**Study Debriefing**

This study was concerned with manipulating intrinsic motivation. Previous studies have demonstrated that people are motivated intrinsically when 3 elements are incorporated into the activity, competence, autonomy, and social.

How was this tested?

In this study, you were asked to perform two tasks – complete a 2 minute Boggle game, then spend as much time as you wished to complete the second Boggle game. All participants performed these same tasks. You were also asked what your scholastic interests were. There were three variations in groups in the present study. One group simply was asked their scholastic interest, completed the 2 minute game, completed the second game, and were timed on the second game. The second group was asked their scholastic interest, completed the 2 minute game, were credited with doing a good job, then completed the second game, and were timed on the second game. The third group was asked their scholastic interest, completed the 2 minute game, were credited their scholastic interest as being the means for doing a good job, the completed the second game, and were timed on the second game.

Hypotheses and main question:

We expect to find that credit for doing a good job will increase the time spent on the second Boggle game. We also expect to find that the acknowledgement of a scholastic interest playing in to how well the person did on the first task will increase time spent even further than the acknowledgement of a good job.

Why is this important to study?

This topic is important to study to help people with issues of motivation. Some instances for application may include motivation toward abstaining from substance dependence, increased productivity in job performance, etc. The question of how strong motivation is impacted by such methods is still an open to psychological research.

What if I want to know more?

If you are interested in learning more about how people are intrinsically motivated you may want to contact:

Reference: Hagger, M. S., Koch, S., & Chatzisarantis, N. L. (2015). The effect of causality orientations and positive competence-enhancing feedback on intrinsic motivation: A test of additive and interactive effects. Personality and Individual Differences, 72, 107-111. http://dx.doi.org/doi:10.1016/j.paid.2014.08.012

If you would like to receive a report of this research when it is completed (or the summary of the findings), please contact Kristian Brown at brownkt@eou.edu.

If you believe that any of your rights have been violated, you should contact the Chair of the University’s Institutional Review Board: Charles Lyons at clyons@eou.edu.

Thank you again for your participation.