



## REVIEW OF DIPLOMA THESIS

**Review type:** Supervisor's Review

**Author of the diploma thesis:** Vana Čendo

**Title:** Work Motivation of High School Teachers in Split, Croatia: Self-Determination Theory Perspective

**Author of the review:** Ing. Vladimír Kváča, Ph.D.

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The thesis offers significant factual benefits by focusing on a relevant and under-researched topic: the work motivation of high school teachers in Croatia (researched on the empirical case of city of Split). Given the context of teacher shortages and the evolving educational environment, the study provides valuable insights into how intrinsic and extrinsic motivation factors influence teacher satisfaction and performance. The application of Self-Determination Theory (SDT) in this context adds depth to the analysis, offering potential implications for policy and practice within the educational sector probably not only in Croatia, but in many European countries including Czechia as well.

The author sets clear and relevant research questions aimed at understanding the prevailing motivation states among high school teachers and examining the satisfaction of their basic psychological needs. The empirical research is well-aligned with these questions, and the findings are comprehensively discussed in relation to the hypotheses. The thesis effectively answers the primary and secondary research questions, demonstrating a strong understanding of the subject matter.

The thesis is well-structured, with a logical flow from the introduction through the literature review, theoretical framework, methodology, data analysis, and conclusions. Each section builds upon the previous one, maintaining a coherent narrative that guides the reader through the research process. The use of headings and subheadings enhances readability, and the inclusion of tables and figures aids in the clear presentation of data.

The thesis demonstrates a high level of factual accuracy, supported by a robust literature review and careful data analysis. The argumentation is convincing, particularly in how the author links theoretical concepts from SDT with empirical findings. Primary data were collected through surveys based on existing research instruments and the analysis is well-supported by appropriate statistical methods.

The application of Self-Determination Theory is well-integrated throughout the thesis. The author demonstrates a deep understanding of SDT and effectively uses it to interpret the data collected. The discussion of intrinsic and extrinsic motivation, as well as the satisfaction of basic psychological needs, is thorough and well-grounded in existing literature.

The methodological approach is appropriate for the research questions posed and the master-degree level. The author employs quantitative methods, using standardized scales like the Multidimensional Work Motivation Scale (MWMS) and the Basic Psychological Need Satisfaction and Frustration Scale (BPNSFS) to gather data. The sampling procedures and



data analysis techniques are clearly explained, and the limitations of the study are acknowledged, indicating a reflective and critical approach to research.

The thesis makes good use of a wide range of literature, both theoretical and empirical. The author engages with relevant sources to build a strong foundation for the research and contextualizes the findings within the broader academic discourse on work motivation and education. The primary data collected is utilized effectively to support the research objectives and answer the research questions. The study is confined to high school teachers in Split, Croatia, which may limit the generalizability of the findings. The cultural, social, and economic context of Split might not be representative of the entire country or applicable to different educational systems globally. Relatively low response rate might limit the statistical power of the findings. It may not fully capture the diversity of experiences and motivations among high school teachers in Split. The data collected through surveys relies on self-reporting, which can introduce bias. Respondents might provide socially desirable answers rather than reflecting their true feelings or experiences. Nevertheless, such limitations are common in master theses.

The thesis is well-written, with clear and concise language that is appropriate for an academic audience. The text is well-edited, with minimal grammatical errors and a consistent use of style. Citations are properly formatted, and the overall presentation, including the layout and design of tables and figures, is professional and aids in the communication of the research findings.

In general, the thesis is a commendable piece of research that demonstrates the author's ability to conduct independent research and contribute to the academic field. The collaboration during the drafting process (that was somehow lengthy) was effective, and the final product reflects a high level of scholarly competence. As a supervisor I was able to observe author's significant progress especially in the area of the quality of statistical analysis used. The author's ability to collect and analyze primary data is particularly noteworthy and exceeds the usual quality I often find in similar theses.

**Question for Defense:** Given the findings of this thesis, how might the results inform changes in policy or practice to improve teacher motivation and retention in Croatia?

**For the above reasons, I recommend the diploma thesis for the defense.**

**My grading is "A".**

Date:

Signature: