SOCIAL Support and Coping Strategies as Predictors of Motivational Orientation among Pre-service TEACHERS

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ABSTRACT

This study examined the significant influence of social support and coping strategies on the motivational orientation of pre-service teachers using a quantitative descriptive correlational design. The respondents were Bachelor of Elementary Education (BEED) pre-service teachers from Higher Education Institutions in District 1 of Davao Oriental, identified through a complete enumeration. The researcher collected the research data using the adapted questionnaires, which were validated by a panel of experts. The statistical tools used for analysis were mean, standard deviation, Pearson product-moment correlation coefficient, and multiple regression. The study found that pre-service teachers reported high levels of social support, coping strategies, and motivational orientation, indicating strong support systems, frequent use of coping behaviors, and a high degree of academic motivation. While social support showed a weak and nonsignificant relationship with motivational orientation, coping strategies demonstrated a moderate, positive, and significant correlation. Regression analysis confirmed that coping strategies significantly influenced motivational orientation, whereas social support did not.

KEYWORDS: *Education, social support, motivational orientation, pre-service teachers, Philippines.*

INTRODUCTION

Motivational orientation encompasses the overall pattern of an individual's thoughts, feelings, and behaviors that shape their drive (Murphy, 2024). It plays a crucial role in shaping how students approach and complete academic tasks, as different motivational orientations can provide insight into their learning engagement (Alamer, 2021). However, studies have shown that students' motivation declines over time in university education programs, which

is a growing concern for educators (Wild et al., 2023). This decline affects learning outcomes: highly motivated learners absorb material more readily, whereas unmotivated students often struggle, making the teaching process more difficult and frustrating (Filgona et al., 2020). Further, academic motivation is one of the most prevalent challenges students face (Petillion, 2022); without interventions, according to Liu et al. (2024), students are likely to exhibit lower performance and engagement.

In South Korea, high school students reported feeling less motivated due to exam pressures (Lee et al., 2019), struggling to find meaning or joy in their studies (Bonneville- Roussy et al., 2017), and often associating learning with stress, focusing more on performing well on exams than on acquiring knowledge out of curiosity (Lee et al., 2019). Additionally, Aagaard's (2015) study in Denmark found that diminishing academic motivation and performance compromised students' ability to engage deeply with study materials. Similarly, in the United Kingdom, Chen et al. (2023) highlighted a decline in academic motivation among university students, with many citing financial stress, mental health struggles, and a perceived lack of relevance in in-person lectures as reasons for reduced engagement and attendance.

In the Philippines, Bernardo (2018) revealed that students in Metro Manila exhibited lower motivation and were more likely to adopt performance-avoidance goals. Additionally, Fragata and Limpot (2023) observed that peer pressure among junior high school students in the Division of Davao del Sur can diminish motivation. Furthermore, a study by Jose and Escote (2024) highlighted a noticeable lack of engagement among students in Davao de Oro, with many appearing distracted.

Notably, social support has consistently been found to positively affect academic motivation. For instance, Chen et al. (2017) found that social support predicts motivation among university students. Moreover, in Sayed et al. (2024), participants in a study in Egypt were found to have a statistically significant positive relationship with social support and motivation. Similar results were reported by Ramos and Magallanes (2021) in their research in the Philippines, which found that the level of engaging social support among students at risk enhanced their motivation and decreased their dropout rates.

In addition, Skinner and Saxton (2019) found that students who used adaptive coping strategies, including persistence and help-seeking, exhibited

greater motivation and engagement than their counterparts who used maladaptive coping strategies, such as disengagement and low motivation. Similarly, Magnano et al. (2020) found that students who employed internal coping strategies displayed higher levels of self-motivation, demonstrating strong resilience in managing challenges. Additionally, Skinner et al. (2016) noted that the mindset underlying coping strategies for dealing with frustration and adversity has a substantial effect on school motivation and engagement.

Further, social support and coping strategies have been well documented in association with mental health and academic achievement. For example, Acoba (2024) emphasized social networks as a protective factor for mental health, and Siu et al. (2021) associated social support with both improved academic performance and behavior. Further, Heffer and Willoughby (2017) found that coping flexibility serves as a resource for adjustment in response to stressors.

Furthermore, the researcher has not encountered any studies that examine the combined influence of social support, coping strategies, and motivational orientation within a single framework. This gap is particularly evident among students pursuing a Bachelor of Elementary Education (BEEd). To address this, the researcher employed a descriptive-correlational design to examine the influence of social support and coping strategies on the motivational orientation of pre-service teachers in Davao Oriental. In addition, the results of this study may help school institutions develop more effective interventions to improve student motivation, academic achievement, and overall well-being, ultimately contributing to a more resilient and motivated student population. In addition, this study enhances student engagement and academic performance by exploring the role of social support and coping strategies in shaping students' motivational orientation, thus promoting an inclusive and supportive educational environment.

Objectives of the Study. This study determined the influence of social support and coping strategies on the motivational orientation among pre-service teachers. First, it measured the level of social support, particularly in family, friends, and significant others. Second, it measured the level of coping strategies, particularly in task-oriented, emotion-oriented, and avoidance-oriented. Third, it measured the level of motivational orientation, particularly in task value and self-efficacy for learning and performance. Then, it measured the relationships between social support and motivational orientation, and between coping

strategies and motivational orientation, among pre-service teachers. Lastly, it measured whether social support and coping strategies significantly influence the motivational orientation of pre-service teachers.

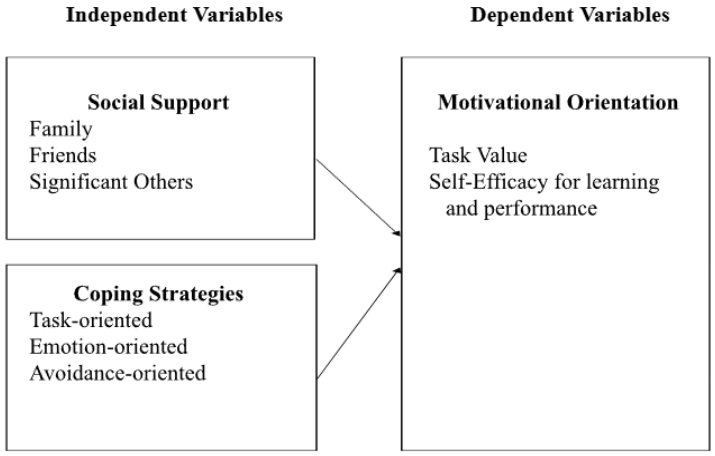
Theoretical Lens

The study was anchored on the Self-Determination Theory (SDT), developed by Deci and Ryan (1985), which posits that human motivation is driven by the fulfillment of three basic psychological needs: autonomy, competence, and relatedness. Autonomy refers to the learner's ability to take responsibility for their own learning and to plan, organize, and monitor the learning process independently of the teacher. Further, competence is the need to produce desired outcomes and to experience mastery. In addition, relatedness refers to the level of social connectedness one needs. Moreover, these needs have been found to be universally essential for psychological health and well-being.

Moreover, social support, coping strategies, and motivational orientation are closely related to Self-Determination Theory (SDT) as they contribute to the satisfaction of the three basic psychological needs. For pre-service teachers, social support fulfills the need for relatedness by fostering a sense of connection and belonging. When pre-service teachers feel socially supported, they are more likely to experience a sense of belonging and emotional security. Meanwhile, coping strategies fulfill the need for autonomy by providing a sense of control and competence through the effective management of stressors. When pre-service teachers actively manage stress, they are more likely to maintain their belief in their ability to succeed, thereby enhancing competence. Further, motivational orientation fulfills the need for competence and autonomy, as believing in one's ability to succeed enhances persistence, academic performance, and goal alignment. Thus, the interplay of these variables contributes to the holistic motivation and well-being of pre-service teachers.

Figure 1

The Conceptual Framework of the Study



METHODOLOGY

Research Design. A descriptive-correlational research design was utilized in this study. The descriptive aspect aimed to describe the levels of social support, coping strategies, and motivational orientation, while the correlational aspect examined the relationships between these variables. Specifically, the study assessed how social support and coping strategies influence the motivational orientation.

Research Locale. This study was conducted in District 1 of Davao Oriental, Region XI, Philippines, specifically in Higher Education Institutions offering the Bachelor of Elementary Education (BEED) program. The schools that participated in this study were chosen because they are considered big schools with a great number of enrollees, specifically in the province of Davao Oriental. In addition, these schools consistently perform well in the Licensure Examination for Teachers (LET), producing high passing rates and topnotchers.

Sampling and Respondents of the Study. The complete enumeration technique was employed to identify the study's respondents, who consisted of 65 BEEd pre-service teachers. They were chosen based on the following criteria: a BEEd pre-service teacher; officially enrolled in their internship or on-the-job training (OJT) during the academic year 2024-2025; and in the final year of the program.

Research Instrument. This study used survey questionnaires with a five-point Likert scale, where 5 was the highest and 1 the lowest. The survey questionnaire had three parts, totaling 74 items. The first part of the survey questionnaire assessed social support, which was adopted from Eisenberg and Hefner (2009). This part consists of 12 items with the following domains: Family, Friends, and Significant others. It demonstrated a high reliability, with a Cronbach's coefficient alpha of 0.88. The second part of the survey questionnaire assessed the coping strategies, adopted from Cabras and Mondo (2017). This part consists of 48 items with the following domains: Task-oriented, Emotion-oriented, and Avoidance-oriented. It demonstrated high reliability, with Cronbach's alpha ranging from 0.58 to 0.62. The third part of the survey assessed motivational orientation, adapted from Syam et al. (2016). This part consists of 14 items: task value and self-efficacy for learning and performance. It demonstrated high reliability, with Cronbach's alpha coefficients of 0.90 and 0.93, respectively.

Data Gathering Procedure. Data were collected through face-to-face interactions to ensure a clear, direct communication channel. Upon receiving the necessary approvals, the researcher conducted an orientation of the respondents regarding the objectives and methods of this study. Then, the researcher provided them with an informed consent form (ICF) to obtain their consent, followed by the administration of the survey questionnaires. The respondents were given enough time to answer the questionnaire.

Statistical Tools. The mean was used to determine the levels of social support, coping strategies, and motivational orientation. Standard Deviation was used to determine the variability or dispersion of respondents' responses. Pearson r was used to measure the significance of the relationships between social support and motivational orientation, and coping strategies and motivational. Multiple Regression was used to measure the significance of the influence of social support and coping strategies on motivational orientation.

Ethical Considerations. The study adhered to the ethical guidelines established by the University of the Immaculate Conception's Research Ethics Committee (UIC-REC); as a result, the respondents' involvement was entirely voluntary. Concerns were handled almost immediately, and whatever personal information they provided was handled with the greatest confidentiality; they were granted complete discretion to decline taking the survey in the event of any annoyance. Further, the researcher rigorously upholds the values of

confidentiality and data privacy as required by the Philippine Republic Act 10173, also known as the Data Privacy Act of 2012. This gave the respondents assurance that the study's conclusions would be applied only to scholarly and academic purposes.

RESULTS AND DISCUSSION

Level of Social Support among Pre-service Teachers

Shown in Table 1 is the overall level of social support among pre-service teachers, which is 3.91 and described as high, indicating that social support among pre-service teachers is often observed. It implies that pre-service teachers frequently experience emotional and instrumental support from family, friends, and significant others, which can serve as a buffer against academic and personal stress. Moreover, this high level of social support positively impacts their engagement with and value of their academic tasks, as it helps reinforce their motivation, confidence, and sense of purpose in pursuing their goals as future educators.

Table 1

Level of Social Support among Pre-service Teachers

Indicators	Mean	SD	Description
Family	4.00	.89	High
Friends	3.80	.74	High
Significant Others	3.93	1.09	High
Total Mean	**3.91**	**.53**	**High**

This finding supports the study by Kalaitzaki et al. (2020), which reported strong social support and found that individuals who perceive higher levels of social support, whether from family, friends, or others, tend to demonstrate greater psychological resilience, reduced stress, and improved life satisfaction. Likewise, it aligns with the findings of Shaheb et al. (2023), which indicate that increased support leads to improved self-esteem and emotional understanding. This result is also consistent with the findings of Ullah et al. (2023), suggesting that students who receive strong support from family, friends, and significant others are better equipped to handle academic stress.

Family. It reveals that its category mean is 4.00, described as high, with item mean ratings ranging from 3.48 to 4.57. This means that pre-service

teachers generally perceive strong emotional and instrumental support from their families, particularly practical help, although some may find open emotional communication less frequent. This finding supports Li et al. (2023), indicating that a supportive, well-functioning family environment can be seen as providing high levels of social support. This high level of social support aligns with Duyile (2023), who found that family-based social support helps alleviate stress. The presence of family members who are consistently supportive both emotionally and instrumentally enhances pre-service teachers' ability to cope with academic pressures. In addition, this result confirms Gardner and Webb's (2017) idea that families have long been recognized as a primary source of social support, offering emotional and psychological help during stressful or challenging times.

Friends. It reveals that its category mean is 3.80, which is described as high, with item mean ratings ranging from 3.63 to 3.92. This means that pre-service teachers generally perceive strong peer support, particularly in receiving help and encouragement from friends during times of difficulty. Although slightly lower than family support, this peer support still plays a crucial role in their academic and emotional well-being. This finding agrees with the study by Worley et al. (2023), which reported high levels of peer support in the educational experience among U.S. college students. In addition, Hilts et al. (2018) explain that peer relationships play an important role in students' sense of belonging, which encompasses a sense of community and connection among students. This result is also consistent with the study by Lee and Goldstein (2015), which found that friend support moderates the effects of stress and loneliness, making difficult situations feel less isolating and more bearable. Further, Nguyen (2023) highlights the importance of peer support in developing metacognitive abilities and persistence in remaining engaged and motivated in a difficult learning environment.

Significant Others. It has a high category mean rating of 3.93, with ratings ranging from 3.88 to 3.98. This suggests that pre-service teachers perceive a reliable presence of significant individuals, such as mentors or partners, who provide both emotional support and practical assistance in times of need. This finding is consistent with the study by Wang et al. (2019), which reported substantial levels of support from significant others among secondary school students in Singapore. This result is also consistent with the study of Sun and Guo (2024), who found moderate to high levels of support from significant others among Chinese children. Further, Allen et al. (2016) highlighted that teachers who promote mutual respect, care, and encouragement create a sense of

fairness, autonomy, and friendliness in the classroom. Furthermore, Bedaso et al. (2021) emphasize that partners often act as primary sources of social support for individuals facing mental health challenges, helping to alleviate stress and foster resilience.

Level of Coping Strategies among Pre-service Teachers

In Table 2, the overall level of coping strategies among pre-service teachers is 3.75, which is described as high, indicating that coping strategies are often evident. It implies that pre-service teachers are generally able to manage stress, regulate their emotions, and adapt to academic and personal challenges through a variety of coping mechanisms

This finding supports the study by Alkhawaldeh et al. (2023), which reported high levels of coping strategy use among university students, particularly in response to academic pressure and stress-related challenges. Also, it aligns with Limbu et al. (2024), who found higher levels of coping mechanisms, indicating that effective coping strategies can enhance mental well-being and potentially improve academic performance.

Table 2

Level of Coping Strategies among Pre-service Teachers

Indicators	Mean	SD	Description
Task Oriented	4.10	.49	High
Emotional Oriented	3.52	.84	High
Avoidance Oriented	3.62	.68	High
Total Mean	**3.75**	**.35**	**High**

Task-oriented. The mean ratings for the different items range from 3.77 to 4.49, with a category of 4.10 described as high. This implies that pre-service teachers are generally confident in their coping abilities, particularly in making thoughtful decisions and taking appropriate actions in challenging situations. This finding parallels that of Velásquez and Castañeda (2023), who found high levels of problem-focused coping strategies, highlighting the importance of such strategies in managing stress. Similarly, this aligns with Oktaviani's (2024) study, which found that students frequently employed task-oriented approaches such as problem-solving and time management to address academic pressures. In addition, Morento et al. (2024) identified task-oriented coping as the most effective and preferred approach to managing stress because it directly addresses

the source of stress.

Emotional Oriented. It has garnered a high category mean rating of 3.52, with ratings ranging from 2.82 to 3.98. This suggests that while pre-service teachers may occasionally experience emotional distress, they tend to avoid displacing their frustration onto others and are more likely to internalize their reactions through reflection. This finding supports the study by Rachmawati et al. (2023), which found that students effectively coped with stress by using emotion-focused strategies, such as regulating their emotional responses. Similarly, this result aligns with the study by Dehelean et al. (2021), which found that individuals who employed more engagement- and emotion-focused coping mechanisms managed heightened stress levels. In addition, Lazarus and Folkman (2016) emphasized that emotion-oriented coping is particularly effective when individuals face stressors they cannot directly control, as it helps preserve emotional balance.

Avoidance Oriented. The mean ratings for the items range from 3.08 to 4.26, with a category mean of 3.62, which is considered high. This suggests that while pre-service teachers may occasionally engage in distraction-based coping strategies such as window shopping, they are more inclined to seek social support and guidance during stressful situations. This finding parallels that of Pickens et al. (2019), who found that students frequently engaged in avoidance coping mechanisms, particularly under pressure. Likewise, this result aligns with Rehr and Nguyen (2021), who, in their study of community college students, found that a significant portion relied on avoidance behaviors to cope with academic and personal stressors. Moreover, this result confirms the idea of Alkhawaldeh et al. (2023), who found that turning to others for emotional support and advice is a common and effective strategy for managing academic and emotional challenges.

Level of Motivational Strategies Pre-service Teachers

Table 3 shows that the overall motivational orientation among pre-service teachers is 4.14. It was described as high, which means that motivational orientation among pre-service teachers is oftentimes manifested. This means that pre-service teachers generally exhibit a strong sense of purpose, drive, and commitment in their academic and professional preparation.

This finding supports the study by Wu et al. (2022), which found that the majority of students fell into the moderate-to-high intrinsic motivation categories. Similarly, the result conforms to the study by Singh et al. (2021), which found that students were highly motivated, with integrative and attitudinal motivations slightly surpassing instrumental motivation. Further, Lopez and Irene (2017) found that pre-service teachers exhibited high levels of motivation and commitment toward teaching. These findings suggest that motivation sustains engagement and professional dedication among future educators, indicating a strong internal desire to learn and succeed.

Table 3

Level of Motivational Strategies Pre-service Teachers

Indicators	Mean	SD	Description
Self-efficacy and Task Performance	3.85	.55	High
Task Value	4.44	.61	Very High
Total Mean	**4.14**	**.49**	**High**

Self-efficacy and Task Performance. The mean ratings for the different items range from 3.74 to 4.18, with a category mean of 3.85, which is described as high. This implies that pre-service teachers generally demonstrate a strong sense of academic self-efficacy, particularly in their confidence in comprehending theoretical content and developing teaching competencies. This finding supports the study by Güneş (2016), which found that pre-service teachers demonstrate high self-efficacy in both teaching and academic contexts, indicating strong confidence in their teaching abilities. Also, the result is consistent with the study by Putra et al. (2024), which found that pre-service teachers showed excessively high self-efficacy. Further, this high level of self-efficacy aligns with the findings of Schunk and Usher (2016), who found that students with high self-efficacy are more likely to engage deeply in learning activities, set challenging goals, and persist through difficulties. In the same vein, Shrestha and Tuladhar (2021) emphasized that individuals with high levels of self-efficacy tend to select and carry out more demanding tasks.

Task Value. As assessed by respondents, it has a very high category mean of 4.44, with ratings ranging from 4.29 to 4.57. This implies that pre-service teachers not only enjoy the subject matter but also place strong value on the relevance and importance of the course content in their professional preparation. This result is consistent with the study by Syam et al. (2016), which reported high levels of task value, indicating that the course is motivating in

terms of interest, importance, and utility. It also aligns with the findings of Gan et al. (2023), which revealed high levels of perceived task value. Their study emphasized that when students perceive tasks as meaningful and aligned with their intrinsic goals, they are more likely to demonstrate greater persistence and higher academic performance. On this note, Schoor (2015) emphasized that task value supports active behavioral engagement and enhances reinforcement, underscoring its critical role in sustaining student motivation and learning outcomes.

Significance of the Relationship of Social Support, Coping Strategies, and Motivational Orientation

In Table 4, social support shows a weak positive relationship with motivational orientation (R = .13; p = .30), which is greater than the alpha level of .05 (two-tailed), supporting a nonsignificant relationship. It means that as the level of social support increases, the level of motivational orientation does not significantly increase among pre-service teachers. This implies that while social support is present, it may not meaningfully affect respondents' motivational drive, suggesting that other factors, such as developmental stages, may play a role.

This finding aligns with the study by Bhathnagar et al. (2023), which reported a negative correlation between social support and motivation among Indian college students, suggesting that other factors may play a more pivotal role in shaping motivation levels during early adulthood. This result is also consistent with the findings of Supriyadi (2024), who reported no significant direct effect of social support on students' motivation in Indonesia. Moreover, this observation affirms the findings of Melendro et al. (2020), who observed that as individuals transition to early adulthood, their psychological well-being increasingly correlates with task value, specifically with how relevant and meaningful they perceive the academic content to be.

Table 4

Significance of the Relationship of Social Support, Coping Strategies, and Motivational Orientation

	r	p-value	Remarks
Social Support and Motivational Orientation	.13	.30	Not Significant
Coping Strategies and Motivational Orientation	.46	.00	Significant

The findings contradict those of Tezci et al. (2015), which showed a positive correlation between perceived social support and various motivational orientations. Similarly, the result disagrees with that of Liou et al. (2016), who reported that perceived family and social support positively influenced learning motivation, indicating that students who feel supported are more likely to be motivated to engage academically.

However, coping strategies show a significant positive moderate relationship with motivational orientation ($r = .46$, $p < .05$). This means that as coping strategies increase, motivational orientation increases significantly. It implies that pre-service teachers who actively use coping strategies are more likely to stay motivated, persevere through challenges, and remain engaged in their academic responsibilities.

This finding corroborates the study of Li et al. (2019), who found that proactive coping methods boost self-efficacy and task value, fostering sustained engagement and academic achievement. Similarly, the result aligns with the study by Sanjuán and Ávila (2018), which found that coping strategies play a crucial role in achieving meaningful, task-value-driven outcomes. These findings highlight the importance of coping strategies for maintaining motivation, boosting self-efficacy, and promoting both academic and personal success. Furthermore, Subaşi (2020) noted that individuals utilize positive coping strategies more effectively, leading to higher self-efficacy and task value beliefs. In addition, Obina et al. (2024) demonstrated that coping strategies such as confronting negative emotions and reflecting on past consequences significantly enhance motivational orientation.

Significance of the Influence of Coping Strategies on the Motivational Orientation of Pre-service Teachers

In Table 5, the results of the multiple regression analysis are presented. In terms of singular capacity, task-oriented coping reflects a positive standardized beta of .54 and a p-value of .00, which is less than the 2-tailed .05 level of significance. It means that task value coping significantly influenced the motivational orientation of pre-service teachers. This finding indicates that pre-service teachers who actively engage in structured problem-solving and planning tend to exhibit higher levels of motivational orientation. This means that for every unit increase in the value of the level of task-oriented, there is a corresponding increase of .54 in the level of motivational strategies of the

pre-service teachers.

Table 5

Significance of the Influence of Coping Strategies on the Motivational Orientation of Pre-service Teachers

Singular Influence of the Predictors		Standardized Coefficients	t	p-value	Remarks
Task oriented		0.540	5.21	.00	Significant
Emotion oriented		0.204	1.91	.06	Not significant
Avoidance oriented		0.189	1.77	.08	Not significant
R	.588				
R^2	.346				
F	10.37				
p	.00				Significant

In contrast, emotion-oriented coping shows a positive standardized beta of 0.204 and a p-value of .06, while avoidance-oriented coping shows a positive standardized beta of 0.189 and a p-value of .08. Since both p-values exceeded .05, these coping strategies did not significantly influence the motivational orientation of pre-service teachers. This finding suggests that these strategies may not uniquely contribute to motivational orientation in this context, possibly because their effects are weaker or more indirect than those of more proactive approaches, such as task-oriented coping.

This finding aligns with the study by Compas et al. (2017), which found that task-oriented coping techniques increase learning motivation. Similarly, this result conforms to the findings of Li et al. (2019) that empowered learning strategies, such as task-oriented, with an emphasis on goal setting and time management, led to greater self-efficacy and task value, which, in turn, increased engagement and academic achievement. Further, Olson et al. (2024) supported this observation by emphasizing that students who employ adaptive coping mechanisms, such as task-oriented coping, are more likely to remain motivated and persist in the face of academic demands, thereby contributing to greater overall academic success.

Meanwhile, this result is consistent with Aloka et al. (2023), who found that excessive reliance on emotion-focused coping can lead to maladaptive outcomes, including diverting attention from goal-directed actions, demotivating individuals, and exacerbating stress. Further, this finding also agrees with Kotlyar (2020), who found that the greater avoidance-oriented coping is

employed, the lower motivational orientation as individuals become less inclined to engage with academic tasks.

Finally, the findings of the study are consistent with the Self-Determination Theory (SDT) of Deci and Ryan (1985), which posits that pre-service teachers' motivation is enhanced when the basic psychological needs of autonomy, competence, and relatedness are fulfilled. Pre-service teachers who employed task-oriented coping strategies, such as goal setting, planning, and problem-solving, demonstrated a higher level of motivational orientation, as these strategies foster a sense of autonomy and competence.

In contrast, emotion-oriented and avoidance-oriented coping did not significantly influence motivational orientation. While emotion-oriented coping may offer short-term emotional relief, it does not necessarily promote a strong or consistent sense of relatedness. Similarly, avoidance-oriented coping does little to support relatedness, as it often reflects disengagement and a lack of personal agency. Individuals employing these strategies may become further disconnected from supportive networks, thereby failing to satisfy the need for relatedness. When relatedness is not meaningfully fulfilled, motivation is likely to suffer. These findings affirm that motivation is more likely to flourish when coping behaviors are aligned with SDT's needs.

On this note, when pre-service teachers actively manage academic stress and challenges through effective coping strategies, they are more likely to feel in control of their learning, which reflects autonomy; capable of succeeding, which reflects competence; and supported in their environment, or relatedness. Thus, when pre-service teachers fulfilled these needs, it reinforced motivational orientation by supporting psychological need satisfaction as described in SDT. Thus, the strong role of coping strategies in this model may be linked to the influence of autonomy, competence, and relatedness on the motivational orientation of pre-service teachers.

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