

**PSYCHOLOGICAL RESILIENCE AS A PREREQUISITE FOR  
PRESERVING THE MOTIVATIONAL POTENTIAL OF FUTURE  
MANAGERS IN CRISIS SITUATIONS**

**Shcherban Tetiana**

Mukachevo State University

Mukachevo, Ukraine

[schtata2015@gmail.com](mailto:schtata2015@gmail.com)

ORCID: <https://orcid.org/0000-0002-3702-8029>

**Bretzko Iryna**

Mukachevo State University

Mukachevo, Ukraine

[irinabretsko@gmail.com](mailto:irinabretsko@gmail.com)

ORCID: <https://orcid.org/0000-0002-1321-7351>

**Bizhko Roman**

Mukachevo State University

Mukachevo, Ukraine

[bizhko.roma@gmail.com](mailto:bizhko.roma@gmail.com)

ORCID: <https://orcid.org/0009-0003-5282-7763>

**Voitovych Volodymyr**

Mukachevo State University

Mukachevo, Ukraine

[ellkafboasi@gmail.com](mailto:ellkafboasi@gmail.com)

ORCID: <https://orcid.org/0009-0003-8309-2536>

**Purpose.** To identify and justify the role of psychological resilience as a prerequisite for maintaining the motivational potential and self-efficacy of future managers under crisis conditions.

**Methods.** According to the research purpose, the following methods were used: Connor-Davidson Resilience Scale (CD-RISC) — to measure resilience; a modified version of K. Zamfir's method by A. Rean — to assess the motivational profile; a self-assessment questionnaire on crisis experiences — to determine the individual impact of stress factors.

**Results.** The analysis revealed a predominance of motivation for self-realization, autonomy, and internal interest in learning among students, which serves

as a foundation for effective management in crises. This group is less prone to burnout and more often follows a clear path of self-development. Gender differences were also identified: women showed higher emotional sensitivity, while men demonstrated stronger cognitive self-regulation. These findings confirm that psychological resilience not only helps overcome difficulties but also serves as a key mechanism for sustaining motivation for professional development in crisis situations.

**Conclusions.** Psychological resilience is a crucial factor enabling future managers to maintain their motivational potential in challenging and unstable environments. Developing resilience should be a priority in management training. High resilience supports internal motivation and enhances self-efficacy, decision-making, stress management, and adaptability. It is a key adaptive resource for student-managers in crisis conditions. Individuals with high resilience can mobilize internal resources and maintain emotional balance and goal orientation, which constitutes self-efficacy even under stress and uncertainty.

**Keywords:** psychological resilience, motivational potential, self-efficacy, future manager, crisis situation.

**Щербан Тетяна, Брецько Ірина, Біжко Роман, Войтович Володимир.  
Психологічна стійкість як передумова збереження мотиваційного потенціалу майбутнього менеджера в кризових ситуаціях.**

**Мета.** Виявлення та обґрунтування ролі психологічної стійкості як передумови збереження мотиваційного потенціалу та самоефективності майбутнього менеджера в умовах кризових ситуацій.

**Методи.** Відповідно до мети дослідження було використано наступні методики: шкала психологічної стійкості CD-RISC (Connor-Davidson Resilience Scale) — для вимірювання рівня стійкості; методика визначення мотиваційного профілю особистості (модифікація методики К. Замфіра у варіанті А. Реана) — для аналізу мотиваційного потенціалу; анкета самооцінки переживання кризових ситуацій — для виявлення індивідуального впливу стресогенних чинників.

**Результати.** Аналіз отриманих даних дослідження дає можливість спостерігати у студентів домінування мотивації до самореалізації, автономії та внутрішньої зацікавленості в навчанні, що є основою для майбутнього ефективного управління в кризових умовах. Така група студентів менш схильна до професійного вигорання та частіше має чітку траєкторію саморозвитку. Отримані емпіричні результати також дали можливість виокремити і гендерні відмінності. А саме, хоча загальна тенденція позитивної кореляції простежувалась у всіх групах, жінки демонстрували вищу емоційну чутливість, а чоловіки — вищу когнітивну саморегуляцію, що впливало на диференціацію у типах мотивації (жінки частіше мали мотивацію допомоги, чоловіки — досягнення). Таким чином, результати дослідження підтверджують: психологічна стійкість не лише допомагає впоратись із труднощами, а й є

базовим механізмом збереження мотивації до професійного розвитку, що особливо актуально для майбутніх менеджерів в умовах кризових ситуацій.

**Висновки.** Психологічна стійкість є визначальним чинником, що дозволяє майбутнім менеджерам зберігати мотиваційний потенціал у складних і нестабільних умовах. Її розвиток має стати пріоритетом у професійній підготовці управлінських кадрів. Висока психологічна стійкість сприяє не лише підтримці внутрішньої мотивації, а й підвищує здатність до самоефективності, самостійного прийняття рішень, управління стресом та адаптації до змін. Психологічна стійкість є ключовим ресурсом адаптації студентів-менеджерів у кризових ситуаціях. Результати дослідження засвідчили, що особи з високим рівнем стійкості здатні мобілізувати внутрішні ресурси, зберігати емоційний баланс, цілеспрямованість і здатність до саморегуляції, що і є складовою самоефективності навіть в умовах стресу та невизначеності.

**Ключові слова:** психологічна стійкість, мотиваційний потенціал, самоефективність, майбутній менеджер, кризова ситуація.

**Introduction.** In today's world, marked by growing instability, crises, and uncertainty—particularly due to military conflicts, economic upheavals, ecological disasters, and global pandemics—the requirements for psychological preparedness of future professionals, especially managers, have significantly increased. In such conditions, professional efficiency largely depends not only on knowledge and competencies, but also on an individual's ability to maintain working capacity, adaptability, and intrinsic motivation under stress and uncertainty.

Managers, as decision-makers, must not only make informed choices but also demonstrate resilience to frustration, high stress resistance, leadership qualities, and emotional maturity. In this context, psychological resilience emerges as a fundamental personal characteristic that ensures the preservation of motivational resources even under external pressure and crisis. (Su, W., & Hahn, J. 2025).

The problem is particularly relevant in the Ukrainian socio-cultural context, where students—future specialists—are under constant psychological pressure caused by war, changes in learning formats, social uncertainty, and personal losses. These challenges create additional psycho-emotional burdens, threatening the maintenance of intrinsic motivation for learning, self-development, and professional growth.

Modern science views psychological resilience as a complex personality trait that includes adaptive resources, cognitive flexibility, emotional regulation, and self-belief. Emotional self-regulation is one of the most important components of human functioning, including the

implementation of self-effective behavior. Self-effective individuals require emotional regulation and motivational potential that fosters the ability to block anxiety and perceive novel situations as opportunities rather than threats (Erlina, L., et al. 2024).

Studies of motivational potential indicate its dependence on intrinsic motivation, the need for achievement, self-actualization, and a subjective sense of control.

In the context of studying psychological resilience and motivation in future managers, current theoretical and empirical sources were analyzed to highlight the key aspects of the problem.

**Theoretical Overview and Methodology.** Connor & Davidson proposed a reliable tool for measuring psychological resilience—the CD-RISC scale—which has found wide application in clinical, educational, and managerial psychology. This scale helps determine the level of individual ability to overcome stress and adapt (Connor & Davidson, 2003).

Fredrickson and Tugade & Fredrickson explain the mechanism of positive emotions as an important resource of psychological resilience. These authors emphasize that positive affectivity is the foundation for restoring psychological balance in crisis conditions (Fredrickson, 2004; Tugade & Fredrickson, 2004).

Bonanno and Masten argue that resilience is not an exceptional trait but the result of a systematic development of personality, which ensures continued productive behavior even in the face of traumatic experiences (Bonanno, 2004; Masten, 2014).

Ukrainian studies (Sydorenko, Leonova, Hubarieva) focus on examining students' resilience in the modern context of war, distance learning, and social instability. They confirm that a high level of resilience facilitates adaptation to professional and life challenges. In Ukrainian academic discourse, special attention is paid to the formation of psychological resilience in student youth; however, the combination of the concepts of 'motivational potential' and 'psychological resilience' within the context of management training still requires further research (Sydorenko, 2021; Leonova, 2022; Hubarieva, 2023).

Thus, current scientific thought agrees that psychological resilience is a determinant of adaptive behavior, academic success, and personal growth, and its relationship with intrinsic motivation ensures stability in

the professional development of future specialists, particularly under crisis conditions.

Despite numerous studies devoted to resilience and motivation, the relationship between levels of resilience and motivational orientations among students during real crises remains underexplored. Furthermore, there is a need to identify practical ways to preserve and support the motivational potential of future managers through the development of psychological resilience. (Fladerer, M., et al. 2020).

Therefore, research into the correlation between psychological resilience and motivational profiles of future managers in crisis conditions is highly relevant from both theoretical and educational practice perspectives. The research aims to develop psychological and pedagogical recommendations that promote self-regulation, self-efficacy, sustained internal motivation, and emotional stability among future leaders of change. (Kızrak M. 2025)

The aim of the article is to identify the specifics of the relationship between the level of psychological resilience and types of motivation among students majoring in 'Management', and to substantiate the role of psychological resilience as a prerequisite for preserving motivational potential and self-efficacy in crisis conditions.

**Discussion of Results.** The choice of the Connor-Davidson Resilience Scale (CD-RISC) as a diagnostic tool is justified by its reliability and validity, particularly in stressful or crisis situations. This method is based on the idea that psychological resilience is the ability to adapt to stress, difficulties, and traumatic events. It includes emotional flexibility, self-efficacy, positive acceptance of change, and an internal locus of control. These components of resilience are critically important for the motivational stability of future managers in crisis situations.

According to the resilience scale, the results obtained are presented in Table 1.

Table 1.

**Levels of Psychological Resilience Among Students**

Resilience Level	Number of Students	%
High	23	30.3%
Medium	37	48.7%
Low	16	21%

Let us examine the results more closely:

High resilience level (30.3%). These students demonstrate high emotional self-regulation, the ability to maintain intrinsic motivation even under uncertainty or pressure, readiness for constructive problem-solving, and reduced vulnerability to distress. These students show a predominance of motivation for self-realization, autonomy, and internal interest in learning, which are key to effective management in crises. They are less prone to burnout and more likely to have a clear path of self-development.

Medium resilience level (48.7%). This group can partially cope with stress and maintain academic activity; they show mixed motivation types—internal combined with positive external. They have potential for resilience development but need support during prolonged crises or intense changes (e.g., shifts in education formats, social threats). Psychological work with this group is most promising as it aims to stabilize and enhance existing adaptive mechanisms.

Low resilience level (21%). This is the most vulnerable category of students requiring psychological support: they are prone to affective reactions, anxiety, and avoiding responsibility. Their motivation structure is dominated by negative external motivation (avoiding punishment, fear of failure). During crises, they easily lose interest in learning and may experience academic decline, emotional exhaustion, apathy, or procrastination. Individual mentoring and training on adaptability are especially important for this group.

Thus, the majority of students (over 78%) have a medium or high level of resilience, indicating available internal resources to preserve motivational potential in difficult conditions. However, every fifth student is at risk and requires systematic psychological and pedagogical support. These findings highlight the need to: integrate psychological resilience development programs into education, monitor students' psycho-emotional state, and adapt motivational strategies to individual characteristics.

**Motivational Profiles and Correlation Analysis.** The method for determining the motivational profile of personality (a modification of K. Zamfir's method by A. Rean) was chosen for the empirical study of the motivational potential of future managers due to its practical applicability, psychological validity, and alignment with the study objectives. The method is based on classical motivational activity theory and includes a modification of the 'motivation for success / avoidance of failure' scale. It allows for assessing the motivational structure of personality via clearly

differentiated components: intrinsic motivation, positive external motivation (aspiration for recognition, prestige), negative external motivation (fear of punishment, pressure), and motivation for avoiding failure.

Modern research confirms that the dominant type of motivation correlates with resilience level: individuals with strong intrinsic motivation generally demonstrate higher adaptability and flexibility under stress; in contrast, dominance of negative external motivation or avoidance may indicate a risk of emotional burnout and maladaptation.

The results from this method are presented in Table 2.

Table 2

**Motivational Profiles of Students by Resilience Level**

Type of Motivation	High Level of Resilience	Low Level of Resilience
Intrinsic Motivation	82.6%	12.5%
External Positive	13%	50%
External Negative	4.4%	37.5%

A high level of psychological resilience correlates with a dominance of intrinsic motivation (82.6%). These students are stress-resistant, flexible, and adaptive, focused on internal goals—self-realization, professional interest, and personal growth. This profile aligns with autonomous motivation in Self-Determination Theory (Deci & Ryan), which associates intrinsic motivation with psychological well-being and crisis endurance.

Low resilience is accompanied by external motivation. Among students with low resilience, positive external motivation (50%) dominates—driven by rewards, approval from instructors or parents, or results achieved 'for someone else.' Negative external motivation (37.5%) indicates learning out of fear of punishment, loss of scholarship, or failure. Only 12.5% have intrinsic motivation, suggesting instability in self-regulation, heightened anxiety, and dependence on external factors.

These findings are consistent with contemporary research. According to Connor and Davidson, resilient individuals not only adapt effectively to stress but also maintain a high level of autonomous motivation. Our findings also support Rean's theory that a motivational profile dominated

by intrinsic motivation characterizes psychologically healthy, resilient individuals.

The presence of negative external motivation in low-resilience students reflects emotional instability, dominant defense mechanisms, and the need for intervention.

An important outcome of the study was the correlation analysis. Results are presented in Table 3.

Table 3

**Correlation Analysis**

Correlation Type	r	Significance Level
Resilience ↔ Intrinsic Motivation	+0,61	p < 0.01
Resilience ↔ Negative Motivation	-0,53	p < 0.01
Resilience ↔ Subjective Crisis	-0,47	p < 0.01

**Key empirical results:** A positive correlation between resilience and intrinsic motivation ( $r = +0.61$ ) indicates that higher resilience is associated with stronger intrinsic motivation. Such students show deep interest in learning, self-involvement, regulation, and a focus on self-realization—even under prolonged challenges (online learning, shelling, relocation).

Component analysis of resilience revealed the following leading indicators:

- Optimism and goal orientation — 82% of high-resilience respondents viewed their future as manageable during crises.
- Tolerance for uncertainty — 74% continued educational or volunteer activity despite external threats.
- Self-regulation — 67% managed emotions in conflict or stress situations.

Among low-resilience students (21%), dominance of external motivation (fear of failure, social approval) and motivational instability was observed—frequent shifts in educational goals and signs of demotivation.

A negative correlation between resilience and negative motivation ( $r = -0.53$ ) confirms that lower resilience is linked to greater dominance of avoidance-based motives. These include fear of punishment, learning 'by force,' and are typical of anxious, emotionally unstable individuals with low self-esteem and high stress vulnerability.

A negative correlation with subjective crisis experience ( $r = -0.47$ ) suggests that resilient individuals are less likely to perceive circumstances as traumatic or critical. Low-resilience students often report helplessness, anxiety, or identity crisis under stress (e.g., war, distance education, change in environment).

Gender differences were also identified: while positive correlations were seen across all groups, women showed higher emotional sensitivity, and men displayed better cognitive self-regulation. This resulted in motivational differences—women more often exhibited help-related motives, while men were achievement-oriented.

Thus, psychological resilience not only helps to overcome difficulties but is also a foundational mechanism for maintaining motivation toward professional development—especially vital for future managers during crises.

**Conclusions and Prospects for Further Research.** Psychological resilience is a decisive factor that enables future managers to preserve their motivational potential in complex and unstable conditions. Its development should be prioritized in the professional training of managerial personnel. High resilience supports not only internal motivation but also enhances decision-making autonomy, stress management, and adaptability to change.

Resilience is a key adaptive resource for student-managers in crisis situations. The findings show that individuals with high resilience are capable of mobilizing internal resources, maintaining emotional balance, goal orientation, and self-regulation—even under conditions of stress and uncertainty.

The motivational structure of students is significantly influenced by their level of psychological resilience. Students with high resilience are predominantly intrinsically motivated (82.6%), which manifests in aspirations for self-realization, knowledge acquisition, and professional growth. In contrast, students with low resilience display predominantly external (especially negative) motivation (87.5% combined), indicating learning driven by compulsion, evaluation pressure, or avoidance of punishment.

Correlation analysis confirmed statistically significant relationships: a positive correlation between resilience and intrinsic motivation ( $r = +0.61$ ), indicating that resilience ensures depth and stability of motivational foundations; a negative correlation with external negative

motivation ( $r = -0.53$ ) and subjective experience of crisis ( $r = -0.47$ ), indicating that individuals with low resilience are more vulnerable to destructive motivation and emotional burnout.

The study results have practical value for higher education, particularly in:

- forming psychologically resilient future managers,
- developing educational-psychological programs to strengthen resilience,
- improving pedagogical conditions that promote intrinsic motivation through autonomy, support, and positive feedback.

Psychological support for students in crisis contexts (war, distance learning, social turbulence) should include:

- assessment of resilience levels,
  - development of resilience training programs,
  - implementation of motivational strategies based on values, interests, and personal self-realization.
- Future research could focus on comparing motivational profiles among students of different specializations during crises.

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