
Psychological Well-Being and Personal Achievement Motivation Among University Students

Dr. Anna Kowalska

Associate Professor

Department of Educational and Counselling Psychology

University of Warsaw,

Warsaw, Poland

Received: 02 April 2020; **Accepted:** 09 April 2020; **Published:** 16 April 2020

Abstract: Psychological well-being and personal achievement motivation are important psychological constructs that influence students' academic functioning, personal development, resilience, and goal-directed behavior. The present study examines the relationship between psychological well-being and personal achievement motivation among university students.

A quantitative, descriptive, correlational, and cross-sectional research design was adopted. Data were obtained from 320 undergraduate and postgraduate students through a structured questionnaire incorporating demographic information and standardized Likert-type measures of psychological well-being and achievement motivation. Psychological well-being was examined through dimensions including self-acceptance, positive relations, autonomy, environmental mastery, purpose in life, and personal growth, while achievement motivation was assessed through goal orientation, persistence, competence striving, and commitment to accomplishment. Descriptive statistics, Pearson correlation analysis, and multiple regression analysis were employed to examine patterns and associations among the study variables.

The findings indicated generally favorable levels of psychological well-being and achievement motivation. Psychological well-being showed a meaningful positive association with achievement motivation, suggesting that students who experience stronger purpose, self-acceptance, personal growth, and environmental mastery are more likely to demonstrate persistent and goal-directed achievement behavior. The study highlights the importance of integrating psychological well-being initiatives with academic motivation and student-development programs in higher education.

Keywords: Psychological Well-Being, Achievement Motivation, Personal Achievement, University Students, Personal Growth, Goal Orientation, Academic Motivation, Positive Psychology.

1. Introduction

Psychological well-being is a multidimensional concept that extends beyond the absence of psychological distress and encompasses positive functioning, meaningful engagement, self-acceptance, autonomy, constructive relationships, environmental mastery, personal growth, and a sense of purpose in life. Within contemporary positive psychology, well-being is increasingly understood as an important foundation for adaptive functioning and sustainable personal development. Individuals with higher psychological well-being are generally better positioned to recognize their strengths, manage challenges constructively, maintain meaningful goals, and engage productively with their social and educational environments.

University education represents an important developmental period characterized by increasing independence, academic demands, career decisions, social adjustment, and expectations regarding future achievement. Students are required not only to acquire disciplinary knowledge but also to develop persistence, self-regulation, confidence, adaptability, and long-term goal orientation. These demands make psychological well-being particularly relevant because emotional and psychological functioning may influence how students interpret challenges, respond to setbacks, and sustain effort toward personally meaningful objectives.

Personal achievement motivation refers to the internal psychological processes that encourage individuals to establish goals, strive for competence, persist despite obstacles, and seek accomplishment. Achievement-motivated individuals tend to demonstrate greater commitment to challenging but attainable goals, stronger persistence, and a willingness to invest sustained effort in personal and academic development. Achievement motivation is therefore not limited to examination performance; it also influences professional aspirations, skill development, self-improvement, and the pursuit of long-term personal success.

Psychological well-being and achievement motivation may operate as mutually reinforcing psychological resources. Students who possess a clear purpose in life, positive self-regard, confidence in managing their environment, and an orientation toward personal growth may be more capable of establishing meaningful goals and maintaining motivation. Conversely, progress toward valued achievements may strengthen competence, self-confidence, purpose,

and positive psychological functioning. Understanding this relationship can therefore contribute to a more integrated perspective on student success.

Objectives of the Study

The primary objective of the study is to examine psychological well-being and personal achievement motivation among university students and to determine whether positive psychological functioning is associated with stronger achievement-oriented behavior. The study also seeks to identify dimensions of psychological well-being that may contribute meaningfully to persistence, goal orientation, competence striving, and commitment to personal accomplishment.

Assessment of Psychological Well-Being

The study aims to assess the overall level of psychological well-being among university students through major dimensions such as self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Evaluating these dimensions provides a multidimensional understanding of how effectively students perceive themselves, manage their surroundings, develop meaningful relationships, maintain independence in decision-making, and pursue continued psychological and personal development.

Assessment of Personal Achievement Motivation

The study seeks to examine students' level of personal achievement motivation in relation to goal orientation, persistence, competence striving, willingness to undertake meaningful challenges, and commitment to accomplishment. This objective recognizes achievement motivation as a multidimensional psychological process rather than a narrow measure of academic performance. It provides insight into students' readiness to invest sustained effort in personal, educational, and professional goals.

Relationship Between Well-Being and Achievement Motivation

The study further aims to determine the relationship between psychological well-being and personal achievement motivation and to examine whether specific dimensions of well-being significantly predict achievement-oriented tendencies. Particular attention is given to purpose in life, personal growth, environmental mastery, and self-acceptance because these dimensions may strengthen goal clarity, confidence, persistence, adaptive coping, and sustained engagement with challenging personal and academic objectives.

Review of Literature

Conceptual Foundations of Psychological Well-Being

Psychological well-being has been conceptualized as positive psychological functioning rather than merely the absence of mental illness. Ryff's multidimensional model identifies six central components: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. This framework emphasizes eudaimonic well-being, in which individuals function effectively, experience meaningful development, and pursue personally significant life directions.

Research in positive psychology has further demonstrated that well-being includes emotional, cognitive, interpersonal, and developmental dimensions. Deci and Ryan's self-determination perspective suggests that fulfillment of fundamental psychological needs for autonomy, competence, and relatedness contributes to healthy functioning and intrinsic motivation. Similarly, positive psychological resources may strengthen resilience, adaptive coping, engagement, and the capacity to respond constructively to demanding circumstances.

Achievement Motivation and Goal-Directed Behavior

Achievement motivation has long occupied an important position in motivational psychology. McClelland's theory of the need for achievement proposes that individuals differ in their desire to accomplish challenging goals, demonstrate competence, and achieve standards of excellence. Individuals with stronger achievement motivation are generally more likely to select meaningful challenges, assume personal responsibility, seek feedback, and persist in goal-directed activities.

Contemporary motivational theories have expanded this perspective by emphasizing goal orientation, expectancy beliefs, perceived competence, self-efficacy, intrinsic motivation, and task value. Bandura's social cognitive theory highlights self-efficacy as a major determinant of effort and persistence, whereas expectancy-value approaches explain motivation through individuals' expectations of success and the value attached to particular outcomes. Achievement goal theory similarly distinguishes different reasons for pursuing competence, including mastery-oriented and performance-oriented goals.

Psychological Well-Being and Achievement Motivation

The relationship between psychological well-being and achievement motivation can be understood through several complementary theoretical mechanisms. Purpose in life may provide direction for goal selection, while environmental mastery can strengthen students'

perceptions that they are capable of managing academic and personal demands. Personal growth may encourage continuous learning and improvement, and self-acceptance may reduce excessive self-criticism following setbacks.

Research Methodology

Research Design

The study adopted a quantitative, descriptive, correlational, and cross-sectional research design. The descriptive component was used to assess prevailing levels of psychological well-being and personal achievement motivation, while the correlational component examined relationships among the major variables. The cross-sectional approach enabled data collection from participants during a defined period without manipulating the educational or psychological environment.

This design was considered appropriate because the study sought to identify naturally occurring patterns and statistical associations rather than establish experimental causality. Multiple regression analysis was additionally used to examine the relative predictive contribution of selected dimensions of psychological well-being to achievement motivation.

Participants and Sampling

- **Sample Size:** 320 university students
- **Participants:** Undergraduate and postgraduate students
- **Academic Background:** Students from diverse academic disciplines
- **Sampling Approach:** Structured participant-recruitment procedure
- **Participation:** Voluntary participation with informed consent
- **Eligibility:** Currently enrolled university students
- **Ethical Considerations:** Confidentiality and anonymity maintained
- **Data Privacy:** No personally identifiable information collected for analysis
- **Exclusion Criteria:** Incomplete or substantially missing questionnaires excluded
- **Purpose:** To ensure a broad and academically diverse study sample

Research Instrument and Data Collection

Data were collected through a structured self-report questionnaire consisting of demographic items and standardized Likert-type statements measuring the major study constructs.

Psychological well-being was assessed through indicators representing:

- Self-Acceptance

- Positive Relations with Others
- Autonomy
- Environmental Mastery
- Purpose in Life
- Personal Growth

Personal achievement motivation was assessed through indicators reflecting:

- Goal Orientation
- Persistence
- Competence Striving
- Commitment to Achievement
- Willingness to Undertake Meaningful Challenges

Responses were recorded on a five-point Likert scale, ranging from 1 = Strongly Disagree to 5 = Strongly Agree. Higher scores represented stronger levels of the respective psychological construct.

Data Analysis

Data were organized, coded, and analyzed using appropriate statistical procedures. Descriptive statistics, including means and standard deviations, were calculated to summarize the principal variables. Pearson's correlation coefficient was used to examine associations between dimensions of psychological well-being and achievement motivation.

Multiple regression analysis was used to determine the relative contribution of selected well-being dimensions to achievement motivation. Statistical interpretation focused on the direction, magnitude, and practical meaning of relationships rather than relying exclusively on statistical significance.

Analysis and Results

Descriptive Analysis of Major Psychological Variables

The descriptive findings indicated generally favorable levels of psychological well-being and achievement motivation among the participating university students.

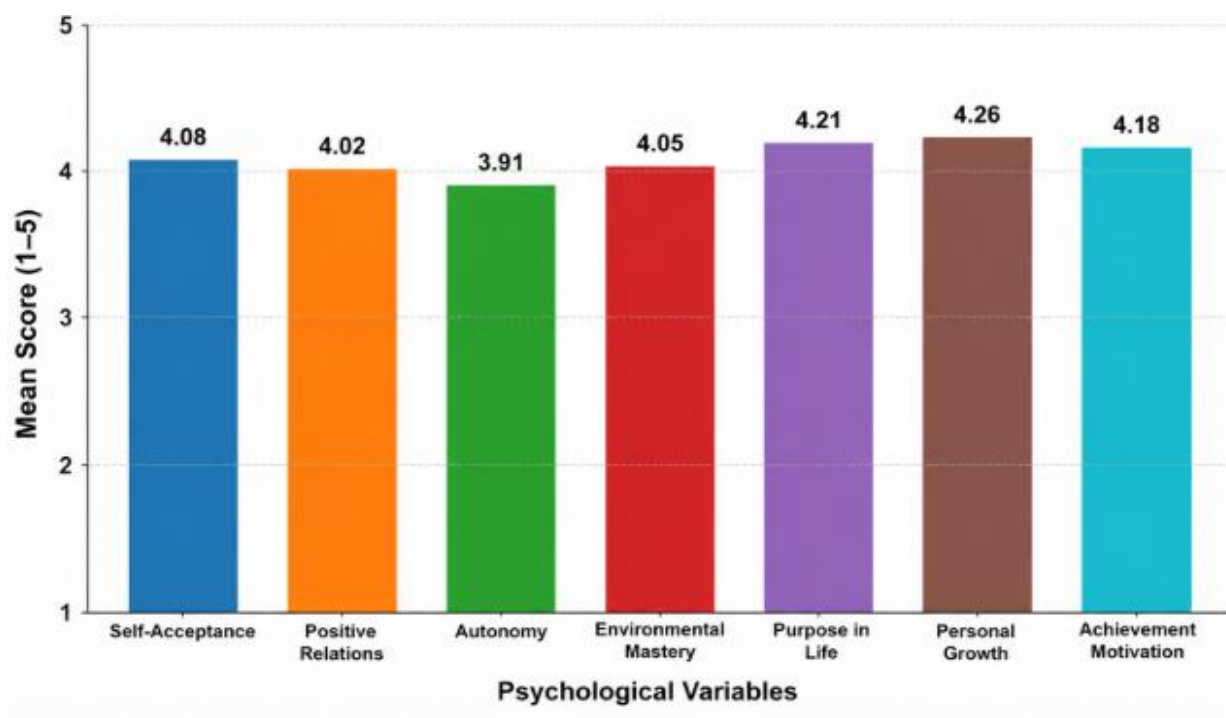
Table 1. Descriptive Statistics of Major Study Variables

Variable	Mean	Standard Deviation	Interpretation
Overall Psychological Well-Being	4.12	0.54	High

Self-Acceptance	4.08	0.61	High
Positive Relations	4.02	0.64	High
Autonomy	3.91	0.67	Moderately High
Environmental Mastery	4.05	0.58	High
Purpose in Life	4.21	0.55	High
Personal Growth	4.26	0.52	High
Personal Achievement Motivation	4.18	0.57	High

Personal growth recorded the highest mean score ($M = 4.26$), followed by purpose in life ($M = 4.21$) and personal achievement motivation ($M = 4.18$). Autonomy showed the comparatively lowest mean ($M = 3.91$), although it remained above the midpoint of the five-point scale. Overall, the pattern suggests that respondents generally reported positive psychological functioning and strong achievement-oriented tendencies.

Figure 1. Mean Scores of Psychological Well-Being Dimensions



The graphical pattern demonstrates relatively consistent positive scores across all variables, with personal growth and purpose in life emerging as particularly prominent dimensions.

Correlation Between Psychological Well-Being and Achievement Motivation

Pearson correlation analysis was used to examine the association between psychological well-being dimensions and personal achievement motivation.

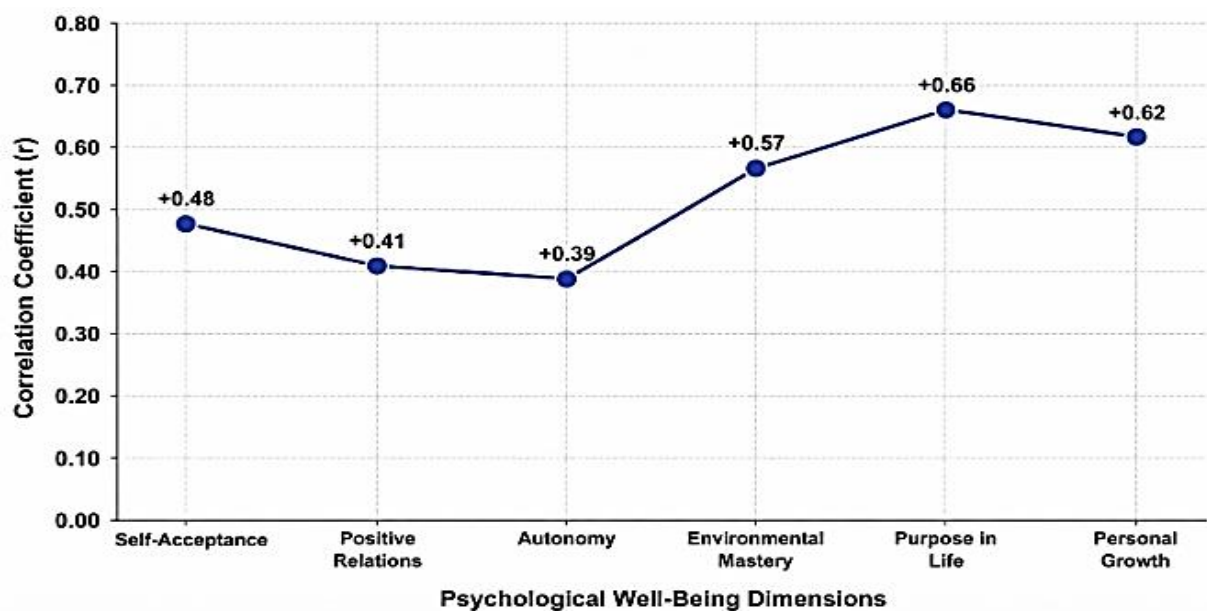
Table 2. Correlations Between Psychological Well-Being Dimensions and Personal Achievement Motivation

Psychological Variable	Correlation with Achievement Motivation (r)	Direction	Interpretation
Overall Psychological Well-Being	+0.64	Positive	Strong
Self-Acceptance	+0.48	Positive	Moderate
Positive Relations	+0.41	Positive	Moderate
Autonomy	+0.39	Positive	Moderate
Environmental Mastery	+0.57	Positive	Moderate-to-Strong
Purpose in Life	+0.66	Positive	Strong
Personal Growth	+0.62	Positive	Strong

The strongest relationship was observed between purpose in life and achievement motivation ($r = +0.66$), followed by personal growth ($r = +0.62$) and environmental mastery ($r = +0.57$). Overall psychological well-being was also strongly and positively related to achievement motivation ($r = +0.64$).

These findings indicate that higher levels of positive psychological functioning tend to coexist with stronger achievement motivation. In particular, students who possess clear life direction, perceive continuous personal development, and feel capable of managing their environment appear more likely to demonstrate sustained achievement-oriented behavior.

Figure 2. Correlation of Well-Being Dimensions with Achievement Motivation



The graph illustrates that all examined dimensions were positively associated with achievement motivation. Purpose in life demonstrated the strongest relationship, suggesting that a meaningful sense of direction may be particularly important for sustained personal striving.

Predictive Role of Psychological Well-Being

The overall pattern of regression analysis suggested that psychological well-being contributes meaningfully to variation in achievement motivation. Purpose in life, personal growth, and environmental mastery emerged as particularly relevant predictors when considered alongside other dimensions.

Purpose in life may strengthen achievement motivation by providing students with clear long-term direction and personal meaning. Personal growth may encourage continuous improvement and willingness to acquire new competencies, while environmental mastery may enhance confidence in managing academic responsibilities and overcoming practical barriers.

Discussion

Positive Psychological Functioning and Achievement

The findings demonstrate a positive relationship between psychological well-being and personal achievement motivation. Students reporting stronger psychological functioning also tended to report greater persistence, goal orientation, and motivation toward accomplishment. Key implications include:

- Psychological well-being may provide an internal foundation for sustained achievement behavior.
- Positive self-perception can support confidence when students encounter challenges.
- Emotional and psychological stability may facilitate persistent engagement with long-term goals.
- Achievement should be understood as both a motivational and psychological-developmental process.

Importance of Purpose in Life and Personal Growth

Purpose in life showed the strongest association with achievement motivation. This suggests that students who perceive their lives as meaningful and directed may be more likely to establish goals and maintain effort toward them.

Important interpretations include:

- Clear personal goals may increase motivational consistency.
- A sense of purpose can help students connect present academic effort with future aspirations.
- Personal growth encourages openness to learning, development, and constructive challenges.
- Students who view themselves as developing individuals may interpret setbacks as opportunities for improvement rather than permanent failures.

Environmental Mastery and Sustainable Motivation

Environmental mastery also demonstrated a meaningful positive association with achievement motivation. Students who believe they can manage responsibilities, organize resources, make effective choices, and respond constructively to situational demands may be better positioned to sustain goal-directed behavior.

This relationship highlights several practical considerations:

- Time-management and planning skills may strengthen students' perceived control.
- Academic advising can help students translate broad aspirations into achievable steps.
- Supportive learning environments may reduce unnecessary barriers to goal pursuit.
- Resilience and problem-solving interventions can strengthen students' capacity to respond adaptively to setbacks.

Universities may therefore benefit from integrating psychological well-being, academic skills, mentoring, and motivational development within coordinated student-support programs.

Funding Statement

The author(s) declare that no specific financial support or external funding was received from any public, commercial, governmental, or not-for-profit funding agency for the conduct of this study, preparation of the manuscript, or publication of the research.

Conflict of Interest

The author(s) declare that there are no financial, professional, institutional, or personal conflicts of interest that could have influenced the design, implementation, analysis, interpretation, or reporting of this study.

Future Research

Future research should employ longitudinal designs to investigate how psychological well-being and achievement motivation change over time and whether improvements in well-being precede changes in achievement-oriented behavior. Such research could provide stronger evidence regarding temporal relationships and clarify whether the association between these constructs is reciprocal.

Future studies may also examine additional psychological and contextual variables, including self-efficacy, resilience, emotional regulation, academic engagement, social support, socioeconomic background, perceived stress, and institutional climate. Mediation and moderation models could help identify the mechanisms through which psychological well-being influences motivation and determine whether these relationships differ across demographic or educational groups.

Cross-cultural and multi-institutional studies are also recommended. Comparative research involving students from different countries, disciplines, educational systems, and cultural backgrounds could clarify the generalizability of the findings. Experimental or intervention-based studies could further evaluate whether programs focused on purpose development, personal growth, strengths, mentoring, or psychological skills produce measurable improvements in both well-being and achievement motivation.

Conclusion

The present study highlights a meaningful positive relationship between psychological well-being and personal achievement motivation among university students. Students reporting stronger self-acceptance, environmental mastery, purpose in life, and personal growth also tended to demonstrate stronger motivation toward goal attainment and personal accomplishment. Among the examined dimensions, purpose in life and personal growth emerged as particularly important correlates of achievement motivation.

The findings reinforce the view that sustainable student achievement should not be understood solely in terms of grades or cognitive performance. Psychological resources can influence how students establish goals, interpret challenges, persist through difficulties, and engage in continuous self-development. Supporting psychological well-being may therefore contribute not only to healthier student experiences but also to stronger motivation and more purposeful educational engagement.

Higher education institutions should consider integrated student-development strategies that combine academic support with psychological well-being promotion, mentoring, goal-setting,

resilience development, and opportunities for personal growth. Such approaches can contribute to educational environments in which students are supported not merely to perform academically but also to develop the psychological resources necessary for meaningful, sustained, and personally fulfilling achievement.

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