

Influence of Teacher Motivation on Productivity and Job Performance

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Abstract: Motivation is a critical psychological factor that influences teachers' behaviour and performance in educational settings. This study aims to examine the impact of motivation on teachers' work performance and explore the underlying factors that drive their engagement and effectiveness. A mixed-methods approach was employed, combining quantitative data collected through structured questionnaires with qualitative insights from in-depth interviews with teachers in two public nine-year schools in Elbasan. The findings indicate that high levels of motivation are strongly associated with improved teaching performance, classroom management, and overall professional engagement. Additionally, qualitative results reveal that supportive leadership, positive school climate, and recognition of teachers' contributions enhance motivation and reduce work-related stress and fatigue. This study contributes to educational practice by highlighting the pivotal role of motivation in promoting teacher effectiveness and improving student outcomes, emphasizing the importance of fostering a motivating and supportive school environment.

Keywords: - educational effectiveness, educational institutions, job satisfaction, motivation, performance, professional development

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1 Introduction

Motivation is a central concept in nearly all work environments and educational institutions. Pinder (2008) emphasizes that workplace behaviour is determined by a combination of factors, including emotions, attitudes, and daily circumstances. Motivation typically begins when individuals recognize and fulfil their personal and professional needs, contributing to their satisfaction and well-being. Social, cultural, and environmental contexts strongly influence the level of motivation, encompassing organizational values, culture, leadership, and management practices. In educational institutions, motivating teachers is particularly important, given their responsibilities in shaping students' knowledge and skills. Engels, Hotton, Devos, Bouckenooghe, and Aelterman (2008) indicate that school leaders who foster a culture that promotes teaching and professional development demonstrate achievement-oriented behaviours, transformational leadership, a focus on educational tasks, and effective time management. A positive school climate—characterized by supportive leadership, collaborative relationships, and a culture that values teacher well-being—plays a crucial role in enhancing teachers' job performance in public senior secondary schools (Ajugo Matilda Ugbe, 2024). When administrators

prioritize creating a positive and inclusive environment, teachers are more likely to feel motivated, valued, and engaged in their roles. This not only contributes to teacher well-being but also improves overall educational quality and student outcomes. Motivation is also one of the most important psychological factors influencing how individuals perform at work and in school. In the classroom, teachers' motivation directly affects classroom management, teaching effectiveness, and professional engagement (Shahzadi, Farid, & Qamar, 2025). Adabi and Ghafournia (2020) highlight a significant relationship between anxiety, motivation, and professional burnout, suggesting that motivation can reduce fatigue and stress. This underscores the importance of motivation as a key factor for professional performance and teacher well-being. Teachers' performance affects not only student learning outcomes but also broader societal development, influencing teaching methods, job satisfaction, and the capacity to address diverse educational challenges. Understanding and promoting motivation in educational contexts is therefore essential for improving teaching effectiveness and fostering student success.

1.1 Purpose and Objectives of the Study

The primary purpose of this study, titled “*Analysing the Impact of Teachers through Motivation and Performance at Work*”, is to explore how motivation influences teachers’ performance in their daily work within schools. Understanding this relationship is crucial for enhancing teaching effectiveness, promoting teacher well-being, and improving student outcomes.

To achieve this purpose, the study has outlined the following specific objectives:

Objective 1: To assess the level of motivation among teaching staff.

Research Question 1: How motivated are the teachers within the school?

Objective 2: To examine the relationship between teachers’ motivation and their work performance.

Research Question 2: What is the level of work performance among the teaching staff, and how is it influenced by their motivation?

2 Literature review

2.1 Concept of motivation and its important at efficacy of work

Motivation plays a central role in shaping teachers’ performance, influencing not only their daily engagement in classroom activities but also their long-term professional development. Hussain, Attique, and Ali (2019) emphasize that motivation acts as a driving force that enhances individual efficiency and effectiveness, thereby improving teamwork and overall task performance. According to these researchers, motivation guides, energizes, and sustains action by providing individuals with the push and determination needed to achieve their goals.

Motivated teachers typically demonstrate higher levels of commitment, creativity, and adaptability, which directly impacts the quality of instruction and student outcomes. Luu (2020) emphasizes that teacher motivation has a direct effect on the quality of education. Comighud and Arevalo (2021) indicate that, although teachers may exhibit high motivation and satisfactory work performance, there is no statistically significant direct relationship between motivation and performance, except for the influence of factors such as education level and monthly income. They further explain that teacher motivation represents the desire to exert maximum effort at work, contributing to the achievement of objectives, even though performance may also be affected by other contextual factors. Klassen and Tze (2015) found that perceived support for

autonomy predicts the fulfilment of basic needs, which in turn positively influences teacher well-being, motivation, job satisfaction, and organizational commitment. Pinder (1998) describes work motivation as a combination of internal and external forces that determine the initiation, direction, intensity, and persistence of work-related behaviours.

Motivation encourages teachers to set ambitious goals, explore innovative teaching strategies, and maintain a proactive approach to challenges within the educational environment. Moreover, motivated teachers are more likely to build positive relationships with students and colleagues, contributing to a collaborative and supportive school culture. In contrast, low levels of motivation can lead to disengagement, reduced effort, and decreased teaching effectiveness. Therefore, understanding and enhancing teacher motivation is essential for improving educational performance, promoting professional satisfaction, and ensuring better learning experiences for pupils, students. In this line according to Hornyák (2025), analysing teacher motivation enables policymakers to design targeted interventions to make the teaching profession more attractive, such as developing competency-based pay systems that encourage professional development; supporting beginning teachers through mentoring programs that strengthen their professional identity; reducing teachers’ workload, especially administrative tasks; providing continuous professional development opportunities that enhance not only professional competencies but also self-efficacy; and strengthening teacher autonomy, which increases professional control and the prestige of the profession.

2.2 The Relationship Between Teacher Motivation, Job Satisfaction, and Work Performance

Understanding the relationship between teacher motivation, job satisfaction, and work performance is crucial for enhancing the overall quality of education. Motivation drives teachers to dedicate effort, engage proactively in their professional responsibilities, and pursue continuous improvement, while job satisfaction strengthens their commitment, well-being, and sense of professional fulfilment. Job satisfaction is recognized as one of the most challenging areas for employees, as it significantly affects motivation, and in turn, motivation impacts organizational performance (Kant, 2018). When teachers experience both high motivation and high job

satisfaction, they are more likely to demonstrate effective teaching practices, implement innovative instructional strategies, and maintain a positive and supportive classroom environment. Conversely, low motivation or dissatisfaction with work conditions can lead to disengagement, reduced productivity, and diminished teaching quality.

Teachers are widely regarded as foundational to the educational process, making the study of their motivation and job satisfaction a key concern for both behavioral and management researchers (Mashaqbah, 2018). Identifying the sources of motivation and the factors that influence job satisfaction enables policymakers and school administrators to design targeted interventions that support teachers' professional growth and well-being. Moreover, motivation serves a mediating role between job satisfaction and work performance, highlighting how positive work conditions and supportive organizational practices translate into better teaching outcomes (Bashir, Amir, Jawaad, & Hasan, 2020). By fostering both motivation and satisfaction, schools can enhance teacher performance, optimize work efficiency, and cultivate a positive educational culture that benefits students, teachers, and the broader educational system.

3 Methodology

This study employed a quantitative research approach to examine the impact of teacher motivation on work efficiency and performance. The research focused on two public schools in Elbasan: "Sul Harri" and "Qamil Guranjaku." The study population included teachers and students from the 9-year primary education level. A total of 42 school staff members were invited to participate in the study; however, two participants declined, resulting in a final sample of 40 respondents. Data were collected using a structured questionnaire divided into three sections: the first section captured socio-demographic information, the second measured teacher motivation, and the third assessed employee performance.

Teacher motivation was assessed using the 16-item Teacher Motivation Diagnostic Questionnaire (TMDQ), which evaluates four areas: attitude toward the principal (items 2, 6, 11, and 15), future utility (items 3, 7, 10, and 14), principal's expectations (items 1, 5, 12, and 16), and self-concept of ability (items 4, 8, 9, and 13). Each area contains four questions, providing a comprehensive assessment of the different dimensions of teacher motivation. Employee performance was measured

using a scale originally developed by Corwin, which contained 45 items designed to analyse staff conflict in public schools. Later, Kuhlman modified the original Corwin scale into a 24-item instrument, with fifteen items comprising the Bureaucratic Orientation Scale and nine items comprising the Professional Orientation Scale. This scale allows for an in-depth assessment of employees' work performance in both bureaucratic and professional contexts. Responses were recorded using a five-point Likert scale: (a) Strongly Agree, (b) Agree, (c) Neutral, (d) Disagree, and (e) Strongly Disagree. The design of the questionnaire was based on previously validated instruments, including the TMDQ by Mathews, K.M., & C.T. Holmes (1982) and the performance scale by Corwin (1963), modified by Kuhlman.

This methodology allowed for systematic data collection and statistical analysis to identify relationships between teacher motivation, performance, and work efficiency within the selected schools.

4 Results

4.1 Research Procedure

The study was conducted in three phases to ensure proper adaptation of instruments, accurate sampling, and systematic data collection.

Phase 1: Instrument Adaptation and Pilot study

Questionnaires and scales were translated using the English Albanian English back-translation method. A pilot study with 10 teachers (5 female, 5 male) tested reliability and validity. Ethical standards were strictly observed, and confidentiality was ensured. The instrument demonstrated high reliability (Cronbach's alpha = 0.885) and strong validity.

Phase 2: Sampling and data Collection

The main study involved two public schools in Elbasan. Casual sampling was applied based on the schools' staff lists. Questionnaires were completed individually in the workplace, with the researcher present to provide instructions and clarify questions. Completion time averaged 10 minutes.

Phase 3: Data Analysis

Data were analysed using SPSS. Item validity and reliability were confirmed, and correlations among teacher motivation, job satisfaction, and performance were calculated. Both qualitative feedback from the pilot and quantitative analysis from the main study were used to refine instruments and interpret results.

This methodology ensured rigorous, ethical, and reliable data collection and analysis.

Results: Qualitative Findings from Teacher Interviews

The qualitative analysis of teacher interviews revealed several key insights regarding motivation and its impact on performance. Teachers consistently emphasized that recognition from school administration and students played a significant role in enhancing their motivation. For instance, one teacher stated, *"I feel motivated when my efforts in class are recognized by both students and the principal. It makes me want to prepare better lessons and try new teaching methods."* Another highlighted the importance of autonomy, noting, *"Autonomy in designing lesson plans and using creative teaching methods increases my motivation and job satisfaction significantly."*

Several participants reported that external challenges, such as limited resources and large class sizes, occasionally hindered their performance, even when motivation levels were high. One teacher explained, *"Although I try to give my best in teaching, factors like lack of resources and large class sizes sometimes limit my performance, even when I am motivated."* Additionally, peer support and collaborative environments were frequently mentioned as factors that sustain engagement and commitment. As one participant shared, *"Support from my colleagues and school administration helps me stay committed."*

Overall, the interviews indicate that teacher motivation is multifaceted, influenced by both intrinsic factors such as personal satisfaction and commitment to student success, and extrinsic factors such as administrative support, recognition, and workplace conditions. These findings highlight the importance of fostering supportive and empowering school environments to enhance teacher performance and, ultimately, student learning outcomes.

Socio-demographic Profile of Participants: The study involved 40 teachers from two public schools in Elbasan. The participants were evenly distributed by gender, with 50% female and 50% male. Most teachers were aged 30–50 years, and their professional experience ranged from 5 to 25 years. Regarding educational background, the majority held a bachelor’s degree in education, while a smaller proportion had completed a Master’s degree. This socio-demographic information provides context for interpreting the study results, as variables such as age, gender, experience, and education level may influence teachers’ motivation, job satisfaction, and performance.

Quantitative Findings: Motivation, Satisfaction, and Job Performance

Research Question 1: What is the level of motivation among employees of educational institutions?

The analysis of the data shows that the average motivation score of school employees is 27.05, with a minimum of 22 and a maximum of 30, and a standard deviation of 2.075. The relatively low standard deviation indicates that responses are clustered closely around the mean, reflecting consistent perceptions among participants.

Given that the possible motivation score ranges from 6 to 30, the mean value of 27.05 indicates a very high level of motivation among the employees surveyed. This suggests that, on average, teachers are highly motivated in their work. Considering that the study used casual sampling and the instruments demonstrated satisfactory reliability and validity, these results can be considered representative of the sampled population.

It is important to note that self-reported measures may be influenced by social desirability bias, where respondents provide answers, they perceive as “correct” rather than reflecting their true feelings. Despite this limitation, the findings strongly suggest that motivation is a prominent factor influencing teacher engagement and professional behaviour in the surveyed schools Table nr.1

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Motivation in work	40	22	30	27.05	2.075
Satisfaction in work	40	23	37	30.78	3.662
Job performance	40	33	40	37.98	1.915
Valid N (listwise)	40				

Research Question 2: What is the level of job satisfaction among employees of educational institutions?

The analysis of the data shows that the average job satisfaction score among school employees is 30.78, with a minimum of 23 and a maximum of 37, and a standard deviation of 3.662. The relatively moderate standard deviation indicates that the responses are fairly concentrated around the mean, reflecting a consistent perception among most participants.

Considering that the possible score range for job satisfaction is 8–40, the mean value of 30.78 indicates a moderate to high level of satisfaction among the employees. While individual experiences may vary, the overall trend suggests that teachers generally feel positively about their work.

Similar to motivation, the results can be generalized and considered representative of the sampled population, given the reliability of the instruments and the sampling method used. However, it is important to acknowledge that self-reported data may be influenced by social desirability bias, where respondents tend to provide answers they perceive as favorable rather than fully reflecting their true feelings.

Research Question 3: What is the level of performance of academic staff?

The analysis shows that the average job performance score among the 40 teachers surveyed is 37.98, with a minimum of 33 and a maximum of 40, and a standard deviation of 1.915. Given that the scale ranges from 8 to 40, this indicates a very high level of performance, with values closely clustered around the mean. The results suggest that the teachers in the sample generally demonstrate strong professional performance, reflecting commitment, efficiency, and competence in their work.

As with motivation and job satisfaction, the results can be generalized to the sampled population, given the casual sampling method and the satisfactory reliability and validity of the instruments. However,

In summary, the analysis shows that teachers in the sampled schools demonstrate high levels of job performance, despite the absence of statistically significant correlations with motivation and job satisfaction. While these results highlight the strong professional commitment of the staff, they also suggest that performance may be influenced by other factors not captured in this study. These findings provide a foundation for a more detailed discussion of how motivation and job satisfaction interact with teacher performance and what implications they may have for educational practice and policy.

5 Discussion

The discussion of results reveals several important insights regarding teacher motivation, job satisfaction, and performance in the sampled schools. The descriptive analysis showed that teachers exhibit high levels of motivation and job performance, with job satisfaction at a moderate to high level. Although the correlational analysis did not indicate statistically significant relationships between motivation, job satisfaction, and performance, the overall trends suggest that teachers who are more motivated and satisfied with their work generally perform better.

it is important to consider the potential self-reporting bias, as participants may overestimate their performance, especially when aware that their responses are being evaluated. To examine the relationship between motivation, job satisfaction, and job performance, a Pearson correlation analysis was conducted. The results are as follows:

Table nr.2 Correlation analyses

		Nivel of Performance.	Nivel of Motivation	Nivel of Satisfaction
Nivel of Performance	Pearson Correlation	1	.129	-.125
	Sig. (2-tailed)		.426	.442
	N	40	40	40
Nivel of Motivation	Pearson Correlation	.129	1	.234
	Sig. (2-tailed)	.426		.145
	N	40	40	40
Nivel of Satisfaction	Pearson Correlation	-.125	.234	1
	Sig. (2-tailed)	.442	.145	
	N	40	40	40

These findings align with previous research emphasizing the crucial role of teacher motivation in shaping work behaviors and educational outcomes. Luu (2020) highlights that teacher motivation directly influences the quality of education, while Comighud and Arevalo (2021) note that motivation drives teachers to exert maximum effort, even when other factors such as education level or income may also impact performance. Additionally, Klassen and Tze (2015) point out that perceived autonomy and support within the school environment enhance motivation, well-being, and organizational commitment, which can indirectly contribute to improved performance.

The absence of statistically significant correlations in this study may be explained by various contextual factors, including differences in school culture, management practices, or individual perceptions of work. It also suggests that teacher performance is a multifaceted construct influenced not only by motivation and satisfaction but also by professional experience, available resources, and institutional support. Overall, the findings underscore the importance of creating a supportive and motivating work environment for teachers. Strategies aimed at enhancing motivation and satisfaction—such as recognition, professional development opportunities, and participative decision-making—can have a meaningful impact on teachers’

engagement and effectiveness. Understanding these dynamics is essential for school administrators and policymakers seeking to improve educational quality and student outcomes.

6 Conclusion

Education reforms increasingly emphasize the importance of enhancing teacher competence, improving learning processes, and creating supportive working environments, all of which can positively influence teachers' motivation. Highly motivated teachers, equipped with the right skills and beliefs, demonstrate strong self-efficacy and are capable of successfully teaching students from diverse backgrounds. Motivation, however, can be effectively or ineffectively fostered, and it can either hinder or enhance productivity and performance. School management plays a crucial role in this process, as motivation involves understanding that teachers are human beings with individual needs, aspirations, and values, not machines. Effective motivation requires identifying what is important to teachers and implementing appropriate incentives and support mechanisms to align personal and institutional goals. When the right motivational environment is established, teachers are more likely to engage fully, perform efficiently, and contribute positively to overall educational outcomes. In summary, creating a motivating and supportive environment is not only beneficial for teachers' professional growth but also essential for improving the quality of education and achieving sustainable school development.

7 Recommendations

1. Enhance Professional Development Opportunities: Schools should provide continuous professional development programs tailored to teachers' needs, fostering skill growth, confidence, and motivation to implement innovative teaching strategies.
2. Create a Supportive Work Environment: School administrators should cultivate a positive and collaborative culture, including supportive leadership, peer collaboration, and recognition of teachers' efforts, which enhances motivation and overall job satisfaction.
3. Implement Incentive Systems: Appropriate incentive structures, both financial and non-financial, should be designed to align teacher motivation with institutional goals, rewarding high performance and commitment.
4. Promote Autonomy and Participation: Teachers should be involved in decision-making processes related to curriculum design, teaching methods, and school management, as perceived autonomy significantly boosts motivation and engagement (Klassen & Tze, 2015).
5. Regular Monitoring and Feedback: Establish systematic performance appraisal and feedback mechanisms to help teachers identify areas for improvement, recognize achievements, and maintain high levels of motivation and work efficiency.

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