TEACHERS' MOTIVATION PRACTICES AND STUDENTS' PERFORMANCE: A CASE STUDY OF PUBLIC SCHOOL TEACHERS IN LALITPUR

Tejendra Prakash Rajbhandari

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_____ January 23, 2017
Asst. Prof. Prakash C. Bhattarai, PhD
Dissertation Supervisor

_____
Assoc. Prof. Laxman Gnawali, PhD January 23, 2017
Member, Research Committee

_____
Prof. Bhim Prasad Subedi January 23, 2017
Member, Research Committee

_____ January 23, 2017
Dr. Tulashi Thapaliya
External Examiner

_____ January 23, 2017
Assoc. Prof. Bal Chandra Luitel, PhD
Associate Dean/Member, Research Committee

_____ January 23, 2017
Prof. Mahesh Nath Parajuli, PhD
Dean/Chair of Research Committee

I understand that my dissertation will become part of the permanent collection of Kathmandu University Library. My signature below authorizes release of my dissertation to any reader upon request for scholarly purposes.

_____ January 23, 2017
Tejendra Prakash Rajbhandari
Degree Candidate

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DEDICATION

To my loving father Mr. Suman Rajbhandari and loving mother Mrs. Kabita Rajbhandari who has always provided me with thoughtful parenting and hopeful higher education life.

DECLARATION

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

_____ January 23, 2017

Tejendra Prakash Rajbhandari

AN ABSTRACT OF THE DISSERTATION OF

Tejendra Prakash Rajbhandari for the degree of *Master of Philosophy in Educational Leadership, Presented on January 23, 2017*

Title: *Teachers' Motivation Practices and Students' Performance: A Case Study of Public School Teachers in Lalitpur*

Abstract Approved_____

Asst. Prof. Prakash C. Bhattarai, PhD

Dissertation Supervisor

This dissertation has appraised current practices of teachers' motivation and students' performance in community schools. The gist of dissertation therefore conceptualized motivation from effective teaching and learning perspectives that fostered students' performances.

Teachers' motivation practices are thematized under; internal and external motivation process whereas performances of the students are thematized under; physical appearances, class monitoring skills, inter personal communication, judging and experiencing school knowledge, written skill and merit performances. Being a constructivist researcher, I brought theoretical insights from self-efficacy, goal orientation, and need/motivation theories. I applied a single instrumental case study methodology in which information were generated from participant observation, in-depth interviews and focus group discussion.

The study found that teachers were applying various motivational strategies to the school that increased students' performances. Students were becoming sensitive to moral

value of education; they were questioning on ethical character, subject knowledge and expertise of the teachers and parenting. Written skills and academic performance of the students were in improving trend.

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

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

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Interdependence is higher value than independence. This dissertation is a synergistic product of many mutual minds. Therefore, I would like to express my gratitude and thanks to those mutual minds for sharing conceptual, moral and technical support. However, it is impossible to list out the name of all those individuals.

First of all, I would like to express my sincere gratitude to my supervisor Dr. Prakash C. Bhattarai, whose encouraging and inspiring guidance supported me to mould this dissertation into this shape. Otherwise, I would have been lost somewhere if I could not get his continuous academic and moral support for my study, and boosting up. Secondly, I would like to express my sincere gratitude to Prof. Mahesh Nath Parajuli (Dean of School of Education) and Prof. Mana Prasad Wagley for their in/direct academic support for shaping this dissertation. Likewise, I would also like to offer my sincere thanks to Mr. Rajan Binayek Pasa and Mr. Sagar Mani Neupane who provided technical supports related to sequence of the contents in this dissertation.

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ABBREVIATION AND ACRONYMS

.IDS	:	Acquired Immune Deficiency Syndrome
.RNEC	:	All Round National Education Committee
.ED	:	Bachelor in Education
.BS	:	Central Bureau of Statistics
.ERID	:	Center for Educational Research, Innovation and Development
)OE	:	Department of Education
M	:	Extrinsic Motivation
O	:	Education Ordinance
GD	:	Focus Group Discussion
[IV	:	Human Immune Virus
M	:	Intrinsic Motivation
.U	:	Kathmandu University
MED	:	Master in Education
MOE	:	Ministry of education
MOES	:	Ministry of Education and Sports
MP	:	Municipality
MPhil	:	Master in Philosophy
[EC	:	National Education Commission
[EP	:	National Educational Planning
[ER	:	Net Enrollment Rate

[ESP	:	National Education Sector Plan
[NEPL	:	Nepal National Education Plan Commission
[PC	:	National Planning Commission
.C	:	Resource Center
EDP	:	Secondary Education Development Project
LC	:	School Leaving Certificate
PSS	:	Statistical Package for Social Science
SRP	:	School Sector Reform Program
OT	:	Training on Trainers
PD	:	Teacher Profession and Development
[SOM	:	United States Operation Mission
DC	:	Village Development Committee
VB	:	World Bank
EO	:	Zonal Education Officer

CHAPTER I

INTRODUCTION

Motivation for Research

As a researcher, I am trying to reflect the experiences of my school and professional career. I understand that researcher can explore new knowledge by reflecting upon lived experiences of self and others and various objective information that allows them to make connections among lived experiences in changing social and cultural contexts. Thereby, my past and present teaching learning experiences have been inspiring me to appraise/explore contributions of teachers' motivation on students' performance.

I was born and brought up in a remote village of Khotang District. My father was the headmaster when I was enrolled in grade six at the local school in 1979. Inspired by the leadership of my father, teachers used to motivate the students. Later in life, I also applied the importance of motivation and became a top ranked student. By that time, I understood the contribution of teachers' motivation on interactional method of teaching as well as students' participation on extracurricular activities.

I was highly motivated with my father's leadership role that encouraged me to reflect upon motivational process. It might be the reason that, after completion of my secondary level school life; I begun to gear up my higher education and professional career in Kathmandu valley. My first teaching career began from Everest School, Bhaktapur as a primary teacher. Later on, I joined Kathmandu University High School, taking the role of leadership as a principal for last nine years. In this long professional

career, I have deep rooted feeling of being a happy and proud teacher. I know that I have been combating with illiteracy and also taking part in the fight against the great scourges and quality performance of the students. After becoming MPhil student in Kathmandu University, I have got a chance to nourish philosophical and theoretical knowledge on student's learning and performance.

However, during my professional life I know that I was/am the main agent whose behaviors, activities, presentation, belief, and values affect the learning of a student. In my school, parents, teachers and students are more than happy towards my motivational role towards students. Arriving at this point, I totally agree with the statement said by Fullan (2007) that motivation, energy, engagement and life have the relationship like the food web. Therefore, being a responsible and reflective teacher, I made a research on the purposed topic: quest for Teachers' motivation and students' performance: A case study of public schools in Nepal.

Opening Constructs

Education is the most important and most dignified of human endeavors. Education enables humans to achieve their highest personal, spiritual, mental, social, and physical potentials. In other words, education enhance the understanding capacity, improve the sense of right and wrong and make more understandable, wise and intelligence (Rana, 2007). Education liberates the human being from the boundary, makes self-disciplined, critical thinker and improve the analytical and reasoning skills (Kant, 1993). Therefore, we can say that education is a means and ends of inner personal development of the individuals. Keeping the value of education in mind, we can say that education is a process of teaching and learning. There could be different contexts of

teaching and learning where everybody can take part either in formal or informal setting. However, most of the people think that education is the process that takes place only in the schools. However, it is not confined to schooling only. Everybody can acquire education at any place at any time without the age bound.

For pragmatists, education is life itself and not only a preparation of life. Any individual can get education from every source such as schools, parents, society, colleagues, mass media, events, nature and so forth. More specifically, there are three types of education: formal, informal and non-formal. However, in this study I am concerned to formal education provided by public schools which transfers knowledge to the students in a formalized manner that follows policy, regulations and rules prepared by the state for the welfare of the students and nation as a whole (Rana, 2007).In the context of Nepal the reality is still bigger percentage of Nepalese are out of reach of other mode of academic resources and only the source of knowledge is within the four walls.

Owing to the purpose of research study, I have been trying to reflect that the raising concern on motivation and student performance can be regarded as a process of educating students in public schools. Different scholars have conceptualized motivation differently but in this study motivation has been conceptualized from contributive teaching and learning perspectives. I agree that eagerness of individual towards teaching and learning processes can be boost up by the motivational processes (Michaelowa, 2002).No doubt, students' willingness, and enthusiasm to teaching/learning can be created by motivation because it inspires them with zeal to work for the accomplishment of educational goals and values efficiently and thoughtfully. To drive Students for the

constructive performances, their ability can be enhanced by motivating them positively not negatively (Singh, 2005).

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

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

students even in school and community. Students can get a chance to become interactive and encouraging to participate in learning process.

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

Basically, student performance is an ultimate outcome of school education. We can judge school's outcome from the students' performance. For this, positive motivation is necessary for producing creative and inventive individuals. For this, there are various ways how students' performance can be assessed. Thus both formative and summative approaches of evaluation are useful for the overall evaluation of the students (Robbins, Judge & Vohra, 2012).For the purpose of this research, I have mainly focused on contributions of teachers' motivation on students' performance that encourages students to develop their own abilities and capabilities. In school education practice, different age, sex and ethnic groups of the students are achieving different school

performance because of their different level of understanding on teachers' motivation and self-motivation and self-evaluation. Similarly Gujardo (2011) argues that parenting role, peer groups interactions, teaching and learning environment, desire for gaining new skills and knowledge, social support system and socio-economic status of the students also plays role in students' performances.

Logics for Learning

The goal of education differs from institution to institution. But in present scenario, we have seen that students' performance is the focal point of evaluation. If students perform well in their exam they are well acclaimed. Furthermore, most of the students are capable to perceive how the present success or failure affects their future career. Thus, I feel that achieving quality students' performance is burning some problems, which requires worth investing. While looking back to my past school education life in remote rural village, I was higher ranked student in secondary level because of self-motivation and motivational environments provided by parents and teachers. However, I was medium ranked like majorities of other students before realizing the importance of self-motivation and external motivation.

At this period, I am a teacher/ principal for long time in institutional schools. It was because of my professional role and responsibilities; I have been motivating both students, teachers and parents for better school performance since a couple of decades. Critically appraising teachers' motivational role is in fact encouraging students for participating in interactive learning activities. Teachers are also encouraging students to involve in different extracurricular and social activities.

Reflecting upon my past school education life and present professional life, here are two reason to conduct this study. First, since my childhood days, issues of poor application of motivational teaching learning environments to the students from their teachers and parents in public schools have been underpinning me individually. Second, during my higher studies in educational leadership subject, I got a chance to learn much about teaching and learning process and importance of leadership role. I also nourished my horizon of philosophical and theoretical knowledge on teachers' motivation and student performance.

Therefore, from my level of personal knowledge and experience, I conducted this research entitled teachers' motivation practices and students' performance, which is appraised through lived experiences of the teachers and students. The issue I raised is still a new topic for academic research. Most of the study conducted in motivation title has raised issues of motivational role of the headmaster. But I gave more focus on motivational role of the teachers, parents and students themselves for achieving better school performances. In so doing, I could explore a body of knowledge on teachers' motivation and students' performance that may help for interest formation of the students, parents, teachers as well as educational stakeholders throughout the country.

Rainbow of Challenges

There have been many strategies, policies, plans changed for different period of time and still the performance of the students in public schools are considered to be not satisfactory as compared to the private school. According to the World Bank (WB) information, the public school could not produce desired results in academic achievement (World Bank, 2001 as cited in Timelsina, 2008). However, "out of the total budget,

almost 17 percent is invested in the educational sector, where, more than 85 percent in community schools. But educational performance of the community school is very poor in comparison to the private schools where only 15 percent of the students are studying" (Parajuli & Das, 2013, p.149). Public schools constitute around 80 percent of these schools and private schools only 20 percent. However, There is no room to have adequate amount of happiness to express on the quality or the performances of the public schools (Thapa, 2011). Various indicators show the same result.

The school leaving certificate (SLC) result, 2015 also justified comparative performance of the students in community and institutional school. Result showed that out of 3,26,399 students in community, only 33.18 percent students secured pass division whereas out of total 1,02,939 students in institutional school majority (89.30%) of the students secured pass division (Annapurna Post Daily, June 20, 2015).

My concern here is to find out productive and transformative application of motivational process in teaching learning, which is now considered as an important strategy in teaching and learning process. Moreover, applying motivational strategies can become a one of the determinant factor for improving student performance in school education. However, government of Nepal has mentioned education as a means for producing competitive work force (Interim constitution, 2007), which is almost impossible without applying motivational teaching and learning strategies in school education that may ultimately enhance quality performance of the students in any types of school environment. It is because teacher motivation on students can create affective teaching and learning environment to the students, irreverent content, and devaluations of the students cannot create favorable condition to the students during teaching/learning

Furthermore, in school education, teachers are known to be a facilitator, a guide, an advisor, and a fellow traveler who can motivate students through mutual trust. On another hand, they lack enough knowledge about contributions of motivational process in student performance. Therefore, I explored lived experiences of the teachers and students regarding motivational practices for better performance of the students' particularly in public schools of Lalitpur District.

Reasons for Digging

The main purpose of the study was to understand motivational role of the teachers in public schools, and to explore contribution of such motivational practices in promoting students' performance. More specifically, my purpose was to explore the challenges of teachers' motivation (both self-motivation and motivation from outer contexts) and possible mitigation measures.

Research Questions

My leading question for the purpose of this research was- what are the possible sources of teachers' motivation for achieving quality performance of the students in teaching learning process? Based on these assumptions, I have created some of specific research questions as given below:

1. How are students being motivated by the teachers for students' performances in community schools of Lalitpur District?
2. How do the motivations by the teachers contributed for promoting performances of the student? And how both students and teachers understood motivation and performance?

3. What challenges do teachers face to motivate students for their quality performances? How such challenges are overcome by them?

Gold in the Mine

First of all, being a teacher-researcher at the secondary school, the findings would be highly relevant for my future professional life within this school. It is my belief that any particular school has their own features relating to motivation and quality performances of the students even in each grade. This constructive research study help me to understand how Maslow hierarchy of need; self-actualization, self-esteem, love and belongingness, safety and security and psychological need of the teachers help to foster their job satisfaction (Maslow, 1994). In fact, the study was conducted to understand motivational practices of the teachers and that improve performance of the students. Therefore, the findings of the study might become informative and productive to the stakeholders and contributing to evidence based educational and development policies (Arnove, 2004 as cited in Parajuli & Wagley, 2010).

Findings of the study may be useful to those teachers who learn from their past experiences and evaluate their performances deeply to produce successful students (Sternberg, 2003). The study will be an academic reference to further studies conducted in similar issues. Similarly, findings of the study may be fruitful to the local stakeholders who can recommend students by sharing the importance of self-motivation. That develops the skill of curiosity, hungriness towards the knowledge within the core of their heart (Csikszentmihalyi, 1990). Finally, this research study can be a methodological reference to the novice researchers.

CHAPTER II

LITERATURE REVIEW

In this chapter, I have presented some literatures related to my research issues and problems as far as possible. The reviewed literatures are presented under given sub chapters such as thematic review, historical review, policy review, philosophical review, theoretical review, empirical review and conceptual frame work of the study.

Teachers' Motivation

There are two major themes in my study- motivation and performance. Thereby in this section, I have reviewed motivation from the perspectives of teachers' motivation and performance from the perspectives of students' performance. More specifically, I have reviewed teachers' motivation through self-motivation and motivation from outer contexts concepts and students' performance through the concept of overall students' performance.

Intrinsic Teachers' Motivation: Motivation from the Pot

The inherent zeal and enthusiasm to the teaching and learning processes which comes spontaneously to the individual and feel pleasure and enjoyment absolutely lead towards the better learning outcomes in teaching learning processes (Deci, Koestner & Ryan, 1999). Hence, I agree that teachers who are self-motivated do have deep level of understanding and feelings and would perform more effectively and efficiently in the processes of energizing the students for better effort for the accomplishment of the goals (Ames & Archer, 1998).

Recognition and prestige of the teachers are largely intrinsic theme to the teachers' motivation. It can be improved by providing various recognition and rewards to them, by treating teachers as equal partners, and by promoting a professional environment in the school through codes of conduct, by providing training on gender awareness, professional ethics and by empowering school management committees (SMCs) to use a range of tools to hold teachers accountable Career development, which are other themes to teachers' motivation. The motivation level of teachers can be improved through incorporating life skills, extracurricular activities, leadership, management and evaluation skills into teacher through the training and also providing them merit-based scholarships so that teachers can upgrade their qualifications, facilitate peer exchange networks, and guide between teachers (Gujardo, 2011).

Extrinsic Teachers' Motivation: Motivation from Out of the Pot

This motivation is more guided by external environments related to the teachers and teaching learning system. This is more concerned with the national educational policy, values given by the society, dignity and status in the society and the cooperative level of environment within the school plays the vital role in the process of teacher's motivation. Gujardo (2011) has said that the crossing point between internal and external motivation process is an important issue for teacher motivation in the developing world, where external motivational factors and tools are available in very limited amount.

In this consideration, workload and various challenges is one of the major themes in external motivational process. It can be fostered through ensuring access to learning resources centers, providing training on class management, active learning, and student assessment, mobilizing community members to provide classroom assistant etc.

Likewise, monthly salary and incentives is another theme that can improve self-motivational process. It can be improved through mobilizing community to provide monetary and non-monetary contributions such as childcare, labor, cleaning and classroom assistance, providing bonuses to improve teacher attendance and student learning, providing teachers with health insurance, housing credit, or small income generating credit. Similarly, institutional environment is another important theme that can be improved through providing headmasters with high-quality training in school management and leadership, advocating for transparent, fair deployment and promotion of teachers, encouraging active participation of teachers and headmasters in decision-making with clearly defined roles and responsibilities, advocating on behalf of teachers with ministries of education and ministries of finance and engaging in capacity building of trade unions to help them develop well-informed positions in educational issues. Similarly, learning materials and facilities is another theme that can be improved by the production of reading and writing materials in the local level using locally available raw materials through mobilizing the community people similarly insuring health services, developing resource centers and award system to the better performer teachers are the other factors of external motivation (Gujardo, 2011).

Through the review, I understood that external motivation can not only foster the teachers' motivation process but equally discourage teachers' self-motivation if managed ineffectively. Therefore, it is necessary to provide supportive and productive motivational environments to the teachers in school education system so that students' can get motivational environment in the classroom and beyond that can ultimately improve overall performance of the students.

Early Birds Views

In order to understand educational system in Nepal, in this section, I have reviewed historical background of the school education. By doing so, I have developed my understanding on educational practices or activities in general and values and outcome of education system in particular. In ancient period whole Hindu religion had led educational activities. The religious statement- *'Veda Sa Vidhya Ya Vimuktaye'* emphasized liberating role of education. Under a Vedic philosophy, Vidhya had followed *Rigveda* (mantra as a part of knowledge), *Yajurveda* (that knowledge guides for work and worship by rituals), *Samveda* (devolution of knowledge) and *Atharvaveda* (making diversity in knowledge) (Awasthi, 2004).

Educational system during that period followed value based education. Students (Shisya) were taught spiritual, religious, and cultural i.e. holistic curriculum through Guru-Shisya Sambhandha pedagogy (Luitel, 2012). In Rana regime educational system was practiced under totalitarian mind set. Janga Bahadur Rana established Darbar high school in 1910s, which was only for their cultural reproduction. But it was due to increasing revolutionary ideas against Rana regime and establishment of democracy, school system formally opened for public purpose in 1950. In 1951-52, the adult literacy rate (age above15 +) of the country was only 5 percent with about 10,000 students in 300 schools and two colleges (Ministry of education and Sports [MOES], 2004).

The people's movement of 1990 established a multiparty system in the country. After that system, education development was realized more successfully and more rapidly, where the Net Enrollment Ratio (NER) for primary students in 1980 was just around 16 percent, but by 2003 it raised to 83.5 percent (MOES, 2005a, as cited in

Thapa, 2011). Though the enrollment of the students in the school increased rapidly, the quality was not satisfactory, thus the demands of institutional schools were widespread especially from well off families. By 1998, there was a significant growth in the private sector due to the prevailing school liberalization policy (Carney & Bista, 2009, as cited in Thapa, 2011). At present, because of dual educational system and accessible educational opportunities, there are total 7,797,472 students in which 85 percent are in 34361public (community) schools and 15 percent are in 11000 private (Institutional) schools, and overall literacy rate (for aged 5 years and above) has increased from 54.1 percent in 2001 to 65.9 percent in 2011 (Department of Education [DOE], 2012).

Educational Policy in Nepal

In this section, I have presented brief information about Nepalese educational policies that has been focusing to measure student performance as an outcome of national education system and school education. I have reviewed fundamental educational policies that have been implemented by the state mechanism. My intention here is to explore educational goals that has been set to understand whether these policies are directed towards teachers' motivation and students'' performance or not.

Education Ordinance, 1940

Under this ordinance, Nepalese government came up with couple of objectives in 1940. The first was to regularize the school education system and second was to improve the quality of school education. The Ordinance spelled out three mandates to attain these objectives: (i) assess performance of students twice a year, installing a system of half-yearly and annual examinations, (ii) report students' performance records to report the

respective parents twice a year, and (iii) remove students failing in the same grade for three times consecutively from the school rolls.

Nepal National Educational Planning Commission, 1954-56

After the fall of Rana regime, and planned development effort Nepalese government began to give high priority in educational sector. Local people understood the meaning and importance of education. At a time for providing educational opportunities to people, Government constituted a Board of Education in 1952. This Board immediately recommended the formation of a Planning Commission to address the educational needs of the country. Accordingly, the Nepal National Educational Planning Commission (NNEPC) was established in 1956.The main goal of the commission was to prepare plans for the development and improvement of educational system in the country. The United States Operation Mission (USOM) extended financial assistance during implementation. At a time, the commission recommended on several aspects of education such as restructuring of levels of school education, functionally designed curricula for primary and secondary schools, teacher education, students' progress and performance.

All-Round National Education Committee, 1960

A high level body called All-Round National Education Committee (ARNEC) was set up in 1961 with mandate to redefine the goals of education and review the entire education system. As redefined by this Committee, the goals of education should include the inculcation of a feeling of loyalty to the country and the crown, faith in God, spirit of nationalism, and promotion of knowledge of science and technology. The Committee, moreover, recommended that a comprehensive and regular type of internal assessment structure be introduced at the secondary level, and promotion to higher grades be based

on performance in internal assessment and final examination and that the pass mark at all levels be set at 40 percent, 60 percent for first division and 75 percent for distinction and that the SLC Examinations in districts should be conducted by Zonal Education Officers (ZEO) as per the instructions of the Department of Education.

National Education System Plan (1971-1976)

The National Education Sector Plan (NESP) of 1971, financed by USAID, attempted to create a single unified system of public education in order to empower district education offices to run schools (Thapa, 2011). NESP recommended important measures to improve the examination system. Some of them included making internal assessments mandatory from primary level to university, introducing quarterly examinations as a part of internal assessment at school level, and adding 24 percent of the marks of internal assessment to the scores of SLC examination.

National Education Commission of 1992

The first elected Government after the restoration of democracy appointed an education commission called National Education Commission (NEC) in 1991. The Commission was given a list of assignments: redefine the national goals of education; to review all levels of education; examine the standard, relevance, and usefulness of the curricula; recommend appropriate steps for reforming in the examination system and the manner of its conduction; and formulate new policies regarding multi-university and non-formal education.

Secondary Education Development Project, 1997

The Secondary Education Development Project (SEDP), funded by a loan from the Asian Development Bank and a grant from the British Government, was introduced in

1997 to bring improvement in four areas: (1) curriculum and textbook development, (2) teachers' effectiveness/competency, (3) learning assessment/examination, and (4) overall planning, management, and evaluation of the secondary education sub-sector.

From the review, I realize that educational sector was/is one of the most prioritizing sectors in policy dialogue of Nepal. Since the beginning of planned development effort in the 1950s, Nepali development policies and practices have constantly given a great deal of attention to provide educational opportunities to the people. With the beginning of modern mass education in Nepal after 1950, people have used education as a gate way to social status, employment and development. Donors have a very strong presence in this sector in which modernization and globalization has been played key role in shaping Nepali education (Parajuli, 2007). However, most of the educational policies are oriented towards meaningful school performances and realize the major role of the teachers for achieving educational goals and performance of the students. But unfortunately, no policy talks about how teachers' motivational process can be performed in a better way so that students can get motivational opportunities in the school.

Philosophical Reflections

In this section, I have reviewed some educational philosophies so that I could draw some insights to explain my researching issues. By doing so, it helped me to understand how and why teachers are playing motivational role to the students. I understand all professions have philosophical underpinnings. Basically educational philosophy has three dimensions; personal, public and professional. The personal dimension has to do with having a set of personal beliefs about what is good, right, and

worthwhile in education. The public dimension is aimed at guiding and directing the practice of many stakeholders, and the professional dimension provides specific guidelines for the practice of teaching (Soltis, 1988 as cited in Brennen, 1999, p.5).Reflecting upon three dimensions, I have come to realize that educational philosophy requires systematic, critical thinking about educational practice. In this study, I have tried to reflect upon behaviorism and existentialism to analyze the motivational role of the teachers and student performance that I have presented briefly.

Behaviorism

Behaviorism focuses on objectively observable behaviors and discounts mental activities in which behavior theorists define learning as nothing more than the acquisition of new behavior. We know very well that each student can change their behavior when they got reward and punishment from teacher, parents and friends.

> In this attempt, behaviorists' philosophers have come with four basic principles to education. They state that, (I) humans are highly developed animals who can learn in the same way that other animals learn, (ii) education is a process of behavioral change that can be manipulated by environmental reinforces, (iii) the teacher's role is to create an affective learning environment that will provide positive reinforcement and motivation and, (iv) even though, efficiency, economy and objectivity are some determinant factors for learning, teachers are more accountable and responsible for what children learn. (Brennen, 1999, p.7).

Existentialism

Existentialism educational philosophy suggests that school curriculum and instruction should encourage deep personal reflection, identity, commitments, and

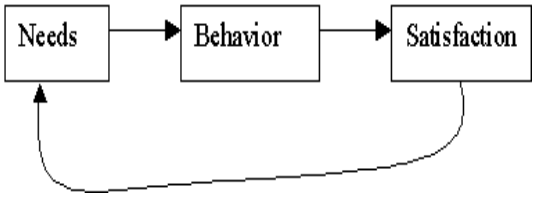
choices by focusing on existence and responsibility of each student. Educational value of existentialism has focused on both cognitive and affective dimensions.

> More so, existentialism focuses on helping the child into a fuller realization of self, based on the following propositions. According to them, (i) student are choosing agent and unable to avoid choosing their way through life, (ii) students are free agent and become free to set the goals of their own life and (iii) students are responsible agent thereby personally accountable with own free choices as they are revealed in how they are living in their life. (Brennen, 1999, p.8).

Theoretical Lens

An ancient Chinese expression mention that theory without practice might be foolish and practice without theory could be dangerous. To make the understanding of how society works, to make critical reflection on culture effective, fruitful and productive a related theoretical understanding is most (Turner, 2005). Thus, I come to realize that theoretical perspectives and understandings on motivational process is essential to understand my research phenomenon. However, reviewed ideas are presented under similar perspective of motivational process (needs-behavior-satisfaction) that I have mentioned in a figure 1.

Self-efficacy/Trust on



Own Competence

***Figure 1*: Theoretical Perspectives on Motivation**

Theory

Conceptually, self-efficacy/trust on own competence theory explains about first stage of motivational process (can students do any task themselves)? In this stance, social

cognitive theory holds that self-efficacy/trust on own competence is an important determinant of motivation which is in fact, product of four components: physiological and emotional well-being, verbal encouragement from others, learning from one's own experience, and learning from other's experiences (Bandura, 1966). Therefore, students with high self-efficacy/trust on own competence attempt tasks and persist even if tasks are difficult and student with low self-efficacy/trust on own competence expend minimum effort and, in many participants, give up easily. Educational researchers also found significant interface between higher self-efficacy/trust on own competence scores and higher performance on seat work, exams, and essays and between higher self-efficacy/trust on own competence scores and increased use of cognitive strategies.

Bandura's theory rests on two premises : (I) students make personal interpretations of their past accomplishments and failures and set goals based upon these interpretations as they believe exceed their capabilities and judge themselves and,(ii) students set individual goals that become their personal standards for evaluating their performance. Self-satisfaction is the reward for goal attainment, and commitment of effort necessary to attain the goal is the means by which people avoid the discontentment associated with below standard performance (Bandura, 1999). According to Bandura, people develop their personal sense of efficacy from four sources: (i) performance accomplishment, (ii) observation of the performance of others, (iii) verbal persuasion and related types of social influence and, (iv) states of physiological arousal from which they judge personal capabilities and vulnerability (Bandura, 1982).Reflecting upon this situation, during motivation student can also develop their self-efficacy/trust on own

competence by accomplishing own school performance, observing others performance, socio-cultural influences and by judging their personal capabilities and vulnerabilities.

Goal Orientation Theory

Conceptually, goal orientation theory explains about second stage of motivational process (Do students want to do any task and why?) In this stance, Dweck (1986) describes two types of achievement goals affected with self-efficacy/trust on own competence, beliefs and influence the amount of effort they expend on school tasks. They are (I) performance focus goal that emphasize positive evaluation of the student from others, and (II) learning focus goal that emphasize on gaining new skills and knowledge of the student even if failures occur during the process.

In practice, student with performance goal is likely to interpret failure as a sign of low ability and to withdraw effort and students with learning goal see failure as a cue to change their strategy for completing the task and increase their efforts. Higher the effort did by the students, higher the chance of better performances with their learning goals (Elliot & Dweck, 2005). However, Wentzel (1991) maintains that students need to pursue both learning and performance goals if they are to succeed. Here the goal orientation theory also argues that students with high self-efficacy/trust on own competence, irrespective of goal orientation; expend effort as tasks become more difficult or if they experience failure. Students with low self-efficacy/trust on own competence have different patterns of persistence, depending upon their goal orientation.

Goal orientation is also about situation orientation for action in an achievement task rather than focusing on the content of what people are attempting to achieve. Ames, 1992 has explained about mastery goal orientation for dealing individual's purpose of

developing competency. Mastery goal oriented student focus on learning, understanding, developing skills, and mastering information. More generally, mastery goals orientation can be said to refer to a purpose of personal development and growth that guides achievement-related behavior and task-engagement (Ames, 1992 as cited in Brdar, Rijavec & Loncaric, 2006).

Similarly, an approach goal orientation refers to a focus on the possibility of achieving success, whereas an avoidance orientation refers to a focus on the possibility of failure, and on the attempt to avoid it. When pursuing performance approach goals, the person is oriented towards the desired possibility of demonstrating high ability, and engages in the task with purpose. When pursuing performance avoidance goals, the person is oriented towards the undesired possibility of demonstrating low ability and engages in the task with the purpose of avoiding such a demonstration (Elliot, 1997 as cited in Brdar et al., 2006).Performance avoidance goals are found to be associated with low efficacy, anxiety, avoidance of help-seeking, self-handicapping strategies, and low grades (Urdan, Ryan, Anderman, & Gheen, 2002 as cited in Kaplan & Maehr, 2007). The pattern of associations related to performance-approach goals is mostly considered as quality performance (Elliot, 1999).

Need and Motives Theory of Maslow

According to Maslow, teachers' motivational role to the students' performance cannot be possible without fulfillment of their hierarchy of needs and optimum level of satisfaction. Maslow is right to call attention to circumstances that on certain occasions in affect operate to render individual blind to any possible facts that might pursuing some particular limited goal. But most members of our society, who are normal, are partially

satisfied in all their basic needs and partially unsatisfied in all their basic needs at the same time. The fact is that more realistic description of the hierarchy would be in terms of decreasing percentages of satisfaction as we go up the hierarchy of prepotency (Maslow, 1943).

Owing to purpose of the research study, motivational role of the teachers and performance of the students also depend on five levels of needs. More so, from the basic, lower-order needs such as the physiological drives to higher-order needs for actualization that depend on external and internal motives. In fact, satisfaction of these needs and motivational role of the teachers are associated with more effective performance and wellbeing (Maslow, 1954 as cited in Gagne & Deci, 2005, p.343).

Hierarchy of Needs	**Job Satisfaction and Teachers' Motivation**
Self-actualization	Training, advancement, growth, creativity
Self esteem	Recognition, high status, responsibilities
Love and belongingness	Parents, teams, coworkers, clients, supervisors, subordinates
Safety and security	Work safety, job security, health insurance
Physiological needs	Heat, air, base salary

***Figure 2*. Maslow Hierarchy of Needs** **Source: (Maslow, 1954)**

Lesson from the Researchers

In this section, I have presented some findings of research work conducted by different researchers. Doing so, I hope I can generate some constructive and fruitful ideas of the researchers in terms of impact of motivational process in student performance.

Researchers argue that achievement expectations for youth are too low and that adolescents are not adequately challenged to achieve higher level performance, but why? I think youth have lack of knowledge about internal and external motivational process.

Wild et al. (1992) showed that students are more self-motivated if they perceive their teacher as facilitator rather than instructor. It seems, then, that the teacher may act as a role model for what it is to be self-motivated to pursue the task or material. I further claim that although, concept of teacher effectiveness is not entirely new to the world of educational research, teacher enthusiasm variable has enjoyed a long history of association with meaningful teaching for promoting student performance and their learning attitude. Regarding teacher's role Rogers (2006) realized the challenges of the teachers in the classroom. He noted that teacher needs to know the physical and psychological status of each and every student which has been invented in the classroom and need to take action accordingly. During his observation, researcher found that the entire teachers call students by their name especially in the process of asking the questions. Research found that teachers address students' question in the teaching process. Some teachers were able to create more friendly environment and lively classroom. However, helping children on their personal problem, response in changing environment and offering support writing task were very weak.

The international study conducted16 countries office (Afghanistan, Bangladesh, Bolivia, Egypt, El Salvador, Ethiopia, Haiti, Kyrgyzstan, Malawi, Mali, Mozambique, Nepal, Nicaragua, the Philippines, Tajikistan, and Uganda) reported that the higher the teacher motivation the higher the improvement in student's learning outcomes. However,

teachers were not practicing cordial behavior and showing poor/unsupportive attitude toward students, and were educating only the best performer students (Guajardo, 2011).

The study conducted in Nepal suggested that each teacher and each school and school management committee are to be made accountable for students' performance (Bhattarai, 2013). Each District Education Office must also develop parents' roles in improving schools' performance as many countries in Africa have influential Parent Teachers Associations which are improving school performances in rural areas (Mathema, 2007). One of the auto ethnography research study conducted by Shiva Sharan Prasad Shah (2012) found that addressing the problems, needs and interests of students is the best way of motivating them in the classroom activities. He further suggested that it is important to remain calm and to continue to treat the student with respect. During study, his students explained that when teachers and paraprofessionals understand the nature of their students' emotional and behavioral problems, instructional programs have a much better chance of producing academic results (Shah, 2012, p.124). Another study suggests that affective teaching begins with planning, for there may be a series of plans-initial, contingent, emergent and retrospective. And over all planning becme better if teacher knew student as a learner and seeker and if teacher try to improve the ambience of the classroom environment by motivating students to work in group (Enerson, 1997 as cited in Mainali, 2012).

I found that most of the researcher studied motivation from general perspectives to see the interface between motivation and student performance. Apart, some ethnographer covered personal subjective expression on motivational process during their study. Most of the researchers even in Kathmandu University have focused on motivation

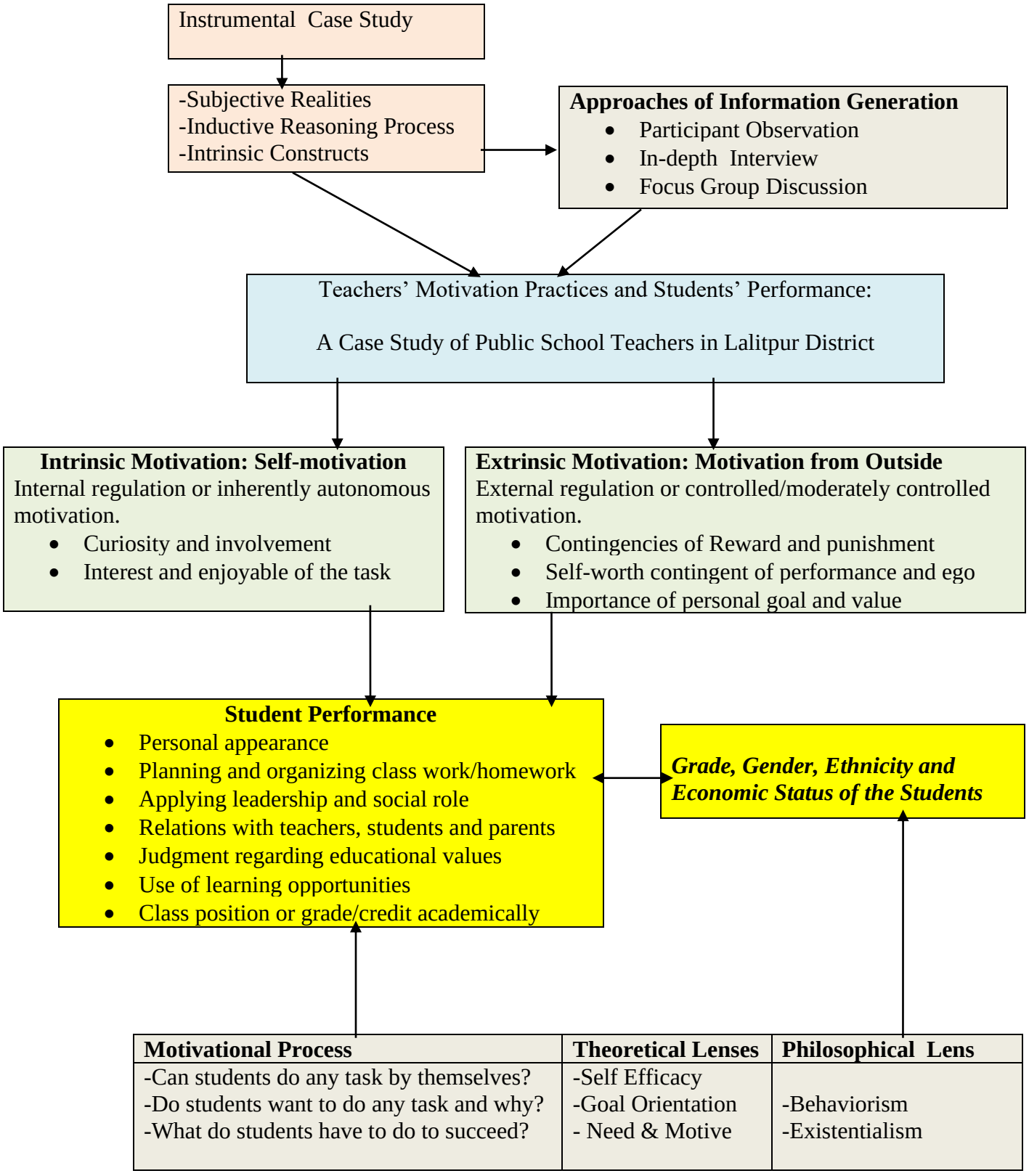
on teachers only. Therefore, I can say that there is a research gap in Nepalese context. And up to this moment no researcher has conducted study on teachers' motivation and students' performance that can cover lived experiences of the teachers also. But by doing so I understood that my research study can explore subjective meanings on teachers' motivational process and its contribution for promoting student performance in Nepalese context. Therefore, as a researcher, I have conducted case study on the topic of teachers' motivation and students' performance under qualitative research approach. Thereby, my study has analyzed subjective understanding on sources of motivation, role of internal and external motivation in student performance and perceptions of teachers on motivation and their motivational role.

Conceptual Framework of the Study

On the basis of literature reviews, I am trying to make my research framework straight forward. I can say that it has shown concrete roadmap of my study. I have presented my focused on subjectivism that believes on multiple realities explored through intrinsic constructs and inductive logics. Likewise, I have presented single instrumental case study as a methodology in which I want to illustrate my researching issues related to teachers' motivation and students' performance in community schools. I also have presented information generations approaches like; participant observation, in-depth interview and focus group discussion. Focus has given to understanding self and external motivational processes of the teachers and students and seven themes of the student performance mentioned in the framework. Finally, I have also presented behaviorism and existentialism educational philosophical perspective and self-efficacy/trust on own

competence, goal orientation and need and motive theoretical perspectives to understand teachers' motivation and students' performance.

***Figure 3*: Conceptual Framework of the Study**



CHAPTER III

MY RESEARCH JOURNEY

In this chapter, I have provided an account of the research methodology and the design that was used to obtain answers to the critical questions posed earlier. This study has aimed to explore teachers' motivation and students' performance. A strong focus of this study is to foreground the reflective competence of motivation. My school culture and values have allowed me to conduct this study with much help, guidance and participation from my fellow teachers and students. The section that now follows gives detailed descriptions on vital issues of this study. These are the philosophical consideration, researching approach, research design, the information collection plan and process or techniques, analysis and presentation of the information, quality standards and ethical consideration as well.

Philosophical Stances

According to Klemke (1986), "Philosophy is the eternal search for truth that continually eludes us and guides us "(p. 11). Therefore, I am guided with the hope that motivated teachers can play motivational role more effectively. Further, research philosophy (i.e. knowledge generation process) is a body of content that deals about nature of reality (ontology), ways of reasoning (epistemology) and the beliefs about personal values (axiology) in particular. Ontology is the study of being as such i.e., of the basic characteristics of all reality (Britannica Encyclopedia, 2008). I am more guided by subjective ontological arguments that there are different perspectives on teachers' motivation and students' performance (Creswell, 2012).

Understanding motivation itself also differs from teacher to teacher. Some regard self-motivation as better than motivating by outer contexts and others give priority only to this kind of motivation. There are also different understandings on tangible and intangible motivational process practiced by different age, sex, ethnicity and socio-economic status of the students. As a result, belief of my participants or explored truths has reflected ground reality through subjective ways of reasoning.

Epistemology is a study of nature, origin, and limits of human knowledge. It explains how we think and perceive the knowledge (Britinnica Encyclopedia, 2008). It frequently asks the question: What is knowledge? How can knowledge be acquired? Where can we acquire knowledge? What do people already know? How do we know what we know? Regarding my research, there were/are various affecting factors playing motivational role by the teachers. At the same time students are also experiencing different motivational learning environment in different socio-cultural settings. Such causes are variation of students' ability, teachers' knowledge and skills to motivate students, and parents understanding on motivating their children, availability of classroom resources, future career of students etc. Several other factors affect motivation for the students' performance. Therefore, in this study, I have applied inductive reasoning methods to excavate ground realities of subjective knowledge and truths by applying non-positivist epistemology (Cohen et al., 2007).

In this study, I have presented the subjective knowledge by applying my personal value through self-judgment. My personal values and judgment are based on multiple truths that helped me to see the interface between teachers' motivation and students'

performance. By doing so, I believe that explored knowledge can be generalized and transferred to others in a similar situation.

Paradigmatic Stances

Research paradigms are such framework that gives a set of assumptions about the nature of reality and basic set of beliefs that guide action (Lincoln & Guba, 1985). There are three kinds of research paradigms including positivist, interpretive and constructionist paradigm (Terre Blanche & Durrheim, 1999). In this study, I employed constructivism paradigm to guide my actions and interaction with participants to explore subjective knowledge that is briefly discussed below.

Constructivism

According to constructivists, the process of constructing facts about the natural world is to be understood on the model of the construction of social facts, such as the value of money, social conventions, the meanings of words, and so on. My main aim in this research is to explore the subjective understanding of both teachers and students on application of the phenomenon motivation and hurdles they have been facing in the process of materialization. In my own experience I felt that bringing real life experiences in the classroom makes big difference in the teaching and learning processes.

Constructivism believes more on self-created knowledge rather than passed from one person to another. Therefore teacher's main responsibility is to teach students on how to explore the knowledge rather than memorizing the information. How to learn is more important than what to learn. This is the 21st century pedagogy. It's (prima facie) possible to combine the constructivist view that facts are socially constructed with the anti-relativist idea that we can nevertheless have true or false ideas about them. Thus, two

doctrines of ‘constructivism, which give it its philosophical interest are ‘it’s anti-realism and its relativism’. Constructivism paradigm incorporates five senses (feeling, perception, experience and care) of the researchers and participants as for analyzing the experiential situation in order to construct synergistic knowledge (Fine, 1996).

My Approach: Qualitative

As I mentioned, I am going to explore subjective knowledge from researching issues. I applied qualitative research approach and qualitative nature of research questions to my participants. As I understood qualitative research is based on personal interpretation vertically and horizontally expanded description and composite ground reality (Stake, 2010). Furthermore, I have applied what question for understanding the motivational situation. In addition, I have also applied how question for exploring the change process or outcome of the motivation, and applied why question for exploring the reasons for motivational problems.

I am very much aware that different people do have different background so the diverse behavior, manners and actions are expected .The more the people the more the behaviors. Each and every individual do perceive the reality with their own prospective. As the common saying the beauty lies in the eyes of the beholder or as the one of the most popular song sung by *Ani Choying Fulko aakhama fullai sansara kadako aakhama kadai sansar* (The world looks like a flower or thorn depend on how an individual perceive) are not beyond my expectation. Inherited and acquired characters both plays vital role for the development of an attitude of an individual. Which ultimately plays role on the perception and performances quality of a person?

Methodology: Case Study

Under qualitative research approach, I have related case study research design for selecting my participants as I understand case study research involves the study of an issue explored through one or more participants within a bounded system, setting or context (Creswell, 2007, p. 73). Case as “a bounded system” and inquire into it “as an object rather than a process”. It is a specific or a complex functioning thing like; boundary and working parts and purposive social interactions (Stake, 1995, p. 2 as cited in Yazan, 2015).

Here my purpose was to explore multiple bounded system (participants) in different ground reality through detailed in depth information generation, higher conceptualization the views, understanding social process and linking causes and outcomes of phenomenon (Yin, 2003). I have applied instrumental case study in multi-site in order to understand the perception of the participants as per their socio economical, and ethnical background (Denzin & Lincoln, 2005) and for interpreting experiences of the participants on the foundation of personal experiences and background (Creswell, 2007). I know that an advantage of the case study approach is that it can fit well with the needs of small-scale research through concentrating effort on one research site Case study method helps a researcher to directly examine the data within a specific context (Denscombe, 1998). For me, the research sites in question are three resource centers of public schools in Lalitpur District where there are diverse personal viewpoints of the teachers regarding motivation and student performance. Therefore, a number of relevant features are likely to bind these particular participants; certain place, geographical and cultural settings of the schools. The key characteristic of case study

research is the delimitation of the case from integrated system. The case as a thing, a single entity, a unit around which there are boundaries (Merriam, 1998). In my study, selected nine teachers (Four female and five male) were unit of study and selected nine schools were participants of the study. And, their understanding of motivation and school performance as well challenges for providing motivational environment in school to the teachers were unit of analysis. In doing so, I wanted to bring a construction of reality to the research situation, which interacts with other people's constructions or interpretations of the phenomenon being studied (Merriam, 1998, p. 22 as cited in Yazan, 2015).

Selection of the Research Site

The present study tried to explore contributions of teachers' motivation in promoting meaningful students' performance in public schools of Lalitpur. For the purpose of this study, I have purposively selected three resource centers (Lagankhel, Godavari and Chhampi) of Lalitpur District (DOE, 2014). More specifically, out of eight schools, three schools were selected in Lagankhel resource center, out of seven schools three schools were selected in Godavari resource center and out of fifteen schools, three schools were selected in Chhampi resource center. Therefore, each three schools from three resource centers were regarded as a research field. These resource centers were selected according to geographical and socio-economic representations in which Lagankhel represents center of sub metropolitan city, Godavari represents urban hinterlands of municipalities and Chhampi represents rural hinterlands of entire remote villages of the district. I have purposively selected the numbers of school and my research participants (Cohen, et al., 2007). Given table shows my research site.

Table 1: ***Selected Clusters and Schools***

S.N.	Resource Centers	Number of the Schools				
		Primary	L/Secondary	Secondary	Total	Selected schools
1	Lagankhel	3	1	4	8	3
2	Godavari	3	2	2	7	3
3	Chhampi	10	0	5	15	3
	Total	**16**	**3**	**11**	**30**	**9**

Source: Lalitpur District Education Bulletin, 2014

Selection of the Participants

I selected nine teachers from nine different schools as participants (see in table one) from three resource centers (Lagankhel, Godvari & Chhampi) of Lalitpur District. In doing so, my intention was to apply maximal purposive sampling to document diverse variation and different sites so that findings can reflect different perspectives and increase the likelihood (Creswell, 2007, p.216). In addition, diverse variation was established by following four aspects of sampling such as events, setting, artifacts and actors (Marshall & Rossman, 2006). Onwuegbuzie & Leech (2007) argued that, "selection of the participants is crucial in qualitative research, I have thus applied parallel sampling strategy that could facilitate credible comparisons among selected participants" (p. 243).

Along with that while collecting information, I also established good rapport with my participants or participants. The process of establishing rapport is an essential component of qualitative research that involves trust and respect for the informants and the information participants' shares. It means establishment of a safe and comfortable environment is essential for sharing personal experiences that creates a level of trust and

understanding. So prior to information collection, I established close bond with my participants.

Table 2: ***Selection of the Participants (Unit of Study)***

S. No.	Clusters	Sample Category	Participant Selection	Numbers
1	Chhampi	Secondary school	Male teacher	2
		Lower secondary school	Female teacher	1
2	Godavari	Secondary school	Male teacher	1
		Lower secondary school	Male teacher	1
		Primary school	Female teacher	1
3	Lagankhel	Secondary school	Male teacher	1
		Lower secondary school	Female teacher	1
		Primary school	Female teacher	1
Total				**9**

Approaches of Information Generations

According to Creswell (2007), "information collection offers one more instance for assessing research design within each approach to inquiry" (p. 117).This study is mainly about case study for collecting, discussing and analyzing qualitative information. I have collected both secondary and primary information. More precisely, secondary information generated from different published journal articles, reports, bulletin, books and unpublished materials like case study, dissertations whereas primary information were generated from in-depth interview and focus group discussion

During collecting primary information from the field, I allocated more than forty days. Before reaching to research field and participants, I also contextualized my researching issues based on developed themes in some of public schools of Kathmandu District especially in Kirtipur Municipality. While contextualizing my themes, I collected

firsthand information by applying participant observation, in-depth interview and focus group discussion approaches as the purpose of the study was to analyze process of teachers' motivation and students' performance and perceptions of the teachers on motivation.

Participant Observation

Participant observation refers to a method of generating information whereby the researcher immerses themselves in the research field so that they can experience and observe first hand dimensions of the natural setting (Mason, 2002). Before using in-depth interview, I used the observational method to identify research issues by participating in people's daily lives over a period of time observing, asking questions and taking notes. My observations were not only their real class room observation but also the behavior, attitude, etiquette and reaction in general and towards the students. In one of the school even I observed the morning assembly where a teacher was giving speech on social values and norms. It is sad to say that most of my participants themselves were not found in the proper professional presentation as they should be. What I believe is students may not learn what we teach but learn what we act.

However I became optimistic after the observation of one school in Godavari resource center whose overall impression was better than most of the private so called English boarding school. I never forget the interview which I took with a teacher in Chhampi resource center. The setting was really an unforgettable moment for me where I took his interview outside his own home, I sat on a wooden Pira and he sat on Doko. I also observed that frequently bigger size airplanes were flying just above his house .This gave me the opportunity to use the notes from the observation to make follow up

questions to clear some supportive points during the interview and validate the messages obtained in the interviews (Robson, 2002).

In-depth Interview

Interview signifies the process of viewing inside of the interviewee by the interviewer during their conversation (Kvale, 1996). It is regarded as a one of the most popular techniques used for eliciting the views and perspectives of interviewees. In-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of participants to explore their perspectives on a particular idea, program, or situation. Gordon (1980) noted that affective in-depth qualitative interview entails creating a shared concern for each other, in which both the interviewer and the respondent understand the contextual nature of the interview. In this study, I selected four female and five male teachers from research field whom I consulted.

Prior to this, I had developed interview guidelines based on my concerned area of study by the help of my supervisor. All the interviews conducted in Chhampi resource center were interesting and memorable for me. At a time I also recalled my past student life in similar socio-economic and cultural settings. Local people were working in farmlands. The condition of road networking was miserable. Most of the villagers including local teachers were also practicing traditional farming; however, some role model farmers were also practicing commercial vegetable farming.

By observing such environments and livelihood, I had interacted with my participants in their home and even their farm lands either with milk tea or with glass of milk/butter milk. The interview conducted in Godavari and Lagankhel resource centers

were also interesting. Some interview was conducted in school venue with buzzing sounds of the students as I had reached at Tiffin time for interaction. Some interview was also conducted in teacher's rented room with their family members. One interview with female teacher was conducted even during religious function (OM SHANTI). Because of her busy schedule she had allocated her pray time to interact with me. Different interview conducted in different physical setting had given me chance to collect various subjective expressions of my participants. All the interviews were recorded and transcribed before thematizing and analyzing.

Focus Group Discussion/Interview

Focus group discussion (FGD) is one of the techniques of information collection in which small group of participants gather to discuss a particular issue under the guidance of researcher. In this technique researcher and participants (six to twelve numbers) were gathered in selected venue for the discussion. The discussion lasted between 60 and 90 minutes that was normally audio or videotaped, and transcribed and analyzed (Morgan, 1988 as cited in Wibeck et al., 2007). It is claimed that focus groups enable researchers to study and understand a particular researching issues from the perspective of the participants' interactions and thoughts.

Therefore, in this study, I conducted two FGDs with the students in Chhampi and Lagankhel resource centers. My participants were both male and female; a homogeneous student groups who discussed and shared their experiences and opinions regarding researching issues more willingly according to developed focus groups discussion guidelines. FGD conducted in Chhampi resource center (symbolic to rural and semi urban settings) was performed outside the school boundary. We sat on the open public

ground and introduced to each other before moving on discussion. Some of the villagers had gathered in this hinterland and had been watching us from tea shops. Sheep and goats were grazing here to there. Some women were also passing on the way. I made video clip of our discussion as the surrounding environment was quite peaceful and open spaced.

I also observed fascinating and attracting rural settlements and farm lands on southern part during discussions. I found them very smart and confident which I was not expecting. Among them one Newar girl and another Bramin boy were outspoken too who even told about some of the negative habits and behavior of their teachers with full self-assured Another FGD conducted in Lagankhel resource center (symbolic to sub metro Politian city and urban centers) was organized in the school. After taking permission from authority, we seated on comfortable chairs in well managed and neat and clean office room. In fact the room which they provided to us was the official room the headmaster. Only drawback of that room was it was quite dark. I found a gurung boy from Makawanpur very innocent and would consider himself as partially mentally retarded boy. Another girl participant made me emotional when she told that she does not have father and her mother has very hard time to prepare for the survival in the society. Various informative diagrams and charts were displaced on the wall. Students were also smart, smiling and more interactive compared to first FGD.

Interpreting and Meaning Making

Richards (2003) argued that, “information analysis is neither a distinct stage nor a discrete process; it is something that is happening, in one from and another, through the whole research process” (p.268).Assembling the information collected from the different participants who were from the different background became like journey to the Mars to

me. I found that the ground reality, academic background, socio cultural backdrop and economic status of the participants also played vital role on the perception and practices of motivation. When many participants gave similar kind of their perception and practices few gave different. More so, it is a process of systematically searching and arranging structured information so that the researcher can accumulate to increase understanding and enabling to present generalized knowledge to others (Bogdan & Biklen, 1998).

Thus, in my research, my textual information were analysed following description, analysis, and interpretation of the information. Description of information guided me to understand the meaning of the information; analysis of information guided me to identify underlying meanings of collected information; and interpretation of information guided me to understand meaning of information in theoretical context (Yin, 1994 as cited in Awasthi, 2004).However, during this process, the collected raw information were first transcribed into a textual form and then codified for better understanding by identifying, arranging, and systematizing the ideas and concepts.

More so, in my case, information analysis consisted of making a detailed descriptions of selected participants through chronological events, evidence to each steps to determine how the incident then can best fitted into Nepalese contexts. To the end, I applied four stages of information analysis such as developing categorical aggregation for emerging relevant meanings, direct interpretation so as to draw meaning from single instance without looking multiple instances for correspondence between two or more categories (cross case synthesis), and holistic analysis so that people can learn from case either for themselves or to apply to population of participants (Stake, 1995).

Quality Standards

Qualitative researches are often criticized for lack of reliability and validity of its findings. The aim of quality standard in qualitative study is to support the disagreement that the findings are worth paying attention too (Lincoln & Guba, 1985). Hence, to maintain quality standard in my study, I applied trustworthiness, verisimilitude, informed consent, confidentiality and anonymity as major tools that are presented briefly below:

Trustworthiness

Trustworthiness of information refers the relation between desired information and collected information. It determines whether the research truly measures what it was intended to measure, or how truthful the research results were (Golafshani, 2003). According to Lincoln and Guba (1985) thick description is a way of achieving a type of validity describing a phenomenon in sufficient detail one can begin to evaluate the extent to which the conclusions drawn are transferable to other times, settings, situations and people. Accordingly, findings of my symbolic study (teachers' motivation and student 'performance) can thoughtfully replicate in similar settings throughout the country.

Further, in my study, I also employed four issues of trustworthiness in qualitative paradigms such as credibility, transferability, dependability and conformability (Lincoln & Guba, 1985). For credibility (internal consistency), I observed field many times, frequently consulted with participants, conducted peer review and also applied self-reflexivity during information analysis. Likewise, for maintaining transferability, I applied thick description, theoretical interpretation and holistic analysis in order to dugout natural findings so that this synergistic knowledge can be transferred in similar settings.

Likewise, for ensuring dependability, I triangulated my information collection approaches and information analysis approaches so that I could maintain quality of the integrated processes of information collection, information analysis, and theorization. Finally, I considered conformability measures on how well the inquiry's findings are supported by the information collection approaches and interpretations and recommendations supported by information (Lincoln & Guba, 1985 as cited in Loh, 2013). Therefore, for maintaining conformability, I can claim that based on observation and conversation nature of collected information, my findings have successfully represented the situation, setting and contexts that were researched. Suggestions drawn in my study are also supported by rigorous information.

Verisimilitude

As I understand it, verisimilitude stands for presenting reality of the researching context. I attempted verisimilitude as an appearance of ground reality (O'reilly, 2005). In one stance, I collected information from representative field and participants who have thoughtful knowledge and experiences on researching phenomena and socio-cultural contexts. In another stance, me as a researcher also blended my personal experience that may make the readers feel, more or less, the similar situation (Luitel, 2009).Therefore, I could make a claim that information generated from my participants would evoke readers' feeling that the experience described might encouraged them in different settings.

Informed Consent

I have considered consent of my research participants during information collecting. As I know ethical issues are important to consider in order protecting the

rights and dignity of the people involved in any piece of research, in my case, I selected teachers in particular. During the process of the study, I took permission before the study with the participants and informed them about purpose of my study that was carried out for the partial fulfillment of the MPhil degree and generating fruitful knowledge in another hand. I also explained to them their right to take part in the research and to withdraw from it anytime in case any of them feels appropriate to do so. Participants were informed about the benefits, purpose and the procedure of the research project.

Confidentiality and Anonymity

Confidentiality in research means that information that has the tendency of disclosing the identity of participants should not be disclosed. Spradley (1979) said that, "participants should be able remain anonymous and should be afforded pseudonyms" (p.18). In this study, I did not break the confidentiality of the participants by telling them that whatever they told me will be kept confidential and used only for the purpose for which the information is being collected. In this regard, I took permission to publish their name in this dissertation. The informants were informed that if there was information they wish to keep of the record, they had the right to do so.

Ethical Consideration

In knew that, "ethical behavior has been explained as a matter of principled sensitivity to the rights of others, and that while truth is good; respect for human dignity is better" (Cavan 1977, as cited in Cohen, Manion & Morrison, 2007, p. 58). During my field study, I agree that my interactions with the informants during persistent in-depth interview and focus group discussion influenced my participants and my informants. At the same time, my perceptions on teachers' experiences were changed because of the

effects of the informants on me. As stated by Kvale (1996) the researcher and his research output both should go through the window of ethical consideration impact. Thus, during the study, there could be an impact on both sides.

Therefore, for maintaining ethical issues in my research, first, I applied my common sense understanding to conduct study systematically and carefully. For balancing my right and commitment, I also tried to make the accounts of my participants as unwrap, sincere and transparent (Harrison & Lyon, 1993). However, most of these issues were directly concerned with procedural ethics and as said by Cohen et al. (2007). I considered that ethical stances determine how process and outcome of research are being directed.

CHAPTER IV

MOTIVATIONAL HOOKS TO THE STUDENTS

In this chapter, I have addressed my first research question "How are students being motivated by the teachers for students' performances in community schools of Lalitpur District?" Moreover, I also briefly discussed about general background of my participants that are playing motivational role in the school and beyond. While responding to my research question, I categorized my discussion into two different parts. In first part, I have appraised external motivational practices applied by the teachers for improving students' performance. Similarly, in second part, I have discussed about self-motivational practices of the students and their reflections on external motivational practices that are applied inside and outside the school environments.

Descriptions of Participants or Unit of Study

My research participants selected from nine different community schools of Lalitpur District, a part of Kathmandu valley. The district covers urban, semi urban and remote rural areas mainly in the southern part of the district. Lalitpur covers the area of 385sq.meters with population 468132 (Census, 2011). Lalitpur district Most of the best schools of the country are situated in Lalitpur District. It has better facilities in regards of school education in comparison to other districts. However such facilities are available in urban and semi urban areas only. Geographically, public schools of the district are located from plane area to hills with upper tropical, sub-tropical and temperate climatic regions. Thus, I selected Chhampi, Godavari and Lagankhel resource centers to cover diverse topography of the District. More specifically, there are fifteen schools (10

primary and 5 secondary) in Chhampi, seven schools (3 primary and 2 lower secondary and 2 secondary) in Godavari and eight schools (3 primary and 1 lower secondary and 4 secondary) in Lagankhel resource centers. Out of 30 schools, I purposively selected nine schools (three schools from each three resource centers) for selecting nine teachers (four females & five males) or one teacher from each school as participants of the study.

It was a remarkable experience to me to communicate with different background of the teachers on different issues related to my research questions. Because they were chosen from the diverse background in terms of socio economical, birth of origin, academic, ethnicity etc. One of the participants from Chhampi resource center was Mr. Ram Ghimire. He has been working in a school situated in southern part of district which links with the district headquarter by a very rough winding road. The village is dominated by the Tamang community with about 10 percent from Brahmin and Chheetri community. However most of the teachers including Head Teacher are from Brahmin community. He has completed Bachelor in Arts with mathematics as the major subject and Master Degree in Nepali subject from Tribhuvan University. He has been involving in teaching profession for last 27 years and also giving his leadership role for last 21years.He also involves in the teachers organization.

Another participant from Chhampi resource center was Ms. Sita Timilsina. She started her teaching career since 1995. Same year she took part in the exam taken by Teachers Commission. However it took 9 years for the result of that exam. Fortunately she found her name in the list. She began her teaching career from Bal Bhairav Primary School which is situated in the very remote far southern part of the district. There was no motor able road that would link this village at that period. However it has been linked

with transportation facilities at the moment via Bhattedanda. She has been teaching Nepali language in the elementary level and Social science in Grade six. She has completed her intermediate in Education. She has been working in a school which is situated at Devichaur a remote area of Lalitpur district. She is involved in this school for last 13 years. So her total work experience in the teaching field is 23 years. It was not easy morning bread to her to go to the school. Every day she needs to travel up to Tikabhairav in the overcrowded bus and walk half an hour uphill by foot. The available bus service is also not very much reliable so most of the time she manages to reaches school by walking which takes more than an hour. I found her a hardworking and dedicated teacher.

My next participant from Champi resource center was Mr. Yam Khadka. He was born in 1959 in the same neighborhood. He had completed his primary education from the local school and went to the school in Kathmandu for further study as there was no high school in the nearby neighborhood during that period of time. At present same primary school has been upgraded and named as Champi Devi Higher Secondary school. His father was also educated and would work in Tele Communication office. So he along with his brother would go to Tri Padma School situated at Putalisadak. He reached school on foot which would take about 4 hours for to and fro journey. Sometimes would use his father's cycle for the journey. He had completed his SLC (School Leaving Certificate) in 1977 and completed Intermediate in Commerce from Minbhawan campus in 1980. Immediately after his study he joined the same school as a teacher. Nevertheless teaching job was not in his priority list he started teaching career in 1980 due to the request of his big father who was the chairperson of the management committee of the same school. He

first appeared in the Teachers Commission examination of primary level in 1982, Lower Secondary Level in 1989 and Secondary Level in1995. He has been working in the school situated at his own neighborhood. When he flashback his childhood he recalls his memories and told me that at that time the students would study due to pressure rather than motivation. The day of interview was called as valley bandha. However I managed to reach there by walking for 3 hours. I am so thankful to him that he brought me up half way in his motorbike.

One of the participants from Godavari resource center was Mr. Jeevaan Chaudari permanent resident from Saptari District. He is leaving at Haitian, Lalitpur at the moment. He has completed Intermediate in Science as well as did intermediate in education too. Teaching was a passion for him from childhood. Being from underprivileged socio economical background it was a compulsion too for him to fulfill his and his family's everyday hand to mouth problem. He shared many bitter experiences of struggle from his child hood to the present time. As an obligation he started teaching career as soon as he finishes his pre university study. He began his career from Ganesh Primary school at Kakani, Nuwakot under the Rahat quota. Next he joined in Chitre School at DhuloChitre as the lower secondary teacher where he would teach Science and mathematics in grade six to eight. He has been working in a primary school positioned at Hattiban, Lalitpur at the moment. He has 12 years long work experience in the teaching field so far and believes that no motivation no further education. I am very much impressed with his simplicity.

Another participant from Godavari resource center was Khadga Duwal. He has been teaching in a school which lies in the southern side of Godavari for last 14 years. He

has been teaching mathematics in Lower Secondary as well as population in Secondary level. He defined himself as a very hardworking, sincere and hardworking teacher. Most fascinating part of our conversation was the backdrop itself .We had communication in front of his own home sitting on Doko and pira. The big size airplane would fly frequently just over us. He seems to be very confident in teaching his subject. He explained me that how he uses some interesting application of mathematics in his teaching learning processes. He was playing role of good father at home as well as role of good teacher in school at same time. However he also expressed dissatisfaction with the leadership of the school.

My next participant from Godavari resource center was Ms. Yalamaya Shrestha. She was born and brought up in the core area of Lalitpur, Kumbeshwor. The entire neighborhood was orthodox in nature. However her family was not that much conventional .She was the 4th daughter out of 5 in his family. She started her primary education in Aadarsa Saral School situated in the same vicinity. She used to be among top 5 students in the class. Later phase of schooling she faced little problem in her study due to frequent change of school from Aadarsa Saral to Madan Smarak and finally to Machhindra Madhamic Vidhyalaya from where she completed her SLC. As soon as she finishes her higher education initially started working in a private boarding school. She worked about 6 months in a private school. She has been working at a school located at Godavari since 1988. Basically she teaches in the primary level. The family link pulled her to this school in teaching as her own elder sister was also the teacher of this school. I have found her school one of the best school among the schools I visited during my research data collection processes in terms of general environment. It was very much

clean and green too. I found her a very smart and sincere teacher with tons of knowledge in her field. She also has the experience of various life skills.

One of the participants from Lagankhel resource center was Om Shanti Poudhyal. Her university degree is in Nepali subject. She is originally from Nepalgunj. She would look like more the spiritual leader than school teacher. I met her in a special occasion. She was busy in the religious programme of OM SHANTI wearing white colored plain sari. I myself involved in the programme and took the Prasad at the end. I found her a very soft spoken humble and kind hearted person. She was herself the source of inspiration. She has been working as teacher for last 25 years. At first she worked at Patha Pradasak School Badhikhel, Lalitpur on temporary status. After 2 years she passed the Teachers Commission exams and posted as a permanent status teacher. Since 1993 she has been working continuously in a school situated just outside the ring road of Lalitpur Section. She has deep rooted belief that each student does have potential and ability.

Another participant from Lagankhel resource center was Bharati Khadka who was born and brought up in Mumbai, India although her ancestral home was at Bhaisepati, Lalitpur. Her father was in Indian Gurkha Regiment. After his retire he again gave continuity working in India. She married with Nepali man and migrated to Nepal due to the reason of family disagreement. She would speak Nepali in Indian tone. She had a very strong schooling background. She had completed her schooling from St. Mary's school, Mumbai. Instantaneously after her arrival to Nepal, she started to do a volunteer teaching job where she would get very nominal allowances. She has been working in the present school which is situated at Bhaisepati, Lalitpur for last 9 years on

the basis of private quota. She teaches almost all subjects English, Computer, Science, Social Studies. She has found vast difference between the teaching learning processes between India and Nepal. She spent her school days in a very good environment and team of teachers that highly motivated her on her study which put her at the better performances group. Besides teaching she has also opened a small cosmetic shop near by her school. Furthermore she has also taken short term beauty parlor training.

My next participant from Lagankhel resource center was Mr. Mohammad Hussen who was hailed from the Terai belt of Nepal. As he was born in Muslim community his schooling in the beginning began from Madarsa where he had to study Urdu, Arabic, and Farsi along with other general school subjects. He was a very weak student up to class 3.When he was in grade 4; he was badly slapped by his father so left the final exam and lost one academic year. However is incident became a turning point in his life and inclined positively towards study. After the Completion of SLC he went to India for further degree and completed ISC from Madhubhan College, Patna, India. Finally he has completed his post graduate degree in Science from Mithila University, India.

His first teaching practices started immediately after completion of Intermediate of Science. About 14 months he worked as science teacher in Dhading. He started teaching as a regular profession only after his degree. In 1990 he began teaching in Gothikhel Lalitpur. In 2006 he appeared in Teachers commission examination and got success. Thereafter he has been working in situated at the heart of Lagankhel as science teacher on the permanent basis. I found his struggle to his study very much interesting and impressive. His story can help to motivate those students who are under performing.

Motivation: A Matter Taken from Outside the Bucket

Generally, the concept of extrinsic (a matter taken from outside the bucket) motivation is a process of encouraging and suggesting students for their better school performance by the stakeholders. I also found that external motivational process, which is more guided by external environments are related to the teachers and teaching learning system. For example, it is concerned to how educational policies, society, coworker and management are supporting to the teachers for playing their motivational role (Gujardo, 2011). In our context, students from community schools are getting external motivational opportunities from the teachers. However, some of parents are also supporting their children for achieving quality performance.

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

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

> *I have been working in our living school rather than in urban death school who are providing educational services to the migrated students. Therefore, we are providing motivational environment as far as possible. We are not just facilitating to the students by providing classroom assistance opportunities, we are encouraging them to involve in extracurricular activities and we are*

implementing English medium instruction up to grade six. We are sharing ethical and moral responsibilities of the students in school environment and beyond. We also drop call to the parents conditionally while student obtain very good marks in class test, providing scholarship packages to the selected students and for last fourteen years, we have been allocating double session time for English & Math".

The narrative text implies that being a local intellectual teacher from any particular community seemed more responsible to provide external motivational environments. Thereby students were getting extra class facilities, class room assistance facilities and getting counseling facilities about the importance of education life. And students were aware about their personal development and their possible role for social development. Self-efficacy/trust on own competence theory also claimed that students increase their sense of being efficient and proficient through physiological and emotional well-being, as well as through continuous encouragement from others, Furthermore they also learn either from one's own experience, or from other's experiences (Bandura, 1966). However, most of the participants argue that students are getting poor support from parents. From the given instances we can say that it is inevitable to establish cooperative understanding among teachers and parents for encouraging and motivating to the students that can be possible with community sentiments among them.

Participant Sita Timilsina (name changed lower secondary level teacher) from Chhampi resource center, having 23 years working experiences said that most of the educated parents were also motivating to their children in their home. She further added that such practices would automatically help to improve their school performance. In the

response of my question: How is she practicing motivational role to the students in the classroom? She expressed that,

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

The narrative text can be understood from various perspectives but I am reflecting through affective way of sharing educational outcome among students. Through motivation and engagement in thoughtful teaching and learning activities, here my case wanted to attract students towards job opportunities and for secured higher living standards. Self-efficacy/trust on own competence theory also says that student with low self-efficacy/trust on own competence do have low diligent competency and do not give continuity for the mission (Bandura, 1966). But through motivation other participants wanted to make students sincere and obedient from their school life. From the existential educational philosophical point of view, teachers help the child into a fuller realization of self through choosing their way through life (Brennen, 1999, p.8).The given instance suggest that by comparing among literate and illiterate students' family members,

teachers can not only provide motivational environment to the students but it may help students to improve their school performance and livelihood too.

Participant Yam Khadka (name changed secondary level teacher) from Chhampi resource center, having 36 years working experiences said that he was born and brought up in village. However his educated family members motivated him during his school education life. That helped him to understand the value of education which helped to secure bright future and achieve higher-level educational status in his early age. Later after completion primary level from his own village he used to travel daily four hours to complete his higher studies. In the response of my question- How is he practicing motivational role to the students in the classroom? He emphasized that,

> *"We have been serving child centered education system in our school. Annually we conduct seven days sports competition in school; we celebrate school function and distribute various awards to the winner students. We have been using English medium instruction up to grade five. We collect textbooks from different supportive institutions and provide enough reading materials to each student. We have been providing various scholarships and free ships to the economically poor students and school uniform is not mandatory to them. Here is no punishment system in our school, thus students are getting liberal environment as well. Every day we conduct short motivational speech to the students for maintaining discipline, becoming interactive and productive youth. Mostly, I give an example in front of my students by saying how we feel weak without having food, and without education. Therefore we must give worth value to the education".*

The narrative text implies that for providing motivational learning environments in this school, teachers were applying various strategies. They were implementing not only active learning pedagogies and motivational talk but also providing rewards and scholarships to the students who performed better during sports competition and final examination. From the view point of goal orientation theory, in order to amplify the effort level of students, teachers wish to enhance self-efficacy/trust on own competence competency of the students (Wentzel, 1991). However, other participants have more emphasized to poor socio-economic status of the students as factor that affect school performance of the students. From the given evidences it can be argued that external motivational environment can be provided to the students through interactive classroom and various extracurricular activities.

Participant Jiban Chaudhary (name changed lower secondary level teacher) from Godavari resource center, having 12 years working experiences said that motivation was one of the inevitable component of teaching learning process. He said that without motivation, learning achievement of the students becomes zero or worthless. He further shared that being a Madhesi teacher he had been playing motivational role to the students in both Terai and Hill regions without any ethnical and regional bias because it was his duty and government pays him for the same.

In the response of my question- How is he practicing motivational role to the students in the classroom? He expressed that,

> *"To motivate students, I usually appreciate them to interact with teachers; I pursue them to develop competitiveness feelings among students. Some time I also notify parents through my cell phone about school performance of their children*

from classroom so that student feels happiness and get encouraged for improving his or her performance; and request them to provide supportive reading and writing home environment. I do collect five rupees fine from absent student, and I take weekly written exam on Friday so that I can award to the toppers from the collected fund. However, some time I do support poor students and make them winner so that they become motivated to improve their written exam.

The text implies that before providing a motivational environment to the students here my case realizes the importance of regular attendance of the students. For doing so, my case also collected some fine amount and also complained to the parents by dropping mobile call to them so that such problems could be addressed. But most of the participants were not worried on absence of the students because they told that students had to support on household chores especially in agriculture fields. Such environment theoretically decrease the level of their self-efficacy/trust on own competence when they compare their personal competencies and helplessness reality (Bandura, 1982).From the given instance we can say that a positive impact falls when teachers call to the parents for reporting their children.

Participant Khadga Duwal (name changed secondary level teacher) from Godavari resource center, having 17 years working experiences argued on external motivation differently. He reflected that, first; parents have to play motivational role to children because student spent excessive time with them. Second, students themselves must understand the value of education and finally teachers have to play motivational role to the students for affective teaching learning process. He further argued that media is also playing external motivational role to the students through various knowledgeable

and skillful programmes in television or radio. Unfortunately most of the channels run during school hour. Even if the programmes are aired during off school hour, either students are not interested to watch such channels or their parents do not give them chance because they watch serials only.

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

> *"Our principal himself has been motivating us to encourage our students all most every day. He suggests us to apply English language instruction, finding out the ability and interesting sector of the students and also share about effective classroom management strategies to achieve better school performance. His suggestion and motivations have been helping us to apply motivational teaching learning environment in the classroom. We are observing some interesting participants in our school. Some of students who were very poor in primary level have significantly improved their level of school performance due to motivational role of the teachers and their parents in secondary level. I understand external motivation help students to give worth value of education and encourage them to engage in productive teaching and learning activities.*

Further he added that,

> *Therefore, I am distributing some small present like toffees, pencils and copies to those students who complete table and chart efficiently. Such strategies help to motivate all the students in classroom. Last year before Tihar vacation, I told grade four students to memorize multiplication tables up to 15 and assured them that, who does that, will get big prize from my side. After a vacation, I got a*

chance to award seven students. Some of winners are also from poor academic level. I also like to motivate secondary level students by saying that primary level student Shiva can write more attractive and clean than you students. It compels them to improve their handwriting. Similarly, scholarship packages in school has also motivated to the students. However, in my opinion if we provide scholarship based on ethnicity rather than topper position such culture may demotivates to topper students from higher caste groups.

The narrative text can be interpreted from various perspectives but I am trying to interpret it through the effective leadership role and personal creative efforts of the teachers. Because of sharing knowledge about effective teaching and learning and classroom management skills, my case himself encouraged to play motivational role in the classroom. Here, my case understood the power of external motivation that improved the performances of the poor students too. It is the reason behind why he provided various rewards to the students from his personal efforts. He also encouraged students to engage in writing. Writing does not only help to make attractive writing but also improve the memorizing power of the students. From the view point of achieving goal for self-efficacy/trust on own competence, teachers were continuously motivating the children in order to enhance learning outcome, furthermore to enhance the skills and knowledge emphasizing the focal point of the final destination (Dweck, 1986).Most of the participants provided motivational environments through appreciation, counseling and suggestions. The given instance shows the importance of reward system to motivate students for better performance.

Participant Yalamaya Shrestha (name changed, primary level teacher) of Godavari resource center, having 14 years working experiences said that she was enjoying in her profession. She reflected that children could not understand about motivations and its contributions on school performance whereas teenagers want freedom and less pressure from teachers and parents. Therefore, I found student of five to eight grades more interactive with teachers and parents. They liked motivational environment and were getting significant benefits from external motivational process.

In the response of my question- How is she practicing motivational role to the students in the classroom? She expressed that,

> *We are applying child friendly and loving environment to the children. However, in the beginning I was not aware about importance of friendly relationship among students and teachers but I got an opportunity to participate in various skill and knowledge development training. At this time members of different child right related institutions come to visit our school and meet with us and teach us about importance of child friendly environment, especially for increasing learning and school performance of the children. At present I am more sincere and responsible for providing motivational role in the classroom. First of all I do allocate couple of minutes to create warm opened environmental so that student can concentrate on my topic. For example, I ask how they are planning to spent this school days etc. I also conduct class test many times, conduct group works on related issues and provide some rewards to the smart students through my personal efforts.*
>
> Further she added that,

I have been appreciating all the students. I also give chance to assist me in class to any kind of students so that they can become interactive and improve their performance. The one who can write attractive handwriting gets some bonus marks during my paper evaluation, I promise them. Such ideas help to improve on writing skills of the students. I do conduct drawing competition and display on the flip charts. Likewise, students are also being motivated by various scholarship packages. There are growing trends of organizational support to the economically poor students especially Dalit students and girl students. At the same time, students from other caste groups are also getting scholarship; however, they are performing medium or low school performance in the classroom".

The text implies that teachers are becoming aware about their motivational role to increase student performance due to their participation in their profession development trainings. Before motivating and counseling upon learning problems of the students it is necessary to judge their age groups and family background. Because here my case found that students from five to eight grades can only understand about importance of motivation and counseling on their learning problems and they later understand importance of education in their life. She reflected that young children cannot understand the value of education and elders want more freedom, and have perception that they know everything. For student's satisfaction she applied various strategies such as; warming up before starting the chapter, lesson plan, regular class test, drawing competitions are being organized for motivating to the students. By the process even the students who have poor performances academically avoid the unhappiness and give the

commitment to effort for the goal achievement and get self-satisfaction, (Bandura, 1999). The given instance showed the importance of knowing psychology of the students and their talent in advance before motivating to them.

Participants Om Shanti Poudel (name changed lower secondary head teacher) from Lagankhel resource center having 24years working experiences said that motivating to the students is a complex issue. She further added that teachers are not only a part of students' motivation. Parents have to play loving and interacting environments to their children and must have to share their socio-cultural knowledge. Moreover, she added that involvement of the students in cultural activities in the society and extracurricular activities help them to motivate and encourage for better teaching and learning activities.

In the response of my question: How is she practicing motivational role to the students in the classroom? She shared that,

> *In our school, I must say that all of us are trained and having knowledge and skills on teachers' motivation and teaching strategies. However, talking about practice, the attitude and behavior of all teachers are not equal thereby we are practicing motivational role to the students differently. Every day we encourage to medium and poor level of students in the classroom in front of their peer groups. Sometimes we teacher together raise the issue about any particular student who almost neglect teachers' motivation and do not improve their own behavior and school performance. We try to find his or her problem and again motivate for learning and becoming disciplined student in the school. Sometimes we also share such problems of the students to their parents directly or indirectly during parents and teachers interaction.*

Further she shared that,

In my class, I have been practicing short pray and meditation system before starting my lesson plan. This has been increasing the level of students' concentration and their memorizing power too. I encourage my students to involve in extracurricular activities and watch health and news related and religious TV channels. In addition, I do share about spiritual and religious power that may make them ethical and moral.

The narrative text implies that the perceptions of teachers' on religious and spiritual practices also help to make students motivating and happy. In the reference on religion, Hindu religion emphasized liberating role of education (Awasthi, 2004).Here my case expressed that she has been practicing pray and meditation in the classroom for their concentration and sharing religious and cultural knowledge. Goal orientation theory also claim that the higher the efforts of students on teaching and learning processes the higher the improvement on their performance with learning goals (Elliot & Dweck, 2005). At the same time she also shared that teachers are sharing their problems related to students' motivation to each other so that they can motivate any kind of students. However, most of participants never tried to understand the importance of spirituality in the classroom so as to motivate the students. This instance shows that it is essential to learn about spiritual knowledge by the teachers before playing affective motivational role in the school.

Participants Bharati Khadka (name changed primary level teacher) from Lagankhel resource center, having nine years working experiences said that she chose teaching profession to provide social role. Her school education life was completed in

reputed institutional school. It was due to her teachers' and parents' motivation and strict rule and regulation she secured top position in the class. Since then she understood the contributions of motivation in students' performance; therefore, she was also playing active motivational role in the school.

In the response of my question: How has she been practicing motivational role to the students in the classroom? She said,

> *I collect 5 rupees from the students who become absent in the class. I also add some amount personally on this collected fund. I bring some stationary reading/writing materials from this amount on monthly basis and use to provide as a reward to the students who complete own home works, and class works in a qualitative manner as well as who secured first, second, third position in class test. I also encourage others who cannot get those rewards to increase their performance for such rewards next time. I also shoot video clips of the students in the classroom while students take their assigned speech and white board handwriting in the class. I also request parents to visit school to know their children performance in my subject on monthly basis.*

He was happily sharing about importance of collective fund that he invested for buying reading and writing materials to the primary level students. Further he added that,

> *Sometimes, I allocate some bonus marks to smart students and beautiful writing. I also hang the drawing chart on the wall and encourage for making similar arts to other who does not pay interest. I motivate all the students to take part in extracurricular activities it makes their life healthy and makes them creative. I*

also make peer groups of the students by sitting together (both smart and weak students) in the classroom. Due to motivational environment, our students are performing so far better as compared to my own children who are getting chance to enroll in institutional school. I am also transforming my life skills such as tailoring, embroidery, culinary and cosmetic and beautician to the girl students. Twice a year, I conduct educational visit in orphanage and old age home so that they get an opportunity to learn about why aged people are neglected by their children. Similarly, I am a very smiling teacher to my students. I prefer to smile in front of students during my interaction with them.

The text implies that students change their perceptions and feelings on school education if they get affective motivational environment from teachers and parents. Behaviorism educational philosophy also says that education is a process of behavioral change that can be manipulated by environmental reinforces (Brennen, 1999. p.7). It is the reason why she was motivating to the students by providing reading and writing materials, engaging them into various extracurricular activities, educational visits. And, she was also providing various life skills development trainings especially for girl students during vacation. But most of the participants expressed that they did not like to motivate students because of their poor school performance. May be such students were experiencing performance avoidance goals that was associated with low efficacy, anxiety, avoidance of help-seeking and low grades (Urdan, Ryan, Anderman, & Gheen, 2002 as cited in Kaplan & Maehr, 2007). The information showed that there were poor supportive behaviors of the teachers on socio-economically poor students. Instead of helping to them and encouraging to them some of teachers were blaming them as a poor.

Participant Mr. Mohammad Hussen (name changed secondary level teacher) from Lagankhel resource center, having twenty two years working experiences said that he had been observing teachers' motivation and its influence in the students' performance since his school life. He used to be known as the Mr. Monkey among teachers and students because he would preferred to climb tree rather than engage in teaching and learning activities in his early school life. But due to motivation by the teachers and family his life changed dramatically and has become Math and Science teacher. During his professional life, he has been motivating students in ever changing environment. Further he shared that in each class, 40 percent students never pay interest to complete class work, homework and neglecting teachers' motivation. For such types of students, he shares his own personal stories.

In response of my question: How is he practicing motivational role to the students in the classroom? He expressed that,

> *I have been practicing class competition to the students and have been providing awards to the winners by self-effort. I think such activities makes student more interactive, motivate, and encourage participating in competition. I am practicing heavy practical and project works so that students can memorize all the tasks in groups and they get opportunity to present among their peer groups. I share some jokes and some turning points of my student life and also sing songs in the classroom; it makes student active. I shake my hand with those students who share right answer to my question. I neglect many negative performances of the students but highlight on his or her strength; it makes them change their attitude on school education and help to improve their performance.*

I found he was applying appreciative strategies for motivating students. After listening to him I though very few teachers are shaking hand by their students. That is not commonly practicing even in institutional schools where teachers are practicing friendly motivational strategies to the students. After a while he again sad that,

I also report to those parents whose children cannot perform competitively. I request them to watch the activities of their children and check their homework and class work regularly. Scholarships are also distributed during annual function. Art and crafts prepared by students are hanging on the wall and displayed. We have published Smarika of school during golden jubilee where essay and poem written by students were published. This was the result of motivation. Each Friday and if necessary on others day we have been conducting extracurricular activities and for choosing class monitor we have been practicing election system but sometimes we select physically strong and capable students for monitoring class room activities.

The narrative text implies the holistic strategies applied by the case during student motivation. As he reflected, his educational status was transformed from Mr. Monkey to Mr. Mohammad. Along with his professional role he has been giving worth value to motivational process which can change the performance of any kind of students. More specifically, he has been appreciating students by shaking his hand, distributing small presents, managing peer group discussions, group presentation of project and sharing jokes and singing songs, giving heavy written home works and reporting students' performance with their parents. May be he wanted to make student aware with

performance approach goals. The blueprint of associations related to performance-approach goals are considered very optimistically as this goal orientation was found to be related to outcomes such as determination, positive effects, and grades (Elliot, 1999). However, nobody applied such holistic strategies in the classroom so that they could also motivate students in effective way. Therefore the instance shows the importance of friendly behavior of the teachers, their creativity and depth knowledge about motivation and student performance before providing motivational environments to the students even in inside and outside the schools.

I observed school based activities in one of the school of Lagankhel resource center. During the school time, I reached school where two guards were standing inside Iron Gate. I requested them to open the get and shared my purpose of visit. They welcomed me and assisted to reach nearby school office room and quickly returned on their own duty. Nobody was there for interacting with me. The teaching and learning environment was quite interesting. I observed lower secondary and secondary level classroom activities from corridors (turn by turn from ground floor and first floor). The building occupied by the students was in critical condition due to massive April earthquake. Teachers were discussing with students loudly but friendly; attractive chart papers were posted around the wall. I found very much interactive environments within the classroom. I observed that students were solving mathematical problems themselves on white board in some rooms. And in some rooms teachers were asking thunder of questions and getting reply from various corners.

The text implies that students were getting motivational environment in this school through various ways. Strict rule and regulation, interactive classroom and

friendly environments were some of ways applied for motivating the students. The situation here states that students were also getting lifelong knowledge from their day to day observation of school activities and surroundings. Students were encouraging to interact with teachers and students as far as possible so that they could develop their confidence level and school performance. During teaching learning process, some of the students were observing posted chart papers. May be they were memorizing the tasks. Self-efficacy/trust on own competence theory also claimed that students increase their sense of being efficient and proficient through physiological and emotional well-being, as well as through continuous encouragement from others, Furthermore they also learn either from one's own experience, or from other's experiences (Bandura, 1982).

Similarly, during my first focus group discussion with students in one of the school of Chhampi resource center, I found teachers were providing comparatively more motivational role in the classroom than parents. Most of the students agreed that teachers were worrying on student performance. However, some of the participants reacted by saying that some of the teachers were passive in their school who would not follow disciplinary rules and regulations in front of the students. They would play mobile games in the classroom and smoke in school premises. Such behaviors of the teachers brought negative impacts on students. During discussion, one of male participant Kamal Khadka (name changed) expressed that,

> *All of my family members are motivating me for my better school performance. Basically who are illiterate encourage me regularly. They try to justify on their statement giving their own experience that because of illiteracy they are facing unproductive life and compelled to agriculture based laborious work instead of*

white color jobs. They suggested me to be disciplined and respectful to the teachers and parents as well as to become an exemplary figure in the village. While I was a child, I used to bunk classes frequently and I could not understand the value of school education but at the moment I am securing topper position in the classroom because of continuous motivational environment in school and at home. One of the reason is I have been hearing about importance of higher level education for the better job opportunities in future. I know that higher level of educational status can only make possibility to secure job in competitive job market. This is the reason why I have been giving worth time to my school performance.

The given text implies that external motivation can equally encourage students to engage in effective teaching and learning activities and also nourish their cognition about importance of education life. His school performance has improved due to continuous motivational activities from his parents, relatives and teachers. Theoretically, student with having low performance goal can be taken as a sign of low ability and by the changing strategic efforts improvement in school performance can be brought (Dweck, 1986). He was then expecting to get job opportunities in the market after his higher education life. I found most of the participants getting motivational supports from both parents and teachers. However, unfortunately some of them were getting poor motivational environments in their home. The instances here suggest that it is necessary to conduct awareness campaign on parenting role on motivational role.

Similarly, my female participant Sabita Narakoti (name changed) shared that,

We are brought up in changing environment because in the early period most of girls were compelled to dropout form school education and were compelled to engage in early married life and livelihood activities. At this moment due to women empowerment, we are getting educational opportunities and being motivated by their own mother and women social workers. In my case, my elder sister and brother are illiterate but they are supporting my younger brother and me and has been encouraging for better performance academically in the school. My mother advises me to concentrate on teaching learning so that I can get job in my productive life to support them in their aged life. At the same time, what I think is an educated person can transform society and nation.

The text implies that because of very strong support from own relatives and family member girls are getting educational opportunities even in the rural areas. In the reference on mastery goal, individual's purpose of developing competency focus on learning, understanding, developing skills, and mastering information from others (Ames, 1992). The credit goes to informal education and awareness raising trainings that empower and encourage women to girls schooling. Other girl participants also agreed with her and shared that most of the illiterate women too are motivating them to continue school education so that they can have better life in future. Literature also says that with the beginning of modern mass education in Nepal after 1950, people have used education as a gate way to social status, employment and development (Parajuli, 2007). The instances here notified that motivational environment is giving educational opportunities to the girls who are also securing topper position in the classroom.

I was observing one of the schools during school hour school in Godavari resource center. It was about noontime; as I entered from the school gate, a guard asked me the purpose of visit. I told him about the appointment with the headmaster. After that, he allowed me to go inside and I entered inside the school ground. At a time headmaster raised his hand from school corner where some visitors were interacting with each other's. I gave my introduction at first to them and involved myself in the discussion. We interacted under a peeple tree, where well-cemented floor was made for having rest to the visitors. During our interactions, I was also observing neat and clean school environment. I could not find any pieces of papers and any kind of garbage inside the school ground. The school environment looked standard as the reputed institutional schools of the Kathmandu Valley.

The text implies that some of community schools were providing quality educational services to the students. Providing neat and clean environment within a bounded area may definitely help to provide motivational environments to the students. The situation here talked about the importance of cooperation and coordination among teachers and parents to provide quality education in motivational environment. Agreeing with performance approach goals, such environment help to the students oriented towards the desired possibility of demonstrating high ability, and engages in the task with purpose (Elliot, 1997 as cited in Brdar et al., 2006).

During my second focus group discussion with the students in Lagankhel resource center, I found that in urban areas both parents and teachers were providing motivational role to the students. Most of the students shared that they were getting motivational environment by teachers, parents and peer groups that was helping them to improve their

academic performance in school. One of male participant Prachand Gurung (name changed) shared that,

> *I fell down from tree while I was in my village. Since then I started to understand things at slow rate. I cannot compete with others in my classroom due to my mental health situation. Therefore, teachers are supporting and motivating me continuously. Most of the teachers asked me regularly weather I understood or not? It made me more happy because I felt that they were watching me and may be worrying with my problems. Likewise, my parents motivate me for attending classroom and suggest me to complete higher-level education as they themselves are educated. My father has got SLC degree and elder brother has passed BA level education. At this time I am a member of child club and facilitating to conduct various extra-curricular activities to the children on the direction of our teachers. We conduct quiche-contest, singing, dancing, drawing and sports competition programs so that this may help to perform talent of the children. To run such program we get financial help from office of sub-metro Politian city and some of the institutions who are working for child right and get technical support from our teachers. We try to play our role and responsibilities effectively so that we can win some of the presents and award from the government and non-government institutions.*

The text here implies that it was due to supporting behavior of the teachers, peer group students, relatives and family members; my case was improving in the class academically regardless of his mental health status. Other participants also agreed that interactive and supporting environment among classmates and peers could provide

motivational guidance to any kind of students. It also help students oriented towards mastery goals in order to set the purpose of personal development and growth that guides achievement-related behavior and task-engagement (Ames, 1992 as cited in Brdar, Rijavec & Loncaric, 2006). Here, the case in point shows the importance of interpersonal communication among the students and sharing habit of knowledge and skill among each other, which can help to improve school performance, which is impossible without effective motivational environments. At the same time because of engagement in child club my case improved his leadership quality and became role model among children, providing motivational environment to the children to perform their talent and skills.

Similarly my second female participant Maya Subba (name changed) shared that,

> *While I was a child my parents taught me about importance of education and they encouraged me to become serious on education but now I am young and responsible to make my future bright myself. I love to read and write very much I feel emotional when I missed my classes due to some important task at home. Even in holiday period, I remember my classroom activities. I think I am self-motivated for securing best performance. My teachers say that without education, we become illiterate and we don't get any job in future and they share that education can change individual as well as community and society. Therefore, I am giving more value to education. Here in my school, I am also playing leadership role in sanitation club that maintain neat and clean desk, bench, and classroom, playground and drinking water tape. These activities help to apply knowledge practically, establish good understanding among classmates.*

The text implies that due to best parenting role my participant here knew the value of education in her life that can be benefitted to herself and society in future. Theoretically, along with that she got motivational environment from the teachers and relatives for improving her performance and success through approach goal orientation (Ames, 1992 as cited in Brdar, Rijavec & Loncaric, 2006). Now she is motivated by self and others to become productive human resource of the nation and is devoted in school education and better performance. Existentialism educational philosophy also says that students are free agent and free to set the goals of their own life (Brennen, 1999, p.8).She is also developing her leadership role by engaging in sanitation club and getting opportunities to apply her school knowledge practically among classmates. The example here encourages students to understand benefits of education during their school life.

Self-Motivation: Guided by Personal Context

In this part I have tried to present output of external motivation that automatically encourage teachers to play motivational role to the students through their intrinsic values. In the reference of intrinsic value, as I understood, inherent values refer to personal satisfaction, interest, or happiness that energizes and sustains activities through the spontaneous or natural satisfactions inborn in affective conscious action (Deci, Koestner & Ryan, 1999).Thereby self-motivation is an impact of overall motivational process that helps to increase personal ability of the teachers. In the reference of teachers' role, Secondary Education Development Project also highlighted teachers' effectiveness and competency for better learning of the students (GON, 1997).

Owing to my study, I also interacted with teachers/students about self-motivation and its contribution for promoting performance of the students. Participants from

Chhampi resource center shared that without self-motivation nobody can perform better whether they are teachers or students. Some teachers motivate student productively, some students improve their performance with external motivation and vice versa.

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

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

The text here is written in the context of self-realization. The text implies that some students are being motivated by parents to understand about inner personal development, self-initiation and self-struggle. Self-efficacy/trust on own competence theory also claims that students make critical analysis on their past personal interpretations of their past achievement and disappointment make strategy accordingly for the future path as they believe in exceeding their capabilities and understanding (Bandura, 1999). But some participants argues that self-motivation comes from the within. Yes, I do agree with them partially but how does it comes from within if students are not motivated from others. This instance can help to the parents to share their socio-cultural knowledge and livelihood struggle with their children so that they can transform

their unproductive socio-cultural knowledge by changing their occupational and livelihood status in the society.

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

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

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

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

changed the strategies and began to unpack importance of education in human life among such students. They became motivated by self-effort and improved their school performance qualitatively. Self-efficacy/trust on own competence theory also argues students are aware about the standard of their performance and set the goals by themselves accordingly (Bandura, 1999).The instance here provides role of intrinsic motivation in students' life by parents, teachers and students.

Mr. Yam Khadka from Chhampi resource center shared that self-motivation and motivation from outer contexts are two sides of same coin in particular. Therefore, he has been suggesting students to follow the motivational environment of the teachers, parents, relatives and friends. In the response of my question: How you are observing self-motivation of the students in your school? He expressed that,

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

The text is written from affective teaching and learning context that cannot be performed without better students' performance, better parenting role and better socio-economic status of the parents. Here, my case also compared own students with the students of institutional schools, who belong to middle and higher level socio-economic

status and provide quality education to their children. I also have found that enrollment of the students in public school has increased rapidly but the quality is not still satisfactory, and thus the demands of institutional schools are widespread especially from well off families (Carney & Bista, 2009, as cited in Thapa, 2011). However, most of the participants argue that only higher level of socio-economic status of the students don't improve school performance academically but it is a involvement of parents and teachers, which allow students to become self-motivated and improve their performance. Reflecting upon this situation, during motivation, student can also develop their self-efficacy/trust on own competence by accomplishing own school performance, observing others performance, socio-cultural influences and by judging their personal capabilities and vulnerabilities (Bandura, 1982). But the instances help to understand poor understandings of students, parents and teachers about the importance of self-motivation for promoting their performance.

Mr. Jeban Chaudhary from Godavari resource center shared that it was due to self-motivation, after SLC he became both student and teacher simultaneously. He started to teach in both institutional and community school to support his own higher-level studies. During his career in community school, he used to motivate students so that they would become extra and unique. In the response of my question: How are you observing self-motivation of the students in your school? He expressed that,

> *Here is less competitive environment in our school because there are limited students in each classroom. Most of the students are very weak academically and poor financially. Nevertheless, some of them are extra talented. Therefore, every day I have been convincing my students to identify personal interest for driving*

long life. I suggest them to make their plan by visualizing how they struggle for livelihood after marriage and earning for their own children. I also assure them that nobody can get success without long run plan as I made while I was a student of grade seven. I do share my struggle about my education and working life.

The text implies that self-motivated students can make their long run educational plan to cope with vulnerable livelihood as my case did during his school life. Here, my case wanted to share personal stories to stimulate any kind of students in his classroom. However, because of low competitions among students in community school, students are still undermining personal ability and capability. Theoretically, there is a possibility of underperformance of such students due to lack of competitiveness may forget their performance goals(Elliot, 1997 as cited in Brdar et al., 2006).Other participants also shared about poor competitions due to limited students in each classroom. The instance here clearly shows that students need to think about their prosperous future life that can be achieved with higher level of education. For this consideration both parents and teachers have to share their personal life experiences with them as well as inspirational life story of the successful people around the globe.

Mr. Khadga Duwal from Godavari resource center shared that student can improve their performance with autosuggestions. He also added that he has been observing and examining both teachers' and students' self-motivational process that has helped them to become interactive in the school. In the response of my question: How are you observing self-motivation of the students in your school? He expressed that,

I think, first students themselves must be self-motivated to perform well in the school. Parents and teachers are secondary sources of motivation. Nobody can

improve those students' performances, who are never motivated intrinsically as well. As carried dog cannot hunt in the jungle, similarly, active and self-motivated students can only improve their school performance. Only teachers cannot change the behavior of the students, however, we have been trying. In my experience, self-motivation is not only to the students but it is equally needed to the teachers too. Teachers who are not self-motivated cannot perform quality service to the students.

The text implies that only self-motivated teachers can encourage students for becoming self-motivated during their teaching learning activities. Therefore, it is essential to establish quality understanding about self-motivation among students, parents and teachers. This can help to change the perceptions of students and help to become self-motivated to improve their own school performance. That helps them to orient upon mastery goals with the purpose of personal development and growth that guides achievement-related behavior and task-engagement (Ames, 1992 as cited in Brdar, Rijavec & Loncaric, 2006). The instance here showered that teachers and parents are more responsible to encourage and motivate students in a better way.

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

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

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

Ms. Om Shanti Poudel from Lagankhel resource center shared that she was applying both external and internal motivational environments to the students. However, she argued that illiterate parents do not know the impact of their motivational role in the performance of their children. Nevertheless, being educated most of the students are familiar with the power of self-motivational process as well as motivation from others, and are following the suggestions of the teachers.

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

> *In case of my school, all teachers are getting various skill development trainings from various institutions, and student are also talent. However, they are not being supported by own parents and guardians. Most of students share their family problem and quarrelsome environment that have been disturbing them during their study period. Parents even ignore the notices sent by the school. For example, we have notified parents time and again to provide homemade food for lunch and snacks but they never follow our suggestions and provide them junk foods. The reason we receive from them is they have no time for preparing homemade items. Students are getting scholarship but their parents never buy reading/writing, materials from the given fund.*

The text implies that poor parenting is a major obstacle to the teachers. Because of that the impact of teachers' motivation is still questionable in community schools. Parents are neither responsible to provide motivational environments to their children nor worry about their health problems. Most of the parents are using the scholarship fund for various other purposes rather than investing in their children's education. Reflecting upon

goal orientation theory, parents performed state of affairs as per the need based theory rather than focusing on the goals of education and purpose of scholarship package (Ames, 1992).The illustration here suggests that it would be better to manage the scholarship funds by the school authority so that different interesting, useful and essential reading and writing materials could be provided to the students.

Ms. Bharati Khadka from Lagankhel resource center shared that teachers must provide supportive role to the students for stimulating their self-motivation. She seems quite serious on supporting children's happiness. She energizes them who don't seem happy to maintain their smiling and interactive physical appearance while participating in the classroom. In the response of my question: How are you observing self-motivation of the students in your school? She expressed that,

> *I always intermingle with girls' students who have been working as a domestic child labour about the problems they are facing. Those girls remain absent frequently. Next day, I ask the reason behind their absence. They share about overload of household works and unfriendly behavior of their owner to them, who usually ask to stay at home. At a point, I feel embarrassed with their vulnerable school education and working life.*

The text here implies that one of the positive impacts of self-motivation is making students smiling and happy. Without happy mood, students cannot interact with teachers and peer groups in the classroom. Here, being a female teacher, my case is more serious on girls' problems who are working as domestic child labors. Other participants also shared that students from poor socio-economic backgrounds are getting educational

opportunities in urban centers. However, they are being deprived from proper teaching learning environment since they are working as domestic child labour.

Further they are experiencing mastery goals orientation for the highest degree of sense of development and growth in their inner and outer personality (Ames, 1992 as cited in Brdar, Rijavec & Loncaric, 2006). But in the name of eliminating such practices, some institutions are compelling children to return back to home by quitting their school. The illustration here suggests not violating the educational right of the domestic child.

Mr. Mohammad Hussen from Lagankhel resource center expressed that he had also improved his own academic performance due to self-motivation. At this point, he has been giving continuity to his professional and higher education life together. It was his preplan for achieving similar educational status as of his colleagues. He was quite satisfied with his teaching profession because his instinct says that teaching profession in our context is quite social in nature that help to produce rationale and competitive human resources that benefits to society and the nation. In the response of my question: How are you observing self-motivation of the students in your school? He expressed,

> *Yes, I have been motivating many students in many localities that have helped to change the attitude and behavior of the students and to improve their academic performance. However, I cannot forget one case that was deeply motivated due to my effort and has become successful individual now days. Once I helped one weak student for his better performance. I used to teach him in leisure and holiday period in my home but unfortunately he didn't get pass mark in my subject in SLC exam. I was very much disappointed with his result and stroke one kick to him. Since then, he was actively engaged in teaching learning process and ultimately*

passed SLC exam. My colleagues, and students were surprised by his progress, and they thanked me. I always remember that incident. It was an interesting episode to me because nobody expected that he could obtain pass mark.

The content implies that sometimes physical punishment can also help to motivate student intrinsically as my case applied with his student. The modern educational philosophy does not support the above mentioned statement. However, this is the reality that this student himself was committed to improve his academic performance after his action. From the view point of self-efficacy/trust on own competence theory, here he might have made his personal judgment and evaluation on his past achievement and disappointment and set goals to go beyond own capabilities (Bandura, 1999). My case behaved with student differently because he was not only investing on his education but also allocating his precious time for his better exam result. Nevertheless, most of the other participants did not share similar events and experiences. The reason might be to maintain privacy on corporal punishments. The instance here shows the importance of regular guidance of the teachers that can help to improve performance of weak student.

During my first focus group discussion with students, my male participant expressed,

I can say that scholarship and any kind of reward system can motivate students more effectively. At the moment, I myself motivated to perform better on upcoming exam. I also have the expectation to grab various scholarship rewards to make my parents happy. I think motivational role-played by parents and teachers and peer groups are just for sharing their ideas on importance of education but for me we must motivate internally because it enhances our thinking skills and

competitiveness and increases our understanding on self-awareness effort and management.

The text implies that the participant understood the importance of self-motivation that has raised his self-awareness and cropped self-management habits. This was the impact of both external motivation from teachers and parents and owns self- motivation. Most of the participants agreed that habit of self-management and self-discipline can only improve overall academic performance of the students. Therefore, students with high self-efficacy/trust on own competence try to accomplish the task and also keep on their effort even if tasks are difficult (Bandura, 1996).The instances here suggest that the students should be self-motivated during their school education life.

Similarly, during my second focus group discussion with students, my female participant expressed,

Rewards give me more motivating environment because it helps to increase my ability. Other students also pay attention on me and teachers start to provide more love and care to me. Junior students also start to give respect to me; therefore, it gives me more motivating environment. It means, in my opinion if we perform better in classroom, then teachers as well as students equally begin to give high priority to such students. The dark half for me is that some of the teachers don't want to encourage and motivate to weak student. The teachers may feel that these are poor student and it is meaningless to motivate them.

The passage here implies that in practice selected students are able to get cooperative, supportive and loving environments from teachers and friends during their school life. Existentialism educational philosophy also argue that students responsible

agent thereby personally accountable with own free choices as they are revealed in how they are living in their life (Brennen, 1999, p.8).Here, my participant argued that teachers are motivating those students only, who are academically sound. However, self-efficacy/trust on own competence theory says that learning focus goal emphasize on gaining new skills and knowledge of the student whatever the ups and down comes in the processes (Dweck, 1986). Most of the teachers shared that they were providing motivational environments to each and every students without discrimination whether they were academically good or bad. The incidence here suggests that to some extent teachers are making bias even in their motivational role, which must be monitored by Principal or school management committees.

I was observing any school of Chhampi resource center. School was located in the southern of the Valley in a natural environment. My purpose was to observe surrounding environments of the school outside the classroom. I reached school quite early than the school time. It was a peaceful sunny morning. I noticed that teachers were busy in interaction, having cup of tea in nearby teashop. They were discussing on contemporary political and social issues. I became happy by observing the quality building infrastructures of school. It was demarcated by cemented wall and entry gate adjoined by rural road, and classrooms were well ventilated and attractive. There was a temple and poplar tree nearby school corner and few shops in another corner. It looked like neighborhood of the village. However, the area was free from sound pollution. I was waiting for the school bell just for observing assembly. After having tea, I went in a top land from where I began to observe the students' activities. Some of them were playing tennis ball, others were running and enjoying with sunny and funny weather. After an

hour, I again entered inside the school ground. At a time, I saw smiling and interacting students, who were receiving school dress and warm sweaters, which were donated from an organization. The wording implies that in rural areas, students were getting natural teaching and learning environments and attractive infrastructures. These were essential motivational environments to them. Availability of such environments and donations of different materials made students self-motivated for better academic performance.

Chapter Summary

Motivational strategies applied by the teachers for students' performances in community schools were discussed in this chapter. More specifically, teachers from Chhampi resource center are proving extra classes, class room assistance, scholarships, counseling facilities, sharing educational outcome to the local students. Similarly, teachers from Godavari resource center are collecting fine from absent students, also providing scholarship and rewards (personal efforts) and applying spiritual practices like pray and meditation to the most of migrated students who have been living with their family members. Likewise, teachers from Lagankhel resource center are providing reading, writing materials and appreciating to the students. They are also reporting parents on progress and regular communication. In rural areas, teachers are intrinsically motivated while playing their status role in the school whereas in semi urban areas teachers are worrying with poor parenting. And in urban areas teachers and students both were intrinsically motivated for better school performance. The gist of the discussions shows, teachers are applying motivational environments to the students. In the process of motivating, self-motivated students and teachers are realizing their socio-economic role in the society and engaging in thoughtful teaching and learning.

CHAPTER V

QUALITY PERFORMING: A MOTIVATIONAL LEARNING

In this chapter, I have addressed my second research question "How do the motivations by the teachers contribute for promoting performances of the student? And how both students and teachers understand motivation and performance? " As for the convenience to the readers, I have categorized my discussion into seven different parts. In first part, I have presented some discussions related to physical appearances of the students. In second part, I have discussed class monitoring skills of the students. In third part, I have presented some discussion related to interpersonal personal communication skills of the students. In fourth part, I have highlighted judging school knowledge by the students. In fifth part, I have presented experiencing school knowledge by the students. In sixth part, I have revealed on written skills of the students. Finally, in seventh part, I have focused class merit performances of the students.

School Performance

I know that performance of the students' can be appraised through various indicators. But the important thing is how students are being motivated for better performances. In the reference of motivation and performance, process of students' self-motivation and evaluation, their desire for gaining new skills and knowledge, parenting role, peer groups interactions, teaching and learning environment, and social support system play vital role for their better school performances (Gujardo, 2011). Owing to my study, I have decided to examine only seven indicators for discussing with the teachers both in rural and urban settings. I have perceived that teachers understand the

phenomenon of performance quite differently and subjectively. More specifically, male teacher from Chhampi resource center argued differently. In his school teachers are judging performance of the students' through given five variables (regularity in attendance, maintaining discipline/dress/sanitation, completing class work, completing homework and involving in extracurricular activities).

Similarly, female teachers from Godavari resource center expressed critically because teachers have been facing problems to evaluate students' performance. As some of the students enroll in their school after first terminal examination, we cannot ignore their application. She further added that government mechanism has prepared continuous assessment system (CAS) for the evaluation of the student performance. The dark side she has found is that some of students are poor in CAS evaluation but would finally secure distinction mark because of cheating in exam period. She also suggested that students' evaluation should be focused on how student learn and how their learning help to change their overall performance, especially how they are behaving with others (peer groups, teacher parents) and how they are performing their morality.

In the policy reference, All-Round National Education Committee has also defined goals of education as inculcation of a feeling of loyalty to the country and the crown, faith in God, spirit of nationalism, and promotion of knowledge of science and technology (GON, 1960). Similarly, a male teacher from Lagnkhel resource center has expressed that performance is not for measuring students' obtained mark. In his opinion, class activities, interactive behavior, appearances, discipline, involving in ECA and helping behavior to the weak students or sharing personal knowledge to others can incorporate to judge overall performance of the students.

Physical Appearances

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

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

The text implies that teachers' motivation is helping to make students good, smart and clean. Students are also getting knowledge related to health and information that encourage them to become interactive with teachers and students. Self-efficacy/trust on own competence theory claims that students' get knowledge through verbal encouragement from others, learning from one's own experience, and learning from other's experiences (Bandura, 1966). Other participants also agreed that students from any socio-economic groups are maintaining their physical appearances after continuous motivation given by teachers. The incident here talks that children can learn health and hygiene related knowledge from school education and teachers' motivation.

During my discussion with teacher about physical appearance of the students', Participant from Godavari resource center said,

I have found some of the poor students come up in school with attractive physical appearances. In case of our school, there are students from every part of Nepal, who are mostly from poor background. Some of rescued children are also enrolled by organization support. In the early stage, students came with rough uniform but after our motivation and suggestion they started to come with neat and tidy dress. We do provide many items such as dress, shoes, socks, reading and writing materials to the young children free of cost. Different organizations are also supporting for snacks to the students of nursery to upper kinder garden for last two years. We are also providing delicious hygienic food to them. Now a day, the trend of bringing junk food has decreased significantly due to regular counseling to the parents about negative impacts of junk food.

The narrative text here is basically linked with the socio-economic status of the parents and health status of the children. My case focused that due to organizational support, economically poor students were getting school uniforms, refreshments and due to teachers' effort children were getting knowledge about personal appearances. Goal orientation theory also explains that repeated same action makes habit formation and leads them towards the learning goals hence help them to enhance their performance (Elliot &Dweck, 2005). However, other participants argued that in this rural setting most of the parents were less sensible on children's' health. They still provide junk food for Tiffin and are not helping children to maintain neat and clean dress up. The incident suggests that organizational supports are contributing to economically poor students to maintain their health status.

During my discussion with teachers about physical appearance of the students', Ms. Bharati Khadka from Lagankhel resource center said,

> *Here, in my school, most of the students are from out of valley. Their parents work on daily wages basis thereby they are unable to manage the dress of their children properly. However, I assist students to make them clean and neat sometime. I do help them to cut their nail in the school. Some of the students cannot bring their snacks box. At a time, I do share my snacks too with them. Mostly students brings junk food item. Once, an organization had conducted training program to all parents about preparing homemade food and negative impacts of junk food. Since then, most of the parents started to send homemade snacks to their children for few weeks but later situation remain same as early*.

The text implies that poor parenting role has been playing role for poor appearances of the students. Due to poor socio economic background of the parents, they are unable to allocate time for their children. Even they don't have time for preparing homemade snacks. Here, other participants also blamed to the parents for lack of awareness on negative impacts of junk foods, though they were obtaining counseling from various institutions regularly. From the vantage point of goal orientation theory, such parenting role compel students to experience performance avoidance goals associated with their low efficacy, anxiety, avoidance of help-seeking and low grades (Urdan, Ryan, Anderman, & Gheen, 2002 as cited in Kaplan & Maehr, 2007). The incident here suggests that still it is complicated to make parents aware on health and hygiene status and to make them understand how the types of food children consume and proper condition of uniform play vital to nourish cognitive development of the children.

In the response of my question how the academic performances of the students help to maintain their personal outlooks? Mr. Mohammad Hussen from Lagankhel resource center expressed,

> *In our context, the performance of the students is being measured by three hours' written exam test system. Really, it is not the best culture. We are practicing CAS up to primary level, which is in fact appropriate to evaluate overall performance of the students. It is a system of monitoring and evaluation of the students teaching and learning practices and their health related issues in daily basis. I wish, it would be implemented up to secondary level. I can say that teacher's motivation can bring visible change in health related performance of the students. We motivate students to come up with neat and clean dress and take a care to own health and hygiene. We also suggest parents to maintain health of the students and provide them home made snacks.*

The text implies that due to poor socio economic status they are suffering from economic burden. So, most of the parents are unable to manage proper food and cloth. Teachers are being engaged to motivate the students in the issue on health and hygiene but unfortunately their parents are not supporting to them. Such family environment make student frustrate and less competent instead of improving their school performance. Here, the goal orientation theory also argues that students with high self-efficacy/trust on own competence, irrespective of goal orientation, expend effort as tasks become more complicated if they feel disappointed (Wentzel, 1991).Other participants also stated that teachers are constantly keeping concern on poor health status of the students and they are also motivating and suggesting their parents for effective caring to their children. From

the happening, we can say that continuous assessment system is aiming to measure students' health performance in a daily basis but it is essential to provide positive supports from the parents too.

Class Monitoring Skills

During my discussion with teacher about leadership skills of the students', Mr. Jeban Chaudhary from Godavari resource center said,

> *A girl from remote rural area enrolled in grade six after the earthquake. She had been working as a domestic child labor for the continuity of her educational journey. Her nature was quite reserved, which might be due to her personal problems as she had been struggling here in Kathmandu Valley without her family members. She would never complete her homework due to excessive commitment in everyday jobs thereby she would never interact with her friends and teachers. However, I have been suggesting her to complete her homework even during school hour, and I do motivate her every day. I also dropped call to her owner to allocate some study hour for her future. Slowly, now I have observed visible changes in her leadership performance, and now she has been playing class-monitoring role.*

The text implies that teachers' motivation and suggestion also help students to improve their leadership performance in the school or classroom. Here, my case expressed that because of her leadership role; a domestic child not only changed her behavior from introvert to extrovert but also improved her reading and writing performance. She might have developed her personal sense of efficacy through observation of the performance of others, states of physiological arousal from her

judgment on personal capabilities and vulnerability (Bandura, 1982). In this issue, other participants have been giving leadership opportunities to the students' cyclic order. The incident here suggests that leadership role of the students can increase their confidence level and communicative skills too.

During my discussion with teacher about leadership skills of the students', Participant from Godavari resource center said,

> *At the moment, I have stopped the culture of choosing monitor in the classroom because as a monitor he or she would use their responsibilities as power unsympathetically. They would stroke to their own classmates too. This is not common in the secondary level. In case of volunteer students, we select from grade nine and ten. While doing so, we appraise his or her ability to control mass rather than his or her overall class grade performance. Some students are poor in teaching learning but smart in sports. Some others are extra talent in singing and dancing activities. Though we don't have any dance teacher in school, however, during school function students prepare and perform dance to the parents by self-preparation.*

The text implies that the students from all level may not be playing their leadership role effectively and efficiently. They sometime use their monitor power to punish their own class mates. However, this is not a problem in senior level. Most of the participants expressed that they have been providing leadership role to the potential students who are fit for that responsibilities. Agreeing with performance focus goal, before providing leadership role opportunities, capacity and skills of the students are to be evaluated by the teachers (Dweck,1986).The incident here suggest that leadership role

of the students does not only improve their performance in their interested areas but also help them to become sensible and responsible.

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

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

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

During my second focus group discussion with students about leadership skills in Lagankhel resource center, my male participant said,

> *Yes, I am a monitor of my class room. Mostly teacher chose monitor from those student who can control the classroom, and other students follow his or her instruction. The Monitor role I am playing here is not a burden for me but I*

believe this is an ample opportunity to me because I am originally from remote rural area of Myagdi district and the newly arrival for this school. However, due to my ability and capacity teachers have selected me as a class monitor. Here in our school, most of the students prefer the monitor to be selected from topper ranked student in the classroom but our teachers suggest us to select form idiotic and physically powerful student because they can easily control classroom. In addition, such role may automatically change their bad habit into good.

The text implies that student having leadership ability can easily adjust even in new environments. Here, my case was from remote rural areas but became popular in renowned school of Lalitpur District. The context here says that leadership opportunities can also change the behavior of the students. Leadership quality can be acquired by the regular practice and effort (Elliot & Dweck, 2005). Therefore, the incident here talks about importance of leadership performance of the students in their school life.

Inter-personal Communication Skills

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

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

The text implies that teachers' motivation is making students more interactive, and encouraging them to establish transformative interaction with teachers and students. Self-efficacy/trust on own competence theory claim that such interface help to increase self-satisfaction as reward for goal attainment, and commitment of effort is necessary to attain the goal associated with below standard performance (Bandura, 1999). Due to cooperating learning between academically good and poor students, teachers support to each and every students round the clock. The incident here says that for improving performance of the students, it is inevitable to establish interactive interface among teachers and students first. While I was discussing about interactive skills of the students', Ms. Sita Timilsina from Chhampi resource center said,

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

The content implies that because of interactive skills of the students, they are getting role of class assistant and excessive practical work opportunities. Keeping mastery goals orientation theory in my mind, here students wish to development their personal competencies that guides their achievement-related behavior and task-engagement (Ames, 1992 as cited in Brdar, Rijavec & Loncaric, 2006). Most of the

participants agreed that students are improving their interactive skills because of friendly environment provided by teachers and their similar socio-economic status. The incident here raises the issue why teachers are giving more focus on poor socio-economic status of the students even in their interactions with peer groups.

During my discussion about interactive skills of the students' Mr. Jeban Chaudhay from Godavari resource center said,

> *I think teachers are providing interactive environment to the students in primary level. Teachers frequently ask questions to the students. This makes student more active and interactive but such environment is not practiced in upper level. In my experience, students are also interacting with their parents in various ways. Some of students also like to share their school activities with their parents. But unfortunately, practice of interaction among teachers and parents is found to be poor in our school. Parents visit the schools very rarely. They visit school to participate in yearly exam result period only*.

The content implies that it is necessary to establish interactive interface between teachers and parents to improve interactive skills of the students. Here, my case argues that if teachers can make a constructive communication and motivational plan with parents then student can get opportunity to gain knowledge, skills, and exposer through mastery goal orientation process (Ames, 1992 as cited in Brdar, Rijavec & Loncaric, 2006).

While I was discussing with teacher about interactive skills of the students', Mr. Khadga Duwal from Godavari resource center said,

In school most of the teachers do not pay attention upon those of weak students but I equally treat all the students and encourage them to engage in interactive teaching learning activities. After completing my chapter work, I ask to the students about their reflection on the topic. Most of the students reply and share their understanding in an interactive way. However, some of the students do not pay interest at all to share their learning in front of their peer groups. Why are they feeling uneasy to communicate? We have to take responsibilities to explore on the issue. We may need to do micro level action research for solving such problems. I don't understand why we teachers are not planning to do so.

The text implies that some of the students cannot share their learning in front of their peer groups and teachers. However, they are being motivated to do so by the class teachers. In general, those students who are academically below average hesitate to interact with teachers, who are experiencing with performance avoidance goals associated with low efficacy, nervousness, avoidance of help-seeking, self-handicapping strategies, and low grades (Urdan, Ryan, Anderman, & Gheen, 2002 as cited in Kaplan & Maehr, 2007). In this issue, most of the participants argue that it might be due to their poor interest on classroom activities. The incident here suggests conducting action research by the teachers so that they can find out the solution to those students who are less interactive.

During my discussion with teacher about interpersonal communication skills of the students' Ms. Om Shanti Poudel from Lagankhel resource center said,

We have been serving lively classroom environment. Here in our school, students prefer to discuss with peer groups and teachers in regular basis. However, very

rarely parents visit school to complain regarding their children's bad habits and manner. I think most of the students must have behaved with their parents exhibiting bad discipline. In our school some students who remain absent frequently successfully obtained pass marks in exam due to their interactive interface with excellent students.

The text implies the positive contribution of interactive skill to the irregular and weak students. These students are also performing satisfactorily due to their proper communication with topper students before and during exam periods. In this issue most of the participants shared that interactive skill of the students help to make them sharing the knowledge and skills among each other. Learning focus goal orientation theory also claims that students can gain new skills and knowledge even if failures occur during the process (Dweck, 1986). The incidents here suggest that in urban areas students are sharing their knowledge and it should be followed in rural areas.

During my discussion with teacher about interactive skills of the students', Mr. Mohammad Huseen from Lagankhel resource center said,

Some students come to me with their subject wise problems off hour. I do solve their problem any time as it is my duty to help them as a teacher. Some of the students are more interactive and they are establishing good interface with students and teachers but some of students are having unaccepted behavior, where they like to quarrel among friends who are living with their relatives. In such case, we convince parents for maintaining ethical responsibility of their children for improving their negative attitude. Some of students change their behavior with the pressure of the parents but some other doesn't. In this situation,

being a class teacher, we inform our school authority. School authority first convince to both student and patens together. Finally, if there is no positive change then student forcefully will be expelled from the school.

The text explains that some students' shows unexpected behavior who likes to bully to his peer groups rather than establishing nice friendly relationship. The bullying culture has been developing in urban areas. This might be happening due to lack of proper love and care or lack of proper guidance on discipline and behavior from their own parents .This may be because of performance avoidance goals; such students are tilting towards the unexpected and undesired activities and engages in the task with the purpose of avoiding such a demonstration (Elliot, 1997 as cited in Brdar et al., 2006). But some of the other participants argued that school bullying is common even in rural areas. The incidents here suggest implementing strict rules and regulations as well as need of providing proper guidance and counseling to the children. It is must to transfer aggressive attitude and behavior of the students into friendly and interactive.

I observed interactive interfaces between student and teacher in one of the school of Godavari resource center. During my more than one-hour observation period I didn't see any students outside the classroom. I was observing interactive classroom activities, where students were discussing with teachers and teachers were providing some students to play class facilitator role. At a time, while a bell rang, I saw primary level students marching towards outside the school ground in a queue. They might be the students from class one and two. I notified that they were going for snacks supported by one of the nongovernmental organization. The children were wearing neat and clean school

uniforms. I found them smiling and happy during my interaction with them for a short period of time.

The text implies the importance of strict environments to the students inside and outside the classroom. At the same time, it is necessary to provide friendly behavior by the teachers for making active participation of the students in teaching and learning processes, so that students can make personal interpretations of their past accomplishments and failures and set goals based upon these interpretations as their believe exceed their capabilities and judge themselves (Bandura, 1999). In this issue, most of the participants suggest that students can be made more interactive and active from those teachers who are self-motivated to do so. The incidents here suggest that providing various supports from community and organizational members are must for improving school performance.

During my second focus group discussion about interactive skills of the students' in Lagankhel resource center, my female participant said,

Obviously, in my classroom, I always help weak students. I also suggest them to ask any problem in any time.

> *I think good students have to support weak students because it can develop cooperative and productive culture among students and it makes teachers happy too. Our teachers also request good students to share their knowledge and skills with underperforming students. Most of the teachers do not pay attention upon weak students but some of teachers equally treat all the students. They equally motivate and encourage all the students in classroom and give chance to those underperforming students too. In my class room, sometime teachers call my name*

as a role model student. And they suggest other students to be genius student like me. It makes me proud.

The text implies that both excellent students and class teachers are equally motivating other students to be interactive and smart. Here, my case has also been sharing knowledge and skills to all classmates, even though some of the teachers are encouraging and motivating only the good students. However, most of the participants argue that teachers are applying different teaching learning strategies in the classroom that is making all the students curious and creative. May be they are increasing self-efficacy/trust on own competence of the students through their continuity on support and cooperation as well as their effective and efficient teaching experiences (Bandura, 1966). The incidents here suggest that teachers' appreciation can be another strategy to make students interactive and active in the classroom activities in any settings.

Judging School Knowledge

During my discussion with teacher about judging educational values of the students, Mr. Yam Khadka from Chhampi resource center said,

Being a teacher, I have been still highlighting educational values in front of my students during my motivational speech. I do ask the question to them, why government is financing on education. Judging educational values of the students' is a vital indicator to appraise impact of education. I have confident to say that because of our regular motivational role, many students who completed SLC have been involving in various academic and technical sectors. And many graduates have been working in different sectors such as teaching, agriculture, non-

agriculture and construction sectors. They have been contributing to their livelihood as well as overall development of the society.

The text implies that most of the academic, technical and vocational graduates are realizing the transformative role of the education. They have been contributing to overall development of the nation by engaging in different sectors. Agreeing with performance-approach goal, transformative role of the students is directly proportional to their performances outcomes (Elliot, 1999). In this issue most of the participants have agreed that teachers' motivation is also sharing value of education among students. The incidents here suggest that it is necessary to share benefits of education and educated manpower to self and society among students.

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

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

The text implies that due to continuous motivational roles of the teachers, students have started to take their teachers as role model and this has helped them to think and

plan their future career in different way. Students who are realizing the value of education are also aiming to create working opportunities to others and aiming to transform socio-cultural structures. Mastery goals orientation theory also claim that personal development and growth of the students guides achievement-related behavior and task-engagement (Ames, 1992 as cited in Brdar, Rijavec & Loncaric, 2006). However, some of the participants argue that because of poor socio-economic status of the family members, most of the possible human resources are compelled to be deprived to their higher education life. The incident here highlights that students are judging their educational values more reflectively in any settings.

During my discussion with teacher about judging educational values by the students', Mr. Mohammad Hussen from Lagankhel resource center said,

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

The text implies that still parents and teachers have to play supportive role to those of talented and economically poor students who can affect to society and nation. In this issue most of my participants argued that poverty is main barriers for most of students who are compelled to drop out from school education, and are frustrate with their education life. Decreasing their level of satisfaction and commitment of effort

necessary to attain the goal is the means by which people avoid the unhappiness associated with below standard performance (Bandura, 1999). The incidents here suggest that government must allocate sufficient scholarship to the economically poor students even in higher level.

I was in field observation in one of the school of Chhampi resource centers in remote rural area of Lalitpur District. When the bell had gone, I went inside the school gate. At a time, I observed some girls (they might be the students of grade two or three) were bowing to Iron Gate of the school. I observed the quite short assembly activities where students were participating without uniformity. After assembly, students proceeded towards their respective classroom. I found them shouting, laughing jumping, running in and outside the classroom. At the same time, some children were running outside the school gate. I observed them holding money in their hand while running. They were buying pencils, copies as well as different types of junk foods too from the shop just outside the gate. Neither any guard was diploid nor were any teachers supervising on these activities of the students at that particular moment. There were no any bins for collecting waste outside the school ground therefore papers, rappers and other things were scattered here and there.

The narrative text implies that some of community schools of the rural areas were still not implementing proper rule and regulations to the students. However they were aware about school education system of the country. In the reference of educational policy, Nepal National Educational Planning Commission (NNEPC), the first body was established to prepare plans for the development and improvement of educational system in the country (GON, 1956). Instead of motivating students for judging educational

values, cropping disciplined behavior, they were themselves supporting to the poor implementation of school rule and regulation.

Teachers themselves were found not very much sincere, dedicated towards their roles and responsibilities. Lack of professionalism could be observed clearly on their duties. May be teachers were deflating their personal sense of efficacy because of social manipulation and states of their physiological stimulation from which they judge personal potentials and helplessness (Bandura, 1982). The incidents here suggest giving high priority to maintain strict rule and regulation during school days. For doing so, community support and participation is essential to monitor school environment.

Experiencing School Knowledge

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

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

The text implies that most of the students have been applying their knowledge, skills, and experiences learned in school in their daily life. They know how to behave and keep cooperation with others being a family of the community. My case here shared that student having poor reading and writing performance has also been applying acquired knowledge satisfactorily in the school as well as in their community. Perhaps this might be because of mastery goals orientation process such students reflected upon their personal progress and accomplishment that guides their achievement-related performance and task-engagement (Ames, 1992 as cited in Brdar, Rijavec & Loncaric, 2006). However, most of the participants argue that students from different grades are applying school knowledge differently based on their maturity level. The event here suggest for producing knowledgeable, sensible and responsible students from the school education.

During my discussion with teacher on application of the school knowledge, my Mr. Khadga Duwal from Godavari resource center said,

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

The text implies the importance of collective mechanism (school and society) to motivate and measure students' knowledge and practice. Students having information is not enough. There must be knowledgeable too. Goal achievement theoretical process also

talks about positive evaluation of the student from the different prospective (Dweck, 1986).Local stakeholders can realize them as a local stakeholder to produce knowledgeable youth and support to produce reflective youth from school education.

During my discussion with teacher on application of the school knowledge, Ms. Bharati Khadka from Lagankhel resource center said,

> *Talking about my experience in initial phase in this school, I was quite astonished because there was no strict rule and regulation for the students. While I was a students in my school, all girls had to cut their hair, nail and had to maintain neat and clean appearance. Those rules and regulations were not being practiced here. However, slowly I started to motivate teachers to apply general rule and regulation of the school strictly so that students may apply acquired knowledge in both school and home. Talking about my school life, I was a single daughter to my parents who fulfilled my all necessities at the same time, who would suggest me to crop good habits and attitude.*

The text implies the importance of code of conduct to the students in school as well as motivation of parents and relatives to crop good habits to the students. Here, my case suggested that school authority must implement the code of conducts rigorously for making students disciplined and rationale. This may encourage students to set performance approach goal so that they will be directed towards the positive path demonstrating high ability, and engages in the mission with purpose (Elliot, 1997 as cited in Brdar et al., 2006). The event here suggest that the trend of applying school knowledge is transforming in community because of the contributions of stakeholders and responsible teachers.

Owing to my study, I observed the classroom activities of primary level students in one of the school of Lagankhel resource center. Children were singing rhymes under temporary buildings nearby playground. Some of the children pointed me with their peer groups and some of them were also steering to me. Perhaps I was a visitors/tourist for them. I saw that most of female teachers were teaching to the children. Children were writing their task, some of them were singing and dancing, some others were busy on drawing and some of them were assisting to the teachers in the classroom. I observed another row of temporary blocks nearby playground where small group of visually impaired students were busy with their learning activities. I saw both girls and boys sitting together and writing their tasks. I felt different because nobody was talking with each other. May be they were more concentrating on learning.

The text implies that any child does have potential to learn various life skills and knowledge from the academic program of the school whether they are normal or physically challenged. This might be possible because of motivating teaching and learning environment of the school. Therefore, the episode here suggests that school education must be accessible to all children and adults so that they can transform their life and others through their knowledge and practice. In doing so, students can experience with mastery goals orientation process in order to achieve personal development and growth (Ames, 1992 as cited in Brdar, Rijavec & Loncaric, 2006).

During my first focus group discussion about application of school knowledge in Chhampi resource center, my female participant said,

> *Some of the teachers do mark our written exam papers with bias. Students who are close to teachers and their relatives are obtaining considerable marks in each*

subject. However, their performance is quite poor in the classroom activities. Students who are close with teachers are securing top position. How can such culture motivate us to engage in teaching learning activities? Similarly, Teachers do not punish to those students who bunk the classes if they are their kith and kin. I think biasness culture is growing in our school because of poor rule and regulation and irresponsible group of teachers. There are few well disciplined, sincere, dedicated and smart teachers in our school but we don't understand why they were transferred to other school later.

The content implies that local teachers have also been developing bias culture in their community school. They have been supporting their relatives even who lacks good manner and etiquette. Most of the participants blamed that pathetic implementation of the rule and regulation of the school by the concerned authority and poor monitoring behavior of the teachers are the causes for creating frustrating and annoying environment to medium and topper level students. They have been developing their sense of poor efficacy by observing the performance of the school authority and teachers' behaviors and their personal capabilities and weakness (Bandura, 1982). Reflecting upon this situation, some teachers are responsible for making students frustrated rather than motivating them to apply school knowledge. The event here suggest for the overall reshuffle of the set of teachers so that new sets of teachers can play democratic role and responsibilities during sharing and measuring school knowledge.

During my second focus group discussion on application of school knowledge in Lagankhel resource center, my male participant said,

When I was in my village, my friends would induce me to bunk school and we used to reach riverside for fishing and swimming instead of attending the school. This is the reason behind my enrollment in this school by my elder brother. Now I have been receiving a proper reading and learning environment in both places: my relative's home and even in my classroom. I do have the realization of the importance of education now. Therefore, I have been keeping very much concern on my academic life. I do keep hope that after my quality academic life, I will be able to change the socio-economic status of my family and be able to make my parents happy. I have decided to become an actor to achieve the goals set by myself after completion of my higher-level education.

The manuscript implies that students from urban centers were getting productive learning environments due to positive support from their peer groups cooperation and guardians and teachers motivation. They were applying their school knowledge in school premises only but also were applying at home too. They were getting knowledge on various occupations and professions and were willing to involve in their interested field as their professional life in future to support their livelihood. The pattern of performance-approach goal orientation also found to be linked with learning outcomes that may affect to their living standard (Elliot, 1999). The incidents here unpacked the importance of professional knowledge to the youths in early stage for choosing their future careers.

Written Skills

While I was discussing with teacher about writing skills, Mr. Ram Ghimire from Chhampi, resource center said,

Due to dispersed settlement in the rural areas, most of the students are from three hours walking distance. They spend most of the time on walking that is the reason behind the incomplete homework. This difficulty has been affecting the student's writing performances. Therefore, we have been arranging extra tuition classes to those students who come from remote village to improve their writing skills. At the same time during school exam period, we have also been arranging some extra classes to deal on model questions effectively which has improved the written performance of the students.

The text implies that in rural areas students need to allocate maximum time on journey rather than in classroom because of poor accessibility of school. As my case understood, the problem was hampering on written performance of the students. He suggested providing extra classes to such students who came from remote areas. In this consideration, self-efficacy/trust on own competence theory claims that the higher the effort and attempt the higher the performances with learning goals (Elliot & Dweck, 2005). The incidents here suggest that by doing so they have successfully motivated students to improve their written performance.

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

I have been motivating my students for improving their written skill on regular basis because in my opinion students are obtaining poor marks because of their poor writing skills. It is fact that most of the teachers have been marking students based on his or her elaborative writing skills. I have also been doing on similar way but I have been motivating students to write eye-catching writing first then

after improve their elaborative writing performance. To the end I motivates to the senior level students by saying that his or her handwriting is so far more attractive than junior students (by pointing directly). It makes senior students compel to improve their handwriting and allocate extra time for writing.

The text implies that attractive writing skill is necessary to improve written performance of the students that can be achieved from written assessments. It might be the reason behind why Education Ordinance was firstly developed to assess performance of students twice a year, installing a system of half-yearly and annual examinations (GON, 1940). Here, my case was motivating students to make their hand writing attractive and elaborative during class test and exam. But the problem was that the gap between the students with high self-efficacy/trust on own competence and low self-efficacy/trust on own competence; former invest more effort and latter least (Bandura, 1966). However most of the participants shared that they were looking for only elaborative answers. The incident here suggests that teachers' motivation can also improve the written performance of the students.

While I was discussing with teacher on writing skills, Ms. Om Shanti Poudel from Lagankhel resource center said,

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

The text implies that in urban areas the written performance of the students is comparatively similar in both public and institutional schools. This might be due to regular expose of the students inter school competition. The incident here suggest that writing performance can be improved through engaging students in excessive writing work and involving them in various written competitions. In the reference of learning theory, in doing so, students' dedication and achievement towards the goal enhance the self-satisfaction (Bandura, 1999).

During my discussion with teacher on writing skills, Ms. Bharati Khadka from Lagankhel resource center said,

> *Most of the time I do suggest all students to make legible handwriting in each and every subject. Some students are weak in written performance but smart in other skills like anchoring. Some other students do have very poor handwriting, however, looks smart physically. Some student's academic performances are above average in the class even though their hand writing is very poor. Therefore, I have been motivating to every student for improving their written skills.*

The text implies that students can improve their writing skills because of teachers' motivation. Writing is a kind of specific skills which depends upon the personal interest of the students and varies from student to student. In this issue most of the teachers agreed that frequent engaging students in written homework and class work can help to improve their writing skills. This might be reason that National Education System Plan included making internal assessments mandatory from primary level to university (GON, 1971). In doing so, student could engage in increased written activities that often facilitate students with learning goals to advance their performance (Elliot & Dweck,

2005). Therefore, the incident here suggests that writing fairly, attractively and properly is inevitable to improve written performance of the students.

Merit Performances

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

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

The text implies that most of the migrated students are still obtaining poor marks in each subject because of their poor parenting. Such students and parents are also misusing scholarship packages and funds. In doing so, students are pursuing performance avoidance goals so may demonstrate low aptitude and engage in the task with the purpose of avoiding in the involvement in progressive activities (Elliot, 1997 as cited in Brdar et al., 2006). My case argued that their poor academic performance had been improving gradually due to teacher's motivation. The incident here also suggests developing proper

mechanism for the regulation of scholarship packages and fund. The awareness is also necessary for using scholarship funds and materials properly.

During my discussion with teacher on merit performance, Mr. Yam Khadka again said,

> *Despite lack of proper support from the society and available of teachers the success rate is more than 80 percent in SLC exam. Our students from in every grade are obtaining satisfactory marks. However, in my reflection, merit performance system has not been addressing holistic development of the students. Government is exercising continuous assessment system to look upon students' attitude and behavior but ultimately we are applying merit based evaluation system through written exam culture only. A student must obtain certain marks to pass in exams. We do promote student on the evaluation of their skills in extracurricular activities too regardless of their poor marks in exams. By doing so, students get opportunities to improve their performance in the days ahead.*

The text implies that to obtain minimum pass marks in final term only should not be made mandatory for the promotion of the students to the higher class. The continuous assessment system must be implemented strictly for the overall evaluation of the students in regular basis. It might be the reason behind why my case shared that they even promote to those students who don't obtain minimum pass mark but they are competent in other activities. Here, learning focus goal claim that students can also gain new skills and knowledge even if failures occur during the process (Dweck, 1986). The incidents here suggest that provision e to promote all students into next class annually encourage to failure students.

During my discussion with teacher on academic performance, Mr. Khadga Duwal from Godavari resource center said,

> *I have been encouraging to all the students to secure good position in the class room and to be competitive in front of their own peer group. In practice most of the students are improving their academic performance through regular suggestion and motivation. However, it does not mean that no students do have poor academic performance after regular suggestion and motivation. I also have been observing same behavior of the students who are academically weak since the beginning. Due to poor academic performance, such students don't hesitate to share about their school dropout plan and frustration on school education life.*

The text implies that because of poor academic performance some of the students make unpleasant decision like drop out from school education. This might be due to their decreasing level of self-satisfaction and dedication on effort essential to enhance their performance (Bandura, 1999). Here my case was supporting to those students who have lower self-esteem with their written exam. However, most of the other participants argued that poor socio economic status of the parents is solely responsible to the students' drop out from school. The incident here indicates that marks obtain in the written exams should not be the basis for the promotion of the students to the upper class so that he or she can get a chance to improve their academic performance in future.

While I was discussing with teacher on merit performance, Ms. Yalamaya Shrestha from Godavari resource center said,

> *Some student performs better in one grade but poor in another. Some students obtain very good mark in terminal exams but poor mark in final exam. Similarly,*

some students obtain poor mark in class test but excellent mark in half yearly exam and annual exam. Therefore, each and every moment I would like to motivate and encourage my students for securing higher ranked in the classroom because I think my motivational role has been contributing to bring positive changes in performance of the students.

The text implies that there is no consistency of any student in obtaining marks in written examination. Therefore, teachers' motivation could play vital role to improve the academic performance of the students. In this issue, my case also reflected upon changing academic performance of own students very closely and were motivating continuously. It was because of continuous support and cooperation by the teachers with learning goals has helped to improve the student's performance (Elliot & Dweck, 2005). The incident here suggest that student can improve their own academic performance in any period time depends on his or her perceptions on teaching and learning processes and knowledge sharing. The major concern here is to provide them motivational environment in classroom constantly and continuously.

During my discussion with teacher about academic performance, Ms. Om Shanti Poudel from Lagankhel resource center said,

Different students do have different potential but education is most powerful means for cropping their intelligence potential. Nevertheless, in my view students can secure excellent position with meticulous habit and continuous involvement in teaching learning activities inside and outside the school. Student's intelligent level is either by birth or by the impact of external environment like how he or she

get learning opportunities from teachers and peer groups, and supporting opportunities from their parents and relatives.

The text implies that both biological and environmental factors are responsible for the improvement of the students' performance. Both acquired and inherited qualities play vital role in the students' academic performances. By the way, here, my case was emphasizing to the environmental factors that can sharpen cognitive knowledge of any students. Self-efficacy/trust on own competence theory also claims that students can increase their sense of efficacy by the regular expose, experience, observation and influence of the other's progress and performance (Bandura, 1982). In this issue most of the participants agreed that supporting environmental components can significantly facilitate to improve the academic performance of the students. The incident here suggests that creating supporting environment in the schools in any setting is vital for the better performances of the students.

At a time of discussion with teacher about academic performance, Ms. Bharati Khadka from Lagankhel resource center said,

Accidently, I was introduced with a boy from poor socio economic background. He was very much concerned about school dropout while he was studying in seventh grade. His was being compelled by his parents to engage in any kind of money making business rather than giving continuity in grade eight. I started to keep concern on that boy, who wanted to pass SLC exam and had a wish to be different than others of his society. Later he happened to be like my family member and got good parenting role from my side. In the beginning, his academic performance was moderate but due to my uninterrupted motivational role, he

started to improve gradually in his academic performance and passed SLC exam in first division. Now he has been working on part time basis and living independently. He visits regularly to my home to see my family.

The text implies that teachers' were not only playing motivational role in school, they were providing parenting role too as per the need of the students to improve their academic performance. Reflecting upon Behaviorism educational philosophy, here my case understood that even though efficiency and economy are some determinant factors for students' learning, teachers are more accountable and responsible for what children learn and how children learn (Brennen, 1999, p.7). Here, my case also played his civic role and societal role by bearing the cost of one student for three years because of his self-esteem and social recognition (Maslow, 1954 as cited in Gagne & Deci, 2005, p. 343). Most of the participants argued that they were receiving insignificant amount of salary to support economically poor students. The incident here suggests replicating such supporting and parenting role by the teachers even in other circumstances, which is possible if teacher realize their social responsibilities.

While I was discussing with teacher on academic performance, Mr. Mohammad Hussen from Lagankhel resource center said,

While I was coping final exam of grade three, my father had punished me badly. He got information in advance about my poor academic performance. Finally, I failed in my written exam. Due to unfavorable situation, I left home and went to uncle's home. I lost my one year and next session my parents again enrolled me in grade four. My friends reached in grade five. This state of affairs made me

serious. Then, I started to be devoted on my school education and became able to secure second position from grade five.

The text implies that students be aware of humiliation when they have to repeat same class twice. Here, my case went through the same circumstance which helped him to strengthen in thoughtful education life and secure excellent position. Here the text implies that sometimes teachers' and parents' physical punishments also help to improve academic performance of the students. This might be an example of egoism. They may want to develop their personal sense of efficacy through the physical and physiological stimulation and judge the student's strength and weakness (Bandura, 1982).The incidents here suggest that monitoring students' performance and behavior must be done by both teachers as well as parents. The academic performance of any students can be improved by the combined effort of parents and teachers

During my first focus group discussion with students about academic performance in Chhampi resource center, my female participant said,

Teachers who practiced strict rule and regulation inside the classroom left our school. They were not belonging to our community and society. At the moment, most of the teachers are from local community and are not implementing proper rule and regulation in the school. I think it is due to poor school management system and poor leadership style. Last year, we had developed some rule and regulations to those students who disturbs in class, misbehaves with friends and misuse their mobile phone. We had also developed the rules to the teachers who played mobile games in the classroom and do smoke in the school premises. But our senior students and teachers discouraged us to implement those rules and

regulations. This type of situation does hamper our academic performance because our expectation is to obtain distinction in SLC.

The text implies that some teachers do not bother on their poor motivational practices. Instead of motivating students to follow certain school rule and regulation, they themselves were being requested by students to do so. It is interesting to see that most of the participants looked very serious to improve the students' academic performance. Nevertheless students need to practice both learning and performance goals if they wish to reach the desired destination by themselves (Wentzel, 1991).The incidents here suggest to the students to report such ill practices of the teachers to the state mechanism or school management committee.

At a time of my second focus group discussion with students on academic performance in Lagankhel resource center, my male participant said,

My parents are living in remote village out of valley. I have been living here with my relatives who have been providing loving and supportive environment to me. I am lucky because I have been getting peaceful environment for my study. I know education plays a vital role in individual life of every one, and I have been improving my academic position progressively. In my opinion, teacher's motivation is necessary to increase academic performance but student must get freedom to read and write at home.

The text implies that students can improve their academic performance only in supportive and encouraging environment. Nevertheless the motivational role of teachers in this regard is must essential component, which can help to increase personal determination of the students and their understanding on educational values. Behaviorism

educational philosophy also claims that teacher's role is to create an affective learning environment that will provide positive reinforcement and motivation to the students (Brennen, 1999, p.7). However, in these issues, students from rural areas are not getting friendly reading and writing environment at home and schools. The incidents here suggest exploring common points among parents, teachers and students that can help to improve overall performance of the students in any settings.

Chapter Summary

Perceptions of teachers' and students' on motivation and school performance as well as contributions of teachers' motivation for improving/promoting performances of the students have discussed in this chapter. Students are more attractive and uniformity in semi urban and urban areas but they have hazardous habit on junk foods whereas parents are less worry with the health and hygiene of the students in rural areas. Likewise, purposively selected students are getting class monitoring opportunities in rural areas but in semi urban and urban areas students are getting such opportunities based on their capacity and ability. Similarly, students from semi urban and urban areas are more interactive than in rural areas. Even though students from both rural and urban areas are judging and experiencing school knowledge in their daily life activities. They have been respecting to the seniors and changing their behaviour and actions that benefits society. Written skills and merit performances of the students seems more satisfactory in semi urban and urban areas as student got sufficient reading and writing materials and time for completing homework. In fact, teachers' motivational roles are playing to bring visible changes in students' behaviors and changes in academic performance.

CHAPTER VI

MOTIVATIONAL SHOCKS TO THE TEACHERS

In this chapter, I have addressed my third research question "What challenges do teachers face to motivate students for their quality performances? How such challenges are being overcome by them?" I have also categorized my discussion into two different parts. In first part, I have appraised internal challenges faced by the teachers and their coping strategies in school and community level that has been underpinning them since they started their teaching profession. Similarly, in second part, I have presented external challenges that have been faced by the teachers and their coping strategies for resolving such challenges from their level of considerations.

Internal Shocks

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

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

> *As terrace of any building cannot be prepared without foundation, similarly any children may not enjoy optimistic educational life without support of their parents. A Teacher may not provide motivational environment to the student in school without their job satisfaction. If the parents are there, there are students and if the students are there, there is school and teacher. However, for the proper functioning of the school, parents and government mechanism have to support teachers. But in practice, neither parents nor government mechanisms are doing so. Government mechanism has been creating very limited job opportunities in community school of rural areas. Teachers are being paid very low amount of salary and have average level of social status without any other alternative resources for their livelihood. Most of the qualified teachers are thus working in urban centers where they can create alternative income generation activities such as tuition, coaching, part time class in secondary level, and personal business.*

The text implies that because of low income level most of the teachers in community school are still working without their job satisfaction. The problem is that teachers themselves are not being self-motivated in the path of motivating students. Need and motives theoretical proposition of Maslow also states that teachers are getting low salary that is not fulfilling their psychological need to perform their better motivational role to the students (Maslow, 1954 as cited in Gagne & Deci, 2005, p. 343).The only reason why local teachers are working in community school is that as they get

opportunity to live together with their family members and also extend their hand in different livelihood activities of their own family. The incident here suggest that government mechanism have to reform teaching profession so that all the teachers become joyful and satisfied with their professional life.

During my discussion with teacher about their internal challenges to provide motivational environment to the students, Ms. Sita Timilsina from Chhampi resource center said,

> *We teachers are equally providing friendly and active environment to the students for any ethnic group. Students are learning in peer groups. Frequently they do ask questions to seniors' students and teachers for solving their problem. Nevertheless, the problem is always revolving inside the home environment of the students. Neither their illiterate parents try to understand the importance of education in the lives of their children nor do they assist to their children and support them to complete their written assignments.*

The text implies that illiterate parents of the students are major obstacle for teachers' motivation and students' performance. Such parents cannot monitor teaching and learning activities of the children at their home and do not interact with teachers about the progress of their children. Furthermore, they never appreciate the teachers' role for the holistic change of their children. Culture of poor interactions compels teachers to realize poor respect. Maslow hierarchy of need theory also talks the importance of higher level of teachers' self-esteem, social status and recognition for their working efficiency (Maslow, 1954 as cited in Gagne & Deci, 2005, p.343).

The problem is specifically prevailing in remote rural areas. The incidents suggest that government mechanism need to provide awareness training on overall teaching and learning mechanism to the illiterate parents so that they can change their poor and negative attitude on school education.

During my discussion with teacher about their internal challenges to provide motivational environment to the students, Mr. Yam Khadka from Chhampi resource center said,

> *Poor family background of the students is one of the major challenges to us. We understand that better educational status of the parents can automatically help to improve school performance of their children. In our context, most of the educated parents have been shifting their children from community school to institutional school. I hereby would like to declare that if we get quality students, definitely we would able to make them pass in distinction in each and every grade. Our illiterate parents are just undermining poor performance of their children and are not aware about the field of interest of the children.*

He seemed to be more serious while he was sharing about poor parenting practices that have been practicing by the villagers. He could not speak for a while. I wanted to make him fresh and replied that it is common problems in rural context where parents are still not believed on transformative power of education. Listening to me he began to laugh and added that,

> *But now days the trend has been changing slowly due to non-formal literacy programs run by government and nongovernment organization. They have started to realize the importance of good parenting and motivational home environment.*

Similarly, poor ethical responsibilities of the teachers are another problem to teacher's motivation. We have raised the agenda for compulsory enrollment of the teachers' children in same school where they have been teaching. Nevertheless, they are still sending them in institutional school. Every year teachers are requested to visit the school's catchment area to convince parents' enrollment of their children in our school. In practice, instead of convincing to the parents as our expectation, they tell them that it is up to them where to take their children.

The text implies that parents have been changing their parenting role even in remote rural areas as they are getting knowledge about their supportive role from different literacy programs. However, until teachers from community schools send their children in institutional school rather than keeping them in the school where they have been teaching, how the other students can be motivated from those teachers. Satisfaction of teachers' needs and their motivational role will be associated with more affective performance and wellbeing (Maslow, 1954 as cited in Gagne & Deci, 2005, p. 343).The incident here suggests that it is better to run institutional school in selected urban centers and English medium instruction can be applied in community school of rural areas.

During my discussion with teacher about their internal challenges to provide motivational environment to the students, Mr. Jeban Chaudhary from Godavari resource center said,

I have been observing poor advocacy role of the teachers in community schools. If there are no students what is the value of teachers' motivational role? Obliviously, teachers have been providing supportive and motivational environment to the students. By the way, we are unsuccessful to consult with the

parents of the students because most of the students are from outside the Valley. Either they are living with their relatives or they are working as a domestic child labour for the continuity of their education. At the moment, many organizations are working for the elimination of child labour practices in Kathmandu Valley. In the name of eliminating child labour, till date more than fifty children are compelled to return back their village. I think teachers must play advocacy role in favor of child educational right.

The text implies that in urban centers most of the migrated students are continuing their education and working life simultaneously. Here, my case blamed that some organizations working against child labor were compelling them to dropout from their education life. Teachers' advocacy was needed against it. From the view point of need and motives theory, higher level of self-esteem can be fulfilled by personal responsibilities by playing advocacy role (Maslow, 1954 as cited in Gagne & Deci, 2005, p. 343).The incident here suggests that before sending children back to village, teachers, organization members, guardians or owner of children all the stakeholders must sit together for the assessment and evaluation of the future of those children.

During my discussion with teacher about their internal challenges to provide motivational environment, Mr. Khadga Duwal from Godavari resource center said,

I cannot contact regularly in my cell phone with parents and they rarely visit our school to get progress report of the children. Even some guardians do not consult with teachers during annual exam result. They come to the school only after several request. It means that there are not a proper communication among students, parents and teachers. In such circumstances how can we provide

motivational role to the students is still questionable? Similarly, due to permanent nature of job, most of the teachers have been playing passive role in the classroom and never worry on poor performance of the students.

The text implies that the rare school visit of parents and everlasting nature of job of the teachers are equally considered as internal obstacles for teachers' motivation and student performance. However, my case attempted for reporting the parents from his cell phone which is strategy was not being applied by the permanent teachers who seemed to be less responsible. Here, because of the lower level of need (love and belongingness) some teacher who are willing to play motivation role to the students are not getting cooperation and collaboration from some of passive teachers and illiterate parents (Maslow, 1954 as cited in Gagne & Deci, 2005, p. 343).The incident here suggests that school management committee should make a mandatory policy to the teachers for the regular interaction with parents so that they can report children's academic as well as other activities of the children to their parents.

During my discussion with teacher about their internal challenges to provide motivational environment to the students, he further added,

Parents are paying poor attention to their children's academic activities. They are compelling them to involve in livelihood activities and daily household chores. Few months ago, a student did not come to class for five days. I asked the reason through my mobile phone. He replied that he was engaged in the field as an agricultural labour (plough the land) by the pressure of his parents. Now you can judge by yourself how such student can improve their school performance? In case of teachers, there is no any reward and punishment system to the teachers in

community schools. Because of that most of the teachers are playing passive role in the classroom rather that motivating to the students. Teachers are not being updated with new and innovative ideas on their own subject area. They think that they are brilliant on their own subjects and most of the chapters have been memorized by them and no need to search new knowledge on own subject.

The text implies that parents were encouraging their children to support their livelihood instead of motivating them to concentrate on teaching and learning processes. Teachers seemed very much passive as there was lack of reward and punishment. They were applying traditional way of teaching learning activities in the class room and never tried to explore on 21st century teaching pedagogy. According to need and motives theory, most of the teachers are getting minimal salary that is not fulfilling their psychological need and performing lower level of motivational role (Maslow, 1954 as cited in Gagne & Deci, 2005, p. 343). The incidents here suggest that to bring the motivational role of the teachers in action, provision of rewards and punishment system to the teachers is must.

During my discussion with teacher about their internal challenges to provide motivational environment to the students, Ms. Yalamaya Shrestha from Godavari resource center said,

Poor economic background and poor academic performance of the student are the major challenges for the teacher's motivation. In our school, most of the migrated students are continuing their school education life. Each year number of migrated students having poor academic performance get enroll in the school. Most of the teachers feel burden and uneasy to teach them because of their introversive behavior in the classroom and quarrelsome behavior at their home.

Their parents never visit to school to explore about their children's school performance. However, they visit occasionally to request for the changing of bad quarrelsome habit of their children by physical punishments. We have not any alternative strategies to change their bad habit except motivation.

The text implies that in urban areas teachers were compelled to motivate and teach those students who do have lowest degree of interpersonal communication skills. This might be due to adjustment problem of the migrated students in new environment. Nevertheless some participants argued that such problem occurred during the beginning of school days but slowly those students improved their interactive skills and merit performance. In the reference of self-efficacy/trust on own competence theory, students make their sense of efficacy through personal interpretations of their past accomplishments and failures and set goals as their believe exceed their capabilities and judge themselves (Bandura, 1999). The incidents here suggest that in the initial period, teacher can request their parents to come school together for few weeks so that student can feel comfortable. At the same time teachers have to get certain kind of training related to psychological treatment or counseling to such children. Maslow's hierarchy of need theory claim that teachers' professional development programme and resourcefulness helps to fulfill self-actualization need to perform better motivational role (Maslow, 1954 as cited in Gagne & Deci, 2005).

During my discussion with teacher about their internal challenges to provide motivational environment to the students Ms. Om Shanti Poudel from Lagankhel resource center said,

In my experience, a number of parents send their son to institutional school and daughter in community school. They provide neat and clean uniform and housedress, sufficient reading and writing materials and snacks box to son but nothing for daughter. I cannot understand why parents have been perceiving education life of girl and boys in a different way. Similarly, government and non-government mechanism are also making bias among community schools. Government mechanism has been posting capable and competent teachers as well as providing teaching materials in urban centered community schools. Non-government organizations are also providing reading, writing and teaching material and scholarship packages to urban centered community school. But rural centered community schools are not getting such opportunities.

The text implies that because of parents' biasness, several girls were being compelled to study in community school even though their brothers were studying in institutional schools. Similarly, due to organizational bias system rural centered community schools were getting minimal reading materials to the students. Such practice compelled teachers to achieve lower level of need (love and belongingness) in which teachers couldn't establish mutual interface with coworkers, clients, supervisors and subordinates in order to get various types of incentives and scholarship packages (Maslow, 1954 as cited in Gagne & Deci, 2005, p. 343).Here my case has emphasized on equal opportunities rather than biasness. The incident here suggest for providing fair and equitable organizational supports to the community schools.

During my discussion with teacher about their internal challenges to provide motivational environment to the students, Ms. Bharati Khadka from Lagankhel resource center said,

> *I must say, all the staffs working in this school are very much cooperative, interactive and supportive to each other. Here, teachers are from all ethnic groups, but up to this stage, we have been working with friendly environment. But the government mechanism is not very much supportive to us. We even don't receive salary on time. This is a frustrating state of affairs to us. However, we are completing our duty and responsibility in a productive manner for improving performance of students*.

The text implies that because of financial problem teachers from community school were doing their job in a frustrating environment. They were not satisfied with salary paying system of government mechanism. According to need and motives theory, such practice cannot fulfill the psychological need of the teachers, a lowest level of need and compelling them to perform poor motivational role in the school (Maslow, 1954 as cited in Gagne & Deci, 2005, p. 343).A number of participants have also expressed that teachers are being paid nominal salary. The incident here suggests government mechanism to reform better economic opportunities and facilities to the teachers.

During my discussion with teacher about their internal challenges to provide motivational environment to the students, Mr. Mohammad Hussen from Lagankhel resource center said,

> *Single effort from teachers' side cannot transform the attitude and behavior of the students. Children do need motivational environment at their home that helps to*

improve their school performance. Most of the students in city centers are living with their relatives and some of them are working as domestic child labour. Therefore, their guardians are involving them in household chores. They have been providing insufficient reading and writing materials. Furthermore, they are not being supported properly. Similarly, we too are unable to collect sufficient reading and writing materials to the students regularly. We collect simply paper and sketch pens to project work. If we can provide sufficient materials and projects based classroom then definitely teachers could play for motivating learning environments.

The text highlighted two major problems happening in school education. First, most of the migrated students are profoundly loaded with household chores and are compelled to allocate minimal time for study. May be parents are unknown about performance goal of the students in which the more the effort the more the improvement in their performances Elliot & Dweck, 2005). And second, teachers are applying traditional way of teaching instructions even in this modern technological era because they are feeling lower level of self-esteem and becoming less responsible (Maslow, 1954 as cited in Gagne & Deci, 2005, p. 343). Here, the incidents suggest that government mechanism have to provide sufficient materials and tools in the school and also provide accessible and affordable education system to the rural areas.

Owing to my researching issues, I was observing office room of one of the school in Godavari resource center. I found it a well-furnished, decorated, neat, and clean. I interacted with teachers having cup of tea. I shared the title of research study with headmaster. I became happy while I notified that he had already completed his MPhil

Degree from same University. He also shared his title of the research study and suggested me to complete my dissertation journey as soon as possible. He shared me that doing MPhil research is quite difficult and interesting task. While we were discussing, I got a chance to introduce with another teacher who was also doing his MPhil Degree from same University.

The text implies that highly qualified teachers are teaching to higher level students only in urban centers. Basically, there are two reasons behind these problems: our cultural structures respect qualified teachers who teach for higher level and teachers are also getting poor salary that compel them to engage for part time job in urban centers. Need and motives theory also claim that poor level of social recognition help teachers to achieve poor level of self-esteem need and minimal amount of salary compel them to stay around lowest level of psychological need(Maslow, 1954 as cited in Gagne & Deci, 2005, p. 343).The incidents suggest that government mechanism have to implement teacher exchange program from rural to urban settings so that highly qualified teachers can share their knowledge and skill even in rural areas.

During my first focus group discussion with students about challenges of teachers' motivation in Chhampi resource center, my female participant said,

> *Nowadays, we are involved in coaching class after school time. We are following the coaching culture as followed by previous batches. The coaching classes are being provided in science, math and optional math subjects by experienced teacher who come from urban centers. The classes are effective and productive because it helps to make us clearer on subject matter and teachers are also*

applying motivating and friendly environment, and are engaging us in daily oral and written examination.

The text implies that in semi urban areas high qualified teachers are giving learning opportunities to the students. However, such opportunities are being provided for short period of time. Nevertheless, through quality motivational role of the teachers', students are receiving opportunities to increase their cognition and written performance. From the perspective of hierarchy of need theory, qualified teachers might reach peak through regular practices, teaching professional trainings, advancement growth and creativity (Maslow, 1954 as cited in Gagne & Deci, 2005, p. 343). However, in this concern some of teachers expressed that students' want changing environment and love to communicate with new teachers. They feel boring while regular teachers serve them extra tuition and coaching classes but feel refreshed with new tutors.

Similarly, during my second focus group discussion with students on challenges of teachers' motivation in Lagankhel resource center, my male participant said,

A couple of years ago, I was being disturbed regularly from my parents while I do reading and writing. I would not be able to concentrate on my study due to regular conflict of my parents as my father used to drink alcohol regularly and my mother would worry very much with his bad habits. For solving household problem, later wards my mother divorced with him and now days my sister and mother are living separately and I am getting peaceful environment. My mother always encourages me to maintain top position in the class and she is expecting our happy and wealthy life in near future from my professional career. I am also eagerly devoted to fulfill her expectations.

The text implies that most of the students are experiencing frustrating environment in their home. How can they become interactive in the classroom? From the perspective of goal orientation theory such students' pursue with performance avoidance goals and orient towards the undesired possibility of demonstrating low ability and engages in the task with the purpose of avoiding such a demonstration (Elliot, 1997 as cited in Brdar et al., 2006).The problem is making teachers serious while they notify the critical situation of the students' education life.

The incident here suggest that there should be provision of certain punishment system to the parents too who create frustrating and discouraging environment to the school going children at their home.

External Shocks

Teachers in community schools are not only being shocked by internal challenges of motivation but equally shocked with various types of external challenges as well. So far, in this section, I have examined such challenges that have been experienced by them. I agree that the inherited motivation and acquired motivational processes are the significant issue of the third world where availability of physical resources is always inadequate to motivate them (Gujardo, 2011).

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

> *Generally, the process of motivation that crop discipline and talent to the students is playing key role in teaching and learning. However, due to poor government mechanism teachers are unable to play effective role in community schools*

especially in remote rural areas. Very few government seats are available in community school that cannot provide motivational teaching learning environment to the whole students. Over all school management system is there but has not been functioning properly. Central mechanism has lengthy bureaucratic processes for fulfilling empty vacant teachers' position. For example, just to transfer a teacher from one school to another takes more than two months. Similarly, the school system is being operated and managed by school management committee, where there should be certain policy and provision for the selection of the chairperson of school management committee. For example, to be chairperson a person has to complete at least SLC but this is not happening in rural areas where still majority of the illiterate members are working with teachers just for formality. They cannot advocate to central mechanism for solving teachers' problems and create sufficient number of teachers available in order to manage the classroom properly.

The text implies that because of high students and teacher's ratio still teachers are unable to control classroom with complete motivating environment. Though school management committee has been trying to address the problem in local level, due to poor leadership and visionary efforts, they are making burdensome environment to the teachers rather than advocating for solving the problem. From the perspective of hierarchy of need theory, teachers are experiencing with work load and health problems that compel them to achieve lower level of safety and security need (Maslow, 1954 as cited in Gagne & Deci, 2005, p. 343). The incident suggests that government must

mobilize sufficient teaching staff in the community school so that they can work happily and efficiently.

During my discussion with teacher about their external challenges to provide motivational environment to the students, Ms. Sita Timilsina from Chhampi resource center said,

> *Nowadays we are facing workload problem in our school. Student and teacher ratio is big. Consequently, teachers cannot reach in every students .So most of the students cannot understand the chapter in most of the subjects. Furthermore, in this critical situation, regular strike and banda culture has also been affecting school days. Teaches are compelled to finish yearly course in a limited time duration. At this situation, I think motivation and guidance role of the parents are almost obligatory to the students. Despite this unfavorable situation, a number of students are improving their school performance because during strike days or holidays they are being guided by the seniors at their home.*

The text implies that because of minimal school working days teachers couldn't complete their course on time. Teachers would not get opportunity to teach as per their lesson plan. The problem was making teachers passive, inefficient, conventional, rather than active and motivating. From the view point of hierarchy of need theory, some teacher who are willing to play motivational role to the students are not getting support from local politicians and community members and compelled to achieve lower level of love and belongingness (Maslow, 1954 as cited in Gagne & Deci, 2005, p. 343).In such a situation, guidance role by their parents can be an alternative solution. But most of the participants argue they are doing accordingly.

During my discussion with teacher about their external challenges to provide motivational environment to the students, Mr. Yam Khadka from Chhampi resource center said,

> *I am facing multiple problems thereby still I am not satisfied with overall performance of our school. Sometime I am compelled to feel that I have been trapped under vicious circle of tensions. Most of the teachers are receiving monthly salary from various alternative funds except me. I have been receiving very low scale of salary which cannot fulfill my basic needs and daily expenses. Therefore, I have been facing critical problems along with my household problems and own professional tension. There are only four teachers' quotas in secondary level. In such condition how can we manage the classroom and how can we provide motivational environment to the students. Government body has been turning their head from their own responsibility. I think government policy has been heading towards privatization on education system. Similarly, some of the schools are politically designed and registered in strategic location to attract rural students.*

The text implies that public education system is creating frustrating environment to the teachers in several ways. Very few human resources are mobilized in teaching sectors and the profession is not attractive for the most of the educated people. At the same time government mechanism is supporting for the growth of private schools by establishing institutional schools in strategic location. I also have noticed that donors have a very strong presence in educational sector in which modernization and globalization has played key role in shaping Nepali modern education (Parajuli,

2007).The incident here suggests for reforming such burning problems to provide quality education to all.

During my discussion with teacher about their external challenges to provide motivational environment to the students, Mr. Jeban Chaudhary from Godavari resource center said,

> *My student Indira Lama (name changed) was a very talented student in the classroom. Fortunately or unfortunately, one local organization working against child labour rescued her last year and sent her in the village. Her school performance was satisfactory when she was studying in our school because she was working in the residence of highly educated person. At this period of time she may be working as wage labor activities in her village rather than involving in school education life. The interesting matter is why her owner cannot support to continue her school education life?*

The text implies that In the name of child right one should not be deprived from the right to get education. The situation has to be analyzed in multiple ways. Some of the educated people are also not playing their humanitarian and civic role and ignoring the fact that they are also one of the stakeholders for providing educational opportunities to the children. From the perspective of hierarchy of need theory, teachers are getting poor cooperation from owner of the child labors and are compelled to achieve lower level of love and belongingness need (Maslow, 1954 as cited in Gagne & Deci, 2005, p. 343). Here my case expressed that even higher level academicians were not supportive to domestic children for their better future.

During my discussion with teacher about their external challenges to provide motivational environment to the students, Mr. Khadga Duwal from Godavari resource center said,

> *The important thing is that teachers don't get monthly salary as other professionals have been receiving. It makes them more passive and unproductive. For instant, I do feel quite unhappy and serious during Dashain and Tihar period because I don't receive any salary at that period to celebrate national festivals. During that period I begin to be frustrated in two months advance. This might be the reason behind why teachers are engaging in alternative sources of livelihood.*

The text implies that government system compel the teachers to be passive in teaching profession and more active in alternative source of livelihood. Instead of providing various incentives to the teachers, government is paying them quarterly. Most of the participants argue that the paying system is compelling teachers to engage in alternative livelihoods. They are compelled to achieve poor level of psychological need by getting low salary and quarterly payment system (Maslow, 1954 as cited in Gagne & Deci, 2005, p. 343). The incidents here suggest for providing attractive salary on monthly basis to the teachers for making them energetic, active and dynamic.

During my discussion with teacher about their external challenges to provide motivational environment to the students, Ms. Yalamaya Shrestha from Godavari resource center said,

> *Teachers are compelled to use different language to the students of different ethnic group in the classroom especially to the lower classes. Being a local teacher, I speak and understand the native language of the students and am*

applying multilingual instruction in the classroom'. Teachers who belong to other ethnic group cannot speak and understand different language and culture, especially those who come from out of Kathmandu Valley. In my experience, most of the preprimary students need to be taught in their native language in classroom so that they can understand about school curricula. Otherwise, it is difficult to motivate those students who belong to some particular ethnic groups.

The text implies that monolingual instruction method is not working in every school where most of the children come from specific ethnic groups. Such problems can be addressed by their similar lingual instruction. For this, government mechanisms have to create certain quotas to the local teachers form similar ethnic groups so that they can also feel their social responsibilities. By doing so, local teachers can achieve self-esteem need from own community and fulfill his or her responsibilities by applying native lingual instructions (Maslow, 1954 as cited in Gagne & Deci, 2005, p. 343).The incidents here emphasize that application of native lingual instruction methods to the ethnic children can help to motivate them.

During my discussion with teacher about their external challenges to provide motivational environment to the students, Ms. Om Shanti Poudel from Lagankhel resource center said,

Some of teachers in community school are similar to weak students who are not motivated personally from inside their motivational bucket. There is no hire and fire system thereby most of the teachers are not fulfilling their responsibilities. Very honestly, I am playing motivational role because government is paying and providing various training packages to me. Teachers are not serious on poor

performance of the students then how performances of the students' can be increased through their motivational role. I can say that most of the teachers don't make their lesson plan for the classrooms teaching.

The text implies that there is a weak monitoring and evaluation system in the community school on working performance of the teachers. However, there is a provision of such mechanism in central to local level but has not been implemented properly. According to hierarchy of need theory, for proper implementation there should be proper coordination among teaching staff, parents, community members and resource person that may also help to achieve love and belongingness need to the teachers (Maslow, 1954 as cited in Gagne &Deci, 2005, p. 343).Here, my participants argue that teachers can be made active, dynamic, energetic and lively through implementation of hire and fire policy. The incident here says that regular monitoring teachers activities is essential for creating motivational environment to the students in classroom

During my discussion with teacher about their external challenges to provide motivational environment to the students Ms. Bharati Khadka from Lagankhel resource center said,

Teachers are involving in various alternative livelihood activities, which make them less creative and responsible. Political culture of the country has also been supporting to such type of teachers who are divided into groups and sub groups in the school because of their different political ideologies. For example, teachers who are supporting the ideology of the headmaster need not become regular and active in classroom. Nobody can punish him or her. For motivating students,

teachers must play researcher role in the classroom because they are observing daily activities of the students. They can found practical ways of motivations.

The text implies that due to fundamentalism of politics in teaching sectors, teachers are not serious on their job responsibilities. Most of the participants argued that political culture is supporting passive teachers in various ways. May be some teachers are involving in politics to secure their profession and achieve political status in the society through safety security and self-esteem need (Maslow, 1954 as cited in Gagne &Deci, 2005, p. 343).The incident here suggests that teachers should focus to be qualified professional rather than of engaging in political ideology.

During my discussion with teacher about their external challenges to provide motivational environment to the students, Mr. Mohammad Hussen from Lagankhel resource center said,

Although, greediness is the nature of human beings, frankly speaking, we teachers are not receiving sufficient monthly salary. What is the limitation of sufficient salary that may be the matter of discussion? I can say that monthly salary received by teacher is not sufficient even just to cover our household expenditure, then how can a teacher invest for higher educational life of the children. This problem makes me sometime frustrated but this problem is linked with the government who is not allocating sufficient budget in education.

The text implies that teachers are hardly fulfilling their daily necessities from their salary and worried on investing on their children higher education. In this issue, most of the teachers argued that their economic status is making them frustrating. However, they want to reach into peak through personal advancement and economic sufficiency in order

to provide higher level of motivational role (Maslow, 1954 as cited in Gagne & Deci, 2005, p. 343).The incidents here suggest that government mechanism can provide scholarship to the children of teachers or to review the incentives given to them.

Chapter Summary

Challenges faced by teachers for motivating students for their quality performances as well as behavior change were discussed in this chapter. More specifically, regarding internal challenges of the teachers while playing motivational role in the school, in rural areas teachers are worrying with their own poor income opportunities, poor socio-economic situation and parenting role of the majorities of the parents as well as poor school performance of the students. Likewise in semi urban and urban areas, teachers are worrying with vulnerable school education life of the migrated students who were working as a domestic child labor and teachers are also worrying due to poor interaction practices of guardians of the students with teachers about school performances of their children. Similarly, regarding external challenges of the teachers' motivation, most of the teachers especially in rural areas are facing work load and monolingual instructions problems. Likewise, political strikes, no reward and punishment system to teachers' motivation, quarterly salary payment system, poor monitoring and evaluation system of government mechanism and poor community participation in school are some of the external challenges facing by the teachers both in rural and urban areas.

CHAPTER VII

THE BEGINNING OF THE END

In this chapter, I have presented the gist of my research knowledge that was explored through appraising the lived experiences of the teachers and students of community schools. I have also presented my reflexivity here and there during interpretation of the textual information generated on the foundation of conversations with the research participants and observation with self. More specifically, the chapter has highlighted some gist of finding and the discussion based on those findings.

Findings

In this section, I have briefly presented findings of my study based on developed research questions. Motivational practices applied by the teachers are found satisfactory in these study areas. Most of the teachers are providing loving and child friendly environment to the students. They are appreciating the students by shacking hand, distributing gifts and reading-writing materials in personal effort and also developing their leadership skills and creativity through extra-curricular activities. Teachers are applying visual learning practices, group discussions, and project work and classroom support opportunities to the students turn by turn.

Teachers are also communicating about children academic performances and behavior with their parents through cell phone frequently and also requesting them to allocate adequate moment to their children. Similarly, school authorities located in urban and semi-urban areas are also implementing certain rule and regulation for maintaining health and hygiene of the students and cleanliness of surrounding. Teachers from these

areas are also applying milder forms of meditational practices in the classroom. They are providing various technical instructions to conduct school programs organized by child club and sanitation club and also facilitate them to collect fund from related institutions.

Similarly, performances of the student are found contextual and different in these study areas. Students from semi urban and urban areas are found better-looking, interactive and uniformity as compared to those students from rural areas. Students are having junk foods in urban areas; however, institutional attention is not enough to avoid such habits. Students from urban and semi-urban areas are equally fostering their interactive and leadership skills as compared to those of rural students. On the other hand, some of the rural students blamed that only talented smart students are getting leadership opportunities and are frequently interact with teachers. Students from rural and urban areas have the realization of moral value of education even they are questioning on ethical character, subject knowledge and expertise of the teachers and parenting role. Written skill and academic performance of the students is found comparatively higher in urban and semi-urban areas. However due to uninterrupted teachers' motivation, even poor and moderate level students are improving written skill and academic performance in both rural and urban settings.

Similarly, teachers are facing various types of inner and peripheral problems while playing motivational role to the students. In rural setting, teachers are worried with their poor income opportunities, poor parenting role and poor performance of the students. Because of poverty and own occupational status, parents are compelled their children to engage in households chores. In urban settings, teachers are worried with vulnerable education life of the migrated students. They are either working as a domestic

child labor or living with their relatives. That resulted poor communications among students, teachers and parents. Because of such problems teachers are found more passive internally while teaching to the students. In rural setting, teachers are facing over work load problems because of limited number of teachers and delay posting system. They also have been facing frequent political strike, minimal school days and monolingual instructions problems. Academically, low experience and under qualified teachers are working in rural areas in which most of them are found from the same neighborhood. Qualified teachers having political influence are found to be working in urban areas for the higher educational opportunities and alternative sources of earnings.

Overall, there is no reward and punishment system to appraise teachers' status role and responsibilities. Furthermore, minimal remuneration and quarterly salary payment system, teachers are involved in alternative livelihood activities both in rural and urban settings. Along with that political interference in education, poor monitoring and evaluation system to measure performance of teacher and students and lack of community participation in school education system are found to be some of the external challenges experienced by the teachers.

Discussions of Findings

The research study found that teachers/students are perceiving/understanding external/internal motivational process differently in community schools (RQ-1). Regarding external motivational process, I found it can help to engage students in thoughtful teaching learning processes. According to my research participants, self-motivated students not only improve their school performance but also realize their socio-economic role in society. In my reflection, external motivational processes help to

stimulates learning behaviour of the poor students and improve their performances. In my school, some students have changed their life expectations after getting affective motivational environment from teachers/parents. Behaviorism educational philosophy also says that education is a process of changing behavior of an individual can be influenced by the environmental reinforces (Brennen, 1999). I believe that repetition makes the habit formation. Continuous reinforcement is essential to bring the behavior change of the students for better performances.

During the beginning of my study, I was curious enough to understand how teachers in community schools are motivating to the students. While discussing with my participants, I knew that some of my participants have provided additional class and class room support facilities, interactive classroom environment and various extracurricular activities as well as counseling facilities. Some of my participants unpacked importance of education with inspirational stories to the students that could be a means for securing job opportunities and higher living standards. In my reflection, teachers are applying such types of pedagogical efforts as a strategy for motivating students.

Teachers were behaving friendly with students and understanding their household problems. In reference of motivation research it is found that addressing the problems, needs and interests of students is the best way of motivating them in the classroom activities. When teachers understand thet emotional,physical and behavioral status of their students then the impact of teaching and learning processes will have better impact on their academic results (Shah, 2012). In my reflection, different students do have different behaviors.Therefore, teachers must know about child psychology before treat

studetns having poor school performances. Based on that knowledge teachers need to choose the right teaching pedagogy and right strategy of motivation.

My participants are applying active learning pedagogies, motivational talk and distributing reading and writing materials to the students. They are also providing reward and punishment system developed by members of school management committee. Literature also says that teaching and learning can be made better with the involvement of the community, utilizing the locally available resource materials, providing better health facilities and implementation of reward and punishment system (Gujardo, 2011). In my opinion, if there were no discipline, reward and punishment system the school would not be distinguished from the street. However, explanation on consequences is better than punishment.

Some of the participants blamed that they are facing problems while motivating student from poor socio-economic background. Such students have to support their family livelihood, attend minimal school days and cannot improve their school performance . But in my reflection, instead of supporting poor students they are humiliating to the socio-economically back warded students. It is due to outcomes of ranked society and social stratification; economically poor students are compelling to support their family livelihood. May be their parents knew that after achieving higher level education their children could not get government job because of poor social networking. For me those teachers have little know about educational philosophical propositions as behaviorists philosophers claim that the teacher's role is to create an effective learning environment that will provide positive reinforcement and motivation (Brennen, 1999, p.7). Each and every teacher must know the socio economical

background of the children, where they from are and their interest. My own experience says that appreciative enquiry approaches is the best way to deal with children that encourage vulnerable students.

The situation is also justified by existentialism educational philosophy that claims that student as other individual do have nature to determine their own destination whatever they have a preference in their life (Brennen,1999). Most of the children believe on their consciousness. In my reflection, this is in fact their compulsion rather than neglecting school education. How can they allocate maximum time for their school performance? They might worry about their miserable living standards, and they might compare their life with so called upper caste students having higher socio-economic status in society. Everyone may not like the same subject or enjoy the same thing. They believe that the reality is that which they have perceived.

One of my participants claimed that peripheral motivation can also help to improve the performances of poor students too. In so doing, he has been providing various rewards to the students with his personal efforts and also applying his knowledge and skills acquired during professional development training. I understood that some of the active teachers are playing motivational as well as humanitarian role to the socio-economically back warded students. They are applying behaviorism philosophical ideas which claim that even though efficiency, economy and objectivity are some determinant factors for student learning, teachers are more accountable and responsible for what children learn (Brennen, 1999).In my reflection, most of the students take their teacher as role models. If teachers play an effective role in teaching and learning without any type of bias and discrimination then ultimately they achieve the aim of education.

One of my female participants expressed that students from five to eight grades understand importance of motivation, counseling and education. I saluted her experience because she was both teacher and researcher in my reflection. She has been studying on students' motivation personally for a long period of time. She was giving more focus on freedom of students rather than direct reinforcement. However, academically she does not know about existentialism philosophy that claimed students as responsible agents thereby personally accountable with own free choices as they are revealed in how they are living in their life. I myself believe in the authoritative leadership style of the teachers.

From my study, the important things what I explored is about application of religious and spiritual practices like prey, milder forms of meditation and yoga and suggesting students about better food habits and behavior. I have understood that those teachers who have religious/spiritual values are not only playing motivational role in school but equally providing parenting role. They are loving/caring in nature to their children. Theoretically, these short motivational practices are applied by the teachers just for increasing the self-efficacy/trust on own competence that can foster physiological and emotional well-being, verbal encouragement from others, learning from one's own experience, and learning from other's experiences (Bandura, 1966). I am convinced with this motivational strategy and planning to apply in my school. In the reference on religion, Hindu religion led educational activities emphasizing liberating role of education (Awasthi, 2004).The father, mother and teachers are the three responsible stakeholders for the transformation of the future of a country. In my reflection, education

is not the acquisition of burdensome information regarding nature and human beings. It is the awareness of the immortal spirit within, which is the spring of joy, peace and courage.

The different but important idea on motivation I explored is about appreciating students by shaking hand, distributing small souvenir as well as also sharing jokes and singing songs in the classroom. By applying such strategies, what I knew that theoretically my participant was making crossing point between the motivation from the pot and outside the pot where in our context the motivational tools and practices from outside the pot is always inadequate (Gujardo, 2011).The combined force of motivation from insides and outsides are equally essential to drive the children towards the presetting destination.

One of the female student shared that because of support from own relatives and family member girls are getting educational opportunities even in the rural areas. In the reference on mastery goal, individual's purpose is of developing competency focus on learning, understanding, developing skills, and mastering information from others (Ames, 1992). From my observation, I found community schools are providing neat and clean environment within a bounded area. However, the situation is comparatively low in rural areas than in semi urban and urban areas. I also found greater cooperation and coordination among teachers, students and parents to secure quality performance of the students in urban/semi urban areas as compared to remote rural areas.

I found, self-motivated students are making long run educational plan because of quality parenting. One female student shared that because of parenting she understood transformative role of education that can be benefitted to her in the initial phase and benefitted to society in future. Since then she fostered self-realization to perform better in

school education and understand about inner personal development, self-initiation and self-struggle. Self-motivation cultivates personal happiness and delightfulness and give energy for the continuity of activities through affective and conscious way instinctively (Deci, Koestner& Ryan, 1999). In my reflection, knowledge creation come from within the own heart rather than from jug to mug. We can pull the horse to the pool and horse should drink water itself.

Some of the participants expressed that they convince and share students who could not get quality parenting about impacts of self-motivation and making children smiling and happy before run class. They understood, without happy mood students cannot interact with teachers and peer groups in the classroom. This is the reason behind why a study recommended that Each District Education Office must also develop parents' roles in improving schools' performance as many countries in Africa have influential Parent Teachers Associations (PTA) which are improving school performances in rural areas (Mathema, 2007).On the other hand in the context of Nepal the PTA has been formed just for sake of formation as it is mandatory as per the Shikchhya Niyamawwali. There is hardly any role being played by the PTA in Nepal. In my reflection, some parents provided very genuine suggestion in my school which has become a pathfinder for us.

I am highly motivated by the statement of one participant who shared that only self-motivated teachers can play motivational environment to the students who can become self-motivated. I found teachers are becoming further responsible and accountable for achieving changing learning performance of the students by creating an effective and efficient teaching and learning atmosphere (Brennen,1999). But the rising

question is, how can teachers become self-motivated? Is this possible without understanding about personal interest of the teachers?

Teachers are found more active and qualified in semi urban and urban areas where they are dealing mostly with the migrated students who are living either with their relatives or working as child labour. In contrast, in rural areas most of the local teachers are dealing with students from the neighborhood. Because of poor parenting and poor performance of the students, most of the teachers are not willing to play motivational role. Does it mean that teachers from rural areas are motivated to those students who belong to own ethnic groups or relatives as questioned by the students during focus group discussion? According to goal orientation theory, may be teachers are concentrated to achieve both performance focus goal (positive evaluation of the student from others) and learning focus goal that emphasize on gaining new skills and knowledge of the student even if failures occur during evaluation process (Dweck, 1986). This is why the continuous evaluation processes is introduced by the government in Nepal. Evaluation by both formative and summative ways is indispensable. I strongly believe that knowledge, skills and attitude cannot be evaluated by 3 hours examination.

The research study found that most of the participants claimed that teachers' motivation is helping to improve performances of the students (RQ-2). Motivation makes students good, smart, neat and clean. Students and parents are getting knowledge and information related to health and hygiene. However, poor socio-economic status and poor parenting role has been performing poor appearances of the students. It means such parents allocate maximum time for livelihood and minimum time for their children and their schooling activities and unable to manage proper food and cloth. According to

cognitive learning theory such students make personal interpretations of their socio-economic life status and set goals based upon these interpretations as their believe exceed their capabilities and judge themselves.

Similarly, most of the participants argue that teachers' motivation also help to improve leadership ability of the students in the school or classroom. However, students from all level may not be playing their leadership role effectively and efficiently. They sometime use their functional or monitor power to punish their own class mates. But during focus group discussion some participants blamed that some of the teachers in community school are motivating only to smart students only. They are also encouraging talented students only for playing leadership role. But the fact is that student having leadership ability can easily adjust even in new environments- one participant said.

Similarly, teachers' motivation is making students more interactive. But in my reflection, students who obtained poor marks hesitate to interact with teachers, students and even with their own parents. In some participants regular interacting between strong and weak students before and during exam period also helps to improve performance of the weak students as students shared. Bandura (1999) states that cognitive learning theory, before interacting with strong students; weak students prefer to set individual goals that become their personal standards for evaluating their performance. I do encourage in my school for the pair learning and collaborative learning. I apply the policy of competition with yourself and collaboration with others.

Most of the participants suggest that students can be made more interactive and active from those teachers who are self-motivated. Teachers' motivation is also sharing value of education among students that benefits to self and society. Some of the

participants also shared that after understanding value of education most of the students started to think and plan their future career options. Students are also applying their knowledge into experiences. They know how to behave and keep cooperation with others being a family of the community. But in some participants local teachers are also developing bias culture in their community school. They have been supporting to their relatives even who lacks good manner and etiquette.

Regarding written performance in rural areas, students need to allocate maximum time on school journey and they do not complete their homework. The problem is realized by the local teachers that's why they are providing extra classes to such students who comes from remote areas. Whereas in urban and semi urban areas students are improving their written performance by completing enough regular written assessments and participating in inter school hand writing and written test competitions. Literature says that students need to follow the path of both learning and performance goals if they have to accomplish something (Wentzel, 1991). In my reflection, different types of assignments and project activities acts as a lab hence help them to transfer the knowledge they acquired.

In general, teachers' motivation can play vital role to improve the academic performance of the students. However, both biological and environmental factors are responsible for the improvement of the students' performance. Most of the participants agreed that students can improve their academic performance only in supportive and encouraging environment. That is essential component to foster personal determination of the students and their understanding on educational values. According Bandura (1999) cognitive learning theory, such state of affairs stimulates level of self-satisfaction of the

students and encourages them to increase effort necessary to accomplish their educational goal associated with under performance.

This research study also found various challenges that have been negatively affecting teachers for performing better motivational practices in the schools (RQ-3). Most of the participants shared that they are still getting nominal salary that cannot afford their daily necessities. Because of financial problem teachers from community school are doing their job in a frustrating environment. They are more active in alternative source of livelihood. Instead of providing various incentives to the teachers, government is paying them quarterly. I found, teachers are not satisfied with salary paying system of government mechanism and working without their job satisfaction. The situation indicates that teachers in community schools are still in frustration with their need and motives. Theoretically, their motives can be increased through sense of self-actualization. For that government mechanism can increase their monthly salary and provide them reward and punishment system based on their professionalism (Maslow, 1954 as cited in Gagne & Deci, 2005, p. 343). I agree that such challenges may decrease their level of satisfaction while setting the value to their own hierarchical needs (Maslow, 1943). In the reference of need and motives theory, teachers from rural areas are worried with their poor income opportunities and minimal salary then how can they fulfill their psychological need?

I found, illiterate parents who are providing poor parenting are another obstacle to the teachers' motivation and students' performance. However, the fact is that parents are involving in different literacy programs and trainings. A teacher from rural areas blamed that in urban areas teachers are enrolling their children in institutional school and

motivating to migrated students. But he also shared that the problem in rural areas is quite different. Most of the parents here are encouraging their children to support their livelihood. But how can this be possible without proper cooperation and coordination among and between students, teachers, parents and local stakeholders?

Correspondingly, some of the thoughtful teachers are worrying with gender bias culture where several girls are studying in community school and their brothers are in institutional schools. First, most of the migrated students are overwhelmingly loaded with household chores and are compelled to allocate negligible time for study. The other challenge is that highly qualified teachers are teaching to higher level students only in urban centers. In my reflection, there are two reasons behind these problems. First, our cultural structures respect qualified teachers who teach for higher level. Second, teachers are also getting poor salary that compels them to engage for part time jobs. But what could be the reason behind preferring to teach at a higher level? This is for securing higher levels of self-esteem by achieving higher recognition, higher status (Maslow, 1954 as cited in Gagne & Deci, 2005, p. 343). I do have suitable experience on this regards. Teachers who have been teaching in Our A-Level programme do not want to teach in the lower level classes. One of the main reasons is the difference in the salary level, secondly our society looks through that eyes and thirdly definitely the matter of self-esteem.

I found, high students and teacher's ratio in rural areas is another challenges for the teachers. Because of that teachers are unable to control classroom with complete motivating environment. Though school management committee has been trying to address the problem in local level but due to poor leadership and weak visionary efforts they are failed to address this challenge. Some of the participants expressed that due to

fewer school working days teachers cannot complete their course on time. Teachers do not get opportunity to teach as per their lesson plan. The fact indicates that public education system is creating frustrating environment to the teachers in several ways. Theoretically they are facing safety and security problems in which there lacks job security as well as health insurance (Maslow, 1954 as cited in Gagne & Deci, 2005, p. 343). Since many teachers are still either in temporary status or are being paid from the private source of the school itself.

I found, monolingual instruction method is not working in every school, where most of the children come from specific ethnic groups. For providing motivating environment to the students such problems can be addressed by their similar lingual instruction. Some of the participants indicate that weak monitoring and evaluation system in the community school on working performance of the teachers is another problem. There is no reward and punishment system to the teachers (Bhattarai, 2010). I also found, fundamentalism of politics in teaching sectors is another challenges for teachers motivation. Teachers are not serious on their job responsibilities. I think there must be education in politics rather than politics in educational system. There are various reasons to be involved in politics. Firstly for the job security, secondly for the existence, thirdly for the game of power fourthly to make a ladder of various benefits etc. Theoretically it is nothing then fulfilling physiological needs of the teachers according to need and motives theory because quarterly paying system of nominal salary cannot meet the expense of daily necessities of the teachers (Maslow, 1954 as cited in Gagne &Deci, 2005, p. 343). Consequently they are compelled to be associated in politics through which they can multiply the income through multiple income sources.

CHAPTER VIII

THE END OF THE END

When we get old, we start recalling our childhood. Most of the memories of the early days come in our mind as the sweet fruits. Each and every activity of those days becomes proper guidelines and determines the future path. Similar way in this chapter I unpacked how I began my journey(past), what I explored at the end(present) and where we can go further(future). More specifically, I have presented the summary of understanding, conclusion and the implications.

Generating Understanding

Being a researcher, the journey of this research study was a remarkable learning experience to me. For reviewing and appraising, motivational practices of the teachers and performances of the students in the community schools of Lalitpur District, I have constructed my research agendas by revolving into dual educational system (community and institutional school) and various internal and external challenges of the teachers for motivating students. I developed three research questions. More specifically, various types of teachers' motivation styles to the students, contributions of teachers' motivation in students' performance and challenges of teachers' motivation. In the initial phase of the study, I felt that my research study would possibly be a challenge as I was exploring body of new knowledge through experiences of my participant. However, during my research journey, I successfully collected textual information from participants. I went through the textual information and understood the information given by the participants and have presented it descriptively and analytically. Further, I have also interpreted that

information from multiple perspectives along with theoretical interpretation. I understood that teachers are playing motivational role in the school differently. Some of teachers are found responsible and vice versa. I also understood that without blending self-motivation and induced motivation neither teacher can play motivating environments to the students nor student can improve their school performance. Being myself in the same field my own view is quite different. First of all, the same kind of passion is required to be a teacher. Without zeal and enthusiasm nobody can bring expected output. I have established a motto in my own school that is keeping children at the center. Teachers should not be bound by considerations of hours of work. They have to be ready around the clock to support their children. I have the deep rooted believe that among all professions, the teaching profession carries the greatest responsibilities. Molding the present raw children into worthy citizens of tomorrow is not an easy job.

Conclusion

After this research journey, I came up with the conclusion that motivational practices of the teachers supported students to improve their school performances. I also became agree with the statement; change meaning of education is motivation, motivation is energy, energy is engagement and the engagement itself is a lifelong learning process (Fullan, 2007). Though, motivation and outcomes of motivation were practiced differently in different contexts and settings. Teachers from rural area were applying traditional techniques of motivation. They were unpacking values of education, practicing reward and punishment system while motivating students. In urban and semi urban areas teachers were applying learners centered pedagogies like pair work, panel discussion, project and problem based learning, field trip, group work etc. Teachers were also

overlooking the interpersonal relationship as an important way of motivating students though they claim that they have been keeping such relationship.

Motivational practices of the teachers improved overall performances of the students. The positive inclinations in the performances were visible in all the themes that I mentioned in conceptual framework. Regarding the consequences motivation, most of the teachers agreed that due to their motivation, students improved their personal appearances, interactive skills, leadership skills, writing skills. In addition, they were also judging educational values themselves and applying school based knowledge in their social life and are ultimately improving their class position too.

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

All in all, I also came up with conclusion that intrinsically and extrinsically motivated students seemed to be more thoughtful and critical. They made self-help plans for their prosperous life and family livelihood. They were supporting their class mates during homework and project work. They also questioned on bad habit of the teachers and senior students in school premises. They also shared biased motivational practices practiced by their teachers in the classrooms as teachers were becoming closer either with their relative students or with topper ranked students. Some of the students also expressed that their parents are not providing quality parenting role.

Implications

Activities and actions are happening in the society acts as a mirror to others. One of the best ways of learning is by observing such activities and actions. Motivation and performance are the essential learning activities in any settings that I appraised from this study. Furthermore the neighborhood where I did my research represents most of the region of Nepal. So the implication may go to different stakeholders.

Implication to the Teachers

The core findings of the study may benefit the teachers throughout the country. Teachers from other community schools, especially working in remote rural areas out of Kathmandu Valley can get various insights from these findings. They can understand various ways of teachers' motivational strategies practiced in these study areas. They can implement similar strategies in their school so that they can also foster their professional skills. They can also apply performance appraisal themes like physical appearances, leadership and interactive skills, application of school knowledge, and judging educational values and academic performances in their school. Similarly, teachers can

realize the internal and external challenges faced by the teachers in study areas and they can contextualize such challenges. This might ultimately help teachers to raise their common voice against such types of internal and external challenges in the country.

Implication to the Local Stakeholders

Findings of the study are equally beneficial to the local stakeholders (e.g. community, society, local intellectuals, institutional members and politicians) in various ways. They can understand the importance of motivational teaching learning environment for achieving quality student and school performance. They can provide training on quality parenting to the local people so that they can also motivate to their children for educational achievements. Local stakeholders can also play a supportive role to the teachers and school education system so that they can work collectively for developing strategies related to various internal and external challenges faced by the teachers. They can advocate for reforming teachers' salaries and incentives in central level. They can monitor school-based activities and provide various reward and punishment to the teachers, students and parents.

Implication to the Policy Makers

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

policies against those teachers who are actively involved in politics and passively involved in teaching profession.

Future Direction

This study has been done in community schools within the periphery of the capital city. The ground reality of remote rural areas or the Terai and Himalayan region socially, culturally and economically may vary. In other hand Institutional schools have the diverse situation than the community schools. Further research can be done on those areas on a similar theme. The study was more focused on the experiences of the teachers. Therefore, ethnographic study may explore in depth issues from culturally constructed knowledge and experiences of the students and parents as well.

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APPENDIX I

Semi structured Interview Guidelines to the Teachers (Male/Female)

1. What is your perception and understanding on teachers' motivation?
2. How teachers' motivation provide learning environment to the students?
3. Why socio-economic and culture status of parents affect their child schooling?
4. What is the situation of parents' motivation to their school children?
5. How students are practicing their motivational process in school education?
6. Why physical appearances of the students differ from one to another?
7. What makes students more active and interactive?
8. In what situation students are playing leadership role in school and society?
9. How far students are judging their educational value themselves in their daily life?
10. How far students are applying their school knowledge?
11. How teachers' motivations help to improve written performance of the students?
12. How merit based system is effective to foster competition among students?
13. What are the major challenges for teachers' motivation?
14. How these challenges can best be addressed?
15. What are the major challenges for achieving better students' performances?
16. And how these challenges can best be addressed?

APPENDIX II

Background Information of the Teachers

1. How do you describe yourself? Please specify about your family background, Childhood nature, your schooling life etc.
2. Would you please tell about your academic background? How were your overall performances in different level of your study?
3. Would you please briefly explain about your professional life?
4. How would you motivated from your teachers and parents in your childhood? From whom you are inspired most?
5. How was the situation of motivational practices in your school life? What motivated you most in your life?
6. What motivated you to choose teaching as your career?
7. How your home motivational environment played role in your performances?
8. How were you encouraged to learn in your university life?
9. How do you evaluate the peer group pressure's role in your personal/professional life?
10. How do you describe the initial phase of your teaching career?
11. How would your students describe you as a teacher?
12. What kind of motivational cooperation you have been receiving from your colleagues, seniors and the Headmaster?

APPENDIX III

Focus Group Discussion Guideline for the Students (Male & Female)

1. Students' knowledge and attitude on motivation and performance
2. Motivation, either part of teaching learning or role of the parents and students
3. Knowledge and practice on self-motivation and motivation by others in outer contexts of the students in regular teaching learning process
4. Motivational role of the teachers in students' motivation and performance
5. Teachers bias in motivational process according to better school performance and higher socio-economic status of the students
6. Different students perceive and practice self-motivation and motivation by others
7. Overall impact of motivation in student performance occurs differently
8. Cooperation among stakeholders in relation to apply motivation as a major strategy in the process of teaching learning
9. Role of age, gender, ethnicity and economic status of the students in student performance
10. Experience on difference in learning among the students as per the difference level of teacher's motivation
11. Teaching and learning environment of the school for better performance
12. Social and home environments to the students for achieving better performance
13. Some possible problems of teachers' motivation in the school
14. Some possible problems of student performance in the school
15. Ways for addressing poor status of teachers' motivation and students' performance for improving teachers' motivation and students' performances.