

An In-depth Analysis of Autonomous Motivation: The Role of Social Media in Gaining
Millennial's Support for Charitable Causes

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Abstract

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The purpose of the present study is to expand upon the tenets of Self-Determination Theory within a context of social media (SM). Specifically, we are assessing the impact of dimensions of autonomous motivation on Millennials' support for charitable causes, in the social media domain.

It has been said that 'Millennials' (those born after 1980) will be the most influential generation since the Baby Boomers. They are socially aware and civic-minded and engaged in helping societal causes. Furthermore, the relationship the Millennial shares with arguably the most influential form of modern technology, social media, is truly groundbreaking. Social media has proven itself to be a powerful tool, not only for businesses, but also for society as a whole.

The total sample consisted of 592 participants from two separate studies: Study 1 (CURE Foundation Denim Night Party in support of breast cancer awareness) and Study 2 (Dans la rue/Five Days for the Homeless charity to raise awareness for youth homelessness). Results indicated that integrated extrinsic motivation significantly predicted online-, cause-, and event-related behaviour intentions, while intrinsic motivation to know and experience stimulation significantly predicted all three behaviour intentions. Both the managerial and theoretical implications of this study are addressed herein, as well as future research avenues.

Keywords: Millennials, Generation Y, Self-Determination Theory (SDT), Prosocial Behaviour Intentions, Social Media (SM), Social Networking Sites (SNS)

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INTRODUCTION

Self-Determination Theory (SDT) (e.g. Deci & Ryan, 2008; Ryan & Deci, 2000b) is a ‘meta-theory’ that deals with the multitude of components related to human motivation. In particular, SDT focuses “on the interplay between inherent tendencies toward integrated, vital functioning and our vulnerabilities to being controlled” (Ryan & Deci, 2006, p.1562). The theory defines different states for motivation and more specifically the relationship between internal and external factors impacting the “overall motivation”. SDT acknowledges motivations towards behaviors that do not exist in a vacuum within the individual but are influenced by and dependent upon social and environmental factors (e.g. Deci & Ryan, 1985).

SDT is based on the premise that individuals will be fulfilled when their three basic psychological needs for autonomy, competence, and relatedness are satisfied. These psychological needs are associated with a number of positive outcomes such as wellbeing, vitality, and work satisfaction (e.g. Deci & Ryan, 2008; Gagné & Deci, 2005). Intrinsic motivation and the internalization of goals and values play an important role in fulfilling the three basic needs. When they are not met, one is unable to reach full behaviour internationalization. Thus, the more one is able to internalize a behavior, the more the person is able to be autonomous towards that behaviour. Internalization is not an ‘all-or-nothing’ process, nor is it categorically defined as either autonomous or controlled. In fact, internalization exists along a continuum ranging from most autonomous (intrinsic) to most controlled (extrinsic external) motivation. Due to more full internalization and need satisfaction, autonomous motivation has been shown to lead to a number of positive outcomes. For example, those who are more autonomously motivated towards a given

behaviour are generally interested and excited by the behaviour and furthermore have more confidence, leading to improved performance and creativity, among other positive outcomes (Ryan & Deci, 2000b). Conversely, non-internalized or extrinsic motivation is known as ‘controlled’ motivation.

Intrinsic motivation occurs when one is motivated to perform a behaviour because of sheer enjoyment or pleasure derived from the activity itself. Intrinsic motivation to experience stimulation refers to one who is motivated by the sensation of enjoyment or excitement experienced in performing a task. Intrinsic motivation to know occurs when one is motivated by a desire to learn, or an inherent curiosity. Lastly, intrinsic motivation to accomplish occurs when one is motivated by a ‘mastery’ motivation, whereby one feels they are mastering a challenging task. *Integrated extrinsic motivation* happens when one is motivated to engage in a behaviour because the behaviour is in line with one’s values and beliefs system; however, the motivation is not intrinsic because the task is still undertaken for some instrumental purpose, rather than enjoyment of the task.

Context is particularly important to consider in assessing motivation, as it has been shown to have as much influence on one’s motivation as does one’s overall personality traits (e.g. Vallerand, 1997). Contexts or ‘life domains’ can be ‘autonomy-supportive’ in nature, whereby the three basic needs are satisfied within a particular environment (e.g. Gagné, 2003). The importance of autonomous motivation has been studied in education, relationships, sports, work, and exercise (e.g. Fortier, Vallerand, Brière, & Provencher, 1995; Koestner, Losier, Vallerand, & Carducci, 1996; Vallerand, Pelletier, Blais, Brière, Sénécal, & Vallières, 1993; Vallerand, 1997).

Each of the aforementioned contexts has been found to have the capacity to be autonomy-supportive, given the presence of the right factors leading to need satisfaction (e.g.

Gagné, 2003). However, one context has yet to be researched: social networks. Given that the structure of an autonomy-supportive environment is one where “behavior-outcome contingencies are understandable, expectations are clear, and feedback is provided” (Deci & Ryan, 1991, p. 245), it can be posited that the social network (or social media) is fitting the idea of an autonomy-supportive environment. For example, feedback is made immediately available to users through ‘likes’ and ‘comments’ on one’s published content. Social network participants thus have complete control over what and when they choose to share with their networks. The social network also allow all those who choose to engage in it the opportunity to express what matters to them, and to feel as though they are autonomously involved while doing it.

In order to gain support for their charitable causes, non-profit organizations should pay attention to the “autonomous nature” of social networks and how Millennials share amongst their different communities. Millennials have a unique way to communicate through modern technology and social networks. They are the first and largest group to adopt the technological medium as a way of living and sharing in the day-to-day life whether it is in school, work, keeping in touch with family and friends, or a multitude of other purposes. They also use the social network for engaging in and advocating for social causes.

Little research has shed light on the evolving context of social networks, Millennials, and their contribution through social causes and prosocial behavior, as well as the role of self-determined motivation in gaining Millennials’ support for charitable causes in the autonomy supportive social media context. The aim of this research is to determine the contribution of the different dimensions of self-determined motivation (SDT) and, in particular, autonomous motivation on Millennials’ online-, cause-, and event-related supportive behaviour intentions to support events through social media for two social causes (breast cancer and youth

homelessness). Supportive behaviour intentions are the behaviours that Millennials engage in to demonstrate support for the aforementioned social causes, such as volunteering and donating to the event. Using the framework of SDT, we will assess participants' levels of motivation for engaging in these supportive behaviours.

The *theoretical purpose* of the present research is to evaluate the importance or predictive contribution of integrative extrinsic regulation in the assessment of autonomous motivation in the social network context; assesses the participants' dimensions of autonomous motivation (e.g. Vallerand, 1997), and; analyze the significance of the contribution made by the integrated extrinsic motivation construct. Furthermore, the research focuses on specific autonomous levels of motivation: integrated extrinsic and intrinsic motivation, in order to demonstrate the importance of each of these dimensions in explaining Millennials' supportive intentions. We further expand on the generalizability of the three dimensions of intrinsic motivation: to experience stimulation, to know, and to accomplish, and verify the distinct contributions of the three dimensions of intrinsic motivation for supportive intentions in the autonomy-supportive social media environment.

The *managerial purpose* of the present research is to better understand how motivation for Millennials can help decision makers in developing communication strategies that will fit with Millennials' philosophy and interests. Attention on Millennials' supportive intentions may guide managers and decision makers to orient their organization's strategy in order to get Millennials' involved and motivated towards prosocial actions. Overall, this research is a mix of exploratory and empirical evidence for decision makers as to why they need to develop a new management and organizational behavioural style to face upcoming challenges from the Millennial generation.

In sum, we address the following research questions:

1. What are the relative contributions of the three dimensions of intrinsic motivation (to experience stimulation, to know, to accomplish)?
2. What is the contribution of autonomous motivation with and without integrated extrinsic regulation?

The research model is presented in Figure 1.1. below, whereby our independent (autonomous motivation dimensions) and dependent (supportive intentions) variables are outlined.

Figure 1.1. Research Model (Independent and Dependent Variables)



In order to frame this research and understand the context in which our independent and dependent variables are being studied, we will begin by outlining the basic notions of ‘Generation Y’, events promoting social causes (breast cancer and youth homelessness charities), and the social media context. Next, we will address our dependent (supportive

intentions) and independent (dimensions of autonomous motivation, via Self-Determination Theory) variables. We will follow this by positing a unifying theory, whereby Generation Y is autonomously motivated to engage in supportive behaviours (online, cause, and event) related to breast cancer awareness and youth homelessness, due to their interaction with the autonomy-supportive social media context.

Chapter 1

Conceptual Background and Hypotheses

Chapter 1 addresses the theoretical foundation of the research. First, we expand upon the research context in which we assess the dimensions of autonomous motivation. Specifically, we look at the importance of Millennials by first asking the question: Who are they? What are their contributions to society, including their impact on social movements and involvement in prosocial causes? We next explain why we chose two events that frame our social causes context and finally discuss how Millennials can engage in social causes using the online Social Media context.

Secondly, we introduce hypotheses by presenting the dependent variable (supportive behaviour intentions) and the independent variables detailing the concept of motivation through Self-Determination Theory, and explain the role that motivation plays in Millennials' involvement in supportive behaviours, particularly in the social media network sphere.

A. Research Context

1.1. Millennials (“Generation Y”)

Who are the Millennials?

Millennials are typically those born between 1980-2000, though there has been a fair deal of variability on these exact dates within the literature (e.g. Eisner, 2005; Furlow, 2011; Howe & Strauss, 2000); some researchers have expanded this definition as far back as 1977 (Cui, Trent, Sullivan, & Matiru, 2003; Howe & Strauss, 2000).

Generation 'Me' or Generation 'We'?

Beyond demographic distinction, the Millennials are unique with specific motivations, needs, and values that differ from prior generations. This generation is frequently and regularly exposed at an early age to technology (Shih & Allen, 2007). Millennials, the "Digital Natives" generation, are adept with the advances of technology, and are willing to embrace the ever-changing online sphere (Bracy, Bevill, Roach, 2010; Kaplan & Haenlein, 2010).

The social network has led to controversy on the 'portrait' of the prototypical Millennial; that is, the defining personality traits of this generation are very much up for debate (e.g. Deal, Altman, & Rogelberg, 2010). On the one hand, this generation is known as "Generation Me" (e.g. Twenge, 2009), while on the other hand this generation is also perceived as "Generation We". The "Generation Me" phenomenon is:

"The largest psychological shift in the last few decades has concerned the movement toward focusing on the individual...Teenagers are told: 'You shouldn't care what other people think of you' and 'you have to love yourself before you can love someone else.' ... Through these aphorisms and other cultural mediums, younger generations have been taught to believe, in short, that everything is within reach, self-belief is essential for success, and other people's opinions are rarely important"
(Twenge, 2009, p. 399).

Furthermore, popular press, blogs and scientific literature present a paradoxical description of Millennials which is aptly captured by these terms "Generation Me" or "Generation We" (Twenge & Campbell, 2012). A "Generation Me" description is supported by cross-generational survey data suggesting that Millennials, compared to previous

generations, are increasingly extrinsic and materialistic, placing emphasis on money and image (Twenge, 2006). Millennials score significantly higher on self-esteem, assertiveness, and narcissism compared to the general population, and prefer immediate gratification (Patota, Schwartz, & Schwartz, 2007). Millennials are in fact extremely focused on their own self-interests. They opt for multi-tasking over focusing on one task at a time and further tend to bore easily can likely be attributed to the influence of technology; they have the tendency to engage in behaviours that are to their own self-interest (Bracy, Bevill, & Roach, 2010). Is this different to other generations?

In support of the “Generation We” perspective, Arnett (2010) depicts Millennials as an “Empathic Generation” and The Wall Street Journal (Silverman, 2007) describes them as attentive and respectful, having a desire to make the world a better place by turning to SM to pool their resource and promote their favorite causes. They are more socially responsible and civic-minded than previous generations (Saunderson, 2009), concerned about social issues than are their predecessors, and are described as “in tune” with social issues (Furlow, 2011). Millennials are community builders who emphasize relationships, collaboration, and networking (Tapscott, 2009). Unlike their parents, they are not necessarily loyal to any one cause or nonprofit organization. Rather they act as free agents outside institutional walls to organize, mobilize, raise funds and communicate with constituents (Kanter & Fine, 2010; Twenge & Campbell, 2012). Finally, with regards to the workforce, the top three job requirements for Millennials are: meaningful work that makes a difference to the world; working with committed co-workers who share their values; meeting their personal goals (Allen, 2004). The Millennial portrayal is thus different than we assume it to be and this generation’s interests go far beyond self-involvement; engagement in supportive behaviours may be the norm rather than the exception. This generation is expected to have as much

influence on society as did the Baby Boomer generation (Bracy et al., 2010). It is essential to understand what motivates this generation to become involved in prosocial causes.

In order to address the ‘Me’ versus ‘We’ paradox and generalize our results to the largest possible population, we assess supportive behaviour intentions through two events for social causes: one regarding breast cancer and another regarding youth homelessness.

1.2. Events for Two Social Causes

The two events chosen for this research represented two social causes: breast cancer awareness and youth homelessness. Participants were shown Facebook ‘event’ pages for one of the two causes, and were asked to rate their likelihood to become involved with the respective social cause event they were viewing. Beginning with the breast cancer awareness event, the proposed event was being promoted as sponsored by the CURE Foundation. The CURE Foundation sponsors a ‘National Denim Day’ initiative, so in this vein the proposed event was a ‘Denim Night Party’, where undergraduate students were encouraged to come out and raise awareness for the breast cancer cause by arriving to the party in denim. This event was shown to participants as a “proposed event”, the event did not actually take place at the time that the participants were completing the questionnaire.

Conversely, for the second event, participants were shown a Facebook event page for the “5 Days for the Homeless” event that is sponsored by the charity organization named “Dans la Rue”. This fundraiser has been ongoing annually for the past five years. It is an initiative with which many of the undergraduate students are already familiar, given the university’s affiliation with the charity. The event entails students living the homeless youth life for five days; this involves sleeping outside and begging for food and change.

The social cause events represent two very different stems of ‘charitable causes’. By choosing two very different types of events, we were hoping to generalize participants’ results to behaviour of Millennials across the general framework of ‘social causes’, rather than their engagement in one cause in particular.

The next section further addresses the Social Media context in which these causes are presented.

1.3. Social Media/Social Networking

Social Media (SM) or Social Networking Sites (SNS) are defined as follows:

“Web-based services that allow individuals to (1) construct a public or semi-public profile within a bounded system, (2) articulate a list of other users with whom they share a connection, and (3) view and traverse their list of connections and those made by others within the system” (Boyd & Ellison, 2008, p. 211).

A plethora of social networking sites have appeared over the last decade or so, the most popular of which include Facebook, Myspace, Youtube, LinkedIn, Twitter, among many others (however it should be noted that Facebook has far and away become the most popular Social Networking Site). Thus, having a definition or framework within which to understand social media and the SM context is essential.

As the technologically adept generation, Millennials are unsurprisingly the largest group of individuals that are engaged in social media. The social media (SM) context is particularly relevant and interesting to Millennials as the drivers of technological growth; not only does SM provide the opportunity for them to access personally interesting/relevant media content, it allows them to share with others such personally relevant content to those

closest to them (Bolar, 2009; Boyd & Ellison, 2007). This element of participation distinguishes SM not only from traditional media but also from other online contexts.

This environment of participation and sharing is in line with Millennials as community- and relationship-focused individuals. The freedom to share, experience and disseminate information can perhaps make the SM context be perceived as ‘autonomous’, whereby users feel volitional in what they choose to read and more importantly contribute to these sites (Deci & Ryan, 2000; Deci & Ryan, 2008; Gagné, 2003; Gagné & Deci, 2005). The autonomy-supportive context is described in greater detail later on.

B. Hypothesis Testing

1.4. Dependent Variable: Supportive Behaviour Intentions

Supportive behaviours are voluntary, intentional behavior that benefits another individual (Eisenberg & Miller, 1987; Eisenberg, 2005; Staub, 1979). Supportive behaviours have been shown to be both altruistic and selfish in nature. *Selfish* reasons for engaging in supportive behaviours relate to gaining approval, avoiding punishment, or gaining benefit (Berkowitz, 1972; Staub, 2005). On the other hand, *altruistic* reasons or motives for engaging in supportive behaviours towards are defined as motives that are based solely on the desire to benefit others, with no intention towards benefitting oneself. These motives involve the desire to help someone in need and have been linked with empathy, “the vicarious experience of others feelings” (Staub, 2005, p. 35). Furthermore, Staub (2005) showed that those with altruistic motives possessed the following qualities: 1) a positive view of human beings; 2) a concern for people’s welfare; and 3) a feeling of personal responsibility for others’ welfare (Staub, 1996; 1999).

Additionally, people engage in supportive behaviours for *moral* reasons, when people

are “guided by values, beliefs, and principles that they have internalized and/or developed and that lead them to promote others’ welfare” (Staub, 2005, p. 34). This concept of moral reasoning strongly relates to moral identity theory (e.g. Blasi, 1983), which has been defined as “a commitment to one’s sense of self to lines of action that promote or protect the welfare of others” (Hart & Atkins, 1998, p. 515). Essentially, moral identity refers to the actions that one will consistently take in ‘moral’ situations, based not only on one’s moral cognitions, but also on the value the behaviour has to the individual.

Thus, a number of motives exist to explain why individuals engage in supportive behaviours. Beyond the importance of understanding Millennials motives for engaging in supportive behaviours, we must also operationalize what supportive behaviour intentions represent. In order to address the breadth of this ‘supportive intentions’ construct, we define supportive behaviour intentions in three ways: online-related intentions, cause-related intentions, and event-related intentions. *Online-related supportive intentions* are behaviours that support the social causes, which are engaged in through the online sphere. That is, behaviours such as “liking” the Facebook page, posting comments and photos, and sharing the page with friends would be considered ‘online’-related supportive intentions. *Cause-related supportive intentions* are behaviours that relate directly to the social cause, rather than the event. For example, these behaviours include seeking out information on the charity by looking up their website, supporting the charities. *Event-related supportive intentions* involve participants rating their intentions to actively involve themselves in the event. This includes attending the event, sleeping outside in the case of the 5 Days for the Homeless event, donating, volunteering, and becoming a part of the events’ organizing committee.

With the dependent variable clearly defined, we now move into a discussion of our independent variable: dimensions of autonomous motivation. We do so through an in-depth

discussion of the tenets of Self-Determination Theory.

1.4. Independent Variable: Dimensions of Autonomous Motivation (through Self-Determination Theory)

Self-Determination Theory (SDT: Ryan & Deci, 2000b; Deci & Ryan, 2008) is a ‘meta-theory’ which deals with the multitude of components related to human motivation. SDT focuses “on the interplay between inherent tendencies toward integrated, vital functioning and our vulnerabilities to being controlled” (Ryan & Deci, 2006, p.1562) and the relationship between internal motivational states and external factors impacting those states. The theory acknowledges that motivation towards behaviour does not exist in a vacuum within the individual; rather, it is both influenced by and dependent upon social and environmental factors (e.g. Deci & Ryan, 1985).

One needs to have a clear understanding of the framework that encompasses sub-notions of SDT. The theory helps to clarify the impact of environmental factors on one’s motivation (or sense of self-determination) through the concept of *need satisfaction*, whereby individuals are at their most self-determined in an activity when three psychological needs are satisfied. A brief overview is provided for intrinsic and extrinsic motivation; hierarchical model of intrinsic and extrinsic motivation; autonomy-supportive environments; three types of intrinsic motivation; and the SDT sub-theory, which explains the process of internalization and the levels of intrinsic motivation.

Satisfaction of the Three Psychological Needs

The concept of Self-Determination Theory as a needs-based theory is derived largely from the work of White (1959). White (1959) postulated that humans have an innate motive

for competence (“an organism’s capacity to interact effectively with its environment”, White, 1959, p.297). SDT further identifies three psychological needs as being key to individuals’ sense of wellbeing and overall fulfillment. ‘Needs’ are defined as “innate psychological nutriments that are essential for ongoing psychological growth, integrity, and well-being” (Deci & Ryan, 2000, p.229). Three fundamental psychological needs have been identified: autonomy, competence, and relatedness. *Autonomy* refers to feeling volitional, with a sense of deliberate choice, in one’s behaviour; *competence* refers to the feeling of control and mastery over one’s environment; and *relatedness* refers to the close relationships one develops in various life domains (Deci & Ryan, 2000; Ryan & Deci, 2000b).

The rationale behind SDT is that these needs are seen as ‘fundamental’ because of the positive consequences that result from their satisfaction, and even more so, the negative psychological consequences that occur in their absence (Deci & Ryan, 2000). Need satisfaction is thought to underlie intrinsic motivation, internalization of goals and values, as well as overall wellbeing. However, when the psychological needs are not met, negative psychological effects ensue and the resulting sense of ‘emptiness’ leaves the individual with a need to fill this emptiness with external or extrinsic goals and behaviours (Deci & Ryan, 2008). Finally, satisfaction of some, but not all of the three needs can lead to partial internalization of a behaviour, however, the behaviour can never be fully internalized without the satisfaction of all three basic psychological needs, particularly autonomy. This concept of internalization will be addressed as a later sub-component of Self-Determination Theory.

Satisfaction of the three psychological needs must also be understood through the concepts of ‘intrinsic’ and ‘extrinsic’ motivation.

Intrinsic and Extrinsic Motivation

Intrinsic motivation was first addressed as a vital component of SDT by Deci (1971). The author proposes that certain activities are enjoyed for the sake of the activity itself, rather than an accompanying reward. Intrinsic motivation refers to one being motivated towards an activity for the enjoyment of the activity itself. That is, “the reward is supposed to be in the activity itself” rather than some prize, or even constraint (Deci, 1980, p. 31). The concept of intrinsic motivation is at the highest level of what drives Self-Determination Theory; individuals have the capacity to experience this type of motivation towards their *self-determined* activities and this motivation is not only desirable, but also the ideal that should be strived for in all activities, responsibilities, and tasks that are undertaken. To illustrate the point, intrinsic motivation can be thought of in the way that children play: “active, inquisitive, curious, and playful, even in the absence of specific rewards” (Deci & Ryan, 2000, p.70).

Furthermore, intrinsic motivation has been associated with the concept of ‘flow’ or optimal experience theory (e.g. Csikszentmihalyi, 1990; Csikszentmihalyi & Lefevre, 1989; Seligman & Csikszentmihalyi, 2000). Flow is defined as follows:

“...An intrinsically motivated, task-focused state characterized by full concentration, a change in the awareness of time (e.g., time passing quickly), feelings of clarity and control, a merging of action and awareness, and a lack of self-consciousness (Csikszentmihalyi, 1990)”

(Rathunde & Csikszentmihalyi, 2005, p. 346).

Flow theory also suggests that the activities leading to a flow experience are those which are ‘optimally challenging’ (Deci & Ryan, 1991). Optimally challenging tasks are defined as those where the level of challenge matches the level of skill required of the task. Thus, one who is intrinsically motivated towards a task is likely to engage in it partially

because of the flow experience they attain during this task. Intrinsic motivation is an ideal state reserved for tasks that bring a sense of joy, volition or mastery. It would be illogical to assume that one can achieve this state from any task, such as those related to elements of work, school, or other less desirable undertakings. This introduces an alternative but equally important concept: extrinsic motivation.

Extrinsic motivation involves deriving satisfaction “not from the activity itself but rather from the extrinsic consequences to which the activity leads” (Gagné & Deci, 2005, p. 331). Essentially, extrinsic motivation is a state where one feels forced to engage in a behaviour, either by external forces (including rewards and contingencies) or internal forces (including pressure tactics, such as guilt). What is interesting to note about extrinsic motivation at its most extreme level is that beyond simply being an undesirable psychological ‘state’, extrinsic motivation can actually lead to physiological consequences: “Being intrinsically motivated involves individuals experiencing pleasant emotions such as enjoyment and feeling free and relaxed... Conversely, being extrinsically motivated involved individuals feeling tense and pressured” (Vallerand, 1997, p. 280).

In the literature, extrinsic motivation has previously been proposed as a *desired* state of motivation to counterbalance intrinsic motivation; this was particularly found in the work motivation setting (please refer to Gagné & Deci, 2005). For example, Porter and Lawler (1968) posited that the additive effects of both intrinsic work tasks and extrinsic rewards would combine to yield the highest possible level of satisfaction. However, it was later demonstrated that the effects of extrinsic rewards are often in fact detrimental to intrinsic motivation (Deci, 1971). The issue of how rewards impact internal motivation is addressed by the Cognitive Evaluation Theory (CET: e.g. Deci, Koestner, & Ryan, 1999) sub-component of SDT. Though the details of CET are beyond the scope of this research, it can be stated that

rewards can in fact increase intrinsic motivation, particularly when they work to enhance one's sense of competence (e.g. through verbal praise).

How one responds to external rewards or contingencies is also based on one's *Perceived Locus of Causality* (PLOC: de Charms, 1968). De Charms proposed that “personally caused actions can have either an internal perceived locus of causality – one's interests and desires are experienced as initiating action – or an external perceived locus of causality – some external event is experienced as initiating action” (Deci & Ryan, 1985, p.7). Essentially, one with an internal PLOC perceives the world around them as being based on their choices and decisions, and feel they have power in their actions to control outcomes. Conversely, one with an external PLOC will feel that they are generally powerless and have no control over their situations and outcomes that result from their behaviours.

It is important to understand the significance of PLOC and how one's perceived locus of causality influences the *internalization of* behaviours and rewards, a notion further addressed when we discuss the internalization continuum. Thus, there is a clear definitional distinction between intrinsic and extrinsic motivation.

Also, Millennials have specific motivations towards prosocial behaviours, as this involves looking at behaviours that are already intrinsically motivating. Millennials are more socially responsible and civic-minded than prior generations, while also caring about social causes, it follows that this generation is very likely already intrinsically motivated to engage in prosocial behaviours. In order to address this idea of Millennials intrinsic motivation towards prosocial behaviours, we will first begin by discussing the importance of context and the level of generality at which this motivation is being studied.

Hierarchical Model of Intrinsic and Extrinsic Motivation

Vallerand (1997) proposed a hierarchical model of motivation, with five essential postulates, arguably the most essential of which is that motivation exists at three levels of generality: global, contextual, and situational motivation. Motivation is impacted by social factors and mediators (satisfaction of basic psychological needs) at each level of generality and situational social factors impact situational motivation. Social factors are defined as both human and nonhuman factors encountered in the social environment (Deci & Ryan, 2002; Vallerand, 1997). Specifically, each type of factor can be defined as follows:

- 1) Global factors refer to those factors that are “so pervasive that they are present in most aspect’s of a person’s life” (Vallerand & Lalande, 2011, p. 47);
- 2) Contextual factors “refer to recurrent variables that are systematically encountered in a specific life context but not in others” (Deci & Ryan, 2002, p. 48);
- 3) Situational factors “concern transient variables encountered in a specific activity, at a specific time, that may not remain constant” (Deci & Ryan, 2002, p. 48).

Though motivation is impacted only by the social factors matching its respective level, it can also be impacted by motivation at different levels. Specifically, motivation at a given level has the strongest influence on the level directly below or above it (Vallerand & Lalande, 2011). For example, although one with an intrinsic global motivation is likely to be intrinsically motivated in a given context, pending social factors might ‘override’ this intrinsic disposition.

Finally, the hierarchical model of intrinsic and extrinsic motivation states that these antecedents to motivation will lead to intrinsic motivation, extrinsic motivation, or

amotivation, which will directly lead to affective, behavioural, and cognitive consequences (please refer to Figure 1.2. below):

Figure 1.2. The Hierarchical Model of Intrinsic and Extrinsic Motivation

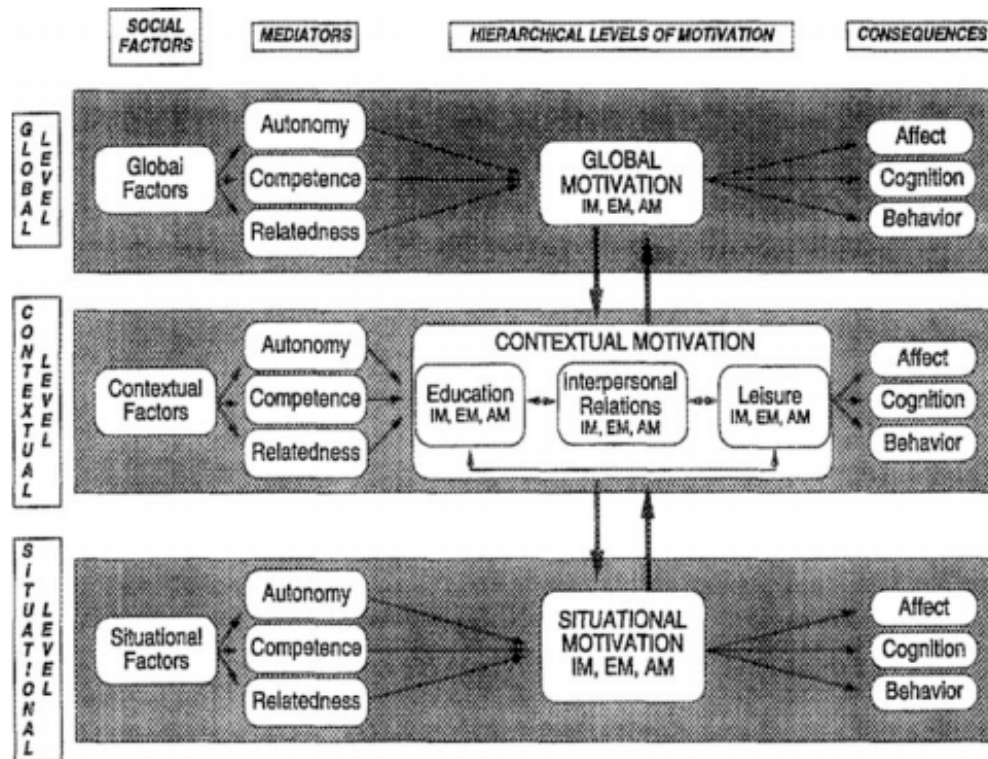


Figure reproduced from: Vallerand, R.J. & Lalande, D.R. (2011). The MPIC model: The perspective of the hierarchical model of intrinsic and extrinsic motivation. *Psychological Inquiry: An International Journal for the Advancement of Psychological Theory*, 22, 45-51. Doi:10.1080/1047840X.2011.545366

Using Vallerand's hierarchy as a framework, we look at social networks as the context in which the present research is conducted. Specifically, the social network is posited as fitting both 'situation' and 'context'. It satisfies these constraints as it fits both the immediate

activity at hand, as well as the larger ‘online sphere’, which does in fact have its own rules and norms for behaviour.

Furthermore, it is suggested that the social media network fits as an autonomy-supportive environment. As mentioned earlier, the uniqueness of social media is largely found in the willingness of its participants to share their thoughts and information they’ve gathered, while embracing an environment of participation and openness. It is important to define SM as an autonomous environment because of the implications it has with regards to engaging in prosocial behaviours. Specifically, research has found evidence supporting the notion that people’s desire to engage in prosocial behaviour is reduced when they feel obligated or under pressure, or additionally are offered incentives (Gagné, 2003). The SM context should be one in which external pressures are reduced, and Millennials participants feel competent in their mastery over the technology and autonomous in how they choose to use this medium. A detailed definition of an autonomy-supportive environment will be explained as follows.

Autonomy-Supportive Environments

Autonomy supportive environments or “contexts” are defined as those that “provide choice, minimize pressure to perform in specified ways, and encourages initiation” (Deci & Ryan, 1991, p. 245). Furthermore, the structure of the environment is an important factor in identifying an autonomy-supportive environment. The structure of an autonomy-supportive environment is one where “behavior-outcome contingencies are understandable, expectations are clear, and feedback is provided” (Deci & Ryan, 1991, p. 245). Using these guidelines, the social media context is very much fitting the idea of an autonomy-supportive environment;

feedback is quite literally offered to users instantaneously through ‘likes’ and ‘comments’ on one’s published content.

Furthermore, a study on 18 and 19 year old college students was conducted to assess the circumstances that lead some individuals to adopt the use of social media more frequently than others (Hargittai, 2008). The results indicate “the circumstances under which people use the medium—such as their autonomy (Hassani, 2006) and experience of use (Howard et al., 2001)—are also related to the purposes to which they put the medium” (Hargittai, 2008, p. 278). An example of non-autonomous use of social media includes using it on a computer where one’s actions are being monitored, either through workplace Internet tracking software or through computers with time limits, such as in schools (Hassani, 2006).

Researchers also found evidence supporting the idea that greater skill in computers, more experience with the internet, and frequency of use are contributing factors that will make individuals more (or less) likely to engage in social media and overall internet use (Dimaggio, Hargittai, Celeste, & Shafer, 2004; Hargittai, 2008). As Millennials are the ‘Digital Natives’ who are most familiar with technology, it would follow that this generation would feel most comfortable, and at that most competent, in their use of social media.

Finally, as previously mentioned, the benefits of social media include a sense of connection and community (e.g. Hassani, 2006; Quan-Haase et al., 2002). As this aligns with Millennials core belief in community, and further fosters a sense of relatedness with others, it would follow that the SM context can in fact be considered autonomous in nature. As this link between autonomy and the social media environment demonstrates, SDT plays a vital role in explaining how we engage with social media. In line with the importance of autonomy in social media is the concept of intrinsic motivation, and what ‘type’ of intrinsic motivation is most strongly related to our use of social media.

Self-Determination Theory and the Online/Social Media Context

The applicability of Self-Determination Theory has been demonstrated in a vast array of life domains, from education to the workforce, parenting, healthcare, exercise, interpersonal relationships (e.g. Banack, Sabiston, & Bloom, 2011; Deci, Ryan, Gagné, Leone, Usunov, & Kornazheva, 2001; Ryan & Deci, 2000a; Ryan, Patrick, Deci, & Williams, 2008; Vallerand, Pelletier, Blais, Briere, Senecal, & Vallieres, 1992; Vansteenkiste, Simons, Lens, Sheldon, & Deci, 2004). Although most studies have implicitly studied the Millennials (studies involving college-age students), few shed light on Millennial motivation in an autonomous environment such as social network taking into consideration the concept of intrinsic motivation and, in particular, the three types of intrinsic motivation (e.g. intrinsic motivation towards knowledge, towards accomplishment, and to experience stimulation). Millennials are described as more socially responsible and civic-minded than prior generations, this generation may be intrinsically motivated to engage in prosocial behaviours.

Three Types of Intrinsic Motivation

Intrinsic motivation was originally defined and described by Deci (1971) as a unidimensional construct, it had also been posited to be multidimensional (e.g. Deci, 1975; White, 1959). Vallerand (1997) addresses intrinsic motivation dimensions and further research on the subject confirms three sub-categories of intrinsic motivation: towards knowledge, towards accomplishment, and to experience stimulation (Vallerand, Blais, Brière, & Pelletier, 1989; Vallerand, Pelletier, Blais, Brière, Senécal, & Vallières, 1992; 1993).

a. Intrinsic Motivation to Experience Stimulation

Intrinsic motivation to experience stimulation involves engaging in an activity for the sheer joy or pleasurable sensations that arise from that task. One is intrinsically motivated in this way when they have fun engaging in a given activity. This level of intrinsic motivation is also related to the previously discussed concept of flow, or an ‘autotelic’ experience. Being in a state of flow requires an optimal match between challenge and skill in the task; however, what is particularly interesting to note is the distinction between matching challenge and skill at *high* and *low* levels, which don’t lead to the same experience of flow. Specifically, challenge and skill level both have to be high in order to reach this psychological state. Kubey & Csikszentmihalyi (1990) provide the highly informative example of how the low challenge-level task of watching TV will almost never result in a flow-like experience. Thus, those who engage in tasks involving effort and engagement will be more likely to experience stimulation via flow.

b. Intrinsic Motivation Towards Knowledge

Intrinsic motivation towards knowledge (or ‘to know’) is defined as “...engaging in an activity for the pleasure and satisfaction that one experiences while learning, exploring, or trying to understand something new” (Vallerand, 1997, p. 280). One who is intrinsically motivated to know is driven by an inherent enjoyment of learning or exploring. This level of intrinsic motivation has also been related to concepts of intrinsic curiosity and intellectuality (Harter, 1981; Lloyd & Barenblatt, 1984; Vallerand, 1997).

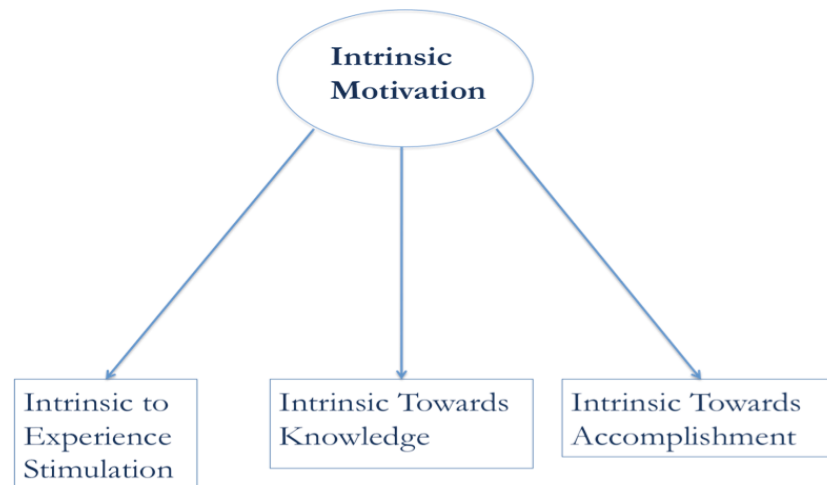
Harter (1981) in the classroom context posited five (5) subscales for intrinsic versus extrinsic orientation. On the intrinsic end of the spectrum, the subscales encompassed the

following: preference for challenge, curiosity, independent mastery, independent judgment, and internal criteria. Although these scales were created within the context of educational motivation, each of the subscales can be an important contributing factor to the overall essence of being intrinsically motivated to learn.

c. Intrinsic Motivation Towards Accomplishment

Intrinsic motivation towards accomplishment means being motivated by the prospect of outdoing oneself, or in the process of creating something new. The most important aspect of intrinsic motivation towards accomplishment is that it does not focus on the end result, rather in the process (e.g. Vallerand, 1997). Vallerand (1997) proposes an example to represent this type of intrinsic motivation, whereby students feel intrinsically motivated to write a term paper for the pleasure they experience in trying to create the highest caliber piece of work that they can. Furthermore, this concept has been linked to mastery motivation, which has been defined as “a psychological force that that stimulates an individual to attempt individually...to solve a problem or master a skill...” that is challenging in nature (Morgan, Harmon, & Maslin-Cole, 1990, p. 318).

Figure 1.3. Intrinsic Motivation to Experience Stimulation, to Know, and to Accomplish



This multi-construct definition of intrinsic motivation was originally established in the academic setting, through the testing and validation of the Academic Motivation Scale, and later through the sports domain, with the Sport Motivation Scale (SMS: Pelletier, Fortier, Vallerand, Tuson, Brière, & Blais, 1995; Vallerand et al., 1993). Although the revised SMS aggregated the three levels of intrinsic motivation into one unified construct, the authors justify the need to assess all three levels:

“...Although no problems have been reported with the 3 types of intrinsic motivation, the panel of experts concluded that the 12 items measuring the different types of intrinsic motivation made the scale less practical to administer...The 12 items measuring the 3 types of intrinsic motivation of the original SMS could be retained and then used by the researchers interested by the role that different forms of intrinsic motivation could play ...”

(Pelletier, et al., 2013, p. 332).

The concept of the multidimensional intrinsic construct is relatively new. It is thus imperative to assess it in a variety of contexts, in order to understand the generalizability this notion possesses. Beyond simply generalizing, it should also be assessed to what extent each level of intrinsic motivation can predict supportive behaviour intentions in social networks. For the present research, the multidimensional construct of intrinsic motivation will be generalizable to the social network domain, as it relates to supportive behaviours. This can be justified by the idea that SDT “posits that individuals are inherently motivated to internalize the regulation of important, culturally prescribed activities” (Koestner, Losier, Vallerand, & Cardiccu, 1996, p. 1034). Charitable involvement and prosocial behaviours fall within the realm of “culturally prescribed activities” and thus are seen as a likely avenue for individuals, particularly Millennials, to derive a sense of intrinsic motivation. It is thus important to test the validity of the three intrinsic motivation constructs at this particular level of generalizability, in this context.

The following hypotheses are thus posited:

Hypothesis 1a: *Intrinsic motivation towards knowledge will be positively related to online, cause, and event-related supportive behaviour intentions.*

Hypothesis 1b: *Intrinsic motivation towards accomplishment will be positively related to online, cause, and event-related supportive behaviour intentions.*

Hypothesis 1c: *Intrinsic motivation to experience stimulation will be positively related to online, cause, and event-related supportive behaviour intentions.*

Organismic Integration Theory (OIT)

Organismic Integration Theory proposes a relevant and notably applicable component of SDT. Specifically, OIT suggests that while intrinsic and extrinsic motivation do in fact exist as two separate entities of motivation within individuals, as previously mentioned, there also exists a process of *internalization*, whereby extrinsically-motivated behaviours can become progressively more intrinsic; specifically, internalization has been defined as “the process of transforming external regulations into internal regulations... [which] involves the integration of formerly external regulations into one's sense of self, typically in the form of important personal values (Ryan, 1995)” (Koestner, Losier, Vallerand, & Carducci, 1996, p. 1025).

OIT takes this internalization concept further by proposing that intrinsic and extrinsic motivation exist on a spectrum of motivation, ranging from the most *controlled* motivations to the most *autonomous*. This spectrum is broken down into the five levels of behaviour regulation, as will be explained later.

Controlled motivation and autonomous motivation exist as the macro-level categories of this ‘spectrum’. The types of regulatory processes that occur are what distinguish autonomous from controlled motivation (Deci & Ryan, 2000). Controlled motivation occurs when “behavior is not initiated or governed by the self” (Ratelle, Guay, Vallerand, Larose, & Senecal, 2007, p. 735). For example, one who experiences controlled motivation is regulated not by the enjoyment of the task, nor by the importance of the task to oneself, rather by the external contingencies or internal pressure processes.

Conversely, autonomous motivation refers to “endorsing one’s actions at the highest level of reflection” (Deci & Gagne, 2005, p. 334), or simply as behaviours are that self-

determined. Those who are more autonomously motivated towards a given behaviour are generally interested and excited by the behaviour and furthermore have more confidence, leading to improved performance, among other positive outcomes (Ryan & Deci, 2000b).

When taken a step further, however, the internalization spectrum can be broken down to five sub-levels of regulation: external extrinsic, introjected extrinsic, identified extrinsic, integrated extrinsic, and intrinsic motivation. It should be noted that the first two fall under the category of controlled motivation, while the latter three are classified as autonomous motivation. Furthermore, the concept of amotivation also exists along this spectrum, which is defined as “a state of lacking any intention to engage in behaviour and is a completely non-self-determined form of regulation” (Markland & Tobin, 2004, p. 191). Though amotivation is a vital component of SDT and the understanding of human motivation, for the purpose of this research, only the aforementioned five levels of regulation will be addressed. The breakdown of this spectrum can be understood through Figure 1.4:

Figure 1.4. The Self-Determination Continuum

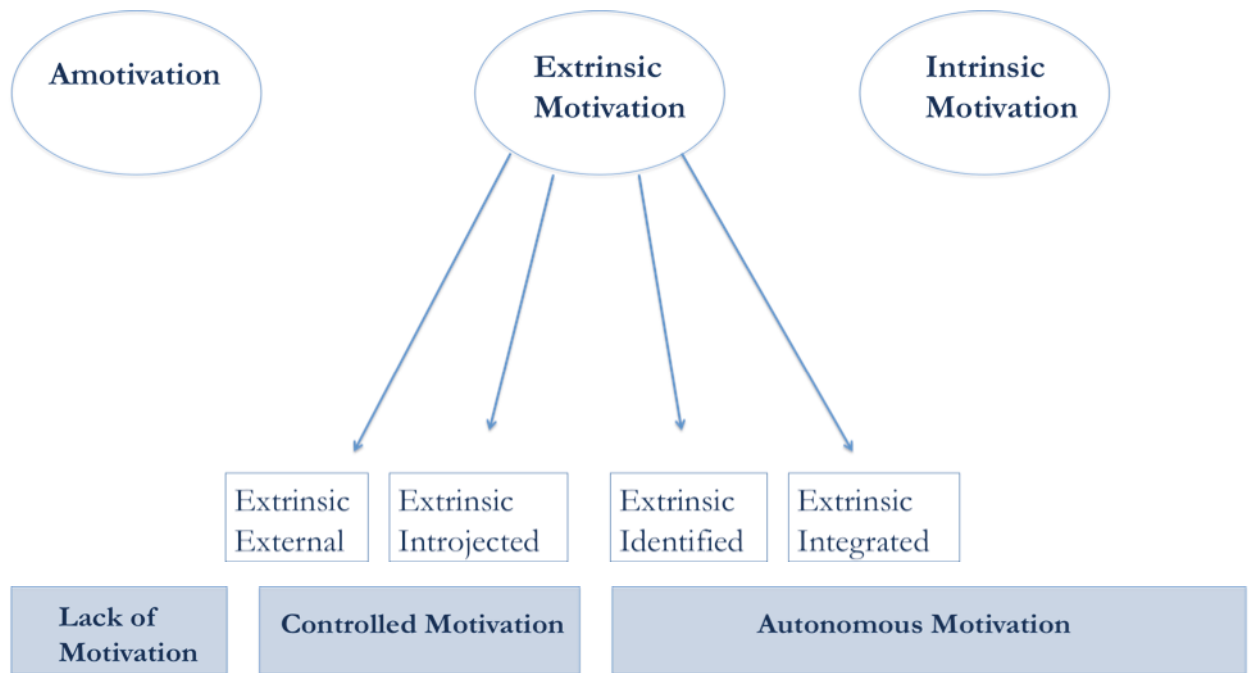


Figure adapted from: Gagné, M. & Deci, E.L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26, 331-362. DOI: 10.1002/job.322

Beginning with the most external level of motivation, *external* extrinsic motivation refers to the extreme cases of controlling motivation. Behaviours that fall under this category are generally driven by any external pressure, including contingent rewards or the avoidance of punishment (Deci & Ryan, 2000). This type of motivation is compatible with Skinner's (1953) concept of operant theory and behaviourism, in that it is completely contingent on the presence or absence of rewards and/or punishments (Deci & Ryan, 2000).

At the next controlled level of the continuum is *introjected* extrinsic motivation, "which entails taking in a value or regulatory process but not accepting it as one's own" (Deci, Eghari, Patrick, & Leone, 1994, p. 119). Introjected regulation can be considered as the incomplete internalization of a behaviour, when "the internalization process often fails to

function optimally, resulting in a value or regulatory process being taken in but not accepted as one's own” (Koestner et al., 1996, p. 1025). Though this level of motivation is on the ‘controlled’ side of the continuum, it is important to note that some internalization has taken place. The drivers for introjected behaviour are no longer external in nature; instead, internal pressure tactics such as guilt and anxiety become the primary reasons to engage in behaviour (Ryan & Connell, 1989).

Identified extrinsic motivation falls under the ‘autonomous’ category of motivation. Identified extrinsic motivation occurs when one begins to understand the value behind engaging in a given behaviour. Thus, rather than doing something for a reward, or to avoid sense of guilt, one begins to understand the importance that this behaviour has, both in general and to one’s own values (e.g., Deci & Ryan, 2000). Nevertheless, the behaviour itself is still seen as instrumental, as is the case with all extrinsically motivated behaviours.

At the most internalized level of extrinsic motivation is *integrated* extrinsic motivation. One that has integrated motivation for engaging in a behaviour does so not only because they see the value of the behaviour itself; beyond this, they see how this behaviour aligns with their own self-concept and its associated values. Those who experience integrated regulation towards a behaviour see that the behaviour is “an integral part of who they are, [and] that it emanates from their sense of self” (Gagné & Deci, 2005, p. 335).

With integrated motivation, despite it being considered an autonomous *extrinsic* motivation, one is still considered self-determined when possessing this level of internalization for a behaviour (Deci et al., 1994). The key to integrated motivation, then, is that it is derived from one’s own sense of personal attachment or value towards the behaviour, as this behaviour is acknowledged as being in line with one’s own goals (Deci et

al., 1994; Ryan & Deci, 2000b). Nevertheless, integrated motivation is extrinsic as the task is not engaged in for its pure enjoyment, rather for some instrumental purpose.

Intrinsic regulation is the most autonomous level of motivation for engaging in a behaviour. As this concept of intrinsic motivation was previously explained, the details of the concept will not be addressed further.

Identified and Integrated Extrinsic Motivation

The behavioural regulation continuum has been postulated and studied by researchers as both a 4- and 5-point continuum (e.g. Deci & Ryan, 1985; 2000; Ryan & Connell, 1989), whereby the four-point continuum has not included the integrated extrinsic motivation construct. Originally, this self-determination continuum was postulated as a 4-point scale, however researchers later added the integrated construct. Deci & Ryan (1991) explain this conceptual change as follows:

“What may be missing, however, [from the identified motivation construct] is consistency between this and other identifications that may have been internalized. For example, identifications between achievement strivings and care giving roles can be strong within an individual and yet at times be antagonistic and conflictful” (Deci & Ryan, 1991, p. 256).

Nevertheless, a great body of research explain the domains in which this continuum can be applied, using the model of both four and five levels of motivation (education, relationships, sports: Fortier, Vallerand, Brière, & Provencher, 1995; Koestner, Losier, Vallerand, & Carducci, 1996; Vallerand, Pelletier, Blais, Brière, Sénécal, & Vallières, 1993; Vallerand, 1997). Furthermore, research in this area has dealt with distinguishing the notions of identified versus introjected internalization (Blais, Sabourin, Boucher, & Vallerand, 1990;

Grolnick & Ryan, 1987; Koestner, et al., 1996; Losier, Bourque, & Vallerand, 1993; Pelletier et al., 1995; Vallerand & Bissonnette, 1992; Vallerand et al., 1993). However, less research exists on the true differences between identified and integrated extrinsic motivation. Why should we pay attention to the possible differences between identified and integrated extrinsic motivation?

The fundamental issue with researchers using both versions of the scale is that a conceptual difference exists between the identified motivation construct used on the four-point and the five-point scale. On the four-point scale, identified motivation is seen as the most internalized and, subsequently, self-determined level of extrinsic motivation possible. However, with the inclusion of integrated motivation, identified motivation is no longer seen as fully self-determined behaviour. Thus, as research delves into the behavioural, personality, and well-being outcomes associated with identified motivation, these results lose practical significance, as the construct is not definitively clear.

While research on integrated motivation must be done to clearly establish the empirical differences between the different levels of autonomous motivation, it also needs to clarify an inherent discrepancy in the literature. Though the scale has been supported in the literature, a number of researchers have still chosen to omit the integrated motivation construct. Previous researchers have addressed this issue (e.g. McLachlan, Spray, & Hagger, 2011), noting that a number of scales have completely omitted the integrated construct, such as the Academic Motivation Scale (Vallerand et al., 1992), the Behavioural Regulation in Exercise Questionnaire (Mullan, Markland, & Ingledew, 1997), and the Sport Motivation Scale (SMS; Pelletier, et al., 1995). However, the SMS researchers revised the scale to include the integrated construct, noting the incongruence between the scale and the theory (Pelletier, Rocchi, Vallerand, Deci, & Ryan, 2013). McLachlan et al. (2011) underline that certain

researchers have reported issues in discriminant validity between integrated motivation and the other autonomous motivation constructs (e.g. Mallett, Kawabata, Newcombe, Otero-Forero, and Jackson, 2007) however, their research provided strong evidence for a valid measure of motivation, which included the integrated construct.

Though the aforementioned researchers acknowledged the reasons for omitting the integrated motivation construct from their studies, others have simply left out the construct altogether without justification (e.g. Guay, Mageau, & Vallerand, 2003; Kowal & Fortier, 2000). Thus, this suggests an underlying incongruity in the literature, which needs to be resolved. As such, the following question must be addressed: does integrated motivation add value to the continuum of self-determination?

Hypothesis 2a: Integrated extrinsic motivation will significantly predict online, cause, and event-related supportive behaviour intentions.

Hypothesis 2b: The assessment of autonomous motivation will be a better predictor of supportive actions toward social causes when integrated extrinsic regulation is included in the model.

On Unifying Social Media, Generation Y, Prosocial Behaviours, and Self-Determination Theory

Beyond the theoretical importance of better understanding the aforementioned gap in the literature, one has to ask why it is important to use Self-Determination Theory as the framework for studying Millennials and how they interact with social media and prosocial causes?

SDT's Organismic Integration Theory provides a conceptually sound means of explaining the internalization process. Along these lines, internalization has long been understood as a pivotal component of research on prosocial behaviours (Ryan & Connell, 1989). In fact, a number of theories have previously been developed to explain the motives behind prosocial behaviour, demonstrating an inherent internalization process that develops with age.

For example, Eisenberg-Berg (1979) posited a model of prosocial motives, whereby elementary- and high-school-aged children described their reasons for acting prosocially. Specifically, elementary-aged children gave reasons that were hedonistic, stereotyped, oriented towards approval, or involved labeling others' needs. With the older high school-aged children, many of the same types of reasoning were given; however, more emotionally sophisticated reasons were also given:

“Stereotyped images of good and bad persons and interpersonally or approval-oriented moral reasoning decreased in frequency with age, whereas clearly empathic considerations and judgments reflecting internalized values increased in use with age” (Eisenberg-Berg, 1979, p. 135).

This suggests the idea not only of internalization of moral reasoning towards prosocial behaviours, but also a growth in understanding and reasoning, in line with developmental growth. This is also very much in line with the influential work of Kohlberg (1969) on cognitive-developmental moral reasoning.

What is important to note about both Kohlberg (1969) and Eisenberg-Berg's (1979) theories, among those of other moral reasoning theorists, is the idea that the rationale clearly adapts and changes with age, whether through one's own maturity, or through external

socialization agents (Bandura & McDonald, 1963). As Generation Y gets older, their internalization of prosocial behaviours is likely to change and deepen. The research on this generation is lacking and it is important to have a better understanding of how Millennials internalize these ‘moral’ prosocial behaviours, and what might motivate them to become more engaged.

In sum, the present study aims to highlight the importance of motivation in how Millennials engage in prosocial behaviours through the social media context. It hopes to accomplish this by addressing two significant aspects of Self-Determination Theory (integrated motivation and the three levels of intrinsic motivation), and the influence they have in predicting Millennials behaviours. In order to study this, we have proposed the following hypotheses, which were tested using the study methodology presented in the following section:

Hypothesis 1a: Intrinsic motivation towards knowledge will be positively related to online, cause, and event-related supportive behaviour intentions.

Hypothesis 1b: Intrinsic motivation towards accomplishment will be positively related to online, cause, and event-related supportive behaviour intentions.

Hypothesis 1c: Intrinsic motivation to experience stimulation will be positively related to online, cause, and event-related supportive behaviour intentions.

Hypothesis 2a: Integrated extrinsic motivation will significantly predict online, cause, and event-related supportive behaviour intentions.

Hypothesis 2b: The assessment of autonomous motivation will be a better predictor of supportive actions toward social causes when integrated extrinsic regulation is included in the model.

Chapter 2

METHODOLOGY

This chapter will detail how the present study was carried out, including: the data collection process; the procedure for running this study, including participant tasks; the questionnaire that was given to participants and the specific measures used in the questionnaire; as well as data preparation and statistical procedures used.

2.1. Sample and Data Collection

The presented study tested students of a North American business school through an online questionnaire, in which participants were presented with two Facebook pages that related to one of two events for social causes (breast cancer awareness and youth homelessness awareness).

The total sample consisted of 592 participants from two separate studies: study 1 (CURE Foundation Denim Night Party in support of breast cancer awareness) and study 2 (Dans la rue/Five Days for the Homeless charity to raise awareness for youth homelessness). Study 1 consisted of 208 participants, while study 2 was comprised of 384 participants. All participants were recruited from undergraduate classes at the John Molson School of Business (JMSB).

For study 1, 99 males (47.6%) and 109 females participated; all participants were recruited from an introductory Marketing course and completed the questionnaire on the Market Research Practicum (MRP) platform. For study 2, 159 males (41.4%) and 225 females participated; 100 (26.0%) were recruited from an introductory Organizational Behaviour course and completed the questionnaire on the Human Participant Research (HPR)

platform, while 284 participants were recruited from the introductory Marketing course and responded through the MRP platform.

It is important to note that despite participants being recruited from two different undergraduate-level courses, these participants represent the same sample. That is, both the Marketing and the Organizational Behaviour courses were introductory level, core courses. This assures that both sample sub-sets are representative of the same Millennial age group that was of interest for these studies.

For both study 1 and study 2, the principal investigators analyzed participant responses and eliminated missing or incomplete data, as well as incorrect responses to the verification questions (detailed below). Furthermore, one of the research platforms, MRP, monitors the time of respondents. Thus, the principal investigator eliminated some of the respondents based on the number of minutes they spent answering the questionnaire. For example, after testing the time to answer the questions, if respondents completed the survey in less than 10 minutes, it was assumed they did not legitimately read through and answer the questions with due diligence.

Verification Questions

Each participant was presented with five verification questions. The verification questions ensured participants read the questions and spent sufficient time assessing the study's pages. This was particularly important as the participants were presented with one of either the 'Self' or 'Other' oriented pages. The five questions asked participants to identify content on the Facebook page they viewed. Specifically, they were asked to identify what they saw in the profile picture ("The profile picture mentions..."), the more info section, the content of a video shown on the Facebook page, as well as two questions asking participants

to identify what was written on the Facebook “wall”. Participants who incorrectly answered these questions were eliminated from the study.

In Study 1, a total of 250 students participated online. Verification procedures resulted in removing 42 participants, leaving a sample of 208 participants (99 men; 109 women).

In Study 2, a total of 423 students participated online. Verification procedures for non-compliance to the instructions, errors indicating that the pages had not been sufficiently scrutinized and substantial missing data resulted in the exclusion of 39 participants leaving a sample of 384 participants (159 men; 225 women).

The full questionnaire, as presented to participants, can be found in Appendix C.

The procedure outlined as follows is applicable to both studies, Study 1 involving the breast cancer awareness event, and Study 2 involving the youth homelessness awareness event. The Millennials participating in this research were enrolled in a large North American business school, having an undergraduate population of 7500 students, approximately 1500 of which are in their first year. Though participants were drawn from two distinct platforms (HPR and MRP), the samples are based on participants were drawn from the same population of first year undergraduate students who could register for our project in only one of the courses.

Each of these may have up to 15 sections in a given fall or winter semester and students can gain up to 2% of their course grade by participating in research projects. No monetary or other incentive for participation was offered. Given the social media context of the studies, participating students did so online using platforms associated with their respective course. The questionnaires and experimental manipulations of Facebook event

pages were identical on each platform. Historically, over 50% of the students participate in research projects on the platforms of both courses.

For those who choose to do the research project, before they sign up, they are briefed at the beginning of class by the researcher on the nature of the study, and how they could participate and access the online questionnaire. Students were assured they could withdraw at any time, and completion was optional and anonymous. A full description of the task and ethical form presented to potential participants, can be found in Appendices A and B.

Participants who chose to complete the questionnaire were randomized to receive one of two Facebook account login usernames and passwords. These Facebook accounts corresponded with two different Facebook Event pages, one aimed towards the ‘self’-related benefit of the charitable event, and one aimed towards the ‘other’-related benefit of the charitable event, as will be explained shortly. Participants were to view both Facebook pages; the randomization of login information was done in order to determine which page they viewed *first*.

The creation of ‘fake’ Facebook profiles for the participants to use in logging in and viewing the Event pages not only assured participants’ privacy – in that they did not have to log onto Facebook using their personal accounts – but also served as a verification that the participants were answering questions about the right Facebook event page. After viewing *each* of the Facebook pages, participants were subsequently asked to complete a questionnaire relating to the Facebook page they just viewed (Prosocial Behaviour Intentions). The questionnaire that participants were presented with after viewing each Facebook page was identical; however, after viewing the second Facebook page and completing the ‘repeat’ questionnaire, participants were given the final part of the

questionnaire (the Situational/Contextual Motivation questionnaire). The SCM questionnaire was only administered to participants once.

As mentioned above, participants were asked five verification questions to assure that they had taken an appropriate amount of time to review the details of the Facebook page that was presented to them, as the Facebook pages were essential to properly completing the remainder of the questionnaire. The questions asked participants to indicate what exactly they saw on the Facebook pages; for example, questions included: “The profile picture (top left) mentions...” and “The ‘More Info’ section mentions...”.

Self- and Other-benefit Appeal Pages

The Facebook pages shown to the participants before completing the questionnaires were mock ‘Event’ pages created to promote the charity events (either breast cancer awareness or youth homelessness) that the participants were to later rate their intentions of becoming involved with. Both the self- and other-related benefit appeal pages explained the events and the causes they support.

a. Self-benefit Appeal

The Facebook page promoting a ‘self’-benefit appeal was designed to give participants a sense of how becoming involved in the charity’s event would benefit them personally; that is, the focus was on ‘looking good’. Specific wall posts, comments, and videos were designed and posted to make salient to the participants these notions of looking good, financial incentives, popularity. Specific examples include: “Join the Fun!”, “You ca get a tax receipt”, “Where are you sleeping tonight?”, etc.

b. Other-benefit Appeal

The Facebook page promoting the ‘other’-benefit appeal was created to give participants the sense of how becoming involved with the charity’ event would benefit others. That is, the comments and posts on the page appealed to participants’ sense of ‘doing good’, helping out for a worthy cause, benefitting those in need. Specific examples include: “It’s OUR responsibility!”; “Together at JMSB we surpassed our goal!”; “Homeless Youth in Canada”; “1 in 2 runaways are physically abused”, etc.

The purpose of showing participants both the Self- and Other-related benefit appeals was for generalizability. By showing participants two very common types of appeals in the realm of prosocial causes/volunteering (see above), we are interested in exploring whether Millennials are primarily motivated by the context, rather than the type of appeal.

In a similar vein, the study was conducted using two charity events of a very different nature (one for breast cancer awareness and one for youth homelessness) for a similar purpose. As people are often tied to a particular cause (e.g. knowing someone with breast cancer, etc.), using only one event type may not have provided as accurate an understanding of the underlying motivation behind Millennials to engage in supportive behaviours.

2.3. Measures

Dependent Variable Measures: Supportive Behaviour Intentions (Online, Cause, and Event-Related Outcome Intentions)

The primary dependent variable for both Study 1 and Study 2 was the participants’ rankings of their supportive behaviour intentions; that is, participants were asked to what extent they would be willing to become involved with the charity’s event and the charity itself, after viewing the Facebook self/other benefit appeal pages. Supportive behaviour intentions were measured at three levels: online-related, cause-related, and event-related

behaviour intentions. All questions assessing the supportive behaviour intentions were measured on a 5-point Likert scale, from 1 “Strongly Disagree” to 5 “Strongly Agree”.

a. Online-related Behaviour Intentions

Participants were asked four questions pertaining to their intentions to engage in ‘online’-related behaviours; that is, these questions specifically concerning participants’ willingness to engage in supportive behaviours through their social networking/Facebook pages, thus publicizing information about the event to their networks of families, friends, etc. Each of the four questions were framed as “This FACEBOOK event page makes me want to...” with the following four options being asked of participants: a) “...respond that I ‘like’ some of the postings”; b) “...post my ‘comments’ to it”; c) “...share it with my friends and others in my network”; d) “share some of the videos, pictures, and links, etc.”

b. Cause-related Behaviour Intentions

Participants were asked four questions pertaining to their intention to engage in supportive behaviours related to the cause itself, rather than the specific event that is being promoted on the Facebook page. Again, all four questions began with “This FACEBOOK event page makes me want to...”, finished by the following: a) “...recommend the 5 Days for the Homeless/Breast cancer campaign to my friends”; b) “...find out more about homelessness/breast cancer”; c) “...support the 5 Days for the Homeless campaign/CURE Foundation”; d) “...be part of the 5 Days for the Homeless campaign/CURE Foundation community”.

c. Event-related Behaviour Intentions

Finally, participants were asked four questions (five for study 1) pertaining to their intention to attend, donate, or volunteer for the charity event. The questions that were asked to participants were as follows: “Other things considered, I would...”: a) “...attend the 5

Days for the Homeless event/CURE Foundation Denim Night Party; b) "...make a donation to the 5 Days for the Homeless event to fight homelessness/CURE Foundation to fight breast cancer"; c) "...volunteer to help out at the 5 Days for the Homeless event/CURE Foundation Denim Night Party"; d) "...willingly be on the organizing committee of the 5 Days for the Homeless campaign/CURE Foundation Denim Night Party". Finally, for study 1, participants were asked: "Other things considered, I would urge my friends to attend the Denim Night Party."

Please refer to Table 2.1. below for the reliability of the three supportive behaviour intention scales, via Cronbach's reliability coefficients.

As per the convention in psychological literature (e.g., Cronbach, 1970; Nunnally, 1978), the minimum alpha level for acceptable reliability should be .70. All constructs met the minimum cutoff of $\alpha = .70$, aside from the Identified Extrinsic Motivation construct in Study 2; however, at $\alpha = .699$, this was deemed an acceptably reliable construct and was kept in the study. All results are presented with standardized regression coefficients (β) and adjusted effect sizes (R^2).

Table 2.1. Cronbach's Reliability Coefficients for Supportive Behaviour Intentions Constructs

Construct	Cronbach's Alpha			
	Study 1		Study 2	
	Self	Other	Self	Other
<i>Online-related Prosocial Behaviour Intentions</i>				
"This Facebook Event page makes me want to..."				
...respond that I "like" some of the postings				
...post my "comments" to it				
...share it with my friends and others in my network				
... share some of the videos, pictures, and links etc.				
<i>Cause-related Prosocial Behaviour Intentions</i>	.729	.869	.883	.865
"This Facebook Event page makes me want to..."				
... recommend the 5 Days For The Homeless Campaign to my friends				
... find out more about homelessness				
... support the 5 Days For The Homeless Campaign				
... be part of the 5 Days For The Homeless Campaign community				
<i>Event-related Prosocial Behaviour Intentions</i>	.727	.875	.896	.861
"Other things considered, I would..."				
... attend the 5 Days For The Homeless event				
... make a donation to the 5 Days For The Homeless event to fight homelessness				
... volunteer to help out at the 5 Days For The Homeless event				
... willingly be on the organizing committee of the 5 Days For The Homeless Campaign				
<i>Event-related Prosocial Behaviour Intentions</i>	.654	.850	.826	.811
"Other things considered, I would..."				
... attend the 5 Days For The Homeless event				
... make a donation to the 5 Days For The Homeless event to fight homelessness				
... volunteer to help out at the 5 Days For The Homeless event				
... willingly be on the organizing committee of the 5 Days For The Homeless Campaign				

Why Measure the Dependent Variable Three Different Ways?

The dependent variable was assessed at these three "levels" firstly because each of the three components of the dependent variable corresponds to different *types* of involvement in the charities; this includes information-seeking about the cause/charity hosting the event, publicizing information about the event to friends through the social networking context, and in-person involvement with the event. Furthermore, assessing the dependent variable at three different levels also demonstrates the varying *degrees* of involvement. A participant who indicates willingness to publicize information on the event to their Facebook friends may not have the same willingness and/or opportunity to actually attend the event. For example, as the questionnaire respondents were students and the 5 Days for the Homeless/Dans la rue charity

event was held during the semester (March 2012), perhaps students who would otherwise be willing to attend the event would be unable to do so due to their academic commitments. Nevertheless, these online behaviours are still indicative of supportive behaviours in support of the charity. Thus, for these reasons it was felt that one overarching ‘blanket’ level representing the dependent variable would not allow the researchers to fully assess participants’ levels of supportive behaviour intentions.

Independent Variable Measures: Autonomous Motivation Dimensions

Participants’ levels of autonomous motivation (as well as the other dimensions of motivation) were measured through an adapted version of Guay, Mageau, and Vallerand’s (2003) Global Motivation Scale. The intent of this scale is to assess people’s general motivation towards their everyday behaviours; or, as stated by the researchers, “global motivational orientation at the personality level...refers to relatively enduring individual differences with respect to people’s motivations” (Guay et al., 2003). The original 32-item scale prefaces its questions with the statement: “In general, I do things...” in order to assess global motivation; for the purposes of these studies, and in order to assess situational/contextual motivation, the framing of the questions was reworded to: “I would become engaged in events for social causes like 5 Days for the Homeless/CURE Foundation Denim Night Party...”

The 32-item scale measures eight constructs through four questions each; all questions were measured using a 5-point Likert scale, from 1 “Strongly Disagree” to 5 “Strongly Agree”. Three levels of *Intrinsic Motivation* were assessed; *towards knowledge* (e.g., “...because I like making interesting discoveries), *towards accomplishment* (e.g., “...for the pleasure I feel mastering what I am doing”), and *towards experiencing stimulation* (e.g.,

“...for the pleasant sensations I feel while I am doing them”). Next, *Extrinsic Integrated Motivation* was assessed (“...because it is in line with my personal goals”), as was *Extrinsic Identified Motivation* (“...because I choose to invest myself in what is important to me”). Furthermore, *Extrinsic Introjected Motivation* was assessed (“...because otherwise I would feel guilty for not doing them), as was *Extrinsic External Motivation* (“...because I want to be viewed more positively by certain people). Finally, *Amotivation* was assessed (e.g., “...although it does not make a difference whether I do them or not”).

From these eight constructs, three higher-order constructs were calculated: *Autonomous Motivation* (intrinsic towards accomplishment, stimulation, and knowledge; extrinsic integrated; and extrinsic identified), *Controlled Motivation* (extrinsic introjected and extrinsic external), as well as *Amotivation*. The present study also assessed gender as a control variable. Please refer to Table 2.2. below for the reliability of the Self-Determined motivation scale, via Cronbach’s reliability coefficients.

Table 2.2. Cronbach's Reliability Coefficients for Self-Determined Motivation Scale

Construct	Cronbach's Alpha	
	Study 1	Study 2
<i>Intrinsic Motivation</i>		
...To Experience Stimulation	.803	.837
...To Know	.883	.872
...To Accomplish	.831	.801
<i>Extrinsic Motivation</i>		
Integrated	.800	.842
Identified	.718	.699
Introjected	.768	.786
External	.721	.745
<i>Autonomous Motivation</i>	.924	.926
<i>Controlled Motivation</i>	.812	.817
<i>Amotivation</i>	.712	.818

2.4. Data Preparation and Statistical Procedures

In order to run the most statistically sound and valid regressions, the data was prepared and cleaned up prior to analysis. First, participants were eliminated based on incorrect answers to the five verification questions (described in detail above). Participants with missing responses and those who took too little or too much time (based on the timer feature offered by the MRP platform) to complete the questionnaire were also eliminated. Next, the data was checked for univariate outlier responses. According to Tabachnick &

Fidell (1989), univariate outliers are deemed as those with standardized scores (z-score) +/- 3.00. Though cases were found with a Z-score in excess of this limit, the authors further state that “the extremeness of a standardized score depends on the size of the sample; with a large N, a few standardized scores in excess of 3.00 are expected” (Tabachnick & Fidell, 1989, p. 68). Please refer to Appendix D for the distribution of standardized scores across all variables. All variables were checked for normality, via histogram charts (kindly refer to Appendix E).

Finally, data was centered in order to avoid problems with multicollinearity, particularly for interaction analyses. Statistical measures indicate that multicollinearity was not an issue among both the interaction terms as well as all other variables entered in the multiple regressions conducted. Variance inflation factors (VIF) were all checked and were well below the generally acceptable maximum of 10.0 (e.g. Amiot & Sansfacon, 2011; Kleinbaum, Kupper, Nizam, & Muller, 2008; Neter, Wasserman, & Kutner, 1989).

For the Self-Determined motivation scale, the detailed Cronbach’s reliability coefficients can be found in Table 2.1. Overall, the table suggests that the reliability is strong (at or above $\alpha = .70$; see rationale in the following paragraph) for each of the measures in the Self-Determined motivation scale. In the case of the three supportive behaviour intention scales, please refer to Table 2.2 above for reliability coefficients. Again, these scales are all reliable in their assessment of participants’ intentions to engage in supportive behaviours. All but one measure (event-related supportive behaviour intentions in Study 1) exceed the expected acceptable reliability of $\alpha = .70$, but this measure was still above $\alpha = .65$, and thus considered an acceptable level of reliability.

Chapter 3

RESULTS

The purpose of this study was twofold: first, to expand upon the tenets of Self-Determination Theory by clarifying the nature and importance of the integrated extrinsic motivation construct. Second, to expand the generalizability of SDT into a new context of social media, via the testing of the three levels of intrinsic motivation in a new setting. The results presented as follows test out the hypotheses that were presented earlier. Hypotheses were almost entirely supported. Table 3.1 below provides a summary for each of the hypotheses:

Table 3.1. Summary of Support for Predicted Hypotheses

Hypothesis #	Prediction	Supported
1A	Intrinsic motivation towards knowledge will be positively related to online, cause, and event-related prosocial behaviour intentions.	Yes
1B	Intrinsic motivation towards accomplishment will be positively related to online, cause, and event-related prosocial behaviour intentions.	Partial
1C	Intrinsic motivation to experience stimulation will be positively related to online, cause, and event-related prosocial behaviour intentions.	Yes
2A	Integrated extrinsic motivation will significantly predict online, cause, and event-related behaviours.	Yes
2B	The assessment of autonomous motivation will be a better predictor of supportive actions toward social causes when integrated extrinsic regulation is included in the model.	Yes

3.1. Preliminary Results: Means, Standard Deviations and Correlations among Study Variables

The descriptive statistics for all the study variables are presented in Appendix F. In summary, the correlations among all outcome variables (online-, cause-, and event-related supportive behaviour intentions) were significant, at $p < .001$ (ranging between .632 and .809; please see Table F.1-F.4 in Appendix F). Furthermore, correlations were also strong among the three intrinsic motivation constructs (ranging between .175 and .483, $p < .01$). Across

both Study 1 and 2, gender correlated more strongly with cause- and event-related behaviours than it did online behaviours; in Study 1, when viewing the Self-page, gender did not correlate significantly with online behaviour intentions (.116, $p > .05$). For a full breakdown of the correlations, kindly refer to the tables in Appendix G.

3.2. Hypothesis Testing

Role of Intrinsic Motivation to Know, Accomplish, and Experience Stimulation in Predicting Supportive Behaviour Intentions

Our first three hypotheses posited the impact of intrinsic motivation to know, to experience stimulation, and to accomplish on online, cause, and event behaviour intentions. The correlational findings demonstrate that all three levels of intrinsic motivation significantly correlated ($p < .01$) with online-, cause-, and event-related behaviour intentions, regardless of which Facebook page participants viewed (please refer to Table 3.2, and Tables G.1.-G.3. in Appendix G for additional detailed results). Thus, the correlations demonstrated full support for the first three hypotheses.

Table 3.2. Correlations Between **Online, Cause and Event** Related Supportive Behavior Intentions and Three Levels of Intrinsic Contextual/Situational Motivation when Shown **Self-Appeal (Breast Cancer Event)**.

	Online	Cause	Event
Intrinsic - Experience Stimulation	0.389**	0.365**	.434**
Intrinsic - To Know	.383**	.354**	.421**
Intrinsic - Towards Accomplishment	.262**	.290**	.365**

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

Beyond these correlational findings, multiple regression analyses were conducted in order to test the full model, including all 3 levels of intrinsic motivation, and the remaining 4 points on the motivation continuum. As can be observed in Tables 3.3. and 3.4. below, for both the Breast Cancer (Study 1) and 5 Days for the Homeless (Study 2) events, intrinsic motivation to experience stimulation and towards knowledge contribute to the strength of the predictive power of autonomous motivation. Thus, hypotheses 1A and 1C are supported. Though these regression analyses do not show support for hypothesis 1B, whereby intrinsic motivation towards accomplishment ($p > .05$) will significantly predict supportive behaviour intentions, further post-hoc analyses demonstrate interesting findings pertaining to gender effects that partially support our initial hypothesis. These will be discussed in section 3.3.

Table 3.3. Online, Cause, and Event Supportive Behaviour Intentions, **Self-Benefit Facebook Appeals**

Online-related Behaviour Intentions									
	Study 1 Adjusted R ² =.191				Study 2 Adjusted R ² =.220				
	β	SE	t	p	β	SE	t	p	
(Constant)		.335	.811	.419		.274	1.752	.081	
Intrinsic - Experience Stimulation	.212	.108	2.446	.015	.393	.074	6.352	.000	
Intrinsic - To Know	.226	.097	2.648	.009	.126	.077	1.950	.052	
Intrinsic - Towards Accomplishment	-.100	.106	-1.127	.261	-.041	.087	-.564	.573	
Extrinsic - Integrated	.180	.104	2.068	.040	-.062	.077	-.937	.349	
Extrinsic - Identified	.021	.094	.274	.785	-.043	.100	-.566	.572	
Extrinsic - Introjected	-.028	.135	-.281	.779	.097	.068	1.800	.073	
Extrinsic - External	.118	.102	1.474	.142	-.062	.077	-.937	.349	
Gender	-.007	.131	-.110	.913	.105	.074	1.790	.074	
Cause-related Behaviour Intentions									
	Study 1 Adjusted R ² =.166				Study 2 Adjusted R ² =.255				
	β	SE	t	p	β	SE	t	p	
(Constant)		.320	2.730	.007		.266	1.009	.314	
Intrinsic - Experience Stimulation	.165	.103	1.869	.063	.362	.071	5.989	.000	
Intrinsic - To Know	.175	.093	2.020	.045	.182	.075	2.874	.004	
Intrinsic - Towards Accomplishment	.003	.101	.036	.971	-.081	.084	-1.132	.258	
Extrinsic - Integrated	.211	.099	2.383	.018	-.022	.075	-.340	.734	
Extrinsic - Identified	-.065	.129	-.637	.525	.029	.097	.392	.695	
Extrinsic - Introjected	.028	.090	.370	.712	.162	.066	3.070	.002	
Extrinsic - External	.059	.098	.721	.472	-.016	.072	-.277	.782	
Gender	.035	.125	.526	.600	.125	.091	2.793	.005	
Event-related Behaviour Intentions									
	Study 1 Adjusted R ² =.314				Study 2 Adjusted R ² =.305				
	β	SE	t	p	β	SE	t	p	
(Constant)		.285	1.974	.050		.235	.771	.441	
Intrinsic - Experience Stimulation	.143	.092	1.793	.074	.327	.063	5.590	.000	
Intrinsic - To Know	.170	.083	2.164	.032	.169	.066	2.776	.006	
Intrinsic - Towards Accomplishment	.045	.090	.546	.586	-.080	.074	-1.161	.246	
Extrinsic - Integrated	.323	.089	4.021	.000	.189	.066	3.041	.003	
Extrinsic - Identified	-.090	.115	-.969	.334	-.084	.086	-1.174	.241	
Extrinsic - Introjected	.006	.080	.087	.931	.111	.058	2.180	.030	
Extrinsic - External	0.02	0.09	0.318	.751	-0.02	0.06	-0.286	.775	
Gender	.187	.112	3.075	.002	.197	.080	4.556	.000	

Table 3.4. Online, Cause, and Event Supportive Behaviour Intentions, **Other-Benefit Facebook Appeals**

Online-related Behaviour Intentions									
	Study 1 Adjusted R ² =.303				Study 2 Adjusted R ² =.194				
	β	SE	t	p	β	SE	t	p	
(Constant)		.287	2.438	.016		.254	6.116	.000	
Intrinsic - Experience Stimulation	.303	.093	3.752	.000	.198	.068	3.150	.002	
Intrinsic - To Know	.126	.084	1.588	.114	-.021	.071	-.323	.747	
Intrinsic - Towards Accomplishment	-.109	.091	-1.327	.186	-.068	.080	-.913	.362	
Extrinsic - Integrated	.287	.089	3.546	.000	.389	.071	5.831	.000	
Extrinsic - Identified	.024	.116	.256	.798	-.121	.093	-1.579	.115	
Extrinsic - Introjected	.120	.081	1.731	.085	.035	.062	.640	.523	
Extrinsic - External	-.097	.088	-1.299	.195	.091	.068	1.529	.127	
Gender	-.003	.112	-.049	.961	.077	.086	1.657	.098	
Cause-related Behaviour Intentions									
	Study 1 Adjusted R ² =.309				Study 2 Adjusted R ² =.296				
	β	SE	t	p	β	SE	t	p	
(Constant)		.287	3.307	.001		.227	5.751	.000	
Intrinsic - Experience Stimulation	.211	.093	2.629	.009	.188	.061	3.188	.002	
Intrinsic - To Know	.240	.084	3.042	.003	.061	.064	1.000	.318	
Intrinsic - Towards Accomplishment	-.132	.091	-1.607	.110	-.083	.072	-1.197	.232	
Extrinsic - Integrated	.285	.089	3.546	.000	.463	.064	7.411	.000	
Extrinsic - Identified	-.014	.116	-.149	.882	-.139	.083	-1.947	.052	
Extrinsic - Introjected	.195	.081	2.820	.005	.121	.056	2.364	.019	
Extrinsic - External	-.108	.088	-1.454	.148	-.004	0.061	-0.077	.939	
Gender	.026	.112	.419	.675	.097	.077	2.234	.026	
Event-related Behaviour Intentions									
	Study 1 Adjusted R ² =.316				Study 2 Adjusted R ² =.304				
	β	SE	t	p	β	SE	t	p	
(Constant)		.287	2.956	.003		.228	3.376	.001	
Intrinsic - Experience Stimulation	.081	.093	1.011	.313	.170	.061	2.902	.004	
Intrinsic - To Know	.075	.083	.955	.341	.112	.064	1.834	.067	
Intrinsic - Towards Accomplishment	.029	.090	.357	.721	-.084	.072	-1.214	.225	
Extrinsic - Integrated	.379	.089	4.732	.000	.386	.064	6.214	.000	
Extrinsic - Identified	-.009	.115	-.099	.921	-.036	.084	-.502	.616	
Extrinsic - Introjected	.134	.081	1.942	.054	.138	.056	2.723	.007	
Extrinsic - External	-.110	.088	-1.487	.139	-.081	0.061	-1.461	.145	
Gender	.181	.112	2.989	.003	.140	.078	3.234	.001	

Importance of the Integrated Extrinsic Motivation Construct to the Autonomous Motivation Dimensions

Integrated motivation significantly predicts almost all instances of online, cause, and event-related behaviour intentions across both studies. The only cases where integrated motivation did not predict outcome intentions were in Study 2 (5 Days for the Homeless), where online ($\beta = -.062, p > .05$) and cause ($\beta = -.022, p > .05$) related behaviour intentions were not significant (Please refer to Tables 3.3. and 3.4. above). Overall, results showed very strong support for the Hypothesis 2a. Integrated extrinsic motivation significantly predicts online, cause, and event-related behaviours.

Beyond the multiple regressions that were conducted (results as shown above), in order to test the significance of the integrated extrinsic motivation construct on the autonomous motivation dimension (Hypothesis 2b), hierarchical linear modeling techniques were used. That is, all constructs of the self-determined motivation scale were entered into the model first (intrinsic to experience stimulation, to know, to accomplish, identified, introjected, external), and then the integrated extrinsic construct was added. The results below compare the Adjusted R^2 of the models with and without the integrated construct, as well as noting the significance of the F change between both models.

Hypothesis 2b posited that the dimensions of autonomous motivation will be stronger with the integrated extrinsic motivation construct included. This hypothesis is supported (please refer to the Adjusted R^2 , Tables 3.5 to 3.7). Overall, with the exception of online- (Adjusted R^2 at .220 does not change) and cause-related (Adjusted R^2 reduces from .257 to .255) supportive behaviour intentions for the 5 Days for the Homeless event (when viewing Self-appeal), autonomous motivation is stronger with the integrated level of extrinsic

motivation included in the model. It in fact strengthens the model's ability to predict online, cause, and event-related supportive behaviour intentions.

Table 3.5. Comparison of Model Strength With and Without Integrated Motivation, for Online-related Supportive Behaviour Intentions.

Self-Appeal				Other Appeal			
	Adjusted R ²	F Change	Sig. F Change		Adjusted R ²	F Change	Sig. F Change
Breast Cancer Event				Breast Cancer Event			
Without Integrated in Model	.178	7.407	.000	Without Integrated in Model	.262	11.523	.000
With Integrated in Model	.191	4.277	.040	With Integrated in Model	.303	12.574	.000
5 Days for the Homeless Event				5 Days for the Homeless Event			
Self-Appeal				Other Appeal			
	Adjusted R ²	F Change	Sig. F Change		Adjusted R ²	F Change	Sig. F Change
Without Integrated in Model	.220	16.477	.000	Without Integrated in Model	.124	8.720	.000
With Integrated in Model	.220	0.879	.349	With Integrated in Model	.194	33.998	.000

Table 3.6. Comparison of Model Strength With and Without Integrated Motivation, for Cause-related Supportive Behaviour Intentions.

Self-Appeal				Other-Appeal			
	Adjusted R ²	F Change	Sig. F Change		Adjusted R ²	F Change	Sig. F Change
Breast Cancer Event				Breast Cancer Event			
Without Integrated in Model	.146	6.059	.000	Without Integrated in Model	.269	11.907	.000
With Integrated in Model	.166	5.679	.018	With Integrated in Model	.309	12.574	.000
5 Days for the Homeless Event				5 Days for the Homeless Event			
Self-Appeal				Other Appeal			
	Adjusted R ²	F Change	Sig. F Change		Adjusted R ²	F Change	Sig. F Change
Without Integrated in Model	.257	19.889	.000	Without Integrated in Model	.195	14.212	.000
With Integrated in Model	.255	0.116	.734	With Integrated in Model	.296	54.9191	.000

Table 3.7. Comparison of Model Strength With and Without Integrated Motivation, for **Event-related Supportive Behaviour Intentions.**

Self-Appeal				Other-Appeal			
	Adjusted R ²	F Change	Sig. F Change		Adjusted R ²	F Change	Sig. F Change
Breast Cancer Event				Breast Cancer Event			
Without Integrated in Model	.262	11.495	.000	Without Integrated in Model	.243	10.476	.000
With Integrated in Model	.314	16.168	.000	With Integrated in Model	.316	22.395	.000
5 Days for the Homeless Event				5 Days for the Homeless Event			
Self-Appeal				Other Appeal			
	Adjusted R ²	F Change	Sig. F Change		Adjusted R ²	F Change	Sig. F Change
Without Integrated in Model	.289	23.28	.000	Without Integrated in Model	.234	17.760	.000
With Integrated in Model	.305	9.245	.003	With Integrated in Model	.304	38.616	.000

3.3. Post-Hoc Analyses

Gender Interactions

Following initial hypothesis testing, when gender entered the model as a control variable, it significantly contributed to several of the regression models based on our proposed hypotheses (particularly for cause- and event-related behaviour intentions – see Tables 3.3. and 3.4.). Thus, as prior results indicated gender was a confounding variable to be considered in the model, post-hoc analyses were conducted on the data to determine whether any interaction effects existed. It should be noted that for all of the following tables, gender interactions were entered in the model for each level of the situational/contextual motivation continuum. However, only significant gender interactions are shown in the tables below.

As mentioned earlier, an interesting post-hoc finding gave us partial support for hypothesis 1b, as these results show a relationship between gender and intrinsic motivation towards accomplishment. Specifically, For Study 1 (Breast Cancer Awareness), when viewing the ‘Self’ Facebook page, an interaction was found between gender and intrinsic motivation towards accomplishment for online behaviour intentions ($\beta = .237$, $p < .01$ please see Table 3.8), as well as introjected ($\beta = -.167$, $p < .05$, Table 3.9) and external ($\beta = .183$,

Table 3.9) motivation for cause-related behaviour intentions, and intrinsic motivation to accomplish ($\beta = .157$, marginally significant at $p = .062$, Table 3.10) and introjected motivation ($\beta = -.179$, $p < .05$, Table 3.10) for event-related behaviour intentions.

Table 3.8. Interaction Effects between **Gender** and **Intrinsic Motivation Towards Accomplishment** on **Online** Behaviour Intentions (Study 1, viewing self)

Adjusted R ² = 0.206	Beta	SE	t	p
(Constant)		0.351	0.291	0.771
Intrinsic - Experience Stimulation	0.224	0.113	2.478	0.014
Intrinsic - To Know	0.255	0.098	2.963	0.003
Intrinsic - Towards Accomplishment	-0.079	0.108	-0.867	0.387
Extrinsic - Integrated	0.152	0.105	1.733	0.085
Extrinsic - Identified	-0.006	0.136	-0.06	0.952
Extrinsic - Introjected	-0.001	0.098	-0.018	0.986
Extrinsic - External	0.112	0.103	1.387	0.167
Gender x Intrinsic To Accomplish	0.237	0.216	2.627	0.009

Table 3.9. Interaction Effects between **Gender** and **Introjected/External Motivation** on **Cause** Behaviour Intentions (Study 1, viewing self)

Adjusted R ² = 0.188	Beta	SE	t	p
(Constant)		0.333	2.841	0.005
Intrinsic - Experience Stimulation	0.148	0.107	1.613	0.108
Intrinsic - To Know	0.202	0.093	2.326	0.021
Intrinsic - Towards Accomplishment	0.005	0.102	0.05	0.960
Extrinsic - Integrated	0.165	0.099	1.858	0.065
Extrinsic - Identified	-0.026	0.129	-0.252	0.801
Extrinsic - Introjected	-0.004	0.093	-0.055	0.956
Extrinsic - External	0.074	0.098	0.908	0.365
Gender x Introjected	-0.167	0.186	-2.117	0.036
Gender x External	0.183	0.196	2.234	0.027

Table 3.10. Effect of Interaction between **Gender** and **Intrinsic Motivation Towards Accomplishment/Introjected Motivation** on **Event** Behaviour Intentions (Study 1, viewing self)

Adjusted R ² = 0.311	Beta	SE	t	p
(Constant)		0.302	1.497	0.136
Intrinsic - Experience Stimulation	0.143	0.097	1.700	0.091
Intrinsic - To Know	0.239	0.085	2.989	0.003
Intrinsic - Towards Accomplishment	0.094	0.093	1.107	0.270
Extrinsic - Integrated	0.299	0.09	3.669	0.000
Extrinsic - Identified	-0.076	0.117	-0.804	0.422
Extrinsic - Introjected	-0.005	0.084	-0.070	0.944
Extrinsic - External	-0.003	0.089	-0.046	0.964
Gender x Intrinsic to Accomplish	0.157	0.186	1.875	0.062
Gender x Introjected	-0.179	0.169	-2.467	0.014

Furthermore, for Study 1, when participants viewed the ‘Other’-benefit appeal Facebook page, an interaction again existed between gender and intrinsic motivation to accomplish ($\beta = -.164$, $p < .05$), as well as introjected extrinsic motivation ($\beta = .215$, $p = .01$, please refer to Table 3.11).

Table 3.11. Effect of Interaction between **Gender** and **Intrinsic Motivation To Know/To Accomplish** on **Online** Behaviour Intentions (Study 1, viewing other)

Adjusted R ² = 0.323	Beta	SE	t	p
(Constant)		0.299	1.814	0.071
Intrinsic - Experience Stimulation	0.369	0.096	4.421	0.000
Intrinsic - To Know	0.125	0.084	1.571	0.118
Intrinsic - Towards Accomplishment	-0.115	0.092	-1.369	0.172
Extrinsic - Integrated	0.273	0.089	3.375	0.001
Extrinsic - Identified	0	0.116	0.001	0.999
Extrinsic - Introjected	0.13	0.084	1.809	0.072
Extrinsic - External	-0.088	0.088	-1.181	0.239
Gender x Intrinsic to Accomplish	-0.164	0.169	-2.088	0.038
Gender x Introjected	0.215	0.184	2.590	0.010

Finally, for Study 2 (5 Days for the Homeless), an interaction was found between gender and the dimensions of autonomous motivation, but only when viewing the ‘Other’-benefit appeal Facebook page. Specifically, gender interacted with identified motivation for both cause-related ($\beta = .184$, $p < .05$, Table 3.12) and event-related ($\beta = .153$, $p < .05$) behaviour intentions (Table 3.13).

Table 3.12. Effect of Interaction between **Gender** and **Identified Motivation** on **Cause Behaviour Intentions** (Study 2, viewing other)

Adjusted R ² = 0.213	Beta	SE	t	p
(Constant)		0.208	7.182	0
Intrinsic - Experience Stimulation	0.163	0.063	2.679	0.008
Intrinsic - To Know	0.067	0.065	1.084	0.279
Intrinsic - Towards Accomplishment	-0.080	0.072	-1.151	0.251
Extrinsic - Integrated	0.476	0.064	7.643	0.000
Extrinsic - Identified	-0.116	0.084	-1.604	0.110
Extrinsic - Introjected	0.128	0.057	2.469	0.014
Extrinsic - External	-0.003	0.061	-0.058	0.954
Gendex x Identified	0.184	0.168	2.544	0.011

Table 3.13. Effect of Interaction between **Gender** and **Identified Motivation** on **Event Behaviour Intentions** (Study 2, viewing other)

Adjusted R ² = 0.290	Beta	SE	t	p
(Constant)		0.212	5.156	0.000
Intrinsic - Experience Stimulation	0.147	0.064	2.388	0.017
Intrinsic - To Know	0.127	0.066	2.034	0.043
Intrinsic - Towards Accomplishment	-0.082	0.073	-1.177	0.240
Extrinsic - Integrated	0.402	0.065	6.414	0.000
Extrinsic - Identified	-0.026	0.086	-0.361	0.718
Extrinsic - Introjected	0.136	0.058	2.606	0.010
Extrinsic - External	-0.072	0.063	-1.273	0.204
Gendex x Identified	0.153	0.172	2.103	0.036

Chapter 4

DISCUSSION AND MANAGERIAL IMPLICATIONS

The purpose of the present research was to conduct an in-depth analysis of the contribution of autonomous motivation for engaging Millennials in cause related events through social media. We accomplished this by focusing on the three dimensions of intrinsic motivation (to experience stimulation, to know, to accomplish), as well as the integrated extrinsic motivation construct.

As the results confirmed, both integrated and intrinsic motivation play an extremely important role in predicting online-, cause-, and event-related supportive behaviour intentions in Millennials. Results will be further interpreted in the following section, addressing the theoretical implications of our significant findings. We address the importance of looking at intrinsic motivation; the relationship between integrated motivation and identity and morality theories; and the possible reasons why gender differences are so strongly reflected in some of our findings. Finally, we conclude with a discussion on the managerial implications of this research, and why managers should see the value in Millennials for their social causes.

4.1. Theoretical Implications

The purpose of this study was twofold: first, expanding the generalizability of SDT into a new context of social media, via the testing of the three levels of intrinsic motivation in a new setting. Second, to expand upon the tenets of Self-Determination Theory by clarifying the nature and importance of the integrated extrinsic motivation construct.

Predicting Supportive Behaviour through Intrinsic Motivation to Experience Stimulation, to Know, and to Accomplish

It was hypothesized that intrinsic motivation to experience stimulation, to know, and towards accomplishment would each significantly predict online, cause, and event-related supportive behaviour intentions (hypotheses 1a-1c). Results indicated that intrinsic motivation to experience stimulation and towards knowledge significantly predicted supportive behaviour intentions in most cases, but intrinsic motivation towards accomplishment did not predict any supportive behaviour intentions across any of the studies. This finding was counter to our predictions, as prior research had shown that in both the academic and sport-related contexts all three levels of intrinsic motivation predicted behaviours (e.g. Pelletier, et al., 1995; Vallerand et al., 1993).

A difference exists between Study 1 and Study 2 results; intrinsic motivation to experience stimulation significantly predicts behaviour intentions across *all* three behaviour types (online, cause, event) for the youth homelessness event, but only for the online-related behaviour intentions for the breast cancer awareness event. Intrinsic motivation towards knowledge predicts online, cause, and event-related behaviour intentions, but not across all conditions; that is, it predicts online intentions when viewing the self-appeal page. Regarding the interpretation of the differences between results for the youth homelessness event and the breast cancer awareness event, perhaps intrinsic motivation to experience stimulation is a more significant predictor for Study 2 because of the nature of the event. The youth homelessness event invites students to become involved in an active ‘movement’, whereby they have the opportunity to experience what it’s like being homeless for up to 5 days, which includes sleeping outside and ‘begging’ for change from passersby. Conversely, the breast cancer awareness event is more of a social event (a party), though with altruistic intentions.

The idea of being outside and actively involved, as is possible with the youth homelessness event, allows students to feel a sense of exhilaration and ‘flow’ (Csikszentmihalyi, 1989; 1990) that is inherent in intrinsic motivation to experience stimulation, which might not be possible with what could be interpreted as the more laid-back event.

Intrinsic motivation towards accomplishment does not predict any of the supportive behaviour intentions; a number of explanations exist to justify this finding. First, and at the most basic level, this finding may be due to the fact that this construct is heavily based on research done in the academic setting (Vallerand, 1997), rather than something more generalizable. Furthermore, the three intrinsic motivation constructs had only previously been validated in academic and sport settings, which bear quite a bit of similarity to one another, but less so to the online context (e.g. Mallett, 2007; Pelletier et al., 1995; 2013). Perhaps this construct simply does not generalize to the social media context.

However, an alternate explanation exists, whereby this result is due largely to the fact that supportive behaviour *intentions* are assessed, rather than concrete actions. It must be considered that participants are being asked to rate their motivation to hypothetically engage in a supportive behaviour; while it may be possible to imagine themselves engaging in the activity, and thus developing a sense of stimulation, it may be more difficult to imagine one ‘accomplishing’ anything. This is particularly true when considering that intrinsic motivation towards accomplishment is based entirely on the process of overcoming a challenging task, rather than on an end goal (e.g. of doing a ‘good deed’). Therefore, as participants had not yet been given the opportunity to actually accomplish anything by involving themselves in these causes at the time the questionnaire was administered, it may in fact make sense that this construct does not hold any predictive validity. Future research could address this by looking

at supportive behaviours that participants have already engaged in, rather than those they intend to do.

On the Unique Significance of the Integrated Motivation Construct

Results show support for the hypothesis (2a) that integrated extrinsic motivation will significantly predict online, cause, and event-related behaviours. The model for dimensions of autonomous motivation is stronger with the inclusion of the integrated motivation construct (hypothesis 2b) in all but two situations (online- and cause-related supportive behaviour intentions for the 5 Days for the Homeless event, when viewing Self-appeal). These results are not surprising, as they confirm the importance of the integrated construct as it was previously demonstrated by a number of SDT researchers (e.g. Deci & Ryan, 1991, 2000; Pelletier et al., 2013). However, this finding is nevertheless extremely important, as it helps to clarify the discrepancy regarding the use of the integrated extrinsic motivation construct within the literature. Specifically, it shows that researchers should not omit this construct from their Self-Determined motivation scale when assessing participants' motivation. The aim of conducting these analyses then is to confirm the importance of including this construct in the autonomous motivation scale, which was successfully accomplished.

As previously mentioned, it is important to look at the integrated motivation construct because previous researchers have posited a number of reasons for omitting the construct from their scales. Though the reasons previously listed are related more to scale validation issues, some authors have expressed theoretical reasons for avoiding the use of this construct. One noteworthy example is the following: "...this form of motivation [integrated extrinsic] is more relevant for individuals with formed identities and not for older adolescents and

emerging adults” (Ratelle, Guay, Vallerand, Larose, & Senecal, 2007, p. 735) and for this reason, the authors opted to omit the integrated regulation construct from their study.

The present study offers a very interesting counter argument to Ratelle et al.’s (2007) justification. As this study was particularly focused on Millennials, and specifically undergraduate university students (‘emerging adults’), we wanted to assess whether they would in fact be motivated to engage in supportive behaviours through an integrated behaviour regulation; our results overwhelmingly support this idea. In fact, in many cases, integrated motivation was the most significant predictor of supportive behaviour intentions in the model (e.g., cause- and event-related behaviour intentions – please refer to Table 3.4.). When taken a step further, the essential argument that integrated regulation only emerges after one’s identity is more fully developed may in fact be correct; perhaps the authors simply overestimated the age at which this identity is developed. The idea of identity development in Millennials thus can become extremely relevant to the understanding of this generation, and the reasons why it engages in supportive behaviours.

Identity Theory (Stryker, 1968) addresses the issue of linking identities to particular behaviours. A salient identity will lead to more frequent behaviour in that field, and the identity is made more salient by the importance of the role relationships within that identity domain (please refer to Stryker & Burke, 2000). Thus, if Millennials are inclined towards social causes and civic awareness as was previously demonstrated (Furlow, 2011; Saunderson, 2009), perhaps Millennials’ development of a ‘socially-aware’ identity lead to an inherently integrated motivation towards supportive behaviours, resulting in increased engagement in a multitude of causes.

The idea that integrated regulation could be developed later in life may also be linked to the previously discussed idea of morality and moral reasoning. Specifically, the most

renowned theories of morality are based on cognitive-developmental reasoning; theorists show morality to be something that develops and becomes more embedded in one's self-concept with age (e.g. Kohlberg, 1969; Kohlberg & Hersh, 1977). As the identity only develops with age, one's morality and sense of purpose towards engaging in supportive behaviours will subsequently develop as well. This idea is consistent with Hart & Atkin's (1998) definition of moral identity as "a commitment to one's sense of self to lines of action that promote or protect the welfare of others" (p. 515). The strength of the integrated motivation construct is in its relation to the development of one's self-concept and moral identity. Perhaps the integrated motivation construct taps into the moral motives that Millennials possess for engaging in social causes, and these motives might not be addressed by the other autonomous motivation dimensions.

The Relationship between Gender and Motivation

Finally, post-hoc analyses indicate evidence for an interaction between gender and the dimensions of autonomous motivation. Our most interesting finding pertains to the relationship between gender and intrinsic motivation towards accomplishment. Females appear to be sensitive to the accomplishment dimension and it may predict supportive outcomes, particularly for online and event-related behaviours (please refer to Tables 3.8, 3.10, and 3.11 above).

Participants may have a hard time imagining themselves accomplishing anything without having engaged in the behaviour. Female participants were able to visualize with greater ease the possibility of actually attending the event, which resulted in a sense of accomplishment. This finding may relate to the 'closeness' females generally feel towards the breast cancer cause. Though both men and women can be affected directly or indirectly, and

both likely know people who are affected by the disease, it is a much more salient cause for females than it is for males.

Conversely, introjected motivation predicts cause- and event-related behaviour intentions in males. A similar reasoning might even serve to explain the introjected finding for males. Perhaps males find themselves feeling 'obliged' to show support for a cause that is less strongly held in their belief system. Though they still understand the importance of the cause (as it is not an externally-regulated behaviour), they have not fully endorsed it as being important to their sense of self.

However, when viewing the 'other'- benefit appeal, results actually reversed; for the online behaviour intentions, men are more likely to be intrinsically motivated towards accomplishment, whereas introjected motivation significantly predicts behaviour intentions for women. Future research should look into whether this reversal is due to the type of appeal presented.

Study 2 results indicate that identified regulation significantly predicts cause- and event-related behaviours for females. These findings are in line with the other empirical studies. Females reported higher levels of autonomous (intrinsic, integrated, and identified) motivation than did males in an academic setting (Vallerand & Bissonnette, 1992). Females tend to have a stronger internal perceived locus of control than do males (Cooper, Burger, & Good, 1981). Autonomous motivation constructs such as intrinsic motivation to accomplish and identified motivation could be greater predictors in females.

The following section will look at the numerous implications this study holds for practitioners.

4.2. Managerial Implications

This research provides a better understanding on how motivation for Millennials can help managers and decision makers in developing communication strategies that will fit with Millennials' philosophy and interests. Also, a particular attention on Millennials' supportive behaviours will help businesses and organizations to orient their strategy in order to get Millennials involved and motivated towards prosocial actions. In the context of globalization, the need to feel involved in the community and be "globally-focally" present will be the next trend. Thus, this research presented a mix of exploratory and empirical evidence for decision makers as to why they need to develop a new management and organizational behavioural style to face upcoming challenges from the Millennial generation.

This research has not only led to future venues for researchers, but also offers guidelines for managers and decision makers. For example, the idea of Millennials having a salient identity towards social involvement is relevant. The idea behind salient identities, as previously mentioned, is that the more significant the identity is to the self, the more likely one is to engage in these behaviours. This is relevant for charitable organizations and managers in the not-for-profit domain especially if they hope to seek out the 'next' generation of volunteers in Millennials individuals. Results should encourage managers in the non-profit sector to actively appeal to Millennials, and this study offers them a framework within which to do so: our findings support the idea that social media provides an excellent venue for promoting charitable causes.

By dividing the supportive behaviour intentions into three 'types', we demonstrate that Millennials will not only become engaged in a prosocial cause themselves, but they will be willing to promote/share a worthy cause with their peers on social networking sites (as is evidenced by the 'online' supportive behaviour intentions). This could serve as a helpful

advertising/publicity approach for charities. As well, for managers who feel that social media awareness would not translate into veritable action (whether through donations or volunteering), the event-related behaviour intentions demonstrate that Millennials are clearly willing to take what they see on these sites and transform it into action.

Results on gender show that males and females do respond differently to the way that the appeal for supportive behaviours is presented. These results indicate that the type of supportive engagement behaviour (online, cause, or event) can be very much influenced by the way that the appeal is presented, and each one can be uniquely impacted by external factors. Thus, the method of communicating to Millennials when trying to engage them in charitable causes should certainly cater to one's specific audience, rather than "blanket" mass appeals that try to reach the largest audience.

This research addresses the practical limitations of the study, and the future directions that researchers can take in order to further validate these results. Specifically, we focus on the cross-sectional and online nature of the research; the importance of validating the social media context as autonomy-supportive; and the notions of self and other.

Chapter 5

CONCLUSION, LIMITATIONS, AND FUTURE DIRECTIONS

The present research aimed to expand upon the tenets of Self-Determination Theory, while offering a new means of looking at prosocial involvement by Millennials, using social networks. Through the testing of the integrated motivation construct, as well as an attempt to expand the three levels of intrinsic motivation to a new social media context, we were able to demonstrate not only the importance of SDT to the social media environment, but also the role of Millennials play in engagement with social causes, and the influence this generation can possess. Specifically, through the online questionnaire conducted on two charitable events (one for breast cancer awareness and one for youth homelessness awareness), we demonstrate the importance of autonomous motivation in Millennials engagement in supportive behaviours. Results show that integrated motivation is important in predicting supportive behaviour intentions in the social media sphere, as are intrinsic motivation to know and to experience stimulation. Furthermore, we show the important role that gender plays in establishing connections between Millennials and appeals for supportive behaviour.

Given how negatively Millennials are often portrayed (e.g. selfish, bored easily, etc.), it is important to offer concrete evidence that Millennials will not only get involved with prosocial causes, but they will also be *autonomously* motivated to do so. This study has shown that Millennials are being underestimated in their ability and willingness to contribute to the improvement of society, and a great deal can be done to appeal to their willingness to become engaged.

5.1. Limitations of the Present Study

Prior to address the future directions, there are a number of limitations from the present study: cross-sectional design, online study, the nature of the social media context, and finally the notion of ‘self’ and ‘other’.

Firstly, the study is cross-sectional in nature. The cross-sectional design is limited in that causal relationships cannot be concluded from the analyses. Future researchers could expand upon these results through a longitudinal study design. Secondly, an online study, as opposed to conducting a study in the laboratory environment, may represent some advantages and disadvantages. With the online study, one may lose the ability to verify that the participant is fully engaged in responding to the questionnaire, and thus is offering valid responses. However, this was partially offset by: the ‘timer’ feature offered in the Marketing Research Practicum (MRP) platform, whereby those who took too little or too much time to complete the questionnaire were eliminated; the verification questions that were used to assure that participants paid particular attention to the Facebook pages they were viewing; and, the fact that Millennials naturally engage in social media. Nevertheless, for the nature of this research, it was decided that the benefits of a larger sample size were far greater than the potential cost of losing ‘control’ over the environment in which participants were studied.

Thirdly, the social media context is herein defined as an autonomy-supportive context. Normally, a needs satisfaction questionnaire pertaining to the context would be administered to confirm this. However, as this was the first study of its kind using SDT in the social media context, the assumption is fairly reasonable and based on the evidence presented that social media fits the autonomy-supportive environment (where feedback is immediately available, Millennials feel competent to engage in the technology related to SM context, etc.). Future

research should make efforts to confirm whether individuals do, in fact, derive satisfaction of the three basic psychological needs from this social media context.

Finally, a note on the limitation of showing participants both the ‘Self’ and ‘Other’ Facebook pages. Though all participants were shown ‘self’ and ‘other’ Facebook pages in random order, all of the analyses were done by aggregating the results of all those who saw the ‘self’ page and all those who saw the ‘other’ page, regardless of the order in which they were presented. For the nature of this research, it was decided that the study would be more meaningful and generalizable with a larger, and thus more representative, sample size. This does however preclude the possibility of order effects among those whose responses were given after viewing the second Facebook page. Future research could address this issue by conducting within-subject analyses to address the effects of presenting both conditions to participants.

We will conclude this research with a note on how researchers can take the groundwork that has been laid in this study and advance it towards further understanding the vital role that Millennials do and will continue to play in social awareness and prosocial causes.

5.2. Future Research Avenues

The present study has allowed many opportunities for researchers to begin to better understand how Millennials interact with their technological environment, and furthermore how this environment aligns with the beliefs in social causes. Future researchers could address the following issues: the importance of social media as an autonomy-supportive environment; the need to study actions as well as intentions; and finally the roles that

morality and identity play in understanding the type of motivation that Millennials experience.

The present study laid the groundwork for studying self-determination theory in a new context (social media/social networking sites), one which is only likely to grow in popularity and frequency of use over the new few years. Future researchers can expand upon this by delving further into the idea that social media is in fact an autonomy-supportive context, as previously mentioned.

As the present study focused on supportive behaviour intentions rather than actions, future research could be oriented towards supportive behaviours that were actually completed by participants. This might be particularly important for the intrinsic motivation towards accomplishment construct, as it may be more valid to assess individuals' sense of accomplishment after they have actually had the opportunity to engage in the supportive behaviour.

The need for longitudinal research in this area was addressed earlier. An important contribution of the longitudinal study design would be to address the critique that Millennials' interest in social causes is merely a 'passing fad'. Many believe that as Millennials grow older, their interests will become more self-oriented and their desire to engage in social causes will decrease. However, those who support this 'prediction' are overlooking a new reality that Millennials face. Specifically, Millennials are engaged in this online social media context, which connects them with one another at a global level. This has resulted in a generation that is far more socially and globally aware than any of its predecessors. As Millennials, especially those in Western cultures, face a suffering economy and overall landscape that is the end result of the decisions of their predecessors, Millennials have a 'nothing to lose' attitude, and see the benefits to change for themselves and for others.

Looking at today's Millennials years or decades from now would allow us to see whether these changes really are as global and permanent as we suspect.

Finally, another interesting avenue is the idea of the role that identity and morality play in the development of an internalized (and specifically, integrated) regulation towards engaging in supportive behaviours. The integrated motivation construct does in fact require a more fully developed identity, as proposed by Ratelle et al. (2007), one which is linked with empathy, morality, and other identity constructs. This is true in a period where transparency becomes 'strategic' for organizations; there is a definite need to get a better grasp on these important intangible assets for organizations and decision makers.

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VII. APPENDICES

Appendix A
Ethics Approval Form



CERTIFICATION OF ETHICAL ACCEPTABILITY
FOR RESEARCH INVOLVING HUMAN SUBJECTS

Name of Applicant: Dr Michele Paulin
Department: Marketing
Agency: CASA
Title of Project: Implications and Contributions of
generation Y to the Social Media Enhanced
Special Event Experience
Certification Number: UH2009-032-4

Valid From: March 19, 2012 to: March 18, 2013

The members of the University Human Research Ethics Committee have examined the application for a grant to support the above-named project, and consider the experimental procedures, as outlined by the applicant, to be acceptable on ethical grounds for research involving human subjects.

A handwritten signature in black ink, appearing to read "J. Pfaus".

Dr. James Pfaus, Chair, University Human Research Ethics Committee

Appendix B

Invitation to Participate

Participant task

This online study is about you and your generation of peers (GENY'S) and your involvement with social media and an event related to a social cause. Please read the instructions carefully. This task will take you 30-60 minutes. You will be asked to thoughtfully complete sets of questions and also to examine very thoroughly the contents of two Facebook Event pages. You will then provide your impressions and assessments.

The questionnaire has built-in validity checks and credit will only be allocated to students who have responsibly completed the task.

To protect your privacy, you will not use your personal Facebook account. Instead, you will be given instructions to access the Facebook event pages. Your participation in this study will help a fellow student complete her research project.

Withdrawal from the study is possible at anytime, in which case, credits will not be allocated. Should the researcher assess (with evidence) that a student has not adequately fulfilled his/her responsibility or has acted in a manner to breach academic code of conduct, the researcher has the right to refuse granting credit.

Appendix C

Main Online Questionnaire

Experiment: **Generation Y, Social Media, and special event experiences**

PLEASE READ CAREFULLY THE INSTRUCTIONS BELOW BEFORE STARTING THE SURVEY. This study has 3 sections (A, B & C) 1. Begin by answering questions in Section A. 2. Before accessing the questions in Section B, you will be asked to OPEN A NEW WEB PAGE/WINDOW and you will be provided with a link to a FACEBOOK page and an email and a password set by the researcher. 3. Before answering the questions in Section C, MAKE SURE YOU HAVE LOGGED OUT OF THE PREVIOUS FACEBOOK SESSION. THEN OPEN ANOTHER WINDOW FOR A SECOND FACEBOOK PAGE WHILE MAKING SURE THE QUESTIONNAIRE REMAINS OPEN. Once you've completed the entire questionnaire, you can submit your answers. PLEASE NOTE: THOROUGH AND COMPLETE ANSWERS ARE REQUIRED IN ORDER TO RECEIVE CREDITS.

1. Do you wish to continue?

Yes

No

2. Please indicate your gender

Male

Female

3. Please indicate your age

18-20

21-23

24-27

28-30

>30

YOU HAVE COMPLETED SECTION A. YOU WILL NOW BE GIVEN INSTRUCTIONS TO EXAMINE IN DETAIL A FACEBOOK PAGE FOR AN EVENT. PLEASE READ ALL THE INSTRUCTIONS BEFORE TAKING ANY ACTIONS. 1. DO NOT CLOSE THIS WINDOW (to prevent losing your current answers). YOU WILL HAVE TO RETURN LATER TO THIS WINDOW TO COMPLETE SECTION B 2. OPEN A NEW WINDOW IN YOUR BROWSER and COPY/PASTE THIS LINK <http://www.facebook.com/home.php> 3. IF THE LAST DIGIT OF YOUR CONCORDIA ID IS: a) AN EVEN NUMBER (2,4,6,8 or 0) LOGIN TO FACEBOOK AS email: JolieMuller82@hotmail.com password: 150982 b) AN ODD NUMBER (1,3,5,7 or 9) LOGIN TO FACEBOOK AS email: Jdoyle212@hotmail.com password: 261086 4. ONCE LOGGED IN, CLICK ON "EVENTS" IN TOP LEFT CORNER OF PAGE AND THEN CLICK ON "5 Days For The Homeless" 5. EXAMINE THIS EVENT PAGE IN DETAIL (DO NOT JUST SKIM IT). Click on "see more" to remove the Google map. YOU WILL BE ASKED QUESTIONS ABOUT THE: a) picture in upper left corner b) "more info" section c) comments in the "friends" postings and "Like" d) other pictures posted e) content of the video(s) 6. THEN RETURN TO THIS WINDOW TO COMPLETE SECTION B

28. At this point, do you have any difficulty proceeding?

Yes, Please contact j_gutber@jmsb.concordia.ca

No, Please continue and open a new window to login to FACEBOOK

29. Did you login to examine the FACEBOOK event page as

JolieMuller82@hotmail.com

Jdoyle212@hotmail.com

30. The profile picture (top left) mentions...

Where are you sleeping tonight

Homeless Youth in Canada

31. The "More Info" section mentions...

JOIN THE FUN

it's OUR responsibility!!!

32. A video emphasizes...

I'm nervous and Its changing me

1 in 2 runaways are physically abused

33. On the "Wall" ...

Nina says You can get a tax receipt

Nina says "Together at JMSB we surpassed our goal !!"

34. On the "Wall" ...

Maria says "WOW - wish I wz a Monster;)"

Maria says "CHANGE for the homeless! Makes CENTS, right?"

The presentation of the FACEBOOK page appeals to people...(1-Strongly Disagree-5-Strongly Agree)

- 35. ... concerned about their own needs and interests
- 36. ... concerned about the needs and interests of others
- 37. ... who consider their own wishes and desires to be relevant
- 38. ... who consider others' wishes and desires to be relevant
- 39. ... who consider their own goals and aspirations as important
- 40. ... who consider others' goals and aspirations as important

PROSOCIAL BEHAVIOUR INTENTIONS QUESTIONNAIRE - FIRST FACEBOOK PAGE VIEWING

Online-related Behaviour Intentions: This FACEBOOK event page makes me want to...(1-Strongly Disagree- 5-Strongly Agree)

- 41. ...respond that I “like” some of the postings
- 42. ...post my "comments" to it
- 43. ...share it with my friends and others in my network
- 44. ... share some of the videos, pictures, and links etc.

Cause-related Behaviour Intentions: This FACEBOOK event page makes me want to ... (1-Strongly Disagree- 5-Strongly Agree)

- 45. ... recommend the 5 Days For The Homeless Campaign to my friends
- 46. ... find out more about homelessness
- 47. ... support the 5 Days For The Homeless Campaign
- 48. ... be part of the 5 Days For The Homeless Campaign community

Event-related Behaviour Intentions: Other things considered, I would ...(1-Strongly Disagree- 5-Strongly Agree)

- 49. ... attend the 5 Days For The Homeless event
- 50. ... make a donation to the 5 Days For The Homeless event to fight homelessness
- 51. ... volunteer to help out at the 5 Days For The Homeless event
- 52. ... willingly be on the organizing committee of the 5 Days For The Homeless Campaign

YOU HAVE COMPLETED SECTION B. YOU WILL NOW BE GIVEN INSTRUCTIONS TO VIEW A SECOND FACEBOOK PAGE FOR AN EVENT. PLEASE READ ALL THE INSTRUCTIONS BEFORE TAKING ANY ACTIONS. 1. DO NOT CLOSE THIS WINDOW (to prevent losing your current answers). YOU WILL HAVE TO RETURN LATER TO THIS WINDOW TO COMPLETE SECTION B 2. OPEN A NEW WINDOW IN YOUR BROWSER and COPY/PASTE THIS LINK <http://www.facebook.com/home.php> 3. IF YOU PREVIOUSLY SIGNED IN AS: email: JolieMuller82@hotmail.com NOW LOGIN IN AGAIN USING: email: Jdoyle212@hotmail.com password: 261086 OR IF YOU PREVIOUSLY LOGGED IN AS email: Jdoyle212@hotmail.com NOW LOGIN USING: email: JolieMuller82@hotmail.com password: 150982 4. ONCE LOGGED IN, CLICK ON "EVENTS" IN TOP LEFT CORNER OF PAGE AND THEN CLICK ON "5 Days For The Homeless" 5. EXAMINE THIS EVENT PAGE IN DETAIL (DO NOT JUST SKIM IT). Click on "see more" to remove the Google map. YOU WILL BE ASKED QUESTIONS ABOUT THE: a) picture in upper left corner b) "more info" section c) comments in the "friends" postings and "Like" d) other pictures posted e) content of the video(s) 6. THEN RETURN TO THIS WINDOW TO COMPLETE SECTION C

- 53. At this point, do you have any difficulty proceeding?

Yes, Please contact j_gutber@jmsb.concordia.ca

No, continue and open a new window to login to FACEBOOK

54. Did you login to examine the FACEBOOK event page as..

JolieMuller82@hotmail.com

jdoyle212@hotmail.com

55. The profile picture (top left) mentions...

Where are you sleeping tonight

Homeless Youth in Canada

56. The "More Info" section mentions...

JOIN THE FUN

it's OUR responsibility!!!

57. A video emphasizes...

I'm nervous and Its changing me

1 in 2 runaways are physically abused

58. On the "Wall" ...

Nina says "You can get a tax receipt"

Nina says "Together at JMSB we surpassed our goal !!"

59. On the "Wall" ...

Maria says "WOW - wish I wz a Monster;)"

Maria says "CHANGE for the homeless! Makes CENTS, right?"

Experiment: **Generation Y, Social Media, and special event experiences**

The presentation of the FACEBOOK page appeals to people...(1-Strongly Disagree- 5-Strongly Agree)

- 60. ... concerned about their own needs and interests
- 61. ... concerned about the needs and interests of others
- 62. ... who consider their own wishes and desires to be relevant
- 63. ... who consider others' wishes and desires to be relevant
- 64. ... who consider their own goals and aspirations as important
- 65. ... who consider others' goals and aspirations as important

PROSOCIAL BEHAVIOUR INTENTIONS QUESTIONNAIRE - SECOND FACEBOOK PAGE VIEWING

Online-related Behaviour Intentions: This FACEBOOK event page makes me want to...(1-Strongly Disagree- 5-Strongly Agree)

- 66. ...respond that I "like" some of the postings
- 67. ...post my "comments" to it
- 68. ...share it with my friends and others in my network
- 69. ... share some of the videos, pictures, and links etc.

Cause-related Behaviour Intentions: This FACEBOOK event page makes me want to ... (1-Strongly Disagree- 5-Strongly Agree)

- 70. ... recommend the 5 Days For The Homeless Campaign to my friends
- 71. ... find out more about homelessness
- 72. ... support the 5 Days For The Homeless Campaign
- 73. ... be part of the 5 Days For The Homeless Campaign community

Event-related Behaviour Intentions: Other things considered, I would ... (1-Strongly Disagree- 5-Strongly Agree)

- 74. ... attend the 5 Days For The Homeless event
- 75. ... make a donation to the 5 Days For The Homeless event to fight homelessness
- 76. ... volunteer to help out at the 5 Days For The Homeless event
- 77. ... willingly be on the organizing committee of the 5 Days For The Homeless Campaign

SITUATIONAL/CONTEXTUAL MOTIVATION SCALE

I would become engaged in events for social causes like 5 Days For The Homeless...(1-Strongly Disagree- 5-Strongly Agree)

78. ... in order to feel pleasant emotions
79. ... because I do not want to disappoint certain people
80. ... in order to help myself become the person I aim to be
81. ... because I like making interesting discoveries
82. ... because I would beat myself up for not doing it
83. ... because of the pleasure I feel as I become more and more skilled
84. ... although I do not see the benefit of what I am doing
85. ... because it is really a part of who I am.
86. ... because of the sense of well-being I feel while I am doing them
87. ... because I want to be viewed more positively by certain people
88. ... because I chose them as means to attain my objectives
89. ... for the pleasure of acquiring new knowledge
90. ... because otherwise I would feel guilty for not doing them
91. ... for the pleasure I feel mastering what I am doing
92. ... although it does not make a difference whether I do them or not
93. ... because it is very meaningful for me
94. ... for the pleasant sensations I feel while I am doing them
95. ... in order to show others what I am capable of
96. ... because I chose them in order to attain what I desire
97. ... for the pleasure of learning new, interesting things
98. ... because I force myself to do them
99. ... because of the satisfaction I feel in trying to excel in what I do
100. ... even though I do not have a good reason for doing them
101. ... because it is something I value deeply
102. ... for the enjoyable feelings I experience
103. ... in order to attain prestige
104. ... because I choose to invest myself in what is important to me
105. ... for the pleasure of learning different interesting facts
106. ... because I would feel bad if I do not do them
107. ... because of the pleasure I feel outdoing myself
108. ... even though I believe they are not worth the trouble
109. ... because it is in line with my personal goals

Appendix D

Test of Outliers (Standardized Scores of all Variables)

Table D.1. Range of Standardized Scores (Z-Score) for Study 1 Variables

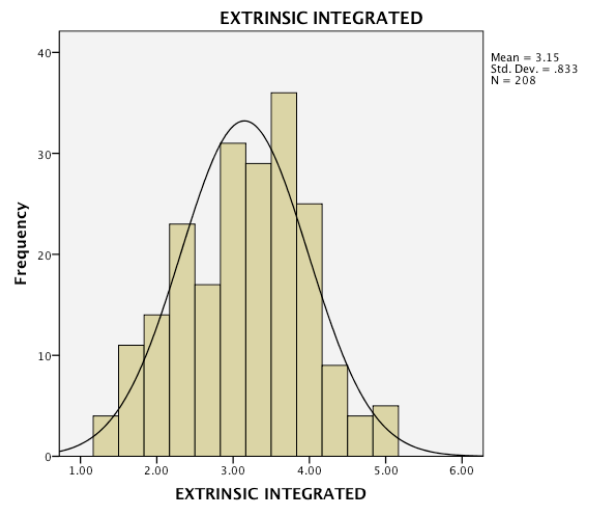
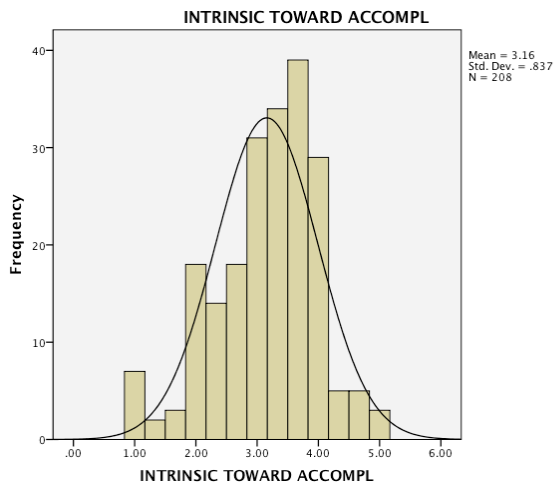
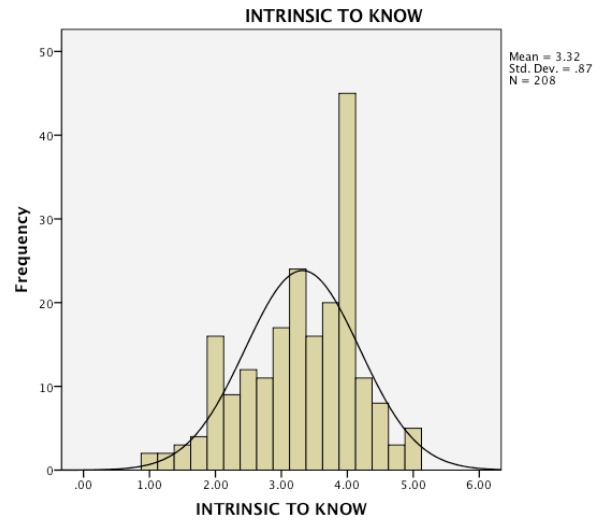
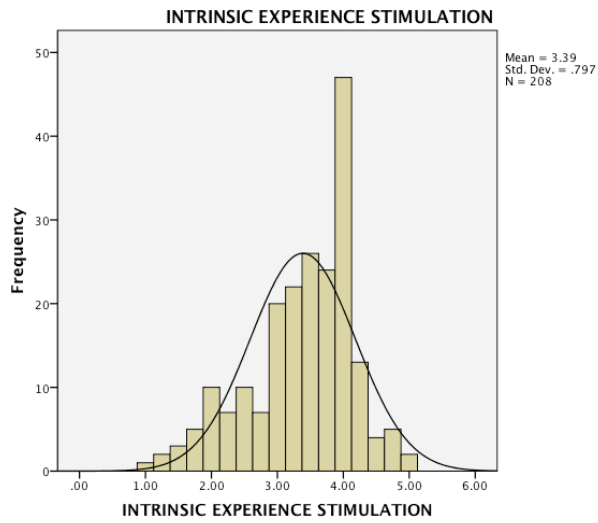
	Minimum	Maximum
Online Intentions (<i>Self</i>)	-1.634	2.391
Cause Intentions (<i>Self</i>)	-2.066	2.218
Event Intentions (<i>Self</i>)	-2.084	2.266
Online Intentions (<i>Other</i>)	-2.227	2.127
Cause Intentions (<i>Other</i>)	-2.495	1.840
Event Intentions (<i>Other</i>)	-2.177	2.144
Intrinsic - Experience	-2.992	2.024
Stimulation		
Intrinsic - To Know	-2.666	1.931
Intrinsic - To Accomplish	-2.578	2.203
Extrinsic - Integrated	-2.181	2.223
Extrinsic - Identified	-2.790	2.599
Extrinsic - Introjected	-1.414	3.339
Extrinsic - External	-1.833	2.663

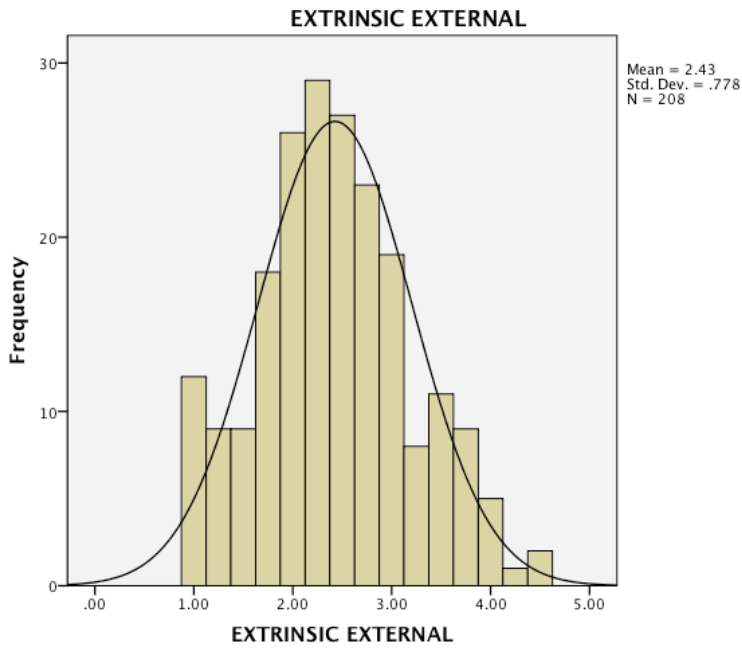
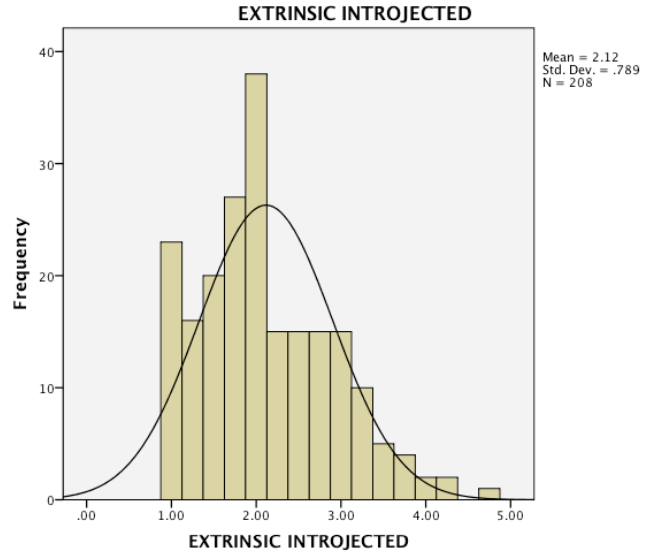
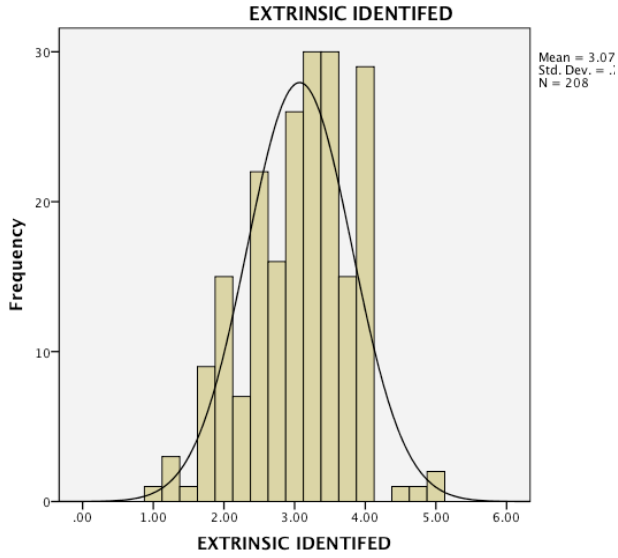
Table D.2. Range of Standardized Scores (Z-Score) for Study 2 Variables

	Minimum	Maximum
Online Intentions (<i>Self</i>)	-1.862	2.109
Cause Intentions (<i>Self</i>)	-2.030	1.969
Event Intentions (<i>Self</i>)	-2.093	2.280
Online Intentions (<i>Other</i>)	-2.653	1.712
Cause Intentions (<i>Other</i>)	-2.851	1.712
Event Intentions (<i>Other</i>)	-2.484	2.020
Intrinsic - Experience	-2.906	1.819
Stimulation		
Intrinsic - To Know	-2.986	1.761
Intrinsic - To Accomplish	-2.468	2.259
Extrinsic - Integrated	-2.639	2.033
Extrinsic - Identified	-2.937	2.356
Extrinsic - Introjected	-1.368	3.307
Extrinsic - External	-1.725	2.648

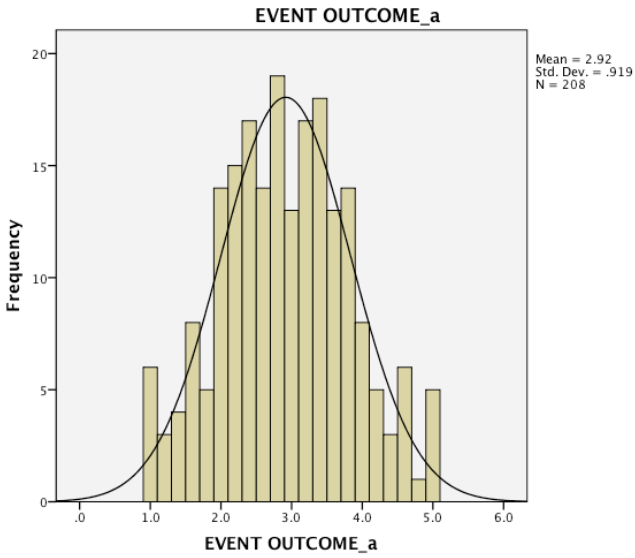
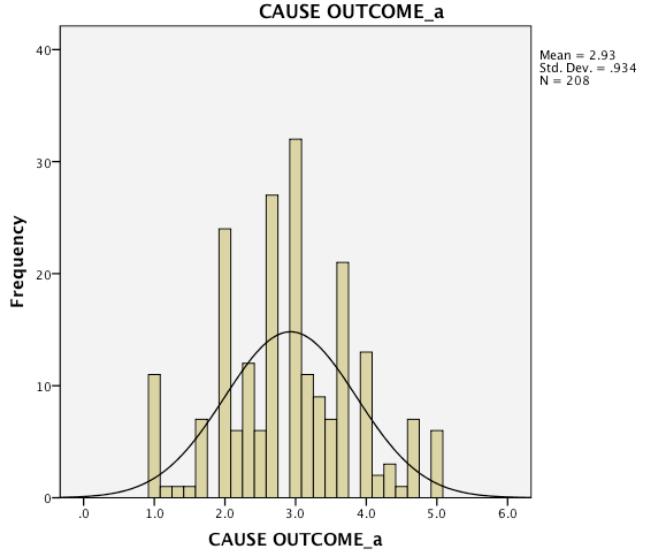
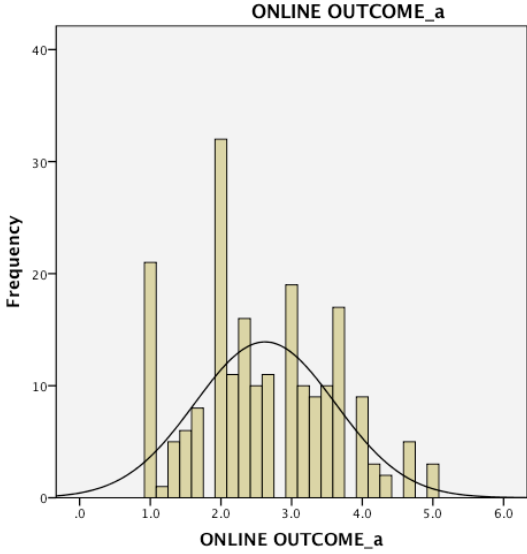
Appendix E Normality Distribution Curves

Study 3 – Breast Cancer

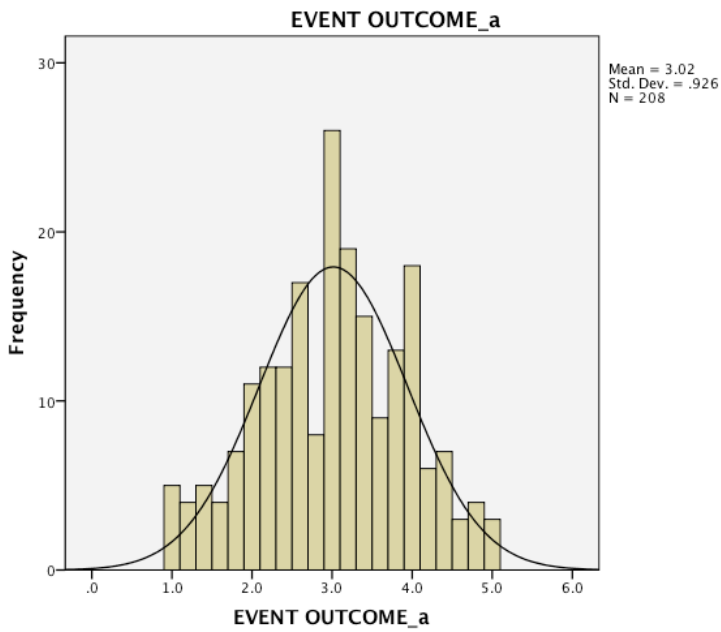
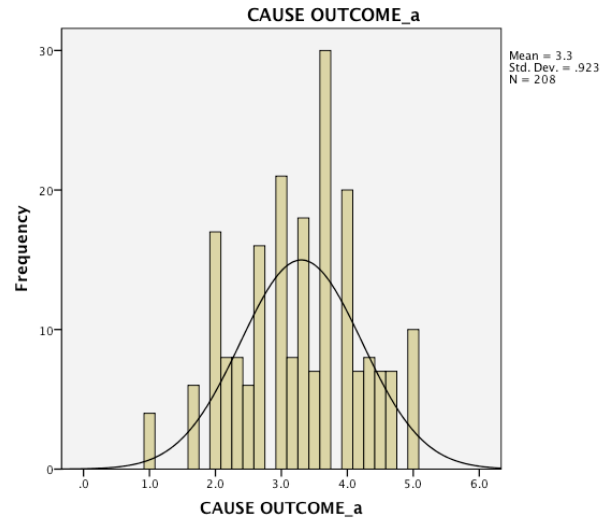
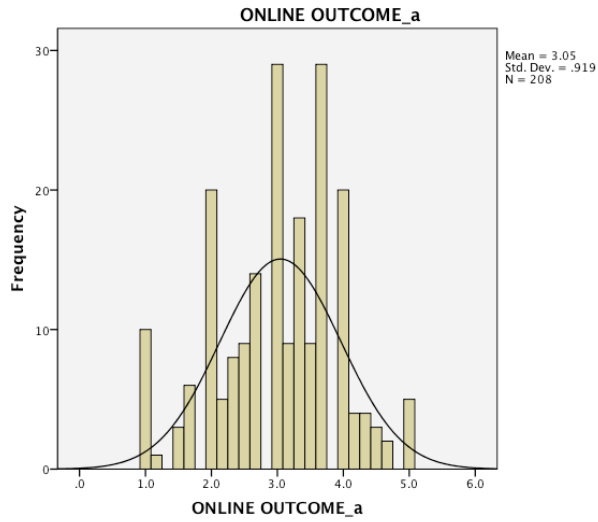




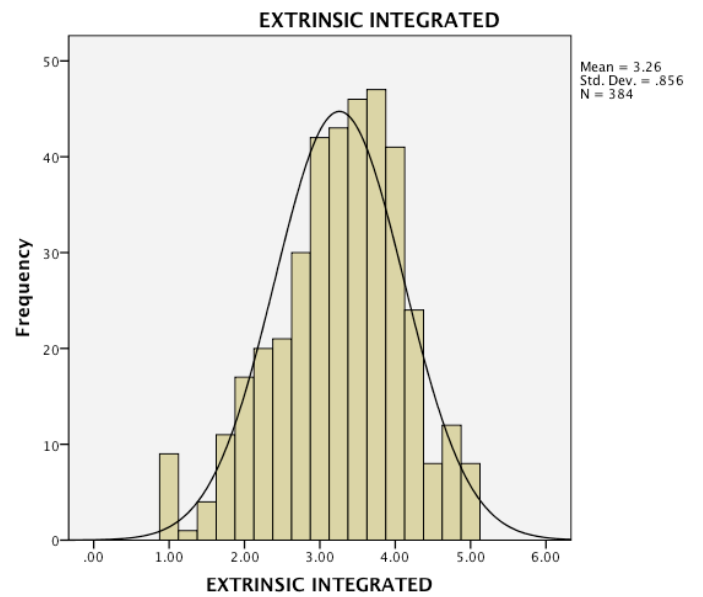
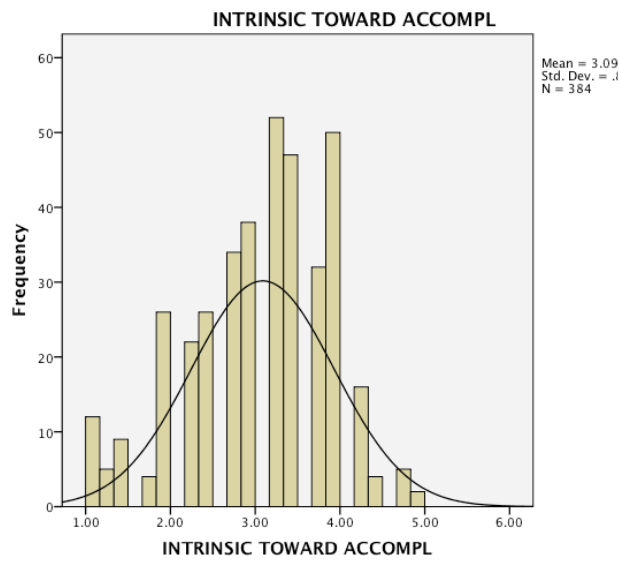
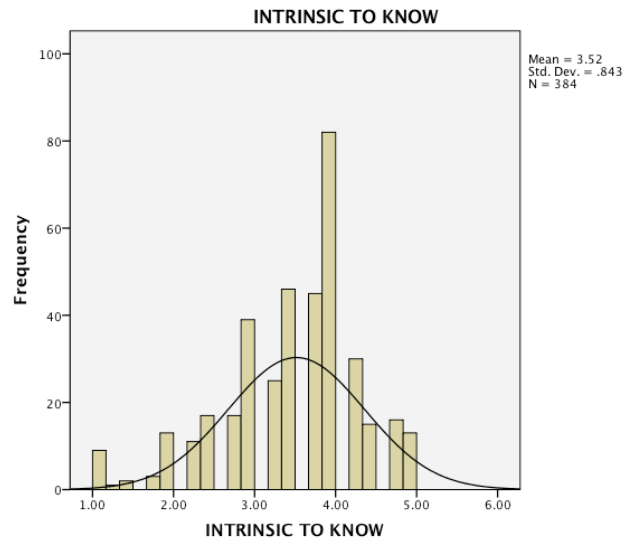
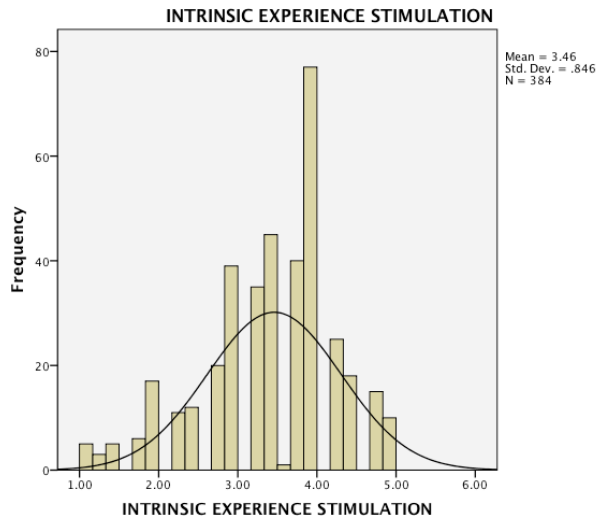
OUTCOME INTENTIONS AFTER VIEWING SELF PAGE

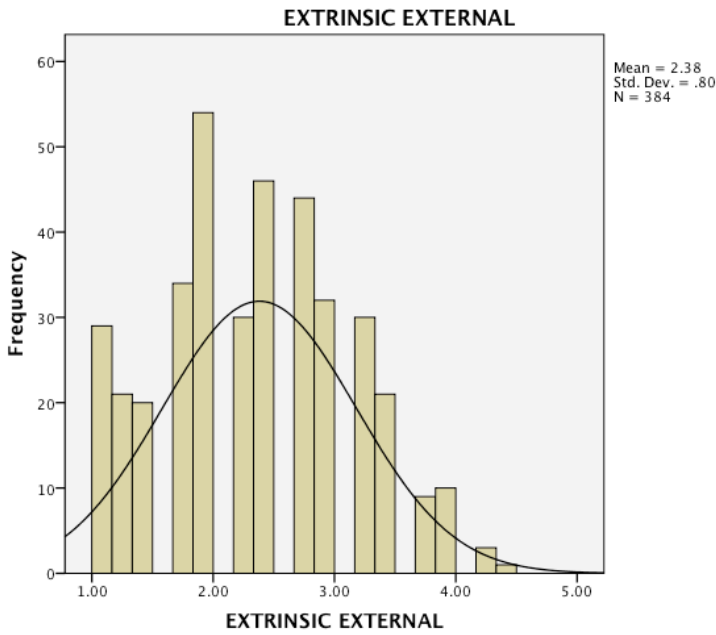
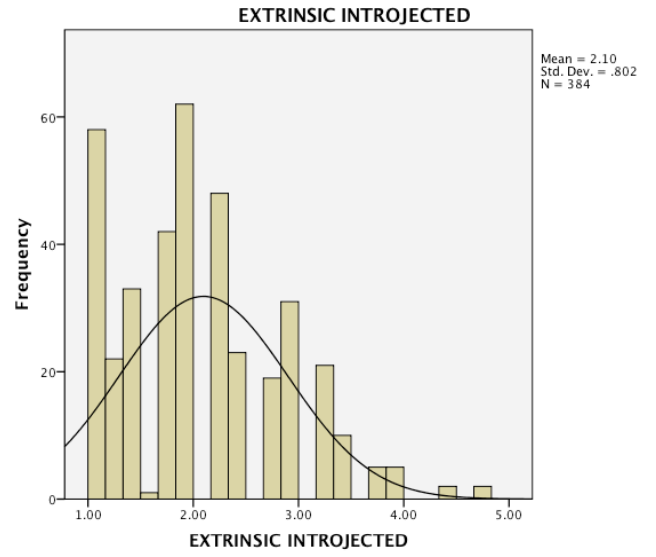
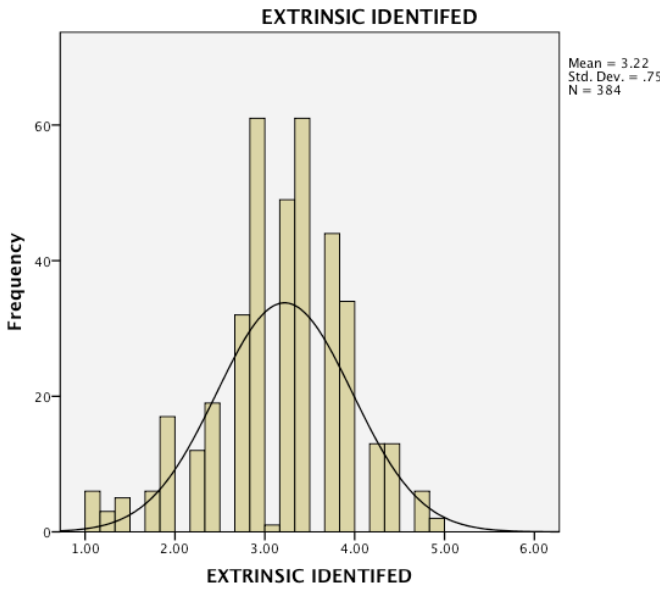


OUTCOME INTENTIONS AFTER VIEWING OTHER PAGE

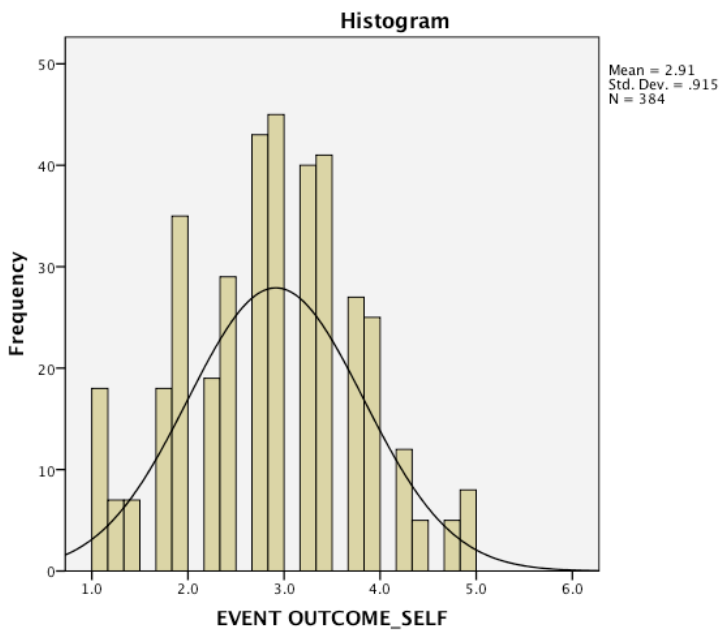
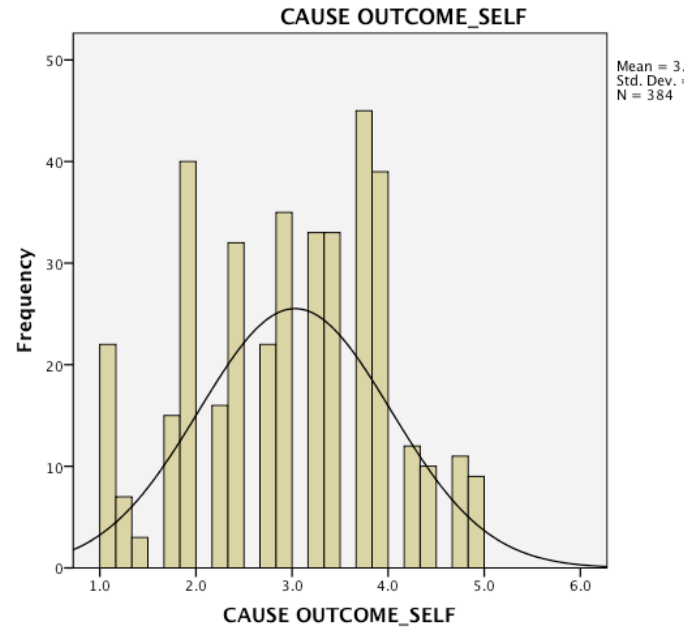
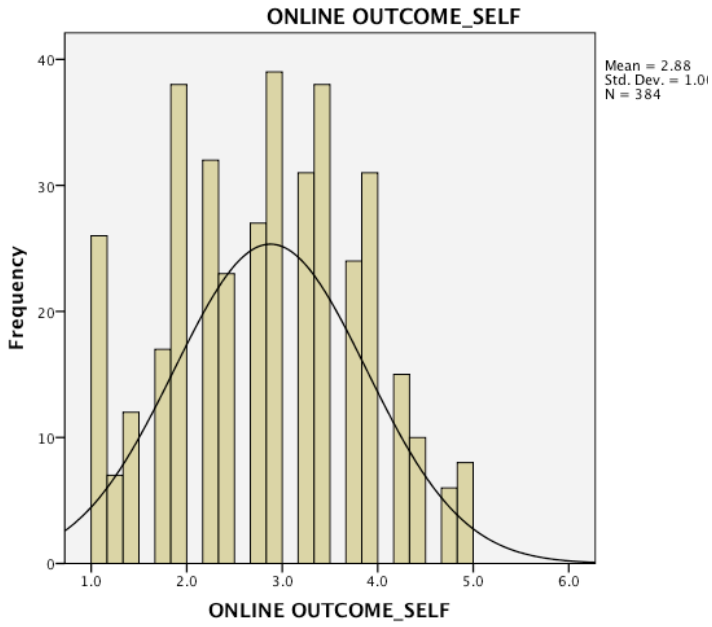


Study 4 – 5 Days for the Homeless

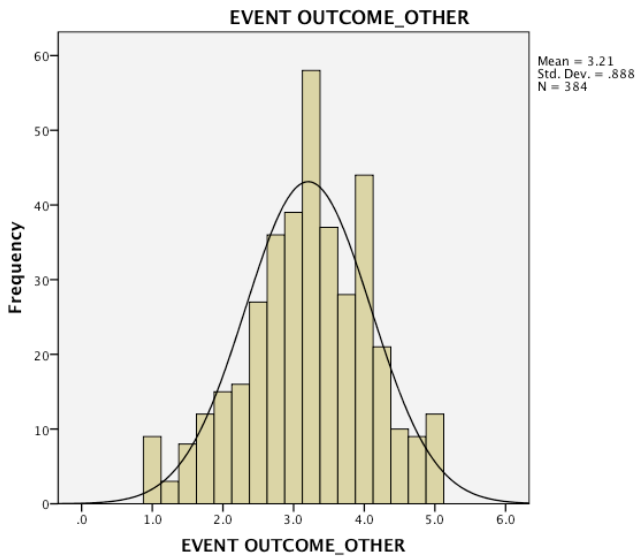
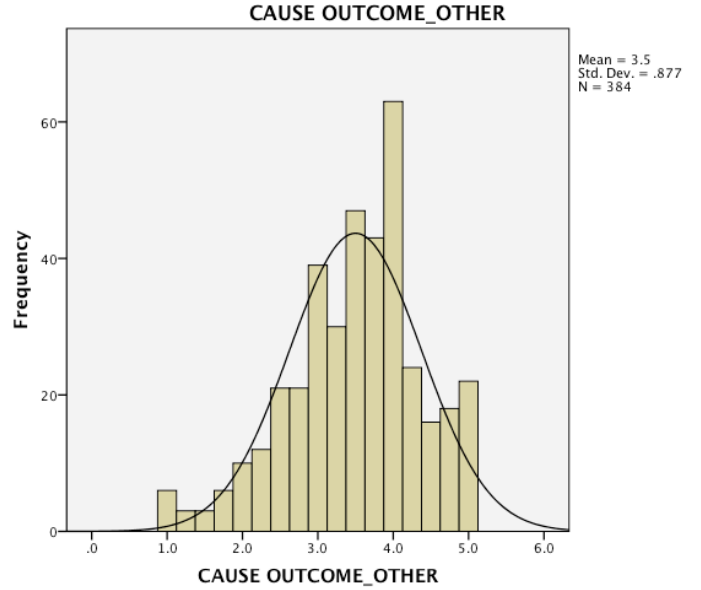
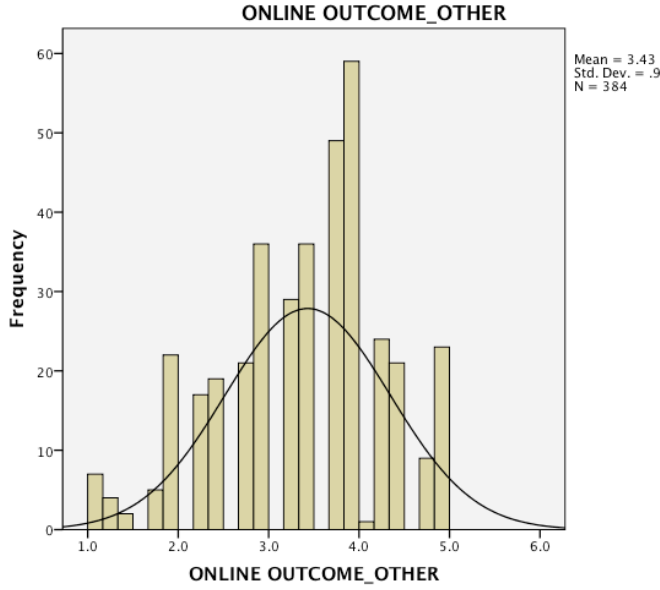




OUTCOME INTENTIONS AFTER VIEWING SELF PAGE



OUTCOME INTENTIONS AFTER VIEWING OTHER PAGES



Appendix F
Descriptive Statistics: Means, Standard Deviations and Correlations among Study Variables

Table F.1. Means, Standard Deviations, and Correlations for Study 1, when Viewing Self Page

	Mean	SD	1	2	3	4	5	6	7	8	9	10	11
1. Online Outcome	2.624	0.994	1.00										
2. Cause Outcome	2.929	0.934	.691**	1.00									
3. Event Outcome	2.916	0.919	.669**	.704**	1.00								
4. Intrinsic - To Experience Stimulation	3.386	0.797	.389**	.365**	.434**	1.00							
5. Intrinsic - To Know	3.320	0.870	.383**	.354**	.421**	.538**	1.00						
6. Intrinsic - Towards Accomplishment	3.157	0.837	.262**	.290**	.365**	.569**	.574**	1.00					
7. Extrinsic - Integrated	3.149	0.833	.346**	.359**	.488**	.539**	.466**	.454**	1.00				
8. Extrinsic - Identified	3.071	0.742	.330**	.304**	.365**	.596**	.604**	.615**	.627**	1.00			
9. Extrinsic - Introjected	2.115	0.789	.180**	.162*	.149*	.245**	.214**	.274**	.175*	.223**	1.00		
10. Extrinsic - External	2.427	0.778	.203**	.150*	0.11	.238**	.257**	.367**	0.062	.336**	.523**	1.00	
11. Gender	0.520	0.501	0.116	0.158*	.333**	.247**	.237**	.210**	.229**	.147*	.054	-.003	1.00
N=208													

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

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

Table F.2. Means, Standard Deviations, and Correlations for Study 1, when Viewing Other Page

	Mean	SD	1	2	3	4	5	6	7	8	9	10	11
1. Online Outcome	3.046	0.919	1.00										
2. Cause Outcome	3.302	0.923	.798**	1.00									
3. Event Outcome	3.015	0.926	.673**	.725**	1.00								
4. Intrinsic - To Experience Stimulation	3.386	0.797	.483**	.439**	.388**	1.00							
5. Intrinsic - To Know	3.320	0.870	.374**	.422**	.350**	.538**	1.00						
6. Intrinsic - Towards Accomplishment	3.157	0.837	.277**	.266**	.319**	.569**	.574**	1.00					
7. Extrinsic - Integrated	3.149	0.833	.488**	.476**	.523**	.539**	.456**	.454**	1.00				
8. Extrinsic - Identified	3.071	0.742	.387**	.366**	.359**	.596**	.604**	.615**	.627**	1.00			
9. Extrinsic - Introjected	2.115	0.789	.196**	.254**	.194**	.245**	.214**	.274**	.175*	.223**	1.00		
10. Extrinsic - External	2.427	0.779	0.056	0.071	0.029	.238**	.257**	.367**	0.062	.336**	.523**	1.00	
11. Gender	0.520	0.501	.155*	.181**	.318**	.247**	.237**	.210**	.229**	.147*	.054	-.003	1.00
N=208													

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

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

Table F.3. Means, Standard Deviations, and Correlations for Study 2, when Viewing Self Page

	Mean	SD	1	2	3	4	5	6	7	8	9	10	11
1. Online Outcome	2.876	1.007	1.00										
2. Cause Outcome	3.031	1.000	.767**	1.00									
3. Event Outcome	2.915	0.915	.632**	.784**	1.00								
4. Intrinsic - To Experience Stimulation	3.460	0.846	.445**	.466**	.475**	1.00							
5. Intrinsic - To Know	3.516	0.843	.307**	.364**	.366**	.561**	1.00						
6. Intrinsic - Towards Accomplishment	3.088	0.846	.289**	.309**	.292**	.591**	.670**	1.00					
7. Extrinsic - Integrated	3.259	0.856	.204**	.287**	.399**	.523**	.453**	.441**	1.00				
8. Extrinsic - Identified	3.220	0.756	.232**	.285**	.278**	.510**	.542**	.660**	.642**	1.00			
9. Extrinsic - Introjected	2.097	0.802	.216**	.239**	.207**	.214**	.126*	.253**	.241**	.227**	1.00		
10. Extrinsic - External	2.381	0.800	.250**	.188**	.138**	.274**	.200**	.367**	.138**	.417**	.494**	1.00	
11. Gender	1.590	0.493	.133**	.183**	.267**	.129*	.080	.078	.136**	0.082	.031	.071	1.00
N=384													

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

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

Table F.4. Means, Standard Deviations, and Correlations for Study 2, when Viewing Other Page

	Mean	SD	1	2	3	4	5	6	7	8	9	10	11
1. Online Outcome	3.431	0.916	1.00										
2. Cause Outcome	3.499	0.877	.760**	1.00									
3. Event Outcome	3.206	0.888	.664**	.809**	1.00								
4. Intrinsic - To Experience Stimulation	3.460	0.847	.331**	.381**	.392**	1.00							
5. Intrinsic - To Know	3.516	0.843	.184**	.267**	.319**	.561**	1.00						
6. Intrinsic - Towards Accomplishment	3.088	0.846	.175**	.218**	.254**	.591**	.670**	1.00					
7. Extrinsic - Integrated	3.259	0.856	.407**	.504**	.506**	.523**	.453**	.441**	1.00				
8. Extrinsic - Identified	3.219	0.756	.226**	.266**	.313**	.510**	.542**	.660**	.642**	1.00			
9. Extrinsic - Introjected	2.097	0.802	.171**	.229**	.217**	.214**	.126*	.253**	.241**	.227**	1.00		
10. Extrinsic - External	2.381	0.801	.142**	.102*	0.074	.274**	.200**	.367**	.138**	.417**	.494**	1.00	
11. Gender	1.590	0.493	.146**	.175**	.212**	.129*	.080	.078	.136**	0.082	.031	.071	1.00
N=384													

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

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

Appendix G
Correlational Results

Table G.1. Correlations Between **Online, Cause and Event** Related Prosocial Behavior Intentions and Three Levels of Intrinsic Contextual/Situational Motivation when Shown **Other-Appeal (Breast Cancer Event)**.

	Online	Cause	Event
Intrinsic - Experience Stimulation	.483**	.439**	.388**
Intrinsic - To Know	.374**	.422**	.350**
Intrinsic - Towards Accomplishment	.277**	.266**	.319**

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

Table G.2. Correlations Between **Online, Cause and Event** Related Prosocial Behavior Intentions and Three Levels of Intrinsic Contextual/Situational Motivation when Shown **Self-Appeal (5 Days for the Homeless Event)**.

	Online	Cause	Event
Intrinsic - Experience Stimulation	.445**	.466**	.475**
Intrinsic - To Know	.307**	.364**	.366**
Intrinsic - Towards Accomplishment	.289**	.309**	.292**

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

Table G.3. Correlations Between **Online, Cause and Event** Related Prosocial Behavior Intentions and Three Levels of Intrinsic Contextual/Situational Motivation when Shown **Other-Appeal (5 Days for the Homeless Event)**.

	Online	Cause	Event
Intrinsic - Experience Stimulation	.331**	.381**	.392**
Intrinsic - To Know	.184**	.267**	.319**
Intrinsic - Towards Accomplishment	.175**	.218**	.254**

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