

## Abstract

Past literature showed incompatible views toward the role of valued future goals in motivating students. This study aimed at resolving the problem by examining how instrumentality and future goal content affected learning motivation and well-being among 325 Hong Kong Form Three students (Male: 176, Female: 142, unknown sex: 7). Researcher manipulated the participants with simulative news articles before they filled out the questionnaires concerning their present study practices and future perceptions. Results suggested that interactions were existed between future goal content and instrumentality. Effects of goal content and regulation on well-being were found to be moderated the perceived utility. Both goal content and instrumentality have effect on student motivation and interaction was detected. It was demonstrated that goal content and instrumentality were useful concepts in understanding motivation resulted form valued future goal.