
The Effect of Short-Form Video Consumption and Self-Efficacy on Academic Motivation

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Dissertation submitted as a requirement for the
degree of BSc (Hons) in Applied Psychology,
Dun Laoghaire Institute of Art, Design & Technology,
2024

I declare that this submission is my own work. Where I have read, consulted, and used the work of others I have acknowledged this in the text.

8th April 2024

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Word Count: 4741

Acknowledgements

First and foremost, I would like to thank my supervisor Tim for the massive amount of time and support he provided throughout my Major Research Project. His continuous understanding and sage advice ensured my completion of the project.

I would also like to thank Dr. Christine Horn for her support with statistics and research throughout the year, I would not have been able to complete this project without her help. I would also like to thank every lecturer I have had over the past four years of studying Applied Psychology, each of you has helped contribute to my love of the area and have made every class thoroughly interesting and enjoyable.

Finally, I would like to thank my family. My Mam, Dad, and Sister for their unwavering support through easy and hard times, I learn from each of you everyday how to continue to grow and think as an individual.

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List of Abbreviations

AMS-C – Academic Motivation Scale College Version

DTPEC – Department of Technology and Psychology Ethics Committee

GSE – The General Self-Efficacy Scale

INAM – Intrinsic Academic Motivation

EXAM – Extrinsic Academic Motivation

SE – Self-Efficacy

SM – Social Media

SFV – Short-Form Video

Abstract

Abstract

Academic motivation is characterized as an individual's rationale for embarking on the journey of learning and their subsequent reasoning to continue this process (Peng, 2021). Many factors influence academic motivation including self-efficacy (SE), social media (SM) use, as well as individual differences and circumstance. Previous research has investigated the relationship between self-efficacy (SE) and academic motivation, and social media (SM) use and academic motivation, but with short-form video content becoming infinitely more present through platforms such as TikTok, Instagram, and YouTube it begs the question does this new form of content influence student's academic progress? Thus, the current study examines short-form video (SFV) consumption alongside self-efficacy (SE) and college course discipline, to investigate the relationship between short-form video usage and academic motivation. A 3x2 between-subjects factorial design using an online survey tested 80 participants on their SE and academic motivation using the General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995) and The Academic Motivation Scale College Version (AMS-C; Vallerand et al., 1993) respectively. Short-form video (SFV) usage was measured through participants self-reporting their total weekly time spent on Instagram, TikTok, and YouTube, college course discipline data was obtained by participants selecting which category their course fell under (Hard or Soft). Statistical analysis was conducted through two multiple regressions investigating intrinsic academic motivation (INAM) and extrinsic academic motivation (EXAM) scores. Results indicated that only self-efficacy (SE) was related to participants academic motivation scores in the present study.

Introduction

1. Introduction

The technological landscape of today is in a state of constant fluctuation. With an estimated 4.89 billion users across various social media (SM) and networking sites. Apps such as TikTok, Instagram, Facebook and YouTube provide bite-size pieces of video content, commonly known as Short-Form Video (SFV) content. SFV content can be described as any video under sixty seconds in length (West, 2024). This type of content is relatively new, and these applications enable users to be able to create and consume this content easily (Xing et al., 2019). The extent that SFV apps are used cannot be disregarded, according to a review, by the end of 2023, TikTok reached more than 1.7 billion active users 37.3% of which are between the ages of 18 and 24 (GilPress, 2024). It was found that adolescents spend an average of 5.4 hours a day on various SM sites and applications (Adgate, 2024), excessive use of SFV can cause a series of psychological issues such as depression, loneliness, and low sleep quality (Mu et al., 2022). In relation to students' academic pursuits mixed results have been found, a study examining the effectiveness of integrating social media applications into higher education found there was a significant relationship between academic performance and student satisfaction when appropriately implemented (Al-Maatouk et al., 2020). On the contrary a study measuring the effect of SM use on academic performance found a statistically negative relationship with GPA and SM use (Nurudeen et al., 2022). These studies focus primarily on the impact of SM use on academic attributes therefore the impact of SFV use specifically and its potential relationship to academic motivation needs to be explored. The particular focus of the present study is to address gaps in the literature surrounding the lack of short video content research specifically in relation to psychological concepts such as academic motivation.

1.1 Self-efficacy

Self-efficacy (SE) can be described as the confidence to complete the courses of action necessary to accomplish a desired goal, these beliefs have potential to determine how people feel, think, motivate themselves and behave (Bandura, 1977). Individuals with higher SE approach problems with a different outlook which can foster intrinsic interest and focus on the chosen task, which in turn can reduce stress, produces sense of accomplishment, and can lower chances of succumbing to depression. In contrast people with lower SE have low aspirations and a weaker commitment to goals resulting in a negative outlook on their performance in a multitude of aspects (Bandura, 1994). There are 4 sources of SE; as follows, **Mastery Experiences** which involves

being successful through setbacks and problems and learning from them, **Vicarious Experiences** seeing others overcome difficulties which can foster beliefs in one's own ability to succeed through sustained effort, **Social Persuasion** being told one possess the ability to master the activity they can use greater effort to achieve it, and **Physiological/Emotional states** stress and anxiety can effect individuals self-efficacy (Bandura, 1977, 1994). SE and motivation are greatly affiliated with another. A study by Bedel (2015) on early childhood teachers found that academic motivation is significantly related to academic SE and in this case that higher academic SE was found to be the predictor of higher academic motivation. As stated previously when a person has a "mastery experience" they obtain a sense of success this can bolster the individual's motivation (Baldado et al., 2021). SE has different domains, academic SE which is described as a student's idea of their competence in academic tasks and learning (Schunk & Pajares, 2002). In a study by Maraghi et al. (2018) found a significant positive relationship regarding SE and academic motivation in medical students. Taking SE theory into account it could be said that a student's SE is a student's belief in their ability to learn and perform towards a chosen goal. Furthermore, high levels of SE in students can promote skill development and resilience through commitment and endurance when faced with challenges (Vermeiren et al., 2022). Weak SE beliefs can result in avoidant behaviours and effect performance whereas stronger SE beliefs aid in goal directed behaviours when faced with internal and external struggles (Waddington, 2023).

1.2 Motivation

Motivation is a driving force behind human actions, there are different types of motivation. Intrinsic motivation, which is defined by personal interest, engaging in activities for enjoyment of the activity itself and extrinsic motivation where individuals engage in an activity to attain some form of separable reward or outcome (Ryan & Deci, 2000). Self-Determination Theory (SDT) is a theory of human motivation which proposes there are three universal psychological needs that must be met for effective psychological functioning. **Autonomy** which is the need feel in control of one's actions, **Competence** the need to feel effective and capable when interacting with the environment, and **Relatedness** a need to experience belonging and social integration (Deci & Ryan, 2008). Extrinsic motivation can be further divided into external regulation, introjected regulation, identified regulation and integrated regulation being the most self-determined form of extrinsic motivation, in this form an individual fully internalizes the values and goals associated with the activity. A central factor of SDT is the differentiation of types of motivation, autonomous,

controlled and amotivation. Autonomous motivation refers to an individual who has a full sense of choice, interest, and volition in the activity, controlled motivation is when an individual partakes in an activity due to pressure, reward, obligation (Deci & Ryan, 2008). In a study by Deci et al. (1999) found that students who received extrinsic rewards for participation in an activity were less likely to continue the task when the reward aspect was removed. Academic motivation can be described as a students' rationale for beginning to learn and their reasoning to continue the process of learning (Peng, 2021). Motivation is deeply connected to academic achievement and persistence (Alt, 2015). It was found that intrinsic and extrinsic motivation play significant roles in students learning, in addition to this higher SE was associated with higher intrinsic (INAM) and extrinsic academic motivation (EXAM) (Baldado et al., 2021). Academic motivation and SE are related to one-another, a study conducted on 135 undergraduate students in India investigated the relationship between SE and academic motivation, it was found that there is a significant positive correlation between SE and academic motivation (Husain, 2014). Academic motivation in relation to different academic disciplines, in a study conducted by Maurer et al (2013) it was investigated whether there was a difference in types of academic motivation across different course disciplines, it was found that students in nutrition courses had higher INAM scores and lower EXAM scores compared to human anatomy and physiology, and physics students.

1.3 Short-Form video content and social media

Social media (SM) use and its effects on SE, Well-being, Self-control, Academic motivation, performance, and other similar concepts have been the focus of studies with contradicting findings. Psychological well-being can be defined as the extent individuals experience happiness and overall positive emotion (Robertson, 2023). Eden et al (2022) found that SM usage can boost well-being if the individual is successful in self-regulating the use, on the other hand, failure in self-regulated SM use distracted the user from important activities negatively impacting psychological well-being. SM use conflicts with goal directed behaviour in work, study, and efficient time use (Hofmann, Vohs, et al., 2012). SM and social networking sites are practically inseparable from our day to day lives. There are positive and negative aspects to SM use, in a study investigating SM use and its effects on first year college students in the US and Flanders measuring usage of Twitter and Facebook it was found that high intensity use of Facebook was associated with decreased academic SE, Twitter use was positively related to academic performance SE (McNallie et al., 2019). SFV addiction has been found to have negative

effects on intrinsic and extrinsic learning motivation, which indirectly has a knock-on effect on learning wellbeing (Ye et al., 2022). Similarly, Nong et al (2023) found that overconsumption of SFV content negatively effects academic motivation. A study attempting to measure the effect of active SM use on flow experience and academic SE found that active SM use had a positive impact on flow experience and academic SE (Yao et al., 2022), similarly a study conducted on students learning English as a second language using social media to enhance academic motivation found that to implement the potential benefits of SM usage students must be cognizant of their activity online to ensure no distractions from academic goals set (Ramzan et al., 2023). A suggestion of the previous study was to assess other specific academic domains to test if SM can also be beneficial to learning processes of different disciplines.

1.4 Present Study

The current study aims to investigate factors potentially impeding INAM and EXAM using the Academic Motivation Scale College Version (AMS-C; Vallerand et al., 1993) and the General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995) both widely accepted measurements of their respective variable in this study, administered via an online survey. It is imperative to identify potential fallbacks of technology misuse in academic populations, past literature has taken a focus on general SM use and its effect on concepts relevant to academic motivation. Ye et al (2022) study demonstrated that SFV addiction was found to have a negative impact on both INAM and EXAM. Based on Husain's (2014) recommendations for future research on academic motivation and SE it was suggested that an investigation of academic motivation scores across different academic domains, further research in the area revealed that intrinsic (INAM) and extrinsic academic motivation (EXAM) scores varied across undergraduate disciplines (Maurer et al., 2013). SE was included as a variable in the current study due to its inseparability to academic motivation, Bedel (2015) found that higher levels of academic SE was significantly related to higher levels of academic motivation. It is evident from the above literature review that there are many confounding findings within the literature in relation to SM and its effect on academic motivation, the present study aims to address a gap in the literature specifically relating to SFV and the lack of studies on its potential effect on academic motivation in higher education students across different academic domains.

1.5 Research Question(s)

Is there a relationship between intrinsic and extrinsic academic motivation based on self-efficacy, time spent on SFV applications, and college course discipline?

1.6 Hypothesis

Hypotheses 1 - Self-efficacy, course discipline, and short-form video time will predict a participant's extrinsic academic motivation score.

H1 (a)- There will be a relationship between participants self-efficacy scores and their extrinsic academic motivation score.

H1 (b)- There will be a relationship between participants time spent on short-form video platforms and their extrinsic academic motivation scores.

H1 (c)- There will be a relationship between participants college course discipline and their extrinsic academic motivation scores.

Hypotheses 2 – Self-efficacy, course discipline, and short-form video time will predict a participant's intrinsic academic motivation score.

H2 (a)- There will be a relationship between participants self-efficacy scores and their intrinsic academic motivation scores.

H2 (b)- There will be a relationship between participants time spent on short-form video platforms and their intrinsic academic motivation scores.

H2 (c)- There will be a relationship between participants college course discipline and their intrinsic academic motivation scores.

Method

2. Method

2.1 Research Design

This study employs a 3 x 2 between-subjects factorial design. The independent variables were, Self-Efficacy (SE), SFV usage and Course Discipline. SE total scores were used. Short-Form Video usage was found by participants self-reporting their total weekly usage, College Course Discipline was grouped by adapting Bilgan's Classification of Disciplines (1973) into two groupings (Hard and Soft) consisting of the Sciences, Computing, Engineering, Medicine and Arts, Social Sciences and Business respectively. Academic Motivation was the dependent variable of this study and was split into intrinsic (INAM) and extrinsic academic motivation (EXAM). Academic Motivation was measured through responses to the Academic Motivation Scale College Version (Appendix A) developed by Vallerand et al., (1992).

2.2 Participants

All participants were recruited by purposive and convenience sampling through an online survey. The criteria of the purposive sampling were based on participants being undergraduate college students over the age of 18. Participants were recruited via social media (SM) and on IADT campus. A total of 94 participants took place in the study, with 80 usable responses. Participants were grouped into two categories based on their college course discipline (N=46 Hard, N=34 Soft)

2.3 Materials

A Microsoft Forms questionnaire was created to compile responses, which contained an Information Sheet (Appendix E) which informed participants of the voluntary nature of the present study and what the purpose of the study was. A Consent Form (see Appendix E) was used to gain consent to ensure participants understood the requirements needed before participating in the study. A Demographic questionnaire was employed (Appendix F) to record participants' age, gender, college course discipline and Short-Form Video (SFV) usage. A Debrief Form (see Appendix G) was supplied at the end of the Microsoft Forms questionnaire to provide further information on the study.

The General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995) was administered to measure participants' level of Self-Efficacy (see Appendix B). The scale contains ten items that are answered on a 4-point Likert scale ranging from 1 (Not true at all) to 4 (Exactly true). Question examples would be "I can always manage to solve difficult problems if I try hard enough". Total scores were recorded by adding the responses to each question together. A Cronbach's α value ranging from 0.76 to 0.90 was reported (Schwarzer & Jerusalem, 1995). The current study found that the GSE had a Cronbach's α value of .762 (see Appendix D).

The Academic Motivation Scale College Version (AMS-C; Vallerand et al., 1992) was administered to measure participants' academic motivation (see Appendix A). This scale contains 28 items that are answered on a 7-point Likert scale ranging from 1 (Does not correspond at all) to 7 (Corresponds exactly). Responses were based on the question "Why do you attend college?". An example would be, 'For the satisfaction I feel when I am in the process of accomplishing difficult academic activities. The AMS-C measures seven subscales based on different motivational constructs, with four items assigned to each. These subscales include intrinsic motivation (INAM) (towards knowledge, accomplishments, and stimulation), extrinsic motivation (EXAM) (identified, introjected and external regulation) and amotivation. In the present study only Extrinsic and Intrinsic motivation will be considered. The current study found that the AMS-C had a Cronbach's α value of .868 (see Appendix C)

2.4 Ethics

Upon completion of the research proposal and ethics form, ethical approval for the present study was received and approved by the Department of Technology and Psychology Ethics Committee (DTPEC) (see Appendix H & I). To comply with ethical procedures, participants were informed about the study and their ability to withdraw their data from the study before February 19th, 2024. Data remains confidential through an identification code unique to each participant, the code contains the second letter of the participants first and last name, as well as the last 3 digits of their phone number. Data may be stored for up to several years if the current study becomes published in any regard.

2.5 Procedure

A pilot test was conducted (N=4) to observe the time needed to complete the study and to identify any problems in the questionnaire before data collection commenced. Participants reported that the questionnaire took 10 minutes. Amendments were made to the questionnaire after consideration from the researcher and the supervisor. Changes made to the clarity of the SFV usage instructions due to confusion as to what was being asked of them as well as the addition of 'Medicine' as an undergraduate discipline.

Participants were provided with the Microsoft forms link via social media and through the on-campus data collection fair. Participants were presented with the information sheet and consent form (Appendix E) and had to provide informed consent before completing any of the questionnaires. Demographic questions asked participants their course discipline, age, and gender. Participants were then asked to complete two questionnaires, the AMS-C (Appendix A) and the GSE (Appendix B). Any incomplete questionnaires were removed from the data to maintain validity. Upon completion of the Microsoft Form participants were thanked for their time and participation in the study. When finished the participants were presented with a debrief form (Appendix G) which contained contact information for the researcher and supervisor if they had any further queries of the study.

Results

3. Results

3.1 Overview of Results

The target variables investigated in this study were intrinsic academic motivation (INAM) and extrinsic academic motivation (EXAM). The predictor variables were college course discipline, self-efficacy, and short-form video usage (SFV). Version 29 of IBM SPSS Statistics software was used to conduct multiple linear regressions investigating whether EXAM and INAM score could be influenced by participants SFV time, course discipline and self-efficacy, with a sample of 80 participants.

3.2 Descriptive Statistics

Refer to participants section for distribution of participants across grouping variable course discipline. Table 1 displays the mean and standard deviation scores of the variables.

Table 1: *Summary of descriptive statistics of variables.*

Variable	Mean (SD)
Intrinsic Academic Motivation	49.44 (15.35)
Extrinsic Academic Motivation	64.84 (13.27)
Course Discipline	0.43 (0.497)
Short-From Video Time	14.9 (10.91)
Self-Efficacy	29.58 (13.27)

3.3 Inferential Statistics

Multiple linear regression analysis using the standard model were conducted to investigate the target variables **EXAM/INAM** and the relevant factor variables, course discipline (Hard/Soft), SFV time and Self-efficacy (SE). Pallant (2016), was utilised to check significance and assumptions of the present study.

3.3.1 Assumptions

In order to validate the assumptions all variables were subjected to testing. Scatterplots showed weak positive linear correlations between both target variables and SE (see Appendix J), no linear correlation was seen between either target variable and SFV time (see Appendix K), no linear correlation was seen between both target variables and college course discipline (see Appendix L). Assumptions of multicollinearity, singularity, and residual independence were met (see Appendix M & N). Mahalanobis and Cook's distances were not violated, and no outliers were identified. Homoscedasticity was met for both target variables (see Appendix M & N). Normality of distribution of both target variables was assured by visual inspection of a Q-Q plot, see Figure 1 & Figure 2.

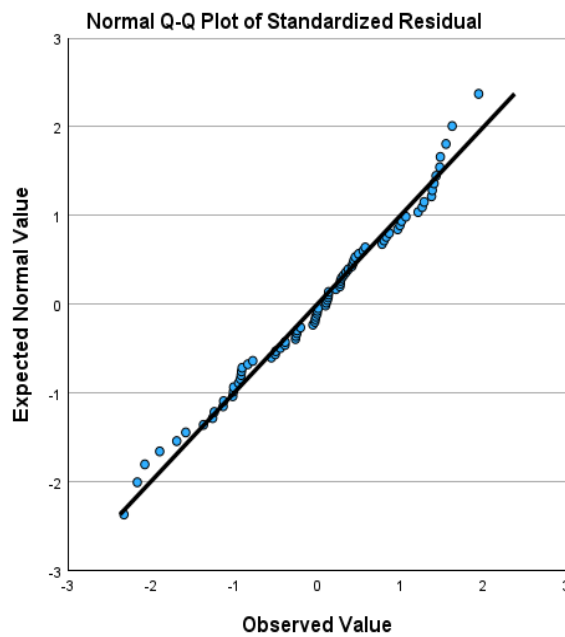


Figure 1: Q-Q plot illustrating normal distribution of Intrinsic Motivation (INAM)

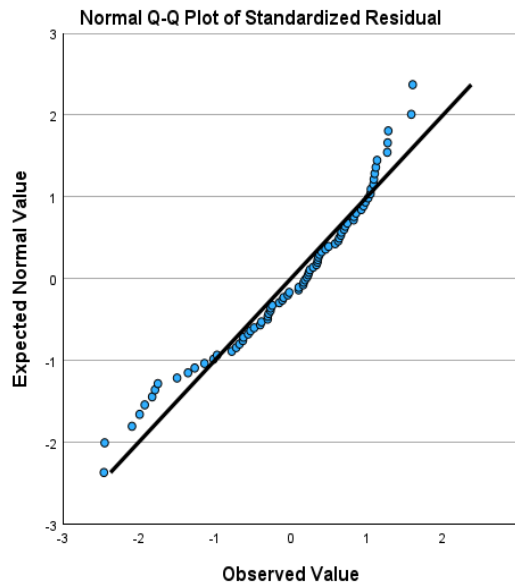


Figure 2: Q-Q plot illustrating normal distribution of Extrinsic Motivation (EXAM)

Bivariate Pearson correlations between all target and predictor variables are shown in Table 2.

Table 2: Bivariate Pearson correlations.

	EXAM total	INAM total	Course Discipline	SFV Time	Self-Eff total
EXAM total	1				
INAM total	.354	1			
Course Discipline	.024	.017	1		
SFV Time	-.044	-.130	.098	1	
Self-Eff total	.133	.219	-.122	.090	1

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

3.3.2 Multiple Regression Extrinsic Academic Motivation

A standard multiple linear regression analysis was conducted for the target variable EXAM and included the factors SFV time, course discipline, and SE. Hypothesis 1 stated that self-efficacy, course discipline, and SFV time would predict an individual’s extrinsic academic motivation (EXAM) score. This hypothesis was not supported as the regression model was not statistically significant; $F(3,76) = .596$, $p = .620$, a negative approximation of 1.6% of the variance of EXAM was accounted for by the predictor variables ($r^2 = -.016$). See Table 3 for predictor coefficient information.

Table 3: *Multiple regression factors B, Beta, partial and part correlations.*

	B	Beta	Partial Correlation	Part Correlation
Course	1.272	.048	.048	.047
Discipline				
SFV Time	-.075	-.062	-.062	-.061
Self-Efficacy	0.389	.144	.142	.142

***Significant at 0.05 level**

3.3.3 Multiple Regression Intrinsic Academic Motivation

A standard multiple linear regression analysis was conducted for target variable INAM and included the factors SFV time, course discipline, and SE. Hypothesis 2 stated that self-efficacy, course discipline, and SFV time would predict an individual’s intrinsic academic motivation (INAM) score. This hypothesis was not supported as the regression model was not statistically significant; $F(3,76) = 2.035$, $p = .116$, approximately 3.8% of the variance of INAM was accounted for by the predictor variables ($r^2 = .038$). See Table 4 for predictor coefficient information.

Table 4: *Multiple regression factors B, Beta, partial and part correlations.*

	B	Beta	Partial Correlation	Part Correlation
Course	1.905	.062	.063	.061
Discipline				
SFV Time	-.222	-.158	-.160	-.156
Self-Efficacy	.753	.241	.240	.238

***Significant at 0.05 level**

Discussion

4. Discussion

4.1 Overview of findings

The present study aimed to explore relationships between self-efficacy (SE), short-form video time (SFV), and college course discipline and academic motivation, which was split into extrinsic academic motivation (EXAM) and intrinsic academic motivation (INAM). Course discipline was split into two categories based on an adaption of Bilgan's classification of disciplines (1973). There were no significant relationships found between either INAM/EXAM and any of the predictor variables.

Hypothesis 1, there will be a relationship between SE, SFV, and college course discipline on EXAM was not supported, a negative 1.6% approximation of variance in EXAM was accounted for by SE, SFV, and college course discipline. The main factor predicting EXAM was self-efficacy, with higher scores associated with higher EXAM scores.

Hypothesis 2, there will be a relationship between SE, SFV, and college course discipline on INAM was not supported, approximately 3.8% of variance in INAM was accounted for by SE, SFV, and college course discipline. The main predictor of INAM was SE, with higher scores associated with higher INAM scores.

Regarding sub-hypothesis 1 (a) and 2 (a), that there will be a relationship between participants SE scores and their EXAM and INAM scores respectively, this study identified that SE was a predictor for participants INAM and EXAM scores. This is consistent with previous research as follows. SE was found to be significantly related to academic motivation in medical students (Maraghi et al., 2018), high levels of SE can increase students' skill development, commitment, and resilience when faced with challenges (Vermerien et al., 2022; Alt, 2015). The present study also related to a study by Baldado et al (2021) who investigated whether the COVID-19 pandemic affected students' SE and in turn their academic motivation, finding that both EXAM and INAM were significantly related to SE, the study suggested that engaging learning content is a main predictor of student's SE and academic motivation. Similarly, Bedel (2015) found that higher levels of academic SE, defined by McGrew (2008) as an individual's conviction that they can achieve at a chosen level in any academic area, was a predictor of higher levels of academic motivation.

Sub-hypothesis 1 (b) and 2 (b) stated that there will be a relationship between participants time spent on SFV platforms and their EXAM and INAM scores respectively. In the present study it was found that there was no relationship between SFV and either EXAM or INAM scores. This study's findings were inconsistent with previous literature. Ye et al (2022) found that excessive use of SFV content was associated with a decrease in both INAM and EXAM. Previous findings suggest that SM use can impact goal directed behaviour in relation to work, study and time efficiency (Hofmann, Vohs, et al., 2012). On the contrary, Eden et al, (2022) found that SM use boosted well-being, defined by Robertson (2023) as the extent an individual experienced overall positive emotion, if the user successfully implemented self-regulation of the usage, if unsuccessful findings suggested that failure in self-regulation resulted in distraction from important activities thus negatively impacting the individuals' well-being. Similarly, a study conducted by Ramzan et al (2023) found that students who learned English as a second language used SM to enhance their academic motivation had to be cognizant of their usage to gain the benefits and ensure there were negative effects on their academic goals. Furthermore, findings suggest that students who lack control the urge to consume SFV content are less likely to be academically motivated (Nong et al., 2023). The inconsistency with previous literature could be explained by the present studies small sample size (N=80).

Sub-hypothesis 1 (c) and 2 (c), that there will be a relationship between participants college course discipline and their EXAM/INAM scores respectively. The present study found no significant relationship between the predictor and factor variables. This contrasts previous literature, Maurer et al (2013) investigated differences in types of academic motivation across different disciplines, findings confirmed that certain courses had higher levels of INAM and lower levels of EXAM when compared to other courses. Similarly, Green et al (2007) found that motivational constructs differentiated in participants across maths, English and science subjects. The inconsistency with previous literature could be explained by the present studies small sample size (N=80).

4.2 Theoretical and Practical Implications

The current study contributes to the literature with regards to the impact SFV content could have on students' academic motivation across different college disciplines and addresses the gap in the literature in relation to the potential affect SFV usage could have on academic pursuits. Previous literature regarding SM and SFV usage has uncovered a plethora of findings relating to potential negative impacts on psychological concepts such as well-being, goal directed behaviour, attention, and negative impacts on motivational constructs (Hofmann, Vohs, et al., 2012; Ye et al., 2022; Nong et al., 2023). On the contrary, a portion of previous research findings have shown that SM and SFV usage could be potentially beneficial in academic settings, Eden et al (2022) and Ramzan et al (2023) found that SM usage if appropriately implemented could result in positive academic and psychological outcomes, on the other hand these studies showed that inappropriate usage can be detrimental to well-being and academic goals.

In regard to self-efficacy (SE) and academic motivation, the findings of the present study have been consistent with previous research findings showing a positive relationship between students perceived ability to complete tasks deemed necessary to accomplish a chosen goal and their reasoning to continue in academic endeavours. Previous literature has confirmed the current study's findings (Baldado et al., 2021; Alt, 2015; Husain, 2014; Maraghi et al., 2018). The effect of SFV usage on motivation is understated in previous research, according to Deci & Ryan (2008) autonomy, competence and relatedness must be met for an individual to be motivated in any aspect of life. SFV platforms such as TikTok, Instagram, and YouTube meet an individuals need for these constructs through their user interface, the controlled swiping through videos allows the user to feel autonomous in their actions, the easy-to-use interface allows for a feeling of competence and the experience of belonging is met through the social aspect of the communities who find common ground on these platforms.

4.3 Strengths and Limitations

The first strength of the present study was the investigation of SFV usage in relation to motivation in academic settings. The lack of previous literature allows for this study to be used as a basis for future studies focusing on SFV usage in academia across the globe. Another strength of the current study would be the statistical analysis used, SPSS version 27 was utilised to run two multiple regressions investigating intrinsic and extrinsic academic motivation scores. The use of a multiple regression allows for control of potentially confounding variables and allows for assessment of relationships between the dependent variable and multiple independent variables simultaneously. The present studies investigation into potential differences in academic motivation across college course disciplines is another strength, previous literature has alluded to differences in motivation across courses and subjects (Maurer et al., 2013; Green et al., 2007) as such it was deemed important to investigate whether there would be similar findings throughout Irish college disciplines. The use of the General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995) and The Academic Motivation Scale College Version (AMS-C; Vallerand et al., 1992) was another strength of the current study as both scales are valid and reliable. In terms of limitations, the sample size of the present study, (N=80), was a limitation, when conducting a multiple regression, it is suggested to have a large sample size to reduce the likelihood of obtaining a Type 1 error. Another limitation of the present study could be the distribution of college course discipline into two categories, for future research it may be more appropriate to further divide courses into related categories such as mathematics, science, and business categories.

4.4 Future Research

Future research that aims to reproduce the current study should consider employing a larger sample size and reevaluation of the categorisation of college course discipline could provide new results. In the present study the importance of age and gender was not considered, introducing gender and/or age as predictor variables could uncover further insights into the nature of motivational constructs and the impact SFV content may have on them. Furthermore, investigating the effect SFV content may have on attention in relation to student's motivation could prove to be instrumental, universities and businesses could investigate using the present study as a framework to further understand student and consumer behaviour when interacting with these platforms, as well as the implications this type of content has on student and consumer psychology.

4.5 Conclusion

In conclusion, the findings from the present study implies a relationship between academic motivation and SE, it supported previous literature surrounding SE and academic motivation. The present study attempted to address a gap in the literature regarding how SFV usage may have on students' motivation and the potential hazards previous literature has alluded to with overuse. Regarding the lack of significancy of SFV usage and students' motivation may be explained by the current studies small sample size. The role of college course discipline, although insignificant in the present study, warrants further investigation in future research. The present study serves as a baseline for future research regarding SFV and its potential impacts on academic and psychological constructs.

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Appendices

Appendices

6.1 Appendix A – AMS-C (scale)

ACADEMIC MOTIVATION SCALE (AMS-C 28)

COLLEGE VERSION

Robert J. Vallerand, Luc G. Pelletier, Marc R. Blais, Nathalie M. Brière,
Caroline B. Sénécal, Évelyne F. Vallières, 1992-1993

Educational and Psychological Measurement, vols. 52 and 53

WHY DO YOU GO TO COLLEGE ?

Using the scale below, indicate to what extent each of the following items presently corresponds to one of the reasons why you go to college.

Does not correspond at all	Corresponds a little	Corresponds moderately	Corresponds a lot	Corresponds exactly		
1	2	3	4	5	6	7

WHY DO YOU GO TO COLLEGE ?

- | | | | | | | | |
|---|---|---|---|---|---|---|---|
| 1. Because with only a high-school degree I would not find a high-paying job later on. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. Because I experience pleasure and satisfaction while learning new things. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. Because I think that a college education will help me better prepare for the career I have chosen. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. For the intense feelings I experience when I am communicating my own ideas to others. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. Honestly, I don't know; I really feel that I am wasting my time in school. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. For the pleasure I experience while surpassing myself in my studies. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. To prove to myself that I am capable of completing my college degree. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. In order to obtain a more prestigious job later on. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. For the pleasure I experience when I discover new things never seen before. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. Because eventually it will enable me to enter the job market in a field that I like. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. For the pleasure that I experience when I read interesting authors. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

12. I once had good reasons for going to college; however, now I wonder whether I should continue.	1	2	3	4	5	6	7
13. For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.	1	2	3	4	5	6	7
14. Because of the fact that when I succeed in college I feel important.	1	2	3	4	5	6	7
15. Because I want to have "the good life" later on.	1	2	3	4	5	6	7
16. For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.	1	2	3	4	5	6	7
17. Because this will help me make a better choice regarding my career orientation.	1	2	3	4	5	6	7
18. For the pleasure that I experience when I feel completely absorbed by what certain authors have written.	1	2	3	4	5	6	7
19. I can't see why I go to college and frankly, I couldn't care less.	1	2	3	4	5	6	7
20. For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.	1	2	3	4	5	6	7
21. To show myself that I am an intelligent person.	1	2	3	4	5	6	7
22. In order to have a better salary later on.	1	2	3	4	5	6	7
23. Because my studies allow me to continue to learn about many things that interest me.	1	2	3	4	5	6	7
24. Because I believe that a few additional years of education will improve my competence as a worker.	1	2	3	4	5	6	7
25. For the "high" feeling that I experience while reading about various interesting subjects.	1	2	3	4	5	6	7
26. I don't know; I can't understand what I am doing in school.	1	2	3	4	5	6	7
27. Because college allows me to experience a personal satisfaction in my quest for excellence in my studies.	1	2	3	4	5	6	7
28. Because I want to show myself that I can succeed in my studies.	1	2	3	4	5	6	7

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KEY FOR AMS-28

- # 2, 9, 16, 23 Intrinsic motivation - to know
- # 6, 13, 20, 27 Intrinsic motivation - toward accomplishment
- # 4, 11, 18, 25 Intrinsic motivation - to experience stimulation
- # 3, 10, 17, 24 Extrinsic motivation - identified
- # 7, 14, 21, 28 Extrinsic motivation - introjected
- # 1, 8, 15, 22 Extrinsic motivation - external regulation
- # 5, 12, 19, 26 Amotivation

Note: To use this scale you require only to mention the complete reference data.

Thank you for your interest.

Good luck in your research.

Appendix B – GSE (scale)

General Self-Efficacy Scale (GSE)

About: This scale is a self-report measure of self-efficacy.

Items: 10

Reliability:

Internal reliability for GSE = Cronbach's alphas between .76 and .90

Validity:

The General Self-Efficacy Scale is correlated to emotion, optimism, work satisfaction. Negative coefficients were found for depression, stress, health complaints, burnout, and anxiety.

Scoring:

	Not at all true	Hardly true	Moderately true	Exactly true
All questions	1	2	3	4

The total score is calculated by finding the sum of the all items. For the GSE, the total score ranges between 10 and 40, with a higher score indicating more self-efficacy.

References:

Schwarzer, R., & Jerusalem, M. (1995). [Generalized Self-Efficacy scale](#). In J. Weinman, S. Wright, & M. Johnston, *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp. 35-37). Windsor, UK: NFER-NELSON.

General Self-Efficacy Scale (GSE)

	Not at all true	Hardly true	Moderately true	Exactly true
1. I can always manage to solve difficult problems if I try hard enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. If someone opposes me, I can find the means and ways to get what I want.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. It is easy for me to stick to my aims and accomplish my goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I am confident that I could deal efficiently with unexpected events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Thanks to my resourcefulness, I know how to handle unforeseen situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I can solve most problems if I invest the necessary effort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I can remain calm when facing difficulties because I can rely on my coping abilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. When I am confronted with a problem, I can usually find several solutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. If I am in trouble, I can usually think of a solution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I can usually handle whatever comes my way.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix C – Reliability analysis for AMS-C (SPSS)

Case Processing Summary

		N	%
Cases	Valid	78	97.5
	Excluded ^a	2	2.5
	Total	80	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.762	10

Appendix D – Reliability analysis for GSE (SPSS)

Case Processing Summary

		N	%
Cases	Valid	72	90.0
	Excluded ^a	8	10.0
	Total	80	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.868	22

Appendix E – Information Sheet and Consent Form

You are being invited to take part in the research The Effect of Short-Form Video Consumption on Self-Efficacy and Academic Motivation. This project is being undertaken by Caleb Brock for our major research project as part of the BSc (Hons) in Applied Psychology, IADT. Before you decide whether you wish to take part, it is important for you to understand why this research is being done and what it will involve. Please take time to read this information carefully and discuss it with someone you trust. If there is anything that is unclear or if you would like more information please ask, our contact details are at the end of this information sheet. Thank you for reading this.

What is the purpose of the project?

Academic motivation is an essential aspect in any students learning and performance in academic settings. Self-Efficacy is an individuals belief in their own capabilities to complete given tasks or challenges in day-to-day life, these two components of human capability are inseparable due to their nature. Throughout our lives we may encounter distractions to these processes, the purpose of the present study is to investigate the effect of Short-Form Video content, from applications such as Instagram, TikTok and YouTube, on students Self-Efficacy and Academic Motivation.

Why are you being invited to take part?

All undergraduate college students over the age of 18 are invited to take part in this study.

What is involved?

You will be asked about your time spent on Short-Form Video apps (TikTok, Instagram and YouTube) instructions will be provided. You will be asked what academic discipline your course falls under, Hard (Sciences and Engineering) and Soft (Arts and Social Sciences). You will be asked a series of questions as to why you attend college, this will measure your Academic Motivation. You will also be asked questions about your problem management which will examine your Self-Efficacy. No question is mandatory.

Do I have to take part?

You are free to decide whether you wish to take part or not. If you do decide to take part, you will be asked to sign a consent form that lets us know you have read this information sheet and understand what is involved in the research. You are free to withdraw from this study at any time and without giving reasons.

How will my information be used?

Your responses to the questionnaire will be combined with all other participants data and statistically analysed. No individual's data will be identifiable in the final report. The results of this analysis will be reported in the thesis for the BSc (Hons) in Applied Psychology in the Dun Laoghaire Institute of Art, Design & Technology. This can be requested through the library at IADT, or by emailing the researcher or supervisor at N00201597@iadt.ie or tim.mcnichols@iadt.ie. This study may also be published in an academic journal article and may be written about for blog posts or media articles and these can be requested from the researcher.

How will my data be protected?

Under the EU General Data Protection Regulation (GDPR) the legal basis for collecting data for scholarly research is that of public interest. The regulations regarding the protection of your data will be followed. Only data which is needed for analysis will be collected. By giving your consent to take part in the study you are consenting to the use of your data as detailed in this information sheet. The data will be retained by the researcher for at least one year, and may be retained for up to 7 years if the results of the study are published in certain capacities (e.g. in a journal article). There is also a possibility that the fully anonymised dataset may be submitted to a journal and made available to other researchers and academics worldwide for verification purposes, but if this occurs it will be ensured that you are not identifiable from the data. As the supervisor on this project, I, Dr Tim McNichols, am responsible for ensuring that all datasets will be stored in accordance with GDPR regulations and those which are not submitted to a journal will be fully deleted on or before date 7 years from data collection.

Who has reviewed the study?

This study has been approved by the IADT Psychology Ethics Committee.

What if you have any questions or there is a problem?

If you have a concern about any aspect of this study, you may wish to speak to the researcher(s) who will do their best to answer your questions. You should contact Caleb Brock (N00201597@iadt.ie) or their supervisor Dr Tim McNichols (tim.mcnichols@iadt.ie).

Thank you**Consent to take part in a quantitative study
Please adapt accordingly for each individual project**

Delete any statements which are not applicable to your particular research project.

CONSENT FORM

Title of Project: <insert title>

Name of Researcher/s: <insert name >

- 1 I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.
- 2 I understand that my participation is voluntary and that I am free to withdraw at any time.
- 3 I understand that data collected about me during this study will not be identifiable when the research is published.
- 4 I am over 18 years of age (If your research is to be conducted with children please use this form for the guardian of the children to consent to the study and adapt the other points to them)
- 5 I agree to take part in this study.

If the research is online or conducted remotely these answers must be required and the I agree button goes below the list.

If your study is conducted in person you should include a space for you and the participant to sign and date the consent form (you give them one copy and keep the other).

Name of participant

Date

Signature

Researcher

Date

Signature

It is unusual that students will ask participants to take part in future research, or to use the data gathered for the current study in future research. However, should you decide with your supervisor that you will do this, please include in the consent for the following:

- I agree to be contacted about possible participation in future research projects.
- I agree for this data to be used in future research projects.

Appendix F – Demographic Questions

I am over 18 years of age

- Yes
- No

Please provide us with an anonymised code which we can use to identify your data if you later wish to have it removed from our dataset. Please do so by answering the following two questions.

- o What are the second letters of your first and last name?
(For example, if your name is Jane Smith, these letters would be 'AM')
- o What are the last three digits of your telephone number?

Gender: I identify as:

- Male
- Female
- Prefer not to say

Are you actively in an Undergraduate College Course?

- Yes
- No

What section does your college course fall under?

- Hard (Sciences, Computing, Engineering, Medicine)
- Soft (Arts, Social Sciences, Business)

Short-form video usage

Time spent on Short-Form Video Applications.

In order to calculate your total weekly time spent on Short-Form Video Applications please follow the below instructions that are relevant to your operating device.

Instructions for IOS- Open 'Settings', select the 'Screen Time' icon, select the 'See All App & Website Activity', at the top of the screen it will say 'Week' or 'Day' select week and make a note of your weekly average spent on TikTok, Instagram and YouTube.

Instructions for Android- Open 'Settings', select the 'Battery', Select the icon in the top right hand corner of the screen and click on

'Battery Usage', you will be able to see the amount of time spent on each App.

Instructions for Samsung- Open 'Settings', select 'Battery and Device Care', select the new 'Battery' option, select the graph under 'Usage since last full charge', press the 'Last 7 days' and you will be able to see your time spent on the respective apps over the past week.

To calculate your weekly average: E.g. Instagram may have 6 hours and 35 minutes.

Round it to the nearest whole number: E.g. 7 hours then repeat this for TikTok and YouTube.

Add the total together (Instagram 7 hours + TikTok 5 hours + YouTube 8 hours = 20 hours total)

- Please enter your total time in hours spent during a normal week on these Apps (TikTok, Instagram and YouTube) in the box provided below.

Appendix G – Debrief

Thank you for taking part in this study. The aim of this study was to investigate the effect of Short-Form Video Consumption and Self-Efficacy on Academic Motivation.

Withdrawal of Information

If you have any questions about this study, or if you would like to withdraw your data from the study, please contact the researcher or supervisor at N00201597@iadt.ie or tim.mcnichols@iadt.ie. In your email let them know your unique ID code which was the second letters of their name and last 3 digits of phone number. If you submit a request for data removal, all data collected from you will be securely deleted. You will be able to remove your data from the study until the 19th of February 2024 when the data will be combined and analysed. Data removal will not be possible after that date. Please keep a copy of this information in case you wish to remove your data after leaving this screen

Data protection

Your data will be treated according to GDPR regulations. You will find contact information for IADT's Data Protection Officer, Mr Bernard Mullarkey, and more information on your rights concerning your data at <https://iadt.ie/about/your-rights-entitlements/gdpr/>

Thank you again for taking the time to participate in this research.

If you have any questions about this study, please contact the researcher or supervisor at N00201597@iadt.ie or tim.mcnichols@iadt.ie.

Appendix H – Ethics application

IADT Psychology Ethics Committee (PEC)

Application Form 2023-2024

Instructions:

1. Please read all sections carefully, include all of the information relevant to your project, and include all necessary appendices.
2. All students must complete Sections 1, 2, 3, and 4. You will also need to complete at least one other section, depending on the type of research that you plan to do.
3. Email the completed form to your supervisor for approval.
 - a. If your project is a Red route application then it must be submitted to your supervisor by **5pm on Monday 20th November 2023.**
 - b. If your project is a Green or Amber route application then it must be submitted to your supervisor by **5pm on Monday 27th November 2023.**
4. Your supervisor will then complete Section 0 and will forward the application to the ethics committee.
5. If your application is under the Red Route, then you may also be required to submit four printed copies of your application (including all appendices). You will be advised closer to the deadline if this is necessary or not.
6. If your study changes from how you have described it in this form then you will need to reapply for approval from the PEC. The PEC does not guarantee that a revised project will be approved, even if the original project was approved.
7. All communication between students and the PEC will occur via the student's project supervisor.
8. The PEC will consider all of the information provided in the form when making their decision. **Incomplete forms (including forms which do not include all of the necessary Appendices) will be rejected.**
9. If the PEC's decision is that a revised application must be made then they will provide a list of required changes which are necessary to ensure participant wellbeing. Even if all of these are followed, the PEC makes no commitment to approve a revised application.
10. It is highly recommended that 'Red Route' students continue to formulate ideas for projects which fit the criteria for 'Green Route' and 'Amber Route' submissions until they are advised that their application has been approved. This is to ensure that the student can still complete the module, even if their 'Red Route' project does not receive approval from the PEC.
11. There is an obligation on the researcher to bring to the attention of the PEC any issues with ethical implications not clearly covered by the checklist in Section 6 of this form.
12. 'Signatures' may be typed, scanned in, or digitally signed.
13. The Psychology Ethics Committee can refuse any application which they consider unsuitable for student research.
14. Occasionally further information may be requested by the PEC with regard to Green and Amber route project applications where there is uncertainty regarding these applications. In some cases a Green or Amber route project ethics application may need to be reformatted and resubmitted as a 'Red' route application.
15. If you receive approval from the Psychology Ethics Committee to proceed with your research, this is valid for 2 calendar years from the date approval is issued by the PEC chair. All data

collection must be completed within these 2 calendar years. If this time lapses during the course of your project data collection then you must reapply for ethical approval.

16. If your project when conducted does not conform to the project as described in your ethics application then you may be subject to certain outcomes. Depending on the circumstances, these can include a reduction in grade, a capping of the project module grade at a 'C', receiving an 'F' grade on the module, and/or potential invocation of the IADT Student Disciplinary Procedures.
17. Occasionally students wish to conduct projects on highly sensitive topics which would not be suitable for primary data collection. In these cases the student can consider 'Green' route methodologies (e.g. analysis of existing datasets, completing a Rapid Structured Literature Review, or similar). Approval by the PEC for all projects relating to sensitive topics is dependent on an appropriate and willing supervisor being available for such projects, and on the student's recognition that their pursuance of such a project is not mandatory and that they voluntarily chose such a project. Students should ensure that they are familiar with the supports available to them (for example, the student counselling service) and should ensure that their actions follow relevant legal statutes and requirements at all times. In exceptional cases a student can cease work on projects on highly sensitive topics and prepare a new project idea, although this may result in the need for a deferral or leave of absence in some cases.

Section 0: For Completion by the Supervisor

I confirm that this application to the PEC by _____ (student name) accurately reflects all of the ethical implications in the project.

Application type (tick all that apply for mixed methods):

Green Route	_____
Amber Route	_____
Red Route	_____

Signed _____

Date: _____

Section 1: Project Information

Student Name: *Caleb Brock*

Student Email Address: N00201597@iadt.ie

Supervisor Name: Dr Tim McNichols

Working Project Title: **The Effect of Short Video consumption on Self-Efficacy and Academic Motivation in Irish College Students**

Main Variables Being Investigated: Short Video Consumption (IV), Self-efficacy (IV), Academic motivation (DV)

Section 2: External Agencies

Does your project involve recruitment from any external agency (e.g. a school, sports club, medical centre, voluntary organisation, or any other organisation outside of the IADT)?	Yes	No (✓)
<p>* You must include a letter from a senior manager of each organisation stating that you have approval to collect data within that organisation. Include copies of each of these letters in the Appendices to your application. If the organisation has its own ethical review board (which is very common in some settings, such as hospitals), then you are also required to get ethical approval from that board prior to starting data collection, and to submit notice of this approval to your supervisor so that it can be forwarded on to the ethics committee. Some online forums also require permission to post requests for participants – make sure to check the relevant forum/organisation’s code of conduct or terms and conditions. You do not need to include approval letters if you are conducting recruitment using mainstream social media routes (e.g., Twitter, Instagram, Facebook, Snapchat, TikTok) to your own followers, and/or snowball sampling/word of mouth recruitment.</p>		

Section 3: Project Methodology – Please tick which type of project you are seeking approval from the PEC for. If your project involves mixed methods, then tick all which apply.

Route Type	Methodology	Tick here
Green Route (no direct contact with participants required, and no data is collected/recorded which could identify participants)	Theoretical paper / systematic literature review / Rapid Structured Literature Review (RSLR)	
	Novel analysis of an existing dataset gathered by another researcher or group which you are certain has abided by appropriate ethical procedures for the relevant discipline	
	Observation of participants in a public place in which they could reasonably be expected to be observed by strangers or in an online space which does not require users to log in to access.	
	Content analysis of material which is publicly available and does not require users to log in to access content.	
	Other method without direct contact with participants **	
Amber Route (direct contact with participants, but no additional ethical considerations beyond the minimum requirements)	Requirements gathering for and/or user testing of a prototype which is highly unlikely to cause any harm or distress to participants and which does not aim to collect data from a potentially vulnerable group	
	An experiment which is highly unlikely to cause any harm or distress to participants and which does not aim to collect data from a potentially vulnerable group	
	A survey/questionnaire design which is highly unlikely to cause any harm or distress to participants and which does not aim to collect data from a potentially vulnerable group	(✓)

	An observational study which is highly unlikely to cause any harm or distress to participants and which does not aim to collect data from a potentially vulnerable group	
	Content analysis research which is highly unlikely to cause any harm or distress to participants and which does not aim to collect data from a potentially vulnerable group	
	Interviews and/or focus groups which are highly unlikely to cause any harm or distress to participants and which do not aim to collect data from a potentially vulnerable group	
	Other method which is highly unlikely to cause any harm or distress to participants and which does not aim to collect data from a potentially vulnerable group **	
Red Route (direct contact with participants, including one or more project aspects which require special ethical consideration)	Requirements gathering for and/or user testing of a prototype which may cause harm or distress to participants and/or which involves collecting data from any potentially vulnerable group	
	An experiment which may cause harm or distress to participants and/or which involves collecting data from any potentially vulnerable group	
	A survey/questionnaire design which may cause harm or distress to participants and/or which involves collecting data from any potentially vulnerable group	
	An observational study which may cause harm or distress to participants and/or which involves collecting data from any potentially vulnerable group	
	Content analysis research which may cause harm or distress to participants and/or which involves collecting data from any potentially vulnerable group	
	Interviews and/or focus groups which may cause harm or distress to participants and/or which involves collecting data from any potentially vulnerable group	
	Any project which includes use of any illegal materials or substances as part of the materials for the study, regardless of methodology employed.	
	Any project which includes use of any dangerous materials or substances as part of the materials for the study, regardless of methodology employed.	
	Any project employing ethnographic or autoethnographic methodologies.	
	Other method which may cause harm or distress to participants and/or which involves collecting data from any potentially vulnerable group **	
** If you are using a methodology not listed above then provide a short description (fewer than 100 words) here:		

Section 4: Checklist of Attached Appendices and Other Completed Sections

Applicable Project Ethics Route Colour Guide		Section / Item	I have attached this item/completed this section	I have checked with my supervisor and we have agreed that this item/section is not relevant to my project
Red	1	Section 1	(✓)	Black
	2	Section 2	(✓)	
	3	Section 3	(✓)	
	4	Section 4	(✓)	
Green	5	Letters of permission from any external agencies to be used for data collection		(✓)
	6	Statement of approval from ethical review boards in external agencies		(✓)
Green	7	Section 5 (Green Route Projects only)		
Red	8	Section 6 (Amber and Red Route Projects only)	(✓)	
Yellow	9	Section 7 (Amber Route Projects only)	(✓)	
Red	10	Section 8 (Red Route Projects only)		
	11	Section 9 (Red Route Projects only)		
	12	Evidence of why you need to complete a Red Route Project (see note in Section 8)		
	13	Project Information Sheet (Red Route Projects only)		
	14	Project Consent Form (Red Route Projects only)		
	15	Project Demographic Questionnaire (Red Route Projects only)		
	16	All Other Questionnaires and Data Collection Materials (Red Route Projects only)		
	17	Project Debrief (Red Route Projects only)		

Section 5: Declaration of a Green Route project

I hereby declare that [all of / this aspect of (delete as appropriate)] my project involves no direct interaction between me and any research participants, and that having checked with my supervisor, that I do not need to seek informed consent from those whose data I use in my research. In addition, I will ensure that all data which I do gather is held in a manner which is compliant with GDPR, and will be deleted once it is no longer required (and definitely within 6 years of collection). At all times my study

will be conducted in adherence to the ethical policies of the Psychological Society of Ireland and the British Psychological Society.

Student Signature: _____ Date: _____

Section 6: Confirmation of Adherence to Basic Ethical Principles for Amber and Red Route Projects

Complete the Table below with guidance from your supervisor. If you need to tick any of the 'red' boxes, then your project must be submitted under the 'Red Route'.

		Yes	No	N/A
6.1	I will describe the main research procedures to participants in advance so that they know what to expect. I will use the sample Information Sheet provided by PEC to do this.	(✓)		
6.2	I will tell participants that their participation is voluntary.	(✓)		
6.3	I will obtain written consent from participants using a 'tick' consent form which follows the current template provided by PEC prior to starting data collection.			(✓)
6.4	I will verify that participants still wish to include their data in online studies by including a final indicator of consent at the end of the questions.	(✓)		
6.5	If my research involves content analysis or observation in any private or partially private setting then I will ensure to obtain informed consent prior to collecting data.			(✓)
6.6	I will explain to participants that they can withdraw from the study at any time and for any reason.	(✓)		
6.7	I will ensure that participants know that they can refrain from answering any question that they don't want to, even if this is part of a psychometric scale.	(✓)		
6.8	If using an online data collection method I will ensure that the only questions which require answers in order to proceed are the questions relating to providing informed consent, and I will ensure that participants are provided with an option which indicates that they do not give their consent.	(✓)		
6.9	I will inform participants that their data will be treated with full confidentiality, and that, if published, it will not be identifiable as theirs.	(✓)		
6.10	I will debrief participants at the end of their participation (i.e. give them a brief explanation of the study, whether or not deception was involved) following the current template provided by PEC	(✓)		
6.11	I will obtain passive consent from parents/guardians for studies involving people aged between 16 and 18 years, as well as active consent from the participant and their school/organisation			(✓)
6.12	I will obtain active consent from parents/guardians for studies involving people aged under 16 years. Where feasible I will also obtain active consent from the participant themselves. I will ensure that the parent/guardian or their nominee (e.g. a teacher) will be present throughout the data collection period.			(✓)
6.13	I will ensure that my project supervisor has full access to the data that I collect and will only use data collection software which permits this.	(✓)		

6.14	I will ensure that my project supervisor retains full rights to the data collected, including the ability to delete all data at any time, and that third-parties (e.g., software companies) will not 'own' the data collected.	(✓)		
6.15	I will ensure that participants in studies involving Virtual Reality (VR) are not susceptible to extreme motion sickness or other physical conditions which may result in harm to the participants. I will ensure that a chaperone is present during VR sessions, and that the participant has the option of also having a nominee of their choosing present as well.			(✓)
6.16	I will ensure that any equipment used in this study is cleaned and disinfected after each participant, and that appropriate hygienic barriers (e.g. masks) are used by all participants			(✓)
6.17	Is there any realistic risk of any participant experiencing either physical or psychological distress or discomfort?		(✓)	
6.18	I plan to use animals as part of my research study			(✓)
6.19	I plan to tell participants their results on a task or scale which I am using in my research.		(✓)	
6.20	I am researching a sensitive topic which may cause some participants distress (such as, but not limited to, religion, sexuality, alcohol, crime, drugs, mental health, physical health, parenting, family relationships)		(✓)	
6.21	One or more aspects of my study is designed to change the mental state of participants in a negative way (such as inducing aggression, frustration, sadness, etc.)		(✓)	
6.22	My study involves deception or deliberately misleading participants in some way.		(✓)	
6.23	My target population includes people who have learning or communication difficulties		(✓)	
6.24	My target population includes patients (either inpatient or outpatient)		(✓)	
6.25	My target population includes people in custody		(✓)	
6.26	My target population includes people who may feel under personal or professional pressure to take part in my research (for example, close friends; family; employees or staff of managers or school principals who may support the research).		(✓)	
6.27	My project includes the use of any illegal materials or substances as part of the materials for the study, regardless of methodology employed.		(✓)	
6.28	My project includes the use of any dangerous materials or substances as part of the materials for the study, regardless of methodology employed.		(✓)	
6.29	My project employs ethnographic or autoethnographic methodologies.		(✓)	

Section 7: Declaration of an Amber Route project

I hereby declare that all measures and scales in my project involves no risk of physical, emotional, social or cognitive harm to participants; that I will obtain full informed consent from all participants and

provide a full debrief afterwards (using the templates provided); that I will provide full anonymity and/or confidentiality to participants; and that my participants are not a potentially vulnerable population. In addition, I will ensure that all data which I gather is held in a manner which is compliant with GDPR, and will be deleted once it is no longer required (and definitely within 6 years of collection). At all times my study will be conducted in adherence to the ethical policies of the Psychological Society of Ireland and the British Psychological Society.

Student Signature: *Caleb Brock* Date: 22/11/2023

Section 8: Additional Information For Red Route Projects

8.1 What are the aims of your research? Include your research question and hypotheses for all studies which are not exploratory in nature (Max. 100 words)
8.2 What is the specific reason(s) why this is a Red Route project? (Max. 100 words)
8.3 How will you ensure that participants are not harmed as a result of participation in your research, given your answer to 8.2 above (Max. 100 words)
8.4 Why do you need to do this project at this stage in your career? For example, is there a specific postgraduate programme which you wish to apply for which requires you to have completed research in this area? Do you have specific additional qualifications or experience which equip you to manage the additional ethical implications in this project? Bear in mind that if your main reason for wishing to do this research is because the area of study is important then your application is likely to be refused – in general it is better for research with important societal implications to be conducted at a time when you have more research experience. (Max. 100 words)
8.5 Provide rationale as to why other methodologies related to your chosen topic (such as a systematic review, RSLR, theoretical paper, content analysis, or analysis of an existing dataset) cannot be done in your case (Max. 100 words)
8.6 List supporting documentation which you have included in an Appendix to this application to justify the need for you to do a Red Route project (this might be: the list of entry requirements for a specific postgraduate programme which you are planning on applying for, along with the link to the website where you found this information; a transcript or certificate for a training course related to the area; a letter from your manager or supervisor where you are engaged in voluntary work related to the area, etc.). 1. 2. 3. 4. 5.

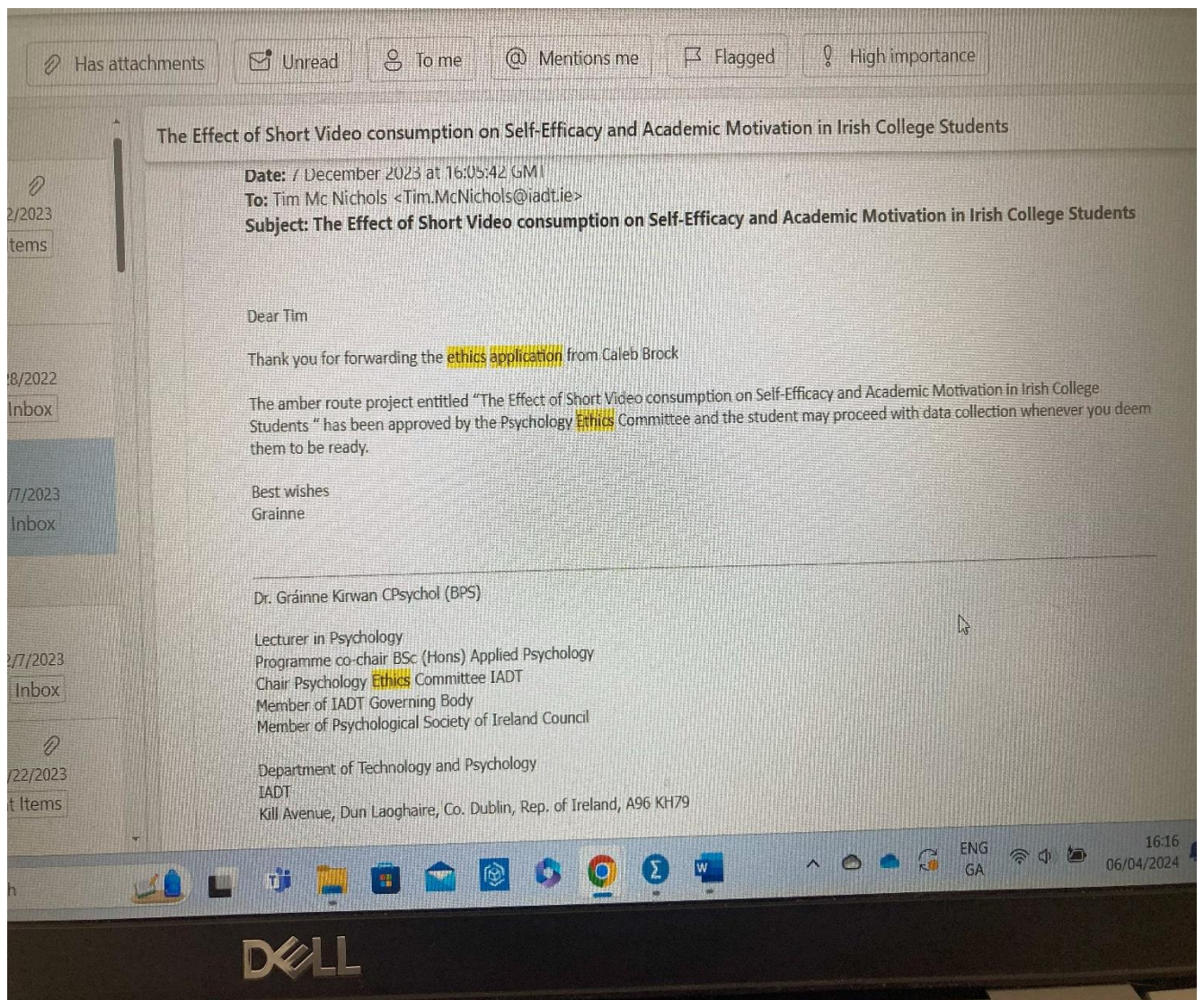
6.
8.7 List below the final grades that you received in each module in your most recent completed year of study in IADT (i.e. Fourth year students should provide their 3 rd year end-of-year results; Third year students should provide their 2 nd year end-of-year results; MSc students should provide their grades to date in each module, 'provisional' grades are acceptable when final grades are not yet available). A Red Route ethics project requires a very high level of competence and attention to detail which we have found often correlates with higher grades in earlier modules.
1. 2. 3. 4. 5. 6. 7. 8.
8.8 Planned Study Design (Max. 50 words)
8.9 Description of Planned Materials (Max. 200 words). All materials should be included as Appendices to this application. Materials include information sheets, consent forms, debriefs, demographic questionnaire, attitude or psychometric questionnaires, intervention materials, score sheets, technical equipment, and anything else that will be used during data collection. If you intend to use a video/game/app/other media, then you must provide the committee with full access to this through a video file or access to the game/app/media.
8.10 Planned Participant Population and Recruitment Method (Max. 100 words)
8.11 Planned Procedure (Max. 100 words)

Section 9: Declaration of a Red Route project

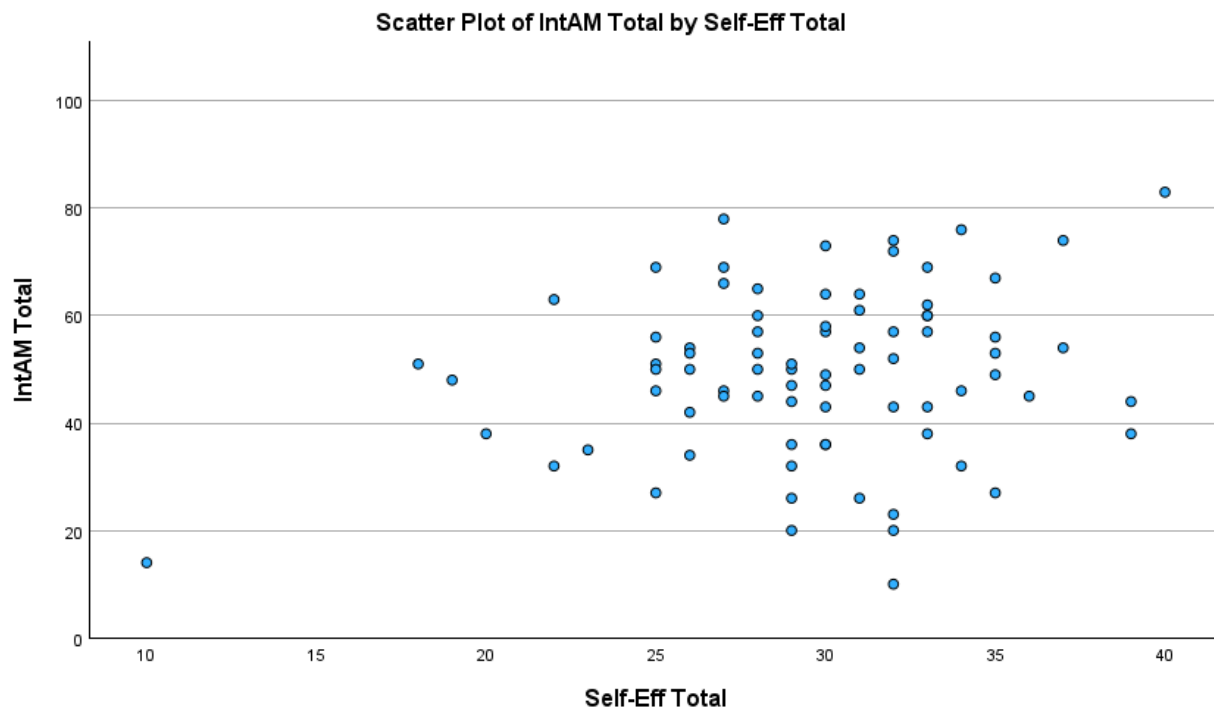
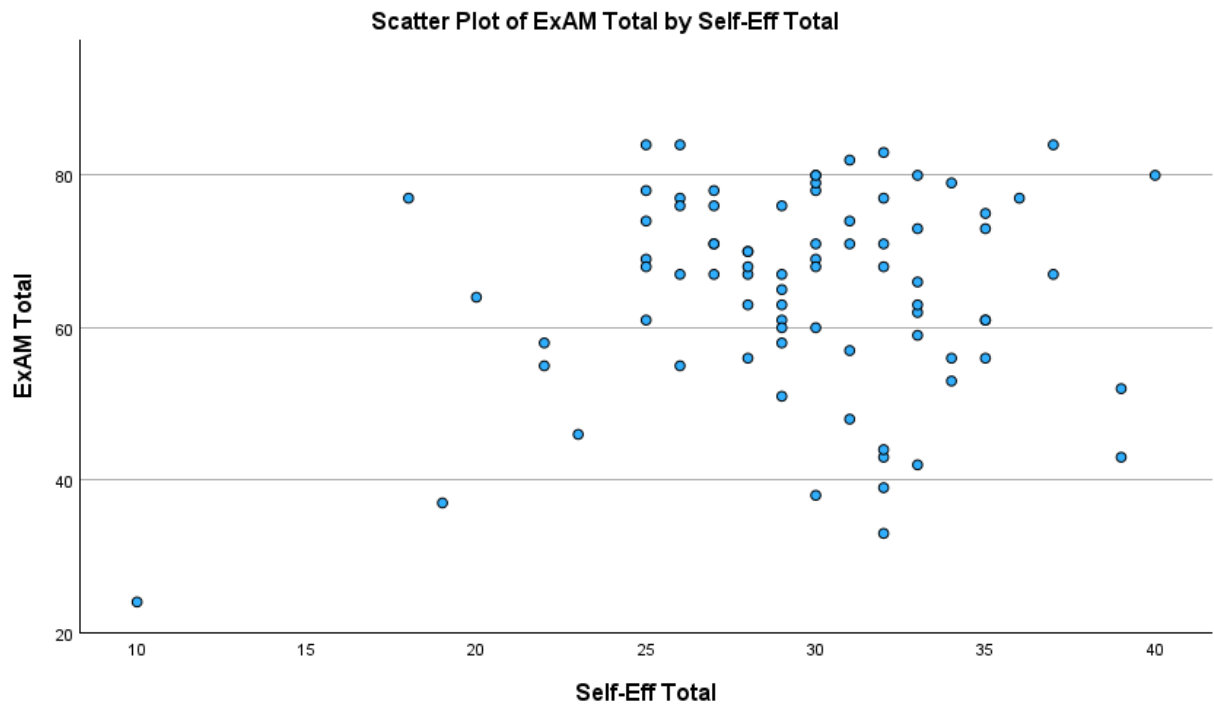
I hereby declare that [all of / this aspect of (delete as appropriate)] my project involves no ethical implications other than those listed and described in Section 8. It involves no risk of physical, emotional, social or cognitive harm to participants other than those outlined in Section 8. It involves no deception other than that indicated in Section 8. I will obtain full informed consent from all participants and provide a full debrief afterwards (using the templates provided) and I will provide full anonymity and/or confidentiality to participants, except where explicitly explained otherwise in Section 8. Unless stated otherwise in Section 8, my participants are not a potentially vulnerable population. In addition, I will ensure that all data which I gather is held in a manner which is compliant with GDPR, and will be deleted once it is no longer required (and definitely within 6 years of collection). At all times my study will be conducted in adherence to the ethical policies of the Psychological Society of Ireland and the British Psychological Society.

Student Signature: _____ Date: _____

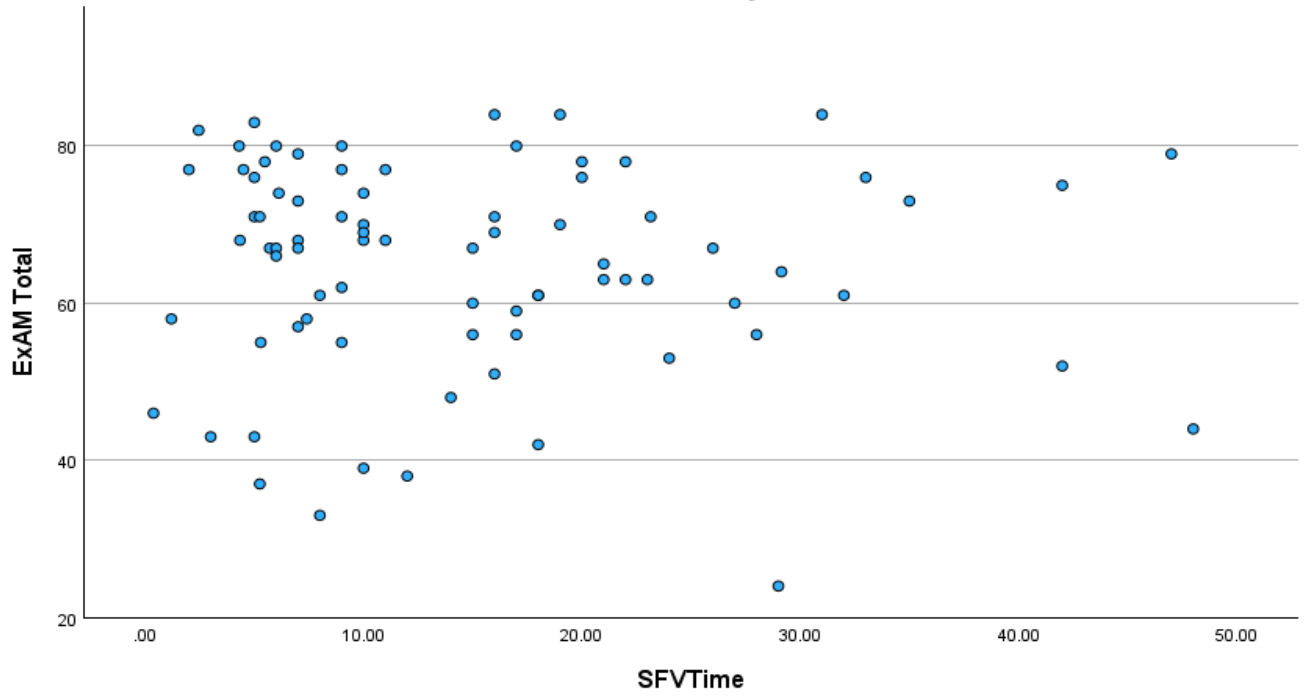
Appendix I – Ethics Approval



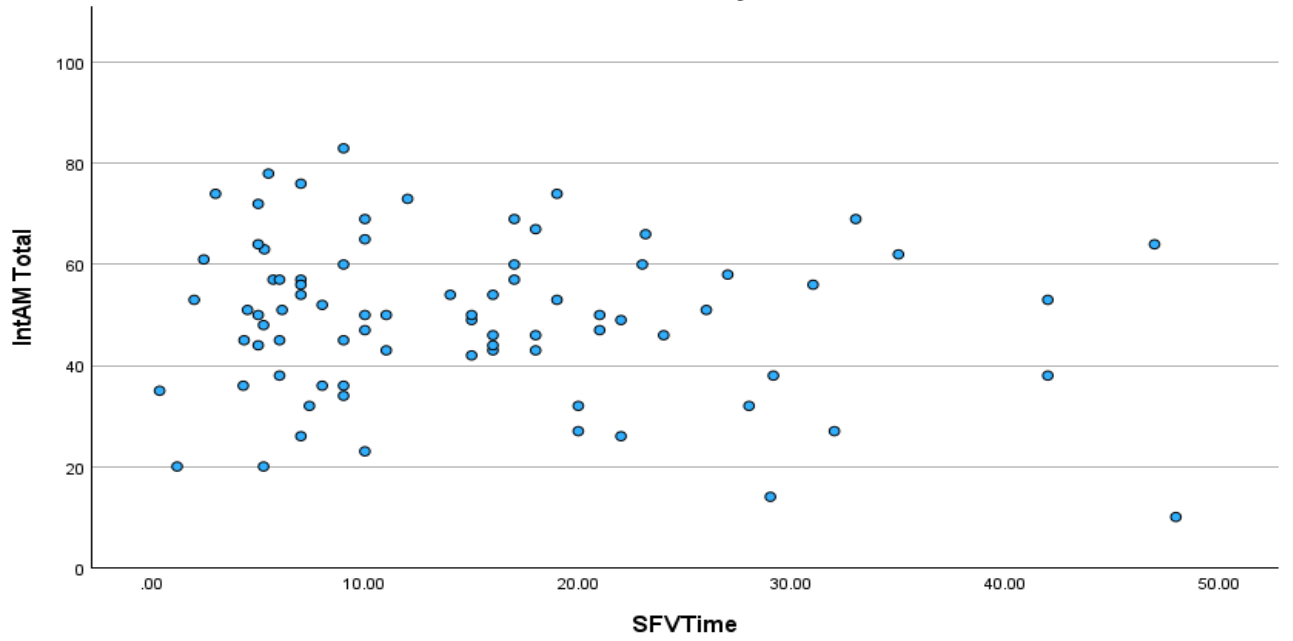
Appendix J – Scatter plots



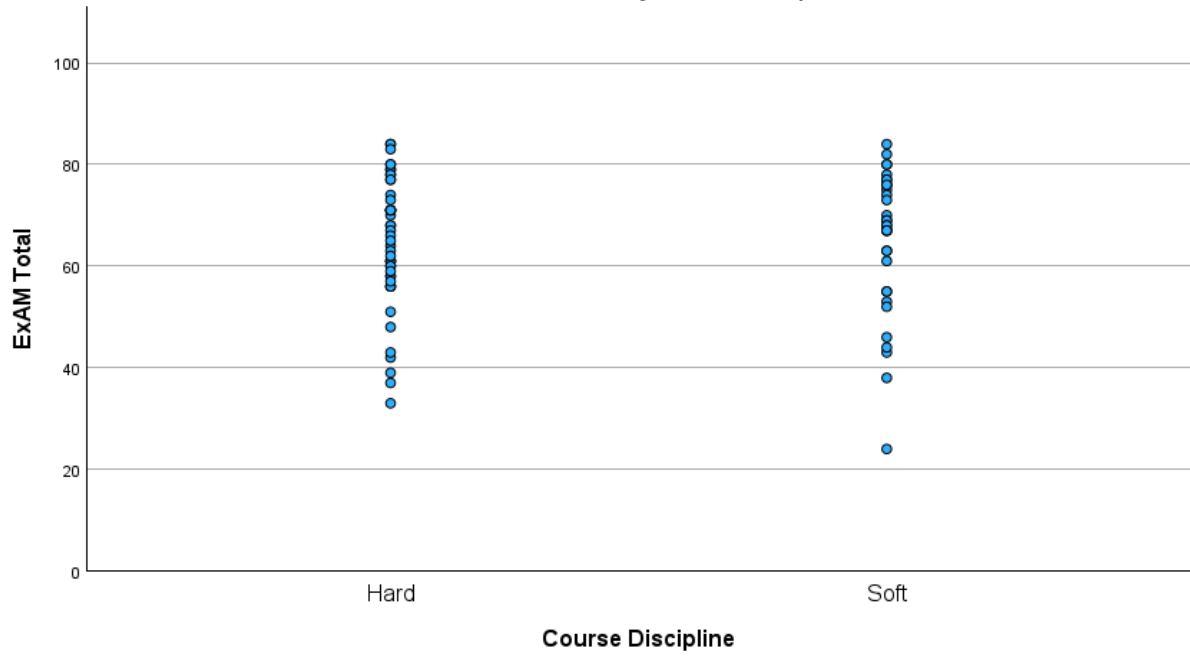
Scatter Plot of ExAM Total by SFVTime



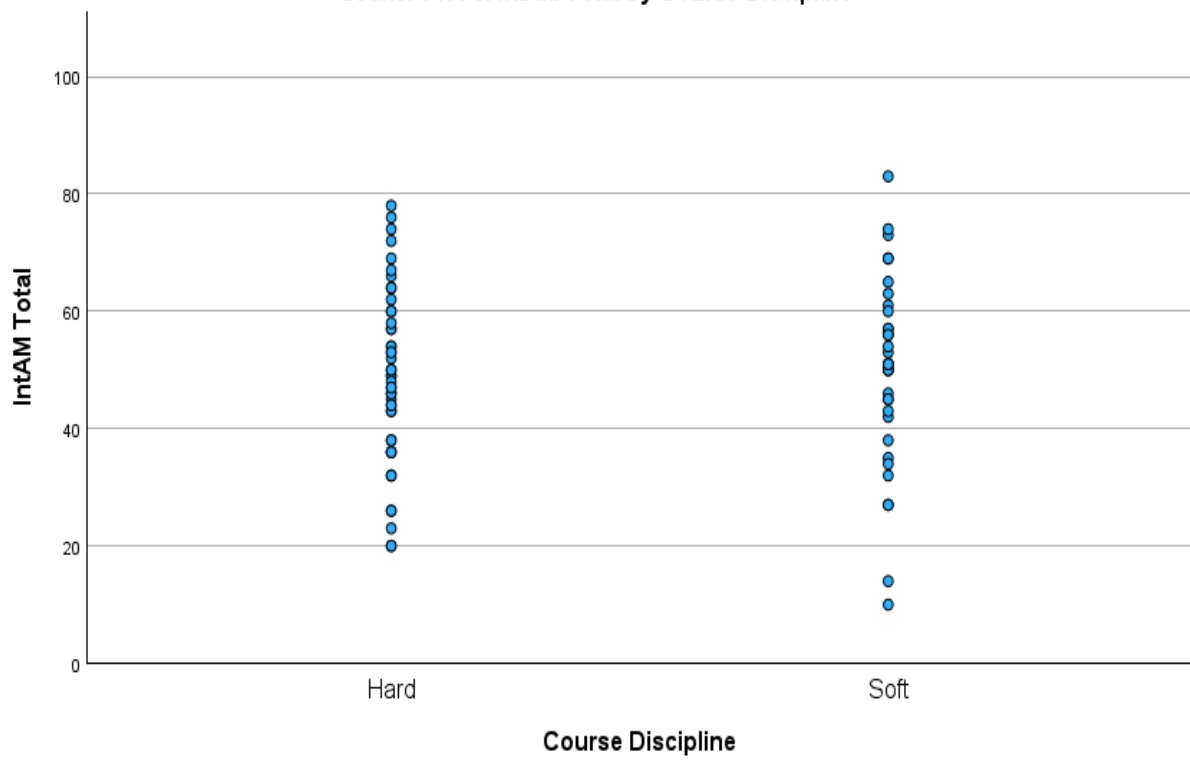
Scatter Plot of IntAM Total by SFVTime



Scatter Plot of ExAM Total by Course Discipline



Scatter Plot of IntAM Total by Course Discipline



Appendix K – Multiple Regression SPSS Output for EXAM

Descriptive Statistics

	Mean	Std. Deviation	N
ExAM Total	64.84	13.269	80
Course Discipline	.43	.497	80
SFVTime	14.8994	10.90509	80
Self-Eff Total	29.58	4.909	80

Correlations

		ExAM Total	Course Discipline	SFVTime	Self-Eff Total
Pearson Correlation	ExAM Total	1.000	.024	-.044	.133
	Course Discipline	.024	1.000	.098	-.122
	SFVTime	-.044	.098	1.000	.090
	Self-Eff Total	.133	-.122	.090	1.000
Sig. (1-tailed)	ExAM Total	.	.416	.349	.120
	Course Discipline	.416	.	.192	.140
	SFVTime	.349	.192	.	.214
	Self-Eff Total	.120	.140	.214	.
N	ExAM Total	80	80	80	80
	Course Discipline	80	80	80	80
	SFVTime	80	80	80	80
	Self-Eff Total	80	80	80	80

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Self-Eff Total, SFVTime, Course Discipline ^b	.	Enter

a. Dependent Variable: ExAM Total

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.152 ^a	.023	-.016	13.372

a. Predictors: (Constant), Self-Eff Total, SFVTime, Course Discipline

b. Dependent Variable: ExAM Total

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	319.474	3	106.491	.596	.620 ^b
	Residual	13589.413	76	178.808		
	Total	13908.888	79			

a. Dependent Variable: ExAM Total

b. Predictors: (Constant), Self-Eff Total, SFVTime, Course Discipline

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics		
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	53.905	9.549		5.645	<.001	34.887	72.923						
	Course Discipline	1.272	3.066	.048	.415	.679	-4.835	7.378	.024	.048	.047	.973	1.028	
	SFVTime	-.075	.139	-.062	-.539	.591	-.353	.202	-.044	-.062	-.061	.980	1.021	
	Self-Eff Total	.389	.310	.144	1.254	.214	-.229	1.008	.133	.142	.142	.975	1.026	

a. Dependent Variable: ExAM Total

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	Course Discipline	SFVTime	Self-Eff Total
1	1	3.247	1.000	.00	.03	.03	.00
	2	.492	2.569	.00	.92	.06	.00
	3	.248	3.619	.02	.01	.91	.02
	4	.013	15.904	.98	.04	.00	.98

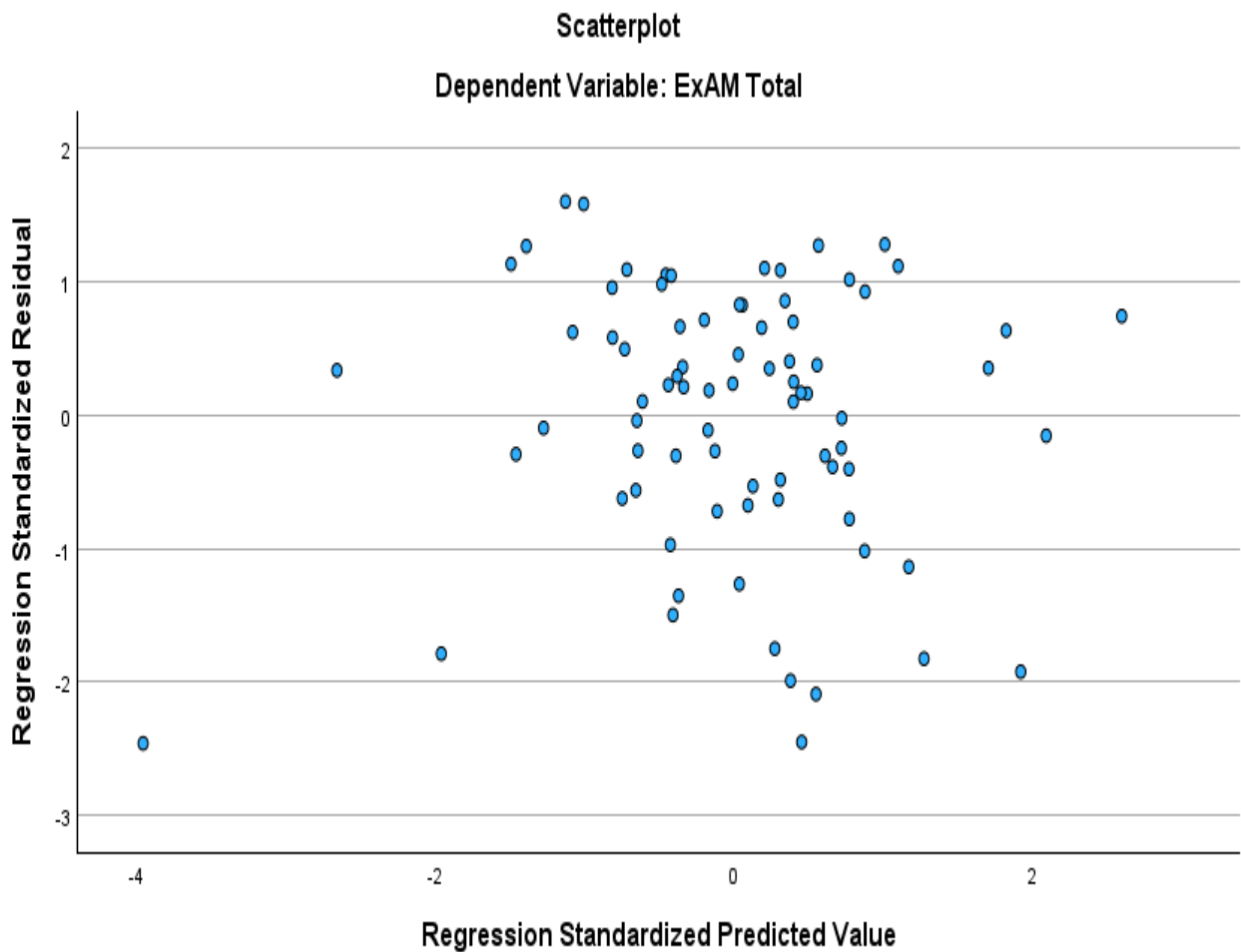
a. Dependent Variable: ExAM Total

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	56.89	70.07	64.84	2.011	80
Std. Predicted Value	-3.952	2.602	.000	1.000	80
Standard Error of Predicted Value	1.992	6.708	2.865	.862	80
Adjusted Predicted Value	58.95	70.86	64.97	2.136	80
Residual	-32.890	21.422	.000	13.116	80
Std. Residual	-2.460	1.602	.000	.981	80
Stud. Residual	-2.843	1.656	-.005	1.019	80
Deleted Residual	-43.951	22.896	-.132	14.197	80
Stud. Deleted Residual	-2.988	1.676	-.010	1.034	80
Mahal. Distance	.765	18.894	2.963	2.860	80
Cook's Distance	.000	.680	.022	.078	80
Centered Leverage Value	.010	.239	.038	.036	80

a. Dependent Variable: ExAM Total

Charts - Homoscedasticity Extrinsic Motivation



Appendix L – Multiple Regression SPSS Output for INAM

Descriptive Statistics

	Mean	Std. Deviation	N
IntAM Total	49.44	15.352	80
Course Discipline	.43	.497	80
SFVTime	14.8994	10.90509	80
Self-Eff Total	29.58	4.909	80

Correlations

		IntAM Total	Course Discipline	SFVTime	Self-Eff Total
Pearson Correlation	IntAM Total	1.000	.017	-.130	.219
	Course Discipline	.017	1.000	.098	-.122
	SFVTime	-.130	.098	1.000	.090
	Self-Eff Total	.219	-.122	.090	1.000
Sig. (1-tailed)	IntAM Total	.	.441	.125	.025
	Course Discipline	.441	.	.192	.140
	SFVTime	.125	.192	.	.214
	Self-Eff Total	.025	.140	.214	.
N	IntAM Total	80	80	80	80
	Course Discipline	80	80	80	80
	SFVTime	80	80	80	80
	Self-Eff Total	80	80	80	80

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Self-Eff Total, SFVTime, Course Discipline ^b	.	Enter

a. Dependent Variable: IntAM Total

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.273 ^a	.074	.038	15.059

a. Predictors: (Constant), Self-Eff Total, SFVTime, Course Discipline

b. Dependent Variable: IntAM Total

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1384.191	3	461.397	2.035	.116 ^b
	Residual	17235.497	76	226.783		
	Total	18619.687	79			

a. Dependent Variable: IntAM Total

b. Predictors: (Constant), Self-Eff Total, SFVTime, Course Discipline

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	29.657	10.754		2.758	.007	8.239	51.075					
	Course Discipline	1.905	3.453	.062	.552	.583	-4.972	8.782	.017	.063	.061	.973	1.028
	SFVTime	-.222	.157	-.158	-1.415	.161	-.535	.091	-.130	-.160	-.156	.980	1.021
	Self-Eff Total	.753	.350	.241	2.155	.034	.057	1.450	.219	.240	.238	.975	1.026

a. Dependent Variable: IntAM Total

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	(Constant)	Variance Proportions		
					Course Discipline	SFVTime	Self-Eff Total
1	1	3.247	1.000	.00	.03	.03	.00
	2	.492	2.569	.00	.92	.06	.00
	3	.248	3.619	.02	.01	.91	.02
	4	.013	15.904	.98	.04	.00	.98

a. Dependent Variable: IntAM Total

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	32.66	59.70	49.44	4.186	80
Std. Predicted Value	-4.009	2.451	.000	1.000	80
Standard Error of Predicted Value	2.243	7.555	3.226	.971	80
Adjusted Predicted Value	38.20	59.09	49.50	4.110	80
Residual	-35.009	29.220	.000	14.771	80
Std. Residual	-2.325	1.940	.000	.981	80
Stud. Residual	-2.507	1.974	-.002	1.012	80
Deleted Residual	-40.707	30.230	-.067	15.747	80
Stud. Deleted Residual	-2.600	2.013	-.004	1.023	80
Mahal. Distance	.765	18.894	2.963	2.860	80
Cook's Distance	.000	.256	.017	.037	80
Centered Leverage Value	.010	.239	.038	.036	80

a. Dependent Variable: IntAM Total

Charts - Homoscedasticity Intrinsic Motivation

