



VALUE MOTIVATIONAL AND ATTITUDINAL ORIENTATION OF THE KINETOTHERAPIST STUDENTS IN THE PHYSICAL EDUCATION AND SPORT FACULTY

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Abstract

The purpose of this study is to investigate the motivational and instrumental content among physical therapy students. The focus of the study has been the presentation and the analyses of the theories and principles of physical therapy, the definition and satisfaction and the value of attitude.

Methods we have used two surveys: employees' motivation test (EMT) of Mihai Ioan Micle, 2009 and the professional values inventory by D. E. Super, 1994. The group of subjects consisted of 54 students of physical therapy, second year. The objectives of this study are: establishing the structure of the motivational factors, attitude factors and the significant relationships among them, establishing the role of the respective factors in the professional orientation of the physical therapy students.

The results we obtained have both theoretical and practical implications. As far as the theory of our study yielded the identification of the motivation content and of the professional values among students, as they exist in the post-modern Romanian society.

Conclusions As far as the application the results of the study present a series of aspects that can be valuable for future researches. Example: personality-interests-motivation-values as well as the selection process of the specialized institutions.

Key words: therapy, motivations, values, satisfaction.

Introduction

The therapy by motion and its peculiar principles, technics and methods validated its perennality along almost 5000 years. T.Spenghe, 2008, considers „the human being long before noticed the benefits of the motion exercises to restore health” (p. 7). With time, won fame the evolution of theories and techniques for the application of this therapy. Even if the kinetotherapeutic practice did not register in the last 10-20 years spectacular changes, we have to underline such period „represented an unchallenged progress in the basic theoretical matters of the motion, muscular contraction, motor control as well as in the aerobic activity and its consequences induced to the body” (ibidem, p.17). Now, the kinetotherapy is a well known and highly appreciated area by people needing to consolidate or to restore functions of some parts of the human body affected by disease or traumatism. The kinetotherapy, component of physical medicine, a therapeutic individualized form, has been defined, in a general way, as a science which studies the motion of living organisms, the structures to realize such motions, having as aim to restore a reduced function, to raise the functional level for a great number of body dysfunctionalities. The kinetotherapy is applicable in the profilactic therapeutic, curative and restoring programs. It can be found in three sections of the medical assistance: **profilactic kinetotherapy** – including all methods and means to carry out treatments aiming to keep a satisfactory functional level, to raise the functional level (primary prophylaxis

or maintenance gymnastics, hiking in nature, jogging, aerobic gymnastics), to maintain the state of health, to use programs preventing worsening or complications in chronic diseases (secondary prophylaxis); **curative kinetotherapy** – associated with the prophylactic and restoring areas and the **restoring kinetotherapy** – the most important section in the program of medical restoring. In the last 10 years, the increasing number of people having different problems requiring, for the functional reequilibration of the body, kinetotherapeutic services, indicated also a deficit, on the labour market, of specialized persons. It is also a consequence of the opportunities offered by the University Diploma to the people graduated in the Kinetotherapy Department, to find insertion in the labour area, to carry out professional activities in hospitals, polyclinics, sanatoriums, special institutions, special schools, spas, health centers or houses, restoring of sport teams, private surgeries, etc. and therefore increased the number of studying people, their orientation to get diploma of kinetotherapist. Below we will succinctly present the perspectives in which in the specialized literature are defined and explained the motivation, the value attitudinal component and the satisfaction.

Motivation–conceptual

DELIMITATIONS. Clearing up the motivation process involves a lot of difficulties. The conceptual ambiguities are underlined by the existence of so many opinions and theories about an important subject for the organisations. Each kind of focusing

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offers its contribution to explain the human conduct, having at the same time its own limits. Although some authors argued such term can't be defined (D.A.Dewsbury, 1978), P.R. Kleinginna a.o. (1981) in a multidisciplinary approach (1981) have been identified 140 attempts to define the motivation. **The motivation is sometimes considered as an internal factor** – „an internal state of necessity – a motivational state (necessities, wishes, impulses) which mobilizes, stimulates and directs the body to a certain way of meeting” (J.Nuttin, 1975); an internal travel to satisfy an unsatisfied necessity (J.M.Higgins, 1994); the internal force directing individuals to get their personal and organizational aims (J.R.Lindner, 1998), or as an expression of the manner to direct an action to one sense: „a proclivity to realize some actions or tending to certain goals” (H.Pieron, 1963, p.249); a proclivity to conduct oneself in a proposed manner, to reach specific, desired necessities (J.A.Buford, A.G.Bedeian, J.R.Lindner, 1995) or pure and simple as a mental prepared and directed necessity to its goal – the desire to be successful (Bedeian, 1993). **Most of the authors consider the motivation as a psychological process** which gives the aim and the direction of the behaviour (R.Kreitner, 1995) – „a process which activates, orientates, stimulates and maintain the individuals' conduct to reach the expected goals (P.Roussel, 2000, p.5). From the perspective of the psychological contribution, the most convincing is the definition of Vallerand and Thill (1993, p.18): „the concept of motivation represents a hypothetical construction, used to describe the internal and/or external forces producing the release, the direction, the intensity and the persistence of the behaviour”. In conclusion, „the motivation in the activity can be defined as an internal disponibility to intensify and up-to-date an energy giving sense, direction and continuity to the behaviour. It can be understood as an anchor in the individual self-regulation process. It allows to explain why the same external influence produces different effects in the same persons in different moments of their existence” (M.Micle, 2007, p. 184).

Classic models

From the historical point of view, the studies aiming to find a theoretical ground to the concept of motivation for the activity have come a similiary way to the development of different approaches of the scientific management. The main questions have been: Which is the origin of the motivation and how does it work. How, when and in which sense it manifests itself? In time have been elaborated a lot of theories, each one analyzing parts of the same theme – the motivation – but by different ways. K.L.Leboyer 2002, P.M.Muchinsky, 2000 show by one hand such theories maintained the interest of the managers, of the leaders in the area of organizations and human resources and on the other hand, many theories had a limited contribution to explain the investigated phenomenon and implicitly offered few strategies serving as ground for the employees' motivation. Starting with the works

of J.P.Campbell and colab. 1970, followed by D.Hellrigel, at all. 1992, G.Johns (1998), etc., **the taxonomy of motivation theories makes distinction between the content motivational theories and the process motivational theories.**

Content motivational theories. From the perspective of the theories regarding the content A.H.Maslow, 1967, D.C.McClelland, 1985, C.P.Alderfer, 1969, J.W. Atkinson, 1978, the motivation is a result of the stable moods. Such theories of the necessities consider an internal psychological tension represents the origin of the behaviour start. The necessity creates a lack of balance and the behaviour tries to restore the balance. In the Herzberg's theory (1967), the motivation is connected to the presence of some particular characteristics of the work. These specific characteristics of the job potentiate and up-to-date in every individual certain psychological states which influence the motivation and the efficiency of the employee. These theories have attracted criticism: they tend to arrange the factors of motivations in lists to be universal; they are poorly validated, in an empiric way, as the metodological steps are insufficient; they, generally simplifying, offer more explanation for the satisfactioin than for the motivation, which they explain by satisfying the necessities, aims and values; the explanation for the motivational processes is not complete (M.Micle, 2007). On the whole, the above discussed theories gave rise to many empiric researches owing to difficulty to define and to rationalize the necessities and to anticipate the effects. Although, they have been applicated especially in the activities concerning the work reorganization.

Process motivational theories. The processual theories sound the behaviour and focus on highlighting the mechanisms of motivation, trying to answer the question: „How people can be motivated to work?”. **The processual motivational theories** (V.H.Vroom's theory of expectations, 1964; L.V. Porter's and E.E.Lawler's Model of expectations, 1968; D.A.Nadler's and E.E. Lawler's Model, 1977; Theory of J.S.Adams, 1963, 1965, about the equity; Theory of fixing objectives – Locke, 1968; Theory of attribution –F. Heider, 1958 – cf. Hewstone, 1958) try to understand the operating mechanism of motivation (relation between expectation and valencies), which are the processes leading to release the behaviour, to the actions and to reach the objectives according to the organization's expectation. From the perspective of these theories, the motivation is defined as a consequence of a rational choice. These theories have attracted criticism of specialists: the difficulty to make operational such theories; the excesive quantification tends sometimes to convert in rational arguments perceptual data (the authors reserve although an essential role to the games of perceptions in the motivational process); the intermitent aspect of theories, especially in those of expectation. M.I.Micle, 2007, precise that the **content motivational theories**



and the process motivational theories are not complementary, each one having certain limits and being object of alternative conclusions. The content of different theories of motivation highlight, in the structure of professional motivation, a diversity of factors: necessity to perform, necessity to be affiliated, necessity to realize, necessity of statute, necessity of power, necessity of earning, necessity of appreciation, necessity of satisfaction in the work, etc.

Values, attitudes and satisfaction. Values represent states or modes of action which are considered as unanimously accepted. They have an important role in orientating the human actions, in establishing objectives and aims, strategies, action methods and ways. They represent „the appreciation one subject has for an object (thing, idea, attribute, relation), according to the socially accepted criterion of satisfaction, of a necessity or ideal (C.Zamfir, Vlăsceanu, 1993, p. 661). D.Hofstede (1980) consider values as a „ general tendency to prefer some states of affairs in relation to other ones” (p.19). Such definition clarify the emotional and sentimental content of values, the distinction between one person consider preferently to be good or bad. In this respect, for the simple reason people has not the same values, it is indispensable to classify them in some categories: intellectual, economic, estetic, social, politic and religious (Spranger, 1928, apud Johns, 1996).The professional values represent an axiologic subsystem; they refer to particular aspects of the professional activity, more or less wanted (D.E., Super, 1970, apud Chelcea, 1994, p. 102). As a result of psychophysiological researches, D.E. Super identifies 15 professional values integrated in Work Values Inventory, designed to advise students and to professional selection (S.Chelcea, 1994, apud M Huteau ; D. Pouzols, 1974). The 15 professional values are differently appreciated in concrete professional situations. **Attitude** is a synthetic psychical construction gathering intellectual, affective and volitive elements. Is an internal manner to refer to different sides of the social life, to other people, to oneself, to the activity and to express the behaviour (M. Zlate, 1994). It’s a fact of consciousness and also a behaviour reaction, „it’s the invariant upon which an individual realizes a selective orientation, a preferential self-regulation and adapts himself/herself by evolution” (ibidem, p. 110). Meassiscev, 1963, p. 430, precise the attitudes contain two fundamental segments: 1. the incitative - orientative segment, implicitly selective – evaluative and 2. The effector, executive segment, preponderantly operational. The relation between these segments assures the unity of character. The attitudes are expressed in the behaviour through character features – „sets of covariant behaviour acts or phycical particularities which are part of the personality structure” (M.Zlate, 1994, p. 111). **Satisfaction** is one of the factors of the general efficiency in the work. The employees are or are not satisfied, in different levels and manners, according to their participation into activities. The work is perceived

by the employee not only as a mean to obtain the necessary resources but also as a possibility to have emotions, nice and positive feelings. The mood of satisfaction or dissatisfaction positively/negatively influences many personal and organizational employees’ attitudes. (M.I.Micle, 2009). Despite the fact that it’s difficult to register the satisfaction, in the course of time have been noticed perspectives and attempts to define it. **From the attitudinal perspective**, the satisfaction is seen as the employee’s attitude to different aspect of work and such attitudes have both affective and cognitive elements (Weight și Cropanzano, 1997, apud Côte, S. 1999). The attitudes which are considered as relevant in the work process are represented by the following dimensions: promotion, salary, the work itself, recognition, benefits, work conditions, overseeing, workmates and managerial politics (E.A.Locke, 1976). **From the psychological perspective**, the satisfaction is defined as „a positive emotional state, resulting from the evaluation of the carried out work or from the experience got in the work” (E.A.Locke, 1976, p.1300); „a positive or a pleasant emotional state further to the correspondence between what an individual expects from his/her work and what he/she is receiving instead” (A.Ripon, 1987, p.421). **From the psychosociological perspective**, the job satisfaction (SM) is the result of the difference between what individuals obtained as work reward (o.r) and what they estimated to be obtained (e.o.). Even has been elaborated a calculation formula for the satisfaction mood. So, the satisfaction is put in a mathematical relation with what an individual considers to obtain (expectations, projected objectives) and what he/she objectively gets from his/her work (realized objectives) (C.Zamfir, 1980, p.231). As a conclusion, the satisfaction can be defined as an internal good state, a positive emotional feeling, a result of evaluating the carried out activity as well as a synchronisation between the employee’s expectations and the received compensations (economic, recognition, statute, etc.) (ibidem, p. 50). The dissatisfaction appears when the employee’s expectations regarding his/her activity are different of those obtained, when he/she is disappointed. In the evaluation process are important his/her sentiments, feelings towards the obtained results.

Research

Methodology.objectives: The objectives to be reached during the research connectd with this study are: 1. To determine the structure of the value motivational, attitudinal factors and the significant correlations between them. 2. To detect the role of the value motivational and aptitudinal factors in the professional orientation of the kinetotherapist students.

Hypothesis. The classification of motivational factors depends on the existing two kinds of motivation – the intrinsic and the extrinsic. 2. The structure of the value attitudinal and satisfaction factores depends on

the manner in which the survey subjects perceive the motivational and satisfaction variables. 3. Inside of each category - motivation (TMRU) and satisfaction (IVP) – there are variables in an interrelation position. 4. There is a number of significant correlations and correlation tendency between the TMRU and IVP variables.

Methods. Have been used 2 categories of tests: Test regarding the employees’ motivation (TMRU) {(TMRU) (69 items) was created by Micle, 2009}.

– **test of motivation.** In this study we used, from the original survey, 30 items, structured in six dimensions/sides of the employees’ motivation: Professional motivation (9 items) with 3 subdimensions – 1. Personal factors, aptitude and character characteristics (A/C)(3 items); 2. Occupational characteristics, interesting present job (Ma) (3 items); 3. Occupational characteristics, feedback from chiefs – work recognition (Rm). Affective motivation (Mafec.) integrated by three items. Cognitive motivation (Mcog.) which has in its structure the same number of items (three). Economic motivation (3 items) dealing with the remuneration and „other incentives” (prizes, profit share, food coupons, etc.) got by the employees. The psychosocial motivation (9 items) has in its structure 3 subdimensions regarding: Working group, (Gm); Independence/autonomy, (I/A); Prestige (P) . The mentioned subdimensions have in their composition each one 3 items. Extra-organizational motivation (F.extra) with three items. Examples of items in the „Test regarding the employees’ motivation” (TMRU): In the kinetotherapist profession

I will receive a salary according to the difficulty of the accomplished task (economic motivation); I will have an activity which will offer me opportunity to be informed, to know many new things (cognitive motivation); I will deserve appreciations for the fulfillment of the future work task. So, I will feel great/appreciated (affective motivation); My family and my friends will support me in all my activities (extra-organizational motivation); The good understanding, collaboration and cohesion with my work mates will stimulate my activity (psychosocial motivation – Group of work); My future job will give me independence and freedom to fulfill my tasks (psychosocial motivation – Independence); For me matters to have a job, where I should be admired by other people (psychosocial motivation – Prestige); etc. B. Inventory of professional values (IVP) – **test of satisfaction.** The survey”The Work Values Inventory (WVI)”, elaborated by D.E.Super has been adapted for our country by S. Chelcea(S. Chelcea presents these values following the work „Etude de l’inventaire des valeurs professionnelles”, by M. Huteau and D. Pouzols, 1974., 1994. The inventory contains 45 items structured to highlight 15 value dimensions: Altruism (A); Aesthetics (E); Intellectual stimulation (Si); Professional success (R); Independence (I); Prestige (P); Leadership (Co); Economic advantages (Ae); Professional confidence (Sp); Physical environment (Am); Relations with chiefs (Rs); Relations with colleagues (Rc); Way of life (Mv); Variety (V); Creativity (C). To evaluate each value dimension have been established three items. There are seven possible answers to these test items.

<i>I fully agree</i>	<i>I agree</i>	<i>I partially agree</i>	<i>I don't know</i>	<i>I slightly disagree</i>	<i>I disagree</i>	<i>I fully disagree</i>
+ 3	+ 2	+ 1	0	- 1	- 2	- 3

PLACE of RESEARCH and INVESTIGATED SUBJECTS

The research was carried out in Faculty of Physical Education and Sport, Kinetotherapy Program. In the test group were 54 subjects (30 – females and 24 – male). Subjects’ age was between 21 – 35 years and the average was 28.

EXPERIMENTAL DESIGN. The experimental design incorporated the following steps: 1. Specialized theoretical documentation. 2. Study of evaluating instruments. 3. Presentation and discussion of the the results by instruments: Determination of factor structure for each evaluation instrument: correlational analysis.

Table 1. Statistical data summary – TMRU

<i>Predictors</i>	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Deviation</i>
<i>Cognitive motivation (MI)</i>	54	3	9	7,35	1,456
<i>Extra-organizational factors (M Ex.)</i>	54	4	9	7,31	1,371
<i>Aptitudes, character, personal factors (MI)</i>	54	3	9	6,80	1,433
<i>Present job – interesting – Intrinsic motivation (MI)</i>	54	1	9	6,70	1,958
<i>Recognition of work – Occupational characteristics (MI)</i>	54	3	8	6,61	1,642

PROCEEDINGS. The study involved the use of a package based on descriptive, inferential and correlational statistics. In this regard we resorted to a specialized statistic package: SPSS (Statistic Program for Social Sciences).a

PRESENTATION and DISCUSSIONS about THE RESULTS BY INSTRUMENTS. STATISTICAL DATA SUMMARY.The classic validation strategy of predictors suposes to operate at the level of correlation (validity) coefficients, the criterion data and the test data (M.Albu, 1999, both types, predictive and concurrential (H.D.Pitariu, 1983). Have been used a motivational test (TMRU) and a test of satisfaction (IVP).



<i>Affective motivation (M Ex.)</i>	54	4	9	6,54	1,819
<i>Job group – Psychosocial motivation (M Ex.)</i>	54	4	8	6,54	1,819
<i>Prestige (M Ex.)</i>	54	4	8	6,43	1,678
<i>Independence, autonomy (M EX.)</i>	54	1	8	6,30	1,958
<i>Remuneration – Economic motivation (M EX.)</i>	54	0	11	6,06	3,254

As can be seen (Table 1), the data frequency distribution is normal, with one exception – the remuneration – economic motivation (M Ex.). On the first place among the motivational factors in the options of the investigated students – Second course of Kinetotherapy – is the **cognitive motivation** – intrinsic motivation (MI), following, in a mean descending order, the dimension of **extra-organizational factors** – extrinsic motivation (M.Ex.), the dimension of **professional motivation** with its three subdimensions: aptitudes, character - personal factors (intrinsic motivation, MI); present job – interesting (MI), recognition of work – occupational characteristics (MI), the **dimension of affective motivation** (M Ex.), the **dimension of psychosocial motivation with three subdimensions**: job group (M.Ex), prestige (M.Ex.), independence and autonomy (M.Ex.). On the last place, among the motivational factors for the investigated subjects appears the **dimension of remuneration – economic motivation** (M. Ex.).

From the analyse of these motivational factors is found: students are motivated at the highest level, in their decision to complete the courses, being persuaded they should assimilate information, knowledge, which, according to their perception, would enrich their cognitive level - **cognitive motivation**. According to the discussions with the investigated students, we could find most of them completed courses of complementary disciplines – social assistant, masseur or they practice performance sports. It validates their orientation to such kind of motivation. On the second place is the **extra-organizational motivation** – the students consider the enlarged family as an important supporting factor in their aspiration to finish their studies, while the **economic motivation** is on the last place among the motivational factors. The average of this value – **economic motivation** – is smaller than the standard deviation and it validates the dissipation of students' answers. A possible explanation could be the national economic situation and the fact such discipline has not an evaluation, in the profession list, according to its real value. The professionally motivated students consider they have abilities, aptitudes and moral orientation to reach the performance level required by the the responsibilities of their function/job – kinetotherapist (aptitudes, character - personal factors), considering the future profession as attractive and interesting and they are persuaded they should benefit practising it, thanks to an objective recognition and evaluation of the real value of their job. In the case of the first five motivational factors = excepting the

extra-organizational motivation –(M.Ex.) – the other four kind of motivation represent intrinsic motivational factors (hypothesis I, checked), being favorable to realize higher and in time more stable performances than the extrinsic motivations. The following kinds of motivation - **the affective motivation** and **the psychosocial motivation** with the three dimensions – job group, prestige and independence – are on the 6th, 7th, 8th sand 9th positions in the motivational options of subjects (extrinsic motivational factors – hypothesis I, checked). In their opinion, for the successful achivement of the afferent responsibilities of job tasks, their affective, empathic involvement in the relationship with the future beneficiaries, the job group – the colleagues – should constitute a motivational factor. Prestige and independence as motivational predictors got lower values among the investigated subjects. The profession of kinetotherapist did not „gain”, doesn't have, in the opinion of specialists or the investigated subjects, a value and an objective position according to its benefits. From the independence point of vue – decisions, choice of technics and intervention proceedings, the investigated subjects considered their power of decision is limited. The figures reached in the Inventory of Professional Values– IVP (Table 2) indicate the investigated subjects. Kinetotherapist students can be satisfied first of all by their attitude to offer support, aid to people needing to consolidate or to restore the functions of some parts of the human body which have been affected by diseases or traumatism. The professional success, intellectual stimulation, physical environment in their future job, variety of interventions, technics and proceedings to be used, harmonious relations, full of respect and consideration, with their colleagues and chiefs, the organization, professional security, confidence in the future job and way of life represent dimensions which are perceived by the subjects as values giving satisfaction. It's evident the structure of value and satisfaction attitudinal factors according to the manner in which the subjects perceive the satisfaction variables (hypothesis 2, checked). In the case ot these dimensions, the frequency distribution of data is normal with regard to the standard deviation. The last positions in the descending order of averages correspond to the following value dimensions: prestige, creativity and aesthetics. The average of these values is low with regard to the standard deviation and it validates the dissipation of the subjects' answers. These dimensions/values can't be found in the subjects' zone of interest, as it doesn't give satisfaction. As long

as the students are not motivated by the economic dimension, they do not consider to have any satisfaction on this regard. The lack of independence,

leadership, prestige, creativity, etc. explain the low interest of students, who should prefer precise tasks, a higher strictness, more attention and exactness.

Table 2. Statistical data summary – IVP

Predictor	N	Minimum	Maximum	Mean	Std. Deviation
Altruism - IVP	54	4	9	7,65	1,615
Professional success – IVP	54	3	9	7,13	1,812
Intellectual stimulation – IVP	54	2	9	6,85	1,571
Physical environment– IVP	54	3	8	6,50	1,342
Variety – IVP	54	3	9	5,83	1,539
Relations with colleagues – IVP	54	1	8	5,74	1,662
Relations with chiefs – IVP	54	1	8	5,31	1,979
Professional security – IVP	54	1	8	5,11	2,221
Way of life – IVP	54	1	8	5,02	1,986
Economic advantages – IVP	54	1	8	3,43	2,070
Independence– IVP	54	0	5	1,94	1,188
Leadership – IVP	54	-1	4	1,46	1,177
Prestige – IVP	54	-1	4	,94	1,071
Creativity – IVP	54	-1	2	,46	,926
Extetic – IVP	54	-3	1	-1,63	1,121
Valid N (listwise)	54				

Correlational analysis. The next step in the validation proceedings was the study of variable correlations in the applied tests. In this sense, we highlighted the following conclusions: In each category - motivation (TMRU), satisfaction (IVP) – there are a number of variables in interrelation position (hypothesis 3, checked). The number and variety of these interrelations differ according to the different weight of the motivation and satisfaction variables in the employees' perception. The table containing the correlations of motivational variables (TMRU) with satisfaction variables (IVP) shows significant correlations of coefficients (Hypothesis 4, checked). Between motivation and satisfaction there is a relation of inter-influence. Examples of correlations (see Table 3): **Cognitive motivation** (Mcog.) in significant correlation with the variable of intellectual stimulation (Si) ,280*, professional

(R) ,281*, environment (Am) ,358** and appears a strong correlation tendency to correlation with the value regarding the relations with chiefs (Rs) ,208 and with the value of prestige (P) ,245. **The extra-organizational factors** (F.extra) as motivational variable have a significant correlation with the satisfaction values: Independence (I) ,346* and Way of life (Mv) ,346*. The motivational variable **aptitudes, character – personal factors** has a significant correlation with Altruism (A) ,301* Professional success (R) ,402**. As observed in the bellow table there are also between the other dimensions of the two surveys (TMRU & IVP) correlations and significant correlation tendency.

In conclusion, the motivational and attitudinal value factors of satisfaction have an important role in the professional orientation of the kinetherapist students (Objective 2)

Table 3 Correlations of motivation (TMRU) and satisfaction (IVP)

	A	E	Si	R	I	P	Co	Ae	Sp	Am	Rs	Rc	Mv	V	C
F.extra	-,054	-,004	-,147	,080	,346*	-,179	,038	,026	-,161	-,398*	-,281*	,087	,346*	-,181	,007
A și C	,301*	,093	,083	,402*	-,052	-,085	,087	-,301*	-,210	-,053	-,086	-,025	-,221	,016	,074
Ma	-,133	,052	,000	,057	-,318	-,063	-,013	-,017	,066	,272*	,012	-,170	-,183	,197	,163
Rm	,111	-,116	,206	,171	-,026	,199	,045	-,053	,005	,153	,128	-,188	,016	,165	-,147
Mafe c.	-,190	,215	,138	-,092	-,236	,083	-,035	-,116	-,027	,233	,104	-,172	-,048	,084	-,027
Mcog	-,100	,008	,280*	,281*	-,227	,245	-,177	-,020	,039	,358*	,208	-,209	-,243	,075	-,090
Rt	,175	,139	-,197	-,147	-,071	,255	-,301*	,013	-,016	-,106	-,194	,231	,054	,273*	-,007
Gm	-,190	,215	,138	-,092	-,236	,083	-,035	-,116	-,027	,233	,104	-,172	-,048	,084	-,027
I/A	-,068	,094	,109	-,097	,305*	,144	-,118	,384*	-,237	,086	,060	,020	,185	,044	,168



								*							
<i>P</i>	,229	,086	-,083	-,182	-,001	,063	-,235	,220	,077	,054	,310*	-,131	,027	-,179	-,117

**Correlation is significant at the 0.01 level (2-tailed).

*Correlation is significant at the 0.05 level (2-tailed).

Conclusions. The value motivational and attitudinal factors of satisfaction have an important role in the professional orientation of the kinetherapist students. The motivational factors can be classified in conformity with the two kinds of motivation: intrinsic and extrinsic motivation. The structure of the attitudinal factors regarding the value and satisfaction depends on the manner in which the investigated subjects perceive the motivational and satisfaction variables. In each

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category - motivation (TMRU), satisfaction (IVP) – there are interrelation variables. There are significant correlations as well as tendency of correlation between the TMRU and IVP variables. From the applicative point of view, the results of this study suggest some aspects which could be used in next researches, for instance about the relation between personality – interests – motivation – values, as well as in the trial process carried out by the organizations.

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