

## SATURDAY, SEPTEMBER 04

8:30 Secretariat/Registration

9:00-10:30

PAPER SESSIONS 17-21

Paper Session 17: Motivation in Clinical, Health, and Sport Contexts

Room 249

Chair *Francisco Peixoto, ISPA, Portugal*

### **Sport and Academic Motivation: A Comparison of Male and Female Student Athletes in High and Low Profile Sports**

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The motivation of student athletes was investigated using the hierarchical model of achievement goals, self-efficacy, and perceived instrumentality. With 271 college student athletes we examined differences in motivations for academics versus sport, between males and females and for type sport program. The sample was higher in mastery and performance approach in sport, and higher in perceived instrumentality and mastery avoidance in academics. There were also gender differences that showed females lower in mastery avoidance for both contexts. Additionally, when high profile sports were compared with low profile sports, we found that students in the high profile sports were higher on mastery and performance avoidance goals. We believe these preliminary findings suggest that it seems that some student athletes need to learn to focus less on fear and more on positive reasons to pursue college sports.

**Keywords:** student athletes, achievement goals, perceived instrumentality

### **Motivation for therapy as a promoter for change in the psychotherapeutic process**

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The present study intends to analyse the levels of motivation of clients for psychotherapy along various stages of the therapeutic process, as well as to explore if there are significant differences in terms of motivation levels between the group of clients who drop-out therapy and those who continue in therapy. It also intends to test if there is a relationship between the different scales of motivation and the way the client feels about the therapeutic environment. For this purpose, 39 dyads of therapists and clients, from the northern region of Portugal have participated in the study. The "*Client Motivation for therapy Scale*", adapted from Pelletier, Tucson and Haddad (1997) and the "*Modified Health Care Climate Questionnaire*" (Williams, McGregor, King, Nelson & Glasgow, 2005) were used as assessment tools. In general, results show significant differences in the levels of intrinsic motivation and amotivation for therapy throughout the process. There weren't differences when considering the levels of motivation between those who drop-out/continue psychotherapy. Results supported theoretical assumptions concerning a positive significant correlation between the level of perceived autonomy support of the therapeutic environment and clients' integrated motivation, as well as the existence of a negative correlation with the dimension of amotivation.

**Keywords:** motivation, psychotherapy, clients, therapeutic environment

### **From social and affective cues to training application: Testing for the factorial structure of transfer motivation in a health management setting**

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The current study tested a motivational sequence on a sample of 128 trainees undergoing training in health management. Partial least squares-based path modeling was used to test the hypothesized variables including social and affective cues on training transfer. Based on a combination of the theory of planned behavior, expectancy theory, and self-determination theory, we validated three dimensions of transfer motivation: autonomous motivation to transfer, controlled motivation to transfer, and intentions to transfer. Results indicate that autonomous motivation was affected by attitudes toward training content and utility reactions; controlled motivation was affected by utility reactions, supervisory support, and social norms.