# Article information:

Full article: Motivation and personality of preservice teachers in Croatia
<https://www.tandfonline.com/doi/full/10.1080/1359866X.2012.700044?needAccess=true>

# Article summary:

1. The issue of teacher motivation is a growing research area due to problems with teacher attrition and recruitment in many developed countries.

2. Preservice teachers in Croatia are primarily motivated by intrinsic and altruistic reasons for choosing teaching as a career, such as a desire to work with children or make a contribution to the community.

3. Personality variables, such as extraversion, openness, and agreeableness, are related to motivations for teaching, suggesting that individuals with these traits may be more inclined to pursue a career in education.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article titled "Motivation and personality of preservice teachers in Croatia" provides an overview of the research on teacher motivation and personality traits in Croatia. While the article covers important aspects of the topic, there are several areas where it could be improved.

One potential bias in the article is the lack of a clear theoretical framework. The author acknowledges that previous research on teacher motivation has been primarily empirically driven and lacked a theoretical foundation. However, instead of addressing this issue, the author simply introduces a well-established expectancy-value theory without providing any justification for its relevance to the study of teacher motivation in Croatia. This lack of theoretical grounding undermines the validity and generalizability of the findings.

Another potential bias is the limited scope of the study. The sample consists only of first-year students in teacher education programs at three universities in Croatia. While this may provide some insights into the motivations and personality traits of preservice teachers, it does not necessarily represent the broader population of preservice teachers in Croatia. Additionally, by focusing solely on classroom teachers, other important roles within education, such as special education or administration, are overlooked.

The article also lacks a comprehensive discussion of potential counterarguments or alternative explanations for its findings. For example, while it suggests that intrinsic and altruistic reasons are important motivators for choosing teaching as a career, it does not explore other factors that may influence career choice, such as job security or salary considerations. By failing to consider alternative perspectives, the article presents a one-sided view of teacher motivation.

Furthermore, there is limited evidence provided to support some claims made in the article. For instance, it states that recent changes in initial teacher education programs have had positive effects on the quality of students enrolling in class teacher programs but does not provide any data or research to support this claim. Without supporting evidence, these claims appear unsubstantiated and weaken the overall credibility of the article.

Additionally, there is a lack of discussion on potential risks or challenges associated with the findings. For example, if intrinsic and altruistic motivations are the primary reasons for choosing teaching as a career, there may be concerns about burnout or job dissatisfaction if these motivations are not met in practice. By not addressing these potential risks, the article presents a somewhat idealized view of teacher motivation.

In conclusion, while the article provides some valuable insights into the motivations and personality traits of preservice teachers in Croatia, it is limited by its lack of theoretical grounding, narrow scope, one-sided reporting, unsupported claims, and missing evidence. To improve the article's credibility and validity, future research should consider a more comprehensive theoretical framework, a broader sample population, and a balanced discussion of alternative perspectives and potential risks.

# Topics for further research:

* Factors influencing career choice in teaching profession Croatia
* Job satisfaction and burnout among teachers in Croatia
* Impact of job security on teacher motivation in Croatia
* Role of salary considerations in choosing teaching as a career in Croatia
* Challenges and risks associated with intrinsic and altruistic motivations in teaching profession
* Research on the effects of recent changes in initial teacher education programs in Croatia

# Report location:

<https://www.fullpicture.app/item/d5b2de3ac0857c62cc34459c84aea37f>