

Law of Attraction and Achievement Outcomes: A Proposed Psychological Model of Success through Goal-Directed Behavior

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Abstract

In this study, a conceptual model is proposed for the personal success (life outcomes/achievement) variable, along with its relationships with positive thinking, self-belief (self-efficacy), and positive expectations. The goal-directed behavior variable is also included as a mediating element. The study is based on the theory of the Law of Attraction and Self-Fulfilling Prophecy theory, which suggests that cognitive processes which include expecting outcomes, thinking and beliefs shape outcomes through behavioral mechanisms. The major problem to be tackled in the model is that Psychological factors are focused as determinants of success, but in fact it is harder to achieve success by directly influencing the psychological factors, the success can be achieved through structured and directed actions with the aim of achieving it. Based on this, the current study puts behaviors as the important linkage between cognition and outcome of success. The research design of this study is quantitative in nature and is a cross sectional research design and for the study the target group is the University students of Peshawar, Pakistan. Structured questionnaire will be used for collecting data using the convenience sampling method with the number of respondents is estimated to be 300-400 people. The data will be analyzed using SPSS with descriptive techniques and preliminary reliability test, followed by the use of SmartPLS analysis based on Structural Equation Modeling (SEM-PLS) which will be used to test the relationship between variables directly and indirectly using bootstrapping technique. The study is likely to yield significant implications for learning about the link between psychological factors and behavioural involvement for success. In practice, it serves as a reminder that students' development of goal-

directed behavior needs to be nurtured in conjunction with their developmental thinking for enhanced pupil attainment and life outcomes. It is theoretically developed by including both the cognitive and behaviour-oriented aspects of success into one. Even though the proposed model is well supportable, future research is recommended to touch and test the proposed model on a different populations and cultural contexts, and adding more moderating and mediating variable for in-depth understanding of how the process of success is mechanized.

Keywords: Personal Success; Positive Thinking; Self-Belief; Positive Expectations; Goal-Directed Behavior; Law of Attraction.

Background Information

It has long been a concern in psychological, educational, and organizational behavior studies to look at personal success, which is commonly equated with achievement or satisfaction with life or general outcomes in life. In modern positive psychology, success is not just what can be understood as “objective success” (grades, income, career progression etc.), but rather it is a multi-dimensional phenomenon that encompasses subjective well-being, perceived success and the capacity to engage in and achieve one's personally valued goals (Diener, 1984; Ryff, 1989). In this larger context, personal success is becoming a concept that is linked to ongoing psychological activity, most prominently cognitive, motivational, and self-regulatory. Theories in recent years have indicated that outcomes of personal success are not simply a matter of external factors as they affect the person, but are also strongly influenced by some internal psychological factors which affect behavior towards the attainment of that success. Goal-directed behavior is a key proximal predictor of the success outcomes, in this context. Goal-directed behavior involves, planning, persistence, regulation of effort, and use of adaptive strategies (Locke & Latham, 2002), is sustained, purposeful and self-regulated towards the goal. Goal-setting theory emphasizes that setting a deliberate goal is a major contributor to achieving high performance and success in life (Locke & Latham, 2013).

The findings of the empirical studies consistently demonstrate the high connection between self-regulatory behaviors and achievement results. For instance, students' academic and life success has been related to their capacity to convert motivation towards sustained behavioral efforts (Zimmerman, 2000). Likewise, studies within educational psychology reveal that motivational involvement and process (behavioral persistence) explain a significant fraction of prediction of achieving results, far more so than ability (Pintrich, 2000). The results suggest that personal success is essentially behavior-oriented rather than personality based and that is revealed by regular behavioral patterns.

In this behavioral context, it has been found that self-belief (or self-efficacy) is a crucial antecedent in a behavioral sequence that leads to goal-oriented behavior. Bandura's social cognitive theory theorizes that self-efficacy, the confidence that one has in one's ability to plan and carry out behaviors necessary to successfully deal with future situations, is one of the key factors that contribute to human agency (Bandura,

1997). People with high levels of self-efficacy tend to establish high goals, persist through set-backs, and get back on track to maintain a high level of performance, improving the odds of their success. In addition, empirical research also validates the relationship between academic self-efficacy and academic achievement and performance-related outcomes at the academic level in various contexts (Honicke & Broadbent, 2016; Richardson et al., 2012).

Positive expectations and/or optimistic beliefs about future outcomes also play a part in achievement behavior, in addition to self-efficacy. Expectancy-value theory predicts that two factors influence willingness to take action to achieve a goal: a person's expectation of success, and his or her value of successful performance (Eccles & Wigfield, 2002). Others have connected the feeling of optimism to increased endurance and adaptation to life difficulties, which causes an indirect improvement in performance and satisfaction in life (Carver et al., 2010). Such cognitive expectations are motivational catalysts, mediating challenges and opportunities interpretations.

Along with cognitive framing and optimism, positive thinking is another factor that enhances behavioral activation. Research in positive psychology proposes that people with positive thinking tend to have a larger thought-action repertoire and can thus experiment with other more effective ways of meeting goals (Fredrickson, 2001). The broaden and build theory suggests that "broadening" the range of one's emotions (positive) creates "building" of long-term psychological and social resources that are taught to help one succeed. What this suggests is that positive thinking may have an indirect effect on personal success with regard to behavior and motivation.

Research on the dependent variable of this study (personal success) has examined the influence of psychological constructs including self-efficacy, achievement goals, emotional regulation, and others. We are of the opinion that Wang et al. (2017) showed just one example of achievement goals being significantly correlated with life satisfaction, with the intervening variable being the perceived agency. They bring special attention to the quite significant role context of perceived control and purposeful action play in the production of success outcomes beyond any cognitive orientations. The significance of academic self-efficacy in the prediction of academic achievement is also mentioned by Wang et al. (2026) based on recent studies that highlighted how academic self-efficacy, as mediated through motivational and contextual factors like achievement goal orientation and transformational leadership, predict academic achievement.

Overall, these studies support the notion that personal success is more of a mediated goal, one that cannot be taken for granted in assessments, since it depends upon cognitive and motivational processes. In particular, self-efficacy and achievement-related beliefs either positively and/or negatively affect success mainly through the effect they have on behavioral engagement and persistence. This fits in with general models of social cognition theory, which focus on interaction among cognition, behavior and outcomes (Bandura, 2001).

From a theoretical standpoint, the present study is grounded in the Law of Attraction framework and the self-fulfilling prophecy theory. The Law of Attraction suggests

that individuals' dominant thoughts and beliefs shape their actions and ultimately their life outcomes, whereas the self-fulfilling prophecy explains how expectations influence behavior in ways that make those expectations come true (Merton, 1948). While the Law of Attraction is often criticized for lacking empirical rigor, its core psychological components such as attention focus, expectancy effects, and motivational alignment are consistent with established psychological theories.

Importantly, the dependent variable - personal success - can only be analyzed within a framework of personal behavior, like goal directed behavior. When behaviors are missing, then the thoughts, like positive thinking or expectations, are not included and won't demonstrate results. Goal-directed behavior becomes, therefore, a vital process to link internal processes to observable outcomes of success.

In addition, current studies have been increasingly spawning mediated models of success. For instance, self-efficacy has been found to affect children's academic performance indirectly via the influence on child motivation and persistence (Usher & Pajares, 2008). Likewise, mediators that are engaged in the process of change are often found to mediate the outcomes of transformational psychological processes, rather than have direct influences on the process outcomes. This further validates the concept into the current model of concept which states that process of goal directed behaviour is the focal pathway between psychological antecedents and personal success.

Problem Statement

The success of the person, which is in many ways related to achievement outcomes, life satisfaction and general functioning, has been increasingly conceptualized as a multidimensional concept, comprising internal psychological processes and behavior. Despite its significance to educational, organizational and positive psychology studies, one significant issue in the literature has been that personal success has often been studied as a direct result of stand-alone psychological characteristics, yet very often, the behavioral mechanism that draws personal success from these psychological characteristics has not been explored.

Existing research has a significant shortcoming in that these studies tend to examine only one of the factors (e.g., self-efficacy) as a determinant of either student success or outcomes, and view outcomes as merely being directly caused by this one factor. For instance, there is a large body of evidence indicating that academic success is related to academic self-efficacy, suggesting this positive relationship (Richardson et al., 2012; Wang et al., 2026; Honicke & Broadbent, 2016). However, these research studies also suggest that this connection is not unmediated, and that motivational and behavioral factors—like goal orientation, engagement, etc.—play a role (Wang et al. 2026). This indicated that there are other factors which contribute beyond the self-belief domain in achieving success.

Likewise, studies of achievement goals and life satisfaction confirm that cognitive orientations affect achievement goals' results either indirectly via perceived agency or self-regulation. (Wang et al., 2017). This evidence points to an important omission - success is seldom achieved through the disposition at times, but in a structured and

directed conduct. But there are a number of models available that fail to explicitly include goal-directed behaviour as a key mediational mechanism resulting in lack of explanatory frameworks.

The other topic is addressed in the literature is the lack of integrated treatment of positive psychological aspects like positive thinking and positive expectations. Positive feelings and optimism have shown to be associated with various positive well-being and performance outcomes (Fredrickson, 2001; Carver et. al., 2010) but there has been little consideration of such constructs as united predictors of success. This disintegration prevents the construction of such a comprehensive model, which explains the joint effect of several cognitive and emotional factors on behavioral engagement.

In addition, although expectancy-value theory (Ecolles & Wigfield, 2002) and social cognitive theory (Bandura, 1997) are both viable models for understanding motivation and behaviour research tends to test these concepts separately rather than as part of a recognised chain of relatively autonomous motivational factors and their respective outcomes associated with personal success. This limits predictability of these models in accounting for the process people use to translate psychological resources into actionable and conscientious goal behaviors and finally into actions that end in actual results.

Another conceptual gap is that personal success (the dependent variable) is operationalized. It is common in many studies to use one of the success measures (academic or subjective), and not combine both behavioural and perceptual measures. The idea that success is indeed more than the final product comes from research that indicates that success can be best defined as a process of sustained effort and adaptation to behavior (Locke & Latham, 2013; Zimmerman, 2000). Dynamic process however, often times goes overlooked in models that already exist.

Importantly, recent empirical studies suggest that effect of the psychological factors (self-efficacy) on achievement is highly mediated through motivational factors (including the achievement goal orientation and behavioral engagement) (Wang et al., 2026). This emphasizes the importance of adding some intervening process to science, one that can convert internal cognitive processes (ICP) into its external observable products of success (POS). Unless this mediation is included, the link between psychological factors and personal success is incomplete and lacking in theory.

Besides, despite the idea of law of attraction and self-fulfilling prophecy is that thoughts and expectations lead to a result (Merton, 1948), their behavior-related operationalization in empirical researches isn't clear. This means there is a methodological void regarding the relationship between positive thinking, self-belief and expectations on the one hand and measurable success on the other. Previous studies indicated this process should happen through a process of programmatic interaction, which is less explicit or examined in the current models.

Thus, the need for an integrated conceptual model that integrates positive thinking, self-belief (self-efficacy) and positive (anticipation) as antecedent constructs with goal directed behavior as a major mediational construct that links these psychological constructs with personal success was clearly felt. Inconsistently, previous studies

support that psychological measures and concepts that do not include intervening behavioral processes, have suffered from a limited and fractured range of predictive relations with success outcomes (Wang et al., 2017; Wang et al., 2026; Bandura, 1997).

Research Objectives

Given the proposed conceptual model and the gaps in the literature on how little work has been done to integrate psychological antecedents and behavioral mechanisms to explain personal success, the following research goals are set for the present study:

General Objective

Explore the impact of goal-directed behavior as a mediator of the role of positive psychological factors (positive thinking, self-belief and, positive expectations) on personal success.

Specific Objectives

To investigate how positive thinking affects the behaviors of people toward a goal.

To examine self-belief (self-efficacy) effect on goal directed behavior.

To discuss and examine how positive expectations can affect goal-directed behavior.

To identify how an individual's success (life outcomes/achievement) is influenced by goal directed behavior.

To test the mediation of goal-directed behavior between positive thinking and personal success

Analyze if goal-directed behavior is a mediator between self-belief and personal success.

To determine if goal-directed behavior contributes to the positive expectations to personal success relationship.

Significance of the study

Practical Significance

Education institutions, career development programs and personal development interventions will have practical implications from the findings of this study. Knowledge about the fact that cognitive beliefs are not the only determinates for personal success, but are also significantly determined by goal directed behaviour offers guiding principles for teachers, counsellors and policy makers.

For example, "self-efficacy" or "motivation" is sometimes the focus of interventions designed to enhance student achievement; but, research suggests that psychological improvements do not necessarily carry over to actual student achievement (Zimmerman, 2000; Honicke & Broadbent, 2016). This paper provides a focus on goal-directed behavior as a central mechanism, and underscores the need to teach people proactive, positive thinking/believing, consistent planning, monitoring and effort "node-regulation".

Furthermore, the results of this research can be used to design programs for behavioral skill building which can be integrated with psychological interventions.

Personal success outcomes such as positive thinking and self-efficacy enhancement interventions can be greatly enhanced by teaching goal-setting, self-monitoring, and persistence skills, for instance.

Contextual Significance

Given the very dynamic nature of the academic and occupational landscape, people need more self-regulation of their learning and behavior than ever before. Self-regulated behaviors and motivational engagement, rather than ability, have been shown to have a significant impact on achievement outcomes (Pintrich, 2000; Zimmerman, 2000). In the increasingly contemporary and environmental education context and the workplace, this understanding of psychological factors in goal-directed actions is thus more important.

Also, it is important to note that the relation between academic self-efficacy and achievement results is a complex process of mediation, which is related to the concepts of motivation and the context (Wang et al., 2026). This is reiterating the importance of using models that incorporate multiple elements and can more adequately explain more complicated factors involved in successful processes in the real world than the basic cause-effect models.

Literature Review

The key is teaching them about the Law of Attraction and the Self-Fulfilling Prophecy. The most important thing is to make sure they understand the Law of Attraction and Self-Fulfilling Prophecy.

This present study is based on the Law of Attraction (LoA) and Self-fulfilling Prophecy theory which provide a rationale of how thoughts, beliefs and expectations affect behaviour self-fulfillment and life outcomes.

According to The Law of Attraction, people's predominant thoughts give way to the focus, motivation and behavioral patterns that lead ultimately to life results. From a psychological perspective this would relate to the shift in attention, expectancy formation and motivational activation. Positive cognitive orientation has been associated with attuning to greater breadth of attention, greater motivation, and a greater persistence in goal-directed activities (Fredrickson, 2001; Carver et al., 2010). The Self-Fulfilling Prophecy theory (Merton, 1948) describes how the expectations influence behaviour so as to create a self-fulfilling situation. Individuals who expect success take the necessary action to ensure success, including persistence, efforts and strategic action. There are empirical findings that indicate that expectations do have an influence on achievement via behavioral confirmation processes (Rosenthal & Jacobson, 1968; Madon et al., 2011).

These two theories set the foundation of an underlying mechanism:

Thinking (cognition/beliefs/expectations) → Behavior → Results (success).

This directly aligns to the following structure:

IVs have an impact on Mediator (Goal-directed behavior)

Mediator: is influenced by DV (Personal success)

Goal-Directed Behavior is achieved when the individual has Positive Thinking, which in turn leads to Personal Success.

Positive thinking is a mental attitude that includes positive thoughts, attitudes, interpretation of positive events and optimism. The broaden and build theory states that positive thinking can be used for the expansion of cognitive resources and enhancing adaptive behavioral responses (Fredrickson, 2001).

It is suggested that empirical studies support the fact that people with positive thinking demonstrate higher motivational level and persistency, it is evident from the empirical studies, and there is higher coping ability which has a direct impact on enhancing the goals-directed behaviour of people with positive thinking (Carver et al., 2010). The positive thinking works to help them set their goals, continue to work hard, and face their challenges and difficulties, thus reinforcing structured behavioral involvement.

Research indicates that positive cognitive orientation positively correlates with achievement and positive correlates with life satisfaction in terms of outcomes. A person's goal pursuit that is consistently positive is more likely to lead to better performance outcomes via ongoing efforts and adaptation to goals.

Thus the connection between Positive Thinking and Goal-Directed Behavior, then to Personal Success is negative reinforcement. Positive thinking is negative reinforced by Goal-Directed Behavior which then leads to Personal Success.

If a person is having self-belief (Self-Efficacy) then you will be goal oriented which will lead to personal success.

The term self-belief also known as self-efficacy indicates people's confidence in their ability to tackle tasks or accomplish goals (Bandura 1997). One of the best predictors for achievement in academic and life areas.

Self-efficacy has been consistently found to positively influence goal-directed behavior, by boosting efforts, perseverance, and self-regulation (Zimmerman, 2000). People with high self-efficacy more likely to establish goals that are Set and difficult, to be persistent, and to persist in behavior when challenged.

The results of the meta-analyses support the link between SE and success with achievement outcomes (Honicke & Broadbent, 2016; Richardson et al., 2012). This, however, is more of a behavioral relationship, and self-efficacy enhances success in a way that seems to affect behavioral performance via its influence on them more than directly.

In recent empirical studies, this pathway is also substantiated. In accordance with this self-efficacy operates through behavioral processes in the form of motivational and behavioral mediators, which was confirmed by Wang et al. (2026).

Thus the stronger the self-efficacy, the stronger will be the Goal-Directed Behavior, which will result in Personal Success.

Positive Expectations → Goal-Directed Behavior → Personal Success

Positive expectations: Positive hopes about the future and positive feelings about doing something will result in success. The expectancy value theory predicts that

learners will be more willing to persevere and adopt action that requires effort if the outcomes of such action are likely to be good (Eccles & Wigfield, 2002).

Research demonstrates that the use of positive expectations and optimistic thinking enhances persistence and motivation, and it enables people to endure difficult circumstances and adapt (Scheier et al., 2001; Carver et al., 2010). Remember, these mental predictions are linked to better purposeful behaviour, because people would like to put in a little intensity if they think they will develop success.

A positive mindset is also linked to academic and life achievements, based on the premise that in a pressured setting, they push out greater engagement and will lessen disengagement and apathy. Thus, expectations act as motivational motivators to increase consistency of behaviour in relation to goals.

Thus Positive Expectations → enhances Goal-Directed Behavior → improves Personal Success

The Goal-Directed Behavior to Personal Success (DV Relationship) is the fifth relationship that is examined.

Goal-directed behavior includes goal-oriented actions like planning, continuing and persistent effort and regulating effort and energy, and monitoring or checking one's own efforts, to achieve the goal (Locke & Latham, 2013). It lies at the core of a goal-setting model which emphasizes that performance increases with repetitive and directed efforts towards explicitly stated goals.

The evidence is compelling that goal-directed behavior predicting achievement and life success is very well supported. Zimmerman (2000) emphasizes the need for self-regulated behavioral processes for achieving academic success. Likewise, Locke and Latham (2013) state that goal commitment and working hard are some of the most important factors for performance outcomes

Empirical researches also prove that behavior implementation is more powerful than psychological traits, because success is not created with the latter but with the former. According to Wang et al. (2017), achievement related cognitions mediate the life satisfaction-diversifying effects of different paths to perceived agency, and according to Wang et al. (2026), achievement outcomes are related to motivational and behavioral pathways.

Goal -> Directly enhances Personal Success (achievement/life outcomes)

In all the variables, there are consensus in the literature that a chain relationship model consists of:

Positive thinking leads to Goal-Directed actions and ultimately to Personal Success.

Goal-Directed Behavior is the passing of Self-Belief into Personal Success.

Positive Expectations leads to Goal-Directed Behavior which leads to Personal Success.

It matches the Law of Attraction and Self-Fulfilling Prophecy suggestions that thoughts determines situations only insofar as to activate behaviors.

The overall reaction is:

Behavioral Mechanism (Mediator) in between Psychological Factors (IVs) and Success Outcomes (DV).

The study's hypotheses

In the context of the proposed conceptual model and literature support, three hypotheses are developed:

Direct Effects

H1: There is a significant positive relationship between Positive thinking and goal-directed behavior.

H2: There is a strong positive correlation between one's goal directed behavior and his or her self-belief (self-efficacy).

H3: Positive expectations are strong determinants of goal-directed behavior.

H4: Personal success is significantly positively influenced by goal oriented behavior.

Indirect (Mediating) Effects

H5: Positive thinking and personal successes by goal-directed behavior.

The aim of the study is to test the hypothesized path between self-belief (self-efficacy) and personal success in secondary students' writing behavior. The study aimed at testing the hypothesized path between self-belief (self-efficacy) and the personal success regarding secondary school students' writing behavior.

H7: Positive expectations are the role players perceive that they have the ability to accomplish a goal.

Proposed Methodology

Research Design

The present study will take a quantitative approach and a cross section research design to examine relationship between positive thinking, self-belief (self-efficacy), positive expectations, goal directed behavior and personal success. A quantitative approach works well because it provides the opportunity to collect numerical data that can be measured objectively to examine psychological factors that are being hypothesized and to test for hypothesized relationships statistically (Creswell & Creswell, 2018). The cross sectional design was found suitable for the present study because it helps in collecting the data at a single point in time and is widely adopted in behavioral studies to investigate predictive and mediational relationship of latent constructs (Saunders et al., 2019).

Population and Sampling Technique

This study will focus on University students in the target population which includes students of public and private sector Universities of Peshawar in Pakistan. Students at universities are an appropriate population as they are involved with academic, personal, and career goals and are in a position where psychological factors associated with personal success can be studied. This study will be conducted using a non-probability convenience sampling method because of ease of access, time and resources. Even though probability sampling is mostly most desired for generalization, convenience sampling is gaining acceptance in social science and behavior research, especially those carried out in the university environment where access to respondents is restricted (Etikan et al., 2016).

Sample Size

The sample size will be determined by the recommendations for performing Structural Equation Modeling with Partial Least-Squares (PLS-SEM). For testing models that are complex involving multiple constructs and mediation effects a sample size of 200–400 respondents is enough, according to Hair et al. (2022). Therefore, the study will focus on about 300-400 students who are enrolled in the University to assure the statistical strength, the stability of the model and accurate path coefficient estimation.

Data Collection Procedure

The data will be gathered by using a structured and self-administered questionnaire which will be sent among the university students of Peshawar. The questionnaire will be distributed orally and electronically (Google Forms) for high response rates. Before collecting data, relevant academic departments will be requested for the permission and the respondents will be briefed about the purpose of the study. There will be no coercive participation and questionnaire responses will be anonymous and confidential as per ethical research principles. There will be no collection of identifying personal information and data will only be utilized for academic purposes.

Measurement of Variables

Reliability and construct validity of the study will be obtained by using the measurement scales that have been validated based on literature. Positive thinking will be assessed by items from scales on the item level developed in the positive psychology literature in the fields of optimism (Carver et al., 2010) and positive cognition (Scheier et al., 2001). The self-belief (self-efficacy) will be assessed by items adapted from the General Self-Efficacy Scale (Bandura, 1997) and the academic self-efficacy scale (Schwarzer & Jerusalem, 1995). Expectancy based items which focus on expectancy-value theory (Eccles & Wigfield, 2002) will be used to measure the positive expectations. Self-regulation and goal-setting behaviour measures based on goal-setting theory (Locke & Latham, 2013; Zimmerman, 2000) will be used to assess goal-driven behaviour. The dependent variable, personal success, will be measured in subjective well being and achievement-based measures that have been often used in positive psychology research (Diener et al., 1985; Ryff, 1989). Items will all be rated on a 5 point likert scale ranging from strongly disagree to strongly agree.

Data Analysis Technique

The collected data will be analyzed with SPSS and SmartPLS program. Data will be analyzed using SPSS with preliminary analysis techniques including data screening, descriptive statistics and reliability test using Cronbach alpha. It will also be used for the initial correlation analyses of the variables (Pallant, 2020).

The model in hypothesis test will be used by the model of SEM-PLS software using SmartPLS. This study utilizes PLS-SEM since it is suitable for multiple latent constructs in mediation analysis, common relationship structure in this study, and also

it is suitable in using models that are goal oriented and predictive models that are utilized in this study. The analysis will be in two stages. The reliability test and validity test will be performed on the measurement model using the criteria of reliability (Cronbach's alpha) test and validity (Average Variance Extracted), and discriminant validity (HTMT criteria). Second, the path coefficients, coefficient of determination (R^2), effect sizes (f^2) and predictive relevance (Q^2) will be examined in the structural model. To test the significance of DEs and IE, the bootstrapping with 5000 resamples of smartPLS means for mediation analysis is recommended (Hair et al., 2022).

Ethical Considerations

This study would take place in keeping with ethical standards as a social science study. There will be no compulsory participation and informed consent will have to be obtained from all participants. Strict attention will be paid to the rules of confidentiality and anonymity and respondents will have the right to terminate their participation in the study without suffering any consequences. All the data gathered will be utilized for academic research only.

Conclusion

The present study presents and conceptualizes a holistic model, which explains the process of personal success as an integrated process involving the roles played by of positive thinking, positive expectancy, and self-belief (self-efficacy) and the salience of goal-directed behaviors as the core mediator within the model. The model was based on the Law of Attraction, the Self-Fulfilling Prophecy theory (Merton, 1948) and the assumption that psychological outcomes including thoughts, beliefs, and expectations are not direct contributors to success outcomes. No, they do it via behavioral pathways that transform constructs in his/her mind into what is actually done.

It shows the importance of maintaining positive thinking to developing adaptive cognitive patterns that affect motivation and persistence. So, too, do positive expectations foster anticipatory motivation to achieve success, and self-belief builds self-confidence. But these psychological resources are meaningful only in terms of goal-directed behaviour such as goal setting, effort management, self-control and self-monitoring. In the end, it is this behavioral process that will give each person their own personal level of success in achievement, performance and life outcomes.

This proposed model changes the concept of success from only measuring a cognitive state to a cognitive behavioral process model with behavior as the main factor connecting psychological factors with actual outcome.

Implications of the study

The results of this proposed model have theoretical, practical and educational significance.

Theoretically, it is the first study to examine the concept of positive thinking in relation to self-efficacy and positive expectations as single models of an integrated

approach to a behavioral phenomenon. It builds on and expands the concepts of the Law of Attraction and Self-Fulfilling Prophecy by operationalizing the theories into directly measurable constructs and focussing on the role of the mediator: behaviour. This enhances and consolidates the theoretical knowledge that thinking state effects outcomes indirectly and thus yields more realistic and scientifically valid conclusions about success..

The study helps another form of activity, namely, how it will be applying to the practice: for teachers/educators, counsels, and policy makers. It implies that building a successful person isn't always simply about instilling a positive mindset or some level of motivation. Rather, interventions should consider boosting in goal-directed behavior skills (goal setting, time management, self-monitoring, persistence). Programmes in which psychological development (self-belief and positive thinking) is incorporated with programmes for building up behaviour skills are likely to be more effective in improving student achievement and life outcomes.

Model is especially applicable from an educational perspective for university students from Pakistan and other analogous situations in which one aim greater success in a study, while mental preparedness and habit of action have their own degree of influence. Based on this it is possible to create mentoring schemes, academic coaching, student development workshops for Universities to target positive cognition by structuring academic behavior.

Future Directions

The proposed model has a strong theoretical background, but needs to be tested empirically using advanced statistical methods like SPSS and SEM-PLS, to validate the relationships between variables. Future studies could examine the structural relation of positive thinking, positive self-beliefs, and positive expectations with future goal-directed behaviours and personal success with larger and more diverse samples within various educational programmes/sectors and culture.

The model can be further extended in future research and consideration of other psychological and contextual factors that are important in the lives of young people, such as motivation, emotional intelligence, resilience, and social support, which can more fully explain the model. Longitudinal research designs are suggested to investigate changes in these relationships over time, especially for the understanding of the long-term success outcomes of goal directed sustained behavior.

Further, the possibility was considered to take into account the different types of moderation which could be varied in age, socio-economic status, and/or academic field to test for group differences in the proposed relationships. In addition, cross-cultural validation is also recommended to check the applicability of proposed model in different cultural contexts other than Pakistan.

Overall, this research work presents an initial conceptual model that may offer great potential for empirical testing and theoretical conceptualization for future research in positive psychology and education psychology or behavior science.

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