

TEACHER MOTIVATION: A STUDY ON TEACHERS OF INSTITUTIONAL
SCHOOLS OF LALITPUR SUB-METROPOLITAN AREA

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AN ABSTRACT OF THE DISSERTATION OF

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Abstract Approved

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The purpose of this study was to examine the intrinsic and extrinsic motivation of secondary level teachers of institutional schools of Lalitpur sub metropolitan area. Furthermore, this study was conducted with the view to know whether the demographic factors like age, gender, marital status, qualification, training and length of service of the teachers affect their intrinsic and extrinsic motivation.

The researcher followed positivistic paradigm to carry out this quantitative research. All 980 secondary level teachers of institutional schools of Lalitpur sub metropolitan area were the population of this study. Survey questionnaire was used as the main tool to collect the primary data from the field. Prior to the implementation, the questionnaire was piloted twice and subjected to reliability and validity test. The questionnaire was then distributed to randomly selected 360 secondary level teachers of 100 different institutional schools of Lalitpur sub metropolitan area. The data thus collected was analysed using the tools of SPSS like frequency, mean, standard deviation, t-test and ANOVA.

This study showed that the secondary level teachers of institutional schools of Lalitpur sub metropolitan area were intrinsically motivated in all the three factors of

intrinsic motivation. Similarly, they were also found to be extrinsically motivated in all the five different factors of extrinsic motivation.

Based on the findings of this study, the researcher has drawn some implications to the different stakeholders of institutional schools like, academic administrators, policymakers and the teachers. In the final part of this dissertation, the researcher has given some recommendation to the future researcher.

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Degree Candidate

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DECLARATION

I hereby declare that this dissertation has not been submitted for candidature for any other degree.

.....

Badal Pradhan

August 4, 2014

Degree Candidate

DEDICATION

To my best friend - my wife

Tara

Your unconditional love, support, and understanding have changed the meaning of
my life.

Master of Philosophy in Education Leadership dissertation of Badal Pradhan entitled
*Teacher motivation: A study on teachers of institutional schools of Lalitpur Sub-
Metropolitan area* presented on August August 4, 2014.

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ABBREVIATIONS

ANOVA	Analysis of Variance
DEO	District Education Office
EFA	Education For All
KU	Kathmandu University
PABSON	Private and Boarding Schools' Organization Nepal
SDT	Self Determination Theory
SLC	School Leaving Certificate
SPSS	Statistical Package for the Social Sciences
TU	Tribhuvan University

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses about his personal experience regarding the topic. He discusses about the impact of the teachers' performance on the future of the children, schools as well as that of the nation. The need for the teachers to be intrinsically and extrinsically motivated is pointed out. In the statement of the problem the researcher explains the purpose of carrying out the study. He states his three research questions and twelve hypothesis of this study. The rationale section establishes that the knowledge gained can be useful for the educational managers and policy makers. In the delimitations section, the researcher justifies the use of Self Determination theory to find the intrinsic motivation and Herzberg's hygiene factors to determine the extrinsic motivation of teachers.

Background of the Study

It's a widely acknowledged fact that education is the essential foundation of a prosperous and innovative society. The development in a society is very much dependent on the quality of education. Education consists most importantly of the trinity of schools, teachers and students. Since schools play a vital role in the development of a country, it's important that quality teaching is imparted to students. And this responsibility is in the hands of the teachers. Future of a nation lies in the hands of its children and the future of these children lies in the hands of the teachers. Hence, teachers without a doubt are one of the most important groups of professionals for any country's development and future. The role of a teacher in the society is very significant and has a great influence on the community he or she lives. Especially in a

country like Nepal, teachers in the rural parts are not only looked up to for the work they do at schools but they are considered as storehouse of knowledge and their advice is sought for any activity that needs to be conducted in the society. In addition to that students are the ones who are mostly affected by the teacher's attitude and principles. According to Dörnyei and Ushioda (2011), “teachers naturally act as key social figures who affect the motivational quality of the learning process in positive or negative ways” (p. 42). A good teacher becomes a model for his or her students.

According to an article published by Voluntary Service Overseas (VSO, 2002), “Teachers are the central actors in education, facilitators of learning, bringers of knowledge, brokers of relationships between pupils and the societies in which they live” (p. 4). Teachers are the strongest influence on students’ learning (UNESCO, 2005). Well-qualified, trained and motivated teachers have a positive effect on student motivation, hence enhancing their performance (World Bank, 2004). In other words, teachers play the pivotal role in the all-round development of students and schools.

The future of a school directly depends on the quality of the teachers and their performance since they are the ones who convert educational philosophies and objectives into knowledge and skill. These are then transferred to students in the classroom. It is also imperative that schools need to employ quality teachers since a quality teacher benefits an entire class, year after year. As a result when these better-educated students become adult members of the society, they will likely demand a good education for their coming generation, further strengthening the educational system.

According to Bista (1999), quality education is the source of skilled and educated human resource a country can have. Progress and prosper of a country

depends on these skilled and educated human resource. Quality education is possible only through motivated and quality teachers. Teachers are the real implementer of any change initiative, and what happens in classroom is determined by the actions of teachers. In other words, it is clear that teachers can influence the students. They are their role- models. Hence it can be concluded that good teachers are the foundation of good schools. This means to say that, it is not enough for a school to have teachers only, they need teachers who are motivated. If a school has motivated teachers, it's more of a boon since they deliver good quality education. The experience of the researcher in course of his long experience in the teaching field as well as being an educational administrator have taught him that motivated teachers make a school more productive since they will be always looking for better ways of doing the job. They are usually concerned about quality and are more productive than unmotivated teachers. Motivated teachers are always willing to participate in school activities. They are always punctual and maintain regular attendance. They are creative, show interest in meetings and always meet the deadlines. They are always eager to extend assistance, walk an extra mile when needed and contribute more than what is required of them. He has also understood that without teachers who are motivated to teach, the search for student excellence is futile.

According to Owens (2005), motivation levels, rather than teachers' professional competence, play the more important role in student learning. Not only that, motivation is necessary to help teachers persevere during difficult circumstances. No matter how skilled teachers are, without motivation, they are unable to perform in the long term. As a result, without well-motivated teachers, students are less likely to achieve the goals of education. Hence, we can say that teachers are central to school improvement efforts.

To further define teacher motivation, it refers to teachers' attitude to work and their wish to participate in the pedagogical processes within the school environment. It has to do with teachers' interest to maintain discipline in the classroom as well as within the school. It also refers to their involvement in academic and co-curricular activities, which operate in the school. A motivated teacher is enthusiastic to participate more than expected in the overall improvement of the school.

Teacher motivation is an important concern for educational leaders and managers. But motivating teachers has become one of the most significant and most challenging activities for the human resource management in schools. There is no doubt that efficiency of any school suffers if teachers lack motivation. According to Brophy (1983), the most important reason for a lack of success in school is low motivation in teachers.

Motivation is the willingness of employees to perform excellent work efficiently and this willingness only comes when they know that their effort would result in appreciation and satisfaction of their needs. Regarding employee's motivation, Robbins, Jude and Sanghi (2010) have said that, willingness to exert high level of inspiration to reach organizational goals, conditioned by the efforts and ability to satisfy some individual need. According to Daft (2012), motivation refers to the forces either within or external to a person that arouse enthusiasm and persistence to pursue a certain course of action. Employee motivation effects productivity. This is relevant in the school environment as well.

Motivation can be intrinsic and extrinsic. This means some teachers perform their work because they personally understand the value of their work, whereas others do their work because of external pressures or benefits associated with the work. According to Mundhra and Jacob (2011), intrinsic motivation comes from within and

is self-satisfying. External motivators like monetary and nonmonetary rewards cause extrinsic motivation. Hence, we can say that teachers can be intrinsically and extrinsically motivated. A teacher who is intrinsically motivated will undertake a task for the satisfaction it provides or for the feeling of accomplishment. On the other hand, an extrinsically motivated teacher may carry out the responsibilities in the hope of some reward such as salary. Extrinsic motivation plays an important role in employees' life and can influence their behaviour. Therefore, the aim of the school management should not only be to boost the intrinsic motivation of teachers to teach effectively but also to provide sufficient extrinsic motivation for the betterment of the school.

As mentioned above, the researcher has an experience of being a teacher and an administrator for a long period of time in an institutional school. As an administrator it is important for him that his colleagues are motivated so that there's positive outcome in the performance of the students and the school environment. He is also aware that since society holds teachers accountable for students' achievement, it is more important for teachers to be motivated. Hence the researcher has carried out this research to find out whether teachers in institutional schools are intrinsically and extrinsically motivated or not. But his research is limited to the institutional schools of Lalitpur sub-metropolitan area only.

When talking about institutional schools in Nepal, its history is not so long. Some eighty-four years ago, Krishna Prasad Koirala laid down the foundation stone of institutional schools in Nepal. According to Khaniya (2007), in 1929, Krishna Prasad Koirala established Adarsh Bidyalay in Biratnagar at his own initiative and fund. Following his footsteps, several other institutional schools were established in the country. But some forty years later in 1971, government introduced National

Education System Plan (NESP), nationalized all the schools, and became the sole provider of education. After a decade of introduction of NESP, the government realized that due to the shortage of fund it was not in the position to establish new schools and colleges as per the demand and hence, granted permission to open institutional schools and colleges in 1981. Since then institutional schools have been flourishing in Nepal. People have invested in this sector with full commercial interest besides imparting education.

According to the report published in ‘Nepal Education in Figures 2013 At a Glance’, 1,133,171 students have enrolled in institutional schools across the country (MOE, 2013) in 2013. This data shows that institutional schools in Nepal have made a sizeable contribution in the educational sector. Up to a great extent, they have also helped the nation to achieve the EFA (Education For All) goals and have helped shoulder the educational burden of the government. According to Khaniya (2007), these institutional schools also relieved the government from the burden of opening public schools in many parts of the country. Besides that, they have also generated the awareness that education is not the sole responsibility of the government alone. It has been felt that these schools have been fulfilling this responsibility very conscientiously.

Since more than twenty percent of the country’s students go to institutional schools for education, it’s important that quality education is imparted to them. For this institutional schools need to employ good and motivated teachers. Hence the researcher conducted this this study.

Statement of the Problem

The national vision of any country gets materialised through education. That is why a country wisely and carefully prepares its national education plans and policies. These

plans and policies affect a nation in the long run. In addition to all the stakeholders, teachers are also one of the important dynamics through which such important national educational plans can get materialised. Considering this fact, it has to be taken into account that a well-qualified teachers may not be enough but they need to be motivated as well. Demotivated teachers will put minimum effort to teach and will not motivate and encourage young learners to learn. Hence, demotivated teachers can be a hindrance for a nation in its pursue of development. On the contrary, motivated teachers will perform their duties well. Besides that they will also motivate the young learns to learn. In the context of Nepal, nearly 20% of the students are enrolled in the institutional schools. So, it becomes a prime concern to know whether the teachers of these institutional schools are motivated or not.

Besides that, the researcher himself has been working as a teacher for more than two decades and as an administrator for more than a decade in one of the institutional schools and is very much aware that motivated teachers perform much better than unmotivated ones. As an administrator one cannot afford to be only an instructional leader, manager or a counsellor but s/he also needs to be an effective motivator. This has prompted him to conduct this study to find out whether the teachers of the institutional schools of Lalitpur Sub-metropolitan area are intrinsically and extrinsically motivated to carry out their onus. Furthermore, he also conducted this study with the view to know whether the demographic factors like age, gender, marital status, qualification, training and length of service of the teachers affect their intrinsic and extrinsic motivation.

Research Questions

Research questions are largely guided by the purpose of the study. They also assisted the researcher to design appropriate methodology and consequently to discuss,

analyse, and interpret data so as to derive findings and draw conclusions of the study.

As far as this study was concerned, the researcher had the following questions:

1. Are the secondary level teachers of institutional schools of Lalitpur sub-metropolitan area intrinsically motivated?
2. Are the secondary level teachers of institutional schools of Lalitpur sub-metropolitan area extrinsically motivated?
3. Do the demographic factors like age, gender, marital status, qualification, training and length of service of teachers affect their intrinsic and extrinsic motivation?

Research Hypothesis

Hypothesis 1 (H1): There is significant difference among the group of teachers having different age group in relation to their intrinsic motivation.

Hypothesis 2 (H2): There is significant difference among the group of teachers having different age group in relation to their extrinsic motivation.

Hypothesis 3 (H3): There is significant difference between male and female teachers in relation to their intrinsic motivation.

Hypothesis 4 (H4): There is significant difference between male and female teachers in relation to their extrinsic motivation.

Hypothesis 5 (H5): There is significant difference among the group of teachers with different marital status in relation to their intrinsic motivation.

Hypothesis 6 (H6): There is significant difference among the group of teachers with different marital status in relation to their extrinsic motivation.

Hypothesis 7 (H7): There is significant difference among the group of teachers having different educational qualification in relation to their intrinsic motivation.

Hypothesis 8 (H8): There is significant difference among the group of teachers having different educational qualification in relation to their extrinsic motivation.

Hypothesis 9 (H9): There is significant difference between trained and untrained teachers in relation to their intrinsic motivation.

Hypothesis 10 (H10): There is significant difference between trained and untrained teachers in relation to their extrinsic motivation.

Hypothesis 11 (H11): There is significant difference among the group of teachers having different service period in relation to their intrinsic motivation.

Hypothesis 12 (H12): There is significant difference among the group of teachers having different service period in relation to their extrinsic motivation.

Significance of the Study

Quality of teachers in any school will decide the future of the students as well as that of the school and in the long run, of the country itself. But attracting and retaining quality teachers is an important issue for all the schools. Besides that, motivating them to get their full dedication and efficiency towards their profession is a challenging task. There are several factors associated with dedication and efficiency of teachers towards their profession. One of them is motivation. Therefore, this study attempted to identify the reality of teachers' motivation and its affecting factors. The findings of this study may assist the school managers in identifying the teacher's needs and how they feel about their job. This may be helpful to them in formulating plans to enhance teachers' motivation.

Delimitations of the Study

In order to give the study a focus and also for practical reasons the researcher has set the following as delimitations of this study:

1. Though the researcher reviewed several motivational theories, he used Ryan and Deci's Self Determination Theory (2000) to find whether the teachers of Lalitpur sub metropolitan area are intrinsically motivated or not. To do so the researcher checked whether the three innate psychological needs as proposed by Ryan and Deci (i.e. need for competence, need for autonomy and need for relatedness) of teachers were being fulfilled or not.
2. Similarly to find whether the teachers of Lalitpur sub metropolitan area were extrinsically motivated or not, the researcher used Herzberg's motivation hygiene theory. The researcher particularly focused on five hygiene factors like effective management, good relationship with colleagues, satisfaction with salary, satisfaction with benefits and presence of core values.

Definition of Institutional Schools

It refers to those schools which are funded and operated by a person, group of persons, or company and have obtained approval or permission for operation from the concerned District Education Office. Institutional schools do not receive any type of grant from the government.

Chapter Summary

In this section, the researcher has discussed about the impact of the teachers' performance on the future of the children, schools as well as that of the nation. He has also pointed out the need why the academic managers need ensure that the teachers are intrinsically as well as extrinsically motivated. In the statement of the problem the researcher has explained the purpose of carrying out the study. The chapter contains three research questions and twelve hypothesis of this study. In the rationale section demonstrates that the knowledge gained can be useful for the educational managers and policy makers. Though there are several theories of motivation, in the

delimitations section the researcher has justified the use of Self Determination Theory to find the intrinsic motivation and has followed Herzberg's hygiene factors to determine the extrinsic motivation of teachers.

CHAPTER II

REVIEW OF LITERATURE

This chapter presents a review of literature related to the research. It presents the renowned motivational theories. Thematic, theoretical and policy review regarding the topic under discussion have been discussed. It discusses some of the research work undertaken under the same topic inside the country and abroad. The necessity of this study in the Nepalese context is justified finding the gap in this field.

Setting out for Literature Review

In pursuit of the researcher's study, he visited different libraries like Kathmandu University (KU) Library at Balkumari and the Central Library at Tribhuvan University (TU), Kirtipur. He read books, articles and dissertation (both published and unpublished) on teacher's motivation. He browsed the Internet for further information. He also read research reports of other people on the particular topic.

When he started on his literature review, he wished to find out what had been done or written by the contemporary researchers regarding this topic. He also wanted to know what had been the findings. What areas of teacher motivation had been explored by other contemporary researchers was an area of interest to him.

The insight gained after the review helped the researcher in the process of designing the tools for the research.

Thematic Review

The word motivation can be traced back to the Latin word 'Movere' which means 'to move'. It is moving people to act in a desired way. There are some

motivational factors and in absence of them employees get demotivated. These factors are like human needs, behaviors of the managers towards their employees, feed backs, and rewards which can affect the employees. Besides that, there are some factors like pay, rewards, security, recognitions, etc. In addition to these factors; age, sex, length of work experience, etc can also affect the motivation of employees. If all the above mentioned factors are favorable, then the employees will be motivated to perform well.

In a study, Nohria, Groysberg, and Lee (2008) revealed that motivation is measured by multidisciplinary indicators like engagement, satisfaction, commitment, and intention to quit. According to Rainey (2001), work motivation refers to the level of excitement, direction, and persistence of effort in work settings that a person tries to work hard and well. Similarly, Dessler (1980), pointed out that motivation is both one of the simplest and most complex job of management. It is simple because people are motivated by rewards. He further added that it is complex because if we want to motivate someone we must find out what he or she wants and put that thing as a reward for the person.

Intrinsic and Extrinsic Motivation

According to Ryan and Deci (2000), “people have not only different amounts, but also different kinds of motivation” (p. 54). The level of motivation varies from person to person. Some may have high while others may have low level of motivation. Besides that, motivation can also be broadly divided into two types and they are intrinsic and extrinsic.

According to Deci, intrinsic motivation refers to engaging in an activity purely for the pleasure and satisfaction derived from doing the activity (Deci, 1975). Dev defines intrinsic motivation as (a) participation in an activity purely out of curiosity,

that is, for a need to know about something; (b) the desire to engage in an activity purely for the sake of participating in and completing a task; and (c) the desire to contribute (Dev, 1997). When a person is intrinsically motivated he or she will perform the behaviour voluntarily, in the absence of material rewards or external constraints (Deci & Ryan, 1985). Ryan and Deci (2000) defines, “extrinsic motivation as performance of an activity in order to attain some separate outcome” (p. 54). They also argue that the extrinsic motivators refers to external factors like salary and bonuses which can be measured in monetary terms. This means to say that an activity is performed with an expectation of a reward like salary, raise, perks, etc. Thus intrinsic motivation differs from extrinsic motivation in the sense that the former refers to doing an activity simply for the enjoyment the activity gives, while the later refers to doing the same for external rewards. Deci and Ryan, opines that money is an influential factor at every stage, but at the same time it is not necessary that money alone can increase the motivation of all employees. There are intangibles (for instance empowerment, recognition and feedback) that are primary motivators for the employee’s inspiration to perform effectively.

Like other professionals teachers too have both intrinsic and extrinsic needs. A teacher who is intrinsically motivated may perform his/her duty, for the satisfaction it provides or for the feeling of achievement. Teaching is believed to be closely linked with intrinsic motivation. Dörnyei & Ushioda (2011).

‘Teaching’ as a vocational goal has always been associated with the internal desire to educate people, to impart knowledge and values, and to advance a community or a whole nation. The intrinsic dimension of teacher motivation is related to the inherent joy of pursuing a meaningful activity related to one’s subject area of interest, in an autonomous manner, within a vivacious collegial community, with self-

efficacy, instructional goals and performance feedback being critical factors in modifying the level of effort and persistence (p. 161-163).

In contrast to the above fact, an extrinsically motivated teacher may perform the duty with an expectation of some reward such as salary, social recognition, perks, etc.

Need for Teacher Motivation

Teacher motivation, as discussed earlier is an essential requisite for teaching/learning to take place in any educational institution. According to Dörnyei and Ushioda (2011), “the teacher’s level of enthusiasm and commitment is one of the most important factors that can affect learners’ motivation to learn. Broadly speaking, if a teacher is motivated to teach, there is a good chance that his or her students will be motivated to learn” (p. 158).

Motivation of teachers can be attained if they realize that their individual needs or goals are aligned with school’s goals or achievement. A school needs to come up with various internal and external motivators for its employees so that they can increase their motivation in order to get long run success. According to Wiley (1997), “The strongest motivator is something that people value, but they lack. The knowledge about these strong motivators is of great value to the educational managers to motivate their teachers” (p. 263). However, finding what the teachers want and then aligning them with the needs of the school can be sometimes quite challenging. But no matter how challenging, motivating teachers to elevate their performance should be one of the basic aims of school managers so that a school can be exemplary.

The major task of human resource management in institutional schools should always be centered to enhance the motivation level, particularly of teachers since that is reflected on how students perform and on the existence of the school.

Theoretical Review

To support the subject under study, some of the renowned theories of motivation propounded by different scholars have been reviewed and presented below:

Abraham Maslow's needs hierarchy theory

Developed by psychologist Abraham Maslow in the 1943, Needs Hierarchy Theory is one of the pioneer theories of motivation. This theory provides the basic guideline to understand motivation. According to this theory motivation begins with individual needs and their underlying drives. Needs are the deficiencies that trigger behaviors to satisfy those needs. Unfulfilled needs create a tension that makes us want to find ways to reduce or satisfy those needs. According to McShane and Glinow (2008), "The stronger your needs, the more motivated you are to satisfy them. Conversely, a satisfied need does not motivate" (p. 170). In this theory, Maslow has explained that human needs can be divided into five different levels in a hierarchical order of importance. Once the basic needs are fulfilled, the next higher level of needs become active. These needs are as follow:

- a) **Physiological needs:** The biological or basic needs such as food, air, water, shelter, clothing, and the like are needed to sustain life. These basic needs are at the lowest order but are of top priority. In schools, salary and work environment may satisfy this need. According to this theory, once these needs are fulfilled the next higher needs in the hierarchy (i.e. safety) become active.
- b) **Safety or security needs:** These are the need for a secure and stable environment and the absence of pain, threat, or illness. In schools, this needs refer to job security and guaranteed salary.

- c) Social needs: The need for love, affection, interaction with other people and social acceptance are related to social needs. In the school situation, these needs often manifest themselves in the teacher's involvement in formal and informal groups.
- d) Esteem needs: This need includes self-esteem through personal achievement as well as social esteem through recognition, status and respect from others. In an organization like school, status, position and recognition can satisfy these needs.
- e) Self-actualization: At the top of the hierarchy is self-actualization, which represents the need for self-development, creativity, utilization of opinion etc. The involvement of the employee to make decision can satisfy these needs. These are the highest needs of an employee and it goes same for the teachers as well.

Maslow has stated that the physiological and safety needs are deficiency needs and self-actualization needs are the growth needs. The deficiency needs are distinct from growth needs. The deficiency needs provide the basis for extrinsic motivation and growth needs provide the basis for intrinsic motivation.

In this theory Maslow claims that one need had to be met and sustained prior to the person moving to the next higher level of need. However, Locke (1969) and Lawler (1973) do not agree with Maslow, they suggested that most individuals simultaneously strived for the higher-order needs rather than achieving them in a hierarchical manner. Locke (1969) also argued the significance of measuring what is important to a person rather than just what they need. Betz (1984) also suggested that Maslow's theory was also not viable as a framework for measuring worker motivation, because once individuals achieve the lower-order needs they will strive

for the higher-order needs based on their particular desires rather than in a specific order.

Herzberg (1982) supported Maslow's theory as a valuable foundation for behavioral scientists, but suggested that it failed to portray individuals in a holistic manner. Humanity's constant need for assurance of safety and security, combined with the continuous socialization of society and the quest for status symbols led Herzberg (1982) to believe that the lower needs were never fully satisfied. This realization motivated Herzberg to create his own theoretical framework, which he named the Motivation-Hygiene Theory.

Motivation hygiene theory.

After analyzing the interviews with two hundred engineers and accountants of eleven different industries in Pittsburgh, Frederick Herzberg (1959) propounded the motivation-hygiene theory. According to this theory, Herzberg says that people have two different types of needs, which are independent of each other and affect human behavior in different ways. The first category of need is called hygiene factor and the second category is called motivators.

Hygiene Factors. These factors are the basic necessity of people. Presence of these factors prevent the performance loss. Effective management, good relationship with colleagues, satisfaction with salary, satisfaction with benefits and presence of core value are example of hygiene factors. The hygiene factors can be treated as extrinsic motivators.

A survey questionnaire was used in this study to find the status of the secondary level teachers in the five different hygiene factors as described by Herzberg. This helped the researcher to answer the second research question (i.e. 2.

Are the secondary level teachers of institutional schools of Lalitpur sub-metropolitan area extrinsically motivated?).

Motivational Factors. The factors like achievement, recognition, the work itself, personal growth, responsibilities are called motivators or satisfiers. These factors motivate employees to perform better. These factors can be treated as the intrinsic motivators.

Criticism of Herzberg's two-factor theory came from Vroom (1964) and Gruenberg (1979) who claimed that he ignored the possibility that the hygiene factors could actually produce an increase in satisfaction for some workers. They also suggested that Herzberg's use of the critical incident technique for acquiring his data did not provide an adequate basis for his theoretical model. In addition, Gruenberg (1979) suggested that the motivators used in Herzberg's theory had the potential to contribute to satisfaction and dissatisfaction rather than just having a positive attribute. Vroom (1964) argued that Herzberg was only exposing people attempting to make themselves "look good" by attributing positive outcomes to themselves and applying negative experiences to external factors.

Even with these criticisms and over 50 years for the development of other theories, such as perceived reward theory, Herzberg's two-factor theory still has relevance. In the past seven years alone researchers have applied the theory as a basis for studies on non-academic university employees (Smerek & Peterson, 2007), management in the Irish healthcare system (Byrne, 2006), 32 random organizations in the United Kingdom (Basset-Jones & Lloyd, 2005), psychiatric registered nurses in New England (Sharp, 2008), and employees at a Christian university (Brown & Sargeant, 2007; Schroder, 2008). Thus, the theory should provide a solid basis for

developing the instrument for research on the intrinsic and extrinsic motivation of teachers.

Alderfer's existence, relatedness and growth theory (ERG). In the year 1972 Clayton Alderfer proposed a modification of Maslow's theory in an effort to simplify it and developed his ERG theory of needs. According to Daft, based on Maslow's theory, Alderfer separated needs into three different categories: existence, relatedness and growth. In this theory:

1. Existence needs are the physiological and security needs.
2. Relatedness needs are the social needs like relationship with others.
3. Growth needs are the needs that focus on the development and personal growth.

According to the ERG theory, the first need (i.e. existence) is the basic and external need. Hence it can be treated as extrinsic motivator. The second and the third need (i.e. growth and relatedness) address the internal satisfaction of the teachers. Hence they can be treated as intrinsic motivators.

Self-determination theory (SDT)

In the year 2000 Richard M. Ryan and Edward L. Deci proposed SDT that emphasizes on intrinsic motivation and is based on experiential evidence. In this theory they proposed two types of motivation, autonomous and controlled.

Autonomy refers to doing anything with a sense of desire and having the freedom of choice. Hence intrinsic motivation is an example of autonomous motivation.

According to Ryan and Deci (2000) intrinsic motivation comes from within and is long-lasting. On the contrary controlled motivation refers to doing something under external forces and is an example of extrinsic motivation. Here an individual acts with an expectation of desired outcome such as reward. Extrinsic motivation,

depends on external factors and is short-lived. Therefore, it is very important for an organization to know what provides its people intrinsic motivation. The managers may then take appropriate action to enhance motivation. This theory proposes that an individual has three innate psychological needs. They are:

- Need for competence: It concerns succeeding at optimally challenging tasks and being able to attain desired outcomes.
- Need for autonomy: It concerns experiencing choice and feeling like initiator of one's own actions.
- Need for relatedness: It concerns establishing a sense of mutual respect and reliance with others (Deci & Ryan, 2000).

According to Deci and Ryan, these needs are very important for ongoing psychological growth, integrity and well-being. Satisfaction of these needs will enhance intrinsic motivation. On the other hand lack of these needs at the work place, will undermine the intrinsic motivation of the human resource. Intrinsic motivation is long-lasting and does not need any outside stimulus. SDT is based on strong empirical foundation and has been examined in healthcare and education sectors extensively in North and South America.

The SDT of Deci and Ryan was used in the survey questionnaire. It was used in this study to find the status of the secondary level teachers in the three different factors of intrinsic motivation. This helped the researcher to answer the first research question (i.e. Are the secondary level teachers of institutional schools of Lalitpur sub-metropolitan area intrinsically motivated?).

McClelland's achievement need theory

In the year 1961 McClelland proposed achievement need theory. In reference to this theory three different needs that human develop and obtain from their life experience have been identified. The needs are as follow:

- a) Needs for achievement: A person with strong needs for achievement looks for achievement and tries to accomplish challenging goals. Such kind of person has high needs of accomplishment and takes personal responsibilities.
- b) Needs for affiliation: A person with strong needs for affiliation wants to develop good and harmonious relationship with others and needs to be accepted by others. In other words such persons are people oriented.
- c) Needs for power: A person with strong needs for power wants to command other people. (McClelland, 1961)

Theory X and Y

Douglas McGregor believed that, there are two types of managers, one who are pessimist about their employees' behavior towards the job and the other who are optimist. These two assumptions are called theory X and theory Y respectively.

Mangers with Theory X perspectives think:

1. Employees are lazy; they dislike work and tend to avoid it.
2. Employees need to be controlled and threatened to get the job done.
3. Employees avoid responsibility and they seek formal direction by supervisors.
4. Employees seek security above all, display little ambition and initiative.
5. Most employees have little capacity for creativity in solving organizational problems.

Managers who believe in this theory think that employees are motivated by money, benefits and threat of punishment. This theory portrays the pessimistic views of the managers towards their employees.

Managers with Theory Y perspectives think:

1. Employees view work as natural activity like play or rest.
2. They exercise self-direction and self-control when committed to objectives.
3. The average employee can learn, accept and seek responsibility.
4. The capacity for creativity in solving organizational problems is widely distributed in the population.
5. Greater freedom in doing work and challenging work provide long lasting incentives.

This theory portrays the optimistic views of the managers towards their employees.

Managers can play important roles in motivating their employees. In a school environment, teachers are intellectual employees who cannot be coerced into doing their jobs. Hence theory X fails in this regard. But Managers who follow theory Y can be very successful in motivating the teachers and getting the best out of them.

Positive reinforcement theory

According to Rue and Byars (1992), the positive reinforcement theory, also called the behaviour modification theory, is a behaviourist viewpoint on motivation based on Thorndike's Law of Effect. As per Cole (1996), behaviour with desirable or pleasurable consequences will be repeated, whereas behaviour not followed by pleasant consequences will not be repeated. Hence, we can say that the positive reinforcement theory of motivation states that a particular behaviour is a function of

the consequences of earlier behaviour. This theory also explains that all behaviour is determined to a certain extent by the rewards or punishments obtained from previous behaviour, which has the effect of reinforcing present actions.

The assumption behind the theory is that managers can manipulate or control people by providing the right conditions and encourage high performance. Cole also argues that all teacher behaviour in schools is caused by external sources since teachers can have little control over the consequences of their behaviour.

This theory explains that people act in the way they do because they look for positive reinforcement. According to Steyn (1996), this may be in the form of merit pay for good performance, performance related bonus, and praise and recognition for a job well done.

Expectancy theory

This theory was propounded by Victor Vroom. Vroom (1964), states that individuals are more likely to strive for improvement proposed in their work if there is the anticipation of a reward that is valued. According to this theory, individuals are motivated to achieve a certain goal. Individuals are also motivated to increase their performance with a hope that it will result in certain rewards which in turn will help them to achieve their personal goals. Hence, we can say that according to the expectancy theory, motivation is determined by how much an individual desires to achieve a particular goal and how achievable the person thinks that goal is. The most important part of this theory is that it depends on the individual's subjective perception of the situation.

Equity theory

Theory of Equity was formulated by John Stacey Adams (1965). Van, Griffin & Moorhead (1991) argues that, "motivations arise out of the simple desire to be treated

fairly” (p. 64). According to this theory, an individual gets motivated out of the simple desire to be treated fairly. Employees compare themselves with their colleague in terms of what they have input in the job and the output they get. Their motivation level will be positively affected if they find they are treated equally.

Literature review of some of the main motivation theories have shown that motivation is a highly complex element of human behaviour. On this line Dörnyei (2001) has said:

“The main difference between various competing theories lies in the selection of the principal factors to anchor the theory around. This can be compared to lifting a large, loosely knitted net (which symbolises human behaviour). If we lift it up by holding different knots, very different shapes will emerge, even though the actual net is exactly the same... Various motivation theories have proposed different key knots to be lifted, claiming that the selected central components subsume or mediate all the other main motives” (p. 12).

Moreover, all these theories put together also may not be sufficient to fully understand the intricacies of the teachers’ motivation.

Policy Review

To find out the legal provision of teacher’s motivation in Nepal, the researcher reviewed the educational act and regulation of the country. Besides that, the statute of PABSON was also reviewed. The existing provisions of teachers’ motivation have been presented below.

Legal provision and teacher motivation

The Educational Act 1971. (7th amendment) and Educational Regulation 2002. (6th amendment) of government of Nepal have made some provisions to

motivate teachers. Some of the important clauses which are related to teachers' motivation are as follow:

- a) Clause 12, sub clause F of the Education Act has made the provision of teachers' representation in the School Management Committee. This clause has ensured teachers' involvement in decision making process that directly affect the future of the school where the teachers are working.
- b) Clause 27 of the Education Regulation has made the provision of promoting teachers.
- c) Clause 71 of the same Regulation has made the provision of providing trainings to teachers.
- d) Clauses 100 to 105 facilitate the provisions of salary, allowances and other facilities.
- e) Clause 106 talks about sanctioning leave.
- f) Clause 113 has made the provision of gratuity, provident fund and medical expenses.
- g) Clause 127 has made the provision of life insurance.

The teachers of government schools are entitled to all the facilities granted by Nepal Government through the above mentioned clauses. However, the educational act and the regulations of Nepal have remained silent about these facilities in the case of the teachers working in the institutional schools. The teachers of these schools are at the mercy of the owners of the institutional school where they work.

Provisions for teachers in the statute of PABSON

The Statute of Private and Boarding Schools' Organization Nepal (PABSON) 1999. (Seventh amendment 2013) has the following provisions to motivate teachers:

1. Endeavour to protect the professional rights and welfare of teachers and staff (Chapter 2 Article 6 (c), p. 4).
2. Organize trainings, seminars and talk programs for the professional development of Principals, teachers and other staff (Chapter 2, article 14 sub article 1, p. 21).
3. Award the Founder, School Management Committee, Principal, teacher, staff and students of the outstanding schools of the nation every three years (Chapter 4, Article 14 sub article 1 (k), p. 19).
4. Establish teachers-staff welfare fund at the district and central level for the benefit of the teachers and staff (Chapter 6, Article 23).

Through the above articles, PABSON have tried to address some issues of teacher motivation. All these articles can address only the extrinsic motivation of its teachers and other staff. Compared to the extrinsic motivation, teachers' intrinsic motivation is more important. Intrinsic motivation comes from within and long lasting. Hence, if a teacher is intrinsically motivated then s/he will perform the duty and derive pleasure from it. The statute of PABSON has to address the intrinsic motivation of the teachers as well.

Empirical Studies

Study on teacher motivation outside of Nepal. McKinney of Virginia Polytechnic Institute and State University conducted a study in the year 2000 to find the intrinsic and extrinsic motivation of career and non-career teachers. The study focused on the relationships among the awarding of incentive pay, teacher motivation, and student achievement. The findings of this study demonstrated that teachers who received incentive pay were not more intrinsically or extrinsically motivated than

teachers who did not. In other words there was no significant difference in motivational levels of career and non-career teachers.

Lin, Shia, Wang, Zhang, & Hui (2012), conducted a comparative study to compare the initial motivations for teaching in pre-service teachers of China and USA. By tradition, teachers in China are highly respected and viewed as the authorities of knowledge. In contrast in the US teaching is traditionally seen as a profession with low social status and low pay. This study has found that the pre-service teachers in China are reluctant to be teachers. The youth with low academic grade cannot join universities and hence opt for teacher preparation course. Their intrinsic motivation as teachers is quite low. But once they start the teaching job, due to factors like collaborative effort of the colleagues and the government, pay and facilities the teacher retention rate is high in China. This study has shown that in the USA the pre-service teachers know that the social status as well as the pay are not high. Yet they choose this profession due to the altruistic reasons. For example some pre-service teachers join the profession because they love children and want to make a difference in children's lives and to improve their community. The study has shown that compared to Chinese the American pre-service teachers were more satisfied with their career choice.

In the year 2005 Saul Neves de Jesus and Willy Lens conducted a study in elementary and secondary-level teachers in Portugal to study the teacher motivation. Their work was published in the journal called *Applied Psychology: An International Review*. In their study they found that teachers in Portugal have low level of motivation and higher level of stress. It was estimated that fewer than 50% of teachers desired to continue in teaching profession. The majority of the teachers preferred to change their professional activity. They concluded by saying that when

the general importance of having motivated teachers is contrasted with the general lack of teacher motivation, a gross disparity is evident. In other words, while teacher motivation is fundamental to the teaching/learning process, many teachers are not highly motivated.

In 2003 Kusereka conducted quantitative research to determine the motivation levels of Zimbabwean rural secondary school teachers. The study indicated that teachers were not highly motivated and satisfied with their jobs. Their motivation was affected by several aspects of their work. Salary and working conditions were the main demotivators. Other demotivating factors were organisational practices factor such as communication, staff participation in policy making, school policies, and staff involvement in decisions making. The interpersonal relations was one of the main motivators. The study also found that praise or recognition from the supervisor, achievements in teaching, and inservice training programmes were motivating for teachers. The study also drew the conclusion that the factors like the age and gender had no significant effect on teacher motivation.

Owusuwaa, Nuamah, & Manu (2013) conducted a study in East Region of Ghana to identify the extent to which teachers are motivated intrinsically and extrinsically. The study revealed that extrinsic motivator offered to teachers include; prompt salary payment, prizes for teachers, and leave of absence. But these extrinsic motivators were considered inadequate by 62.5% of the respondents. Study also revealed that these respondents felt the absence of extrinsic motivators like; enough salary, free accommodation, free meals, duty allowance, extra teaching allowances, financial assistance, advance payments, and medical care. Hence, these respondents indicated that extrinsic motivators had a little effect on their performance.

Furthermore, 80% of the respondents were not motivated intrinsically. Only 20% had intrinsic motivation for teaching profession.

In the year 2010 Chisato Tanaka of University of Sussex carried out a study to find out the motivation level of teachers in two rural districts in Ghana. The study revealed that the head teachers of Ghana are not free to make decisions for their schools. They have to get the approval of the D.E.O. Hence, their intrinsic motivation is low and it has cascaded down to the level of teachers as well. The study has also shown that the teachers get poor salaries and that too not on time. Teachers are more satisfied with their relationships with the community and within the school. This suggests that what the job offers materially and organisationally has a greater impact on teachers' low satisfaction than the social relationships involved in their profession. This study has also showed that the trained teachers are less likely to be satisfied with the job than untrained teachers. The study also concluded that male and female teachers do not exhibit statistically significant differences in the degree of job satisfaction.

In the year 2008 Tamekia Love Brown and Gail D. Huges of University of Arkansas-Little Rock conducted a study to find the teacher and administrator perceptions of teacher motivation. This study found that teachers value intrinsic motivators more than the extrinsic ones. On the contrary the administrators think that the teachers will be motivated by extrinsic motivators. This study also found that the female teachers are more intrinsically motivated than the males.

Study on teacher motivation in the context of Nepal.

A number of research have been carried out in Nepal related to Teacher Motivation. Shah (2004) carried out a study on 'Teachers' motivation in Nepal'. He carried out this research in the public schools of Banke District. In his study, he found out that

the level of teachers' motivation significantly affected due to diversity in facilities. Teachers of rural schools have several difficulties in comparison to the teachers of urban school. Likewise, teachers' motivation level was also found to be linked to their sex. Generally, female teachers enjoy teaching job and they also feel their status being elevated in the society.

Gurung (2011) carried out research on the similar field. The topic of his research was 'Relationship between the head teachers' leadership styles and teachers' job satisfaction in public schools of Kathmandu. In this study, Gurung found that teachers of public schools of Kathmandu are neither satisfied nor dissatisfied with their jobs. He also found out that compared to the female teachers, male teachers are more satisfied with their profession. Similarly, new teachers, teachers approaching retirement, teachers who got an opportunity of in-service training are more satisfied compared to the others.

Khadka (2010) carried out research on job satisfaction of institutional teachers of Kathmandu. The outcome of his research were:

1. There is a high percentage of turnover and a very low degree of retention of teachers in institutional schools.
2. Teachers are not happy with the salary, incentives and benefits that they receive.
3. Compared to rural, urban teachers are dissatisfied with their job.
4. Male teachers are happier than the female teachers.
5. The teachers in the institutional schools are satisfied with higher needs.

Sharma (2011) also carried out a qualitative study in the similar field in the year 2011. The title of his study was "Interconnection between job satisfaction and teachers' behaviours". The population of the study were the institutional schools of

Kathmandu district. In his study, the researcher found that the teachers of institutional schools of Kathmandu district don't have job security, get low salary and have poor working environment.

The Knowledge Gap

A number of research have been conducted in this field from the different demographic perspectives both at home and abroad. The impact of age, service period, and location of the school, salary, gender and ethnicity in the motivation of teachers were the main demographic factors which have been studied in the past. The need for this study is justified in the following paragraph.

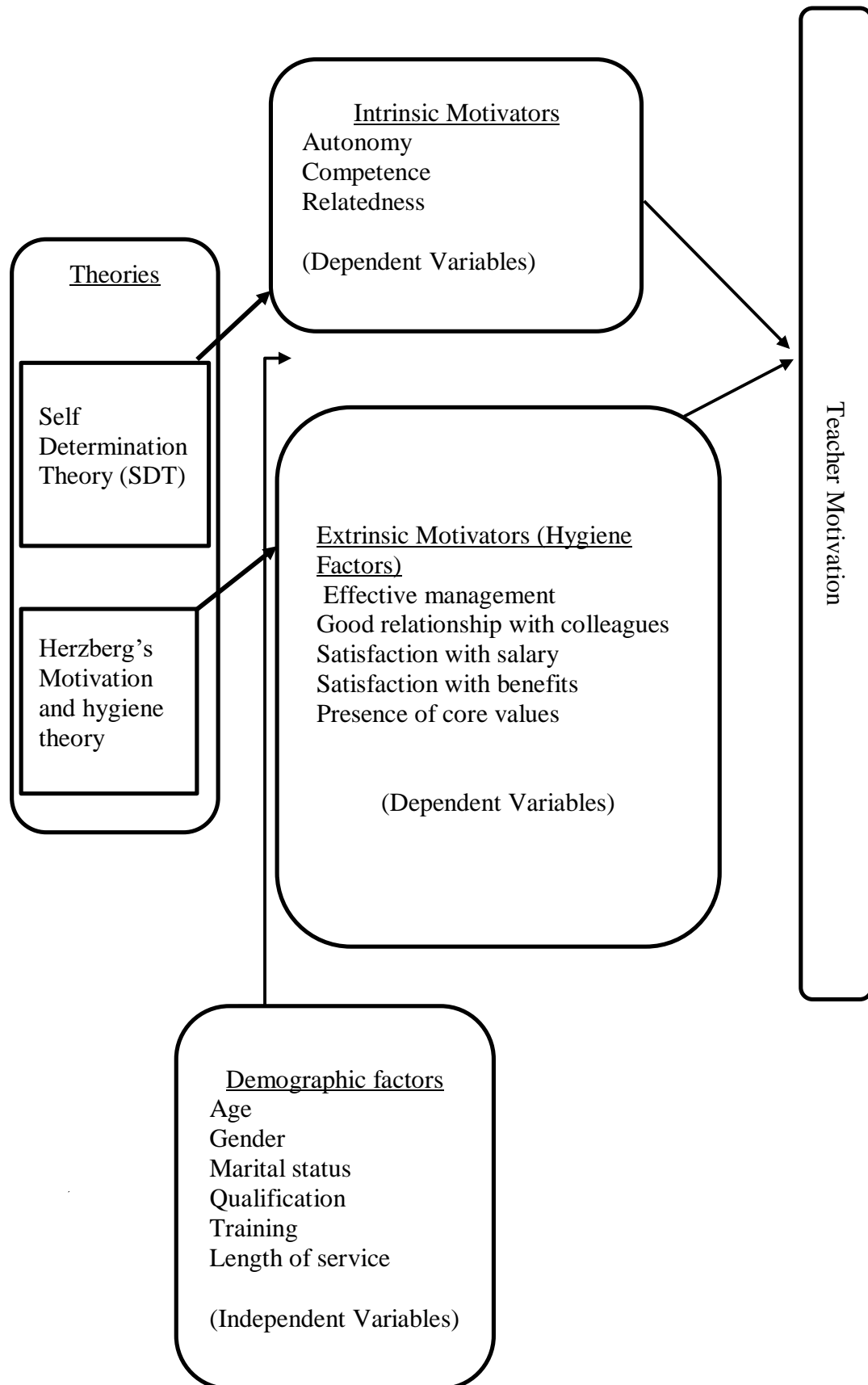
The researcher did not find any study conducted in Nepal to see motivation from two different aspects such as extrinsic and intrinsic. He didn't find any study conducted to find out whether teachers are intrinsically and extrinsically motivated. He neither found any study conducted to see if the demographic factors like age, gender, marital status, qualification, training and length of service of teachers affect their intrinsic and extrinsic motivation. In addition to that, the research area the researcher has chosen, that is Lalitpur sub-metropolitan area, has not been explored by other researchers on the same topic.

Conceptual Framework

The researcher developed a conceptual framework, based on the preceding literature, for visualizing the interrelationships of the selected variables. The demographic factors of teachers like age, gender, marital status, qualification, training and length of service are the independent variables of this study. All the factors of intrinsic motivation like autonomy, competence and relatedness are the dependent variables. Similarly, all the factors of extrinsic motivation like effective management, good relationship with colleagues, satisfaction with salary, satisfaction with benefits, and

presence of core values are the dependent variables. Overall, the conceptual model frames the research questions of this study.

Conceptual Framework



Chapter Summary

The chapter discussed about the literature review done by the researcher. It discussed about the thematic, theoretical and policy review regarding the topic under discussion. He found out that despite the numerous research on employee motivation and the heated debates in the literature, no single agreed upon theory of motivation has emerged. The chapter also discussed about the researcher's use of Self Determination Theory's frameworks to determine and measure intrinsic motivation and used Herzberg's hygiene factors' framework to determine and measure extrinsic motivation of teachers. Along with that the chapter discussed about how the review of literature on this topic, both at home and abroad provided the knowledge gap for this study. Based on the same literature review conceptual framework for this study was developed.

CHAPTER III

METHODOLOGY

This chapter provides a description of the methodology that was followed by the researcher to carry out this research. It also discusses about the philosophical considerations like ontology and epistemology. The chapter further describes the tools that were used to gather the data and techniques applied to analyze them. It also presents the study area, population, sampling procedure, study tools, piloting of the tool, reliability, validity, data collection procedure, methods of data analysis procedure and ethical consideration that was applied in the study.

Research Design

According to Cohen, Manion and Morrison (2000), research design is the plan of study, which is determined by the purposes of the study. In other words, research design helps us to prepare the roadmap for the study of the proposed research topic. It also provides the procedures to address the research questions and interpret the results. Furthermore, according to Denzin and Lincoln (2005), every researcher begins a research with his/her research paradigm. Willis (2007) explains that: "A paradigm is thus a comprehensive belief system, world view, or framework that guides research and practice in a field" (p.8). Since this study is quantitative in nature, the researcher used the positivistic paradigm. This is more of a 'scientific' research paradigm which endeavors to investigate, confirm and predict law-like patterns of behavior. According to Creswell (2008), it is commonly used to test theories or hypotheses. Generally its focus is on the objectivity of the research process. The

positivist paradigm mostly involves quantitative methodology. Here, the researcher is external to the research site.

Philosophical Considerations

Ontology is the nature of reality (Hudson & Ozanne, 1988) and the epistemology can be defined as the relationship between the researcher and the reality (Carson, Gilmore, Perry, & Gronhaug, 2001) or how this reality can be known.

The ontological position of researcher

The ontological position of researcher is that there is only one truth, an objective reality that exists independent of human perception. According to the positivist ontology there is a single, external and objective reality to any research question regardless of the researcher's belief (Carson et al. 1988; Hudson and Ozanne 1988). Thus, the researcher took a controlled and structural approach in conducting research by initially identifying a research topic, constructing appropriate research questions and hypotheses and by adopting a quantitative research methodology.

The epistemological position of the researcher. The epistemological position of the researcher is that the respondents are independent entities and have no relationship with the researcher. In other words, this was a value free enquiry. The researcher remained detached from the participants of the research by creating a distance between him and the participants. This was an important step for him to remain emotionally neutral to make clear distinctions between reason and feeling as well as between science and personal experience. As a positivist, it was important for him to clearly distinguish between fact and value judgment. Positivist researchers seek objectivity and use consistently rational and logical approaches to research (Carson et al. 2001; Hudson & Ozanne 1988).

Study Area

The research area for this study was Lalitpur sub-metropolitan area. There are 190 secondary level institutional schools in this district (Flash 1, 2012-013). This makes Lalitpur the second highest district in terms of concentration of secondary level institutional schools in Nepal. In the year 2010-011, total of 8,836 students from this district appeared in the S. L. C. examination conducted by the Office of Controller of Examination, Bhaktapur. Among them 2,273 passed in distinction, 4,319 in first division, 1,307 in second division, 11 in third division and 926 were unsuccessful. With a total of 89.52 pass percent, the result of this district was judged the best in Nepal. This shows that Lalipur district has special place in the field of education. Besides this, the researcher also resides and works in the same district. Hence, the researcher decided to select the institutional schools of Lalitpur sub-metropolitan area for this study.

Population of the Study

According to the Flash 1 report of 2012-2013, there are 190 secondary level institutional schools in the entire Lalitpur district (Flash1_2012-2013). As per the record of District Education Office (D.E.O) Lalitpur, there are 109 secondary level institutional schools within Lalitpur Sub Metropolitan Area. Lalitpur D.E.O's office does not have the record of total number of teachers teaching in the secondary level of institutional schools within the Lalitpur Sub Metropolitan Area. In spite of that, the D.E.O's office provided the researcher with a list containing the names and contact numbers of all the institutional schools in Lalitpur District. With the help of the contact numbers provided in the list, the researcher called all the institutional schools within Lalitpur Sub Metropolitan Area one by one to find out the total number of secondary level teachers working in their school. Some of the schools were initially

reluctant to provide the data asked by the researcher but after much explanation, most of them were ready to help the researcher. Still the Head Teacher of one of the schools refused to provide the data. Hence, the teachers of that school could not be accommodated in the population. During the process of determining the population the researcher found that some of the schools which are listed in the D. E. O's office record have changed their names but these changes have not been updated in the D.E.O's office. It is surprising that one of the schools does not have even a single student. Another school, though listed as a high school, runs only up to grade seven. The researcher found that there are 980 (691 males and 289 females) teachers teaching in these 109 institutional schools. Hence, all the 980 secondary level teachers teaching in these institutional schools have been considered as the population for this study.

Sampling Procedure

This study implemented survey strategy to collect data from the field. According to Nicholas Walliman (2001), "Random sampling techniques give the most reliable representation of the whole population" (p. 239). Hence the researcher chose to adopt the technique of random sampling. For the purpose of selecting random samples, all 980 secondary level teachers of the institutional schools of Lalitpur sub-Metropolitan Area were considered the population of this study. As per the sample size determination table of Cohen, Manion and Morrison (2000), the sample size was determined to be 360 (Appendix 'A') for the population of 980 (p. 104). This sample size maintains 95% confidence level ($\alpha=0.05$) (ibid, p. 103).

To select 360 random samples from the population, the researcher generated random numbers using MS-Excel against the sample frame. The random numbers

thus generated against the sample frame was sorted in ascending order and selected the required number of samples.

Study Tool

According to David A. de Vaus (2002), a survey research is widely regarded as being inherently quantitative and positivistic. Survey method is also suitable to collect a large amount of quantitative data from the field. Hence, the researcher has used survey method to collect data for this study. Along with that, to make his findings rich, he also interviewed a head teacher and two of the participants (teachers). But questionnaire was used as a key tool for collecting the primary data since the research was dominantly quantitative. The questionnaire used in this research was adapted from Dr. Gregory S. Beavers (2010) of University of North Carolina at Chapel Hill. The researcher wrote an e-mail requesting Dr. Beavers to allow the researcher to adapt and use his questionnaire to collect data for this research. Dr. Beavers was kind enough to give his consent to the researcher to use his questionnaire (Appendix 'B').

The questionnaire (Appendix 'D') is divided into three different sections. Section 'A' contains the general information of the respondents addressing the personal attributes as used in the conceptual framework like gender, age, marital status, academic qualification, training and experience.

Section 'B' contains the aspects of intrinsic motivation. The intrinsic motivation of teachers is measured with the help of five point Likert scale which identifies the different level of intrinsic motivation.

Similarly section 'C' contains the aspects of extrinsic motivation. The extrinsic motivation of teachers is measured with the help of five point Likert scale which identifies the different level of extrinsic motivation. On the basis of 5 point

Likert scale, responses from the secondary level teachers of institutional schools of Lalitpur Sub Metropolitan Area were ranked as follows:

Table 1

Measurement scale of intrinsic and extrinsic motivation level

Motivation Level	Score
Highly Motivated	5
Motivated	4
Neutral	3
Demotivated	2
Highly Demotivated	1

Piloting the Research Instrument

Both Bryman (2001) and Gorard (2001), suggest to carry out a piloting of research tool before conducting the actual research to ensure that the instruments function as intended. Considering their suggestions, the researcher carried out a pilot study before conducting the main survey. Cohen, Manion and Morrison (2007), have argued that the pilot study of a questionnaire helps in eliminating ambiguities in wording, identifying redundant questions and misunderstood items, and gain feedback about the validity of the instruments. Hence, the researcher conducted a pilot study of the questionnaire.

Thirty secondary level teachers of three different schools were selected and they were requested to answer the questionnaire in presence of the researcher. During the process of answering the questionnaire, the researcher encouraged the respondents to ask things that were not clear to them. During the course of piloting, some of the respondents found the wordings of some questions difficult. The researcher noted those questions. With the help of the dissertation supervisor and subject experts the researcher then changed the wordings of the questions.

The data collected from the pilot study was fed into SPSS. To check the reliability of the instrument, the value of Croanbach's Alpha of three indicators of intrinsic motivation (viz. autonomy, competence and relatedness) and five indicators of extrinsic motivation (viz. effective management, good relationship with colleagues, satisfaction with salary, satisfaction with benefits and presence of core values) were calculated. The value of Croanbach's Alpha of autonomy, competence and relatedness was 0.830, 0.701 and 0.737 respectively. There were 22 items to measure the intrinsic motivation and the value of Croanbach's Alpha of these 22 items was 0.866. Since, the value of Croanbach's Alpha of all the three indicators of intrinsic motivators were above 0.7, the instrument to measure the intrinsic motivation was considered reliable. Similarly the value of Croanbach's Alpha of effective management, good relationship with colleagues, satisfaction with salary, satisfaction with benefits and presence of core values were 0.673, 0.798, 0.762, 0.886 and 0.784 respectively. But the value of Croanbach's Alpha of effective management turned out to be below 0.7. Hence, the researcher with the help of the dissertation supervisor and subject experts changed the wordings of the questions. After the modification and as per the suggestions of the dissertation supervisor, the second pilot study of the instrument was carried out with the same thirty teachers who were involved in the first pilot study.

The second pilot study produced the required value of Croanbach's Alpha.

The value of Croanbach's Alpha of effective management, good relationship with colleagues, satisfaction with salary, satisfaction with benefits and presence of core values were 0.801, 0.798, 0.762, 0.886 and 0.784 respectively. There were 26 items to measure the extrinsic motivation and the value of Croanbach's Alpha of these

26 items was 0.877. The teachers involved in piloting were not included in the main survey.

Reliability

According to Vaus (2002), a reliable measurement is one where we obtain the same result on repeated occasions. If people answer a question the same way on repeated occasions then it is considered reliable. According to Messick,

“A measure of a variable or concept is reliable if repeated measurements give the same estimates of the variable. In a standard psychometric test-theoretic framework, the reliability of a measure can be assessed by comparing measurements taken at two points in time (test-retest reliability), or by comparing measurements based on subsets of test items” (as cited in Wasserman & Faust, 1994).

To test the reliability of the instrument, a pilot study was carried out. The data collected from the pilot study was fed into SPSS. To check the reliability of the instrument, the value of Croanbach’s Alpha of three indicators of intrinsic motivation (viz. autonomy, competence and relatedness) and five indicators of extrinsic motivation (viz. effective management, good relationship with colleagues, satisfaction with salary, satisfaction with benefits and presence of core values) were calculated. The value of Croanbach’s Alpha of autonomy, competence and relatedness were above 0.7, the instrument to measure the intrinsic motivation was considered reliable. Similarly the value of Croanbach’s Alpha of effective management, good relationship with colleagues, satisfaction with salary, satisfaction with benefits and presence of core values calculated and were above 0.7 except that of ‘effective management’ which turned out to be below 0.7. Hence, the researcher with the help of the dissertation supervisor and subject experts changed the wordings of the questions.

After the modification, the second pilot study of the instrument was carried out with the same thirty teachers who were involved in the first pilot study. The second pilot study produced the required value of Croanbach's Alpha. The teachers involved in piloting were not included in the main survey.

Validity

According to Cohen, Manion and Morrison (2007), in a quantitative data, validity might be improved through careful sampling, appropriate instrumentation and appropriate statistical treatments of the data. They also argue that it is impossible for research to be 100 per cent valid; that is the optimism of perfection. Their suggestions on this matter is, threats to validity and reliability can never be erased completely; rather the effects of these threats can be attenuated by attention to validity and reliability throughout a piece of research.

As mentioned earlier, the questionnaire used in this research was adapted from Beavers (2010). His survey instrument consists of three sections: demographics, extrinsic indicators, and intrinsic indicators. The demographic section contains questions that relate to age, gender, marital status, academic qualification, training, and experience. The second section, intrinsic indicators (motivating factors), contains questions in three categories. The categories include autonomy, competence and relatedness. The third section, extrinsic indicators (hygiene factors), contains questions in five categories. These categories include effective management, relationship with colleagues, satisfaction with salary, satisfaction with benefits, and the presence of core values.

The intrinsic and extrinsic variables used in this study were identified and divided into groups based on the results of Beavers' study. He first performed a data reduction (factorial analysis) using principle component analysis (PCA). This data

reduction analysis allowed him to identify which questions in the survey belonged to each of the 8 factors. The survey items were then divided into factors based on their highest loadings which were above 0.4.

With reference to the individual intrinsic factors identified by Beavers (2010), the researcher himself reported Cronbach's alpha reliability coefficients of 0.82 for autonomy, 0.92 competence and 0.92 for relatedness. Cronbach's alpha value for the individual extrinsic factors was 0.95 for effective management, 0.93 for good relationships with colleagues, 0.83 for satisfaction with salary, 0.84 for satisfaction with benefits, and 0.76 for presence of core values. Hence, the content validity and construct validity of the instrument was tested by Beavers.

For the face validity, the instrument was given to the experts and professors of Kathmandu University. The experts pointed out that the questionnaire contained two double barreled questions and the wordings of some questions needed simplification. As per the suggestions of the experts, necessary modifications of the questions were carried out. The final questionnaire was then used to collect data from the field.

Data Collection Procedure

Before collecting data from the field, the researcher got a request letter from the office of the Associate Dean of Kathmandu University School of Education, requesting the concerned authorities to help the researcher to collect primary data (Appendix 'F').

Then the researcher approached D. E. O's office at Lalitpur and requested the Assistant D.E.O. for similar letter. The D.E.O's office wrote a letter (Appendix 'G') to the concerned authorities to allow the researcher to collect data from the secondary level teachers of institutional schools of Lalitpur Sub Metropolitan Area. The researcher then went to 109 different institutional schools of Lalitpur Sub Metropolitan Area, approached the Head Teachers, explained the purpose of the study

and requested their permission to collect data. Among them, Head Teachers of 100 different schools agreed to allow the researcher to collect the data. After the approval of the concerned Head Teachers, the researcher then met the secondary level teachers, briefed them regarding the research, and then distributed the questionnaires. In case of Nepali faculties, the researcher explained the questions to them. It was at the discretion of the respondent whether to include their name on the questionnaire or not. The respondents were given a week time to return the questionnaire. Out of the 450 questionnaires that were distributed 365 were returned. Among them 360 which were completely filled were utilized for this study.

During the data collection process 8 head teachers of different schools were not comfortable with some of the questions which were there. They were especially not happy with the questions which asked about the head teachers themselves. Hence, they flatly refused to allow the researcher to conduct the study. In one of the reputed schools, the head teacher accepted the questionnaire and asked the researcher to come after a week. After a week, when the researcher went to collect the questionnaire, she told him that the teachers were very busy as it was in the beginning of the new session. She further said that when the questionnaires were filled by the teachers, she would call the researcher. After a week the head teacher called the researcher, apologized and told him that since she was newly appointed, she had no idea that the school's policy did not allow research work in that school.

Data Analysis

According to Cohen, Manion and Morrison (2007), quantitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities.

The data collected from individual respondent was tabulated and analyzed using SPSS. Statistical tools such as percentage, mean, standard deviation, t-test and ANOVA present in SPSS were used to analyse the raw data.

To find the level of intrinsic motivation of the secondary level teachers' of institutional schools of Lalitpur Sub Metropolitan Area in the three factors of intrinsic motivation (i.e. autonomy, competence and relatedness) mean and standard deviation tools of SPSS were implemented. Similarly, to find the level of extrinsic motivation of the teachers' in five different factors of extrinsic motivation (i.e. effective management, good relationship with colleagues, satisfaction with salary, satisfaction with benefits and presence of core values) mean and standard deviation tools of SPSS were implemented. To find the level of intrinsic and extrinsic motivation based on the different demographic factors of teachers' t-test and ANOVA tools of SPSS were implemented. t-test is used when comparative analysis is to be performed on one dependent variable across two groups. Hence, t –test was used for comparative analysis between the teachers' genders and their level of intrinsic motivation and their level extrinsic motivation.

ANOVA is used when comparative analysis is to be performed on one dependent variable across more than two groups. Hence, ANOVA was implemented to find whether the demographic factors like age, marital status, qualification, training and length of service of teachers affected their intrinsic and extrinsic motivation.

Information obtained after the analysis of the tabulated data, helped the researcher to interpret and draw conclusions.

According Cohen, Manion and Morrison (2007), 'Rating scales are widely used in research, and rightly so, for they combine the opportunity for a flexible response with the ability to determine frequencies, correlations and other forms of

quantitative analysis' (p. 327). They also opine that the scale afford the researcher the freedom to fuse measurement with opinion, quantity and quality. Besides that, Best's (1977) Criteria (as cited in Drukpa, 2010) as given below was used to classify motivation level into five different level using the mean score of answers.

According to the Best's (1977) criteria:

Higher score - Lower score

Number of levels

$$= \frac{5-1}{5} = \frac{4}{5} = 0.80$$

Hence, keeping the views of Cohen, Manion, Morrison and Best in mind, the following scale was generated as given in table 2 to interpret the intrinsic and extrinsic level of motivation of teachers.

Table 2

Criteria for understanding the means of intrinsic and extrinsic motivation level of teachers

Level of Intrinsic and Extrinsic Motivation	Mean Score
Highly Demotivated	1.00 – 1.80
Demotivated	1.81 – 2.60
Neutral	2.61 – 3.40
Motivated	3.41 – 4.20
Highly Motivated	4.21 – 5.00

Ethical Consideration

Ethical considerations play an important role while conducting a research. They help in checking a researcher from crossing the ethical boundaries. The researcher set his ethical considerations with reference to the ethical codes set by Cohen, Manion and Morrison (2000, p. 71). Accordingly the researcher revealed his identity and

background to the Head teachers and the respondents. He got the permission of the D.E.O. and the Head teachers of the schools before approaching the teachers (respondents). He provided the respondent with the clear outline of the nature of his research. He explained to them that they need not participate against their wishes and should they initially decide to do so, they were free to change their minds at any point before completed questionnaires were returned. Furthermore he also explained to them that they need not respond to all the questions if they wished to. He then let the participants know that the information collected from them would be kept confidential and would not be used for any other purpose except for this study. He assured his respondents that their anonymity would be protected. The involvement of participants in this study were voluntary and autonomous. He also made sure that he respected the dignity, privacy and interests of the participants.

Chapter Summary

In this chapter the researcher has described his positivistic approach that he followed to carry out this quantitative study. The chapter discussed about his study area, they being hundred and nine institutional schools of Lalitpur Sub Metropolitan area and the population which was 980 teachers of these institutional schools. The chapter also discussed about the researcher adopting survey instrument from Beavers (2010) which was subjected to reliability and validity tests. Along with that survey instrument, samples and sampling method are discussed. How the data collected were processed using frequency, mean, standard deviation, t-test and ANOVA tools of SPSS software are also the part of this chapter. The discussion of ethical considerations adopted by the researcher during his study concluded the chapter.

CHAPTER IV

DATA ANALYSIS AND INTERPRETATION

This chapter provides the analysis and interpretation of data. It discusses about how the researcher collected the primary data from 360 respondents of 100 different institutional schools of Lalitpur Sub Metropolitan Area using the survey questionnaire. It also discusses how the sample data was coded and entered into the SPSS for processing. The researcher then interpreting the result obtained from percentage, mean, standard deviation, t-test and ANOVA is a part of this chapter.

The primary aim of this research was to find out whether the secondary level teachers of institutional schools of Lalitpur Sub Metropolitan Area are intrinsically and extrinsically motivated or not. Besides that the researcher also wanted to find out the effects of demographic factors like age, gender, marital status, qualification, training and length of service on the intrinsic and extrinsic motivation of the teachers. To assess their level of intrinsic and extrinsic motivation, measurement has been based on the mean score of every respondents in 48 different statements (22 statements on intrinsic motivation and 26 statements on extrinsic motivation) that they were asked to respond on. The response of the entire respondents along with the frequency and mean score is given in Appendix 'E'.

In the initial part of this chapter the researcher analysed the demographic factors of the respondents and in the later part, their responses on the different factors of intrinsic and extrinsic motivation.

Demographic Factors of Respondents

The analysis of the demographic factors of all 360 respondents produced the result which has been presented in table 3.0. The demographic factors which were taken in consideration for this study were gender, age, marital status, academic qualification, training and experience.

Table 3.0

Number and percentage of demographic factors of the sample. (N=360)

Demographic factors	Number	Percentage
Gender		
Male	228	63.3
Female	132	36.7
Age		
20 – 25 Years	27	7.5
26 – 30 Years	75	20.8
31 – 35 Years	100	27.8
36 – 40 Years	81	22.5
Above 41 Years	77	21.4
Marital status		
Single	67	18.6
Married	281	78.1
Divorced	9	2.5
Widowed	3	0.8
Academic qualification		
Plus 2	2	0.6
Bachelor's	128	35.6
Master's	215	59.7
Other	13	3.6
Training		
I. Ed.	3	0.8
B. Ed.	134	37.2
M. Ed	61	16.9

None	144	40
Other	18	5
<hr/>		
Experience		
Less than a year	11	3.1
1-2 years	21	5.8
3-4 years	23	6.4
5-6 years	45	12.5
Above 6 years	260	72.2

Gender. The sample of respondents was dominated by the males. Their percentage in the sample was 63.3% which constitute 228 respondents whereas the percentage of female was 36.7% which constitute 132 respondents. The reason for less female respondents in the sample could be the less number of female in the population. Out of 980 secondary level teachers in institutional schools of Lalitpur Sub Metropolitan Area, only 289 were female teachers. The result indicated that, compared to the female, more male teachers were interested to teach the secondary level students. The possible reason for this could be that the female teachers may have felt the controlling of young adults in the class bit challenging.

Age of the respondents. Out of the 360 respondents in the sample, 7.5% which constitute 27 respondents fall under the age group 20-25 years, 20.8% which constitute 75 respondents fall under the age group 26-30 years, 27.8% which constitute 100 respondents fall under the age group 31-35 years, 22.5% which constitute 81 respondents fall under the age group 36-40 years and 21.4% which constitute 77 respondents fall under the age group above 41 years.

The table shows that, majority of teachers teaching in secondary level of institutional schools of Lalitpur Sub Metropolitan Area are young and are between the age group 31-35 years. Teachers of age group 36-40 were the second highest in the sample. Teachers of age group above 41 years are the third highest in the sample.

Teachers of age group 26-30 years were in the fourth place in the population and teachers of age group 20-25 years are the least in the sample. Only 7.5% of secondary level teachers were of age below 26 years. There could be several reasons for very less young people in this field. Some of the reasons may be the low social status of teaching profession in the society and meagre pay.

Marital status.

With regard to marital status, out of the 360 respondents in the sample, 78.1% which constitute 281 respondents are married, 18.6% which constitute 67 respondents are single, 2.5% which constitute 9 respondents are divorcees and remaining 0.8% which constitute 3 respondents are widowed.

The table shows that most of the secondary level teachers in the Lalitpur Sub Metropolitan Area are married. The number of unmarried teachers in the sample are second in rank. 2.5% divorcees are in the third position and in the fourth position are the teachers who are widowed.

Academic qualification. With regard to the academic qualification, out of the 360 respondents in the sample, 59.7% which constitute 215 respondents have Master's degree, 35.6% which constitute 128 respondents have Bachelor's degree, 3.6% which constitute 13 respondents have academic qualification higher than Master's degree (i.e. M. Phil) and 0.6% which constitute 2 respondents have plus 2 degree.

The table shows that majority of the teachers teaching in secondary level of institutional schools of Lalitpur Sub Metropolitan Area have finished their Master's. Second largest group of teachers have Bachelor's degree. In other words majority of the teachers have the required academic qualification to be a secondary level teacher. But it was quite surprising to know that there are still some teachers teaching in the

secondary level with a Plus 2 degree. The presence of under qualified teachers in the classroom indicated that there is dire need of monitoring teachers' academic qualification by the D.E.O.

Training. Regarding teacher training, out of 360 respondents in the sample, 40% which constitute of 144 respondents are untrained, 37.2% which constitute of 134 respondents have B. Ed. training, 16.9% which constitute of 61 respondents have M. Ed. training, 5% which constitute of 18 respondents have taken other types of training related to teaching and 0.8% which constitute of 3 respondents have I. Ed. Training.

The result indicated that 60% of teachers teaching in the secondary level of institutional schools of Lalitpur Sub Metropolitan Area have undergone some sorts of formal training. This may be because of the government's policy to introduce teaching licence. Remaining 40% of teachers were found to be untrained.

Teaching experience of the respondents. Out of 360 respondents in the sample, 11(3.1%) of the respondents had teaching experience of less than a year. 21 (5.8%) respondents had teaching experience of 1 to 2 years. 23 (6.4%) respondents had teaching experience of 3 to 4 years. 45 (12.5%) respondents had teaching experience of 5 to 6 years. The majority of respondents 260 (72.2%) had teaching experience of more than 6 years. The result indicated that majority of secondary level teachers of institutional schools have long working experience and are committed to their profession.

Level of Intrinsic Motivation of Teachers

Based on the Self Determination Theory of Deci and Ryan (2000), level of intrinsic motivation of teachers was assessed using three different factors of intrinsic motivation, that were 'Autonomy', 'Competence' and 'Relatedness'. Table 4.0 shows

the analysis of the respondents' data of the factor autonomy. Table 4.1 represents the analysis of respondents' responses on the factor competence and table 4.2 presents the result of analysis of respondents' response on the factor relatedness.

Factor 'autonomy' of intrinsic motivation. For the study of the factor autonomy of intrinsic motivation, there were eight different statements in the questionnaire. Table 4.0 shows the teachers' responses on each statements.

Table 4.0

Level of Intrinsic Motivation of the factor 'Autonomy'.

S. N	Statements	Mean	S.D.	Meaning
1.	I enjoy working in this school.	4.22	0.61	Highly Motivated
2.	I work in this school because I want to.	4.23	0.61	Highly Motivated
3.	In this school I can work the way I want.	3.42	1.08	Motivated
4.	This school has open culture where I can question decisions based on logic.	3.59	0.93	Motivated
5.	There is ample opportunity in my work to use my creativity.	4.06	0.81	Motivated
6.	I find that the management welcomes opinions and new ideas.	3.76	0.87	Motivated
7.	I am not unnecessarily worried if I make a mistake while working.	3.19	1.05	Neutral
8.	I am encouraged to work on my own without waiting for instructions from the Head Teacher.	3.63	0.96	Motivated
Final Outcome		3.76	0.87	Motivated

Note: 1 - 1.80 highly demotivated, 1.81-2.60 demotivated, 2.61-3.40 neutral, 3.41-4.20 motivated and 4.21 – 5.00 highly motivated.

Table 4.0 shows the intrinsic motivation level of secondary level teachers of institutional schools of Lalitpur Sub Metropolitan Area on the factor 'Autonomy'. Out of the eight items under the autonomy factor, teachers were found to be highly motivated on two items, motivated on five items and in one of the items they were

neutral (neither motivated nor demotivated). On the whole, it indicated that the teachers appeared to be motivated intrinsically on the factory autonomy with the mean score of 3.76 and standard deviation of 0.87.

The mean score 4.22 on the statement 'I enjoy working in this school' shows that teachers were highly intrinsically motivated with their decision to work at their present school and they seem to be content with their choice. The mean score of 4.23 on the statement 'I worked in this school because I wanted to' shows that the teachers were highly intrinsically motivated to see that their decision and action have been initiated by themselves. The mean score of 3.42 on the statement 'In this school I can work the way I want' indicates that teachers were intrinsically motivated as they can exercise their decision. The mean score of 3.59 on the statement 'This school has open culture where I can question decisions based on logic' shows that teachers were intrinsically motivated. The mean score of 4.06 on the statement 'There is ample opportunity in my work to use my creativity' shows that teachers were intrinsically motivated as they can enjoy the freedom of using their creativity at their work place. The mean score of 3.76 on the statement 'I find management welcomes opinions and new ideas' showed that teachers were intrinsically motivated as they felt their opinions were heard. The mean score of 3.19 on the statement 'I am not unnecessarily worried if I make a mistake while working' indicates that teachers were neutral (neither motivated nor demotivated). In other words they were careful about making mistakes at their workplace. The mean score of 3.63 on the statement 'I am encouraged to work on my own without waiting for instructions from the Head Teacher' indicated that the teachers were intrinsically motivated as they felt that they were independent to carry out their onus without being guided.

According to SDT of Deci and Ryan (2000) an individual have three innate psychological needs and autonomy is one of them. It concerns experiencing choice and feeling like initiator of one's own actions. The result of the data analysis shows that secondary level teachers of institutional schools of Lalitpur Sub Metropolitan Area were encouraged to make their own decisions and they also felt that the action they took were their own. The overall mean score 3.76 indicates that the teachers felt that their need of autonomy up to some extent were fulfilled. Hence, we can say that the secondary level teachers of institutional schools of Lalitpur Sub Metropolitan Area are intrinsically motivated on the factor autonomy.

Factor 'competence' of intrinsic motivation. For the study of the factor competence of intrinsic motivation, there were six different statements in the questionnaire. Table 4.1 shows the teachers' responses on each statements.

Table 4.1

Level of Intrinsic Motivation of the factor 'Competence'.

SN	Statements	Mean	S.D.	Meaning
1	I think I am very good at teaching my subject.	4.36	0.68	Highly Motivated
2	I think I am a better teacher compared to others.	3.70	0.81	Motivated
3	I feel very confident at doing my work.	4.48	0.59	Highly Motivated
4	I am satisfied with my performance at work.	4.25	0.65	Highly Motivated
5	I feel teaching is a challenging work.	4.67	0.50	Highly Motivated
6	I enjoy teaching because it is a challenging job.	4.18	0.83	Motivated
Final Outcome		4.27	0.68	Highly Motivated

Table 4.1 shows the intrinsic motivation level of secondary level teachers of institutional schools of Lalitpur Sub Metropolitan Area on the factor 'Competence'. Out of the six items under competence factor, teachers were found to be highly motivated on four items and motivated on two. On the whole, it indicated that the teachers were highly motivated intrinsically regarding competence factor with the mean score of 4.27 and standard deviation of 0.68.

The mean score 4.36 on the statement 'I think I am very good at teaching my subject' shows that teachers were highly intrinsically motivated. This result indicated that the teachers in institutional schools believed themselves to be competent in their subject area. The mean score 3.70 on the statement 'I think I am a better teacher compared to others' showed that the teachers were intrinsically motivated. This response indicated that the teachers felt that they were more competent in their profession compared to their colleagues. The mean score 4.48 on the statement 'I feel very confident at doing my work' shows that teachers were highly motivated intrinsically. The result indicated that the teachers knew their subject matter and pedagogy involved in teaching well. In other words the teachers adjudged themselves to be highly competent of teaching their subject. The mean score 4.25 on the statement 'I am satisfied with my performance at work' indicated that teachers were intrinsically motivated. The result shows that teachers were content with their performance of their teaching job. The mean score 4.67 on the statement 'I feel teaching is a challenging work' shows that the teachers were highly motivated. The result indicated that the challenging nature of the teaching job had kept the teachers of the institutional schools intrinsically highly motivated.

According to SDT of Deci and Ryan (2000) an individual have three innate psychological needs and 'competence' is one of them. It concerns succeeding at

optimally challenging tasks and being able to attain desired outcomes. The result of the data analysis shows that secondary level teachers of institutional schools of Lalitpur Sub Metropolitan Area felt that they have succeeded to attain highly challenging job with good output. The overall mean score 4.27 indicates that the teachers felt that their need of competence have been fulfilled. Hence, we can say that the secondary level teachers of institutional schools of Lalitpur Sub Metropolitan Area are intrinsically highly motivated on the factor competence.

Factor 'relatedness' of intrinsic motivation. For the study of the factor relatedness of intrinsic motivation, there were eight different statements in the questionnaire. Table 4.2 shows the teachers' responses on each statements.

Table 4.2

Level of Intrinsic Motivation of the factor 'Relatedness'.

SN	Statements	Mean	S.D.	Meaning
1.	I feel that I am a part of the vision of this school.	4.06	2.42	Motivated
2.	We have free and unhindered communication channels among the colleagues.	3.92	0.89	Motivated
3.	I feel I can trust my colleagues.	3.77	0.89	Motivated
4.	I feel proud to be a teacher in this school.	4.33	0.68	Highly Motivated
5.	I feel a sense of achievement when students succeed.	4.69	0.54	Highly Motivated
6.	I feel good when I know that I can make a meaningful difference in the lives of students.	4.62	0.52	Highly Motivated
7.	Teaching has given me respect in my society.	4.08	0.85	Motivated
8.	I am more useful to the community as a teacher than being in any other profession.	3.75	0.91	Motivated
Final Outcome		4.15	0.96	Motivated

Table 4.2 shows the intrinsic motivation level of secondary level teachers of institutional schools of Lalitpur Sub Metropolitan Area on the factor 'Relatedness'. Out of the eight statements under relatedness factor, teachers appeared to be highly motivated on three items and motivated on five. On the whole, it indicated that the teachers were motivated intrinsically on relatedness factor with the mean score of 4.15 and standard deviation of 0.96.

The mean score 4.06 on the statement 'I feel that I am a part of the vision of the school' indicates that teachers were intrinsically motivated. The result indicates that the teachers felt that they were also the part of the schools. The mean score 3.92 on the statement 'We have free and unhindered communication channels among the colleagues' indicates that they shared ideas and information among the teachers. This helped to raise the feeling of camaraderie. The mean score 3.77 on the statement 'I feel I can trust my colleagues' indicates that among the teachers there exists a feeling of trust where one can count on the other. The mean score 4.33 on the statement 'I feel proud to be a teacher in this school' indicates that the teachers were highly motivated on this statement. The mean score 4.69 on the statement 'I feel a sense of achievement when students succeed' indicated that the teachers relate themselves to their students and got intrinsically highly motivated when the students performed well. The mean score 4.62 on the statement 'I feel good when I know that I can make a meaningful difference in the lives of students' indicates that the teachers of institutional school were highly motivated intrinsically on this statement. The mean score 4.08 on the statement 'Teaching has given me respect in my society' indicates that teachers felt that they were respectable members of the society and thus were intrinsically motivated. The mean score 3.75 on the statement 'I am more useful to the community as a teacher than being in any other profession' indicates that the

teachers felt that through their teaching job, they have contributed to the society. Because of this they were intrinsically motivated.

According to SDT of Deci and Ryan (2000) an individual have three innate psychological needs and ‘relatedness’ is one of them. It concerns establishing a sense of mutual respect and reliance with others. The overall result of the data analysis shows that secondary level teachers of institutional schools of Lalitpur Sub Metropolitan Area felt that they were respected in the school and society because of their profession. They felt they were related to their school, colleagues, students and society. Hence, they were intrinsically motivated on the factor ‘relatedness’.

Table 4.3

Summary of overall Mean Score of all the three factors of Intrinsic Motivation

S.No.	Factors of Intrinsic Motivation	Mean	S.D.	Meaning
1	Autonomy	3.76	0.87	Motivated
2	Competence	4.27	0.68	Highly Motivated
3	Relatedness	4.15	0.96	Motivated
Overall Score		4.06	0.84	Motivated

Table 4.3 shows the summary of overall mean score of all the three factors of ‘Intrinsic Motivation’. Teachers were found to be highly motivated on the ‘Competence’ factor of intrinsic motivation with mean score of 4.27 and motivated on the factors ‘Autonomy’ and ‘Relatedness’ with mean score or 3.76 and 4.15 respectively. The SDT of Deci and Ryan (2000) states that these three factors are essential for ongoing psychological growth, integrity and well-being. Satisfaction of these needs will enhance intrinsic motivation. The final result indicates that all three innate needs of the teachers have been satisfied. Therefore, we can say the secondary level teachers of institutional schools of Lalitpur Sub Metropolitan Area are

intrinsically motivated with mean score of 4.06 and standard deviation of 0.84.

Hence, this result gives an affirmative answer to the first research question whether the secondary level teachers of institutional schools of Lalitpur Sub Metropolitan Area intrinsically motivated.

Level of Extrinsic Motivation of Teachers

Based on the Herzberg's motivation hygiene theory, level of extrinsic motivation of teachers was assessed using five different hygiene factors like effective management, good relationship with colleagues, satisfaction with salary, satisfaction with benefits and presence of core values.

Factor 'effective management' of extrinsic motivation. Table 4.4 represents the analysis of respondents' responses on the factor Effective Management:

Table 4.4

Level of Extrinsic Motivation of the factor 'Effective Management'.

SN	Statements	Mean	S.D.	Meaning
1.	My Head Teacher cares about me as a person.	3.76	0.96	Motivated
2.	My Head Teacher gives me constructive feedback on my performance.	3.84	0.85	Motivated
3.	My Head Teacher recognizes me for doing good work.	3.90	0.84	Motivated
4.	My Head Teacher is easy to talk with.	4.02	0.85	Motivated
5.	My Head Teacher is an effective decision-maker.	3.96	0.79	Motivated
Overall Score		3.90	0.86	Motivated

Table 4.4 shows the extrinsic motivation level of secondary level teachers of institutional schools of Lalitpur Sub Metropolitan Area under the factor 'Effective Management'. Out of the five items in effective management, teachers were found to be motivated on all the five items with mean score of 3.76, 3.84, 3.90, 4.02 and 3.96 respectively. In other words, it indicated that the teachers were motivated

extrinsically on effective management factor with the mean score of 3.90 and standard deviation of 0.86.

The mean score 3.76 on the statement ‘My Head Teacher cares about me as a person’ shows that teachers were extrinsically motivated. The result shows that the teachers felt that their Head Teacher treated them with care. The mean score 3.84 on the statement ‘My Head Teacher gives me constructive feedback on my performance’ indicates the teachers were extrinsically motivated. The result shows that the Head Teacher encourages teachers by acknowledging their strengths. The mean score 3.90 on the statement ‘My Head Teacher recognizes me for doing good work’ shows that the teachers were extrinsically motivated. The result indicates that the observation system of Head Teachers’ of institutional schools of Lalitpur are effective. The mean score of 4.02 on the statement ‘My Head Teacher is easy to talk with’ indicates that the teachers are extrinsically motivated. The result shows that the communication between the Head Teachers and the teachers are open and effective. The mean score of 3.96 on the statement ‘My Head Teacher is an effective decision maker’ indicated that the teachers are extrinsically motivated. The result shows that the Head Teachers of institutional schools of Lalitpur are efficient in decision making. The overall mean score of 3.90 indicates that the teachers felt the Head Teachers of institutional schools of Lalitpur are effective educational managers. As such the teachers are extrinsically motivated on the factor ‘effective management’.

Factor ‘good relationship with colleagues’ of extrinsic motivation. According to Herzberg’s motivation hygiene theory, level of extrinsic motivation of teachers was assessed using five different hygiene factors and ‘Good Relationship with Colleagues’ is one of them. Table 4.5 shows the result of the response of teachers on the factor good relationship with colleagues:

Table 4.5

Level of Extrinsic Motivation of the factor 'Good Relationship with Colleagues'.

SN	Statements	Mean	S.D.	Meaning
1	I am consistently treated with respect by my colleagues.	4.10	0.62	Motivated
2.	I am confident that my colleagues will help me when needed.	4.10	0.68	Motivated
3.	I trust my colleagues.	3.99	0.77	Motivated
4.	My colleagues and I work as part of a team.	4.30	0.60	Highly Motivated
Overall Score		4.12	0.67	Motivated

Table 4.5 shows the extrinsic motivation level of secondary level teachers of institutional schools of Lalitpur Sub Metropolitan Area on the factor 'Good Relationship with Colleagues'. Out of the four statements in good relationship with colleagues, teachers seemed to be highly motivated on one of the statements and motivated on the rest. On the whole, it indicated that the teachers were motivated extrinsically on the factor 'good relationship with colleagues' with the mean score of 4.12 and standard deviation of 0.67.

The mean score of 4.10 on the statement 'I am consistently treated with respect by my colleagues' indicates that the teachers were extrinsically motivated. The result indicates that teachers of institutional schools respect each other. The mean score of 4.10 on the statement 'I am confident that my colleagues will help me when needed' shows that there is good understanding and trust among the teachers. The result indicates that teachers are ready to help each other in need. Hence, they are extrinsically motivated. The mean score of 3.99 on the statement 'I trust my colleagues' shows that there is a sense of trust among the teachers. The result shows

the teachers are extrinsically motivated. The mean score of 4.30 on the statement ‘My colleagues and I work as part of a team’ shows that there is a good team work among the teachers. The result indicates that the teachers are extrinsically highly motivated.

The overall mean of 4.12 of the extrinsic factor ‘good relationship with colleagues’ indicated that the secondary level teachers of institutional schools of Lalitpur Sub Metropolitan Area are extrinsically motivated. It also indicated that there was the feeling of esprit de corps among the teachers.

Factor ‘satisfaction with salary’ of extrinsic motivation. As per Herzberg’s motivation hygiene theory, level of extrinsic motivation of teachers was assessed using five different hygiene factors and ‘Satisfaction with Salary’ is one of them. Table 4.6 shows the result of the response of teachers on the factor satisfaction with salary:

Table 4.6

Level of Extrinsic Motivation of the factor ‘Satisfaction with Salary’.

SN	Statements	Mean	S.D.	Meaning
1.	I am fairly paid for the teaching I do.	3.74	0.82	Motivated
2.	I understand how my salary is determined.	3.54	0.86	Motivated
3.	My salary is an important factor in my decision to stay in this school.	3.50	1.05	Motivated
4.	My salary is competitive when compared to similar jobs at other organizations.	3.48	0.89	Motivated
5	My salary increases are appropriate.	3.31	0.93	Neutral
Overall Score		3.51	0.91	Motivated

Table 4.5 shows the extrinsic motivation level of secondary level teachers of institutional schools of Lalitpur Sub Metropolitan Area on the factor ‘Satisfaction with Salary’. Out of the five items under ‘Satisfaction with Salary’, teachers were

found to be motivated on the first four items, and neutral on the fifth item. On the whole, it indicated that the teachers were motivated extrinsically on 'satisfaction with salary' factor with the mean score of 3.51 and standard deviation of 0.91.

The mean score of 3.74 on the statement 'I am fairly paid for the teaching I do' shows that the teachers are extrinsically motivated. The result shows that the teachers felt that they get a fair pay for the job that they do. The mean score of 3.54 on the statement 'I understand how my salary is determined' indicates that the teachers are extrinsically motivated. This result show how the salary of teachers are determined in the institutional schools.

The mean score of 3.50 on the statement 'My salary is an important factor in my decision to stay in this school' shows that the teachers are motivated. The result indicates that for the teachers, the salary that they get is one of the factors for them to carry on working at their present workplace. The mean score of 3.48 on the statement 'My salary is competitive when compared to similar jobs at other organizations' indicates that the teachers are extrinsically motivated. The result indicates that the teachers' salary is at par with jobs at other organizations. The mean score of 3.31 on the statement 'My salary increases are appropriate' indicates the teachers are neither motivated nor demotivated (neutral). The result indicates that teachers look forward for decent increment in their salary.

The overall mean of 3.51 of the factor 'satisfaction with salary' indicates the secondary level teachers of institutional schools of Lalitpur Sub Metropolitan Area are extrinsically motivated.

Factor 'satisfaction with benefits' of extrinsic motivation. As per Herzberg's motivation hygiene theory, level of extrinsic motivation of teachers was assessed using five different hygiene factors and 'Satisfaction with Benefits' is one of them.

Table 4.7 shows the result of the response of teachers on the factor satisfaction with benefits:

Table 4.7

Level of Extrinsic Motivation of the factor ‘Satisfaction with Benefits’.

SN	Statements	Mean	S.D.	Meaning
1	My school provides Dashain allowance to me.	4.39	0.89	Highly Motivated
2.	My school provides free education to my children.	3.70	1.07	Motivated
3	I get leave of absence when I have a reason to justify it.	4.30	0.78	Highly Motivated
4	My school provides study leave for my further education.	3.10	1.20	Neutral
5	My school has a provision of giving provident fund.	3.73	1.31	Motivated
6	At the end of my tenure I am entitled to get gratuity.	3.32	1.34	Neutral
Overall Score		3.76	1.10	Motivated

Table 4.7 shows the extrinsic motivation level of secondary level teachers of institutional schools of Lalitpur Sub Metropolitan Area on the factor ‘Satisfaction with Benefits’. Out of the six items under ‘Satisfaction with Benefits’, teachers were found to be highly motivated on two items, motivated on two and neutral on the remaining two items. On the whole, it indicated that the teachers were motivated extrinsically regarding the factor ‘satisfaction with benefits’ with the mean score of 3.76 and standard deviation of 1.01.

The mean score of 4.39 on the statement ‘My school provides Dashain allowance to me’ indicates that the teachers are extrinsically highly motivated. This result shows that the teachers received festival allowances and they appreciate it. The

mean score of 3.70 on the statement 'My school provides free education to my children' shows that teachers are extrinsically motivated. The result indicates that the teachers' children get free education at the school where they are working. The mean score of 4.30 on the statement 'I get leave of absence when I have a reason to justify it' shows that teachers are highly motivated extrinsically. The result indicates that the teachers get leave of absence when they require it. The mean score of 3.10 on the statement 'My school provides study leave for my further education' indicates that the teacher are neutral (neither motivated nor demotivated). Teachers mean score is minimum on this statement compared to the remaining statements. The result indicates that it is difficult to get leave for further study. The mean score of 3.73 on the statement 'My school has a provision of giving provident fund' shows teachers are motivated. The result indicates that most of the teachers enjoy the provision of provident fund. The mean score of 3.32 on the statement 'At the end of my tenure I am entitled to get gratuity' shows that the teachers are neutral. The result indicates that only limited number of teachers get gratuity.

The overall mean of 3.76 on the factor satisfaction with benefits indicates the secondary level teachers of Lalitpur sub Metropolitan Area are extrinsically motivated on this factor.

Factor 'presence of core value' of extrinsic motivation. As per Herzberg's motivation hygiene theory, level of extrinsic motivation of teachers was assessed using five different hygiene factors and 'presence of core value' being one of them. Table 4.8 shows the result of the response of teachers on the factor presence of core value:

Table 4.8

Level of Extrinsic Motivation of the factor 'Presence of Core Value'.

SN	Statements	Mean	S.D.	Meaning
1.	There is a sense of trust among the teachers in my school.	3.80	0.82	Motivated
2.	Everyone is encouraged to voice their opinions, even if they are contrary to prevailing beliefs.	3.38	0.93	Motivated
3.	Integrity is the symbol of my school.	3.94	0.74	Motivated
4.	People in my school are treated fairly.	3.63	0.91	Motivated
5.	Information about the school is shared openly.	3.31	0.99	Neutral
6.	Reasons for making changes are communicated to all the teachers before the change is made.	3.24	1.09	Neutral
Overall Score		3.55	0.91	Motivated

Table 4.7 shows the level of extrinsic motivation of secondary level teachers of institutional schools of Lalitpur Sub Metropolitan Area on the factor 'Presence of Core Value'. Out of the six items under 'Presence of Core Value', teachers were found to be motivated on the first four items and neutral on the remaining two items. On the whole, it indicated that the secondary level teachers of institutional schools of Lalitpur Sub Metropolitan Area were motivated extrinsically regarding the factor 'Presence of Core Value' with the mean score of 3.55 and standard deviation of 0.91.

The mean score of 3.80 on the statement 'There is a sense of trust among the teachers in my school' shows that teachers are extrinsically motivated. The result indicates that there exist a climate of trust among the colleagues. The mean score of 3.38 on the statement 'Everyone is encouraged to voice their opinions, even if they are contrary to prevailing beliefs' indicates the teachers were extrinsically motivated.

The result indicates that the institutional schools respect the opinions of the teachers. The mean score of 3.94 on the statement ‘Integrity is the symbol of my school’ indicates that teachers are extrinsically motivated. The result shows that there is an environment of trust and respect in the institutional schools of Lalitpur Sub Metropolitan Area.

Summary of all the five factors of Extrinsic Motivation

Table 4.9 presents the mean score and standard deviation of all the five different factors of extrinsic motivation. The table also displays the overall mean score and deviation of all the factors.

Table 4.9

Summary of overall Mean Score of five factors of Extrinsic Motivation

SN	Factors of Extrinsic Motivation	Mean	S.D.	Meaning
1	Effective Management	3.90	0.86	Motivated
2	Good Relationship with Colleagues	4.12	0.67	Motivated
3	Satisfaction with Salary	3.51	0.91	Motivated
4	Satisfaction with Benefits	3.76	1.10	Motivated
5	Presence of Core Values	3.55	0.91	Motivated
	Overall Score	3.77	0.89	Motivated

The teachers were found to be motivated regarding factors such as ‘Effective Management’, ‘Good Relationship with Colleagues’, ‘Satisfaction with Salary’, ‘Satisfaction with Benefits’ and ‘Presence of Core Value’ with mean score of 3.90, 4.12, 3.51, 3.76 and 3.55 respectively. In other words they appeared to be motivated in all the five components of extrinsic motivation. The final result also indicates that the secondary level teachers of institutional schools of Lalitpur Sub Metropolitan Area are extrinsically motivated with mean score of 3.77 and standard deviation of

0.89. This gives an affirmative answer to the second research question whether the secondary level teachers of institutional schools of Lalitpur Sub Metropolitan Area extrinsically motivated.

The Effects of Demographic Factors on the Intrinsic and Extrinsic Motivation of Teachers

Level of intrinsic motivation based on the gender. Table 5.0 shows the mean and standard deviation of male and female teachers based on the all the three factors of intrinsic motivation.

Table 5.0

Mean and Standard Deviation of Intrinsic Motivation of Male and Female Teachers

Gender	N	Mean	SD	'p' value
Male	228	4.03	0.39	0.07
Female	132	4.10	0.32	(Insignificant)

Note: Test of significance at 95 percent level of confidence.

Analysis of male and female mean score of intrinsic motivation showed that female's mean score of intrinsic motivation was slightly greater than that of the male's, however, the difference between their level of intrinsic motivation was statistically insignificant at 95 percent level of confidence. This means that the gender of teachers has no impact on the level of their intrinsic motivation. Hence, hypothesis H3 (There is significant difference between male and female teachers in relation to their intrinsic motivation.) was rejected. Thus we can say that there is no difference between male and female teachers in relation to their intrinsic motivation.

Level of extrinsic motivation based on the gender. Table 5.1 shows the mean and standard deviation of male and female teachers based on the all the five factors of extrinsic motivation.

Table 5.1

Mean and Standard Deviation of Extrinsic Motivation of Male and Female Teachers

Gender	N	Mean	SD	'p' value
Male	228	3.76	0.48	0.82
Female	132	3.77	0.43	(Insignificant)

Note: Test of significance at 95 percent level of confidence.

Analysis of male and female mean of extrinsic motivation showed that female's mean score of extrinsic motivation was slightly greater than that of the male's, however, the difference between their level of extrinsic motivation was not statistically significant at 95 percent level of confidence. So, the hypothesis H4 (There is significant difference between male and female teachers in relation to their extrinsic motivation) was rejected. Hence, it can be concluded that the gender of teachers has no impact on the level of their extrinsic motivation.

Level of intrinsic motivation based on the age. Table 6.0 presents the frequency of age group, their mean score, standard deviation, '*F*' value and '*p*' value.

Table 6.0

Mean and Standard Deviation of Intrinsic Motivation level of teachers of different age

Age Range	N	Mean	SD	' <i>F</i> ' Value	' <i>p</i> ' value
20-25 Years	27	3.93	0.44		
26-30 Years	75	4.06	0.36		
31-35 Years	100	4.03	0.36	1.56	0.18
36-40 Years	81	4.08	0.32		(Insignificant)
Above 41 Years	77	4.12	0.41		
Total	360	4.06	0.37		

Note: Test of significance at 95 percent level of confidence.

Table 6.0 shows the level of Intrinsic Motivation of secondary level teachers of Lalitpur Sub Metropolitan Area with regard to their age. The analysis of the data indicates that intrinsic motivation of teachers with age has statistically insignificant difference at 95 percent level of confidence. In other words age has no impact on the

intrinsic motivation of the teachers. Thus, hypothesis H1 (There is significant difference among the group of teachers having different age group in relation to their intrinsic motivation) was rejected. Hence, it can be concluded that there is no significant difference among the group of teachers having different age group in relation to their intrinsic motivation.

However, teachers of age above 41 with mean score of 4.12 were more intrinsically motivated followed by age range of 36-40 years and age range of 26-30 years. On the other hand, teachers of age range 20-25 years were comparatively less intrinsically motivated.

Level of intrinsic motivation based on the age. Table 6.1 presents the frequency of age group, their mean score, standard deviation, '*F*' value and '*p*' value.

Table 6.1

Mean and Standard Deviation of Extrinsic Motivation level of teachers of different age groups

Age range	N	Mean	SD	' <i>F</i> ' value	' <i>p</i> ' value
20-25 Years	27	3.75	0.57		
26-30 Years	75	3.74	0.48		
31-35 Years	100	3.72	0.46	1.11	0.35
36-40 Years	81	3.75	0.39		(Insignificant)
Above 41 Years	77	3.86	0.48		
Total	360	3.77	0.46		

Note: Test of significance at 95 percent level of confidence.

Table 6.1 shows the level of Extrinsic Motivation of secondary level teachers of Lalitpur Sub Metropolitan Area with regard to their age. The analysis of the data indicates that extrinsic motivation of teachers over age had statistically insignificant difference at 95 percent level of confidence. Thus, hypothesis H2 (There is significant difference among the group of teachers having different age group in relation to their

extrinsic motivation) was rejected. In other words age seems to have no impact on the extrinsic motivation of the teachers.

However, teachers of age above 41 with mean score of 3.86 were found to be more extrinsically motivated followed by age range of 36-40 years and age range of 20-25 years and then age range of 26-30. On the other hand teachers of age range 31-35 years seemed to be comparatively less extrinsically motivated.

Level of intrinsic motivation based on the marital status. Table 7.0 presents the frequency of marital status of the teachers, their mean score, standard deviation, '*F*' value and '*p*' value.

Table 7.0

Mean and Standard Deviation of Intrinsic Motivation level of teachers on the basis of their marital status

Marital Status	N	Mean	SD	' <i>F</i> ' value	' <i>p</i> ' value
Single	67	4.02	0.41		
Married	281	4.07	0.35	2.19	0.09 (Insignificant)
Divorced	9	3.77	0.44		
Widowed	3	4.13	0.35		
Total	360	4.06	0.37		

Note: Test of significance at 95 percent level of confidence.

Table 7.0 shows the level of Intrinsic Motivation of secondary level teachers of Lalitpur Sub Metropolitan Area with regard to their marital status. The analysis of the data indicated that intrinsic motivation of teachers over their marital status had statistically insignificant difference at 95 percent level of confidence. Hence, hypothesis H5 (There is significant difference among the group of teachers with different marital status in relation to their intrinsic motivation) was rejected. In other words marital status has no impact on the intrinsic motivation of the teachers.

Level of extrinsic motivation based on the marital status. Table 7.1 presents the frequency of marital status of the teachers, their mean score, standard deviation, 'F' value and 'p' value.

Table 7.1

Mean and Standard Deviation of Extrinsic Motivation level of teachers as per their marital status

Marital Status	N	Mean	SD	'F' value	'p' value
Single	67	3.76	0.53		
Married	281	3.77	0.44	0.89	0.45 (Insignificant)
Divorced	9	3.55	0.50		
Widowed	3	4	0.89		
Total	360	3.77	0.46		

Note: Test of significance at 95 percent level of confidence.

Table 7.1 shows the level of Extrinsic Motivation of secondary level teachers of Lalitpur Sub Metropolitan Area with regard to their marital status. The analysis of the data indicated that it had statistically insignificant difference at 95 percent level of confidence. In other words marital status of teachers seemed to have no impact on their extrinsic motivation. Consequently, hypothesis H6 (There is significant difference among the group of teachers with different marital status in relation to their extrinsic motivation) was rejected.

Level of intrinsic motivation based on the academic qualification. Table 8.0 presents the frequency of marital status of the teachers, their mean score, standard deviation, 'F' value and 'p' value.

Table 8.0

Mean and Standard Deviation of Intrinsic Motivation level of teachers as per their academic qualification

Academic Qualification	N	Mean	SD	'F' value	'p' value
Plus 2	2	4.03	0		
Bachelor's	128	4.06	0.36	1.07	0.96 (Insignificant)
Master's	215	4.05	0.38		
Other	15	4.01	0.31		
Total	360	4.06	0.37		

Note: Test of significance at 95 percent level of confidence.

Table 8.0 shows the level of Intrinsic Motivation of secondary level teachers of Lalitpur Sub Metropolitan Area with regard to their academic qualification. The analysis of the data indicate that the level of intrinsic motivation of teachers with their academic qualification has statistically insignificant difference at 95 percent level of confidence. In other words academic qualification of teachers seem to have no impact on their level of intrinsic motivation. Hence, hypothesis H7 (There is significant difference among the group of teachers having different educational qualification in relation to their intrinsic motivation) was rejected.

Level of extrinsic motivation based on the academic qualification. Table 8.0 presents the frequency of marital status of the teachers, their mean score, standard deviation, 'F' value and 'p' value.

Table 8.1

Mean and Standard Deviation of Extrinsic Motivation level of teachers as per their academic qualification

Academic Qualification	N	Mean	SD	'F' value	'p' value
Plus 2	2	4.03	0		
Bachelor's	128	3.86	0.42	3.29	0.02 (Significant)
Master's	215	3.71	0.48		
Other	15	3.72	0.53		
Total	360	3.77	0.46		

Note: Test of significance at 95 percent level of confidence.

Table 8.1 shows the level of Extrinsic Motivation of secondary level teachers of Lalitpur Sub Metropolitan Area with regard to their academic qualification. The analysis of the data indicated that the level of extrinsic motivation of teachers with their academic qualification has statistically significant difference at 95 percent level of confidence. Hence, hypothesis H8 (There is significant difference among the group of teachers having different educational qualification in relation to their extrinsic motivation) was retained. In other words academic qualification of teachers appeared to have an impact on their level of extrinsic motivation.

To find the statistically significant difference between the different concern conditions a Post Hoc test was conducted. The result of the test is given in the table 8.2.

Table 8.2
Result of Post Hoc test.

(I) Academic			
Qualification	(J) Academic Qualification	Mean Difference (I-J)	Sig.
Plus 2	Bachelor's	0.16	0.96
	Master's	0.32	0.76
	Other	0.31	0.81
Bachelor's	Plus 2	-0.16	0.96
	Master's	.15*	0.02
	Other	0.14	0.67
Master's	Plus 2	-0.32	0.76
	Bachelor's	-.15*	0.02
	Other	-0.01	1
Other	Plus 2	-0.31	0.81
	Bachelor's	-0.14	0.67
	Master's	0.01	1

Note: *. The mean difference is significance at the 0.05 level

The Post Hoc test showed the sig. 0.02 value of teachers with Bachelor's and Master's degree with relation to the extrinsic motivation. In other words the result was statistically significant. Hence, academic qualification like Bachelor's and Master's Degree appeared to have an impact on the teachers' level of extrinsic motivation.

Level of intrinsic Motivation based on the Training

Table 9.0 presents the frequency of trained and untrained teachers, their mean score, standard deviation, 'F' value and 'p' value.

Table 9.0

Mean and Standard Deviation of Intrinsic Motivation level of teachers as per their training

Training	N	Mean	SD	'F' value	'p' value
I. Ed	3	3.96	0.18		
B. Ed.	134	4.13	0.37		
M. Ed.	61	4.03	0.36	2.08	0.08
None	144	4.01	0.37		(Insignificant)
Other's	18	3.97	0.32		
Total	360	4.06	0.37		

Note: Test of significance at 95 percent level of confidence.

Table 9.0 shows the level of Intrinsic Motivation of secondary level teachers of Lalitpur Sub Metropolitan Area with regard to their training. The analysis of the data indicate that the level of intrinsic motivation of teachers with regard to their training had statistically insignificant difference at 95 percent level of confidence. In other words, hypothesis H9 (There is significant difference between trained and untrained teachers in relation to their intrinsic motivation) was rejected. Hence, conclusion can be drawn that teacher training had no impact on their level of intrinsic motivation.

Level of extrinsic motivation based on the training. Table 9.1 presents the frequency of trained and untrained teachers, their mean score, standard deviation, ' F ' value and ' p ' value.

Table 9.1

Mean and Standard Deviation of Extrinsic Motivation level of teachers as per their training

Training	N	Mean	SD	' F ' value	' p ' value
I. Ed	3	3.55	0.11		
B. Ed.	134	3.82	0.50	0.82	0.51 (Insignificant)
M. Ed.	61	3.72	0.50		
None	144	3.74	0.43		
Other's	18	3.74	0.34		
Total	360	3.77	0.46		

Note: Test of significance at 95 percent level of confidence.

Table 9.1 shows the level of Extrinsic Motivation of secondary level teachers of Lalitpur Sub Metropolitan Area with regard to teacher training. The analysis of the data indicate that the level of extrinsic motivation of teachers with their training had statistically insignificant difference at 95 percent level of confidence. Hence, hypothesis H10 (There is significant difference between trained and untrained teachers in relation to their extrinsic motivation) was rejected. In other words teacher training had no impact on their level of extrinsic motivation.

Level of intrinsic motivation based on the service period. Table 9.1 presents the frequency, mean score, standard deviation, ' F ' value and ' p ' value of intrinsic motivation of teachers based on their service period.

Table 10.0

Mean and Standard Deviation of Intrinsic Motivation level of teachers with relation to their service period.

Experience	N	Mean	SD	'F' value	'p' value
Less than a year	11	4.09	0.41		
1-2 Years	21	4.00	0.39		
3-4 Years	23	3.81	0.48	2.99	0.02
5-6 Years	45	4.08	0.31		(Significant)
Above 6 years	260	4.08	0.36		
Total	360	4.06	0.37		

Note: Test of significance at 95 percent level of confidence.

Table 10.0 shows the level of Intrinsic Motivation of secondary level teachers of Lalitpur Sub Metropolitan Area with regard to their service period. The analysis of the data indicated that level of intrinsic motivation of teachers with their service period had statistically significant difference at 95 percent level of confidence. In other words service period of teacher appeared to have an impact on the level of their intrinsic motivation. Hence, hypothesis H11 (There is significant difference among the group of teachers having different service period in relation to their intrinsic motivation) was retained. A Post Hoc test was conducted to find the statistical significant difference between the different concern conditions. The result of the test is given in the table 10.1 (Annex 'H').

The Post Hoc test indicated that there is statistically significant difference among the group of teachers having service period of 3-4 years, 5-6 years and above 6 years.

Level of extrinsic motivation based on the service period. Table 10.2 presents the frequency, mean score, standard deviation, 'F' value and 'p' value of extrinsic motivation of teaches based on their service period.

Table 10.2

Mean and Standard Deviation of Extrinsic Motivation level of teachers with relation to their length of service

Experience	N	Mean	SD	'F' value	'p' value
Less than a year	11	3.74	0.41		
1-2 Years	21	3.78	0.53		
3-4 Years	23	3.57	0.56	2.04	0.09
5-6 Years	45	3.90	0.41		
Above 6 years	260	3.76	0.46		
Total	360	3.77	0.46		

Note: Test of significance at 95 percent level of confidence.

Table 102 shows the level of Extrinsic Motivation of secondary level teachers of Lalitpur Sub Metropolitan Area with regard to service period. The analysis of the data indicated that the level of extrinsic motivation of teachers with regard to their service period had statistically insignificant difference at 95 percent level of confidence. In other words service period of teacher seem to have no impact on the level of their extrinsic motivation. Hence, hypothesis H12 (There is significant difference among the group of teachers having different service period in relation to their extrinsic motivation) was rejected.

Summary of the effects of Demographic Factors on the Intrinsic and Extrinsic Motivation of Teachers

The analysis of data on the effects of demographic factors on the intrinsic and extrinsic motivation of teachers indicated the following:

1. Respondents' age has no effect on their intrinsic and extrinsic motivation.
2. Respondents' gender has no effect on their intrinsic and extrinsic motivation.
3. Respondents' marital status has no effect on their intrinsic and extrinsic motivation.

4. Respondents' academic qualification has no effect on their intrinsic motivation but does affect their extrinsic motivation.
5. Respondents' training has no effect on their intrinsic and extrinsic motivation.
6. Respondents' service period does affect their intrinsic motivation but does not affect their extrinsic motivation.

Hence, the aforementioned points give affirmative answer except for two instances to the third research question whether the demographic factors like age, gender, marital status, qualification, training and length of service of teachers affect their intrinsic and extrinsic motivation.

Summary of the Research Result

The study of intrinsic and extrinsic motivation of teachers of institutional schools of Lalitpur Sub Metropolitan Area found two hypothesis to be statistically significant whereas the remaining ten hypothesis were found to be statistically insignificant. The result is presented in table 11.

Table 11
Summary of the research result

Number	Hypothesis	Result
H1	There is significant difference among the group of teachers having different age group in relation to their intrinsic motivation.	Rejected
H2	There is significant difference among the group of teachers having different age group in relation to their extrinsic motivation.	Rejected
H3	There is significant difference between male and female teachers in relation to their intrinsic motivation.	Rejected
H4	There is significant difference between male and female teachers in relation to their extrinsic motivation.	Rejected
H5	There is significant difference among the group of	Rejected

	teachers with different marital status in relation to their intrinsic motivation.	
H6	There is significant difference among the group of teachers with different marital status in relation to their extrinsic motivation.	Rejected
H7	There is significant difference among the group of teachers having different educational qualification in relation to their intrinsic motivation.	Rejected
H8	There is significant difference among the group of teachers having different educational qualification in relation to their extrinsic motivation.	Retained
H9	There is significant difference between trained and untrained teachers in relation to their intrinsic motivation.	Rejected
H10	There is significant difference between trained and untrained teachers in relation to their extrinsic motivation.	Rejected
H11	There is significant difference among the group of teachers having different service period in relation to their intrinsic motivation.	Retained
H12	There is significant difference among the group of teachers having different service period in relation to their extrinsic motivation.	Rejected

Chapter Summary

In this chapter the researcher analysed the primary data using SPSS. The demographic factors of the secondary level teachers were analysed by finding the frequency and percentage of the different factors. The level of intrinsic motivation of the teachers were analysed using mean and standard deviation of the responses of the respondents in the factors autonomy, competence and relatedness. The level of extrinsic motivation of the teachers were analysed using mean and standard deviation of the responses of the respondents in the five factors of extrinsic motivation (viz. effective

management, good relationship with colleagues, satisfaction with salary, satisfaction with benefits and presence of core values).

The relationship of intrinsic and extrinsic motivation of teachers with their demographic factors were analysed using t-test and ANOVA.

CHAPTER V

FINDINGS AND DISCUSSION

This chapter discusses about the findings based on the demographic factors of the respondents like gender, age, marital status, academic qualification, training and their service period. Then it discusses about the findings of intrinsic and extrinsic motivations of institutional teachers followed by the effect of demographic factors of teachers on their intrinsic and extrinsic motivation. Finally it presents the discussion on intrinsic and extrinsic motivations and the effect of demographic factors on the same.

Findings of the Study

The finding of this study were based on the analysis of primary data randomly collected from 360 secondary level teachers of 100 different institutional schools of Lalitpur sub metropolitan area. As mentioned earlier, the data was collected from the secondary level teachers of institutional schools of Lalitpur sub metropolitan area using questionnaire as a tool. The questionnaire was divided into three different sections: Section 'A' was designed to collect demographic characteristics of the respondents, Section 'B' to collect information on the level of intrinsic motivation and Section 'C' to collect information related to level of extrinsic motivation of the respondents. The statistical tools of SPSS like mean, percentage, standard deviation, t test and ANOVA were used to analyse the data. The results produced after the statistical analysis of the data are discussed below.

Findings related to Demographic factors. The findings related to demographic factors are given below.

- 1 There were more male teachers in the secondary level of institutional schools of Lalitpur Sub Metropolitan Area compared to the female.
- 2 Majority of the teachers were found to be married and only a small number of teachers were widowed.
- 3 Most of the teachers have completed Master's degree but there were some who have completed only Plus 2 degree.
- 4 Majority of teachers were found to have done some sorts of formal training and less than half of them were untrained.
- 5 Majority of teachers had teaching experience of more than 6 years. Only a small number of teachers were fresh teachers with experience of less than a year.

Findings related to research question 1. Are the secondary level teachers of institutional schools of Lalitpur sub metropolitan area intrinsically motivated?

1. On the factor 'autonomy' of intrinsic motivation, with mean score of 3.76 and standard deviation of 0.87 teachers were found intrinsically motivated.
2. On the factor 'competence' of intrinsic motivation, with mean score of 4.27 and standard deviation of 0.68 teachers were found intrinsically highly motivated.
3. On the factor 'relatedness' of intrinsic motivation, with mean score of 4.15 and standard deviation of 0.96 teachers were found intrinsically motivated.
4. The overall mean score of all the three factors of intrinsic motivation, with mean score of 4.06 and standard deviation of 0.84 teachers of secondary level of Lalitpur sub metropolitan area were found intrinsically motivated.

During an interview with one of the Head Teachers, she said that her teachers seemed motivated because she put in an extra effort to make sure they were. She said,

I know very well that, the future of my school depends on the performance of my students in the SLC exam and their performance depends on the hard work that my teachers put in. So I make sure that my teachers are happy with me and the school. She further added, to keep my teachers happy, I arrange for staff meetings, seek for their opinions and suggestions, and I put their suggestions to action. Not only that I encourage them to work on their own and promote their creativity.

This shows that the head teacher is well aware of the advantages of having motivated teachers in her school. She also said that she tried her best to make them feel as an integral part of the school family. To prove her point, she gave the example of the good SLC result, the disciplined climate of the school and the number of students increasing in her school every year.

One of the teacher interviewees, Teacher A, during the interview expressed his contentment in being in the profession as well as at his workplace.

You know, I think, things are okay in this school. The students of this school appreciate my teaching. I enjoy working here. My colleagues are cooperative. I think the Head Teacher of this school is a nice person. But one thing that bothers me is the Head Teacher keeping a close eye on the teaching I do. She even goes through how I do the correction of exercise books. At times this worries me. What would happen to my job if I unknowingly make mistakes?

The teacher's response showed that he liked the environment of the school and the fact that the students enjoyed his teaching. However his concern regarding the close observation by the head teacher seemed quite bothersome to him.

Teacher B, when posed with the same questions also expressed similar feelings. Though she seemed happy with the school environment, it looked more of a personal fulfilment in her case. She said, *I am into this profession out of my desire. So there is no reason why I shouldn't be motivated. I feel proud to call myself a teacher and I get a sense of achievement when my students do well. I think this is one profession where you can make a difference to the lives of so many people.*

The findings indicated that the secondary level teachers of institutional schools were intrinsically motivated in all the three factors of intrinsic motivation. The interview of the Head Teacher also suggested that the academic managers were aware of the fact that they needed to keep their teachers intrinsically motivated. The interview with the teacher indicated that they were intrinsically motivated, but at the same time they felt that their work being observed by the educational managers made them quite worried that they would make mistakes. This fact has affected their autonomy factor of intrinsic motivation.

Findings related to research question 2. Are the secondary level teachers of institutional schools of Lalitpur sub metropolitan area extrinsically motivated?

1. On the factor 'effective management' of extrinsic motivation, with mean score of 3.90 and standard deviation of 0.86 teachers were found extrinsically motivated.
2. On the factor 'good relationship with colleagues' of extrinsic motivation, with mean score of 4.12 and standard deviation of 0.67 teachers were found to be extrinsically motivated.
3. On the factor 'satisfaction with salary' of extrinsic motivation, with mean score of 3.51 and standard deviation of 0.91 teachers were found extrinsically motivated.

4. On the factor 'satisfaction with benefits' of extrinsic motivation, with mean score of 3.76 and standard deviation of 1.10 teachers were found extrinsically motivated.
5. On the factor 'presence of core value' of extrinsic motivation, with mean score of 3.55 and standard deviation of 0.91 teachers were found extrinsically motivated.
6. The overall mean of all the five factors of extrinsic motivation, with mean score of 3.77 and standard deviation of 0.89 teachers of secondary level of Lalitpur sub metropolitan area were found extrinsically motivated.

During the interview with the head teacher regarding extrinsic motivation, she expressed that she found no reason why the teachers in her school shouldn't be extrinsically motivated. She said, *We give them competitive salary. They get provident fund, Dashain bonus and in times of need, the school helps them financially. They get raise according to the government rule every year.*

According to the Head Teacher, the teachers were given facilities they were entitled to. She didn't forget to add that teachers needed to be motivated because only happy people delivered their best.

In an interview with Teacher A, regarding extrinsic motivation, he gave an affirmative answer to express that he liked being the part of his workplace. His feeling of happiness was evident in his eyes.

Teachers of this schools are nice to me. In the weekend we play football together and share our meal. Last year my father was critically ill and he was hospitalized. All the teachers and the administrators of my school came to the hospital to see my father. They even helped me financially by contributing to

the hospital bill. And I think the salary is also not bad. It's at par with other schools.

The researcher wanted to find out the factors which could be included in the present situation that could extrinsically motivate the teachers. To this question another teacher interviewee, Teacher B shared a little dissatisfaction regarding her salary and other facilities.

I have a small family and my husband also earns. We are managing the financial needs of our house with our salaries. Though difficult, it's okay for the present but what after our retirement? At present only the permanent teachers get gratuity on their retirement. Rest of us who are on contract or are temporary teachers, are not entitled to this facility. Although we do the same job, some are liable to get a benefit after retirement but some don't. The school management should look into this matter seriously.

The findings indicated that the secondary level teachers of institutional schools are extrinsically motivated in all the five factors of extrinsic motivation. The interview with the teachers also indicated the same. However, it was felt that to motivate teachers more and give them a sense of security, the school management should look into the matters of the temporary teachers and provide them facilities at par with the permanent teachers.

Findings related to research question 3: Do the demographic factors like age, gender, marital status, qualification, training and length of service of teachers affect their intrinsic and extrinsic motivation?

1. Intrinsic and extrinsic motivation of teachers did not depend on their gender as it was found to be statistically insignificant.

2. Intrinsic and extrinsic motivation of teachers did not depend on their age as it was found to be statistically insignificant.
3. Intrinsic and extrinsic motivation of teachers did not depend on their marital status as it was found to be statistically insignificant.
4. Intrinsic motivation of teachers did not depend on their academic qualification as it was found to be statistically insignificant. However, extrinsic motivation has relationship with academic qualification as it found to be statistically significant.
5. Intrinsic and extrinsic motivation of teachers did not depend on their training as it was found to be statistically insignificant.
6. Intrinsic motivation of teachers depend on their service period as it was found to be statistically significant. However the extrinsic motivation did not depend on the service period of the teachers as it was found to be statistically insignificant.

The findings indicated that the intrinsic and extrinsic motivation of secondary level teachers of institutional schools of Lalitpur sub metropolitan area did not depend on their gender, age, marital status and training. Similarly, their intrinsic motivation had no relationship with their academic qualification. However, their extrinsic motivation depended on their academic qualification. The findings also indicated that the intrinsic motivation of teachers depended on their service period. On the contrary, their extrinsic motivation did not depend on their service period.

Discussion

Demographic factors: This study showed that 40% of secondary level teachers of institutional schools of Lalitpur sub metropolitan area were untrained. The study also showed that there was presence of more male teachers in the secondary level

compared to the female teachers. Similar type of finding was reported by Tanaka (2010) in her study of teachers of Ghana.

Most of the teachers of secondary level were found to be married (78.1%) and only 18.6% were found single. The finding also indicated that there were 59.7% of teachers who have completed their Master's degree. Most of the teachers (72.2%) have work experience of more than six years.

Intrinsic motivation

The mean score of all the 360 respondents on all the three factors of intrinsic motivation was 4.06 out of 5. This showed that the secondary level teachers of institutional schools of Lalitpur sub metropolitan area were intrinsically motivated. This finding echoed the finding of Tanaka (2010) and Lin et al (2012). Tanaka carried out a research in Ghana to explore the area of teacher motivation. In her study, she found that, the teachers of Ghana selected the teaching profession with the altruistic motive of educating the Ghanaian children. Hence, they were intrinsically motivated. Similarly Lin et al in their study found that the teachers of America were also intrinsically motivated for similar reason.

Among the three factors of intrinsic motivation, teachers were found to be highly motivated in the factor competence. This indicated that the teachers were confident of the work that they were performing. The result of their confidence can be seen through the performance of the students of institutional schools in the S.L.C. examination.

The response of the teachers in the factor 'autonomy' was slightly lower. This indicated that the teachers of institutional school of Lalitpur sub metropolitan area enjoyed limited freedom at their work place. They seemed constantly worried that

they may make mistakes while working and it may result in negative consequences. Hence, the feeling of insecurity always remained in their mind.

The response of the respondents on the factor 'relatedness' showed that the teachers were motivated and they felt that they could trust their colleagues. They also felt that they were the part of the school in which they were working.

The Self Determination Theory of Deci and Ryan (2000) stresses on intrinsic motivation. This theory proposes that the individuals have three innate psychological needs. They are: (i) Need for competence, (ii) Need for autonomy and (iii) Need for relatedness and the satisfaction of these needs would enhance intrinsic motivation. The finding of this study indicated that, up to great extent, these three needs had been satisfied in the case of secondary level teachers of institutional schools of Lalitpur sub metropolitan area. Hence, they were found to be intrinsically motivated.

Extrinsic Motivation. The mean score of all the 360 respondents on all the five factors of extrinsic motivation was 3.77 out of 5. The mean score indicated that the teachers were extrinsically motivated.

The response of the teachers in the factor 'effective management' indicated that the teachers were extrinsically motivated. The response of the teachers on the factor 'good relationship with colleagues' indicated that the teachers of institutional schools were extrinsically motivated. The study showed that there was a good relationship among the colleagues. They trusted each other and worked as a team. Teachers' good team work may be one of the component for the success of institutional schools and their products.

The mean score of response of the teachers of the 'satisfaction with salary' indicated that they are extrinsically motivated. However, on the statement 'salary increment' teachers' response was neutral. This echoed the findings of Shah (2004),

Gurung (2011), Khadka (2010) and Ololube (2006). They were found to be neither motivated nor demotivated as far as salary was concerned.

The response of the institutional teachers on the factor 'satisfaction with benefits' was found to be extrinsically motivated. However, teachers' response on the statements 'study leave', 'gratuity' and 'sharing of information about the change' were neutral. In other words, they were neither motivated nor demotivated by the facilities like study leave or gratuity since only limited participants enjoyed these facilities. Sharing of information about the changes at the workplace by the management with the teachers also did not seem to be in practice in some of the institutions which resulted in no effect on their motivation.

Teachers' response on the factor 'presence of core values' was found to be extrinsically motivated.

This study indicated that the secondary level teachers of institutional schools of Lalitpur sub metropolitan area were intrinsically as well as extrinsically motivated. On the contrary, Shah (2004) on his study found the teachers of community schools of Bankeji district were neither motivated nor demotivated. Hence, Shah's findings refute with the findings of this study.

According to Herzberg, people have two different types of needs, which are independent of each other and affect human behavior in different ways. The first category of needs are called hygiene factors. The hygiene factors are the basic necessity of people. Effective management, good relationship with colleagues, satisfaction with salary, satisfaction with benefits and presence of core value are examples of hygiene factors. The hygiene factors were taken as extrinsic motivators for this study. The study showed that, up to some extent these five needs had been

satisfied in the case of the secondary level teachers of institutional schools of Lalitpur sub metropolitan area. Hence, they were found to be extrinsically motivated.

Those people who have innate desire to be teachers may be due to altruistic motive, enjoy their work and remain in teaching field for a longer period of time. Both Deci (1975) and Dev (1997), argues that intrinsic motivation refers to engaging in an activity purely for the pleasure and satisfaction derived from doing the activity. When a person is intrinsically motivated s/he will perform the task voluntarily, in the absence of external constraints. One of the findings of this study was, ‘The intrinsic motivation of teachers has significance relationship with their service period.’ Hence, the finding shows that the intrinsic motivation increases with their services period.

The teachers teaching in secondary level draw more salary than the teachers teaching in primary and lower secondary level. According to the Abraham Maslow’s needs hierarchy theory motivation begins with individual needs and their underlying drives. Needs of the teachers to teach in secondary level and to draw more salary are the deficiencies that trigger behaviors to satisfy those needs. Master’s degree qualification is mandatory to teach in a secondary level. So those teachers wanting to teach in secondary level work hard and earn their master degree qualification. The second finding of this study was, ‘extrinsic motivation has relationship with academic qualification’. In other words extrinsic motivation increases with academic qualification.

Chapter Summary

In this chapter the researcher discussed about the findings based on the demographic factors of the respondents like gender, age, marital status, academic qualification, training and their service period. Then the researcher discussed about the findings of intrinsic and extrinsic motivations of institutional teachers followed by

the effect of demographic factors of teachers on their intrinsic and extrinsic motivations. Finally the researcher presented the discussion on intrinsic and extrinsic motivations and their effect of demographic factors on the same.

CHAPTER VI

CONCLUSIONS, IMPLICATIONS AND RECOMMENDATION

This chapter discusses about the conclusions based on the findings of this research. Besides that, it also discusses about recommendation to the different stakeholders of institutional schools like academic administrators, policymakers and teachers. Finally it presents the implications of the study undertaken.

Conclusions

The study shows that both the intrinsic and extrinsic motivation of secondary level teachers of institutional schools of Lalitpur metropolitan area do not depend on their demographic factors like age, marital status and training. However, the academic qualification of teachers affected their extrinsic motivation. The study also showed that the length of service period affected their intrinsic motivation.

Implications

The researcher would like to reiterate the fact that the development of a country greatly depends on education. Good education is possible through qualified and trained teachers as they are one of the key factors to ensure good education to the children. Training and qualifications are not enough because classroom delivery of a teacher greatly depends on his/her intrinsic and extrinsic motivation. A highly motivated teacher will teach whole heartedly and motivate the learners as well. So it is very important that teachers need to be both intrinsically and extrinsically motivated. Hence, the researcher took this study and came up with some findings.

Based on the findings of this study, some implications have been listed for the academic administrators, policy makers and to the teachers.

Implications for the educational managers

One of the challenging tasks of any academic administrators is to attract qualified and trained teachers and to retain them for a long period of time. Some of the implications to the educational managers are:

1. Intrinsic motivation comes from within and it is long lasting. Hence, the academic administrators should try to create such environment for the teachers at their workplace so as the teachers will not think of changing their profession or their workplace. As a result this increases the service period of the teachers which enhances their intrinsic motivation.
2. Extrinsic motivation is equally important to enhance the productivity of the teachers. If the academic qualifications of teachers are upgraded then their extrinsic motivation also increases. Hence, the teachers should get opportunities to further their academic qualifications. This can be done by providing financial help to pay their fees and providing study leave.

Implications for the policy makers.

1. If the policy makers at the government level as well as at the institutional school level, formulate policies to provide opportunities to the teachers to further their academic qualifications, then the teachers will be extrinsically motivated.
2. If the policy makers at the both levels formulate policies in favour of the teachers, they will be encouraged to be stationary at a certain workplace. This will increase their service period. This as a result will increase the intrinsic motivation level of the teachers.

Implication for further research

This study was limited to the secondary level teachers of institutional schools of Lalitpur sub metropolitan area only. To understand the intrinsic and extrinsic

motivation of teachers on the whole, the following recommendations have been made for the future researchers.

1. This study found that the service period of the teachers affect their intrinsic motivation. In future, research can be conducted to see further how and why the service period affect their intrinsic motivation.
2. This study found that the academic qualifications of teachers affect their extrinsic motivation. In future, research can be conducted to see further how and why the academic qualifications affect their extrinsic motivation.
3. This was a quantitative study. A qualitative study may be conducted to see the effects of service period and academic qualifications on the extrinsic and intrinsic motivations of teachers.

Chapter summary

This chapter presented the conclusions based on the findings of this research. Besides that, it also discussed about implications for the different stakeholders of institutional schools like the academic administrators, policymakers and teachers. Finally it presented the researcher's recommendations.

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APPENDICES

Appendix 'A'
Sample size table

Sample size, confidence levels and confidence intervals for random samples

Population	Confidence level 90 per cent			Confidence level 95 per cent			Confidence level 99 per cent		
	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence	Confidence
30	27	28	29	28	29	29	29	29	30
50	42	45	47	44	46	48	46	48	49
75	59	64	68	63	67	70	67	70	72
100	73	81	88	79	86	91	87	91	95
120	83	94	104	91	100	108	102	108	113
150	97	111	125	108	120	132	122	131	139
200	115	136	158	132	150	168	154	168	180
250	130	157	188	151	176	203	182	201	220
300	143	176	215	168	200	234	207	233	258
350	153	192	239	183	221	264	229	262	294
400	162	206	262	196	240	291	250	289	329
450	170	219	282	207	257	317	268	314	362
500	176	230	301	217	273	340	285	337	393
600	187	249	335	234	300	384	315	380	453
650	192	257	350	241	312	404	328	400	481
700	196	265	364	248	323	423	341	418	507
800	203	278	389	260	343	457	363	452	558
900	209	289	411	269	360	468	382	482	605
1,000	214	298	431	278	375	516	399	509	648
1,100	218	307	448	285	388	542	414	534	689
1,200	222	314	464	291	400	565	427	556	727
1,300	225	321	478	297	411	586	439	577	762
1,400	228	326	491	301	420	606	450	596	796
1,500	230	331	503	306	429	624	460	613	827
2,000	240	351	549	322	462	696	498	683	959
2,500	246	364	581	333	484	749	524	733	1,061
5,000	258	392	657	357	536	879	586	859	1,347
7,500	263	403	687	365	556	934	610	911	1,480
10,000	265	408	703	370	566	964	622	939	1,556
20,000	269	417	729	377	583	1,013	642	986	1,688
30,000	270	419	738	379	588	1,030	649	1,002	1,737
40,000	270	421	742	381	591	1,039	653	1,011	1,762
50,000	271	422	745	381	593	1,045	655	1,016	1,778
100,000	272	424	751	383	597	1,056	659	1,026	1,810
150,000	272	424	752	383	598	1,060	661	1,030	1,821
200,000	272	424	753	383	598	1,061	661	1,031	1,826
250,000	272	425	754	384	599	1,063	662	1,033	1,830
500,000	272	425	755	384	600	1,065	663	1,035	1,837
1,000,000	272	425	756	384	600	1,066	663	1,036	1,840

Source: Cohen, Manion and Morrison

Appendix 'B'

Request e-mail to Dr. Gregory Beavers

From: badal pradhan [mailto:badal_pradhan@hotmail.com]
Sent: Sunday, March 09, 2014 6:10 AM
To: Beavers, Gregory
Subject: Request to use your survey instrument

Dr. Gregory Beavers

Dear Sir,

I am an M. Phil. (Education Leadership) student at the Kathmandu University, Nepal. I am interested in utilizing your survey instrument for my dissertation work. The title of my dissertation is "TEACHER MOTIVATION: A STUDY ON TEACHERS OF INSTITUTIONAL SCHOOLS OF LALITPUR SUB-METROPOLITAN AREA". Particularly I am planning to study the intrinsic and extrinsic motivation of teachers of institutional (private) schools of Lalitpur sub-metropolitan area. Your survey instrument will be helpful for me to find out whether the teachers are intrinsically and extrinsically motivated or not. I am writing this e-mail to request you to kindly allow me to use your survey instrument. Your kind gesture in this regard will help me further my research.

It was pleasure going through your doctoral dissertation and I must say that it was an eye opener for me in the field of intrinsic and extrinsic motivation.

With regards,

Badal Pradhan
M. Phil. student
Kathmandu University
Nepal

PERMISSION TO USE SURVEY INSTRUMENT

Beavers, Gregory (Gregory.Beavers@unchealth.unc.edu)
3/10/14

To: 'badal pradhan'

Good morning Badal,

You are more than welcome to use the survey instrument. It was modified from one I borrowed from Smerek. I found it very useful.

Good luck with your thesis.

Greg

Gregory S. Beavers, Ph.D., MBA, CNMT, RT(N)

Radiology Administration

University of North Carolina at Chapel Hill

101 Manning Drive

Chapel Hill, N.C. 27514

Appendix 'C'
Research frame for Intrinsic Motivation

SN	Statements	Indicators
1.	I enjoy working in this school.	Autonomy
2.	I worked in this school because I wanted to.	
3.	In this school I can work the way I want.	
4.	This school has open culture where I can question decisions based on logic.	
5.	There is ample opportunity in my work to use my creativity.	
6.	I find management welcomes opinions and new ideas.	
7.	I am not unnecessarily worried if I make a mistake while working.	
8.	I am encouraged to work on my own without waiting for instructions from the Head teacher.	
9.	I think I am very good at teaching my subject.	Competence
10.	I think I am a better teacher compared to others.	
11.	I feel very confident at doing my work.	
12.	I am satisfied with my performance at work.	
13.	I feel teaching is a challenging work.	
14.	I enjoy teaching because it is a challenging job.	
15.	I feel that I am a part of the vision of this school.	Relatedness
16.	We have free and unhindered communication channels among the colleagues.	
17.	I feel I can trust my colleagues.	
18.	I feel proud to be a teacher in this school.	
19.	I feel a sense of achievement when students succeed.	
20.	I feel good when I know that I can make a meaningful difference in the lives of students.	
21.	Teaching gives me respect in my society.	
22.	I am more useful to the community as a teacher than being in any other profession.	

Research frame for Extrinsic Motivation:

SN	Statements	Indicator
1.	My Head Teacher cares about me as a person.	Effective Management
2.	My Head Teacher gives me constructive feedback on my performance.	
3.	My Head Teacher recognizes me for doing good work.	
4.	My Head Teacher is easy to talk with.	
5.	My Head Teacher is an effective decision-maker.	
6.	I am consistently treated with respect by my colleagues.	Good Relationship with colleagues
7.	I am confident that my colleagues will help me when needed.	
8.	I trust my colleagues.	
9.	My colleagues and I work as part of a team.	Satisfaction with Salary
10.	I am fairly paid for the teaching I do.	
11.	I understand how my salary is determined.	
12.	My salary is a significant factor in my decision to stay in this school.	
13.	My salary is competitive when compared to similar jobs at other organizations.	
14.	My salary increases are appropriate.	Satisfaction with Benefits
15.	My school provides Dashain allowance to me.	
16.	My school provides free education to my children.	
17.	I get leave of absence when I have a reason to justify it.	
18.	My school provides study leave for my further education.	
19.	My school has a provision of giving provident fund.	
20.	At the end of my tenure I am entitled to get gratuity.	Presence of Core Values
21.	There is a sense of trust among the teachers in my school.	
22.	Everyone is encouraged to voice their opinions, even if they are contrary to prevailing beliefs.	
23.	Integrity is the symbol of my school.	
24.	People in my school are treated fairly.	
25.	Information about the school is shared openly.	
26.	Reasons for making changes are communicated to all the teachers before the change is made.	

Appendix 'D'

Questionnaire

Dear teacher

As a student of Education Leadership of Kathmandu University, I am doing a research as a part of the requirements for the M. Phil. degree. The objective of my research is to investigate the issues of Teacher Motivation. I would be grateful if you could kindly spare some time to complete the questionnaire below. I assure you that the information you give will be kept confidential and will be used only for this research. There are no known or anticipated risks to the participants. This study is being conducted under the supervision of Prof. Dr. Mana Prasad Wagley.

Thank you.

Badal Pradhan

Section 'A'

Demographic factors

a) Name (Optional):

b) Name of the School:

c) Gender: Female Male

d) What is your age range? (*Please tick under only one of them*)

Age	20-25 years	26-30 years	31-35 years	36-40 years	Above 41 years
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

e) Marital status: Single Married Divorced Widowed

f) Highest academic qualification. (*Please tick under only one of them*)

Qualification	Plus two	Bachelor's	Master's	Other (please specify)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

g) Training: (*Please tick under only one of them*)

Training	I. Ed.	B. Ed.	M. Ed.	None	Other (please specify)
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

h) How long have you been working in institutional schools? (*Please tick under only one of them*)

Less than a year	1-2 years	3-4 years	5-6 years	Above 6 years
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 'B'

Intrinsic Motivation among teachers

Below is a list of statements that will help the researcher to carry out his research on 'Teacher Motivation'. Please use the scale to the right of each item to indicate the extent to which you agree or disagree with each item. Please encircle one response for each item that best describes your reactions.

1. Strongly Disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly Agree

Response:

SN	Statements	Response				
		Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
1.	I enjoy working in this school.	1	2	3	4	5
2.	I worked in this school because I wanted to.	1	2	3	4	5
3.	In this school I can work the way I want.	1	2	3	4	5
4.	This school has open culture where I can question decisions based on logic.	1	2	3	4	5
5.	There is ample opportunity in my work to use my creativity.	1	2	3	4	5
6.	I find management welcomes opinions and new ideas.	1	2	3	4	5
7.	I am not unnecessarily worried if I make a mistake while working.	1	2	3	4	5
8.	I am encouraged to work on my own without waiting for instructions from the Head Teacher.	1	2	3	4	5
9.	I think I am very good at teaching my subject.	1	2	3	4	5
10.	I think I am a better teacher compared to others.	1	2	3	4	5
11.	I feel very confident at doing my work.	1	2	3	4	5
12.	I am satisfied with my performance at work.	1	2	3	4	5
13.	I feel teaching is a challenging work.	1	2	3	4	5

SN	Statements	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
14.	I enjoy teaching because it is a challenging job.	1	2	3	4	5
15.	I feel that I am a part of the vision of this school.	1	2	3	4	5
16.	We have free and unhindered communication channels among the colleagues.	1	2	3	4	5
17.	I feel I can trust my colleagues.	1	2	3	4	5
18.	I feel proud to be a teacher in this school.	1	2	3	4	5
19.	I feel a sense of achievement when students succeed.	1	2	3	4	5
20.	I feel good when I know that I can make a meaningful difference in the lives of students.	1	2	3	4	5
21.	Teaching has given me respect in my society.	1	2	3	4	5
22.	I am more useful to the community as a teacher than being in any other profession.	1	2	3	4	5

Section 'C'

Extrinsic Motivation among teachers

Please use the scale to the right of each item to indicate the extent to which you agree or disagree with each item. Please encircle one response for each item that best describes your reactions.

1. Strongly Disagree 2. Disagree 3. Neither agree nor disagree 4. Agree 5. Strongly Agree

Response

SN	Statements	Response				
		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1.	My Head Teacher cares about me as a person.	1	2	3	4	5
2.	My Head Teacher gives me constructive feedback on my performance.	1	2	3	4	5
3.	My Head Teacher recognizes me for doing good work.	1	2	3	4	5
4.	My Head Teacher is easy to talk with.	1	2	3	4	5
5.	My Head Teacher is an effective decision-maker.	1	2	3	4	5
6.	I am consistently treated with respect by my colleagues.	1	2	3	4	5
7.	I am confident that my colleagues will help me when needed.	1	2	3	4	5
8.	I trust my colleagues.	1	2	3	4	5
9.	My colleagues and I work as part of a team.	1	2	3	4	5
10.	I am fairly paid for the teaching I do.	1	2	3	4	5
11.	I understand how my salary is determined.	1	2	3	4	5

SN	Statements	Response				
		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
12.	My salary is an important factor in my decision to stay in this school.	1	2	3	4	5
13.	My salary is competitive when compared to similar jobs at other organizations.	1	2	3	4	5
14.	My salary increases are appropriate.	1	2	3	4	5
15.	My school provides Dashain allowance to me.	1	2	3	4	5
16.	My school provides free education to my children.	1	2	3	4	5
17.	I get leave of absence when I have a reason to justify it.	1	2	3	4	5
18.	My school provides study leave for my further education.	1	2	3	4	5
19.	My school has a provision of giving provident fund.	1	2	3	4	5
20.	At the end of my tenure I am entitled to get gratuity.	1	2	3	4	5
21.	There is a sense of trust among the teachers in my school.	1	2	3	4	5
22.	Everyone is encouraged to voice their opinions, even if they are contrary to prevailing beliefs.	1	2	3	4	5
23.	Integrity is the symbol of my school.	1	2	3	4	5
24.	People in my school are treated fairly.	1	2	3	4	5
25.	Information about the school is shared openly.	1	2	3	4	5
26.	Reasons for making changes are communicated to all the teachers before the change is made.	1	2	3	4	5

Thank you!

Interview questions for the Head Teachers:

1. What do you think can be done to improve teacher performance in this school?
2. Are the teachers in your school motivated to do their job?

Interview Questions for teachers:

1. Why did you decide to become a teacher?
2. What do you think is the best part of being a teacher?
3. What is the worst part of being a teacher?
4. List the factors that motivate you at your work place.
5. List the factors that negatively affect your motivation as a teacher.
6. Have you ever wanted to change your career? Why or why not?
7. What are the things do you think if added to your working environment would motivate you to do your work?
8. What do you think can be done to improve teacher performance in this school?

Appendix 'E'

Distribution of Total Responses of Intrinsic Motivators and their Frequency and Mean

SN	Statements		Frequency	Mean
1.	I enjoy working in this school.	Strongly Disagree	1	0.3
		Disagree	2	0.6
		Neither agree nor disagree	24	6.7
		Agree	223	61.9
		Strongly Agree	110	30.6
2.	I worked in this school because I wanted to.	Strongly Disagree	2	0.6
		Disagree	2	0.6
		Neither agree nor disagree	16	4.4
		Agree	230	63.9
		Strongly Agree	110	30.6
3.	In this school I can work the way I want.	Strongly Disagree	21	5.8
		Disagree	50	13.9
		Neither agree nor disagree	98	27.2
		Agree	142	39.4
		Strongly Agree	49	13.6
4.	This school has open culture where I can question decisions based on logic.	Strongly Disagree	6	1.7
		Disagree	45	12.5
		Neither agree nor disagree	89	24.7
		Agree	171	47.5
		Strongly Agree	49	13.6
5.	There is ample opportunity in my work to use my creativity.	Strongly Disagree	3	0.8
		Disagree	14	3.9

		Neither agree nor disagree	49	13.6
		Agree	188	52.2
		Strongly Agree	106	29.4
6.	I find management welcomes opinions and new ideas.	Strongly Disagree	1	0.3
		Disagree	33	9.2
		Neither agree nor disagree	85	23.6
		Agree	175	48.6
		Strongly Agree	66	18.3
7.	I am not unnecessarily worried if I make a mistake while working.	Strongly Disagree	18	5
		Disagree	85	23.6
		Neither agree nor disagree	97	26.9
		Agree	129	35.8
		Strongly Agree	31	8.6
8.	I am encouraged to work on my own without waiting for instructions from the Head teacher.	Strongly Disagree	3	0.8
		Disagree	53	14.7
		Neither agree nor disagree	78	21.7
		Agree	166	46.1
		Strongly Agree	60	16.7
9.	I think I am very good at teaching my subject.	Strongly Disagree	0	0
		Disagree	4	1.1
		Neither agree nor disagree	30	8.3
		Agree	158	43.9
		Strongly Agree	168	46.7
10.	I think I am a better teacher	Strongly Disagree	3	0.8

	compared to others.	Disagree	10	2.8
		Neither agree nor disagree	140	38.9
		Agree	145	40.3
		Strongly Agree	62	17.2
11.	I feel very confident at doing my work.	Strongly Disagree	0	0
		Disagree	1	0.3
		Neither agree nor disagree	14	3.9
		Agree	158	43.9
		Strongly Agree	187	51.9
12.	I am satisfied with my performance at work.	Strongly Disagree	1	0.3
		Disagree	5	1.4
		Neither agree nor disagree	22	6.1
		Agree	208	57.8
		Strongly Agree	124	34.4
13.	I feel teaching is a challenging work.	Strongly Disagree	0	0
		Disagree	0	0
		Neither agree nor disagree	5	1.4
		Agree	108	30
		Strongly Agree	247	68.6
14.	I enjoy teaching because it is a challenging job.	Strongly Disagree	4	1.1
		Disagree	11	3.1
		Neither agree nor disagree	39	10.8
		Agree	169	46.9
		Strongly Agree	137	38.1

15.	I feel that I am a part of the vision of this school.	Strongly Disagree	6	1.7
		Disagree	23	6.4
		Neither agree nor disagree	70	19.4
		Agree	167	46.4
		Strongly Agree	94	26.1
16.	We have free and unhindered communication channels among the colleagues.	Strongly Disagree	5	1.4
		Disagree	20	5.6
		Neither agree nor disagree	66	18.3
		Agree	177	49.2
		Strongly Agree	92	25.6
17.	I feel I can trust my colleagues.	Strongly Disagree	5	1.4
		Disagree	29	8.1
		Neither agree nor disagree	79	21.9
		Agree	178	49.4
		Strongly Agree	69	19.2
18.	I feel proud to be a teacher in this school.	Strongly Disagree	0	0
		Disagree	4	1.1
		Neither agree nor disagree	32	8.9
		Agree	166	46.1
		Strongly Agree	158	43.9
19.	I feel a sense of achievement when students succeed.	Strongly Disagree	1	0.3
		Disagree	0	0
		Neither agree nor disagree	7	1.9
		Agree	93	25.8

		Strongly Agree	259	71.9
20.	I feel good when I know that I can make a meaningful difference in the lives of students.	Strongly Disagree	0	0
		Disagree	0	0
		Neither agree nor disagree	6	1.7
		Agree	124	34.4
		Strongly Agree	230	63.9
21.	Teaching gives me respect in my society.	Strongly Disagree	3	0.8
		Disagree	10	2.8
		Neither agree nor disagree	69	19.2
		Agree	151	41.9
		Strongly Agree	127	35.3
22.	I am more useful to the community as a teacher than being in any other profession.	Strongly Disagree	3	0.8
		Disagree	29	8.1
		Neither agree nor disagree	99	27.5
		Agree	152	42.2
		Strongly Agree	77	21.4

Appendix 'E' continued...

Distribution of Total Responses of Extrinsic Motivators and their Frequency and Mean

SN	Statements		Frequency	Mean
1.	My Head Teacher cares about me as a person.	Strongly Disagree	8	2.2
		Disagree	36	10
		Neither agree nor disagree	62	17.2
		Agree	182	50.6
		Strongly Agree	72	20
2.	My Head Teacher gives me constructive feedback on my performance.	Strongly Disagree	3	0.8
		Disagree	23	6.4
		Neither agree nor disagree	77	21.4
		Agree	183	50.8
		Strongly Agree	74	20.6
3.	My Head Teacher recognizes me for doing good work.	Strongly Disagree	1	0.3
		Disagree	27	7.5
		Neither agree nor disagree	60	16.7
		Agree	191	53.1
		Strongly Agree	81	22.5
4.	My Head Teacher is easy to talk with.	Strongly Disagree	1	0.3
		Disagree	24	6.7
		Neither agree nor disagree	47	13.1
		Agree	181	50.3
		Strongly Agree	107	29.7
5.	My Head Teacher is an effective decision-maker.	Strongly Disagree	2	0.6
		Disagree	15	4.2
		Neither agree nor disagree	62	17.2
		Agree	197	54.7
		Strongly Agree	84	23.2

6.	I am consistently treated with respect by my colleagues.	Strongly Disagree	0	0
		Disagree	4	1.1
		Neither agree nor disagree	40	11.1
		Agree	232	64.4
		Strongly Agree	84	23.3
7.	I am confident that my colleagues will help me when needed.	Strongly Disagree	0	0
		Disagree	8	2.2
		Neither agree nor disagree	43	11.9
		Agree	213	59.2
		Strongly Agree	96	26.7
8.	I trust my colleagues.	Strongly Disagree	4	1.1
		Disagree	9	2.5
		Neither agree nor disagree	56	15.6
		Agree	209	58.1
		Strongly Agree	82	22.8
9.	My colleagues and I work as part of a team.	Strongly Disagree	0	0
		Disagree	4	1.1
		Neither agree nor disagree	15	4.2
		Agree	209	58.1
		Strongly Agree	132	36.7
10.	I am fairly paid for the teaching I do.	Strongly Disagree	3	0.8
		Disagree	25	6.9
		Neither agree nor disagree	87	24.2
		Agree	194	53.9
		Strongly Agree	51	14.2
11.	I understand how my salary is determined.	Strongly Disagree	5	1.4
		Disagree	32	8.9
		Neither agree nor disagree	126	3.5
		Agree	156	43.3

		Strongly Agree	41	11.4
12.	My salary is a significant factor in my decision to stay in this school.	Strongly Disagree	13	3.6
		Disagree	46	12.8
		Neither agree nor disagree	102	28.3
		Agree	143	39.7
		Strongly Agree	56	15.6
13.	My salary is competitive when compared to similar jobs at other organizations.	Strongly Disagree	7	1.9
		Disagree	44	12.2
		Neither agree nor disagree	102	28.3
		Agree	177	49.2
		Strongly Agree	30	8.3
14.	My salary increases are appropriate.	Strongly Disagree	9	2.5
		Disagree	63	17.5
		Neither agree nor disagree	119	33.1
		Agree	144	40
		Strongly Agree	25	6.9
15.	My school provides Dashain allowance to me.	Strongly Disagree	14	3.9
		Disagree	2	0.6
		Neither agree nor disagree	18	5
		Agree	126	35
		Strongly Agree	200	55.6
16.	My school provides free education to my children.	Strongly Disagree	15	4.2
		Disagree	39	10.8
		Neither agree nor disagree	86	23.9
		Agree	128	35.6
		Strongly Agree	92	25.6
17.	I get leave of absence when I have a reason to justify it.	Strongly Disagree	7	1.9
		Disagree	6	1.7
		Neither agree nor disagree	18	5

		Agree	174	48.3
		Strongly Agree	155	43.1
18.	My school provides study leave for my further education.	Strongly Disagree	49	13.6
		Disagree	63	17.5
		Neither agree nor disagree	97	26.9
		Agree	107	29.7
		Strongly Agree	44	12.2
19.	My school has a provision of giving provident fund.	Strongly Disagree	38	10.6
		Disagree	39	10.8
		Neither agree nor disagree	48	13.3
		Agree	105	29.2
		Strongly Agree	130	36.1
20.	At the end of my tenure I am entitled to get gratuity.	Strongly Disagree	56	15.6
		Disagree	43	11.9
		Neither agree nor disagree	78	21.7
		Agree	102	28.3
		Strongly Agree	81	22.5
21.	There is a sense of trust among the teachers in my school.	Strongly Disagree	7	1.9
		Disagree	14	3.9
		Neither agree nor disagree	85	23.6
		Agree	193	53.6
		Strongly Agree	61	16.9
22.	Everyone is encouraged to voice their opinions, even if they are contrary to prevailing beliefs.	Strongly Disagree	13	3.6
		Disagree	40	11.1
		Neither agree nor disagree	144	40
		Agree	125	34.7
		Strongly Agree	38	10.6
23.	Integrity is the symbol of my school.	Strongly Disagree	2	0.6
		Disagree	10	2.8
		Neither agree nor	70	19.4

		disagree		
		Agree	205	56.9
		Strongly Agree	73	20.3
24.	People in my school are treated fairly.	Strongly Disagree	6	1.7
		Disagree	42	11.7
		Neither agree nor disagree	84	23.3
		Agree	176	48.9
		Strongly Agree	52	14.4
25.	Information about the school is shared openly.	Strongly Disagree	12	3.3
		Disagree	60	16.7
		Neither agree nor disagree	133	36.9
		Agree	115	31.9
		Strongly Agree	40	11.1
26.	Reasons for making changes are communicated to all the teachers before the change is made.	Strongly Disagree	23	6.4
		Disagree	76	21.1
		Neither agree nor disagree	99	27.5
		Agree	121	33.6
		Strongly Agree	41	11.4

Appendix 'F'

Letter from the Associate Dean's office

**KATHMANDU UNIVERSITY
SCHOOL OF EDUCATION**

P.O. Box 6250, Kathmandu, Nepal
TEL: 5548104, (Balkumari, Lalitpur) FAX: 977-1-5533814
TEL: 011-661399 (Dhulikhel) FAX: 977-11-661443
Website: ku.edu.np E-mail: kusocd@ku.edu.np



Date: May 12, 2014

To Whom It May Concern

Mr. Badal Pradhan has been studying as an M. Phil student in Educational Leadership at the School of Education of this University since 2011. As one of the requirement of the M. Phil program, is conducting a research on "TEACHER MOTIVATION: A STUDY ON TEACHERS OF INSTITUTIONAL SCHOOLS OF LALITPUR SUB-METROPOLITAN AREA".

In course of his research, he is currently visiting different places where he needs to consult libraries, research centers, educational consultancies and related government organizations & schools. He is collecting data for his research from secondary level teachers and head teachers.

Therefore, I would like to request the concerned organizations and personalities to provide with necessary support and cooperation in order to enable him to accomplish his research endeavor.

With Warm Regards

Dr. Bal Chandra Luitel
Associate Dean

Appendix 'G'

Letter from the D.E.O's office



नेपाल सरकार
शिक्षा मन्त्रालय
शिक्षा विभाग
जिल्ला शिक्षा कार्यालय
कनिष्ठहाल, ललितपुर ।
जिल्ला शिक्षा कार्यालय
कनिष्ठहाल

☎ ५५३८४९७
५५५९६७६

पत्र संख्या :- वि.प्र.०७०/७९
चलानी नं. :-

मिति:
२०७९/०९/३०

विषय :- जो जसं सम्बन्धित छ ।

प्रस्तुत विषयमा काठमाण्डौ विश्व विद्यालय स्कुल अफ एजुकेशनमा M.Phil अध्ययनरत श्री बादल प्रधान Teacher Motivation "A Teachers of institutional school of lalitpur sub metropolitan Area". विषयमा त्यस विद्यालयमा कार्यरत मा.वि. शिक्षक र प्रअसंगको questioner माध्यमबाट अनुसन्धान गर्ने प्रयोजनका लागि आउनु हुने भएकोले आवश्यक सहयोग गरिदिनुहुन अनुरोध छ ।


.....
(खगेन्द्र प्रसाद सुवेदी)
स.जिल्ला शिक्षा अधिकारी

श. जिल्ला शिक्षा अधिकारी

Appendix 'H'

Table 10.1

Result of the Post Hoc Test

(I) How long have you been working	(J) How long have you been working	Mean Difference (I-J)	Sig.
Less than a year	1-2 Years	.092	.96
	3-4 Years	.28	.23
	5-6 Years	.015	1.00
	Above 6 years	.015	1.00
1-2 Years	Less than a year	-.09	.96
	3-4 Years	.19	.43
	5-6 Years	-.07	.93
	Above 6 years	-.08	.89
3-4 Years	Less than a year	-.28	.23
	1-2 Years	-.19	.43
	5-6 Years	-.27*	.04
	Above 6 years	-.27*	.01
5-6 Years	Less than a year	-.01	1.00
	1-2 Years	.08	.93
	3-4 Years	.27*	.04
	Above 6 years	-.01	1.00
Above 6 years	Less than a year	-.01	1.00
	1-2 Years	.08	.89
	3-4 Years	.27*	.01
	5-6 Years	.01	1.00

Note: Test of significance at 95 percent level of confidence.