

## Abstract

The change in cognitive-motivational components, including Causality Orientations, Locus of Control, Intrinsic and Extrinsic Motivation, and Helplessness, across a four-month period in a naturalistic achievement setting was investigated. The predictive models for the changes, the academic achievement and the subjective success / failure perception was examined. 208 secondary 1 students from a top school in a district in Hong Kong were administered the General Causality Orientation Scale (GCOS), the Nowicki-Strickland Locus of Control Scale (NSLCS), the Work Preference Inventory (WPI), and the Crandall Intellectual Attribution Responsibility Questionnaire (IAR). Paired Samples T-Test shown that there were cognitive-motivations change in Autonomy orientation, Impersonal orientation, Locus of Control, Intrinsic Motivation and Compensation. Regression on the changes revealed that base line Locus of Control and Helplessness, academic achievement and satisfaction are common predictors for change in the cognitive-motivational components. Academic Achievement was weakly predicted by cognitive-motivational components. Students who perceive success / failure were best differentiated by academic achievement rather than cognitive-motivational components. Findings are discussed from an educational view regarding to how the knowledge in cognitive-motivational components can help in increasing the quality of teaching and learning.