

Abstract

The goal of this paper was to investigate the relationship among motivational dispositions, subjective experience and academic performance. 192 Hong Kong college students completed a personality assessment kit including a Chinese adaptation of the PRF-E selected scales and Work Preference Inventory. Then, they underwent the Experience Sampling Method for 7 consecutive days to measure their quality of subjective experience in daily life. The paper consists of two studies. The goal of the first study was to establish a mediation model of subjective experience where motivation is the independent variable, experience the mediator, and academic performance the dependent variable. A sub-study with 24 architectural students was conducted to establish a mediation model of subjective experience where motivation is the independent variable, experience the mediator, and originality in a specific course the dependent variable. The results are mixed. Academic performance was predicted by achievement motivation, extrinsic motivation, and negatively by intrinsic motivation. The pattern for originality was analogous, although relationships were nonsignificant. The effects of motivational dispositions were not mediated by experience. Possible reasons are discussed with reference to the current educational system and the Chinese cultural and contextual factors.