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**Abstract**

Junior academics at German universities work and qualify in a highly competitive environment. Most of them have to cope with too little time for too many demands in research and teaching. As previous studies have shown, these work conditions may impair well-being due to goal conflicts and may threaten their teaching motivation. How could this be prevented? Drawing on self-determination theory, the present study takes a motivational psychological perspective and addresses the role of the satisfaction of basic needs for autonomy, competence, and relatedness for the experience of goal conflicts and self-determined teaching motivation. Results from Latent Profile Analysis and multivariate analyses show that satisfaction of all three needs is necessary for junior academics to feel less strained by goal conflicts. Autonomy plays a crucial role for the frequency of goal conflicts, whereas competence has a particular impact on teaching motivation. The role of relatedness remains difficult to determine. Results are discussed in terms of work conditions, individual competencies, and derivable practical implications.(HRK / Abstract übernommen) Esdra, Wiebke, E-Mail:

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