

# Abstract

With many countries, including Croatia, experiencing teacher shortages, a lack of public respect for the teaching profession, and many obstacles within the education system, it is essential to focus on research of motivation of main actors within the education system – teachers.

The presented thesis dives into the topic of work motivation of teachers from the perspective of the Self-determination theory. It explores the motivation states among high school teachers and satisfaction of the three basic psychological needs outlined in the Self-determination theory – autonomy, competence, and relatedness.

This thesis is structured around the Self-determination theory, which serves as the main theoretical framework. It provides a comprehensive understanding of the Croatian educational system, the primary motivation components and motivation theories, and the essential components of the Self-determination theory.

The empirical research aims to analyze teachers' work motivation in public high schools in Split, the second-largest city in Croatia. It also investigates the satisfaction and frustration of their basic psychological needs, providing a comprehensive overview of the current state of work motivation among teachers in Croatia.