8ᵗʰ International Self-Determination Theory Conference
Poster Abstract Book

Alphabetical by Last Name

Pets, physical activity and health

Patrick Adam

Pets, physical activity and health was the topic of this master`s thesis in the M.Sc. Psychologystudy program at the FernUniversität in Hagen. 301 subjects were recruited to participate inan online survey. Concerning the heterogeneous empirical findings in the topic of pets, theextent of need satisfaction, within the framework of self-determination theory (SDT), wasassumed as a potential explanatory factor. The Basic Psychological Need Satisfaction andFrustration Scale (BPNSFS) was adapted and applied for the first time to the field of physicalactivities with a pet. A postulated mediation could not be confirmed, due to a non-significantassociation between physical activity with a pet and well-being. Reported need satisfactionduring physical activities with a pet, in particular satisfaction of the need for competence,robustly predicted well-being in an exploratory multiple hierarchical regression analysis. Theobtained results are discussed regarding a potential protective function of pets throughout theCOVID-19 pandemic.

The Mediating Role of Need Frustration Between COVID-19 Distress and Psychopathology in College Students: Present and Future Concerns

Daniel Agate, Future of Work Institute (Curtin University)

An initial study investigated whether the frustration of the three basic psychological needs, as posited by Self-Determination Theory (SDT: Deci and Ryan, 2007), may mediate the relationship between COVID-19 induced distress and negative physical and psychological health outcomes among college students. Data was gathered in a cross-sectional manner in December of 2020 (N = 114; Mean age = 19.8 years) and measured students' retroactive, subjective experiences of COVID-19 distress, need frustration, and the psychological health outcomes of interest, over the course of the Fall 2020 semester. Simple mediation analysis uncovered significant indirect effects between COVID-19 distress and increased illbeing (depression, anxiety, elevated stress, and somatic symptom burden), mediated by basic psychological need frustration. These findings support the role of need frustration as a mediator between social-emotional distress and negative health outcomes, and separately, help to elucidate the path between COVID-19 distress and the development of psychopathology. To expand on these cross-sectional findings, a follow-up, longitudinal investigation is underway exploring an amended version of the model that considers future viral pandemic concerns, rather than present concerns, as the predicting variable. Preliminary findings from this investigation will also be presented as appropriate.

Motivational resources of youth's agentic functioning in career decision-making processes: Autonomy matters

Jiseul (Sophia) Ahn, Université Laval

Catherine Ratelle, Université Laval

Social cognitive model focuses on self-efficacy, while self-determination theory, expands on this idea, emphasizing autonomy, as key motivational resources driving youth's agentic functioning in career decision-making. This study aims to empirically test the extent to which youth's experience of autonomy increases the variance explained in their career exploration and identity, above and beyond their self-efficacy. To this end, we used data from 639 French-Canadian adolescents (54% girls), who reported their career decision-making self-efficacy and types of motivations (e.g., intrinsic motivation, external regulations), as well as career outcomes (e.g., exploration and vocational identity). Their self-reports during the last year of high school (T1) and the year after high school graduation (T2) were used in hierarchical regression analyses, where T1 self-efficacy and autonomy, along with five statistical controls (e.g., gender, school grades, T1 outcomes), were predictors of T2 outcomes.T1 intrinsic motivation predicted an increase in T2 exploration, while T1 extrinsic regulation predicted a decrease in T2 identity. Adding autonomy increased the variance explained in exploration and identity by 4% and 3%. These results highlight the importance of fostering not only self-efficacy but autonomous motivations, and reducing controlled motivations, as youths navigate their career choices during the postsecondary transition.

Bedouin Mothers' Sense of Authentic Inner Compass as a Parenting Resource: Relations with Need-supporting Parenting and Adolescent's Well-being

Huwaida Alatawna-Alhuashle, Ben-Gurion University of the Negev, Israel

Rinat Cohen, Achva academic college, Israel

Prof. Avi Assor, Ben-Gurion University of the Negev, Israel

Sense of authentic inner competence (AIC) is the feeling that one knows what is important to oneself because one has values, aspirations, and goals with which one deeply identifies. So we examined whether Bedouin mothers' sense of AIC is associated with a corresponding sense of AIC in their children, and explored autonomy-supportive child-rearing practices that may serve as pathways linking mothers' AIC with adolescents' AIC and subsequent well-being. We examined a Bedouin sample because it represents a fairly patriarchal, autonomy-eschewing, social context, where the benefits of mothers' authenticity and autonomy-support are not obvious. Method - 136 Bedouin mothers and their children (mean age = 13.79) participated in the study. Results – SEM analyses supported a model where a firm mother-reported AIC was associated with a firm adolescent-reported AIC, both directly, and indirectly via the adolescent-perceived parenting practices of intrinsic value demonstration and fostering inner valuing. Adolescent-reported AIC in turn was associated with adolescent-reported vitality and low-level depressive symptoms. Mothers' AIC was negatively associated with their use of conditional regard. Conclusions - Results suggest that mothers' sense of AIC may be an important parenting resource, enabling mothers to convincingly demonstrate their values, as well as foster children's attunement to their authentic preferences.

Saudi women's motivations to drive

Norah Aldharman, Faculty of University of Bisha

Since the new driving law enacted on June 24, 2018 in Saudi Arabia, Saudiwomen's motivations, whether intrinsic or extrinsic to obtain a driver's license and drivehave not been studied. This study aims to determine if Saudi women are intrinsicallymotivated to drive and participate in different activities that satisfy their basicpsychological needs. This study also aims to determine how Saudi women's motivationsto drive and the satisfaction of the three basic needs impact their psychological wellbeing.Based on qualitative interview design, this study utilized individual interviews toexplain in detail women's motivations and to understand their responses within theircultural framework. Analysis of this study's results indicated that some Saudi womendrivers' emotional well-being was improved by satisfying their sense of autonomy,driving competence, and relatedness. Meaning some Saudi women were not onlyintrinsically motivated to obtain a driver's license and drive but also engaged in differentactivities. These findings can help researchers extend current knowledge and determinestrategies that promote Saudi women's satisfaction of the three basic psychological needsand protect their well-being.

Investigating the Psychological Needs of International Graduate Students

Anas Alhudib, Northern Illinois University
Kawthar Alfarhan, Northern Illinois University
Kevin Cox, Northern Illinois University
Stephen Tonks, Northern Illinois University

International students, who come to the U.S. for their higher education, encounter a wide variety of challenges, such as low English language competency, acculturation, and struggles with social and academic integration (Tan et al., 2021; Unruh, 2015). Given these possible negative outcomes, it is necessary to identify factors that can protect international students from maladaptive psychological effects and mental health issues in response to transitioning from one cultural setting to another (Yang et al., 2018). Further, developing classroom settings that encourage international students' success demands the consideration of psychological, cultural, and motivational factors (Tan et al., 2021). This study aimed to understand international graduate students' basic psychological needs (BPN), and other variables of interest. One hundred eleven (111) graduate students participated in the online survey emailed to all international students at a large Midwestern U.S. university. Results indicated that BPN satisfaction related positively, and frustration related negatively, with life satisfaction and satisfaction with their university. Further, perceived support from friends and family related positively with BPN satisfaction. Perceptions of negative experiences concerning cultural adaptation were negatively associated with autonomy and relatedness satisfaction. Our results suggest that universities consider BPN support when developing programming for international students.

Factors Associated with Self-Determined Motivations for Couples Therapy

Jared Anderson, Kansas State University, Kansas City Relationship Institute, LLC
Brady Eisert, Kansas State University, Kansas City Relationship Institute, LLC
Aimee Hubbard, Kansas City Relationship Institute, LLC
Michelle Washburn-Busk, Kansas City Relationship Institute, LLC

This study provides insights into the factors that are associated with clients' self-determined motivations for couples therapy. Client's self-determination for initiating therapy is associated with feeling less conflicted about being in therapy, being more focused when in therapy, experiencing greater intent to persist in therapy (Pelletier et al., 1997), and to better client outcomes (Michalak et al., 2004; Zuroff et al., 2012). To date, research in this area is focused on individual therapy, with little to no work on couples therapy and no studies related to factors associated with self-determined motivations for initiating couples therapy. Using data from a large couples therapy practice in the Midwest (USA), the current study sought to determine the intrapersonal (e.g., personality, psychological distress, self-congruence), interpersonal (e.g., relationship quality, attachment insecurity, relationship cognitions/attributions, need satisfaction/thwarting), and contextual (e.g., economic pressure, experiences of discrimination, adverse childhood experiences) factors that are related to self-determined motivations for initiating therapy. The results suggest there are key factors associated with self-determined motivations for couples therapy and knowledge of these factors can aid couples therapists in conceptualizing their cases and providing information about early targets of intervention to increase self-determined motivations for being in couples therapy and to enhance therapy outcomes.

Psychological Need-Based Experiences as Energizing Processes for Mothers' Identity Formation

Adi Arden, Ben Gurion University of the Negev, Israel
Idit Katz, Ben Gurion University of the Negev, Israel
Ortal Slobodin

Research anchored in self-determination theory (SDT) has demonstrated the positive effects of parental need support on children's ability to formulate a clear and integrated identity. However, much less is known about what motivates parents' identity formation processes and how these processes are related to their parenting practices. Integrating SDT with identity formation theorizing, this study investigated mothers' identity processing style as a possible mediator of the relationship between their own need-based experiences and their parenting practice. In total, 429 Israeli mothers of preschool children (age 3-6 years) participated in the study. Participants provided information about their experience of psychological need satisfaction and frustration, identity processing styles, identity commitment, and parenting practices. Results showed that mothers whose basic psychological needs were satisfied were more likely to provide autonomy support and structure in their interactions with their children. This relationship was mediated by mothers' tendency to adopt a more informational identity processing style and higher identity commitment. In contrast, mothers' experiences of need frustration were associated with psychologically controlling and chaotic practices through diffuse-avoidant identity processing style. A normative identity style mediated the association between mothers' need frustration and their use of

psychological control and structure. Our findings suggest that the satisfaction of mothers' basic needs provides them the inner resources to explore existing identity options and facilitates greater self-organization and integrated identity development. In contrast, the frustration of mothers' psychological needs has an energy-depleting effect on mothers.

A Remarkable Alliance: Sibling Autonomy Support and Goal Progress in Emerging Adulthood

Élodie Audet, McGill University
Shelby Levine, McGill University
Anne Holding
Theodore Powers

Objective: The present study used a self-determination theory framework to investigate whether sibling autonomy support enhanced goal progress, need satisfaction, and well-being during emerging adulthood.Background: Prior research has demonstrated that autonomy support from parents was significantly more beneficial for emerging adults than similar support from peers. However, little is known about sibling autonomy support on goal progress, need satisfaction, and subjective well-being.Methods: A five-wave prospective longitudinal study was conducted across four consecutive school years (2015, 2016, 2017, and 2018) and included a total of 1,544 university students (82% female; mean age 20.44) who answered surveys. Separate hierarchical multiple regression analyses for parent, peer, and sibling support were conducted.Results: Although goal support from siblings was much less common than support from parents and peers (13% vs. 70% and 82%, respectively), the effects of sibling support paralleled those obtained for parental support, demonstrating higher goal progress, need satisfaction, and subjective well-being over the year. The beneficial effect of sibling autonomy support on well-being was mediated by enhanced goal progress and need satisfaction. Conclusion: The results indicate that turning to siblings for support when pursuing goals can be highly advantageous as long as it is empathic rather than directive.Implication: Practitioners should address sibling dynamics when working with emerging adults, as autonomy-supportive siblings were associated with greater goal progress and need satisfaction, which together enhanced well-being over time.

The impact of praise and educational information on young people's pro-environmental behaviour - an SDT perspective

Sabina Barszcz, University od Wrocław, Institute of Psychology, Poland
Anna Oleszkowicz, University od Wrocław, Institute of Psychology, Poland
Olga Bąk, University od Wrocław, Institute of Psychology, Poland

The impact of people's expansive actions towards nature is increasingly detrimental to the state of the environment. The relevance of nature conservation is not only in the decisions made by those in power but also in the everyday individual behavior of people. Autonomous motivation is linked to the frequency of pro-environmental behavior (PEBs) (e.g. Aitken, Pelletier, & Baxter, 2016; Barszcz et al., 2022). The question arises of how to enhance this type of motivation and encourage people to engage in PEBs. SDT indicates that a particular type of praise may be helpful. To test the effect of praise and educational

information on the willingness to adopt PEBs, we conducted an online experiment. Adolescents and young adults took part (N=449 most of them women (60%), aged from 15-25; M = 19,89; SD = 2,97). An ANOVA and post hoc test showed that praise and educational information were equally important to the subjects, however praise evoked significantly more positive emotions compared to the educational and the control group (with neutral information). What is important, both praise and educational information were significant in increasing the readiness for PEBs in young people compared to the control group. This has both theoritical and practical values.

New mothers' subjective well-being when returning to work following a 1-year parental leave: The role of partner autonomy support

Laurence Bélanger-Trudelle, Université de Montréal

Huppé Anne-Sophie, Université de Montréal

Julie C. Laurin, Université de Montréal

Emilie Gaudet, Université de Montréal

Returning to work following a first parental leave is fraught with challenges that can affect primiparous mothers' subjective well-being. This longitudinal study explored the link between new mother's (N =151) self-reported perceived partner autonomy support (pAS) during their parental leave (T1: 6M postpartum) and their subjective well-being when returning to work (T2: 11M postpartum) beyond specific parental adaptation confounds during their leave (e.g., maternal fatigueT1), maternal (ethnicity T1, education T1 & marital status T1), infant (ageT2, temperament T1), and family (income T1 & parent's relation length before childbirth T1) characteristics. A path analysis (AMOS) yielded an excellent fit, $\chi2(12) = 6.812$, p=.872, TLI=1.167, CFI=1.000, RMSEA: .000 90CI [.000, .043]. Results suggest that pAST1 positively predicts life satisfactionT2 (β = .347, p = .000) and negatively predicts negative affectT2 (β = -.296, p = .000), while only marginally predicting positive affectT2 (β = .139, p = .086). Together, pAST1 while in parental leave plays a role in new mothers' subjective well-being when returning to work, with a specific influence on life satisfaction and negative affect.

The LD student is still in me – Students with learning disorders' choice to become teachers – An autonomous choice?

Regina Benchetrit, Ben Gurion University of the Negev and Kaye Academic College of Education

Idit Katz, Ben Gurion University of the Negev

This mixed-method study sought to understand the decision of young adults diagnosed with Learning Disorders to become teachers. We asked to what extent their choice is autonomous and what role their past experiences of need satisfaction and frustration at home and school play in this decision. Three hundred and fourteen Israeli pre-service teachers (145 with learning disorders- LD and 169 typically developed- TD) completed an online survey assessing their motivation to choose teaching as a profession (autonomous/controlled), their identity style, their perceived self-efficacy for teaching, and the level of support they experienced from parents and teachers in the past. The results of a Multi-Group Analysis in SEM showed that parents' support was associated with LD and TD students' self-efficacy,

informative identity style, and autonomous decision in both LD and TD young adults. The experience in school, however, played a significant role only in TD adults' decisions.   To better understand these differences, 13 interviews were conducted. Both studies highlighted the central role of the support provided by parents to young adults with LD to help them overcome the need thwarting experience they had in school and autonomously choose teaching as a profession.

Schooling for Holistic Equity

Don Berg, Deeper Learning Advocates

Educational equity is a major challenge for school leaders. When equity is defined exclusively in reference to academic outcome parity across groups, there is a problematic ambiguity about how to ensure equity for each individual student and teacher. Public discourse on equity seems focused on specific subgroups such as racial and sexual minorities. That emphasis seems to drive alienation along partisan lines and divisions have recently created a political climate that has disrupted some schools in the USA. Building on the consensus definition of equity from the National Academies of Sciences, Engineering, and Medicine (2019, 2020) this theoretical poster presents needs, as defined by SDT, as a useful focal point to ensure that educational equity is being served in the present for all students and teachers, not just for groups of minorities evaluated en masse. Leaders can transcend partisan divides by providing need support for all their students and teachers.

Dynamics of Parent-Adolescent Interactions During a Discussion on Career Choice: The Role of Parental Behaviors and Emotions

Geneviève Boisclair Châteauvert, Université Laval
Catherine Ratelle, Université Laval
André Plamondon,
Mélanie Bourret, Université Laval

This study examined parental behaviors (autonomy support, control) toward their adolescent as well as parents' and adolescents' positive and negative emotions experienced during parent-adolescent discussions on vocational decision-making. A first goal was to identify and describe parental behaviors and parents' and adolescents' emotions during this discussion. Second, using a multilevel modeling approach, dynamic structural equation modeling (DSEM), simultaneous associations between parental behaviors and emotions were examined. The third goal was to examine the extent to which parental behaviors and parents' and adolescents' emotions predicted each other during this discussion. Parent-adolescent dyads (N = 42) participated in a discussion task on the adolescent's career choice, where parental behaviors were rated by observers, and emotions were detected with a facial expression recognition software. Results showed that parental autonomy reduce adolescents' negative emotions in the short term. Also, the results revealed that adolescents' emotions influence parental behaviors, suggesting that adolescents play an active role in the co-construction of their vocational project by leading the parent to adopt specific behaviors during the discussion. Finally, parents' and adolescents' emotions were dynamically interrelated, indicating emotional contagion. These findings highlight the necessity to consider momentary parental behaviors and emotions to better understand parental contributions in vocational development.

The Relationship of Professional School Counselors' Self-Efficacy and Motivation to Their Counseling Service Delivery

Jon Borland, East Tennessee State University
Jasmine Jacquez, East Tennessee State University

The purpose of this study was to explore the relationship between professional school counselors' perceived self-efficacy of mental health counseling skills (School-Based Mental Health Survey; Carlson & Kees, 2013) and level of situational motivation (Situational Motivation Scale; Guay et al., 2000) to the extent of counseling services provided to students (School Counselor Activity Rating Scale; Scarborough, 2005). The researcher tested the hypothesis that practicing school counselors (N = 128) with higher levels of perceived self-efficacy and intrinsic motivation will report providing higher levels of counseling services to students. The results of the multiple linear regression analyses identified that school counselors' perceived level of self-efficacy was the only statistically significant predictor of the frequency at which school counselors provide counseling activities, = .375, p< .001. Further, post hoc analyses revealed that the frequency at which school counselors preferred to do counseling activities was a more statistically significant predictor of the frequency of actual counseling activities, = .562, p< .001. The findings include greater awareness of the internal and external drive of school counselors, as well as insight into the future study of motivation for mental health practitioners.

Bidirectionality between parental need supporting and thwarting behaviors and children symptoms of inattention-hyperactivity

Guillaume Bouffard, Université Laval
Catherine F. Ratelle, Université Laval
Tamarha Pierce, Université Laval
David Litalien, Université Laval
André Plamondon, Université Laval

Inattention-hyperactivity symptoms (IHS) alter multiple spheres of child functioning. While biological contributions cannot be ignored, parents also play an important role. The interinfluence between parental practices and IHS has been recognized, although this bidirectionality has yet to be studied through a self-determination lens by considering parental need supportive (and thwarting) role. The first goal of this longitudinal study was to examine the bidirectionality between children IHS and parental autonomy support and control. Second, it sought to compare these bidirectional links in families with neurotypical children and in those with a child diagnosed with ADHD. The sample (N = 1448) is stratified to be representative of Quebec families and oversampled families of children with special needs. Parents filled an online questionnaire at the beginning of two consecutive school years. Preliminary results suggest that fathers perceived themselves as more controlling and less autonomy supportive than mothers. Regression models with fathers showed that IHS predicted changes in their parental behaviors and that these parental behaviors predicted changes in their child's IHS . Further analyses will replicate these preliminary results using multi-group cross-lagged models. The implications of these findings for mothers' and fathers' role when parenting children with IHS will be discussed.

How does burnout affect teachers' (de)motivating teaching style? A fine-grained, longitudinal study

Arne Bouten, Ghent University
Katrien De Cocker, Ghent Universit
Leen Haerens, Ghent University

Background: The aim of this longitudinal study was to gain more fine-grained insights into how burnout affects multiple subdimensions of autonomy support, structure, chaos, and control. Methods: Fifty-five PE teachers (60% male; Mage = 36.6 ± 10.2 years) completed an online survey at two time points. We used eight multiple regressions to explore the impact of burnout (at time 1) on the evolution of the eight dimensions of the teachers' (de)motivating style (from time 1 to time 2). Results: Emotional exhaustion at time 1 was associated with a subsequent increase in abandoning teaching ($R2 = .45$, $F(5, 49) = 3.84$, $p < .01$; $β = .45$, $p < .01$). With borderline significance, emotional exhaustion at time 1 was also associated with a subsequent increase in domineering teaching ($R2 = .28$, $F(5, 49) = 2.46$, $p < .05$; $β = .30$, $p = .06$), and depersonalization with a decrease in clarifying teaching ($R2 = .48$, $F(5, 49) = 9.03$, $p < .001$; $β = -.23$, $p = .08$). Conclusion: Emotional exhaustion may cause teachers to become more abandoning and domineering, and depersonalization may cause them to become less clarifying. This information can be used to support teachers with burnout symptoms.

There is More to Parental Mediation of Adolescent Gaming Behavior than Restriction: Developing a Differentiated Measure for Need-supportive and Need-thwarting Mediation Practices in Gaming

Lowie Bradt, Ghent University
Maarten Vansteenkiste, Ghent University
Bart Soenens, Ghent University

Gaming is one of the most prevalent leisure time activities of adolescents today. Because problematic gaming may contribute to undesirable behaviors (e.g., online gambling), parents may be concerned about their adolescent's gaming behavior. Parents may play a role in their children's gaming behavior, for example by setting rules or engaging in discussions about games. These practices are referred to as parental mediation. Research already showed that parents' style of communicating mediation predicts gaming addiction and other gaming-related outcomes, beyond the degree of mediation as such. However, most measures of parents' styles of mediation are relatively generic and focused only on autonomy-supportive and controlling mediation styles. This study aims to develop a more comprehensive measure of parents' mediation style, thereby attending also to parents' degree of structure (versus chaos). Based on the circumplex model by Aelterman et al. (2019), we developed a vignette-based questionnaire differentiating between four styles, with each one being differentiated into two zones. I will present results from two samples of parents of adolescents (N=400 and N=180) demonstrating the questionnaire's internal structure. Results show associations between the need-supportive styles and adaptive gaming outcomes, whereas the need-thwarting styles correlate with maladaptive ones. Overall, these two studies provide preliminary evidence for the proposed fine-grained approach to parental mediation in gaming.

How to Improve Mothers' Postpartum Well-being?   Meet Their Basic Psychological Needs During Childbirth

Rebecca Brand, VILLANOVA UNIVERSITY

Martina Jaatinen, Villanova University

Casey Gartland, Villanova University

Grace Koo, Villanova University

Ranya Al-Khayyat, Villanova University

Postpartum mental health problems are distressing and dangerous for both mother and child. One relatively understudied factor in women's postpartum well-being is the experience of childbirth itself. Studies indicate that women's satisfaction with their childbirth experience predicts psychological health, including postpartum depressive symptoms as well as maternal self-efficacy. Despite dozens of studies, there is no consensus regarding what makes for a satisfying childbirth experience. We argue that Basic Psychological Needs Theory (BPNT; Deci & Ryan, 2008) provides an ideal framework for understanding what makes this transformational experience satisfying and empowering versus dehumanizing and traumatic. One completed study and one underway test this claim. In Study 1 (n = 80), we found that mothers' postpartum maternal self-efficacy (MSE) was predicted by their perceived control in childbirth (Stevens et al., 2012), over and above prenatal MSE, number of birth interventions, and pre- and postnatal depression. In Study 2 (ongoing), we are investigating whether support from maternity care providers for autonomy, competence, and relatedness during childbirth predict postnatal MSE and depression, controlling for prenatal MSE and depression. We believe that support for basic psychological needs – particularly during childbirth itself – is influential in maternal postnatal well-being.

LGB Identity Specific Needs Satisfaction and Frustration

Lindsay Browne, University of Houston

C. Raymond Knee, University of Houston

This research includes two studies that examined the satisfaction and frustration of one's basic psychological needs regarding one's lesbian, gay, bisexual, etc. (LGB) identity, and how those affect the experiences of sexual minority populations. Previous work has found that autonomy, competence, and relatedness are inherent to both well-being and ill-being (Ryan & Deci, 2017; Vansteenkiste et al., 2020), and that autonomy support is associated with ownership of a stigmatized identity (Weinstein et al., 2017). However, prior research examined these needs generally rather than specific to one's identity. Study 1 (n=220) developed a scale using exploratory factor analysis and examined associations between satisfaction and frustration with perceived stigma, outness, and well-being. Mediation models indicated that frustration but not satisfaction mediates the relationship between outness and well-being, while both satisfaction and frustration mediate the relationship between stigma and well-being. Study 2 (n=196) presents correlations between the two factors and existing measures relating to identity integration, autonomy, basic psychological needs, LGB identity superiority, LGB identity authenticity, and other relevant measures in order to establish convergent validity.

Examining the link between religious internalization and prosocial behavior

Madison Burt, University of Rochester
Miron Zuckerman, University of Rochester

Previous research indicates that religiosity and self-reported prosociality have a positive relationship, yet this link is inconsistent when using behavioral measures of prosociality. Examining the extent to which external religious regulations are made internal (i.e., religious internalization) may offer insight into the motivation behind religious people's engagement in prosocial behavior. The current research examines the religion-prosociality association by incorporating measures of religious internalization and self-reported and behavioral measures of prosociality. This research consists of three studies. Participants associated with a monotheistic religion were recruited from ResearchMatch and Prolific. Findings of Study 1 indicate that the degree of religious internalization predicts different forms of prosocial tendencies. Results of Studies 2 and 3 are anticipated to replicate and expand on Study 1 by using a version of the dictator game and a behavioral measure of charitable giving, respectively. Additionally, Studies 2 and 3 incorporate religious priming to examine whether increasing the salience of religion leads to greater giving behavior. The anticipated results of this research may help provide conceptual synthesis and answer outstanding questions regarding the motivations behind religious prosociality.

Links between mothers' and fathers' autonomy support and adolescents' impulsivity and emotional dysregulation

Anna Cavenaghi, University of Montreal
Mireille Joussemet, University of Montreal
Jessie-Ann Armour, University of Montreal
Geneviève Mageau, University of Montreal

Adolescence is a developmental period characterized by multiple changes, including increases in impulsivity and emotional dysregulation. Excessive impulsivity and emotional dysregulation can lead to long-term negative consequences such as psychopathology. According to Self-Determination Theory, parents can foster optimal development in their children by providing autonomy support (AS). Despite the significant importance of parenting quality on children's mental health, still little is known about potential differences between mothers' and father's AS. The goal of the present study is to examine whether both parents' degree of AS have a different and unique influence on adolescents' impulsivity and emotional dysregulation. 270 adolescents (158 girls) aged 14 to 19 completed an online questionnaire. Using multiple linear regressions, results show that only mothers' AS is inversely linked to impulsivity (m = -.206, p = 0.01). Associations between mothers' and fathers' AS and emotional dysregulation were negative but not statistically significant (f = -.118, p = .139; m = -.132, p = .100). Results suggest a cross-sectional link between mothers' AS and their adolescents' impulsivity. Longitudinal research is needed to better understand the unique role of mothers' and fathers' AS in relation with impulsivity and emotional dysregulation during this key developmental period.

Supporting the psychological needs of low-performing students in Chinese language

Sook Kuan Chau, National Institute of Education, Nanyang Technological University

Bilingual education has always been a cornerstone of Singapore's education system. With English becoming the dominant home language in Singaporean Chinese families, supporting low-performing students has become an area of concern in the teaching of Chinese Language (CL). This presentation will share findings of a study that seeks to understand schools' intervention practices. Using a theoretical perspective based on self-determination theory, which postulates that humans are inherently motivated to learn and internalize knowledge and that this motivation will be fostered and sustained by supporting the basic psychological needs for autonomy, competence and relatedness, the study examines how the intervention practices promote autonomous forms of motivation in low-performing students in CL. The study utilises a multiple-case study approach, details the common need-supporting and need-thwarting classroom factors through fine-grained analysis of data collected from interviews and observations, and elaborates on the strategies and practices adopted by teachers in the classroom that impact the support of basic psychological needs of low-performing CL students. The study provides a rich repertoire of data to inform schools on how to devise intervention measures that support the psychological needs of low-performing students in CL to facilitate students' autonomous self-regulation for learning, ultimately improving engagement and academic outcomes.

Self-determination Theory in Social Networks: Relatedness Frustration, Cognitive/Emotional Outcomes, and Psychological Mechanisms

Yunxiang Chen, Warner School of Education, University of Rochester

In the domain of social networks, self-determination theory (SDT) has the potential to look at people's compensatory patterns for need frustration. Goals of the study: This SDT-based study aims to investigate how relatedness frustration relates to people's cognitive (i.e., perfectionistic self-presentation) and emotional experience (i.e., guilt and enjoyment) in social networks. The possible mediation mechanisms via psychological flexibility and self-other overlap are examined as well. Methods: With a survey design, self-reported data are collected through convenience sampling among college students in China (N = 461, Mage = 18.62 ± .77; 159 males). Structural equation modeling (SEM) based on latent variables is used with Mplus 7.4. Results: SEM analysis reveals that, directly, relatedness frustration shows positive associations with perfectionistic self-presentation (β = .22, p< .001) and guilt (β = .38, p< .001) in social networks. Indirectly, only the mediation of psychological flexibility is found within the two associations (indirect effects = .16, .17; ps = .007, .024; respectively), which can be explained by the decreased psychological flexibility. Conclusions: This study, in the social networking domain, verifies SDT's compulsive and rigid compensatory response to need frustration. Meanwhile, the decreased psychological flexibility functions as an intervening mechanism.

Do Instructors Conditional Negative Regard Matter on Undergraduate Students Quality Learning Experience?

Milam Chon, Hanyang University

Tianye Ling, Hanyang University
Hyungshim Jang, Hanyang University

Instructors' conditional negative regard (CNR) is a psychological control as a punitive withdrawal of affection and approval when the learners fail to meet the expected learning standards or outcomes. Drawing on basic psychological needs theory, the present study tested how perceived college instructors' CNR influence Chinese undergraduate students' agentic engagement mediated by basic psychological needs of autonomy, competence, and relatedness. In doing so, we hypothesized that perceived instructors' CNR would negatively predict basic psychological needs, and in turn agentic engagement. 245 undergraduate students (male: 179, female: 66) residing in Guangdong Province, China, participated in the present study. The results of the structural equation modeling analysis first showed that the perceived instructors' CNR had a negative influence on undergraduate students' psychological needs (i.e., autonomy, competence, and relatedness). However, while competence need and relatedness need negatively predicted the learner's agentic engagement, autonomy did not. Overall, the results supported the harmful effects of college instructors' CNR on undergraduate students' agentic engagement, mediated by competence and relatedness need. Finally, the present study discusses the role of college instructors' CNR on Chinese undergraduate students' learning experience through basic psychological needs followed by agentic engagement.

Adolescents' well-being following a knee pathology: A longitudinal study on perceived autonomy support

Khadidja Chougui, Université de Montréal
Mireille Joussemet, Université de Montréal
Émilie Lemelin
Collins Jessica
Thierry Pauyo

In adolescence, the knee is the most injured articulation, which can greatly affect patient well-being. According to self-determination theory, people in authority play a crucial role in adolescent subjective well-being (SWB) by nurturing the psychological need of autonomy, or a sense of ownership over one's actions. This prospective study aimed to examine the relationship between parent and physician autonomy support (AS) and the SWB of knee-injured adolescents. The sample was composed of 44 adolescent patients from a sports medicine clinic. In the waiting room (T0), data on perceived parental AS, SWB, and injury severity were collected. After their appointment (T1), participants rated their physician AS. Then, participants reported their SWB monthly, for 3 months (T2-T4). Results revealed that parental AS was positively and often strongly correlated with subsequent SWB (r = .33 to .54), and the positive association at T3 remained significant in regressions controlling for participants' age, injury severity, physician AS, and baseline SWB (β = .37, p = .03). Physician AS was positively, but non-significantly correlated with later SWB (r = .21 to .24). These results suggest that parental AS may help overcome the deleterious effects of a knee injury on adolescent well-being.

Toward a Better Understanding of Students' Motivation: The Importance of the Relational Climate

Louise Clément, Université Laval

Alice Levasseur, Université Laval

Caterina Mamprin, Université de Moncton

Drawing on self-determination theory, this study examines the importance of the relational climate as perceived by students of vocational training (VT) centers and its role on their motivation. Two important factors of the relational climate were further studied: 1) students' perception of the quality of interpersonal relationships (QIR) with their teachers; 2) students' perception of trust and distrust toward their teachers. As QIR is built on trust (Wentzel, 2012), because the latter is a facilitator of relationships between students and teachers (Hoy & Tschannen-Moran, 2003), this study not only examines the direct effects of QIR with trust/distrust and the satisfaction/frustration of basic psychological needs-BPNs of students, but also the indirect effects where trust/distrust act as mediating variables in the relationship between the QIR with BPN satisfaction/frustration. The sample consisted of 908 students from 22 VT centers in Québec (Canada). The results revealed that: 1) trust plays a mediating role between the QIR and satisfaction of students' BPNs (estimations between .294 and .379, p<.001); 2) distrust plays a mediating role between the QIR and frustration of students' BPNs (estimations between -.224 and -.202, p<.001). The results highlight the essential nature of the QIR between students and teachers in VT centers.

Hedonic and Eudemonic Well-Being During the Transition to Parenthood: A Self-Determination Perspective

Alexandra Cournoyer, Université de Montréal

Julie C. Laurin, Université de Montréal

Geneviève 'Mageau, McGill University

Anne-Sophie Huppé, Université de Montréal

This research examined the association between dyadic adjustment (T1:6 months postpartum) and well-being (T3:18 months postpartum) in couples transitioning into parenthood, with perceived autonomy support (T2:12 months postpartum) partially mediating this link. In a longitudinal and dyadic study, 204 primiparous couples self-reported on the T1-Revised-Dyadic Adjustment Scale, T2-Interpersonal Behaviours Questionnaire, T3-Hedonic Well-being (i.e., Satisfaction with life, Positive and Negative Affect Schedule; composite variable), and T3-Meaning in Life. An Actor-Partner Interdependence Mediation Model was conducted in R. Our model (χ2 = 7.32, p = .70; CFI = 1.00, TLI = 1.00; RMSEA = .00 [.00; .06], actor & partner paths constrained to be equal) had good fit indices. Actor effects were found for dyadic adjustmentT1 on autonomy supportT2 (β= .45, p< .001), on hedonic well-beingT3 (β = .32, p< .001) and on meaning in lifeT3 (β = .40, p = .001). Partners effects were found for perceived autonomy supportT2 on hedonic well-beingT3 (β = .21, p = .02), supporting a significant actor-partner indirect effect (β =.10, p =.04) from one's dyadic adjustment to their partner's hedonic well-being, through one's perceived autonomy support.Thus, parents who were adjusted in their relationshipT1 reported more autonomy supportT2, hedonic and eudemonic well-beingT3.

Examine the relationship between opportunities to make choices and students' academic engagement

Rui Dai, University of Wisconsin-Madison

Students' academic motivation declines as their grade level increases (Wigfield et al., 2012). Unfortunately, this phenomenon is even more alarming for students with disabilities (Daniel & Cooc, 2018). Low academic engagement is associated with low achievement and high dropout rate (Fredricks et al., 2004). The ability to make choices is a powerful motivator as well as a critical source for fulfilling the need of autonomy (Deci & Ryan, 2012; Patall, 2012). According to the Self-Determination Theory, the satisfaction of the need for autonomy is a predictor of satisfying other basic psychological needs, which has also shown to be positively associated with engagement, vitality, motivation, and performance (Ryan & Deci, 2017; Sheldon & Krieger, 2007). In this currently on-going study through a quasi-experimental design, we will examine if special educators (n=25) in a treatment group who received individualized coaching will offer students more opportunities to make choices in class than teachers in the control group (n=25). Moreover, we will examine if more opportunities to make choices (higher sense of autonomy) is associated with higher student academic engagement. We think our study results will add to the existing literatures on the basic psychological needs theory however from a special education perspective.

Emotional regulation predicts changes in biomarkers of stress and depressive symptoms during COVID-19 pandemic

Ophélie Dassylva , Université du Québec à Montréal
Nabil Bouizegarène, Université du Québec à Montréal

Current studies reveal that people show more depressive symptoms and stress during the pandemic. However, some people appear resilient despite this adverse life event. Emotion regulation may act as a potential predictor of these outcomes (Restubog et al., 2020).Based on Self-Determination Theory, this study aims to examine the role of three emotional regulation styles (integrative, controlled, and amotivated regulation) in the prediction of changes in cortisol and DHEA (stress hormones) over time, as well as in depression during the COVID-19 pandemic.A total of 215 participants completed two online questionnaires and provided hair strands at two measurement times (T1: April 2020; T2: December 2020). We employed the Emotion Regulation Scale (Roth et al., 2014) and the Patient Health Questionnaire (Spitzer et al., 1999) to measure depression level. Cortisol and DHEA secretion were measured in a 2-cm segment of hair from the scalp, thus representing cumulative secretion over the past 2 months. Regression analyses were conducted.Amotivated regulation predicted increased depression, controlled regulation predicted increased cortisol, and integrative regulation predicted decreased DHEA over time.Our results suggest that both controlled and amotivated styles lead to increased stress and depression during an adverse life event, where integrative style prevents these effects.

Online piano lessons with young students: a mixed-methods approach

Dainora Daugvilaite, Royal College of Music

Online music education has been a subject of great interest to both teachers and researchers since the early 2000s (Maki 2000; Dammers 2009; Riley 2009). Due to the global pandemic, the years 2020 and 2021 saw a tremendous amount of research into online music teaching in various settings, from higher education and conservatoire settings (e.g., Biasutti et. Al 2021; Rucsanda et al. 2021) and classroom education (Calderón-Garrido & Gustems-Carnicer 2021: Ververis & Apostolis 2021) to pre-service music teachers' programs (Chrysostomou & Triantafyllaki 2020; Joseph and Lennox 2021). However, less attention has been paid to young students who might have been having private instrumental lessons (Daugvilaite 2021; Okay 2021). The shift online raises a number of questions: How will online teaching work in the future? Will online teaching become a permanent part of the music education landscape? Will online education complement face-to-face lessons or entirely replace them? Do all age groups of students benefit in the same way from online instruction? Because these questions are important in defining the future role of online music education, this project explores most significant factors impacting the online lesson experience of young beginner piano students. In particular, this research will seek to uncover the role of the student's self-determination, self-regulation and parental support, as well as the general teaching approach, in determining online lesson outcomes. A mixed-methods explanatory design was chosen for this project. A survey of piano teachers who conduct online piano lessons and the parents of children learning to play the piano will serve as the research instrument in the quantitative phase, while semi-structured interviews with teachers and observations of their online lessons will follow in the qualitative phase. Survey data collection will begin in February 2023 and the results will be ready to be shared in May 2023.

Mother's Prenatal Beliefs Regarding the Nature of Children's Development and it's Association with Child Noncompliance: the Mediational Role of Controlling Parenting

Hagar Dayan Pinus, Bar Ilan University

This longitudinal study applies Self-Determination Theory (Deci & Ryan, 2000) to investigate the effects of first-time expecting mothers' (N = 301) prenatal beliefs about child development on maternal control and child noncompliance two years postpartum. Mothers' beliefs regarding the nature of children's development were examined during pregnancy. Mothers' controlling behaviors and toddlers' (M_{child_age} = 25.5 months, SD = 1.8) compliance were examined two years postpartum during a laboratory assessment. Path analysis revealed that prenatal belief in externally motivating children's development is associated with mothers' tendency to exercise harsh controlling behaviors (e.g., punishments and rewards), which, in turn, predicted child active resistance (i.e., overt refusal). In addition, mothers' prenatal belief in parental intensive monitoring was associated with non-harsh controlling behaviors (e.g., pressure, repetitive reminders) which, in turn, predicted child passive noncompliance (i.e., ignoring maternal directives). We posit that while both types of parental control interfere with child's internalization process, leading to their noncompliance, harsh parental control leads to a more extravert type of noncompliance, since it encompasses a more explicit threat on child's autonomy and relatedness. Our findings highlight the potential consequences of parents' prenatal beliefs regarding children's development - in terms of postpartum controlling practices that predict toddler noncompliance.

Training for physical education teachers "Learn to motivate"

Audrey-Anne de Guise, Université du Québec à Trois-Rivières
Stéphanie Girard, Université du Québec à Trois-Rivières

Physical education (PE) teachers have concerns about sustaining students' motivation (Turcotte et al., 2018). Although teacher training is an important step for professional development, it does not contribute to the evolvement of pre-service teachers' beliefs regarding motivation (Berger et Girardet, 2016). To address this issue, four pre-service PE teachers (Mage = 23,75 and SD = 0,5) followed a three hours training developed using self-determination theory (Deci et Ryan, 2000). To evaluate its effects, participants completed two questionnaires (before and after training) about their beliefs regarding motivational strategies, their intention to implement them, and their appreciation of the training (after the training). Semi-structured interviews were also conducted to have a better understanding of their appreciation of the training, its quality and anticipated implementation of the motivational strategies. Results from both quantitative and qualitative analysis showed that participants appreciated the training and learned not only what they can do to sustain students' motivation, but also how they can concretely implement these strategies. Yet, a longer training would be necessary to add a practical part. In conclusion, the training "Learn to motivate", and associate pedagogical tools, represent a promising avenue for university trainers to develop pre-service PE teachers' competence to motivate students.

The effect of extracurricular activities on the satisfaction and frustration of basic psychological needs of youth: views from Madagascar

Laurie Décarpentrie, Université du Québec à Montréal
Tegwen Gadais, Université du Québec à Montréal
Claude Bélanger,
Bryan Rakotondramanana,
Madio Hélène Volanjary,

Many studies in the Global North have highlighted the links between extracurricular activities (EA) and positive outcomes in youth, including well-being (Boelens and al., 2022), particularly through the satisfaction of basic psychological needs (Leversen, 2012). However, these studies represent only some contexts in which youth evolve. Extreme contexts of development, where youngsters face various challenges like malnutrition, insecurity, violence, and precarious access to health care and education, are rarely investigated in scientific literature. This research intends to analyze the effect of EA on the satisfaction and frustration of the basic psychological needs of youth developing in an extreme context, namely the south of Madagascar. Participants (M age=15.07; N=96; 50 control group; 40 females) have completed the Basic Psychological Need Satisfaction and Frustration Scale – General Measure (Chen and al., 2015) before starting EA and after nine, twelve and sixteen months. We observe a significant drop (p=.038) in needs' satisfaction in the control group and not in the experimental group. Also, it seems that participating in art activities helps to decrease the needs' frustration (p=.019) during the first nine months of participation in the activities while keeping the gains stable afterwards. Therefore, it seems that EA have an interesting effect on the basic psychological needs of Malagasy youth.

Transformational leadership and teachers' well- and ill-being: the role of fatigue and autonomous motivation at work

Sophie Drouin Rousseau, Université du Québec à Trois-Rivières; Groupe de recherche sur la Motivation et le Mieux-Être

Stéphanie Austin, Université du Québec à Trois-Rivières; Groupe de recherche sur la Motivation et le Mieux-Être

Claude Fernet, Université du Québec à Trois-Rivières; Groupe de recherche sur la Motivation et le Mieux-Être

The turbulent environment caused by the recent pandemic has accentuated fatigue in teachers and lower well-being (Stang-Rabrig, Brüggemann, Lorenz, & McElvany, 2022). Although research to date generally establishes a positive association between transformational leadership and employee well-being, the conditions under which this association can be strengthened or weakened are largely unknown. In this study, we focus on autonomous motivation, which reflects willingly engaging behaviors for self-endorsed reasons (e.g., enjoyment, interest; Deci & Ryan, 2017), as a psychological mechanism that could prevent fatigue in teachers. Data were collected through a survey administered to 474 teachers in the province of Québec (Canada), during the pandemic (June 2021). Results from moderated mediation analyses reveal that transformational leadership relates to teachers' well-being (vitality) and ill-being (emotional exhaustion) through fatigue, but especially for those with high levels of autonomous motivation at work. While transformational leadership practices should prove to be a beneficial strategy for contributing to teachers' well-being when intrinsic motivation is high, school leaders would be advised to appraise need-supportive conditions of teachers (e.g., better collaboration, information sharing, and recognition) to promote high-quality motivation. Further theoretical and practical implications will be discussed in the light of SDT as well as research on general fatigue.

Effects of an Online Intervention on Mothers' Parenting Behaviors and their Child's Motivational Resources

Stéphane Duchesne, Université Laval

Geneviève Boisclair-Châteauvert, Université Laval

Catherine Ratelle, Université Laval

Simon Larose, Université Laval

Self-determination theory (SDT; Ryan & Deci, 2017) sustains that basic psychological need and motivation are crucial for youth academic success. While parents can support these motivational resources by providing an autonomy-supportive environment, they may also undermine them by engaging in controlling behaviors (see Ratelle & Duchesne, 2017). It is therefore essential to inform parents of the importance of these behaviors and their implications. The transition to secondary school appears to be an opportune time to offer prevention activities as this period is characterized by a deterioration of the motivational resources of many youths (e.g., Gnambs & Hanfstingl, 2016; Ratelle & Duchesne, 2014). The goal of the present experimental study was to evaluate the long-term effects of an online information intervention for parents whose child was in the last grade of primary school. The sample included 106

mother-child dyads who completed questionnaires in Grade 5 and Secondary 2. Preliminary results indicated that compared to mothers assigned to the control condition, those in the intervention group scored higher on autonomy support and lower on control behaviors. Moreover, children of mothers in the intervention group scored higher on competence need satisfaction and lower on amotivation than children of mothers in the control group.

A longitudinal examination of the effects of three types of parental support - autonomy support, social support, and instrumental support – on mental health outcomes of sexual minority individuals

Megan Dunn, Illinois Institute of Technology
Vardha Kharbanda, Illinois Institute of Technology
Nicole Legate

Emerging research on various support theories suggests that receiving parental support in adolescence may mitigate mental health problems and may be especially protective for lesbian, gay, and bisexual (LGB) youth (Ryan et al., 2010). Adolescence is a critical period when most LGB youth begin to question and/or acknowledge their sexual identity while still living with their families (Pew Research Center, 2013). However, parental support is often loosely defined, and it is currently unknown which specific aspects of support uniquely predict later mental health. The current study aims to disentangle three different types of parental support experienced in adolescence – emotional support, instrumental support, and autonomy support – to predict later depression and suicidal ideation using a nationally representative, longitudinal dataset (The National Longitudinal Study of Adolescent to Adult Health). The current study examines this in a sample of LGB youth and a sample of heterosexual peers linking types of parental support received at Wave 1 (Mage = 16.08) with depression and suicidal ideation at Wave 4 (Mage = 29.08). Results explore the three types of support predicting these long-term mental health outcomes and compare patterns between samples, and implications for designing parental support interventions, particularly those for LGB youth, are discussed.

Good Teacher, Bad Teacher - Predictors of Teachers' Autonomy Promotion

Leon Ebel, Department of Health and Social Sciences, Fresenius University of Applied Sciences, Wiesbaden, Germany
Barbara Otto, Department of Health and Social Sciences, Fresenius University of Applied Sciences, Wiesbaden, Germany

The results of numerous studies suggest that autonomy-supportive teaching behavior has positive effects on students. The question why some teachers promote the autonomy of their students more than others has not been answered satisfactorily until now, especially in Germany. Using Deci and Ryan's Self-Determination Theory, the present study attempts to find predictors of autonomy-supportive teaching behavior within teachers. To do so, N = 93 teachers at schools in Germany were surveyed about their teaching behavior, beliefs, attitudes, and personality using an online questionnaire. The following results

emerged: Transmissive learning beliefs, motivation for the teaching profession and conscientiousness represent significant predictors of autonomy-supportive teaching behaviors. In addition, it was found that autonomy-supportive teaching behaviors of elementary school teachers were significantly higher than those of secondary school teachers. The importance of need satisfaction was demonstrated by correlations and mediation analysis. The results support the relevance of need satisfaction, learning beliefs and motivation for the teaching behavior of teachers. Furthermore, implications for the practice of school psychologists can be derived from the results.

Development of the Self-Determined Motivations for Couples Therapy Scale

Brady Eisert, Kansas State University; Kansas City Relationship Institute, LLC
Jared Anderson, Kansas State University; Kansas City Relationship Institute, LLC
Michelle Washburn-Busk, Kansas City Relationship Institute, LLC
Aimee Hubbard, Kansas City Relationship Institute, LLC

This study provides initial psychometric evidence for the Self-Determined Motivations for Couples Therapy Scale (SDMCT). Client's self-determination for initiating therapy is associated with feeling less conflicted about being in therapy, being more focused when in therapy, experiencing greater intent to persist in therapy (Pelletier et al., 1997), and to better client outcomes (Michalak et al., 2004; Zuroff et al., 2012). Thus, measuring client self-determination for therapy can aid case conceptualization and provide an ongoing target for intervention to improve outcomes. To date, research in this area is focused on individual therapy, with little to no work on couples therapy. Therefore, we adapted Zuroff and colleagues (2003) Couples Therapy Treatment Questionnaire using Sheldon and colleagues (2017) psychometric work evaluating SDT's relative autonomy continuum to develop the 30-item SDMCT scale with six subscales (i.e., amotivation, external regulation, introjected regulation, identified regulation, integrated regulation, and intrinsic motivation). Using data from a large couples therapy practice in the Midwest (USA), we report on several relevant psychometric aspects of this scale (e.g., reliability, concurrent and discriminant validity, gender equivalency, and CFA results). Results suggest that the SDMCT is a useful tool to measure self-determined motivations for couples therapy.

Aspirations in self-determination theory and anomie theory; the different roots and the same results

Iraj Faizi, Humanities and social studies institute of ACECR

In sociology, very little has been discussed about the variable of aspirations. But there is an important exception; anomie theory. This theory was first proposed by Durkheim. Aspirations are the central variable of this theory. But later, other sociologists like Merton proposed other types of this theory and this variable was ignored under this changes.The difference between the theory of anomie and self-determination theory is that anomie theory considers aspiration not a personal but a social variable. In other words, the prevalence and rate of an aspiration (especially the aspiration of money and wealth) depends on social changes and especially economic recession or prosperity.Despite the differences, both theories have similar implications for the aspiration of money and wealth. This aspiration and especially its

limitlessness (in Durkheim's interpretation) and its priority and preference over intrinsic aspirations (from the perspective of self-determination theory) are the source of dissatisfaction, feeling of deprivation, hopelessness, social deviation, and even specifically, according to Durkheim, the suicide.According to Durkheim, anomie is equal to the prevalence of limitlessness or unlimited or endless aspiration in society. Of course, this definition is not known in sociological sources and among sociologists due to the lack of study of Durkheim's own works and the dominance of wrong interpretations of Durkheim's opinions in sociological sources.

The depth of stories: How Black young adults' disclosure of high arousal negative affect in narratives about the COVID-19 pandemic and the BLM protests improved adjustment over the year 2020

Xiaoyan Fang, McGill University
Élodie Audet, McGill University
Helen Thai, McGill University
Anne Holding, New York University
Richard Koestner, McGill University

This study investigates whether the way of constructing narratives regarding the COVID-19 pandemic and the black lives matter (BLM) protests for Black young adults related to adjustment over time. A two-wave mixed prospective and retrospective longitudinal study was conducted in July and December 2020 and included a total of 90 Black young adults. Narrative reports were collected at baseline to determine the psychological interpretations of the two events and were coded based on affect disclosure. Both time points examined adjustment to the COVID-19 pandemic and the BLM protests as well as the extent to which the basic psychological needs for autonomy, relatedness, and competence were affected. Results showed that disclosure of high arousal negative affect in narratives at baseline was associated with better adjustment over time. Additionally, results of process analyses showed that satisfaction of the basic psychological need for autonomy mediated the association between narratives and adjustment. These results suggest that engaging in disclosure of high arousal negative affect may be associated with heightening adjustment because it enhances individuals' autonomy. These findings highlight the potential of well-constructed narratives to impact adjustment over time and have implications for clinical practice to support racialized communities during unprecedented events.

Aspiration Orientations Across Time: Do childhood aspirations predict mid-life aspirations and well-being?

Kelly Ferber, Australian Catholic University
Emma Bradshaw, Australian Catholic University
Phillip Parker, Australian Catholic University
Richard Ryan, Australian Catholic University
Baljinder Sahdra, Australian Catholic University

Despite consistent research demonstrating that prioritizing intrinsic aspirations is a powerful vehicle to optimize well-being at any age (Deci & Ryan, 1985; 2014; Ryan & Deci, 2017), less is known about the stability of aspirations over time. The study aimed to address this gap by better understanding aspiration orientations in childhood and its link to aspiration orientations and well-being later in life. Using a longitudinal dataset from the National Child Development Study, the current study evaluated the stability of aspiration orientation at age 11 and age 50 and how different trajectories of aspirations, influenced well-being at age 50. A qualitative coding system was developed to identify intrinsic and extrinsic aspirations in transcripts that participants wrote about their aspirations at age 11 and age 50. Preliminary findings based on a sub-sample of 1967 participants found that intrinsic aspirations at age 11 predicted intrinsic aspirations at age 50. Extrinsic aspirations at age 11 did not predict extrinsic aspirations at age 50. The results also showed that there are advantages to well-being by being intrinsically oriented at age 50, as well as becoming or remaining intrinsically oriented between age 11 and age 50. Approaches and interventions aimed at promoting optimal aspiring trajectories should consider the process of goal development as beginning early in life.

The Impact of Nature Immersion on Valuing Intrinsic vs. Extrinsic Goals: The Role of the Organismic Valuing Process

Sabrina Francescangeli, University of Victoria

Shelby Logan, University of Victoria

Frederick Grouzet, University of Victoria

Nature exposure has been associated with many positive outcomes, including well-being and, more recently, valuing intrinsic (vs. extrinsic) goals. To explain this association, we proposed that the activation of the organismic valuing process (OVP) and deactivation of the sociocognitive valuing process (SVP) accounts for the preference for intrinsic goals. Undergraduate students (N=75) have been immersed during five days to four levels of build vs natural environments: (1) building, (2) campus, (3) garden, or (4) forest. We hypothesized that the more nature immersive the condition was, the higher participants' relative intrinsic goal orientation, and that this effect would be mediated by relative activation of OVP and SVP. While we found a significant positive effect of nature immersion on activation of the OVP (b=0.37) and a significant negative effect of wild nature immersion on activation of SVP (b=-0.28), there was no significant effect of nature immersion on relative intrinsic goal valuing. The findings are discussed in the context of the dual valuing process model (Grouzet, 2013) and self-determination theory.

Vitality and Indoor Spaces: How Interior Spaces Affect Well-Being

Christina Frederick, Embry-Riddle Aeronautical University

Victoria Lew, Florida Southern College

In 1997, subjective vitality was conceptualized, and the Subjective Vitality Scale (SVS) was published (Ryan & Frederick, 1997). Vitality has been studied in relation to many life domains or psychological states, including mindfulness (Brown & Ryan, 2003) health (Hirsch et al., 2015), physical activity (Gagne, Ryan & Bargmann, 2003), and work (Vansteenkiste et al., 2007). One important area of study was how the outdoor environment impacted feelings of vitality (Ryan et al., 2010; Weinstein et al., 2009). Exposure to nature, especially when paired with physical activity, enhanced feelings of aliveness and energy. However,

how our interior spaces influence subjective vitality has not been examined. Adults spend hours each day indoors, either at home or work. We became acutely aware of our indoor environments during the 2020 Covid quarantine. This project, a work in progress, studied individuals' indoor environments, through analysis of panoramic pictures, and participant descriptions of their most occupied daily space. Qualities of indoor spaces (e.g. color, windows) were then related to state and trait levels of subjective vitality. Personality variables, life satisfaction, and stress were also assessed in participants. Results will focus on how the study of indoor spaces can extend our knowledge of subjective vitality.

The factor to improve autonomy

Yoshimi Fujiwara, Ibaraki Christian University

In the self-determination theory, it is assumed that the self efficacy and the relatedness are factors to improve autonomy（Deci, Vallerand, Pelletier, & Ryan, 1991）. As a result of the quantitative analysis, it became the following. There are self efficacy and positive feedback as a factor to promote the shift from integrated regulation to intrinsic motivation. In the same way, there are selection and agreement of self concept from identified regulation to integrated regulation, significant reason and approval from introjected regulation to identified regulation, evaluation and expectation from external regulation to introjected regulation, success experience and reward from amotivation to external regulation. The research that can be applied to support that improves student's autonomy will be hoped for in the carrer counseling of an educational site in the future.

The Effects of Threat Perception on Motivation in Racial Minorities

Gabrielle Gagnon, Université de Montréal
Richard Koestner, McGill University
Geneviève Mageau
Julie Leboeuf

The 2020 COVID-19 pandemic and the Black Lives Matter (BLM) movement had multiple effects on the overall population's depression, anxiety and motivation levels. Using a two-part longitudinal survey examining young Black residents of Quebec, we hypothesized that threat perception might play a motivational role in getting people involved in social movements like the BLM. Threat perception, collective basic psychological needs, involvement in BLM and depression were assessed in October and December 2020. The results indicate that collective basic need thwarting predicts higher symbolic threat (threat to a group's sense of self) and realistic threat (threat to group's well-being or safety) perception, controlling for T1 scores. Furthermore, we found that high symbolic threat was associated with greater general involvement in the BLM movement but not to depression levels, thus showing that perceiving symbolic threat to one's group works as a motivating factor for activism. In contrast, realistic threat perception for systemic racism was a significant predictor of increases in depression and had no significant relationship with activism, indicating that perceiving realistic threat may be a risk factor for depression, without any motivational implications for activism. Implications for threat perception, social identity theory, and collective basic need satisfaction in the Black population will be discussed.

The mediating role of autonomous motivation in the relationships between supportive supervisor and coworker behaviors and nurses' job functioning

Jean-François Gagnon, Université de Sherbrooke
Stéphanie Austin, Université du Québec à Trois-Rivières
Claude Fernet, Université du Québec à Trois-Rivières
Groupe de recherche sur la Motivation et le Mieux-Être

Worldwide, nurses' job functioning (e.g., well-being and performance) has been severely affected by the global pandemic. While some studies support the importance of supportive supervisor and coworker behaviors on nurses' job functioning, few have focused on the psychological mechanisms involved in these relationships. In this study, we examined whether autonomous motivation (i.e., engaging with a full sense of choice) mediates the relationships between supportive supervisor and coworker behaviors and attitudinal (turnover intention), affective (emotional exhaustion), and behavioral (in-role performance) indicators of nurses' job functioning. Data were collected among 205 nurses from Québec (Canada) using an electronic self-report questionnaire. SEM results provide support for the full mediating role of autonomous motivation in all relationships but two: Only the relationship involving supportive coworker and emotional exhaustion, along with the one involving supportive supervisor and intent to leave, were not fully but partially mediated by autonomous motivation. These findings will be discussed in the light of self-determination theory.

Psychological Ill-Being Profiles Amoung Nurses: Association with Intrinsic Motivation

Camille Gagnon-Béland, Université du Québec à Trois-Rivières
Sophie Drouin Rousseau, Université du Québec à Trois-Rivières
Stéphanie Austin, Université du Québec à Trois-Rivières
Claude Fernet, Université du Québec à Trois-Rivières

Since the pandemic, nurses' psychological health at work has been challenged. By its very nature, intrinsic motivation which is characterized by interest and enjoyment fosters psychological well-being (Ryan & Deci, 2017). But what about state of psychological ill-being? In this study, we relied on person-centered analyses to examine how nurses' indicators of psychological ill-being (psychological distress, depressive symptoms, anxiety) combine into specific profiles. Four distinct profiles were identified based on these indicators: P1) very low level of distress with very few anxiety and depressive symptoms (very low ill-being); P2) very high level of distress with high anxiety and depressive symptoms (very high ill-being); P3) low distress with few anxiety and depressive symptoms (low ill-being); P4) moderate level of distress and anxiety and depressive symptoms (moderate ill-being). Their association with a predictor - intrinsic motivation - was documented in 129 nurses and showed that in times of health crisis, intrinsic motivation decreases the likelihood of membership into the less favorable profile (P2: very high levels of all ill-being indicators). Therefore, it appears important to promote intrinsic motivation at work among nurses as it constitutes a protective factor against more severe states of psychological ill-being in times of crisis.

Motivation and Mental Health: Testing an Integrated Model of Basic Psychological Needs Theory and Reinforcement Sensitivity Theory

Alex Garn, Louisiana State University
Edward Silber, Illinois Institute of Technology

Utilizing a dual process approach, this study examined the relationship between motivation and mental health outcomes. Specifically, the tenants of Basic Psychological Needs Theory (BPNT) and Reinforcement Sensitivity Theory (RST) were tested to predict life satisfaction and trait anxiety. Participants (N=283) were college students from a large public university in the United States. Data were collected using an online survey with self-report questionnaires that demonstrated acceptable reliability. Path analysis was conducted to test the mediation effect of need frustrations on the relationship between RST systems and mental health outcomes. Findings revealed indirect links between the behavioral inhibition system (BIS) and trait anxiety through all three psychological need frustrations. Results were less robust for life satisfaction where there was one indirect relationship through the behavioral activation system (BAS) reward reactivity and relatedness need frustrations. The high prevalence of anxiety in college students causes major academic and personal disruptions in this population. Overall, this study highlights interconnections between implicit and explicit motivation factors underpinning anxiety. Improving understanding about the role of BIS and basic psychological need frustrations can aid in the development of effective anxiety reducing interventions in vulnerable populations.

Using Self-Determination Theory as a new approach to explore the interconnectedness of ecological eating, environmental behaviours, and eating behaviours

Ariane Gauthier, University of Ottawa
Luc Pelletier, University of Ottawa
Camille Guertin, University of Ottawa

Research suggests that agriculture accounts for about 1/3 of greenhouse emissions (Foley, 2011). Taking into consideration the persistently growing world population, the environmental weight of agriculture is not expected to decrease. Finding efficient ways to promote ecological eating habits, by targeting its primary driver, has therefore become increasingly pressing. Due to its nature, previous research has framed ecological eating either as an eating or an environmental behaviour. It, however, remains unknown whether ecological eating is primarily driven by motivation towards the environment, or for eating regulation. The present research aimed to address this gap by using a path model to compare the predicting value of eating and environmental motivation on ecological eating behaviours. Results suggest that ecological eating predominately belongs to the environmental domain, as it is mainly related to self-determined motivation towards the environment. Ecological eating was also related, to a lesser extent, to self-determined motivation for eating regulation. Understanding the motivational processes underlying ecological eating is critical to designing efficient interventions and directing future research. Our results suggest that interventions promoting ecological eating should primarily aim to foster self-determined motivation towards the environment.

Perceived parental autonomy support as a correlate of brain global functioning

Anne-Catherine Gauthier-Lamer, Université du Québec à Montréal
Hélène Brisebois, College Montmorency
Nathalie Houlfort, Degree: Ph.D., Université du Québec à Montréal

Introduction: The first years of life are crucial for brain development and parents are known to play an important role in that process. This exploratory study aimed to investigate whether perceived autonomy support (AS) or controlling parenting (CP) would reflect in brain functioning, as measured by quantitative electroencephalography (qEEG). Method: Young adults (n=69) completed the Perceived Parental Autonomy Support Scale (Mageau & al., 2015). Their brain activity was also recorded in the resting state (eyes closed condition) with a qEEG using 19 scalp sites. Correlations between the AS, CP and relative power brain power were analyzed. Results: AS was negatively correlated with low alpha relative power in almost all sites and positively correlated with low beta in some frontal, some central and all parietal sites. By contrast, CP was positively correlated with low alpha relative power in central and posterior sites. Negative correlations with CP were also found for delta relative power on all central, parietal, temporal and occipital sites. The findings of this study add to the SDT literature on the relationship between AS parenting and brain functioning and highlight that CP could be linked to higher vigilance to threats.

A Systematic Review of Profile Analyses of Intrinsic and Extrinsic Motivation

Otis Geddes, University of Victoria
Frederick M. E. Grouzet, University of Victoria
Myles Maillet, University of Victoria
Monica Slobozianu, University of Victoria

Self-determination theory (Deci & Ryan, 2000; Ryan & Connell, 1989) proposes a continuum of intrinsic and extrinsic motivation ranging from self-determination to non-self-determination. While a variable-centered approach has been privileged to study motivation, person-centered methods have been increasingly used to find patterns of motivation types within individuals. However, the motivational profiles vary across studies. We systematically reviewed over 100 studies that used a person-centered approach (e.g., grouping-analysis, latent-profile analysis, or cluster analysis) on motivation types in order to examine whether consistent profiles emerged. We compared the number and characteristics of the profiles across life contexts (e.g., sports, academia, work setting) and age groups. We found that the number of emergent profiles ranged from 2 to 6, which could sometimes be explained by the number of motivation types that were measured, but also by the context. We identified motivation profiles that emerged consistently across studies, and those that were unique to particular contexts, adding nuance to the current understanding of motivational profiles. Implications for research on motivation are discussed.

Examining the relationships between situational and contextual motivation, pro-environmental behaviors, and self-protective strategies related

Kelly Glarner, University of Geneva
Alexia Roch, University of Geneva
Julien Chanal, University of Geneva

Past research using self-determination theory (SDT) framework has shown that as the motivation toward environment (MTE) becomes more self-determined, the frequency of pro-environmental behaviors (PEB; easy or difficult ones) increases. However, this literature focuses on a global MTE, yet this motivation could differ according to more specific behaviors. In an environmental context, this specificity could mean that the motivation toward definite PEBs e.g., recycling vs energy use could vary within the same individual. Besides this literature, climate-relevant self-protective strategies (e.g., denial of global and personal outcomes severity, denial of guilt, rationalization of own involvement, avoidance) have also been negatively related to pro-environmentalism. A further understanding of the use of self-protective strategies into the SDT framework and of its repercussions on PEBs could allow us to increase PEBs even more efficiently. The present study aims (a) to ascertain the relationship between the MTE (at contextual (i.e., global) and situational (i.e., energy conservation, recycling, carbon footprint reduction) levels) and the PEBs (frequency and perceived difficulty), and (b) to assess whether controlled motivation is related to self-protective strategies (i.e., rationalization, denial, avoidance) toward the environment, conversely to autonomous motivation, and whether the more those strategies are used, the less PEBs are performed.

Mindfulness as a predictor of the use of integrative emotional regulation in primiparous parents : a daily and dyadic study

Justine Goulet, Université de Montréal
Julie Laurin, Université de Montréal
Laurence Morin, Université de Montréal

Integrative emotional regulation (IER) is an emotion regulation strategy consisting of accepting emotions instead of trying to suppress them. This study explores mindfulness as a predictor of IER use in primiparous couples to promote their psychological health. The transition to parenthood (TTP) is a challenging developmental period associated with the rise of negative emotions (guilt, anxiety, and anger), hence the need to use effective emotion regulation strategies. In this study, 78 couples (n= 156 participants) completed diaries for 14 consecutive days, measuring trait and relational mindfulness, and IER. Both mindfulness were investigated since stable contexts such as romantic relationships influence the capacity to be mindful. Data were analyzed using aggregated scores of 14 days of each construct for each parent. Based on the TTP literature, several confounds were included (parenthood planning, relationship length, baby's sex, and paternity leave duration). The APIM model fit the data well, $\chi 2(4)=3.834$, p=.429; CFI=1.00; TLI=1.046; RMSEA=.000, 90%CI[.000, .158]; Pclose=.539. Mindfulness trait was positively linked to IER (Actor effect: βmothers=.490, p<.001; βfathers=.420, p<.001; Partner effect: βfathers=.184, p<.077). A surprising negative actor effect was found between relationship mindfulness and IER (βfathers= -.264, p=.012). These results illustrate the importance of mindfulness trait in predicting adaptative IER in TTP.

Doubt Validation as a Candidate Form of Basic Psychological Need Satisfaction

Jakob Gowell, University of Oklahoma
Alison Koenka, University of Oklahoma
Kan Gill, University of Oklahoma
Joe Sireci, University of Oklahoma

From a Self-Determination Theory (SDT) perspective, basic psychological need satisfaction is affected by supports for autonomy, competence, and relatedness in social environments. Perspective taking is one form of need support with evidence of positive impact across the domains of parenting (Allen et al., 2019), work (Deci et al., 1989), healthcare (Gillian et al., 2019), and education (Ahmadi et al., 2022). Perspective-taking, however, can take many forms. The present study explores doubt validation as one. Treatment groups in a randomly assigned sample of undergraduate students taking a course within the college of education receive doubt validation, a rationale, or both prior to working on puzzle tasks. To facilitate authentic experiences of doubt, participants are told a word puzzle task will improve performance on a subsequent number puzzle. Tasks were selected to balance belief in and skepticism toward this performance link. After the intervention participants complete the Basic Psychological Need Satisfaction Scale, followed by a free choice period with the opportunity to work on a second number puzzle. Doubt validation is hypothesized to positively correlate with basic psychological need satisfaction, performance, and engagement during the free choice period. Data collection is in progress and results are anticipated before the conference.ReferencesAhmadi, A., Noetel, M., Parker, P., Ryan, R., Ntoumanis, N., Reeve, J., ... & Lonsdale, C. (2022). A Classification System for Teachers' Motivational Behaviours Recommended in Self-Determination Theory Interventions.Allen, E. S., Grolnick, W. S., & Córdova, J. V. (2019). Evaluating a self-determination theory-based preventive parenting consultation: The parent check-in. Journal of Child and Family Studies, 28(3), 732-743.Deci, E. L., Connell, J. P., & Ryan, R. M. (1989). Self-determination in a work organization. Journal of applied psychology, 74(4), 580.Gillison, F. B., Rouse, P., Standage, M., Sebire, S. J., & Ryan, R. M. (2019). A meta-analysis of techniques to promote motivation for health behaviour change from a self-determination theory perspective. Health psychology review, 13(1), 110-130.

The role of military students' motivation and efficacy to promote leader identity

Simon Grenier, Université de Montréal
Sabrina Guertin, Université de Montréal
Pénélope Desgagné, Université de Montréal
Sébastien Hétu, Université de Montréal

Liu et al. (2021) explain that more self-determined young adults should be more engaged in their leadership development journey which is influencing how they both understand leadership efficacy and how they are defining themselves as leaders. Over 30 years of research on SDT supports the existence of different types of motivational regulation (extrinsic, introjected, identified, and intrinsic) that predict a

person's more or less healthy development (Deci & Ryan, 2008). The aim of the current study is to examine the role of both autonomous and controlled types of motivation to lead and the mediating role of leaders' efficacy on one's leader identity. To do so, 157 military students completed a pencil and paper survey. Data were analyzed using Hayes' PROCESS to test a mediation model. Results of this study first support the positive role of one's autonomous motivation on his or her leader identity. In addition, our study shows leader efficacy to be a partial mediator of this relationship. Finally, controlled motivation has no influence on both leaders' efficacy and identity. These results are important to consider both in the design of military leadership development programs and in the selection of future military students.

Misconceptions about Motivation

Wendy Grolnick, Clark University
Benjamin Heddy, University of Oklahoma
Frank Worrell

Given the increase in misinformation online, it is no surprise that people have misconceptions, i.e., beliefs that do not align with science (Sinatra, 2005), in many areas. Misconceptions about motivation are important as they can prompt people to engage in unproductive strategies. We examined the prevalence of 10 potential misconceptions about motivation derived from SDT (Ryan & Deci, 2017), attribution (e.g., Mueller & Dweck, 1998), trait (e.g., Duckworth et al. 2007), and self-regulation (e.g., Gollwitzer & Brandstätter, 1997; Zimmerman, 2002) theories.Participants were 495 U.S. adults who completed the Motivation Beliefs Questionnaire, including 10 motivational misconceptions, 4 scientifically supported "truths," 2 additional more specific reward items, and one more specific competition item, through the online platform, Prolific. Respondents indicated their agreement with each statement. The vast majority (74%–95%) of participants held misconceptions relevant to SDT (rewards and competition), trait theory (only some people are motivated), and attribution theory (tell people they are smart). Two thirds endorsed that visualizing success leads to success (self-regulation). Other self-regulation theory beliefs were less frequently endorsed, as were grit as a cause of achievement differences and structure undermining motivation. It is important to understand misconceptions to confront and change them (Thacker et al., 2020).

Developing and testing a questionnaire to assess students' autonomy need strength

Nadine Grossmann, University of Cologne
Matthias Wilde, Bielefeld University
Benjamin Alexander Tunnat
Lisa-Maria Kaiser
Svea Isabel Kleinert, Bielefeld University

In the course of inclusion, teachers are increasingly confronted with individual differences of their students. These differences must also be considered when implementing autonomy-supportive measures (Großmann et al., 2022). A promising approach to account for individual differences is devoted to need strength (Van Assche et al., 2018). As this variable is mainly studied in English-speaking countries, a

reliable and valid German test instrument is lacking. Therefore, the present project focuses on the development and validation of a German instrument to assess students' autonomy need strength. The development followed the TRAPD approach (Harkness, 2003). In the pilot study, 135 students (Mage=17.89 years; SDage=1.53 years) participated. They rated the eight items developed on a five-point rating scale. Since the underlying instrument has a one-factor structure (Van Assche et al., 2018), this structure was also assumed for the German items. The analyses show satisfactory values (χ2(20)=27.40, TLI=.96, CFI=.97, RMSEA=.06, SRMR=.06, factor loadings: .47 to .72, **α**=.82; Kline, 2015). Based on the students' feedback, the items were further developed. In addition, validation instruments were selected for the main study, which is currently underway. Pre-service teachers will also be included for cross-validation. The results of the main study will be presented at the conference.

Profiles of Eudaimonic Well-Being Integrating Self-Determination Theory and Ryff's Psychological Well-Being

Annie Guillemette, Université Laval
Catherine F. Ratelle, Université Laval

While several conceptualizations of eudaimonic well-being have been the proposed, two theories received more attention: self-determination theory (SDT) and Ryff's model of psychological well-being. SDT postulates that vitality is an essential component of well-being whereas Ryff's model proposes 6 components for this concept (i.e., autonomy, mastery of environment, relatedness, purpose, self-acceptance, and personal growth). SDT's macro theory conceptualizes three of these components as basic psychological needs (i.e., autonomy, competence, and relatedness) that act as predictors of well-being rather than as its components. Combining these two theories, this study used a person-centered approach to (1) identify profiles of psychological well-being composed of purpose, self-acceptance, personal growth, and vitality, and (2) test the role of psychological needs in distinguishing obtained profiles. A sample of 397 university students (81% female; Mage = 24 years) answered an online survey in 2018. Results of latent profile analysis suggest 3 profiles of eudaimonic well-being: (1) Moderately Well (57%), (2) Unwell (18%), and (3) Very Well (25%). Unwell students reported substantially worst satisfaction on all three needs. Very well students were the most autonomous and competent, but they did not differ in relatedness from moderately well students. Results are discussed considering practical and theoretical implications.

Self-determination and epilepsy: an in-depth account of the experiences of individuals with mild intellectual disabilities and epilepsy

Alexandra Haenen, Epilepsy Center Kempenhaeghe
Noud Frielink, Tilburg University
Jans Van Ool
Francis Y. Tan

Although self-determination is essential for subjective well-being and quality of life, there is a lack of knowledge about the experiences of self-determination of individuals with mild intellectual disabilities

and epilepsy. Therefore, we explored their experiences with respect to self-determination, operationalized by the three basic psychological needs of self-determination theory (i.e., autonomy, relatedness, and competence) and the role of the social environment in these experiences. Six adults with mild intellectual disabilities and epilepsy were interviewed using a semi-structured interview guide to explore their lived experiences of self-determination. The interviews were analyzed using Interpretative Phenomenological Analysis. Three main themes were identified: (A) Epilepsy and competence as a part of my identity; (B) My social needs: being accepted as I am and stability in relationships; and (C) Being in control. The findings illustrated that the impact of epilepsy on experiences of self-determination in people with mild intellectual disabilities outweighs the influence of intellectual disabilities. Identity formation, friendships with peers, and autonomy support in risk management are identified as important topics in supporting this group. Further research with a more quantitative approach is recommended to further validate the findings.

Emerging Capacity: A Longitudinal Perspective and Methodology to Examine Individual Capacity
Bob Hagin, Market Square Education

New Research. As a result of my doctoral dissertation entitled, "Emerging Capacity: An Autoethnographical Study of a Dyslexic Student, Educator, and Innovator," a theoretic frame was created that examines the longitudinal perspective of an individual's alterable capacity. Using components of Self-Determination and other theories that infuse behavior, positionalities of an individual, barriers, and their interplay that results in the quantification of an individual's Emerging Capacity (EC.) This body of work grounds theory and practice in harmony. Emerging Capacity. With its firm theoretical grounding, EC synthesizes and simplifies capacity into three fundamental elements: Purpose, Risk, and Advocacy.· Purpose. An unconscious or intentional cause drives motivation.·   Risk. Acceptance and application of factors beyond one's control.·   Advocacy. Self and external support that aligns with a cause. Merging Research and the Practical. Through examining the potential and kinetic energy of each EC's foundations, qualitative and quantitative data form a personal profile and graphical, historical trendlines that yield new perspectives. The profile informs an individual and lays the foundation of their current "positionality and environment" that has implications for their future.

How does motivation affect eHealth behaviour
Claudia Hargreaves, Loughbourgh University, Loughbourgh, UK

The study investigated the link between motivation for healthy activities and which/how many eHealth technologies people used.An anonymous online questionnaire was administered just before a person took part in either a diet or exercise healthy activity. It contained twelve time bound (2 weeks) eHealth technology type SDT themed choices and used motivation scales for comparison (modified Situation Motivation Scale and Treatment Self-Regulation Questionnaire). Demographic data was also taken (n=23). Whether a participant used a specific type, and the variety of technology was statistically compared to motivation scale scores using a Mann Whitney U or Kruskal Wallis test. Weighted thematic analysis of the free text responses to technology type usage was also undertaken. This exploratory study provides insight into areas of design and data gathering in eHealth, with the following significant results:

•Amotivated TSRQ score and performance sharing (U=9.5, p=0.022, **α**=0.5) E=0.54. Median score was lower for those who shared their performance.•Introjected SIMs score and log and monitoring (U=5.5, p=0.007, **α**=0.5) E=0.63. Median score was higher for those who logged and monitored.•Qualitatively, specific features in the Apple watch, Facebook, and Strava contributed to positive emotion and myfitnesspal and WhatsApp/Facebook messenger contributed to negative and external emotion.

Co-Developmental Trajectories of Chinese University Freshmen' Need Satisfaction and Frustration: Associations with Parenting, Personalities, and Well-Being Outcomes

Ziyi HE, China Europe International Business School
Shi YU, Chinese University of Hong Kong, Shenzhen

This study aimed to explore the co-developmental trajectory profiles of autonomy, competence and relatedness need satisfaction and frustration (BPNSF as proposed by self-determination theory) in Chinese university freshmen. We also examined whether the trajectory profiles differed in terms of various well-being outcomes, and whether they were predicted by the students' personalities and perception of their parents. A sample of 1050 university freshmen (age M = 18.42, SD = 0.76; 84.6% female) was surveyed six times across their first academic year. Parallel-process latent class growth modelling revealed four distinct profiles (i.e., Satisfied-improving, Moderate-congruent, Frustrated-worsening and Relatedness-dominant). The Satisfied-improving profile was the most adaptive, showing the highest levels of life satisfaction, positive affect, peace of mind, vitality, personal growth and self-esteem, while the Frustrated-worsening profile suffered all the ill-being outcomes. Interestingly, both positive and negative affect were observed higher in the Relatedness-dominant profile than in the Moderate-congruent profile. Finally, the students' profile membership was predicted by their parents' autonomy support and their positive character strengths (i.e., optimism and grit). The findings highlight the importance of subgroup heterogeneity, the asymmetrical relationship between BPNS and BPNF in terms of trajectory slopes, and potential cultural/gender differences in the progression of BPNSF.

My eyes and ears: Is the support from the national Support Services Deafblindness need-supportive?

Eline Heppe, Royal Kentalis & Vrije Universiteit Amsterdam
Michelle Bak, Royal Kentalis
Saskia Damen

People with a hearing and vision impairment, also called deafblindness (DB), face restrictions in participation and in performing activities of daily living. In the Netherlands, people with DB who live independently can receive community-based support from a personal support worker (PSW) from the national Support Services Deafblindness (SSDB). The main goals of the SSDB are to contribute to the participation of people with DB and to enhance their autonomy. It is yet unknown if the support provided by the PSWs is need-supportive. A previous study showed that people with DB can experience their dependence on professional support as a barrier to living a fully autonomous life. This suggests a strain between being dependent on support and feeling autonomous for people with DB. Therefore, in this

study, the need-supportive practices of the PSWs are examined through methodological triangulation: (1) by observing (shadowing) the SSDB meetings, (2) by interviewing the service users and PSWs, and (3) by sending out questionnaires measuring i.a. the healthcare climate of the SSDB, causality orientations of PSW, and the basic psychological need satisfaction and frustration of service users (people with DB). This poster will present the design and preliminary results of the study.

Understanding students' healthcare (de)motivating self-management support

Laura Hesters, Ghent University
Katrien De Cocker, Ghent University
Sofie Compernolle, Ghent University
Ann Van Hecke, Ghent University
Veerle Duprez, Ghent University

Background: Chronic conditions have a large health, social and economic impact. To minimize this burden, it is important to stimulate adults with a chronic disease to manage their health (behaviours). Healthcare providers can support patients' self-management by adopting motivating interpersonal styles.Objective: This study identified (de)motivating styles of healthcare professionals in training and which characteristics, SDT-beliefs, self-efficacy, and performance are associated with these behaviours.Methods: Cross-sectional data were collected among nursing (n=107) and physiotherapy (n=110) students. They filled out questionnaires on SDT-beliefs, Self-Efficacy and Performance in Self-management Support, and the Situations In Self-management Support – HealthCare Professionals vignette-based instrument. Variable-centred analyses (correlations, Structural Equating Modelling) were performed to get insight in the associations between the (de)motivating styles and their antecedents.Results: Overall, students reported more autonomy-support (M=3.8) and structure (M=3.6), than control (M=1.6) and chaos (M=1.3). Physiotherapy students were more controlling than nursing students (p=.003). Men scored higher on control (p<.001) and chaos (p=.014) than women. Both motivating styles correlate positively with effectiveness beliefs, self-efficacy and performance. Structure also correlates positively with feasibility beliefs. A chaotic style only correlates negatively with beliefs about effectiveness.Conclusion: (De)motivating styles of healthcare students depends on gender, type of education, beliefs, self-efficacy and performance.

The bright and dark motivational path to nurses` work functioning and well-being.

Kristin Hjelmtvedt Holtan, Helfo
Anne Elisabeth M. Halvari, University of Oslo / University of South-Eastern Norway
Anja Olafsen, University of South-Eastern Norway
Kjell Ivar Øvergård, University of South-Eastern Norway

We tested a Self-determination theory (SDT) model of the "bright" and the "dark" motivational pathway from managerial style to work functioning and well-being through motivation amongst 219 nurses in the

municipal health care in Norway using a cross-sectional design. Nurses were recruited through convenience sampling and participated via online research questionnaire during September 2020. Study hypotheses were tested with SEM-analyses. Higher levels of perceived autonomy support were associated with lower levels of somatic symptom burden and higher levels of job performance and job engagement through needs satisfaction and autonomous motivation. Perceived controlling management style were associated with higher levels of somatic symptom burden through need frustration, amotivation and introjected motivation, and lower levels of job engagement through need frustration and amotivation. The study offers perspective and action points for managers on the importance of knowledge regarding management style and its effect on nurses. The darker pathway is shown to have detrimental effects toward illness and other important work outcomes. This is a signal that ought to be taken seriously as it can ultimately lead to burnout and absence. Results show that nurses are more engaged, perform better and displays better health when exposed to autonomy-supportive managerial style through need satisfaction.

Specific-cognitive PETTLEP imagery intervention on need satisfaction, motivation and performance: A single subjective design approach

Zhen-You Hong, National Taiwan University of Sport, Master of Physical Education
Chiao-lin Nien, National Taiwan University of Sport, Physical Education

Imagery has been one of the most popular psychological skills which have been applied in the sport psychology domain. However, it is desirable to evaluate the effectiveness of imagery on outcomes other than sport performance to obtain an overall picture of the effectiveness of imagery interventions in sport. Therefore, the present study was aimed to using Paivio's imagery functions alone with Holmes and Collins'PETTLET imagery model to enhance college basketball players' sport performance through psychological need satisfaction and SDT motivation. Using a single subjective design, three basketball players were involved in an A-B-A specific-cognitive imagery-shooting intervention and multiple need satisfaction and motivation data collection, also social validation procedures during the intervention. Results showed that after a two-week imagery intervention, not only the performance but also the need satisfaction and motivation increased during the intervention phases. Applications for further imagery practices with the Paivio and PETTLEP were suggested.

Motivational profiles and physical activity behaviour: a systematic review

Natalie Hopkins, University of Leeds

Introduction A growing body of research has focused on motivational profiles to understand physical activity (PA) behaviour. Based on contemporary research, the purpose of this study was to conduct a systematic review to provide an overview of the motivational profiles in adults and the relationship between profiles and PA levels. MethodAn electronic search was done in Scopus, Web of Science, PsychINFO and SportDiscus. Eligibility criteria included non-clinical population studies, measuring PA objectively or using self-report and calculating PA motivational profiles. Results13 studies were included with 8436 participants. 2-4 stable PA profiles exist; a majority of papers found evidence for profiles high in self-determined and low in controlled motivation being most physically active whilst profiles high in

controlled and low in self-determined motivation were least active. Combined profiles high in self-determined motivation and introjected regulation were associated with high physical activity levels, in middle aged and older adult samples.Discussion Higher PA levels were associated with profiles high in self-determined motives but also combined profiles, demonstrating that introjected regulation, when coexisting with autonomous motives may not hinder physical activity behaviour. Results may inform practice in regard to which profiles are in need of behaviour change methods for PA longevity.

The Stability of Mastery Motivation and the Effects of Parental Autonomy Support for Children Receiving Early Intervention Services

Su Ying Huang, Fu Jen Catholic University

With the promotion of early intervention, children with developmental delay had receiving intensive services. To investigate children's mastery motivation and how parental practices affect children's motivation by longitudinal research could be beneficial to enhance children's learning. In this study, the stability of children's mastery motivation and the predictive effect of parental autonomous support on children's mastery motivation after twelve months was examined. Sixty-six parents rated children's mastery motivation and their autonomy support using the inventories. The results indicated that children's mastery motivation manifested moderate stability across one year and parental autonomy support had positive predictive effects on children's Total Mastery Motivation, Cognitive/Object Persistence, and Mastery Pleasure of wave 2 after controlling children's mastery motivation of wave 1.

Perceiving autonomy support from supervisors influences mothers' sense of thriving when returning to work after their first parental leave: A preliminary study

Anne-Sophie Huppé, Université de Montréal
Florence Léonard, Université de Montréal
Camille Majeau, Université de Montréal
Marika Limoges, Université de Montréal
Laboratoire Motif

After spending months on parental leave, further adaptive challenges may arise when new mothers experience their transition back to work. Thriving is a psychological state which appears to influence adaptive behaviors, like job performance and more proactivity in career development. Experiencing thriving could, thus, be beneficial for mothers when returning to work after months away. According to the Self-determination Theory, perceiving autonomy support in the context of couples relationships is linked to greater individual functioning. Likewise, work autonomy support appears to be linked to vitality, one of the two dimensions of thriving. The present study aims to evaluate if the romantic partner's and the supervisor's autonomy support could be linked to new mothers' sense of thriving when returning to work. In this preliminary study, 22 new mothers completed an online questionnaire one month after returning to work full-time after their parental leave. Results suggest that perceiving supervisor autonomy support is positively associated with thriving (**β** = .455, p< .042), but not partner's autonomy support (**β** = -.278, p< .197). Findings suggest that supervisor's autonomy support might be an effective resource

to enhance new mothers' thriving once returning to work, facilitating their transition back after their initial parental leave.

EFFICACY OF NEED-SUPPORTIVE INSTRUCTION ON PERFORMANCE, MOTIVATION, AND AFFECT: RANDOMIZED CONTROLLED TRIAL

Yongju Hwang, University of Georgia
Taewoo Kim, University of Georgia
Yangyang Deng, National Institute on Minority health and Health Disparities
Nicole Nicole Kirk, University of Georgia

Grounded in the Self-determination theory (SDT), this study aimed to compare the efficacy of need-supportive instruction (NSI) and need-thwarting instruction (NTI) on participants' motor skill performance, self-determined motivation, enjoyment, and state anxiety. College students (N=109; Mage = 20.56±5.41; 63% female) were randomly allocated to either NSI or NTI condition. An instructor taught five consecutive juggling skill lessons following the same content and structure utilizing both NSI and NTI. Fidelity analyses showed that the instructor adhered to each teaching strategy. An analysis of covariance showed between-group effects on skill performance (F[2,104] = 4.31, p = .040, ηp2 = .40; NSI>NTI), intrinsic motivation (F[2,108] = 6.62, p = .011, ηp2 = .59; NSI>NTI),), introjected regulation (F[2,107] = 4.56, p = .035, ηp2 = .41; NSI<NTI), extrinsic regulation (F[2,107] = 6.13, p = .015, ηp2= .54; NSI<NTI), amotivation (F[2,108] = 12.27, p<.001, ηp2 = .10; NSI<NTI), enjoyment (F[2,107] = 14.22, p< .001, ηp2 = .48; NSI>NTI, and state anxiety (F[2,107] = 3.18, p = .020, ηp2= .05; NSI<NTI). The study findings supported the central tenets of SDT suggesting that NSI is a superior instructional strategy compared to NTI leading to better motor skill performance, intrinsic motivation, and a positive affect.

Motivational profiles of German upper secondary students regarding biology and a respective comparison regarding students' basic need satisfaction, perceived pressure, and interest

Lisa-Maria Kaiser, University Bielefeld
Matthias Wilde, University Bielefeld
Tim Kirchhoff, University Bielefeld
Svea Isabel Kleinert, University Bielefeld

Within SDT, several different operationalizations of motivation co-exist (Ryan & Deci, 2017). On a general level, variable- and person-centered approaches can be distinguished. However, variable centered-approaches often lack to consider individual differences. Person-centered approaches on the other hand enable a multidimensional, differentiated operationalization of students' motivation and investigation of its interdependencies (Litalien et al., 2019). Therefore, our study aims to investigate 1396 German upper secondary students (Mage=17.14 years, SDage=1.48 years, 65% female) regarding their motivation in biology and their respective covariates such as basic need satisfaction, perceived pressure, and object-related interest using latent profile analysis and a follow-up covariate analysis (see three-step approach according to Asparouhov & Muthén, 2014). Explorative latent profile analysis suggests a model with four

distinct motivational profiles (AIC=13284.114, BIC=13404.500, aBIC=13331.438; Entropy=.78; VLRT=-6714.87, p<.05). In this context, a first covariance-analysis showed theory-conform intercorrelations between the motivational profiles and their quality of experience in biology education. Profiles predominated by self-determined regulations are connected to less pressure as well as higher basic need satisfaction. Contrary, predominantly controlled profiles lack these positive qualities and are connected to higher perceived pressure. We would like to present the extended findings at the next SDT Conference.

The combined effect of autonomy support by teachers and parents on student's motivation for learning English

Shunsuke Kamemoto, Graduate School of Meiji university

Although SDT-based research has indicated that autonomy support by teachers and parents can help enhance students' motivation, little is known about how the "combined effect" of autonomy support by both parties works well together. The present study examined how the combination of autonomy support by teachers and parents influences students' motivation. The participants were 135 Japanese junior high school students at a public school. They were asked to complete an online questionnaire about their perceptions of autonomy support from teachers in English class, autonomy support from parents, motivation to study English, and engagement in learning English in and out of school. The results revealed that autonomy support from teachers was more significantly related to students' motivation than that from parents. In addition, students who perceived teacher and parental autonomy support showed higher motivation than those who did not think they were provided with autonomy support from either teachers or parents. The findings suggest that autonomy support from teachers and parents is necessary for students to sustain language learning while staying motivated, and that the combination of the two should merit much more attention in future research and educational practice.

Perceptions of the learning climate in medical school as predictors of students' need satisfaction/frustration, autonomous/controlled motivation, and well/ill-being: The two motivational paths of students' functioning

Or Kaplan, Department of Pediatric emergency medicine, Saban Pediatric Medical Center, Soroka University Medical Center, Ben Gurion University of the Negev, Israel
Michal Kaplan, The Psychological Service Unit, Kaplan Medical Center, Israel
Haya Kaplan, Kaye Academic College of Education

The study is based on SDT and investigates the relationship between Israeli medical students' perceptions of learning climate (LC), and two motivational paths: a sense of need frustration and controlled motivation versus a sense of need satisfaction and autonomous motivation, and the influence of each path on students' well-being (positive affect, life satisfaction) and Ill-being (depression, burnout, negative affect). The study participants were 142 medical students (57.9% female) in their first to sixth year of studying. The students completed an online survey. All scales had sufficient reliabilities. Structural-

Equation Modeling revealed that perceived LC was positively associated with need satisfaction and autonomous motivation and negatively with need frustration. Need satisfaction was positively associated with autonomous motivation, which in turn positively predicted positive affect and negatively predicted burnout. Students' need frustration was positively associated with controlled motivation, which in turn positively predicted burnout. Some directs effects were also found. It was also found that need satisfaction/frustration and autonomous/controlled motivation fully mediated the association between perceived LC and various outcomes. These findings highlight the importance of supporting the psychological needs of medical students. Such support may encourage them to draw on their internal resources when coping with their future stressful role as physicians.

A Self-Determination Theory Perspective on Motivational Interviewing for Emerging Adults Who Use Cannabis

Eric Karaoylas, University of Toronto (Ontario Institute for Studies in Education)
Abby Goldstein, University of Toronto (Ontario Institute for Studies in Education)
Rebecca Antonacci, University of Windsor

Emerging adults (EAs) between the ages of 20-to-24-years-old have the highest prevalence of past year cannabis use in Canada. It can be challenging to engage EAs in interventions to reduce their cannabis use and brief interventions have an important function as an initial step in the continuum of care. The current study involved a pilot of a single session of motivational interviewing delivered virtually. We also tested whether changes in basic psychological needs were associated with treatment, given recent theoretical models highlighting the link between motivational interviewing and SDT. Participants were 40 EAs (ages 19-25), who engaged in high frequency cannabis use and were randomized to either a virtual MI intervention (n=20) or a control group (n=20). At a 90-day follow up, there was a significant increase in perceived competence to change cannabis use for the total sample, along with changes in basic psychological needs (p = 0.00), there were no group differences in autonomy satisfaction/frustration, competence satisfaction/frustration or relatedness satisfaction/frustration. The findings are discussed in the context of the various limitations of the study, including delivery online during COVID-19, where sense of control and autonomy may have been more limited and changes to cannabis use more challenging.

Autonomy support for youngsters with special needs: a (long) way to go

Sabina Kef, University of Amsterdam

The main purpose of this research project is to create more knowledge in the concept of autonomy for youth with vision impairments (VI) and the autonomy supportive practices of parents and professional care providers. In this project a multiple informant method is used, creating a more nuanced and complete picture of the complex concept of autonomy development and the way parents and professionals support this development. We also included participants without VI to compare results. To gather the viewpoints of participants qualitative focus groups were carried out. Furthermore, to create a broader picture of facilitators and risk factors related to autonomy development, contextual and personal

factors, we performed secondary analysis on youngsters-data from the Dutch Longitudinal Study of Kef (N=160). This 20-year longitudinal study started in 1996 followed by measurements in 2005, 2010 and 2016 focusing on the transition of adolescence towards young adulthood. Results showed that professionals working in rehabilitation and special education for VI still need to improve their focus on autonomy support and that they struggle how to integrate this in their actions. Could they learn from professionals working with youth in general or is the impairment so specific that it creates impossibilities for autonomy (support)?

A Hermeneutic Phenomenology Study Defining Workplace Dignity

Darrell (Clinton) Kehr, Point Park University

This PhD research study is proposed to define workplace dignity within human service agencies through the use of hermeneutic phenomenology to understand what generates a dignified environment where employees want to work each day. Additional research suggests that concrete relationships with longevity between community members and human service personnel improves community member outcomes. To generate a decrease in employee turnover and increase in employee retention, the research will focus on emerging and informed themes of a workplace dignity. The research questions are what is the lived experience of workplace dignity and what is the lived experience of a dignified environment?   The Hermeneutic Circle and Self Determination Theory are combined as a conceptual framework and will be used in the data analysis process to inform the development of codes/themes. It is believed that autonomy, competence, and connectedness will serve to inform the themes plotted around the hermeneutic circle and inform levels of intensity. The anticipated outcome is a definition of workplace dignity which may inform future organizations who struggle with employee retention and generating a dignified environment for everyone at work.

Development of a German Short Scale to Assess Students' Perceived Competence during Experimentation

Tim Kirchhoff, Bielefeld University
Matthias Wilde, Bielefeld University
Lisa-Maria Kaiser
Svea Isabel Kleinert

Students' perceived competence during activities in school, such as experimentation in science education, is of unique importance for their motivation and learning (Ryan & Deci, 2017). As experimentation comprises planning, conducting, and evaluating experiments (Klahr, 2000), a differentiated investigation of perceived competence during these phases is required to gain a clearer understanding of motivational processes during experimentation (Kirchhoff et al., 2022). However, existing scales do not assess specific aspects of an action (e.g., "playing the basketball game", McAuley et al., 1989, p. 50). Consequently, we aim to develop a short scale to assess students' perceived competence during planning, conducting, and evaluating experiments. This scale was piloted on a sample of 403 students (Mage=16.48 years, SDage=0.79 years, 56% female) who performed an experiment in biology classes and rated the nine items on a five-point rating scale. The analyses confirmed the assumed three-factor structure with three items per factor ($\chi^2(21)$=53.83, p<.001,

RMSEA=.06, SRMR=.04, CFI=.97, TLI=.95, factor loadings: .63-.81, **α**=.76-.81; Kline, 2015). The results show that a differentiated assessment of perceived competence during experimentation may be possible and indicate a great potential of the developed scale.

Enhancing students' intrinsic motivation by using digital incremental scaffolds during experimentation in biology class

Svea Isabel Kleinert, Bielefeld University
Nadine Großmann, University of Cologne
Lisa-Maria Kaiser
Tim Kirchhoff

Self-determined motivation is essential for successful learning (Niemiec & Ryan, 2009; Ryan & Deci, 2017). Inquiry-based experimentation could address the decline in students' motivation during school career (Minner et al., 2010). However, to teach complex experimentation in biology, instruments for instructional guidance, such as incremental scaffolds, are required (Schmidt-Borcherding et al., 2013). Incremental scaffolds enable autonomous experimentation and can thus be associated with the satisfaction of autonomy and competence. This autonomy and competence supportive learning setting could contribute to the promotion of students' intrinsic motivation (Ryan & Deci, 2017). Therefore, the quasi-experimental study examines the influence of digital incremental scaffolds during experimentation on students' intrinsic motivation in biology. 99 students (51% female; M_{age}=16.68±1.13 years) conducted a biological experiment. The students in the experimental group had the opportunity to use incremental scaffolds during experimentation. Data about students' motivational regulation (pretest) and students' interest/enjoyment, perceived competence, choice, and pressure (posttest) were collected. MANCOVA revealed significant differences in interest/enjoyment ($F(1,96)$=5.80, p=.018, $\eta2$=.06), perceived competence ($F(1,96)$=9.29, p=.003, $\eta2$=.09), and choice ($F(1,96)$=20.05, p=.000, $\eta2$=.17) in favor of the students in the experimental group. The results indicated that the use of digital incremental scaffolds during experimentation might be beneficial for promoting students' intrinsic motivation in biology.

Motivating and Demotivating Leadership (autonomy support and chaotic), basic psychological needs, engagement and burnout in Peruvian teachers

Andrea Koc, Pontifical Catholic University of Peru
Lennia Matos, Pontifical Catholic University of Peru
Rafael Gargurevich, Pontifical Catholic University of Peru

Based on Self-determination Theory, the aim of this research is to examine the relationship between motivating (autonomy-support) and demotivating leadership styles (chaotic), basic psychological needs (autonomy, competence and relatedness satisfaction and frustration), work engagement and burnout in teachers. The Ethical Committee from the university gave its approval. Before answering questionnaires participants gave their consent. The sample consisted of 205 teachers from kindergarten, elementary and secondary schools from Lima-Peru who anonymously and voluntarily answered the questionnaires. The

used instruments showed good psychometrical properties (validity and reliability) in this sample. Structural Equation Modeling (SEM) showed good fit indices (X2 =15.24, df=9; p<.001, RMSEA =.06, SRMR= .05). Results showed that perceived autonomy supportive leadership positively predicted work engagement, and it was partially mediated by the satisfaction of basic psychological needs. On the other hand, the chaotic leadership positively predicted burnout in teachers and it was partially mediated by the frustration of the basic psychological needs. The results implications and limitations of the study will be discussed.

Dental anxiety patients' experiences of Basic Psychological Need Satisfaction after treatment in Interdisciplinary treatment teams. A qualitative study.

Vibeke Kranstad, University of South-Eastern Norway and Oral Health Centre of Expertise in Eastern Norway
Anne Elisabeth Münster Halvari, University of Oslo, University of South-Eastern Norway and Oral Health Centre of Expertise in Eastern Norway
Anja Hagen Olafsen, University of South-Eastern Norway
Geoffrey Williams, Billings clinic, Billings

Abstract Objective: Aim of this study was to explore patients experiences of changes and learning regarding anxiety competence in treatment; Cognitive Behavioral Therapy (CBT), including exposure therapy (EX) in an interdisciplinary team with a psychologist and a dentist. The qualitative study highlights the basic psychological needs (BPN) of Self-determination Theory (SDT), to better understand how treatment and therapy could be adjusted to dental anxiety patients' (DAP) requirements. Methods: Twelve adult participants who had finished their CBT/EX therapy were recruited from the Oral Health Centre of Expertise in Eastern Norway. Data was collected from semi-structured in-depth interviews. Data analysis was performed using thematic analysis. Results: The analysis process revealed five domains affecting patients' coping of anxiety treatment and beneficial changes in managing the dental treatment situation: i) good relation with the psychologist/dental personnel; ii) experience of enhanced anxiety competence; iii) discovery of the opportunity of self-regulation; iv) elements nurturing plans for future dental attendance; v) additional effects on quality of life. Conclusions: These findings show how SDT/BPN can be used as an analyzing tool regarding positive change processes, to understand how DAP can flourish, learn about their anxiety and grow personally, and being able to receive ordinary dentistry in the future.

Promoting self-determination of persons with severe or profound intellectual disabilities: A systematic review and meta-analysis of intervention studies

Pála Kúld, Tilburg University
Noud Frielink, Tilburg University
Mirjam Zijlmans
Carlo Schuengel

People with severe or profound intellectual disabilities (SPID) may experience low levels of self-determination, resulting in a lower quality of life, yet their self-determination can be supported. The extant research on interventions gives insight in how self-determination may be effectively supported among people with SPID through interventions. The purpose of this study was to systematically review the purposes and outcomes of intervention studies, and to evaluate their effects in a meta-analysis. Overall, 76 articles met the inclusion criteria. The studies included 631 people with SPID of whom 81% had multiple disabilities. Four studies could be included in the meta-analysis, which showed a small effect size. Most studies focused on choice making, independence and problem solving as self-determination components, while only a few studies focused on relationships, despite the dependency people with SPID have on others in everyday life. Furthermore, only a small number of studies had a clear connection to the self-determination theory, focusing on the basic psychological needs with attention for the social environment. Future research should focus on providing people with SPID a needs supportive environment where they can form and sustain relationships with significant others who can in turn support their self-determination.

Validation of the Treatment Self-Regulation Questionnaire for Weight-Related Behaviors

Rick LaCaille, University of Minnesota Duluth
Dakota Leget, University of Florida
Lara LaCaille, University of Minnesota Duluth
Stephanie Hooker, Health Partners Institute

Versions of the Treatment Self-Regulation Questionnaire (TSRQ) have assessed motives for engaging in healthy behaviors; however, there is not yet a version that assesses motivation underlying a broad array of weight-related health behaviors (e.g., exercise, healthy eating). Therefore, we modified and validated a TSRQ for Weight-Related Behaviors (TSRQ-WRB) based on Hartmann et al.'s (2015) version. Study 1 included 347 U.S. adults (58.2% men, MAge=38.8), where exploratory factor analysis (EFA) supported a three-factor solution with Autonomous, Introjected, and External subscales. All but one item loaded strongly (>.7) onto associated subscales with no observed cross-loading when suppressing coefficients at the |.3| level. Subscales also demonstrated strong convergent validity with Appearance and Health subscales on the Aspiration Index. In Study 2 involving 480 U.S. women (MAge=29.2), confirmatory factor analysis supported a three-factor measurement model that demonstrated good fit for the data (CFI=.95, RMSEA=.07, SRMR=.05, adjusted chi-square=3.2) and adequate factor loadings. Additionally, TSRQ-WRB subscales correlated as expected with similar motivation and body-related variables (e.g., body satisfaction). Overall, these findings support the use of the TSRQ-WRB for capturing a fuller spectrum of weight-related behavioral motivation.

Prospective associations between infant extraversion/surgency and paternal autonomy-supportive behaviors

Emma Laflamme, Université Laval
Célia Matte-Gagné, Université Laval

While many studies indicate that parental autonomy support (AS) promotes children's positive outcomes (Soenens et al., 2017), child factors that promote the use of AS have seldom been explored, especially among fathers. The present study examined whether the use of AS among fathers during infancy differed depending on the infant's level of surgency/extraversion (SE). According to Agrati et al. (2015), higher activity level, reflected in the SE of the child, may lead to more risk-taking behaviors, which may augment controlling parenting as opposed to AS. However, no study has investigated this hypothesis during infancy. This longitudinal study involved 115 father-infant dyads who were assessed at 6 (T1) and 12 (T2) months. Child SE was assessed at T1 using the Infant Behavior Questionnaire-Revised (Putnam et al., 2014), completed by fathers. At T2, paternal AS was rated with Whipple et al. (2011)'s coding scheme, applied to a father-infant problem-solving sequence. Regression analyses indicates that child SE (β = -.249, p = .007) is predictive of paternal AS, while also controlling for a well-documented determinant of paternal behaviors, i.e., maternal support for the father's role. Findings suggest that policies and interventions that want to promote paternal AS should consider the child's temperament.

An Implementation Fidelity Assessment of the How-to Parenting Program

Valexie Lafontaine, University of Montreal
Mireille Joussemet, University of Montreal
Marie-Pier Larose
Jessica Corbeil
Geneviève Mageau

Ensuring implementation fidelity is essential for the accurate interpretation of findings for any evaluated program. We aimed to document the implementation fidelity of the How-to Parenting Program (Faber & Mazlish, 1980), a workshop found to promote parental autonomy support (Mageau et al., 2022). The sample included 147 parents of school-aged children assigned to the experimental condition of a waitlist RCT. We conducted descriptive statistics to examine fidelity components (i.e., adherence, exposure, delivery quality, responsiveness, and differentiation). Results indicate a high adherence of co-facilitators delivering the program. Exposure was elevated, with a majority of parents attending six or all seven sessions and doing half of or more of the recommended readings. Regarding delivery quality, parents rated co-facilitators as highly empathic, enthusiastic, and prepared. Parents appeared responsive to the program, as co-facilitators rated them as highly engaged with a minimal dropout rate. Regarding differentiation, although some parents on the waitlist read the How-to book, the reading rate in this control condition was significantly lower than in the experimental one, and participants of both conditions reported similar use of psychosocial services other than the evaluated program. In sum, in this RCT, the How-to Parenting Program was delivered with high fidelity in grade schools.

Differentiating Motivations in Undergraduate College Science Students by STEM Career Orientation

Sonja Kirsten LaPaglia, University of Idaho

This study investigated how undergraduate students with different STEM career orientations differ in five SDT motivational factors toward science education. The goal of this study was to surface differences in the quality of motivations to be able to better support students in science education classrooms. This explanatory sequential mixed methods study used the Academic Motivation Scale (Vallerand, 1992) to investigate differences quantitatively with a survey and then qualitatively with interviews. Results showed significant statistical differences for all five motivations between STEM career orientated students and those that are not. Interview narratives aligned with these results and the SDT motivational constructs. Notably, analysis of the interviews surfaced two different themes in relation to high workload that depended on the type of STEM career students considered. Science and engineering oriented students described being challenged to learn dense science concepts in responses coded to both identified and intrinsic motivation, whereas students oriented toward medical professions described extrinsic motivation, pressure of learning facts often not seen as relevant. Concluding, the study provides relevant insight into the diversity of motivations students have toward science learning. The brief AMS survey used provides a viable tool for instructors to assess students' motivations thus facilitating motivation-sensitive learning design.

The How-to Parenting Program: A randomized controlled trial evaluating its impact on parental psychological adjustment difficulties

Juliette Laurendeau-Martin, Université de Montréal
Charlotte Longpré, Université de Montréal
Mireille Joussemet, Université de Montréal
Geneviève Mageau, Université de Montréal

Parenthood can represent an overwhelming challenge. Parents not only report more stress than non-parents, some also report psychological adjustment difficulties associated with this central role. Past studies suggest that having access to programs targeting skillful parenting could benefit both the children and their parents. Indeed, having well-developed parenting skills could reduce the negative experiences associated with parenthood by making parenting less challenging and stressful. This study examined the impact of the How-to Parenting Program - a universal program shown to impact the key parenting dimensions of affiliation, structure, and autonomy support - on parental psychological adjustment difficulties. We conducted a randomized controlled trial with 293 parents randomly assigned into 30 groups. Fifteen groups attended the program immediately after randomization (How-to condition) while the others were offered the program fourteen months later (Waitlist condition). Parents reported their anxiety and depressive symptoms at pre- and post-intervention as well as at six- and twelve-month follow-ups. Multilevel analyses showed that parents assigned to the how-to condition reported significantly less anxiety, but equivalent depressive symptoms post-intervention compared to parents from the waitlist condition. Post-intervention differences tended to attenuate with time, suggesting that improvements in psychological adjustment might be intimately linked to perceptions of changes in skillful parenting.

Self-Determination Theory and Mindful Practices Pilot to Reduce Job Stress and Turnover

Vicki Lavendol, Rosen College of Hospitality Management, University of Central Florida

Problem: Self-determination theory needs of autonomy, competence, and relatedness influence well-being, and are studied in a brief pilot program to reduce turnover in hospitality. Purpose: This goal of this study is to reduce turnover by reducing job stress to answer the research question, "Does self-determination motivate team members to reduce stress?"Participants: This pilot study took place in a restaurant company with 206 team members at seven locations: 90 pre-surveys and 41 post-surveys were completed. Method: The quantitative surveys included adapted self-determination and mindful awareness plus stress level at work and turnover intention items, all measured using a Likert scale.Findings: Team member stress level at work reduced after the pilot (M = - 0.49). Intention to work for the company in twelve months increased after the pilot (M = +0.25). Independent samples t-test suggest that the differences between pre-survey and post-survey are not statistically significant: $t(30) = .3$, $p = .76$, with a small effect size, $d = 0.1$ and a confidence interval of .95.ConclusionsA longer pilot study, use of a control group, or a longitudinal study are recommended for future research to support industry.

Development and Validation of a Team Motivation Scale

Elizabeth Lazzara, Embry-Riddle Aeronautical University
Christina Frederick, Embry-Riddle Aeronautical University
Heather Brown

In the Self-Determination literature, there are many scales that measure levels of self-regulation across various domains (e.g. work: Gagne et al., 2015; sport: Pelletier & Sarrazin, 2007). However, these scales and Self Determination Theory, in general, have primarily focused on individual motivation. Yet in our professional lives, we often work in teams and team motivation may be different than individual motivation. The present project, a work in progress, will present the development and validation of a team motivation scale, utilizing a self-regulation approach. The presentation will focus on item development, the results of the validation study conducted on 300 adult participants working in established teams, and the refinement of the scale. The discussion will consider the uses and value of measuring team versus individual motivation.

Does Motivation Moderate the Relationship Between Depressive Symptoms and Goal Progress?

Isabelle Leduc-Cummings, McGill University
Marina Milyavskaya, Carleton University
Anne Holding, New York University
Richard Koestner, McGill University

Depression affects people's capacity to set and attain their goals (Johnson et al., 2010; Street, 2002). But do depressive symptoms impact goal pursuit differently depending on the reasons why people pursue them? Across three studies (total N = 666, total goals = 2546), we examine the role of autonomous and controlled motivation as moderators in the relationship between depressive symptoms and goal

progress. Depressive symptoms and motivation were assessed at baseline, and goal progress was assessed in a follow-up survey 1 month (Study 1), 4 months (Study 2), or 8 months (Study 3) later. The effect of depressive symptoms on goal progress was nonsignificant in two out of three studies, as well as the main effects of autonomous and controlled motivation on goal progress. Further, autonomous and controlled motivation did not moderate the relationship between depressive symptoms and goal progress, with Bayes factors presenting substantial to very strong evidence in favor of the null hypotheses. The results suggest that the reasons why people pursue their goals may not matter in the presence of depressive symptoms, or that another mechanism such as mediation may be at play.

Self-control partially mediates the relation between need frustration and problem drinking: A path model.

Uibin Lee, Department of Community, Family, and Addiction Sciences, Texas Tech University

Devin Mills, Department of Community, Family, and Addiction Sciences, Texas Tech University

Lauren Lewis

Self-determination theory argues that the frustration of basic needs (i.e., autonomy, competence, relatedness) will contribute to an internalization of maladaptive behaviors including problem drinking, which is a major concern in the US. One explanation of this relation is the decline of self-control due to the experience of need frustration. The strength model suggests individuals' self-control may decline when the environment excessively taxes the psychological resources to control oneself. Thus, it is hypothesized that the experience of need frustration undermines individuals' self-control, which in turn, increases the risk for greater problem drinking. The present study tests this hypothesis among participants recruited via Amazon's Mechanical Turk who are at-risk for alcohol use disorder (N=606; 42.6% female; M=39.0 years, SD=12.4). Consistent with our hypotheses, a path model revealed need frustration to undermine self-control (β=-0.60, p<0.001), which in turn was inversely associated with problem drinking (β=-0.25, p<0.001). As such, the indirect effect of need frustration onto problem drinking was significant (β=0.15, p<0.001; 95%CI[0.10, 0.21]). Results additionally revealed a significant direct effect of need frustration onto problem drinking (β=0.36, p<0.001; 95%CI[0.28, 0.43]), suggesting self-control does not fully explain this relation. Implications of findings and future directions are discussed.

The Role of Psychological Needs and Motivation in Internalized Weight Stigma

Dakota Leget, University of Florida
Lara LaCaille, University of Minnesota Duluth
Stephanie Hooker, HealthPartners Institute
Rick LaCaille, University of Minnesota Duluth

To date, no study has examined the role of psychological needs and weight-specific self-regulation in the context of internalized weight stigma (IWS), or self-devaluation because of one's weight. IWS is associated with adverse health outcomes, including distress, poorer quality of life, and dysfunctional eating. Self-determination theory (SDT) may help explain the process of internalization of weight-based stereotypes underlying IWS and detrimental health and well-being correlates. This study recruited 480 U.S. women (MAge=29.2) to complete an online survey. Structural equation modeling was used to evaluate a preliminary model for IWS using SDT constructs. The final model demonstrated good data fit (RMSEA=.06, CFI=.90, SRMR=.07). Need satisfaction was related to greater autonomous regulation (β=.63), body satisfaction (β=.42), and life satisfaction (β=.72). Conversely, need frustration was directly associated with more controlled regulation (β=.82) and IWS (β=.47), and indirectly related to greater dysfunctional eating and distress (through controlled motivation and IWS). The model suggests that psychological needs and self-regulatory styles may lead to differential vulnerability to developing IWS, body satisfaction, and subsequent mental health outcomes. SDT-informed interventions may prevent and alleviate adverse health outcomes and increase well-being through supporting psychological needs.

Testing a two track intervention to foster need-support and need crafting in a hospital department

Torben Kirk Lehnskov, Department of Clinical Physiology and Nuclear Medicine, Rigshospitalet, University of Copenhagen
Mia Hjorth Albers, Department of Clinical Physiology and Nuclear Medicine, Rigshospitalet, University of Copenhagen

The technologist students´ well-being, during their clinical training, can be challenging in a busy hospital.The aim of this study was to:1) enhance the employee's ability to nurture the student's need-based experiences.2) To uplift the students skills and possibility for own need satisfaction. This two-track approach is based on Self-Determination Theory techniques for need-support (Ryan & Deci, 2017) and Need Crafting (Laporte, 2022). The effects of the intervention were assessed through the Basic Need Satisfaction Scale (Chen, 2015), including both student's from a control and the intervention group. Supplemented by student group interview. The results show that the interventions had a significant effect on the students need satisfaction, especially on their experiences of autonomy. Student interview contributed with insight that they experienced more co-determination and better access to the clinical work tasks. The control group showed no significant change in well-being. The study indicates that a two-track intervention can contribute to technologist students´ well-being in a hospital department.

Does cultural hierarchy moderate associations between parental autonomy support and child psychosocial adjustment?

Sophie Lelièvre-Blais, Université de Montréal
Naïla Saïb, Université de Montréal
Mireille Joussemet
Anna Cavenaghi
Geneviève Mageau

Previous research has found that parental autonomy support (AS) positively affects children's psychosocial adjustment across age, culture, and gender; supporting the universality of the Self-Determination Theory. However, AS behaviors may not be viewed as autonomy-supportive in all cultures, thereby potentially changing its impact. This study examined whether cultural hierarchy (CH) moderates the relationship between AS and children's psychosocial adjustment. 442 adolescents (Mage = 16 years) with a wide range of ethnicity reported on their well-being, moral self-regulation, and perceived parental AS. Participants' cultural background was rated in terms of hierarchical power (parent's birth country), based on Schwartz's dimensional coding system. SEM analyses showed no moderation effect of CH on the relation between parental AS and youth outcomes, with the exception of the link between parental AS and youths' autonomous behavioral regulation, $p = .002$. This association was stronger when parents were born in a lower (vs. higher) CH country ($\beta = .67$ vs. $\beta = .47$, $p < .001$). As expected, parental AS and CH were significantly negatively correlated. AS was often positively associated with psychosocial adjustment indicators, whereas CH was generally unrelated to them. These results support the universal benefits of parental AS on youth psychosocial adjustment.

Autonomy Support in Sport Contexts: The Role of Parents and Coaches in the Promotion of Athlete Well-Being and Performance

Emilie Lemelin, Université de Montréal
Jérémie Verner-Filion, Université du Québec en Outaouais
Joëlle Carpentier
Noémie Carbonneau

The purpose of the present research was to investigate the independent and joint role of parent and coach autonomy support in the prediction of athlete well-being and performance. Two studies were conducted: Study 1 used a cross-sectional design and targeted athletes from different sports and competitive levels, while Study 2 was based on longitudinal data and targeted youth elite soccer players. Results from both studies showed that parent and coach autonomy support have additive relations with athlete well-being, but that only coach autonomy support is associated with sport performance. This research suggests that parent and coach play an important but distinct role in athlete well-being and that coach autonomy support could help athletes reach high levels of performance.

Emergency remote teaching, students' motivation and satisfaction of their basic psychological needs in higher education

Anouk Lepinoy, Department of Life Sciences, Royal Military Academy, Brussels, Belgium
Ruben Vanderlinde, University of Ghent, Ghent, Belgium
Salvatore Lo Bue, PhD - Department of Life Sciences, Royal Military Academy, Brussels, Belgium

The first part of the worldwide lockdown starting in March 2020 forced teachers in higher education to implement emergency remote teaching (ERT) in an online learning environment. Some students appreciated the autonomy they acquired and the appeal to their self-discipline. Other students,

preferring structure and guidelines, perceived these new learning circumstances as ambiguous and unclear. Pressing circumstances, such as a pandemic forcing students into a new learning environment, pose a challenge to their academic motivation. On that premise, this study suggests that the sudden change of learning environment following ERT has had an impact on the fulfilment of the basic psychological needs of learners and consequently, on their motivation. In this embedded mixed method study, when comparing pre-pandemic to pandemic academic motivation results, we found that the first college year students' motivation was the most negatively affected, followed by that of the second college year students. In addition, we found that ERT affected perceived competence suggesting that lower perceived competence contributes to a lower academic motivation. Based on these results, this study underlines the importance of assessing learners' sense of competence before immersing them into an online learning environment or changing their learning environment in any other way.

Need-supportive behavior as reported by teacher vs. need-supportive behavior as perceived by students : does the congruence matter? - A Multilevel Response Surface Analytical Approach

Nadia Leroy, Université Grenoble Alpes

Teachers' relationship quality with students has been argued to be an important source of student motivation and wellbeing. Currently it is unknown whether a congruency between need-supportive behavior as reported by teacher and need-supportive behavior as perceived by students leads to more adaptive consequences than does an incongruency. The present study examined the effect of congruency between teachers' reported and students' perceived need-supportive interpersonal behavior on student performance, anxiety and motivation. A sample of 30 teachers (24 females; Mage = 47.25 ± 8.9) and a total of 1000 students (502 females; Mage= 11;16± 0.50) participated in this study. Findings suggested that just over a third of teachers tended to over-report their use of need-supportive behavior. Multilevel response surface analysis (RSA), enabling researchers to investigate the effect of congruence/incongruence of two predictors on an outcome by considering the possible multilevel effect of teachers and students from different class, revealed that when there was a congruency between teachers reported and students perceived interpersonal need-supportive behaviors, autonomous motivation and performance tended to increase whereas anxiety tended to decrease. Interventions based on this findings could serve as a promising avenue to improve the quality of students' school experience.

Trust and distrust: their role in the motivational process of non-teaching and teaching staff in vocational training centers

Alice Levasseur, Université Laval
Louise Clément, Université Laval
Caterina Mamprin, Université de Moncton

"Teachers create the interpersonal climate that affects the motivation of students […], yet the classrooms are embedded within schools where key administrators also create broader climates, affecting the teachers' motivation" (Deci & Ryan,2012,p.87). Thus, this study highlights the role of social context (quality of interpersonal relationships–QIR, trust and distrust of administration and colleagues) in both the

satisfaction and frustration of basic psychological needs–BPN of employees in vocational training centers in Canada. Path analyses were conducted in a sample of non-teaching staff(n=212), and structural equation modeling analyses, in a sample of teaching staff(n=480). In both cases, the QIR toward administration and colleagues influences trust and distrust that staff have toward these two referents. Nevertheless, there are important distinctions between the two categories. For non-teaching staff, the variables with the strongest influence on the satisfaction and frustration of the BPNs are the QIR as well as the trust toward the two referents, while for teachers, the distrust toward the administration plays a more important role in the motivational process. For non-teaching staff, trust acts as a mediating variable, while for teachers, it is distrust. These findings shed new light on the nuances present in the motivational process of education employees.

Two Dimensions of Emotional Integration and their Association with Wellbeing

Tal Levkovitz, Ben Gurion University
Guy Roth, Ben Gurion University

Integrative emotion regulation (IER) comprises two dimensions: a receptive and non-judgmental attention to one's emotional experience and an intentional exploration of the experience (i.e., exploration of its sources and its relations to other aspects of oneself). Research has found that IER predicts adaptive functioning and wellbeing. However, past research has focused only on the second dimension. Hence, we aimed to validate a measure differentiating the two dimensions and examine their relative contribution to wellbeing. Specifically, we hypothesized that receptive attention may allow a more intentional exploration that, in turn, predicts wellbeing. We validated the measure in four studies (total N = 1501) and used two of these to test the mediation hypothesis. The results supported the hypothesis. In the fourth study, emotion regulation and wellbeing were measured before and after the Covid-19 pandemic. The results revealed that both dimensions contributed to participants' wellbeing during the pandemic, when controlling for wellbeing before the pandemic. Furthermore, the association between receptive attention and wellbeing was stronger when intentional exploration was high rather than low. The implications and suggestions for future research are discussed.

Expanding the dualistic model of passion to better understand problem drinking: A mediation model

Lauren Lewis, Texas Tech University
Devin Mills, Texas Tech University
Uibin Lee

Background: The dualistic model of passion (DMP) has established a relationship between passion for gambling and problem gambling outcomes, yet research has not explored the connection between passion and other addictive behaviors. When considering both harmonious (HP) and obsessive (OP) passion as an individual difference, similarities can be drawn from alcohol research that has associated personality traits and dispositional characteristics with higher risk for problem drinking. The aim of the current study was to model the relationship between HP and OP to problem drinking mediated by

drinking motives. Methods: Participants recruited from Amazon Mechanical Turk (N=606, Male=57.4%, Mage=38.9, SD=12.4) who met eligibility criteria completed an online survey. Results: Correlations revealed HP to be associated with lower problem drinking (r=-0.24), whereas OP is associated with higher problem drinking (r=0.49). Findings further supported passion contributing to problem drinking through drinking motivations. Specifically, the indirect effects of HP and OP were differentially associated with drinking motivations and problem drinking where coping (β=-0.04) and conforming (β=-0.12) motives were negatively associated with HP, while having a significant positive association to OP (β=0.06; β=0.17). Discussion: The study suggests a meaningful contrast between HP and OP in relation to problematic alcohol use, further implications will be discussed.

The basic psychological needs impact on a competency orientated physics/chemistry teachers education

Karin Marianne Lilius, University College Absalon
Jørgen Løye Christiansen, University College Absalon

Within self-determination theory (SDT), the study focuses on the impact of fulfilling the three basic psychological needs on the development of specific professional competence in physics/chemistry among teacher students at University College Absalon, Denmark. The study, which is ongoing, is based on an intervention in the physics/chemistry programme. Data is collected using the Basic Psychological Need Satisfaction and Frustration Scale, with student responses at the start and end of each of the three modules, which together make up the physics/chemistry programme. The goal of the intervention is to increase student motivation and competence in the teacher education program. The intervention aims to enhance the students' understanding of the importance of fulfilling the basic psychological needs in the planning and implementation of motivating lessons, which can aid in the development of students' competence in the field of physics and chemistry.

Engagement and Basic Psychological Needs of Elementary School Students in the Context of the Covid-19 Pandemic

Elis Beatriz Lima Falcão, Universidade Federal do Espírito Santo - Brasil
Kely Maria Sousa Pereira, Universidade Federal do Espírito Santo - Brasil

Engagement is an essential element when it comes to the motivational system development and it works as a mediator of behavioral and emotional responses. This study has investigated the construct from the perception of basic psychological needs (BPN) regarding 87 students 3rd, 4th and 5th gradeof elementary school, during the COVID-19 pandemic. BNP and engagement were investigated considering the following formats: Non-Presential Pedagogical Activity – NPPA/In-person; In-person; In-person/Online; and Online; The following instruments were applied: Student Characterization Questionnaire; Teacher as Context Questionnaire - student version (QPC-E) and Engagement and Disaffection Learning - student version (QEDA-E), translated for study from the originals Wellborn et al (1992) and Skinner et al. (2008). The need of Competence has been perceived as the least met one, in all the teaching formats, by students with parental reports indicating learning disabilities and behavioral problems, which was reflected in the engagement indicators; on the other hand, the need of Relationship

was perceived as satisfactory in all formats. Support for the need of Autonomy and Emotional Engagement was greater in In-person format. The identification and analysis of the interrelationships between the BPN and the school context indicate initiatives that may be advantageous to student engagement.

Parenting styles as mediators between neighborhood safety, well-being, and interpersonal outcomes in a Peruvian sample of adolescents from a low socioeconomic, highly dangerous neighborhood in Lima, Peru

Aranza Lira, Pontifical Catholic University of Peru
Rafael Gargurevich, Pontifical Catholic University of Peru
Lennia Matos, Pontifical Catholic University of Peru
Bart Soenens, Gent University

Self-Determination Theory showed that parental autonomy-support enhances well-being while psychological-control diminishes it. Socio-cultural factors may influence parenting styles. In dangerous neighborhoods, psychological-control may seem necessary to protect adolescents from danger or parental monitoring could be a protective factor since it has shown positive results. We studied the mediation role of parenting styles (autonomy-support, psychological-control, monitoring) in the relation between neighborhood safety (NS) and several outcome variables (vitality, depression, prosocial-behavior, aggressive-behavior, relational aggression) in 569 students (Mage=14.90, SD=1.05) from two low socioeconomic public schools from a highly dangerous neighborhood from Lima. Questionnaires were well-known measures used in Peru for NS (Petitt et al, 1999), parenting styles (e.g., POPS) and outcome variables (e.g., CES-D). With their consent, students answered questionnaires for mother and father (schools collected parental consent). Analyses were performed for parents separately.Results (fathers and mothers) showed that NS negatively correlated with psychological-control, depression, aggression, and positively with monitoring, autonomy-support, prosocial-behavior, and vitality. Path analysis (mothers and fathers) showed that autonomy-support mediated the positive association between NS and depression, while autonomy-support mediated the positive association between NS and vitality but only for mothers. Autonomy-support prevailed as an adaptive parenting style in this harsh context.

Parenting goals in the control domain of socialization

Charlotte Longpré, Université de Montréal
Mélodie Roy, Université de Montréal
Geneviève A. Mageau

Providing structure in a caring and autonomy-supportive way is challenging for many parents, especially in the control domain of socialization. Yet, research has shown that while some parents adopt more detrimental practices, others do not. Several authors have proposed that parental goals - that is, goals that parents adopt when interacting with their youth - could account for these differences in practices. Although this proposition seems consensual, empirical evidence supporting this linkage remains scarce.

The objective of this study was thus to further explore parental goals as a potential determinant of parenting dimensions. We examined how parent- (obedience and discomfort-reduction), child-, and relationship-centered goals relate to key parenting goals while controlling for parental efficacy, another parenting cognition known to impact parenting practices. Using a multi-informant approach, results (N = 240) showed that obedience goals were associated with less autonomy support, while discomfort-reduction goals were associated with less parental affiliation. Socialization and relationship goals however were not related to any parenting dimension. In contrast, maternal efficacy was associated with all key parenting dimensions. It thus seems that parent-centered goals could represent risk factors for mothers' ability to adopt more positive practices, above and beyond the potential impact of parental efficacy.

Novel aspects in facilitating self-determination in a self-managing organisation

Merja Luostarinen, Work Research Centre, Tampere University, Finland
Jari J. Hakanen, Finnish Institute of Occupational Healthcare
Anne Mäkikangas

The aim of this research was to identify the means facilitating the fulfilment of the three basic psychological needs of the employees in a self-managing organisation with minimised number of formal leaders. Various qualitative methods were chosen to gain rich data uncovering new areas organisations can take to secure self-determination at work. The main data consists of five semi-structured interviews with the management and three focus groups with the employees.Preliminary findings show how important in facilitating the sense of autonomy were the meaningful discussions around the organisational identity, which secured a personally meaningful endorsement. Additionally, the wide-spread practice of shared leadership was important, allowing autonomous and team-based decision making. Competence was secured via induction tailored to address the newcomers' challenges in mastering their new environment, and through individualised coaching, work assignments and extra roles. Finally, relatedness was ensured via recruitment and induction practices resulting in a team of highly similar members, and by supporting the members coming together regularly on communal breaks as well as on activities related to shared learning, celebrations, hobbies and leisure. The findings highlight several implications which practitioners can employ to support the fulfilment of the three basic needs and thus strengthen self-determination at work.

Mental health competence in occupational health physicians training program in Finland

Minna Majuri, Helsinki University
Maarit Malin, Helsinki University
Asta Antila, Helsinki University
Matti Palosaari, Helsinki University

Objectives: Mental health-based visits in occupational health service (OHS) are increasing due to ongoing working life change. The increase in work-related freedom and self-direction challenges the traditional OSH. Our aim was to evaluate the competence of occupational health physicians' mental health skills.

Methods: We collected questionnaire data in Finland during June to August 2021. Residents and trainer occupational health physicians assessed their own competence in mental health practice in individual and workplace level. Results: Individual level mental health competences are more familiar than community based proactive processes. Based on our results cooperation between workplaces and OHS as a competence need new approach.Conclusion: Collaboration is individual-based identification of illnesses and the risk of diseases, and support of employee work ability. Occupational medicine approach through exposure risk assessment is not enough to promote mental wellbeing at the workplace level. OHS treats not only individuals, but entire work community. SDT framework gives explanation model for OHS physicians how is possible with workplace level intervention to support also individual employee through positive mental health. Strengthening resources to support mental health is a key area of collaboration. It includes the positive dimension of mental health, which can be used to promote mental health.

How do supportive supervisor behaviors relate to employee job satisfaction? On the distinct mediating role of psychological needs

Arianne Malboeuf, Université du Québec à Trois-Rivières, groupe de recherche sur la motivation et le mieux-être

Sophie Drouin Rousseau, Université du Québec à Trois-Rivières, groupe de recherche sur la motivation et le mieux-être

Claude Fernet, Université du Québec à Trois-Rivières, groupe de recherche sur la motivation et le mieux-être

Stéphanie Austin, Université du Québec à Trois-Rivières, groupe de recherche sur la motivation et le mieux-être

The sources of job satisfaction stem from the various external and internal aspects of the job. Or particular interest, supportive relationships with the supervisor and the satisfaction of basic psychological needs (relatedness, competence and autonomy) are key predictors of employee job satisfaction (Wilson & Frimpong, 2004; Ilardi et al., 1993). Despite these well-known associations, few studies have examined the mediating role of each psychological need in relation to various supportive supervisor behaviors (leadership, recognition and trust). To address this issue, we collected data from 392 university professionals in the Canadian province of Quebec using a self-report questionnaire. The results provide some support for the distinct mediating role of psychological needs. Specifically, relatedness need satisfaction showed a full mediating role between recognition and job satisfaction, while autonomy need satisfaction acted as a full mediator between all supportive behaviors (leadership, recognition, trust) and employee job satisfaction. Theoretical and practical implications will be discussed in light of self-determination theory as well as research on job satisfaction.

The SDT-based smoking cessation (mCessation) application complementing smoking cessation services among occupational health services (OHS)

Maarit Malin, Helsinki University, Faculty of Medicine, Clinicum, Department of Public Health

Ville Lahtinen, Helsinki University, Faculty of Medicine, Clinicum, Department of Public Health

Anne Lamminpää, Helsinki University, Faculty of Medicine, Clinicum, Department of Public Health

Minna Majuri, Helsinki University, Faculty of Medicine, Clinicum, Department of Public Health

, Helsinki University, Faculty of Medicine, Clinicum, Department of Public Health

Objectives: Most mobile applications for smoking cessation are rarely developed based on scientific framework, and they have lack of engagement and low quality. The three basic needs of the SDT theory, autonomy, competence, and relatedness, induce intrinsic motivation, which can be used to motivate smoking cessation. Our aim was to develop a gamified mCessation intervention for occupational health (OH) professionals when carrying out smoking cessation programs with patients and client workplaces. MethodWe used an exploratory method consisting of (1) a review of the literature and overview of the applications, (2) developing an application and its features based on SDT theory and an intrinsic motivation, (3) testing application using co-design approach.ResultsWe co-developed an application where the autonomy, competence, and relatedness come together through gaming elements. The co-design participants ranked the mCessation features as followed: 1. Health data, 2. Gamified rewards and 3. Stop the craving –games.Conclusion The application of gamification holds the potential for a low-cost, highly effective mCessation solution complementing current smoking cessation programs among occupational and other health professionals. SDT based mCessations facilitates intrinsic motivation through autonomy, appropriate environment, and gives a quitter a sense of competence perception for smoking cessation.

Evaluating the Basic Psychological Needs and Extrinsic Motivations of Consumers for Sustainable Clothing Purchases

Amy Manley, University of Georgia
Yoo-Kyoung Seock, University of Georgia

This study explored the potential relationships between consumer's basic psychological needs, their extrinsic motivations for sustainable clothing, as well as their purchasing intention for sustainable clothing. Additional analyses extended the evaluation of these variables' relationship with multiple purchase intention constructs. The results indicate that there are relationships of various strength between all of the variables. The study indicates that consumers can have purchase intentions toward sustainable clothing at all levels of extrinsic motivation. The respondents fell into two categories of either passive or active in their purchase intentions. The three basic psychological needs do not have significant relationships with all levels of extrinsic motivation. The results suggest that evaluating consumer's basic psychological needs and extrinsic motivations can share significant information regarding sustainable clothing purchase intention, a valuable resource to businesses, education, and future academic research.

Needs reshaping work: The conceptualization and measurement of work-related need crafting

Baptiste Marescaux, University of Southeastern Norway

The concept of job crafting has thus far enabled researchers to understand how employees proactively modify the content and context of their job, but it has yet to capture the full breadth and dynamics of crafting practices. In parallel, the literature on basic psychological needs has demonstrated how the satisfaction of those needs is an essential driver of proactive work behaviors and cognitions. The focus of this research project is to theorize and operationalize the concept that frames job crafting as the modification of job content and context towards the satisfaction of basic psychological needs: work-related need crafting. This enables to ground crafting practices into universal drivers of motivation, showing the interplay of need satisfaction and crafting practices over time. Moreover, this provides Self-Determination Theory with a new perspective on how individuals can proactively tailor their work environment in order to create their own need satisfaction. This research project will entail three papers. A conceptual first paper, fleshing out the purpose, mechanisms, and dynamics of work-related need crafting. A methodological second paper, adding to existing methodology through developing and validating a work-related need crafting scale. An empirical third paper, investigating work-related need crafting dynamics longitudinally.

Associations between perceived family-endorsed gendered culture scripts and basic psychological needs frustration in Latina-Americans

Anjelica Martinez, University of Houston
C. Raymond Knee, University of Houston
Caeley Dodson, University of Houston

Latina-Americans experience disproportionately high depression rates, in spite of strong familial social bonds (Lopez et al., 2018). Perceived familial expectations with respect to cultural values may explain this prevalence through basic psychological needs (BPN; Deci & Ryan, 2000) frustration. This study (n ~ 250 Latina-Americans from university pools) examines self- and perceived familial-endorsement of marianismo – a female-specific role script in Latin America (Castillo et al., 2010) in relation to BPNs for autonomy, competence, and relatedness frustration. Participants completed the Marianismo Beliefs Scale (Castillo et al., 2010) adapted to capture self- and perceived family-endorsement of marianismo beliefs (e.g., promotion of virtuosity, self-silencing, spirituality, and family-centrality), basic psychological needs adapted for the family domain (Chen et al., 2015), and the Depression, Anxiety, and Stress Scale (DASS-21; Lovibond & Lovibond, 1995). Correlations computed on preliminary data (n = 213) suggests that perceived familial endorsement of marianismo beliefs was strongly associated with BPN frustration within the family domain (r = .48), whereas self-endorsement was not (r = .12). Additional analyses will explore subscales of autonomy, relatedness, and competence satisfaction and frustration in relation to specific marianismo beliefs (i.e., self-silencing).

Psychological needs sacrifice: A motivational analysis of work-family conflicts among passionate workers

Romane Masson, Université du Québec à Montréal
Nathalie Houlfort, Université du Québec à Montréal
Caroline Leduc

Several studies demonstrate that harmonious passion (HP) and obsessive passion (OP) are negatively and positively related, respectively, to work-life conflicts (WFC) (Houlfort et al., 2018). However, few studies have explored the mechanisms underlying these relationships. Based on Self-determination theory (Ryan & Deci, 2017) and previous work on sacrifices (Holding et al., 2020; Houlfort et al., 2022), this study investigated how passion for work may influence WFC through psychological needs sacrifice made to juggle professional and personal requests. Participants of this cross-sectional study were 383 workers (61.4% male; M=39.5 years). We measured passion at work, WFC, and psychological needs sacrifice at work (PNSW) and in the personal life (PNSPL) made to fulfill responsibilities in the alternate domain. Results from path analysis revealed that HP relates positively to PNSW and negatively to PNSPL, which leads to less WFC. Furthermore, OP relates negatively to PNSW and positively to PNSPL, which leads to more WFC. Through a motivational lens, this study provides insights into workers' strategies to manage their work-life interface and enriches our understanding of the consequences that follow. It demonstrates that workers with HP and OP will sacrifice their psychological needs in different domains, and that personal needs sacrifices are more damageable.

How to improve information processing efficiency? Highlighting the competence-supporting feedbacks benefits versus competence-thwarting feedbacks drawbacks

Maxime Mastagli, Université de Lorraine
Jean-Philippe Hainaut, Université de Lorraine
Aurélie Van Hoye
Benoît Bolmont

Although being attentive has been widely regarded as prerequisite in cognitive performance, literature was sparse concerning supervisor's feedbacks effects on information processing. This research focused on information processing efficiency in reaction to competence-related feedbacks. It was assumed that supervisors providing competence-thwarting feedbacks, which could be anxiogenics, may be perceived as threat and impair attention. Inversely, competence-supporting feedbacks would foster information processing.Seventy-four men (Mage = 18.68, SDage = .76) participated to a modified Posner cue-target paradigm, by reacting as quickly as possible to a target. Prior stimulus appearance, a supervisor in video-capsule provided indication about occurrence side: 100 were congruent, 50 incongruent, 50 uncued per condition. Participants experienced two conditions designed with competence-related video-feedback: neutral then competence-supporting (underlying success and progress; n = 37) or competence-thwarting (highlighting failure and rivalry; n = 37).Reaction times were faster under competence-supporting and competence-thwarting condition than neutral condition. This acceleration was stronger under competence-thwarting condition. However, errors to congruent and incongruent trials increased under competence-thwarting condition whereas remained stable under competence-supporting conditions.Consistently with anxiety effects, competence-thwarting feedbacks would improve information processing effectiveness whereas competence-supporting feedbacks would foster efficiency. These

results support the "dark" and "bright" pathway activated by competence-thwarting and competence-supporting feedbacks.

Serious Leisure's Satisfaction of Basic Psychological Needs in Music
Nicholas Matherne, University of Melbourne

Amateur music participation research has utilized aspects of the Serious Leisure Perspective (Stebbins, 2020) to discuss attributes of amateur community musicians (Humphries, 2018) and delineation between types of music participation (Coffman, 2006; Dale, 2018). While these studies demonstrated the compatibility of the Serious Leisure Perspective (SLP) with amateur musicianship, further connections have not been explored. Self-Determination Theory (SDT) (Deci & Ryan, 2000) is often employed as a lens through which to approach motivation in music education (Evans, 2015) and has been explored within participation in music activities in school (Evans et al., 2013; Freer & Evans, 2018) and later life (Hallam et al., 2014). This theoretical paper aims to integrate the SLP's (Stebbins, 2020) specific rewards of leisure participation and reasons for abandoning a leisure pursuit into SDT. Rewards which participants feel from a leisure activity are broken down into either personal or social and reasons for abandonment are divided into five types which lead to ceasing participation in the leisure activity (Stebbins, 2020). This paper presents a model of how these aspects of the SLP can be conceptualized within the satisfaction of basic psychological needs, extending Lee and Ewert's (2019) connections between SLP's rewards and the quality of motivation.

Motivational profiles and exercise behavior change in young Japanese women
Hiroshi Matsumoto, Mukogawa Women's University

Physical activity is associated with a reduced risk of non-communicable diseases. A recent Japanese national health survey demonstrated that only 12.9% of young women exercise regularly despite these health benefits. The present study examined the relationship between motivational profiles and stages of exercise behavior change. Japanese young women (N=1267) participated in this study. In the first analysis, cluster analysis identified four meaningful clusters in exercise motivational profiles. The first cluster was labeled the 'amotivation profile' as the participants in this cluster had the highest scores in amotivation, and the lowest scores in autonomous motivation. The second was the 'low motivation profile' with low scores on all measured motivational variables. The third was the 'autonomous motivation profile' as subjects in this group demonstrated higher autonomous motivation than controlled motivation. The last cluster was the 'controlled motivation profile' as subjects in this group demonstrated higher controlled motivation than autonomous motivation. The second analysis explored how motivational profiles are related to stages of exercise behavior change. Participants with the autonomous motivation profile were most likely to be classified in the maintenance stage. The results provided the foundation for successful strategies to develop exercise adherence in young Japanese women focusing on motivational profiles.

Psychological Needs Met in Satisfying Nature Experiences

Donna McMillan, St. Olaf College

Contact with the natural world is associated with positive psychological effects such as attention restoration and stress reduction. Does nature experience also satisfy particular psychological needs? Previous research (Sheldon et al, 2001) has found that psychological needs for self-esteem, relatedness, autonomy, and to a lesser degree, competence, were most salient in people's "satisfying experiences," while other needs, including self-actualization/meaning, were less relevant. The current two studies, with a combined total of 205 primarily undergraduate participants, investigate which psychological needs are met in satisfying nature experiences, compared to other sorts of satisfying experiences. Participants were randomly assigned to write about either a satisfying "nature", "interpersonal", "physically active", or "shopping" experience, and then completed measures of psychological needs met and affect experienced. When data from all conditions are combined, results closely replicate Sheldon et al's (2001) findings, with needs for self-esteem, relatedness, autonomy, and competence ranking most highly. When the conditions are separated, however, satisfying nature experiences, compared to the other experiences, meet additional needs, most notably, the need for self-actualization/meaning. These results support self-determination theory's emphasis on the needs for autonomy, competence, and relatedness, while also suggesting that satisfying nature experiences may have important additional psychological properties.

Need-Supportive Teaching Practices as a Pathway to University Student Engagement During the COVID-19 Pandemic

Molly Metz, University of Toronto
Reina Trujillo-Stryzak, University of Toronto

When it became clear after the initial shutdown in Winter 2022 that the pandemic would rage on, universities quickly moved to figure out how to continue to move students through their degree programs with little delay, a goal which required unprecedented pedagogical flexibility for faculty members and upheaval for everyone. The 2020-2021 academic year, then, served as an incredible opportunity to study the associations of need-supportive teaching practices with student course experiences and well-being in a hopefully-once-in-a-lifetime educational context of widespread disruption as well as to explore whether these practices will be just as important (if not moreso) in such a context. Drawing on a survey of 178 University of Toronto undergraduates, the present study uses quantitative and qualitative analytic methods to explore the extent to which need-supportive teaching practices predict engagement and satisfaction with classes identified as the 'best' and 'worst' of the year as well as overall well-being. Preliminary analyses show that the most salient teaching practices students noticed were in fact consistent with recommendations for need-supportive teaching, and that the absence of need-support in 'worst' classes was an even stronger predictor of course experiences than was the presence of need-support in best.

A sun is to its sunflower as need satisfaction and integrative regulation are to mental health: Key characteristics of memories of major life events associated with depression, anxiety, and eudemonic well-being

Maria Gracia Minuche Cobos, Concordia University
Frederick L. Philippe, University of Quebec at Montreal

Major life events play an important role in shaping people's identity and mental health. They can represent either an opportunity for growth or the appearance of distress. The study of the characteristics of these events are therefore essential to better understand their impact in people's lives. In this study, 350 participants described two major life events and rated them for several characteristics (e.g., extraordinariness, emotional significance, valence). They also completed measures of anxiety, depression, and eudemonic well-being. Results showed that the most important characteristic of major life events was the extent to which people felt dysregulated by the event (i.e., overwhelming level of emotion). Capacity for integrative regulation (i.e., reflexivity and acceptance) and need satisfaction with respect to the event were independent predictors of eudemonic well-being. Results also showed that each major life event is distinct from each other and contribute independently of one another to mental health and is not confounded with personality traits or general emotion regulation capacities. These findings provide important insights regarding how major life events can act as growth and meaning maker or as obstacles to mental health. Clinical interventions will be discussed.

Effectiveness of Self-determination Skills on Academic Motivation, Hardiness and Burnout of Male Students: Benefits for Iranian Adolescents

Mahyar Mirzapour Alamdari, Islamic Azad university of Tonekabon
Shahnan Abolghasemi, Islamic Azad university of Tonekabon
Seyedeh Sogand Hoseini Chenari
Fatemeh Amini Khodashahri

The present study was conducted to investigate the effectiveness of self-determination skills training on motivation, burnout and academic hardiness. The research was experimental with pretest-posttest and control group, in which 40 students of the 11th grade of Babol city in 2021-2022 were selected by random cluster sampling method and randomly placed in the experimental and control groups. The measures were motivation, burnout, and academic hardiness questionnaires, and self-determination skills training was conducted in 18 sessions. Multivariate analysis of variance and univariate analysis of covariance showed that self-determination skills significantly reduced internal and external motivation as well as hardiness in addition to increased amotivation and academic burnout. It can be concluded that self-determination skills training can be effective to improve motivation, hardiness and prevent academic burnout of students.

The Effectiveness of Self-determination Skills on Academic Motivation, Academic Burnout and Academic Hardiness of Iranian Male Students

Mahyar Mirzapour Alamdari, Islamic Azad University of Tonekabon
Shahnam Abolghasemi, Islamic Azad University of Tonekabon
Seyedeh Sogand Hosseini Chenari, Islamic Azad University of Tonekabon

Fatemeh Amini Khodashahri, Islamic Azad University of Tonekabon

Objectives: Academic motivation and academic hardiness are effective predictors of students' academic performance, and by teaching self-determination skills, we can hope to improve these components and reduce the risk of academic burnout. the present study was conducted to examine the effectiveness of self-determination skills training on motivation, burnout and academic hardiness.Methods: The research was experimental with pretest-posttest and control group. The study participants included 40 11th grade male students of Babol city in the academic year 2021-2022 who were selected by cluster random sampling and they were randomly assigned to experimental and control groups. The measures were academic motivation, academic burnout, and academic hardiness questionnaires, and self-determination skills training was conducted in eighteen 45-min sessions. Data were analysed through multivariate analysis of variance with differential scores and univariate covariance analysis.Results: In order to analyse the data, the statistical test of multivariate analysis of variance with differential scores showed that there is a significant difference between the experimental and control groups in all components of academic motivation. F statistic for internal motivation component (F: 7.499 and P<0/001), for external motivation component (F: 10.960 and P<0/001) and for amotivation component (F: 14.850 and P<0/001) was obtained. Further, through univariate covariance analysis, the F value was obtained for academic burnout (F: 14.680 and P<0/001) and for academic hardiness (F: 25.465 and P<0/001). Therefore, significant difference was observed in the dependent variables (academic motivation, academic hardiness and academic burnout) between the experimental and control groups in the pre-test and post-test stages.Conclusion: In conclusion, our study showed that the self-determination skills training can be effective to improve motivation, hardiness and prevent academic burnout of students.

Using Barbershop Talks to Support the Psychological Needs of Black Males Attending Predominantly White Institutions

Christopher Mitchell, Northern Illinois University
Stephen Tonks, Northern Illinois University

Evidence shows that Black males attending U.S. Predominantly White Institutions (PWIs) of higher education often feel like they do not belong (Strayhorn, 2012). Brooms' (2019) found that Black males' engagement on campus can enhance and support persistence and success. In this paper, we report on a study of psychological needs and factors of college persistence of Black males attending a PWI, and an intervention designed to support their needs while attending university. First, 39 Black male undergraduates at a large midwestern U.S. university reported their psychological need satisfaction as relatively high, and frustration as relatively low. Further, satisfaction of all three psychological needs correlated with social integration and academic integration, indicating Black males' needs are met when they feel integrated into the campus in social and academic ways. Second, we piloted Barbershop Talks, an intervention based on SDT principles for Black males at PWIs. Using focus group and survey data, we evaluate the potential of Barbershop talks for supporting Black males' psychological needs to then improve their engagement and persistence in higher education.

Identifying basic psychological need satisfaction subgroups among Finnish workers: A longitudinal study with implications to occupational well-being

Merit Morikawa, Aalto University
Frank Martela, Aalto University

This study aims to uncover how basic psychological needs are experienced in a nationally representative sample of workers by identifying basic psychological need satisfaction (BPNS) subgroups. Historically, there have not been similar person-centered studies in widely representative samples, highlighting the theoretical contribution of the study. Furthermore, this study explores both cross-sectionally and longitudinally how the subgroup memberships predict occupational well-being outcomes. A sample of Finnish workers (n = 2000) participated in the study, 400 of whom were surveyed again 4 months later. BPNS subgroups were identified with latent profile analysis. Multinomial logistic regression analyses were used to predict subgroup membership with job resource and demand variables. Finally, the subgroups were used to predict occupational well-being outcomes with analyses of variance. Five subgroups that differed in their general level of basic need satisfaction and need satisfaction imbalance were identified. Most commonly participants belonged to the Generally satisfied group. Job demand and resource variables predicted subgroup memberships. Finally, the subgroup memberships predicted occupational well-being outcomes both cross-sectionally and longitudinally. Especially, membership in the Generally satisfied group predicted higher levels of work engagement than membership in other subgroups. The results highlight that supporting balanced and higher levels of BPNS contribute to occupational well-being.

Life Crafting as a Way to Foster Basic Psychological Needs: Developing a Self-Determination-Theory-Informed Well-Being Program

Andrew Napier, Melbourne Graduate School of Education, The University of Melbourne
Gavin Slemp, Melbourne Graduate School of Education, The University of Melbourne
Dianne Vella-Brodrick

Life crafting is an intervention that suggests people can find meaning in their lives by actively reflecting on their past, present, and future lives, setting personally valued goals, and creating concrete plans to attain those goals. In this poster, we propose that life crafting could act as a need-satisfying well-being program whereby people reflect on self-concordant goals and reframe previous experiences to be more aligned with their authentic selves (fostering autonomy), set concrete goal attainment plans to succeed in achieving the desired goals (fostering competence), and reflect on the various social supports in their life that can help them achieve their goals (fostering relatedness). We propose that this process should lead to enhanced meaning in life via the satisfaction of the basic psychological needs.Our research program extends the existing literature on life crafting interventions by outlining a clear link with basic psychological needs and self-determined motivation. We outline this research that draws on focus groups and a mixed-methods pilot study of the program to understand how an SDT-informed life crafting intervention might be best delivered to emerging adults in ways that support and enhance their basic psychological needs.

Needs support in Veteran Affairs care for chronic pain and posttraumatic stress disorder: A self-determination theory perspective

Aurora Newman, Pacific University
Belle Zaccari, VA Portland Health Care System, Oregon Health & Sciences University
Emily Bower

The present study applied Self-determination theory (SDT) to evaluate stakeholder perspectives of complimentary and integrative (CIH) care for Veterans diagnosed with chronic pain and PTSD. CIH focuses on holistic care, emphasizes patient autonomy, and increases patient satisfaction, health, and well-being. We analyzed transcripts from semi-structured interviews conducted with hospital administrators, managers, providers, and patients (N=38) of the Veteran Affairs Portland Health Care System using directed content analysis to identify barriers and facilitators to the implementation of CIH interventions for Veterans diagnosed with chronic pain and PTSD through an SDT lens. This study explored differences in needs support themes for Veterans based on intervention type and employee stakeholder perception of Veteran needs support vis-a-vis the reported needs support of Veterans in treatment. Qualitative analysis yielded themes of support and thwart for each main SDT construct (autonomy, competence, relatedness). Subthemes demonstrated greater needs support for CIH care compared to traditional care. There was a disparity between Veteran reported needs support and employee perception of Veteran needs support. Applying a theory-driven approach to evaluating barriers and facilitators of treatments related to Veterans' support needs identifies targets for improving treatment.

The Effect of Integrative Emotion Regulation vs. Reappraisal on Goal Pursuit: A Daily Diary Study

Shahar Nudler Muzikant, Ben Gurion univeristy of the negev
Hadar Azoulay Liberman, Ben Gurion univeristy of the negev
Moti Benita

When pursuing goals, people often experience negative emotions that must be regulated. According to SDT, integrative emotion regulation (IER), is considered an adaptive way to regulate emotions (Roth & Benita, 2022). Benita et al. (2021) have recently shown IER promotes goal pursuit while emotional suppression, considered maladaptive by the theory, undermines it. The purpose of this study was to compare the effect of IER on goal pursuit with that of reappraisal, an adaptive emotion regulation strategy. We hypothesized that reappraisal would be more adaptive than IER at the state level, but that the opposite would be true at the trait level. 159 Israeli students participated in a diary study for a period of ten days prior to a stressful and important exam. Results of multilevel structural equation modeling revealed that, at the within-participant (state) level, reappraisal but not IER predicted goal progress and effort, whereas IER predicted goal worries. However, at the between-participants (trait) level IER but not reappraisal predicted goal progress and effort. In summary, the results suggest that although reappraisal can provide temporary relief in the short-term, when used constantly, taking an interest in emotions is conducive to a healthier way of handling negative emotions during goal pursuit.

Empathize with the Enemy: Emotion Regulation and Support for Conciliatory Policies in Intractable Conflicts

Yael Ostrricher, Ben-Gurion University of the Negev, Beer-Sheva, Israel
Guy Roth, Ben-Gurion University of the Negev, Beer-Sheva, Israel

Intractable intergroup conflicts have detrimental implications for the societies involved. The negative outgroup-directed emotions may impede progress toward conflict resolution, making it important to explore if styles of emotion regulation promote reconciliation. Past research found associations between integrative emotion regulation (IER, taking interest in one's emotions), empathy, and support for conciliatory policies in the Middle East conflict, but did not investigate activation of negative emotions related to the conflict. Therefore, we examined whether IER predicts empathy and support for conciliatory policies, even when fear or anger associated with the conflict are present. Two studies (fear and anger separately) examined these associations among Jewish Israelis (N ~ 600) in relation to innocent Palestinians. We hypothesized the tendency to take interest in one's negative emotions (IER) would be extended to interest in others' adversities (empathy). We also hypothesized elicitation of negative emotion (anger or fear) would result in lower empathy and support for conciliatory policies (vs. neutral condition). Finally, we hypothesized IER would moderate the effect of emotion elicitation. IER consistently predicted empathy and support for conciliatory policies, even when negative emotions were present, but the other two hypotheses were not confirmed. Theoretical and practical implications of these findings will be discussed.

Motivations for Individual Giving Among Ghanaians

Matilda Owusu-Ansah, Centre on African Philanthropy and Social Investment (CAPSI)

The primary objective of this presentation is to provide findings of doctoral research into the motivations for individual giving among the general Ghanaian population. Previous studies in Europe, America, Asia and South Africa show that individuals are the main source of immediate and long-term support to other individuals and organisations. However, research into the factors that motivate different giving types to individuals and organisations among Ghanaians is almost non-existent. Therefore, the research investigated extrinsic and intrinsic motivations influencing giving decisions by Ghanaians. The study identified gender, age and household size as the significant demographic factors and financial constraints, egoism, giving back, social norms, religion, social justice, trust, and emotions as the significant behavioural and attitudinal factors influencing Ghanaian giving. The researcher obtained primary data through mixed research methods of surveys and semi-structured interviews.The motivational domains of the Self Determination Theory were used to analyse and discuss the results. The findings suggested that the motivation to give is a transition and overlaps from being unable or willing to give through socially reward-seeking and punishment-avoiding actions to genuine concern for others' welfare.The main contribution of this study to theory and knowledge is the adaptation and application of the Self Determination Theory in the Ghanaian context and identifying the different variables that influence the giving decision among Ghanaians. In addition, the identified factors are useful to organisations and groups that seek to motivate individual giving and involvement in community, group or national philanthropic and charity activities.

Comparing Internally and Externally Motivating Diversity Messages: What Works Best for Whom?

Riley Page, Clarkson University
Cameron Mallery-Winegard, Clarkson University
Morgan Reynolds, Clarkson University
Weiyun Huang, Clarkson University

There is an abundance of antiprejudice messaging and interventions, but what kind of messaging actually works? Previous research has found that pressuring or controlling messaging can be counterproductive and that autonomy supportive messaging is more beneficial to prejudice reduction. Using self-determination theory as a foundation, we compared the effects of four messages aimed at reducing prejudice – three internally motivating messages (one personal, one interpersonal, and one social) and one externally motivating message (using social pressure). In an online experiment, we randomly assigned 808 participants to one of the four message conditions. We then measured the degree to which participants liked and identified with the message. In addition, we assessed antiracist intentions after message exposure using 11 items adapted from the Anti-Racism Behavioral Inventory. Preliminary analyses suggest that although participants liked and identified with the interpersonal/internal message the most, they felt more motivated to change after exposure to the social/internal message. We also evaluated the extent to which message preference and effectiveness depended on participants' motivational orientation in relation to egalitarianism. Results suggest that message effectiveness depends on motivation, and that prejudice interventions should consider individual differences in motivation toward prejudice reduction.

Authentic Followership and Basic Psychological Needs: The Differential Mediation Effects of Life Satisfaction on Adolescent Followership

Nicholas Palumbo, University of Rochester

Limited research has examined authentic followership (AF) development during adolescence. Yet, researchers have started investigating the relationship between satisfaction of the three basic psychological needs (BPNs) and AF as they relate to human development (e.g., self-development; Gardner, Avolio, Luthans, May, & Walumbwa, 2005). These theoretical linkages have been demonstrated empirically with cross-level interactions illustrating congruence between AF and Self-Determination Theory (SDT; Leroy, Anseel, Gardner, & Sels, 2015). The present research applies SDT to examine the relationship between adolescents' AF development and the three BPNs (Ryan & Deci, 2000): autonomy, competence, and relatedness. The study aimed to explore: (a) theoretically derived hypotheses about the relationships between the BPNs, vitality, life satisfaction (LS), and AF; (b) the mediational role of LS. Data were collected in western New York from 105 adolescents 14 to 18-years-old. Adolescents' basic psychological needs and authentic followership were examined using multiple regression (Adjusted $R2=21.3$, $F(3, 102) =10.50$, $p<.001$). Three statistically significant hierarchal regression models revealed the unique and differential effects of the BPNs on the authentic followership development of adolescents when mediated by life satisfaction. These findings offer insight into the optimal psychological conditions for promoting the development of AF in adolescents.

Kant and Self-determination Theory: Aesthetic Pleasure and Autonomy Satisfaction

Sieun Park, University of Rochester

Based on aesthetic autonomy in Kant's philosophy, aesthetic pleasure, a feeling evoked by the beauty of nature, can be considered a kind of satisfaction of autonomy. I investigate the relationship between aesthetic pleasure and autonomy satisfaction, and connect a state of feeling aesthetic pleasure with a mindful state. In Critique of Pure Reason, Kant posits the concept of freedom as the first cause in the causal system of nature and also assumes that humans can freely judge and act on the basis of freedom. However, since humans cannot know whether freedom actually exists by their reason, they have the desire to confirm their freedom. According to Kant, one can confirm one's freedom through the sense of cognitive autonomy one experiences when feeling the beauty of nature; reflecting on the beauty of nature yields pleasure as a feeling of freedom by liberating one's mind from the causal perception of nature, which leads her to appreciate nature as it is. Aesthetic experience entails a non-judgmental awareness of the moment and an open-minded state towards both the outside world and one's inner feelings. This explanation calls attention to the possibility of the satisfaction of autonomy through aesthetic experience and feeling of cognitive freedom.

Beyond Student Choice: A Case Study of Autonomy Supportive Instructional Behaviors in SBAE Programs

Hannah Parker, The Ohio State University
Amanda Bowling, The Ohio State University

School-based agricultural education (SBAE) as a Career and Technical Education program offers a unique educational context as compared to other subject areas to provide autonomy-supportive teaching. This study aimed to explore the ways Ohio SBAE teachers used autonomy-supportive instructional behaviors (ASIB). This study utilized an instrumental case study design (Stake, 1995) exploring teachers who likely used ASIB. The case was bound by agriscience teachers who support and advise student-centered programs. Six teachers participated in semi-structured interviews. An interview protocol was followed to reflect ASIB characteristics of a basic attitude focused on students, an interpersonal tone of understanding, and taking students' perspectives (Reeve & Cheon, 2021). Three themes emerged: (1) structured choice, until it's not, (2) program culture expectations, and (3) integrated total program. Teachers highlighted structure is necessary for successful ASIB integration. Teachers who mentored students who set program culture expectations noted increased motivation in classroom and student organization. However, the unique context of SBAE poses challenges for teachers to support autonomy consistently across the classroom and student organization. Teacher-set expectations thwarted motivation when autonomy was mentioned as overwhelming for students. Recommendations for further research should observe SBAE teachers' interactions with autonomy support and student ownership within an ASIB program.

Concurrent contributions of teachers, parents, and friends to reading-related variables in a recreational context

Daisy Pelletier, Université Laval
Frédéric Guay, Université Laval

Reading motivation and self-concept are considered important levers for the development of reading skills (Susperreguy et al., 2018), especially giving their positive association with reading frequency and engagement (Guthrie et al., 2013). Although most studies do not distinguish between academic and recreational contexts for reading (Pelletier et al., 2022), some studies suggest that recreational reading motivation best predict reading comprehension (De Naeghel et al., 2012). Considering the empiric evidence that social-contextual factors have positive effects on people when supporting their psychological needs for autonomy, competence, and relatedness (Ryan & Deci, 2017), this multi-cohort correlational study aims to examine the concurrent contributions of significant social agents to students' reading-related variables. In November 2019, participants (n = 1246) in grades 4, 6, 8 and 10 completed a questionnaire measuring their perception of three types of reading support (autonomy, competence, and relatedness support) received from three sources (teacher, parents, and friends) as well as their reading motivation, self-concept, frequency, and quality of engagement in a recreational reading context. Results suggest that: 1. Relatedness reading support (RRS) from parents and friends positively predict reading motivation while RRS from teacher, parents, and friends positively predict reading self-concept; 2. Reading motivation and self-concept are both strong predictors of reading frequency and engagement. Theoretical and practical implications are discussed.

Parents' family motivations as explanatory mechanisms for why parental need support facilitates youth adjustment in school

Marion Petipré, Université Laval (Québec)
Aurore GHETTI, Universite Laval (Québec)
Catherine Ratelle, Universite Laval (Québec)
Geneviève Boisvert Châteauvert, Universite Laval (Québec)
Frédéric Guay, Universite Laval (Québec)

Adjustment in school has been conceptualized as a multidimensional construct encompassing academic, personal-emotional, and social adjustment dimensions. From a self-determination perspective, the importance of psychological need satisfaction in youths' adjustment in school has been extensively demonstrated. Moreover, parental need supporting behaviors— autonomy support, involvement, and structure—were demonstrated to contribute to youth adjustment to school.Grounded in self-determination theory, this study investigates parents' role in supporting their child's adjustment by considering need satisfying (i.e., autonomy support, involvement, structure) and need thwarting behaviors (control). It also examines parents' motivations as potential mechanisms explaining their positive and negative behaviors. Data comes from a multi-informant longitudinal study on parenting and adolescent career development. A sample of 522 French-Canadian adolescents (45% boys; Mage = 14 years) and their parents (535 mothers and 296 fathers) filled an online questionnaire. Parents self-reported motivations and behaviors toward their child and youth reported adjustment were used. Preliminary regression models indicate that (1) parents' autonomous motivation toward family activities positively

predicted their autonomy support, involvement, and structure. In contrast, their controlled motivation predicted more controlling behaviors. (2) Parental need supporting behaviors predicted adolescents' academic, emotional, and social adjustment in school, while controlling behaviors predicted lower academic and emotional adjustment.

Association Among Select Conditions for Learning at the School Level, Academic Attainment, and Academic Growth in Reading

Cederrall Petties, Northern Illinois University

INTRODUCTION: School climate data are provided to Illinois schools to help educators foster a school culture that ensures healthy social-emotional development for all students, including those with low social-economic status, disabilities, and a dominant language that is not English. OBJECTIVE: This study aimed to determine the relationship between reading attainment and growth and school climate. METHODS: This exploratory correlational study investigated the association between school reading attainment and growth data and school climate data.RESULTS: Highlight findings of the study revealed that schools with a high percent of low SES students and students with IEPs showed that 66% of the measures, parent involvement, and parent-teacher trust, were associated with reading attainment at a p<.01 level. Schools with a high percent of ELLs showed 100% of the measures; parent influence, parent involvement, and parent-teacher trust were associated with reading attainment at a p<.01 level. CONCLUSION: This study reviewed the literature on optimizing school climate to enhance reading achievement for all students. Further investigation is needed to determine the impact of implementing policies and practices utilizing self-determination theory to improve the conditions for learning with elements of the Involved Families essential to increase reading achievement for all students.

Designing with SDT to Promote Knowledge Sharing in Virtual Learning Communities

Jennifer Phillips, Johns Hopkins University, School of Education

Despite an abundance of evidence supporting the fulfillment of psychological needs in promoting motivation and human wellness, there is less research available that grounds specific design principles in self-determination theory (SDT) to foster participation and knowledge sharing in virtual learning communities (VLC). The goal of this dissertation study is to add to the literature by exploring the use of interactive heuristics grounded in SDT and applied in Inspace.chat, a new desktop immersive environment. The study uses an educational context, a virtual faculty common at an art and design college, to assess simple applications that administrators can use to promote activities such as metacognition and knowledge sharing among VLC members. There may be broader applications to help employers meet the evolving needs of reskilling remote workers in a post-pandemic world.

Testing the Psychometric Properties of the Motives for Managing Sedentary Behaviour – Older Adult (MMSB-OA) Instrument

J. Paige Pope, University of Lethbridge

Liam Collins, University of Alberta

Older adults have been recognized as the most sedentary age group globally. Although a growing body of literature has emerged surrounding older adults' motives to limit sedentary behaviour, there has been little done to develop practical tools to evaluate these motives. The purpose of this study was to evaluate the internal consistency reliability, test-retest reliability, factorial validity, and criterion validity and refine the number of items contained within the Motives for Managing Sedentary Behaviour – Older adults (MMSB-OA) instrument. The MMSB-OA was developed through a series of previous studies including a qualitative study with older adults, followed by a mixed-mixed methods study with Self-determination theory experts designed to evaluate the items, and a quantitative study testing the psychometric properties of the initial MMSB-OA items. Participants (women = 136; men = 115) were on average 68.91 years of age (SD = 3.96). Participants completed a demographic questionnaire, revised MMSB-OA, Measure of Older Adults' Sedentary Behaviour, Positive and Negative Affect Schedule, Satisfaction with Life Scale, and the Medical Outcomes Survey Short Form 36-item. Results demonstrated satisfactory scores for the validity and reliability of the instrument; however further investigation with larger, more representable samples, with device-measured assessment of sedentary behaviour are required.

"Situations in the Clinical Learning Environment": An Instrument to Assess the Tutor Motivational Style with a Circumplex Approach

Yolanda Prevost, Pontifical Catholic University of Peru
Lennia Matos, Pontifical Catholic University of Peru
Cesar Orsini, University of East Anglia
Rafael Gargurevich, Pontifical Catholic University of Peru

According to Self-determination Theory (SDT), social contexts can promote or thwart basic psychological needs (autonomy/competence/relatedness). In postgraduate medical education, tutor-student interactions occur in an environment characterized by hierarchy and power relations. This context is framed in the clinical practice and far from the traditional classroom setting, and it raises the need to adapt/develop instruments that accurately define the need-supportive and need-thwarting practices of clinical tutors. Based on the circumplex model to classify the tutors' behaviors in higher-education (Vermote et al., 2020), we adapted the Situation-in-School Questionnaire-Higher Education (SISQ-HE) to the clinical learning-environment which translates into clinical rounds in hospitals involving patients. To adapt the SISQ-HE, first, a translation of the instrument was performed and later the vignettes were adapted for clinical practice. After this process, five vignettes from the original instrument were adapted in clinical teaching, and five others were created for two scenarios: clinical-rounds and procedural teaching. Later, a pilot version was obtained, and it was applied to 200 medical residents in a Peruvian medical school (with their consent). Results from psychometric properties were satisfactory. Currently this instrument is used to study the relationship between motivating styles, psychological needs, psychological safety, burnout, well-being, and achievement in medical residents.

Improving motivational interaction styles of physical activity promotion and sports professionals: a feasibility study

Melina Puolamäki, Tampere University
Minttu Palsola, Tampere University
Elina Renko, Tampere University
Anna Kilponen, Tampere University

Helping individuals to adopt physical activity (PA) and supporting participation motivation and engagement with sports necessitates motivational behaviours from health, PA and sports professionals. Effective and low-cost interventions are needed to enhance and support professionals' motivational interaction. Research question: What is the acceptability of a novel online group training intervention for Finnish PA and sports professionals (physical education teachers, PA counselors, physiotherapists, health nurses and coaches) in multidisciplinary participant groups? (pre-registered)Methods: Based on a previous training, we developed an intervention employing behaviour change theories to support motivational behaviour change. Intervention included six two-hour online group sessions delivered bi-weekly, take-home assignments and small group gatherings. A feasibility study (N=145) was conducted with ten groups. Participants filled surveys at baseline, mid-intervention and post-intervention tapping into e.g. motivational behaviours and experienced intervention acceptability. Qualitative data (open-ended questions) were content analyzed.Results: Ratings indicated high intervention acceptability of all component constructs (means above 3.0; scale 1-5). Participants adopted interaction techniques for practice at high level (range of practiced techniques 67% - 92%), open questions being the most favored. Conclusion: Results suggest the training was feasible and acceptable in all professional groups. Optimization needs were related to e.g. restructuring intervention content.

Exploring the Circumplex model of (de)motivating teaching styles: the moderating role of mindfulness

Saulė Raižienė, Vilnius University
Ingrida Gabrialavičiūtė, Mykolas Romeris University
Renata Garckija, Mykolas Romeris University

Background: To help teachers better understand their role in student motivation and well-being, Vansteenkiste et al. (2019) proposed a Circumplex model-an integrative and fine-grained approach to four (de)motivational teaching styles divided into eight subareas that differ in their degree of need support or directness. Although there has recently been increasing empirical evidence of the predictive validity of the identified subareas for student outcomes, the moderating mechanism underlying this relationship is still unknown. We tested the role of student mindfulness as a moderator of this relationship.Method: A cross-sectional study was conducted in 10 Lithuanian schools. Moderation models were constructed on a sample of 341 students (51.9% female, Mage=13.4). Eight subareas of teachers' motivating styles were assessed using the Situations in School Questionnaire (Aelterman et al., 2019). To measure outcomes, behavior, cognitive engagement, and well-being were assessed. Mindfulness was measured using the Child and Adolescent Mindfulness Measure (Greco et al., 2011).Results: Higher levels of mindfulness strengthen the positive links between participative, attuning, and guiding approaches and the negative links between abandoning and behavioral engagement.   Conclusion: More mindful students gain more activation from need-supportive teaching, but they are also more sensitive to signs of teacher's giving up on students.

The amotivation of linemanagers to perform HR tasks by absenteeism due to labor conflict.

Gisela Reefman, Global Humanistic University Curacao

Within neglected organizations (Kampen, 2011), employees must be regularly held accountable for their behavior. This sometimes creates a conflict in which employees call in sick.Non-medical absence involves life problems (financial, divorce, taking care of parents etc.) and labor conflicts. Guiding absenteeism in a labor conflict is a HR task that is insufficiently tackled by line managers.Both the AMO theory (Appelbaum and Berg, 2000) and Self Determination Theory (Deci & Ryan, 1985, 2000) describe aspects that are important for line managers to perform their HR tasks.The research shows insufficient intrinsic motivation and even amotivation to perform the HR task. In the preliminary study came to argue that amotivation is a stagnant factor for line managers to accomplish these tasks.In a mixed method study, we found that the basis for amotivation was the lack of ability, knowledge (including training) and significant positive outcome of efforts. We recommend more education on labor conflicts, training on the conversation techniques of line managers or specialized employees within HR who can perform these tasks and guide the process of absenteeism due to labor conflicts.Key words: Labor conflict, HR tasks, Line managers, Amo theory, Self determination Theory, Emotionally Neglected Organizations.

Development and validation of a new instrument of teachers' motivational climate

Bruno Remolif, Université de Genève
Delphine Paumier, Université de Genève
Julien Chanal

Teacher's motivational climate has been increasingly studied in SDT educational research. As behaviors associated with teachers' teaching practices have become more detailed, it seems logical to develop a tool that reflects the progress of research in this domain. Actually, questionnaires measuring motivational climate (e. g., LCQ or TASCQ) measure only one or three dimensions whereas Ahmadi et al. (2022) proposed 6 dimensions to measure motivational climate: autonomy supportive (e. g., providing choices and rationales), autonomy thwarting (e.g., pressuring students, regardless of student preferences), competence supportive (e.g., providing specific feedback and clear goals), competence thwarting (e.g., leaving students to lean on their own, leaving them feeling overwhelmed or confused), relatedness supportive (e.g., Acknowledging and accepting negative affect) and relatedness thwarting (e.g., cold teachers showing little personal care or concern for their students). The present research aims to develop and validate a new instrument measuring elementary students' perception of primary teacher's motivational climate during lessons, in relation with the new classification by Ahmadi et al. (2002). The students will respond to our new questionnaire in different school-subjects (French, mathematics and german) and at the contextual level (school) to capture possible inter-individual differences in teacher behavior.

Examining the Lived Experiences of California Hispanic Agriculture Teachers

Sam Rodriguez, California State Univeristy Fresno
Christian Wandeler, California State University Fresno

Teachers of color are underrepresented in Career and Technical Education (CTE), particularly in high school Agriculture programs in California. The overarching purpose of this sequential mixed-method study was to examine the lived experiences of Hispanic Agriculture teachers in California. This poster focuses on the quantitative portion. The focus was examining the differences in autonomy, competence, and relatedness depending on years of teachers' experience, membership in professional organizations, and levels of funds of knowledge. A quantitative survey that reached almost the entire population of Hispanic Agriculture teachers in California indicated that years of experience in teaching and membership in a professional organization for Hispanic Agriculture teachers (CATA) is positively related to higher levels in autonomy, competence, and relatedness.

Autonomy support and the revelation of sexual orientation: The experience of coming-out in Lima (Peru)

Karla Rodriguez, Pontifical Catholic University of Peru
Lennia Matos, Pontifical Catholic University of Peru
Rafael Gargurevich, Pontifical Catholic University of Peru
Thanasis Mouratidis, National and Kapodistrian University of Athens

Homosexuality is considered a "forbidden" sexual-orientation in Peru which is a macho and sexist culture. In this context sexual-orientation disclosure is complex and even dangerous. Sexual-orientation disclosure has a deep impact in the psyque of lesbian, gays, and bisexual individuals (LGB) and in its identity development. Hiding the sexual-orientation can cause insecurity, depression, anxiety, and self-destructive behaviors. Self-Determination Theory can help in understanding the coming-out process. Experiencing autonomy has been empirically linked to positive outcomes, so an autonomy-supportive context (e.g. understanding and accepting the person) is important for revealing an LGB orientation so people can be as they genuinely feel to be showing aspects of themselves. We analyzed the relationship between the perception of autonomy-support, the revelation of sexual-orientation and internalized homophobia in a sample of 437 participants (Mage=26.32, SD=6.87) from Lima-Peru. After the approval of the University´s Ethical Committee participants anonymously and voluntarily answered questionnaires about coming-out, autonomy-support for coming out and internalized homophobia during the first wave of COVID-19. Results showed that the more autonomy-support for coming-out from family, friends, and coworkers the more outness and the less identified homophobia. So, the role of autonomy-support for coming-out is highlighted. Further results and implications will be discussed.

The Role of Change-Oriented Feedback in Promoting Adolescent Psychological Health

Mélodie Roy, University of Montreal

Geneviève A. Mageau, University of Montreal

Feedback, whether promotion-oriented (i.e., positive feedback) or change-oriented (COF; i.e., negative feedback) is crucial for adolescents to develop their sense of competence. However, research on COF has mostly focused on its detrimental impact on adolescent's psychological health, suggesting that parents should refrain from resorting to it. Yet, recent studies conducted in sport shows that when the quality of COF is assessed separately from its quantity, that is the extent to which it may be characterized by autonomy-supportive features, it is rather linked to positive outcomes for athletes, just like it is the case for high-quality promotion-oriented feedback. The present study replicates these findings within the parent-adolescent relationship and examines the relative role of the quality and quantity of maternal feedback in adolescent psychological health. Hierarchical regressions (N = 197) tested the added value of the quality of COF in the prediction of psychological health while controlling for the quantity of COF, the quantity and quality of promotion-oriented feedback, and other covariables. Results showed that the quality of COF was positively associated with adolescent psychological health over a 6-month period above and beyond the other measured variables, suggesting that high-quality COF, characterized by autonomy-supportive features, can be positive for youths.

Examining work characteristics of principals and assistant principals with job attitudes: The mediating role of need satisfaction and need frustration

Marie-Michèle Roy, Université Laval, Canada
Louise Clément, Université Laval, Canada
Alice Levasseur, Université Laval, Canada
Emmanuel Poirel, Université de Montréal, Canada

Little empirical research has highlighted the distinction between the work characteristics of principals and assistant principals in educational institutions. Work characteristics of these two job positions are generally distinct (Goldring et al., 2021), but it is not clearly demonstrated how they differ, particularly because there is a wide variety of roles to play in both positions (Morgan, 2018). Based on the job demands-resources (JD-R) model (Bakker & Demerouti, 2007; Demerouti et al., 2001), this study proposes to examine how the job demands (i.e., pace and amount of work, work ambiguities, uncertainty about the future) and job resources (i.e., job control, recognition, participation in decision-making) impact the work satisfaction and intention to quit (both attitudinal outcomes) through the satisfaction and frustration of the basic psychological needs (BPNs) as mediator variables. A total of 568 participants (342 principals and 226 assistant principals) took part in the study. SEM results show significant differences between these two job positions and they pave the way for a better understanding of how the consequences of job demands and job resources, through the mediation process of BPNs, vary according to job position. Theoretical and practical implications of the findings will be addressed in the presentation.

Experiences of Engaging in Contemplative-Reflexive Practices During Practicum

Erin Sappio, Stockton University

Terrilyn Battle, Stockton University

This study used a community based participatory research (CBPR) model to explore the impact contemplative practice has on Master's level counseling students while engaging in their practicum course. Four counseling students and two faculty researchers created process questions to be contemplated through a 10 week period. Results indicated that students gained self-awareness of their calm, relaxed states during contemplative practice, which contrasted to their worried and tense states when engaging in client contact hours. Over time, students were able to be reflexive in direct client contact by drawing upon the self-awareness gained through regular contemplative practice. Unintended benefits of engagement in a CBPR study and future research directions are discussed.

How Recovery Colleges contribute to self-determination? : A qualitative study for expanding the horizons of self-determination theory in mental health

Anick Sauvageau, Université du Québec à Trois-Rivières
Catherine Briand, Université du Québec à Trois-Rivières
Julie Bellemare, Université du Québec à Trois-Rivières

INTRODUCTION : It is now recognized that mental health services must be based on a recovery-oriented approach. The Recovery College model is a response to this paradigm shift. This model proposes learning centers where learners from diverse backgrounds collaborate to address psychological well-being and mental health issues. The centers and their courses are codesigned and cofacilitated by teams of trainers (health professionals and people with experiential knowledge of mental health challenges). Courses are offered in an inclusive, egalitarian and benevolent space. They have been shown to improve self-determination. Recovery Colleges' impact can be explained, in part, by the relationships learners experience throughout courses. OBJECTIVES: This study aims to 1- understand the relationships experienced by learners in a Recovery College and 2- explore how these relationships are related to the development of self-determination. METHODS: A qualitative study in two steps is conducted. Initially, individual interviews were conducted with 10 learners to collect qualitative data about the type of relationships experienced. An inductive thematic analysis using Miles and Huberman's stepwise content analysis was realized. The first two authors identified emerging themes validated by the third author. Then, group interviews were conducted with 16 participants to explore how relationships related to the development of self-determination. The inductive thematic analysis based on a functional theory of self-determination (Wehmeyer, 1996) is in progress. RESULTS: Two categories of themes emerged from the first step of the study: (1) the space for interaction (that recognizes experiential knowledge) (2) the space for collaboration and coconstruction of integrated knowledge. CONCLUSION: The second step of this study will shed light on mechanism specifically associated with the differents constructs of self-determination. The hypothesis is that this egalitarian learning space help learners to develop skills and attitude to be causal agent in their lives.

Integration of Emotional Experiences as Antecedent of Flexible Emotion Regulation

Nitzan Scharf, Ben-Gurion University of the Negev
Guy Roth, Ben-Gurion University of the Negev

The ability to regulate emotions is a core component of mental health. Recent research has revealed the importance of flexible emotion regulation (ER) for well-being. In a series of five studies (N = 1498 in total) we examined integrative emotion regulation (IER; an autonomous emotion regulation style) as a possible antecedent of ER flexibility. We used new and existing measures of ER flexibility to test how ER flexibility manifests in real-life stressful situations. In four studies, participants reported on their ER styles, their ability to flexibly regulate emotions according to situational demands, and their well-being. In study 5, college students completed surveys before and after giving an oral presentation (a stressful task). We found consistent associations between IER and flexible ER, and both were associated with well-being and adaptive behavior. Dysregulation was associated with rigid regulation, and both were associated with symptoms of anxiety and depression. The associations of suppressive ER were mixed. Results indicate that attending to emotional cues without immediately acting on them can facilitate autonomous choices and openness to feedback on whether those choices promote personal goals. However, uncontrolled or rigid ER strategies may leave individuals feeling worse and unable to accommodate situational demands.

Predicting Perceived Self-Determination in a Sample of Intellectually Disabled Adults Living in Long-Term Care Facilities

Ashton Sheaves, Mount Saint Vincent University
Daniel Seguin, Mount Saint Vincent University

Adults living with intellectual disabilities (ID), like anyone, are not only capable of being self-determined, but thrive off of such intrinsic motivation (Frielink et al., 2016). Therefore, it is essential that academics and laypersons alike are well informed of potential variables that precede and predict self-determination. Self-determination in the ID community is more important now than ever, with societal changes leading to longer life spans for adults living with ID. This increases in magnitude for adults with ID living in long-term care (e.g., group homes, residential facilities), as these individuals often do not have control of their own daily lives (such as where they live, who they live with, etc). To be self-determined, one must at least satisfy the three basic psychological needs: autonomy, competence, and relatedness, to achieve self-determination (Adams et al., 2017). The present study aimed to identify predictor variables of the above components of SDT. It is hypothesized that individuals who have adequate choice and support from staff will be more autonomous; individuals who have a strong social support network will feel more related; and individuals who take part in a work program that they enjoy will experience more competence.

Improving medical student well-being through mentorship: A Self-Determination Theory Approach

Tori Shmon, University of Saskatchewan
Revathi Nair, University of Saskatchewan
Adam Neufeld, University of Alberta

Introduction: Few programs in medical education emphasize the development of clinical skills and social cohesion amongst peer groups. Peers United in Leadership & Skills Enhancement (PULSE) is a novel near-peer mentorship program based on Self Determination Theory (SDT) at the University of Saskatchewan's medical school. Each session allows students to choose their clinical learning goals and collaborate within a semi-structured learning environment.Goals: Evaluate PULSE's efficacy in promoting medical students' self-determination, learning, connectedness, and well-being. Methods: Students who participated in PULSE completed various SDT-based questionnaires. Using correlation and regression, we studied how the learning climate influenced participants' autonomous motivation, basic psychological need satisfaction, perceived competence in learning/teaching, and psychological well-being.Results: Mentees rated PULSE as highly autonomy-supportive, which corresponded to greater need satisfaction and perceived competence in learning the material. For mentors, autonomous motivation to mentor in PULSE was associated with greater perceived competence in teaching, along with greater psychological well-being.Conclusion: Our findings show that mentorship programs that promote medical students' self-determination support their clinical learning, confidence, relationship formation, and overall well-being. The implications of this research are discussed in terms of the potential for mentorship programs in medical education, and health professions education more broadly.

Latent Profiles of Autonomous and Controlled Motivation for Teaching

Revital Skuri, Ben Gurion University
Moti Benita, Ben Gurion University

According to self-determination theory (SDT) people's motivation for behavior lies on a continuum of relative autonomy, whereby external and introjected regulation reflect controlled motivation, and identified and intrinsic regulations reflect autonomous motivation. In the past decade researchers have implemented these ideas among teachers and shown that teachers' autonomous predict more adaptive outcomes for teachers and students than controlled teacher motivation. However, these studies relied on a variable centered approach, neglecting the possibility that certain motivations can co-occur, and unable to explore how different combinations of autonomous and controlled teacher motivations relate to outcomes. This study adopted a person-centered approach to investigate different profiles of autonomous and controlled motivations among teachers and their relations to multiple characteristics (i.e., emotional exhaustion, depersonalization, empathy, and goal orientation). 437 Israelis teachers from a variety of age groups and socioeconomic levels filled out questionnaires. Latent profile analysis distinguished six motivational profiles: average motivation (23.5%), high-autonomous (19%), non-autonomous (18%), non-controlled (13.5%), autonomous (13%), high-controlled (13%). High-autonomous and autonomous profiles were associated lower levels of burnout and greater teacher empathy, social goals, and better classroom environment. The results join recent evidence on the benefits of autonomous motivation for teaching.

Examining the Motivation of Robotic Surgeons Through the Lens of Self Determination

Mary Soliman, University of Central Florida

Background: Robotic surgery is a minimally invasive modality growing in popularity for both surgeons and patients. However, adopting robotic surgery in complex surgical specialties can be challenging due to a steep learning curve. This study investigated surgeons' motivation to perform robotic surgery through the lens of Self Determination Theory. Research Question: What impact does a surgeon's sense of competence and relatedness have on the number of robotic cases performed?Methods: Quantitative data measuring perceived competence and relatedness were collected from 73 surgeons using a modified Work-related Basic Need Satisfaction Scale. Demographic data, including robotic experience, were also collected. Results: Overall, robotic surgeons feel somewhat competent (M = 5.1) and somewhat related (M = 5.3), with a strong correlation (r = .72) between perceived competence and the number of robotic cases performed and a weak correlation (r = .29) between perceived relatedness and the number of robotic cases performed.Conclusion: Increasing perceived competence in novice robotic surgeons can motivate them to work through the robotic learning curve. Research-based solutions include providing opportunities for mastery in low-risk environments, such as robotic simulators and scaffolding procedures into clear steps with video and peer support.

Examining Quality of Friendship and Well-Being through a Self-Determination Theory Framework: A Mixed Method Approach

Maria Stepanyan, University of Victoria
Frederick Grouzet, University of Victoria

Friendship comes in many forms and holds a variety of definitions depending on who one asks. Using self-determination theory (Ryan & Deci, 2017), we conceptualize the quality of friendships through need fulfillment, being need supportive, and the motivation behind engaging in the relationship. Using a convergent mixed method approach, we test the hypothesis that the higher quality (high in need fulfillment, support, and autonomous motivation) a friendship is, the higher the overall well-being of individuals will be. Surveys will be distributed to university students and concurrent interviews will be conducted with a subsample. Thematic analysis will enhance the understanding of the survey findings, and the results will be transformed into quantitative data. Using both survey and transformed data, regression analyses will be run to corroborate results. This mix-method research will lay a foundation for beginning to understand the multifaceted nature of friendships that could be more complex than high or low scores on singular aspects of the conceptualization of friendship and that is not captured by quantitative methods. Findings will be discussed in relation to social psychology theories on friendship and self-determination theory in particular.

The Role of Basic Psychological Needs for Self-Care of Sobering Addicts

Katarzyna Tabiś, University of Wroclaw - Institute of Psychology; Wroclaw Medical University - Department of Medical Humanities and Social Science
Ryszard Poprawa, University of Wroclaw - Institute of Psychology

Needs satisfaction and lack of its frustration is the requirement for good functioning and developing the basis of self-care (Vansteenkiste & Ryan, 2013). The present study aimed to preliminary investigate the

role of the basic psychological needs for the Self-Care (diet, social support, emotion regulation, sleep quality) of sobering addicted patients. The respondents' group involved 51 clinical participants, aged from 23 to 68 (M = 44.22, SD = 11.47) majority of whom were men (86.5%). The participants were asked to complete the questionnaire involving sociodemographic data, the Dietary Fat and Free Sugar – short questionnaire, the Difficulties in Emotion Regulation Scale, the Multidimensional Scale of Perceived Social Support, and the Pittsburgh Sleep Quality Index. The obtained results indicate that satisfaction and frustration correlate adequately inversely with Self-Care indicators. Moreover, the correlations of Self-Care indicators with satisfaction are not only statistically significant but also significantly stronger than with the frustration of needs. The results underline the specific role of needs satisfaction (especially competence) for self-care of sobering alcoholics and are consistent with the Self-Determination Theory which assumes that needs satisfaction is essential for psychological well-being. Further research should explore the direction of the relationship between Self-Care and basic psychological needs.

Exploring the Perspectives of Teenage Tutors Through the Lens of Self Determination Theory

Talya Taylor, University of North Florida

Innovative tutoring programs are important as student reading achievement has declined since the onset of COVID-19 and school systems face instructional staff shortages. Through the lens of Self Determination Theory (SDT), this study explores how tutor autonomy to choose instructional strategies and delivery methods impacts student reading progress through one-to-one tutoring. Centered in a constructivist world view, qualitative research methodology was used to explore the relationship between teenage tutors exercising autonomy when delivering a scripted reading curriculum and tutee reading achievement outcomes. Observations, interviews, and document analysis were methods used in this study. The data collected in this study was member-checked and triangulated to address ethical concerns. This study finds that the training tutors received by certified instructional personnel influenced the level of autonomy exhibited by tutors to deliver reading tutoring. The themes found in this qualitative study reflect competence, autonomy, and relatedness of SDT. The findings of this study may provide school districts insight on how to form tutoring partnerships and how to create work force opportunities for teenagers while simultaneously addressing limited instructional staff to provide one-to-one reading intervention. Further study is suggested to determine if the tutoring program influences teenage tutors to pursue a career in education.

General Music Ed. and Basic Psychology Needs: Predicting Teaching Styles in a German Sample

Lucas Temming, University of Arts Berlin (Germany)

Within Self-Determination Theory (SDT), Basic Psychological Needs Theory identifies autonomy, relatedness, and competence as three essential, inherent, and universal psychological needs that work as driving factors for growth and well-being in various contexts. Moreover, autonomy support in educational settings has recently become widely accepted as a key to optimal functioning among students and teachers alike. However, the lack of research addressing basic psychology needs fulfillment as predictors for teaching styles among German General Music Ed. teachers limits the assessment of SDT's proposed

causal links in a German Music Ed. context. Therefore, the purpose of the present study is to explore basic psychological need fulfillment and frustration as predictors for teaching styles and motivation for teaching General Music Ed. Employing the Basic Psychological Need Satisfaction and Frustration Scale (BPNSFS), adapted for German General Music Ed. teachers, this study aims to determine (i) whether multiple regression analysis confirms basic psychological needs satisfaction and frustration among German General Music Ed. teachers as predictors for autonomy-supportive teaching, curriculum fidelity, and individual support. Furthermore, a mediation analysis aims to ascertain (ii) whether motivation for teaching General Music Ed. mediates these effects.

Self-Determination Theory in Treatment Studies of Schizophrenia: A scoping review

Helen Thai, McGill University; Douglas Mental Health University Institute
Élodie C. Audet, McGill University
Richard Koestner, McGill University
Martin Lepage, Douglas Mental Health University Institute; McGill University

Self-Determination Theory (SDT) is an established theory of human motivation and emphasizes the role of the individual's basic psychological needs (autonomy, competence and relatedness) as core factors in maintaining motivation. This theory has been applied in other psychiatric disorders to understand treatment engagement but has been studied in schizophrenia only in the last 20 years. To better understand how SDT motivations (i.e., amotivation, external, intrinsic) and basic psychological needs have been studied in schizophrenia-spectrum disorders with respect to treatment delivery, engagement and outcomes, we conducted a scoping review using PRISMA guidelines. Studies were included if they appeared in peer-reviewed journals by 2022, were written in English, and evaluated patient motivation in the context of treatment in a schizophrenia-spectrum population. Fifty-six papers met the inclusion criteria. Interim analyses yielded the following general themes: 1) autonomous motivation is associated with better treatment engagement and outcomes; 2) patient motivation for treatment is a dynamic construct; and 3) patient motivation can be enhanced through modifications of intervention designs. There is a lack of studies investigating how the basic psychological needs that drive and maintain motivation influence treatment engagement and outcomes. Implications and directions for future research and practice are provided.

A multi-informant perspective on maternal and paternal structure: Predicting academic adjustment and achievement during the postsecondary transition.

Cléo Thibert-Dagenais, Université Laval
Catherine F. Ratelle, Université Laval
Stéphane Duchesne, Université Laval

The transition to college is a pivotal moment in youths' academic path (Dunn, 2016). Parents play a role in supporting their child's competence by offering structure, which pertains to parents' organization of their

child's environment to make it predictable (Soenens et al., 2019). However, parental structure received less attention than other need supporting behaviors (Farkas & Grolnick, 2010). Even less studied are the parent-youth differences in perspectives on parental structure (Janssens et al. 2015), despite the psychometric benefits of multi-informant designs (De Los Reyes et al., 2016). This multi-informant longitudinal study aimed to compare parent and youth perspectives on parental structure and their link to academic adjustment and achievement during the postsecondary transition. Youth, their mother, and their father (N = 248 families) filled an online questionnaire. Latent difference scores were estimated to assess convergence of informants' perspective on parental structure. Results show that youth perceived both parents as less structuring than parents perceived themselves to be. However, when youth overestimated their mother's and father's structure, they reported higher academic adjustment and achievement during their transition to college. Parents' self-reported structure also predicted higher academic adjustment and achievement. Implications for parental structure and multi-informant designs are discussed.

Advancing the conceptualization and measurement of psychological need states in education settings: The unique role of psychological need unfulfillment

Jérémy THOMAS, Université de Reims Champagne-Ardenne
Tiphaine HUYGHEBAERT-ZOUAGHI, Université de Reims Champagne-Ardenne
Simon BADRE
Tomas JUNGERT

Building upon recent studies based on Self-Determination Theory, we aimed to investigate whether psychological need unfulfillment constitutes a distinct need state for students (when tested alongside need satisfaction and frustration) and to test the validity of a tripartite measure of these need states in education settings (Psychological Need States in Education-Scale, PNSE-S). Results from two studies conducted among French high school (Study 1; N = 473) and higher education students (Study 2; N = 1143) provided support for the unfulfillment of the needs for autonomy, competence, and relatedness to be modeled as a distinct need state relative to the satisfaction and frustration of those three needs. Results also supported the construct validity of the 35-item PNSE-S in both samples. Moreover, results supported the criterion-related validity of the PNSE-S by indicating that these distinctive need states had well-differentiated effects on a wide array of outcomes of importance for students: feelings of inadequacy, emotional exhaustion, physical fatigue, cognitive weariness, psychological disengagement from distinct targets (other students, teachers and studies), and dropout intentions. This research therefore offers a multidimensional instrument allowing to simultaneously assess students' need satisfaction, frustration, and unfulfillment. It also shows psychological need unfulfillment to be key in understanding students' maladaptive functioning.

The Perceived Goal Difficulty - Achievement Paradox: The Role of Goal Competence

Tyler Thorne, Carleton University
Marina Milyavskaya, Carleton University

The pursuit of goals colours life with purpose. SDT implicates competence and autonomy as drivers of intrinsic motivation and thus self-determined goal pursuit, which is thought to be ideal for goal achievement. Indeed, expressions of competence is indicative of inner psychological resources and motivates us to set more difficult goals, which, according to goal theory (GT), has a positive linear relationship with goal achievement. Yet in everyday goal pursuit – where goals, and by extension their ratings of difficulty – become more subjective and abstract, null or even negative relationships with achievement have been reported. This study, analysing previously collected data from seven studies with over 1000 participants and over 4000 goals, examined this paradox in two ways. First, we investigated feelings of competence towards a goal as a suppressor of the goal difficulty – achievement relationship by explaining shared systematic variance. Second, we investigated whether perceived competence towards a goal moderates the goal difficulty – achievement relationship, such that higher perceived goal difficulty is related to achievement if a person feels competent. Bridging SDT and GT perspectives, the role of goal competence in interpreting the perceived goal difficulty – achievement relationship, as well as the analytical implications for measuring it, will be discussed.

The Why of Civic and Non-Civic Activities in Youth: Autonomous Motivation for Civic Activities Contribute the Most to a Better Psychological Functioning

Aurélie Thuot-Jolicoeur, Université du Québec à Montréal
Ariane Chevalier-Pomerleau, Université du Québec à Montréal
Frederick L. Philippe, Université du Québec à Montréal

Past research has shown that organized activities (e.g., sports, arts, volunteering) can contribute to the positive development of youth. However, the reasons why youth engage in these activities have often been overlooked. The present study examined whether autonomous and controlled motivation to engage in these activities would impact youth psychological functioning. Moreover, because of the special nature of civic activities as compared to non-civic activities, we also investigated whether autonomous motivation to engage in civic activities would contribute the most to the outcomes. A total of 1250 high school students reported whether they engaged on or not in civic and non-civic activities and indicated their reasons for engaging in these activities (autonomous or controlled motivation). They also completed measures of psychological functioning: psychological need satisfaction (autonomy, competence, relatedness), relationship satisfaction with parents and peers, school satisfaction, self-esteem, and mindfulness. Regression analyses after adjustment for sex, age, ethnicity, socioeconomic status revealed that participating in civic and non-civic activities (as compared to no participation) were positively associated with psychological functioning. However, autonomous and controlled motivation for civic and non-civic activities were the most important predictors of psychological functioning, beyond mere participation, being both positively and negatively associated with it, respectively. Moreover, when examining youth participating in both types of activity, autonomous motivation for civic activities was the best predictor of psychological functioning. These results suggest that the "Why" of youth's activities is critical to take into consideration beyond mere participation. Furthermore, civic activities appear to be a particularly fruitful avenue to facilitate youth's positive development.

Encouraging Persistence in Adult Learners by using the "Hot Air Balloon for Motivation"

Stephen Tonks, Northern Illinois University

Aldo Rodriguez, Administración Nacional de Educación Pública de Uruguay

In this paper, we report on an intervention for adult learners based in self-determination theory that resulted in increased motivation and persistence over a school year. The intervention was designed to address the high rate of student dropout in formal adult secondary school education in Uruguay. First, we summarize the context which determined the planning, creation and implementation of the intervention. Then, we describe the intervention, which is based on a meta cognitive tool called "the hot air balloon for motivation". Finally, we analyze how the intervention influenced students' motivation and persistence. We asked learners to metacognitively reflect on their basic psychological needs for autonomy, competence and relatedness by answering four questions. Students then wrote their answers in a graphic organizer shaped like a hot air balloon. During the course, this activity helped students feel a sense of choice in their academics, thus supporting autonomy. Students' competence increased through setting, revisiting and achieving explicit goals. Finally, working as a class together on this activity and goal-setting, students developed feelings of empathy and relatedness with their classmates, forming a network of support, which ended up being a key factor in their persistence.

Developing Self-Determination Through a STEM Project-Based Learning with Integrated Elements of Systems Thinking Model in an After-school Program

John Carlo Tulinao, University of Miami

Massia Bailey, University of Miami

"I am needed here. We need to finish our bridge project. My team needs me."This is the response of Maria, a pseudonym, when asked by her 10th grade teacher why she skipped her regular classes in the morning yet attended the "Tulay ng Pag-asa" (Bridge of Hope) after-school program. Using a qualitative exploratory methodology, this study investigated the effect of a STEM Project-Based Learning with Integrated Elements of Systems Thinking Model through the lens of Self-Determination Theory (SDT) in an after-school program implemented at a junior high school in Antipolo City, Philippines. We employed the theoretical perspective of SDT to examine students' autonomy, competence, and relatedness following the implementation of the program through analysis of students' and teachers' written and recorded reflections, interview responses, and researchers' memos. Current narratives revealed patterns that show different motivations acquired by the student after being exposed to the program. The observed and documented lived experiences of the participants helped the researchers to understand how the designed program developed self-determination in the students. We argue that the characteristics and nature of the model, in contrast to traditional interventions, reinforced the student's self-determination and motivation, not just in their academic outlook, but also in their lived realities outside the school. Limitations, classroom implications, results and future studies are similarly discussed.

Can adolescents satisfy their basic psychological needs online through social media use? Examining the interactive interplay between online and offline basic psychological need experiences

Marlies Van de Casteele, Ghent University
Maarten Vansteenkiste, Ghent University
Bart Soenens, Ghent University
Koen Ponnet, Ghent University

Research within SDT is beginning to demonstrate that basic psychological need satisfaction while spending time on social media positively relates to online well-being (1) and enjoyment (2). Given that social media are deeply intertwined in adolescents' daily activities, we present 3 studies that build on these prior findings by considering adolescents' online need experiences in conjunction with need satisfaction and frustration stemming from offline domains. First, in study 1, our questionnaire was validated in a group of 11 423 adolescents (Mage = 22.45, 68% female) confirming our hypothesized 4-factormodel (online-satisfaction, offline-satisfaction, online-frustration, offline-frustration). Next, in study 2 (N = 70, Mage = 21.45, 84% female), we explored the associations between the 4-factors and objectively registered patterns of social media usage. Lastly, study 3 (N = 179, Mage = 15.24, 54.5% female) will look at the interplay between online and offline need experiences in the prediction of a broad set of offline (e.g. anxiety, depression, sleep) and online (e.g. guilt, interference) well-being outcomes. The first analyses showed that online satisfaction and frustration can significantly contribute to adolescents well-being on top off need experiences in the offline domain, which will be further explored in detail in the upcoming weeks.

Intercultural Motivational Teaching Styles in an At-Risk Primary School in the Netherlands

Chantal Vankan, Open University of the Netherlands
Lisette Wijnia, Open University of the Netherlands

Supporting students' basic psychological needs for autonomy, competence, and relatedness can foster students' development while undermining these needs can lead to less well-being. Research has shown that teachers of at-risk students can misinterpret students' needs and sometimes offer less autonomy or adopt controlling teaching practices, which can contribute to the inequality of educational opportunities. Teachers' conceptions about students' diverse cultural backgrounds could affect their (de)motivational teaching style. This case study explored the need-supportive teaching style and intercultural competence of teachers from an at-risk multicultural primary school (Amsterdam, the Netherlands). A questionnaire measured the need-supportive teaching of 34 teachers (Aelterman et al., 2019), and 11 of these teachers were further interviewed about their teaching style and intercultural competence based on the developmental model of intercultural sensitivity (Bennett, 1986; Hammer et al., 2003). Teachers obtained the highest scores on structure and autonomy support. A positive association was found between a need-supportive teaching style and the intercultural competence "acceptance." Teachers showed an ability to distinguish and acknowledge differences and similarities between cultures and an interest in cultural diversity regarding equality. Insights from this study can contribute to creating equal educational opportunities by understanding the prerequisites of need support in multicultural at-risk schools.

The association between parents' self-compassion, children's temperamental negative emotionality, and parental autonomy support

Rose Varin, University of Montreal
Mireille Joussemet, University of Montreal
Geneviève Mageau

Numerous studies in the self-determination theory's literature have demonstrated the benefits of parental autonomy support (PAS) on child development. Many parental characteristics have been associated with the provision of PAS. However, little attention has been given to self-compassion, defined as a way to relate with one's own shortcomings or suffering with openness, kindness, and a perspective of common humanity. The objective of this cross-sectional research is to test how parents' self-compassion might be beneficial for themselves and their children, by facilitating PAS. This research also examines how children's temperamental negative emotionality, characterised by high-intensity negative emotions and unsoothability, might moderate the relationship between self-compassion and PAS. To this end, 178 parents of children between 5 and 12 years of age reported their levels of self-compassion and PAS, as well as their children's negative emotionality. Linear regression analyses revealed that parents' self-compassion and children's negative emotionality were associated with higher (β = .17, p = .02) and lower (β = - .19, p = 0.01) PAS, respectively. Children's negative emotionality did not moderate the relation between self-compassion and PAS. These results contribute to the advancement of knowledge on individual differences that facilitate or impede the provision of autonomy support.

The challenges experienced by parents in providing an autonomy supportive environment for their offspring with intellectual disabilities during transitions

Frances Vereijken, Tranzo, Tilburg School of Social and Behavioral Sciences, Tilburg University
Sanne Giesbers, Tranzo, Tilburg School of Social and Behavioral Sciences, Tilburg University
Andrew Jahoda
Petri Embregts

Parents often play a significant role in providing an autonomy supportive environment for their offspring with intellectual disabilities (ID). However, encouraging self-determination in (young) adults with ID while simultaneously wanting to protect their health, safety, and best interests, can be challenging. Two qualitative studies focusing specifically on how parents of people with (mild-to-severe) ID experienced important transitions illustrate the challenges in providing an autonomy supportive environment. The first transition explored was at the start of the COVID-19 pandemic. In the Netherlands, some parents decided to bring their offspring with ID, who normally lived in residential care, home. The second study explored the process of planning the transition of (young) adults with ID out of the family home. The analyses of both studies (i.e., interpretative phenomenological and content analysis) showed how parents

experienced that uncertainty or worries during transitions made it challenging to provide an autonomy supportive environment for their offspring with ID. A better understanding of the experiences and role of parents during times of transition, will help provide parents with the required support in creating an autonomy supportive environment for their offspring with ID.

Is Autonomy a basic need? Looking for neural evidence of autonomy acting as a reward

François Vogt, University of Geneva, Switzerland
Julien Chanal, University of Geneva, Switzerland

The main objective of this research was to demonstrate some preliminary evidence that the basic psychological need for autonomy act as a reward from a neurobiological perspective. Two preliminary behavioral studies aiming to determine if autonomy could act as a reward were conducted. In the first study, participants completed a spatial cueing task before and after a Pavlovian conditioning task with autonomous, positive or neutral words as conditional rewards. Results demonstrated a global effect of conditioning cues with autonomy and positive words. The second study was an adapted version of the Monetary incentive Delay Task which we called the Autonomy Incentive Delay Task (AID). Autonomous, controlled, neutral or no words were proposed as outcomes depending on subjects performance. Preliminary results showed an overall effect of conditions on behavioral measures both in terms of reaction times and percentage accuracy. These preliminary results demonstrate that autonomy words could be used as reward in behavioral reward tasks. The next step of this long-run project will be to translate these results in a neural environment and specifically to determine if the brain region activated are similar to classical brain reward system regions.

The relationship between formative strategy use & motivational profiles

Samantha Vos, Open Universiteit
Kelly Beekman, Fontys Hogeschool
Rob Martens, Open University of the Netherlands
Renate de Groot, Open University of the Netherlands
Lisette Wijnia, Open University of the Netherlands

The objective of this study is to investigate the effects of formative strategy use on secondary students' motivational profiles. This study is part of a longitudinal study on formative assessment. Students answered items on self-regulated learning and motivation (using the Children's Perceived Use of Self-Regulated Learning Inventory; CP-SRLI; Vandevelde et al., 2013) and the perceived use of formative assessment strategies by their teachers (Wolternick et al. 2020). Four schools took part in the survey, only one of which is a formative assessment part of the school's teaching strategy. The data from this school was compared to the data from the other three schools to assess differences in student perception of formative strategy use and its impact on SRL and motivation. To do this, we will create motivation profiles using latent profile analysis. We will also observe the relationships between formative strategy use, profile membership (i.e., motivation) and SRL. We hypothesize that the use of formative strategies is related to

more adaptive motivation profiles (e.g., higher levels of intrinsic motivation), which also positively impacts engagement in self-regulated learning. Preliminary results indicate that formative strategies have a positive effect on SRL when autonomous motivation is the mediator.

The Association of Motivational Profiles with Affect, Engagement, and Achievement in a Problem-Based Bachelor's Program

Lisette Wijnia, Open University of the Netherlands
Lisenne Giel, Erasmus University Rotterdam
Gera Noordzij, Erasmus University Rottedam

This study investigated first-year students' motivational profiles for going to college (N = 736) on their subsequent experiences in problem-based learning (PBL). Motivation (Academic Motivation Scale) was measured within the first two months of the academic year. Five motivational profiles were identified: low-quantity (n = 68), poor quality (n = 130), moderate (n = 298), good quality (n = 76), and high quantity (n = 164) profiles. Throughout the year, teachers evaluated students' engagement during PBL group meetings (i.e., six ratings of active participation and preparation in meetings). Other outcome measures included Affect (PANAS, filled out at the end of the first year) and a weighted average grade (based on credits) on assignments and exams during the first year. Our results showed that students' motivational profiles were associated with their experience of positive affect, teacher-reported engagement in class, and academic achievement. The good-quality-profile students obtained the highest scores on engagement in class. The results further indicated that students with a low-quantity motivational profile experienced less positive affect, were less engaged, and obtained lower grades than the other students. These results suggest the need to consider prior individual differences when examining the effect of PBL on students' well-being and performance.

Resistance to Negative Peer Pressure Among Chinese Youth: The Roles of Inherent Values Demonstration, Intrinsic Values, and Authentic Inner Compass

Xuanxuan Wu, Shenzhen Technology University
Shi Yu, Chinese University of Hongkong, Shenzhen
Avi Assor, Ben Gurion University
Moti Benita, Ben Gurion University
Huixian Yu, University of Maryland

Adolescents' ability to resist negative peer pressure contributes to their long-term adjustment. Previous research has found that adolescents' resistance to negative peer pressure (RNPP) could be predicted by adolescents' having self-guiding values and goals which they identify deeply (i.e., Authentic Inner Compass, AIC), which in turn could be facilitated by parents' demonstration of the inherent values in behaviors (i.e., Inherent Value Demonstration, IVD). Additionally, other previous research also found that adolescents' extrinsic values (i.e., wealth, image, and fame) were correlated to susceptibility to peer influence (the opposite of resistance to peer pressure). However, to our best knowledge, no study has

explored the relationship between intrinsic values (e.g., personal growth, community contribution and intimate relationships) and adolescents' RNPP. Additionally, no study has expanded the mediation of AIC between IVD and RNPP to Chinese culture. To fill these gaps, in this study, we test a chain mediation model of IVD --> intrinsic values --> AIC --> RNPP within Chinese Culture. To this end, we conducted two studies with 111 adolescent-mother pairs from China mainland and 304 university students from Hong Kong. Structural Equation Modeling (SEM) was performed using Mplus. Results support our proposed chain mediation model.

A Self-Determination Approach to Social Emotional Learning: Supporting Students' Needs as an Essential Foundation for the Cultivation of Socio-Emotional Skills & Growth

Noam Yitshaki, Ben Gurion University on the Negev
Avi Assor, Ben Gurion University on the Negev

There is a growing understanding that for children and youth to learn and thrive, they must develop growth-resources that will enable them to cope well with challenges and difficulties. In order to develop such growth-resources within the educational system, many programs focusing on social-emotional learning (SEL) were developed. While the aim and intentions of these programs are very important, many of them assume that the major psychological resource that enable children to cope and thrive is socio-emotional skills (SES). In line with Self Determination Theory we propose that the most important resource for social-Emotional learning (SEL) is accumulated experiences of basic need satisfaction, which serve as a foundation for the development of positive perceptions of self and others, intrinsic goals and interests, and pro-social values. According to our model, teacher support for students' basic needs functions as a major source of students' learning, thriving and well-being, whereas the positive effects teaching SES depend on the extent that the teacher supports students' needs. Therefore, we suggest that SEL programs should focus primarily on enhancing teachers' autonomous motivation and capacity to support students' needs, and schools' support for teachers in these efforts; teaching of socio-emotional skills should only be a secondary priority.

Maternal autonomy support and control when setting emotion goals to children: Differential effects on children's internalization of the goals and their social behavior

Yael Zaidman, Ben Gurion University of the Negev, Israel
Moti Benita, Ben Gurion University of the Negev, Israel

The ability to regulate emotions plays a significant role in explaining youth's social behavior (prosocial and aggressive). According to motivated accounts of emotion regulation, emotion regulation is initiated with a goal to regulate emotions. In many cases, parents are those setting emotion goals for their children. The purpose of this study was to explore whether maternal emotion goal setting using autonomy supportive or controlling practices differentially predicts children's internalization of emotion goals and their social behavior in turn. At two time points, six months apart, 219 triads of mothers, fathers, and children completed questionnaires (fathers' mean age = 42.25, mothers' mean age = 39.94 years,

children's mean age = 10.27 years). We used structural equation models to analyze the data. Results showed that mothers' autonomy supportive emotion goal setting was positively related to prospective children's prosocial behavior, as reported by both mothers and fathers. This was mediated by children's autonomously motivated emotion goal pursuit. On the other hand, mothers' controlling emotion goal setting predicted children's aggressive behavior, as reported by fathers and mothers. This was mediated by children's control-motivated emotion goal pursuit. Results support and extend recent findings demonstrating the adaptive role of autonomous motivation in emotion regulation.

Examining Demographic Moderators of the Relationship Between Diversity, Equity, and Inclusion (DEI) Culture and Basic Psychological Need Satisfaction

Kayla Zilke, University of Tulsa
Bradley Brummel, University of Tulsa

Although basic psychological need satisfaction has been widely studied, including cross-culturally, researchers have yet to connect need satisfaction with organizational diversity, equity, and inclusion (DEI) culture. This study examines DEI culture as a predictor of need satisfaction and the role of demographic variables in this relationship. Given the plethora of positive outcomes from need satisfaction, identifying predictors of need satisfaction can help organizations realize those benefits. Additionally, linking DEI culture to need satisfaction could provide additional support for organizational focus on DEI beyond performance or public reputation. Using data from a demographically diverse sample of employed adults (n = 258), we used moderated regression analysis to examine the strength of the relationship between organizational DEI culture and basic psychological need satisfaction, with gender (male/female), race (White/non-White), and LGBTQ status (LGBTQ+/non-LGBTQ+) as potential moderators. Results showed a large and significant (r = .56) relationship between DEI culture and need satisfaction. While there were mean differences in need satisfaction by race and LGBTQ categories, there was not a difference by gender. None of the demographic variables were significant moderators of the relationship. These findings suggest that DEI culture supports the need satisfaction of all employees, regardless of minority or majority group membership.