



**RESEARCH PAPER**

**Exploring the Nexus: A Correlation Analysis of Motivational Orientations and Psychological Well-Being in adolescents**

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**ABSTRACT**

The study aimed to explore the relationship between psychological well-being and motivational goal orientations of secondary school students. The primary objective was to investigate the association between various dimensions of psychological well-being and motivational goal orientations. Adolescence is linked with the development of goals, consequently shaping achievement motivation of adolescents. The inclination to define goals and success is influenced by various factors i.e. wellbeing. Grounded in literature, the study hypothesized significant associations between psychological well-being and motivational goal orientations. 125 secondary school students aged 12 to 18 years recruited from two schools in Karachi. Data was gathered on motivational orientations and psychological well-being by using the Motivated Strategies for Learning Questionnaire (MSLQ; Pintrich & Garcia, 1991) and the Ryff Scales of Psychological Well-Being (Ryff, 1989). The analysis focused on exploring correlations between these variables. The results suggested that there is a significantly weak positive correlation between positive-relations and self-acceptance with different motivational goal orientations. The findings reflect that Motivational Goal Orientation is somewhat related to the Psychological well-being. As highlighted by the study, educators and counselors should prioritize cultivating intrinsic and task-oriented motivational goal orientations in secondary school students which will enhance their psychological well-being.

**KEYWORDS**      Autonomy, Motivational Goal Orientation, Personal growth, Psychological Well-being, Secondary School Students

**Introduction**

Education is an important part of an individual's life. Education is not a single domain of person's life it includes several factors of a person's living. In order to explore this world, we need to get knowledge about different things that elicits our interest as this is the basic difference in humans and other species that humans can explore, learn and attain knowledge regarding anything. The relation between human and education is defined in a broad sense. Education also provides a society with its scientists, engineers, managers, technicians, and trained and trainable people. In a world where economies are increasingly based upon the availability of sophisticated skills and a well-informed citizenry, education in rapidly progressing countries is considered a sound investment into the future.

There are numerous areas which need to be studied in order to understand different dynamics of education. One of the main factors which have a huge impact on individuals learning is the teacher and how they teach the students. Teachers play an important role in students' adjustment and motivation (Robert & Jacquelynnne, 2000).

Students involve enormously with those teachers who are confident, act as an adviser and maintain a friendly interaction with the students (Lynch & Cicchetti, 1992). As students spend most of their time with their teachers in school, teacher support plays an important role in student's academic development, not only in learning outcomes but also in the affective or emotional development (Hao-Lie, 2018).

However, student wellbeing which is the capability of a student to cope with obstacles, challenges of life and relationships by remaining physically and psychologically well, have an impact on student learning (Kessler et. al. 1995). Student relationship with their teacher and peers plays an important role in their learning process. Every individual has its own unique personality and everyone is different from other living beings. Likewise, every student has a different perception about their teacher. According to a study student's perception about the teacher has an impact on their self-esteem and depressive symptoms and those students who perceive increase in the support of teacher their self-esteem gets increased as well the reduction in the depressive symptom. (Ranjini et. al. 2003)

A positive relationship with a teacher is a good source of motivation for a student and it is associated with the learning and mental health of the student. Teachers need to create an environment for the students that is conducive to learning and helps them to be motivated. The findings of the research suggest that for basic psychological needs when student recognize their teachers as non-supportive, their motivation declines about the tasks that have been taught by the teacher (Rachel & Spray, 2015). Hence motivation is an important element for the achievement of any goal in life.

Psychological wellbeing is important for individuals to spend a healthy life (Garcia., Castillo., & Queralt, 2011) and disturbance in the psychological wellbeing leads to disturbance in the academic functioning. There are different factors that can affect academic success of students such as cognitive or social variables which includes such as academic motivation and students' self-esteem, student perception about their teacher and fellow students. A study indicates that being in a more calming and pleasant emotional state has a relationship with good academic performance (F. Ruppel, Sebastian, & Walter, 2015).

Motivation consists of two factors internal and external that stimulates an energy and need in individuals to involve in a task persistently in order to achieve a goal. Intrinsic motivation is a force which motivates an individual internally to attain the highest standards whereas the force that exerts its pressure from the outside environment in the involvement in any task is said to be extrinsic motivation. Motivation tends to activate goal oriented behavior (Rizwan & Abdul, 2016).

Studies revealed that intrinsic motivation is related to the positive psychosocial adjustment (Edward, Robert, Luc, & Richard, 1991). Psychological wellbeing consists of five domains which are self-acceptance, personal growth, and purpose in life, environmental mastery, autonomy and positive relations with others. It's an individual's subjective feelings of contentment, happiness, satisfaction with life, person's role in the world, belongingness and sense of achievement (Rizwan & Abdul, 2016).

Psychological well-being plays an important role in the motivation of a person because when the individual is psychologically healthy, mindful, and has a sense of contentment, happiness, and satisfaction then the individual can understand things in the environment and try to achieve a goal with full concentration and motivation. A study suggests that there is a partial relation between the psychological well-being and

the academic motivation of students (Rizwan & Abdul, 2016). These findings led the researcher to consider this factor and study the relationship between psychological well-being and academic motivation.

Psychological wellbeing plays a crucial role in the process of achieving and maintaining mental health and mental health is important for a healthier life. A student is experiencing a lot of stress nowadays he has a lot of work pressure, peer pressure, or social pressure. In education, teachers play an important role in the development and progress of mental health. Their support could be beneficial for the student and their well-being. The current study was conducted to identify the relationship between academic motivation and psychological well-being. In light of the above-mentioned literature, the objective of the current study is to identify the relationship between psychological well-being and academic motivational orientation.

## Material and Methods

### Research Design

A quantitative correlation research design was utilized for the present study and structured self-report questionnaires were used to determine the psychological well-being and motivational orientation of adolescents.

### Participants

The participants were young adolescents. The sample includes  $N=125$  participants, comprising  $n=65$  males and  $n=60$  females between the ages of 12 to 18 ( $M=14.37$ ,  $SD=1.07$ ) from different schools in Karachi. They belonged to 8<sup>th</sup> ( $n=27$ ,  $\%=21.6$ ), 9<sup>th</sup> ( $n=20$ ,  $\%=16.0$ ) and 10<sup>th</sup> ( $n=78$ ,  $\%=62.4$ ) grades. While  $n=104$  (83.2%) were from nuclear families and  $n=21$  (16.8%) belonged to joint families.

### Research instrument

A self-developed demographic sheet was used to gain information regarding the age, gender, grade, and family type of the participants.

The Ryff's scale of psychological well-being was used for the present study. It has 54 items and focuses on calculating six aspects of psychological well-being: self-acceptance, personal growth, purpose in life, positive relations with others, environmental mastery, and autonomy (Ryff, 1989). Every structural measure consists of 9 items fairly divided between positive and negative items. Items are scored on a 6-point scale ranging from strongly agree to strongly disagree. The scale of autonomy, purpose in life, and the measure of positive affiliation include seven reverse-scored items. For every section, a high score shows that subjects have familiarity with the domain. Whereas, a low score indicates the subjects work very hard to get comfortable with the domain.

The Motivated Strategies for Learning Questionnaire (MSLQ) (McKeachie, Pintrich, Lin, & Smith 1986) is a self-report instrument, designed to assess college students' motivational orientations and use of different learning strategies for a college course. There are essentially two sections to the MSLQ, a motivation section, and a learning strategies section. The present study used one component of the motivational section. The motivational scale contains 3 components which include sub-components, as follows, value component which includes intrinsic goal orientation, extrinsic goal orientation, and task value. Another is the Expectancy component, which includes

control of learning beliefs and self-efficacy for learning and performance. The affective component contains test anxiety. This study only used the component of value. Subjects rate statement on a scale of 1 to 7 Likert scale, in which 1 indicates strongly agree and 7 indicates strongly disagree. The reliability of the motivation scales of MSLQ is 0.88 (Taylor, 2012).

### Ethical consideration

The study was conducted in accordance to the APA code of ethics. participants welfare, and dignity were respected, there were no harm to the physical, psychological and social health of individuals. the participation was voluntary and parental/guardian consent was taken as the age of participants were below 18. participants were informed that the data will be kept confidential and would only be used for research purposes and would be quoted anonymously in study.

### Results and Discussion

**Table 1**  
**Descriptive Statistics of the Study Variables N=125**

	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
Extrinsic Motivation	4	28	23.54	5.29	-1.54	2.1
Intrinsic Motivation	5	28	19.83	5.45	-0.84	0.2
Task Motivation	9	42	31.27	7.16	-1.23	0.27
Psychological Wellbeing	130	213	166.88	19.69	.06	-.66
Autonomy	7	38	27.18	5.21	-.54	1.0
Environmental Mastery	14	36	26.45	4.37	-.34	-.29
Personal Growth	12	40	28.19	5.54	-.13	-.39
Personal Relations	12	41	28.29	6.20	.14	-.46
Purpose in Life	13	42	29.40	5.65	-.37	.02
Self-Acceptance	12	40	27.37	5.70	-.23	-.18

The values mentioned above in the table show that the data of the study is normally distributed.

**Table 2**  
**Correlation between psychological well-being and motivational orientation**

Variables	Intrinsic Goal Orientation	Extrinsic Goal Orientation	Task Goal Orientation
Psychological Wellbeing	.35**	.19*	.30**
Autonomy	.18*	.05	.08
Personal Growth	.27**	.07	.24**
Personal Relations	.28**	.21*	.19*
Purpose in Life	.20*	.08	.19*
Self-Acceptance	.20*	.18*	.20*
Environmental Mastery	.04	.02	.07

\* $p < 0.05$ , \*\* $p < 0.01$

The above table shows that there is a significant weak correlation between personal relations and self-acceptance with all three types of motivational goal orientation which are intrinsic goal orientation, extrinsic goal orientation and Task Value Goal Orientation. Personal growth and purpose in life has a significant weak positive

correlation with Intrinsic and Task Value Goal Orientation. Autonomy had a significant weak positive relationship with intrinsic goal Orientation.

## **Discussion**

Psychological Wellbeing has an important part in individual's motivation. It makes a person mentally satisfied and happy which leads an individual to concentrate on achieving a goal (Rizwan & Abdul, 2016). From the previous researches its is highlighted that there is a significant positive correlation between psychological well-being and motivation (Nisa, Qasim & Sehar, 2017; Kaur, 2013; Rehman, Malik, & Taj, 2006).

The aim of the present study was to find the relationship between different aspects of psychological well-being and motivational orientation. The results of the study revealed that psychological wellbeing in some manner related to motivational goal orientation. As mentioned in the previous findings that psychological wellbeing and motivation are positively correlated (Nisa, Qasim & Sehar, 2017). Psychological wellbeing helps the individual to actually live their life in a meaningful way and hence its responsible for various positive consequences in a person's life (Khan, 2015).

The results of the present study revealed the relationship among different domains of psychological wellbeing and motivation. Personal growth and purpose in life have slightly significant positive correlation with intrinsic and task value goal orientation. When a person is achieving the self growth and development and have a purpose in life that is clearly understood then the person is more likely to be motivated internally towards different activities and that will also lead to the desire that the person tries to perform certain task in order to achieve life goals or to grow personally, as the results of a study suggests that different domains of psychological wellbeing and motivation are correlated with each other (Deci & Ryan, 2008).

There are many discovered component which are associated with psychological wellbeing such as work, family, health, finances, self, one's group (Diener, Suh, Lucas, & Smith, 2002). The relationship between motivational orientation and psychological wellbeing was not established due to the fact that in Pakistani culture students have their support system like family and peer groups and adolescent is the age where children are more influenced with their peers and the social support they are being given (Diener, Suh, Lucas, & Smith, 2002). It has been reported that social support from family and peers in adolescents is significantly important and it gives the individuals the ability of overcoming with health, increasing the personal competence in stressful periods, perception of his own values, life satisfaction and Psychological well-being (Sorias, 1988). Because of these factors may be students show weak positive relationship in both the variables, there are other factors in the environment which plays role in their psychological wellbeing and motivation.

Present study also indicates that autonomy has a significant slight positive correlation with intrinsic goal orientation. Autonomy is responsible to elicit various activities at any age, it is the vital force to flourish an individual's inner potential for which he or she is capable of. An autonomous person is able to take decisions and behave according to their own internal criteria. Hence these internal criteria's lead toward the intrinsic motivation (Hayk & T. B, 2017). The more the person has a sense of autonomy the more he is motivated intrinsically toward a goal and it will lead them in the engagement of best coping strategies and management of daily living skills (Carrasco et.

al. 2013). In general, those who have a good psychological health tend to be more motivated and lead a good life.

High level of autonomy leads to develop high intrinsic motivation and this help in showing positive outcomes of self-perceived competences (Fortier et. al. 1995), this leads to greater participation in class and higher grades (Guay et. al. 2008). This may be the factor that has affected the results of present study, student may have already developed self-regulatory motivation which in present does not affected by the psychological wellbeing because their motivation was self-determined they are more likely to engage in activities because are more fun and of personal importance (Cox & Williams, 2008).

### **Conclusion**

The findings of the current study reflected that Motivational Goal Orientation is somewhat related to Psychological Wellbeing of Secondary School Students whereas, Intrinsic and task orientation have important role. There is weak positive correlation of positive relations and self-acceptance with all three aspect of value component of motivational goal orientation. The personal growth and purpose in life has a significant weak positive correlation with Intrinsic and Task Value Goal Orientation.

### **Recommendation**

In the light of the findings of the present study, some recommendations and limitations are suggested. the present study has target the limited age range so for future researchers it is suggested that data should be large and should be taken from young adults too.

Based on the study's outcomes, it is recommended that teachers and psychologist should pay particular attention to fostering intrinsic and task-oriented motivational goal orientations among secondary school students. This emphasis may contribute positively to their psychological well-being. The findings underscore the importance of tailoring educational and counseling interventions to align with the motivational needs of students, ultimately enhancing their overall psychological health and well-being.

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