

**PROFESSIONAL MOTIVATION OF YOUNG TEACHERS AS A PSYCHOLOGICAL
FACTOR OF STRESS RESISTANCE**

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Abstract. This article examines the role of professional motivation in developing stress resilience among young teachers. Emotional exhaustion and high levels of stress are identified as major factors contributing to the turnover of young specialists in the field of education. The study analyzes the psychological nature of stress resilience, the internal and external factors influencing it, and the importance of professional motivation. Particular attention is given to the Self-Determination Theory developed by Edward Deci and Richard Ryan, which explains that intrinsic motivation is closely related to the satisfaction of the needs for autonomy, competence, and social relatedness. The article also highlights that intrinsic motivation strengthens emotional stability, prevents professional burnout, and enhances professional commitment among young teachers. Based on theoretical analysis and scientific literature, the study concludes that the development of motivational resources is an important factor in reducing stress and ensuring professional sustainability in pedagogical activity.

Keywords: stress resilience, professional motivation, intrinsic motivation, young teachers, emotional exhaustion, professional sustainability, burnout, self-determination theory.

One of the most pressing issues in the field of education today is the retention of young professionals and the maintenance of their professional stability. International studies indicate that 30–50% of young teachers leave the profession within the first 3–5 years, with one of the primary reasons being high levels of stress and emotional burnout [3,325].

Stress resistance is defined as an individual's ability to adapt to unfavorable situations, manage them effectively, and minimize their negative impact. This ability depends both on external factors (such as school climate and support from colleagues) and on internal psychological resources (such as motivation and effective self-regulation) [4,78].

Professional motivation not only enhances an individual's interest and aspiration toward professional activity, but also serves as one of the key factors ensuring long-term professional stability, work efficiency, and psychological well-being. In contemporary psychological research, motivation is interpreted as a major determinant of professional development, labor productivity, and job satisfaction [1,81].

Particularly significant in this regard is the Self-Determination Theory developed by Edward L. Deci and Richard M. Ryan, which explains the deep psychological mechanisms underlying human motivation [2,244]. According to this theory, effective and sustainable human activity depends on the satisfaction of three basic psychological needs: autonomy, competence, and social relatedness or a sense of belonging. Within this framework, intrinsic motivation refers to engaging in an activity not because of external rewards or pressure, but due to personal interest, satisfaction, and internal needs.

This form of motivation fosters deep professional interest, enhances creativity, increases the ability to make independent decisions, and strengthens psychological resilience throughout professional activity. Research demonstrates that employees with intrinsic motivation exhibit higher levels of persistence, emotional endurance, and professional commitment. They are more likely to continue functioning effectively even under stressful conditions and are less susceptible to professional burnout.

Extrinsic motivation, by contrast, refers to performing activities under the influence of external factors such as rewards, salary, position, social status, or avoidance of punishment. Although this type of motivation may produce effective short-term results by encouraging rapid action, over the long term, activity based solely on external incentives may lead to reduced internal satisfaction, emotional exhaustion, and professional instability. Therefore, intrinsic motivation is regarded as one of the most important factors ensuring sustainable personal development and psychological well-being.

In professional activity, the presence of a sense of autonomy allows employees to make independent decisions, while a sense of competence develops through demonstrating one's abilities and achieving success. The need for social relatedness is satisfied through positive interpersonal relationships, cooperation, and a supportive work environment. The fulfillment of these needs not only increases work efficiency but also significantly strengthens professional commitment, psychological stability, and overall life satisfaction.

Furthermore, individuals with intrinsic motivation tend to adopt an active rather than passive approach when facing uncertainty and challenges. This constitutes one of the core mechanisms of stress resistance. Within such an approach, a problem is perceived not as a "threat" but as an "opportunity" [8,183].

Similarly, in Abraham Maslow's hierarchy of needs, it is emphasized that individuals who achieve the level of self-actualization demonstrate a higher degree of stress resistance [6,57]. Motivation enhances stress resistance through the following mechanisms:

- Meaningful work — having a clear answer to the question: "Why am I doing this work?"
- Emotional investment — emotional involvement in work increases resilience to negative events.
- Cognitive reappraisal — perceiving problems not as "personal deficiencies" but as "opportunities for growth."

This process is also supported by the Cognitive Appraisal Theory developed by Richard Lazarus: if an individual perceives a situation as "manageable," the stress response decreases [4,132].

Thus, the professional motivation of young teachers — especially intrinsic motivation — is an important psychological factor of stress resistance. It serves not only as a means of increasing work engagement, but also as a mechanism for preventing burnout syndrome, maintaining emotional stability, and strengthening professional identity.

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