

Motivations and Efforts in English Language Teaching: Experiences of Secondary-level Teachers in Nepal

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Abstract	Article Info.
<p>Teachers' professional choices are generally shaped by a complex interplay of extrinsic, intrinsic, and altruistic motivations. The purpose of the study was to explore the motivations and efforts that influence English language teachers in choosing teaching as their profession. This aimed to identify the reasons behind teachers' career choices in English language teaching, to examine their professional growth and development as ELT practitioners, and to investigate their levels of job satisfaction within the profession. It was a narrative inquiry method that used in-depth interview methods to collect the data. The participants of the study were four secondary-level ELT teachers from four secondary schools in the Rupandehi district, Nepal. The thematic analysis method was used in the analysis of the data. The findings of this study revealed that English language teachers were motivated by a combination of intrinsic passion, social and familial influences, global aspirations, and ongoing professional development, which collectively shape their professional identity and practice. The study focused on the need to create supportive environments that nurture motivations and efforts for choosing English language teaching as a profession in Nepal.</p> <p><i>Keywords:</i> motivation, English language teaching, teaching as a profession, job satisfaction, narrative inquiry</p>	<p>Corresponding Author Dinesh Panthee</p> <p>Email pantheedinu@gmail.com</p> <p>Article History Received: 2025, September 08 Accepted: 2025, November 04</p> <p>Cite Panthee, D., & Aryal, B. P. (2025). Motivations and efforts in English language teaching: Experiences of secondary-level teachers in Nepal. <i>International Research Journal of Parroha (IRJP)</i>, 4(1), 13–27. https://doi.org/10.61916/prmn.2025.v04i01.002</p>

Introduction

Motivation is the willingness to do something. It is the internal and external drive that influences individuals' reasons, persistence, and commitment to achieve specific goals. Motivation is an essential initiative that promotes someone to do something that starts, moves, directs, energizes, and retains human behavior (Harmer, 2007). Effective motivation serves as a fundamental determinant of professional development and the holistic well-being of an individual. Motivation is the internal readiness and driving force that initiates, guides, and sustains people's decisions, persistence, and

commitment in activities (Deci & Ryan 2012; Brown, 1994). It refers to the direction and intensity of human behavior, encompassing individuals' choice of actions, their persistence in sustaining them, and the level of effort they are willing to invest in pursuing those (Dornyei & Ushioda, 2021). In broad terms, motivation may be understood as a dynamic and cumulative state of arousal within an individual that activates, guides, regulates, intensifies, concludes, and assesses both cognitive and motor processes, through which initial wishes and desires are identified, prioritized, transformed into actions, and ultimately executed with varying

degrees of success (Dornyei & Otto, 1998). Thus, motivation can be seen as a multifaceted and dynamic construct that fundamentally shapes human behavior by influencing the initiation, direction, intensity, and persistence of actions toward desired professional goals.

Motivation is closely linked to entering a profession; it also plays a critical role in influencing individuals' decisions to remain in the profession, withdraw from it, or engage in activities related to professional development (Seker et al., 2015). The choice of profession is viewed as a career decision based on perceived abilities that significantly influences an individual's lifestyle (Ayçiçek & Toraman, 2020; Baloch & Shah, 2014), involving the orientation toward tasks that best match one's suitability and offer the highest satisfaction (Ozpancar et al., 2008), and encompassing efforts to assess and develop career opportunities in line with personal skills, abilities, experiences, and interests (Ayçiçek & Toraman, 2020). Motivation and professional choice are interdependent concepts that significantly shape individuals' professional trajectories by influencing their entry into, determination within, or withdrawal from a profession, as well as their alignment of occupation opportunities with personal abilities, interests, and aspirations. Although each profession possesses distinct characteristics and values, the teaching profession has consistently been regarded as a crucial determinant of a nation's level of development. Teachers are indispensable to achieving educational goals, preparing future generations, and fostering student success, which underscores the necessity of raising qualified teachers with strong attributes such as verbal ability and content knowledge (Dündar, 2014; Ayçiçek & Toraman, 2020).

A variety of factors influence individuals to pursue teaching as a profession, such as the aspiration for personal development and lifelong learning, the intention to positively impact others and contribute to society, and the pursuit of stable and secure employment (Mansfield et al.,

2012). Understanding the diverse motives behind choosing English language teaching as a job is crucial for teacher educators to effectively address teachers' reasons and motivations for entering the profession (Bruinsma & Jansen, 2010; Richardson & Watt, 2005; Hanushek & Pace, 1995). In recent years, increasing scholarly attention has been directed toward understanding the motivations behind choosing English teaching as a profession. Recent research has given considerable attention to exploring the motivations of both pre-service and in-service teachers for entering teacher education programs, emphasizing the importance for teacher educators to understand and identify these reasons to better support teacher development (Pandey, 2020; Bruinsma & Jansen, 2010; Richardson & Watt, 2005). Various research consistently highlight three dimensions as the primary reasons influencing individuals' decisions to pursue teaching as a profession as motives: extrinsic, intrinsic, and altruistic (Bergmark et al., 2018; Brookhart & Freeman, 1992; Rinke, 2008; Watt & Richardson, 2008). Extrinsic motives refer to external factors such as salary, job security, working conditions, status, and holidays, while intrinsic motives encompass internal drivers like passion for teaching, subject knowledge, intellectual fulfillment, and personal interest (Azman, 2013). Altruistic motives, on the other hand, reflect the perception of teaching as a valuable profession and emphasize contributing to students' development and the broader good of society (Watt et al., 2012). Sinclair (2008) argued that the decision to enter the teaching profession is typically driven by a combination of extrinsic, intrinsic, and altruistic motives. Similarly, it is necessary to maintain a balance among these motives, suggesting that intrinsic and altruistic factors should serve as the primary motivators, while extrinsic factors should play a supporting role (Struyven et al., 2013). Thus, the motivation for choosing teaching as a profession is multifaceted, shaped by the interplay of extrinsic, intrinsic, and altruistic factors. Recognizing and addressing these diverse motives is essential for teacher educators to foster sustained commitment,

professional growth, and meaningful contributions within English language teaching.

English language teaching in Nepal has emerged as a vital component of the education system (Panthee, 2021a), shaped by its status as a foreign language and its growing significance in academic, professional, and social domains. Although English is not used as a means of daily communication in Nepal, it has become the dominant language across most sectors and continues to be taught and learned as a non-native or foreign language (Khadka, 2022). English functions as a global lingua franca across diverse policies, programs, and domains (Bista, 2011; Khati, 2013). English has become integral to Nepalese life, significantly shaping career and economic opportunities for the younger generation (Giri, 2014; Panthee, 2024). Moreover, it has attained high prestige and is acknowledged as a multifunctional language in fields such as education, media, diplomacy, and tourism. English language teaching (ELT) has become a significant area of professional engagement in Nepal, where English functions as both a worldwide language and an academic necessity. In Nepal, English has expanded in education, serving as both a compulsory subject and medium of instruction from Grade 1 (Sharma & Phyak, 2017; Panthee, 2024). English language teaching in Nepal has become a vital part of the education system, serving as a compulsory subject and medium of instruction from pre-primary level to higher education. It has been functioning as a prestigious, multifunctional foreign language that enhances academic, professional, and economic opportunities and operates as a global lingua franca across multiple domains.

English language teaching in Nepal has gained increasing importance due to its role in academic, professional, and social domains, as well as its contribution to career and economic opportunities for the younger generation. Despite its growing demand, the motivations that drive individuals to choose ELT as a profession and the efforts they make to sustain and grow in their teaching careers remain underexplored, particularly in the

context of secondary-level education. Although teacher motivation has been widely studied in general education, research on English language teachers' motivations, especially at the secondary level in Nepal, remains limited. Studies are scarce on language teacher motivation (Dornyei, 1998; Pandey, 2020). There is a gap in second language teacher motivation research that remains limited, as existing studies have not fully explained why individuals pursue careers in second or foreign language teaching (Seker et al., 2015; Pandey, 2021). Existing research has yet to fully explain why individuals choose second or foreign language teaching as a profession.

Research Objective

The purpose of this study was to explore ELT teachers' motivations and drives for choosing English language teaching as a profession. The specific objectives of the study were to find out the reasons for choosing teaching English as a profession, to examine the way of growing as a professional ELT teacher, and to explore the satisfaction level with their profession.

Theoretical framework

Motivation theories have a significant influence on selecting teaching as a profession. A wide range of theoretical frameworks and empirical studies provide insights into the foundations of teacher motivation and career choice, as well as the nature of teaching as a profession (Pal, 2025). Key theories, including Maslow's motivation theory (1943), expectancy theory (Wigfield & Eccles, 2000), Super's Self-concept Theory (1953), Bandura's self-efficacy theory (1986), attribution theory (Weiner, 1974), goal setting theory (Locke & Latham, 2002), self-determination theory (Deci & Ryan, 2011), and factors influencing teaching (FIT) theory seem to be relevant to enhance teacher motivation. Maslow's Hierarchy of Needs (1943) posits that human behavior is motivated by the desire to fulfill basic needs before moving to higher-level needs. Maslow (1943) proposed that human motivation is shaped by a hierarchy of needs, beginning with physiological and safety

needs, followed by social belonging, esteem, and culminating in self-actualization. He distinguished between deficiency needs, arising from deprivation, and growth needs, which promote personal development and the realization of one's potential. In the context of English language teaching, teachers' motivation may stem from basic needs such as job security, salary, and benefits. Once these needs are met, they may be motivated by the desire for esteem (respect from peers and students) and self-actualization (personal growth and satisfaction from teaching). Expectancy-value theory posits that motivation depends on an individual's belief in their likelihood of success and the value they attach to the task and its outcomes; when either expectancy or value is low, motivation diminishes (Wigfield & Eccles, 2000). Individuals may be motivated toward English language teaching if they believe that their teaching efforts will result in improved student outcomes, which in turn may lead to recognition or career advancement.

Super's Self-Concept Theory (1953) which emphasized the influence of individuals' self-perceptions in shaping their professional choices (Topkaya, 2012). This theory emphasizes the role of self-image in motivation (Rogers, 1966) and focuses on the centrality of the question "Who am I?" in professional decision-making. Similarly, Holland (1959) referred to this aspect as "self-knowledge," asserting that effective career selection relies not only on an accurate understanding of oneself but also on a realistic knowledge of occupational options (Topkaya, 2012). In the English language teaching context, EFL context, teachers' self-concept may be influenced by their proficiency in English, pedagogical training, and feedback from students and peers. Additionally, Bandura (1997) emphasized that self-efficacy serves as a crucial determinant of motivation, as individuals' beliefs in their capabilities significantly influence their choices, effort, and persistence in the decision-making process. English language teachers with high self-efficacy may be more motivated to adopt innovative teaching methods, engage with students, and overcome challenges

in the classroom. Attribution theory posits that individuals' explanations of past successes or failures, commonly linked to factors such as ability, effort, task difficulty, or external influences, shape their future motivation and achievement behaviors (Weiner, 1974; Graham, 2012; Dornyei & Otto, 1998). In English as a foreign language context, teachers may attribute their teaching profession and successes to their own abilities, effort, or luck.

Likewise, Goal-setting theory (Locke & Latham, 2002) explains performance differences through goal attributes such as specificity, difficulty, and commitment, showing that specific and challenging goals, when perceived as important and attainable, enhance achievement, motivation, and self-regulation in both organizational and educational contexts. This theory posits that motivation towards teaching is shaped by the goals they set, including mastery, ability demonstration, ability avoidance, and work avoidance; teachers with mastery-oriented goals seek professional support, whereas those focused on avoiding incompetence or minimizing effort are less likely to seek help (Butler, 2007). English language teachers may be motivated by setting goals related to student learning outcomes, curriculum development, or professional development.

Self-determination theory (Deci & Ryan, 2012) suggests that motivation is influenced by the degree to which individuals feel autonomy, competence, and relatedness. This theory distinguishes between intrinsic and extrinsic motivation, emphasizing that intrinsic motivation—rooted in the psychological needs for competence, autonomy, and relatedness enhances teachers' engagement, while external controls can undermine it (Dornyei & Otto, 1998; Deci & Ryan, 2012). Persons' autonomous motivation toward the teaching profession is linked to higher personal achievement and promotes student autonomy and competence-based learning, whereas controlled motivation is associated with exhaustion; valuing and trusting the competence of activity initiators can enhance teachers' engagement in externally regulated tasks (Roth et al., 2006). Individuals may

be motivated toward the English language teaching profession if they feel they have autonomy in their teaching practices, are competent in their subject matter, and have supportive relationships with colleagues and students. The FIT-Choice theory, based on expectancy-value principles, suggests that teachers' career decisions are influenced by their expectations of success and the value they attach to teaching (Watt & Richardson, 2007). It encompasses 12 factors; the first five stand-alone motivation factors include teaching ability, intrinsic career value, perception of teaching as a fallback career, prior teaching and learning experiences, and social influences (Sali, 2013). The personal utility theme encompasses factors such as job security, work-life balance, and career transferability and the social utility theme encompasses motivations such as influencing students' futures, promoting social equity, contributing to society, and working with children and adolescents (Watt & Richardson, 2007). In Nepal's EFL context, factors such as teacher training, school resources, and student motivation may influence the English language teaching profession.

Methodology

This study adopted a narrative inquiry method to examine the teachers' experiences regarding the motivations to be an English language teaching professional. Narrative research is a qualitative approach that centers on individuals' life stories, collecting and analyzing personal accounts such as interviews, journals, or autobiographies, and interpreting the meanings of those experiences for the individual (Creswell, 2016). It reflects personal and human aspects of experience over the course of time and takes account of the relationship between individual experience and cultural context (Connelly & Clandinin, 2012).

Research Site and Participants

The study was conducted in a municipality of Rupandehi District, located within the semi-urban region of Lumbini Province, Nepal. Four secondary schools from the selected municipality were chosen as the research sites. Four English

teachers from secondary level in the selected schools of the municipality participated in the study. The participants were selected purposively. The four participants share common sociolinguistic characteristics, with all of them being native Nepali speakers. All of the participants possess more than five years of experience teaching English at the secondary level, with ages ranging from 25 to 40 years. In terms of academic qualifications, all participants hold a Master's degree in English Education (M.Ed.) from Tribhuvan University, Nepal.

Research Tools and Methods

In-depth interviews were employed as the primary data collection tool, conducted with the selected English language teachers and audio-recorded for accuracy. Interview guidelines were developed as research tools, encompassing broad thematic areas such as the motivations for choosing English language teaching as a profession, engagement in professional development activities, and the challenges and difficulties encountered in the role of an English language teacher. To elicit information, the interviews were conducted in the form of informal conversations, creating a relaxed atmosphere that encourages participants to share more authentic, real-life stories.

Data Analysis

The data obtained from the participants were examined through both thematic and descriptive analysis, with particular attention to teachers' experiences and their motivations for entering the English language teaching profession. Initially, the audio-recorded interviews were transcribed. Following Braun and Clarke's (2006) framework for thematic analysis, the transcripts were systematically coded, after which the codes were organized into categories, themes were generated, and the findings were interpreted in relation to participants' narratives and the relevant literature.

Results and Discussion

The data generated through narrative in-depth interviews were analyzed qualitatively and

interpreted descriptively. For confidentiality, the four participants were assigned codes as PT1, PT2, PT3, and PT4.

The English Language Teaching Profession as a Passion

Passion is a sense of care and a continuous drive to learn new things. It is a motivational drive characterized by a person's inclination to engage in and dedicate time and energy to an activity (Carbonneau et al., 2008). It is characterized by hope, commitment, care, and enthusiasm (Day, 2004). Passion serves as a significant factor in inspiring and motivating teachers (Altun, 2017). A strong passion towards English language teaching was found in all participants of the study. Participant TP4 stated that

I chose English language teaching as a profession, as it is my passion for teaching. It plays a vital role as a means of communication, and it provides a way to higher studies and international opportunities. Similarly, I want to help students develop confidence and skills in English; as a result, they can compete globally. Interview transcript TP4.

The data reflects the participant's passion for the participant's decision to pursue English language teaching. He explicitly frames teaching as a passion, highlighting a personal commitment and emotional drive toward the profession. Passion seems to be a significant concept to consider in education because the teaching profession needs teachers to invest time, energy, and their hearts in their teaching (Day, 2004). This emphasizes the influential value of English, recognizing it as a global lingua franca that facilitates higher education and international opportunities. This also shows a faithful orientation toward English language teaching, aligning with the motivations linked to social mobility and professional advancement. Teachers with strong passion demonstrate excitement for transformative ideas, interest that enhances learner achievement, and commitment to students' intellectual growth and performance (Altun, 2017). The teachers with strong passion always strive to create change in both

teaching and learning while enjoying their work (Zehm & Kottler, 1993). Similarly, PT1 focused on passion for teaching English as a driving force, linking it to the empowerment of students in global competition. Passion is vital for effective English language teaching, as it fuels teachers' enthusiasm, creativity, and commitment to the profession (Day, 2004). Passion is the central motivation for choosing English language teaching, reflecting teachers' commitment, creativity, and desire to empower students for global opportunities. Passion not only sustains enthusiasm and professional growth but also enhances learners' achievement and fosters transformative change in English language teaching.

Social, Familial and Global Influences for English Language Teaching

Social, familial and global reasons are prevailing with regard to the choices of English language teaching as a profession in Nepalese society. Social and familial motivation play a very important role in individual desires, which are crucial in relation to selecting English language teaching as a profession in Nepal (Pandey, 2021). In this case TP2 stated that

My father was also an English teacher in a government school. As he passed away when I was just seven years old and I wanted to be like him. I was good at English from elementary school to high school. I chose English language teaching as a profession because my teachers at school also inspired me. Interview transcript TP2.

The above data highlights how family background and role models strongly influence career decisions in Nepalese society. The participant's motivation to pursue English language teaching is rooted in the desire to emulate his late father, who was also an English teacher in a government school. This aligns with Super's Self-Concept Theory (1963), which emphasizes that individuals' career choices are often shaped by self-perceptions and significant role models in their environment. Similarly, FIT-Choice theory (Watt &

Richardson, 2007) identifies “social utility value” and “family influences” as key determinants in the decision to become an English language teacher. Likewise, their selections of profession as English teachers were influenced by their previous English teachers (Pandey, 2021). The participant’s early academic success in English further reinforced this choice, demonstrating how self-efficacy and perceived competence in a subject area contribute to career orientation (Bandura, 1997). Thus, TP2’s account illustrates the intersection of personal achievement and familial inspiration, where both emotional attachment to a parent’s legacy and confidence in subject mastery converged to shape the decision to pursue English language teaching.

Similarly, motivation toward choosing English language teaching found global influences of English among the participants. The motivation for selecting English language teaching is shaped by global factors (Lanvers, 2017), particularly the aspiration to engage with English as a lingua franca in communication, international trade, technology, and diplomacy, thereby fostering opportunities for interaction and connection with individuals across the world (Canrinus et al., 2024). In this regard, my participant TP3 said

Actually, growing as an English teacher with hard work, sometimes attending professional development activities, teacher training, seminars, sharing teaching experiences in schools, a supportive environment of my colleagues, learning to develop professionally, being more confident, adapting myself and institutional assistance have helped me to be an effective teacher. Interview transcript TP2.

This data reveals how personal interest converges with global economic and cultural forces, showing that motivations for entering the ELT profession are situated at the connection of individual desire and the perceived value of English in international domains. The participant’s choice of English language teaching is informed by both intrinsic and instrumental motivations. The expression of a “deep interest” in English

reflects intrinsic passion and integrative orientation (Gardner, 1985), where personal enthusiasm plays a central role in shaping professional identity. At the same time, recognizing English as a “global lingua franca” and a tool for “international communication” illustrates a strong instrumental motivation (Dörnyei & Ushioda, 2021), placing English as a resource for career development and socioeconomic mobility. This aligns with global perspectives that frame English as a commodity in the linguistic marketplace (Bourdieu, 1991) and as a language of opportunity in postcolonial and globalized contexts (Phillipson, 1992; Crystal, 2003). Therefore, motivation for entering the ELT profession arises from social, familial and global influences.

Teacher Professional Development as a Continuous and Collaborative Process

Professional development is the process through which individuals enhance their professional expertise and effectiveness (Evans, 2008). Teacher professional development is the process of progressing toward a competent teacher. It is a chance for teachers to share their knowledge and develop new instructional practices (Panthee, 2023). Professional development is helpful for keeping academics up-to-date with the changing world and knowledge (Panthee, 2022). Teacher professional development for EFL teachers is designed to strengthen instructional practices in order to support learners’ English language proficiency and literacy development (Joshi et al., 2018; Centre for Applied Linguistics, 2010). In this context, participant TP1 stated that

Actually, growing as an English teacher with hard work, sometimes attending professional development activities, teacher training, seminars, sharing teaching experiences in schools, a supportive environment of my colleagues, learning to develop professionally, being more confident, adapting myself and institutional assistance have helped me to be an effective teacher. Interview transcript TP2.

This data demonstrates that the effectiveness of English language teaching emerges from the interaction between personal commitment, professional development activities, and institutional support. Hard work and engagement in professional development activities like teacher training, seminars, and experience-sharing align with the view that continuous professional learning enhances teachers' knowledge and classroom practices (Guskey, 2002; Richards & Farrell, 2005). The supportive role of colleagues and the institution reflects the importance of collaborative learning communities in sustaining professional growth (Avalos, 2011). Furthermore, the participant's emphasis on building confidence and adaptability corresponds with Evans' (2008) notion of professional development as an evolving process that shapes teachers' professionalism over time. This narrative suggests that teacher effectiveness is not a product of isolated effort but rather the result of synergistic processes where individual motivation, peer collaboration, and institutional facilitation converge to promote professional growth. In this sense, participant TP3 said

My journey of growing as an English teacher has been both challenging and rewarding to improve my skills through training, practice and classroom interaction. I understood the importance of patience in the teaching profession. I started enjoying the progress of students. Classroom experience, teacher development activities like training and workshops, Use of technology, and Continuous learning have helped me develop professionally. Interview transcript TP3.

The data reflect the dynamic and multifaceted nature of professional growth in English language teaching. The narrative suggests that professional development is achieved through a combination of formal training, classroom practice, and experiential learning. Professional development activities enable English language teachers to sustain effective pedagogical practices, critically engage with educational policy, and enhance their awareness of societal changes (Banks & Mayes,

2012). By recognizing the value of patience and finding joy in students' progress, the participant demonstrates an evolving professional identity that integrates both pedagogical skills and affective dimensions of teaching (Day, 2004). Motivated teachers actively engage in seminars, workshops, conferences, training programs, professional gatherings, self-directed learning, and professional learning networks to strengthen their skills and competencies to address students' needs (Silwal, 2025; Panthee, 2021b). The findings reveal that professional growth is not a linear process but a continuous cycle of challenges, learning, and rewards, where both internal dispositions and external opportunities play critical roles in shaping teacher effectiveness.

Pedagogical Transformation: From Teacher-Centered to Student-Centered Approaches

Pedagogical strategies are important factors in teaching and learning activities. Pedagogical transformation is the process of fundamentally reorienting teaching and learning practices from traditional, teacher-centered approaches toward learner-centered, inclusive, and contextually grounded methods that promote critical consciousness (Freire, 1970), social constructivist learning (Vygotsky, 1978), and transformative learning for holistic development (Mezirow, 1991). In this regard, participant TP1 stated that

My teaching methods have changed from teacher-centered to student-centered because I realized that they understand better if I use a student-centered approach. I am always ready to ensure their needs through interactive methods and modern means and feel them to teach in collaborative ways by which both of us can learn from each other. Interview transcript TP1.

This data reveals the pedagogical transformation from traditional teacher-centered practices toward student-centered approaches in English language teaching. This data highlights a transformative orientation in ELT pedagogy, where the teacher evolves from a transmitter of knowledge

to a facilitator of learning, thereby exemplifying the broader global shift toward learner-centered education (Richards & Rodgers, 2014). It is also found that English language teachers transform themselves by adopting interactive strategies, modern tools, and collaborative approaches. The teacher positions the classroom as a space of mutual learning where both the teacher and students benefit. The data highlights how reflective practice and responsiveness to student needs can facilitate transformative shifts in ELT pedagogy toward more participatory and inclusive approaches (Mezirow, 1991; Richards & Rodgers, 2014). Similarly, the next participant, TP3, explained that

Initially, I focused on a teacher-centered approach. I gave priority to lecturing. Gradually, as I became involved in various teacher professional development activities, I adopted the Student-Centered method. Nowadays, I give priority to group work, interaction, and the use of technology. I pay attention to Students' needs and their participation in teaching and learning activities. Interview transcript TP3

The above data reflects a gradual pedagogical transformation from belief on teacher-centered lecturing to the adoption of student-centered approaches. This shift is closely linked to engagement in professional development activities, which appear to have enhanced the teacher's awareness of more participatory and learner-responsive strategies. By incorporating group work, interaction, and technology, the teacher demonstrates an alignment with constructivist and communicative language teaching principles that emphasize learner autonomy, collaboration, and active engagement (Richards & Rodgers, 2014; Vygotsky, 1978). The explicit attention to students' needs and participation further illustrates a move toward reflective and adaptive practice, resonating with Mezirow's (1991) notion of transformative learning, where professional growth is achieved through critical reflection and change in pedagogical perspective. This data also emphasizes the role of continuous professional development in reshaping

ELT practices, highlighting the dynamic and evolving nature of teaching in response to learners' contexts and educational demands (Avalos, 2011).

Job satisfaction of English language teachers

Job satisfaction is a general attitude and feeling that arises from weighing the positive and negative experiences of one's work. It is key for English language teachers, as they drive their commitment to teaching (Deupa, 2023). In this context, participant TP1 stated

I am satisfied with my job as an English language teacher because it is rewarding. I can improve students' language skills. I am getting a better chance to make a really positive impact on them. It's not only a matter of how much I get in salary. The most satisfying aspects of my work are making a meaningful impact, growing skills, achieving life's goals, being creative, and developing positive relationships with everyone in school and society. Interview transcript TP3

This data revealed that job satisfaction is largely derived from intrinsic rewards such as contributing to students' language development, fostering creativity, achieving life goals, and building positive relationships, rather than from financial benefits. This aligns with research in Nepal showing that many teachers view teaching as a socially meaningful and rewarding profession despite economic challenges (Basnyat, 2023; Panthee, 2023). The emphasis on personal growth and social connectedness resonates with findings that Nepali teachers' job satisfaction is strongly tied to intrinsic motivation, recognition, and a sense of professional purpose (Lamsal et al., 2024). The participant's perspective underscores the significance of teaching as a profession and fulfillment in the Nepali context, where economic limitations are balanced by the meaningful impact teachers create in students' lives. Similarly, TP2 noted that although the profession does not ensure economic satisfaction, it provides valuable opportunities, especially the sense of fulfillment gained from enhancing young learners'

knowledge and skills. In the same way, participant TP4 described teaching as both challenging and rewarding, emphasizing passion for the profession, opportunities for mutual learning, and the joy of witnessing students' progress and growing confidence in English. Teachers of English express satisfaction in their profession primarily because it enables them to support adult learners and contribute meaningfully to the personal and intellectual development of others (Pandey, 2020). Therefore, this study revealed that English language teachers in Nepal experience job satisfaction mainly from intrinsic rewards, such as supporting students' learning, fostering creativity, and achieving personal and professional growth, rather than financial benefits.

Scope for Further Research

The rapid integration of educational technologies in English language teaching has opened numerous avenues for enhancing instructional quality, assessment accuracy, and student motivation. However, several areas require further empirical exploration to optimize their application effectively.

Future research should investigate the impact of virtual reality simulations on students' comprehension and retention of complex English language concepts, exploring how immersive environments influence language acquisition differently across diverse learner groups (Educational Technologies for Enhancing and Assessing Students Learning and Results, 2025). Similarly, the personalization potential of adaptive learning software deserves deeper analysis to determine how tailored instruction affects learner engagement and academic outcomes in varied cultural and resource contexts (Ananda et al., 2025).

The role of digital portfolios in fostering comprehensive learner assessment and self-reflection remains underexplored, especially regarding their integration in both formal and informal English language settings within

Nepalese education systems (Gautam et al., 2025). Additionally, research should examine the effectiveness of gamification techniques in sustaining student motivation and promoting long-term learning behaviors in language classrooms.

Collaborative learning mechanisms such as online discussion forums offer promising pathways for critical thinking development but require further scrutiny to understand optimal facilitation strategies and barriers in resource-limited environments (Mishra & Jha, 2023). The utilization of learning analytics tools to monitor learner progress and inform pedagogical interventions also calls for rigorous investigation concerning data privacy, ethical use, and teacher preparedness (Mishra, 2023).

Research into mobile learning applications is needed to assess their role in promoting flexible, self-directed learning among English language learners, addressing challenges related to accessibility and technological infrastructure (Mishra, 2022; Mishra, 2025). The pedagogical contributions of interactive whiteboards and augmented reality tools, which enable multimodal and experiential teaching, merit further evaluation to define best practices and contextual adaptation (Mishra, 2020).

Moreover, the implementation of digital assessment tools, including real-time quizzes and polls, should be critically assessed in Nepalese classrooms to understand their impact on formative feedback mechanisms and instructional adjustments (Mishra & Ananda, 2022).

In summary, future research integrating theoretical frameworks with practical implementations will be essential to develop a holistic understanding of educational technologies in English language teaching. This includes addressing technical challenges, cultural relevancy, and capacity building in educators to harness these digital innovations effectively for sustainable educational transformation (Ananda et al., 2023; Mishra & Jha, 2023).

Conclusion

This study aimed to explore the motivations and efforts that influence English language teachers in choosing teaching as their profession. Specifically, it sought to identify the reasons behind teachers' career choices in English language teaching, to examine their professional growth and development as ELT practitioners, and to investigate their levels of job satisfaction within the profession. The findings of this study revealed that English language teachers in Nepal are motivated by a combination of intrinsic passion, social and familial influences, global aspirations, and ongoing professional development, which collectively shape their professional identity and practice. Similarly, passion emerged as a central driving force, enabling teachers to invest emotionally, creatively, and intellectually in their teaching, fostering both student growth and personal fulfillment. Likewise, it was found that social and familial factors, including role models and prior academic success, alongside global considerations such as the instrumental value of English for international communication and career advancement, further guided teachers' career choices. The study determined that continuous and collaborative professional development reinforced pedagogical growth, equipping teachers with skills, confidence, and adaptive strategies to meet learners' needs effectively. This professional learning, in turn, facilitated pedagogical transformation, shifting practices from teacher-centered approaches to student-centered, interactive, and contextually responsive methods. It was indicated that teachers' job satisfaction was predominantly linked to intrinsic rewards such as fostering students' language development, supporting creativity, achieving personal and professional goals, and building positive relationships rather than financial gains. Finally, the study suggests that English language teaching in Nepal is a profession characterized by passion, social and global engagement, professional growth, and meaningful impact, highlighting the interplay between personal motivation, contextual influences, and pedagogical practices in shaping teacher effectiveness and satisfaction.

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