

TEACHERS' NARRATIVES ON STUDENT MOTIVATION IN PRIVATE  
SCHOOLS

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A Dissertation

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## AN ABSTRACT

of the dissertation of *Ramesh Shrestha Pradhan* for the degree, *Master of Education in Leadership and Management*, presented on *1 June 2025*, entitled *Teachers' Narratives on Student Motivation in Private Schools*.

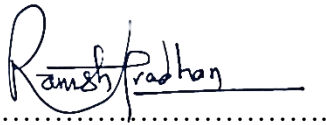
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This study explores and analyzes the stories of teachers about how they perceive, respond to, and influence students' motivation in the classroom at private schools in Kathmandu, Lalitpur, Bhaktapur, and Kavrepalanchok, Nepal. Six teachers were selected from four private schools for an interview, employing a narrative inquiry methodology. Five key themes have emerged from the stories of teachers: the effectiveness of external rewards such as scholarships and material incentives, providing autonomy support by allowing students to choose their preferred learning, counseling for intrinsic motivation by understanding students' learning difficulties, the impact of teacher-student relationships, and family involvement for motivation. However, family involvement has been considered a foundation for intrinsic motivation. This study reveals that extrinsic motivation is effective for immediate results but is not as sustainable as intrinsic motivation, which is important for long-term academic success and achievement.

Teachers have emphasized the importance of a supportive learning environment to fulfill the psychological needs of students for autonomy, competence, and relatedness, aligning with Self-Determination Theory by Ryan and Deci. Financial limitations of families, problematic home environments, student a motivation, and teachers' own lack of motivation due to poor working conditions have been identified as barriers to student motivation. This study recommends that teachers apply counseling methods for a friendly and supportive learning environment,

collaborate closely with parents to address any family-related obstacles, and apply various teaching strategies, such as peer learning and project-based activities, to engage students with diverse learning interests. The administration of the school should ensure fair workloads, provide necessary resources, and offer emotional support programs to teachers for their motivation and well-being. Education Policy should mandate teacher training programs and include student motivation in the school curriculum. The study also recommends that these findings are essential for creating and maintaining both extrinsic and intrinsic motivation, eventually leading to better academic success and overall development of students. Finally, this study recommends that policymakers include student motivation in education policy as a core component of the learning environment and provide financial support to both schools and families as needed.

A handwritten signature in black ink, reading "Ramesh Shrestha Pradhan". The signature is written in a cursive style with a horizontal line extending to the right. Below the signature is a dotted line.

1 June 2025

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## शोध सार

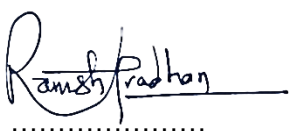
शैक्षिक नेतृत्व तथा व्यवस्थापनमा स्नातकोत्तर डिग्रीको लागि रमेश श्रेष्ठ प्रधानको शोध प्रबन्धको शीर्षक " निजी विद्यालयहरूमा विद्यार्थी प्रेरणासम्बन्धी शिक्षकहरूको वर्णन" १८ जेठ २०८२ मा प्रस्तुत गरिएको थियो।

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सह. प्रा. शेषकान्त पंगेनी . पीएचडी  
शोध निर्देशक

यो अध्ययनले नेपालको काठमाडौं, ललितपुर, भक्तपुर र काभ्रेपलान्चोकका निजी विद्यालयहरूमा कक्षाकोठामा विद्यार्थीहरूको प्रेरणालाई कसरी बुझ्छन्, प्रतिक्रिया दिन्छन् र प्रभाव पार्छन् भन्ने बारेमा शिक्षकहरूका कथाहरूको अन्वेषण र विश्लेषण गर्छ। कथा अनुसन्धान पद्धति प्रयोग गरेर, छ जना शिक्षकहरूलाई चार वटा निजी विद्यालयहरूबाट अन्तर्वार्ताका लागि छनोट गरिएको थियो। शिक्षकहरूका कथाहरूबाट पाँच मुख्य विषयहरू देखा परेका छन्: छात्रवृत्ति र भौतिक प्रोत्साहनहरू जस्ता बाह्य पुरस्कारहरूको प्रभावकारिता, विद्यार्थीहरूलाई उनीहरूको मनपर्ने सिकाइ छनौट गर्न अनुमति दिएर स्वायत्तता समर्थन प्रदान गर्नु, विद्यार्थीहरूका सिकाइ कठिनाइहरू बुझेर आन्तरिक प्रेरणाको लागि परामर्श, शिक्षक-विद्यार्थी सम्बन्धको प्रभाव, र प्रेरणाको लागि पारिवारिक सहभागिता। यद्यपि आन्तरिक प्रेरणाको आधार पारिवारिक सहभागितालाई मानिएको छ। यो अध्ययनले देखाउँछ कि बाह्य प्रेरणा तत्काल परिणामहरूको लागि प्रभावकारी छ, तर यो आन्तरिक प्रेरणा जत्तिकै दिगो छैन, जुन दीर्घकालिन शैक्षणिक सफलता र उपलब्धिको लागि महत्वपूर्ण छ।

शिक्षकहरूले विद्यार्थीहरूको स्वायत्तता, क्षमता र सम्बन्धितताका मनोवैज्ञानिक आवश्यकताहरू पूरा गर्न सहयोगी शिक्षण वातावरणको महत्त्वलाई जोड दिएका छन्, जुन रायन र डेसीको आत्म-निर्धारण सिद्धान्तसँग मेल खान्छ। पारिवारिक आर्थिक सीमितताहरू, समस्याग्रस्त घरेलु वातावरण, विद्यार्थीहरूको अभिप्रेरणाको कमी, र खराब कार्य अवस्थाका कारण शिक्षकहरूको आफ्नै अभिप्रेरणाको अभावलाई विद्यार्थी अभिप्रेरणाका बाधकहरूका रूपमा पहिचान गरिएको छ। यो अध्ययनले सिफारिस गर्छ कि शिक्षकहरूले मित्रवत र सहयोगी सिकाइ वातावरणका लागि परामर्श विधिहरू प्रयोग गर्नुपर्छ, पारिवारिक समस्याहरूलाई सम्बोधन गर्न अभिभावकहरूसँग निकट सहयोग गर्नुपर्छ, र विद्यार्थीहरूका विविधतापूर्ण सिकाइ रुचिहरूलाई आकर्षित गर्न साथी शिक्षा र परियोजनामा आधारित गतिविधिहरू जस्ता विभिन्न शिक्षण रणनीतिहरू प्रयोग गर्नुपर्छ। स्कूलको प्रशासनले निष्पक्ष

कार्यभार सुनिश्चित गर्नुपर्छ, आवश्यक स्रोत-साधनहरू उपलब्ध गराउनुपर्छ, र शिक्षकहरूको प्रेरणा र कल्याणका लागि भावनात्मक सहयोग कार्यक्रमहरू प्रस्ताव गर्नुपर्छ। शिक्षा नीतिले शिक्षकहरूका लागि प्रशिक्षण कार्यक्रमहरूलाई अनिवार्य गर्नुपर्छ र विद्यार्थी प्रेरणालाई विद्यालयको पाठ्यक्रममा समावेश गर्नुपर्छ। अध्ययनले यी निष्कर्षहरू बाह्य र आन्तरिक दुवै प्रेरणाको निर्माण तथा स्थापना गर्न अत्यावश्यक रहेको र अन्ततः विद्यार्थीहरूको शैक्षिक सफलतामा सुधार र समग्र विकासतर्फ नेतृत्व गर्ने सिफारिस पनि गरेको छ। अन्त्यमा, यस अध्ययनले नीतिनिर्माताहरूलाई विद्यार्थीहरूको प्रेरणा शिक्षानीति अन्तर्गत सिकाइ वातावरणको एक प्रमुख अवयवका रूपमा समावेश गर्न र आवश्यक परे विद्यालय र परिवार दुबैलाई आर्थिक समर्थन उपलब्ध गराउन सिफारिस गर्दछ।



रमेश श्रेष्ठ प्रधान  
उपाधि उम्मेदवार

१८ जेठ २०८२

This dissertation, entitled *Teachers' Narratives on Student Motivation in Private Schools* presented by *Ramesh Shrestha Pradhan* on *1 June 2025*.

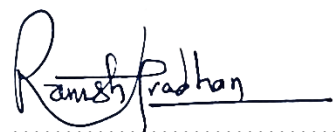
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I understand that my dissertation will become a part of the permanent collection of the library of Kathmandu University. My signature below authorizes the release of my dissertation to any reader upon request for scholarly purposes.

  
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1 June 2025

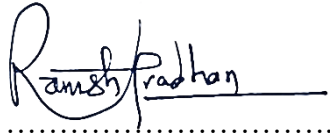
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## DECLARATION

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.

A handwritten signature in blue ink, reading "Ramesh Shrestha Pradhan", written over a horizontal line. Below the line is a dotted line.

1 June 2025

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## DEDICATION

To my role model, my beloved late father, for his immense love and support.

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I extend my sincere thanks to the participants of this study, Mr. Om Prakash Dhungel, Nabin Bogati, Bikram Tamang, my classmates, friends, and relatives, who have been an integral part of this journey.

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## ABBREVIATIONS

BEd	Bachelor of Education.
BBS	Bachelor's in Business Studies
CAS	Continuous Assessment System
COVID	Coronavirus Disease
ECA	Extracurricular Activities
GDP	Gross Domestic Product.
GPA	Grade Point Average.
IBDP	International Baccalaureate Diploma Program
ICT	Information and Communications Technology
KUSOED	Kathmandu University School of Education
MEd	Master of Education
MA	Master of Arts.
NCF	National Curriculum Framework
Rs	Rupees
SDT	Self-determination theory
SEE	Secondary Education Examination
SESP	School Education Sector Plan
TLM	Teaching/Learning Materials
TPD	Teacher Professional Development
VOIP	Voice over Internet Protocol

## CHAPTER I

### INTRODUCTION

This chapter provides background information by examining the sources of inspiration for the research topic. It discusses how private schools are believed to be better academic options for parents and students for academic success. The chapter summarizes the goal of the study, justification and limitations, including the research question and the significance of this research.

#### **Setting the Context Through My Inspiration**

Twenty years have passed since I left school in Nepal and moved abroad for employment, when there were only a few private schools, recognized for strong academic excellence. According to Thapa (2012), students at private schools perform better academically than in public schools, a trend that continues to shape educational choices even today. Over the years, I have observed a growing realization among parents to provide quality education for their children, where private schools have become the first choice.

Private school enrollment has undergone a significant transformation over the past 20 years, nearly tripling from 11.23% of total enrollment in 2000 to 29.67% in 2022 (World Bank [WB], 2023). This increase shows a substantial change in the importance and priorities of education, especially in urban areas like Kathmandu. For instance, the Kathmandu metropolitan city recently added 6,566 students to classes 1–9 and 5,514 students to early childhood development classes (Kathmandu Metropolitan City, 2024). The sharp increase in remittances has been the primary source for this change, where personal remittances increased from 2.4% in 2001 to 24.1% in 2020 (WB, 2023), in terms of GDP. Remittance-receiving families are more likely to invest more in education and send their kids to private schools (Sharma & Zaman, 2020).

I observed similar trends, as the parents work abroad to financially support their kids back home and send them to private schools, which are typically more costly than public ones. According to Kunwar (2021), private schools in Nepal provide a nearly guaranteed chance of success. For example, just after one year in a private school, a friend in Kathmandu noticed a significant improvement in his child's grades and enthusiasm for learning. The statement of my other friend, *"I will retire*

*once my son achieves a degree and starts supporting the family,"* reflects a strong belief in private education, as do many other parents.

Nevertheless, some research argues that private schools may not actually offer as many academic advantages because students' performance is positively impacted only by competition, and the effect is not very sustainable (Thapa, 2012). Concerns about equity have also been raised in private education, where boys enroll at a rate 14% higher than girls, and over 60% of students are mostly from rich families (Bhatta & Pherali, 2017). In this way, we may expect continued growth of social inequality.

Several interconnected factors can contribute to the success of private schools, where students' motivation has been recognized as an integral part. Research also highlights that teachers who are self-motivated and enthusiastic, with a good classroom environment, are also important for motivation (Shrestha, 2021). The culture of the school is an essential aspect because unsupportive cultures may burn out teachers and decrease their motivation. Still, supportive school environments are usually associated with improved teacher performance and increased student engagement (Shrestha, 2021). These relationships are pertinent in private schools, where daily interactions between teachers and students significantly affect student motivation.

### **Knowing Student Motivation and Teacher's Role**

According to Seifert (2004), student motivation plays a crucial role in students' academic performance, well-being, and overall success; therefore, it is a key component for academic success. It is the internal and external factors that drive students to better engagement in learning activities, persist in their efforts, and achieve their educational goals. Shamloo and Cox (2009) argue that motivational forces can be described in two main categories: intrinsic, that arise from curiosity or pleasure. For example, someone might study math because he or she simply loves and finds it interesting. Extrinsic motivation is influenced by external factors such as rewards, recognition, etc. For instance, a student might work hard to achieve good grades because he or she wants to earn a scholarship, receive praise or rewards from his/her teachers, parents or guardians.

According to Schuitema et al. (2016a), teachers play an essential role in motivation by creating a positive learning environment and encouraging independence in the students. When teachers encourage students to take ownership of their learning, it positively impacts their self-regulation, overall achievement, and



even control of their lives. By recognizing the personal interests of students and allowing them to learn on their own, learning can increase motivation. The study by Ferlazzo (2015) highlights that teachers are the ones who connect students with their identity, interests, and values by allowing them to make choices. Schuitema et al. (2016a) and Stearns (2013) also highlighted teachers' support for the development of personal interest, engagement, and providing ownership to students so that motivation can be cultivated.

Danielson (2007) argues that teachers help students by giving them more responsibility and involving them actively in the learning process, which includes allowing students to set their own goals and objectives. Researchers have highlighted a strong connection between how students perceive autonomy support from teachers and their ability to regulate their learning, which can also impact motivation.

According to Sigalingging et al. (2023), rewards are the powerful tool for extrinsic motivation, may gradually shift to intrinsic motivation which can be achieved by personalized rewards that is aligned with the interest of students. Ninković et al. (2022) claims that their parent's educational backgrounds can highly influence students' motivation, the methods of teaching who uses ICT tools, organized lessons plan, access to books with a friendly and resource-rich learning environment with positive learning environment which may also promote cognitive and academic growth for the students. Abdel Aziz (2024) highlights that encouraging an educational environment and a resource-rich learning environment with access to learning materials plays a vital role in motivation. Students are more likely to be motivated by schools with a favorable learning environment that offers intellectual development opportunities. Poudel (2022) highlights that the larger cultural and social context, such as linguistic and national conditions, may impact students' motivation. For example, the learning motivation of students' level of involvement can be affected by the language of teaching structure and nature.

According to Rai et al. (2022) and Turganbayeva et al. (n. d.), teachers play a critical role in a nurturing and engaging learning environment with strategies like rhymes, play-based learning, and creative activities to grab students' attention and avoid monotonous teaching practice. Comprehensive and context-specific planning with interactive pedagogy, emotional support, and systemic planning is also required for motivation.

Ustilaite et al. (2023) argue that positive reinforcement is achieved through affectionate interactions, praise, and awards, further developing a supportive learning environment in the classroom. Students' cognitive and emotional engagement can be increased when lesson content is connected to their real-world experiences, that gives purpose and relevance to their learning. K.C. (2017) highlights the importance of teacher self-motivation, which arises from their salary scale, professional recognition and supportive work environments. According to Adamu and Yusuf (2015), teachers are also prepared to maintain high levels of student engagement through professional development programs such as motivational psychology and contemporary teaching techniques. Turganbayeva et al. (n.d.) affirm that structured lesson planning, which incorporates organized intellectual tasks and explicit objectives, is also required to cultivate curiosity and cognitive discipline for student motivation. Ninković et al. (2022) further highlight the importance of the training and resources; incorporating information and communication technology (ICT) into the classroom might also increase motivation.

I personally stand with intrinsic motivation for long-term students' engagement in learning, as researchers claim that when curiosity, interests, and satisfaction drive kids, they are likely to dive deeper. Research also has highlighted that students who are internally motivated stick with challenging tasks longer, develop better learning habits as they're not just doing it to get a gold star or avoid punishment, but they're doing it because they genuinely find it rewarding or interesting. Some study also shows that when teachers provide control over students' learning, it can drive their motivation way up. Most importantly, connecting lessons with the students' interests can also make a huge difference in learning. Active learning approaches such as solving real problems or creating something meaningful seem to work much better than passive lectures, making their learning more engaging rather than just dangling with rewards. Rewards and recognition have their own place, and sometimes students need that initial push to get started on something new. Teachers can use praise, grades, or small rewards strategically to get students' engagement at first, but research also warns that relying too much on external motivation can backfire in the long run. Students might lose interest once the rewards go away or focus only on getting the reward rather than on actual learning. Helping students discover with their own willingness to learn is the most powerful thing educators can do for lifelong learning, not just temporary compliance. The culture of

the school is important for teachers' performance and increased student engagement (Shrestha, 2021).

### **Statement of the Problem**

According to Devkota and Giri (2020) and K.C. (2017), student motivation is widely accepted as playing a critical role in academic success, influencing learning outcomes, classroom climate, and instructional success. The study conducted by Silwal (2025) and K.C. (2017) also suggests that motivation can influence teacher effectiveness and student accomplishment, enhancing the standard of teaching and learning. Generally, teachers are in regular touch with students in the classrooms, but there is no research to understand their experiences and viewpoints. Most previous research has concentrated on measuring motivating variables or studying teacher motivation.

According to Pandey (2023), the stories of teachers are important for various reasons, such as their close bonds with students, which uniquely position them. Silwal (2025) also discusses that teachers' insights can guide school policies and classroom practices, creating a more stimulating and encouraging learning environment. Silwal (2025) and K.C. (2017) both emphasized the opinions of teachers for professional development programs and assisting administrators in addressing motivational issues. Most importantly, other schools may adopt similar teaching strategies for motivation, which private schools promote and nurture. Devkota and Giri (2020) and Silwal (2025) highlight the importance of motivation in educational outcomes, but most of the research in Nepal and around the world has focused on student self-reports or parental perspectives. Teachers' contextual understanding and practical knowledge have not been thoroughly investigated and explored. Therefore, research that is investigated methodically and analyzed accordingly is desperately and urgently needed.

The study by K.C. (2017) and Pandey et al. (2022) highlighted motivational frameworks, but no one has explored how teachers perceive and foster motivation in their classrooms. Most importantly, the context of these private schools in Nepal is known for competitive syllabi with diverse students. And this oversight may limit the development of context-sensitive strategies for classroom engagement, guiding professional development, and addressing systemic challenges in the private education system. This gap can make it harder to understand the valuable and relevant ways for class participation, teachers' training, and other difficulties teachers might

have. If this research is not conducted, school policies, teaching strategies, and teachers' training programs may continue to rely on basic or misaligned methods. Continuation of such practices may cause limited achievement for students. Additionally, the academic community would miss the opportunity to develop a more holistic understanding of motivation, which includes the crucial perspectives of teachers, eventually deterring efforts to create more effective and equitable educational environments.

### **Purpose of the Study**

The purpose of this study is to explore and interpret narratives of teachers from private schools about students' motivation to uncover the complex and subtle nature of motivation, including how teachers perceive, respond to, and influence student motivation in the classroom by examining their lived experiences and perspectives.

### **Research Question**

This study is guided by the following research question:

1. How do teachers in private schools narrate their stories about student motivation?

### **Rationale of the Study**

As researchers have highlighted private schools for their academic excellence, families are attracted to private schools where student motivation stands as a pillar of academic success; nevertheless, teachers' perspectives have not been thoroughly explored and examined. Limited information is available on teachers' strategies and challenges in motivating students. This study examines teaching approaches, obstacles and the nuanced connection between student motivations and academic achievement. The research is conducted so policymakers, school administrators, teachers, and parents can share motivational strategies and practical solutions to the challenges. The study also explores socio-cultural influences on educational practices, with particular attention to the unique cultural and contextual factors in private schools of Kathmandu, Lalitpur, Bhaktapur and Kavrepalanchok, Nepal.

According to Ryan and Deci (2020) and Güngör and Gülbahar (2021), private schools are typically considered to have enhanced resources, structured environments, and higher academic expectations. Their research also reveals that these advantages do not automatically ensure students' sustainable motivation; a decrease in motivation for students has also been found in both studies, despite all favorable school settings.

Ryan and Deci (2020) highlight that intrinsic motivation might be slightly higher in private schools, but amotivation and uneven motivational benefits remain challenging. Additionally, Skaalvik and Skaalvik (2017) and Klassen and Chiu (2011) emphasize that institutional factors such as appreciation, workload, and participation in decision making also affect the motivation of both teachers and students. Together, these findings reveal a persistent gap between motivational theory and practical implementation in educational circumstances.

This study explores various aspects of student motivation, addressing a significant gap in existing research. This research seeks to bridge the gap between motivational theory and practice by exploring teachers' perspectives, strategies, and the challenges they face in motivating their students. Additionally, the study covers socio-cultural aspects of educational practices. Findings have been shared with policymakers, school administrators, teachers, and parents, offering lived experiences of teachers for challenges and context-specific strategies for student motivation and academic success.

### **Delimitation of the Study**

Previous research has highlighted several factors that influence student motivation, but I have limited my study to the impact of gender, location, teaching subject, context, cultural background and age. The study is limited to teachers working in private schools of Kathmandu, Lalitpur, Bhaktapur and Kavrepalanchok, and this study does not include public or community, religious or international schools; therefore, findings may not be generalized to other regions or internationally.

### **Chapter Summary**

This chapter connects with my personal observation about this research topic and educational conversion over twenty years, where private school enrollment almost tripled from 11.23% in 2000 to 29.67% in 2022, largely driven by growing remittances from 2.4% to 24.1% of GDP. I have discussed the theoretical framework, including intrinsic and extrinsic dynamics. Teachers have been emphasized for their important role, but no one has explored their perspectives until now. I provided a statement of the problem along with the purpose of the study to explore and interpret teacher narratives guided by the research question: "How do teachers in private schools narrate their stories about student motivation?" Finally the chapter provides a rationale for bridging the gap between motivational theory and practice by delimiting specific focus of the study.

## CHAPTER II

### LITERATURE REVIEW

This chapter explores the significance of student motivation for teaching, learning, academic achievement, and the engagement process. It studies intrinsic and extrinsic motivation, their impact on academic success, and strategies for fostering motivation. The chapter also reviews theoretical frameworks, empirical findings, and policy effects, identifying gaps for this research.

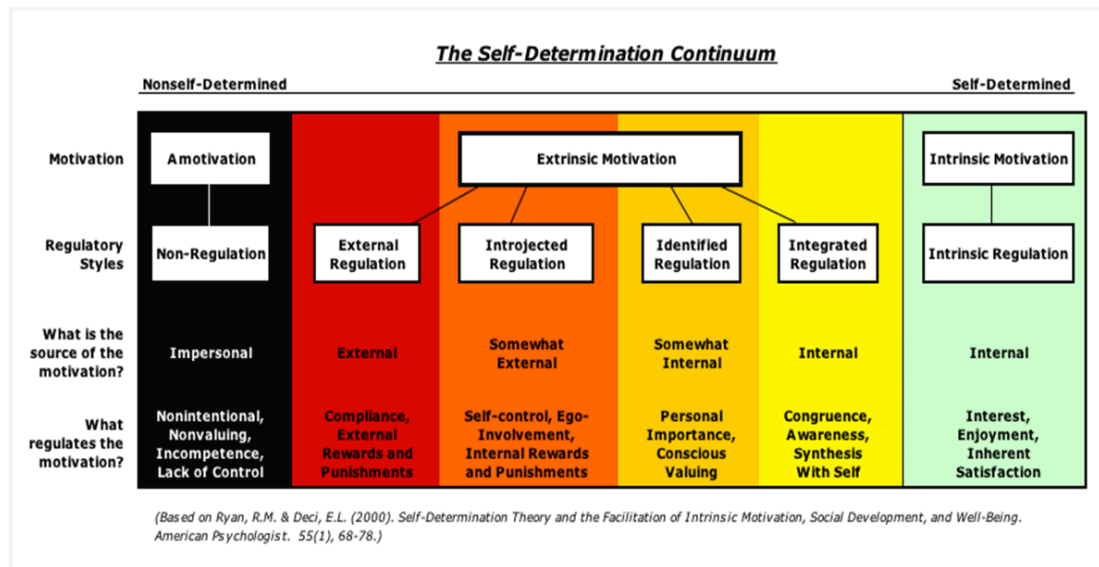
#### **Theoretical Frameworks of Student Motivation**

Several theories about motivation have emerged over the years. Maslow's Hierarchy of Needs suggests that motivation is influenced by fulfilling hierarchical needs, from physiological to self-actualization. Herzberg's Two-Factor Theory distinguishes between motivators and hygiene factors. The Self-Concordance Model theory emphasizes the alignment between intrinsic interests and personal goals. Alderfer's ERG theory further breaks down these needs into categories of existence, relatedness, and growth, while McClelland's achievement theory highlights the desires for affiliation, power, and achievement. All these theories mostly concentrate on outside motivators or general needs categories, which are not wholly appropriate for educational settings.

A motivational psychologist, Edward Deci and Richard Ryan spent over 40 years developing Self-Determination Theory (SDT), a framework that explains how motivation works and affects our development and well-being. Later, many psychologists around the world contributed to the idea and made it widely accepted and well-supported. Self-Determination Theory (SDT) is a comprehensive framework that has been used to explain how individuals thrive within many life domains, especially in educational contexts, which defines motivation as a continuum from intrinsic motivation (doing something because it is inherently interesting or enjoyable) to extrinsic motivation (doing something for external rewards or to avoid punishment).

According to SDT, the quality of motivation is determined by the degree to which it is self-determined or autonomous. The theory posits that the students experience optimal motivation when three basic psychological needs are satisfied: autonomy (the need to feel in control of one's actions), competence (the need to feel

effective and capable), and relatedness (the need to feel connected to others) that leads to higher engagement, better performance, and greater well-being. Conversely, when these needs are dissatisfied, motivation becomes more controlled or even absent (Amotivation) in some cases, resulting in lower engagement and poorer outcomes. SDT has been effectively applied in educational settings in teaching and learning environments, fulfilling these psychological needs.



(Deci & Ryan, 2000)

The Brainwaves Video Anthology (2017) states self-determined motivation is something enjoyable and interesting, which holds significance in learning. Someone doing something to avoid punishment is like slavery work, rather than anything a motivated person does for pleasure. The typical way of recognizing motivation is to get someone to do something (for extrinsic reasons) instead of satisfaction, enjoyment, or appreciation from the activity itself. Researchers show that people who are autonomously motivated mostly perform better and invest more effort in learning. Video Anthology (2017) highlights the fundamental psychological needs critical for well-being with autonomy, competence, and relatedness. People are more likely to be autonomously motivated when these needs are fulfilled, which leads to better performance and well-being. Autonomy is the most essential element needed according to SDT, where people control their actions and are intrinsically motivated, interested, and value what they do.

According to Brainwaves Video Anthology (2017), extrinsic motivation can be autonomous later as we value the activity instead. For instance, if someone does

something due to something, they can start to enjoy and change the nature of their activity to intrinsic motivation. The core idea in SDT is to optimize the outcomes of students and design surroundings that fulfill these innate basic needs so that students are motivated and perform better. The concept of SDT is to ensure students have autonomy as they want to do something, are more engaged, perform better, and are happier.

The study by Nyuhuan (2024) highlights that SDT-based approaches nurture a more captivating and self-motivated learning environment, ultimately encouraging lifelong learning attitudes among children beyond traditional rewards such as punishment systems. Oszwa and Knopik (2023) argue the relevance of SDT in educational environments, shedding light on its ability to motivate by addressing intrinsic motivation. According to Conesa et al. (2023), the practical advantages of SDT in education are that teachers are educated with SDT principles, they can enhance students' proactive involvement that worked greatly even during tough times like COVID-19 pandemic.

According to Suardin et al. (2023), the significance of psychological elements can support educators in creating supportive and caring learning environments. In the realm of physical education contexts, a study by Llanos-Muñoz et al. (2023) proposes the SDT-based initiative to elevate students' motivation for physical activity, showing the adaptability of the theory across various educational contexts. SDT explains extrinsic motivation through different regulation types that define a person's sense of action control as developed by Deci and Ryan (1985, 2000). In external regulation, the highest control exists because people are motivated by external rewards or punishments; for example, a student may show introjected regulation when they perform homework because they want to avoid feeling shame or guilt. People who identify the value of activities can perform tasks at this level of regulation. A person's identity fully integrates with a behavior as integrated regulation, so the study becomes part of their responsibility. In Self-Determination Theory, a motivation occurs when someone feels completely unmotivated because they don't believe they can succeed or feel disconnected from their actions.

The (SDT) theory by Edward Deci and Richard Ryan has been applied to this research because it provides a comprehensive framework for students' motivation within three fundamental psychological needs, where traditional models only focus on external rewards or control. For instance, research by Nyuhuan (2024) shows that



SDT-based methods promote a more dynamic and self-driven learning framework, better than the conventional reward and punishment method. According to Oszwa and Knopik (2023), SDT teaching strategies can increase motivation for both teachers and students. Conesa et al. (2023) also emphasize that training for teachers with SDT principles could foster students' proactive participation, which was even effective in difficult times, like the COVID-19 pandemic. Additionally, Suardin et al. (2023) highlighted the value of competence and family support in fostering student enthusiasm, showing that SDT can support teachers in creating more fostering and supportive learning environments.

In this way, the research and real-world classroom examples on the applicability of SDT in education for decades have proven effective. The efficacy of Self-Determination Theory (SDT) in educational settings has been empirically supported by several studies, especially in private schools.

### **Student Motivation**

According to Wardani et al. (2020), student motivation is about someone who believes in what can be accomplished and values various learning aspects. Motivation is a psychological process that drives cognitive engagement, encouraging students to participate actively and remain determined in their academic tasks, which ultimately leads to better academic outcomes.

Farghaly (2012) argues that students must be motivated for active participation, work hard, accomplish their learning objectives for success and improve the effectiveness of their learning by staying motivated and focused. Therefore, Student motivation is a pivotal aspect in educational settings, significantly influencing learning outcomes, academic performance, and overall student satisfaction. Motivation, defined as the psychological process that initiates and maintains behavior towards achieving goals, is essential for engaging students in the learning process (Kalita, 2023). Moreover, student motivation plays a significant role in educational results, as it directly affects learning engagement and academic success of students.

According to Islam (2023), motivation cannot be overstated, as it directly impacts students' interest and enjoyment in learning, determining their engagement level and depth of learning. Research also shows that motivation is a critical determinant of academic success (Was, 2022), and motivation not only affects the quality of learning outcomes but also adaptation to academic environments by students (Crisan-Tausan, 2022). Several factors, including academic, personal, and

environmental, may influence student motivation that is crucial for academic achievement (Vasiuk et al., 2022). As a result, motivation helps students to learn and acclimate to school life, influenced by psychological and environmental aspects. Students are also motivated to learn and realize their potential by internal (such as personal interest) and external (such as rewards) factors.

Teachers play an important role in addressing diverse factors while fostering motivation, enhancing students' learning experiences by applying different teaching strategies (Blašková et al., 2020). Motivation is linked with professional aspirations of students, pursuing their knowledge and mastery in their chosen fields in higher education (Kuvanbakieva, 2022). However, Honchar and Zatulyviter (2023) argue that the effectiveness of motivational strategies can be influenced by students' personal qualities and their perceptions of educational practices. Teachers apply different methods to improve students' learning according to their personal interests, which may inspire them to achieve mastery in their future careers.

However, how effectively these strategies work and how students understand learning methods depend on their personal traits. Previous studies show that the academic motivation of students is shaped by both positive and negative factors, highlighting the need for intentional motivational interventions. The significance of motivation extends beyond academic settings, influencing activities such as physical education, where students move towards achieving optimal physical fitness and performance.

### **Types and Strategies of Student Motivation**

There are two primary types of motivation: intrinsic and extrinsic. The chapter sheds light on the students' needs. When independence, skill, and connection are satisfied, they improve their well-being and academic achievement.

#### **Intrinsic Motivation**

Intrinsic motivation is defined as genuine dedication to learning driven by internal interest and enjoyment (Howard et al., 2021). For example, anyone who studies a science subject does so because he or she simply loves the subject from their inner desire. According to Shamloo and Cox (2009), intrinsic motivation arises from curiosity or pleasure, where someone might study a subject because they simply love and find it interesting. It is fostered when basic psychological needs for autonomy, competence, and connection are met (Howard et al., 2021). Studies show that intrinsic

drive is a significant element for useful educational performance, such as academic success, perseverance, and overall well-being. According to Messerer et al. (2022), students who choose their major subject based on their personal interests typically keep higher levels of intrinsic motivation, linked to improved academic performance and a lower likelihood of dropping out of school.

### **Extrinsic Motivation**

According to Shamloo and Cox (2009), extrinsic motivation is something influenced by external factors such as rewards, recognition, etc. For instance, a student might work hard to achieve good grades because he or she wants to earn a scholarship and receive praise from parents or guardians. Firdous and Riaz (2023) argue that there is a positive link between extrinsic motivation and academic performance among university students, which suggests that outside incentives can really uplift academic results. Extrinsic motivation can be organized into different types, such as external and integrated regulation, which are affected by factors like teacher behavior and classroom atmosphere. The literature review highlights the impact of extrinsic motivation, such as praise or rewards, on student achievement, emphasizing the importance of understanding how students are influenced by outside variables. Some research highlights that university students' academic performance can be developed by an extrinsic motivation that means enthusiasm to take part in academic activities because of outside influences rather than personal satisfaction or curiosity. Studies show that extrinsic motivation is often shaped by rewards, acknowledgment, or the desire to steer clear of negative outcomes, and it can profoundly influence scholarly success. Per Li (2022) and Zeng (2022), internalization of extrinsic motivation, where students start to appreciate and connect with the external goals, can lead to more lasting learning achievements.

Zhou and Zhang (2023) highlight that the influence of external encouragement can be inconsistent depending on the classroom atmosphere. For example, in distance education settings, if online activities aren't thoughtfully designed, motivation cannot be sparked, which highlights the importance of well-organized and engaging learning activities. A study carried out by Simanjuntak (2022) and Arin (2022) argues that extrinsic motivation doesn't simply exist, but factors like cultural and contextual play a huge role. Grolnick (2023) highlights that an extrinsic motivation may boost academic achievement in the short term because of external rewards without genuine

interest or enjoyment, but combining extrinsic and intrinsic is beneficial for long-term success.

### **Strategies of Motivation**

Both intrinsic and extrinsic are essential in shaping students' learning, and each explores unique approaches to boost educational results. Intrinsic motivation, which arises from within the student, is often associated with personal development, independence, and the delight of learning itself.

According to Ryan and Deci (2020), teachers could boost students' inner drive by minimizing the use of outside incentives rather than concentrating on pursuits that genuinely engage with their interests and curiosity, then students have a sense of fulfillment through the pleasure of learning. On the other side, extrinsic motivation involves outside incentives such as grades, compliments, or rewards to inspire student involvement. According to Rozeboom (2018) and Serin (2018), some individuals contend that outside rewards could weaken personal motivation. Yet, others believe that, if used carefully, they may not be detrimental and can inspire students, most probably in the short run. Effective techniques for extrinsic motivation include setting clear objectives, providing prompt feedback, and using rewards to reinforce positive behaviors and accomplishments (Rahmi & Neviyarni, 2022; Zajda, 2018)

Research shows that teachers can increase students' motivation and foster a love of learning by emphasizing activities they are genuinely interested in. However, external incentives like grades or praise are required to motivate students in certain cases, especially in the short term, even though these rewards have their uses. Excessive use of external incentives may lower intrinsic motivation; therefore, clear goal setting, providing feedback, and rewarding good behavior are effective methods for promoting external motivation. According to the research, teachers must find a balance between extrinsic and intrinsic motivation to support individual needs and challenges for each student.

Burroughs et al. (2019) argue that effective educational settings are blended with intrinsic and extrinsic motivational strategies, aiming to help students transition to self-motivation who are inspired by intrinsic factors. Teachers are essential in discovering and nurturing the ideal stability and tailoring motivational techniques to accommodate the diverse requirements of their students, guaranteeing that enthusiasm may foster significant and enduring educational journeys (Zajda, 2018; Rozeboom, 2018). Previous studies emphasize the need for students to gradually cultivate an

internal motivation for learning, although students may begin with external incentives, and teachers are the ones to balance motivational techniques to address the diverse needs of students.

### **Role of Motivation for Learning**

Motivation plays an important role in the learning process because it helps students to start, maintain, and guide their efforts toward educational goals they are willing to pursue (Schunk et al., 2013). It can result in how effectively students are engaging, in what way or how persistently they hold during a challenging environment and how effectively they adapt and hold their learning. Anyone with strong motivation is supposed to utilize learning effectively; they usually engage deeply with the content they are learning, most importantly, they assume their own learning responsibilities, and in general, they are independent learners (Zimmerman, 2002). Motivation can be considered for shaping the attitudes and emotional responses of students, which helps them to build their confidence and minimize stress. Regardless, both intrinsic and extrinsic motivation significantly affect learning quality and academic results of students (Deci & Ryan, 2000). Therefore, creating and developing motivation is extremely important for their active engagement, better academic performance, and lifelong learning support.

According to Kim and Lee (2024) and Khudiyeva (2024), motivation is a developed characteristic that can be nurtured through positive teacher-student relationships and specialized teaching methods rather than an innate quality. Further, Anjasari et al. (2024) highlight that predictive technologies, such as back propagation, can be used to determine students' motivation levels so that teachers can tailor learning experiences accordingly. Furthermore, the behavioral control, strength, and determination are influenced by motivation for learning desires (Kim & Lee, 2024). Thus, boosting students' motivation is important not only for academic achievement but also for preparing them for future challenges. In conclusion, motivation is a key component for students' academic and holistic personal growth, and teachers play a key role.

### **Empirical Review**

Several studies have examined student motivation and enthusiasm in private schools. Pal and Saha (2019) discovered that socially driven private schools combine with social objectives. It is a privately funded and managed organizations that tend to achieve better results on standardized tests at an effective cost. The study also

suggested that the social mission is more essential in improving the quality of education.

According to Khadka et al. (2024), private schools are better at shared leadership in urban contexts, which positively affects school culture and helps motivate students. Dhakal et al. (2023) argue the importance of sociocultural backgrounds of students in school governance. When schools recognize and respect students' cultural and social contexts, it helps students' satisfaction and enthusiasm. Research shows that shared leadership strategies help to motivate students by creating an enjoyable learning environment. When school governance values teachers' experiences and backgrounds, it increases fulfilment and belonging, which keeps teachers motivated.

Thus, when schools have a strong social mission, effective shared leadership, supportive structure, positive sociocultural context, and sufficient financial resources can enhance motivation for better academic performance. Additionally, a study on internet dependency sheds light on the hurdles faced by students in private schools that could indirectly influence students' enthusiasm, and the necessity of balanced digital involvement (Gautam et al., 2024). Also, a study by Shrestha et al. (2021) underlines the importance of a welcoming physical environment in schools, which comforts their enthusiasm and academic success. These studies provide a holistic idea of the elements that are affecting student enthusiasm, ranging from leadership and management practices to environmental and digital hurdles.

International researchers have expanded this view by examining subject-specific enthusiasm, gender differences, and intervention strategies. For instance, studies by Radišić and Baucal (2024), and Pavlović et al. (2023) underline the significance of intrinsic motivation and a supportive classroom atmosphere for nurturing enthusiasm. Additionally, Lesperance et al. (2022) and Eccles (2024) highlighted socioeconomic status and gender for motivation, recognizing that interventions may be beneficial in closing these gaps. Some study also highlights that school-based initiatives aimed at boosting enthusiasm, especially in physical activities, have shown positive outcomes, although their effectiveness can vary (Kelso et al., 2020).

Overall, student motivation is also shaped by leadership, sociocultural dynamics, digital engagement, and environmental factors. As a result, strong leadership, cultural awareness, balanced use of technology, and a comfortable

learning environment can be considered as essential elements for nurturing student enthusiasm in the context of Nepal's private schools. The study by Silwal (2025) shares his experiences and perspectives about English language teachers in private schools of Nepal, which provides insight into what drives and demotivates the motivation of students. Studies show that students' efforts are influenced by parental support, recognition, institutional support, positive school culture, and professional autonomy of teachers, and the result of the study also indicates a give-and-take relationship between teacher and student. Teachers' motivation is also linked to students' growth and excitement. As stated before, the research on self-directed professional development strategies emphasizes interconnected environments and supportive leadership, which are also vital for promoting engagement of teachers and students.

### **Policy Review**

According to Chhetri (2023), the Constitution of Nepal underscores education as a fundamental right, and the government has enacted policies such as "Education for All" to ensure free access to education up to the secondary level, although these initiatives mainly concentrate on accessibility rather than any aspect of motivation.

The School Education Sector Plan (2022) focuses on public and community schools, early childhood education, basic education, and lifelong learning; however, it does not give much attention to private schools. The report of early childhood education centers is about 16.57%, which are privately operated, but it does not mention anything about motivation; instead, it focuses on general educational objectives like equity and quality. The plan emphasizes how teachers are responsible, driven, and well-trained, that significantly contributes to student learning; however, it does not clarify how private schools are getting teacher support. The plan also covers enhancing school facilities, modernizing the curriculum, implementing more effective evaluation techniques, and utilizing technology in the classroom, but excluding private schools.

In summary, SESP discusses a wide range of educational reform topics that have an indirect impact on students' motivation. However, it does provide specific strategies for private schools, and public education continues to receive the most attention, where private schools are left without clear guidance. The government of Nepal (2019) has a thorough framework designed to improve inclusiveness, quality, and accessibility for the educational system of the country. It highlights the

importance of mandatory and free education, which also supports inclusive education and incorporates technical and vocational training into the curriculum.

The National Education Policy, 2076, also focuses on government and community schools. Private schools have different regulations as they are under the supervision of the local government since decentralization. Parents choose to pay a higher amount for better education with the expectation of achieving better academic results for their children. Students in private schools are somehow motivated to work hard, but it may cause stress for them, and they may lose their real interests. The policy aims to enhance school facilities and teacher training, but is limited to government schools only. Private schools use different methods to motivate students, such as focusing on all-around development, and some just care about exam results; therefore, their approaches vary. The government doesn't provide clear rules to private schools in this regard. Various elements are required for motivation, including the ability of teachers and students, but policies focus on other aspects. This shows that the intervention of better policy about motivation covering all types of schools is desperately needed.

According to Ministry of Education, Science and Technology, National Curriculum Framework (2019), Competency-based education, inclusivity, life skills, and ICT integration are the main highlights that may affect how teachers address individual differences. Additionally, it focuses on mother tongue instruction, which might cause challenges or create possible opportunities in private schools. The framework's recognition of socio-economic and cultural factors highlights parental involvement and their influence on motivation, especially in private schools with higher financial investments, where parents expect academic success to be the responsibility of the school. In brief, all the education provisions provided by the government of Nepal are covered by guidance but exclude private schools. Nothing has been initiated and discussed about student motivation until now.

### **Research Gap**

This study is primarily conducted to fill the research gap across Kathmandu, Lalitpur, Bhaktapur and Kavrepalanchok, from the perspectives and beliefs of teachers. The prevailing literature theorizes that student motivation is profoundly influenced by classroom practices, teacher-student interactions, and the overarching educational setting rather than direct governmental policy, and this study uncovers these gaps.



Several elements shape motivation, particularly in Nepali language education, including language traits, instructional methods, and the educational context, rather than being determined by governmental guidelines (Poudel, 2022). Moreover, other research indicates that while there exists a global focus and policy acknowledgment regarding educational opportunities, especially for female students, the execution of strategies aimed at expanding motivation remains significantly underdeveloped (Joshi & Anderson, 1994). Furthermore, the importance of teacher-student rapport is emphasized as a vital determinant of student motivation, implying that the interpersonal dynamics within educational institutions may exercise a deeper influence than formal policy frameworks (Rawal, 2020). Addressing this gap and providing clear guidelines could empower teachers to enhance their experiences, recognizing any solid strategies, with regard to student-teacher relations for motivation.

Nepal's education policy and School Education Sector Plan (SESP) do not cover motivation in their policy, which is the heart of this research. The policy typically ignores private schools, especially the motivational techniques. For instance, private schools are mainly disregarded by the SESP. Although the Education Policy makes provision for regulating private schools, it provides no precise instructions on how to engage with the students. Private schools lack guidance on how to support their teachers because most training initiatives are directed towards public schools only.

Empirical studies have shown the effectiveness of SDT for enhancing engagement of students in challenging times like COVID-19, but policy still lacks in Nepal to address and implement students' motivation. There seems to be an imbalance between intrinsic and extrinsic motivation requirements, which causes challenges while applying a personalized approach due to the financial condition of students. This research highlights the importance of teacher motivation, supportive school environments and the policy of Nepal, which excludes private institutions, disconnecting theory and practice of SDT. This research highlights the importance of balanced intrinsic and extrinsic motivation, advocates for policies that bridge motivational theory with contextual realities, and the viability of SDTs in exam-centric systems, including educating schools for socioeconomic impact.

### **Chapter Summary**

In this chapter, I provided a comprehensive understanding of student motivation in connection with relevant literature. I discussed Self-Determination Theory (SDT) as the primary theoretical framework for this research. The review distinguishes between intrinsic and extrinsic motivation, showing that both are essential when properly balanced. Previous research shows that effective motivational strategies require supportive learning environments to fulfil students' basic psychological needs. The chapter shows a critical research gap because Nepal's policy focuses only on public schools. I have reviewed empirical studies that highlight the importance of shared leadership, sociocultural awareness, and supportive teacher-student relationships for student motivation, but policy frameworks of Nepal have failed to include these crucial elements for private schools. I explained how critical it is to conduct the research to understand how motivation is promoted at private schools by teachers.

### CHAPTER III

### METHODOLOGY

This section presents the method I have employed to explore teachers' narratives about student motivation in private schools of Kathmandu, Lalitpur, Bhaktapur and Kavrepalanchok. The study was guided by a qualitative research design, grounded in the interpretive paradigm and constructivist philosophy, emphasizing the significance of context, shared meanings, and subjective experiences. The research was conducted to uncover the complexities of student motivation, which is perceived and recognized by teachers in their daily classroom interactions. Four private schools were selected, making sure of diverse environments. Six teachers representing a mix of genders, ages, teaching levels, and experience were chosen for the interview. Data collection was conducted virtually via semi-structured interviews. Each interview was conducted for approximately one hour and twice per participant, with all sessions recorded and transcribed for analysis.

Narrative analysis was used to examine the collected data, focusing on the themes, patterns, and contextual factors that shape teachers' strategies and challenges in motivating students. I considered dimensions of time, social context, place, and sociocultural dimension throughout the analysis process. I maintained a high ethical standard, obtained informed consent and confidentiality, and respected the self-respect and rights of all members. The study also incorporated reflective practices and triangulation of perspectives to enhance credibility and trustworthiness.

#### **Philosophical Foundations**

As the viability and potential benefits of student motivation in the context of Nepal continue to multiply, the erosion of many challenges in fostering effective motivation in the daily classroom is evident. Teachers encounter problems identifying suitable strategies, techniques, and essential instructional principles designed to enhance student motivation successfully. So, I felt an urgent need for this research to explore and identify teachers' understanding, recent practices, and barriers while fostering student motivation in daily class facilitation. To accomplish this, I had to gather information from the teachers at the school. The information gathered differs from person to person based on their individual experiences, opinions, and beliefs.

This implies that the information for my research is a shared contribution of different personalities.

### **Ontology**

I recognize that student motivation is complex and constructed through social interactions and shared meanings while addressing the nature of reality in my research. While my approach suggests that there are certain objective truths about student motivation, which can be discovered through empirical investigation, I do not believe there is a single, absolute truth that applies universally. According to Alharahsheh and Pius (2020), the ontological viewpoint emphasizes how collective experiences and interpretations shape reality. The premise of my research is also within multiple realities from the teachers' perspectives, which are influenced by their circumstances and backgrounds, providing important insights into the larger phenomenon of student motivation. By examining these various viewpoints and recognizing the uniqueness of every teacher's experience, I identify trends that represent common understandings. As a result, my research is based on the idea that reality is not one, but it is created by shared meanings that come from the teachers, and this ontological position enables me to have a wider range and nuanced understanding of the elements that influence student motivation within the learning environment.

### **Epistemology**

Constructivism is my epistemological position, which supports my ontological view that reality is socially constructed, complex, and influenced by shared meanings and experiences of participants, and this research has teachers who share their stories and experiences. In my opinion, understanding student motivation is not discovered as an objective, universal truth, but rather is created by interpreting the stories of teachers, each of whom is greatly impacted by their own social and cultural contexts; therefore, it is subjective. Teachers' viewpoints are influenced by their experiences, their backgrounds, and teaching environments. I have explored these various, context-dependent realities added to our overall understanding by interacting with participants and understanding their stories closely aligns with the idea of Alharahsheh and Pius (2020), who highlighted that people's subjective experiences, beliefs, and values are the primary sources of knowledge. I do not believe there is a single, eternal truth regarding student motivation, even though I recognize that some trends and similarities may occur in various accounts. Instead, I realize the diversity of

perspectives and the ways that common meanings are built in social environments. Therefore, my ontological belief is that reality continually gets built and reconstructed through social interactions, rather than being fixed or singular, which aligns with my constructivist epistemology.

### **Axiology**

My research is value-laden because it is driven by the idea of developing and promoting students' motivation, which requires knowledge and the ability to learn from teachers' experiences. This perspective is supported by Lincoln et al. (1985), who argue that participant perspectives should be valued in educational research inspired by the belief that effective ways to motivate students in private schools is necessary and advantageous. I recognize my own values, and the values of my participants are essential in this research process, as I give teachers' stories and insights high priority. This value-laden perspective shapes the questions I ask, the way I interpret data, and the recommendations I make for educational practice and policy for this research.

### **Research Paradigm and Design**

As I focus on understanding the subjective meanings and interpretations of teachers' stories to identify the importance of context and perspective in shaping these narratives, my research paradigm is interpretive, which is appropriate for exploring the subjective meanings of teachers, emphasizing the significance of context and perspective in shaping narratives, described by Clandinin et al. (2017). The interpretivist approach is based on the idea that reality is subjective and affected by values, experiences, beliefs, and meanings in depth (Aliyu et al., 2015), and values are an important part of social life, which is not seen as right or wrong. This approach encourages a broad and inclusive understanding of this research, and this study respects and recognizes how the values influence this research process. Abdal-Haqq (1998) stated that constructivism is a theory about knowledge and learning which explains how people foster understanding and meaning. According to Duffy (2006), student motivation is influenced by cultural and environmental factors rather than just individual thoughts, and it should be nurtured through the interaction between experiences and ideas. Hence, constructivism is suitable for this research to understand how student motivation grows and how teachers influence it. I have explored teachers' lived experiences, beliefs, and strategies. In this narrative research, my data collection was focused on teachers' real-life experiences and challenges.

Finally, the findings of this study have been interpreted with the self-determination theory, which provides deeper insights into how teachers perceive and foster student motivation.

According to Moen (2006), narrative research allows teachers to express their experiences and viewpoints, providing insights into the details of interactions and motivations between teachers and students. Barkhuizen (2014) also stated that narrative research examines the attitudes, values, and feelings that motivate educators to inspire their students; the narrative research method is appropriate for my research, which enables teachers to express their experiences and viewpoints in their own words. It offers a forum for comprehending the challenges and context of teacher-student interactions. By concentrating on narratives, I understand the ways teachers use, as well as the underlying attitudes, values, and feelings that shape the way they inspire their students.

### **Research Method**

A qualitative research approach and a narrative inquiry design were applied to explore the experiences and perspectives of teachers regarding student motivation in private schools. The research site and participants were selected purposively to ensure a varied and representative sample. Data were collected through semi-structured interviews. Recognizing key themes and patterns from teachers' stories, thematic and narrative analyses were used to interpret the data.

Four private schools were chosen as research sites to reflect diverse educational environments. Six teachers, a mix of genders, ages, teaching levels, and experience, were selected for participation. Inclusion criteria focused on teachers who were directly involved in classroom teaching and had a range of professional backgrounds and years of experience. The selected teachers were easily accessible, available, and willing to participate in the study. Most importantly, they were able to articulate their experiences, challenges, and strategies related to student motivation in a reflective and expressive manner. Each participant was interviewed twice, with each session lasting approximately one hour. Interviews were recorded, translated and transcribed for analysis. Narrative analysis provides a deeper understanding of real experiences and meanings by teachers about students' motivation. The study maintained high ethical standards, informed consent, confidentiality, and respect for participants' rights throughout the research process.

### **Research Site and Participants**

According to Rehman and Alharthi (2016), there are multiple realities recognized within the interpretive paradigm, which are constructed by researchers, with participants' interpretations and reflections. This qualitative research is where my personal opinions and findings are essential in understanding the world by constructing knowledge. According to Shaheen et al. (2019), the research design for my study has a purposeful selection of participants, which allowed me to select participants based on their criteria rather than just relying on random selection. Ayhan (2011) has stated that this method involves the researcher's careful selection of respondents, considering factors such as their relevance to the research objectives.

The research site and participants were carefully chosen for the exploration of teachers' narratives accordingly. All four chosen are well-established private schools in Kathmandu, Lalitpur, Bhaktapur and Kavrepalanchok with their diverse student populations, reputations for quality education and most importantly, these schools were easy to access for this research, providing a rich and representative context. Six teachers were selected through purposive sampling, making sure of a mix of genders, ages, teaching levels, academic backgrounds, and years of experience. This approach allowed the collection of wide-ranging and in-depth perspectives. The study also ensured that the data were contextually appropriate and nuanced by focusing on those teachers who had direct involvement in the classroom for credibility and transferability of findings. This approach was feasible within the research budget, resources and time constraints.

The first school is in Kathmandu, established in 1999, which offers education from kindergarten to grade ten. The second school, located in Lalitpur, was founded in 2006 and provides classes from kindergarten through grade twelve. It is the first school in Nepal to introduce the International Baccalaureate Diploma Programme (IBDP) since 2009. The third school is in Duwakot, Bhaktapur, which is known for its strong commitment to quality education, established in 1989, and the fourth school is in Banepa, Kavrepalanchok, established in 2003, which currently has around 900 students and is also well-regarded for offering good education from early childhood through secondary levels.

I have chosen these schools mainly for two reasons: it was easier for me to stay in touch regularly as needed, and because of my limited access due to overseas

living. For confidentiality, I've replaced the names of schools from School 1 to School 4.

### **School 1**

According to the school's official site, it is situated in Khumaltar, Lalitpur, established in 2006, offering education from kindergarten through grade twelve, including Nepal's first IBDP, which commenced in 2009. Currently, it serves approximately 1200 students. The school provides employment to over 300 people, including academic and non-academic staff. The presence of both male and female administrators on the school's leadership team reflects the institution's dedication to gender equality. The school has improved its facilities and educational materials in recent years by collaborating with regional and global organizations. The school has become one of the valley's top private institutions due to its commitment to high-quality instruction and community involvement.

### **School 2**

This private school was established in 1999 and is situated in Kathmandu, Nepal—providing school education for students in kindergarten through tenth grade. By combining conventional teaching techniques with contemporary pedagogical approaches, the institution promotes a well-rounded approach to education. The faculty at the school is diverse, with equal numbers of men and women teaching at all educational levels. In recent years, the school has collaborated with regional and global organizations to improve its facilities and educational materials.

### **School 3**

According to an internet source, the school is in Duwakot, Bhaktapur, and is known for providing quality education. The school serves students of all ages by providing education from early childhood through high school. The school strives to create holistic individuals by combining traditional values with modern educational methods, emphasizing both academic achievement and personal growth. The facilities at the school are kept up, with separate and hygienic restrooms for boys and girls, classrooms furnished with the required educational resources, and an emphasis on a secure learning environment. The school promotes extracurricular activities in addition to academics, assisting students in sharpening their skills in the arts, music, and athletics. The school also emphasizes community engagement and works closely with parents to ensure students' holistic development. The school has established itself



as a respected institution in the Bhaktapur area with its strong academic record and focus on personal growth.

#### **School 4**

The school is in Banepa city, Kavrepalanchok. According to Wikipedia, the school was founded in 2003 and is currently home to about 900 students. The school's dedication to offering quality education from early childhood through secondary school has earned it recognition. It emphasizes academic achievement, creativity, and general personal growth while serving students of various backgrounds. Modern amenities at the school include clean classrooms, separate restrooms for boys and girls, and spaces for extracurricular activities and sports. It creates a learning atmosphere that combines traditional values with modern teaching strategies, guaranteeing students a well-rounded education.

#### **Profile of Research Participants**

I selected six teachers from four schools. The reason for taking a small number of participants was due to an interpretive paradigm, and I must apply prolonged discussion with participants, experience with their eyes and put my feet in their shoes to feel the pain and pleasure (Creswell & Creswell, 2017). I believe that taking different participants and small numbers helped me generate detailed knowledge about my research topic. I conducted a pre-survey using Google for participant selection and shared it with 25 teachers. However, only 2 females and 4 males were available for the interview. I assigned dummy names for participants, participant one (P1), Second participant (P2), Third participant (P3), Fourth Participant (P4), Fifth Participant (P5) and sixth Participant (P6) respectively.

#### **Participant One (P)**

He is 38 years old male teacher from Kavrepalanchok and teaches secondary school at a private school. He earned his BBS and has been a teacher since 2060 B.S. He enjoys playing a variety of sports and listening to music, as well as being a teacher. He is passionate about working with his students, helping them acquire knowledge that can improve their skills and contribute to generating manpower for the development of the country.

#### **Participant Two (2)**

He is a 40-year-old male teacher, holding a master's degree from Kavrepalanchok. He is a devoted teacher who is making learning so useful by connecting lessons to a real-world situation. He places a strong emphasis on peer

learning, positive reinforcement, and real-world examples to increase student motivation and engagement. He uses mentorship and rewards instead of punishment to motivate students because he thinks that discipline should be balanced. In addition, he places a high priority on the welfare of his students, making sure that study, relaxation, and extracurricular activities are all available and well-balanced. He is committed to creating and maintaining inclusive education and offers mentorship and scholarships to underprivileged students. He creates a disciplined and encouraging learning environment with a holistic teaching approach, assisting students in developing both intellectually and personally.

### **Participant Three (P3)**

He is 40 years old and serves as the head teacher at a private school located in Bhaktapur, Nepal. He has been leading the school since 2069 B.S., coming from a middle-class family, he completed his Master of Arts (M.A.) in Sociology and a bachelor's in education (B.Ed) in English. With twenty years of experience in the teaching profession, he has received training in teacher professional development (TPD), teaching-learning materials (TLM), and other soft skills like Microsoft Office. After assuming the leadership role, he established a library in the school and coordinated with various organizations to renovate the school premises. Alongside his leadership skills, he strives to present himself as polite and humble to everyone within the school community.

### **Participant Four (P4)**

She is a 36-year-old Social Studies female teacher from Kathmandu, Nepal, for a lower secondary school. She has been teaching at this school since 2080 B.S. and has accumulated 17 years of experience in the teaching profession. Her teaching career began in 2064 B.S., where she spent two years teaching the Montessori Method to toddlers and kindergarten students. She worked for a year as a preschool teacher. She then transitioned to teaching Social Studies for a year. Subsequently, she joined another private School, where she taught Social Studies and General Knowledge for ten years as a Lower Secondary Teacher. She holds an MA in Sociology and Anthropology, and she received training in the Guidance and Counseling Program, Emotional Intelligence and Anger Management, and Basic Montessori Training. She loves teaching, and she is dedicated to using inclusive and engaging methods to help students of all abilities realize their full potential. She integrates outdoor activities into

her teaching to stimulate curiosity and improve learning opportunities outside of the classroom because she is an active and nature-loving individual.

#### **Participant (P5)**

The participant is 30-year-old, a female teacher from Lalitpur with a strong commitment to student motivation. She recognizes that grades play a major role in driving students' performance. She observes that students respond well to deadlines, competition, and parental expectations, but also seeks ways to cultivate interest-driven learning. She uses art, movies, interactive exercises, and peer cooperation to get her students interested. She stimulates curiosity and makes learning enjoyable by coming up with creative assignments, such as illustrating adjectives with pop-up cards. She also uses videos, audiobooks, and group reading to accommodate different learning styles. She tracks progress by keeping thorough student records and talking with each student about their performance to promote self-improvement. She fosters a supportive classroom environment by establishing strong teacher-student relationships through her approachable and friendly manner. She stresses that proper teacher training is crucial for fostering intrinsic motivation and equipping students for future challenges, such as success in entrepreneurship.

#### **Participant (P6)**

The participant is a male teacher from Bhaktapur, teaching math subject, with a bachelor's degree, holding over two years of experience. He strongly emphasizes math self-directed learning and engages students with group projects, hands-on activities, and rewards. He uses praise and lighthearted rewards to inspire students while juggling academics and ECA. He thinks love and a cheerful attitude create a relaxed classroom atmosphere that motivates students to participate. He promotes communication between parents, students, and teachers to address parental expectations and demotivation. He notes the need for a well-rounded curriculum but acknowledges that private education in Nepal is getting better. Dedicated to the success of his students, he consistently uses creative methods to stimulate learning.

### **Fieldwork and Information Collection**

Semi-structured interviews helped me collect detailed data from participants of their real-life experiences based on one-on-one conversations, which aligns with the idea (Boyce & Neale, 2006). Therefore, I used semi-structured interviews to collect the information and followed an inductive method for analyzing data, and participants shared their perceptions, stories, and understandings, following

Clandinin's (2013) guidelines. I encouraged my participants to express their experiences in the form of storytelling and asked probing questions by encouraging and motivating them, which helped them to narrate their stories freely and comfortably. I prepared an interview guideline (see Annex A) for questions, the interview was conducted in mutual agreement, and I prolonged engagement with the participants during the interview process. Participants were interviewed twice for 60 minutes, recorded in audio and video form. As consent was already obtained from the participants by phone calls and emails, and before the interview, the meeting invitation was sent to participants via mail and an online messaging platform. The time was allocated by participants themselves at their convenience. Participants stayed calm and flexible during the interview. I maintained a reflective diary based on participants' responses (see Annex D).

### **Online Interviews**

According to Fan et al. (2023), online interviews were a primary way of communication for qualitative research during the COVID-19 pandemic. Researchers in applied linguistics used different types of online methods for interviews, like conversations, online chats, and mobile methods, to gather information (Roulston, 2023). Research pointed out that the voice over internet protocol (VoIP) tools like Skype and Zoom are useful for collecting qualitative data (Tomás & Bidet, 2023). As mentioned by Cheong et al. (2023), online interview data for secondary qualitative research aims to improve quality, address potential problems, and expand datasets in social sciences; following this idea, I employed Zoom and Google Meet for the interview.

### **Process of Interpretation and Meaning Making**

According to Clandinin and Connelly (2000), there are procedures such as interviews, conversations and diaries to interpret the narrative investigations generated in research. I collected the stories of schoolteachers and studied them in detail, generated new ideas based on those stories, and blended my views with the stories, connecting them with relevant literature.

For the construction of knowledge, I have conducted a narrative analysis to figure out the similarities and differences in the stories of participants. Narrative analysis of data uses stories to describe human experiences and actions (Webster & Mertova, 2007). I have reviewed the narrations of participants, and the data were analyzed into different topics, coded and categorized. In the process of coding, I

labeled the words, phrases and paragraphs in translated data which I found relevant to my study purpose. I separated the information into different groups, recoded and labeled words and phrases, which were further subdivided and categorized. The categorized data were put into different themes and interpreted with the support of related theories and literature in the process of meaning-making. I further compared and analyzed the experience of participants indicated by previous studies and the notion of theories relevant to my research.

### **Quality Standard**

I made sure that my purpose and research questions are suitable. I established a trustworthy relationship with my participants, maintaining their right to privacy, obtaining informed consent, respecting their rights, treating them with respect, and including them in the study. I analyzed their data from a range of sources and perspectives to make sure a thorough understanding, and used appropriate techniques to obtain and document participants' stories. In doing so, I gave a voice to those involved and ensured their stories are accurately represented in my research, aligning with the idea of Greenhalgh (2005). My goal was to understand and explain the data in a careful way, choose the best methods, and apply the best technique to find themes and patterns in the stories of the people. I used methods like thematic analysis, narrative analysis, or discourse analysis and patterns in the stories of teachers, aligning the idea with (Haydon, 2018).

I considered the dimensions of time, social context and space in my analysis and interpretation. I observed how time (the aspect of time) encompasses the length, sequence, order, and changes the experiences and events in the narratives. It relates to their aspirations for the past, present, and future. I observed how social context, including cultural and personal influences, shapes the opinions of storytellers' values, identities, and roles. It also directs the quality they follow, the expectations they adhere to or challenges, the dynamics of power, their control and resistance, following the guidelines highlighted by Gee (2014). My goal is to share findings with clarity and coherence, and to use the best methods and techniques to tell real stories. I have used a narrative report, a narrative summary, or a narrative synthesis to convey and illustrate their stories.

### **Sociality**

I considered relationships of teachers and students, the social dynamics in the school, and the larger sociocultural background of Kathmandu, Lalitpur, Bhaktapur

and Kavrepalanchok, Nepal. I delved into teachers' interactions with students and how these interactions affect the motivation of students from the perspective of sociality.

### **Temporality**

I considered the timing of the interviews, whether they're during school terms or holidays, and extracted how events unfold in teachers' stories and how student motivation changes throughout the school year. I also considered the history of private schools, asked teachers about changes in student motivation and their opinions.

### **Place**

Despite the interviews being conducted online, the physical and social environments in which the teachers and students interact are crucial, including the location of the schools, their physical setup, resources, and the wider socio-economic situation. I asked teachers to share their school environment and how they think it affects student motivation.

### **Transferability**

In accordance with Barkhuizen (2014), I provided a detailed explanation of the research setting, shared my initial findings, offered my openness, honesty, my biases and the limitations with participants. As suggested by Urhahne and Wijnia (2023), I compared my findings with earlier research, described the cultural background of private schools, and used guided sampling to include teachers from various schools and backgrounds for diverse viewpoints. I connected my findings to existing literature, detailed the educational context, including cultural norms, language, socioeconomic status, and historical influences, to help others understand the study environment of 2025. This research is transferable to other private school settings with similar social, economic, and educational contexts, possibly within other cities of Nepal, including urban South Asia. The findings of the study may enable others to judge and adapt to their environments accordingly.

### **Ethical Consideration**

My main ethical concern is to protect the privacy and well-being of participants. I obtained informed consent from participants, making them aware of their voluntary involvement and right to discontinue at any moment at their convenience. Ethical considerations will play an important role in ensuring the protection, dignity, and well-being of all participants involved in qualitative research,

as emphasized by Creswell and Creswell (2017). I anonymized and collected data using codes and pseudonyms to make sure no identifying information is shared or captured. Also, after data collection, I offered a debriefing session to participants to respond to their questions and explain the goals and conclusions of the research. I also got permission from the appropriate ethical committee of KUSOED before beginning the study and adhered to my discipline code of conduct and ethical standards.

I followed the ethical standards protocol provided by Kathmandu University, the School of Education (KUSOED), to guarantee the validity and morality of my work. Every participant provided their informed consent acknowledging the goals of the study, methods, and possible risks. I have strictly maintained the confidentiality of data collected and protected the identities of the participants to preserve confidentiality and anonymity. Additionally, I upheld respect for individuals by acknowledging their autonomy, dignity, and rights as research participants at every stage. Finally, I made sure that participants were fairly chosen; therefore, the advantages and disadvantages of the study were shared in accordance with the justice principle. Following these ethical guidelines has allowed me to uphold the highest standards of responsibility and the integrity of the research.

Additionally, I have a different background and work experience. This might have caused challenges to understand motivational methods and misinterpret their perspectives. Trust issues were also raised with teachers, who saw me as an outsider. Additionally, I acknowledge my limited knowledge about student motivation, which could have compromised the quality and legitimacy of the study. I do not have an in-depth understanding of the teaching environment, such as curriculum, teaching strategies, examination procedures, and feedback systems in Nepal. I might have also overlooked crucial facets about the school's culture, rules, beliefs, and customs, which could be the reason for the motivation for teachers and students both.

### **Chapter Summary**

In this chapter, I explained my research method, a qualitative research approach which consists of narrative inquiry within an interpretive paradigm to discover the perspectives of teachers about student motivation. I have explained the philosophical foundation of my research, methods of data collection, process of analyzing data and how I have maintained ethical consideration within a strong framework to understand the multifaceted environment of students' motivation. I have emphasized my methodology to understand the real voice of participants and a

procedural way for analyzing stories with optimum quality of research and ethical integrity.



## CHAPTER IV

### STORIES OF TEACHERS ABOUT STUDENT MOTIVATION

I have interpreted teachers' narratives in this chapter, connecting related literature to make the narration meaningful. Every teacher presents their individual perspective based on their cultural upbringings and educational environments. Teachers openly discussed their personal and professional opinion, the difficulties they encountered, and their motivating strategies. I have only chosen the most relevant data from the interview, which directly relates to my research topic.

To address the research question, the following themes emerged: *Family involvement and student motivation, External Rewards and Incentives for motivation, Nurturing Intrinsic Motivation, Teacher-Student Relationships and Its Impact on Motivation, Challenges in Promoting Student Motivation & Teaching Strategies to Promote Motivation.*

#### **Family Involvement and Student Motivation**

##### **The Home Environment**

Imelda (2022) and Lolong (2024) both highlight the family environment as an important element for student motivation, emphasizing that families serve as role models and learning discipline at home, which is important for academic achievement. Below is the story by the first participant (P1):

*There was a student I am proud of, as she achieved a 4 GPA out of 4 in her SEE exam. She has strong intrinsic motivation. I strongly believe that her brother was also a school topper, and her father was a teacher. The home environment is the main factor for intrinsic motivation, and teachers just guide in simple ways. (Interview, P1).*

The statement emphasizes that intrinsic motivation is greatly influenced by family or home environment, where the teacher sees himself as a facilitator instead of being the main source of motivation.

##### **Involvement of Parents**

The family and the teachers should consider their role and provide support to students accordingly. The participant, third (P3), shared his experience about the importance of parental involvement:

*If kids are in critical condition, we conduct one-on-one meetings with parents, as they know their kids well and understand the situation easily. This is how we motivate students for better results, ensuring improvement next time, as parents have invested their hard-earned money in their kids' education. Parents are also sensitive because they don't want their kids to suffer as they did. (Interview, P3)*

The teacher believes that the parents are result oriented because of their hard-earned money investment. Özyıldırım (2024) argues that parents' financial commitment to their children inspires a sense of urgency and responsibility for academic performance. The teacher highlights conducting one-to-one meetings when there is a critical condition of kids about their study, to understand the problem, as parents are the closest to their kids, and teachers can customize motivational techniques accordingly. According to Martinez-Yarza et al. (2024), these kinds of experiences result in better performance of students; hence, parental participation positively affects student motivation and academic achievement in school.

Further, participant four (P4) added: *“Engaging parents and the broader community in the educational process can provide additional support and motivation for students.”* (Interview, 4).

This statement highlights the engagement of parents and community involvement, which can be advantageous for motivation. According to Wafa and Muthi (2024), active and supporting participation of the parents has boosted academic performance with the support of learning resources, emotional support and open communication. Participation from the larger community, including nearby companies, cultural organizations, and volunteers, can provide resources, a range of experiences, and mentorship opportunities, which can also motivate students for their overall educational experience.

### **Creating Trust with a Family-Like Environment**

Participant one (P1) further added:

*We need to be friendly with students so that they can share their problems without hesitation, whether related to studies or personal issues at home that might affect their studies. Being friendly with them helps us understand more about them and support them accordingly. I treat all students equally and am friendly with them. I have created an environment where I am like their elder brother, which has made my teaching easier. (Interview, P1).*

Participant one (P1) highlights a friendly approach or behavior with students so that they are comfortable sharing their academic and personal interests or family issues, which can affect their academic progress. Participant one (P1) applied a friendly way to address students' issues by collecting information and supporting them accordingly. Also, he finds it easy for teaching when students treat him like a family member, as a mentor, such as an elder brother. The study by Pruitt-Britton et al. (2022) argues that teachers can cultivate a supportive and friendly classroom environment by sharing personal experiences, stories and rationales which can help students, especially those with disadvantaged backgrounds.

### **External Rewards and Incentives for Motivation**

#### **Scholarship for External Motivation**

Regarding scholarship for external motivation, participant one (P1) stated: *"I have also provided scholarships to students with the highest GPAs-5000 Rs for a GPA of 4, and 10,000 Rs for a GPA of 4.0. This, too, serves as motivation, in my opinion."* (Interview, P1)

The statement highlights scholarships with higher amounts and better grades. Scholarships help some students with their fees, which means they don't have to worry about paying; thus, they can concentrate more on their studies, and as a result, they are more driven and perform better. The research findings about the influence of scholarships by Ramadhianti and Soegoto (2024) emphasize the role of financial incentives for encouraging students to perform better academically, and this method is considered effective for instant motivation, especially for those who are not performing well.

Participant two (P2) shared a similar experience: *"We provide scholarships and support these economically disadvantaged students, setting an example: See, this student is studying so well and working so hard; you all can do the same. We encourage all other students in this way."* (Interview, P2)

The participant encourages students to be motivated by offering scholarships to students from low-income families and using their achievements as an example for others. The study by Akram et al. (2023) argues that teachers employ such strategies to encourage students by showcasing the accomplishments and hard work of their peers, fostering a competitive and encouraging environment. This approach emphasizes the importance of role models to pursue academic success; therefore, the scholarship program not only helps students who receive it but also encourages other

students to work harder as well. According to research by Akram et al. (2023), private schools are renowned for their powerful methods of student motivation, frequently outperforming public schools because they sometimes offer resources like scholarships and financial assistance.

### **Cash Incentives for Motivation**

Regarding cash incentives, participant one (P1) shared: *“I had two students with poor grades. I offered them 10,000 Rs if they scored over 8, and they worked hard, successfully achieving an A grade from a B grade.”* (Interview, 1)

The teacher provided financial incentives as motivation for low-graded students. Students were able to achieve better grades from B to an A by working harder because of this cash reward, which is the effect of extrinsic motivation. As Fidjeland (2023) and Sharma (2010) argue about the incentive learning, the promise of 10,000 Rs also served as a powerful motivation to enhance academic efforts and higher grades for the students.

### **Material Incentives for Motivation**

Further, participant one (P1) added: *“Nowadays, offering incentives like mobile phones and even bikes can motivate students, in my opinion.”* (Interview, 1)

Participant one (P1) believes that offering mobile phones and bikes in the present day can motivate students since new generations are attracted to and attached to them daily. Gadgets like smartphones and tablets are increasingly being utilized to involve students in imaginative and engaging learning experiences, helping students to connect with their passions and educational material, finally boosting their learning enthusiasm, aligning with the study by Gniezdilova (2021). According to Ríos et al. (2023), mobile learning, or M-Learning, has been gaining enthusiasm among students for studying English as a foreign language by offering inventive and interactive educational tools.

Technology is widely used in educational environments these days; bikes and motorbikes can be utilized as transportation, saving a lot of time. Most importantly, motorbikes are still considered a source of pride in the context of Nepal, so students might study better to get one.

### **Positive Reinforcement and Rewards**

Regarding positive reinforcement and rewards, participant one (P1) stated: *“For those who cannot perform well, we start with ‘You can do it.’ On the other hand, we offer incentives and prize money to motivate them externally.”* (Interview, 1)

The statement highlights the usage of incentives and prizes for external motivation, aligning with the study by Urhahne and Wijnia (2023). The teacher is supporting and encouraging students to develop their own competence by encouraging "You can do it," which aligns with the idea by Ryan and Deci (2000), which is an important part of intrinsic motivation. In this way, providing verbal feedback can positively help students, increasing their innate motivation.

Further, participant two (P2) shares his experience: *"Often, rewards have excited students. Sometimes, at home or in school, we say, 'We will prize you,' or 'You will have such quality,' or 'You will be one of the quality students.' These simple rewards can inspire kids."* (Interview, P2)

Per the statement, the teacher inspires and motivates students with simple words of encouragement and rewards. According to Sigalingging et al. (2023), incentives can increase students' motivation and involvement, where rewards are effective to stimulate students' curiosity for learning. Most importantly, external rewards can help transform into a sincere passion if rewards are customized to meet students' needs for their learning. Maulana and Budianto (2022) highlight that physical rewards and praise can support the growth of emotional bonds to enhance the educational process. Prizing, encouraging and praising can encourage students to feel their innate power of learning that can bring their intrinsic motivation where study becomes their passion.

### **Nurturing Intrinsic Motivation**

#### **Autonomy Support for Intrinsic Motivation**

For autonomy support, participant one (P1) stated: *"Intrinsic motivation should be self-focused, so I strongly tell them, 'You have to do it yourself,' which also motivates students."* (Interview, P1)

According to Deci and Ryan (2000), the self-determination theory (SDT) of intrinsic motivation, participant one (P1), also encourages their students in their learning responsibility. This approach helps students develop confidence and independence rather than depending on external rewards. The story emphasizes encouraging students by saying, "You have to do it yourself," an approach of intrinsic motivation. SDT claims that people are more driven when they have a sense of competence, control, and interpersonal connectedness. Patall et al. (2023) highlighted that teachers who encourage students to assume charge of learning are fostering a sense of autonomy, which can boost their internal motivation and students with

control over their assignments are more engaged and perform better academically. Ng (2018) argues that the concept of a growth mindset is for students who are motivated and make progress over time when freedom is given to set their goals. In brief, providing ownership to students for their education ignites intrinsic motivation, as claimed by studies.

### **Counseling and Emotional Support**

According to Sudiarsana et al. (2021), counseling and emotional support are process of providing guidance and support for academic challenges. Teachers can value students for their realistic goals by listening, creating a comfortable environment, addressing their needs and empathizing with genuine care.

Participant three (P3) shares his opinion on counseling and emotional support as follows:

*I think motivation comes in two ways. One is automatic, stemming from the home environment and family counseling, where those with poor backgrounds are often self-motivated. The second type of motivation comes from counseling, where kids need to be encouraged by discussing their future, giving examples of educated people, or emphasizing the importance of education in life. (Interview, 3)*

The story highlights the home environment, counseling and background of the students for motivation. It emphasizes that counseling with encouragement about their future with positive outcomes can motivate students. Per story, teachers can provide an example of other successful and educated people, emphasizing the important role of education in life, which can also motivate students.

Further, participant 3 (P3) added, *“We should personally counsel them and remind them of previous counseling recommendations from time to time. The third type of students is never motivated by either the home environment or counseling, but tends to motivate themselves.” (Interview, 3)*

The statement highlights the students who may benefit from individual counseling, but recurring reminders of prior sessions are also needed. He also noted that some students rely on self-motivation rather than outside influences like their home environment or counseling. This idea aligns with research showing that although counseling interventions can develop motivation, some students are better motivated by internal motivation than outside factors due to individual differences (Sudiarsana et al., 2021).

Additionally, participant three (P3) says, *“Before the SE exam, there was counseling about the consequences of not having an education. His father asked me to encourage him by offering him a cubicle toy he liked very much if he studied well and got good marks. He used to fail before grade 10 but eventually succeeded.”*

(Interview, 3)

The statement emphasizes a strong side of counseling for better academic results. It emphasizes the encouragement and coordination between parents and teachers to motivate students. The teacher emphasized that counseling with positive reinforcement can significantly improve student motivation and academic performance rather than punishment, aligning with the idea by Sudiarsana et al. (2021).

Participant three (P3) further added: *“Counseling, rather than physical punishment or scolding, will definitely bring about change without creating negativity.”* (Interview, 3)

According to the participant, counseling can motivate more effectively than scolding or physical punishment because it promotes positive change without having detrimental emotional effects. The study shows that punitive measures can have negative effects, while supportive counseling approaches are linked to increased student motivation and well-being (Sudiarsana et al., 2021).

Participant two (P2) stated that: *“I counseled them by emphasizing that education is everything. Without education, nothing can be achieved in life. It will be like ‘KALO AKCHHAR VAISI BARABAR’ (black letters are equal to nothing).”* (Interview, 2)

The statement claims that life is dark and meaningless without education. He further insists that education is a must to achieve something, and he motivates students by counseling and emphasizing the real value of education. Motivation can be nurtured if counseling is considered as the first option.

Additionally, participant one (P1) said: *“I mostly provide counseling for intrinsic motivation.”* (Interview, 1)

The statement is strongly focused on counseling techniques for intrinsic motivation, either for personal or academic purposes. Dilag (2023) explains that guidance and counseling are important for motivation; additionally, they can help students to deal with their problems. It can also help students with their learning

goals, match their interests, thus guidance and counseling are key for keeping students motivated.

### **Student Autonomy and Engagement**

This theme highlights the role of student choice in fostering intrinsic motivation, ownership, and deeper engagement in learning. It emphasizes how allowing students to work on topics they are passionate about enhances their motivation and involvement in the learning process. Participant four (P4) shares experience in student autonomy and engagement as follows:

*I allow students to choose topics they are passionate about and design projects around them. For example, a student interested in environmental issues might create a recycling project. Students take ownership of their learning and engage deeply because they are working on something meaningful to them.* (Interview, 4)

According to the story, allowing students to select any project of their interest can boost their motivation. Kalita (2023) argues that teachers can connect with students by focusing on their interests, which promotes motivation through personalized and meaningful learning experiences. It not only boosts the enthusiasm of students but also gives a strong sense of control over their learning, while encouraging them to take initiative and dive deeper into their interests. According to The Brainwaves Video Anthology (2017), self-determined motivation is when someone does something because of their enjoyment, connection with their interest, and their belief in the importance of their learning.

Research argues that the real projects for any learning can foster critical thinking of students, deepen their knowledge of material and enhance their communication abilities (Daryanes et al., 2023). A student, who is presenting a project of his or her choice, is more likely to achieve a deep understanding of the content. The story by the participant also highlights an opportunity for students to pursue their passion, which can equip them with the necessary skills to tackle complex issues, eventually preparing them for a real-world challenge (Zinczuk-Zielazna, 2023)

Participant (P4) further added:

*The interests and passions of students are crucial in driving their intrinsic motivation. When students engage with material that aligns with their interests, they are more likely to experience enjoyment, curiosity, and a sense*



*of relevance in their learning. This enhances their engagement, increases motivation, and fosters a positive attitude toward learning. (Interview, 4)*

The story emphasizes the interests and passions of students to enhance inner motivation for learning. Students dive into lessons that resonate with their interests and passions, once they find learning enjoyable and meaningful. According to The Brainwaves Video Anthology (2017), SDT addresses fundamental psychological needs for well-being: the need to feel competent (we want to feel good at what we do), relatedness (we want to feel connected to others), and autonomy (wanting to feel in control of our own behaviors) and these elements make better engagement in the learning journey, boosts their motivation, and cultivate wonderful attitude towards education (Waalder et al., 2022). Once the students start loving their learning, it can promote their intrinsic motivation. Creating a learning experience that is meaningful and fun can improve the motivation of students (Brandisauskiene et al., 2021).

This indicates that the teachers are triggering personal interests of students to foster a more captivating learning atmosphere, which in turn can boost motivation and this implies that teachers should concentrate on linking lessons as per students' needs. Teachers need to identify the interests of the student to promote intrinsic motivation so that they work harder and get better.

Further participant five (P5) shares a story about Autonomy and Engagement: *It's crucial to have interest and passion to drive motivation. I show my students movies, which they enjoy and learn from, and I connect the lessons from the movies to the classroom. Some students are motivated by peer work, while others are driven by artistic methods. I have a student with intrinsic motivation who excels in assignments and is often approached by classmates for help. (Interview, P5)*

The story highlights supporting students by bringing their attention to movies which can relate to their learning in the class. He mentioned that some students are comfortable with peer work, and some others enjoy artistic ways. He shares a story of a student with strong intrinsic motivation who was approached by other students who needed support for learning. González Blasco et al. (2015) describe how some learners are interested in collaborative peer work; some are fond of using artistic and creative methods to effectively capture and express their learning experiences, which provides them pleasure and satisfaction. The teacher is actively supporting students skillfully by bringing their attention to the learning goals.

According to Taylor et al. (2014), recognizing that students take on the role of mentor, encouraging teamwork, and a sense of community can fulfill the experience of a complete classroom. The participant shared a story of a student with a high level of intrinsic motivation who was approached by other students for help and support. People who are interested in what they do, value what they do, and control their learning are intrinsically motivated; however, autonomy is the most important element according to SDT fundamental psychological needs.

### **Individualized Support and Encouragement**

In addition, participant four (P4) shares his experience as follows: *“My students trust and respect me. Most importantly, I provide individualized support and promote encouragement. I praise the effort and improvement of students rather than just outcomes. These factors influence my relationships with students and their intrinsic motivation.”* (Interview, P4)

The statement discusses the value of confidence and admiration while creating strong bonds with students, which can significantly improve their educational experience. The Teacher highlighted the importance of providing individualized support and continuous encouragement as per their needs and circumstances, which aligns with the idea by Tripathi (2019). Teachers should always build trust with students and provide personalized support and encouragement. They should also praise the efforts and improvements of students more than their academic grades, which can help students to adapt with intrinsic motivation in the end. According to Gyeltshen and Gyeltshen (2022), this approach is crucial to create a supportive environment for students' motivation as it helps them succeed academically, keeps them resilient, and confident by providing them with learning tools. Teachers should recognize students' efforts and holistic growth rather than just their test results.

### **Impact of Teacher-Student Relationships on Motivation**

#### **Individualized Support through Teacher-Student Trust**

Participant two (P2) shared the following story:

*Last year, I had a hard time with a grade 8 student who was struggling to reach certain milestones. After moving to Bansbari, I had a new set of students from different backgrounds. I approached this student, learned about his difficulties, and built trust. Once he shared his obstacles with me, I supported him accordingly. He gradually improved and became a positive example of a strong teacher-student relationship.* (Interview, 2)

According to the story, the teacher took time to understand a student who was struggling with different backgrounds, fostering a sense of trust and relatedness. The teacher promoted a sense of competence and capability by providing tailored support to help the student overcome specific obstacles. The story shows how a private school provides individualized support, empathy, and personal attention to nurture the motivation of students (Robinson, 2022). The student's internal motivation was probably influenced by the autonomy allowed by the teacher so that he could share his difficulties. As he continues progressing, he becomes an example of a solid teacher-student bond.

Additionally, participant four (4) shared his story as follows: *“Most importantly, I provide individualized support and promote encouragement. I praise the effort and improvement of students rather than just outcomes. These factors influence my relationships with students and their intrinsic motivation.”* (Interview, 4)

The statement highlights the value of personalized support and encouragement for a healthy relationship between teacher and student. Ferlazzo (2015) stated that teachers are the ones who connect with students. The statement emphasizes the value of the effort and progress of the student rather than their results. By doing so, the teacher builds bonds with students, which results in autonomy and self-motivation in students. Schuitema et al. (2016b) and Stearns (2013) also highlight the importance of providing ownership to students so that motivation can be cultivated.

### **Balancing Care and Authority in Teacher-Student Relationships**

To encourage motivation, Participant (P2) highlights a very delicate balance he practices while interacting with students. The analogy to a parent-child relationship also emphasizes the value of love and affection in fostering an atmosphere of trust and support, he stated,

*The relationship between students and teachers is like parents and their children. While showing love and affection, we must maintain a certain distance. We need to be equal or together in some respects for a certain period, but still, we must keep some distance. If we make them equal to us, they may not respect us.* (Interview, 2)

The story highlights the relationship of students and teachers like parents and children, but warns that while sharing love with students, teachers must maintain a certain distance. As noted by Shrestha (2021), supportive school environments are usually associated with improved teacher performance and increased student

engagement. He encourages staying together or being friendly for a certain time or situation, but maintaining distance is a must; otherwise, respect issues may arise, and adherence from students can be limited. This story is aligned with the study by Shrestha (2021) and Zajda (2018), who emphasize a professional distance to foster respect and motivation among students.

Further, he added:

*There should be a respectable distance between teachers and students; otherwise, they might miss their targets. Many students initially didn't even know the basics, like A, B, C, D, or K, K, KH, GA, GHA. During the teaching period, as an admin and a subject teacher, I noticed that good students are already good, and anyone can teach them. However, some students left studying or stopped coming to school. I counseled them by emphasizing that education is everything. Without education, nothing can be achieved in life. It will be like 'KALO AKCHHAR VAISI BARABAR' (black letters are equal to nothing). Education has everything, and those students who had stopped studying have come back to resume their studies. (Interview, 2)*

Per participant, a respectful distance between teachers and students is required; otherwise, students might be careless, which may affect their study targets. He mentioned that most of the students didn't even have basic knowledge of English or Nepali alphabet. During his teaching period, he noticed that he was having trouble teaching good students, but those who were considered not good stopped coming to school. The story also highlighted counseling students by emphasizing the importance of education in everything in life and without it, nothing can be achieved.

Further, participant three (P3) added regarding the students and teachers' relationship:

*"We must maintain a very good relationship with students but also keep a correct distance; otherwise, students will not adhere to instructions from teachers."*  
(Interview, 3)

According to Siburian and Indriani (2024), a warm relationship between teachers and students has been demonstrated to boost learners' achievement. The harmony between closeness and maintenance of correct distance is essential to prevent students from making excuses. The statement highlights the importance of keeping a correct distance; otherwise, to face adherence issues, it is important to

maintain a professional distance with students to ensure that students follow teachers' guidance.

### **Friendly & Compassionate Approach for Motivation**

Below is a story of participant six (P6) regarding a friendly & compassionate approach:

*I have an example of a male grade 8 student who had problems at home. One of our teachers punished him for unfinished homework and threatened to inform his parents, which terrified him because of his father. I approached the teacher and asked for a chance to help the student. I assured the student that I, as a teacher, was ready to support him in any way possible, but the mistake should not be repeated. I believe that fear at home impacts both study and motivation. There were many positive changes in the student, including his handwriting and study habits, which made both the teacher and the student happy, and of course, myself too. Thus, I strongly believe that affection and politeness can help students achieve better academic results. (Interview, 6)*

The story by the participant is about a student who has problems at home. Additionally, his teacher has punished him due to unfinished homework and threatened him with informing his parents, which terrified him more. The teacher carefully approached the student and provided support and counsel, which fostered the motivation of the student (Schuitema et al., 2016b; Ferlazzo, 2015). Later, the student started to improve and had many positive changes. The participant believes the home environment, affection and politeness impact the motivation and academic results of students (Dai, 2024).

Further, participant six (P6) shares his experience of empathy as an important element of motivation:

*There have been changes in the education system within the last 10 years, and I have personally observed that affection is the most important part of motivation. We need to be playful with kids, make jokes, and listen to their stories in class. This makes students comfortable while approaching teachers. So, most students seek affection for motivation. (Interview, 6)*

As we all are hungry for love & care, the story highlights that affection is the most important component for motivation. It is important to create a friendly environment in the classroom so that kids can easily approach teachers to share their learning obstacles, thus teachers have an opportunity to address them accordingly.

The study by Schuitema et al. (2016a) also argues that teachers play a vital role in fostering student motivation by creating a positive learning environment in school.

Additionally, participant five (P5) shares his story of a friendly approach:  
*If I were strict, I wouldn't have been able to get them to do so much work. Last year, I taught grade 8 students and was friendly with them, speaking casually before and after class. This approach made them more cooperative when I asked them to do something, having a positive impact.* (Interview, 5)

He emphasized that a friendly behavior of the teacher is necessary not only in class but also after class. With this bond, students not only adhered to the teacher but also became cooperative as well. That means they didn't want the teacher to be disappointed. This statement is supported by Schuitema et al. (2016b), who emphasize that creating a positive learning environment has been associated with self-regulation, overall achievement, and even control of their lives.

### **Contextual Factors Influencing Student Motivation**

#### **Safe and Caring Environment**

Contextual factors have been emphasized for motivation by participant four (P4): *"In my opinion, a safe and caring environment, effective teaching methods, extracurricular activities, and positive teacher behavior motivate students."* (Participant, 4)

The participant believes that a safe and caring environment, effective teaching methods, extracurricular activities, and positive teacher behavior for students' motivation in school, as argued by the researchers (Daily et al., 2019; Dulay & Karadağ, 2017; Covay & Carbonaro, 2010; Ozdogru et al., 2025)

#### **Classroom Environment and Peer Influence**

Further, Participant four (P4) added classroom environment and peer influence for motivation: *"Classroom environment, teacher behavior and attitude, peer influence, interest in topics, and extracurricular activities are external factors that affect my students' motivation in my experience."* (Interview, 4)

The participant mentioned an external factor, such as classroom environments, such as good teachers with a loving, caring and positive attitude. Motivation is also influenced by their circle of friends; the interest in the topics is more likely to lead to academic success. A learning peer has a big influence on students' motivation. The participant also highlights that a peer with good knowledge and performance is

always beneficial for mutual learning when knowledge is shared. According to Hamidah (2022), students who are interested in what they are learning are usually more motivated, and if the subject is relevant and engaging, their natural desire to learn grows, which leads to better results in their education.

### **Challenges in Promoting Student Motivation**

#### **Impact of Family Financial Status**

Regarding financial challenges, participant two (P2) stated: *“There are many challenges. Some parents can afford education, but we are not always capable of taking students to the level they are supposed to be. Some students are very hardworking and talented, but due to their family’s poor financial condition, they are unable to study.”* (Interview, 2)

The story highlights the value of students' self-motivation, pointing out that some students are gifted and hardworking but may be unable to attend school due to their family's financial circumstances, making motivation alone insufficient in these circumstances. According to Wafa and Muthi (2024), regardless of how well personal motivation is, socioeconomic status is always plays a significant role as a determinant of students' educational opportunities and outcomes, and financial limitations frequently restrict access to education and academic success.

#### **Impact of The Home Environment**

In addition to financial difficulties, participant three (P3): *“Challenges arise when some students are not open about their problems due to fear of their parents, such as parents fighting.”* (Interview, 3)

As stated, the circumstances at home play a crucial part in inspiring students. According to the teacher, some students grow up in an unhealthy environment, for example, parental conflict, which can be distracting, and students find it difficult to talk with and receive the support they need from their teachers. According to Imelda (2022), a bad home environment, which includes parental conflict and a lack of emotional support, has been found to have a major negative impact on students' academic performance and motivation.

#### **Amotivation in Motivation**

Most importantly, participant six (P6) stated a motivation as a challenge: *“One of the big challenges is student demotivation, which we sometimes can’t address.”* (Interview, 6)

According to Self-Determination Theory (SDT), Amotivation arises when there is a lack of autonomy, doubting their own skills, or feeling apart from their peers and teachers (lack of relatedness). Then, teachers find it difficult to deal with demotivation, and this statement aligns with the SDT theory of motivation, which is complex to address.

### **Teachers' Lack of Self-Motivation**

Participant three (P3) mentioned a bitter truth about some private schools:

*The challenges are that private teachers have maximum periods and bring schoolwork home, where they already have problems. Teachers' salaries are often cut to prevent them from moving to another school or leaving, and these cuts are never reimbursed as promised by management. Male teachers often do not earn enough to support their families, so many female teachers are attracted to this profession where they can educate their kids and make some extra money. (Participant 3)*

The story highlights the problem of teachers, such as bringing schoolwork home, adding to more problems at home. Additionally, teachers' salaries are being deducted due to the fear that the teacher might leave the school, which causes a stressful situation; therefore, they are not able to focus on motivating students. The story even becomes scary when he mentioned that the deduction money is never reimbursed. Research indicates that poor working conditions, lack of financial security, and high workloads are major factors that cause stress and diminished motivation of teachers, ultimately impacting their performance, which finally impacts student outcomes (Pruitt-Britton et al., 2022). Additionally, the story claims that the earnings of the teacher are literally never enough to support a family. On the other hand, female teachers are attracted to this profession just because they can educate their kids and make some extra money, which might imbalance the quality of teachers.

### **Teaching Strategies to Promote Motivation**

#### **Student-Centered Learning and Peer Collaboration**

Regarding teaching strategies, participant two (P2) shared:

*From the students' perspective, they need to understand the relevance and necessity of education. Are students accustomed to the knowledge? We need to organize peer groups according to their needs and ask them to explore topics.*



*Once they find something, they should identify any gaps in their understanding.* (Interview, 2)

The study conveys a clear message that students need to understand that the education they are receiving is applicable and beneficial. The story emphasizes the importance of organizing peer groups based on students' interests, allowing them to explore further. By doing so, students are likely to identify their knowledge gaps themselves. The study by Nurishlah et al. (2023) emphasizes the necessity for students to understand the relevance and application of their education, which can eventually foster intrinsic motivation. This approach is not only to engage students but also to support the learning journey and to make it more meaningful and satisfying.

### **Interest-Based Learning Approaches**

Additionally, participant four (P4) stated that: *“When students engage with material that aligns with their interests, they are more likely to experience enjoyment, curiosity, and a sense of relevance in their learning. This enhances their engagement, increases motivation, and fosters a positive attitude toward learning.”* (Interview, 4)

When students find their learning material that aligns with their interests, they are more likely to enjoy it, which might increase their curiosity and broaden their learning. Additionally, when students believe they are achieving something meaningful, it can enhance motivation and bring positivity to their learning process. Research also shows that if students find their learning material more relevant, they enjoy their learning experience more. As a result, they remain motivated, involved, and have a more positive attitude toward learning. According to Corso et al. (2013), student engagement is greatly affected by the relevance of class content for better academic performance and lower dropout rates. Ely et al. (2013) further explained how positive emotions like happiness and excitement are consistently linked with students' participation in activities related to their interests, which helps them succeed. Moreover, Husnawati et al. (2024) highlighted that learning becomes more relevant and useful when it is grounded in real-world experiences and interests that increase students' motivation and engagement.

### **Peer Learning and Collaborative Seating Arrangements**

Here, participant one (P1) shares a story about peer learning and seating arrangement: *“We also have a seating plan where better students and weak students sit together because, in some cases, students are more comfortable asking questions*

*among themselves. This plan is implemented in all classes, emphasizing peer learning.*” (Interview, 1)

According to the statement, the seating arrangement is intentionally set up with better performing students with weaker ones, because some students are comfortable among themselves rather than with the teacher. According to Raufelder et al. (2017), peer influence is important to encourage students for better performance because it contributes to support and inspiration. While peering, they can help each other and exchange information. Peer learning has been emphasized in this approach to promote a cooperative and encouraging learning environment. According to Lotfy (2012), implementing cooperative learning exercises in English classes, such as thoughtful seating arrangements, boosts student engagement.

### **Leveraging Competition to Enhance Motivation**

Participant five (P5) stated that: *“Some students are naturally competitive and motivated to outperform their peers.”* (Interview, 5)

The statement highlights the innate desire of some students to perform well and to surpass their peers. These students are naturally competitive as they like comparing themselves to others and put in more effort to get better than others. They are driven to pursue success by competition with their peers. Mori and Kudo (2021) revealed that students with confidence skills are strengthened by competitive accomplishments; they can perform better inherently since they are driven to outperform their peers.

### **Differentiated Instruction and Student Motivation**

Participant five (P5) shares differentiated instruction: *“Some students are motivated by peer work, while others are driven by artistic methods.”* (Interview, 5)

This statement highlights a student with a different way of learning attitude. Some students enjoy learning with each other in a group environment, and some others like creative ways to learn, like using art or hands-on activities. Motivation can be affected by the method of learning and the techniques being used, such as using art or hands-on activities to make learning more interesting. (Deci & Ryan, 2000; Brainwaves Video Anthology, 2017; Howard et al., 2021; Shamloo & Cox, 2009; Zajda, 2018; Rozeboom, 2018).

### **Teacher Training for Effective Motivation**

Additionally, participant five (P5) shares the teacher’s training for motivation: *“To motivate students intrinsically, teachers need proper training.”* (Interview, 5)

The statement emphasizes that teacher training may empower teachers to create stimulating learning environments. Research shows that intrinsic motivation is an essential factor where teachers play a significant role by creating classroom environments to spark students' natural interests (Nurishlah et al., 2023). Tenório et al. (2020) argue that teacher training programs can increase motivation for both teachers and students. The study by Akhtar et al. (2017) also highlights a connection between student achievement and the motivation of teachers, indicating that the teacher training programs can affect both the teachers and students.

### **Engaging and Supportive Teaching Approaches**

For engaging and supportive teaching approaches, participant four (P4) said: *“Connecting the material to student interests, incorporating varied teaching methods, building a supportive environment, celebrating achievements, and providing extracurricular opportunities are effective solutions in overcoming motivational challenges.”* (Participant 4)

The statement highlights the material in the interest of students and diverse teaching for different learners. He highlights a supportive environment in the class and school where students feel comfortable sharing their obstacles to learning so that teachers can address them accordingly. As mentioned by Göktaş and Kaya (2023), the participant also emphasized celebrating achievements and valuing their effort; likewise, offering extracurricular activities is also important for motivation.

### **Chapter Summary**

In this chapter, I have discussed six themes that emerged from the narration of teachers. It highlights that family involvement promotes a strong foundation for academic success. Teachers have emphasized the significance of parental engagement and a caring family atmosphere. Scholarship, cash incentives and even mobile phones and motorbikes seemed to be effective to promote external motivation, especially for children with poor financial conditions. This chapter highlighted autonomy support, counseling, and emotional guidance to help students develop self-directed learning capabilities while nurturing intrinsic motivation. Teachers have emphasized the teacher-student relationship but have also warned students to maintain a safe distance to keep up with authority. Financial constraints of family, challenging home situations, student amotivation, and teachers' own lack of motivation due to poor working conditions and insufficient payment emerged as challenges while promoting students' motivation. In conclusion, the chapter summarizes some effective teaching

strategies such as student-centered learning, peer collaboration, interest-based approaches, differentiated instruction, and teacher training to create engaging learning environments for individual needs based on students' circumstances.

## CHAPTER V

### KEY INSIGHTS, DISCUSSIONS AND CONCLUSION

This chapter provides key insights about student motivation that is shaped by home environment, teacher-student relationships and school environments. Students from supportive families have strong intrinsic motivation, but external rewards are also used, like grades and incentives, despite being less sustainable. The chapter discusses the application of Self-Determination Theory by teachers with autonomy, competence, and relatedness, although they face financial constraints, cultural expectations, and overreliance on extrinsic motivators. Different teaching strategies were also identified by diverse participants.

#### **Key Insights**

Home environment is considered the most effective factor for intrinsic motivation, as most teachers highlighted the educational background of the family of students who are already motivated before coming to school (Ninković et al., 2022). Teachers can nurture the motivation of students who come to school already motivated by their family environment. The investment of parents in this context is a unique dynamic, as teachers are attentive and coordinate with parents promptly to make sure the hard-earned money of parents is utilized properly for their children's education. This reflects the broader socioeconomic context of Nepal, where education is considered a way to achieve better living standards and employment opportunities overseas to achieve a better financial condition.

One of the participants argues that "the main factor motivating students is grades, regardless of what others might say," hence the external Rewards seem to be an overwhelming reliance for motivation. The reward system is a sophisticated method in private schools for motivation, such as cash incentives for grade improvements, scholarships and financial rewards are offered for high GPAs (Barrow & Rouse, 2016).

Similarly, mobile phones and motorcycles are also considered to meet the expectations of youth in these modern days. However, teachers frequently highlighted extrinsic motivation for a short period, and intrinsic motivation is sustainable, but concern has been raised about the immediate effectiveness and long-term educational goals.

A participant recommends that the environment of the class should be friendly, like he is considered an elder brother with students, which aligns with the study by (Pruitt-Britton et al., 2022), but professional boundaries should be maintained for teaching effectiveness. Affection was found to be the most important part of motivation, which consists of a playful and supportive environment in the class.

Although intrinsic motivation is much valued theoretically, several challenges have been identified during implementation. One of the participants argued that intrinsic motivation is not very common. Additionally, grade, social media, virtual games, and an examination-driven system are barriers to intrinsic motivation, where learners are naturally interested in learning rather than engaging in entertainment. Some students are found to be naturally motivated once they realize the importance of education and reach higher grades.

Teachers bring schoolwork home because they face a massive workload at school, and some management of schools deduct a salary as a security deposit for teachers that is never reimbursed. Low salary limits teachers from looking after their families (K.C., 2017). Some management restricts teachers from being too close to students as they fear that students will be taken away by teachers to another school. This practice becomes a barrier to motivation as some teachers believe in a strong bond with students. Pedagogical approaches have been applied for teaching, including strategic peer learning arrangements where stronger and weaker students are paired together, interest-based learning to allow students to work on their preferred project topics that are aligned with their passions. Integration of multimedia and technology to connect with contemporary student preferences has also been found to be applied by teachers (Ninković et al., 2022). These approaches require professional preparation of teachers, as a teacher said, "well-prepared and provide clear explanations". The differentiated teaching was highlighted for motivation, as some students like peer work and others like artistic methods

### **Discussions**

This chapter discusses how teachers are connecting Self-Determination Theory (SDT) through autonomy (choice in learning), competence (personalized feedback), and relatedness (strong relationships) for student motivation. They face challenges such as resource gaps, cultural obstacles, and overemployment of extrinsic rewards during the implementation of these strategies. Gender differences, such as

between males and females, have also been discussed. Finally, the chapter highlights better teacher training and equitable resources to cultivate intrinsic motivation across diverse classrooms.

## **Self-Determination Theory Analysis**

### ***Autonomy Support Strategies***

While analyzing teachers' stories through the lens of Self-Determination theory (SDT), both the strategies and challenges are highlighted in relation to students' psychological needs for autonomy, competence, and relatedness. Teachers have provided autonomy to students by offering projects of their choice, which emphasize the need for self-initiative, aligning with autonomy that supports an engaging environment and intrinsic motivation. Teachers provide autonomy for students, according to the SDT theory of motivation.

### ***Competence Development Approaches***

For competency, teachers utilized personal feedback, appreciated students' effort and used personalized teaching methods to support their ability. Students feel more motivated by their success, receiving constructive feedback, and tackling challenges, which is also a part of competence, as per the theory of SDT. Some stories highlighted public comparison, and seating arrangements may make them feel incompetent for struggling students. Students who cannot afford resources and education can worsen their competency because not all of them may have equal support and resources.

### ***Relatedness Building Techniques***

Relatedness of SDT was nurtured through student-teacher relationships, the involvement of parents, and peer collaboration. Teachers highlighted a family-like environment in the classroom, creating a belief, and engaging in the teaching and learning process, which highly connects with a sense of connection and belonging, is essential for motivation. The existence of role models within the family reveals how the family environment can impact the self-motivation of students (Gonida & Cortina, 2014). The role of family involvement is the key highlight for intrinsic motivation. According to Participant one (P1), a student's success, as shown by achieving a perfect GPA, is credited to the educational background of the family, which aligns with Deci and Ryan's psychological need for relatedness.

### ***Integration and Implementation Challenges***

Teachers' approaches and strategies to address the psychological needs of SDTs, but their efforts are often hindered by economic boundaries, traditional expectations, and an overreliance on extrinsic rewards. Nevertheless, cultural rules such as maintaining a "respectable distance" and challenging home environments limit these connections. To fully benefit from SDT, teachers should receive training on how autonomy can be created and maintained, the distribution of resources and the cultivation of culture in schools to nurture extrinsic incentives towards intrinsic motivation.

### **Diversity Perspectives in Motivation**

#### ***Gender-Based Approaches***

The narratives of the teachers provide a diverse motivational strategy that is influenced by gender, location, teaching subject, cultural context, and age. Female teachers emphasized more student-centered approaches such as storytelling, emotional support, structured feedback and interdisciplinary activities. However, some male teachers highlighted traditional norms and extrinsic rewards like scholarship and fear-based motivation. Some male teachers mentioned a scholarship for financial hardship that is necessary for economically struggling students, which resonates with Dhakal et al. (2023), who argue that student motivation is shaped by sociocultural background.

#### ***Cultural and Generational Differences***

Generational differences also vary in strategies, as some older teachers embrace traditional methods with peer learning, but younger teachers highlight innovative, autonomy-supportive methods, which align with the study by Silwal (2025), who discusses shifting educational paradigms in Nepal.

#### ***Subject-Specific Strategies***

Subject-specific approaches, such as math classes, were focused on self-directed practice, while social studies lessons were centered on storytelling, illustrating how intrinsic motivation can flourish when resources are aligned with their students' interests (Howard et al., 2021).

### **Conclusion**

This research helps to understand students' motivation in the context of Kathmandu, Bhaktapur, Lalitpur and Kavrepalanchok through narratives of teachers and the application of Self-Determination theory. The primary findings are the



multifaceted relationship between home environments, the relationships between teacher-student, and institutional issues. This research effectively highlights that motivation is not simply an individual psychological phenomenon, but it is deeply surrounded by social, economic, and cultural contexts. Qualitative data is the richest part of this research, providing contextual factors and recognition of diversity in motivational approaches. Limitations of the study include students' perspectives and limited theories from different cultural backgrounds. Further research could be beneficial to incorporate students' stories so that strong strategies can be developed for socioeconomic barriers, and a clearer analysis on how motivation theories should be adapted to the cultural context.

Overall, this research provides valuable insights into the multifaceted dynamics of student motivation, highlighting both psychological needs and context-specific factors for educational engagement and success. These insights can be beneficial for effective educational practices in similar contexts of schools.

### **Chapter Summary**

This chapter examines student motivation through teacher perspectives and Self-Determination Theory. The home environment is found to be the primary drive for intrinsic motivation. Students from educationally supportive families are already motivated, reflecting the socioeconomic context of Nepal, where education represents a way for better living standards and an opportunity for overseas employment. The study reveals overwhelming uses of extrinsic rewards, including cash incentives, scholarships, material like mobile phones and motorcycles, though intrinsic motivation is preferred theoretically. The chapter also discusses the application of Self-Determination Theory through autonomy support, competence development, and relatedness building, creating family-like classroom environments. Grade-focused systems, social media distractions, excessive teacher workloads, and low compensation are found to be challenges for motivation. Gender differences in the story show different teaching approaches. The research concludes that motivation is deeply rooted in social, economic, and cultural circumstances rather than being simply an individual psychological phenomenon.

## CHAPTER VI

### FINDINGS, IMPLICATIONS AND REFLECTION

The research has explored some important aspects of students' motivation in private schools of Kathmandu, Lalitpur, Bhaktapur and Kavrepalanchok of Nepal. The most important findings are counseling in some circumstances, creating a helpful and engaging environment, especially for those with home environment and financial complications. Teachers are supporting those students emotionally and strategically.

Family involvement, effective teaching practices, and supportive relationships are the dynamic interplay of intrinsic motivation. The stories and the experiences shared by teachers connect with the principles of Self-Determination Theory, which highlights an appropriate environment for both intrinsic and extrinsic motivation. Teachers are promoting student engagement and academic performance by fostering autonomy, competence and relatedness, and as they are also preparing them for their life learning needs, thus family influences should be considered an important element for students' motivation (Imelda, 2022; Lolong, 2024).

The study highlights financial barriers as challenges in motivation for many talented and inspired students to get into or succeed in education (Lesperance et al., 2022; Eccles, 2024; Akram et al., 2023). Negative home environment, for example, parental fights and a lack of support, reduces the motivation and academic performance of the students. Additionally, student amotivation is a persistent issue due to a lack of autonomy, not being confident about self-knowledge, or unhealthy relationships with peers and teachers, making it difficult to address by teachers. Teachers also struggle with poor working conditions at school, a heavy amount of work, and low salary practices, which affect their self-motivation; thus, teachers are unable to perform effectively, ultimately affecting student outcomes (Skaalvik & Skaalvik, 2017; Klassen & Chiu, 2011; K.C., 2017).

Educational phenomenon is not as complicated as we think; rather, it is a multifaceted chemistry between intrinsic and extrinsic motivation. The analysis of this research enlightens us on how these are manifested in the classroom, which is necessary for the holistic development of students. Teachers apply many financial incentives as a motivation strategy, but some studies argue that such external motivation can create dependence on an external source for students. Grolnick (2023)

highlights that extrinsic motivation can certainly promote short-term achievement, but it doesn't last because it depends on external rewards rather than the genuine interest of the students. This study also reveals the necessity of comprehensive supporting networks, including trauma-informed counseling, enhanced teacher training, and community-driven financial support. According to the School Education Sector Plan (2022) and the National Education Policy (2019), teacher training is limited to government schools only, which means private institutions are left behind in terms of the resources necessary to afford trauma-informed counseling techniques.

Teachers encounter both barriers and motivators that drive students' engagement in learning. The reports from the stories of teachers reveal that too much work and stress, including challenges in balancing authority and openness, can weaken their ability to stimulate students. The study finds that students are distracted by digital devices, low intrinsic drive, and challenging family situations, which limit their focus and resources for motivation (Gautam et al., 2024; Lesperance et al., 2022). Some systemic issues, such as economic hardship at home and unresolved parental conflicts, additionally limit their educational engagement, which were found during student counseling, but sadly, teachers may not be able to address these situations properly due to a lack of training (Martinez-Yarza et al., 2024; Wafa & Muthi, 2024). Teachers are employing a variety of external approaches, such as financial scholarships, certificates, and tight deadlines involving parents, to boost students' performance in the short term. Some teachers applied peer-to-peer techniques to shift students towards intrinsic motivation. At the same time, intrinsic motivation is nurtured through autonomy-supportive practices (for example, student-chosen projects), lessons are customized for individual interests, such as galaxy study or storytelling, and stories of role models to link with personal struggles and success (Howard et al., 2021; Patall et al., 2023; Messerer et al., 2022).

Teachers provide a collaborative learning environment in the classroom by applying group discussions and presentations by students themselves. A strong teacher-student relationship, use of learning resources, and a family-like environment of the classroom fulfill the three psychological needs of Self-Determination Theory for autonomy, competence, and relatedness, which support continued academic engagement.

### **Implication**

This study highlights the critical role of collaborative approaches among teachers, school administrators, policymakers and parents while fostering a motivating and supportive learning environment for students.

#### **For Teachers**

Teachers may continue to apply counseling as a motivational strategy. They may provide individualized support as needed and create an environment where students feel more comfortable sharing any learning challenges. They should connect classroom lessons as per the students' needs, incorporating diverse teaching methods for effective and better classroom engagement. Teachers should be conscious about the home environment, which may be an obstacle for students; therefore, they should work closely with parents to make sure the hindering factors are addressed appropriately. Peer learning should be promoted for motivation as per the situation, because some research highlighted its negative impacts on students. These findings highlight socially approachable and equity-focused plans for student motivation. Training on SDT principles for teachers (Nyuhuan, 2024) can be provided to address socioeconomic issues holistically, and gender-sensitive approaches should be integrated, which can fill the gaps between tradition and innovation. This can foster academic and lifelong motivation within diverse classroom environments.

#### **For School Administrators**

This study recommends that the administration of schools should carefully delegate workload for teachers and consider a competitive salary, which may directly affect the self-motivation of teachers and their ability to motivate students accordingly. Schools should also consider providing adequate teaching resources, professional training and emotional support to teachers so that they can effectively create and maintain a motivational environment in the class. Schools should consider creating a counseling culture at school and mental health supporting programs that are necessary for promoting a motivating learning environment for both students and teachers. Schools may promote a more enjoyable teaching and learning environment rather than focusing more on exam results.

#### **For Policymakers**

Most importantly, policymakers should include private schools in every education provision in Nepal. Policy should provide financial support or reduce the expenses of education, which can make a positive impact, especially for those with

financial difficulties, deterring students from pursuing education as needed. Policy should offer teachers training on student motivation and parent-school cooperation for an inclusive teaching method, which can make the educational journey more even and delightful. Student motivation should be a subject to learn in the curriculum so that teachers and students can thoroughly understand its significance. Policy should consider promoting intrinsic motivation, which indeed is important for the holistic development of a student. Private schools' unique motivational concerns should be addressed with academic objectives, and they should be set by clear rules and a regulatory framework. Furthermore, competency-based education should be implemented in schools, considering student motivation as a primary element for student success. Policies should develop specific guidelines, including motivational strategies for teachers. Most importantly, policies should balance between grade and holistic learning approaches.

### **For parents**

Parents are recognized as an important part of academic success; they should always allocate some time to understand their kids' requirements for learning and coordinate with their respective teachers, who can support their child accordingly. Parents should support their child in staying motivated through school-parent collaboration. They should communicate frequently with teachers, emphasizing holistic development and supporting their kids in strengthening their partnership in their learning. Parents should be aware of how academic pressure can be fatal for their child's internal learning because kids are forced to obtain high marks without understanding their relevance. They should always choose a school that develops curiosity and creativity, not exams and results.

### **Reflection on My Research Journey**

As I conclude my research, I understand that student motivation is a complex dynamic in the education environment. It is a context-specific phenomenon rather than a one-size-fits-all idea. My knowledge has grown to different levels due to this research journey. The thematic findings of this study provided a thorough picture of several motivational aspects through teachers' perspectives. I have identified several internal and external aspects that are influencing students' motivation, including a comprehensive strategy to create an engaging learning environment in the classroom.

One of the most significant discoveries of this research is the family involvement in intrinsic motivation. According to the stories, students who grow up in

a family with an educational background are more likely to have genuine enthusiasm for learning. Besides, a loving and caring family environment definitely supports the motivation of students. A story by a teacher has opened my eyes about the role of parents as teaching and learning allies, who can equally support students in their success. In addition to its impact on academic achievement, family involvement instills values, expectations, and attitudes toward education that can help students reach their greatest potential. Incentives and rewards that have been highlighted by teachers are important, but at the beginning, I thought these types of extrinsic motivation might prevent students from developing a lifelong love of learning. I have a strong feeling that if rewards are carefully chosen, such as cash incentives and scholarships, they can boost students' performance and engagement. This shows the effectiveness of intrinsic and extrinsic motivations, which can interact and support each other when applied correctly. Nevertheless, while going through the literature review, I also came to know the downfall of external motivators, which may negatively affect some students because they work hard for a short period only when external motivation, such as rewards, awards, etc., is offered.

Most of the teachers emphasized fostering intrinsic motivation, and I agreed after reviewing the literature that explains how intrinsic motivation works for lifelong learning. Providing autonomy to students as the Self-Determination Theory's principles was very convincing, highlighting the importance of providing freedom and chances to work on projects that are worthwhile and passionate for students. I was touched by how teachers allow students to select their subjects of interest, thus students are encouraged, engaged and responsible for their own learning. For me, this technique seems promising since there are no external factors involved, yet students are learning with their full energy.

Relationships between teachers and students have also become a key theme in this research. I understand how important empathy, respect, and trust are to create a bond in the relationship between a teacher and a student for a motivating learning environment. The impact of individualized attention to students also caught my attention, where students are receiving support from teachers as per their needs. As I am considering my future in the field of education, I am serious about maintaining a strict balance between affection and authority. I feel pity for teachers who are self-motivated and provide their best efforts in teaching, despite several difficulties such as family issues, institutional limitations, and socioeconomic barriers. I have come to

understand that fundamental changes to educational systems, including all stakeholders of the school, can play a vital role in supporting both teachers and students in their teaching and learning journey.

In the end, this research experience has helped me understand that every aspect of student motivation should be approached delicately, and I have a huge appreciation for those teachers who face numerous obstacles, yet they still work tirelessly to keep up with students' motivation lives. I'll keep these learning in mind as I move forward, that teachers can really help create resilient, engaged, and successful students by comprehending and addressing various factors which are affecting students.

### **Chapter Summary**

In this chapter, findings have been revealed from a study about how motivation within students is cultured and nurtured. Challenges such as financial barriers, negative home situations, and teacher workload have also been identified in the motivation process. Implications for teachers, parents, school administration, and policymakers have been made accordingly. I have also reflected on my personal experience of this research journey and various aspects of my understanding.

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## ANNEXES A: INTERVIEW GUIDELINE

Research question	Focused areas	Interview Questions
How do teachers narrate their stories in promoting student motivation in private schools?	General Background	<ul style="list-style-type: none"> <li>• Would you please explain your educational and professional journey, mainly in relation to your teaching profession and the subject/grade you teach?</li> </ul>
	Core Questions	<ul style="list-style-type: none"> <li>• What factors contribute to motivating students in private schools in your opinion?</li> <li>• Would you please discuss some examples where you've noticed intrinsic or extrinsic motivation in action?</li> </ul>
	Intrinsic/Internal Motivation	<ul style="list-style-type: none"> <li>• Please elaborate on activities or assignments you have found to naturally engage students or how you develop intrinsic motivation in your class.?</li> <li>• How important do you consider the interests and passions of students in driving their intrinsic motivation?</li> </ul>
	Extrinsic/External Motivation	<ul style="list-style-type: none"> <li>• How do you recognize extrinsic motivation in your students?</li> <li>• Could you give examples of rewards or external encouragement that seem to motivate your students?</li> <li>• What methods do you use to ensure a balance between extrinsic rewards and the development of intrinsic motivation?</li> <li>• What external factors have you found to affect your students' motivation in your experience?</li> </ul>
	Impact of Teacher-Student	<ul style="list-style-type: none"> <li>• Can you please elaborate on the influence of your relationships with students on their</li> </ul>

	Relationships	<p>intrinsic/extrinsic motivation?</p> <ul style="list-style-type: none"> <li>• Do you remember any time when a positive teacher-student relationship significantly boosted a student's motivation?</li> </ul>
	Classroom Strategies	<ul style="list-style-type: none"> <li>• What variety of plans do you implement to motivate your students, considering both intrinsic and extrinsic factors?</li> <li>• How do you address the diverse needs of your students?</li> </ul>
	Challenges and Solutions	<ul style="list-style-type: none"> <li>• Can you please explain what difficulties you have encountered when trying to motivate students?</li> <li>• What are the solutions you have found effective in overcoming these motivational challenges?</li> </ul>
	Closing Questions On motivation	<ul style="list-style-type: none"> <li>• Is there anything additional you'd like to convey regarding student motivation or your personal experiences in teaching?</li> <li>• Please share your experiences/recommendations for enhancing student motivation in private schools.</li> </ul>

## ANNEX B: WORK PLAN (GANTT CHART)

Activities / Months	April 2024	May 2024	June 2024	December 2024	May 2025	June 2025
Preparation of Thesis proposal						
Presentation of Thesis proposal						
Acceptance of proposal						
Data collection						
Consult with supervisor						
Data analysis						
Report writing						
Submission of thesis						
Presentation of thesis						

## ANNEX C: DATA TRANSCRIBE AND TRANSLATION

### Participant 1

People have different abilities, both mental and physical. We discussed intrinsic and extrinsic motivation. Extrinsic motivation involves pushing someone from behind to help them do better in life, while intrinsic motivation should come from within. I believe intrinsic motivation cannot be created by external forces; it must be self-driven. Additionally, I would like to mention another type of motivation, which is part of extrinsic motivation: positive and negative motivation. Positive motivation involves praising people to encourage them to do better. Sometimes, unintentionally, negative motivation is also needed (in exceptional cases), where telling someone they can't do something hurts their ego, prompting them to work hard and prove us wrong, thereby motivating themselves to succeed.

Intrinsic motivation can stem from observing something inspiring in life. For example, I wanted to become a cricketer after watching Sachin Tendulkar play, which led me to play cricket for about 15 years. My teachers motivated me to serve selflessly, and following their footsteps, I have been in the teaching profession for over two decades. I also pursued music seriously, particularly singing, after hearing Pramod Nirwan Dai's song "Kina Yesari." If it weren't for that song, I wouldn't have taken music so seriously.

External factors are also necessary for motivation. In our time, parents would entice us with promises of buying things if we performed well in our SEE exams, which was motivating. Nowadays, offering incentives like mobile phones and even bikes can motivate students, in my opinion.

I have also provided scholarships to students with the highest GPAs—5000 Rs for a GPA of 4, and 10,000 Rs for a GPA of 4.0. This, too, serves as a motivation, in my opinion. I believe self-motivation is a crucial part of success because students are ultimately the ones performing. They should focus and be self-motivated. I mostly provide counseling for intrinsic motivation. Intrinsic motivation should be self-focused, so I strongly tell them, "You have to do it yourself," which also motivates students.

Yes, I believe in self-interest or intrinsic motivation for studying and all other actions in life. Currently, external motivation is very important because students are

more attracted to extracurricular activities. For those who cannot perform well, we start with “You can do it.” On the other hand, we offer incentives and prize money to motivate them externally.

I had two students with poor grades. I offered them 10,000 Rs if they scored over 8, and they worked hard, successfully achieving an A grade from a B grade. I applied extrinsic motivation at the beginning. Students realize that teachers are there for a certain period of time. After a certain point, teachers are no longer there to support them. I have seen students do well after understanding this, as I was impressed by the hard work of my teachers. Achieving intrinsic motivation is not a matter of a single day; it takes time. Eventually, they become self-motivated. Not all students, but most, appreciate our hard work and believe in us, which means they start doing better themselves. I follow my teachers’ path as they have done so much for me, and I feel that I should do the same for my students. I was an average student in my early days, but later I became better. I share similar stories with my students, which helps motivate them to work harder. Sharing my stories is one of my key strategies. I always tell them, “I was an average student in the past, but I am doing so well now,” which helps students motivate themselves. We need to be friendly with students so that they can share their problems without hesitation, whether related to studies or personal issues at home that might affect their studies. Being friendly with them helps us understand more about them and support them accordingly. I treat all students equally and am friendly with them. I have created an environment where I am like their elder brother, which has made my teaching easier.

We should focus on poor students as there are various types of students in the class. I give priority to weaker students. We also have a seating plan where better students and weak students sit together because, in some cases, students are more comfortable asking questions among themselves. This plan is implemented in all classes, emphasizing peer learning. I believe that students must take the lead for intrinsic motivation themselves, as I strongly believe that extrinsic motivation is only for a short period and is not sustainable. If I say something, they do it for a short time, but the problem is that nowadays students are more interested in playing games if they get the chance. We are ready to motivate everyone, but students need to realize this themselves.

The main challenge is that some students are not motivated by external motivation or by themselves. The problem is also diversification. Another issue is that

when better students guide weak students, better students may fall behind in their own development. I think we need to arrange seating for academically poor and average students.

There was a student I am proud of, as she achieved a 4 GPA out of 4 in her SEE exam. She has strong intrinsic motivation. I strongly believe that her brother was also a school topper, and her father was a teacher. The home environment is the main factor for intrinsic motivation, and teachers just guide in simple ways. Motivation is obviously the main reason for academic success. We don't have time to talk with the principal and teachers. We only discuss it among teachers. Intrinsic motivation is beyond us; it naturally comes within students. We can only say, "Well done." We play a role in the sense that the students' family environment usually plays the main role.

Intrinsic motivation is a complicated process which is self-driven, and therefore, I don't think we can influence it much. As I mentioned earlier, it depends on factors like family and school environments. Intrinsic motivation is a natural phenomenon, whereas extrinsic motivation is only effective for a short period.

## **Participant 2**

Teaching content should be connected and relevant to the subject matter. Once the teaching content and subject matter are connected, we can attract students. In our teaching journey, we have interacted with students from various socio-cultural backgrounds at schools, institutions, and training sessions. Connecting the needs and aspects of students has become easier. Besides child psychology, if children are internally interested in something, they can achieve a lot. However, teachers need to explain some topics and the real objectives behind them, as students may not grasp them on their own. If we can convey the real objectives, students can take initiative. Punishments and rewards should go together. If we only use punishment, students will hesitate. We should identify faults and mistakes and encourage students positively, which will inspire them. While teaching, we need to be assertive as well. First of all, we need to connect children with the subject matter in an inspiring way that resonates with them. From the students' perspective, they need to understand the relevance and necessity of education. Are students accustomed to the knowledge? We need to organize peer groups according to their needs and ask them to explore topics. Once they find something, they should identify any gaps in their understanding. For example, if I am teaching about interest and compound interest while depositing in a

bank at a certain rate and time, I should not only focus on calculations but also provide practical examples. Similarly, if I teach about solid shapes like cones, triangles, and pyramids, we need to provide practical knowledge about these objects. Without practical knowledge, children cannot fully understand. Once they have practical knowledge, they will be able to learn independently.

Children have different aims from childhood, but to achieve those targets, self-study and discipline must be maintained. If the aim is high but there is no hard work, no knowledge about the real subject matter, and only unnecessary distractions, it is not beneficial. Therefore, the interested subject and aim should be critically focused on and pursued diligently to achieve the goal. If we burden students with subjects they are not interested in, they may attempt them out of fear, but it will be aimless. We should cater to their needs. For example, if I am involved in a subject matter that kids are not interested in, they might try to do it, but they won't be able to do it wholeheartedly. There are many examples of motivation. Often, rewards have excited students. Sometimes, at home or in school, we say, "We will prize you," or "You will have such quality," or "You will be one of the quality students." These simple rewards can inspire kids.

As students continue studying and reach a certain level, we encourage them by saying if they work hard, they can progress further. If not, it can lead to shame and disdain from friends and other students.

The relationship between students and teachers is like parents and their children. While showing love and affection, we must maintain a certain distance. We need to be equal or together in some aspects for a certain period, but still, we have to keep some distance. If we make them equal to us, they may not respect us. We need to love them, despite our weaknesses, and act as guardians in any situation. We must be supportive and encouraging, which I believe can attract them to learning.

There should be a respectful distance between teachers and students; otherwise, they might miss their targets. Many students initially didn't even know the basics, like A, B, C, D, or K, KH, GA, GHA. During the teaching period, as an admin and a subject teacher, I noticed that good students are already good, and anyone can teach them. However, some students left studying or stopped coming to school. I counseled them by emphasizing that education is everything. Without education, nothing can be achieved in life. It will be like "KALO AKCHHAR VAISI BARABAR" (black letters are equal to nothing). Education has everything, and those

students who had stopped studying have come back to resume their studies. We take care of very small things such as homework, sleep, and waking up. We keep the subject matter close to students. For example, in government schools, teaching is limited, but we try to link each learning to the next. We conduct exams and evaluations from time to time, both oral and written, and share the results with parents. We also arrange competitions among students and provide feedback on their weaknesses, continuing to follow up and never giving up. By motivating students, we ensure they are never discouraged. We carry out our duties in this way, which is why the results of private institutions are good. There are many challenges. Some parents can afford education, but we are not always capable of taking students to the level they are supposed to be. Some students are very hardworking and talented, but due to their family's poor financial condition, they are unable to study. We provide scholarships and support these economically disadvantaged students, setting an example: "See, this student is studying so well and working so hard; you all can do the same." We encourage all other students in this way.

We encourage students by providing homework, dancing, playing, and understanding their psychology. If they are distracted, overwhelmed by studying too much, or need a break, we take care of such things. After a small break of 10-15 minutes, we bring them back to the subject matter. We encourage them by discussing topics with their friends, organizing groups, sometimes appointing a leader to guide the group, and creating suitable materials based on the subject matter. If some kids are unable to do their homework, we pair them with those who can and continue this practice for the next day as well. This way, students who are ahead can help those who are lagging. Along with motivation, we care for them and acknowledge their needs.

### **Participant 3**

I think motivation comes in two ways. One is automatic, stemming from the home environment and family counseling, where those with poor backgrounds are often self-motivated. The second type of motivation comes from counseling, where kids need to be encouraged by discussing their future, giving examples of educated people, or emphasizing the importance of education in life. I personally prioritize education first, with extracurricular activities coming alongside it. Once academic certificates are achieved, everything else falls into place. According to students' psychology, I advise them to become skillful and useful human resources to support



our society and country eventually. We frequently need to remind some students with poor marks, those who fight, or those who are aggressive or hyperactive. We should personally counsel them and remind them of previous counseling recommendations from time to time. The third type of students are never motivated by either home environment or counseling but tend to motivate themselves. Some students become motivated later, around grades 8, 9, or 10, as they start to understand the importance of education. No one must tell them anything by then.

In the current scenario, we need to motivate students with love, showing them a good future, and playing with their emotions because these kids are being raised with all their wishes fulfilled. The teaching profession is very sensitive now. Before, we had punishment in place, but we can't apply punishment nowadays. We have become more responsible since we also have kids and feel the same affection for all others. Traditional teaching methods can't be carried forward. Before, there was TTT (Teacher Talking Time) where students had to listen, but nowadays there is STT (Student Talking Time). We allow students to talk by giving them ideas and technical knowledge, letting them speak up and ask each other questions. We need to change the method to make students feel that they need to study better, especially for average students. There are mostly average students in private schools, with very few at either extreme. The quality in private schools has a positive push, providing more homework, frequent communication with parents, listening to them carefully, and asking them to support their kids for better study. This is how we motivate students.

If kids are in a critical condition, we conduct one-on-one meetings with parents, as they know their kids well and understand the situation easily. This is how we motivate students for better results, ensuring improvement next time, as parents have invested their hard-earned money in their kids' education. Parents are also sensitive because they don't want their kids to suffer as they did. We intrinsically motivate students by convincing them to be more result oriented. We emphasize the importance of understanding the subject matter so they can perform at a high standard in the future. We discourage cheating just to pass exams. Nowadays, we cannot give marks arbitrarily but must base them on real project work. We assign 25 marks for practical work and provide these marks, accordingly, ensuring students have both theoretical and practical knowledge.

We also discuss prospects, such as going overseas to manage the financial condition of their families. Since we have worked with them long enough, we know

their financial situations. We advise them that, due to their family's financial condition, they are responsible for improving it. This is another way of motivating students. We tell them that to change their living standards, they need to study well, as it is not possible without education. Even those who initially said they never wanted to study start to follow this advice, although we may need to remind them from time to time.

I had a student in grade 8 who knew nothing about writing and reading, especially for long answers. I counseled him with various techniques to read and write, and he slowly started to improve. His parents later noticed his improvement during his time in Australia. He initially failed the IELTS exam but, after I gave him some tips on how to study and prepare, he passed and was able to go to Australia. There are many other such examples of students who have been intrinsically motivated and are now successful.

Another story is about a student from a village, the son of a government schoolteacher, whom I used to walk to school due to the long distance. I supported him all the way to school, and he still remembers me even though he has gone to Russia. I believe that any student who wants to be something has intrinsic motivation. For example, if someone wants to be a mechanic, they will start showing interest in mechanics from grades 6, 7, or 8. I had a student who is now a mechanic; he was interested in mechanics from the beginning and used to play with tools and mechanical stuff. These types of students may not perform well in school results, but they have strong intrinsic motivation.

For weak students, after identifying their weaknesses, I advise them by giving examples of successful students. I encourage them by saying, "You are as good as others, your brain is very capable, and you can do better than others." I help them feel that they have something special. Everyone is born with some sort of special merit that should be nurtured properly. God has provided special assignments to every individual. If you fulfill these, it will be beneficial for you, and you will be considered special by your relatives and teachers. We can say this both in person and in public to motivate them intrinsically. Extrinsically, once we know them well, we can use their interests to motivate them. For example, if they are interested in playing football, I offer to play with them but ask them to achieve 60 percent in their studies first. They show up early to play football and pay attention to studying as well. We need to understand their internal interests and fulfill their desires, which will, in turn, motivate

them to study. Students may not initially understand the importance of studying, but they will think they should study because their interests are being fulfilled. This will gradually improve as they grow older, and their progress will be recognized by parents, teachers, friends, and in class. They will feel that they can succeed if they try, and besides playing, they will become interested in studying as well. There are many examples of gradually developing from extrinsic to intrinsic motivation. For instance, there was a student who struggled to retain information. Once he understood something, he never forgot it. He was very interested in studying, especially since his father was overseas and his mother was attentive. Before the SE exam, there was counseling about the consequences of not having an education. His father asked me to encourage him by offering a cubical toy he liked very much if he studied well and got good marks. He used to fail before grade 10 but eventually succeeded.

Parents spend money to educate their kids, and there are various types of students in boarding schools. One type is well-organized students who do their homework and consult teachers and parents without needing much guidance. The second type is average students who are guided by teachers and parents. The third type is lower-performing students who are mostly cared for by teachers and parents, even those from poor backgrounds who send their kids to private boarding schools.

I believe that student-teacher relationships should be very good because students often maintain good behavior and manners to earn internal marks. Teachers should also maintain good relationships because if students make complaints, there may be consequences for the teachers. If we do anything bad to kids, parents can also connect with the management. We must maintain a very good relationship with students but also keep a correct distance; otherwise, students will not adhere to instructions from teachers. I am not a professional counselor, but I have been able to help students improve. It depends on the situation or problems of the students, such as family or friends' issues. I counsel them accordingly by talking to their friends indirectly and following up from time to time about their progress. There may be numerous problems, such as students copying from others. I tell them that is not a good way and talk to the students who allow copying. Counseling, rather than physical punishment or scolding, will bring about change without creating negativity.

Challenges arise when some students are not open about their problems due to fear of their parents, such as parents fighting. We notice behavioral problems in students and assure them they will not be punished or scolded. However, being too

close with students, especially females, can bring problems as observed by management. Managements don't recommend teachers to be too close with students, which may prevent students from being open about their problems. Sometimes we need to consult parents if there are family problems. We counsel parents by saying that if they are not responsible for their kids, the consequences might come back to them.

Private institutions often do not provide satisfying salaries. If institutions gave good salaries, teachers would be happy to support the school above and beyond. The main problem is the salary of the teachers. Private schools also have policies that prevent teachers from being too close with students or parents. If teachers are close to students, they might start their own school or move to another school, taking the same students with them. Teachers also need to be motivated. The challenges are that private teachers have maximum periods and bring schoolwork home, where they already have problems. Teachers' salaries are often cut to prevent them from moving to another school or leaving, and these cuts are never reimbursed as promised by management. Male teachers often do not earn enough to support their families, so many female teachers are attracted to this profession where they can educate their kids and make some extra money. Despite exploitation, female teachers accept and continue their jobs. Schools vary in their Dashain festival incentives; some provide 100% salary incentives, while others only offer tika and give Rs 1000 to Rs 1500 to save money.

#### **Participant 4**

In my opinion, a safe and caring environment, effective teaching methods, extracurricular activities, and positive teacher behavior motivate students. I notice a student's keen interest in space and encourage him to create a project about the solar system. Driven by his own curiosity and love for the topic, the student dives into researching and creating a detailed model. He is deeply engaged and spends extra time perfecting his project, gaining a thorough understanding of the subject matter.

I set strict deadlines for submitting assignments and enforce penalties for late submissions. Students ensure they complete their work on time to avoid these penalties, leading to an increase in the timely submission of assignments. I allow students to choose topics they are passionate about and design projects around them. For example, a student interested in environmental issues might create a project on recycling. Students take ownership of their learning and engage deeply because they

are working on something meaningful to them. The interests and passions of students are crucial in driving their intrinsic motivation. When students engage with material that aligns with their interests, they are more likely to experience enjoyment, curiosity, and a sense of relevance in their learning. This enhances their engagement, increases motivation, and fosters a positive attitude toward learning.

I recognize extrinsic motivation in my students by observing their behavior and attitude. They are driven by external rewards and high grades, often putting in minimal effort without a deeper understanding of the topic. They choose easier assignments or activities that guarantee a good grade and frequently compare their performance with peers, motivated by outperforming others or being recognized publicly. Certificates and awards, small prizes like stationery or books, assigning special roles such as “Class Monitor,” and recognizing students in front of the class for their work are examples of rewards or external encouragement that seem to motivate my students. To balance extrinsic rewards and the development of intrinsic motivation, I start with more frequent extrinsic rewards and gradually reduce their frequency as students begin to internalize the desired behaviors and find intrinsic satisfaction. I explain how the skills and knowledge gained from assignments are applicable in real life, allow students to choose topics for projects, select books for reading assignments, or decide how to demonstrate their learning. I praise effort and improvement and have students write reflections or engage in discussions about what they enjoyed or found meaningful in their learning. Classroom environment, teacher behavior and attitude, peer influence, interest in topics, and extracurricular activities are external factors that affect my students’ motivation in my experience.

My students trust and respect me. Most importantly, I provide individualized support and promote encouragement. I praise the effort and improvement of students rather than just outcomes. These factors influence my relationships with students and their intrinsic motivation. I implement classroom rules, take regular exams, and prepare progress reports. I give homework with specific deadlines. These factors influence my relationships with students and their extrinsic motivation. Personally, I have many memories of my relationships with students that helped boost their motivation. Here’s an example specific to a 6th-grade social studies class. Samriddhi was a 6th grader who found social studies challenging and often seemed uninterested during lessons. She was particularly shy about participating in class discussions and rarely volunteered answers. However, I noticed that Samriddhi had a strong interest in

storytelling. I took some time to talk to her about her stories and encouraged her to use her storytelling skills in social studies. I suggested she create narratives about historical events or figures we were studying. During our unit on ancient civilizations, I designed an assignment where students could present their research in various formats, including writing a historical story. I worked closely with Samriddhi, providing her with resources and ideas to help her create a story about life in ancient Egypt. When Samriddhi completed her story, I asked her to share it with the class. I praised her creativity and effort, highlighting her ability to bring history to life through her narrative. I posted her story on the classroom bulletin board and used it as an example of how students can use their unique talents to engage with the material. After this, she became more engaged in social studies. She started participating in discussions and was eager to share her ideas and stories related to the topics we were studying. Her understanding of historical concepts improved as she connected them to her creative writing.

I allow students to choose project topics or areas of research that align with their interests. I provide specific, constructive feedback that focuses on effort and improvement. I celebrate students' progress and achievements regularly. I foster a culture where mistakes are viewed as learning opportunities, helping students feel safe to take risks and try new things. I use certificates, awards, or public recognition to acknowledge students' achievements and efforts, motivating them to continue working hard. I connect lessons to real-world scenarios and current events that are relevant to students' lives. For instance, I relate historical events to modern-day issues or interests and use hands-on activities, simulations, and games to make learning more engaging and enjoyable. Lack of interest in the subject matter, excessive involvement in social media and virtual games, lack of confidence, lack of proper support and guidance, cultural background, and socioeconomic status are some difficulties I encountered when trying to motivate students. Connecting the material to student interests, incorporating varied teaching methods, building a supportive environment, celebrating achievements, and providing extracurricular opportunities are effective solutions in overcoming motivational challenges.

Learning should be enjoyable. Games, creative projects, and hands-on activities can make learning more engaging. Sharing personal stories of overcoming difficulties can be inspiring. Engaging parents and the broader community in the educational process can provide additional support and motivation for students. In

my experience, a safe and caring environment, effective teaching methods, extracurricular activities, and positive teacher behavior motivate students.

### **Participant 5**

Based on my experiences, the main factor motivating students is in grades, regardless of what others might say. When we tell students that they won't receive grades if they don't complete assignments on time, they tend to submit their work promptly. Intrinsic motivation is less common in the age group we're discussing, though not all students are the same. Some students are driven by competitive nature or demanding parents. For instance, one of my students was very sensitive about losing even 0.5 marks and would discuss it with me and other teachers, despite her parents not having high expectations. However, most students are motivated by grades, which works almost all the time. I've observed very few students with intrinsic motivation who strive to do well on their own. Some students are naturally competitive and motivated to outperform their peers. While I haven't seen specific assignments or activities that foster intrinsic motivation, I've noticed that different children enjoy different things. For example, my grade 6 students recently did well when I asked them to find adjectives and annotate them by reading a lesson from a book. Initially, none of the students could complete the task within 30 minutes. I then asked them to choose five adjectives and illustrate them with sentences in a pop-up card, and they all did well. Implementing art to motivate intrinsic motivation was effective, and they enjoyed the artistic method as well as the assignments.

It's crucial to have interest and passion to drive motivation. I show my students movies, which they enjoy and learn from, and I connect the lessons from the movies to the classroom. Some students are motivated by peer work, while others are driven by artistic methods. I have a student with intrinsic motivation who excels in assignments and is often approached by classmates for help. I've seen extrinsic motivation in my students when I approach them in various ways. I keep an excel sheet of all students and a rubric of behavior and assignments. I ask them what to do with their records and discuss it with them individually. I am working on developing intrinsic motivation from extrinsic and balancing the two. I show videos tailored to different learners and design teaching methods based on their interests with various activities. Grades, reports, and regular communication with parents can play a significant role in motivating students to perform better academically. If I were strict, I wouldn't have been able to get them to do so much work. Last year, I taught grade 8

students and was friendly with them, speaking casually before and after class. This approach made them more cooperative when I asked them to do something, having a positive impact.

Last year, I had a hard time with a grade 8 student who was struggling to reach certain milestones. After moving to Bansbari, I had a new set of students from different backgrounds. I approached this student, learned about his difficulties, and built trust. Once he shared his obstacles with me, I supported him accordingly. He gradually improved and became a positive example of a strong teacher-student relationship. I never plan how intrinsic or extrinsic motivation will affect my students. Instead of just focusing on getting things done, I aim to make learning interesting by designing activities with videos, audiobooks, read-aloud sessions, and group reading to foster understanding. Sometimes, I worry that I might be overwhelming them, whether it's through intrinsic or extrinsic motivation. As I mentioned before, we recognize the multiple intelligences of students and design diverse activities accordingly. The age gap between us and the students can make it challenging. As we grow older, we feel we've understood many things through experience, and we try to convey this to them. However, today's kids are different from our time; they don't just listen and follow instructions blindly. They need complete explanations and reasons for why they should do something because they lack experience.

If you want kids to do certain things, you need to be well-prepared and provide clear explanations. I have to research thoroughly to answer their questions. It's not only private schools that are doing well. We aim to raise students who ask questions. Compared to my previous school to now, we are encouraging our students to become more curious, critical thinkers. In conventional schools, it's more about following instructions without question. In the future, if students start entrepreneurial ventures, it will be because they were given opportunities to think critically. To motivate students intrinsically, teachers need proper training.

### **Participant 6**

In my subject, Math, I believe practice is the main factor for many children. It should come from them, not by instruction. It all depends on the topics and subjects. For example, while teaching profit and loss, perimeter, and area, we provide a rectangular material such as a whiteboard and ask them to find the perimeter or area by themselves. Later, I will explain further if needed. I emphasize self-directed



learning; there is no magic formula. I assign tasks to complete in groups, and whatever they have learned, I ask them to present in class the next day. I also ask them to practice at home for any confusion and conduct a board test the following day. So far, I haven't had to personally approach students to advice or counsel them; everything is going well. My students are self-motivated and are usually motivated by extracurricular activities (ECA). Students often prioritize ECA over study, even though they know how to balance both. In such cases, we need to advise them to focus on their studies as well. I advise them as a group, not individually, emphasizing that while ECA is important, study is the top priority.

Interest and passion are equally important for student motivation. They help boost their minds and support their academics. I believe that ECA should be taken along with academics. Interest and passion are connected to academic success. While a minimum number of students focus on study, we need to motivate the maximum number of students by offering rewards for completing assignments or homework on time. Those who are not good at studying are motivated by prizes, gifts, or praise. We need to praise students for their minimal learning efforts, even if they work hard and capture only the minimum. Sometimes. Yesterday, I asked most students to take a board test, and I did it. I offered them PT play as a condition if anyone could easily solve two questions from the chapter on geometry, lines, and angles.

External motivation is only for the short term, like for tomorrow. Students with intrinsic motivation are looking for the long term. Generally, in private schools, students up to grades 7 and 8 are not serious about studying; their brains are immature and only look for entertainment. Once a week, we conduct ECA for the whole day. Younger students really enjoy this kind of ECA, but the situation is different in grades 9 and 10. Most students need to be pushed until lower grades like 7 and 8, but a minimum number of students are motivated afterward. There have been changes in the education system within the last 10 years, and I have personally observed that affection is the most important part of motivation. Most importantly, we need to be cheerful while attending class; otherwise, students will be demotivated. If teachers are aggressive and sad while teaching, students are afraid to ask questions, and their motivation level drops to zero. We need to be playful with kids, make jokes, and listen to their stories in class. This makes students comfortable while approaching teachers. So, most students seek affection for motivation.

Educational relationships should form a triangle involving students, teachers, and parents to boost motivation and achieve better results. I have an example of a male grade 8 student who had problems at home. One of our teachers punished him for unfinished homework and threatened to inform his parents, which terrified him because of his father. I approached the teacher and asked for a chance to help the student. I assured the student that I, as a teacher, was ready to support him in any way possible, but the mistake should not be repeated. I believe that fear at home impacts both study and motivation. There were many positive changes in the student, including his handwriting and study habits, which made both the teacher and the student happy, and of course, myself too. Thus, I strongly believe that affection and politeness can help students achieve better academic results. Games are one of the biggest motivational factors for many students as they entertain themselves. Other motivational strategies include offering something they like in exchange for completing assignments and homework on time. Each student is different and needs continuous motivation.

One of the big challenges is student demotivation, which we sometimes can't address. Parents often don't understand the teacher's challenges. If students get poor marks, they usually blame the teachers without considering other potential factors. They think that sending their kids to school means all responsibilities fall on the teachers. Education should involve teachers, students, and parents. Parents should respect teachers and understand the difficulties of being a teacher. Parents are attracted to private schools not only because of quality education but also because they don't pay attention to government schools. Generally, students go overseas for better opportunities, which require good marks and English language skills, often limited in government schools in Nepal. From a positive perspective, education in private schools in Nepal is improving. The motivation and hard work of private school students and teachers are very high. For prestige, parents send their kids to well-maintained private schools. However, the negative aspect is that students often only excel in English. In my school, some students struggle with the Nepali subject despite their overall performance. They are quite comfortable with English. I believe that sending students to private schools is beneficial.

## ANNEX D: REFLECTIVE DIARY

### **June 23rd, 2024, 7Pm**

After mutual understanding of timing was determined, the interview was started. She seemed forward, straight and honest. She was point to point while expressing her views. After all, she was very confident that students are motivated by good marks only, regardless of what people say for which she shared some examples to support her say. She has not observed anyone with real intrinsic motivation. The only one she finds can be closer to intrinsic would be, she finds if children find academic close to their interest are motivated.

### **24 June, 2024, 6: 22 Pm,**

After we agreed suitable time for both of us, we started with introduction. I found him very confident and a model who can manage classroom easily. As a teacher, he seemed very proud of his profession but expressed his concern over facilities and management of some private school. He easily answered all my question without hesitation. He seemed very confident and affirmative about his teaching. He seemed like "We can do it" attitude. Despite several challenges, he shared many positive experiences of teaching and his contribution as a teacher.

### **26 June 2024, 6:51 Pm**

Once we figured our suitable timing of conversation, we started Zoom meeting. We started with introduction and slowly got into the research topic. He seemed new in this field but with lots of curiosity to enhance teaching knowledge. I felt him like a person who speaks less but action more. We discussed thoroughly, I realized that he is sort of person that believes in autonomy to learners therefore he usually utilizes the same technique in the classroom. He seemed confident that he has been successful with the same technique for teaching and learning process, He shared some personal story with me that reflected in his teaching, which is hard work and passion.

### **29 June 2024, 7:37 Pm**

After us both agreed on the suitable timing, we started Zoom conversation with introduction. Firstly, we both sort of had little bit of problem with aligning conversation but soon after I offered her some comfort, she started very smoothly in detail. Repeatedly, I asked several tempting questions regarding motivation. I felt like

she is not able to share the most of her expression. Therefor I had second round of interview to verify and information and additional input if any.

**9th July 2024, 6:8 Pm**

A kind teacher who easily accepted my request and offered excellent support to my request. We started our conversation with introduction. I found him with very honest with his profession. Besides his teaching, he has a leadership skill who can run school administration at ease. He shared me those information and experiences of him that were new for me, indeed it was great learning for my research journey. He was with great technical knowledge for his subjects. He seemed confident about his teaching with the long teaching experiences. He is like, we are teachers, and we are responsible. Discipline is one of the top priorities in his teaching- learning process.

**6 July, 2024, 5:17 Pm**

The teacher seemed extremely flexible and contributing so he easily managed his timing upon my request. He was very curious about my research and intending to support me as much as possible. He was willing to support my thesis with his best of knowledge. I found him very kind and generous who is serious about his profession, teaching. He answered all my questions honestly that was reflecting his true teaching attitude. He was asking me for clarification of any questions that he had and answered carefully. He had many successful stories. As a keen to music, I found him a teacher who takes charge of numerous responsibilities.

## ANNEXES E: MEETING WITH KSHITIJ ENGLISH BOARDING SCHOOL

During my study and school visits, I had the opportunity to meet with team members from Kshitij English Boarding School, a private school located in kavre established in 2006 in Banepa-10, Kavrepalanchowk. I met with the founder, principal, male and female teachers at Dhulikhel resort, where we had a productive discussion about students' motivation. Each of them shared their perspectives and lived experiences about students' motivation. However, it seemed that the student motivation has not been critically analyzed or recognized as crucial element for academic success and overall individual development. Most of the participating teachers shared their thoughts without realizing its significance. Some of them are motivating their students on daily basis without realizing that they are using it. They expressed their curiosity to learn various aspect about it. Eventually after prolonged discussion, everyone expressed their interest and expected intervention of government with this regard.



Publishing of the picture is authorized by meeting participants.