Generally, the process of motivation that crop discipline and talent to the students is playing key role in teaching and learning. However, due to poor government mechanism teachers are unable to play effective role in community schools especially in remote rural areas. Very few government seats are available in community school that cannot provide motivational teaching learning environment to the whole students. Over all school management system is there but has not been functioning properly. Central mechanism has lengthy bureaucratic processes for fulfilling empty vacant teachers' position. For example, just to transfer a teacher from one school

> *to another takes more than two months. Similarly, the school system is being operated and managed by school management committee, where there should be certain policy and provision for the selection of the chairperson of school management committee.*

The text implies that because of high students and teacher's ratio still teachers are unable to control classroom with complete motivating environment. Though school management committee has been trying to address the problem in local level, due to poor leadership and visionary efforts, they are making burdensome environment to the teachers rather than advocating for solving the problem. From the perspective of hierarchy of need theory, teachers are experiencing with work load and health problems that compel them to achieve lower level of safety and security need (Maslow, 1987). The incident suggests that government must mobilize sufficient teaching staff in the community school so that they can work happily and efficiently.

4. Discussions on Findings

Motivational practices applied by the teachers are found satisfactory in these study areas. Most of the teachers are providing loving and child friendly environment to the students. They are appreciating the students by shacking hand, distributing gifts and reading-writing materials in personal effort and also developing their leadership skills and creativity through extra-curricular activities. Teachers are applying visual learning practices, group discussions, and project work and classroom support opportunities to the students turn by turn. Wild et al. (1992) also found that students are more self-motivated if they perceive their teacher as facilitator or friend rather than instructor. Teachers are also communicating about children's academic performances and behavior with their parents through cell phone frequently and also requesting them to allocate adequate moment to their children. Similarly, school authorities located in urban and semi-urban areas are also implementing certain rule and regulation for maintaining health and hygiene of the students and cleanliness of surrounding. Teachers from these areas are also applying milder forms of meditational practices in the classroom. Rogers (2006) and Shah (2012) also found that teacher needs to know the physical and psychological status of each and every student which has been invented in the classroom and need to take action accordingly. They are providing various technical instructions to conduct school programs organized by child club and sanitation club and also facilitate them to collect fund from related institutions.

Similarly, performances of the student are found contextual and different in these study areas. Students from semi urban and urban areas are found better-looking, interactive and uniformity as compared to those students from rural areas. Students

are having junk foods in urban areas; however, institutional attention is not enough to avoid such habits. Students from urban and semi-urban areas are equally fostering their interactive and leadership skills as compared to those of rural students. Mastery goals orientation theory also claim that personal development and growth of the students guides achievement-related behavior and task-engagement (Brdar, Rijavec & Loncaric, 200). Students from rural and urban areas have the realization of moral value of education even they are questioning on ethical character, subject knowledge and expertise of the teachers and parenting role.

The goal orientation theory also claims that higher the effort did by the students, higher the chance of better performances with their learning goals (Dweck, 1986). Written skill and academic performance of the students is found comparatively higher in urban and semi-urban areas. However, due to uninterrupted teachers' motivation, even poor and moderate level students are improving written skill and academic performance in both rural and urban settings. Learning focus goal that emphasizes on gaining new skills and knowledge of the student even if failures occur during the process (Elliot & Dweck, 2005). The international study conducted in 16 countries (Afghanistan, Bangladesh, Bolivia, Egypt, El Salvador, Ethiopia, Haiti, Kyrgyzstan, Malawi, Mali, Mozambique, Nepal, Nicaragua, the Philippines, Tajikistan, and Uganda) reported that the higher the teacher motivation the higher the improvement in student's learning outcomes (Guajardo, 2011).

Similarly, teachers are facing various types of inner and peripheral problems while playing motivational role to the students. Theoretically, teachers' hierarchy of needs must be fulfilled for their motivational role to the students' performance (Maslow, 1943). However, in rural setting, teachers are worried with their poor income opportunities, poor parenting role and poor performance of the students. Because of poverty and own occupational status, parents are compelled their children to engage in households' chores. Pasa and Bishwakarma (2022) also found that 'goat support for educational continuation project for children of poor families studied in Kallery Secondary School of Galchhi rural municipality helped to reduce dropout rate and increase regularities. In urban settings, teachers are worried with vulnerable education life of the migrated students. They are either working as a domestic child labor or living with their relatives. That resulted poor communications among students, teachers and parents. Pasa and Dwivedy (2023) also found that Khatwe women (Marginalized Dalit Community of Dhanusha District) are encouraging children for joining foreign employment to improve their family livelihoods. In the flip side, Africa have influential Parent Teachers Associations which are improving school performances in rural areas (Mathema, 2007). In rural setting, teachers are

facing over work load problems because of limited number of teachers and delay posting system. They also have been facing frequent political strike, minimal school days and monolingual instructions problems. Academically, low experience and under qualified teachers are working in rural areas in which most of them are found from the same neighborhood.

Qualified teachers having political influence are found to be working in urban areas for the higher educational opportunities and alternative sources of earnings. More so, there is no reward and punishment system to appraise teachers' status role and responsibilities. Furthermore, minimal remuneration and quarterly salary payment system, teachers are involving in alternative livelihood activities both in rural and urban settings. No doubt, such decreasing levels of satisfaction of the teachers' can be obstacle for increasing students' quality performance (Maslow, 1943). Along with that political interference in education, poor monitoring and evaluation system to measure performance of teacher and students and lack of community participation in school education system are found to be some of the external challenges experienced by the teachers.

5. Conclusion

The study came up with the conclusion that motivational practices of the teachers supported students to improve their school performances. Teachers from rural area were applying traditional techniques of motivation. They were unpacking values of education, practicing reward and punishment system while motivating students. In urban and semi urban areas teachers were applying learners centered pedagogies like pair work, panel discussion, project and problem-based learning, field trip, group work etc. Teachers were also overlooking the interpersonal relationship as an important way of motivating students though they claim that they have been keeping such relationship. Motivational practices of the teachers helped to improve overall performances of the students such as school performance, physical appearances, class monitoring skills, inter-personal communication skills, judging school knowledge, experiencing school knowledge and merit performances

Similarly poor income opportunities in rural neighborhood, vulnerable education life of the migrated students in urban area were the visible problems to the teachers. Qualified teachers having political power were working in urban areas. Overall, there was no reward and punishment system to appraise teachers' motivational role. Because of minimal income and quarterly salary payment system, teachers were still looking alternative opportunities. Poor monitoring/evaluation system to measure performance of teachers, and poor community participation at school were some of the major external challenges faced by the teachers. Finally, knowledge

generated from this study has greater possibility of implication from teachers, students, local stakeholders and policy makers. The policy maker of the nation can get some ideas on the issue about the upgrading the overall quality of the students. Furthermore, future researcher can study on the similar topics with the different prospective and methodologies.

Teachers are also facing challenges while delivering motivation and encouragement to the students. The primary challenge was they were dealing with underprivileged children in rural and semi urban areas. Those parents did not show active participation in their children teaching learning processes both due to lack of time as well as lack of awareness. The students also involved in household work to fulfill the family's hand to mouth problem. Secondly the roles of politics played counterproductive roles in the progress of the school. Most of the teachers having permanent jobs were involving in politics and carrying the flag of one of the national parties. Thirdly teachers pointed out for the overloaded work as there are not enough teachers as per the vacancy. Due to this they normally didn't get an appropriate preparation time for the proper teaching learning planning. Most of the teachers expressed that minimal salary and remuneration and lack of proper teachers' evaluation system were major challenges for teachers' motivation.

6. Policy Implication

As this is an evidence-based study, the findings of the study can also pave the way for reforming education policy in various ways. Government can reform the school education system, teachers' role and responsibilities and also restructure sufficient salary and monthly based payment system. Government can also formulate certain policy to the parents and community members so that they can realize their parenting role and social role for contributing school education system. Government can also make certain policy against those teachers who are actively involved in politics and passively involved in teaching profession.

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