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Original Research

Understanding the Dynamics of School Culture: Narratives From English Language Teachers

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Abstract

This study explores the perceptions of Nepalese English language teachers regarding the impact of school culture on their professional commitment. Interviews were conducted with three English language teachers at secondary-level schools in the Kathmandu Valley to explore their views and experiences. The findings indicate that school culture plays a significant role in shaping teachers' professional identities and behaviors. Teachers perceive the school as a language lab, providing opportunities to improve and modify their teaching practices. Additionally, school culture is seen as a system of norms, beliefs, and rules that govern behavior within the social, cultural, and religious context. The study reveals that a positive school culture, characterized by healthy relationships and supportive leadership, enhances teachers' commitment and performance. Equally, domination and discouragement from school leaders lead to reduced commitment and potential burnout. Teachers highlight the importance of a familial environment within the school, fostering a strong sense of dedication and confidence. However, the lack of emphasis on professional development due to the unintellectual ideologies of school owners and leaders results in teacher disappointment. The study emphasizes the need for mutual understanding, supportive attitudes, cooperative behavior, and a culture of continuous learning among school staff. Overall, this research underscores the vital

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role of school culture in influencing the professional commitment and wellbeing of English language teachers in Nepal. The findings offer valuable insights for educators, policymakers, and school leaders seeking to create an environment conducive to teachers' growth and development.

Keywords: school environment, commitment, motivation, performance

Introduction

The educational landscape has evolved significantly due to advancements in ICT, innovative pedagogical concepts, heightened parental expectations, and a transition to English as the primary medium of instruction. To adapt to the changing educational landscape, school culture needs to incorporate a shift toward promoting bilingualism or multilingualism (Krulatz & Christison, 2023). This, in turn, enhances English language teaching, providing engaging, authentic, and personalized learning experiences. By fostering a global mindset, schools can promote intercultural communication and appreciation for diverse perspectives, exposing students to various English accents, cultural practices, and literature from different countries (Starkey, 2007). Additionally, Herrera (2022) believes that recognizing cultural diversity allows for utilizing diverse linguistic resources and culturally responsive teaching. Ultimately, supporting pedagogical practices that empower students and foster their autonomy in language learning requires a change in the existing school culture.

Highlighting the changes schools face, Sadler et al. (2000) pointed out that the rapid development in social science made schools face challenges in methodologies, instructional techniques, and administration. School culture and its roles in school education are directly linked to the teachers' professional performance and training transfer (Dhakal et al., 2022; Feinberg & Soltis, 2009). Studies, therefore, have raised the issue of teachers' professional development, job satisfaction, and the role of English language teachers in the school culture. From this, it is seen that the school culture and teachers' commitment and performance are much more noticeable things to consider.

Although the school culture has a crucial role in boosting teachers' professional development (Rauf et al., 2018), teachers have been overshadowed, especially in Nepal (Shah, 2021). Teachers do not have a good teaching environment as they face many challenges, including motivation, support, and respect in their workplace (Shah, 2021;

You et al., 2016). These aspects directly influence teachers' wellbeing. Here, our argument highlights the priority that needs to be given to exploring the school culture in our context.

English language teachers play a vital role in maintaining a positive school culture (Pellegrini et al., 2020). They are instrumental in developing teaching materials and techniques and even assist in teaching other subjects in English medium schools. As key players, English teachers foster a welcoming atmosphere in schools where English is the primary language of instruction (Choudhury, 2011). Thus, recognizing the crucial role of English language teachers in shaping a positive school culture is essential (Khan et al., 2022). However, the impact of an unhealthy school culture can lead to frustration among English language teachers. Thus, how English teachers in Nepal perceive and experience their school's culture seems mandatory to be explored.

Supporting the line, Sadler et al. (2000) alleged that teachers' professional problems could not be illuminated until they know the working environment in which they regularly work. With this mindset, we (authors) thought of exploring the issue of school culture and its roles from the perspectives of secondary-level teachers who teach English in Nepal.

Conceptualising School Culture

School culture is the overall value and assumption practised in school. The overall system of a school includes staff behaviour, parent relations, student relations, and ideology attired (Sadler et al., 2000). According to Schein (2004), the school culture is values, assumptions, and expectations rooted in the organization and functions as a spirit of the institution. It is the way people think, perceive, and act in school. In the same way, Gruenert and Whitaker (2015) define school culture as the institutional belief and values for operating overall functions, from planning to practice in collective ways. To support this, Gruenert (2008) perceives school culture as the collective actions and standard set of expectations of employees where the same actions and expectations work for the proper functioning of a system. School culture also embraces values and ethics. In Fullan's (2007) view, school culture is the guiding beliefs and values that operate the overall system. In this sense, any school's exemplary operation depends on the school's culture, which encompasses all the attitudes, expected behaviours, and values. So, the holistic entity influences and touches everyone in the

school (Zhu et al., 2011). They further opine that school members must follow and share the school's fundamental values, norms, artifacts, and assumptions. School culture includes the overall activities of the school.

The school culture is considered to be maintained by and focused on teachers. In this regard, Hargreaves (1995) stated that teachers are more motivated to examine their workplaces and collaborate, enabling and motivating experiments and innovations for a more effective school culture. He further highlighted the importance of school culture, which makes teachers more active and innovative in solving the problems faced in teaching and learning and making them innovative. School culture encourages them to combat problems along with innovative and effective techniques in teaching-learning. School culture can be affected by social culture, teachers' commitment, leadership, and professional ethics (Deal & Peterson, 2010). So, school culture and teachers' roles are interrelated to each other.

The role of school culture in teachers' development is said to be responsible for teachers' wellbeing and teacher burnout. We can feel that there is an enormous effect on many factors of schools, which is not possible to measure with any test but impacts learning outcomes (Melton, 2004). Personal nature directly impacts how staff behave and interact, what they talk about, what happens in the classroom, and what students feel when they come to school. In addition, it is about how teachers are behaved by the administration and the willingness of teachers and students to change (Deal & Peterson, 2010). Thus, school culture is beyond teaching and learning.

Conceptualizing Professional Commitment

Professional commitment among teachers encompasses a set of beliefs and morals dedicated to upholding the integrity and effectiveness of the teaching profession (Khan et al., 2022). It involves a teacher's dedication to the system, job responsibilities, and eagerness to fulfill these duties in the workplace (Turk & Korkmaz, 2022). Teacher commitment extends beyond mere duties, including moral responsibilities, student relationships, and motivational factors (Frelin & Fransson, 2017). Notably, teacher commitment plays a central role in shaping the teacher's impact and the overall school culture.

Teachers are the strength of the school. As the teacher is not only for teaching but also to be involved as a professional development activist and education leader (Dar,

2018), every success and failure of any school depends upon their dedication and commitment. If teachers are committed to fulfilling the organization's goal, there will be significantly less chance of failure (Banerjee et al., 2017).

Teachers' commitment involves a strong belief in the organization's values, dedicated effort, and a desire to stay (Meyer & Herscovitch, 2001), shaping the success of the school culture. Committed teachers contribute to a school's smooth operation and success, holding a central role in policy formation (Balkar, 2015). Their organizational commitment reflects a sense of belonging to the organization's values and culture (Sadler et al., 2000), emphasizing teachers' crucial role in determining a school's success.

In Nepal, school culture is deeply rooted in respect for elders and teachers, strongly emphasizing academic achievement, discipline, and community involvement. The multilingual environment reflects the nation's diverse linguistic landscape (Khanal, 2012). Schools often serve as community hubs, incorporating cultural and religious festivals into their calendars. Nepal's school culture is a dynamic interplay of tradition, community engagement, and ongoing efforts to adapt to the evolving needs of education (Shah, 2021).

On the other hand, teachers play a dominant role in shaping school culture, holding responsibilities that go beyond academic instruction. (Joshi et al., 2018). They are tasked with instilling values, discipline, and respect for cultural diversity. Teachers are highly respected in Nepali society and are seen as mentors and role models. Their responsibilities include fostering a positive learning environment, promoting critical thinking, and engaging in community activities (Rupakheti, 2020). Despite challenges in some areas, teachers contribute significantly to the overall development of both students and the broader community, influencing the cultural fabric of Nepal's educational landscape.

Theoretical Stance: Two Factor Theory

In 1959, Frederick Herzberg introduced the Two-Factor theory based on feedback from two hundred professionals regarding their experiences in the workplace. According to Herzberg (1966), motivation and professional support are key factors in determining employees' professional commitment. He argues that positive feelings towards the profession are associated with motivation factors, while negative feelings

are linked to hygiene factors. Motivation factors, such as achievement, recognition, responsibilities, and advancement, enhance employees' intrinsic motivation and lead to satisfaction (Alshmemri et al., 2017). On the other hand, hygiene factors, including interpersonal relations, salary, supervision, and company policy, are external factors that prevent dissatisfaction. However, addressing only hygiene factors is insufficient to motivate employees to put in extra effort or strive for professional growth (Herzberg, 1966). While hygiene factors prevent dissatisfaction, they do not actively motivate employees. Organizations should focus on addressing motivational factors to encourage employees to exert additional effort and perform better (Yusoff et al., 2013).

In our study on school culture, English language teaching, and teachers' perceptions, we have found that Herzberg's Two-Factor Theory of Motivation has implications for English language teachers' commitment and satisfaction in their teaching role. In English language teaching, hygiene factors, such as sufficient resources, administrative support, and positive colleague relationships, are crucial for creating a conducive environment for effective language teaching. When these factors are met, English language teachers feel supported and satisfied, enhancing their commitment to delivering quality language education. Additionally, motivational factors, such as opportunities for professional growth, recognition, and meaningful teaching experiences, further strengthen English language teachers' commitment to their profession. By recognizing and addressing hygiene and motivational factors, we can promote a positive school culture supporting English language teachers in their teaching endeavours, ultimately benefiting students' language learning outcomes.

According to Herzberg's Two-Factor Theory of Motivation, teachers' commitment and job satisfaction are influenced by both motivation and hygiene factors. Mathurin (2020) emphasizes the role of teachers in creating a positive school climate, which aligns with the motivation factors identified by Herzberg. The effective communication and relational approaches highlighted in their research contribute to a motivating work environment and foster teachers' commitment to promoting student achievement and well-being. Conversely, Bristle (2023) discusses the presence of stress among teachers due to unfavorable job conditions and lack of recognition, which aligns with the hygiene factors outlined by Herzberg. When not met, these hygiene factors can lead to dissatisfaction and hinder teachers' commitment.

To address this, institutions need to provide support and recognition to teachers, as suggested by Mandal et al. Furthermore, Koirala (2021) points out the impact of school culture on teaching practices and the need to balance the national curriculum with cultural diversity. This aligns with Herzberg's notion that motivation factors, such as recognition and responsibilities, enhance teachers' intrinsic motivation and commitment. Lastly, Dhungana (2020) highlights the importance of culturally responsive school policies to embrace students' linguistic and cultural diversity. This resonates with Herzberg's emphasis on recognition and the importance of a supportive work environment. By considering Herzberg's theory and addressing motivation and hygiene factors, educational institutions in Nepal can foster teachers' commitment and job satisfaction and ultimately create a positive school culture that enhances student outcomes.

While studies have acknowledged the presence of stress and unfavorable job conditions among teachers (Bristle, 2023), there is limited research on the practical approaches that can alleviate these factors and enhance teachers' commitment. Investigating the specific initiatives and policies that can address issues such as workload, recognition, and support from the institution could provide valuable insights into improving teachers' job satisfaction and commitment in the Nepalese educational context. This informs the development of targeted interventions and strategies to create a more supportive work environment, ultimately contributing to a positive school culture and improved student outcomes.

This study explores the perceptions of English language teachers in Nepal regarding school culture and its impact on their commitment and performance, which have not been extensively studied. By incorporating Herzberg's Two-Factor Theory of Motivation, the study also considers the interplay of motivational and hygiene factors in creating a positive school culture. However, a research gap exists in investigating strategies to address hygiene factors and improve teachers' job satisfaction and commitment in Nepal. Exploring these aspects can provide valuable insights for creating a supportive work environment and promoting a positive school culture, benefiting both teachers and students.

Methods

This study employed qualitative research covering a shawl of narrative inquiry, which allowed us to enter the world of our participants, churning their lived perceptions regarding school cultures and their roles in their professionalism (Saldana, 2015); it became the core reason for treading on its methodological routes. Narrative inquiry was considered suitable for exploring teachers' perceptions of school culture and its connection to commitment and well-being due to its focus on subjectivity, meaningful insights, and authentic experiences (Connelly & Clandinin, 1990). It empowered teachers to share their stories, capture longitudinal changes, and holistically explore the complex factors shaping school culture.

We interviewed three English language teachers who had long engagements in teaching. We chose our participants purposively to gain a comprehensive and in-depth understanding of the phenomena under investigation. The research field included Kathmandu, the capital city of Nepal, which is considered the country's hub for education. The participants were pseudonymously named (Suresh, Prakash, and Chandra), and their school names and addresses were kept confidential. Other 'responsible research practices' (Dhakal, 2016) were thoroughly followed in this study. For the readers' benefit, the details of our participants, including their teaching experience, educational level, gender, and other engagement, are given in Table 1.

Table 1: Description of the Participants

SN	Name of the participant	Teaching experience	Qualification	Gender	Other Engagement
1	Suresh	Nine years	MEd English	Male	Member of NELTA
2	Prakash	13 years	MEd English MA English MA Sociology	Male	Member of school welfare society
3	Chandra	13 years	MA English BEd English	Female	Member of one of the teachers' associations

As data were collected with the help of open-ended and semi-structured interviews, we went for observation in our participants' workplaces. We talked with other staff working in the respective schools about the school environment and structural composition. We interviewed them thrice a week, ranging from 30 to 40 minutes. We discussed experiences and perceptions on several topics like school culture, maintaining work pressure, motivational factors, social background, staff management, other staff's stress, social barriers, and his commitment to other staff's views. The informal interaction during the tea break with other staff, colleagues, and administrative bodies helped us know the credibility of the participant's information.

Data triangulation involved using multiple sources or methods to strengthen research credibility (Moon, 2019). Informal communication complemented formal interviews, providing additional context and insights (Fusch et al., 2018). It helped us validate responses, identify gaps, and build trust with participants.

While there, we followed three steps/processes to analyse data. First, we commenced with a detailed account that described the subject of study; second, we classified the data into themes for their meaning. Moreover, we interpreted the data.

Findings

School culture is where teachers, students, and administrative staff show their performance. Lawthom (2011) viewed school culture as a value-based system where specific communities of practice work to improve students' and institutions' outcomes. Institutions and students' achievements are possible when teachers' perceptions and school culture practices are soundly related. In this regard, Borg (2003) claimed that a complex interaction exists between teachers' perceptions and practices surrounding school culture experiences. Institutional relations and personal interests guide and affect the teachers' responses. As our objective was to explore the Nepalese English language teachers' perception of school culture and its roles in teachers' commitment and performance, here findings are subsumed under two themes: teachers' perception of school culture and its roles in their professional commitments and performances.

English Teachers' Perceptions of School Culture

School culture is directly associated with teachers, so their views would be authentic when speaking about anything. Engaging with our participants in other institutions and

organizations gave us a more comprehensive view and a chance to analyse the institutional culture. The English teachers' perception of school culture was affected by the roles and responsibilities they hold in school (Lam & Hui, 2010). According to Suresh, one of our participants said, *"For me, school culture is a station to work differently than teachers teaching other subjects. Its place to perform, show the visible result."* This view showed that the school environment is different according to the subject they teach. In the same line, our third participant, Chandra, narrated,

I am an English teacher at a government school. I have much experience in teaching and learning, especially in the school culture. As I experienced, school and its culture is the place to work where I need to convince others (students) and be able to change their everyday behaviour because the achievement of language teachers is reflected in students' everyday communication in and out of the class.

Suresh's narration reflected that the school culture for English teachers is the place to convince learners from diverse cultural and linguistic backgrounds and change their behaviour as language is measured by everyday communication. Further, Suresh's narration mirrored the position of Acharya (2015) as he claimed that for English language teachers, school culture is perceived differently from other subjects, such as math, science, and accounting, because of their roles and responsibilities. Regarding the role and responsibilities, Suresh said,

My responsibilities in the school are preparing, planning, and conducting different functions, preparing, and editing weekly, monthly, and annual plans, notices, and official letters. Further, I also have to guide teachers of non-English subjects in the English medium, whereas other teachers teach periods allotted."

School culture is thus perceived as a place to perform heavy work compared to the other teachers. To add more, highlighting English language teachers' different roles and responsibilities, Archana and Rani (2017) said that English teachers take on more extracurricular activities than other teachers, like foreign/second language instructors, editors in charge, and counselors. Aligning with this, Chandra narrated,

I am also an English teacher at one of the government schools. I have experienced school very closely. I generally teach six periods in a day. I used to teach seven periods before. Teaching seven periods in a day was not my cup of tea. So, later, I thought of reducing one period for better performance. I requested to the principal,

and my one period was reduced. However, I was given more responsibilities, which were much heavier than before, as I was assigned to prepare planning and preparing weekly ECAs, meetings, and other annual programs.

Chandra's narration depicts that English teachers seem to have a layer of responsibilities where they have to teach six periods in general and conduct assemblies, prepare and organize the programs, prepare students for different functions, and maintain the English environment in particular (Borg, 2003). Thus, the school culture for English language teachers is the station to perform a heavy workload. Aligning with the view mentioned above, Timperley and Robinson (2000) viewed teachers as being expected to take on many roles and duties in school as part of the smooth operation of the school culture.

Further, English teachers perceive school culture as a language lab where they can test and improve their speaking of the English language. Teachers personally and institutionally use English in everyday communication only inside the school.

Regarding the personal effort to use English, Suresh shared;

I belong to such a community where English language speakers are much valued. However, it was hardly practiced. When I first dreamt of becoming an English teacher, it was not as easy as now. I could feel like an English teacher only when I entered the school since my society does not accept the English language in my everyday communication. If I speak English in society, they tease me by saying 'khub pade lekheko aayo' (Translation: satire: so-called educated has come). I people do not entertain English in everyday communication outside of school, even school staff. However, in school, I speak confidently and can get someone to listen to me.

Similarly, Prakash shared how institutions make them speak English even if students or teachers are not interested,

I am restricted to speaking Nepali inside the school premises, and as an English teacher, I should make everybody speak English inside the school to create an English environment.

Since most private schools' 'English environment in school' is propaganda, English teachers are more responsible than the other teachers for creating an environment to

speak English (Choudhury, 2011). School is the arena where the English language is used as a communication medium since our society is not habituated to using English for everyday communication. Although teachers intentionally or by force use English in school, they find it a place to test their abilities and their efforts to improve and improve their language-related skills. Aligning with the view of Suresh and Prakash, Asningtias (2018) put forward that some language abilities are taught and practised more efficiently in schools with students and co-teachers through continuous practice.

Additionally, Nepali English language teachers comprehend school culture as a behaviour changer. After joining the school, our participants found significant changes in their behaviour and thinking. According to Schipper et al. (2020), after joining the school, they showed proper behaviour and performed formal behaviours in and outside the school; school culture determines the way teachers behave and wear. School culture is the place where not only students but also teachers learn moral behaviours. On a similar note, Chandra disclosed,

I did not use to wear formal clothes before I started teaching. I learned to be formal from school, so a school culture is a machine of changing behaviour."

Similarly, Suresh revealed,

I had changed how I used to behave before and started using polite and respectful language in and out of school after spending a few years in school.

The school culture influences the overall concepts of formal behaviour patterns. Aligning with Suresh and Chandra's sharing above, Hongboontri and Keawkhong (2014) presented that teachers perceive school culture as a place to change, improve and modify behavioural, to think and habitual patterns.

In addition, the Nepalese English language teachers cannot overshadow their school culture in teaching and learning; instead, they take it in the broader sense, which includes overall activities of school: norms, values, professional behaviour, structural composition, and professional development (Engels et al., 2008). In this vain, Prakash said:

Umm, I have closely experienced and understand school setting as I have been teaching since 6 years. While there, I have understood school culture as a broad term, thatnot only the values, norms, and conditions teachers have to follow in

school but also the relation with other teachers, students, and staff along with the ways they are behaved by the principal, in-charge and coordinator. I have observed teachers taking school culture as a working setting only. However, it is more than that.

The discourse discussed above highlights that the perceptions of the school culture depend on how teachers are treated (Flores & Day, 2006), and the school culture consists of the overall behaviours of school staffs and the unity of all the school's members, including stakeholders. It means, defining schools' climate has a lot of to do with how teachers are being treated by other stakeholders, including schools' administrative.

Ultimately, contemporary society determines the school culture where diverse social behaviours are practised (Wilson, 2011). School culture shows social, religious, and cultural reflection. Contemporary social norms and values directly influence the school culture. In this regard, Suresh revealed;

Most of the school culture in Nepal has been guided by a particular group of religion. The school where I teach normally does not give holidays for the festivals minorities like; Christmas and Lhosar, as most Hindus are in our society. We get a 30-day break for Dashain and Tihar. However, one of the schools in Kirtipur gives Dashain a five-day break and two days for Christmas. From this, teachers, students, and staff are not happy as their local culture is not being respected. The culture of ignoring festivals cannot make a working environment at school.

Suresh's narration indicated that the cultural and religious aspects of teachers matter a lot as they give respect and should not be ignored in the workplace. Social ideologies, traditions, and behaviours shape the school culture (Palmieri, 2017). Students, teachers, and staff from diverse cultural backgrounds constitute a school culture where they share, learn, and practice their social behaviours. Therefore, school culture is guided by social culture.

Finally, Nepalese English teachers perceive and experience school culture as a place for cooperation, support, and mutual understanding among the teaching staff in enhancing their professional and personal wellbeing. Prakash expressed,

I experience much help from my colleagues, staff, other English teachers, and principal in my difficulties. So, it is where we can correct ourselves and help the sense of wellness with colleagues.

Similar to Suresh views,

I most often get solutions to my professional hurdles in everyday teaching. So, I take school culture as a place to develop professionally.

In this way, Nepalese English language teachers perceive school culture as a place to develop them professionally and flourish their professional wellbeing. Aligning with this, Laster et al. (2020) state that support from the principal, administrative staff, and colleagues the schoolmasters in problem-solving and encouragement in teaching. In this way, teachers perceive school wellbeing as a determiner of their professional wellbeing.

Nepalese English language teachers perceive school culture as a site where they can perform professional roles and responsibilities. Similarly, they perceive school as a language lab and a place for changing, modifying, and correcting professional behaviours. School culture is further perceived as a set of norms, values, and regulations for the school's smooth functioning. In addition, Nepalese English teachers perceive their school culture as a miniature of social, cultural, and religious behaviours. Furthermore, they perceive and practice school culture as a determiner of professional development and wellbeing.

Roles of School Culture in Teachers' Performance

School culture and teachers' professional commitment have a one-to-one relationship as they give each other light. Since Nepalese English language teachers take school culture as an arena to practice the English language, it dramatically motivates teachers to perform better. The positive relationship between teachers and school culture determines the teachers' performances, as Okafor et al. (2016) expressed that teachers' performance doubles when they are treated well. Supporting the same view, Gaffney et al. (2004) also highlighted the issue of respect in the workplace, especially the positive and cooperative environment, as it works as the home to better performance and production. Regarding the positive response of the school toward teachers, Prakash shared precisely what he experienced during his teaching profession. He shared that he

could not give his total professional effort as he was not getting any pulling and pushing appreciation for his performance. He expressed,

A performance-based appreciating culture is not here at school.

He further put his words on the issue by narrating:

Every time, the same teaching teaching strategies cannot be applied. One day, I was teaching in the class, and I had to change the plan even though I was professionally awarded. While there, I understood the profession's ethics. However, I could not give my full effort because of objections and comments on my methodology from the students' side. I could not receive any support or motivation from my colleagues. I could have done more of this if I had received any kind of motivation and teaching autonomy. I was not given any kind of methodological freedom. Therefore, I could not perform better.

Prakash's narrative portrayed that school culture determines the level of performance and dedication. When teachers are highly appreciated and encouraged with innovation in methodology and techniques, they feel honoured and perform better. In this boat, Ungar (2009) also opines that teachers with pressure from school cannot perform better in class; however, when teachers are respected/motivated, their performance gets uplifted. Though Herzberg (1966) believed motivational factors need to be focused on better performance, the hygiene factors in teachers' self-selected methods and techniques were prioritised here. Although it saves complete dissatisfaction, it cannot encourage teachers to perform better in Nepal, and individual care and respect for the teachers are required for better performance and professional commitment, which is not traced in practice.

Additionally, organizational behaviour has a more significant role in teachers' performance. As Steele (2010) said, all the verbal and nonverbal behaviours demonstrated by principals and managers and their qualifications and skill impact teachers' performance and academic output. Sticking with the same line, Chandra recounted,

I worked in a school where the principal was business-minded. During my school days, I have understood that having a low academic background, school owners generally invest a huge amount of money and hold positions like Prop Writer, Public

Relations Officer (PRO), and school in charge, where they try to impose their business ideologies and attitudes among staffs rather than encouraging innovation, research, and autonomy.

Chandra's experience indicated that although teachers are interested enough in schools' betterment, they seem to fail because of unintellectual ideologies shown by the owners or leaders. In which teachers get discouraged. In this regard, Banner (2016) stated that until a teacher gets ownership, autonomy, and motivation in the workplace, a high level of teacher performance is not possible. Aligning with the same opinion regarding the behavioural pattern of owners, Suresh narrated,

One day, I had a meeting, in the meeting, when the principal admires or praises teachers, they talk positively and perform more happily, but when they are discouraged, they start searching for a new job or new school, which is frequent in our school. Once, I felt the same in 2016. However, I controlled myself. I think that was the reason why the situation went well.

Suresh's narration offered a picture of the behavioural pattern between the school leaders and teachers, as the school owners with little academic background and administrative skills appear to hold positions and impose their views, which do not accelerate the motivational factors: advancement, recognition, and employees' achievement (Herzberg, 1966). As a result, teachers are limited to performing their best. However, an excellent school culture depends upon the behaviour and relation (Weiss & Weiss, 2001) among the upper-level bodies with teachers, which is also not seen in the practice. Supporting the discourse, Macneil et al. (2009) also stated that the owners' and leaders' educational background and management skills have a direct connection in creating a rich environment for teachers to give the best performance in their teaching profession

Additionally, Nepali English teachers expect good collaboration and support from the school in their difficulties and hurdles. As Prakash expressed,

I expect good collaboration and support during our hard times.

Likewise, Chandra expressed,

I am lucky enough to get support from my senior teachers. It was always challenging to manage the class in class ten as there were a few undisciplined students.

Nevertheless, when I shared with my senior, he told me the key factors to implement in class, which helped, and those naughty students also started reading and writing.

Chandra's story vividly shows the supportive culture and its positive effect on developing teacher confidence and smoothing performance. English teachers, as they are isolated in society in terms of using English, get a chance to practice at school. If they are not supported well, there comes the chance of teacher burnout (Nayernia & Babayan, 2019). Making a teachers' friendly school culture needs mutual understanding and love among stakeholders and working staff (teaching and non-teaching staff). In this regard, Mulford and Silins (2003) have also argued that mutual relations, sharing behaviours, and staff cooperation lead to institutional success.

So, the Nepali teachers who teach English teachers find both the positive and negative roles of school in their performance. Teachers with good relationships among staff and leaders showed excellent school performance. In contrast, teachers who were dominated and discouraged from implementing new methodologies and techniques in teaching and discouraged from innovation and positive change could not show a reasonable effort in their performance. Although they were all conscious of the values, rules, roles, and responsibilities in school, the dominating unintellectual ideologies of the school leaders discouraged them. Likewise, teachers develop a good level of confidence when they feel a family environment in school, whereas a lack of cooperation and position in decision-making causes burnout. Thus, for better teacher performance and overall school development, as Mulford and Silins (2003) said, schools should have mutual understanding, supporting nature, cooperative behaviour, and learning attitude among school staff.

Discussion

The discussion of the results highlights Nepali English language teachers' perceptions of school culture and the effects of these on their professional commitments and performances. The findings reveal that teachers' perception of school culture is influenced by their roles and responsibilities. With the support of Mulford and Silins (2003), English teachers perceive school culture as a place to perform and showcase their abilities, particularly in teaching language skills and convincing students to improve their everyday communication. They also perceive school culture as a language lab and a platform to change and modify their professional behaviours, which

directly can be linked with the advocacy of Macneil et al. (2009) as they believe that an organizational setting has a big role in shaping the behavioural practices of any employee.

The discussion also presents that the roles and responsibilities of English language teachers within the school are seen as more demanding compared to other subject teachers, and it shows that if a teacher is demanded, they feel motivated and professionally secure; a professionally secured teacher can work better than an unprofessional (Herzberg, 1966). They are often involved in extracurricular activities and have additional responsibilities, such as guiding teachers of non-English subjects in the English medium. The teachers' narratives also reveal that the English teachers who teach English in Nepal struggle to create an English environment within the school, as English is not widely used in everyday communication outside of the school (Herzberg, 1966). School culture is viewed as a place to test and improve language-related skills through continuous practice.

Furthermore, Nepali English language teachers perceive school culture as a catalyst for behaviour change if they get teaching autonomy (Ungar, 2009). They experience significant changes in their behaviour and thinking after joining the school. School culture plays a role in shaping teachers' formal behaviours and creating a sense of professionalism. Teachers' cultural and religious aspects also influence school culture, as it reflects the school's social, religious, and cultural diversity (Wilson, 2011). As these are integral parts of society, so do the schools.

The study reveals the importance of a positive and supportive school culture regarding teachers' performance. Teachers who are treated well and appreciated for their efforts tend to perform better (Gaffney et al. (2004). On the other hand, teachers who face objections and lack appreciation struggle to give their best performance (Nayernia & Babayan, 2019). Organizational behaviour and leadership within the school also play a crucial role in teachers' performance. Teachers expect collaboration, support, and autonomy from the school, and when these factors are present, teachers feel motivated and perform at a higher level. Opposing the discourse, Steele (2010) states that teachers' performance and professional commitment suffer when school leaders impose unintellectual ideologies and fail to provide support and motivation.

The findings suggest that school culture significantly impacts Nepalese English language teachers' perceptions, professional commitments, and performances. A positive and supportive school culture that values teachers' contributions provides autonomy and fosters collaboration, which can enhance teachers' performance and well-being. On the other hand, a negative and unsupportive school culture can hinder teachers' motivation and professional growth. Therefore, schools and educational institutions need to create a conducive and empowering culture that promotes excellence in teaching and learning.

Conclusion

This study took narratives of Nepalese English teachers of Kathmandu Valley to explore their perceptions of school culture and its role in professional commitment and performance, employing Herzberg's Two-Factor Theory of Motivation. It revealed how Nepalese English language teachers perceive school culture and its role in teacher professional commitment and performance.

For English language teachers, school culture is where they perform professional roles and responsibilities. Similarly, they see school as a place where professional behaviours can be altered, modified, and corrected as a set of norms, values, and regulations. The determiner of professional development and wellbeing, school culture was perceived as a miniature of social, cultural, and religious behaviours. At the same time, school culture influences teachers' performance and commitment. A school culture with good relations and cooperation among staff, a culture of motivation and encouragement, space in decision-making, and autonomy helps in excellent school performance, develops a good level of confidence, and shows a greater level of commitment. Meanwhile, domination, unintellectual leading ideologies, and lack of encouragement and cooperation discourage teachers from performing better and increase the chances of burnout.

Research suggests creating a positive culture with mutual understanding, supporting nature, cooperative behaviour, autonomy, space in decision-making, and respect in school, which work to accelerate teachers' performance. The study further suggests that school leaders address and respect teachers' personal views, recommendations, and innovative ideas for improvement and better outcomes. As such, school culture includes school owners, policymakers, academics, teachers, and leaders who need to be engaged

in the debates around the working conditions, behavioural patterns in school, and their positive impact on institutional progress, teacher and students' wellbeing, and high learning achievement. Despite this study's new insight, several limitations need to be addressed. Only depending on in-depth interviews with three participants from urban Nepal may not cover the perception of teachers of different social settings and situations.

Nevertheless, this study inspires English teachers, school administrators, policymakers, and other stakeholders to provide a stable learning environment supporting academic advancement, teacher growth, and student learning outcomes. Only when all people and relevant authorities collaborate can systemic change be achieved to improve teacher engagement and performance. Finally, further research can be done on students' perceptions, challenges in maintaining a sound school culture, and social roles and responsibilities to maintain a healthy teaching-learning environment.

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