

The Relationship between Self-determination and Life Goals Achievement of Senior Secondary School Students

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Abstract

The purpose of this study was to examine the relationship between self-determination and life goals achievements of senior secondary school students. To assess the phenomena mixed method approach with an explanatory research design was employed. Using a stratified simple random sampling technique, a sample of 304 senior secondary school students were selected from the sample zones for the study. After the data was collected using questionnaires and focus group discussions quantitatively percentage, correlation and multiple regression statistical analysis were computed to notice the result, while theme analysis was employed for qualitative data result. The result of statistical analysis revealed 19.5% significant contribution of self-determination to life goal achievement, while the reverse life goal achievement also contributes 21.8% for self-determination. The qualitative results also confirmed that self-determined students are competent enough, autonomous and have a sense of relatedness that helps them develop self-confidence and self-reliance which facilitates one's life goal achievement. In turn, achieving one's life goal also boosts one's self-determination through developing self-efficacy. Thus, it was concluded that both variables can contribute to each other as self-determination contributes to life goal achievement; achieving one's life goals also strengthens one's self-determination. Hence, it was recommended that students have to be trained on how to gain the skills and knowledge of self-determination to facilitates their life goal achievement.

Keywords: Autonomy, Competence, Life goals, Relatedness, Self-determination.

INTRODUCTION

Self-determination is a general framework used to identify universals in human nature and individual differences. It laid emphasis on human's inherent tendencies toward growth and self-improvement through the satisfaction of basic psychological needs for autonomy, competence, and relatedness (Koole et al. 2018). Self-determination is considered part of the broader positive psychology movement that led to significant advancement by demonstrating that intrinsic motivation and adaptive functioning are enhanced by pursuing and eventually attaining available and personally meaningful life goals (Deci and Ryan 2000). Self-determination is based on the

philosophy that people are growth-oriented agents so that they are initiated by their values and interests to pursue their goals through mastering their environments (Soenens and Vansteenkiste 2005; Sugarman and Sokol 2012). The concept implies that people are naturally curious and seek to have a choice in the activities they perform.

Self-determination is a combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behaviour which is composed of self-awareness, self-advocacy, choice-making, self-management, decision making, self-efficacy, and goal setting and attainment (Lane et al. 2012). Self-

determination is a competency that can support students to determine their desires, decide to take actions, evaluate, and improve on their life goal achievement. Self-determination theory assumes that the basic psychological needs for autonomy, competence, and relatedness are associated with motivational regulation (Müller et al. 2021). These needs are in-born needs, having a defining role for the individual's psychological well-being and harmonious development. Self-determination maintains self-efficacy and particularly concerned with how social-contextual factors support or thwart people's thriving through the satisfaction of their basic psychological needs (Ryan and Deci 2017). Thus, the satisfaction of the three basic psychological needs is significant for the optimal development and functioning of human beings (Deci and Ryan 2008).

Self-determination emphasis on intrinsic motivation characterizes behaviours that are enjoyable or pleasant and thus exhibited "for their own sake" (Ryan and Deci 2020). In education, intrinsic motivation is worth striving for, as it positively affects relevant life goal achievement of students (Patrick et al. 2000; Thomas et al. 2018). Within an educational setting, the integration of self-determination skills such as self-regulation, decision making, and action planning has been shown to help students evaluate and achieve personal goals; become more autonomous, self-determined learners; and increase the sense of control over their learning (Eisenman 2007). Recently finding indicated that people with high self-determination report that they are more satisfied with their lives. Students who are taught self-determination skills do better in school and are more organized and self-directed. They are more likely to live on their own, do better at a job, be more secure with their finances, and be more involved in their healthcare. Working on self-determination skills can also help teach and strengthen skills related functions, including planning, prioritizing, and organization (Vanderbilt Kennedy Center for Research on Human Development) (VKC) 2021).

Self-determination is the idea that intrinsic motivation, internalization, and social

integration are accompanied by specific phenomenal satisfactions. It suggests that inherent in such pursuits are satisfactions in feeling competence, autonomy, and relatedness. These proximal satisfactions reflect the deepest sense, the essence of human thriving, and they predict any number of indicators of wellness and vitality. Moreover, Self-determination research documents that in social contexts in which there is psychological support for these satisfactions, people's curiosity, creativity, productivity, and compassion are most robustly expressed (Ryan and Deci 2017). Hence, to support the aforementioned concepts, autonomy, competence, and relatedness are essential elements but failure to support one of these three psychological needs within the social context will have a detrimental effect on one's well-being (Mulder 2018).

Competence refers to having the feeling of being capable to meet the demands of environments and face daily challenges. Such needs can be fulfilled by the experiences of enacting and achieving desired goals and having effective outcomes. Competence is the experience of a sense of effectiveness in interacting with one's environment (White 1959). It is concerned with ones' achievements, knowledge, and skills that develop mastery over tasks. Relatedness satisfaction refers to the need to have a sense of belonging and connectedness with others (Deci and Ryan 2008). It is the tendency toward social coherence and harmony for love and care by others while the need for autonomy refers to the experience of volition and the self-endorsement of one's activity (Ryan and Deci 2006). In self-determination, autonomy represents a state in which one's behaviour is self-organized and volitional. Autonomy is understood, however, as more than merely a subjective phenomenon that is reflected concurrently in physiological, behavioural, and phenomenological patterns (Di Domenico and Ryan 2017). Autonomy is a need for mastering ones' destiny and having at least some control over ones' life. The need for autonomy implies individuals strive to experience choice in the initiation, maintenance, and regulation of human behaviour. When acting with autonomy,

a person is fully functioning, willingly engaged in activity with awareness and congruence, and able to harness vitality in the self-regulation of action (Ryan et al. 2021).

Hence, an individual has an inborn tendency to interact with others, to feel autonomous, and to demonstrate that he is capable, all these aiming towards social integration and personal development. When acting with autonomy, a person is fully functioning, willingly engaged in activity with awareness and congruence, and able to harness vitality in the self-regulation of action. This full functioning is reflected as well in indicators from physiology to performance. As a result, the satisfaction of these needs is essential to the process of individual growth and development, as it is significantly and positively associated with a psychological state of well-being, but lack of one of these three needs leads to a state of illness for the human body, both psychologically and physically. Self-determination is fostered through promoting autonomy, independent thinking, self-advocacy, empowerment, and the ability to live according to values and standards. Research suggests that having high self-determination can foster success in many different domains of life goals (Cherry 2021).

Goals can be short-term, such as achieving a good grade in the subject, but long-term goals, future goals, life goals, or aspirations are things driven as a powerful process in thinking about their ideal future. After people have planned their own aspirations, they will motivate themselves to turn their vision into reality. The aspiration of people's life goals is intrinsic that contains life goals like relationship generatively and personal development meaningful relationships, personal growth, and community contributions; and extrinsic aspirations like wealth, fame, and image. Goals are classified into outcome goals, performance goals, and process goals. Separating goals helps to organize the thought process and allows focusing on what one wants to accomplish. The outcome goal is a goal that isn't under one's control. It's the big picture (Miller 2021). For instance, being the top scorer and famous freshman student on the

campus. Performance goals are what one tries to achieve. They are the building blocks that help to reach the outcome goal. To be a famous freshman student the student may score better than other students on the campus within the courses. Process goals are completely controlled. They are the small steps taken to get performance and outcome goals. With the help of process goals, performance goals can be reached (Miller 2021). For instance, during the teaching-learning process in each session, the student has to be concentrated, focused, and attentive, take lecture notes, ask questions for more clarification, review his notes one's a week, and the like. Process goal deals with the techniques or the strategies necessary to perform tasks well. It is simply a marker to identify, direct and measure one's efforts. It is a tool to focus one's efforts in a single direction. It is the small things focused on or done to eventually achieve performance goals. Thus, it is easily measurable and doable as it is a daily or weekly goal that paves the way to the big goal.

Therefore, starting at the process goals and working on one's way provides guidance and gives a clearer picture of what the overall goal might be. With respect to this concept, Georges St-Pierre says that it's okay to set high, out-of-reach goals as long as performance and process goals were set to achieve outcome goals (Miller 2021). An achieving goal can be influenced by self-determination as self-determination is a person's ability to make choices and manage one's own life to play an important role in achieving a personal goal that contributes to psychological well-being and allows people to feel that they have control over their choices and lives. This is because; gaining control over one's life makes one successfully apply self-determination skills, like goal setting and goal attainment, problem-solving, and self-advocacy (Burgstahler 2021). Thus, feeling in control and intrinsically motivated can help people feel more committed, passionate, interested, and satisfied with what they do (Cherry 2021).

On the other hand, research claim that life goals can predict a low portion of psychological well-being (relationships, autonomy, and environmental mastery)

(Romero et al. 2012). This implies life goal achievement can predict psychological well-being (relationships; autonomy and environmental mastery) which also has a direct relationship with self-determination theory (autonomy, competence, and relatedness). A self-determined individual is someone who: believes in control of one's own life; takes responsibility for one's own behaviour; is self-motivated instead of driven by others' standards or external sources and determines one's actions based on one's own internal values and goals. Attainment of one's goal contributes to satisfying basic psychological needs: competence, autonomy, and relatedness which in turn energize goal-oriented behaviour of individuals to be self-determined. If individuals are self-determined and satisfy their psychological needs, they feel better and it becomes the most important factor to regulate and adapt individuals to their life goals (Diener and Seligman 2004). Hence, intrinsically determining one's goal and spending much effort to actualize it, helps to proceed to achieve one's goals (Moore et al. 2021). Hence, when individuals set goals and actualize them, they satisfy their needs and become a better position as the satisfaction of these needs is essential to the process of individual growth and development. Therefore; as self-determination influences achieving one's life goals, there is also the inverse effect that achieving life goals has a positive effect on self-determination. Hence, there is an interaction between self-determination and life goal achievement.

Statement of the problem

Despite the fact that self-determination contributes for achieving one's life goal in human beings to lead programmed successful life, the concept has not been given due emphasis by scholars. Moreover, there is a knowledge gap concerning whether self-determination has an influence on life goal achievement processing or vice versa so that the concept has not been extensively discussed in the literature.

Self-determination is the belief that human beings are active; growth-oriented who are

naturally inclined toward integration of their psychic elements into a unified sense of self and integration of themselves into larger social structures (Ryan and Deci 2000). In self-determination theory, people must determine intrinsically their goals and attach themselves to the attainment of their goal through exhausting much effort to actualize it which in turn brings the satisfaction of the basic psychological needs for autonomy, competence, and relatedness (Ryan and Deci 2000). When people satisfy these needs, through attaining their goals they enter into an autonomous mode of self-regulation that fosters intrinsic engagement and well-being (Koole et al. 2018). In self-determination theory, individuals who feel autonomous regarding their goals will benefit in distinct ways. It also allows individuals to make better use of implementing plans specifying how, when, and where they will enact goal-directed behaviours (Koestner 2008).

Self-determination helps to understand human motivation as motivation is also the most major dimension that determines achieving one's life goals. Achieving specific aspects of goals promotes psychological wellbeing. Successful goal progress results in enhanced positive affect and reduced negative effect, particularly if the goal pursuits involved satisfaction of intrinsic psychological needs. Intrinsic goals like personal growth, emotional intimacy, and community involvement are yielders natively because these goals directly satisfy the basic and natural psychological needs related to autonomy, competence, and relatedness. Adversely, extrinsic goals like financial success, attractive appearance, and social recognition yield other positive evaluations that do not satisfy directly the humans' basic needs (Kasser and Ryan 1993).

Self-determination involves the student identifying his or her own interests, values, motivations, as well as a personal understanding of his or her own abilities and limitations. The student then takes this information to explore how this personal awareness relates to a variety of life choices. For example, students learn from successes and failures how to achieve transition goals for

education, employment, and personal relationships. Self-determination is the ability of individuals to control their lives, reach goals they have set, and participate in the world around them to the fullest extent possible (Brown et al. 2021). Promoting self-determination has become the best practice in the education of students worldwide. Research links higher self-determination to positive adult outcomes and higher quality of life for youth with students. Most school standards include a focus on component elements of self-determined behaviour like goal setting, problem-solving, decision making, and others (Wehmeyer and Abery 2013).

The existing empirical study emphasizes the contribution of self-determination to life goals achievement. However, in this study, the researcher was interested to investigate the two ways effect, I.E the direct effect the inborn psychological needs (self-determination) has on life goal achievement and inversely to what extent life goal achievement predicts self-determination. Besides, the contribution self-determination subscales have to life goal achievement and vice versa was also sought and identified. Then based on the major objective of this study, examining the extent both self-determination and life goal achievement has a direct effect on each other with respect to senior secondary school students. Hence, based on the major objective of this study, investigating the relationship between self-determination and life goals achievements of senior secondary school students to help them adjust their life goal achievement with their basic psychological needs the following basic research questions were addressed in the study to fill the research gap.

1. To what extent does self-determination positively correlate to life goals achievement?
2. To what extent does Self-determination predict life goal achievement?
3. From subscales of self-determination which variable is the most contributor to life goal

4. From subscales life goals achievement which variables most contribute to self-determination?

METHODOLOGY

Research Design

Explanatory research design with mixed method approach in which quantitative data are more heavily weighted than qualitative data was used. Among different variants of explanatory design, the prototypical follow-up explanation was employed. In this case, priority was given to the quantitative phase and the subsequent qualitative phase was followed to explain the quantitative results. This means is that at first hand the quantitative data will be collected and then the collection of qualitative data follows to more explain the quantitative findings.

The variables included in the study were as independent variables- self-determination with sub-variables, Autonomy, competence, and relatedness and as dependent variables life goal attainment.

Population, Sampling and sampling technique

The population of this study was senior secondary school students of three zones. Out of the three zones, East wollega zone which has 20, weredas, and Horror guduru wollwga zone that has 17 weredas were selected by simple random sampling technique. Then from each zone wordas were selected by cluster area sampling techniques since the wordas are widely dispersed from each other. The cluster was based on four directions; East, West, South, and North directions. Accordingly, from Horror guduru Wollega Amuru, Horo and Abaychomen wereda, and from East Wollega – Diga, Arjo, Sibu sire, and Gute wereda, were selected as samples. From each sample wereda, a sample of schools were proportionally selected using simple random sampling techniques, while 304 students were selected through stratified simple random sampling technique to get proportional male and female students.

Instruments

A survey questionnaire and focus group discussion were used to collect data from respondents. or Self-determination, (Deci and Ryan in Johnston and Finney, 2010). Basic Need Satisfaction Scale which has 21 items for three needs: competence, autonomy, and relatedness was adapted and used. There are six items for competence, eight items for relatedness, and seven items for autonomy, to which participants responded on 6-point Likert scales from 1. Not at all to 6- always was used. The internal consistency of the scale for competence is .80; for autonomy .82, and for relatedness .81. For life goals achievement, Casser and Ryan (1996) life aspiration question that has 30-item with 5 points Likert scale from 1- 'Never' to 5- 'very' was used. These life goals were measured in terms of -personal growth (Self-Confidence and competence in life), relations (goal of closed relation with friends), society (goal of help to make a better world and life with others), wealth (increased money and financial assets), celebrity (be famous and popular) and mental image (attractive and good look image) each have 5 items

For focus group discussion questions related to the contents of the questionnaire were raised for some randomly selected students to discuss in a group to get more information that can be used as complementary to the issue under the study. To examine the practical use of the questionnaire, a try-out test study was conducted on 28 respondents and the reliability of the items was checked using SPSS version 26 software statistical analysis.

To maintain confidentiality, privacy, and strict anonymity, no identification of

information was stated. The questionnaire was distributed to the respondents after they were informed about the purpose of the questionnaires. Focus group discussion was also conducted after briefing the objective of the study to the informed consents. Quantitatively, the data was analysed using descriptive statistics, Pearson product-moment correlation, and multiple regression analyses while theme analysis was used to analyse the qualitative data collected through focus group discussion.

RESULTS

Based on the data collected from the total 304 (81%) response rate on Self-determination and life goal achievement of Senior Secondary School students, the analyses and interpretation were made as follows.

With respect to the characteristics of respondents out of the total of 304 participants, 169 (55.6%) were male respondents while 135(44.4%) of them were female students. This implies that the numbers of male students were greater than the number of female students and it was almost it approaching the proportional number of gender. Concerning the age category 276 (90.8%) of them were found below 20 age range, 26 (8.6%) of them were found in between the age range of 21 to 25, while 2 (0.6) of them were found above 26 age range. This shows that most senior secondary school students were found in the age range below 20 years.

To address the basic research questions, correlation and multiple regression statistical analysis were employed.

Table 1: *Pearson product-moment correlation of Self-determination subscales and life goals achievement*

	Autonomy	Competence	Relatedness	Life Goal achievement	Self-determination
Autonomy	1				
Competence	.479**	1			
Relatedness	.546**	.456**	1		

Life Goal achievement	.282**	.398**	.350**	1	
Self-determination	.862**	.735**	.835**	.409**	1
**. Correlation is significant at the 0.01 level (2-tailed).					
N=304					

Table 1 reveals the correlation between self-determination and life goal achievement. As it is indicated in the table all self-determination subscale variables are positively and significantly correlated to life achievement

goals. Accordingly, autonomous with the value of ($r=.282$, $p < .01$) competence ($r=.398$, $p < .01$) and relatedness ($r=.350$, $p < .01$). while Self-determination is correlated to life goal achievement with $r=.409$.

Table 2: *Pearson product-moment correlation of Self-determination and life goals achievement subscales*

	Wealth	Fame	Image	Personal growth	Relations hip	Community Contribution	Self-determination
Wealth	1						
Fame	.557**	1					
Image	.482**	.474**	1				
Personal Growth	.429**	.187**	.315**	1			
Relationship	.362**	.211**	.444**	.620**	1		
Community Contribution	.387**	.145*	.329**	.688**	.643**	1	
Self-determination	.263**	.294**	.209**	.289**	.370**	.376**	1
**. Correlation is significant at the 0.01 level (2-tailed).							
N=304							

Table 2 above depicts that all life goal achievement subscales were positively and significantly correlated to self-determination. This implies that all life goals subscales to be: wealthy, fame, attractive, grow personally, create relationships, and contribute to the community were essential to be a self-determined person; i.e. to be autonomous, competent, and have relatedness with others.

Regression analysis

Regression analysis extends correlation analysis, as it is more comprehensive. Correlation analysis limitations are overcome by regression analysis. Multiple regression analysis considers one variable as the dependent variable and a set of other variables as independent variables. Hence, using multiple regression analysis and stepwise regression analyses the contribution of Self-determination to life goal achievement was computed as follows.

Table 3: *Multiple regression analysis of inborn basic psychological needs (Self-determination) to life goal achievement*

Model	B	Std. Error	Beta	Sig.	R ²	Adjusted R ²
(Constant)	38.386	11.539		.001	.195	.187
Autonomy	.143	.277	.033	.607		
Competence	1.929	.404	.292	.000		
Relatedness	.935	.302	.198	.002		

Note: N=304; $P < .001$

The result of multiple regression analysis in Table 3 model shows that inborn basic psychological needs (Self-determination) contribute 19.5 % R² toward students' life goal achievement with $F(3, 300) = 24.247$, $p < .001$.

From the three basic psychological needs (Self-determination) competence and relatedness were significantly contribute to senior secondary school students' life goal achievement of students with a beta of .292 and .198 respectively.

Table 4: *Multiple regression analysis of life goal achievement to Self-determination*

Model	B	Std. Error	Beta	Sig.	R ²	Adjusted R ²
(Constant)	71.046	3.771		.000	.218	.202
Wealth	-.018	.111	-.011	.872		
Fame	.373	.096	.252	.000		
Image	-.166	.151	-.072	.272		
Personal Growth	-.072	.184	-.030	.697		
Relationship	.524	.188	.207	.006		
Community Contribution	.613	.186	.255	.001		

Note: N=304; $P < .001$

The result of multiple regression analysis in Table 4 above, the model shows that life goal achievement contributes 21.8 % toward students' Self-determination contributes with $F(6, 296) = 13.744$, $p < .001$. Out of the subscales of life goal achievement fame, relationship and community Contribution were significantly contributing to senior secondary school students' self-determination with a beta of .252, .207, and .255 respectively.

Analysis of focus group discussion

Two focus group discussions were conducted being guided by the researcher for the students

The discussion was guided around the effect of self-determination on one's life goal achievement, and how being autonomous, relatedness, and competent affect one's thought

in leading and achieving personal life goals and on the aspiration of individuals in their future life. Hence, this section presents the summary of the findings from respondents in response to specific questions in theme analysis as follows.

It is obvious that autonomous students can be successful or may not be successful because being autonomous alone by itself is not sufficient to be successful as there are so many deceiving factors in this world. For example, an autonomous student who has the freedom and is out of control of his parent may do what he likes and put his life in danger without realizing the consequence of his action. On the other hand, there are some students who are not totally autonomous and under the control of their parents in most of their actions. However, freedom is important with some guidance from the family because being autonomous helps an individual to develop self-confidence and self-reliance in once life. Thus, being autonomous

to some extent with partly guided and led by parents or elders in some activity like planning study time, participating in Sunday church fellowship and the like is essential to make youth enable to manage their time properly.

Attentively following the lesson helps to gain enough knowledge and skill to lead once future life properly. There are some students in most cases who pass their time studying in the library and some other time studying and sharing their experiences with their friends to registered excellent results that make them join University. Those students who manage their time, planned their activity and study hard to grasp more knowledge about what they have learned by questioning each other perform an excellent result and in most cases, such kinds of students are above average students.

With respect to life aspiration, most students responded that they want to be a famous knowledgeable person through hard work. Some aspire to be famous wealthy men by working day and night without rest. There are also others who want to be sociable and attractive students that can have a good look image in the face of every individual so that they can interact with everybody peacefully and lovely. Still, others aspire to be competent and self-confident students to lead a true and real life.

Life aspiration like to be a wealthy man, a famous man, attractive and good look image, Self-Confident and competent in life are all important elements in human being but in most cases being competent and self-confidence is mandatory as it can pave the way for others. However, some students admire to be a wealthy man explaining that if there is money there is everything and one can do what one wants to do. Hence, they conclude that If you are a wealthy man you will be famous, everyone loves you and you are attractive to every individual everywhere. Still, there is an idea that assures, all life aspirations are essentials but they express that competence is more preferable because competence is the source of knowledge, skill, and experience. Hence if there is competence one can be self-confident

in what he is doing and he can also be famous and can make wealth.

DISCUSSION

This study set was out to investigate the relationship between self-determination and life goals achievement of senior secondary school students of Wollega zones.

As it was indicated in the first chapter, despite the fact that, Self-determination is the essential factor in achieving one's life goals, the concept has not been extensively discussed in the literature. Besides, the extent of the contribution of self-determination to life goals achievement and inversely the extent of life goal achievement contribute to self-determination enhancement is also not mentioned in literature hence the concept lacks considerable empirical support to show the links between these variables.

With respect to the extent of the relationship that exists between self-determination and life goal achievements, the result has shown the small but positive significant correlation of autonomous ($r=.282$) at $p < .01$ alpha level and moderate correlation of competence and relatedness to life goal achievement with the coefficient of correlation, $r= .398$ and $r= .350$ respectively at $p < .01$ alpha level. In relation to this concept, Cohen (1988) suggests $\pm.10$ to $\pm.29$ indicate a small magnitude relationship. Hence expect autonomous both competence and relatedness correlated moderately to life goal achievement as Cohen (1988) suggested $r =.3$ to $.49$ was a medium magnitude correlation. With regard to this result, previous research findings revealed that self-determination was significantly and positively correlated with students' initial mastery-approach of learning goals in their life (Eadaoin and Sandra 2012). It was also evidenced that self-determination, psychological needs for autonomy, competence, and relatedness facilitates autonomous self-regulated learning and academic performance life goals of students. This is because; self-determination is skills, knowledge, and beliefs, which facilitate goal-

directed, self-regulated, and autonomous behaviour. Thus, it enables one to act as the primary causal agent in one's life to maintain or improve one's quality of life goal (Eadaoin and Sandra 2012).

With regard to the prediction of self-determination, the finding of the study shows that self-determination significantly accounted for a 19.5 % variance for life goal achievement. With respect to this finding, Keith et al (2011) in their study found and claimed that self-determination was positively and significantly predicted students' learning mastery-approach goals. Self-determination sheds light on life goals intrinsically in the areas of values, such as personal growth and meaningful relationships to make the world a better place than directly satisfying basic psychological needs. Moreover, Self-determination also contributes to extrinsic aspirations of life goals such as to be rich, beautiful, and famous that involves comparisons with and approval from others (Bradshaw et al. 2021). Furthermore, the students who have a certain level of self-determination can make appropriate choices and decisions for their educational life (Liu et al. 2019) as self-determination in students leads to organizing and planning for better educational goals. It also increases the problem-solving skills of students and causes positive things to happen in their academic life (Landmark and Zhang 2019).

With regard to self-determination sub-scales, the previous finding claim that competence is one of the most researched issues in psychology and is widely seen as a core element in motivation action (Harter 2012). The reason behind this may be competence is one's basic need to be effective and master one's own life goal; hence, people need to feel able to operate effectively within their important life contexts. Thus, as competence is the sense of effectiveness in successfully performing certain tasks, the need for competence is evident as an inherent striving, manifested in curiosity, manipulation, and a wide range of epistemic motives (Deci and Moller 2005).

Furthermore, competence energizes human behaviour and then enhances the intrinsic motivation of people to feel responsible for the competent performance to have positive effects.

Similarly, John et al (2019) in their findings revealed that out of the three psychological needs, the need for relatedness seems to be the strongest predictor of students' autonomous motivation in the classroom. Baumeister and Leary (1995) also argued that relatedness is central and a fundamental need in human beings' life. It is the desire to love and care; and to be loved and cared for (Baumeister and Leary 1995; Ryan 1993). Hence relatedness is the most fundamental value of the interpersonal dimension that reflects the extent to which a person feels that one is connected to others and belongs to a community. Moreover, relatedness pertains to a sense of being integral to social organizations beyond oneself (Deci and Ryan 2014). Therefore, both by feeling connected to close others and by being a significant member of social groups, people experience relatedness and belonging through contributing to the group or showing benevolence.

On the other hand, the study revealed that life goal achievement significantly accounted for 21.8 % of variance to self-determination. Besides, the study indicated that being famous from extrinsic, and intrinsically having a relationship and contributing to the community was seen as the most sub-scale from life goal achievement that contributes to self-determination. Concerning this result, the previous finding indicated that a small, but positive effect of life goal attainment was predicted students' self-determination by 10% of the variability in self-determination (Raley et al. 2020). It was indicated that students who attained a higher level of goal achievement had higher self-determination at the conclusion of the study were expected to grow in their self-determination at a higher rate than those with lower levels of goal achievement (Raley et al. 2020). Thus it was evidenced from this study that, self-determination is helpful in attaining one's life goal achievement and inversely, the attainment of life goals is also associated with enhancement of self-determination which is

based on fulfilling psychological needs for autonomy, relatedness, and competence.

CONCLUSIONS

Based on the findings of the study related to the research purpose and the reviewed literature the following conclusion and recommendation were made.

A positive and significant relationship was found between self-determination and life goal achievements. Besides, from self-determination sub-scales, competence and relatedness were found the most contributors to life goal achievement. On the other hand, it was also found that life goal achievement facilitates the self-determination of an individual. Thus it was concluded that both self-determination and life goal achievement have a mutual effect in strengthening each other. Furthermore, it was also concluded that competence is an essential attribute that an individual has to possess to perform a given task effectively while relatedness is essential as it develops the feeling of interpersonal dimension and close connectedness to others through contributing to the others.

RECOMMENDATIONS

From self-determination sub-scales, competence and relatedness were found the most significant contributors to life goal achievements while meaningful relationship and contributing to the community is also a significant contributor to self-determination. Hence, it was recommended that being competent to be effective and having a sense of relatedness character and contributing to the community is indispensable through creating a close relationship and to be in a team with others that help to reach one's life goal achievement.

LIMITATION

The researcher faced an acute shortage of empirical study with respect to the title and it

was problematic to compare and contrast or to relate the present finding with previous studies.

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