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Assessing the Impact of Self-Concept, Self-Disclosure and Competence Support on Students' Stress Levels and Academic Achievement: The Mediating Role of Achievement Motivation

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ABSTRACT
The aim of the study was assessing the impact of self-concept, self-disclosure and competence support on students' stress levels and academic achievement and the mediating role of achievement motivation. To collect the data, 450 students answered a questionnaire. In this study, data from a sample of 373 respondents were gathered using the purposeful sampling approach. Multiple linear regression, validity and reliability testing, and tests of the hypothesis (t-test, F-test, and coefficient of determination) are a few examples of data analysis approaches. According to the findings, all components' beta coefficient values are 0.890 and 0.783, respectively, which accurately reflects their effects on academic achievement and stress. The current research on academic stress and achievement contributes to the body of knowledge in the field of education, addressing issues in education and resolving societal issues that impact an individual's academic performance at the study level. The study's findings suggest that in order for students to succeed academically, they must change the way they plan their learning. The results unequivocally show that students' academic success may be accurately predicted by factors such as self-concept, self-disclosure, and competence support.
Keywords: *Self Concept, Self Disclosure, Competence Support, Achievement Motivation, Academic Stress, Academic Achievement*

1. INTRODUCTION

Within contrast to pupils in conventional environments for learning directed by teachers, there is currently less information available regarding the question whether or not pupils believe they are more competent in Competence-based learning (CBL) settings encouragement, academic self-perception, and drive for success. Furthermore, determining the best ways to stop declines in achievement motivation requires an understanding of how these specific variables interact in various learning environments. A multifaceted concept, Academic perception of oneself is a person's understanding of assessment of their own cognitive capacities in relation to scholastic success (Harter, 2012).

Academic performance in particular drive for achievement (Wigfield et al, 2015), have been linked in numerous studies to academic self-concept (Marsh, et. al, 2006). Achievement motivation conceptualises competency without a specific domain like perseverance, diligence, accuracy, and focus (Holz-Ebeling2010). Accomplishment motivation is related to a behavioural aspect of motivation (Eccles et.al, 1995). According to Lazarides and Raufelder2017, this behavioural dimension in the classroom is primarily noticeable when dealing with task-related challenges. (Martin, 2011) posited that accomplishment and one's self-perception are complementary.

Increases in motivation, academic achievement, and general well-being are frequently the outcome of competent support (Deci et. al, 1985). Teachers usually play a critical function in this instance. Schools can undoubtedly create the best environment for students to meet their basic needs for competence (Katz et. al, 2009). Teachers can concentrate on solving individual problems, provide on-going formative feedback, and generally create a positive learning environment. Thus, students should be given a constant feeling of competence and indirectly be able to achieve success in actual performance when prior knowledge and new content are roughly matched (Reeve et. al, 2009).

Achievement motivation and academic achievement helps the pupils understand where they stand and motivates them to work hard. Success brings happiness and wonderful feelings, whereas failure brings resentment and dissatisfaction. The present study will be helpful in understanding the connection between academic performance and achievement motivation accomplishments among kids from various social backgrounds. It will help teachers, school authorities, administrators, curriculum planners, counsellors and guidance workers to plan curriculum and other activities in the school in this manner so that it increases achievement motivation among students. Also, remedial measures can be adopted for students who need it so that they can compete with other students and reach their goals without any obstacles.

2. LITERATURE REVIEW

2.1 Academic Achievement

According to (Chowdhur et. al.1997), academic achievement is defined as specific learning in a given setting as indicated by exam scores, teachers' assigned grades, and subject-specific percentiles. Students' capacity to pass these tests determines their success in school. With regard to this investigation, academic achievement is identified as the sum of a student's marks in the ultimate exams.

Achieving something involves exerting effort and realising the results of that effort. Thus, achievement is a level of proficiency attained or a necessary ability. A pupil's level of knowledge or proficiency in a given subject or field is referred to as their achievement in the field of education. It serves as an explanation of his current performance level. Performance quality is now the most important component of personal development. Parents want their children to reach the highest rungs on the performance ladder. Achievement is highly valued in schools from the very first day of formal instruction. Thus, schools invest a substantial amount of time and energy in assisting students in achieving greater success in their academic pursuits.

2.2 Academic Self-concept

Self-perception may be interpreted as people's attitudes or levels of confidence. Self-concept is important in education (Chowdhuryet. al. 1997). The belief in oneself that one can typically achieve desired outcomes is known as self-concept. Research indicates that children who believe they are capable, self-assured, worthy, and capable of succeeding in school will put more effort into their studies and make the most use of their intelligence. Conversely, children who believe they are less capable and less confident may not reach their full potential. Self-concept generally talks about a person's capacity to act wisely in a given circumstance in order to get things done and get over challenges.

A significant amount of research has discovered strong to moderate correlations between academic identity and accomplishment (Wang et. al, 2008). Evidence of a correlation between the drive for achievement and self-concept is provided by (Abouserie1995), whose analysis indicates that students' deep processing scores are positively impacted by their self-concept. Numerous studies' findings (Wilkins, 2007) indicate a direct and indirect the connection between achievement and one's self-concept drive.

H1: Achievement Motivation (AM) is positively impacted by Self Concept (SC).

2.3 Self-Disclosure

The act of revealing to others feelings and details about oneself that are typically kept private is known as self-disclosure. Information ranges from broad strokes to in-depth details. People typically communicate self-worth, self-feelings,

emotions, attitudes, status, desires, or self-characteristics while in a conscious state, among other sorts of information (DeVito, 2015). Self-disclosure is the capacity to share personal details about oneself with others. Getting rid of bad emotions can make you feel better. By being authentic, a person develops the capacity for empathy, commitment, growth, self-acceptance, and the emergence of friendship (Gainau, 2009). "Self-disclosure" describes the deliberate sharing of knowledge. This entails communicating our interactions with others in specific contexts and providing relevant historical context that helps clarify our current reactions. The focus on candour and transparency in an admission of self is consistent with the moral precepts of respecting people's autonomy, integrity, and dignity in social relationships (Petronio, 2002).
H2: Achievement Motivation (AM) is positively impacted by Self Disclosure (SD).

2.4 Perceived competence support

A subscale from (Müller et. al.2011) In favour of Adolescent Students' Basic Needs Scales was used to measure perceived support for competency. Based on the theory of autonomy, which holds competence support, which is a key precursor to motivation, the subscale evaluated students' Teachers' support for perceived competence (say, " My teacher assists me when I run into difficulties.") at the student level (Deciet. al., 1985). Academic accomplishment is known to be well-predicted by perceived academic competence(Pajares et. al. ,2002). In many educational contexts, researchers have stressed the need of improving student's perception of competence. Studies demonstrate the connection between students' motivation and self-esteem and their success (McInerney& Ali, 2006). Globally, competency-based education is becoming more and more popular. It lets everyone learn at their own pace and allows for the identification of unique talents. Academic competence is a broad term that encompasses the abilities, mindsets, and actions of a student that support their success in the classroom. The term "student self-regulatory learning" describes how students choose, set up, or construct their own learning environment in addition to organizing and supervising their own education. Students perform better academically when they may plan their own learning activities.
H3: Achievement Motivation (AM) is positively impacted by Competence Support (CS)

2.5 Academic Stress

An human experiences stress when they encounter with an environment that they believe to be threatening (Folkmanet. al., 1984). Selye, referenced in (Santrock2006), stated that the harm caused to the body by the different demands placed upon it is known as stress. (Sarafino2008) stated that stress occurs when people experience inconsistencies between the demands placed on them by their social, psychological, and biological systems and the environment in which they live. As an alternative, (Taylor 1997) considered stress to be an unpleasant emotional experience that causes changes in a person's biochemistry, physiology, cognition, and behavior with the goal of reducing or responding to the strain-inducing occasion. Requiring circumstances are perceived as burdens or as being beyond a person's capacity for adjustment. An individual may experience stress due to elements like their own sense of self and level of self-worth.

Stress is also influenced by how an experience is cognitively assessed (Folkman et. al., 1984). This speaks to people's perceptions of what happens in their lives as hazardous or scary, as well as their ideas about how best to handle those situations. People can respond to stress in different ways, including behavioural, psychological, and physiological. Positive reactions, however, might have advantageous outcomes including development, adaptability, flexibility, and productivity (Taylor, 1997). In addition to inspiring and motivating positive behavior, stressful circumstances can help people reach their full potential on the physical and psychological levels. But stress can also become an issue if it is not sufficiently controlled, resulting in similar physiological and psychological responses. Stress can manifest as demands from outside sources that an individual must meet, which can be harmful or lead to a number of issues. Another way to describe stress is as pressure, tension, or disturbance from without that causes one to feel uneasy. An additional viewpoint is offered by (Abdulghani2008), who asserted that tension can result in both favorable and detrimental effects. If the strain is within a person's tolerance or capacity, stress can be beneficial. Stress benefits pupils by posing obstacles to their creativity and self-improvement. Stress can have detrimental consequences on one's ability to focus during lectures, as well as broad enthusiasm, drive, and even maladaptive behaviour (Arjanto, 2022). These dangers can seem as an inability or burden that is greater than what a person is able to handle, such as challenges in finishing a thesis, feelings of not being able to finish the thesis, and delays in finishing studies.
H4: Academic Stress (AS) is positively impacted by Achievement Motivation (AM).

2.6 Academic Achievement

The measures created by (Petermann et. al. 2014) were employed to gauge achievement motivation. These measures link achievement motivation to its behavioural components based on Theory of Expectancy Value (Petermann et. al, 2014). (Abu Bakar et al. 2010) showed a noteworthy affirmative relationship between students' drive for accomplishment and their attitudes toward learning. Academic performance of students performance was influenced directly by the application of learning strategies (Remali et al. 2013). (Emmanuel et al. 2014) discovered a connection between pupils' self-perception and academic success. The research also showed a positive correlation between children's academic performance and achievement motivation. Nonetheless, it was shown that the correlation was statistically insignificant.

Veenaet. al. (2013) investigated college students' drive for achievement. The study did not find any appreciable distinction in the drive for performance was directly impacted by the use of knowledge similar vein, the findings revealed significant differences in accomplishment motivation between boys and females (Rehma et. al. 2013) found that using a successful teaching strategy raised student motivation. The results also indicated that giving and receiving rewards to students improved their drive to acquire knowledge. Additionally, students stated that the desire for a reward inspired them to learn after they completed a certain assignment.

H5: Academic achievement (AA) is positively impacted by achievement motivation (AM).

3. OBJECTIVE OF THE STUDY

- To examine self-concept development process, Self-Disclosure and competence support between pupils and their impact on the degree of stress and Academic Achievement
- To propose a conceptual model showing influence on the level of stress Disclosure, competence support , stress levels and Academic Achievement
- To conduct an empirical analysis to validate the proposed conceptual model and hypothesis

4. CONCEPTUAL MODEL

The influencing and dependent components that are part of the suggested model are Self Concept (SC), Self Disclosure (SD), Competence Support (CS), Achievement Motivation (AM), Academic Stress (AS), and Academic Achievement (AA) (Figure 1). We measured each factor in accordance with the parameters taken into consideration for this investigation. While it makes sense to assume that all the variables are related.

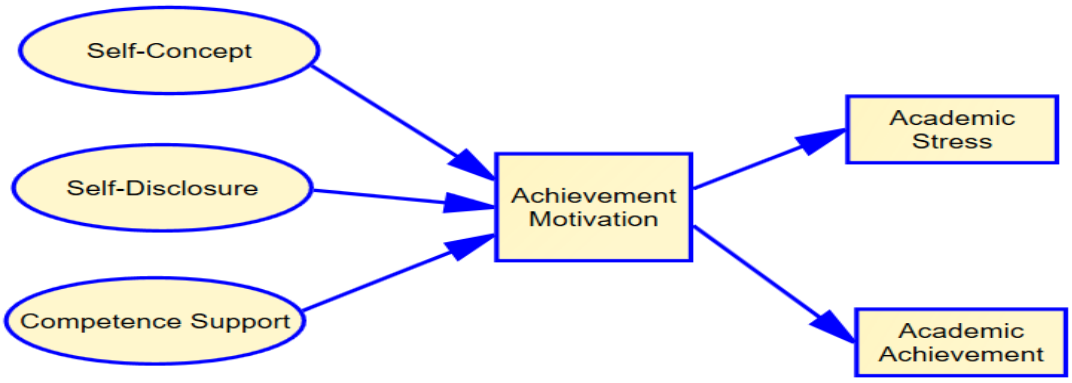

Figure 1: Proposed model showing the relationship between Self-concept, Self-Disclosure, competence support, stress levels and Academic Achievement

5. RESEARCHMETHODOLOGY

Purposive sampling and quantitative research are the methods used in this explanatory study to gather data. The students are the only participants of the study, and that is where the researcher's attention is directed. Hostels, libraries, and lecture halls all received the questionnaires. The information was collected since it makes it simple to contact the respondents and, more importantly, to retrieve the questionnaires. For the representative samples, there are about 450 respondents in total. The questions on the questionnaire cover subjects including motivation, achievement, and stress. In this study, a Likert index scale ranging from 1 to 5 was included in the questionnaire. For our studies, we employed IBM SPSS Statistics v.20.

To evaluate the validity of the construct statements and the reliability of the proposed model, factor analysis, regression analysis, test hypotheses, and Cronbach's alpha were employed.

6. RESULTS AND ANALYSIS

6.1 Demographic profile

The respondent's demographic features were evaluated using descriptive demographic statistics, which were expressed as a percentage, proportion, and frequency of occurrence. A systematic questionnaire was employed to gather information from April 2022 to May 2023. In the end, it was discovered that 373 of the 450 surveys that were distributed to respondents were finished and error-free. A closer look reveals that 82.89% of the responses are of a good caliber. The socio-demographic data for each person is displayed in Table 1. Out of 373 responders, there were considerably more women (229, 61.4%) than men (144, 38.6%); most women (151, 40.5%) were between the ages of 20 and 29; 221 (72.7%) had studied upto 12^{th} standard.

Table1: Descriptive Statistics of Demographic Profile

		Frequency	**Valid %**
Gender profile	Male	144	38.6
	Female	229	61.4
Age profile	20-29 years	151	40.5
	30-39 years	139	37.3
	40-49 years	83	22.3
Highest education level	Upto 12^{th} standard	271	72.7
	UG/PG	25	6.70
	UG/ PG in Professional Education	68	18.2
	Diploma in Professional Education	9	2.40

6.2 Exploratory Factor Analysis

Using the PCA approach, the exploratory factor analysis (EFA) for conforming components was completed. A threshold of 0.50 for factor loading has been set by the current investigation. The factor analysis's findings are presented in Table 2. The factor analysis's KMO significance for the data is typically indicated by values between 0.5 and 1.0. The degree of item correlation for the variable is indicated by the Bartlett sphere city test. The test results are displayed by the significance level. When the values are very small (less than 0.05), the variables most likely have substantial correlations with each other. It may indicate that the data are unsuitable for factor analysis if the value is more than around 0.10. The outcomes of these two tests indicate that factor analysis is appropriate in light of the information gathered. All the items were validated for the final analysis since none of the items with loadings less than 0.5 were eliminated.

Table2.Results of Exploratory Factor Analysis

Statement	**Factor loadings**	**KMO Measure ofSample Adequacy (>0.5)**	**Bartlett's Test of Sphericity**		**Items confirmed**	**Items dropped**	**Cum % of loading**
			Chi Square	**Sig. (<.10)**			
Self-Concept (SC)-1	0.877	0.785	885.506		4	0	74.746
Self-Concept (SC)-2	0.895						
Self-Concept (SC)-3	0.861						
Self-Concept (SC)-4	0.824						
Self-Disclosure (SD)-1	0.868	0.820	741.455	0.000	4	0	72.298
Self-Disclosure (SD)-2	0.891						
Self-Disclosure (SD)-3	0.826						
Self-Disclosure (SD)-4	0.813						

Competence Support (CS)-1	0.826	0.724	609.509	0.000	4	0	65.968
Competence Support (CS)-2	0.816						
Competence Support (CS)-3	0.823						
Competence Support (CS)-4	0.783						
Achievement Motivation (AM)-1	0.869	0.858	846.863	0.000	5	0	65.277
Achievement Motivation (AM)-2	0.832						
Achievement Motivation (AM)-3	0.811						
Achievement Motivation (AM)-4	0.781						
Achievement Motivation (AM)-5	0.741						
Academic Stress (AS)-1	0.827	0.755	387.670	0.000	4	0	59.131
Academic Stress (AS)-2	0.829						
Academic Stress (AS)-3	0.676						
Academic Stress (AS)-4	0.733						
Academic Achievement (AA)-1	0.885	0.783	839.009	0.000	4	0	73.771
Academic Achievement (AA)-2	0.869						
Academic Achievement (AA)-3	0.859						
Academic Achievement (AA)-4	0.821						

7. RELIABILITYANALYSIS

By calculating internal consistency using Chronbach's Alpha, the reliability of the questionnaire has been established. The study's threshold value of more than 0.7 was chosen since Cronbach's alpha was found to be within an acceptable range. As per Table 3, the questionnaire's total Cronbach's alpha score is 0.959, signifying a good level of reliability for the study instrument.

Table 3 : Results of Reliability test

Variable	Cronbach's alpha
Self-Concept (SC)	0.886
Self-Disclosure (SD)	0.871
Competence Support (CS)	0.826
Achievement Motivation (AM)	0.866
Academic Stress (AS)	0.767
Academic Achievement (AA)	0.879
Overall Reliability of the Questionnaire	0.959

8. CORRELATIONANALYSIS

The correlation analysis of independent variables indicates that there appears to be a significant correlation between all of the variables. There is a strong correlation between the independent and dependent variables when all factors are taken into account (Table 4). The variables with the greatest degree of association (0.982) were AA and SC, whereas AS and SD had the least significant link (0.533).

Table 4: Correlations

	SC	SD	CS	AM	AS	AA
SC	1					
SD	.586**	1				
CS	.684**	.638**	1			
AM	.799**	.571**	.716**	1		
AS	.732**	.533**	.616**	.890**	1	
AA	.982**	.573**	.686**	.783**	.716**	1

**. Correlation is significant at the 0.01 level (2-tailed).

9. REGRESSION ANALYSIS

The predictive link between the independent and dependent variables was determined by the application of stepwise regression analysis. Tables 5 and 6 showed that the characteristics evaluated are significant predictors of AM, AS and AA by the use of step-wise regression analysis. These factors account for 79.2% and 61.3% of the AS and AA, respectively, as Table 5 shows, with R square values of 0.792 and 0.613. The ANOVA results of the regression model with a 95% confidence level are displayed in Table 6. A fair depiction of the factors' impact on AS and AA may be found in Table 7's coefficient summary, which displays the beta values of all variables as 0.890 and 0.783.

Table 5 : Regression analysis

Model	Predictors	Dependent variable	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	SC, SD,CS	AM	0.833	0.693	0.691	0.39457
2	AM	AS	0.890	0.792	0.792	0.29592
3	AM	AA	0.783	0.613	0.612	0.47814

Table 6 : ANOVA analysis

Model	Predictors	Dependent variable		Sum of Squares	df	Mean Square	F	Sig.
1	SC, SD,CS	AM	Regression	129.923	3	43.308	278.179	0.000
			Residual	57.447	369	0.156		
			Total	187.369	372			
2	AM	AS	Regression	124.023	1	124.023	1416.256	0.000
			Residual	32.489	371	0.088		
			Total	156.512	372			
3	AM	AA	Regression	134.247	1	134.247	587.206	0.000
			Residual	84.818	371	0.229		
			Total	219.065	372			

Table 7: Regression coefficients table for dependent variables

Model		Dependent variable	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
			B	Std. Error	Beta		
1	SC	AM	0.523	0.038	0.568	13.846	0.000
2	SD	AM	0.038	0.030	0.050	1.277	0.202
3	CS	AM	0.266	0.039	0.296	6.847	0.000
4	AM	AS	0.814	0.022	0.890	37.633	0.000
5	AM	AA	0.846	0.035	0.783	24.232	0.000

10. RESULTS OF HYPOTHESES TESTING

In the conceptual research framework, 5 hypotheses were initially proposed and out of them, as shown in table 8, four have been accepted.

Table 8: Summary of Hypotheses Testing

Hy. No.	Independent Variables	Dependent Variables	R-Square	Beta Coefficient	t-value	Sig Value	Status of Hypotheses
H1	Self-Concept (SC)	Achievement Motivation (AM)	0.693	0.568	13.846	0.000	Accepted
H2	Self-Disclosure (SD)	Achievement Motivation (AM)		0.050	1.277	0.202	Rejected
H3	Competence Support (CS)	Achievement Motivation (AM)		0.296	6.847	0.000	Accepted
H4	Achievement Motivation (AM)	Academic Stress (AS)	0.792	0.890	37.633	0.000	Accepted
H5	Achievement Motivation (AM)	Academic Achievement (AA)	0.613	0.783	24.232	0.000	Accepted

11. DISCUSSION

The study found that Self Concept (SC) has significant positive relationship with Achievement Motivation (AM), according to research findings (H1; R-square = 0.693; beta coefficient = 0.568; t-value = 13.846). This result is also supported by research by Sikhwari (2014), which demonstrated a significant relationship between high school students' self-concept and achievement motivation, demonstrating that students with positive self-concepts perform well in math and physical science and that these subjects are prerequisites for admission to prestigious universities of their choice (Raju 2013). According to the results of the current study, kids who have a positive self-concept did better on achievement tests and are more likely to be accepted into colleges.

The empirical investigation of hypothesis 2 does not reveal a significant correlation (R-square = 0.693; Beta coefficient = 0.050; t-value = 1.277) between Self Disclosure (SD) and Achievement Motivation (AM). This can be utilized as a technique for self-control and self-reminder when sharing and presenting knowledge, claim Sarafino& Smith (2014). Members of the group can also impart knowledge and life experiences to one another, which could make the interviews more inspiring and improve the calibre of instruction (Petronio, 2002).

Independent analysis of the relationship between Competence Support (CS) and Achievement Motivation (AM) revealed a significant positive relationship between the two constructs. This result (R-square = 0.693; beta coefficient = 0.296; t-value = 6.847) is consistent with Hypothesis 3. Support for academic competency is known to be a reliable indicator of academic success (Pajares&Schunk, 2002). Researchers have emphasized the need of raising students' perceptions of competence in a variety of educational circumstances (Burnett, 2003). Studies show that students' motivation and self-esteem are related to their success (McInerney& Ali, 2006). Studies have demonstrated the significant influence that students' motivation and self-concept have on significant academic outcomes like success scores (Craven et al, 2003).

Most notably, R square = 0.792, beta coefficient = 0.890, t-value = 37.633, and results (hypotheses 4) show that Achievement Motivation (AM) has a significant positive impact on Academic Stress (AS).

Students with high levels of stress demonstrated low academic participation, low self-efficacy, and poor academic accomplishment, according to Moeini et al. (2008). However, other studies hypothesized that there might not always be a detrimental consequence from academic stress (Ye et al., 2019). Students react differently to stress depending on their beliefs and talents. Thus, academic stress may have a beneficial effect if students get motivated, see academic challenges as opportunities, and put forth effort to meet the challenges (Sang et al., 2018).

A significant positive correlation (R-square = 0.613; Beta coefficient = 0.783; t-value = 24.232) was found between Achievement Motivation (AM) and Academic Achievement (AA) in the empirical investigation of hypothesis 5. Umadevi (2009) have shown the positive and significant relationship between them. According to researchers, it is important both for parents and educators to understand why promoting and encouraging achievement motivation from an early age is imperative. According to Yusuf (2011), it is a person's continuous drive to succeed to a particular level of excellence in a competitive setting. Students develop their self-concept, values, and self-beliefs about their skills in school from an early age. Early academic achievement motivation development has a big impact on later academic careers. Numerous studies

have shown that kids who are highly motivated to accomplish are more likely to achieve academically and to drop out at lower rates.

12. CONCLUSION

Higher levels of academic achievement were found in students who had strong control, problem-solving skills, emotional regulation, stress tolerance, and general psychosocial competence. The study's conclusions highlight the significance of decision-making processes, self-concepts, and self-disclosures in the development of life skills in students who exhibit high levels of obedience, reward, critical thinking, self-awareness, and self-beliefs as well as effective interpersonal interaction and communication. Students may gain a better understanding of their strengths and weaknesses by exposing their talents to scholastic, career, and lifestyle possibilities. Students will therefore need to adjust their social, behavioural, and lifestyle habits in addition to their improved academic abilities in areas like goal-orientation and academic resilience. With the help of achievement motivation, kids can acquire the skills needed to cope with them effectively, including problem-solving, decision-making, integrity, communication, facing challenges, and academic success.

13. RECOMMENDATIONS

Based on the results of the study the following recommendations have been outlined:

- Academic counsellors should frequently host guidance events for students, such as symposia, public talks, and workshops, to provide them with the tools they need to improve their self-concept.
- Since a positive self-concept is strongly correlated with academic success, counselling centres have to be established in all schools and universities to assist students in developing a positive self-concept.
- In order to help pupils achieve good academic achievement even in the absence of external rewards, teachers and educators should concentrate on intrinsic motivation.
- To help their children perform well, parents should embrace parenting approaches that will increase motivation and instill a strong sense of self-worth in them.
- Curriculum designers ought to create classes and programs that inspire critical thinking and improve students' perceptions of themselves.
- Students should participate in discussions, class presentations, and quiz contests to improve their perception of themselves.

14. LIMITATIONS

The primary study restriction is that the research was done in a particular Indian culture, hence extra caution must be used when extrapolating some of the findings to other cultures. To find out if there is a universal correlation between academic stress, motivation, and achievement, we propose doing comparable studies in other cultural contexts.

Second, we limited our measurements to a semester's worth of academic performance, stress, and motivation. Prior research has demonstrated that there are differences in academic achievement, stress levels, and motivation between semesters and grades. To find out how these factors impact motivation and achievement over the long run, future studies must monitor all of the variables both within and across semesters.

Furthermore, since parenting and teaching styles will also have an impact on academic motivation and accomplishment, we also suggest integrating variables like autonomy support and psychological control to further investigate the relationship between them.

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