

DOCTORAL THESIS

Teachers' interpersonal styles, students' psychological needs and adaptive/maladaptive outcomes in physical education

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Teachers' Interpersonal Styles, Students' Psychological Needs and
Adaptive/Maladaptive Outcomes in Physical Education

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ABSTRACT

In the current study, the Self-determination Theory (SDT; Deci & Ryan, 1985; Ryan & Deci, 2002) was used to examine the relationships among the perceived teachers' interpersonal styles, the basic psychological needs as well as adaptive/maladaptive consequences (e.g., self-determined motivation, psychological well/ill-being, effort, lack of concentration, worry) of secondary school students attending physical education (PE) classes. Although research using SDT has been widely conducted in many countries (e.g., North America, Russia, Britain, French, South Korea, Singapore), there is limited studies have been conducted among Chinese populations, including the Chinese population in Hong Kong. Furthermore, most of the previous research was focused on the social context that foster the satisfaction of basic psychological needs and the corresponding consequences. Investigations on the effects of both fostering and thwarting of the experience of basic psychological needs on the corresponding consequences, especially in PE context were neglected. In order to address the research deficiency as aforementioned, the current study was designed to first develop and validate two questionnaires that could be used for assessing the experiences of psychological needs satisfaction (Psychological Needs Satisfaction Scale in Physical Education, PNSSPE) and thwarting (Psychological Needs

Thwarting Scale in Physical Education, PNTSPE) of secondary school students attending PE classes in Hong Kong. These two questionnaires were subsequently used in another two independent samples to examine the abovementioned relationships. Factor analysis (exploratory factor analysis and confirmatory factor analysis), hierarchical regression, and structural equation modeling were conducted using SPSS 18.0 and AMOS 18.0 to examine the hypotheses in current thesis. The findings suggested that the selective psychometric properties of PNSSPE and PNTSPE were supported. The results further showed that need satisfaction was better predicted by perceived teachers' autonomy support, while need thwarting was better predicted by perceived teachers' control. In turn, selected adaptive outcomes (e.g., autonomous regulations, vitality and effort) were better predicted by need satisfaction while selected maladaptive outcomes (e.g., controlled motivations, negative affect, worry, lack of concentration) were better predicted by need thwarting. These findings suggested that high level need satisfaction does not necessarily mean low level of need thwarting or vice versa. In other words, need satisfaction could not replace the role of need thwarting plays in predicting maladaptive outcomes or vice versa.

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