

S-027

Self-determined motivation among medical specialists and healthcare teams

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Continuing professional development (CPD) is important for the performance and wellbeing of medical specialists and quality of care. Although autonomous motivation stimulates these concepts among health professionals, lack of motivation is a barrier for CPD. Different motivational profiles related to motivation for CPD, and structural relations between basic psychological needs, work motivation and motivation for CPD will be discussed. Furthermore, factors influencing specialists' motivation daily and a coping mechanism for these stressors are presented.

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Elementary School Students' Intrinsic and Extrinsic Motivation in Two Educational Systems - Traditional and Innovative

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Although current literature provides valuable insight into how student motivation and school climate perceptions are consistently associated with academic achievement, research examining the mediating effects of motivation in linking innovative educational systems, school climate, and academic achievement is limited. In this study the potential of the El'konin-Davydov system of developmental education is considered (Davydov, 2008). With respect to academic motivation, self-determination theory was applied as a useful theoretical framework that allows for the consideration of both the intensity and the quality of motivation (Deci, Ryan, 2000, Ryan, Deci, 2017). For now, the research within SDT on elementary school children motivation is limited to intrinsic motivation and academic achievement (Garon-Carrier et al., 2016). The study examines a model that illustrates the role of intrinsic and different types of extrinsic motivation in linking the El'konin-Davydov system of developmental education and school climate to the academic achievement of elementary schoolchildren.

Participants were 345 3rd and 4th graders drawn from four public schools, with some (N=192) educated in the traditional system and others (N=153) in developmental education. To measure intrinsic and different types of extrinsic motivation we created an extended version of the SRQ-A (Ryan & Connell, 1989). CFA for the questionnaire is CFI = 0.841; NNFI = 0.820; RMSEA = 0.061. T-tests conducted upon the academic motivation scales comparing two educational systems revealed that students in the developmental education system showed significantly lower external motivation (Teachers, General and especially Parents subscales ($d=0.60$)), higher RAI, had more positive attitudes towards school and studies and a slightly more positive perception of school, which was demonstrated both via self-report and nonverbal measures. The results of SEM showed that the hypothesized model fit the data well, supporting the hypothesis that student external motivation plays a mediating role in linking educational system (innovative vs traditional) with academic achievement. Students' intrinsic motivation played a mediating role in linking positive perceptions of school climate with academic achievement. The model yielded a good fit to the data: CFI= 0,961; NNFI=0,952; RMSEA= 0,058.

These results highlight that the developmental education (DE) approach compared to the so called traditional approach provides better instructional quality, promoting more beneficial motivational profile including decreased external motivation, which in turn is associated with higher academic achievement. Examples of pedagogical strategies used in developmental education which satisfy autonomy and competence (including innovative grading system) basic needs are provided and suggestions for further research will be provided.

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A Self-Determination Theory Perspective on RIASEC Occupational Themes: Motivation Types as Predictors of Self-Efficacy and College Program Domain

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Using the RIASEC model of occupational themes, this one-year prospective study investigated whether identified, introjected, and external regulations for vocational activities were relevant to understand vocational behavior, over and above vocational interests (i.e., intrinsic motivation). Results provided good support for our hypotheses, suggesting that the sole assessment of vocational interest (intrinsic motivation) might not be sufficient to guide students toward self-satisfying school and career paths.