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TRANS-CONTEXTUAL MODEL OF MOTIVATION: INVESTIGATION OF THE MEDIATING ROLE OF THE BASIC PSYCHOLOGICAL NEEDS

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ABSTRACT The aim of the study was to examine the mediational role of perceived competence, autonomy and relatedness on the relationship between students' perception of teacher autonomy support and motives in a physical education and leisure time context. A sample of 267 high school students with a mean age of 13.8 (SD = .80) completed a questionnaire for the estimation of the: a) perception of teacher autonomy support, b) basic psychological needs in physical education context, and c) different types of motives in a physical education and leisure time contexts. Results from mediation analyses revealed that autonomy and perceived competence mediated positively the interaction between students' perception of teacher autonomy support on intrinsic and identified motives in the physical education context. The results did not confirm the mediational role of perceived relatedness in the physical education context. Finally, the basic psychological needs did not mediate the effect of students' perception of teacher autonomy support on motives in a leisure time context. The results of the study indicated that future research should focus on the investigation of the effects of the three psychological needs on motives for participation in physical activity during leisure time.

Key words: Physical education, Leisure, Basic psychological needs, Trans-contextual model.

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