

Abstract

The present study investigates the effect of self-construals and motivational dispositions on involvement and cooperation under different study contexts. It was hypothesized that individuals with different self-construals and motivational dispositions will have different levels of task-involvement and cooperative feelings when engaging group work and solitary study. The participants were 193 Hong Kong college students who underwent the Experience Sampling Method (ESM) to assess their subjective experience on the level of task-involvement and cooperation. Their levels of independent and interdependent self-construals were assessed using Gudykunst's self-construal scale, whereas their motivational dispositions were assessed by the achievement, dominance, affiliation, and nurturance scales of the Personality Research Form (PRF). The results show that self-construals do not predict individuals' level of task-involvement and cooperation when engaging solitary study, but predict both involvement and cooperation in group work. Among the motivational dispositions, Affiliation predicts both involvement and cooperation in group work. There is a tendency for interdependent self-construal to be a mediator of affiliation motivation in influencing task-involvement when engaging group work. In addition, feeling cooperative in group work is a nearly significant predictor of academic performance. The present study demonstrates that both interdependent self-construal and affiliation are important personality traits that facilitate a person's approach to group work.