

## ABSTRACT

To examine the effects of different feedback types and performing contexts on Hong Kong students' intrinsic motivation, a 4 (feedback types: evaluative, comparative, descriptive and no feedback) x 2 (Contexts: high-performing and low-performing context) between-subject experiment was conducted. 160 secondary school students participated in this study. During the experiment, students had to first complete a logical test, which consisted of 15 questions extracted from the Raven's Advanced Progressive Matrices. Then, a manipulated score (80 for high-performing; 40 for low-performing) and a false feedback were provided to students based their experimental conditions. Students' intrinsic motivation was measured in both self-reported and behavioural measures. The findings of this study suggested that descriptive feedback appeared to be the most effective feedback type in boosting Hong Kong students' intrinsic motivation. Such results were consistent to the feedback intervention theory. Moreover, this study found a main effect of performing contexts on students' intrinsic motivation, with perceived competence as a mediator. The findings were consistent to the self-determination theory. Current study also provided practical implications for educators and future directions for the investigation of motivation.

*Keywords:* feedback types, intrinsic motivation, performing contexts, perceived competence