TEACHER MOTIVATION PRACTICES IN PRIVATE SCHOOLS OF
KATHMANDU: A NARRATIVE INQUIRY

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A Dissertation

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AN ABSTRACT

of the dissertation of Minju Shobha Chitrakar for the degree Master of *Philosophy in Educational Leadership* presented on *28 January 2025, entitled Teacher Motivation Practices in Private Schools of Kathmandu: A Narrative Inquiry.*

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This study explores the motivational practices exercised by private schools for teachers and focuses on identifying effective strategies as well as gaps for improvement. This study theorizes motivational bases, such as Maslow's Hierarchy of Need Theory and Transformational leadership theory to substantiate the complementary effect of intrinsic and extrinsic motivators in making teachers satisfied and engaged. It particularly explored how teachers perceive the term motivation and what the practices are. Using narrative inquiry in qualitative research explores motivational aspects like financial and job security, leadership style, workload, peer relationships, infrastructure, recognition, and equal treatment.

The findings of the study reveal that, where both intrinsic and extrinsic motivators have a vital role to play, financial stability makes its position at the top. No matter what the cause or consequences, if the teachers are provided with enough financial benefits, all other motivators activate themselves. It also reveals that the priority or the meaning of motivation changes with the age of teachers. The study's implications are regarded as significant for teachers, school leaders, and policymakers. For the teachers, this research encourages them to update themselves with the demands of time; for leaders, this research emphasizes balancing extrinsic and intrinsic motivation so as to adopt a holistic approach to motivation. For policymakers, it highlights developing standardized guidelines aligned with

educational policy and the Labor Act so as to ensure sustainable motivation practices for teachers in private schools. Further research suggests adopting mixed or quantitative data analysis techniques to view the wider perspective of teacher motivation in private schools in Kathmandu. Eventually, this study contributes to adopting ways to keep teachers motivated so as to ensure their satisfaction and retention, which ultimately impacts the sustainability of private schools in Kathmandu.

…………………..   28 January 2025

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शोध सार

शैक्षिक नेतृत्व तथा व्यवस्थापनमा दर्शनशास्त्रको स्नातकोत्तर डिग्रीको लागि मिन्जु शोभा चित्रकारको शोध प्रबन्धको शीर्षक "काठमाडौँका निजी विद्यालयहरूमा शिक्षक उत्प्रेरणा अभ्यासहरूः एक सङ्कथनात्मक अनुसन्धान" १५ माघ २०८१ मा प्रस्तुत गरिएको थियो ।

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उप प्रा रेवत कुमार ढकाल, पीएचडी

शोध निर्देशक

यस अध्ययनले निजी विद्यालयहरूले शिक्षकहरूका लागि प्रयोग गरेका प्रेरक अभ्यासहरूको अन्वेषण गर्दछ र त्यस्ता अभ्यासहरुको लागि प्रभावकारी रणनीतिहरूको साथै सुधारका लागि आवश्यक पक्षहरुको पहिचान गर्नमा केन्द्रित रहेको छ । यो अध्ययनले शिक्षकहरूलाई सन्तुष्ट र संलग्न बनाउनको आन्तरिक र बाह्य प्रेरकहरूको पूरक प्रभावलाई पुष्टि गर्न मास्लोको आवश्यकताको पदानुक्रम सिद्धान्त र रूपान्तरणात्मक नेतृत्व सिद्धान्तलाई सैद्धान्तिक आधारको रुपमा प्रस्तुत गर्दछ । यस अध्ययनले विशेष गरी शिक्षकहरूले उत्प्रेरणा शब्दलाई कसरी बुझ्दछन् र यसमा के कस्ता अभ्यासहरूको प्रयोग भएको छ भन्ने पक्षको अन्वेषण गर्दछ । गुणात्मक अनुसन्धानमा जागिर र वित्तिय पक्षको सुनिश्चितता, नेतृत्व शैली, कार्यभार, सहपाठीबिचको सम्बन्ध, पूर्वाधार, मान्यता, र समान व्यवहार जस्ता प्रेरक पक्षहरूको अन्वेषणमा कथनात्मक बिधिको प्रयोग गरिन्छ । अध्ययनबाट प्राप्त नतिजाले के स्पष्ट गर्दछ भने जहाँ आन्तरिक र बाह्य प्रेरकहरूले अहम भुमिका खेल्दछन्, त्यहाँ वित्तीय स्थिरताको अवस्था उत्कृष्ट रहन्छ । यदि शिक्षकहरूलाई पर्याप्त आर्थिक लाभ प्रदान गरिएमा, कारण वा परिणामहरू जे भएतापनि, अन्य सबै प्रेरकहरू आफैँ सक्रिय हुन्छन् ।

अध्ययनको नतिजाले शिक्षकहरूको उमेरसँगै उत्प्रेरणाको प्राथमिकता वा अर्थ परिवर्तन हुन्छ भन्ने कुरा पनि प्रकट गर्दछ । यो अध्ययनको उपादेयता शिक्षकहरू, विद्यालय नेतृत्वकर्ता र नीति निर्माताहरूका लागि महत्वपूर्ण मानिन्छ । यो अनुसन्धानले शिक्षकहरूलाई समयको मागसँग आफूलाई अद्यावधिक गर्न प्रोत्साहित गर्दछ; नेतृत्व कर्ताको सवालमा यो अनुसन्धानले उनीहरुलाइ बाह्य र आन्तरिक दुवै प्रेरकहरुलाइ सन्तुलित राख्दै उत्प्रेरणाको समग्रताको पद्धती अवलम्बन गर्न जोड दिन्छ । नीति निर्माताहरूको सवालमा, यसले निजी विद्यालयहरूमा शिक्षकहरूको लागि दिगो उत्प्रेरणा अभ्यासहरू सुनिश्चित गर्न शैक्षिक नीति र श्रम ऐनसँग मिल्दोजुल्दो स्तरीय मार्गचित्र निर्माणमा जोड दिन्छ । त्यसैगरी, यो अनुसन्धानले काठमाडौँका निजी विद्यालयहरूमा शिक्षक उत्प्रेरणा व्यापक दृष्टिकोण हेर्न मिश्रित वा परिमाणात्मक तथ्यांक विश्लेषण प्रविधिहरू अपनाउन सुझाव दिन्छ । अन्ततः, यो अध्ययनले शिक्षकहरुको सन्तुष्टि र लामो समयसम्म सेवामा

रहने अवस्थाको सुनिश्चितता प्रदान गर्ने जस्ता उनीहरुलाइ प्रेरित गर्ने तरिका अवलम्बन गर्न योगदान पुर्याउँदछ जसको फलस्वरुप काठमाडौँका निजी विद्यालयहरूको दिगोपनलाई प्रभाव पार्दछ ।

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मिन्जु शोभा चित्रकार

उपाधि उम्मेदवार

This dissertation entitled *Teacher Motivation Practices in Private Schools of Kathmandu: A Narrative Inquiry* presented by *Minju Shobha Chitrakar* on *28 January 2025*.

<div align="center">APPROVED BY</div>

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

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DECLARATION

I hereby declare that this dissertation is my original work, and it has not been submitted for candidature for any other degree at any other university.

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DEDICATION

This work is overwhelmingly dedicated to everyone who supported my thesis journey. Especially my facilitators of Kathmandu University School of Education (KUSOED), my family (Father, mother, spouse, daughter, brothers, and sisters), my workplace, Kids Planet Montessori and Child Care Center family, my friends, my research participants, the school leaders of my participants and their entire school community and everyone who have been part of my research, whom I am always grateful. It is because of their effort that I was able to complete my degree.

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ABBREVIATIONS

SSF	Social Security Fund
PF	Provident Fund
COVID-19	Corona Virus Disease-19

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CHAPTER I

INTRODUCTION

This research has focused on motivation practices in the private schools of Kathmandu Valley. I tried to explore the teacher motivation practices by the school administration in those schools. I put my effort into exploring some extrinsic and intrinsic aspects of teacher motivation. I initiated this research with my own experience as a teacher and leader, which is the primary reason behind researching this topic. The content was followed by a statement of the problem, the purpose of the study, research questions, rationale and delimitation of the study.

Setting the Stage

Over the years, many scholars have defined the term motivation. Motivation is an energy that drives anyone to perform better in what they do (Han & Yin, 2016). It is also true that much research has been carried out to find out what motivates the teachers, but it isn't easy to get qualified and experienced teachers in private schools in Kathmandu. Studies have found that teachers experience more stress than any other professionals Agai–Demjaha et al., 2015). In this regard, the motivation level of teachers is lower. Motivated teachers are more dynamic and passionate. They can create a learning environment and show commitment to learning outcomes. Although intrinsic factors like passion and love towards children encourage teachers to enter the profession, many teachers take extrinsic motivation as a significant determinant to join the teaching profession (See et al., 2022). Passion towards the profession shifts at different stages of career progression.

New teachers, in general, are eager to make a difference for themselves, their students and society. Still, their idealism alone does not guarantee that they can convert intention into classroom practice, as success depends on both training and contextual conditions (Stiegelbauer, 1992). Various other things motivate teachers, including financial security, being a major one. The student-teacher emotional connection motivates teachers to commit to their profession (Poulou & Garner, 2025). Committed to the institution's values and mission, they build intrinsic motivation to perform above their minimum job expectations. When teachers feel valued and aligned with the organization's purpose, they are more likely to be committed and go beyond to serve students, colleagues and ultimately, the organization (Larkin, 2015).

This aligns with my own experience as well. Teachers, like any other employees, have personal motivations that drive their behavior and performance at work. These motivations are based on wants, desires, and expectations. Therefore, the key factor in managing human resources and achieving an educational organization's goals is teacher motivation (Adiele & Abraham, 2013).

Teachers who participate in the organization's decision-making process feel part of it and have a sense of ownership. Still, when other benefits like paid sick leave, study leave, promotion, pension or retirement fund, etc., are not managed, teachers lose motivation (Chhetri, 2022).

Being in the teaching field for the last one and a half decades as a teacher coordinator and school leader of a private school, I have encountered that motivation practices in private schools are difficult. Taking my own experience, I found that the head teachers and the school policies of private schools are less focused on motivating teachers. The head teachers seemed less aware of the motivational tools. I felt that the lack of motivation practices among teachers has an adverse impact on teacher retention as well as student learning.

Most teachers claim salary as the primary motivational tool that encourages them to remain in a particular organization and enhance the students' learning. When I take my example, I changed many schools as a teacher; it was definitely not only the salary. I believe that there is something more than a salary to motivate teachers in any organization, and they might be leadership style, recognition, self-respect, the right to make decisions for the student's welfare and the welfare of the organization, flexibility in work and of course, job security. For the majority of freshers, salary may be a significant factor. Still, there arises a point in professional life where, more than salary, the intrinsic motivational aspects become more influential. I believe that poor management decisions and leadership style impact the teachers' motivation, allowing them to be distracted from the profession or organization. To motivate teachers in this field, several management issues need to be adequately studied. During my professional journey, I met numerous novices, moderately experienced teachers, and highly experienced teachers. Once, I found one of my colleagues who worked as a pre-primary teacher in a private school was working as a security guard in one of the supermarkets. I was shocked and asked her why she had left her teaching profession. She replied that the salary that she used to get as a teacher was very low compared to the one she was getting then. As a teacher, she was not able to meet the demands of

her family. This made me think, why are the teachers not paid based on their performance? Why is this profession in the shade? As we all are aware, fulfilling basic needs is right for everyone, so why are teachers in such a prestigious profession deprived of getting it? Likewise, one of the other colleagues who was working as the primary teacher left the organization due to a conflict with the colleagues. This was a very new experience for me, where I found that one is ready to stay jobless because of somebody else, or one does not think about what will happen to the students. In this regard, the school management needs to think of good peer relationships and create an environment for collaboration so that the team comes together for the welfare of the organization. Otherwise, some teachers do not seem to care about the impact they leave on the children and the organization due to their decisions.

One of the secondary teachers who worked with me, who had 18 years of experience, was attempting the Teacher Service Commission exam, though his salary was better than the government scale. On asking why he would leave the profession, he shared, "*I can earn and stay in this profession in private school until I'm fit and fine; once I'm sick, nobody is going to appoint me nor keep me in this institution as well but in government service apart from salary there is long term benefit which will secure my family and me.*" This really is one crucial issue that many teachers, especially experienced ones, feel after their many years of service in private schools. This made me realize that a teacher, as a human, is conscious and always worried about a secure future, which many private schools, as per my experience, are not able to provide.

As per my experience as a teacher in various schools, all schools have policies regarding salary, incentives, reward systems, attendance, etc. The unequal treatment of management towards teachers is something I found distracting teachers from their profession. The teachers feel profound dissatisfaction as they sensitively perceive the school's unfair treatment towards them (Khadka, 2021). Many teachers, as I have experienced in my professional journey, do not stay with a single organization longer owing to their discontent with management and leadership style. The leadership qualities of school leaders are key aspects to motivating teachers and staying in the profession, for this transformational leadership style has a vital role (Baptiste, 2019**).** As a teacher, I have changed many organizations. Among many reasons, the most important is the poor leadership style of school leaders, along with financial and job

security. Out of 6 organizations where I worked, the first three organizations I left because of inadequate salary, and the fourth one I left due to personal reasons.

In contrast, in the 5th grade, where I worked for around 10 years, I used to receive merely more than the government scale as well and was working there as a school coordinator, a very prestigious post. Working there for 10 years, I, too, realized the security issues and, most importantly, the leadership style shown by the authority during times of emergency and difficult situations is crucial. This made me think of the alternative and encouraged me to start my organization. The principal's leadership style has an overall impact on the teacher's performance and perception (Wasserman et al., 2016). Lack of motivation among teachers directly or indirectly lowers the quality of education, and this cannot be denied. Hence, the role of qualified and efficient teachers is invaluable. Teachers serve as transmitters of information, beliefs, and competencies to learners in the class, which are instruments for overall development (Kavenuke, 2013).

Teacher motivation encourages teachers to remain in this profession, affecting the students' achievement, which in turn benefits the organization as a whole, including all stakeholders.

Today, as a school leader, I find it very difficult to find a good teacher. There are many reasons for their distraction from the profession, including salary, self-respect, leadership style of school leaders, security, etc. (Shakya, 2020). However, the most crucial aspect that enforces the turnover of teachers in the context of private schools in Nepal is the salary and other rewards and facilities they receive. Despite the universal fact that the development of society or a country is entirely dependent on teachers, why is their demand made unnoticed? When I saw the dark side of teachers, being in such a prestigious profession, as per the interaction with some teachers, I found that the teachers also lack morale these days**.** When I view it from the perspective of school leaders, the turnover may be due to the weakness of teachers themselves, where they are not able to update themselves and seek more facilities with less effort. Being a teacher and a school leader, I undertake this study, which will be beneficial for many private school leaders, including myself, so as to retain qualified and experienced teachers.

It can be concluded that if private schools offer sufficient pay and benefits, provide instructional resources, hold professional development courses, and include teachers in decision-making, it motivates the teachers (Silwal, 2025).

However, teacher motivation in private schools in Nepal has become a significant challenge now and then (Shrestha, 2022). In my journey from the teacher, in charge, school coordinator and principal, I faced this as a serious problem which is hindering students' learning. Some teachers, during my professional journey, shared that they entered the profession as time passed and entered this profession being unfit for other professions. In my understanding, the primary reasons behind the demotivation of teachers in the profession and instability are the minimum salary and lack of rewards for the deserving ones, where schools are not able to meet the demands of qualified, experienced and trained teachers. At the same time, the attitude of a school leader has a more significant role to play in the teacher's motivation (Thomas et al., 2020). The lack of motivational practices and their effectiveness adds to their impact on teacher satisfaction and retention, which is a significant problem in the private schools of Kathmandu. The problem is both with the leader and the teacher. The fact cannot be denied that private schools today are more commercialized; they are focused more on quantity rather than quality. At the same time, teachers keep their profession as their next priority and always seek better opportunities. The leaders, on the one hand, give priority to those who demand less; at the same time, the teachers are more influenced by extrinsic rewards rather than intrinsic rewards. The teachers do not feel secure, especially during uncertain times and recessions like COVID-19. During those uncertain situations, the school management, as per many teachers in my contact, shared that they behaved as if they were a burden to the organization. Many of them were paid only minimally, which, as they said, was not able to meet their basic needs. Many of them were suspended, showing the weaknesses of teachers themselves or organizational incapabilities. This is a very critical situation for teachers. This clearly indicates the unclear policy of private schools towards motivating teachers of private schools in Kathmandu. Finland's policy regarding teacher motivation makes teaching a prestigious profession, and the policy clearly indicates the way teachers and their work are addressed to the optimum. The OAJ (Finnish Teachers' Union) provides improved compensation, benefits, and a better working environment. At the same time, Finland's didactic culture allows teachers to have a lot of autonomy in creating curricula and pedagogy and regards teaching as a highly esteemed profession with respect to the law (Pattanayak and Sharma, 2022). In this context, why would anybody continue the

profession? On the other hand, the priority of teachers seems more inclined towards perks and salaries rather than the students' achievement or organizational welfare.

As teachers, we are accountable for providing quality education to students by teaching social values and norms that support growth as a whole. Teachers leave the teaching profession despite their importance (Oziambo, 2010). This is because, according to Sinyolo (2007), teachers themselves discourage their children from pursuing this career as they no longer like teaching. In this regard, it becomes necessary to provide the facilities required for the teachers as other professionals, which motivate them to sustain in this profession. Other than that, teachers need to be well-equipped and should be self-motivated. This mutual coordination between school leaders (School administration) and teachers will definitely work in the motivation of teachers, which will bring the desirable learning outcome among the learners by ensuring retention. Therefore, the satisfaction and retention of teachers are determined by the long-term goals of the organization and the sustainability of the organization in the long run is determined by the motivation of the teachers.

Hence, as a teacher and a school leader, I believe that demotivating teachers increases teacher turnover, which creates difficulties for the individual organization and the policy level. Teacher retention can support equality across the education system globally. Hence, this study will be helpful to teachers and school leaders in terms of economy, reputation, teachers' professional development, and overall student development. This, in turn, might help shape educational policies.

Statement of the Problem

Teachers are the major agents who motivate students to perform their best in their field of interest. For this reason, teachers need to be motivated so as to obtain satisfaction in the job they are doing and understand their duties effectively and efficiently.

It is challenging to improve educational quality without the involvement of private schools, which significantly contribute to the nation's education and help create skilled human resources (Adhikari & Aryal, 2020). In private schools, teacher motivation has a considerable impact on teacher turnover (Kariuki, 2020). Teachers are employees, teaching is a profession, and the school is a business, which is often forgotten, and teachers are frequently judged by parents, students, society and country (Richardson et al., 2014). This profession, indeed, is the one that needs high dedication, heavy workload, emotions, low salary and low positive response from

everyone. Nwakasi and Cummins (2018) postulate that teachers who are very responsible for their jobs lack motivation, which prevents them from achieving their objectives. Although leaders consider teacher empowerment to be an essential tool for success, teachers are underpaid with respect to their work (Regmi, 2019). Teachers in private schools frequently complain about their rights being violated and that they are not adequately consulted about policy changes, causing dissatisfaction and unhappiness, which is also stated by Chatkuli (2020).

I see that the teacher turnover rate is increasing day by day (Shrestha, 2022). Teachers are less interested in this profession. There may be various other reasons, the monetary one being the major one. The school, due to the lack of a uniform policy, has its own policy, unaware of the need for teachers. The owner, usually the principal or chairperson of the school, is found to treat teachers as individuals. This means teachers are led by the person rather than the system in the majority of private schools. In some cases, extrinsic motivation has bound teachers in the profession, but due to the poor working environment and unclear career pathway, the motivation level of teachers is very low.

As I have been a part of a private school for a long time, among many barriers, teacher motivation practices are the serious ones, which are clearly linked to pay and, secondarily, to other aspects like leadership style. This study will also highlight some other factors, rather than salary or monetary rewards that bring distraction towards this profession or a particular institution. The aspects other than the salary may be recognition, poor leadership, security, flexibility, job security etc. Hence, the relation between teacher motivation practices and aspects causing their retention in the organization or profession becomes a relevant topic to be discussed.

This issue must be addressed as quickly as possible, as the distraction of young people from this profession is rapidly increasing. Most importantly, the teachers never want their children to enter this profession. If the issue is not addressed, the private schools of Kathmandu will lack qualified and efficient teachers, which will directly hinder the overall development of the country.

In the context of Kathmandu, the motivational practices in private schools of Kathmandu seem problematic. Though the head teachers advocate for providing adequate salary facilities to the teachers, it looks like they are unaware of other factors of motivation besides monetary. (गुरुर्ब्रह्मा गुरुर्विष्णुः गुरुर्देवो महेश्वरः। गुरुः साक्षात् परब्रह्म तस्मै श्री गुरवे नमः॥) It is a famous Sanskrit Shloka, which was a very revealing one till a few

decades ago, but doesn't seem to exist today. The way society views teachers is not positive in today's context. The context is worse in private schools. In this scenario, although monetary rewards are ignored due to poor social recognition, people are distracted from their profession. Teachers feel undervalued in society, which results in demotivation (Khanal, 2023).

If this problem is not solved, the distraction of people, especially young people, towards this profession will increase, and we will lack efficient and competent teachers in this field. This directly hampers the overall development of any academic or non-academic organization. Teachers should be evaluated on their ability to maintain their motivation in the context of the country's long-term development goals despite unfavorable environmental constraints (Börü, 2018).

As a teacher and leader, I see that one of the most challenging tasks for school administrators is to keep teachers motivated. Teacher motivation, in general, is not expressed as expected. Disrespect towards the profession, frequent agitations, and blaming of the teachers and the whole education system can be the reasons for teachers to become demotivated from the profession. With this, the negative comments raised towards the teacher, organization, and entire education system are decreasing people's trust in the teacher and the teaching profession. This can be the reason behind teacher demotivation. Though the schools claim successful implementation of motivational tools, the head teachers seem to lack knowledge of the proper tools. The increasing workload in private schools for the teachers and the tools are only confined to the salary, periodic promotion and allowance. It seems that school leaders are unaware that a variety of other factors, such as leadership style, flexibility in work, peer relationships, etc., may also influence motivation.

Purpose of the Study

The purpose of this study was to explore the teachers' motivation practices in private schools in Kathmandu.

Research Question

    a.   What stories do the teachers of private schools narrate regarding motivational practices in their schools?

Rationale of the Study

Teachers play a significant role in the upbringing of social, environmental, cultural, economic, and gender issues and many more problems that prevail in school or a whole community—alleviating poverty, empowering women, supporting

sustainable development, and solving environmental issues (Kavenuke, 2013). Teacher motivation is the energy that drives teachers to perform better and get satisfaction in the profession. Teacher motivation plays an essential role in student motivation, teaching effectiveness and overall development of the organization. As a teacher and M.Phil. student researcher, carrying out my study on teacher motivation in my hometown is very important for my existence, identity and reputation within the context of this study. I have been in the teaching profession for more than 15 years as a teacher and leader from different perspectives. I grew up professionally and emotionally in a private school, and I'm attached to it mainly because I run my private school. I have always wanted to be a teacher, although connecting to the profession is not my plan. Since I joined the profession, I have been entirely devoted to it. During my early years, although I was passionate about the profession, I selected schools based on salary, infrastructure, and job security. With time, I found that private school management struggles to keep teachers in the profession. Before I started my school, my experience as a school coordinator, along with a teacher, enabled me to work closely with teachers. Addressing the issue became more critical when I started school. Exploring how teachers are motivated is very important to build confidence and trust in the school administration (Ali & Lakshmi, 2013).

This study focuses on teacher motivational practices in private schools in Kathmandu and their relation to various aspects. The aspects may include salary, self-respect, leadership style, security, flexibility, curriculum etc. Being a teacher and a leader, I believe that without addressing these issues, no educational organization can take steps toward progress. Teacher motivation practices are a significant aspect of developing any educational organization (Han & Yin, 2016). Teachers are the foundation of every organization since they are the major agents of change in both students and organizations, and their needs are to be served on both an organizational and policy level. Hence, this study is beneficial for further studies as most of the previous studies only focus on salary as a significant factor for retention. This study will also be helpful for teachers and head teachers so that they can internalize the situation and bring reforms at their level. This study might be beneficial to policymakers who are revising policy.

Delimitations of the Study

Various aspects may influence teachers' motivation practices in schools. However, in my study, I have considered only aspects like intrinsic motivation (peer

relationship, recognition), extrinsic motivation (salary, infrastructure), leadership style, etc. Theoretically, teacher motivation can be related to or observed through many theories of motivation, but I have chosen Maslow's Hierarchy of Needs Theory and Burn's Transformational Leadership Theory.

Chapter Summary

In this chapter, I discussed my experience as a teacher and explained how and what aspects encouraged me to shift schools regularly. Concerning my experience, I expressed what could enable a teacher to become a teacher and stay in the same profession or organization for the long term. I then discussed the problems relating to motivation with the leader and teacher. I've addressed the issue with both school leaders and teachers about justifying motivation and viewing the job as a source of pride or a matter of time passing. Then, I wrote a brief rationale for my investigation, and finally, I determined the scope of my research.

CHAPTER II

LITERATURE REVIEW

This section of my research provides further information on my selected topic by presenting the perspectives of many researchers on the subject. While going through the various literature linked to my issue, I was able to gain a strong understanding of the subject. I worked to outline my review of my problem, past studies, and policies relevant to my investigation, as well as the theoretical framework with a proper argument, in this chapter.

Unfolding Teacher Motivation Practices

This section contains a review of the literature related to teacher motivation practices in private schools from national and global contexts. I reviewed the studies under the following themes: Extrinsic motivation, intrinsic motivation and leadership style of a head teacher.

This section contains a review of the literature related to teacher motivation practices in private schools from national and global contexts. I reviewed the studies under the following themes: Extrinsic motivation, intrinsic motivation and leadership style, which motivates both extrinsically or intrinsically, but its inclination is towards intrinsic motivation and induces other motivators.

Connecting to my experience as a teacher, I believe that the definition of motivation has changed over time. During my school days, I wanted to be a teacher, being influenced by my science teacher, but I joined this profession without any plans. I believe that to remain in the profession, there must be a strong internal motivation. Teachers can work independently, especially when they have a solid and respectful working relationship (Cabaron & Oco, 2023). As a teacher, when autonomy is provided, a sense of belonging develops within me, which always encourages me to step forward and be positive towards the organization and profession.

Although teaching was something I dreamt of in my young days, I had chosen schools based on the salary and infrastructure at the beginning of my career. As time flew, my meaning of motivation changed; after many years of experience, only money didn't convince me, but rather other aspects of motivation. Hence, we get motivated by different elements, which may be extrinsic or intrinsic to varying stages of life, but to be connected, there must be an internal drive to get long-term satisfaction in the

profession. Teachers' first reason to teach is intrinsic motivation, perceived ability, and compassion (Richardson et al., 2014). For me, when intrinsic and extrinsic aspects of motivation are balanced, a teacher becomes satisfied in the long run. At different stages of life, the definition of motivation also changes, especially relating to my own experience and the variety of responsibilities I have at other times. Many teachers, as per my experience in the beginning, are motivated by salary, job security, and infrastructure. When their basic requirements are met through salary and other monetary rewards, teachers gain a sense of belongingness and positivity towards the profession and organization. It is also Motivated teachers are more active and innovative and show commitment to learning outcomes. Workload, insufficient salary, poor recognition, and unavailability of resources can demotivate teachers (Evans & Yuan, 2018). Opportunities for professional development, appreciation, and financial/ job security can create an atmosphere that drives teachers to be enthusiastic and committed.

Being a teacher in a private school for more than 15 years, I can relate that teacher motivation in private schools is usually rooted in better infrastructure, better salary, better leadership style with supportive administration etc. However, sometimes motivation is influenced by high expectations from management, workload, and job insecurity.

With this experience as a teacher and school leader, one major worrying trend that I have seen is that teacher motivation is declining at a rapid rate in the present moment, especially in private schools. Being in such a prestigious post and being devoted to their duties, teachers' motivation in private schools is not considered very important. I experienced that their contribution is undervalued socially and professionally. So, as a teacher and school leader in a private school, it is my concern that, without motivating a teacher, I cannot be satisfied as a teacher, nor can I work for the welfare of the organization. When I look critically at my long teaching journey, I have experienced that when teachers can update themselves, they are motivated in the profession. The outdated teachers are not less likely to have passion for the profession. In this regard, I also believe that there is an internal drive to learn and update to adjust and adapt to the changing scenario. Here, the materialistic attitude of teachers without efficiency is an essential aspect of demotivating teachers. I relate this to the COVID-19 scenario, where many teachers had to leave or were made to quit their jobs just because they couldn't update themselves to adjust and

adapt to the environment. I can confidently advocate this as I am motivated and, in the profession, have even passed through such a harsh situation, just because I can update myself with the demands of time. In this regard, this concern is very personal to me as my professional life is dedicated to this profession. My lived experience has shaped the significant issues of this research. I see this matter not only as a professional obligation but also personally, so that I can work for the welfare of teacher motivation, especially in the context of private schools in Kathmandu. For me, this study is not confined to academic purposes but rather inspires the concerned stakeholders so that it supports the uplifting of the teaching profession and ensures that teachers can be dignified in the profession.

Teacher Motivation in Private Schools of Kathmandu

Tehseen and Hadi (2015) argue that it is challenging to keep high-quality and skilled teachers in schools to provide better education. It's crystal clear that poor teacher motivation hurts student achievement and educational achievement in private schools. The high level of satisfaction in their profession leads teachers to stick to the same profession with better performance, resulting in better student achievement. As teachers are experience, they help build up their confidence and understand students in all aspects. At the same time, the student's growth can easily be observed as they seem more positive when they interact with the same teacher for a long time. Teachers' needs may be separated into psychological (intrinsic) and physical (extrinsic) components (Alsaqqaf, 2023). Hence, these needs must be met to motivate teachers in the long run.

However, teacher motivation practices in private schools in Kathmandu have become a significant challenge at times. In my one and a half decade of professional journey, I faced teacher motivation as a serious problem that is hindering the retention of teachers. I've experienced that the majority of people take this profession as a matter of time passing (talking to colleagues) and enter this profession being unfit for other professions. I found the primary reason behind the teacher turnover and instability is the lack of extrinsic motivation, such as minimal salary and lack of rewards for the deserving ones, along with peer relationships and leadership style, job security, recognition, parental support, etc.

Though there have been lots of studies on the relationship between salary and teacher retention and motivation, in my experience, I find that there are some more problems than salary and allowance. Aspects like self-motivation, distance from

workplace to home, peer relationships, leadership style of head teacher etc. are essential aspects. However, I found that the school is not able to meet the demands of qualified, experienced and trained teachers.

Intrinsic Motivation

None can ignore nor misjudge the value of qualified and efficient teachers in the development of human capital, which is the foundation of every nation. We are equally aware of the fact that teachers are responsible for shaping the lives of students by imparting knowledge, skill and attitude, which help in the overall development of an organization and have a positive impact on education. It is difficult to keep the competent and experienced teachers in (गुरुर्ब्रह्मा गुरुर्विष्णुः गुरुर्देवो महेश्वरः। गुरुः साक्षात् परब्रह्म तस्मै श्री गुरवे नमः॥) is a famous Sanskrit Shloka, which was very revealing one till few decades ago doesn't seem to exist today. The way society views teachers is not positive in today's context. The context is worse in private schools. In this scenario, although monetary rewards are ignored due to poor social recognition, people are distracted from their profession. Teachers feel undervalued in society, which results in demotivation (Khanal, 2023).

The profession (Gomba, 2015). There are many cases where teachers leave the profession due to aspects other than monetary or extrinsic motivation. The teacher may stay long in the profession due to better peer relationships in the organization or the comfort obtained from teaching, as well as acknowledgment of the pleasure of teaching, professional success, the challenges in education, and teaching as the main objective in life. Better interaction among peers establishes a pleasant workplace environment that supports teachers' ability to execute their jobs (Utomo, 2018).

On the other hand, Salary or earnings, residence, study leaves, meals, extra allowance and support in financial difficulties during uncertainties or pandemics like COVID-19, paid leave, and medical insurance are examples of extrinsic motivation. The working environment, administrative support, and student conduct are significant aspects that have an impact on a teacher's motivation (Tehseen & Hadi, 2015).

Shahbaz et al. (2021) postulated that a heavy workload is a significant demotivator that causes mental strain and lower productivity, along with inadequate compensation, little salary increments even after years of service, and a lack of support also demotivates teachers in private schools. This, as per my experience, is a very sensitive aspect that every educational organization has to consider.

Extrinsic Motivation

Meeting the basic requirement is everyone's right. To meet teachers' basic requirements for food, clothing, and shelter as well as their psychological needs, teachers must be paid fair wages for improved working conditions and do their jobs in a pleasant setting and boost their productivity (Abdulrahman & Hui, 2018)

Extrinsic motivation comes from an external or socially constructed reason for acting, including money and other financial incentives that increase the desire for the result of the activity (Lisa, 2017).

Poor salaries, lack of organizational support, workload, and student behavior demotivate skilled teachers (Billingsley, 2004). When teachers are not paid according to their workload, skilled teachers will seek better opportunities. Experienced teachers are less likely to stay in the same profession due to bad economic conditions (Gomba, 2015). However, for livelihood, teachers from low-income family backgrounds continue their jobs despite not enjoying them (Kavenuke, 2013). Many teachers leave the profession when they are not paid enough, or there is no increment in their salary with time and dedication. Hence, pay is crucial for teachers in determining whether or not to continue their jobs (Anhorn, 2008).

Moreover, I find there are problems with both the leader and the teacher. The fact cannot be denied that private schools today are more commercialized; they are focused more on quantity rather than quality. At the same time, teachers keep their profession as their next priority and continually seek better opportunities. The leaders, on the one hand, give priority to those who demand less; at the same time, the teachers are more influenced by extrinsic rewards than intrinsic rewards. The priority of teachers should be more inclined towards the students' achievement rather than being more influenced by the perks and salaries.

Leadership Style

Improving teacher motivation is a crucial aspect of the overall development of the organization. The welfare of teachers must be a matter of concern to everyone, from individual organizations to the policy level and, most importantly, to the principal of the organization. The leadership style of the principal can affect the overall motivation of the teachers, i.e., extrinsic and intrinsic. The principal-teacher bonding is hampered by attitudinal disputes, a lack of autonomy, a lack of professional support, and inadequate school leadership, which negatively impact teacher motivation (Mainali, 2024).

The transformational leadership theory by Bruns (1978) aims to motivate teachers intrinsically, i.e., it seeks to encourage teachers beyond their self-interest and enhance team spirit. The principal of an individual organization as a leader has a vital role to play in teacher motivation. Transformational leadership theory suggests that motivation would last longer if it is based on intrinsic motivators (Ghimire et al., 2022).

However, the mindset of a school leader has a more significant impact on demotivating teacher and distracting them from the profession. Teachers' skills are developed, and enthusiasm is encouraged in the workplace under transformational leadership (Williams, 2018). Transformational leadership inspires teachers and motivates them to work in favor of the organization (Morales, 2022). There are many cases where leaders, with their better leadership style, have encouraged the teachers to work better. As indicated by (Geijsel et al., 2003), teachers feel more competent and productive and boost intrinsic motivation when a leader supports their team members' professional and personal growth. These studies have enabled me to lift my understanding that leadership style has a significant impact on the teacher's intrinsic and extrinsic motivation.

School's Infrastructure

There is a saying, *"Don't judge a book by its cover."* Although it sounds convenient, many times we buy it just by seeing the cover. Infrastructure like the building, playgrounds, techno-friendly classrooms, etc., here resembles the cover of the book, which attracts the teachers, especially the young ones. Infrastructure has a significant impact on teacher motivation (Fitria et al., 2023). These things also matter, but infrastructure also takes into account spacious classrooms, well-ventilated classrooms, safe and hygienic toilets and cafeterias etc. These are related to the health of individuals as well. Singh and Singh (2014) stated that schools with congested classrooms with poor ventilation and poor air quality have a direct impact on the health of students and teachers.

Job Security

Job security is crucial for every individual working in any organization. Khan et al. (2022), in their Journal of Policy Research, illustrated that Job security, along with salary and workload, has a significant impact on teacher motivation. Lack of this may lead to feelings of insecurity and add stress to every individual, including

teachers in private schools. This impacts their motivation, performance, and long-term commitment, which can hinder effective teaching. If teachers feel secure in their jobs, they can focus on their personal and professional development programs and positively motivate their students. When job security is confirmed in an organization, it motivates skilled and dedicated teachers to perform their best with long-term commitments, benefiting the organization as a whole.

Peer Relationship

Teachers, as humans, are social animals. The relationship with their friends and families plays a crucial role in their personal and professional lives. The positive peer relationship in the workplace enhances the efficiency of teachers and reduces stress, which works as fuel to their motivation. Suppose the teachers gain the feeling of belonging with their colleagues and the organization. In that case, they feel more comfortable sharing their experiences and providing constructive feedback for the welfare of the organization. To develop themselves professionally, teachers need to collaborate (Ostovar-Nameghi & Sheikhahmadi, 2016). Good peer relationships among teachers allow them to boost communication and commitment toward achieving the goal of the organization. With positive peer support, they feel valued and easily overcome the challenges that come across their professional life. Good relations among peers contribute to intrinsic motivation. Elatedness and collaboration mutually reinforce one another, and that collaboration positively affects teacher motivation. Connection and cooperation mutually reinforce one another and positively affect teacher motivation (Kolleck, 2019). When there are good relations among colleagues, teachers are likely to stay in the organization or profession in the long run. Good peer relations in any organization are vital for maintaining the well-being of the teachers who directly influence the well-being of students and the whole organization.

Recognition

Teaching is proven to be a challenging profession in itself, as it requires lots of patience, creativity and adaptability. Apart from extrinsic motivators like salary or job security, another motivating force for teachers is the internal drive. Recognition and appreciation from management play a vital role in motivating teachers. The simple word of acknowledgment, like thank you, well done, works more than anything. Sometimes, just verbal encouragement enhances the morale of a person by assuring them that what they did was incredible. It automatically creates a sense of accomplishment and motivates teachers to work further to meet the goal of the

organization. This means that acknowledgment from management is very important in encouraging teachers by instilling the feeling of being valued and belonging, which automatically arouses their commitment to the profession. Many times, it is seen that the work of teachers is appreciated from the local to the national level or just by the school itself. When the masses appreciate teachers, however small they are, their motivation level increases to the optimum. Monetary rewards and recognition lead to the adequate performance of teachers personally and professionally (Khadka, 2021). Many times, a connection with a particular profession is connected with social prestige as well. While talking about being a teacher in a private school, no parents want their children to adopt this profession permanently.

Recognition cultivates a work environment that encourages trust and open communication lines between the teachers and management. Recognition has a substantial positive influence on teachers' motivation (Adil & Fatima, 2013). This positive aspect not only improves teacher retention rates but also upgrades the entire school's climate. Teachers who feel valued are more willing to be productive and follow instructions, collaborate with their peers, and invest in their students' growth. Ultimately, by recognizing teachers for their hard work and contributions to the organization, management fosters an atmosphere of the organization. Such culture leads not only to job retention of experienced teachers but also attracts new and efficient human resources into the profession.

Parent-Teacher Relationship

The quality of parent-teacher relations in the organization highly influences teacher motivation. A harmonious relationship between parents and teachers instills trust and respect among each other. When parents trust teachers' professional capability and do not interfere unnecessarily, it sets a positive environment and empowers teachers to perform their duties with confidence. Today, we find that parents are very possessive of their children beyond the limit. Emotional Learning is something children skip at home. In this regard, many parents, in my experience, try to show that they love their children by overshadowing their mistakes. Children are overprotected in private schools in Kathmandu, which makes it challenging to keep them under the rules. In this regard, teachers are often demoralized by the misbehavior of the students and parents. It becomes imperative that the school leader takes the guardianship and balances the teacher-parent relationship. Parents are supposed to recognize the value of teachers and their commitment to nurturing

students' academic and personal growth. However, when parents over-interfere in the school system and underestimate teachers, it results in stress and demotivation among teachers. Illogical and irrelevant criticisms can weaken teachers' confidence and hinder their ability to create an effective learning environment. When teachers' professionalism is questioned, they feel demotivated.

Parent-teacher collaboration often leads to a shared vision for the holistic development of the students as well. The way directly influences teachers' motivation and parents' views of their work and the way they are judged (Gölezlioğlu & Ünal, 2023). Support from parents encourages teachers to perform better.

Theoretical Review

In this section, I looked at theoretical operations, which surely served as a strong foundation for my research topic. As a result, the theory aided in the understanding and knowledge of the study's general ideas. In my opinion, theory helps a researcher contribute value to their chosen subject matter as well as make sense of and evaluate facts in a study. My research employed Maslow's hierarchy of needs theory and Transformational Leadership Theory and systematically related my issue.

This research study aimed to explore the aspects influencing the motivation practices in private schools in Kathmandu. Though salary is one significant factor that raises dissatisfaction among teachers, various other factors also influence teachers' motivation. Based on these assumptions, the research paper explored aspects of teacher motivation, including extrinsic and intrinsic elements.

The motivation practices that influence teacher productivity and commitment and their ineffectiveness in private schools, might be the crucial aspect in demotivating the teachers in this profession. I believe this impact on students' growth impacts the overall development of the organization. Based on the theoretical framework. This study aims to examine different areas to examine the motivation practices and reasons behind teacher turnover in private schools in Nepal. These aspects include financial and job security, leadership style, recognition, flexibility, self-esteem, infrastructure, peer relationships, parental behavior, and fair treatment of leaders toward teachers. On the other hand, the teacher's nature, priority to the profession, training etc., can affect the teacher's motivation. Reviewing the different literature, the theoretical framework will be presented.

Maslow's Hierarchy of Need Theory

Before a teachers and a leaders, we are human beings. Every organism tries to fulfill its basic needs by staying away from other needs. Teachers are humans, not robots, who play a critical role in educational productivity and quality, as well as directly supporting the country's economy and shaping societal habits (Börü, 2018). The turnover of better teachers harms the organization's overall development, as well as students' learning directly (Guin, 2004). According to this theory, psychological and physiological needs can be the motivational source for human beings. From this, we can clearly say that teacher salaries can be one of the essential motivating factors for fulfilling students' basic needs. Needs and motivation are indistinguishably linked. Employees are motivated when their needs are addressed; hence, their needs have an impact on their motivation (Utomo, 2018)

I'm in favor of basic need theory as explained by Maslow (1943), which says that people have five different sorts of wants that are activated in a hierarchical order, with the lowest-order need having to be met before the next-order need, and so on (Kaur, 2013). The hierarchy of needs theory suggests that, with expectations, individuals act in a way to meet five proponents' basic categories of inner needs. According to Maslow's hierarchy of needs theory, basic needs include companionship, recognition of accomplishments, praise, and esteem, like food, drink, sexuality, marriage, safety, love, etc. (Suyono & Mudjanarko, 2017).

The country's bad economic state, according to Gomba's (2015) study of experienced Zimbabwean teachers, is the main reason for teachers' continued employment. Kavenuke (2013) discovered that remuneration is a crucial element in retaining skilled teachers in disadvantaged nations. Teachers from low-income families stay in the profession to meet their basic needs, not because they enjoy it. I'm aligned with Maslow's hierarchy of needs theory as I do believe that the basic needs of teachers must be fulfilled before other needs of teachers or any human being. The dissatisfaction with anything, especially a job, starts when one finds it difficult to meet their basic needs. Hence, I truly believe that the lower-order needs are of priority over the higher-order needs for this salary, and remuneration plays a vital role. For this reason, I took this theory relatable to my study.

Transformational Leadership Theory

Burns (1978) introduced the term "Transformational leadership," which is now widely used in organizational psychology. By identifying their needs and connecting

them to the individual's aims and aspirations. Transformational leaders empower their followers to become leaders by providing clear guidance (Bass & Riggio, 2006). I believe that a true leader works at enhancing the capability of the followers and leading them towards leadership; in this regard, a principal as a leader has a greater responsibility to motivate the teachers to acquire a feeling of belongingness; it is the principal's responsibility to provide the higher level of morale and motivation to the teachers so that teachers will contribute in the welfare of students which will benefit the organization as a whole. The principal, as a leader of the organization, is a role model for the teachers and staff, who work for the welfare of their team, organization and community. Headteachers need to inspire and motivate staff effectively by achieving a shared mission, adequate supervision, high standards, and cooperation (Ghimire, 2022). Transformational leadership theory suggests that motivation would last long if it is based on intrinsic motivators. Intrinsic motivation saves time and energy along with money (Nguyen et al., 2019). Transformational leaders strategically blend extrinsic and intrinsic motivators. Those leaders provide meaningful vision and values to the followers that ignite internal motivation rather than extrinsic motivation. Hence, transformational leadership theory encourages leaders to work more on the intrinsic motivators. Intrinsic motivation guarantees short-term performance and, most importantly, long-term commitment to common goals. According to Burns, transformational leaders can try to change organizational culture; basically, a positive work attitude, namely, job satisfaction, is directly linked to transformational leadership (Kouni et al., 2018).

Motivation and professional contentment have a unique connection that aims to satisfy an individual's desire to feel that they contribute meaningful work to an institution. It also assists the leader in realizing the need to motivate the employee (Reppa, 2008). I believe that as a leader, they have to attend to the teacher's needs. They should act as a mentor or coach to teachers and listen to their concerns and needs. They should communicate openly and show empathy and support. The teachers have will and aspirations for self-development and have intrinsic motivation for their tasks. School leaders play a vital role in motivating teachers and enabling them to work better to meet the overall development of the organization (Thomas et al., 2020).

Teachers are a vital component of the organization. In this age of technology, teachers' values can't be replaced. The need for positive, qualified and efficient

teachers is in greater demand in educational organizations now and then. They are the most vibrant and lively resources of any organization. With the growing competition in every sector, the educational organization is not untouched; the quality of teachers in the organization directly influences the development of an organization that is one step ahead of another. Despite knowing the facts and realizing that the teachers are of greater importance, the biggest challenge that private schools of Kathmandu are facing today is not only handling the teachers but also motivating them. Passionate teachers have a significant impact on raising a school's performance. As a leader, I believe that the motivation of teachers by school management and leaders plays a more substantial role than anything else in an organization. It can be intrinsic or extrinsic, and it may include achievement, recognition, responsibility, and work itself. Better leadership enhances the satisfaction of the employee, which increases employee engagement in work (Kertiriasih et al., 2018). In this regard, the leadership style adopted by the head teacher directly influences the teacher's performance, which is responsible for the student's achievement and overall development of the organization.

The amalgamation of Maslow's Hierarchy of Needs and Burn Transformational Leadership Theory gives a comprehensive understanding of teacher motivation in private schools in Kathmandu. For Maslow, fulfilling these necessities is a promising element that attracts people to join an organization, along with peer relations, recognition, self-respect, and self-actualization, which arise from a sense of growth. For Burn, it demonstrates the transformational role of leadership by generating commitment, developing trust, encouraging people, and inspiring a shared vision of moral positivity. Thus, both the intrinsic and extrinsic motivators from the two theories outline how schools can nurture a supportive environment and address teachers' needs at the optimum level in their professional careers.

I generated the theme, which includes extrinsic elements (salary, job security, leadership style, infrastructure) and intrinsic elements (peer relationships). For these, I found the two theories are highly relatable and supported my study.

Figure 1

Theoretical Framework of Study

(Researcher's Self-Design)
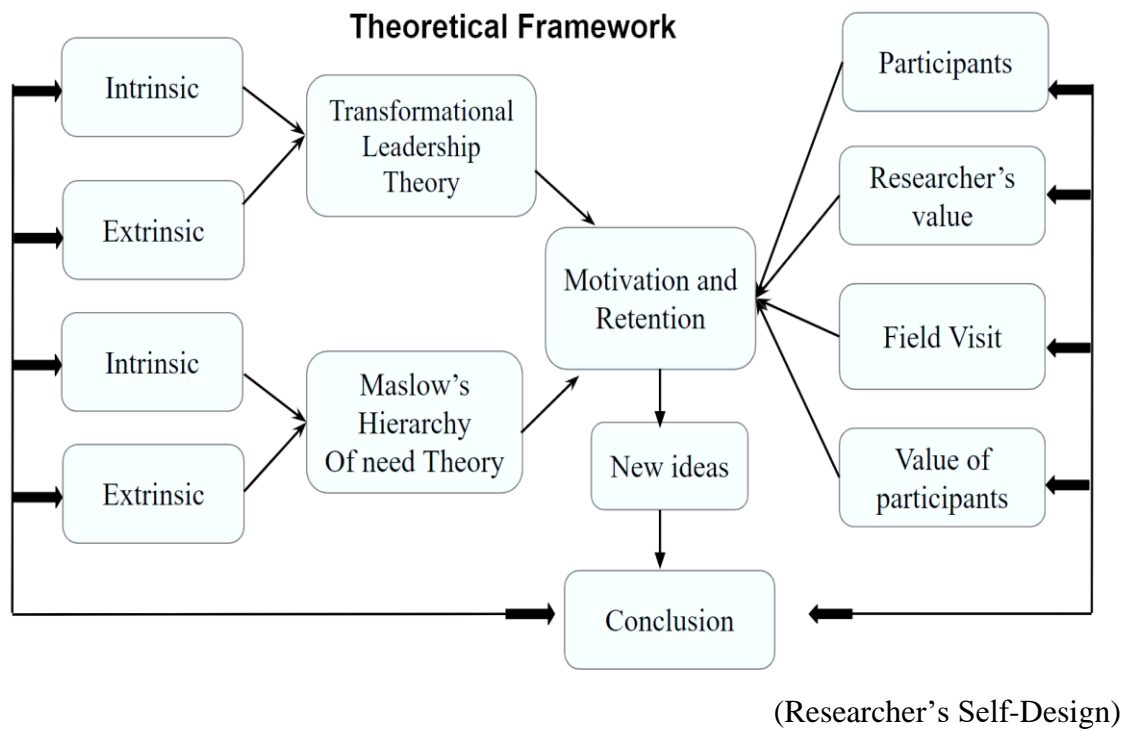
Empirical Review

Motivation is the desire to take action. Human behavior depends on motivation, which affects our objectives, successes, and well-being. The overall growth of the organization and the professional development of teachers themselves rely heavily on teacher motivation (Silwal, 2023). Tehseen and Hadi (2015) observed that providing better education through the maintenance of efficient and skilled teachers in private schools is challenging. Student satisfaction and educational development are negatively impacted by teacher turnover intentions, which are influenced by the lack of motivation among teachers. If school teachers are motivated and satisfied in their professions, they are more likely to stay and provide higher results, which reduces the probability of them quitting. Hence, it's vital to consider all possible areas that motivate the teachers and influence their better performance. Intrinsic motivation includes the pleasure derived from teaching, as well as recognition, enjoyment of education, professional growth, the problematic and competitive nature of teaching, teaching as a life goal, and power over others (Tehseen & Hadi, 2015). Extrinsic motivation, on the other hand, is characterized by external rewards such as a salary or wages, free housing, educational advancement in the form of premium payments,

meals, supplementary payments in the event of financial hardship, paid leave, and free medical assistance. Working conditions, the leadership style of the principal, salary, and teachers' passions impact teachers' performance, which directly affects teachers' retention, leading to student performance and the overall development of the organization.

According to Liu and Meyer (2005), the education sector has the highest rate of teacher turnover of any other industry, which has caused a scarcity of teachers to meet the demands of an expanding student population. Ingersoll and Smith (2003) stated that between 40% and 50% of all teachers typically leave within five years of their experience. Here, based on my own experience, I could relate the above facts directly to private schools in Kathmandu as well. In my professional journey, I found that many teachers take this profession as a secondary option. Usually, the freshers seem to leave the profession after working for a couple of years. If teacher dissatisfaction increases in this regard, it results in high turnover and teacher shortages in private organizations.

Both intrinsic and external motivation had an impact on the performance and work satisfaction of employees (Aljumah, 2023). Teacher motivation can be enhanced by fulfilling emotional needs, creating a sense of purpose and encouraging professional growth with the respective intrinsic and extrinsic factors of motivation (Ryan & Deci, 2020). Intrinsic factors include passion and self-actualization, whereas extrinsic awards include acknowledgment, salary, rewards and job security. Promotion. Aacha (2010) also says both intrinsic and extrinsic incentives boost teacher performance. Khadka (2021) postulates that allowances, rewards, and recognition, among other motivational factors, improve satisfaction, which leads to the adequate performance of teachers personally and professionally. Tehseen and Hadi (2015) specified that the retention of teachers is possible with their satisfaction, which leads to academic success and happiness for the students, which again affects parental satisfaction and organizational benefit. Job satisfaction is essential for managerial success because if teachers are not sufficiently motivated in the classroom, they will perform poorly, harming students' learning and the educational system (Ali et al., 2016). It is vital to use the right motivational tools in the organization, which will be beneficial for the overall development of an organization because the good performance of teachers contributes to the best performance of students and helps to meet the objectives and goals of the schools. The principal, as a leader, is the guardian

of the whole school community and influences the team to work better and achieve more for the welfare of the organization. In this regard, transformational leadership inspires the teachers to realize the vision of the organization and work positively to move the organization forward (Morales, 2022).

The motivation of teachers in private schools positively impacts the reputation of schools, as motivation helps teachers remain in the same schools. Students and their parents seek schools with low teacher turnover rates, which directly helps in meeting the goal of education.

Policy Review

The vital component towards achieving a quality education process is teacher motivation and, unfortunately, Nepal's National Education Policy (2019) and the School Education Sector Plan (SESP) 2022/23-2031/32 statements do emphasize public schools only with active attention on private school teachers. The features like a Professional and supportive working environment, incentives, recognition and reward etc., in public schools are some features highlighted in both documents, with strategies that would affect private schools by adopting proven practices like career growth opportunities, work-life balance, and a supportive work environment. Unfortunately, in the private education sector in Kathmandu, teachers are facing various issues, such as pay differences, insecurity of jobs, the absence of a collaborative environment, and heavy workloads, leading to dissatisfaction.

The Ministry of Education in Nepal has issued a proper policy for school teacher development and motivation to increase educational quality through better teaching and management (MoE, 2016). I realized that the government's policy on private schools is ambiguous, and there is policy confusion among the head teachers in private schools in Nepal. To date, no concrete policy has been issued by umbrella organizations like the Private and Boarding School Organization, Nepal (PABSON) and the National Private and Boarding School Organization (NPABSON). However, they have signed the memoranda to remain aligned with the National Educational Policy and Labour Act concerning teacher motivation in the welfare of private schools. Regarding the professional development training for teachers, these organizations seem to be less conscious and conduct the TPD (Teacher Professional Development) training periodically. Regarding other issues, such as financial and job security, each school has its own policies, which do not seem beneficial in terms of the motivation of the teachers.

According to a source at the MoLESS (2022). A worker shall get paid at least Rs 17,300 plus Provident Fund and Gratuity. Despite the policies, private school teachers are deprived of such facilities, as many private schools are run under their own terms and conditions. Qualification and training, as determined by government policy, do not seem to be followed by most private schools, especially when talking with some private school teachers. Unlike public schools, private schools are run by individuals or groups of members. Despite hard work, the majority of teachers are not paid as per government standards, except in some big schools. The education legislation establishes guidelines for developing and implementing norms through various tactics. Still, it also strips private school teachers of their rights by providing owners with complete control over school regulations (Chatkuli, 2020).

The differences in salary here became a strong standpoint to support that low pay is the primary reason behind the teachers' dissatisfaction in the private schools of Kathmandu. At the same time, the facilities as addressed by the Labor Act, like the SSF, leave facilities, gratuity etc., also do not seem to be implemented in almost all the schools where I got to work and many others, as per the interaction with teachers of private schools. This makes us think that the primary motivating forces for teacher motivation do not seem to be addressed by the majority of private schools in Kathmandu, which might be the reason behind their distraction from the profession, leading to less achievement of students and overall development of the organization.

There is no umbrella policy to monitor the teacher motivation policy in private schools. In general, there is no separate policy to address teacher motivation in private schools. In private schools, job security, upgrading, facilities etc, are entirely based on performance or ownership. The private schools are based on a corporate business model. Thus, if we look at the practice, the teachers are, to a large extent, motivated in terms of ownership, but are negligible in their practice of motivation. In the case of community schools, facilities like timely upgrades, salary increases, job security, SSF, paid and unpaid leaves, etc., are available. Still, these facilities are not available in the majority of private schools, where each school has its own policy. These are to be considered seriously by umbrella organizations like PABSON, NPABSAN etc, but the tragedy is that such organizations refer to no clear policy. This National Education Act also doesn't act, even though the national education policy doesn't discriminate between private and public schools in itself.

Research Gap

After going through the available literature so far, it is clear that there are lots of issues regarding the teacher's motivation. There has been little qualitative research in this regard. When we talk in the Nepalese context, very little research has been undertaken on the source of motivation for teachers other than the extrinsic factors. Policies-wise, there is no strict action for not meeting the minimum standard of teacher recruitment and salary. Moreover, the many different aspects apart from the salary, intrinsic and extrinsic factors that lead to teacher dissatisfaction, are not stressed in the majority of research. Almost all the research articles I studied talk about the motivation level of teachers in the private schools of Kathmandu. The influence of intrinsic factors, which is the primary reason behind turnover, has yet to be studied. The behaviors of teachers and the infrastructure and reputation of the school also have an impact on teacher retention, which has yet to be researched. The private school seems of less interest to the majority of researchers.

Many studies are based only on quantitative research, and few studies have been done that are qualitatively relevant to teacher motivation practices in private schools. At the same time, many studies have been conducted based on a review of Western literature. Surely, themes discussed in Western literature may or may not be relevant in the context of Nepal.

Chapter Summary

To have a comprehensive understanding of the topic under study, I began this chapter by reviewing numerous research articles, books, a thesis, and journals. Here, I introduced the themes based on various intrinsic and extrinsic motivations that motivate and demotivate the teachers. Theoretical operations in this chapter served as a solid framework for my study topic. I related Maslow's Hierarchy of Needs theory and Burns' Transformational Leadership Theory, which connected my issues in a methodical approach. During the policy review, I uncovered policy and research gaps for my research.

CHAPTER III

METHODOLOGY

This chapter discusses the way the research was undertaken. The chapter started by discussing the research design for the study, the population involved in the study, and the sample size used in this study. Thereafter, methods used to collect data and the ways data were treated were discussed. The chapter also illustrated the credibility, trustworthiness, sociality and locality of the questionnaire, followed by ethical considerations.

Philosophical Foundations of My Study

I explored the teachers' motivational practices in the private schools of Kathmandu. My ontological assumption guided my research that a variety of circumstances influence teachers' views of motivation practices, challenging the idea that teacher motivation is only dependent on financial incentives (Shikalepo, 2019). As stated by Al-Saadi (2014), Ontology is the study of 'being,' as well as the nature of existence and the organization of reality as a whole.

Ontologically, my research participants generated many realities about the motivation practices in private schools, according to the number of participants (Dieronitou, 2014). In this specific study, I tried my best to find the subjective and multiple realities related to teacher motivation practices in private schools.

To get information related to subjective reality, I collected the perceptions of the teachers through observation and in-depth interviews. I constructed the knowledge through the narration of stories delivered by my participants regarding their experience with motivation practices in private schools in Kathmandu. Killam (2013) postulates that the researcher investigates how knowledge is created and how we arrive at our conclusions in epistemology. I conducted the research employing an inductive approach. Various motivational practices are applied in private schools in Kathmandu, which influence teacher retention, student performance, and organizational development.

My experience drove epistemological beliefs about my research, and I was aware that the participants would have multiple views and beliefs about motivational practices. In this regard, I constructed the knowledge by listening to the stories of my participants along with the observation. As a researcher, my research methods,

methodological reasoning, and data interpretation were all influenced by my epistemological stance of having multiple views of my participants (Ahmed & Ahmed, 2014). My epistemological belief about my study was that close relationships with the participants construct knowledge by going through their experiences. It directs on what can be known and how knowledge emerges. The relationship between knowledge and research during discovery is examined in epistemology. Epistemologically, my focus of the study was on observation and interviews with the different teachers from private schools to explore the teacher motivational practices there and their connection with turnover and student achievement, which was the primary source of knowledge for my topic. Similarly, I've used different literature, and I found my research-related information was my source of knowledge, too.

The techniques for gathering, selecting, organizing, and analyzing information about a topic are known as research methodology (Kwasi & Peprah, 2021). In doing so, it contributes to a critically important area of human understanding. In this sense, knowledge was constructed and co-constructed. In doing so, deep interaction between the researcher and participants is essential (Killam, 2013). Hence, closeness with the participants can help them grasp multiple and subjective realities, which is my epistemological belief.

As the data was collected through in-depth interviews, the results may not be 100% accurate. As a researcher, I couldn't ignore my values or the values of my participants; my research was value-bounded and, hence, subjective (Biedenbach & Jacobsson, 2016). As a teacher and a leader, I also thought from my perspective when the participants were responding. So, my axiological assumption was value-laden, which means that somewhere, the value of the researcher and participants influenced the gathered data for the data collection. An in-depth interview and observation were done. The participants were teachers holding other administrative duties as well. Interpretivism's life-world ethic maintains that all knowledge is valuable (Leitch et al., 2010).

Ponelis (2015) postulates that the interpretive research paradigm aims to comprehend reality from the perspective of the participant. Hence, based on my ontology, epistemology and axiology, I used the Interpretive paradigm.

Research Design

According to Ahmad (2021), a research design is the layout for data collection, evaluation, and analysis; it is a researcher's actual plan for organizing the

many elements of a study coherently and cohesively, guaranteeing that the research problem is appropriately handled. My philosophical foundation for the study was based on the Interpretive paradigm.

I aim to explore motivational practices among the teachers in private schools in Kathmandu. My participants were teachers from different private schools in Kathmandu.

A qualitative research method was used, which is particularly based on observation and in-depth interviews, followed by a narrative approach. Mishler (1986) defines narrative knowledge as the most common conceptualization of storytelling, one of numerous methods to move from knowing to telling. The narrative can be deemed as a means to comprehend and create meaning, which is essential for the analysis of personal experiences and their integration into a larger whole (Polkinghorne, 1988). According to Clandinin (2022), lived experience is the foundation and conclusion of narrative inquiry. In this regard, I used narrative inquiry, where I was determined to get the lived experiences of the participants through in-depth interviews and observations. I was also conscious that my own experience in related fields would influence my participants to share their stories. To investigate experience, narrative researchers must first do narrative research of their very own experiences (Clandinin & Caine, 2013). Since I was determined to use an interpretative research design, I've conducted extensive interviews with the participants to see how they understand the issue of Teacher motivation practices in private schools in Kathmandu.

Being in the teaching field for more than 15 years, I am very much interested in sharing my experiences and blending others' experiences to enhance my professional journey. In this regard, among many other methods of research, I have chosen narrative inquiry as my research method. As a part of my interest, getting the lived experiences of my participants through observation and in-depth interviews was my goal. Here, I collected the experiences through interviews and other qualitative data collection techniques, such as observation and secondary sources, as works of literature were used. To gather the teachers' experience, I used an in-depth interview as a method of data collection, and my guiding questions/ probing questions were open-ended, unstructured questions (Roberts, 2020).

To meet this, I selected four teachers from different schools. I listened to their stories patiently and connected with my own experience to get the desired output of

my research. The collection of data was merely the stories or the narratives from my participants, along with the observation. For this research, I depended upon the experiences and perceptions of participants rather than numerical data (Thanh & Thanh, 2015). While telling the stories, the facial expressions of the participants took me close to the reality, their honesty and the reliability of the narratives.

Process of Information Collection

To perceive how teachers had felt and understood the motivation practices in private schools, I went through direct observation and physical interviews of teachers from different private schools in Kathmandu by visiting their schools. According to Showkat and Parveen (2017), in-depth interviews are performed to investigate concepts and perform descriptive analysis. As an interviewer, I established a rapport with the participants to comprehend their viewpoints fully. Taking this into account, the interview was conducted with a mutual understanding between the participants and me as a researcher. For this, I had a prolonged engagement with the participants through a series of interviews where I also keenly observed their nonverbal communication and the practices in reality. The entire purpose of observation and interview is solely to gather more reliable information.

As far as observation is concerned, I silently observed the school's surroundings, the cabin/ staff room, and the expressions of both teachers and school leaders. I also gathered information indirectly from the other teachers, non-teaching staff, and school leaders regarding their perceptions of my participants. Hence, I used observation to enrich data and explore teacher motivation in selected private schools in Kathmandu. For this purpose, I, too, had a casual conversation with a non-participant and adopted semi-structured observation to give a clear perspective identifying deliberate behaviors of teachers, leaders, and parents and their impacts on teacher motivation. Observations aid in capturing nonverbal clues, context, and actions that narratives may not specifically address (Butina, 2015). I also recorded the audio and field notes by taking the consent of the participants. I thoroughly used the availability of resources to gather more reliable and accurate insights.

Study Sites and Selection of Participants

My research agenda was to explore the experiences related to the motivation and retention of teachers in the private schools of Kathmandu. For this, I used purposive sampling to select participants for my research. For this, I have chosen four teachers from different private schools in the Kathmandu valley purposely. Purposive

sampling is the deliberate choice of a participant depending on their attributes (Tongco, 2007). Among my four participants, 2 of them have been in the same organization for more than 20 years, and one has changed several schools in their professional journey.

In contrast, one is in the same school with varying duties (full-time or part-time). While selecting the participants, I made sure that they had more than 15 years of experience in the same field. As per my criteria of selecting participants based on why the teacher stays or leaves the organization or profession, I've chosen these participants. There were many other teachers I could select and make part of my study, but I chose these four of them as they have varied experiences and stories to explain why they have been in the profession for such a long period. Talking further, the reason behind selecting the participants is based on the school location, gender, teaching experience, and topic areas taught, as well as indicated satisfaction and dissatisfaction towards the profession or organization. At the same time, the stories of all four participants were very similar, which made me realize that interviewing another participant may not yield different data. In this regard, I chose the four participants.

Along with this, they have keenly observed and experienced the motivational aspects and are in the position to explain what motivation is and why it matters in the teaching profession.

Introduction to the Participants

There were four participants, namely Kalash, Krishna, Saraswati, and Durga.

Kalash, my first participant, a 56-year-old enthusiastic teacher, was from a low-income family background in a remote village when he started his career; now he is established in Kathmandu. His family's occupation was agriculture. There were five members of his family in the town: his parents, younger brother and younger sister. Being the eldest son, there were lots of expectations from his family. However, he passed his SLC from the school in the same village and migrated to Kathmandu for further study, where he had to struggle a lot to live in Kathmandu. He came to Kathmandu in 2044 B.S. and joined the RR campus for his further study in English. There have been many ups and downs in his academic life. He continued his B.A. in English major at the same college. During his bachelor's degree, he joined the current organization where he is working now. For his livelihood, he continued the job and joined a 1-year B.Ed. At Mahendra Ratna Campus, and further completed an M.Ed. in

two subjects: English and Administration & Supervision. He studied M.Ed. to enhance his skills in the teaching field. He has been in the same organization for the last 35 years. He entered the organization as a teacher, and now he is working as a vice principal in the same school. It was very interesting to explore his life journey for the last 35 years at that school. Now, in Kathmandu, he lives in a nuclear family with three members: his wife and one son.

My second participant, **Krishna,** is a 61-year-old energetic, positive-attitude teacher who has been in this profession for the last 41 years formally. He is from an elite family (Jung Bahadur Rana's family) in Naxal, Kathmandu. He gave SLC to one of the very reputed schools in Kathmandu. His grandfather was the first civil engineer in Nepal and the son of the late Jung Bahadur Rana. He came from a very large family background with 11 elder fathers and one elder mother. His father was the youngest of 12 siblings. His father got his education from Darjeeling and worked in reputed posts in Nepal. His father died suddenly when he was 9 years old. There were three children, all sons. His youngest brother has already passed away. Talking about his current family, he has three children: two sons and one daughter. They live in a joint family. A daughter is in Canada, and here, including his grandchildren, there are altogether 10 members residing in Kathmandu. His wife is also a teacher in a government school. He entered the teaching profession as he was inclined towards teaching from his school days. Academically, he has a Bachelor's in English from Ratna Rajya Campus. Talking about his professional journey, during his school days, he used to teach coaching to the students, one batch junior to him. He entered this profession with his interest, not under anybody's force. During his professional journey, he worked in various posts with teachers in many reputed schools. He had many better and bitter experiences in his journey, which made him change the organization many times. He has been in the same profession for the last 41 years.

Saraswati was another research participant. Born in a middle-class family in Kirtipur, Kathmandu. She has a B.Sc. in Botany. During her professional journey, she faced many challenges. She started to teach as soon as she completed her PCL. She didn't enter the profession with prior plans, but it was a coincidence. The primary reason behind her joining this profession was her father, who was also a teacher. There are three members in her family. A husband is a retired officer, and a son, who flew to the USA for further studies 3 years ago. She has been working in the same organization for the last 22 years. She is working as a secondary school teacher in

charge and health and is fully dedicated. Her whole time is spent in school from 8:30 AM to 6:00 PM. She travels from Baneshwor to Satungal every day in a public vehicle or sometimes is dropped by her husband.

Durga, my 4th participant, is a 35-year-old lady born in Bhimdhunga, a remote village of Kathmandu, who studied at a local boarding school in Kathmandu. In terms of her family background, there are six members in her family. Her parents are two brothers, a sister-in-law, and herself. My younger brother is abroad to study. Her father is a retired government officer. She joined the school as a primary teacher as soon as she joined +2. She continued her studies in parallel with her service as a teacher in a private school. She completed her master's degree, MA, with a major in English,' while serving as a teacher. Although her home is very near Sitapaila, one has to walk more than 40 minutes to reach her home as the concrete road is not constructed. Her parents, two brothers, and a sister-in-law live in her family. As she had to travel long every day, she got her room very near the school where she works and managed to go home once or twice a week. She has been working in the same organization for the last 16 years. In between, she just worked as a part-timer and started working for a larger organization. With the call for a school coordinator from the same school where she was working from the beginning of her career, she left the other school, and now she is working as a full-time teacher/coordinator in that school.

It's a non-random method that does not require any underlying hypotheses or a specific number of participants (Etikan et al., 2016). Furthermore, I've selected 4 participants from different private schools in Kathmandu. As it was my home district and I was a teacher at a private school, I found the sampling technique to be of greater relevance, which helped me devote more time to my participants, which in turn added credibility to my research. Through reliable sources, I came in contact with the principals of the school, and the principals introduced me to the participants. I also had short queries and interviews with the principals to select the participants. With their recommendation, I chose 3 participants, whereas I chose the 4th participant, Durga, on my own based on my contact information. To begin the interview, I built rapport with the participants and had an informal talk in the first meeting so that they would become comfortable sharing in the next meeting.

Narrative Organization and Meaning-Making

After gathering the information by building rapport with the participants, the next steps would be organizing and analyzing the information in the form of data. The

purpose of qualitative data analysis is to find, evaluate, uncover, code, map, explore, and describe patterns, trends, themes, and categories in original data so that they can be interpreted and given deeper meaning (Ngulube, 2015). In this regard, the information collected from the participants was assembled and stored in different folders; the head notes and field notes were also thoughtfully preserved with details of the interview, such as time and date.

The next step was to transcribe the material gathered during the interview. I started by listening to the articulations and transcribing them in the same language as the interview, which was in mixed language, English and Nepali. Further, it was translated into English. While translating, I paid close attention to preserving the substance and essence of the interview without distorting it. Following the transcription, I checked in with my participants to ensure that the material was accurate. Member checking is an important quality control tool in qualitative research because it allows participants to verify the correctness of their claims during the study, and, as a result, they may receive a satisfying benefit (Harper & Cole, 2012). After organizing and analyzing the data, my next step was to identify the codes that were further processed to get the category. The category so created was used to generate the themes for addressing the research agenda. Coding was the process of transforming qualitative data gathered through interviews, autobiographies, open-ended questions, projective materials, and typescripts of group meetings into a format that allows for quantitative analysis (Guetzkow, 1950). The sequence of code generation and category generation was followed by theme generation, and the theme was supported by theoretical backup. In addition to the theoretical backup and literature support, the meaning-making also supported my study and experience related to my theme.

Credibility of My Study

Assuring credibility is the deliberate attempt to establish trust in an accurate assessment of the data's significance (Carboni, 1995). It is concerned with whether the findings of the study accurately reflect the participants' or the context's experience and if the explanation is appropriate for the situation. According to Thorne (2000), Researchers should explain their findings in such a way that a critical reader can understand the logical processes that led to them, the relationship between actual data and data conclusions is obvious, and data set assertions are credible and convincing, according to Thorne. Individuals construct the stories of their own and others through

interaction and encounters as narratives where their present moment carries a rich history and a promising future. In this regard, I made a sincere effort to make my research credible anyway, with the assurance that my research questions are valid. For this, I took the lived experiences of participants through prolonged field visits and maintained closeness with the participants. The three-dimensional domains of narrative inquiry proposed by Clandinin and Connelly (2000) say that personal and social interaction (past, present, and future) and context (place) are the foundation upon which I have also worked to create my understanding. Based on the same, the three dimensions (temporality, sociality and place) are presented here.

Temporality

Their past determines the present of the individual. The experiences and the actions they share are influenced by their knowledge and actions. Temporality in Qualitative Inquiry dives into the philosophical, methodological, practical, and pragmatic aspects of qualitative research that are related to time (Clift et al., 2021). Time is a one-way component of the space-time continuum, as indicated by the fact that we can remember the past but not the future; it differs from the spatial dimensions in this regard because one may travel back and forth spatially (Karimi, 2010). To my understanding, the experiences shared by individuals are influenced by their past experiences; hence, to unveil the reality, I had multiple meetings and talked with my participants. I spoke with my participants at different time frames, and I visited them numerous times within the time frame of 1 year. Through a series of interviews, I tried to unveil their past and present experiences and connect them with future strategies.

Sociality

According to Bouman et al. (2007), our unique style of social interaction is at the heart of what makes us human. Here, my consideration and focus were on their nonverbal expressions, their interests, and commitments, which arose due to their social settings. Through the in-depth interview and observation, I got to minutely explore their sociocultural background along with its connection to the influence of colleagues and the school community on their level of motivation. As per my research paradigm, i.e., interpretivism, I was equally aware of the fact that the information shared by my participants is affected and influenced due to the consequences of their personal and social settings. At the same time, I was also aware that the research and

its findings should be well-accepted in society. Legitimization of research findings was an essential part of my research.

Place

Qualitative research, according to Hossain (2011), takes place in a natural setting, frequently in the participants' homes or offices. In this regard, the research was conducted in a natural setting, in terms of the time and situation favored. During the series of meetings, which in some cases were performed in varied places, I realized how the place of interview affected their way of responding. It affects how they act and interact, not only the participants, but also my observation and interpretation.

Ethical Considerations

Ethical consideration in the research is a sensitive part, which is equally essential from the beginning to the end of the research study. It is crucial to maintain individual rights and confidentiality during the research (Gajjar, 2013). For the interview with my participants after the rapport building, I took the appointment and visited them accordingly. During my interaction with the participants, I assured them of significant concerns. I built rapport and made them comfortable before I started the interview. To ensure the seriousness and adaptability of my research, I have maintained a transparent, formal and relaxed relationship with my participants during the process of data collection (Mirza et al., 2023). I obtained the informed consent of the participants before I approached them, and permission was obtained to record the interview. I made sure that they did not feel pressured to narrate their stories. I gave them complete autonomy in their willingness to answer my questions, or they may skip/ avoid the questions as well. I assured the participants that they could quit at any time without any justification. As per the ethical considerations, the study followed the core values and ethics of the participants and maintained the confidentiality of their identity. I listened to them attentively and empathically without judgment, and I recorded the crucial points in field notes. The exposure of any remarks was done with the permission of the participants, with the assurance of no harm to them for any narration they make (Smythe & Murray, 2000). The research followed the norms and values as determined by KUSOED.

Chapter Summary

My study methodology is narrative inquiry, which helps me understand my participants' experiences and stories on teacher motivation strategies in Kathmandu's

private schools. I listened to my participants' perspectives based on ontology and epistemology. I used an interpretative paradigm to explore how teachers associate the term motivation with their profession. I interpreted and investigated the stories and experiences using my reflections.

I carefully selected four teachers with more than twenty years of experience. I collected information through narrative inquiry, conversation, and life story interviews. The stories were arranged in a three-dimensional study of time, sociality, and place. I explored how private school teachers describe motivational approaches in their organizations by sharing their motivational perspectives.

CHAPTER IV

TEACHER'S STORIES ON MOTIVATION

In this chapter, I presented the stories of my participants on the basis of their teaching experiences. For this, I had a series of talks with them about their perceptions and experiences of the motivation practices in every organization where they worked. I particularly chose these participants also because of the convenience of easy access to them. After the in-depth interview, I wrote the interview transcription and read it many times. Theme generating is an iterative process based on transcription, coding, and categorization to build understanding and support theory building in qualitative research (Saldana, 2011). This is how themes were generated in my study as well; it started with the audio recording and was followed by transcribing, coding, categorizing and theme building. Then, I developed their stories, using the chronology of the events they encountered, into themes and sub-themes.

Stories from My Research Participants

Here, I have shared the stories of my four participants introduced above. Based on their narration, I've made seven themes along with some subthemes. The themes are as follows: 1. Financial security, 2. Job security binds the teachers in the profession and organization 3. The leadership style of the head teacher has a more significant impact on teacher motivation 4. Positive peer relationships motivate teachers to remain in the same profession or organization 5. Infrastructure works as a catalyst for the teacher's motivation 6. Recognition 7. Equal treatment to all.

Financial Security

One of my participants, Kalas, claimed financial security as a significant pillar of teacher motivation. He said that in his professional journey of two decades, he faced many challenges due to low salaries in private schools. Even though financial issues were challenging in the early years of his career, he eventually adjusted to the profession. During his professional journey, he changed many schools in search of financial stability. He is now working in a renowned school as the vice principal and makes enough money to support his family. It became possible due to his persistence and commitment to the organization. In addition, he said that finding an efficient teacher these days is one of the most challenging jobs. He claimed that the primary reason behind the scarcity of teachers is that the demand for teachers is not met with

the low pay in private schools, and there is no long-term financial security in private schools despite their dedication and hard work. Kalas said,

> *Now and then, no parents want their child to take a career in teaching, especially in private school, and the reason is low pay. My case was not exceptional. As my parents expected, I have the same perception about money. I had no option but to continue the profession with a minimal salary, as I couldn't ask for money from my parents. As I was from a remote village, I could handle situations where I had to compromise in many aspects and work very hard.*

As per him, teaching was not his choice of job in terms of his personal and professional development, especially in terms of money, but rather just a place to earn his livelihood. All parents have some dreams for their children. They always want their children to stand on their own feet and wish that they would struggle less to attain the needs of life. Especially when a son from a remote village completes one level of student life and migrates far to achieve higher studies, they have lots of expectations. They do not want their children to have a difficult life.

Kalas said,

> *The main challenge was that my parents didn't like me to be in this profession. For me, as a student from a remote village, life in Kathmandu was very difficult, and I had only two options: continue my studies and my job or leave everything and return to my home. Life was hectic, and in due course of time, to fulfill my and my family's needs, I further worked in three other institutions as a part-time teacher after and before my duty in this school.*

His reputation in his family and hometown was not good in the early days of his service, as teaching in a private school was not considered a prestigious job in his hometown. In reality, he didn't have monetary satisfaction from a single organization, which made him dwell in other organizations as a part-time teacher for the sake of more money.

Every society is rooted in its way of viewing life. He was from a remote village where the majority of people consider government service to be the best service. It is because there is financial security. For this, he said, "*Many people, along with my parents and myself, were/are inclined towards government jobs because of financial security.*"

At the time he joined this organization, the private schools had minimal facilities and low security. There was no proper policy for hiring and firing, and people usually saw the private schools differently. He said,

> *At that time, this organization was growing and lacked facilities like PF (provident fund), incentives, allowances, etc, so I tried for a government service job for and financial security. Once you become permanent in the government sector, you will have advantages during service and after retirement. In the private sector, once we leave the job, we go with empty hands, leaving behind our hard work and efforts.*

According to him, the way people viewed the teachers was also different at that time. Although teaching is a prestigious job, the majority of people, as he said, used to take teachers of private schools very lightly with less respect. He was encouraged in his early days towards government services, mainly because of monetary matters. As Kalas has been in the same organization for more than 3 decades, I also felt it was necessary to have an authentic talk with the principal of that school. While talking with him, I learned that Kalas was promoted to vice principal of the school, along with a substantial increase in his salary. While comparing the wages in the initial phase of his career, it was very low, but today, Kalas earns a salary that is higher than the government scale, along with other allowances. From this, it is very clear that Kalas has been there for such a long time due to the timely increase in his salary and other facilities.

Krishna is another participant who entered the profession because of his desire to teach others, which was mainly influenced by his school and teachers. He was from an elite family in the heart of Kathmandu. He has always taken pleasure in teaching since his school days; it was very easy for him to adjust to the teaching profession. It also became easy, as he was not concerned about the money as the primary aspect. He said,

> *I lost my parents when I was 9 years old. A reputed school used to run on our property at that time. After school, I used to go to that school and peep in the classroom. The teachers over there used to tease me, asking if I would like to teach there. Slowly, I accepted the idea of being a teacher. Immediately after my SLC, I got an offer to teach in a renowned school as a primary English teacher, and then my journey started.*

Although money was not his primary concern, he had to hold responsibility for his family as an elder member in the absence of his parents. Indirectly, it indicates his inclination towards the monetary aspects. During his teaching career, he changed many schools. The reason, as per him, for different schools is different. But in one school where he worked for 11 years and left only because of monetary reasons. He said,

> *Money was never my priority, though it is expected directly or indirectly. In that school, I worked for 11 years and left with a heavy heart because the owner of the school (the principal) didn't return our funds, which were deposited as security. As per our agreement, the collected funds had to be returned when we were in need or after our retirement. However, we learned late that he didn't have any of our funds and refused to return them as the organization faced a severe financial crisis.*

He was very disappointed with the administration's actions and left the organization without receiving the funds he had deposited. For this, he said, "*Although money was not my primary concern, after that incident, I realized that financial security can motivate any normal employee in a particular organization and can be a distraction in the absence of it.*" Listening to Krishna, it is clear that although he was driven towards the profession intrinsically, the family responsibilities and needs that he had to fulfill as the eldest in the family bound him to the profession for the sake of money. Krishna usually makes positive remarks about the organization he works for in his Facebook posts. As a Facebook friend, I've seen his post and can feel his positive feelings about the organization. Fortunately, I've had the opportunity to talk with a few academicians connected to him from the very initial phase of his teaching career; from them, I learned that Krishna is in the profession not for money but because he is intrinsically motivated.

The other participant, Saraswoti, said, "*I always aimed to be a teacher. When I was in grade 5, I wrote an essay on my ambition; there, I quoted well about my aim to be a teacher. In this regard, I'm an inborn teacher.*"

She further added,

> *Though I always wanted to be a teacher, I joined the profession without any plan. I joined a private school as a substitute teacher immediately after PCL. After I started earning money, my desire to be independent arose, which made me pursue a career in the profession.*

As for her, monetary aspects influenced her to continue the profession along with her studies. So, she couldn't study science further and switched to the humanities.

Story#1: Balancing Survival and Growth

I passed my SLC 38 years ago and headed to Kathmandu for further study. Life in Kathmandu now and then is not easy. In those days, I struggled a lot to live and study. As I belong to a low-income family, I couldn't ask for money to further my studies and sustain my life in Kathmandu. My parents thought I had studied a lot to earn enough cash in Kathmandu. Those days were like bad dreams for me. For a few months, I had to think about what to eat and how to survive. And then, one of my friends offered me a job as a teacher in a private school (in the school where he was working) as a primary teacher. I never thought I would want to work in a private school, but at that time, I had no choice. Despite having no interest in this profession, I joined the organization as a primary teacher. In between, I even tried in the government sector, but couldn't make it. Finally, I decided to go ahead with this profession and in this organization. In those days, the salary was lower, and other financial facilities, such as PF, were not available, so I had to work in two different organizations in the morning as a part-time teacher to earn a livelihood and for my family. But now I earn more than teachers in public schools with facilities equivalent to theirs. I don't regret my decision to spend 35 years of my life in this organization."

She has been working as a secondary teacher and in charge of one of the private schools in Kathmandu for the last 22 years. She said that salary is not the sole aspect binding her to the organization for more than 2 decades. For her, it's all about the passion towards teaching and attachment with the organization along with students, peers, administration, and community." As per her,

> Although my initial drive to continue this profession was for financial independence, since I joined this organization, I've never thought of getting motivated by monetary rewards. This may be because I'm promoted based on my performance in a timely manner, and I never had to raise my voice for it. Here, we had PF for those who completed one year of service, other monetary rewards for the deserving ones, and other exposures. For the last few years, we have had SSF (Social Security Fund). As we have these facilities and timely upgrades are done with performance, I always felt secure.

Here, she clearly stated that financial security is crucial to a long-term bond between someone in the same organization or profession.

The other participant is **Durga**, who has been working in this profession for more than 16 years. Over time, she had many ups and downs in her professional life. She entered this profession at a young age. She is from a place very close to the heart of Kathmandu, but she is regarded as remote. She joined the profession immediately after the completion of her +2 level. And the reason was monetary. She said,

> *I joined the profession in my late teens because I'm from a middle-class family. Although there was no financial problem with my livelihood, I didn't want to put a financial burden on my family as the eldest daughter of the family. So, to continue my study with my earnings and support my two brothers, I joined the profession.*

She entered the profession for the sake of money. As per her, financial security is something one seeks while working in any organization. She further said,

> *I've been in the same organization for more than 16 years. In the beginning, I entered with a limited dream. I thought that I'd work and study side by side and have some pocket money, which would reduce the burden on my parents.*

During these 15 years, she tried to leave the organization and applied to other organizations, including government service, especially for monetary reasons.

She said,

> *Everyone, including me, seeks financial security, which is lacking in this organization. We have to work only for a salary. What after 20-30 years? What if I get sick? These thoughts encouraged me to try government service, but I couldn't make it. So, I started working as a part-timer in this organization and began working as a full-timer in another organization. When I compare salary and allowances, I earn more, which, in my opinion, has something to do with my expectations about financial security.*

As per her, financial security plays a vital role in teacher motivation. From this year, 2081, she was called back to hold the position of school coordinator in the same school. For this, she left another school and again worked wholeheartedly as a full-time teacher and school coordinator. On asking the reason, she illustrated,

> *Being in the position is something that motivates you intrinsically. Apart from that, I'm offered a position with enough salary. When I thought about salary and workload, I realized that it would be better for me to work in such a*

prestigious post with enough salary. Here, I gave up thinking further and rejoined to explore myself.

Here is a twist in the story: just a few months ago, she was thinking about her future financial security, for which she worked just as a part-timer. On calling for the position along with a monetary promotion, she rejoined. On asking, does she not care about life after 20-30 years? She said,

Working in a private school like this, your financial security after your service is something you cannot expect. Yet I rejoined because this position is very prestigious, and I'm offered extra salary and allowances as well. I know I'm here until I can work with full energy, but why not if I don't have the possibility of getting better opportunities than this?

From her saying, it's clear that she rejoined for the sake of position and money, and if better opportunities knock, she may leave the organization at any time.

Through my participants, it is also revealed that teachers in private schools are not getting the same treatment, especially in terms of monetary evaluation, in all private schools in Kathmandu. This is more prevalent in terms of gender. According to Khatri (2022), women teachers are paid less than men in the same position in private schools in Kathmandu. One of my participants shared,

In the 21st century, when the world is advocating for gender equality, there is gender discrimination even in educational organizations. I've seen that women teachers are valued less, especially when it comes to monetary matters. The male and female teachers are at the same level, teaching for the same working hours. In fact, sometimes the workload of females is more, and the payment is less. This is really demotivating.

Although many aspects affect the teacher's dissatisfaction or satisfaction in any particular organization, above all, money matters; although monetary rewards have a significant influence over teacher motivation, from my participants' feedback, it is also found that despite earning sufficient salaries, some teachers remain demotivated. Conversely, there are cases where teachers with lower salaries exhibit higher levels of motivation. According to Saraswoti,

Money matters, but money is not the sole aspect of determining your passion for the profession. In the early days of my profession, somehow, I was influenced by salary, but now, for me, it comes as the next priority. For me,

student satisfaction matters first. I believe that salary should not be a factor that hinders my professional journey.

The main way by which teachers get motivation is by connecting with children, transforming their lives, and educating them (Medina-Carls, 2020). This truth raises a critical question: if monetary reward or salary is a significant factor in motivation, why does it not satisfy all teachers? The answer to this lies in realizing that money is a factor, but not the only one, in motivating or satisfying someone. It is a significant determinant of an individual and allows them to head towards other needs, which supports professional growth as well.

As a teacher, in my own experience, when I reflect on the role of salary in my own professional life, initially, I thought this was not an issue since my attention was directed towards my performance in school/class and the impact I could make in the classroom. However, when there were situations where I was offered a lower salary than what I had been getting, I found it difficult to accept. This made me think about the delicate equilibrium between the monetary and the non-monetary demands. So, regardless of the job, your attitude of self-sacrifice depends on the money side of the matter, directly or indirectly. In this regard, the desire to practice may be connected not only with salary and financial benefits but also with the fulfillment of such high-order needs as self-growth and the quest for sense and respect at the workplace.

This suggests that schools must adopt a more holistic approach to teacher motivation, addressing financial aspects like salary, which automatically enhances the intrinsic motivations among teachers to perform better for the overall development of the organization.

All four participants had entered the profession in different situations, and it seemed like all four had entered without a plan. Except for Saraswoti, their stories stress the reality that not everyone receives the same pay, and it is not determined by working hours or performance (Khadka, 2021). When I took their experiences through their stories, I felt that they didn't all have the same perception about the monetary aspect as the significant aspect of motivation. Still, directly or indirectly, they seemed to be inclined towards monetary motivation. I, too, support the notion of the importance of monetary motivation. This aligns with the findings of Khanal et al. (2021), who emphasize that low salaries contribute to teacher demotivation in private schools. Except in some exceptional cases, nobody can deny that financial security

plays a vital role in motivating every individual. Teachers, being social beings, are highly influenced by extrinsic motivations like salary and monetary rewards.

Job Security

Job stability is a key motivator for any employee, particularly during uncertainties. Employees are motivated when they believe they will not lose their jobs and may stay with the organization for as long as they choose (Senol, 2011)

In this regard, my first participant, Kalas, explained how he was motivated to try in a government service and discouraged from working in a private school. While asking the reason, he related that job security in the government school is the best motivator for him and his community. As for him, teaching was not his choice of job; instead, it was just a place to earn a living. All parents have some dreams for their children. They always want their children to stand on their own two feet and wish that they would struggle less to attain the needs of life. Especially when a son from a remote village completes one level of student life and migrates far to gain higher studies, they have lots of expectations. They do not want their children to have complicated lives. Kalas stated a similar story; he said,

> The main challenge was that my parents didn't like me to be in this profession; they wanted me to do something beyond teaching in a private school. They were expecting me to try to get into government services, as the majority of typical parents in my community.

He further said that.

> I convinced them by saying that the job would help me to continue my studies so that I could be prepared for government services. For me, as a student from a remote village, life in Kathmandu was tough, and I had only two options: continue my studies along with my job or leave everything and return to my home. In due course of time, to fulfill my and my family's needs, I worked in three other institutions as a part-time teacher after and before my duty in this school.

He further said, "*There is a problem in both the teacher and the leader. The teacher doesn't think twice about whether they get a better opportunity and leave without being accountable to the school administration; at the same time, the school administration can fire them at any time.*"

Story#2: Journey as a Teacher (Saraswoti)

I started my journey of teaching at a school in Kirtipur as a substitute teacher. I was appointed as a primary teacher. In those days, I was continuing my M.Sc. Despite being the locals of Kathmandu, our parents didn't have sufficient money to support us in our studies and other needs. They didn't say this, but I realized that and halted my studies for my job, though it was just a substitute for 4 months. After 4 months, I was out of that organization as the teacher was back for her duties. I couldn't stay without working, for which I had to sacrifice my studies. After I got married, staying in Idle was not easy, and I applied for the post of teacher as I didn't have any other skills. Finally, I was appointed as a secondary science teacher at this school around 22 years ago. Since then, I've been working here as a secondary teacher with the post of secondary in charge. I never felt that I was not secure here, but working with many other colleagues, I realized that the majority of teachers do not join this profession with their passion, for which the school had to fire many of them. Although their physical presence is counted in this organization, many of them used to apply to other organizations and wait for their result to stay here. Their point of view is job security. In these 22 years, I've seen many turnovers. I feel very secure here in terms of financial and job security. The major thing is that if you are dedicated, then the organization never wants to lose you under any condition. It is merely a misunderstanding that we are not secure in private schools like this.

For another participant, Krishna**,** job security in private schools is also one reason for the distraction from the profession. He said,

In private schools, though some pay a higher salary than the government scale and include other monetary facilities, teachers are easily attracted to government service. The reason is, of course, the job security. In private schools, the hire and fire rule is at the head of the owner. In spite of getting all the facilities, the job of the teacher is not secure if there are any limitations on their tenure.

This is what I, too, felt while working with private schools for a long time. I've found that the teachers and staff are not seen in a positive sense when they are physically weak, in spite of working for decades. The school leader can fire or demote for no reason at any time. He added, "*The best example of this issue can be related to*

the COVID-19 scenario, where many teachers' hearts cried. Even I felt insecure at certain points and was demotivated." This act and sense of insecurity have been the primary reasons for distraction in the profession in private schools, as per my experience, too.

Another participant, Durga, strongly advocated the relationship between job security and teacher motivation. She said,

> *There is always an insecure feeling in private organizations. Something like belongingness is missing. If I'm able to work perfectly every time, I'm good; if the owner/principal likes me, I'm good and can stick in the organization, but if I make mistakes, however small they are, they are not accepted or granted. Human error is obvious, but there is pressure to show perfection every time. If the principal or BODs don't like you, you're fired. This is one reason I tried in the government sector.*

Along with this, she recalled the days of COVID-19, when many of the teachers of private schools were forced to leave their jobs due to uncertainties. She said,

> *COVID-19 brought waves in this field. Everyone suffered, including school management, but the condition of teachers was something beyond imagination. Many teachers were forced to leave school due to financial crises. Along with the financial crisis, teachers were also not equipped to struggle with sudden technological demand. This made us think, how are we valued? We were excluded from payment or support during the crisis.*

According to her teachers, they have behaved like lower-level employees, where they were paid wages based on their working hours. When there is no work, neither are they part of the work, nor is payment made. This, according to her, is the worst side of private schools.

Saraswati, another participant, had very feeble advocacy about the fear of job security in her own professional life. As per her, she had never realized that she could be fired. She stated,

> *Although this is not my first organization to work for, I have worked for a very short time in other organizations. Since I've been part of this organization, I've never thought of leaving the organization, nor have I gotten any negative response from the management committee, which could discourage me from working here.*

When asked about her relationship to COVID-19, she stated,

COVID-19 came up as a nightmare for many teachers. In terms of technological advancement and financial crisis, many teachers in this organization felt that they were not secure. We were not asked to leave, but the salary we got was less than what we used to get by rule. So, personally, in these 22 years, I never felt insecure.

When I was listening to her and observing her look, I assumed she was in the same organization because of her lower efficiency. The organization appears to hold her because of her help amid the organization's financial and other difficulties in the past. She does not have financial burdens from her family and is okay with what she receives as a salary.

When I had to relate to the theme on my professional journey, I found that several of my teacher friends shared Durga's feelings. Although kinship is not encouraged, BODs frequently want the 'Yes Boss' response many times. When I consider my own experience, I never saw it as a crucial part of sustaining, but I could see and feel that people sometimes need that attention. There are various reasons for teachers to change their workplace (Khadka, 2021). For me, it also relies on the teachers. If you are efficient enough, you do not need to engage in superfluous flattery, as I did, and you stood in my position with dignity wherever I worked, which was well appreciated. I, too, feel that the teachers in private schools in Kathmandu are very uncertain and insecure (Devkota, 2021). Although I never felt the risk of being fired or ignored, the bitter reality is that the owner of the school or the school leader determines a teacher's job security. Many teachers themselves take their profession and school management for granted, whereas many times, school management takes teachers for granted.

As per the responses gathered from my participants, job security not only attracts individuals to specific roles but also profoundly influences their career choices and sense of professional fulfillment. According to them, individuals prefer government service over private school positions in Nepal, primarily due to job security. For this, they have taken the basis of COVID-19. According to them, during COVID, many teachers in private schools were forced to leave or had to leave the organization due to financial instability in the organization; hence, job security motivates them a lot, especially in times of uncertainty like COVID-19 or recessions. Teachers in private schools do not feel secure in terms of their continuity, and this

contributes to low motivation (Naidoo, 2019). Kalas's experience illustrates how the promise of long-term employment, consistent income, and socio-cultural expectations drive the preference for government jobs over private school positions in Nepal.

From a theoretical standpoint, Maslow's Hierarchy of Needs theory best supports the responses I obtained from my participants since job security and motivation are very dependent. Maslow's model assumes people are motivated by a hierarchy of needs, from basic physiological needs to safety, then love and belonging, esteem, and finally, self-actualization. In this respect, a governmental job is attractive to teachers in Nepal, as these jobs take care of safety needs. Job security, financial stability, and health assurances. This is the base on which one can stand; without fulfillment of basic needs, no one looks up to higher-order needs such as professional esteem or self-actualization. The COVID-19 pandemic underlined this reality; many private school teachers were laid off from their job positions or faced reduced job security, further worsening uncertainty and lowering their motivational level and job satisfaction. According to my participant, they were worried about the uncertainty of the continuity of their job due to the financial crisis of their school during COVID-19 (Khanal et al., 2022). This, as per them, is the most critical aspect of motivation, and it is where the organization makes us realize that we are human beings and part of the organization, even during hard times. Now, it is very clear that teachers in private schools are not secure, especially during recessions and uncertainties, and this is one of the primary reasons why they are distracted from their profession. Durga left their full-time job and started working as a part-timer in the same organization because of the inhuman behavior of the administration during the difficult days. To have concrete information and authentic data, I had to talk with a few more staff members of the same organization and learned that it is a reality. After 2 years of working as a part-timer, Durga is back with the post of school coordinator in the same organization. On asking whether she is permanent? Is that job secure now? She replied*, "There is nothing like permanent here, nor are we getting facilities as determined by the government, but yes, my salary has increased, and post matters are here."* This shows that teachers, as humans, think from their perspectives and are mobilized by personal needs and positions, ignoring whether the job is secure or not.

Leadership Style of Head Teacher

Shepherd-Jones and Salisbury-Glennon (2018) stated that teachers' perceptions of their principal's leadership style are associated with teacher autonomy,

relatedness, and competence. The way a school leader deals with teachers and allows them the space for their freedom to work motivates the teachers in the organization and profession.

As per my first participant, Kalash, the leadership of the head teacher played a more significant role in making him stay in the profession and organization for such a long period. As per him, how the teachers are treated and given the responsibility of belongingness is much more critical than just salary. He said,

The principal of this school is a real leader for me. He treats us as a family where we all have our own space. Our voice is heard, and we feel our presence. Apart from this, the principal believes in shared leadership, where the teachers are handed over duties according to their capabilities. Along with this, our principal is resourceful and a good learner. He encourages us to learn continuously. Different training sessions are provided regularly, and he takes risks by launching new programs, which in turn help us expand and expose our skills. Due to this act of the school administration, we teachers are satisfied and motivated.

He further added, "*There have been many ups and downs over the past three decades, but our principal has demonstrated guardianship in all challenges. We are promoted based on our performance and the requirements of the organization.*"

Story#3: Challenges in Leadership (Durga)

I believe that I've been very dedicated to the profession since I started to work as a teacher. For me, many things motivated me in the past and encouraged me constantly. Among many motivating factors, if the leader in the school is resourceful, then it motivates me a lot. The most important thing is that I should be free to keep my views. Once, during my working tenure, we had a meeting with the principal and the coordinator. We were there to set the plans where our principal proposed to call teachers on Saturdays and other holidays. For which he wanted everyone to listen and follow. For this, our school coordinator kept his view and proposed that the allowance be paid to those teachers if they have to come regularly on those holidays. I was shocked to see our principal's response. According to him, teachers should take it as part of their job without expecting a monetary return. He objected in a very irresponsible way, as if our coordinator were against the school system. Nobody felt good, but everyone was quiet except our coordinator. The very same day, our

coordinator forwarded his resignation, as he was very embarrassed. I, having known the fact that the way the leader responded was not good, couldn't say anything. I feel guilty about that to date.

My second participant, Krishna, had a similar experience. He had worked as a principal and had experience working in different posts in his 30 years of experience. He changed many schools, and this is probably the 15th one. On asking the reason apart from the salary, he shared about the behavior and way of dealing with the school leader. He said, "*As a leader, I have always been very conscious about the norms, values, emotions, etc. of the teachers. In due course of time, I left some schools due to the improper behavior of the school leader*." He further added that he had experience with the poor leadership style of a school leader in one of the organizations where he worked. He said,

> *It was a reputed school in Kathmandu that the people of Darjeeling ran. I was working at a level in charge and ECA in charge, and I felt that I had the authority to make some of the decisions. I remember it was 2 days before TEEJ (A great festival for women in Nepal), and the female teachers were in need of a holiday on Teej, and they came to me. I assured them of the holiday and kept the proposal to the principal. My goodness! The principal became very furious and insulted me by making me realize that I had no right to make such a decision. For me, it was unbearable, and I resigned the day after.*

According to him, that day, he had the worst experience of his life in the academic field. He had never imagined such poor behavior from a school leader. He took it as a great lesson in life and became very conscious of choosing the school. This statement goes with Durga's experience as well. As per Durga, the leadership role of the school principal is also vital. When the leader is not able to bind the employees with the proper duties and doesn't behave as a part of the organization, but instead behaves just as an employee. The teachers or any employee will be distracted due to a lack of belongingness. She said,

> *I worked in an organization for 15 years; in fact, I gave my 20s and 30s the most productive life in the organization. My salary increased with time, but as I got more experience, I felt very disappointed with most of the administrative decisions. Though I was given a different post, the decision-making authority was not there. The poor leadership style with Monopoly discouraged me from*

working full time, and I started working just as a part-time teacher, leaving other responsibilities.

According to her, when leaders are insecure about trusting their coworkers and instead treat them as just followers, the efficient coworkers get distracted from the organization and the profession itself.

School autonomy with clearly defined duties motivates the teacher (Ghimire & Koirala, 2020). From my participants' perspective, it is clear that teachers can be demotivated or encouraged by the behavior of the school leader. The way a school leader views the teachers, even after their long-term service, can demotivate teachers from their profession. In contrast, simple words of appreciation and well-set responsibilities can motivate teachers to any level. All they want is the feeling of belongingness, which encourages autonomy in making minor to major decisions for the welfare of the school itself.

Talking about Saraswoti, she has a similar statement to Kalas. She expressed her satisfaction with the behavior of the organization's management team, particularly its principal. The principal's positive behavior and humility made her feel less alienated. She stated,

Since I started working here, I've felt a part of this organization. The principal and management team's treatment of me, both good and bad, has always been encouraging. She further said, *"As I begin another year of my professional life, I feel much safer and like I'm a part of their family, which has not only physically bound me but also emotionally."*

I also have experiences similar to the ones shared by Durga. I believe that school leaders must have equitable behavior toward the teachers (Khadka, 2021). I do think that teachers or employees are encouraged when they have decision-making freedom and their thoughts, values, and ideas are appreciated. No efficient employee wants to work in an organization where they are not respected by higher authority and lack a sense of belonging. Her understanding also coincides with the findings of Jabeen et al. (2019). In the article, Relationship between teacher motivation and leadership styles, they found that the transformational leadership style is positively connected with teacher motivation. So, the better leadership style of the principal is vital to keeping the teachers motivated throughout.

One of my participants also complained about the school culture, which overloads the teacher and management, making it unaddressable. When teachers have

to work beyond their working hours, they are demotivated and become hostile toward the organization. My participant said,

> *We usually have meetings after school or on holidays. School management doesn't care about our personal life. We hardly get holidays, and on those days, we either have school programs or meetings. The meetings are frequent and go beyond hours. This really overburdened us, and sometimes I feel like quitting the job.*

This irrelevant and unstructured workload, apart from productive work in and out of classrooms, brings down the motivation level of teachers. Hence, it becomes crystal clear that the workload demotivates the teachers (Aslam et al., 2022). This sort of school culture definitely distracts the good and efficient teachers from the organization or profession itself.

According to my participants, teachers would be further motivated if involved in some decision-making process where they could be left to exercise their choice of teaching styles. Teachers tend to be more motivated when they are involved in some decision-making processes and given the opportunity to exercise elements of autonomy over their teaching

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Observation Data #1 (Krishna)

It was my second visit. I talked with my participant for nearly 1 hour. My participant is ECA in charge, along with the social studies teacher. I visited him in his free time and leisure. After 1:20, there was a lunch break, and I took a tour of the school with him at 1:20 PM. During our walk around the school, I met many students and teachers. I was also observing how he responded to students and colleagues. A gesture and his way of dealing was something very encouraging. Other teachers and students were happy to see him.

At the meantime, I met the principal of the school. The principal of the school is friend of my husband, and he offered tea in his cabin. As I was also in hurry I denied with sweet gesture with the promise of having it next time. During the time I was also noticing the reaction of my participant and principal. I could see the closeness between them. Also, maybe due to the less age gap between them they were very comfortable with each other.

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styles (Salokangas et al., 2020). This aligned with transformational leadership, a model where the principals act as mentors and involve the teachers actively in broader school initiatives. Schools that support this leadership style tend to realize better

levels of motivation among their teachers since respect and professional development are fostered for the teachers. Transformational leadership can promote employee understanding and justice while also increasing organizational work-life quality (Korejan & Shahbazi, 2016). In a setting like this, teachers are usually appreciated and given a sense of their importance, which promotes more attention and commitment. Therefore, the management of private schools in Kathmandu has to emphasize the development of such leadership programs that would make principals more inclusive and collaborative in their approach. Kandel (2022) says that head teachers should encourage teachers to talk about their issues and seek assistance when necessary and foster a less hierarchical and more open workplace. I, too, have experienced that when autonomy is given to the teachers, especially in terms of teaching styles and student welfare in schools. Regular monitoring by principals motivates teachers to reach the optimum level. In my experience, too, when there is more interference and an imposing environment, teachers are less likely to perform better (Pelletier & Sharp, 2009). This, therefore, means regular interaction between the teachers and management is crucial to make sure that the teachers' voices are heard and that, through the collaborative environment provided, their concerns and ideas are also actively taken into consideration. When teachers take part in the celebration of special functions, they feel valued, which supports the sense of belongingness and enhances competencies (Combs, 2022). As per my observation, I also found that a positive response from the school leader motivates the teacher, which helps to build good relations among colleagues in the organization. Observations aid in capturing nonverbal clues, context, and actions that narratives may not specifically address (Butina, 2015).

This works as an essential tool to motivate teachers, as this seems to instill trust, build transparency, and help tackle challenges more strongly. It will also help motivate individuals and bond a cohesive team together.

Hence, regular feedback sessions between teachers and management not only ensure that teachers' voices are heard but also foster a collaborative environment where their concerns and ideas are actively considered. This ongoing dialogue strengthens trust, promotes transparency, and helps in addressing challenges effectively, ultimately contributing to a more motivated and cohesive team.

Positive Peer Relationship

Peer contacts and collegial support are thought to improve the professional development and dedication of teachers (Blackmore, 2022). Teachers, as humans, are social animals. Naturally, teachers thrive on socializing, connecting, and relating with others. For teachers, this social aspect of their nature can be pretty significant to their professional lives in that it influences the way they report to their colleagues, communicate with their students and parents, and even deal with social dynamics within schools. It can contribute to positive reassurance for the teachers and better support for the teaching environment.

Among the 4 participants for my study, Kalas, my first participant, shared that positive relationships among colleagues add energy to working.

I've been in the same organization for a long time. For me, teamwork and colleagues' support are significant. I believe that having good friends around us, whether in the workplace or anywhere else, energizes us. When I talk about the professional part, if you don't have good peer relationships, the working environment is ruined. Being in the profession, respect and being respected are very important. I get support, help and respect from colleagues, and I give the same in return.

He further added,

Not only during working hours, but we have to maintain the relationship also off duty. After duty hours, we share our experiences, troubles, and learnings, which ensures a positive working environment for any teacher. It actually works as a stress reliever and motivates the teachers.

He added,

युवा हरुमा जोश बढी हुन्छ र हामीमा होश बढी हुन्छ | I accept that I'm back in many aspects, especially in technological aspects, in comparison to the younger generation. I take support from my colleagues; at the same time, my experience can teach them and make them aware of many aspects. In this regard, I believe that peers or colleagues are very important to motivate teachers.

Story#4: The Role of Peer Support (Krishna)

During the time of COVID-19, technology in the education system has advanced globally. I've been teaching in this profession for more than 40 years, but honestly speaking, I am not good at technology. During the time of COVID-19, for a teacher like me, adjusting to technological evolution was not easy. Virtual classes came up like a curse in the beginning, and I, along with many teachers, was demotivated. When some teachers like us were struggling at the same time, many young teachers took it as an opportunity. Some more friends and I highly benefited from collaborating with our peers. We were swamped with learning during the COVID-19 pandemic. We used to interact for many hours beyond school hours, too. The school also created an environment for collaboration. We used to be engaged in learning for several hours every day, so that we didn't have to be embarrassed in front of students and teachers. If I hadn't had support from my colleagues at that time, I would have left the school or this teaching profession. This is just one example; there are many other cases where we support each other in academics, social issues, emotional aspects, etc. Every day, we go through different topics, and we resolve them with our peer interaction, and this keeps me motivated to go further.

For this, my other participant, Krishna, shared that he left some organizations that did not have positive relations with his colleagues, especially administrative members. He said, **"***Wherever I worked, I taught many things to my friends, and for some, I relied upon my friends. I believe in teamwork, where each team member has a vital role to play.*** In my question, are friends essential only for work or for something else? He replied,

> As a teacher, I need places and people to pour my professional problems, which I can't share at home. So far as the support is concerned, I rely upon my friends for many aspects, especially in IT, where I find the young teachers very forward. My colleagues supported me a lot in the smooth running of virtual classes during the time of COVID-19. If my colleagues hadn't supported me at that time, I wouldn't have continued in the profession. These days, too, for sharing, we stay out of school once a week to discuss and come up with solutions to unsolved problems.

He further added,

If there is no sharing with friends, the motivation level is very low. When there is a gap between teachers in terms of age, knowledge, skill, attitude, etc., special skills are needed to balance and maintain the gap. Otherwise, there will be conflict. I was very motivated to work in 'School X' as almost all the staff, including the principal and directors, were very friendly. I left that school due to some problems, but we have an excellent relationship with the school members to date, which has always encouraged me to continue this profession with full grace.

Durga, my third participant, shared how her close friends left the organization and how disheartened she was. She said,

I am naturally quite emotional and reluctant. Making close friends is difficult for me, and once I accept them, I can't get away from them. I first started at this school about 16 years ago. I made a close friend who made her mark in government service and left after 6 years. I got discouraged and felt like I was not working. I had no one to share my joy and sorrow in the organization. It took some time for me to understand that I needed to continue my duties with the same organization. With time, I became more mature, accepted the situation as it was, and learned to adapt to changing circumstances.

According to her, she cannot imagine working without a good friend in any organization. She further said,

I believe that friends matter, and good friends or close friends are influencers who make me work better. With time, many friends came into my life, and I needed friends to share my sorrow and joy and balance my professional and personal life. By collaborating with friends, I can enhance my profession.

Like Durga's statement, my fourth participant, Saraswoti, also shared similar experiences and feelings. She also believes that having close friends in your workplace motivates you to work harder. She stated,

I believe that honest communication is expected from good friends. During my more than two decades of service, I made a few friends with whom I could share my professional problems and receive positive and constructive feedback, which in turn encouraged me to stay in the same profession and organization for a long time.

Peer collaboration provides support to colleagues by collaborating on duty or after duty. It may be physical, emotional, or moral support. No one is indeed perfect

in everything, and there is always something to learn from others, especially from your colleagues.

Like my participants, I think having peer guidance is a good thing. Peer collaboration and motivation are linked to teacher well-being and work satisfaction

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Story#5: A Ripple Effect (Saraswoti)

This is the recent issue I experienced in my school. Before this, I never thought that peer relation can have such an impact over one's life. A teacher came to me and requested to talk. He asked me to call another colleague from another block. I took them both in the separate room. I was unaware on what's going to happen. As we sat for a talk , they started to talk on an issue. I was just listening thinking it's normal and what's next now? After having a talk which went quite mysterious for some time. A teacher from block A, stood abruptly and took a paper out from his pocket. I was shocked, he said that he isn't able to work with such a colleague and left. It was his resignation letter. It happened so quick that I couldn't think what to do nor could stop him and ask the reason. On asking, later I came to know that there were certain misunderstanding which a male teacher couldn't take it and he took that step. This really strike my mind that collegial support and harmonious relation with them keeps the teacher motivated in long run.

(Kolleck, 2019).

I constantly make sure that my coworkers and I have a positive working atmosphere. Although it never influenced me to get distracted from the profession because of peers, for me, having good and supportive friends makes a big difference in both my personal and professional life. My friends' encouragement has helped me overcome past challenges, reach this far in my career, work in the same field for more than 2 decades, and stay motivated to keep going.

Positive peer relations and peer support make the teachers committed to the profession (Canaran, 2023). Collaboration is today's demand everywhere, and for this, positive peer relations among teachers are essential and provide a supportive and encouraging environment. This not only enhances students' achievement but also plays a vital role in lessening teachers' stress. According to my participants, the professional environment or the school is not just a workplace but a community that provides confidence and assurance. They get motivated and enrich themselves by connecting and collaborating with peers. Smith et al. (2020) describe that teachers are

likely to improve their performance when they collaborate with peers. In my experience, too, good peer interaction enhances the sense of belongingness, reduces stress and encourages teachers to collaborate to achieve the organizational goals. In my professional career, through positive peer interaction, I found the confidence and motivation needed to confront challenges, refine teaching practices, and create a favorable classroom climate. Collaboration is a skill and an art in itself, whereas working with a peer is a new perspective of viewing teaching (Musanti & Pence, 2010).

Observation Data #2 (Saraswoti)

I went to the school without letting my participant know. It was around 11:00 AM, and I felt there was nobody in school. I learned that the winter vacation was going on, but teachers were present for some administrative work and preparation for upcoming programs. I registered at the gate and walked around the school. My participant was in the staff room with other teachers. They were working on some papers, and a few were checking copies and talking freely. She asked me to wait in her cabin for some time, but I said I was comfortable there and stayed in the same room. The teachers looked okay working in off hours too. My participant was actively and openly communicating with teachers giggling on some funny topics where I joined with laughs and approval. As my intension was not to talk personally with my participant. I asked to go but stopped and moved to the canteen on offering of the tea. We had some informal talk. She seemed satisfied to work on vacations too. I didn't interfere much here and left with the commitment to meet again.

It can be well connected to belongingness, esteem, and self-actualization in Maslow's hierarchy of needs. When the teachers feel a sense of community, confidence, and assurance, their need for belongingness and esteem is satisfied. Peers influence teachers' well-being by communicating and being inclusive to all (Combs, 2022). I observed a similar kind of peer influence in the school and noted it in my diary, which I have included in the text box, too.

This also goes in tune with what my participants have gone through and considered the workplace not just a workplace but a place of community, giving them a support system and assuring them of their worth as teachers. Along with this, peer collaboration also acts as a means toward self-actualization on the part of the teacher in clarifying practices,

opening themselves up to new ways of teaching, and enriching themselves. This motivates the teacher and promotes personal and professional growth, something that strongly relates to purpose and fulfillment at their job.

Parent-Teacher Relationship

Along with the positive peer relationship, from the interview with my participants, as a teacher from the initial stage of their teaching career to till date, the parental and student-teacher relationship also affects their motivation. The way parents view private school teachers is not all positive. They behave as if the teachers are there for the fee they paid. The majority of parents these days are also helicopter parents who don't want to make their children independent. One of my participants, Krishna, said,

In my professional Journey, my motivation is highly influenced by my relationship with the students and their families. Parents want to know everything that goes on in their child's education, giving very little room for the student to breathe independently. This not only adds stress to the child but also to teachers like me who have devoted their whole lives to the same profession. Parents these days are too busy. They think it's the responsibility of the school and the teacher to take care of the overall behavior of the child. If the students are distracted from academics or discipline, then they blame the school and teachers. On the other hand, if the child performs better, they take the credit themselves as if we have done nothing. These things really demotivate.

This view aligns with the view of another participant, Kalas; according to him, parental support is vital to have positive changes in students and boost the teacher's efficacy.

From the perspective of another participant, Saraswoti also had a similar experience. She said,

Parents and teachers have equal responsibility to shape the behavior of a child. But many times, I've experienced parents showing mischievous behavior towards teachers that teachers, especially newcomers, are not able to handle. Once, a parent entered the classroom and showed her anger by shouting at the teacher. It was such an embarrassing moment, which strongly demotivated that teacher.

From this, it becomes clear that apart from having harmonious relations with their friends and students, teachers want to have harmonious relations with parents as well. Likewise, my other two participants shared a similar experience. According to them, the parents of difficult students rarely come to school to know the updates of their children (Gölezlioğlu & Ünal, 2023).

Observation Data #3 (Saraswoti)

I made an appointment with my participant and arrived 10 minutes earlier than I was called. This time, I found her in her cabin. She was with a person, and her cheek was red, and she looked a little nervous. She asked me to wait in reception for a few minutes. With no complaints, I moved. In reception, while I was waiting, I heard that the parents of a child in grade 8 came furious in order to fight with the school community. I waited for nearly 20 minutes, and I was called into her cabin. I stepped up with curiosity but didn't ask anything regarding what I heard in reception. She was not in the mood to talk, though she slightly shared how irresponsible and arrogant the parents can be. We spoke for more than 40 minutes, and I left. I asked to meet the principal of the school, but that day, he was out of school. Then, I realized her anxiety about dealing with her parents.

As per my observation, the response of parents towards the organization and team plays a crucial role in motivating the teachers. It is very clear that when parents become irresponsible towards their children, the teachers feel unaddressed and demotivated. I have presented this observation in the text box above. From my perspective, parent education is essential in today's context. Due to the lack of proper nurturing and care from parents in their early days, children get distracted. As the performance of the child degrades, it frustrates the parents and, again, adds to the complications in the relationship between teachers, parents and students. Hence, good parent-teacher relations are crucial in motivating teachers.

Story# 6: The Incident of Parental Misleading (Saraswoti)

There are many cases when I felt like I'm judged by parents, specially by the parents of difficult children. A girl was there, who was distracted and known as difficult in terms of behavior and study. Being in the post of in charge, I had to look after these all. She actually had pierced many holes in her ear and worn the ear rings. In spite of warning many times, she made with not listened. I called her in and reminded her and said that it would be better if she focuses on her study and insert necessary things in brain instead of going through nonsense task which is against the school rule. The girl went home and manipulated the matter in such a way that the next day, parent came to argue and asked for justification. Although we could calm and convince her, the way she approached was something which couldn't be accepted by normal human. Specially when someone work selflessly in favour of the children. This is just one example, there are many cases I handled in my professional journey of more than 2 decades. I believe that if and only if parents understand and cooperate school and school system the stress of teachers can be reduced to minimum.

Infrastructure Works as Catalyst for Teacher Motivation

Poor infrastructure has a negative impact on the motivation of teachers (Fitria et al., 2023). Infrastructure can significantly influence a teacher's motivation and experience in educational settings; individual perspectives may vary. Some teachers may place more emphasis on the quality of teaching and learning interactions, feeling motivated as long as these aspects are effectively managed and delivered.

Observation Data # 4 (Saraswoti)

Two days earlier, I entered the school through the gatekeeper approach. I got to talk with participants and took their time. On the day of introduction, we spoke in her cabin. I arrived at the given time, but I had to wait for more than 20 minutes to get her time. As I had nothing to do, I was quietly looking around. I saw that she was provided with all the necessary facilities at a charge. A separate corner, a computer on her table, a shelf, a phone etc. Within these 20 minutes, I observed the surroundings minutely. She came and apologized for making me wait. Meanwhile, tea arrived on our table. We started with a sip of tea. In between, she got a call from the principal. We just had around 35-40 minutes of talk, and she again asked me to wait as she had to attend an emergency meeting. I took her time

for the next day, and I left her cabin. While returning, I saw that the school premises are extensive and the school is equipped with all the necessary infrastructure. As my participant was in the same school for more than 20 years, I could see that in her.

My participant Kalas said,

Definitely! The presence and availability of infrastructure play an essential role in motivating teachers. For instance, when they get the opportunity to use well-equipped classrooms, technology enhances their capability to carry out teaching-learning activities effectively. This encourages the teachers and boosts the morale and job satisfaction of teachers like me. So, to me, both the availability and quality of infrastructure are essential for teacher motivation.

He has a strong advocacy for the availability of infrastructure and how it motivates teacher to perform their best. At the same time, he also shared that for his level of teacher, who has taken the profession as a matter of pride, infrastructure does have an effect, but not to a large extent. He said,

As I've mentioned earlier, infrastructure has a vital role to play, but it is not everything. As a teacher, when I entered some elite schools, the buildings, playgrounds, toilets, and library made me think positively about those schools. I think for any teacher, it can attract them to work as 'First impression is last impression'; I mean, it adds a very impactful first impression. I felt as if the teachers in those schools might be having very lavish lives. However, we cannot judge a book by its cover. I mean, if the teacher is not passionate, then nothing can motivate you.

He also talks about the technological requirements, which are very important to ease the work of teachers to teach efficiently. He further added,

Today, we cannot think of enhancing any sector without better technological assistance. Technological advancement has brought us together. As a teacher, I believe that if the school does not have technological infrastructure, teachers are not interested in working. Though I've been in this field for a long time, I won't be comfortable without technology.

Hence, with his sharing, it is very clear that infrastructure plays a significant role in his and any teacher's life.

> **Story#7: Infrastructure Matters (Durga)**
>
> During my thesis journey for my Master's degree, I had to survey some aspects related to teachers and students of public schools. I visited a few public schools to collect data during my visit to those schools. These experiences greatly discouraged me from the idea of working in public schools. My family was insistent, pressing me to apply for a government teaching position, and I decided to abandon the path of applying for the Teacher Service Commission. The lack of basic facilities in the public schools I visited overshadowed any positive aspects I might have encountered there that would have encouraged me to work as a public school teacher. The classroom management, the playground, the kitchen, etc., were at a very low level. Then, in spite of being under much pressure from my family to apply for government service, I gave up trying at the Teacher Service Commission. All those facilities were overshadowed by the poor infrastructure of the few schools I visited.

My second participant, Krishna, also had similar thoughts on the availability of the infrastructure and its influence on the teacher's motivation. He said,

> *Teachers are also attracted to organizations that have better infrastructure. Good infrastructure enables teachers to practice their profession more effectively. Thus, features such as the latest teaching aids, well-facilitated classrooms, and laboratories support the teaching-learning methodologies, which are reflected in terms of career satisfaction and reputation.*

He further added, "*Better infrastructure protects teachers from becoming outdated in their teaching strategies and always ensures room for further professional development, leading to long-term motivation.*"

As per another participant, Saraswoti did not seem to be emphasizing top-notch infrastructure but rather the teacher's skill and preparedness. She said,

> *As a teacher, your focus should be more on your skills, preparation, and effectiveness in teaching rather than on having the latest technology or extensive resources. It is crucial to manage and adapt to what you have. In fact, infrastructure is an added support to your performance and students' learning. Gurukul is the best example of how you can be a good teacher and a good student, even with limited infrastructure.*

According to her, infrastructure plays a vital role in motivating teachers, but teachers' dedication is more important. She further said,

I've seen many schools, community and private, that are well equipped with all the necessary infrastructure, yet the performance of teachers is not enhanced. If only the availability of infrastructure matters, many community schools in Kathmandu that have better infrastructure should have better teachers and student performance. Many community schools that I've seen and visited have sophisticated technological advancements, even in the classroom and other facilities, but I don't find teachers who are motivated to that level. In my view, infrastructure may not have a very crucial impact on teacher motivation until and unless they are dedicated to the profession.

According to her, infrastructure is just an added support but not a significant aspect of teacher motivation.

My fourth participant, Durga, also kept her positive standpoint on the motivation of teachers on the availability of infrastructure. She said,

Attitude and passion are very important. But if I say infrastructure has nothing to do with a teacher's motivation, then I'm a fool. To build up a positive attitude, a positive atmosphere is required, and for me, the infrastructure plays a vital role." In the absence of proper infrastructure, the students are not motivated, which directly influences the motivation of the teacher. If the students are not happy, then none of the lectures work.

She further added,

The classroom size and its structure, the playground, toilets, drinking water, technological support, etc., play a vital role. In the absence of these, whatever and however you are experienced, in today's context, no students are going to accept you fully. There should be enough space for activity-based teaching and learning processes where teachers are able to explore and encourage students at their best. So, for me, without a time-suited infrastructure, teachers' motivation levels are very low.

With these words, Durga strongly advocated the positive relationship between teachers' motivation and infrastructure. As per my observation, which I have presented in the text box above, the infrastructure supports the positive growth of the teachers. When a teacher gets a proper physical working environment, their stress is

reduced. It enables them to perform better so that they sustain themselves in the profession and organization in the long run.

Infrastructure has a positive influence on teacher performance (Riniati et al., 2023). This high performance of the teachers brings in higher-quality checking techniques. For me, infrastructure is not just the background but an excellent determinant of how good or bad a teacher will give their best. Updated infrastructure enables organizations to motivate teachers and become efficient and effective at work. Even in my teaching journey, I've got to work in an organization where classrooms don't have proper ventilation and air circulation, and I used to get a headache very often. I have always raised this issue on how it impacts the learning desire and health of students as well. Misery is not noticed and is given much importance by management. When it comes to health, the infrastructure, such as inadequate air circulation and ventilation, has a direct impact on the health of both students and teachers (Singh & Singh, 2014). Thus, in my opinion, investment in infrastructure is, in fact, an investment in future education, directly or indirectly.

Inadequate infrastructure demotivates the teachers, hampering their ability to perform and create an efficient learning environment. This study supported the findings that infrastructure in the school, with safe and clean sanitation facilities added to it, further supports teacher/student motivation in their engagement and well-being. Proper teacher spaces promote professional collaborative effort. This positively supports organizational development as well. According to Fitria et al. (2023), the connection between infrastructure and teacher motivation is crucial for the overall development of the organization. According to my participants, due to poor infrastructure in some organizations, they faced challenges that degraded their enthusiasm and job satisfaction. According to them, lack of resources in the classroom, overcrowded classrooms, lack of open spaces and playgrounds, dirty and unsafe toilets, etc., contribute to a demotivating work atmosphere.

This is in accordance with Maslow's Hierarchy of Needs, which states that once the basic needs are met, such as having a minimally acceptable work environment for the teachers, they would then strive for higher-order needs, including self-actualization, through effective teaching. According to it, basic facilities, such as lighting and ventilation, refer to teachers' physiological needs. Safe, clean sanitation and structurally sound buildings respond to safety needs, and social needs are reflected in spaces that allow collaboration, a sense of belonging, peer support, and

colleague relationships, among those met by infrastructures. Self-esteem needs are satisfied when schools provide teacher with rooms, indicating their professional status and boosting their self-esteem. Once the lower-order needs have been satisfied, the teachers will be better positioned to achieve self-actualization by being creative and putting all their efforts into their work, hence contributing to the organizational growth of the school. Improper school infrastructure creates a lack of motivation among teachers and hurdles in teaching (Aslam, 2013).

Hence, infrastructure directly affects motivation in the classroom. Suppose the basic facilities like lighting and ventilation are good and safety is guaranteed with well-maintained sanitation and security on the premises. In that case, more time is spent teaching and less time distracting the students. Having enough collaborative spaces makes sharing ideas with colleagues easier, supporting the effectiveness of my teaching and learning process. My experience and observation confirmed the other three participants, except Durga, which demonstrates how the infrastructure motivates the teachers. It makes the teachers feel that they are being respected, which is an intrinsic motivation, and this motivation leads to enhanced enthusiasm, dedication, and high performance. I have experienced that a proper workplace strengthens my confidence and commitment. Once these needs are filled, I am empowered with innovation and the ability to contribute meaningfully with full support for students in a productive and dynamic learning environment.

Hence, this study supports the idea that improving infrastructure could act as a motivator for teachers by creating an environment that promotes their satisfaction. A well-maintained infrastructure is likely to encourage teachers' commitment, reduce their stress, and make them feel more purposeful, enhancing their efficiency in making teaching and learning activities more meaningful.

Recognition Inspires Motivation

Timely recognition is essential for an individual to be motivated. This allows the individual to build a sense of belongingness and perform better. Every individual wants their work to be addressed through some distinct actions from the management. In this regard, Durga, one of my participants, who was promoted to school coordinator from the part-timer's view, was distinctly changed about the school. On asking the question on how it feels to be promoted, she shared,

> *From the beginning of my career, I worked here as a full-time teacher for 12*
> *years. With time, my expectations were not met, and I worked as a part-timer*

> *for 2 years. When I was called back as a school coordinator, which is indeed a very prestigious post, I felt overwhelmed. I am now fully contributing my time and energy here. I am thankful to the school management, who believed in me and addressed my efficiency. I am very happy.*

Here, from her expression, we can conclude that position matters. Another participant, Saraswoti, said,

> *I've been here for more than 20 years, and I'm happy. I started my journey in this organization as a teacher. In due course of time, my work has been appreciated by management, and I've been upgraded in terms of salary and post. Now I'm working here as a secondary school teacher, which, to me, is very prestigious. I'm provided with responsibilities with autonomy. In recognition of my work, I'm rewarded at the school, ward, and municipality levels as well. This, in my opinion, is really overwhelming and enough for me to be positive towards my organization.*

Here, Saraswoti is in the same organization, and for her, timely recognition has bound her to the profession or organization for a long time. Likewise, Kalas and Krishan have views similar to Saraswati's. They have also experienced the recognition of their work in my school administration, which led to their continuing in the profession for such a long time. Suppose the teacher is upgraded in a timely manner and given recognition, along with addressing the financial benefit. In that case, their motivation level rises, and they think/work for the welfare of the organization. Neupane (2023) also stated that when teachers do not get proper recognition according to their capacity, they are demotivated and seek alternatives. Teachers are motivated not only by the promotion in the post but also when their work is appreciated in front of others. In this regard, all of my highly experienced participants were promoted to various posts and rewarded with rewards at school functions. A municipality and PABSON rewarded them for their dedication to this profession. This, according to them, is one significant aspect that keeps them moving and motivated in the profession in spite of many hurdles in their professional journey. Being a teacher and school leader for many years, I also realized how proper recognition impacts the growth and morale of the teachers. When one's work is recognized and given specific duties along with an increase in salary, teachers are motivated.

Fair and Consistent Treatment for All

There are several processes through which a teacher is selected for a particular task in any school, whether it is public or private. Based on the strengths and weaknesses, the teacher expects the return treatment, and it's obvious. In fact, they expect equal treatment from the management from all perspectives. They likely show negative responses towards nepotism and favoritism from the side of the administration when dealing with teachers. For this, my participant Krishna said,

I've been in this profession since I worked in various posts and convinced everyone with my performance. Wherever I've worked, I worked full-heartedly and never let anyone down. Yet there are some organizations where I felt the unequal treatment. My work was questioned. I felt that nepotism and favoritism overshadowed my work, along with that of some other teachers. This is really demotivating.

Teachers or any employee who works in a particular organization expects equal treatment from the management. On this, another participant, Kalas, who is highly influenced by the fair treatment of the school leader, feels that he is part of a family. He said,

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Observation Data #5 (Kalas)

I visited the school to meet the principal and chairman rather than my participant that day. As I made the appointment earlier, I got easy access to the principal's office. The ambiance and hospitality were really good. His gesture was really very welcoming, which made me feel more comfortable. As the discussion proceeded, he spoke about my participant, where he expressed that some experienced teacher along with my participants are still in the organization because they can not be fired morally. The main problem is they are not updated. He said, "*These experienced teachers whom indeed we respect a lot, neither do the work as per the demand of time nor allow young to do work freely. They don't want to be updated and do not accept the change.*" The other day I met chairman of the school, who had the similar view about my participant along with few others. According to both of them, the old teachers work hard but not smart as they are not updated.

Since the day I worked, I have never felt that I was not part of this organization. The management, especially our principal, has viewed a teacher

like me from the very initial time in a very positive way. I've been here for
more than 3 decades; it's not a joke. I've been here, along with some of my
other colleagues, for such a long time, and our efforts were appreciated. We
have been upgraded over time based on our contribution. The way we are
treated in this organization is like family, which has made me realize that I
should never deceive the school.

To keep teachers positive towards the school administration, they are to be treated fairly and consistently according to their strengths and weaknesses (Bayar & Koca, 2023).

My observation presented in the text box above indicates that teacher motivation doesn't demand the same treatment every time. In some cases, teachers stay in the profession just because they think that if they change schools, they have to start from zero in terms of facilities, whether monetary or non-monetary. Teachers also need to be updated and value their colleagues. My observation indicates that when management values the team equally, the so-called experienced but outdated teachers are not satisfied. In this regard, the new and young teachers are more motivated than the highly experienced ones, especially the ones who have been working in the same organization for a long time. In my experience as well, I have experienced that when management applies the rules and policies equally to all teachers, they feel valued and very vital for maintaining teacher motivation. It is supported by Maslow's hierarchy of needs theory, which says that equal or fair treatment would satisfy the teacher's psychological needs for a sense of belongingness and esteem. At the same time, fair recognition of the employees' contributions would meet their higher-order needs linked with self-actualization. Such a balance would keep the teachers valued and empowered to move forward positively, meeting the organizational goals.

Chapter Summary

This chapter comprises how my four participants narrate present experiences and stories of their perceptions of motivation, relating their present and past experiences and stories and how they have perceived the term motivation. The meaning-making helped me to shape my inferences about the perception of my participants regarding motivation. I generated different themes to support my research question. The teacher's perceptions of how various intrinsic and extrinsic motivation tools impact their desire to work in the same organization. The leadership style of

school leaders influencing individual teachers to stay in the same organization or profession is clearly explained in the above narratives, including my insights and some literature reviews that support participant narratives. I have also explored sub-themes that support my research question.

CHAPTER V

DISCUSSION

This chapter combines the research findings within conceptual frameworks in order to thoroughly explain the themes under consideration. Based on my research question, "What stories do the teachers of private schools narrate regarding motivational practices in their school?" In this chapter, I've discussed how teachers perceive the word motivation and how it can encourage them to leave the profession. Based on the narration of all my participants, I have tried to proceed with this topic with a fine discussion integrating three theories: Maslow's Hierarchy of Needs, Transformational Leadership Theory by Burns, and Self-Determination Theory, which allows us a broad understanding of the issues in the research question.

Maslow's Hierarchy of Needs theory justifies that the motivational aspects of teachers and their professional development must be aimed at the satisfaction of basic and psychological needs. This very theory by Burns applies in this context as it addresses concerns about the importance of transformational leadership for the engagement, trust and sense of purpose all educators need. The theory of self-determination, in turn, identifies motivational drivers as inner and outer, which come through autonomy, competence, and social networking.

By bringing together all the dimensions, the discussion advances theoretical explanation with evidence, asking how these themes are relevant within education. This also provides practical solutions to the problem of teachers' motivation, the exercise of leadership, and achieving institutional objectives. Motivation is a crucial aspect of keeping anyone moving. When it comes to teachers, a lack of this can impact the entire education system, including teachers themselves, students, and the organization.

Extrinsic Motivation Contributes to Intrinsic Motivation

Basic needs are the first thing every individual needs to fulfill. Lack of a consistent and secure environment, whether it is financial security, job security, or environmental infrastructure, leads to stress and anxiety in the teacher's life, which makes them unable to carry out their work duties successfully, which negatively impacts their self-esteem and sense of belongingness. As per my participants, extrinsic factors of motivation, such as financial and job security and infrastructure,

cater more to basic needs but also enhance their intrinsic motivation. Their narration says that having enough salary and monetary rewards reduces stress, resulting in focusing on teaching and learning about their passion. In contrast, job security adds belongingness and encourages long-term commitment toward organizational welfare. In this regard, they experienced that salary not only satisfies the physiological requirements but also satisfies their safety needs and provides them with a sense of stability in terms of the particular job, their financial security, and their overall future. This way, they do not have to worry about their most basic needs and strive for higher-order needs like having proper interpersonal relations with their peers, parents and students, being acknowledged for their skills, and finding self-satisfaction in the process of teaching (Deci & Ryan, 2000). Giving teachers financial security could boost their motivation (Sato et al., 2022). As per Maslow's Hierarchy of Needs theory, once the basic needs are fulfilled with the provision of a salary or financial security, the next needs will be automatically sought, such as peer relationships, equal treatment, and leadership style; all are linked with belongingness, esteem, and self-actualization. According to Maslow (1970), as cited by Ivtzan et al. (2013), at one stage of life, self-actualization unsurprisingly becomes the most crucial need. This clarifies that, for teachers to attend the self-actualization level, the other physiological needs must be addressed.

Extrinsic motivators like salary, job security, infrastructure, etc., are crucial because they provide the motivation base for Maslow's hierarchy of needs and ensure My participants also experienced that job security safeguards the psychological safety of a teacher as it focuses on career enhancement rather than insecurities regarding jobs. The insecurities they experienced during the pandemic, like the COVID-19 outbreak, made them think about whether choosing the profession is right or wrong. Due to the lack of a proper contract policy in the organization in which they work, many teachers suffered during the COVID-19 outbreak, according to my participants. Teachers' motivation is influenced by their colleagues, administrative support, and parental relations (Combs, 2022). Recognition and appreciation of work fulfill competence and relatedness and directly support growth, which reinforces intrinsic motivation (Asaari et al., 2019). From the narratives of my participants, infrastructure, though it seems to have very little influence in general, also satisfies extrinsic needs through functional resources and facilities while simultaneously enabling teachers to be satisfied and positively think about the profession and organization. This,

according to them, balances extrinsic motivators supporting autonomy, competence, and relatedness and influences their intrinsic motivators, allowing them to work for the welfare of the organization. These observations also align with Deci & Ryan's Self-Determination Theory (1985), which provides a clear framework for how promoting autonomy, competence, and relatedness helps cultivate intrinsic motivation (Ryan & Deci, 2020).

In my professional journey, in the beginning, the organization I chose was based on the salary they provided, the infrastructure, especially the external environment of the school and the provision of a hiring and firing system. In this regard, I changed many schools, being unsatisfied with the extrinsic motivators. The last organization where I worked as a teacher before I started my own provided me with enough salary, along with autonomy in my decisions. This enhanced my competency and, at the same time, my sense of belonging to the organization. Here, from the very beginning, I was motivated as the salary provided was better than that of other organizations, along with promotions, and it inspired me to work for 10 years in the same organization. During my tenure in that organization, I gave 100% to achieving the organizational goal. I was satisfied with most basic needs and didn't have to think at least for my salary, which was better than the government scale. With that, the yearly increase in grades, job security and infrastructure worked as fuel to keep me in the same organization and work for the overall development of the organization. I realized that if the monetary rewards and salary could be better than teachers without any pressure, it would raise my self-esteem and satisfaction in the profession. As per the narration of my participants, while choosing the organization to work for, the first things they strive for are financial security and job security. When one feels secure with these extrinsic aspects, they are motivated to work for the welfare of the organization. This is how belonging to the organization is developed, and self-respect and autonomy are experienced. This adds a positive impact on the parent-teacher relationship as teachers focus more on fulfilling the organizational goal, which is in favor of student welfare. The way of dealing with parents by the teachers can be crucial in motivating or demotivating teachers. Which, according to my experience, also has a vital role to play. The way parents communicate allows teachers to reflect their professional respect (Combs, 2022).

Bringing together these themes, the relationship of lower-order needs, such as financial and job security, with higher-order needs like recognition and equal

treatment highlights the need for a multi-layered teacher motivation strategy in private schools of Kathmandu. When schools are able to balance these needs, the environment becomes healthy, teachers feel welcomed and needed and are encouraged to give their best. This results in the best outcomes for the organization as well.

Leadership Strategies to Cultivate Both Intrinsic and Extrinsic Motivation

Leadership style motivates both extrinsically and intrinsically (Levin & Lundquist, 2016). According to my participant, the role of a leader in the organization is very crucial. This idea was also backed by Winters (2020), who argued that leaders who promoted empathy, inclusivity, and professional development have not only built up trust but also encouraged them to feel their freedom in exploring and doing new things. The equal treatment and recognition, which worked as fuel to enhance their self-respect/self-esteem, motivated them to grow personally and professionally. When a leader valued their work and freely praised them during staff meetings or recognized them with a reward, whether verbal or tangible, it strengthened their belief in themselves even further. By anticipating followers' motivational issues, transformational leaders inspire intrinsic motivation (Riedle, 2015). In this respect, the transformational leadership theory also provides a framework for the motivation of teachers connected with financial security and job security. Financial support and security provided by transformational leaders can indeed reduce stress among teachers, especially in periods of uncertainty or recession. Transformational leadership theory suggests that motivation would last longer if it is based on intrinsic motivators (Ghimire, 2022).

My participants shared how they became negative towards the profession during the COVID-19 pandemic. During those uncertainties, the participants who got the support from the leader in terms of moral, financial and emotional support were encouraged to work further. At the same time, the leaders who couldn't inspire the teachers with their leadership during that time made them disappointed and compelled to think of alternatives. Here, it becomes clear that the real capacity of the leader is revealed during difficult times.

In my experience, too, being a leader myself now, I can understand the importance of leadership in an absolute sense. As a teacher, I've experienced that the role of a leader is vital to keep energizing the teachers. Among many organizations in which I've worked as a teacher, I found that when the leader is not resourceful, they

cannot inspire the teachers with words. I've experienced that when a leader has an attitude and hesitates to address and acknowledge the good work of teachers in front of others, we feel demotivated. Some leaders feel insecure about providing credit for good work and want to take all the credit themselves. I've experienced that when leaders are not resourceful in themselves, they fail to inspire their teachers. For this, the leader must become resourceful. When teachers are treated with respect and feel appreciated by fair rules and recognition of their work as well, it is the thing that strengthens their commitment to the organization. Top of all, self-actualization is achieved when teachers are supported in personal and professional growth, enabling them to realize their potential while contributing meaningfully to their organization.

I believe that teachers, being in such a prestigious position, when behaving as lower-level workers, would definitely be distracted from the profession, especially in relation to the COVID-19 scenario. In my view, if school leaders could motivate the teachers during the uncertainties, teachers would have been intrinsically motivated by the rise in self-respect and sense of belongingness. This could have helped private schools create a culture of security and commitment to the teachers and allow them to work for the organizational benefit. Today, the young generation or even the experienced ones, are distracted from the profession, which, in my opinion, is due to poor leadership during the COVID-19 pandemic.

Motivational Shifts Across Teaching Careers

The study on teacher motivation practices in private schools in Kathmandu claims that teachers' value shifts greatly with the age and experience of teachers. The needs and priorities of individuals change with age and experience at different stages of life. According to my participants, the majority of teachers in private schools mainly focus on material rewards like salary, job security, and other monetary benefits at the beginning of their careers. These lower-level needs, according to Maslow's Hierarchy of Needs, are essential to establish and accomplish their financial security and stability (Omodan, 2022). The shift from these lower-level needs to higher-level needs, i.e., self-esteem and self-actualization, invited by their experience, is prevalent among teachers of private schools in Kathmandu. From the stories of my participants, at the beginning of their careers, teachers are more motivated by monetary rewards and external recognition to build confidence and gain acceptance in their profession. However, they then reached a point where they were financially independent and self-sufficient. They began to get motivated with intrinsic motivators

such as professional development, impact on student learning and personal fulfillment. This is part of the transition that goes on as a person pursues higher-level needs, including, in Maslow's theory, self-esteem and self-actualization.

The narration of my participants also confirms that the motivational priorities of teachers change significantly with age and experience. At the beginning of their careers, new teachers choose an organization that can offer them higher salaries, job security, and other tangible rewards. In other words, they are more aligned with the physiological and safety needs, which are the lower-level needs of Maslow's Hierarchy of Needs. According to Maslow (1943), physiological and safety needs are crucial for career establishment and financial security. At the beginning of their career, teachers typically seek financial security along with recognition and external encouragement to boost self-esteem and move ahead within the organization or profession. However, after certain years of experience with the gain of financial stability, their focus shifted towards intrinsic motivators, like professional growth, student welfare, organizational welfare, and personal fulfillment. This shift resembles the hunt for higher-order needs such as self-esteem and self-actualization, as discussed by Maslow's Theory. The needs and expectations of individual don't remain the same throughout their career. Instead, they change with time, which may be universal. When one starts the journey in any organization, the teacher focuses on fundamental aspects, focusing on tangible benefits for themselves. Teachers consider infrastructure as vital, along with salary or monetary rewards. My participants took good infrastructure as a matter of pride. In the initial phase of their career, they want to recognize themselves in the name of the organization where they work, which enhances their self-esteem. However, as they gained experience and attained a degree of financial stability, their focus shifted towards intrinsic motivators like professional growth, student impact, and personal fulfillment. This transition corresponds to the pursuit of higher-level needs, such as self-esteem and self-actualization, as outlined in Maslow's theory.

As per my participants, experienced teachers derive satisfaction from their engagement with students for further growth and refining their teaching. This very much aligns with my own experience, too. In my experience, too, in my journey as a private school teacher for more than 15 years, though in the beginning, my priority was the salary, job security and infrastructure, at one stage of life, I experienced my expectation for self-respect and autonomy. I found satisfaction in the reality of

building a real relationship with the school community (students, peers, parents and administration). There came a stage in my life after many years of working when salary became secondary. For me, dignity, self-esteem, and a desire to work for the betterment of the student and the organization, rather than focus on my material needs, became my priorities. In other words, with my age and experience as a teacher, I was more inclined towards intrinsic rewards. As per Day and Gu (2007), experienced teachers are more likely to pursue intrinsic rewards, leaving their footprint as evidence of the influence of their work on the organization. Among the many private schools I worked in, I left the last one because, at that point in my life, I felt the hunger for self-esteem and belongingness, which, in my opinion, was missing. A kind of self-actualization that developed in me encouraged me to start my organization and work for the welfare of teachers. As a leader, I now experience teachers entering my organization and seeking a salary as their priority. The need to be valued and belong, in my experience, arises when the organization addresses its other basic needs. Based on the key findings of participant stories, I have designed the following model.

Workload: The Silent Killer of Teacher Motivation in Private Schools

Balancing personal and professional life is very important for everyone, including teachers, to maintain their physical and mental health, especially in the challenging environment of private schools. There is a misconception that many teachers join the field due to more holidays and fewer working hours (Atalay & Kepenekci, 2023).

Figure 2

Model of Motivation Down Career Line
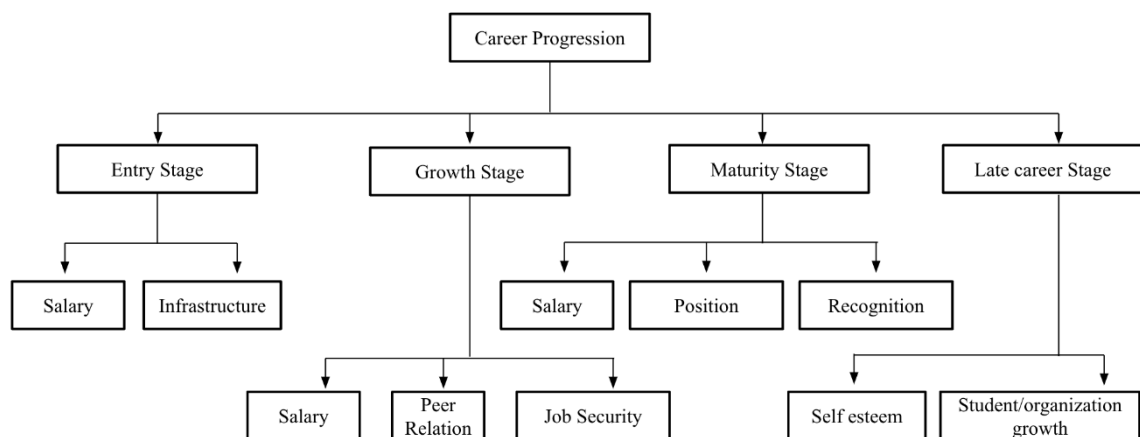
Contrary to the stereotypical thinking of teachers' flexible working hours, my participants in private schools in Kathmandu complained about workloads and high expectations from the management, leading to burnout that negatively affected their motivation and efficiency. My participants see the weakness of school leaders in dealing with teachers to lessen exhaustion due to off-hour duties. Connecting with my participants' narration, collaboration is one of the very important components to help reduce their workload, and it also aligns with transformational leadership. According to Coleman (2018), transformational leadership creates a partnership for shared duties, which lowers the workload that each colleague bears independently and raises peer support. Transformational leaders create a well-being-resilience-work balance environment where team members are inspired and helped (Pourbarkhordari et al., 2016). According to my participants, they are inspired by a leader who provides vision, communicates high expectations, promotes intelligence, and gives personal attention. This, according to them, can help against the effects of too much work and burnout. Work-life balance and a supportive work environment enhance Intrinsic and extrinsic motivation (Harvey, 2023). The narratives of my participants reveal that, through the implementation of transformational leadership concepts, leaders can minimize the workload of teachers and can positively motivate teachers to stay in the profession. This study aligns with Coleman's finding (2018), which says that with the use of transformational leadership concepts, the workload can be minimized and, therefore, can motivate teachers to work better.

As stated by my participant, the off-hour duties after school and during holidays are adding stress to my personal life. This makes it very difficult to balance personal and professional life. Transformational leadership by visionary leaders inspires and supports their team members (Chin, 2024).

Transformational leadership involves recognizing the individual needs of teachers, inspiring them toward a shared vision, and addressing challenges collaboratively (Basar et al., 2021). In my experience as a teacher, I've also experienced a heavy workload, which made it challenging to balance my personal and professional life. The pressurized workload didn't allow me sufficient time for interpersonal relations or personal growth and ignored my psychological needs during more than a decade of my journey as a teacher. My experience aligns with one of the important findings of this study, which is related to off-hour duties assigned to

teachers, which included post-school meetings, running programs during holidays, and fulfilling administrative responsibilities like result preparation, working on student evaluation etc. These additional tasks create a sense of overload and stress, promoting negative perceptions toward the organization, especially when it is unpaid.

Teacher motivation has become one of the most critical determinants of quality education and general school performance. In such a competitive and challenging environment of private schools in Kathmandu, where the expectations of outcome are relatively high, understanding and developing teacher motivational practices is today's need.

Chapter Summary

In this chapter, I took a deeper look into the teacher's narrative regarding motivational practices within private schools in Kathmandu. The discussion elaborated through the stories of participants on how well-practiced teacher motivation affects teachers' well-being, retention, performance, and organizational stability. When teachers are motivated, their professional experiences and objectives are shaped. Teachers in private schools in Kathmandu describe both challenges and opportunities in fostering motivation. The perception of the teachers on motivation aligns with the theoretical bases as illustrated by Maslow's Hierarchy of Needs Theory. A significant challenge in this regard is the financial or monetary motivation that everyone seeks. The financial stress diverts teachers from activities that could enhance student engagement and personal growth. Despite all these challenges, some teachers narrate stories of motivation inspired by supportive school cultures and collaborative environments. The good feeling among colleagues and school leaders who appreciate their efforts motivates them to be more dedicated. The findings of the study are also addressed by literature backup and theories. I could even relate to my own experience with the theme generated.

CHAPTER VI

INSIGHTS, CONCLUSION, IMPLICATIONS, AND REFLECTION

This study explores multiple aspects of teacher motivation at private schools in Kathmandu from the point of view of both intrinsic and extrinsic motivational perspectives. Key findings of this research are that while monetary benefits and financial security are the backbone of motivation for many teachers, their drive is not only financial gain. This chapter aims to acknowledge these insights into an organized analysis that recognizes the complexity of the aspects influencing teacher motivation.

Major Insights

This study explored the lived experiences of teachers related to motivation practices within their organizational contexts. A respectful approach to school principals and teachers was necessary since trust and ethical collaboration from both parties are crucial in this research process. For this, I used a gatekeeper approach so that I could get easy access to my participants, i.e., I made sure to obtain informed consent from both the school principals and the participating teachers. While most participants were cooperative, one participant among the four was particularly hesitant to find time for the interview. This participant appeared hesitant regardless of my efforts to establish a rapport and create a relaxed environment. His answers frequently deviated from the subject of the study. Although difficult, this divergence also revealed surprising details about their broader perspectives on the workplace.

Uncovering Hidden Realities

In one case, the school principal showed discomfort with the research process, offering various excuses that suggested a reluctance to permit open discussions. This reaction highlighted the sensitivity of the topic, especially in hierarchical school settings where teachers might feel restricted in sharing their honest opinions. Such dynamics emphasized the impact of power structures on data collection, necessitating that I navigate these relationships with care and flexibility.

As a researcher, I was sensitive to my positionality and how that may impact the responses of participants. Whereas initially, when the discussions went beyond the topic, I tried to bring the conversation back to the focus of my research. I soon learned that allowing participants to speak even slightly off-topic may uncover issues underlying or unexpected perspectives. These challenges indicated that flexibility can

be one of the significant features in qualitative research because a researcher has to listen actively and be patient enough to change their approach and, at the same time, yield to the participant's comfort level while taking in a narrative is vital. This experience also served as a reminder of practical realities, like how to match with participant schedules or maintain a non-intrusive presence in the school settings, balancing ethical considerations.

During the process of collecting observation data, I got to talk with two head teachers and the chairperson of the school under my study. According to the principals of both schools (Kalas and Saraswoti), the teachers, when they stay in the same organization for a long time, become outdated. They neither work well nor allow autonomy to the young and efficient teachers. This is a very contradictory response from the principal about the teachers who have been working in the same organization for more than 20 years. In comparison, the teacher (my participants) responded as if the organization needed them the most. They are unaware that management is not satisfied with their work and considers them a burden.

The commitment to ethical considerations is concerned with maintaining the participant's autonomy and confidentiality during the collection of information. Where participants showed reluctance or principals were busy, their comfort came first. Their choices were respected even when their response and behavior limited the depth of data collected.

Teacher's Adaptation to Change

In my experience, the teaching profession, unlike many other professions, continues to change. Those teachers who do not keep up with the times will eventually find themselves at a disadvantage. Taking the COVID-19 scenario, many teachers couldn't take a real challenge in adapting themselves to technological change. Instead, they blame it on organizational policies and management decisions. Failure to adjust to the change means dissociating from students and building walls around them concerning any contribution toward modern education. Many teachers indeed suffered during the transition from the old way of pedagogy and learning during COVID-19. The acceleration of previously non-essential technologies became very necessary for students and teachers. This is just an example, but in reality, many challenges arise every day due to the diverse nature of students, parents, curriculum, environment etc. If teachers become conscious of these changes and update

themselves with time, then no management would like to lose them, and they would not have to struggle for financial and job security.

Unveiling the Core Motivation

From this study, I have also learned that a teacher's philosophical definition of a selfless and noble profession is confined only to theory. The teacher today expects material rewards rather than getting intrinsically motivated. In this regard, I found that financial security is still the most relevant aspect motivating private school teachers in Kathmandu. I realized that money is not everything, but money is everything. The other aspects of motivation have very little to do with the salary, and different monetary rewards are provided to the teachers. In this regard, the primary concern of almost all teachers is financial security, which allows them to think positively about their profession and their teaching roles as teachers rather than being continually faced with economic pressure. It means that if an individual is financially secure, their intrinsic motivators are activated as they don't have to struggle with the most basic needs. Their sense of belonging to the organization and self-esteem are enhanced automatically. For this reason, financial security also forms the foundation for teacher motivation.

Policy Gap as Drivers of Teacher Demotivation.

From this research, I also realized that private school management is less likely to take guardianship when teachers need it most. In many private schools, there is always a fear amongst the teachers of losing their jobs during uncertainties in private schools, whether it's a pandemic like COVID-19 or during the recession. This is due to the organizational policies being adopted not aligning with the national policy, which affects the motivation and dedication of the teachers in the long run. I found that the individual school has its own policy to hire or fire teachers, which is not aligned with the government policy.

Opportunistic Teacher Turnover

Teachers in private schools, on the other hand, seem like opportunity seekers who choose to bargain for their benefit and leave the organization whenever they want, without thinking about its negative impact on the organization. It might be because they seek at least financial stability, although their job is not secure. I realized that if they could be bound by a proper policy where they feel safe, then their motivation level may rise. So, I understood that job security, therefore, is essential to

be guaranteed by private schools for motivated and loyal teaching staff, and this also aligns with the literature.

Different Perceptions of Infrastructure

During my study journey, I found that although the infrastructure is critical, different teachers perceive it differently. The teachers who are working in limited infrastructure value it as primary, whereas those who already have well-equipped infrastructure take it as less important or unnecessary. I understood that the influence of infrastructure varies with the availability of resources, and it is secondary for teachers.

Leadership, Inspiring Teacher Beyond Monetary Reward

From the study, I am enlightened by the fact that teachers, like every individual, need to be motivated to perform their work best. This requires inspiration and motivation from school leaders through a better leadership style. I found that leaders in some private schools are reluctant to appreciate the work of teachers,that demotivates them. I learned that leaders can motivate teachers intrinsically by providing opportunities for autonomy, and then the motivation level of teachers increases. At the same time, leaders can motivate teachers extrinsically by offering facilities like enough salary and job security, recognizing the work of teachers, and providing them with timely promotions, etc. If the school leaders offer enough space for peer collaboration, it reduces stress, promotes self-efficacy, and aligns individual goals with team goals. Hence, I was enlightened by the fact that school leaders with transformational leadership styles provide enough space for teachers to make decisions and support their professional growth from multiple perspectives.

Redefining Workload Through Pay

Likewise, the finding of the study suggests that the workload in private schools is significantly high. In my view, it sometimes depends on how the teacher takes it. Sometimes, when we have to work off hours, it should not be termed a workload but rather a responsibility. When teachers need to return, especially monetarily for every work, the delicate equilibrium of the organization may break, leading to its decline. At the same time, I realized that the school leader in some private schools in Kathmandu wants a return of every penny they provide to teachers. This hampers the personal lives of teachers, which ultimately hampers their professional lives too. As a teacher and school leader myself, I understand that one has to be very conscious that if the personal life of a teacher is not balanced with

professional life, it demotivates teachers from the profession. Also, teachers expect a return or payment for every additional working hour. If paid, then that is not counted as a workload. Eventually, everything is circulated in money or monetary benefits. I was finally enlightened to the fact that if a teacher is financially secure, paid enough salary and has other facilities, then things can demotivate them.

Conclusion

This qualitative study concludes that the multidimensional aspects of motivation influence the private school teachers in Kathmandu, giving a clear insight into their intrinsic and extrinsic motivations involving interlinked aspects like financial, job-related, environmental, and social domains. Teachers are the central pillar of any educational organization. Without satisfying them, neither the students nor the school can grow in its own. Human needs are unlimited, but the fulfillment of basic needs is everyone's priority. Maslow's Hierarchy of Needs also considers financial security to be a basic requirement. Financial security enables the teacher to focus on their professional roles without taking economic stress. While financial stability is important, job security is equally crucial, especially during recessions and during uncertainties in organizational policies that may change and impact the long-term commitment and loyalty of teachers. This act of administration or organizational policy demotivates teachers to perform better. Teachers also get motivated to work in a school with better infrastructure.

Infrastructure like play space, spacious classroom, techno-friendly classroom, safe and neat cafeteria and toilet, etc., also plays a vital role in motivating teachers, as a suitable place with accessible resources, safety, and a good environment encourages high performance and keeps them motivated. School leaders are the guardians of staff and teachers. Their mindfulness, resourcefulness, and way of dealing directly influence the staff and teachers. They are the role models for their coworkers. Hence, the style of leadership plays a vital role in which transformational leaders who offer autonomy, appreciation, and growth opportunities instill feelings of belonging and motivation among teachers, making the teacher positive towards the organization. With better leadership, the teachers are motivated to cooperate in difficult times within the organization without expecting a return. Finally, a very unique aspect is the peer relationship and the parent-teacher relationship. Good relations among colleagues and parents serve to boost morale and add resilience by offering support to

enhance personal and professional life through collaboration, shared experiences, and a cooperative work culture.

Along with all the above aspects, the teacher also gets motivated by the recognition they get in the organization. Recognition in the formal and informal programs, whether it is extrinsic or intrinsic, adds energy to the teachers so that they can perform better. Addressing these aspects will contribute to the teacher's motivation, which in turn helps in building a more supportive environment in private schools.

Implications of the Study

This qualitative research aimed to explore the perspectives of teachers in private schools in Kathmandu regarding teacher motivation. Using in-depth interviews, the study searched for opinions on encouraging motivation, challenges, and possibilities to develop a supportive environment. Several key implications from the analysis are identified. These findings will go a long way in recommending motivational strategies to be adopted by private schools that are in line with teachers' needs and expectations. The following implications are drawn based on the findings.

Implications for School Leaders

Realizing that a stable financial foundation is the backbone of motivation, salaries need to be competitive. An increase in salary, grade, and allowances must correspond with qualifications, experience, and relative contributions that meet teacher needs, as stated in Maslow's hierarchy of needs, where financial security comes first.

Job security is to be promoted, and leaders are advised to adopt policies to help retain long-term loyalty and reduce stress caused by potential job loss. This becomes very important, especially during uncertainties like COVID-19. It can be further enhanced through clear communication, clarifying job roles and expectations of staff.

In a well-designed, technology-integrated classroom, a safe and clean environment and a proper learning environment for students to explore, supporting teachers to be self-motivated through student motivation. Leaders are expected to invest in these learning spaces for the assurance of quality education and the development of teachers. Along with spaces and a better classroom, easy accessibility to neat, clean, and well-maintained cafeterias, hygienic toilets, and safe recreational areas will keep up the morale of the teachers. The stress of a teacher is lessened by

these aspects of a supportive physical environment, thus motivating them to discharge their respective roles actively.

School leaders are advised to adopt transformational leadership, ensuring that teachers are given autonomy in their professional matters so that they feel a sense of ownership in what they do. While doing so, the teacher's intrinsic motivation is enhanced, and teachers feel trusted and valued in their positions.

Along with instilling a sense of belongingness among teachers through a better leadership style, the contributions of teachers to the school should be recognized through awards, praise, or opportunities for professional growth to help teachers feel bound to the organization and enhance motivation.

No individual is perfect in themselves; everyone needs support from colleagues and teachers. Whether it comes to maintaining a technically advanced classroom or subjective issues, teachers can perform better when they collaborate with their peers. Schools that make sure that teachers come together to share experiences will enhance morale, increase resilience, and reduce professional isolation. The team-building activities help deepen the interpersonal connections between the teachers and make more positive contributions toward a work culture. Due to the regular collaborative environment, teachers will be motivated, and there could indeed be a high commitment to the goals set out by the school, thereby bringing about an environment that is quite conducive to everyone's benefit, whether students, staff, or the organization itself. Glitches arising due to a student's behavior or being invited by the school system can be resolved by sharing them with peers. The motivation level of teachers increases when they can openly communicate and share their problems. Hence, the school administration may provide enough space for collaboration among the teachers to do their best. Collaboration and peer sharing help in solving their day-to-day problems and support the physical and mental well-being of the teachers. For this, the school leaders are advised to ensure a positive, stable atmosphere, which serves to increase teachers' ability to perform effectively.

It also seems very important to maintain the parent-teacher relationship smoothly in the school. When parents over-interfere in teachers' work and raise questions about their professionalism, they get demotivated. School leaders, as guardians of the entire school system, have to maintain balance and create harmony between teachers and other stakeholders. This may require regular training and workshops involving parents and teachers. Likewise, the private schools of

Kathmandu seem to have a very weak focus on the teacher appreciation part. They are more result-oriented, and many times, the work of teachers is overshadowed. As a leader of the organization, they have to keep a regular record of the work of teachers and reward them in a timely. The reward may be formal, informal, extrinsic, or intrinsic. However, a small word of gratitude in mass during meetings or ceremonies can contribute to significant differences in the performance of teachers. Hence, the school leader, as a guardian of the school community, is supposed to be aware of and sensitive to the physical and mental well-being of teachers. A better leadership style motivates the teachers and takes the organization in the right direction.

Implications for Teachers

Teachers need to be aware of the school's financial policies as well as how to negotiate a salary that is reflective of their experience and performance. Teachers may be involved in professional development training to enhance their skills. Such efforts not only sharpen their skills but also make them very valuable to their schools, thus securing their positions and making them feel more confident in their work. Teachers are crucial people who can bring changes to many lives. So, they have to enrich themselves to be fit for competition by enhancing their skills rather than just complaining about being insecure.

Good peer relationships contribute to emotional support, reduction of stress, and creation of a network for shared learning and mentorship. Peer relationships within the school are expected not to go beyond a professional level. They need to contribute to creating a positive atmosphere in the place where they work. Teachers are in such a prestigious post, instilling patience, personality and positivity. The behavior of parents towards the teacher is influenced by the situation in which they are living. Sometimes, teachers' behavior toward the stakeholders also invites conflict between parents and teachers. To keep the teachers motivated, parents must view the teaching profession and teachers with respect. Teachers can cultivate intrinsic motivation more effectively by adopting a growth mindset, where challenges will be seen as opportunities for personal growth. They can take the initiative to improve through their positive attitude. In addressing these areas, teachers are better able to build a more rewarding environment that benefits them personally, their students, and the school culture.

Implications for Policy Makers

Due to the lack of proper implementation of national policy in private schools, teacher motivation practices seem to be highly neglected. Establishing an appropriate framework and guidelines to monitor the organizational policy uniformly and regularly may bring uniformity among the schools, which might enhance the motivation among the teachers in private schools, too.

Implications for Further Research

Since this study is a narrative inquiry approach to analyze the experiences of teachers, future studies can benefit from methodological extension. By placing researchers in the daily lives of private school teachers, ethnographic methods can offer greater depth in cultural and contextual details. A mixed research design could also yield more in-depth information about the factors influencing teacher motivation in Kathmandu private schools. All of the data's validity, reliability, and generalizability would be improved by this methodological triangulation, which would yield more in-depth information about the research subject.

My Reflection on the Study

Over the last 15 years, the meaning of research, in my understanding, has changed drastically. I completed master's degrees in two different disciplines from TU and began my experience with research as early as my bachelor's program. The research methodology was by far one of the most complicated subjects in my bachelor's because it involved thorough memorization. Honestly, I could not fully comprehend its real-world importance and practical applicability.

I continued to use that same theoretical understanding of research during my master's programs, falling back on rote learning to pass the exams by memorizing definitions and even whole books. There was no theoretical understanding of how I surveyed to gather data and complete my thesis. I limited myself to what I had learned about the theoretical framework and organizing a well-thought-out thesis. To get familiar with thesis writing, I began visiting the central library day in and day out for a few weeks. I went across related theses to refer to and took some ideas from them, paraphrasing them to suit my work. At that time, my understanding of a thesis was very much limited to meeting the academic requirements rather than involvement with the research process itself.

I learned about the generic concepts of research in the early stages of my MPhil journey. The meaning of research then thoughtfully echoes what I was

preparing for or doing in my proposal defense. One of the things that gave me insight into research is the whole serious pattern of going through the field study and regular contact time with my thesis supervisor. With due course of time, through the course, I became enlightened that research does not just mean gathering and presenting information. It is rather a systematic and creative process of exploring, questioning, and uncovering. This learning kept changing with time due to the influence of teachers, assignments, and, most importantly, tangible experience with the process. Now, as I went through rigorously for the acceptance of my thesis, I could explain the research well. The thesis is not a joke nor an easy task. One has to do sleep research, dream research, and swallow research to accomplish the thesis.

As I reflect upon why I chose this topic for my thesis, I realize that it's my passion for the profession and attachment to private schools, which, in today's context, face many challenges. Since I have been a part of a private school in Kathmandu for a long time, I have gotten to observe and study the teachers and school administration closely. During this time, I have gone through many ups and downs in my career as a teacher, school coordinator, academic coordinator, and principal. In my teaching journey, I have changed many schools and seen many turnovers. I have experienced the worst to best private schools in terms of facilities and teacher welfare. The question that has always been in my mind is, why is there no same system in all private schools? In all the private schools, the system and policy are determined by the founder principal, unlike what the national policy says. Talking about how I entered this profession, I am from a middle-class family background living in the center of Kathmandu near Basantapur. Nobody in my family was satisfied, so I chose teaching as my profession. We are six siblings: my elder sister is a doctor, my second sister is an auditor, and my younger brother is an architect. Similarly, everyone was stable in their profession, and they thought I was struggling, as I was the youngest. However, I was very determined and passionate about the profession, and nobody could change my thoughts about it. From my experience, I can relate that one needs to have an innate desire to stick to a particular profession. But after being in the profession, I have seen the realities of private schools and teachers, too. Many teachers I have experienced in my professional journey do not enter this profession by being passionate, but rather as a place where they can practice for other professions. They enter as many private schools need teachers who demand less salary or see academic certificates. I felt this was the central issue that may hamper the

sustainability of private schools in Kathmandu. Especially as I am also a part of a private school, sustainability matters a lot, and I took this research ahead.

From this research, it is clear that teacher motivation practices in private schools in Kathmandu need reformation. The intrinsic and extrinsic motivators for teachers are interrelated and multidimensional. While talking about motivation practices, private schools have a system to motivate teachers. Among all aspects of motivation, financial security seems to be crucial, and everyone needs financial security as a primary need. As financial security is valued, the professional development, positive relationships, and growth-oriented mindset of both the school leader and the teachers seemed equally important to motivate the teachers and create harmony in the organization.

As I reflect upon this study, I realize that teachers seek not only material rewards but also a sense of security, safety, a collaborative environment, opportunities to explore, a growth mindset of the leaders, and a school environment. Teachers who are supported through financial and job security, professional development opportunities, and good peer collaboration in a teaching and learning environment are most likely to be motivated, valued, and connected to their work.

I also understand that the most significant implication for the school leader is to be resourceful and skilled so that each teacher can be treated according to capability and engage in productive work rather than making them work as lower-level employees. When it comes to teachers, they also have to think beyond being materialistic and think from the perspective of the organization, especially during uncertainties like COVID-19. Teachers are to get engaged in both personal and professional growth so that the organizational demand can be met. Not only the experienced work, but teachers needed to be updated and upgraded with time so that the mutual relationship among teachers, students, and the school can be maintained. As financial awareness and stability are essential, teachers have to complement them by updating themselves so that they can upgrade their value to secure jobs and work to meet organizational goals.

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APPENDICES

Appendix A: Research Interview Consent Form

Purpose of Interview

This interview is a part of research for the partial fulfillment of MPhil Degree at Kathmandu University School of Education.

Documentation of Consent

I was given consent with an explanation of the details of the purpose of the interview. I was well informed about the number of times I may have to face an interview. I was assured that there wouldn't be any negative consequences as I took part in the interview. I was assured that I would maintain the confidentiality of my shared experience along with my identity, which would give me access only to the research committee of my M.Phil. I was also informed that my participation is voluntary and I can withdraw myself and my data anytime without any justification. The researcher will maintain all of the above-mentioned research ethics.

Please sign this form to show that we have agreed to its content.

Participant with name: …………………….

Researcher: Minju Shobha Chitrakar

Appendix B:

Interview Guidelines

Background detail

- Qualification
- Years of experience
- No of the organizations worked
- Family background
- Present family status
- School background
- The reason behind joining the teaching profession
- Family connection and interest in this profession.

(Since when did you start teaching? Is it your dream profession? Why did you join the profession? Were your parents happy to see you working as a private school teacher? Why and how did you approach the organization? etc

Questions on Theme 1: Financial Security

- Why did you choose the profession?
- How many organizations have you changed so far? Why?
- What financial security do you expect in an organization?
- What stopped you from changing the organization?
- Apart from salary, what facilities were/ are you provided with?

Questions on Theme 4: Leadership Style

- How do you see the leadership style of the school leader in your experience?
- How do you think it has impacted your profession? Do you think it matters? Please share your experience.
- Is there any example where you or any colleagues were distracted or attracted to the organization or profession due to the behavior of the principal where you worked or working?
- How should the leader motivate the teacher?

Questions on Theme 7: Recognition

- Have you ever been rewarded? How does the policy of the school motivate or demotivate, especially when it comes to recognition?
- As a teacher, did you ever seek recognition, and in what ways? Do you take it as essential/ necessary?

Appendix C:

Sample Interview Transcription

      This is the sample of the interview that I had taken with one of the participants from the private school located in Kathmandu Valley. This is a part of an in-depth interview, which I transcribed below in the original version.

Me: Minju Shobha Chitrakar (Interviewer)

Participant 1: Kalas (Name changed)

Interview setting: This interview was conducted in the school where Kalas works in his cabin. The interview was conducted on November 2023 at 12:15 PM. A week before the meeting, I visited him through the principal of that school, whom I contacted through my husband. I made the appointment a week earlier and got consent through the phone on the same day as well.

Me: Namaste sir

Kalas: Namaskar, welcome to our place. Please have a sit.

Me: Thank you, sir.

Some casual talk………

Me: With your permission, may I record the meeting?

Kalas: Of course, ma'am.

Me: Have you ever thought of being a teacher, or was that your aim from your school days?

Kalas: I've Never thought. I came from Morong. Before Morong, I was from Okhaldhunga, and I passed my SLC in 2043. After SLC, I came to Kathmandu, and as a student, how to survive was the problem as there was a shortage of money. That was the main problem as a student.

As you know, there is a financial problem there. I came, and I joined the campus. At that time, I needed a job to continue my studies, and for that, I needed a job. Fortunately, one of the colleagues of the DT, sir (principal), ST, was studying at the same college as RR College. That time, DT sir, ST sir and MK sir, they three were the pioneers to establish ……… School, and they needed a teacher. And ST asked me for a teacher. As I needed a job, I said okay, and this is how I became a teacher. There was no particular aim. And then, slowly, I learned how to teach what should be done. I enjoyed being with the kids, and indirectly, the passion for teaching has developed

within me unknowingly, and I continued teaching. So that's how I became a teacher, not with any pre-plan but with just a need for money initially.

Me: Was there any other motivator other than ST, sir?

Kalas: No, not really.

Me: What are the difficulties you faced as a teacher?

Kalas: The difficulties that I faced at the time, how to run my studies and how to run the school, also meant how to balance these two aspects. That was challenging for me. Sometimes, I had to prepare for the examination and at the same time do my job, which was difficult for me.

Me: Have you ever thought of leaving the profession?

Kalas: Yes, sometimes in the past, during the early days of my teaching career.

Me: What was your parents' perception of you when they found out that you were a private school teacher?

Kalas: They were happy as I was financially independent, but they wanted me to go for government service.

Me: Sharing my own experience of family pressure… in our society, teaching is not taken as a wow job; how was the perception of your parents?

Kalas: Yes, even today, you will see that no one from the so-called good family chooses the teaching profession. But people want to try in government service due to security. And it's the desire of every parent that their children have a secure future.

Me: How did you convince them?

Kalas: I convinced them by saying that I was a teacher in this school until when I was studying and will definitely try for government service.

Me: This means that at that time, you had the option to keep this job as secondary. Is financial security the reason behind this?

Kalas: Yes, salary and security. The most important thing for me at that time and many others was financial and job security, which is the foundation of government service. That time in 2050/2052, I was inspired by ST sir to apply to Nepal police, and I tried once, no doubt. I also appeared in the interview, and fortunately or unfortunately, whatever it was, I was not selected. And I gave up the idea of joining all these things.

Me: Humm.. that made you turn to this profession and experience a proud teacher

Kalas: Hahaha -………. Really really. It must say it to be coincidence ….

Me: Though your parents were not satisfied, you saw your future in this profession/ school, right?

Kalas: As mentioned earlier, I needed a job to continue my studies, and surviving in Kathmandu is also very tough because a person coming from a remote area is really challenging. After leaving the job, we had to leave the place and go back to the village. Those people who come from out of Kathmandu Valley are especially from remote areas, and life is difficult for them.

Me: In these 33 years, have you worked anywhere else than this school?

Kalas: Yes, I worked in morning classes in two or three other places, but not at the same time; in the daytime, I was totally devoted here. I completed my studies, and then I was free at that time. And I was offered a job at a nearby school, which I accepted.

Me: If you feel comfortable, may I know the names of schools other than this?

Kalas: Yes, I worked as a part-timer in the morning at ABC and XYZ schools…………

ABC school is still there, and I have a good relationship with the principal of ABC. And probably you might be asking why I gave up the school. Hahahaha….. laughs. Regarding XYZ school, management has been changed, and the new management needed the person according to their means; they had their teammates to work there. So, I understood that, and I left. And regarding ABC school, they actually demanded more time, which I could not afford. Actually, at that time, I was teaching only class 10 there. They also demanded class 9 and asked me to give them extra time. It was not possible for me. Okay. So I worked till they managed another teacher, and when everything was okay, I left. It was mutual understanding; there were no other issues. I went enjoyably. Professionalism is one thing, and relationships are another.

Me: when you were working as a teacher in XYZ, what motivational practices did you find there? Why do you think one will choose that school as a teacher?

Kalas: At that time? There was a perfect relationship with the principal sir of that time. His name is SK, and I hear that he lives in America. And actually, he came to my home, and he requested me to take the class there. If someone requests honestly and then if we have time, why not help? It was indeed a morning walk also for me. Another thing is that we bought a home around the school, and I needed money. I need to pay the debt for the loan that I got. And I need to do hard work, extra work, too. For that purpose, I also worked part-time in two more schools.

Me: What about the monetary facilities like PF allowances?

Kalas: You're talking about this school or that school?

Me: XYZ?

Kalas: There was not anything like that. Actually, we used to take tuition classes. Day classes were formal classes, and I taught morning classes. There used to be eight subjects in the daytime. But maybe the students were not happy. They needed some extra to tackle that. So, there were math, English, and science classes, and only three teachers were called in the morning.

Me: In these 32 years in BF, what made you stay here? It's really amazing.

Kalas: Hahahahhh... What attracted me here was that we have just celebrated 25 years. That is the silver jubilee. And maybe if everything goes well after the Golden Jubilee, we'll take the retirement. The relationship between the principals, Sir DT and Sir MK, made me stay here for a long time. They don't treat me as a member of the staff only but as a family member. If I keep changing the school, I need to struggle in every organization. Why go there if I've already made a space here? The good relationship, mutual relationship, and hospitality stop me here. They treat us as a family member; they invite us to essential functions—the cordial relationship with the principal, the facilities, attractive salary, incentives, and other facilities like insurance. To secure the future, the school has provided insurance, which will make us independent after our retirement, and we will not have to depend on our children. Moreover, I don't have to teach many subjects. Just 3-4 periods only in class 10. We have four sections, and we don't have to struggle more or prepare a lot as preparation for one class works for every class. As the classes are horizontal, they are more convenient for teachers.

Me: do you mean the workload also affects motivation?

Kalas: yes, yes. In the initial days of our establishment, we performed many of our duties. Meetings, preparation of programs, exams, etc., comparatively load less these days. That distracted me sometimes, honestly. It's easy and takes less time during exams. Making questions takes time in exams, but after, I get relief.

Me: Did you take the classes in the same grade since you joined?

Kalas: … no. In the beginning, I used to take classes in 4,3, even in preschools, as there were very few students. Even school has also struggled a lot. Many times, I got exhausted due to overload.

Me: What are the aspects other than salary that motivate teachers in this school to do better?

Kalas: No….. ma'am, I want to make clear. What are the other factors responsible for this? As I mentioned, we get regular training motivation from the seniors. Another thing is, here, no teacher is sent by force. Because there is a selection system, they face observation, interviews, etc., and once they pass, they stay here for a long time. There are many teachers here who have worked for 20-25 years. There are more than 20 teachers here who have been working here for more than 15 years. Though I'm the oldest one, they follow me and are happy. But the misery is that today, no young people want to continue in this profession. They target abroad right after a +2 or Bachelor's degree and don't choose the teaching profession. When we announce the vacancy, we do not get good candidates. Another is that they go to government service. Their anticipation expectation doesn't meet here, and that's why they want to go abroad because they want to go overseas. They are not attracted to the teaching profession—especially the private sector.

Me: What are the things that you advocate positively to this profession? As you mentioned two things. One is hospitality

Kalas: Yes, hospitality and cordial relationship and concerned organization, administration. Incentives and salary. There should be a good relationship, no doubt.

Me: What are the intrinsic aspects that have motivated you to work very long?

Kalas: Things….. it is like abstract things. In the private sector, there should be other incentives as well, right? That is also the one motivating factor. We're talking about motivation. There should be good relationships with colleagues and especially parents too. For me, the relationship with my parents also matters. When parents come to complain about unnecessary issues, that demotivates them. When parents give better suggestions and praise the school and teachers for better service, it motivates us better than anything else. We have very cooperative guardians who support us in many ways. Teachers who teach here don't have to pay the fees of their children. The money that you spend on education will be saved. That is also earning—eventually, again incentives and salaries and then a better working environment.

Me: Can you please go for some examples that you mentioned as the environment?

Kalas: The infrastructure, here you can find almost all the facilities that students demand today. When students are happy, it's easy to work. Others are periodic training and recreation, and we organize picnics and other sorts of things. That also

matters, though it is abstract. And sometimes we take the staff for the educational tours. I see that they are highly motivated with all these facilities. As I said, insurance there……….

Me: Is there something like appreciating in mass?

Kalas: Yes, schools evaluate teachers not on the basis of their face but on the basis of their performance. We know that in sports, the coach is taken as capable or successful when their team wins the match. Suppose you might have noticed football matches …….. Especially in SEE, when students perform better, we teachers are appreciated and acknowledged publicly with the cash price and certificate for organizing special functions……

Me: Let's not talk only based on SEE, but overall, do you think the love language, like the verbal appreciation facial expression of a leader, works for motivation?

Kalas: Of course, yes! There is no doubt money is not always the motivation factor. It goes out of topic and talks about brain drain. Timely promotion of teachers along with salary increments is very crucial. Apart from that, as we are emotional beings, it plays an important role. If you are stressed and somebody consoles you talk to you, it reduces the stress and increases efficiency. When we say the leader, we are very much influenced by how he speaks and sees us. The appreciation with a sweet smile that we get is what energizes us to work better here. It may be small, but when he addresses our work in mass, it works and works more than a million dollars.

Me: What about friends? I mean, colleagues here?

Kalas: Of course, it is teamwork. Give the example of a football team… as a school, we are a team, and the team works here, not an individual; in this regard, there should be cordial relationships among the team. Every member of the team has different strengths and weaknesses. There should be mutual understanding, cooperation, collaboration, and so on. Everyone here is working by collaborating. We are provided opportunities to collaborate openly. Another thing is that if you want respect from others, you must respect others. If you wish to get help from others, you must be helpful. A single person cannot do the job. A single major cannot win the war. Naturally, my job demands cooperation. By collaborating and inspiring each other, we have to work smart, not hard. The best example of collaboration we got to see during the COVID-19 Scenario with digital transformation.

Me: That means the relation of peers also matters, right? Have you ever experienced a teacher left because of the conflict between the peers?

Kalas: Here? Humm… sometimes there arises conflict among teachers, but I don't think anyone left only because of that. Teachers typically leave as they get better opportunities in other organizations or abroad opportunities. However, when there is conflict or misunderstanding among teachers, it disturbs the entire environment and demotivates them.

Me: What are the aspects better than here (BF) except gov. job?

Kalas: Again, I come to the same point: salary. Suppose the teacher is getting 40 thousand here and gets 60000 in another organization that attracts them. There is always room for betterment.

Me: Do you mean leadership style? A good relationship cannot stop when it comes to salary.

Kalas: It also depends upon the individual's wish, ma'am. We stayed here for long; it doesn't mean that everybody will feel the same way and will stay here, right….hahahaha. So, we have individual freedom and choices, and what we like most may not be liked by others. So young people, especially, choose to go abroad for higher studies. For master's level, our computer teacher, science teacher. They work for a year or a couple of years, and as they get better opportunities abroad, they leave their jobs. It's not only here; it may be in other organizations as well. I found that not because of administration, but many times, I found teachers are also opportunists. They don't think about anybody, not even students when it comes to their opportunities. They join the organization to prepare for better opportunities, a sad reality. I think they enter the waiting place as चौतारी . They actually keep back up.

Me: What are the significant aspects that make the teacher stay in the profession?

Kalas: You mean motivation factors? Okay, in my opinion, I may be wrong…. It may be my perception, but it doesn't mean that other people should agree with me. It's my view, my opinion. So, number one is salary, which is an attractive salary. Right, so because the teacher has to survive, they have to look after their family to run a family we need money. Second, is maintaining cordial relationships with the teacher administrator with the other staff or other teachers? Yeah, students and parents are also in a cordial relationship. Another is different incentives again apart from salary like as I mentioned earlier as we have? Insurance there and someplace we have that, like you know, nowadays the government is also talking about this Social Security fund. You might have heard that Samajik Suraksha Kosh, right? Yeah, yeah. That

means that that also stops them. We have got the security fund here. Likewise, does periodic training also add fuel to motivation? Scholarships are given to the children of teachers, regular recreation activities, parent-teacher relationships, the nature of school leaders, etc.

Me: Top of all, does money add energy? haha haha

Kalas: yes! It adds energy and motivates them, and changes according to the time have to be brought. Sometimes school provides dresses, let's say uniforms. Okay. If 50% is provided by the school and 50% by staff, it can also add motivation. That may not be a significant amount, but it plays a big role in motivation. So, these are, I think, some of the essential factors.

Me: What about the leadership style?

Kalash: Democratic. It's democratic. It shouldn't be autocratic. School leaders are our guardians, and they should understand the mentality and psychology of the teachers. Junior should also get respect. There must be some guiding principles also. In the organization, there live much staff apart from teachers like the security guard, canteen manager etc. School leaders must bring all of them in one frame and treat them equally. This is what we are experiencing here.

Me: My question is regarding the overall team, from fresher to the old. How are the leaders able to convince everyone here, or what is the best part of leaders here?

Kalas: You mean the necessary characteristics of leaders? Effective leadership encourages better relationships between staff and school leaders. This is apparent here in a collaborative and communicative environment. Additionally, effective management strongly contributes to the upliftment of the overall organization. Leadership is not just only through appreciation but also through reward and accountability. Reward and punishment make up some of the basic components of leadership. Here, we still believe in this. If someone does not perform a duty well and negatively impacts an organization's reputation, then proper action, like hiring and firing, has been taken. This creates accountability and maintains standards in the organization.

Me: what is the best part that you've learned from leaders so that you can motivate subordinates? From the beginning to now, what has actually motivated everyone is not only relationships.

Kalas: I think that if a leader is not skilled, then I don't think everyone is motivated. There occurs the backbiting and teasing of the leaders and blame them for not being

competent. What I learned is how to balance personal and professional life. How can we maintain good relationships with all the members of the organization, including parents and the community? As a leader, one has to show guardianship, especially during difficult times like the COVID-19 scenario. The assurance from the school leader works as "संजीवनी बुटी." I learned to be diplomatic and handle difficult situations, balancing everyone.

Me: When students and parents come up with complaints about the teachers, how do the leaders handle the situation? What is done to the teacher?

Kalas: We actually have a work division according to the post given. Regarding classes, we have five sections, and we have a class coordinator who keeps all students' records, monthly records, marks, student's behavior. The teachers having classes in all five sections will be given that responsibility. The class coordinator handles those responsibilities. We have different class coordinators for other courses. So when the parents approach them, even from reception, they recommend the class coordinator. Suppose they are from class 9, then reception asks particular parents to meet L… sir. They will deal first of all and then approach the subject teacher.

Me: What are the responsibilities of the Principal?

Kalas: Only crucial type of problems approach to principal sir. Otherwise, we are also there, but some parents who have personal relationships with the principal sir, directly approach the principal sir and talk. Sometimes, from the principal's desk, they are sent back to meet the concerned authority. And ask them to return if they are not convinced. Most of the parents are satisfied with the system as we keep all the data, and our data speaks there.

Me: Are the teachers skilled enough to convince parents?

Kalas: Yes! They are skilled, and we are also there. You know, most of the time, the experience matters. What is the expectation of the parents, more or less, we know. It may be the personal focus, handwriting, s, study etc., so we are reforming with that. Sometimes, some parents are too angry, and there may be tussles. To handle these situations, we are given professional development training where we get to learn so many things. This also helps to get out of these problems. The principal or chairman typically handles serious issues.

Me: As a teacher, you are influenced by the leader, right?

Kalas: Yes, leaders here have democratic qualities, not autocratic. They understand the feelings of staff also. We don't have to make an appointment to meet the principal, sir; instead, we can approach him at any time. You share your problem, and we'll solve it. But if it is related to your negligence…… if your subordinates are doing injustice, there is a Supreme Court. If the district court is not able to bring justice, we have a higher court to appeal to, like that person in the hierarchy. Okay, but they don't show bias; they respect the quality of the teacher/person. Leaders should have that quality; I mean, principals, sir/ma'am, are supposed to be good evaluators of work. In different meetings held at other times, we were praised for good work openly and provided feedback and suggestions in private.

Me: In these 33 years, have you ever felt that you are not satisfied from a motivational perspective?

Kalas: Thinks…. as a human nature, we might have some positive things and maybe negative things as well. It's very relative; when I look at my friends in good posts, it makes me regret my job—influenced by their comfortable lifestyle. When I see my colleagues who are still struggling in their profession, I am satisfied. And another thing is that I stayed so long here, it's a kind of affection with organization and children? This means if we don't love children, this is not the best profession for you. So, a sort of passion is there. So, because of this, also I stayed here. Another thing I mentioned is a cordial relationship, and that also matters to me.

Me: That means the primary reason behind attraction and distraction sometimes have. The position of friends and relatives in other institutions, right?

Kalas: How the teachers of private schools are taken by society is different with low respect. There is a joke I want to tell, a father asked a son- तिमी काम के गर्दै छौ?

Son says: म private school मा पढाउदै छु।

Father further asks: होइन काम चाहिं के गर्दै छौ?

Son says: म private school मा पढाउदै छु।

Father further asks: होइन काम चाहिं के गर्दै छौ?

This example shows that teaching in private schools is not taken as a profession by a majority of people in our society. Another fact is if you join the police force, after a few years, your post will be upgraded to SP, SSP, etc., but the bitter reality is that what happens is a lifetime teacher from beginning to retirement. Hahahahhh laughs….. gives an example to levels of government officers and teachers.

Me: It means though you are in a prestigious post having more salary than government scale, with all facilities such as PF, SSF, insurance, incentives etc., more satisfaction with cordial relationships and better leadership, yet as a teacher, you think that there is some lack of motivation practices.

Kalas: As I said, there is always room for improvement. No doubt, If you stop, there won't be progress. So, further improvement, according to time, is required for the teacher or the organization.

Me: As a vice principal, what do you think is the vital aspect that needs to be improved in this school? In terms of motivation? For wow …

Kalas: humm…… in terms of motivation… as I said earlier, there is always room for improvement. I mean the salary should be more, you know, timely increment not only for me but for all colleagues as per the performance. We have to see the organizational capacity as well. We should be optimistic; if we are pessimistic, that's not good. Timely increase within the capacity of the school. Insurance facilities, SSF, and security funds should be increased and should be brought in according to time changes.

Me: Do you think love language works?

Kalas: sorry?

Me: I mean appreciation of good works, works?

Kalas: It works more than a million dollars. One good word can change the mentality of most people. This enhances efficiency and adds a sense of belongingness among teachers. Appreciation in mass brings positive change. A positive attitude and positive vibes are essential for teachers, especially as we are working with many children. Appreciation can be verbal, non-verbal, monetary or non-monetary. There is a saying in Nepali, "के खोज्छस कानो आँखो" as per the expectations of the staff, the management should understand the necessity of them and vice versa. Teachers need to work hand in hand, shoulder to shoulder. We are complimentary to one another. Then, only a win-win situation will exist.

Me: finally, if you want to convince me to join this institution, what are the things you would put forward? As you said, young are distracted.

Kalas: if you were here, laughs …..….. if you would come here, then you have a bright future here. You can take my example. I've been working here for a long time, and I have everything I need. I'm pleased that I earned enough, and I get appreciation

from parents and students. I am rewarded and upgraded according to my performance. I've been working here for the last 33 years, and you have job security if you are devoted. Don't get discouraged; you will get everything that you need, but you need to work hard. Be honest and sincere in your profession, and then you will definitely be rewarded.

Me: How is the principal?

Kalas is competent, capable, motivating, hardworking, innovative, democratic leadership rather than autocratic, and always emphasizes work to be done and is result-oriented. Hindi saying" जो दिखता हे वो हि बिकता हे" | means your work and results should be seen, and parents and others should also appreciate you. If you work in that way, we will also give you priority.

Recording stopped…… some informal talk.

Me: Thank you, sir!

Kalas: you're most welcome, and feel free to visit any time