

Does psychological capital, gratitude and emotion regulation impact teachers' intrinsic motivation? Implication for teacher training.

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Intrinsic motivation is a key factor impacting performance in teaching and teachers well-being. Investigating the psychological resources and factors that may promote intrinsic motivation, can help develop meaningful interventions and training for educators. The study aims to analyse the relationship between psychological capital resources (hope, optimism, resilience, self-efficacy), emotion regulation, gratitude and intrinsic regulation on a sample of 1365 Romanian teachers. More, we examined the differences among teachers in terms of teaching experience, organizational level, educational cycle on the variables mentioned above. The regression analysis model showed that psychological capital resources (hope, self-efficacy, resilience), gratitude and emotion regulation predicted 24,5% ($r^2=.24.4$) of the intrinsic motivation for teaching. ANOVA tests revealed significant differences among teachers regarding psychological capital, gratitude and motivation, especially related to their teaching experience and educational cycle. Theoretical and practical implications for building effective teacher training programs are discussed.

Key-words: teachers, psychological capital, gratitude, emotion regulation, intrinsic motivation

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