# Article information:

全文： 为什么选择教学？ 探索实习教师的职业动机和对教学的承诺水平的实证研究的国际评论  
<https://www.tandfonline.com/doi/full/10.1080/13803611.2015.1018278?src=recsys>

# Article summary:

1. Empirical studies from 23 countries show that intrinsic and altruistic motivations are the primary reasons for students choosing a teaching career, with extrinsic factors being of lesser importance.

2. Intrinsic motivations include enjoyment of teaching, job satisfaction, creativity, and an interest in teaching subject(s), while altruistic motivations involve contributing to society and working with/helping children and adolescents.

3. While extrinsic factors such as financial rewards and career prestige are not high priorities for late-entry teacher candidates, the special working schedules of teachers and the security of employment associated with teaching play an important role in their decisions.

# Article rating:

May be slightly imbalanced: The article presents the information in a generally reliable way, but there are minor points of consideration that could be explored further or claims that are not fully backed by appropriate evidence. Some perspectives may also be omitted, and you are encouraged to use the research topics section to explore the topic further.

# Article analysis:

The article discusses the reasons why student teachers choose a teaching career, based on empirical studies conducted in 23 countries. The article provides a comprehensive overview of the different factors that influence students' decisions to become teachers, including intrinsic, altruistic, and extrinsic motivations.

One potential bias in the article is that most of the studies cited originate from Western countries, particularly the United States and the United Kingdom. This may limit the generalizability of the findings to other cultural contexts. Additionally, some of the studies cited are quite old (dating back to the 1930s and 1940s), which raises questions about their relevance to contemporary teacher education.

Another potential issue with the article is that it focuses primarily on student teachers' motivations for entering teaching, without exploring other factors that may influence their decision-making process. For example, research has shown that teacher preparation programs and school culture can also play a significant role in shaping students' perceptions of teaching as a career.

The article also does not explore counterarguments or alternative perspectives on why students choose teaching as a career. For example, some critics argue that low pay and poor working conditions are major deterrents for individuals considering a career in teaching.

Overall, while the article provides a useful overview of existing research on student teachers' motivations for entering teaching, it would benefit from more critical analysis and consideration of alternative perspectives.

# Topics for further research:

* Factors influencing students' perceptions of teacher preparation programs
* Cultural differences in motivations for becoming a teacher
* Impact of school culture on students' career decisions
* Criticisms of low pay and poor working conditions in teaching
* Alternative perspectives on why students choose teaching as a career
* Contemporary research on student teachers' motivations for entering teaching

# Report location:

<https://www.fullpicture.app/item/55e218636fbc5088f0bc5f60df78ad86>