

(revised 1/2019)

N/A

By signing below, I certify that I have carefully read/reviewed all information below. If this is a re-submission, any and all comments the committee requested have been respectfully addressed.

Electronically sign your full name and provide the date in the box below.

Signature(s) of Principal Investigator(s):

Emily Smillie (1/26/19)

Faculty Research Advisor's signature (if PI is a student):

Cynthia Bane (2/12/19)

## PART A: PROJECT OVERVIEW

Provide a brief (one to two sentence) statement regarding the purpose of the proposed research project.

The purpose of the proposed project is to examine whether the relationship between personality traits and course-specific academic motivation depends on how much desire students had to take the course.

Provide a brief (200 words or fewer) overview of the study's method/procedure.

In this online study, participants answer questions to measure five personality traits from the Five Factor Model of personality. The participants answer questions regarding academic interest and study habit motivation for two courses: one they had lower desire to take and one they had higher desire to take.

Provide a brief review of the background literature (including references) on which your study is based. Include only the most important references relevant to your study. If your study includes demographic variables, or other details that may lead to identification of participants, include justification for including these variables. **Limit this section to 500 words or fewer** (including references). **Do not attach additional pages.**

**Background literature.** Researchers have studied multiple factors associated with academic motivation, including personality traits and involvement in the classroom. Judge and Ilies (2002) found that individuals exhibiting neuroticism or conscientiousness were more likely to set goals than did students lower in those two traits. Although there are general individual differences in motivation, it is likely that for an individual student, motivation varies across different courses. Research examining student involvement in the classroom (Reeve & Lee, 2014) found that the more involved a student was in a particular class, the more motivation the student typically had for that course.

**Justification for the proposed project.** The proposed project differs from previous research because it examines whether personality variables predict course-specific motivation, and it examines whether or not the relationships between personality variables and course-specific motivation depend on how much desire students had to take a particular course.

### References.

Judge, T. A., & Ilies, R. (2002). Relationship of personality to performance motivation: A meta-analytic review. *Journal of Applied Psychology, 87*(4), 797-807. doi: 10.1037/0021-9010.87.4.797

Reeve, J., & Lee, W. (2014). Students' classroom engagement produces longitudinal classroom motivation. *Journal of Education Psychology, 106*(2), 527-540. Doi:10.1037/a0034934

## PART B. METHODS/PROCEDURES

### MEASURES

Check all that apply to your study. Include surveys/questionnaires/interview questions (including measures of demographic variables) at the end of the document for review. If you are using previously published measures/materials, include citations and references.

- |   |   |
|---|---|
| <input type="checkbox"/> bodily fluids                      | <input type="checkbox"/> private data (e.g., GPAs)                            |
| <input type="checkbox"/> exercise                           | <input type="checkbox"/> interview/focus group                                |
| <input checked="" type="checkbox"/> questionnaire/survey    | <input type="checkbox"/> publicly available data (e.g., personal websites)    |
| <input type="checkbox"/> dietary supplements                | <input type="checkbox"/> internet/email data collection (e.g., survey monkey) |
| <input type="checkbox"/> observation                        | <input type="checkbox"/> video/audio recording                                |
| <input type="checkbox"/> test (e.g., recall, reaction time) | <input type="checkbox"/> physiological data (e.g., heart rate)                |
| <input type="checkbox"/> other (specify below)              |   |

Click here to enter text.

### PROCEDURE

Provide a description of how the study will be conducted. The description should be presented in chronological order according to what participants will experience from the time they learn about and register for the study to debriefing. Include a copy of the informed consent document, any stimulus materials (e.g., word lists, photos), and other materials (e.g., instructions, scripts, debriefing materials) at the end of the document for review.

1. Participants will be informed of an opportunity for credit or extra credit in psychology classes.
2. Participants will sign up to participate through Sona systems.
3. The participants will receive the link to the SurveyMonkey survey through the Sona system.
4. Students will be directed to the informed consent form online. Participants will give consent by clicking on “next,” leading them to the survey.
5. The survey will first include questions about demographic information.
6. The survey will next include questions from the Mini-IPIP (Donnellan, Oswald, Baird, & Lucas, 2006) to measure five personality factors.
7. The participants will answer questions regarding academic interest and study habit motivation for two courses: one they have/had low desire to take and one they have/had high desire to take. The questions will be counterbalanced so that half of the sample of participants will first answer questions regarding the classes which they have/had high desire to take and the other half of sample of participants will first answer questions regarding the classes which they have/had low desire to take. They will complete questions from the subscales of academic interest and study habits from the Study Attitude and Methods Survey (SAMS; Michael, Michael, and Zimmerman, 1972) for each of the two classes they select to describe. The questions were modified to measure motivation for a specific course rather than overall academic motivation.
8. Upon completion of the study, the participant will be directed to the online debriefing form.
9. Students’ participation will be recorded automatically through the Sona system.

#### References:

- Donnellan, M. B., Oswald, F. L., Baird, B. M., & Lucas, R. E. (2006). The mini-IPIP scales: Tiny-yet-effective measures of the big five factors of personality. *Psychological Assessment*, 18(2), 192-203. <http://dx.doi.org/10.1037/1040-3590.18.2.192>
- Michael, W. B., Michael, J. J., & Zimmerman, W. S. (1972). *Study Attitudes and Methods Survey (SAMS)*. San Diego, CA: EdITS.

## PART C. PARTICIPANTS & PARTICIPANT RECRUITMENT

### 1. Who are the participants?

Wartburg College students who are at least 18 years of age

**2. Will all participants be at least 18 years of age?**

☒ Yes      ☐ No

*\*\*If the research involves minors, include a copy of the letter to parents, and (if applicable) to the school principal at the end of this form. If the research involves **any** high school students (even those 18 years or older), parental consent and permission from the principal are required.*

**3. What is the minimum number of participants you will include? 100**

**4. How will participants be recruited? Check all that apply. Include text of recruitment e-mail messages, flyers, or postings at the end of this form.**

- ☒ Wartburg College classes  
☐ Email recruitment through directors, coaches, etc. (attach communication)  
☐ Flyers posted around campus (attach text)  
☐ Juice announcement (attach text)  
☐ Social media (attach text)  
☒ Word of mouth/snowball sampling  
☒ Posted on Sona system  
☐ Other (explain below and attach any relevant materials at the end of the form)

Click here to enter text.

**5. Will informed consent be obtained? (Attach consent form to the end of this document)**

☐ No\*\*\*      ☒ Yes

*\*\*If No, indicate reason below.*

Click here to enter text.

**If yes, who will be giving informed consent?**

- ☒ Participant  
☐ Parent/Guardian

If participants are minors, will assent also be obtained? (skip question if participants are not minors)

☐ No\*\*      ☐ Yes

*\*\*If No, indicate the reason below*

Click here to enter text.

**6. Will participants receive remuneration (cash, payment, credit, extra credit, etc.) for their participation?**

☐ No    ☒ Yes\*\*

*\*\*If yes, list type:*

Participants completing the study as a part of a class requirement will receive credit/extra credit in their courses; this is determined by the professor of the course they are taking. To reduce perception of coercion, the researcher will ensure that the professor awarding credit or extra credit will also have an alternative assignment to earn the same credit. Participants volunteering their time will not receive credit. The informed consent form will inform participants that their decision regarding participation will not affect their grade in the class and that they will have an alternative assignment available.

**7. Are you (or your research advisor, in the case of student principal investigators) in a position of authority over the participants (students in your class, advisees, or employees)?**

☐ No ☒ Yes\*\*

\*\*If yes, describe the position of authority and describe how you will guarantee that their participation is voluntary and that there will be no repercussions if individuals choose not to participate or choose to withdraw their participation from the study.

Dr. Bane, the research advisor, teaches psychology classes and will offer credit or extra credit to her students for participating in studies. Students in her classes will have alternative options for earning credit or extra credit. Participants will be informed in the consent form that their decision regarding participation will not affect their grade or treatment in the class.

**PART D. RISKS**

**1. Are there any anticipated risks of psychological or physical harm to participants in the study, beyond what they would experience in day to day life?** (According to the federal regulations at [§46.102\(i\)](#), *minimal risk* means that the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests.)

☒ No ☐ Yes\*\*

\*\*If Yes, describe briefly **a)** the risk, **b)** justification for the risk, and **c)** plans for mitigating the potential for harm.

[If exposing the participant to greater risk than what is expected in daily life, you must include in your debriefing procedure and materials additional resources (e.g., academic sources, counseling, health services, pathways, Spirituality & Campus Ministry, off-campus mental health resources).]

[Click here to enter text.](#)

**2. Will participants be deceived in any part of the study? This includes withholding information about the study's purpose and/or actively introducing misleading information about the study.**

☒ No ☐ Yes\*\*

\*\*If Yes, **a)** describe the form of the deception, **b)** why it is needed, and **c)** procedures for debriefing the participants (including *when* participants will be debriefed regarding the deception).

[Click here to enter text.](#)

**PART E. ANONYMITY & CONFIDENTIALITY**

## ANONYMITY & CONFIDENTIALITY OF PARTICIPATION

1. Can you ensure **anonymity of participation**? In other words, can you ensure that it is impossible to know whether an individual participated in the study or not?

- ☒ No (answer next question regarding **confidentiality** of participation)  
☐ Yes (describe below and skip to Attachments Checklist)

Click here to enter text.

2. Can you ensure **confidentiality of participation**? In other words, can you ensure that the fact that an individual participated in the study remains private? Note: In some studies (e.g., studies in which participants meet in a group setting, focus groups), it is not possible to ensure confidentiality of participation.

- ☐ No (describe below the limits of confidentiality of participation and any steps you will take to maximize confidentiality of participation)  
☒ Yes (describe below)

Participants will receive a link to the online survey through the Sona system, and their participation can be registered directly through the Sona system when they have completed the study. The administrators of the Sona system (Dr. Bane, Dr. Eslick, and Dr. Munir) can see which studies students participated in, but only if they look at the student's individual record. Course instructors receive only a list of students and the number of research credit hours they have completed.

## ANONYMITY & CONFIDENTIALITY OF DATA

1. Can you ensure **anonymity of data**? That is, is it possible to ensure that the data are in no way connected to the participant? Note that stratifying data based on demographic variables (e.g., gender, race, major) could make participants identifiable. If your study has a small sample size, you might not be able to ensure anonymity of data.

- ☐ No (answer the next question regarding **confidentiality** of data)  
☒ Yes (describe below and skip to Attachments Checklist)

There will be no attempt to connect individual participants' identities to their responses and the data will not be stratified by any demographic variables that could connect participants to their individual response. Demographic data will be used only for the purposes of describing the sample.

2. Can you ensure **confidentiality of data**? That is, is it possible to ensure that participants' data remain private? Note: In some studies (e.g., focus groups), it is not possible to ensure confidentiality.

- ☐ No (describe below the limits to confidentiality of data and any steps you will take to maximize confidentiality of data)  
☒ Yes (describe below, including where hard copies and electronic versions of data will be stored and who will have access to the data)

Responses to the questions will be stored on the social sciences' SurveyMonkey account, which is only accessible by Drs. Bane, Munir, and Eslick. After the data are downloaded from SurveyMonkey, they will be deleted from the site. Electronic data files will be stored on a password-protected computer drive (OneDrive).

## **PART F. ATTACHMENTS CHECKLIST**

Use this checklist to ensure that any necessary materials are attached to the end of this document.

- ☐ Letter to parent, principal, director, etc.
- ☐ Text of recruiting e-mail, letter, flyers, etc.
- ☒ Informed consent document (use the informed consent checklist and template)
- ☐ Assent document (for participants who are minors)
- ☒ Personal data being collected (e.g, demographics, etc.)
- ☒ Questionnaires/surveys
- ☐ Experimental materials
- ☒ Debriefing document (use the debriefing template if using a debriefing form)
- ☐ Other (specify below)

Informed consent:

## Relationship between Personality Factors and Motivation as a Function of Desire to Take a Course

### **Informed Consent Form**

#### **Purpose of the Study:**

My name is Emily Smillie. I am a third-year student majoring in both Psychology and Neuroscience at Wartburg College. My research advisor for this study is Dr. Cynthia Bane, Professor of Psychology. This research is being conducted as part of a PSY 421 *Research Methods and Data Analysis* project. The purpose of this study is to examine the relationship between personality factors and the motivation students have for courses they had high desire to take and courses they had low desire to take.

#### **What will be done:**

You will complete questions about demographic factors (gender, year in school) to provide demographic information of the sample. You will then complete a 20-question survey about your personality. You will complete 4 questions about a specific course, followed by a 30-question survey about that specific course. You will then complete the same 4 questions and 30-question survey about a different course. One of the courses you will be asked about will be a course that you had low desire to take. The other course you will be asked about will be a course that you had high desire to take. The entire study should require no more than 30 minutes to complete.

#### **Benefits of this Study:**

By completing this study, you are contributing to knowledge of personality factors and how they relate to motivation in different classes. You may earn credit or extra credit for your course if your professor has agreed to offer credit for participating.

#### **Risks or discomforts:**

We do not anticipate that participation in this study will pose physical or psychological risks beyond what you encounter in everyday life. However, if you are uncomfortable answering a particular question, you are free to refuse to answer the question, and you are free to quit the study at any time by exiting the study.

#### **Anonymity and Confidentiality:**

Although your participation is being recorded through the Sona system, your participation in the study will remain confidential. This means that the researchers will not reveal your identity as a participant to people outside of the study. The data analyzed in this study will remain anonymous. No names or other identifying information will be stored with the data. All of your questionnaire responses will be stored on a secure SurveyMonkey account. After the data are downloaded, they will be stored on a password-protected computer drive, and the SurveyMonkey responses will be deleted from the SurveyMonkey site.

#### **Voluntary participation and freedom to withdraw participation from the study:**

Participation in this study is voluntary; you will not be penalized if you decide not to participate. You are free to withdraw your consent and end your participation in this project at any time during the survey. Your decision about whether or not to participate in the study will not affect your grade or treatment. If your professor is offering credit or extra credit for participating, your professor will offer other alternatives for earning credit or extra credit. You are free to withdraw from the study at any time during the survey without penalty by clicking through to the final page of the survey, titled "Intention." Click "no" to indicate that you are withdrawing from the study. Your data will be deleted from the data file. You are also free to deny answers to any questions on the questionnaires.

#### **How the findings will be used:**

The results of the study will be used for scholarly purposes only. The results from the study will be presented at Wartburg College's Research Internship and Creative Endeavor (RICE) day on April 11, 2019 from 1:30-3:30 in the Hall of Champions at the W. Results might also be presented in other educational settings and at academic conferences and might be used for scholarly publications.

#### **Contact information:**

If you have concerns about this study or would like to have a copy of the results after we have completed the project, please contact Emily Smillie at [emily.smillie@wartburg.edu](mailto:emily.smillie@wartburg.edu) or Dr. Cynthia Bane and [cynthia.bane@wartburg.edu](mailto:cynthia.bane@wartburg.edu). If you have ethical concerns about the study or if you have questions about your rights as a participant, you can contact Dr. John Zelle, representative of the Wartburg College Institutional Review Board at [John.Zelle@wartburg.edu](mailto:John.Zelle@wartburg.edu).

**By clicking on "next" you are certifying that you have read this form and consent to participate in this study.**



**Personal Data:**

How old are you?\_\_

What is your gender?

Male

Female

Other

Prefer not to answer

What year in school are you?

1<sup>st</sup> year

2<sup>nd</sup> year

3<sup>rd</sup> year

4<sup>th</sup> year

5<sup>th</sup> year or beyond

**Personality (Mini-IPIP):**

Donnellan, M. B., Oswald, F. L., Baird, B. M., & Lucas, R. E. (2006). The mini-IPIP scales: Tiny-yet-effective measures of the big five factors of personality. *Psychological Assessment, 18*(2), 192-203.

<http://dx.doi.org/10.1037/1040-3590.18.2.192>

**Please answer the following questions about your personality, using this scale:**

The above items all include the following as possible responses:

Very inaccurate

Moderately inaccurate

Neither accurate nor inaccurate

Moderately accurate

Very accurate

I am the life of the party.

I sympathize with others' feelings.

I get chores done right away.

I have frequent mood swings.

I have a vivid imagination.

I do not talk a lot.

I am not interested in other people's problems.

I often forget to put things back in their proper place.

I am relaxed most of the time.

I am not interested in abstract ideas.

I talk to a lot of different people at parties.

I feel others' emotions.

I like order.

I get upset easily.

I have difficulty understanding abstract ideas.

I keep in the background.

I am not really interested in others.

I make a mess of things.

I seldom feel blue.

I do not have a good imagination.

### **Course Information and Motivation for Specific Courses**

*Each participant will answer questions regarding a high-desire course and a low-desire course. They will respond to questions about the course (taken from the Wartburg College Student Ratings of Instruction) and then will answer the motivation questions specifically for that course. Order of the type of course will be counterbalanced across participants (i.e., half will answer questions about the high-desire course first; half will answer questions about the low-desire course first). **Course information questions come from the Wartburg College Student Ratings of Instruction form.***

#### **Course Information:**

Now, think of a course you have taken or are currently taking for which you had the highest (lowest) desire to take. Answer the following questions specifically for that course.

At the start of the term, how much desire did you have for taking this course?

- Very little
- Little
- Average
- High
- Very High

Overall, how difficult would you say this course has been?

- Very easy
- Easy
- Average
- Difficult
- Very Difficult

Compared to courses of equal credit and level, how would you rate the work load in this course?

- Much lighter than average
- Lighter than average
- About the same
- Heavier than average
- Much heavier than average

What role does this course play in your education?

- General education requirement
- General education elective
- Major requirement
- Major elective
- Free elective

**Motivation (SAMS):**

Michael, W. B., Michael, J. J., & Zimmerman, W. S. (1972). *Study Attitudes and Methods Survey (SAMS)*. San Diego, CA: EdITS.

Consider this course you just answered some questions about. Please answer the following questions about this specific course.

Not at all like me, or different from me  
Seldom, or somewhat like me  
Frequently, or much like me  
Almost always, or very much like me

I find studying for this course to be one of the most pleasurable and satisfying experiences in my life.

I use the technique of working extra problems or studying additional materials to help make clear principles and concepts for this course.

I obtain more pleasure from my studies in this course than I do from most other things that I could be doing instead.

I classify and organize facts and points as I am reading, studying, or rewriting notes for this course.

This course is so interesting that I find myself doing more work than is assigned.

I make it a policy to review, rewrite, or reorganize my notes after this class.

I like to study for this course.

I complete my homework assignments for this course in plenty of time so as not to be rushed at the last minute.

I find learning new concepts and gaining new information from this course to be a most satisfying experience.

I make it a point to look up things that are not clear in this class.

I enjoy looking up information about this course in library reference volumes.

After learning a general fact or principle from this course, I try to find specific examples or problems to illustrate the fact or principle.

If I had the means to do so, I would like to spend many more years in school just studying the content of this course.

When I take an examination for this course, I first survey the situation to plan how much time I should spend on certain questions or parts.

I would rather read a new book on this course subject than to go out on dates or to attend parties.

I recite to myself when reviewing a lesson from this course that needs to be "overlearned."

I hope to enroll in courses similar to this after I graduate, just for the sheer pleasure of continuing to learn new things.

I look forward to pursuing my scholarly interests about this subject matter for as long as I live.

I have a system for keeping notes and papers well organized for this course.

I prefer reading original works about this course to easy-to-read summaries or digests.

If there is any time left over, I take a few minutes to check over the answers before I turn in my examination paper in this course.

I enjoy looking up and reading original source materials for this course.

I outline a report or composition before I write it for this course.

When reading someone else's interpretation of an author's work for this course, I want to seek out the original work.

In taking an essay examination for this course, I make a rough outline before answering a question.

I enjoy reading extensively beyond the minimum textbook assignments for this course.

As I read and study the textbook for this course, I try to express the main thoughts in my own words.

After reading the basic textbook assignments for this course, I obtain pleasure in doing extra or outside reading.

I make it a policy to review notes from previous class sessions before attending the next session for this course.

#### INTENTION:

Choose one of the following options to indicate that you have read and understand these instructions.

YES, I have read and understand the instructions **and I wish to complete participation in this study and submit my responses to the survey**

**NO, I wish to withdraw or NOT continue participation** in this study. Any responses I have given will be deleted.

**Debriefing Document:** Relationship between Personality Factors and Motivation as a Function of Desire to Take a Course

The purpose of the survey you just completed is to examine how personality factors relate to motivation in classes students have high and low desire to take. Previous research in psychology has shown that more involvement in class correlates to more motivation in that specific class (Reeve & Lee, 2014). Other studies have shown that certain personality factors correlate to more academic goal-setting behaviors (Judge & Ilies, 2002). There are many factors leading to motivation in the classroom.

If you have questions about this study, please do not hesitate to contact the principal investigator, Emily Smillie, at [emily.smillie@wartburg.edu](mailto:emily.smillie@wartburg.edu), or her research advisor, Dr. Cynthia Bane, at [cynthia.bane@wartburg.edu](mailto:cynthia.bane@wartburg.edu). If you have ethical concerns about the study or questions about your rights as a participant, please contact Dr. John Zelle, representative of the Wartburg College Institutional Review Board (IRB) at [John.Zelle@wartburg.edu](mailto:John.Zelle@wartburg.edu).

Thank you for participating in my study!

References:

Judge, T. A., & Ilies, R. (2002). Relationship of personality to performance motivation: A meta-analytic review.

*Journal of Applied Psychology*, 87(4), 797-807. <http://dx.doi.org/10.1037//0021-9010.87.4.797>

Reeve, J., & Lee, W. (2014). Students' classroom engagement produces longitudinal classroom motivation.

*Journal of Education Psychology*, 106(2), 527-540. <http://dx.doi.org/10.1037/a0034934>