

**Conclusions**

We found specific differences in self-determination between the students with and without disabilities related to executive functions, with these the understanding of self-determination is more precise. Our results also indicate that being a student with special needs is the most evident predictor of self-determination; the other most important predictor is GPA, which shows important connections between these variables. Our study is also new regarding the cultural background, namely most of the studies on self-determination in education are from the USA (which is evident from the literature overview) and very few studies are from Eastern European countries, where education systems and cultural backgrounds are different. We can conclude that the self-determination construct is important for our students, too.

To achieve success, students should use cognitive, social, and emotional resources within themselves. Therefore, it is very important to support students to develop self-determination skills for better coping with the challenges they face. For more specific applications on the level of secondary education, we suggest implementing the self-determination model in schools as project work and systematic education of teachers and other education professionals, because they are not fully aware of how important self-determination is for students with disabilities. Schools should promote the ethos and school culture which allow for self-determination. Students with disabilities should be empowered to actively participate in their education, especially in procedures related to individualized education programs and transitions in education. Teachers could encourage students to speak up about themselves; also self-determination could be part of the methods of instruction, including goals for the development of self-determination, because self-determination skills are important in lifelong learning.

**References**


