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The Relationship among Autonomy, Self-Efficacy, and Critical Thinking of Iranian Upper-Intermediate EFL Learners

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Abstract: Among the factors influencing learners' learning, autonomy, self- efficacy, and critical thinking are thought to be of crucial importance. The purpose of the present study was to investigate the relationship among Autonomy, self-efficacy, and critical thinking of Iranian upper-intermediate EFL learners. To this end, a sample of 89 male and female EFL students, aging from 18 to 40, at the upper intermediate level from 4 different classes were chosen based on convenience sampling. After administering the Oxford Placement Test (OPT) to 89 participants, 60 of them were considered homogenous members based on their scores ranging from 37 to 47, which according to the guide of the OPT, fall within the upper-intermediate level. The students were asked to fill out the learner autonomy, critical thinking, and self-efficacy questionnaires. The result of the study indicated that there was positive and significant relationship between Iranian EFL students' autonomy and self-efficacy (rs = .62, p<.05), self-efficacy and critical thinking (rs = .88, p<.05), and critical thinking and autonomy (rs = .62, p<.05). It was concluded that by being aware of autonomy, self-efficacy, and critical thinking and their positive association, teachers can more beneficially help students in the process of language learning.

***Key words*:** autonomy, critical-thinking, Iranian EFL learners, self-efficacy

1. Introduction

In recent years, language educational system has witnessed a gradual shift from teacher-centered education to learner-centered one. In line with this movement, instructional activities have undergone massive changes**.** One of which is a need to provide opportunities for learners to think critically. At the core of critical thinking are abilities such as analysis, evaluation, interpretation, and making judgment. Pithers and Soden (2000), enumerate the underlying abilities of critical thinking as follows: uncovering assumptions underlying a problem; focusing on the problem; inferencing; inductive and deductive reasoning; and judging the validity and reliability of assumptions and sources of information. Over the last two decades, the concepts of learner autonomy and independence have gained momentum, the former becoming a 'buzz-word' within the context of language learning (Little, 1991). It is a truism that one of the most important spin-offs of more communicatively oriented language learning and teaching has been the premium placed on the role of the learner in the language learning process (Wenden, 1998). Another affective issue is self-efficacy, which is "the most inflectional arbiter in human agency and plays powerful role in determining the choices people make, the effort they will bring to the task at hand" (Bandura, 1986, p.397). The topic of self-efficacy is part of a broad literature which has developed around the issues of human agency, mastery, and control. Since many researchers and scholars emphasize on the importance of aforementioned factors the present study can be an aid for educational decision makers to know to what extent Iranian EFL learners have critical mind and to what extend are autonomous and clear that if they have self efficacy which these variables would be an aid to their language learning. Therefore, concerning the importance of these affecting variables, this study attempts

to investigate the relationship among autonomy, self-efficacy, and critical thinking of Iranian upper- intermediate EFL learners.

It is supposed by many English instructors that the low achievement of EFL learners is basically related to their low general aptitude. They believe that these learners do not have the special abilities required for English learning. While we do not deny the role of intellectual abilities in learning a foreign language, the notion that aptitude is the whole story seems to be controversial. In fact, the relevant literature (Brown, 1987; Chastain, 1988) supports the idea that variation in foreign language learning can be explained by aptitude only to a certain extent**.** Over the last decade, autonomy, critical thinking, and self-efficacy have become controversial issues in the area of foreign and second language learning. Entering the theory and practice of language teaching into a new era and establishing learner centered teaching philosophy led to putting emphasis on helping language learners to become more autonomous, critical thinker, and achieve high level of self-efficacy in their learning process. Therefore considering the aforementioned issues this study is significant as it is going to investigate the relationship among autonomy, critical thinking, and self- efficacy of Iranian upper intermediate EFL learners. Therefore, the researcher posed the following research questions:

RQ1: Is there any statistically significant relationship between self-efficacy and autonomy of Iranian upper–intermediate EFL learners?

RQ2: Is there any statistically significant relationship between self- efficacy and critical -thinking of Iranian upper–intermediate EFL learners?

RQ3: Is there any statistically significant relationship between autonomy and critical -thinking of Iranian upper–intermediate EFL learners?

2. Review of the Related Literature

2.1 Autonomy

The concept of learner autonomy is one that has truly been in vogue for some time among educational scholars, with a vast input of books, journals, and articles being published since its popularization in the mid-1970s. Since then, the term learner autonomy has, as a result of its growing interest and research field, come to be defined and viewed in a number of different ways (Benson, 2006, p. 22). An important distinction must be made in that learner autonomy has been viewed both as a means of learning, i.e. a learning situation, and as an aim for learning in itself (Komorowska, 2012, p. 56). Learner autonomy is in this regard is a matter of encouraging learners to assume control of their own learning, so that the learning process may be more adaptive and effective. According to Benson (2001, pp.76-80), control over learning management can be described in terms of the most directly observable behaviors that learners employ in order to manage the planning, organization, and evaluation of their learning. According to Bandura(1971), control over cognitive process is understood as a matter of the psychology of learning, rather than directly observable learning of behaviors, although it will generally be informed from the observation of these behaviors. According to Benson (2001, pp.76-80), control over learning content has a situational aspect in which autonomous learners should have the freedom to determine their own goals and purposes, if the learning is to be genuinely self-directed, and a social aspect which may involve control over learning situations and call for particular capacities connected with the learner's ability to interact with others in the learning process. Benson argues that these three levels of control are clearly interdependent and that effective learning management depends upon the control of the cognitive processes involved in learning, while control of cognitive processes necessarily has consequences for the self-management of learning**.**

2.2 Critical Thinking

Critical thinking approach to learning has been applied 2000 years ago for the first time by Socrates who was interested in carefully questioning peoples' claims, seeking evidence and analyzing concepts to understand what to believe (Wright, 2002).The term "critical thinking" and how to define it has received much discussion and debate in recent years. Critical thinking, based on Scriven and Paul (as cited in Hamidi & Montazeri, 2014), is the intellectually disciplined

process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action. Ennis (1996) regarded critical thinking as a reasonable self-reflection thinking concerning making rational decisions with what to believe and what to proceed, and developing evaluation through dispositions and abilities. Ennis (2011) evaluated the dispositions of critical thinking with his/her care for what was believed, care for facing each other's position, care for other's intentions. The findings of a number of studies suggest that students who think critically are more curious and ask more questions and when they get the answers, they do not accept it easily. They analyzed the received information logically, and come to trustworthy conclusions about the world that enables them to live and act successfully. Wang (2009) showed that students who took part in critical thinking English conversation classes were more likely to attain significantly better critical thinking skills. He further suggested that after applying the learning system in classes which included critical thinking abilities, students in the experimental group attained a greater level of satisfaction with their class**.**

2.3 Self-efficacy

Self-efficacy refers to the beliefs that people have in their capabilities to perform life's tasks (Bandura, 1997). These beliefs help determine the amount of effort exerted in an activity and people's persistence and resilience in the face of adversity (Pajares, 1996). If people believe they can achieve a certain goal, such as obtaining an engineering degree, then they will likely work towards that goal by studying and meeting the course requirements. Bandura (1997) hypothesized that individuals' self-efficacy is shaped by their interpretation of information from four sources, namely, mastery experience, vicarious experience, social persuasions, and physiological states. Mastery experience may be defined as the interpreted result of one's own performances. Successes are usually interpreted with a sense of accomplishment that raises one's self-efficacy. Students who have previous success in an academic task, such as problem solving, tend to believe they are capable of performing similar tasks in the future. Bandura (1997) noted that affective and physiological reactions to a task can signal possible success or failure. Strong negative thoughts and fears about one's capabilities can lower self-efficacy perceptions and lead to poor task performance. As Pajares (2002) aptly pointed out, "how people behave can often be better predicted by the beliefs they hold about their capabilities than by what they are actually capable of accomplishing, for these self-efficacy perceptions help determine what individuals do with the knowledge and skills they have". While a mismatch between belief and reality is very common, belief often guides when one engages in a course of action (Pajares, 2002). Therefore, people's attainments are generally better predicted by their self-efficacy beliefs than by their previous attainments, knowledge, or skills.

2.4 Empirical Studies

Sariolghalam and Norouzi (2010) conducted a study to investigate the relationship between critical – thinking and self-efficacy in a case study on mathematics students of Payam-e Noor University in Maragheh. In order to evaluate the correlation between self- efficacy and critical-thinking of students, the Pearson correlation test was used. The result showed that there was significant relationship between self-efficacy and critical-thinking of students ($p<0.025$ $r=.135$). For investigating the roles of educational tendency of student's critical thinking and self-efficacy, independent t-test was applied. The result showed that the difference between students of basic sciences and humanities were not significant regarding the critical-thinking ($p<0.025$ $t=2.107$) and self-efficacy ($p\geq0.05$, $r=0.187$).

Shabani et al. (2011) conducted a study to examine the relationship between academic self- efficacy, and creativity with critical – thinking in undergraduate students of Shahid Chamran University of Ahvaz within the academic years of 2011-2012. The result of the simple correlation showed that creativity and its components i.e., flexibility, fluency, elaboration as well as academic self- efficacy had a positive and significant relationship with critical- thinking. The efficacy placed a major role in predicting critical- thinking.

Dehghani et al (2011) conducted a study to investigate the relationship between students' self-efficacy and critical thinking in Ferdowsi University of Mashhad, Iran. A random sample of 216 students completed Sherer et al.'s (1982) general self-efficacy scale and the California Critical Thinking Skills Test (version 1994). Findings showed a significantly positive

relationship between students' self-efficacy and critical thinking (r= 0.21, p<0.001). Hence, self-efficacy as a motivational factor should be considered for developing learners' critical thinking skills.

Amin (2012) in her thesis investigated the relationship among intermediate EFL learners' metacognition, critical thinking, and autonomy; and whether there is any significant difference between intermediate EFL learners' metacognition and critical thinking in predicting their autonomy. Critical thinking, and autonomy; and there was also a significant difference between intermediate EFL learners' metacognition and critical thinking in predicting their autonomy. Also it was found out that critical thinking could be a better predictor of autonomy as compared with metacognition..

Nosrati and Zaker (2013) conducted a study to investigate the relationship between Critical Thinking (CT) and Autonomy (AU) among EFL learners. The results of this study indicated that there is a significant and positive relationship between EFL learners' CT and AU (r = 0.736, n = 182, p < 0.05). Since a significant relationship was found between AU and CT, it can be concluded that the obtained results may help EFL teachers, material developers, and educational policy makers to bear in mind the benefits of developing their learners' AU and CT.

Bazrafkhan and Bagheri (2014) conducted a study to investigate the relationship between learner autonomy, critical thinking and writing ability among English as a Foreign Language (EFL) learners in Shiraz language institutes, Iran (Bahar, Novin, ILI, Farda, Respina. The results of this study indicated that there was a significant and positive relationship between EFL learners 'critical thinking and learner autonomy (r = 0.245, p < 0.05), critical thinking and writing ability (r = 0.544, p < 0.01) and learner autonomy and writing ability (r = 0.329, p < 0.01). It can be concluded that the obtained results may help EFL teachers and educational policy makers to bear in mind the benefits of developing their learners 'autonomy and critical thinking to enhance their writing ability.

Mojoudi and Tabatabaei (2014) conducted a study to investigate the relationship between self-efficacy beliefs and autonomy among Iranian intermediate and upper intermediate EFL learners. The findings of this study indicated that there is not a significant difference between the obtained correlation coefficients of intermediate and upper intermediate learners. By being aware of the importance of self-efficacy and autonomy in the area of language learning, and also the positive association between these values, language experts, teachers, and many learners will be guided toward the right direction in their track of teaching and learning.

Tilfarlioglu (2011) conducted a study to investigate the relationship between Self- Efficacy and learner Autonomy, self-efficacy and academic success, learner autonomy and academic success, and these two concepts and academic success. In addition, it aimed to explore the effect of self-efficacy on academic success, the effect of learner autonomy on academic success and the effect of self-efficacy and learner autonomy on academic success. The analysis of the data revealed that there was a positive relationship between self-efficacy and learner autonomy (r= .667 p>.01), self-efficacy and academic success (r=.597 p>.01), and learner autonomy and academic success (r=.506 p>.01).

3. Methodology

3.1 Participants

In order to find out the relationship among autonomy, self- efficacy, and critical- thinking of Iranian upper intermediate EFL learners, a sample of EFL learners from Simin-e Khazar and Maarefat language institutes in Babol, north of Iran, were selected. A sample of 89 male and female EFL students, aging from 18 to 40, at the upper intermediate level from 4 different classes was chosen based on convenience sampling. After administering the placement test to 89 participants, 60 of them were considered homogenous members based on their scores ranging from 37 to 47, which, according to the guide of the Oxford Placement Test, fall within the upper-intermediate level. Gender and age variables were not considered in this study.

3.2 Instruments

To achieve the purpose of this study, the following five instruments were utilized:

Critical Thinking Questionnaire: Critical Thinking Questionnaire, developed by Honey (2000), is a Likert-type 30

item questionnaire aiming at exploring the critical thinking ability of the participants by evaluating the three main skills of comprehension, analysis, and evaluation. More specifically, the questionnaire identifies learners' ability in note-taking, summarizing, questioning, paraphrasing, researching, inferencing, discussing, classifying, and outlining, comparing and contrasting, distinguishing, synthesizing, inductive and deductive reasoning.

Learner Autonomy Questionnaire*:* To evaluate the participants' level of autonomy, a questionnaire of autonomy including 52 items was given to the participants. The questionnaire was designed by Spratt et al. (2002) who stated that the questionnaire design was strongly influenced by Holec's (1981) definition of autonomy. He defines autonomy as " the ability to take charge of one's own learning where to take charge of one's learning is to have and to hold the responsibility for all the decisions concerning all aspects of this learning" (as cited in Spratt et al., 2002, p. 249).

Learner' self – efficacy questionnaire: To assess the EFL learners' level of self-efficacy, "learners' self-efficacy survey "was employed. This questionnaire was designed and standardized by Gahungu (2009). As he stated, the questionnaire operationally analyzes the self-efficacy construct via scores obtained on 40 items ranging from never to always. To estimate the reliability of the "Self-efficacy survey", the Kurder-Richardson 21 reliability was computed and the result was .97, which shows high reliability.

Oxford Placement Test (Allen, 2003): The process of collecting data started with application of Oxford Placement Test (Allen, 2003) in order to select 50 homogenous students at upper- intermediate level. The Oxford Placement Test (OPT) is primarily used in order to measure and determine the participants' level of general English language proficiency and ensure their homogeneity. The OPT is often used by ELT researchers as the language proficiency test in which participants scoring one standard deviation above and one standard deviation below the mean are considered homogenized members. This test consists of 60 items in the form of multiple-choice questions, and students are supposed to choose the correct answer from among the alternatives. The required time to complete the test is 30 minutes. The reliability of the OPT was found to be .78 using KR-21 formula which shows high reliability index.

SPSS version 20: Since the types of data were of ordinal type out of the Likert-scale questionnaires, the non-parametric Spearman Rank-Order Correlation was used to find the relationship among the variables.

3.3 Procedure

First, 89 EFL learners, male and female, aging from 18 to 40, in upper intermediate level from 8 different classes from two institutes in Babol were chosen. Before administering the test and questionnaires, the participants were fully explained in Persian on the process of the completion through explaining and exemplifying how to choose the answers. Then the Oxford placement test was administered in order to select 60 homogenized students. The participants were allocated 45 minutes to complete the test. Next session the teachers were asked to give the students the Honey's Critical Thinking Questionnaire, a Likert- type 30 item questionnaire and the allocated time was 15 minutes. Then the next session students were asked to take the learner autonomy questionnaire by Spratt, Hymphreys, and Chan (2002), and after that answer the learner's self-efficacy questionnaire provided by Gahungu (2009). They were allocated 30 minutes to complete these two questionnaires.

4. Results and Discussion

The present study was an attempt to test the following null hypothesis:

H01: There is no significant relationship between self- efficacy and autonomy of Iranian upper –intermediate EFL learners.

H02: There is no significant relationship between self- efficacy and critical -thinking of Iranian upper –intermediate EFL learners.

H03: There is no significant relationship between autonomy and critical -thinking of Iranian upper –intermediate EFL learners.

Before presenting the analysis for research question, the result of the Oxford Placement Test (OPT) used as the homogeneity test is shown.

4.1 Result of the OPT Used as the Homogeneity Test

In order to have homogenized participants in terms of their general English language proficiency, the Oxford Placement Test (OPT) was administered. The descriptive analysis for the OPT test is displayed in the following table.

Table 4.1

The Descriptive Statistics of the OPT Scores

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
OPT	89	32.00	50.00	40.5169	4.43671	19.684
Valid N (listwise)	89					

Table 4.1 shows the scores of all the 89 participants. The minimum score was 32; maximum score was 50 with the mean of 40.51. Out of the 89 participants, sixty were considered homogenous members based on their scores ranging from 37 to 47 which according to the guide of the OPT fall within the upper-intermediate level.

Table 4.2

The Descriptive Statistics of the Homogenized Participants

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Homogenized	60	37.00	47.00	41.8333	3.35558	11.260
Valid N (listwise)	60					

As Table 4.2 above shows, sixty participants whose scores fell within the range of 37 to 47 were taken as the ample of the study with the mean score of 41.3 and standard deviation of 3.35.

4.2 Analysis of the First Research Question

The first research question of this study was as follows:

RQ1: Is there any significant relationship between self- efficacy and autonomy of Iranian upper –intermediate EFL learners?

Since the two types of data were of ordinal type out of the Likert-scale questionnaires, the non-parametric Spearman Rank-Order Correlation was used to find the relationship. Table 4.3 below shows the result of the descriptive statistics.

Table 4.3

Descriptive Statistics for the Autonomy and Self-Efficacy Scores

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Self-efficacy	60	4.90	6.40	5.5500	.33471	.112
Autonomy	60	2.90	4.90	3.7983	.54602	.298
Valid N (listwise)	60					

As it can be seen in Table 4.3, the mean scores for the autonomy and self-efficacy are 3.79 and 5.55 respectively.

Table 4.4

Spearman Rank-Order Correlation Test for the Autonomy and Self-Efficacy

			Self-efficacy	Autonomy
Spearman's rho	Self-efficacy	Correlation Coefficient	1.000	.620**
		Sig. (2-tailed)	.	.000
		N	60	60
	Autonomy	Correlation Coefficient	.620**	1.000
		Sig. (2-tailed)	.000	.
		N	60	60

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

The Spearman Rank-Order Correlation test was run to determine the relationship between Iranian EFL students' autonomy and self-efficacy. There was a moderately high positive correlation between Iranian EFL students' autonomy and self-efficacy, which was also statistically significant, $rs = .62$, $p<.05$. Thus, the null-hypothesis that there is no statistically significant relationship between autonomy and self-efficacy of Iranian upper-intermediate EFL learners was rejected.

4.3 Analysis of the Second Research Question

The second research question of this study was as follows:

RQ2: Is there any significant relationship between self- efficacy and critical -thinking of Iranian upper –intermediate EFL learners?

Since the two types of data were of ordinal type out of the Likert-scale questionnaires, the non-parametric Spearman Rank-Order Correlation was used to find the relationship. Table 4.4 below shows the result of the descriptive statistics.

Table 4.5

Descriptive Statistics for the Self-Efficacy and Critical Thinking Scores

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Self-efficacy	60	4.90	6.40	5.550	0.33471	.112
Critical-Thinking	60	3.80	4.70	4.163	3.25708	.066
Valid N (listwise)	60					

As it can be seen in Table 4.5, the mean scores for the self-efficacy and critical thinking are 5.55 and 4.16 respectively.

Table 4.6

The Spearman Rank-Order Correlation for the Self-Efficacy and Critical Thinking Scores

			Self-efficacy	Critical-Thinking
Spearman's rho	Self-efficacy	Correlation Coefficient	1.000	.886**
		Sig. (2-tailed)	.	.000
		N	60	60
	Critical-Thinking	Correlation Coefficient	.886**	1.000
		Sig. (2-tailed)	.000	.
		N	60	60

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

The Spearman Rank-Order Correlation was run to determine the relationship between Iranian EFL students' self-efficacy and critical thinking scores. There was a strong, positive correlation between Iranian EFL students' self-efficacy and their critical thinking, which was also statistically significant, *rs* = .88, *p*<.05. Thus, the null-hypothesis that there is no statistically significant relationship between self-efficacy and critical thinking of Iranian upper-intermediate EFL learners was rejected.

4.4 Analysis of the Third Research Question

The third research question of this study was as follows:

RQ3: Is there any significant relationship between autonomy and critical -thinking of Iranian upper –intermediate EFL learners?

Since the two types of data were of ordinal type out of the Likert-scale questionnaires, the non-parametric Spearman Rank-Order Correlation was used to find the relationship. Table 4.6 below shows the result of the descriptive statistics.

Table 4.7

Descriptive Statistics for the Critical Thinking and Autonomy Scores

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Critical-Thinking	60	3.80	4.70	4.1633	.25708	.066
Autonomy	60	2.90	4.90	3.7983	.54602	.298
Valid N (listwise)	60					

As it can be seen in Table 4.7, the mean scores for the critical thinking and autonomy are 4.16 and 3.79 respectively. Table 4.8 below shows the result of the Spearman Rank-Order Correlation test.

Table 4.8

Spearman Rank-Order Correlation Test for Critical Thinking and Autonomy Scores

			Critical-Thinking	Autonomy
Spearman's rho	Critical-Thinking	Correlation Coefficient	1.000	.625**
		Sig. (2-tailed)	.	.000
		N	60	60
	Autonomy	Correlation Coefficient	.625**	1.000
		Sig. (2-tailed)	.000	.
		N	60	60

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

The Spearman Rank-Order Correlation was run to determine the relationship between Iranian EFL students' critical thinking and autonomy scores. There was a moderately high positive correlation between Iranian EFL students' critical thinking and their autonomy scores, which was also statistically significant, *rs* = .62, *p*<.05. Thus, the null-hypothesis that there is no statistically significant relationship between critical thinking and autonomy scores of Iranian upper-intermediate EFL learners was rejected.

5. Discussion and Conclusion

The first research question aimed at finding the relationship between Iranian EFL students' autonomy and self-efficacy. The result of first research question is in line with the findings of Mojoudi and Tabatabaei (2014), Tilfarlioglu and Ciftci (2011), and Mojarrabi and Saeidi (2015) in which positive relationship between autonomy and self-efficacy was found. The second research question aimed at investigating the relationship between Iranian EFL students' self-efficacy and their criti-

cal thinking ability, which was found to be positive. Findings of Barimani and Mehrali (2013) support the result of this section. Khatib, Sarem, and Hamidi (2012) assert that learning a foreign language is a complex task and its effectiveness may associate with different factors such as language proficiency, self-efficacy, and experience. The third research question aimed at finding the relationship between autonomy and critical thinking. The result was in line with the findings of Bazrafkhan and Bagheri(2014) and Nosrati and Zaker (2013) in which positive relationship between autonomy and critical thinking was found. The results of the present study show a high positive correlation among autonomy, critical thinking, and self-efficacy of Iranian upper intermediate EFL learners. In general, based on the aforementioned research cases, it seems that the findings of this study are in line with what other researchers have found. The present findings could be employed by EFL teachers to make the learners more aware of what they are dealing with. Develop and integrate the abilities associated with autonomy, self-efficacy, and critical thinking in the classroom context and make them familiar with the procedures that promote aforementioned factors. Materials developers in the ELT domain also could employ the findings of the present study and those of the similar ones to present tasks in which learners' awareness toward learning is enhanced. Such tasks may help the learners move towards self-correction, autonomy, critical thinking, and meaningful learning. According to the findings of this study, there are significant relationships among autonomy, critical thinking ability, and self-efficacy beliefs, but as I mentioned earlier, language is not the only responsible item for determining learners 'thought and it could just help to shape their thought. There are other factors affecting these variables such as entering social life and being educated. As people enter social life, they gain more experience and success so they improve their self-efficacy on the basis of those successes, and the more successful experience they gain the more self-efficient they become. It is also true when it comes to education, when people continue their education to higher level, they get more success which leads to being more self-efficient and better critical thinker. As their level of education develops, they start using skills or approaches of cognition that surge the possibility of a required outcome. They start thinking that is goal directed, it is better to state more directed thinking, and those who gain much more level of autonomy can run these factors more efficiently.

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