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SOUTH EAST EUROPEAN UNIVERSITY

South East European University

FACULTY OF LANGUAGE, CULTURE AND COMMUNICATION

Study Program: ENGLISH LANGUAGE TEACHING

MASTER THESIS

**“FACTORS INFLUENCING ENGLISH TEACHERS’ MOTIVATION
AND JOB PERFORMANCE”**

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March, 2022

DECLARATION OF AUTHORITY

I, Donjeta Haxhiu Miftari student, declare that this topic is my original work and is not related to plagiarism or any research, diploma thesis or even scientific work that would prevent me from creating and completing this diploma thesis .

Therefore all my literature, case study, photographs and research are referenced and cited in the references where I have referred and I have had the copyright to come to the conclusion of my thesis topic.

ACKNOWLEDGMENT

Working on the diploma thesis required serious commitment and prudence was by no means an easy task. Special thanks go to the leader of this paper for their commitment, time, patience and understanding.

A special thanks goes to **South East European University**, for the invaluable help and support they offered me throughout my studies and work and for their contribution to finalizing my thesis, the product of many hours of consultation, counseling and support on their part.

I would like to express my deep gratitude to my family to whom I owe a lot the successful start and finalization of this journey, difficult as well as beautiful.

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1. INTRODUCTION

We all have memories of school. We played games, we met friends, we met teachers who advised and instructed us, and sometimes imposed strict discipline on us. We in school have learned how to read, we have learned numbers, geography, history and many other valuable things, backstage, in one hand, has defined the form of our life. In school, we became aware of something great, for ourselves, our family and the nation as part of it. School is the place where we have waged important wars and battles, not only to be educated, but also to be educated about the value of calorie and true democracy (Oboi, 2013 p.12). The school, which is one of the most important achievements of humanity, continues the unfinished journey, because its goal is never achievable. In general, the school journey is facilitated by the initiated educational reforms that aim at the continuous improvement of education. In this context, Kosovar society is paying special attention to the professional development of teachers in accordance with the curricular changes envisaged in the Kosovo curriculum framework. Evaluation of teacher performance is strengthened by the main reason, because very little attention has been paid to what actually happens in The focus of attention in the classroom will specifically stimulate the professional development of teachers, which will result in a change in their classroom behavior (Nwannebuife, 2017 p.2).

Regarding its content scope, the study will investigate factors influencing teachers' motivation and job performance in primary schools. Indicators of intrinsic motivation assessed by the study will include work promotion, recognition, work itself and training and development (Richardson, 2014, p.3).

Meeting the mental and social requirements which are: the requirement for security, love, esteem, honor and self-realization, are necessities that create and go with an individual all through life. In this day and age, the motivation of laborers is an essential for a more coordinated great exhibition. Motivation can be portrayed as the cycle on the power of a laborer's work, course and determination in endeavors to accomplish his objectives (Kotherja, 2013, p.16). Much of the time, motivation comes from a need that should be met, and this, thus, prompts a particular conduct. In any case, motivation isn't just a characteristic element in people, yet additionally a gathering motivation to act or not. It is characterized as an inward interaction, a cycle that mentally coordinates the conduct of a person. Besides, Steers et al. consider motivation to be a critical component for authoritative execution (Iliya and Ifeoma, 2015, p.15).

In our age, the readiness of representatives to work and their visit in an association relies upon how much they are satisfactorily inspired. In a perfect world, every worker will have a superior presentation in case he is offered the motivating forces to valuable and steady with the ability to address his issues. The labor force in the schooling area has exceptional highlights that can not be disregarded and motivation can assume a fundamental part in many difficulties that this area faces today (Yazid et al., 2014 p.4). As indicated by Johanson et al. the issue of low motivation in the work environment is a significant supporter of educator lack of engagement. For a really long time, specialists have examined the elements that influence the presentation of educators in schools with an accentuation on work and workplace factors. Instructors comprise the biggest component of HR in schools and in this way appear to significantly affect the nature of care and understudy results (Khan, 2014). Execution in the working environment is frequently alluded to as occupation fulfillment and want just as association or responsibility.

1.1 Aims of the study

The aim of this study is to explore factors impacting the English teachers' motivation and job performance in primary schools in Ferizaj/Kosovo.

The second aim of the study is to identify the barriers faced by English teachers in schools participating in research during the realization of their professional work to achieve job satisfaction, identifying motivating factors and researching opportunities for the development of education in Kosovo.

1.2 Hypothesis and research questions of the study

This research raises the hypotheses as follows:

H1: The overall English teachers' motivation in primary schools, influences the general school's performance.

H2: The most motivated English teachers have the best job performance.

Research questions of this study are as follows:

1. How does the motivation of teachers affect the increase of quality in education?
2. Does the motivation of teachers affect the increase of the overall performance of the school?
3. Does teacher motivation affect students' overall performance?

4. Does the motivation of teachers affect the increase of their own performance?

2. LITERATURE REVIEW

The word motivation has its origins in the Latin words motus (moving) and motive (movement), so we can understand that motivation is about pushing the individual to perform certain actions. In the first place, it is important to define what we understand as motivation today, this definition has undergone various changes according to the authors who have studied this phenomenon, however, we can highlight the following statement: We understand motivation as an Energy that activates us, moves and orients our actions towards a goal concretely, this goal is about our satisfaction needs as human beings.

2.1 BASIC TERMINOLOGY ON MOTIVATION

The arrangement of endeavors an individual should make to prevail in an issue he wants is called motivation elements. All plans and projects identified with that issue, even primer portrayals, standards of techniques and activity, are important for the elements of motivation. Motivational elements differ dependent on people, time, and qualities of the work to be finished. Obviously there are general standards in this matter also. Be that as it may, even these general standards can change dependent on many variables, like human instinct, instruction, culture, spot of home, and so forth Inside the elements of motivation are two vital focuses. One of these is self-motivation, which is additionally called car (Shelnutt, 2003, p.4). According to one perspective, this resembles the heart taking care of itself first, then, at that point, siphoning blood to different pieces of the body. This is an organic law. The expansion of this law to social peculiarities is reflected as computerization. It is inconceivable that others can spur an individual who can't rouse himself. While the other is the motivation of this individual who figures out how to be self-propelled, through a specific technique as indicated by the position he has in a task - either worker or administrator (Adeyinka et al., 2013, p.12). Motivation begins from the introduction of man. To start with, the child needs to accomplish something all alone. In any case, whenever saw, he is constantly spurred by his own circle. So both talking and strolling are identified with this outer motivation. This security is solid to the point that the entire culture and language of the local area the child has a place with is propelled from an external perspective. This motivation is fundamental up to a specific age, on the grounds that the kid is obliged to see and hear models along these lines, and afterward to pass on his own capacities (Vincent, 2015, p.13).

In spite of the way that the investigation of motivation is one of the recent concerns of investigation of therapists, sociologists, educators, today has not made a solitary meaning of this peculiarity. There are a lot more inconsistent theories taking a stab at a logical premise to clarify the peculiarity of motivation, to address the inquiries:

- why and because of what a person does;
- What personality needs is it intended to satisfy;
- why and how specific you choose a particular strategy of action;
- What results the individual expects to receive, their subjective importance to a person;

- why some people with a stronger motivation compared to others may succeed in those areas in which similar skills and the same opportunities tolerate collapse (*Factors That Influence the Motivation of Basic School*, 2011).

A gathering of clinicians safeguards the hypothesis of the dominating job of characteristic motivation - inborn, obtained instruments that oversee human conduct. Different researchers accept that the fundamental driver of motivation is significant outer variables that impact character from the climate. The consideration of the third gathering plans to concentrate on the hidden motives and endeavors to organize their innate and obtained factors. The bearing of the fourth review is the investigation of the issue of the profound motivation. Most researchers characterize the idea of motivation as a framework dependent on the association of interior variables and outside boosts that decide human conduct (Mathew, 2017, p.5):

- action orientation vector;
- collection, dedication, sequence, action;
- activity and aspect;
- the stability of the goals chosen.

Motivation is the preparation of a person who endeavors to accomplish the objectives of association putting to utilize a lot of energy and exertion, given that these endeavors achieve the accomplishment of destinations. Essentially put motivation is the impulse that makes individuals work to accomplish individual objectives and associations use it for accomplishing their objectives. "Motivation is an internal drive to fulfill a need disappointed" (Lawrence and Hanitha, 2017, p.1). The term rationale is gotten from the Latin word "motivum" which means event or induction. IN the authoritative angle motive addresses the enlivening or presence of justification for advancing e work wants and work impacts. Individuals' movement and their practices are consistently boosts from specific causes and purposes that seem to help e motivational action. This arrangement addresses a perplexing cycle including components and different biophysiological, sociological, social elements, and so on (Tatan et al., 2018, p.12). In light of the character of the person with the requests, requirements, wants and joys and so forth motivation energizes workers, comprehensively administrators in shaping a specific demeanor in direction or for drives in performing substantial assignments, as proficiently as conceivable in assembling or administrations. Representatives' thought processes and their fulfillment influence hard working attitude and in the business accomplishment of the undertaking (pek and Kanatlar, 2018, p.10).

2.1.1 Need, motive, purpose

The term motive is one of the fundamental ideas of brain science, perceived by researchers in various ways inside various hypotheses. Motive (MEASO) is an optimal restrictive subject, not really material nature, the accomplishment of character action is engaged. Thought process is seen by the person as an exceptional and explicit encounters, which can be portrayed as good sentiments from expectation of the subject's accomplishment of necessities, or adverse feelings streaming against the foundation of disappointment or fragmented fulfillment from the current circumstance. To feature and know about a specific rationale, an individual should play out the planned interior work(Ekiz and Kulmetov, 2016, p.4).

The least difficult meaning of rationale is introduced by A. N. Leontiev and S. L. Rubinstein in movement hypothesis. After the consummation of the main researchers: the rationale not really set in stone, the "characterized need" of the subject. Rationale at its center is a brilliant peculiarity from the ideas of need and reason. Need is an oblivious craving to dispose of existing uneasiness. The objective is the ideal consequence of the cognizant activities (Holley, 1978, p.14).

Seeing and thinking internationally: This is one of the main ways of rousing. In any case, the state of a proper man at a little point and can't pass past it, looks like a wrecked gramophone record. Worldwide idea is firmly identified with human instruction and self-advancement. Also, man can accomplish worldwide idea dependent on his position. In the event that this point is reached, one of the most significant parts of inspiration is settled (Oluwayomi, 2018, p.12).

Overcoming difficulties: Being able to think that every problem has a solution is one of the best ways to motivate. In fact, there is no problem without a solution. It is enough to find the right ways. Because our Creator would never place a burden on us that we cannot bear, we have the ability to solve every problem we face. It is enough for us to use that ability.

Capacity to compensate: One of the significant elements of inspiration is the capacity of the person to remunerate both himself and individuals he works with. Indeed, it ought to never be dismissed. Also, this award ought to be proportionate with the work done. Similarly as it very well may be a material prize, it can likewise be refined through acclamation sheets or through verbal commendations (Altunova and Kalman, 2020, p.22).

Capacity to give discipline: It is significant for the person to have the option to give limiting sentences as per the work done, either to himself or to individuals he works with. Grinning face: It is one of the elements of inspiration that ought to never be dismissed and probably the most straightforward activity. But, these days this is perhaps the most neglected and most saved action.

Finding a sense of contentment with yourself: This is vital as far as how one will help oneself or for other people. Individuals who are not content with themselves can not accomplish a lot of work. What's more, individuals who find a sense of contentment with themselves are individuals who have figured out how to open the entryways of harmony with all of mankind. These individuals can generally enter through these entryways and, when they show genuine instances of inspiration, can do a great deal of valuable work in the interest of humankind (Sahito and Vaisanen, 2017).

Foster normal discourse: People who figure out how to have a decent exchange with individuals they work with while doing any sort of work can foster this capacity and can keep on doing as such all through life, not only temporarily (Nwosu, 2017, p.11).

Abstaining from Demoralizing Things: While accomplishing any work, basic to avoid anything may discourage you. In case there is an off-base thing in a country, that mistake should be settled by a suitable strategy, without transforming it into something dispiriting. This is on the grounds that such a circumstance obstructs inspiration by implication and great outcomes are not accomplished from that work.

Picking great and grandiose objectives: If great and elevated objectives are constantly picked, individuals additionally condition themselves better towards that objective. Obviously, it ought not be failed to remember that the inspiration ought to be at a similar undeniable level. Utilizing the right devices to accomplish objectives: Finding the correct ways to a specific objective is a known guideline. In the event that some unacceptable strategies and instruments are utilized, not exclusively is the objective not accomplished, however it additionally turns into a reason for hindrance of business related inspiration (Akram, 2010, p.13).

Addressing and finding the right intermediaries: No matter how good the motivation is, if the addressing is not correct and the mediation is not done by the right people, it is impossible to achieve the goal. For this reason, correct addressing and proper mediators are very important in maintaining motivation, and even in increasing it.

Seeing and telling the right examples: In carrying out any work, looking at the examples, telling them and benefiting from the experiences of people who have worked and achieved success in that work, is one of the important motivating factors (ZAMEER et al., 2014, p.12).

They are unique and unmistakable from one another. Thought processes 1 normal to all representatives are: the measure of individual pay, which is acknowledged based on work, work interests for additional advancement, the level of freedom in the achievement of undertakings, the conceivable outcomes of personal certification and so forth Create, advance and persuade representative inspiration is vital in business action (Syamananda, 2017 p. 12). Motivation is characterized in numerous ways. As per the mental talk the inspiration is "Conduct that focuses on an objective, which advances the need brought about by man."(Sommers and Buckland, 2004, p.5). The justification behind the conduct is the fulfillment of requirements. Robert Mathis and John Jackson consider that inspiration has to do with the subordinate of "intention" which implies feeling or human need, which drives activity. As indicated by Vayjne Modyt and Robert Noe (who basically think in big business) inspiration is eagerness to act in accomplishing the objective of the undertaking. Intentions consistently trigger certain practices. They as far as the mental component are unique, as feelings, nature, influence and so on Regularly individuals don't comprehend the reason why accomplish something or on the other hand if they know this, they don't have the foggiest idea how to clarify their intentions. As indicated by the hypothesis psychoanalytically numerous thought processes are oblivious. It comes from the peculiarity of reports among practices and addressing needs (Bran and Udrea, 2016, p,55). There is a potential in each individual, inspiration holds the activity once began and focuses on satisfaction any need (esteem). The quintessence of inspiration is human necessities. Inspiration as an interaction complete is constantly founded on various necessities, which are in availability equal. For the effective presentation of assignments, the individual should be able. Therapists in this regard recognize expertise in mechanical, the capacity of coordination, scholarly capacity and inventive capacity, so the reports of the cooperation among capacity and inspiration gives us execution that implies: $Performance = Ability \times Motivation$. A few speculations of inspiration consider, the notable similitude carrot or stick. The standard of this similitude is assuming we need to push the jackass to move then, at that point, before it we need to take out the carrot or back with a stick "(Jima, 2018, p.33)

2.1.2 The main differences between internal and external motivation

The difference between internal and external motivation can be clearly drawn on the following grounds:

In intrinsic motivation, a person acts to achieve something, but not for any external reward, but to enjoy the process or take it as an opportunity, to explore new things / ideas and also to actualize skills. Rather, in external motivation, the person adopts a certain behavior in an attempt to earn a reward or to avoid any punishment (Barbieri et al., 2017, p.44).

In intrinsic motivation, it is the action which is valued as important, over which the person has control. Therefore, it makes people participate in an activity for their will or interest and not for the reward it will bring. Rather, in external motivation, the focus is on the outcome which is achieved when the task is completed. That means it makes people do something to get a tangible or intangible reward. In intrinsic motivation, the location of control lies within the person who decides to perform the task. In contrast, in external motivation, the location of control is external to the person who is said to be performing the task. Intrinsic motivation aims at cleansing, developing and satisfying oneself and also identifying potential, and exploring skills. On the other hand, the purpose of external motivation is to earn a reward or to avoid a certain negative result. Intrinsic motivation is able to meet the basic psychological needs of a person for independence, competence, etc. In contrast, external motivation does not meet a person's basic psychological needs, however, it includes external benefits such as money, power, fame, etc. In internal motivation, the person enjoys the task, but in external motivation, the person puts more emphasis on the awards and rewards received for completing the task. Intrinsic motivation is driven by a person's own desires and needs. In contrast, external motivation is directed from other sources, usually from another person (Sah, 2016, p.13).

2.2 Basic theories in the development of motivation

Motivation hypotheses began with rationalists, given to analysts and afterward to a small number of supervisors, whose approach was individual social thinking. The center has been around independence and on the circumstances where people have been interested. The soonest hypothesis of administrative inspiration was in the period 1910-1960. Around then distinguishing pieces of proof of forthcoming models were made that contained mainly worker motives. From this period the most famous are two approaches theoretical: crafted by Taylor and McGregor, who have served and been treated in crafted by many creators in the field of inspiration hypotheses. Acknowledgment of most effects major was the distraction of

inspiration hypothesis as well as of thoughts regarding the logical improvement of administration drove by Frederick W. Taylor (Chalermnirundorn, 2018, p.12).

2.2.1 Motivation in Taylor's theory of scientific management

Taylor with respect to the motivator inspiration of laborers has planned the installment system of the most modern, as indicated by which laborers who fulfill the guidelines set out inscientifically, thus needed to pay \$ 1.85 per day, which was obvious more than the award before standard rates are set by Taylor. Workers have been invigorated and have had the chance to acquire more. Another choice of high wages and low work costs as indicated by Taylor were in the truth that top of the line laborers were ready to engage completely, yet they had communicated some fulfillment in working with a commitment maximum, so the compensation for them was the impulse and inspiration for the acknowledgment of tasks (Yunus et al., 2021, p.12). Extraordinary significance in the customary hypothesis of logical administration of Taylor has had the award framework dependent on the rate acknowledged on the piece. So scientific feelings in regards to the increment of work effectiveness and efficiency, by the logical hypothesis of the board, the organizer of which is Taylor, have served authors of numerous speculations of inspiration, who put inspiration in the capacity of adding efficiency in network compensation, needs inclusion, responsibility and people in accomplishing objectives, and so on (Gayomale-Sala, 2020, p.33).

2.2.2 McGregor Theory X and Y

Douglas McGregor (1906-1964) in 1957 distributed his hypothesis X and Y and has studied Taylor's Theory X and Mayo's Theory Y. "Hypothesis X" and "Hypothesis Y" of McGregor represent what at the time was another way to deal with inspiration and relational connections. McGregor's work possesses a significant spot in organization hypothesis and in the sociological field. Today, many floods of barbaric conduct appear to be founded on Theory Y. If representatives are languid, uninterested, don't have any desire to take responsibility, are obstinate, uncreative, as indicated by "hypothesis X", then, at that point, the fault is basically laid on nature human, while Theory Y surmises that the causes lie in the techniques of organization and control applied by initiative. McGregor gathered his exploration in *The Human Side of Enterprise* (1960). This book had a significant effect on American administration. He didn't recommend any specific game-plan of directors just as didn't decide the requirement for reorientation main philosophical from management. The following table

sums up the trademark of McGregor for Theory X and Theory Y (Sadiku, 2021, p.3).

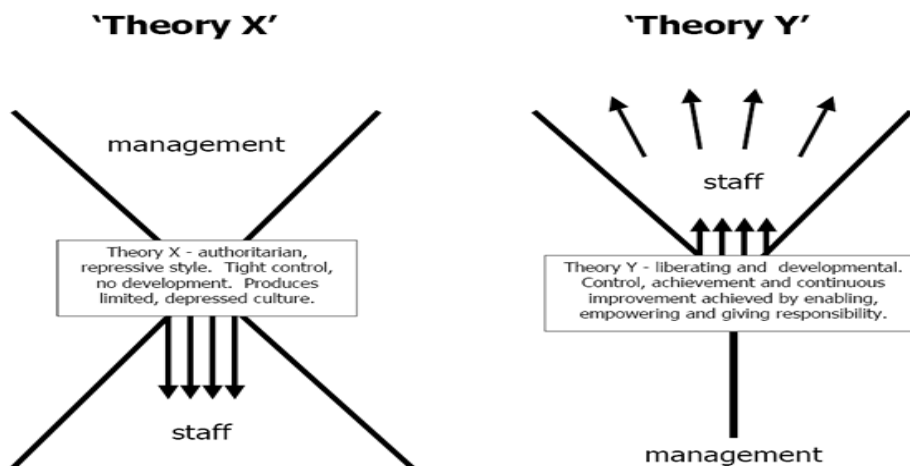


Figure 1 McGregor Theory X and Y

Source: Hudson (2010).

2.2.3 Contemporary theories of motivation

- *Satisfaction (needs) theories*

Some of the most popular theories of motivation are based on the concept of needs. Needs are defined as an imbalance disorder in the individual, caused by physical deficiencies and psychic, which then trigger certain forms of behavior. They are missing, by the way food items or social requirements). Determining the individual to feel the need, will to say that he feels any kind of internal stimulus that pushes him to face its own circle, in order to meet the needs and thus of equilibrium (Williams & Williams, 2011, p.4).

2.2.3.1 Hierarchy of needs according to Maslow

1. **Physiological needs:** The first of the id-driven lower needs on Maslow's hierarchy are physiological needs. These most basic human survival needs include food and water, sufficient rest, clothing and shelter, overall health, and reproduction. Maslow states that these basic physiological needs must be addressed before humans move on to the next level of fulfillment.
2. **Safety needs:** Next among the lower-level needs is safety. Safety needs include protection from violence and theft, emotional stability and well-being, health security, and financial security.

3. **Love and belonging needs:** The social needs on the third level of Maslow's hierarchy relate to human interaction and are the last of the so-called lower needs (Richardson, 2014, p.13).
4. **Esteem needs:** The higher needs, beginning with esteem, are ego-driven needs (Iliya & Ifeoma, 2015, p.44).
5. **Self-actualization needs:** Self-actualization describes the fulfillment of your full potential as a perso (Rasheed et al., 2016, p.62).



Figure 2 Maslow's Theory of needs (1943)

2.3 Managerial strategies to increase motivation

1. *Money as a factor for increasing motivation*

The compensation that representatives get for the work done by financial experts and voice supervisors a somewhat significant spot to different inspirations, while social researchers didn't give unique consideration to this variable. As per the hypothesis of two factors, the compensation is a variable with a little commitment to it inspire individuals (Khan, 2014, p.2).

As indicated by gauge hypothesis, wages would be propelling, assuming specialists feel that great presentation is an instrument to accomplish it while hypothesis of support considers compensation as a good reinforcer to invigorate a conduct wanted, etc. The absolute most significant minutes to think about when utilizing of cash as a propelling variable, with the end goal for it to appropriately assume its part it will.

In the first place, compensation takes on various importance for various individuals and spots. For instance: in the nations of Central and Eastern Europe and particularly in our country it is a helpful apparatus for inspiring individuals, just as for new representatives who have quite recently begun work or will begin another compensation family takes on direct significance. In those cases and for those individuals where the requirements residing essentials don't represent an issue whenever they have met them, power its inspiration diminishes, however again the compensation never loses its significance (Rasheed et al., 2016, p.12).

Also individuals are extremely touchy to the standard of correspondence, along these lines development and activity of sufficient and based compensation frameworks in the commitment of each is a significant inspiring element. Building The right award situation is difficult work, yet directors in this work cycle ought to be directed by rules that representatives accomplish a similar work inside or outside their association should be paid arranged by equivalent. Third compensation can be utilized by directors to draw in workers qualified in their association and simultaneously do whatever it takes not to permit representatives to leave for different associations, which for a similar occupation can remunerate them better (Iliya and Ifeoma, 2015, p.10).

Fourth where it is conceivable the compensation is identified with the exhibition of representatives and focus on these prize frameworks not to be incorporated not exclusively to workers yet in addition to directors, lenders, bookkeepers, secretaries and so forth

Fifth, compensation ought to consistently be treated as such a level that it never is adequately large to address every one of the issues of individuals, found in this perspective ought to be intended to have inside the chances that compensation is made a developing pattern.

2.4 The role of teachers' motivation and the impact on their performance

Instructors, as one of the components in the educating and learning process, assume various parts, as educators moving information as well as guides who energize the capability of understudies to foster options in learning. This implies that instructors face complex errands and obligations in regard of the accomplishment of instructive objectives where they are needed to dominate the branch of knowledge being educated as well as needed to show a character appropriate for going about as a good example for understudies (Richardson, 2014,

p.33). In this way, educators are needed to enhance their presentation in completing the job. The intricate errands and obligations of accomplishing instructive objectives identify with educator inspiration, so great intentions will empower instructor exercises (Indah, 2013, p.22). Instructors become instructors in view of their inspiration to educate. Assuming that an educator has no inspiration then they won't be powerful in instructing or instructing (Kotherja, 2013, p.12). Inspiration is firmly identified with needs. A worker will have inspiration when his requirements are met, in this manner the necessities of representatives influence their inspiration. Requirements can be viewed as physiological or mental lacks that invigorate conduct. They can be solid or feeble and are affected by ecological variables, with the goal that a people needs will change at various occasions and in better places. Therapist Abraham Maslow fostered a hypothesis of inspiration known as Maslows progression of necessities that has been valuable in clarifying the whole range of human conduct (Williams and Williams, 2011, p.30). Maslow contended that inspiration is a component of five essential necessities that make up the various levels in his chain of importance, including physiological, security, social, regard, and self-realization needs (Kreitner& Kinicki, 2014, p.12). When each degree of need is met, in any case, ones inspiration doesn't vanish; rather, a singular will be roused to look for expanded satisfaction by moving to a higher level. For instance, the more fruitful an individual is in their endeavor to create as an instructor, the harder that singular will endeavor to achieve more noteworthy improvement (Woolfolk, 2009, p.2). Besides, Frederick Herzberg, an analyst from the University of Cleveland, fostered the two variable hypothesis of inspiration (Herzbergs Two-Factor Theory of Motivation). As per this hypothesis, there are two factors that add to influence a people fulfillment in playing out his work or errand, specifically inspirations (assuming somebody accomplishes work fulfillment in their work, this will drive a solid inspiration level and eventually lead to elite execution), and cleanliness factors (as the attributes of a task that lead to work disappointment in case they are absent) (Kreitner& Kinicki, 2014, p.1). In our unique situation, the two-factor hypothetical viewpoint of educators inspiration is that instructors who are happy with their work will have an uplifting outlook to the work and will be persuaded to perform it as well as could be expected. Interestingly, in any case, things like non-appearance, helpless work, less energetic instructing, low accomplishment, relocation, or instructor turnover will bring about disappointment among educators as far as the treatment they get by the association (at the end of the day, the cleanliness factors). An educator will be fulfilled in case the prizes got are offset with the energy and individual expenses caused, and in case their characteristic inspiration is more predominant than the extraneous inspiration (Gunawan, 2011, p.5).

The hypothesis of equity is an inspirational model that discloses how people battle to be dealt with similarly and genuinely in friendly connection or giving and getting connections. As a cycle based hypothesis of inspiration, the hypothesis of equity clarifies how a people inspiration to act with a certain goal in mind is animated by sensations of unfairness or an absence of equity (Kreitner and Kinicki, 2014, p.4). The point of view of the hypothesis of equity, when related with the inspiration of the instructor, identifies with a people fulfillment with the justice or decency of the prize got. Equity is characterized as the proportion between the info (e.g., instructor training, showing experience, number of hours educated, number of endeavors put into school) and the output (e.g., compensation or pay, grants, advancements) contrasted with different educators in a similar school or in different schools with similar degree of data sources and yields (Gunawan, 201, p.13). In view of the different inspirational clarifications laid out above, it very well may be seen that the more effective people are in their endeavors to foster themselves as educators, the harder they will keep on endeavoring to accomplish more prominent improvement. Educators will be persuaded to work in case they see that any distinctions as far as the inadequacies between their ideal conditions and the genuine conditions (i.e., reality) can be met, and when their inborn inspiration is more prevailing than the extraneous inspiration. Consequently, the investigation of inspirational conduct for instructors is vital since it can influence the assignments performed and reflect the communication that happens between their perspectives, requirements, insights, and the choices made when completing their obligations (Sadiku, 202, p.55).

A persuaded instructor is pivotal to a fruitful study hall. They will take a gander at instructing through an alternate focal point, and, in doing as such, propel their understudies in their adapting as well. Inspiration assists with stimulating, coordinate and support positive conduct throughout an extensive stretch of time. It includes pursuing objectives and fitting exercises to accomplishing this reason. Inspiration additionally assists with driving innovativeness and interest, starting the longing required for understudies to need to learn more (Gayomale-Sala, 2020, p.33).

It isn't simply an instance of getting understudies keen on learning right now, yet in addition in developing the fundamental objectives and yearnings pushing their whole scholastic investigations. That is tied in with persuading them past the underlying errand or sensation of achievement and liking how conceded delight plays into the job of training with the end goal

for them to pursue a more prominent, bigger objective. This is known as characteristic inspiration and exploration has viewed it as of key significance

he study hall climate assumes a vital part in how persuaded an understudy is. They should be in a good climate where they feel esteemed and regarded. It is additionally significant that they feel like their feedback is heard. Assuming they are learning in a mindful, strong and comprehensive space, they will feel substantially more spurred to learn (Yunus et al., 2021, p.12).

Be that as it may, just as the general climate having an effect, having a persuaded instructor is likewise critical. The way that you present the data to them will assist with directing how they feel towards it. On the off chance that you share it as something that would certainly merit being energized and vivified over, this will shape their conduct and reaction. They will feel more enlivened to do well as they will need to do equity to a subject that you have instructed so energetically regardless of whether its not their primary interest throughout everyday life.

A spurred understudy will feel certified pride in the work they have done, which is a significant inclination to bring through throughout everyday life. It helps keep understudies effectively intrigued by what theyre examining and pushes them towards proceeding with their schooling. Inspiration in study hall upgrades their exhibition in all parts of their everyday schedule assists them with becoming objective arranged, persuaded people throughout everyday life. It additionally urges them to consistently wrap up a responsibility and do all that can be expected with all they set their heart to (Chalermnirundorn, 2018, p.12).

Part of being a spurred educator gets through your overall conduct and disposition. Theres a ton to be said for individuals that routinely grin, offer a glad and lively point of view and for the most part seem to be energetic and lovely to be around paying little mind to how theyre really feeling. Making your homeroom a warm, vivid and animating climate is likewise key to making a positive space.

Its additionally significant that you reward your understudies for great work as you come. It doesnt must be constantly, as then, at that point, it will come not out of the ordinary and will hold less worth when you do commend them. Be that as it may, perceiving difficult work and offering acclaim will guarantee your understudies stay supported. Also, feeling like their work is doing great advances and that youre seeing their efforts(Sah, 2016, p.5).

Shaking things up is likewise key. If youre doing likewise constantly, itll begin to become exhausting and dull. Check out the materials youre instructing and contemplate how you can

rethink them. Maybe you transform something into an acting action or possibly you can transform realities or considers along with a melody that will assist with making it more essential. Maybe you can get understudies cooperating on a gathering action this is an incredible method of assisting understudies with rousing one another. Be inventive use banners, offer visual guides and graphs, show motion pictures and play games(Barbieri et al., 2017, p.5).

Moreover, working in an alternate climate will assist with causing understudies to remain alert. Examination has observed that when we move around in different spaces while learning. We can review more data better than assuming that we had recently remained in one space. This is because of the affiliations the mind makes. The more you support development in learning, the more the data is ingested. Maybe you accomplish some work in the jungle gym, some in the homeroom and some off the school grounds. Perhaps you take a gander at going on your understudies on a field outing that will add a genuine aspect to their studies(Robescu and Iancu, 2016, p.1).

Setting assumptions in the study hall is critical and gives your understudies a norm to run after. Be that as it may, when you observe your understudies need a prod advances, offering little motivating forces can assist with making learning fun. Empowering serious energy can assist with filling understudies and drive them further. This could go from offering a unique advantage to hosting a class pizza get-together on the off chance that they all accomplish a specific grade. At last, showing understudies how the information,theyre learning is valuable to genuine situations. Will assist them with seeing the commonsense application that it holds. Regularly understudies will turn off when they dont perceive how it will at any point help them. Yet, assuming that you can interface it to life outside the study hall, it will give it new significance and propel them to listen more attentively(Mohamud et al., 2017, p.12).

2.5 The meaning of ,, performance,,

Task performance is dependent on cognitive ability, while contextual performance is dependent on personality. Task performance relates to behavioral roles that are recognized in job descriptions and remuneration systems. They are directly related to organizational performance, whereas contextual performances are value-based and add additional behavioral roles that are not recognized in job descriptions and covered by compensation; these are extra roles that are indirectly related to organizational performance (Tayyar, 2014, p.13). Companies use performance appraisals to give employees great feedback on their work and to

justify pay increases and bonuses as well as termination decisions. They can take place at any given time, but tend to be annual, semi-annual or quarterly (Jima, 2018, p.14).

2.6 Conclusion

In this chapter is done the review of the literature or the elaboration of the theoretical part of the research.

In the first part of this chapter was discussed about motivation in general by analyzing in an analytical way all its main attributes. The chapter goes on to analyze the relevant literature on the impact of motivation on academic performance. The chapter concludes by analyzing the impact of motivation on teachers performance.

3. METHODOLOGY

The methodology of this study is of the quantitative type. Data collection is of a primary nature because the collection of this data is based on a questionnaire. Data collection was done with a structured questionnaire prepared for this purpose which was completely anonymous. Permission was obtained from the respondents to complete the questionnaire and this permission will be referred to in the appendices. The questionnaires were distributed to the respondents (previously informed, with their approval for cooperation and the right to withdraw) via e-mail. These data were then statistically processed through the SPSS program. The research was also based on secondary data based on references, school literature and published scientific articles.

The data collection was based on demographic questions, which will determine the respondent's gender, age, place of residence, as well as other characteristics which are relevant to measure the factors of interest for this research. Through these questions, we gain quick and valuable information about who our respondent is. The second part of the questionnaire should have specific questions related to the topic. The questionnaire will be semi-structured but based on a standardized field questionnaire.

3.1 Study sample

The sample type was probabilistic sample because the research focuses on gaining knowledge about a group of individuals with specific characteristics such are English teachers. Further, the sample is selected as an adaptive sample of the non-probable sample, based on the easier access we have to English teachers in the relevant institutions, meaning that teachers who are currently in the workplace or depending on who is willing to be subject to questionnaire questions, until a certain number is reached within that institution.

The study sample is 30 English teachers and 2 schools participated. The study is conducted in Ferizaj.

Data collection will is based on demographic questions, which will determine the respondent's gender, age, place of residence, as well as other characteristics which are relevant to measure the factors of interest for this research. Through these questions, we gained quick and valuable information about who our respondent is. The second part of the questionnaire

should have specific questions related to the topic. The questionnaire will be semi-structured but based on a standardized field questionnaire.

3.2 Study measuring instruments

Data collection is based on demographic questions, which will determine the respondent's gender, age, place of residence, education, institution where he works, as well as other characteristics that are relevant to measure the factors of interest for this research. . Through these questions, we gain quick and valuable information about who our respondent is. Also, the data will be collected from the questionnaire "Impact of motivation and satisfaction on employee engagement" by dr. Marinela Teneqexhi (Management, 2016, p.12). Author dr. Marinela Teneqexhi has designed a questionnaire consisting of five sections. The first section aims to gather information on the demographic characteristics of the study participants. Specifically, the demographic variables included in this study are: gender, age, education, civil status, position in the organization, sector, years of work in the organization. The second section aims to gather information on motivational factors, questions 8 - 17 These factors are evaluated according to importance from 1 - 10 where 1 is considered the least important factor and 10 - the most important factor.

Questions 18 - 27 list the same motivating factors but the goal is to see how accomplished these factors are. The assessment is done with the Likert scale in five levels, where the lowest level 1 - not at all motivated, 2- slightly motivated, 3- neutral, 4- motivated, 5 - very motivated.

The questions from the third section (28 - 37) measure the degree of job satisfaction (Minnesota Satisfaction Questionnaire, MSQ). To measure job satisfaction, the Likert scale with five levels was used, where 1- corresponds to dissatisfied, 2- slightly satisfied, 3- satisfied, 4- very satisfied, 5- extremely satisfied.

Section four questions (38 - 54) measure employee engagement. The questions used are from the UWEIS questionnaire (Schaufeli and Bakker, 2004, p.34), which groups 17 questions into three groups Energy, Dedication, Absorption. Energy includes questions (38,41,45, 49,52,54), Dedication (39, 42, 44, 47, 50), Absorption (40,43,46,48,51,53), the scale used is it Likert with seven levels 1- never, 2- almost never, 3- rarely, 4- several times, 5- often, 6- very often, 7- always.

3.3 Procedure for data collection for study

For the realization of this research, first permission was obtained from the management of the schools participating in the research as well as the consent for participation in this research by the English teachers, through a sheet in which the teachers confirmed their participation. After the consent form was completed by the teachers, the questionnaires were completed by them. The collection of these data was completed in a period of 1 week.

The purpose of this question is only to summarize the procedures and steps, but not to explain them in detail. Their elaboration is done in the following issues. The procedures followed to test the hypotheses and achieve the objectives consist of all of these steps: defining the unit of analysis, designing the questionnaire, disseminating and collecting data, descriptive analysis, factorial analysis, and reliability analysis.

3.4 Research Limitations

Various problems were encountered during the development of the study. One of the key problems during the study was the refusal of some respondents to fill out the complete questionnaire. Some respondents were reluctant to cooperate even though they were given consent by the researcher authorized to conduct the study, but this was overcome in explaining the purpose of the research "and that the information they would provide would remain confidential. The questionnaire was challenging because some respondents failed to complete the questionnaires on time and the researcher spent considerable time visiting various health facilities to follow up and collect the completed questionnaires. Despite this, a sufficient number of questionnaires were completed and set up. In addition, there was a problematic language of communication. Some older workers encountered problems in the logical meaning of the questions posed in the questionnaire. The questionnaires completed by these persons were not considered because given the nature of the responses it was estimated that there could be a negative impact on the overall result during realization of data. Another key problem was the lack of other members in the study but the study overcame this problem by personally conducting the field study and working 10 to 12 hours a day.

4. ANALYSIS OF RESULTS

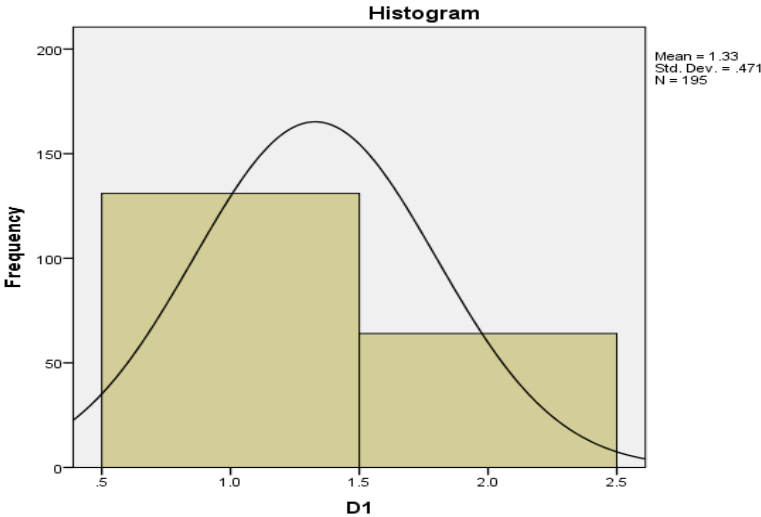
4.1 GRAPHIC PRESENTATION OF THE FIRST PART OF THE QUESTIONNAIRE

Within the chapter of statistical analysis will be analyzed all the elements of the research questionnaire, in order to test the research questions and hypotheses. In the chapter on statistical analysis, statistical tests of central analysis, correlation and comparison of means are performed. The questionnaire in the first part deals with the general data part, where in this part will be analyzed 8 general data questions

Table 1 Gender of respodents

D1					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	21	67.2	67.2	67.2
	Male	9	32.8	32.8	32.8
	Total	30	100.0	100.0	100.00

In the question to survey by gender, the participation was: female 21 respondents or 67.2% of the total participation, male were 9 respondents or 32.8 % of the total participation.



Graph 1 Histogram of the gender variable

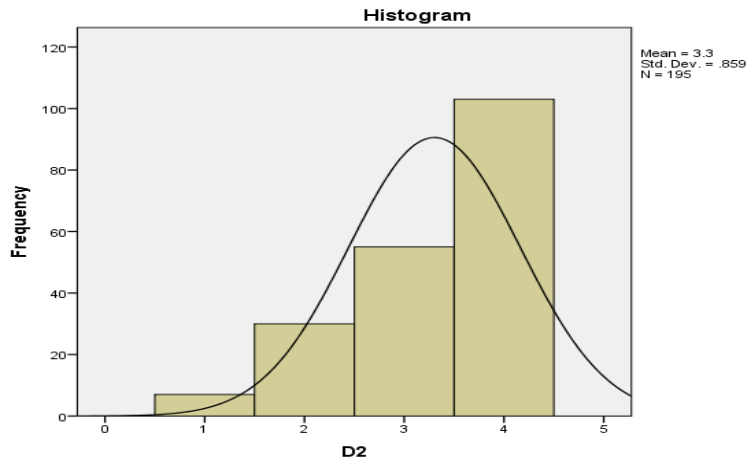
The histogram of the variable "Gender" shows that the average of this variable is 1.33, so it is dominated by females, because the data coding 1 = Female and 2 = Male showed the mean value close to the value 1. The standard deviation is 0.471 indicator that the values of the parameters statistical are within the standard deviation values.

Table 2 Age of the respodents

D2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-25 yrs	6	3.6	3.6	3.6
	25-35 yrs	8	15.4	15.4	19.0
	35-45 yrs	10	28.2	28.2	47.2
	45-65 yrs	6	52.8	52.8	100.0
	Total	30	100.0	100.0	

In the survey, age groups are divided and their division is sevijon, from the age of 20-25 years are 6 respondents or 3.6%, 25-35 years are 8 respondents or 15.4%, 35-45 years are 10 respondents or 28.2% and 45-65 years are 6 respondents or 52.8%.



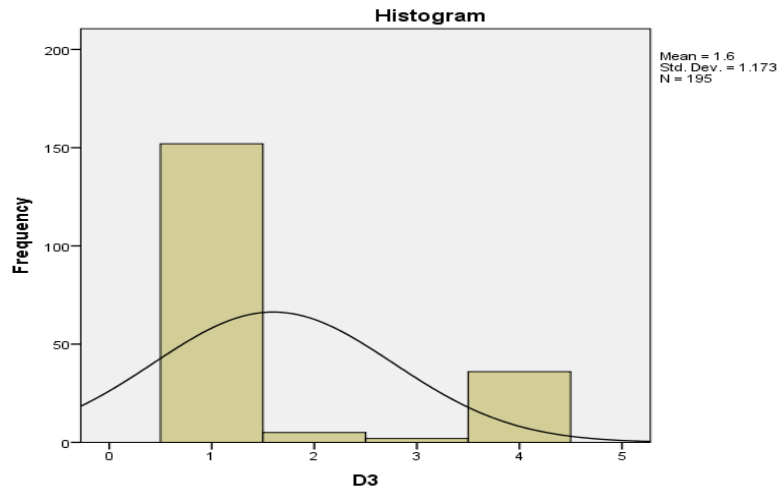
Graph 2 Histogram of the variable age

The histogram of the variable "Age" shows that the average of this variable is 3.3, so it is dominated by age over 35 years, because the data coding 1 = 20-25 years, 2 = 25-35 years, 3 = 35-45 years, and 4 = 45-65 years showed the mean value close to the value 4. The standard deviation is 0.859 indicating that the values of the statistical parameters are Within the standard deviation values.

Table 3 Social status of respondents

D3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married	21	77.9	77.9	77.9
	Divorced	3	2.6	2.6	80.5
	Other	6	18.5	18.5	100.0
	Total	30	100.0	100.0	

In the question of marital status we have these categories, married are 21 respondents or 77.9%, divorced 3 respondents or 2.6% of the total amount and another 6 respondents or 18.5%.



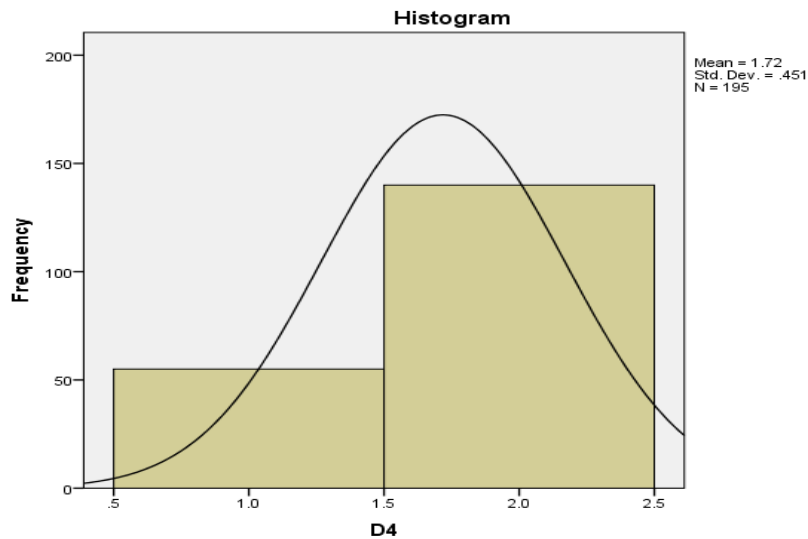
Graph 3 Histogram of civic status variable

The histogram of the variable "Marital Status" shows that the average of this variable is 1.6, so it is dominated by married, because the data coding 1 = married, 2 = divorced and 3 = other showed the average value close to the value 1. The standard deviation is 1.173 indication that the values of the statistical parameters are Within the standard deviation values.

Table 4 Economic status of respondents

D4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Better than average	10	28.2	28.2	28.2
	Average	20	71.8	71.8	100.0
	Total	30	100.0	100.0	

When asked about the economic situation of your family, the respondents answered that their economic situation is better than the average of 10 respondents or 28.2%, while the average values of 20 respondents or 71.8%.



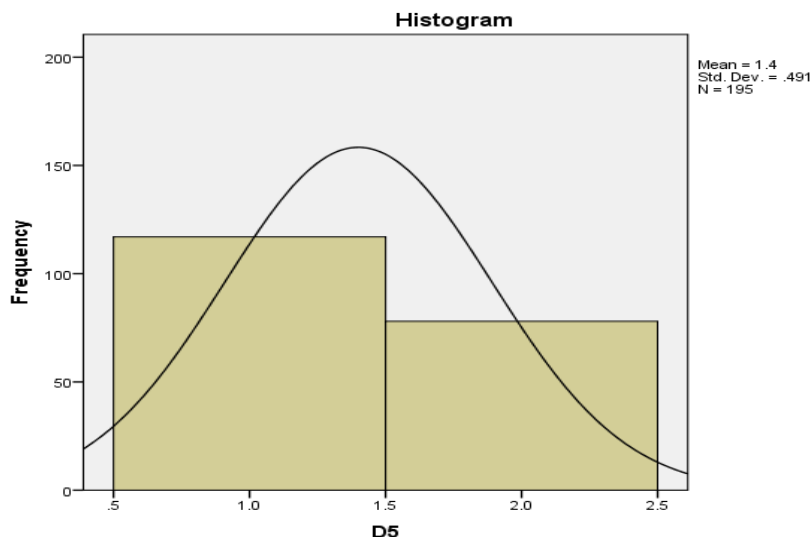
Graph 4 Histogram of economic situation variable

The histogram of the variable "Economic situation" shows that the average of this variable is 1.72, so it is dominated by the average economic situation, because the data coding 1 = Better than average and 2 = average showed the value of the average close to the value 2. Standard deviation is 0.451 indication that the values of the statistical parameters are Within the standard deviation values.

Table 5 Residence of respondents

D5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	City	17	60.0	60.0	60.0
	Village	13	40.0	40.0	100.0
	Total	30	100.0	100.0	

When asked about the respondents where they live we have the following answers: in the city there are 17 respondents or 60% and in the village 13 respondents or 40%.



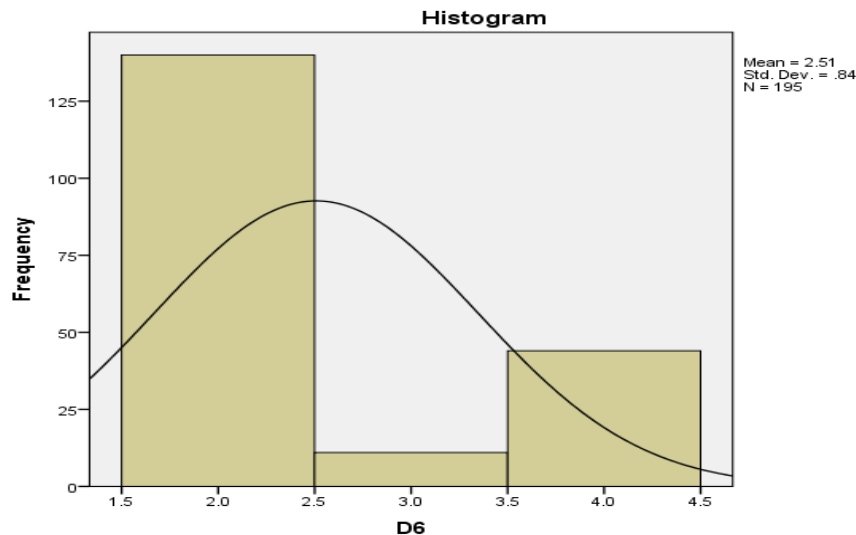
Graph 5 Histogram of variable residence

The histogram of the variable "Residence" shows that the average of this variable is 1.4, so it is dominated by the city, because the data coding 1 = City and 2 = Villages showed the mean value close to the value 1. The standard deviation is 0.491 indication that the values of statistical parameters are Within the standard deviation values.

Table 6 Education of the respodents

D6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High school	25	91.8	71.8	71.8
	University	3	5.6	5.6	77.4
	Post-university	2	2.6	22.6	100.0
	Total	30	100.0	100.0	

Based on the level of education we have the following categories of answers: secondary education are 25 respondents or 91.8%, university education 3 respondents or 5.6% and post-university education are 2 respondents or 2.6%.



Graph 6 Histogram of variable education

The histogram of the variable "Education" shows that the average of this variable is 2.51, so it is dominated by secondary education, because the data coding 1 = Secondary, 2 = University and 3 = Postgraduate showed the average value close to the value 2 and 3. The standard deviation is 0.84 indicates that the values of the statistical parameters are Within the standard deviation values.

4.2 Descriptive analysis of statistical variables

Within this part will be discussed all the elements of the motivation part of the questionnaire. B1_10 is coded as "Feeling of being involved in the organization", classified by importance from 1-10, the average of this variable is 7.74, which indicates that there is an importance of involvement in the organization, the standard deviation of this variable is 1,562 and variance 2,439. B1_11 is coded as "Supervisor Assistance for Personal Problems", classified by importance from 1-10, the average of this variable is 7.74, which indicates that there is an importance of supervisors in personal problems, the standard deviation of this variable is 1.746 and variance 3,050. B1_12 is coded as "Diverse and interesting work", classified by importance from 1-10, the average of this variable is 8.98, which shows that diverse and interesting work is of great importance, the standard deviation of this variable is 1.668 and variance 2.783.

B1_13 is coded as "Employee loyalty", classified by importance from 1-10, the average of this variable is 6.48, which indicates that loyalty to employees is of special importance in health institutions, the standard deviation of this variable is 3.292 and variance 1,839. B1_14

is coded as "Personal growth or career advancement", classified by importance from 1-10, the average of this variable is 8.38, which shows that there is a special importance in health institutions career growth or advancement, standard deviation of this variable is 2.630 and variance 6.916. B1_15 is coded as "Feeling of appreciation for the work done", classified by importance from 1-10, the average of this variable is 6.83, which shows that in health institutions evaluation of the work done is of special importance, standard deviation of this variable is 2.726 and variance 7.433. B1_16 is coded as "Guarantee (Safety) for work", classified by the importance of 1-10, the average of this variable is 9.07, which indicates that the guarantee for work is of special importance in health institutions, the standard deviation of this variable is 1,892 and variance 3,578. B1_17 is coded as "Good salaries", classified by importance from 1-10, the average of this variable is 8.97, which shows that a good salary is of special importance in health institutions, the standard deviation of this variable is 1.805 and variance 3,257.

B1_18 is coded as "Discipline at work", classified by importance from 1-10, the average of this variable is 8.37, which indicates that discipline at work has a special importance in health institutions, the standard deviation of this variable is 1.579 and variance 2,493. B1_19 is coded as "Good working conditions", classified by importance from 1-10, the average of this variable is 8.16, which indicates that a good importance in health institutions good working conditions, standard deviation of this variable is 2.054 and variance 4.217.

Within this part will be discussed the elements that are discussed in the previous table, based on the degree of motivation from 1 = Not at all motivated to 5 = Very motivated. Based on the results of the table above, we see that the statement that has the highest average or the highest degree of motivation are the variables 22 "Diverse and interesting work", 23 "Loyalty to the employee", 26 "Guarantee (safety) for work", 27 "Good salaries", 28 "Discipline at work", so all these statements have the highest degree or form that motivates the health workers the most.

Within this part will be discussed all the elements of the part of the questionnaire for job satisfaction. C_30 is coded as "Working conditions", classified by importance with satisfaction scale from 1-5, the average of this variable is 2.92, which indicates that there is a greater satisfaction working conditions, the standard deviation of this variable is 1,076 and variance 1.158. C_31 is coded as "My salary and the amount of work I do", classified by importance with a satisfaction scale of 1-5, the average of this variable is 2.45, which indicates that there is a greater satisfaction when the payment for health services is

satisfactory, the standard deviation of this variable is 0.886 and the variance 0.784. C_32 is coded as "Feeling of fulfillment I get from work", classified by importance with satisfaction scale from 1-5, the average of this variable is 3.27, which indicates that there is a greater satisfaction when the feeling of fulfillment takes from work, the standard deviation of this variable is 0.856 and variance 0.733. C_33 is coded as "My job offers me a stable job", classified by importance with a satisfaction scale of 1-5, the average of this variable is 3.97, which indicates that there is a great satisfaction job stability, standard deviation of this variable is 1.074 and variance 1.154.

C_34 is coded as "Opportunity for progress in my work", classified by importance with satisfaction scale from 1-5, the average of this variable is 2.54, which indicates that there is an average satisfaction for progress in work, standard deviation of this variable is 1,066 and variance 1,136. C_35 is coded as "Praise I receive for a job well done", classified by importance with a satisfaction scale of 1-5, the average of this variable is 2.20, which indicates that there is a slight satisfaction for the praise, standard deviation of this variable is 1.033 and the variance 1.068. C_36 is coded as "The way the superior treats the employees", classified by the importance with satisfaction scale from 1-5, the average of this variable is 2.84, which indicates that there is an average satisfaction for the way the superior treats the employees, standard deviation of this variable is 0.969 and variance 0.939.

C_37 is coded as "Superior Competence in Decision Making", classified by importance with satisfaction scale from 1-5, the average of this variable is 2.70, which indicates that there is an average satisfaction for the way the superior handles decisions, deviation standard of this variable is 0.789 and variance 0.622. C_38 is coded as "Freedom to use my judgment in the work I do", classified by satisfaction with a satisfaction scale of 1-5, the average of this variable is 2.54, which indicates that there is an average satisfaction with the way freedom is used for the work it does, the standard deviation of this variable is 1.172 and variance 1.374. C_39 is coded as "Chance to do something that allows me to use my skills", classified by importance with satisfaction scale from 1-5, the average of this variable is 2.71, which indicates that there is an average pleasure to do something that allows the use of good capabilities, the standard deviation of this variable is 0.926 and variance 0.857.

Within this part will be discussed all the elements of the part of the questionnaire for the engagement of employees. D_40 is coded as "I feel full of energy at work", classified by importance from 1-7, the average of this variable is 5.21, which indicates that there is a large commitment to work full of energy, the standard deviation of this variable is 1.297 and

variance 1.682. D_41 is coded as "My work is meaningful and purposeful", classified by importance from 1-7, the average of this variable is 5.93, which indicates that there is a large commitment to the work of health workers, standard deviation of this variable is 1.101 and variance 1.211. D_42 is coded as "Time moves faster when I work", classified by importance from 1-7, the average of this variable is 5.61, which indicates that the time of health workers moves faster, the standard deviation of this variable is 1.325 and variance 1.755. D_43 is coded as "I feel strong and energetic in my work", classified by importance from 1-7, the average of this variable is 5.28, that respondents often feel in their powerful and energetic work, the standard deviation of this variable is 1.208 and variance 1.459. D_44 is coded as "I feel enthusiastic about my work", classified by importance from 1-7, the average of this variable is 5.21, that respondents often feel enthusiastic about their work, the standard deviation of this variable is 1.301 and variance 1.693. D_45 is coded as "When I work I forget everything about me", classified by importance from 1-7, the average of this variable is 4.67, that respondents sometimes forget personal work, the standard deviation of this variable is 1.617 and variance 2.615. D_46 is coded as "My work inspires me", classified by importance from 1-7, the average of this variable is 5.33, that respondents often work inspires you, the standard deviation of this variable is 1.034 and variance 1.069. D_47 is coded as "I gladly go to work in the morning", classified by importance from 1-7, the average of this variable is 5.88, that respondents often have pleasure when starting work in the morning, the standard deviation of this variable is 1.011 and variance 1.022. D_48 is coded as "I feel happy when I work hard", classified by importance from 1-7, the average of this variable is 5.36, that respondents often feel happy when they work hard, the standard deviation of this variable is 1.375 and variance 1.891.

D_49 is coded as "I am proud of the work I do", classified by importance from 1-7, the average of this variable is 5.53, that respondents often feel proud of their work, the standard deviation of this variable is 0.915 and variance 0.838. D_50 is coded as "When I work I am / are immersed in work", classified by importance from 1-7, the average of this variable is 5.36, that respondents are often immersed in work, the standard deviation of this variable is 1.504 and variance 2.262. D_51 is coded as "Can continue to work for long periods of time", classified by importance from 1-7, the average of this variable is 4.11, that respondents can sometimes work for long periods of time, standard deviation of this variable is 1.484 and variance 2.204. D_52 is coded as "My job is challenging for me", classified by importance from 1-7, the average of this variable is 4.16, that respondents can sometimes have their challenging job, the standard deviation of this variable is 1.422 and variance 2.021. D_53 is

coded as "Totally involved in work when I work", classified by importance from 1-7, the average of this variable is 6.06, that respondents often times are totally included in their work, the standard deviation of this variable is 1.122 and variance 1,260.

D_54 is coded as "I am very mentally resilient in my work", classified by importance from 1-7, the average of this variable is 5.56, that respondents are often mentally resilient in their work, standard deviation of this variable is 1.036 and the variance is 1.073. D_55 is coded as "It is difficult to get off work", classified by importance from 1-7, the average of this variable is 4.82, that respondents are often difficult to get off work, the standard deviation of this variable is 1.384 and variance 1.914. D_56 is coded as "In my work always insists even when things do not go well", classified by importance from 1-7, the average of this variable is 3.44, that respondents sometimes insist when things do not go well, standard deviation of this variable is 1.750 and variance 3.062. Within this part will be discussed all the elements of the part of the questionnaire for motivation theories. D_57 is coded as "Salary is the main motivator in my work", classified with shale liqueur from 1-5, the average of this variable is 4.15, which shows that respondents agree that salary is the main motivator at work, standard deviation of this variable is 1.059 and variance 1.121. D_58 is coded as "I will give to work as much as I expect to get from it", classified with shale liqueur from 1-5, the average of this variable is 3.17, which shows that respondents agree on average with this statement, standard deviation of this variable is 1.557 and the variance is 2.423. D_59 is coded as "I do a better job if I work harder", classified with shale liqueur from 1-5, the average of this variable is 3.42, which shows that respondents agree on average if they do a better job if they work harder , the standard deviation of this variable is 1.439 and variance 2.070.

D_60 is coded as "If I do my job better, I will be rewarded", classified with shale liqueur from 1-5, the average of this variable is 3.14, which shows that respondents agree on average if they do a better job will are rewarded, the standard deviation of this variable is 1.406 and the variance 1.976. D_61 is coded as "What I give at work and what I get from it I compare with that of my colleagues", classified with shale liqueur from 1-5, the average of this variable is 3.49, which shows that respondents agree on average with assertion, the standard deviation of this variable is 1.290 and variance 1.663. D_62 is coded as "I get the same reward as others for the same or similar work", classified with shale liqueur from 1-5, the average of this variable is 3.39, which shows that respondents agree on average with the same reward that take for the same job, the standard deviation of this variable is 1.440 and variance 2.074. D_63 is coded as "If I am satisfied with my job, I will have less opportunity to change my job

even though I may be paid more", classified with shale liqueur from 1-5, the average of this variable is 3.71, which shows that respondents agree on average with the statement, the standard deviation of this variable is 1.175 and variance 1.381. D_64 is coded as "I want to set difficult goals for myself", classified with shale liqueur from 1-5, the average of this variable is 3.45, which shows that respondents agree on average that they set difficult goals for themselves, standard deviation of this variable is 1.281 and variance 1.640. D_65 is coded as "When the institution (company) sets goals, I am more motivated to do the job", classified with shale liqueur from 1-5, the average of this variable is 3.62, which shows that respondents agree on average to employees in health institutions are motivated to accomplish the goals set by health institutions, the standard deviation of this variable is 1.197 and variance 1.434.

D_66 is coded as "When something goes wrong at work, I usually attribute it to external factors", classified with shale liqueur from 1-5, the average of this variable is 3.77, which shows that respondents agree on average that external factors are an element creating an obstacle to their work, the standard deviation of this variable is 1.189 and variance 1.413. D_67 is coded as "When things go well at work, it means I did something good", classified with shale liqueur from 1-5, the average of this variable is 4.37, which shows that respondents fully agree with this statement, the standard deviation of this variable is 0.765 and variance 0.585.

4.3 Study's hypothesis approval

H1. The overall English teachers' motivation in primary schools, influences the general school's performance.

To test this hypothesis, we measure the variable motivation built into the research question and the part of the questionnaire for increasing the level of teachers in schools.

The test used in the first hypothesis is the comparison of the mean through the Independent Samples Test. Since the hypothesis measures the impact between two statements or economic variables, then two statistical parameters (t-test and sig.) Will be used to prove this hypothesis. The comparison value of the impact on the assumed and non-assumed variance is with value $t = 11.688$ and $t = 10.769$, ie on the acceptable value of the hypothesis (value $t = 2$), while the error rate for both cases is $\text{sig} = .000$, hence these two statistical and econometric parameters approve the first research hypothesis.

Table 7 The approval of the first study hypothesis

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Teacher's motivation	Equal variances assumed	.946	.335	11.688	53	.000	.27770	.02376	.23004	.32536
	Equal variances not assumed			10.769	19.786	.000	.27770	.02579	.22387	.33153

H2: The most motivated English teachers have the best job performance.

To compare the motivation difference, we use the simple one-Sample Test. The result shows that in this center the motivation of the employees is at the right level, as the error rate is small (sig = 0.000).

Table 8 The approval of the second study hypothesis

One-Sample Test						
	T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
					Teacher motivation	36.958

4. DISSCUSSION

The key to pursuing an activity successfully is motivation. As Ryan & Deci (2000) indicated, motivation is what moves us to do something and is thought to explain “why people decide to

do something, how hard they are going to pursue it and how long they are willing to sustain the activity” (Dörnyei, 2001a, p.7). Two types of motivation are defined, intrinsic motivation and extrinsic motivation. If one does something because it is inherently interesting or enjoyable, it is termed as intrinsic motivation. However, if one does something because there is a separable outcome at the end, then it is termed extrinsic motivation (Ryan & Deci, 2000). Considering workplaces, motivation plays a significant role. Motivated employees play an important role in the success of an organization and if an organization wants to succeed, employee motivation is vital (Bran & Udrea, 2016, p.5).

With regard to teaching environments, motivation also plays an essential role because “teachers are the leaders of a classroom” and the motivation of teachers will affect their students’ motivation (Miller, 2007, p.15

Bishay (1996) additionally led a review on educator inspiration and occupation fulfillment with instructors from different divisions like science, arithmetic, English, social examinations, unknown dialect, and innovation. The outcomes showed that work liability altogether affects work fulfillment (Syamananda, 2017, p.4). More noteworthy inclusion, challenge and control were anticipated to prompt work fulfillment. Different elements influencing position fulfillment were accounted for to be lower levels of desk work and effective study hall conversations. Decrease in class size was thought to work with more cooperation, in this way, prompting position fulfillment. Basing on the review studies with the educators in Switzerland, Müller et. al. (2009) expressed that outward factors and independence drove people to pick being an instructor, while compensation and monetary advantages are viewed as less significant and fruitless in expanding inspiration. In any case, a review with Mexican EFL educators uncovered a converse finding demonstrating that their low compensation demotivated them (Johnson, 2001, p.14).

A review led on inspiration in English language instructors by Hettiarachchi (2013) uncovered that factors that rouse educators were understudies, instructing, and the situation of English in the country. Demotivating factors were accounted for to be restricted offices, packed class size, school-based evaluation, partners who didn't work, helpless associations with partners, absence of parental contribution in understudies' schooling, and restricted freedoms for proficient turn of events, unseemly reading material, continuous changes of schedule and course books, showing different subjects, and issues in showing approach (ZAMEER et al., 2014, p.12). Johnson's (2001) review with Mexican EFL instructors additionally uncovered that curricular issues (comprising of tests, course books, and the educational program), homeroom matters (understudies, the educator her/himself), and

authoritative issues (preparing, compensation, hardware/labs, availability to additional material, commanded approaches, actual space, scholastic opportunity, partners, and administrators) critically affected EFL educator inspiration. Subsequent to assessing studies on work fulfillment and inspiration in ESL instructors, Pennington (1995: 139) closed "ESL experts are persuaded a positive way in their positions and professions by natural work cycle and human relations factors." Similarly, Oga-Baldwin and Praver (2007) observed that language educators were more impacted by inborn elements and that the extraneous inspiration of instructors' should be improved. They demonstrated that instructors were bound to experience the ill effects of an absence of inspiration than some other calling. The aftereffects of their review with 81 second language secondary teachers of English in a Japanese setting uncovered inborn elements, backing of the organization, associations with partners, and outward inspiration to be factors that influence instructors' inspiration. Institutional help where instructors had gotten clear direction from directors, expanded criticism on their presentation and assets to educate with was vital for educators. They likewise demonstrated that elements like independence, positive working connections and solid associations with partners, self-acknowledgment, and institutional help assumed a significant part in language instructor inspiration (Praver and Oga-Baldwin, 2008, p.13). In another review, Dörnyei (2001a; 2005) caused to notice the impacts that educator inspiration could have on understudies' inspiration and learning accomplishment demonstrating that the instructors' energy and obligation to instruct, incredibly influences the student's inspiration to learn; and contended that more exploration is required in the field of educator inspiration and language educator inspiration individually. As Pennington (1995) additionally shows, in spite of the fact that there are likenesses between the ESL work setting and the work setting of others, these similitudes can't be summed up. This demonstrates that the elements identified with inspiration can vary from one work setting to the another (Akram, 2010, p.3).

5. CONCLUSIONS AND RECOMMENDATIONS

1. How does the motivation of teachers affect the increase of quality in education?

Both high-and low-pay nations all over the planet face issues in both drawing in and holding quality educators, due generally to helpless inspiration and motivating force structures (Crehan, 2017, p.6). Information show that educator compensations have fallen contrasted with different occupations with comparable instructive prerequisites, driving the calling to experience a drop in notoriety (World Bank, 2018, p.1). In some low-pay nations, educators are confronting rising understudy/instructor proportions (PTRs) and falling apart working conditions because of expanded understudy enrolment rates (World Bank, 2018, p.2). Extra factors adding to brought down educator inspiration incorporate absence of help from administration, helpless responsibility, deficient everyday environments, or savagery in schools. Such issues might prompt expanded educator non-appearance and whittling down, which means understudies get less long periods of guidance (Ramachandran et al., 2017, p.4).

With educator inspiration driven by a blend of natural and outward factors, observing the legitimate impetuses to impact them is intricate and complex (Crehan, 2018, p.6). While numerous frameworks have tried different things with spurring instructors through reward pay for meeting explicit targets, results have been blended for such direct extraneous inspiration (Crehan, 2018). All things being equal, research shows that permitting educators more organization to run after various advancement openings can offer a solid impetus to stay in the calling. Measures that work on instructors' polished methodology, like joint effort and consistent expert turn of events, have likewise been displayed to further develop inspiration. School pioneers can assume a crucial part in motivating instructors, by offering support, steady norms, and viable assessment and responsibility structures. Such help from school pioneers can additionally further develop polished skill and lessen paces of instructor non-appearance.

2. *Does the motivation of teachers affect the increase of the overall performance of the school?*

Research on instructor inspiration has created and extended since the last part of the 1990s, and the previous decade has seen a checked expansion in writing in the space of educator inspiration research across different social settings. A huge advance forward was the arrival of the unique issue on inspiration for educating by Learning and Instruction in 2008 with the attention on relating the current persuasive speculations to the space of showing which has been known as a "Zeitgeist of interest" by Watt and Richardson (2009). As a major commitment to the utilization of inspirational speculations in the new examination area of educators in their vocation decision, training studies and expert responsibility, the unique issue was a significant stimulus to setting the plan for future instructor inspiration research.

The need to address educator inspiration likewise gets from instructor deficiency revealed by numerous western nations including the US, Australia and some other European nations like the UK, Germany and Norway (Weiss, 1999). A reestablished research interest in instructors' inspiration to instruct and to remain educating in the previous decade has featured potential reasons for the current and potential educator deficiencies as early educator wearing down, showing power maturing, irregularity of appeal with less prize, restricted vocation openings, less professional stability and low notoriety (OECD, 2005 p.1). The meaning of educator inspiration research is additionally undeniable as it is a vital element firmly identified with various factors in training like understudy inspiration, instructive change, showing practice and instructors' mental satisfaction and prosperity. Hence, it is useful for chairmen to decide how to draw in likely instructors and how to hold them in educating.

As of late, Richardson and Watt (2010) have directed an audit of instructor inspiration research with an emphasis on their 'FIT-Choice' (Factors Influencing Teaching Choice) program with understudy educators. Despite the fact that they have distinguished various results of instructor inspiration like understudy results, educators' mental wellbeing and prosperity, they didn't go further to expound the current writing concerning these regions.

3. *Does teacher motivation affect students' overall performance?*

Of specific significance for instruction strategy creators is the likelihood that educator dissatis-group and portability unfavorably influences the nature of educating. Dissatisfied instructors who wantto move to another school might be helpless entertainers both on account of general motivationalfactors

(Rockoff 2004, Hanushek, Kain and Rivkin 2005), and furthermore in light of the fact that they are simply waiting to continue on to an alternate area, investing low energy into their present work duties and dismissing any more drawn out term plans for their understudies. Educators' inspiration is probable to be an applicable component influencing understudies' learning. Inspired instructors are ordinarily those who have picked to be in a given school, while educators simply holding on to move to another school may be fairly unmotivated.

Additionally, a developing collection of proof shows that more viable educators are typically more liable to stay in schools than their less compelling friends and that this is valid even in schools with under-served understudy populaces. Instructor turnover rates can be high, particularly in schools serving low-pay and low-accomplishing understudy populaces.

4. Does the motivation of teachers affect the increase of their own performance?

With this turn of events, it is important to have skilled HR. Kosovo, as one of the emerging nations and towards created nations, keeps on further developing instruction for its residents, one of which is to expand HR. This is confirmed by the relentless doing different exercises and giving supporting offices to preparing and reward for educators. Equipped and talented HR are the important capital for understanding a created country and state. Regardless of how huge the regular assets they have sufficient foundation, HR make the motor form a country toward the end. According to the point of view of reasoning, a country can't accomplish progress without astounding HR. This is surely through a framework and game plan of a well-rounded schooling. The fundamental universe of training in schools is considered as formal instructive establishments. It is additionally one of the option instructive assistance foundations with vision, mission, objectives, and capacities. To do its central goal, understand its vision, accomplish its objectives, and do its capacities, schools need proficient teachers, authoritative work methodology and supporting asset. The nature of a school as a framework has four viewpoints: the learning system, the specialty of initiative, school the board, and school culture. Also, other supporting parts are understudies, educational program, showing materials, educators, school administrators, other instruction faculty, climate, foundation, learning cycle, and graduate result. This large number of parts should create as per the requests of the occasions and ecological changes around it. An instructive foundation's prosperity likewise lies in the exhibition of educators in schools that play a fundamental part in accomplishing school objectives.

Considering the way that roused instructors will persuade and improve the learning of their understudies, it very well may be proposed that going to lengths to build the inspiration of

educators ought to be thought of. As Praver&Oga-Baldwin (2008) demonstrate, inspired instructors will work more diligently and attempt new assignments and exercises and in this way, establish more productive learning conditions for understudies. Pennington (1995) likewise contends that work disappointment can cause inadequacy, ineffectiveness and surprisingly mental pain and actual disease in representatives. Assuming that such disappointment is persistent, it can even end in a deficiency of qualified individuals in the field of ESL. Understudy initiated not really set in stone as the variable influencing instructor inspiration habitually. Particularly understudy inspiration appears to directly affect instructor inspiration as it was expressed that absence of or low understudy inspiration impacted the members adversely. This finding recommends that understudy and instructor inspiration are firmly related and maybe reliant upon one another. The variables like understudy criticism, demeanor, achievement, support, and profile likewise influence instructor inspiration. Along these lines, establishments, along with the instructors, could chip away at how to expand understudy inspiration, support and achievement. This would thus positively affect educator inspiration also.

Teacher motivation seems to be affected by the teaching environment and the workplace as well. A manageable number of students in class, technical equipment and facilities for teachers to use while teaching, and a well-equipped and efficient building and offices all have positive effects on teacher motivation. In addition to teaching environment and workplace, relationships teachers establish with their colleagues and their students are of great importance. Institutions may build a well-established and positive corporate culture that values and enables positive collegial relations. Also, emphasizing the importance of positive teacher-student relations and providing teachers with ideas on how to build a good rapport with their students will be for the benefit of both teachers and students.

Based on the results obtained from the primary data, the research questions of the paper were confirmed.

The results obtained from the questionnaire show that the values of the t-test show the value $t = 27.978$, which meets the statistical condition on the value 2, while the error rate is $sig = 0.000$, so between the variable motivation and performance has a positive impact, which affects the increase of teacher performance, consequently in increasing school performance

During the research I came to the conclusion based on statistical results that the motivation of English language teachers has a positive impact on increasing their performance.

The general conclusion of the research is that based on the results of my research and literature review, teacher motivation is a key element in achieving and measuring their performance in schools in Kosovo. Based on our results we see that the statement that has the highest average or the highest degree of motivation are the variables 22 "Diverse and interesting work", 23 "Loyalty to the employee", 26 "Guarantee (safety) for work", 27 "Good salaries", 28 "Discipline at work", so all these statements have the highest degree or form that motivates health workers the most. While in the study of MarinelaTeneqexhi with public and private sector employees in the Prefecture of Korça, on the Impact of motivation and satisfaction on employee engagement, the ranking of factors by classification, the motivating factor rated as the most important in both sectors was salary (10) and as the least important was the supervisor's assistance in personal problems (1).

Various and intriguing work. Administrators can rouse representatives through intriguing work (Sharma, 2006: ii). Work can be intriguing when occupations are very much planned and when explicit objectives are set. "Steadfastness to the representative" has ended up being the second most significant variable for inspiration. Work precariousness mirrors an adjustment of bosses' perspectives on the business relationship (Pfeffer, 1998: 162). Worker inspiration through reliability should be possible by sharing data and praising triumphs, which provide representatives with a feeling of proprietorship. Administrators need to construct great associations with their representatives. At the point when representatives feel that their bosses are faithful to them, they will likewise return that dependability. "Ensure (wellbeing) at work" positions third in significance so employer stability can assume a significant part when directors mean to rouse their representatives. Organizations can expand representative inspiration by giving specific degrees of employer stability (Sorita et al., 2005: 62). Organizations endeavor to build representative inspiration and execution by connecting motivation pay to execution improvement (DuBrin, 2000: 307). In inspiration studies, pay has consistently been unquestionably still is a significant inspiration, yet not alone. Cash can't ensure worker usefulness (Hughes, 2003: 17). As Herzberg specifies, cash must be a momentary delight (Drafke&Kossen, 2002: 292). The consequences of this paper rank compensation as the fourth most significant rousing variable. The need to assess nicely done by chiefs might be a higher priority than the requirement for a compensation for the present representatives (Nelson, 2003: 10). Keeping up with discipline is a focal movement for directors (Torrington, 1998: 498). All through the review, positive inspirations were examined. Chiefs ought to, nonetheless, some of the time use control to teach representatives with an end goal to keep their exhibition at an adequate level (DuBrin, 2000: 416).

5.1 Study's recommendations

The general research recommendations are:

- Schools in Kosovo should create mechanisms that stimulate staff motivation, both material and non-material.
- Schools in Kosovo and the general the education system to achieve their objectives, employees are required to be involved in general decision making,

- Teacher motivation is recommended to be done through advancements and material forms, because these two forms of motivation guarantee a greater performance of teachers
- Every school in Kosovo should have a structural organization, where each employee has work objectives and tasks;
- Schools in Kosovo should have a department of human resource management, which enables better organization of staff and self-motivation of teachers, especially those of English language.

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ANEXES

Anex 1: Additional statistical analysis

Statistics		
D1		
N	Valid	195
	Missing	0
Mean		1.33
Std. Error of Mean		.034
Median		1.00
Mode		1
Std. Deviation		.471
Variance		.222
Skewness		.737
Std. Error of Skewness		.174
Kurtosis		-1.471
Std. Error of Kurtosis		.346
Range		1
Minimum		1

Maximum	2
Sum	259

Statistics		
D2		
N	Valid	195
	Missing	0
Mean		3.30
Std. Error of Mean		.062
Median		4.00
Mode		4
Std. Deviation		.859
Variance		.738
Skewness		-.972
Std. Error of Skewness		.174
Kurtosis		-.040
Std. Error of Kurtosis		.346
Range		3
Minimum		1
Maximum		4
Sum		644

Statistics		
D3		
N	Valid	195
	Missing	0
Mean		1.60
Std. Error of Mean		.084
Median		1.00
Mode		1
Std. Deviation		1.173
Variance		1.375
Skewness		1.520
Std. Error of Skewness		.174
Kurtosis		.388
Std. Error of Kurtosis		.346
Range		3
Minimum		1
Maximum		4
Sum		312

Statistics		
D4		
N	Valid	195
	Missing	0
Mean		1.72
Std. Error of Mean		.032
Median		2.00
Mode		2
Std. Deviation		.451
Variance		.204
Skewness		-.976
Std. Error of Skewness		.174
Kurtosis		-1.058
Std. Error of Kurtosis		.346

Range	1
Minimum	1
Maximum	2
Sum	335

Statistics		
D5		
N	Valid	195
	Missing	0
Mean		1.40
Std. Error of Mean		.035
Median		1.00
Mode		1
Std. Deviation		.491
Variance		.241
Skewness		.411
Std. Error of Skewness		.174
Kurtosis		-1.850
Std. Error of Kurtosis		.346
Range		1
Minimum		1
Maximum		2
Sum		273

Statistics		
D6		
N	Valid	195
	Missing	0
Mean		2.51
Std. Error of Mean		.060
Median		2.00
Mode		2
Std. Deviation		.840
Variance		.705
Skewness		1.137
Std. Error of Skewness		.174
Kurtosis		-.605
Std. Error of Kurtosis		.346
Range		2
Minimum		2
Maximum		4
Sum		489

Statistics		
D7		
N	Valid	195
	Missing	0
Mean		1.79

Std. Error of Mean	.036
Median	2.00
Mode	2
Std. Deviation	.499
Variance	.249
Skewness	-.363
Std. Error of Skewness	.174
Kurtosis	.073
Std. Error of Kurtosis	.346
Range	2
Minimum	1
Maximum	3
Sum	349

Statistics		
D8		
N	Valid	195
	Missing	0
Mean		2.67
Std. Error of Mean		.043
Median		3.00
Mode		3
Std. Deviation		.596
Variance		.356
Skewness		-1.649
Std. Error of Skewness		.174
Kurtosis		1.617
Std. Error of Kurtosis		.346
Range		2
Minimum		1
Maximum		3
Sum		521

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	TEACHERS_MOTIVATION	8.0713	195	1.76498	.12639
	TEACHERS_PERFORMANCE	2.8128	195	.91982	.06587

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Teachers_motivation&teachers_performance	195	.901	.000

Group Statistics					
		N	Mean	Std. Deviation	Std. Error Mean
Teachers_motivation	1	41	9.8634	.07334	.01145
	2	14	9.5857	.08644	.02310

Descriptive analysis of statistical variables

Descriptive analysis of the section "What are your expectations from work (motivation)"

Statistics											
		B1_10	B1_11	B1_12	B1_13	B1_14	B1_15	B1_16	B1_17	B1_18	B1_19
N	Valid	195	195	195	195	195	195	195	195	195	195
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		7.74	7.74	8.98	6.48	8.37	6.83	9.07	8.97	8.37	8.16
Std. Error of Mean		.112	.125	.119	.236	.188	.195	.135	.129	.113	.147
Median		8.00	8.00	10.00	8.00	9.00	8.00	10.00	10.00	9.00	9.00
Mode		8	9	10	8	10	5	10	10	9	9
Std. Deviation		1.562	1.746	1.668	3.292	2.630	2.726	1.892	1.805	1.579	2.054
Variance		2.439	3.050	2.783	1.839	6.916	7.433	3.578	3.257	2.493	4.217
Skewness		-.255	-.273	-1.717	-.644	-1.963	-.575	-2.479	-2.389	-1.001	-.808
Std. Error of Skewness		.174	.174	.174	.174	.174	.174	.174	.174	.174	.174
Kurtosis		-.828	-1.348	1.520	-1.130	2.683	-.646	6.083	5.354	.102	-1.162
Std. Error of Kurtosis		.346	.346	.346	.346	.346	.346	.346	.346	.346	.346
Range		5	5	5	9	9	9	9	9	5	5
Minimum		5	5	5	1	1	1	1	1	5	5
Maximum		10	10	10	10	10	10	10	10	10	10
Sum		1510	1509	1751	1264	1633	1331	1768	1749	1633	1591

Descriptive analysis of the section "How well do you meet your expectations at the school where you work?"

Statistics											
		B2_20	B2_21	B2_22	B2_23	B2_24	B2_25	B2_26	B2_27	B2_28	B2_29
N	Valid	195	195	195	195	195	195	195	195	195	195
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		3.43	3.19	3.74	3.66	3.25	3.10	3.91	3.85	3.72	2.89
Std. Error of Mean		.112	.096	.071	.067	.103	.099	.065	.063	.070	.097
Median		4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Mode		5	4	4	4	4	4	4	4	4	4
Std. Deviation		1.566	1.340	.987	.941	1.434	1.376	.907	.883	.973	1.352
Variance		2.452	1.797	.975	.885	2.055	1.893	.822	.780	.946	1.829
Skewness		-.414	-.388	-1.283	-1.002	-.493	-.441	-1.000	-1.053	-.936	-.371
Std. Error of Skewness		.174	.174	.174	.174	.174	.174	.174	.174	.174	.174
Kurtosis		-1.399	-1.058	1.265	.869	-1.220	-1.298	.600	.730	.850	-1.590
Std. Error of Kurtosis		.346	.346	.346	.346	.346	.346	.346	.346	.346	.346
Range		4	4	4	4	4	4	4	4	4	4
Minimum		1	1	1	1	1	1	1	1	1	1

Maximum	5	5	5	5	5	5	5	5	5	5
Sum	668	623	730	714	634	604	763	750	725	564

Descriptive analysis of the section "Satisfaction at work"

Statistics											
		C_30	C_31	C_32	C_33	C_34	C_35	C_36	C_37	C_38	C_39
N	Valid	195	195	195	195	195	195	195	195	195	195
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		2.92	2.45	3.27	3.97	2.54	2.20	2.84	2.70	2.54	2.71
Std. Error of Mean		.077	.063	.061	.077	.076	.074	.069	.056	.084	.066
Median		3.00	3.00	3.00	4.00	3.00	2.00	3.00	3.00	2.00	3.00
Mode		3	3	3	5	3	2	3	3	2	3
Std. Deviation		1.076	.886	.856	1.074	1.066	1.033	.969	.789	1.172	.926
Variance		1.158	.784	.733	1.154	1.136	1.068	.939	.622	1.374	.857
Skewness		-.186	-.510	-.842	-.317	.028	.553	-.226	-.436	.421	.064
Std. Error of Skewness		.174	.174	.174	.174	.174	.174	.174	.174	.174	.174
Kurtosis		-.248	-.845	1.099	-1.475	-.448	-.478	-.354	.898	-.593	-.185
Std. Error of Kurtosis		.346	.346	.346	.346	.346	.346	.346	.346	.346	.346
Range		4	3	4	3	4	4	4	4	4	4
Minimum		1	1	1	2	1	1	1	1	1	1
Maximum		5	4	5	5	5	5	5	5	5	5
Sum		569	477	637	774	495	429	554	527	495	528

Descriptive analysis of the section "Teacher engagement at work"

Statistics												
		D_40	D_41	D_42	D_43	D_44	D_45	D_46	D_47	D_48	D_49	D_50
N	Valid	195	195	195	195	195	195	195	195	195	195	195
	Missing	0	0	0	0	0	0	0	0	0	0	0
Mean		5.21	5.93	5.61	5.28	5.21	4.67	5.33	5.88	5.36	5.53	5.36
Median		5.00	6.00	6.00	5.00	5.00	5.00	5.00	6.00	5.00	6.00	6.00
Mode		5	7	7	5	5	5	5	7	7	6	5 ^a
Std. Deviation		1.297	1.101	1.325	1.208	1.301	1.617	1.034	1.011	1.375	.915	1.504
Variance		1.682	1.211	1.755	1.459	1.693	2.615	1.069	1.022	1.891	.838	2.262
Range		5	4	5	5	5	6	4	4	5	3	6
Minimum		2	3	2	2	2	1	3	3	2	4	1
Maximum		7	7	7	7	7	7	7	7	7	7	7
Sum		1016	1156	1094	1029	1016	910	1040	1147	1045	1078	1045

a. Multiple modes exist. The smallest value is shown

Statistics												
		D_57	D_58	D_59	D_60	D_61	D_62	D_63	D_64	D_65	D_66	D_67
N	Valid	195	195	195	195	195	195	195	195	195	195	195
	Missing	0	0	0	0	0	0	0	0	0	0	0
Mean		4.15	3.17	3.42	3.14	3.49	3.39	3.71	3.45	3.62	3.77	4.37
Median		4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Mode		5	4	5	4	4	4	4	4	4	4	4
Std. Deviation		1.059	1.557	1.439	1.406	1.290	1.440	1.175	1.281	1.197	1.189	.765
Variance		1.121	2.423	2.070	1.976	1.663	2.074	1.381	1.640	1.434	1.413	.585
Range		4	4	4	4	4	4	4	4	4	4	4
Minimum		1	1	1	1	1	1	1	1	1	1	1
Maximum		5	5	5	5	5	5	5	5	5	5	5
Sum		810	619	667	612	680	661	724	672	705	736	852