IMPACT OF AUTONOMY SUPPORT ON SELF CONCEPT AND EDUCATIONAL ASPIRATION OF ADOLESCENTS

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2015

Developmental psychology

Differential psychology

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Ph.D. dissertation submitted to

Department of Psychology

International Islamic University, Islamabad (Pakistan)

in partial fulfillment of the requirements for the Degree of

DOCTOR OF PHILOSOPHY
in

Psychology

2015

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LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

ACKNOWLEDGEMENTS

First and foremost, I would like to offer my sincere acknowledgement to Allah Almighty, whose strength and peace guided me through the most challenging times completing this thesis posed.

I would like to express my deepest gratitude to my supervisor, Dr. Seema Gul, for her excellent guidance, patience, and valuable critical evaluation in this learning process. She remained a source of inspiration for me as well. She supported me throughout with patience and knowledge whilst allowing me the room to work in my own way. I attribute the level of my work to her encouragement and effort and without her this thesis would not have been written.

I would also like to thank my loving husband, Rashid, for his support, gentleness, encouragement, and belief in me. I would not have been able to complete this project without him. I'd like to thank my family, especially my parents, for their countless prayers and well-wishes.

I would also like to acknowledge all my friends and colleagues (especially Roqia Mehmood) who have contributed immensely to my personal and professional life. As their love and persistent confidence in me, has taken the load off my shoulder. I owe them for being unselfishly supporting me through all the difficult times of my life.

Samina Naz

ABSTRACT

The present study deals with the perception of autonomy support, self-concept and educational aspirations of adolescents. This study examined the relationship between parental autonomy support, teacher autonomy support, self-concept and educational aspirations of adolescents. Additionally, this study examined the moderating effect of personal and demographic variables on the relationship between parental autonomy support, teacher autonomy support, self-concept and educational aspirations. For this purpose the Perception of Parental Autonomy Support Scale, Learning Climate Questionnaire and Tennessee Self-Concept Scale were used to measure the constructs. The research was carried out in three phases. Phase-I dealt with translation of scales into Urdu. Phase-II was consisted of pilot testing (n= 220) and carried to determine the cross language validation and to establish the psychometric properties of all the three scales. Item total correlations and internal consistency was determined through alpha coefficients for all the three scales. Phase-III was main study conducted on the sample of 560 adolescents including boys (n=255) and girls (n=305) of age ranged from 13-18 years (M=16.37, S.D=1.39) from different government and private educational institutes. The findings revealed significant relationship of parental and teacher autonomy support with self-concept and educational aspirations of adolescents. The findings of multiple moderated regression and binary logistic regression revealed significant moderation of personal and demographic variables in relationship of parental autonomy support, teacher autonomy support with self-concept and educational aspirations of adolescents.

CONTENTS

INTRODUCTION

Developmental phase of progression which involves cognitive, biological and socio-emotional changes between childhood and adulthood is called adolescence. Adolescents constantly change, physically, mentally and psychologically. Adolescents start learning about the *real world* and strive to achieve independence from parental constraints and to be part of social groups. Adolescents want to be recognized as adults with decision-making skill but at the same they need structure and support from their parents. During adolescence vision of self is transformed into more composite, consistently representative and well-organized picture (Santrock, 2006).

Formation of self-concept is central element in social development of adolescents. Adolescents sought various diverse identities, which may result in excitement about the future or sometimes results in low self-concept. Integration of diverse identities for one organized sense of self is process of identity finding. Salient features for the improvement of self-concept and identity formation are close relations, physical appearance and educational aspirations.

During the process of adopting distinctive identities adolescents choose value and practices of parents or revolt against these by participating in activities of opposite groups. At times, adolescents find more comfort in social groups, such as with friends, to explore their personality and actual self than spending time with family. In spite of attempting to structure a personality, most adolescents experience contentment with their lives. Researchers found that although adolescents are conscious about their own self, but at the same time they aspire about high goals in life (Lyons, 2004). About the early adolescence, a large amount of work has been

found (Bellmore & Cillessen, 2006; Schwartz et al., 2006; Young & Sudweeks, 2005). As for the development of self-concept early adolescence is considered most fertile phase, therefore it is essential to examine various aspects of identity and self to determine the complex association of correlation among them, through this age.

Research also emphasized the impact of family context, friends and school on the development of adolescents self. It is believed that well-functioning and unified family context, including supportive and involved parents, is linked with positive self-concept (Lam, Williams & Chua, 2007; Mullis, Brailsford, & Mullis, 2003). Previous researches confirmed that encouragement and support from teachers and from peers (Soenens & Vansteenkiste, 2005) is correlated with positive self-concept, and acceptance from peer group and academic achievement are associated to positive identity and self-concept in early adolescence (Harter, 1996; Harter, Whitesell, & Kowalski, 1992).

The autonomy development is a most important task of adolescence. It was expected from adolescents that they must develop self-determination and characteristics required essentially to function independently. Previously it was considered that separation from parents is essential for the healthy development of adolescents, but with time it becomes clear that with the support and guidance of parents and close family relationships, adolescents' autonomy develop in a healthy way (Josselson, 1988).

The expression of autonomy-relatedness is reflected in the thought that healthy autonomy develops inside strong family relations. Attachment theory is based on the autonomy-relatedness concept, which explains that central characteristics of attachment remain same through infancy to the adolescent. For the exploration of adolescents environment parents provide secure environment as they did in earlier

stages of development. The concept of attachment converts into parental support for the development of autonomy and self-governance in adolescents, while maintaining a supportive, encouraging and warm parent–adolescent relationship (Allen, Hauser, Bell, & O'Connor, 1994).

Adolescents receive social security from the family ties. In the collectivist countries, the dependence of adolescents on family is particularly strong and still increasing because of increasing societal violence, haphazard changes and uncertainty following the revolution from communist system. Adolescents stick to the traditions of receiving parental support lifelong and prefer compromise over argument and unity over freedom (Kovacheva, 2006).

During whole life autonomy increase and decreases as individuals acquire new skills, previously learned competencies decline and new changed conditions need different behavior according to situation (Baltes & Silverberg, 1994). Development of autonomy increased during adolescence due to rapid cognitive and biological changes, expansion of social interaction, and additional responsibilities. Increased autonomy and decision-making, self and individuality are strengthened gradually, and feeling, behavior, and thoughts are progressively self-regulated. Failure in coping with these changes can results in a broadly recognized behavioral problems and many other difficulties (Adams, Montemayor, & Gullotta, 2005; Chen & Dornbusch, 1998).

Autonomy

The term autonomy is frequently used to refer especially a number of important psychosocial problems in adolescence. According to Some theorist's autonomy is the unique quality of an individual, while others view autonomy as a quality of an individual's relations and affiliation with others. Similarly, few definitions highlight liberation from the shackles of dependence on others in

childhood, while others focus on freedom of choice, and tracking of targets, and so on (Ryan, Deci, & Grolnick, 1995). Thinking about autonomy features with reference to two general ways can be described as independence of thought, emotions and action from more than one dimension, and common characteristics between growing maturity and autonomy (Collins, Laursen, Mortensen, Luebker, & Ferreira, 1997).

Adolescent's autonomy is considered as a developmental milestone in the evolution for adulthood. Autonomy makes adolescents able to establish objectives and activities for themselves to control their own lives. Particularly, the skills which help to develop autonomy includes, the adolescent's capability to (1) think for himself/herself, prefer personal morals, set goals and make decisions; (2) have confidence about his/her goals and decisions on these standards, with no unnecessary reliance on social confirmation; and (3) to show certainty and self-determined behavior. The studies have shown that there is positive relationship between autonomy and psychosocial adjustment which consequently results in healthy formation of identity, ability to take decision, healthy dealing with peer pressure, self-esteem and escape from dangerous activities (Beckert, 2007).

Autonomy corresponds to a set of skills that provide the ability to give direction to one's own life, by defining goals, feeling capable and being able to regulate one's actions. Specifically, these skills involve the adolescent's ability to think for him/her, choose personal values, make decisions and set goals. It also involve the ability of adolescent's to feel confident in taking decisions, without excessive dependence on social support; and to reflect confident, self-determined behavior. Results of the earlier studies revealed that autonomy is positively linked to psychosocial adjustment, identity formation, decision-making ability, self-esteem,

resistance to peer pressure and avoidance of risk behavior (Noom, Deković, & Meeus, 2001).

Researches explained three dimensions of autonomy i.e. cognitive, behavioral and emotional. Cognitive autonomy has been described as a sense of self-sufficiency, a faith of having command of one's own actions, and personal feelings of having authority to take decisions (Brown, Mounts, Lamborn, & Steinberg, 1993). Behavioral autonomy most frequently described as dynamic, autonomous functioning with quality of independence, self-determination and taking decisions (Feldman & Rosenthal, 1991). Emotional autonomy, the third aspect, has been characterized as a feeling of separation from parents and decreasing reliance on them. Change in perception and relation with parents is the basic idea of emotional autonomy which results in more strong and mature perception of parents by adolescents (Ryan, & Lynch, 1989). Research indicates that cognitive, behavioral and emotional autonomy are not distinct from each other but complement each other (Collins & Laursen, 2004). All the three dimensions of autonomy start emerging and increasing during adolescence. Adolescents need more independence from parents as they grow older. Adolescents progressively start feeling more independent, less connected with parents, less inclined to admire parents, and less inclined to express reliance on them.

For healthy psychosocial development of adolescents, attainment of autonomy is fundamental issue, and all points of view on the improvement of autonomy accentuate the dangerous results that may take after from an absence of appropriate autonomy support. Research revealed that adolescent's failure to separate themselves from parents may results in two extremes: in order to escape from failure, adolescents indulge themselves in adult's role, or prolongation of regress state (Blos, 1979). It was believed that both extremes equally and definitely results in emotional problems.

Independent functioning and supporting relationship with others is related to psychological and physical well-being, but at the same time too much self-governance without having good relations with others could results in emotionally, socially and psychologically destructive (Helgeson, 1994).

Autonomy support offered by significant others in social setting and the ability of adolescent's to work autonomously and to self-regulate have positive effects on other dimensions of adolescents performance. During adolescence with increased autonomy, influence of parent's and peers decreases on decisions and opinions of adolescents. For better psychological development and adjustment, stability between autonomous, self-determined action and healthy strong relationship with others is crucial (Sessa & Steinberg, 1991).

Theoretical Perspectives of Autonomy Development

Various theories have attempted to explain the development and origin of the term autonomy. Variety of effects and processes which take part in autonomy development has been underscore by these theoretical perspectives. The three broad perspectives on autonomy development are: organismic-maturational perspective; self-motivational perspective; and perspectives emphasize relationship and social influence (Reese & Overton, 1970).

Organismic-Maturational Perspective. It is the most primitive prominent perspective on the development of autonomy. Autonomy development described by psychoanalytic theory is result of drives that promote disentanglement and detachment from parental control. This detachment from parents according to psychoanalytic theory is essential for autonomous functioning and taking responsibility of one's actions and feelings. The development of autonomy not only depends upon individuation from parents but also detachment from them.

The belief that individuation and detachment from parents was provoked by the growth of individual was common among all the perspectives of autonomy. Termination of parental ties and decreased parental control was stimulated by conflicting parent-child relations. Thus, optimal level of conflict in parent-adolescent relations is important for development of healthy autonomous development. The only way to move adolescents out from family is individuation and detachment from family relations. This complex process of becoming autonomous provide more stability of mood and self-esteem independent from outer world resources (Blos, 1979). For healthy development of autonomy and identity formation of adolescents, dependence upon parents for emotional and cognitive support must be declined (Carlson, 2006).

Researchers observed significant relations between autonomy and disconnection from parents (Ryan & Lynch, 1989). The research proposed that emotional autonomy help adolescents in becoming resistant to peer pressure and more self-reliant as they grow. The results of detachment can be both negative and positive experiences. Negative experiences of detachment from parents include loss of important supportive relations and separation, while positive experiences might include independence and self-governance. The negative experiences can lead to further adverse outcome, i.e. lack of support, low self-concept and behavioral problems (Silverberg & Gondoli, 1996). Steinberg (1990) demonstrated that autonomy depends upon many other factors of capability, like distancing level from parents.

Fuhrman and Holmbeck (1995) indicated that in healthy parent-adolescent relationships, little amount of emotional autonomy is related with more constructive adolescent's adjustment. Whereas, in negative parent-adolescent relationships, great

amount of emotional autonomy results in promotion of more optimistic adjustment. This indicate that autonomy is neither adverse to relationships nor divide them in psychological life of adolescents.

Self–Motivational Views. Self-motivational views emphasized that development of autonomy is internal process. At the same time this view explained that interacting factors between environment and individual play important role in autonomy development (Bandura, 1997; Ryan, Kuhl, & Deci, 1997).

Autonomy described by researchers as the degree to which an individual functions freely according to the desire of his/her true-self. Thus it refers to self-regulating and self-initiating behaviors (Ryan, Deci, & Grolnick, 1995). This perspective emphasized that autonomy is instinctive need, it motivate and energizes individuals to get the command of their life, whereas need for belongingness and have good healthy relations with others promote those behaviors which essential for maintaining relations with others (Skinner, 1996).

Bandura's (1997) social cognitive theory focused on perceived level of competence and effect of environment on goal directed behaviors of individual. Self-motivational view emphasized that autonomy is an inborn, instinctive need and effect of surroundings does not provide the ability to function autonomously. While to some extent, individual due to constant contact and dealing with environment develop the ability to regulate their cognitions, behaviors and emotions. For functioning autonomously in the environment, individual must have to master these self-regulatory practices.

All perspectives emphasized that having special kind of relations with others is vital for autonomy development. Therefore these perspectives, do not analyze individuation, detachment from family and rebelliousness of parents as a necessary

incident in development of autonomy; they draw attention to the significance of social relations in the autonomy development. Deci and Ryan (2000) explain heteronomy as contrary to autonomy, the experience of being manipulated, coerced, controlled or constrained into behaviors that do not according to the inner self of individual.

Autonomous behaviors and actions which involve the choice and motivation of individual are different from deliberate responses. For autonomous actions detachment from family or parents is not required because they can occur in close social context. In reality, strong emotional ties and attachment provide support for autonomy development, while detachment from family promotes independent functioning and individuation (Petegem, Beyers, Vansteenkiste & Soenens, 2012).

Views Emphasizing Social Relationships and Influences. Developmental theorists argued upon the classic theories of autonomy development, suggesting that autonomy does not require the cutting of relationship bond with parents (Steinberg, 1990). Developmental theories suggests that maintaining relations with others and autonomy coexist. Conscientious autonomous actions and self-regulatory behaviors depend upon enduring but transformed relations and attachments with others (Grolnick, Deci, & Ryan, 1997). Parental involvement and support provide adequate structure to cultivate independent decision making and mature behavior in adolescents (Steinberg, 1990). Autonomous functioning is more likely to excel when there is exchange of respect, honor and understanding of each other's capabilities between adults and adolescents. The parent-child relationships need to be modified according to the increasing capacity of adolescents' self-initiating behaviors and needs for more autonomy and responsibility (Collins, Laursen, Mortensen, Luebker & Ferreira, 1997).

Researchers describe autonomy development as a kind of contract/deal

between individual and social environment (Kobak & Cole, 1994). The studies explain that children's meta-monitoring development facilitate by early attachments of child with parents. Meta-monitoring is the ability to examine one's own self in comparison with others, and modify their self-concept if required. This kind of meta-monitoring practice helps adolescents to regulate behavior and experience more autonomy. By modifying self-concept, adolescents maintain their relationship with parents in better way instead of individuating from parents, and this process ultimately results in more autonomy for adolescents (Collins et al. 1997). Allen, Hauser, Bell, & O'Connor, (1994) described that relatedness and autonomy complement each other in well adjusted adolescents. Remarkable social relationships that foster independence of thought and expression are those which allow different perspectives while not intrusive, more engaging, or are tampered (Lamborn & Steinberg, 1993).

All theories argued upon one general theme that sense of organization is essential for the development of autonomy.

Autonomy in Social Contexts. Research described in detail how the quality and nature of social circumstances enhance or restrict adolescent's ability to internalize other's desires. Self-regulated behaviors and autonomous functioning result by internalization of other's desires. Studies suggested that this process of internalization and autonomy development based on evolutionary process of recognizing and altering one's own desires and needs whereas maintaining relations with others (Collins & Steinberg, 2006). To adopt socially acceptable values and avoid negative views is a big challenge for adolescents.

The term autonomy development consists of many elements of achievement. An exclusive and rather distinctive from other component is the development of self-

concept. Research explain the impact of significant others on self-concept development throughout adolescence (Harter, 1999). Adolescents are quite conscious about their personality and responses from others during early stages of teenage. Middle age adolescents become very conscious and worried about expectations and views of significant others. It might be difficult for middle adolescents to comprehend all the information they get about their self. While during late adolescence, adolescents start comprehending the perception of self, and internalize those values which might have learned by socializing with others.

Researchers emphasized the combined effect of numerous behaviors of parents such as involvement, warmth, attachment and autonomy support on outcomes and behaviors of adolescents (Barber & Olsen, 1997). Gray and Steinberg (1999) examined the combined effect of three dimensions of parenting on psychosocial development and found that high parental behavioral control and involvement yields to better psychosocial development of adolescents.

Studies revealed that not only parents but teachers and peers also affect adolescent functioning by coercive or autonomy granting behaviors (Larson, 2000). Eccles, Early, Frasier, Belansky, and McCarthy, (1997) found that parental bonding, involvement, behavioral regulation and parental autonomy support, school and peer contexts, all significantly positively contribute to adolescent's development. Another study revealed that regulation, involvement and coercion or autonomy support by friends and family was significantly related with antisocial behavior and depression. Teacher autonomy support was related to academic achievement (Okunbanjo, 2013).

Researchers have discovered the changes within family with increasing capabilities of adolescents for autonomy and self-initiating functions (Maccoby, 1984). Studies revealed that autonomy seems to follow the sequence of three phase

development, ranging from parental regulation to co-regulation between parents and children, to ultimate self-regulation. For autonomy achievement essential co-regulatory processes emerged during early adolescence.

Collins (1995) suggested a model that autonomy stems from constant changes of dyadic communication in response to desecrated expectancies. Every member involved in dyadic interaction violates repeatedly to modify expectations and ultimately reached appropriate level of parent-child interaction. Family conflicts and violations of each others' expectancies might results in more adaptive relationship with family and personal development of adolescent (Collins, & Steinberg, 2006).

Autonomy Support

The term autonomy support can be described as the support provided by parents or significant others to children for self-initiating, self-governance and autonomous functioning (Ryan, Deci, Grolnick, & La Guardia, 2006). Autonomy support is when parents encourage adolescents to perform activities independently. Autonomy support is different from permissiveness and neglect, as it concerns how parents involve in children's activities and provide structure. In fact, parental involvement, structure and autonomy support jointly considered as ideal for encouraging positive development of child (Grolnick, 2008).

Autonomy support allows parents to guide adolescents as well as give them freedom, responsibility and volition. Consequently adolescents feel that they can take initiatives or decisions for available opportunities and their thoughts are appreciated by parents. Research found that perceived autonomy support is crucial in deciding the degree of incorporation and internalizing values and development of autonomous and self-determined motivation (Legault, Green-Demers, & Pelletier, 2006). It is

considered parents' non-coercive, empathetic and encouraging attitude towards adolescents enhance autonomous working (Soenens et al., 2007).

According to self-determination theory autonomy support stems from interrelationship of individual with others. Within a social context autonomy means, when an individual with authority role consider the perspective of other persons and empathize with their emotions, provide them necessary information and options without controlling their behavior (Reeve, 2006).

Silk, Morris, Kanaya and Steinberg (2003) description of autonomy is embedded in theory of separation-individuation and which argues that adolescents separation from parents, help them to form an independent vision, and take autonomous decisions. During early adulthood and late adolescence the development towards achieving independence is particularly important (Arnett, 2000). This development is considered as most pertinent feature of separation-individuation theory for responsible functioning in society (Steinberg, 1989) therefore parental support is required for autonomous functioning.

In developmental psychology concept of autonomy is generally referred as independence. However other perspectives like self-determination theory described autonomy as the extent to which individual have choice to behave and decide. Self-determined and autonomous individuals take full responsibility for their actions.

In accordance with definition of autonomy, autonomy supportive parents promote independent functioning in children (Soenens, & Vansteenkiste, 2010). Parents who promote volitional functioning tend to encourage children to act according to self-interest (Ryan, Deci, Grolnick, & LaGuardia, 2006). Grolnick and Seal (2008) discovered that autonomy supportive parents provide children maximum choices, take children's point of view and provide realistic justification when limited

alternatives are available. Research has proved that autonomy support when considered as promotion of volitional functioning leads to positive outcomes among adolescents, such as school and social adjustment and overall well-being (Ng, Kenney, & Pomerantz, 2004). These positive results would emerge due to adolescent's self-governed behaviors.

Research proposed that individuals can be autonomous by choice or they enforced to be independent (Ryan & Deci, 2007). For example, an adolescent who independently choose college subjects according to his personal interest, without parental help or support is acting in volitional manner by choice. On the other hand an adolescent who need parental support in choosing college subjects but parents refuse to support, has no option but act and decide independently. Autonomy support does not imply that an individual start deciding and acting without parental support and guidance. Parents who assist children in exploring choices and deciding according to their interests are truly promoting independent functioning in children. However, parental encouragement for volitional functioning and parental independence indentify two different methods of understanding parental autonomy support. Furthermore autonomy support in both ways was established to be correlated positively with adolescent's well-being and adjustment (Soenens et al., 2007).

A range of developmental researchers (Ryan & Deci, 2008) believed that the autonomous functioning is a critical developmental progression for adolescents. Consequently, parents have to perform important task which is provision of support to their children's autonomous functioning (Hmel & Pincus, 2002; Zimmer, & Mortimer, 2007). Few psychologists consider parental autonomy support, as the encouragement of autonomous functioning within the Self-Determination (Silk, Morris, Kanaya, & Steinberg, 2003).

Parental Autonomy Support

To describe the concept of autonomy support, two diverse approaches found in the past literature.

Autonomy Support as Promotion of Independence. Several authors described parental autonomy support as encouragement of adolescent's self-regulating expression, cognitions and independent decision making. This view based on theme that parent's can responds to adolescents' growing demands for self-governance and independence either by allowing them to be free and independent or by restricting and controlling adolescent's behavior. This approach most importantly focused on kind of behaviors parents develop, independence or dependence in adolescents, rather than on, how parents encourage autonomy (Steinberg & Silk, 2002).

Autonomy as Separation-Individuation. Autonomy as a progressive development of separation-individuation was conceptualized by a number of researchers. This perspective view autonomy development as creating dual pressures for adolescents, in which they emotionally and physically detach themselves from parents and gradually become more responsible for their actions without relying or depending on parents. In ideal situation, the process of separation-individuation would yield higher level of autonomous functioning in cognitive, emotional and behavioral domain (Collins, & Laursen, 2004).

The theory of separation-individuation claimed that the progression of emotional detachment and following increase in independent functioning result in positive developmental outcomes. However, empirical research, has failed to prove this claim. Past research found adolescents' negative functioning consistently related to insecure feelings towards parents. Hence, it explains that adolescent's separation

from parents has emotional cost and probably results in safe and protected parent-adolescent relationship (Beyers & Goossens, 2003).

The theory explained that the process of separation-individuation yielded generally positive relationship between two extents of adjustment and adolescent independence. Though, few researches suggested that some aspects of independence negatively or unrelated to adolescents adjustment (Lapsley & Edgerton, 2002). Research found that autonomy development only flourish in supportive and understanding parent-child relationship. Striving to achieve independence is not most important way of achieving autonomy. Constructive autonomy development does not exclude or negate parental support and guidance. Self-determination theory used self-governance as another word for defining autonomy (Deci, Ryan, Gagne, Leone, Usunov, & Kornazheva, 2001).

Autonomy as Self-Determination. Self-determination theory defined autonomy as the extent to which actions and decisions are made by option (Deci & Ryan, 2000). Adolescent's with self-determination and high autonomy completely support and take full responsibility of their actions. Self-governing adolescent's actions base on their personal interest and enduring goals and values.

Self-determination is conceptually contrasting to autonomy as independence or freedom, which can be described as not reliant on others (Ryan, Lynch, Vansteenkiste & Deci, 2011). Sometimes, individuals with high independence do not essentially act according to their choice or option. Self-determination theory posits that an adolescent can be autonomously or volitionally dependent on parents, when he/she willingly opts for parental guidance and support.

According to self-determination theory for individual's positive functioning, experiencing sense of choicefulness and autonomy in actions is vital (Vansteenkiste,

Zhou, Lens, & Soenens, 2005). Non-coercive, supportive family environment found helpful in promotion of self-determined behavior (Grolnick, 2003; Soenens & Vansteenkiste, 2005). The results confirm that for volitional functioning, adolescents not need to distance themselves or individuate from parental ties.

Self-determination theory reported three basic psychological needs, the need for competence, relatedness and autonomy. Fulfillment of these innate needs is necessary for adolescent's optimal learning. This need fulfillment yields a motivating effect which ultimately enables students to get more absorbed and involved in educational practice. Research suggested that the satisfaction of innate needs leads to several positive results, such as self-regulated learning and increased intrinsic motivation. Teachers and parents' support plays vital role in satisfaction of these needs (Soenens & Vansteenkiste, 2005). Along with supportive and involved parents, teachers have huge impact on social and personal development as well as on academic achievements of adolescents (Harris & Goodall, 2008; Jeynes, 2007).

Teacher Autonomy Support

Teacher autonomy support can be described as the extent to which instructor or teacher considers the student's perspective during teaching and supports their positive participation in educational activities (Williams & Deci, 1998). Encouraging learning conditions with autonomy supportive social contexts, endorse harmony among teaching activities and students needs. In such learning environment opportunities are created for activities, according to the preferences and interests of students by presenting choices and challenging environment to solve academic tasks (Reeve, Jang, Carrell, Jeon, & Barch, 2004). Researchers showed that in comparison with controlling classroom environment, autonomy supportive environment yields better outcomes, such as academic commitment, mental health, academic achievement

and intrinsic motivation. On the contrary, coercive classroom environment hinder with students cognition, feelings and motivation. In such controlling environment student's obedience and performance is controlled by external factors, such as rewards, pressure and punishment (Black & Deci, 2000; Ciani et al., 2010; Hardre & Reeve, 2003; Shih, 2008).

Self-determination theory described teacher autonomy support as encouraging and facilitating students to follow their goals. By provision of choice and alternatives, autonomy supportive teacher can encourage students for achievement of their aspired goals (Katz & Assor, 2007). Autonomy supportive teachers provide rationale for absence of choices and understand student's perspective. Various studies have proposed that autonomy supportive teaching results in many positive educational outcomes, such as concentration and higher academic motivation, and better performance, apparently as autonomy support help in satisfaction of student's autonomy need (Vansteenkiste, Zhou, Lens, & Soenens, 2005).

Teacher autonomy support with structure includes the correspondence of clear hopes regarding student actions. Furthermore, provision of support for tasks and goal attainment also include in structured autonomy support (Skinner & Belmont, 1993). Autonomy supportive teachers, who give structure to students, also provide competence related response and communicate confidence in the abilities of students to achieve the class tasks. Research establish that structure provided by teachers is related to positive outcomes, such as more student involvement in academic activities (Patrick, Turner, Meyer, & Midgley, 2003).

Self-determination theory suggests that autonomy support and structure by teachers are very important for adolescent's maximum learning, but it is also important how that structure is provided (Reeve, 2009). Students readily follow and

accept the structure when it is communicated in context of respecting students' perspective in non-coercive way. Though, structure could imply controlling approach, as by associating external factors like punishment and rewards to the achievement of goals. In such controlling structural environment positive educational results are less likely to emerge, because students experience pressure and in result fail to fulfill the aspired goals. Burgess, Enzle, and Schmaltz (2004) found that setting of deadlines in autonomy supportive manner results in motivation and volitional persistence.

For long time adolescence has been considered as a period when people investigate and look at aspects of the self to uncover who they truly are and to know about the adjustment in social setting (Steinberg & Morris, 2001). Though, this progression tends to raise more distinct and well-organized self-concept, few elements have been linked with poor functioning of adolescents, including extreme control in school and family contexts. Research stressed that in school context adolescents decrease their emotional investment if it does not according to their needs (Eccles, Early, Frasier, Belansky, & McCarthy, 1997). Blackwell (2002) suggests that adolescent's disruptive and offensive behaviors might be taken as their demand for autonomy, often in result to negative relationship with parents.

Adolescent's self-concept gradually increase with parental and teacher autonomy support, as they progress from middle to high school. Independence and autonomy help adolescents in provision of opportunities to take part in actions in which they perceive themselves competent. Autonomy enables adolescents to acquire more parental and teacher support by acting in socially adequate manners (Harter, 1999).

Self-Concept

During adolescence individuals strive to develop a stable adult personality. The potential of adolescents to consider various aspects while considering a problem, also consider their knowledge of moral codes and social norms, and growing consciousness about approaching adulthood all play important role in the development of self-concept. During this phase, adolescents' definition of self changes from rather physical features to broader, abstract concepts.

Adolescents perceive themselves in comparison of academic competence, job competence, social acceptance, physical appearance and close friendship, that related but different to those categories which are outstanding in middle childhood (Cole et al. 2001). Social and emotional relationships also strongly affect the adolescent's self-concept. Adolescents are conscious about their identity and it leads to improved mental ability and self- consciousness. During middle adolescence, young people identify self-described conflicts and during the phase of late adolescence they resolve the conflicts in their descriptions and images of themselves. Adolescents start modifying their thoughts with reference to conceptual, stable and unifying features (Ahmad, Zeb, Sehat Ullah & Ali, 2013).

During teen years adolescents often employ in novel ways of thinking and behaving that involve better self-determination and self-sufficiency. Therefore, adolescents' self-concepts are outcomes of private responses to themselves, and the responses from significant others. Teachers and parents plays key role in the development of adolescents self-concept. Teachers have strong impact on the socialization process of adolescent. Each dimension of self is influenced by the capability and learning of developmental tasks (Bukatko & Daehler, 2001).

According to Harter (1996) self-concept develops and refines in stages of increasing age and experience. Sense of self begins to develop in children as they start discriminating themselves from others, in the second year of life. Self-recognition is the first step in the formation of self-concept, which is marked by children's fascination with observing themselves in the mirror (Eggen & Kauchak, 2001).

Self-concept is sum total of perceptions that the adolescents have about themselves: it is set of attributes, characteristics, qualities and deficiencies, capabilities, relationships and values that an adolescent desire to refer as his description and perceives as his distinctiveness (Sanchez & Roda, 2007). Self-concept can be described as the composite of attitude; feelings and ideas individuals have about themselves.

Self- concept is generally considered comprise of the perceptions of individual's attitudes, thoughts and knowledge about his appearance, capabilities and social relationships. Specific dimensions of self-concept provide better estimation of external standard than of general self-concept, multidimensional aspect of self-concept help to adequately understand the relationship between self-concept and related constructs (John, 2000).

Previous research did not support the self-concept as uni-dimensional construct due to its insufficient explanation of behavior in diverse settings. Schierer & Kraut (1999) emphasized on multi-dimensional characteristic of self-concept and stressed upon that self-concept should not to be supposed or conceptualized as a simple phenomenon. As it is multifaceted construct having evocative, comparative, evaluative and emotional aspects which should be discriminated.

Self-concept is context-dependent and multidimensional learned behavioral pattern, which reflect an individual's assessment of past experiences and behaviors that influence an individual's existing behaviors and predicts an individual's potential future behaviors (Bracken, 1996).

Uni-dimensional versus Multidimensional Perspective of Self-concept. Baumeister et al. (2006) emphasized on uni-dimensional aspect of self-concept. While modern studies focused on multidimensional aspect of self-concept through exploration of social and personal experiences of adolescents. Marsh and Parker (2005) suggest that various aspects of adolescents social and personal dimension are highlighted by multidimensional aspect of self-concept, which in result uncover the dynamic and complex organization of individual's self-concept. Earlier research revealed that multidimensional perspective of self-concept by discovering adolescent's social, spiritual and material dimensions, affected by environmental factors (Epstein, 1983).

Harter (1999) by forming adolescent's self-perception profiles focused on multidimensional perspective of adolescent self-concept and found several self-descriptions differ across social conditions. Contemporary researchers favored multidimensional perspective and suggested that unidimensional view of self is incomplete and inadequate. Furthermore modern research added that multidimensional approach of self-concept signify the relationship among all dimensions of adolescent's development (Byrne, 2001; Hattie, & Marsh, 1996; Marsh & Craven, 2006).

Self-concept Development

Self-concept is basic aspect in sociological, psychosocial and psychological development. According to Rosenberg (1989) self-concept is major component of

adolescent's cognition as well as it is social strength and social product; it is also fundamental to psychological pull and conflict.

Psychological Perspective on Self-concept. According to psychological perspective self-concept projects individuals' expressive, adaptive and evaluative aspect resulting from conflicting views of others. Bandura, (2003) explained that adolescents have the capability to categorize and form their self-concepts. Individuals with high hopes and evaluations are inclined to have elevated self-esteems as compared to those with poor self-perceptions and significant others' may perhaps have problem to influence them. The concept about self is known as the individual's perception about his/her body or self-image consist of the body shape, emotions and actions. Personal belongings close family members and home environment are extremely important in adolescents' assessment of self-image, which results in formation of personal self.

During interpersonal interaction, diverse social roles are performed by individuals that help to develop social self-concept. Negative and positive emotions, reactions and interests all include in spiritual self-concept. Briefly, individual have views about all these aspects lower or heighten multidimensional self-concept. Research revealed that formation of adolescent's self-concept influenced by the effect of cognitions on attitude, behaviors and thoughts (Epstein, 1983).

Cognitive processes incorporate the ability to discriminatingly evaluate and understand circumstances and situations, systematize information, resolve issues, and use thinking aptitudes to settle on choices and decisions. The development of self-concept is determined by how well an individual learn and utilize these cognitive skills while interacting with others in social context. Adolescents start understanding

their relationship with social world while focusing on personal self, consequently it help to keep balance between pain and pleasure to attain emotional contentment. The knowledge about one's self increases self-esteem and value which impel adolescents to endure and accomplish challenges.

Psychoanalytical Perspective on Self-concept. Various theorists inspired by psychoanalytic perspective on self-concept. Freud, Adler, Bandura, and Sullivan, assumed that unpleasant life situation and experiences primarily within adolescents' microsystems badly affect their self-concept. The development of Self-concept is influenced by experience of internal and socio-emotional conflicts at each stage of development. Adolescents evaluate self-images to ultimate self or the person they desire to be. Consequently individuals can achieve self-understanding through discovering the human mind and can unfold the conscious and unconscious self.

Rogers, Kuiper, & Kirker (1977) described self-concept as the abilities, characteristics and perceptions; the concepts and percepts of self in comparison to others and to the context. Individual deceives themselves by wearing masks instead of misleading others. As adolescents are capable to increase self-awareness, therefore discovering unconscious is the process to know about the reasons of conflict and obstacles which prevent the healthy formation of self-concept.

Sullivan (1953) suggested during postnatal care, treatment from parents which results in bodily pain or pleasure, affect the evaluation of values, feeling and self-description. Sullivan indicated that individual's interaction with parents and close family members direct towards the development of unconscious and conscious thoughts. Adler (1963) symbolizes self-concept as the picture and artist. The artists are individuals, have potential to recognize who they would like to become in future. Whereas outcomes shaped by individuals, which describe the formation of self-

concept process are picture. Several social and personal perspectives of individuals are related to self-concept development.

Sociological Perspective of Self-concept. Sociological studies explored the relationship between society and individual and suggested that self-concept is individual's private experience learned by the society; consequently, combination of standards, values and beliefs of individual's surrounding context results in his/her self-concept (Harter, 1999; Rosenberg, 1989). Positive self-concepts results from healthy home, school and societal environment. Cooley's (1902) concept of *looking glass self* described the fact that individuals integrate the attitudes and opinions of other people in their self- evaluation, description and perception. Emotionally stable individuals have high self-esteem and sense of worth. These self-aware individuals utilize their cognitions to recognize their distinctiveness and cannot be affected by other's opinion easily.

Harre, (1986) suggested that various situations in which individual involved directly linked to his/her self-concept. Individuals with ability to interpret and understand situations and other people during social communication can counter or neutralize negative influences and outcomes. Harre further suggested that individuals go beyond and even exceed their roles by acquiring diverse roles according to changing situations. Researcher emphasized that adolescents eagerly seek out different ways in order to gain social approval of significant others, during social interactions. This result in altering contradictory personal views about self and conception of socially formulated multiple selves (Leary & Baumeister, 2000).

Psychosocial Perspective on Self-concept. Psychosocial perspective emphasized that self-concept development occurred in phases and developmental issues are primarily responsible for the formation of self-concept. Successful

transformation from one developmental phase to next ultimately result in increase of psychosocial problems, such as identity formation considered important for the development of healthy self-concept, achievements and autonomous functioning, whereas disastrous transitions obstruct progression. Research revealed that in order to gain approval, support and belongingness, adolescents rely more on peers than parents and family. Consequently, the views of peers and other societal members become extremely influential in shaping self-description, perception and evaluation (Erikson, 1968; Marcia, 1995).

Humanist's focused on the development of adolescents with reference to the basic hierarchy of physiological, safety and belongingness needs to shape healthy self-concept (Murray, 2000). For the academic progression and accomplishment of aspired goals, healthy development of adolescents is very crucial. Moreover, with the help of proper guidance, social support and counseling, adolescents become more motivated to function autonomously during developmental transitions and tasks.

Biological developments push individuals from one phase of development to the next was (Erikson, 1968; Rosenberg, 1989). Erikson emphasized the process of psychosocial development. In contrast to Freudians, who described that the *id* subjugated innate drives, Erikson emphasized on the *ego* which regulate cognitions, emotions and actions. Erickson agreed that conceptions of self is occurred in different stages and shaped by the encouragement of parents and other significant people around.

Self-Concept Cycle

Self-concept of an individual is formed early years in life and determines his actions in the environment. These actions are determined by the reactions of others. These responses alter individual's concept of looking at himself/herself. This cycle

continue throughout life span (McConnell & Strain, 2007). The self-concept of children forms through the consideration that how other feel about them and who have more meaning in their lives. This is excellently explained in the self-concept cycle by Shavelson, Hubner, and Stanton (1976).

The Shavelson Model. Shavelson et al. (1976) explained self-concept as an individual's view of himself developed through experience and understanding of his environment. Other's evaluation, support and acknowledgment of the individual's behavior effect the interpretation of environment.

According to the model presented by Shavelson (1976), there are seven significant aspects to define of self-concept:

1. Self-concept is planned and systematically organized; it means individuals classify the huge amount of knowledge which they gather about themselves and associate that knowledge to one another.
2. Self-concept is multidimensional and the particular facets represent a self-referent group system acquired by an individual.
3. The nature of self-concept is hierarchical and it perceives individual behavior in particular contexts at the bottom of the hierarchy, in broader domains, inferences about the self situated at the center of the hierarchy, and overall, general self concept at the top.
4. General/global self-concept is consistent, but as person move from top to down on the hierarchy, self-concept gradually becomes more unstable and situation-specific.
5. With the growth of an individual from childhood to adulthood, self-concept gradually becomes more multifaceted.

6. Self-concept has mutually an evaluative and expressive characteristic, as individuals might express themselves and evaluate themselves. Evaluation can be made in comparison to some supreme ideal, in comparison with peer group and in line with hopes of important others.

7. Self-concept is different from other theoretically related constructs. Such as, academic achievement supposed to be significantly correlated more with academic self-concept as compared to physical or social self-concept.

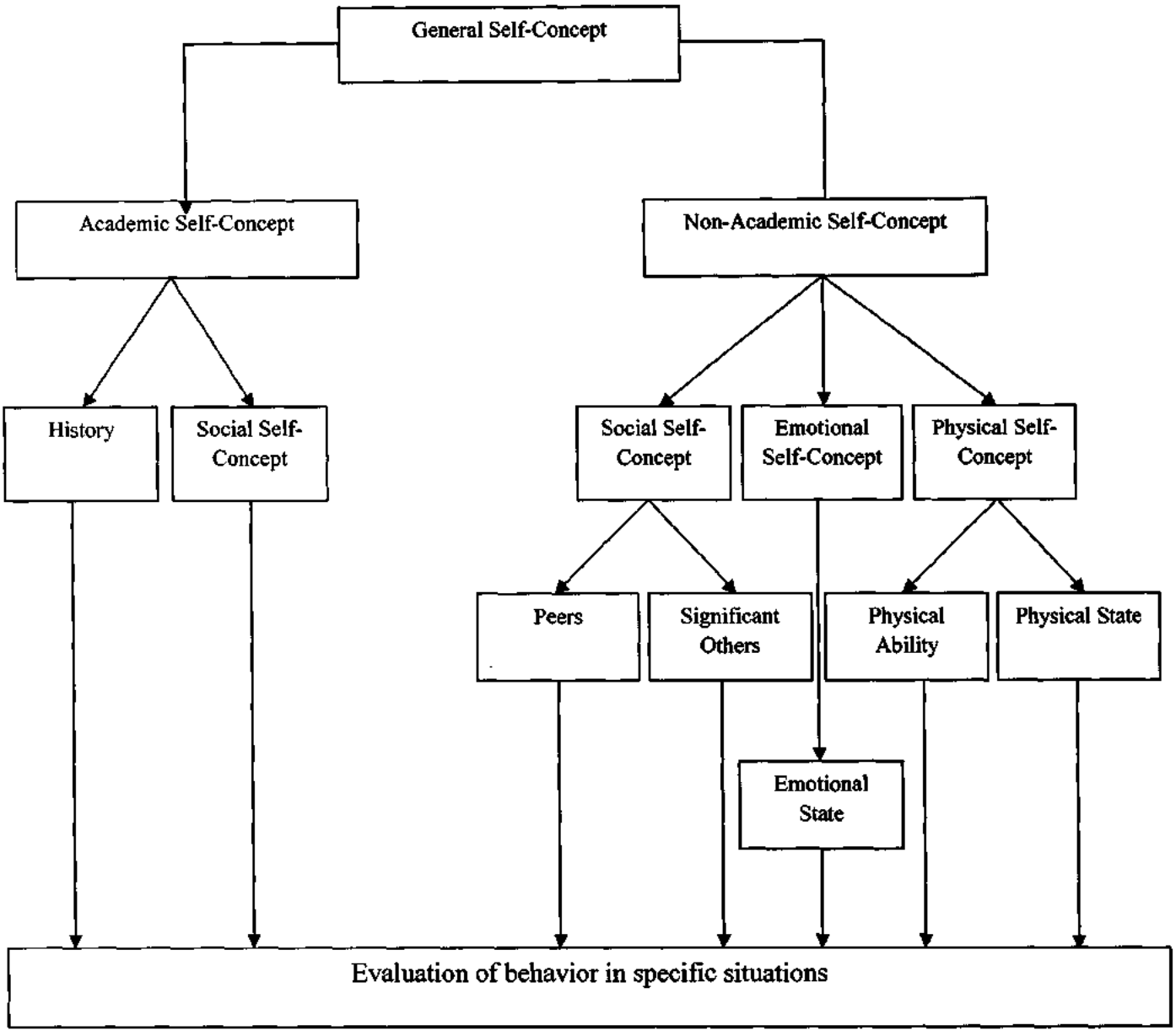

Figure 1. A Model of General Self- Concept by Shavelson, Hubner and Stanton (1976)

Components of Self-Concept

Self-concept is multifaceted construct; few of which are related to particular personality aspects (social, physical, emotional) whereas others are associated with academic achievement (Sanchez & Roda, 2007).

Social Self-Concept. The social self-concept described as the adolescent's perception of their personality in a particular context. With this reference self-

concept reflect the degree to which adolescents consider themselves accepted, effective, acknowledged, appreciated and valued by significant others in social context. It can also be describe as the level to which adolescents, along with other things, consider that they are admired by others, have ability to socialize with others, make friends easily and can face any situation. Social self-concept of adolescents is affected by all these factors (Myburgh, Groble & Niehaus, 1999).

Social self-concept cannot be realized though, but adolescents know about it very well. Adolescents desire to be perceived by other people as attractive, intellectual, successful, sociable and sophisticated (John, 2000). Relationships are developed as adaptive actions essential for dealing with the process of evolution and adjustment. Adolescents are conscious about their independence while still desiring for acceptance of significant relations around them. Relationships endow with surroundings in which adolescents and adults can establish age-related concern about their personality (Cardillo, 1998).

A few aspects of social self-concept include:

Peer Relations. Peer relations refer to which same age fellows reject or accept other fellows. Adolescents like to spend more time with friends than with their parents. As a result, positive social self-concept emerges from satisfactory relationship with peers. Adolescent's acceptance by peer group results in high academic achievement and positive self concept. On contrary, less accepted adolescents by their peers, experience lot of academic and social problems (Hunt, 1997). For adolescents, compliance with standards of peer group is a vital factor (Woolfolk, 1998; O'Brien, Albert, Chein, & Steinberg, 2011).

At the time of school admission, adolescents with friends in same class develop more positive perception of school. These friendships with class-mates

continue and grow more as the time progresses. Research reported that scholastic achievement of adolescents was positively related to making new friends. While rejection by peers leads to negative perception of the school, school avoidance and poor academic performance (Ladd, 1990).

Relationships with Parents. Hamachek (1995) explored that adolescent having concerned and supportive parents who set realistic and accessible goals for them, have positive social self-concept. Latest research also supports these findings (Shaffer, 2007), that parents, who encourage achievements and react affectionately to success, are more likely to develop mastery-oriented skills in children.

Positive and Negative Self-Concept

An individual's cognitions about himself influence his behavior to a great deal. Positive self-concept is result of one's positive view about him which consequently increases self esteem and confidence. Positive self-concept make one's feel competent and capable. The actions of individual express these feelings of competency and others respond positively towards him, which, in result, authenticate those feelings. This situation promotes in individuals' sense of security and increased self-confidence which results in better adjusted social actions.

On opposite to that, lack of positive view about self, disapproval, criticism, blaming oneself and having self-doubt add to feelings of negative self-concept. This kind of situation in which adolescent experiences lack of confidence and uncertainty in his potentials, results in anxiety. These negative views about self affect adolescent's behaviors and others' responses which in turn authenticate negative thoughts about self. Adolescent's social and personal behavior loses its balance in such kind of conditions (Jerajani, 2006). Erickson (1968) presented an order of psychosocial developmental stages. Individuals have to face discrepancy or crisis, at

each stage. Individual's dealings with conflicts influence their development. Positive resolution of conflict leads to positive self concept, while failure to resolve crises leads to negative self-concept.

Factors Affecting the Self-Concept's Development

The three factors which certainly do manipulate the extent to which adolescents form positive or negative self-concept are:

Adolescent's Earlier Performance and Behavior. Self-concept of adolescents is affected by their behavior. However to some degree, it also depends on how effectively adolescents have behaved previously. If adolescents performed better in previous math classes they tend to assume that they have an aptitude for mathematics or to suppose they are nice individuals if they capable to establish and keep pleasant peer relationships (Ormrod, 2003).

Adolescents experience failures and success at various levels. Adolescents with experience of success have tendency to project positive scholastic self-concept as compared to those who experience failure. Academic achievement results in development of positive self concept. An adolescent's earlier performance can persuade his/her educational achievement through the enhancement of self-concept (Hamachek, 1995).

Other's Behavior. Adolescents' self-concept is affected by the behaviors of other people around him/her. As both significant others and peers play a critical role in the growth of self-concept. Behavior of these individuals toward adolescent communicates their assessment of the adolescent and their viewpoint about his or her significance as an individual. Such as, supportive and understanding parents who care for their children's wellbeing and problems are more likely to have kids with high self-esteem and positive self-concepts. Whereas, parents who do not praise their

children for success, and punish them for failure are more probable to have kids with low self-esteem.

Teacher's behavior has a same kind of effect; for instance, the comparative percentage of negative and positive comments from a teacher communicates student's big deal about their educational competence. Students' class fellows through various behaviors express about their social capabilities. Such as, by desiring their companionship or by humiliating them in the presence of others (Guay, Marsh, & Boivin, 2003).

Adolescent's Context. School, family and community play a significant role for the nurturance and education of the adolescents. Research suggested that the physical and social environment in which individuals exists can negatively or positively affect their self-development (Bronfenbrenner, 1979). Berger (2000) described the physical ecology as the atmosphere and breathing space for every individual; while the community environment as the individual's traditions and financial system. The environments in which adolescents interact do face concerns and challenges related with self-concept formation. Families, friends, schools, teachers, community laws, traditions, and welfare services are extremely significant in self-concept development. Research suggested that stressful condition such as maltreatment, neglect; poverty; changes in family structure and low educational environment results in adolescent's distress and troubling behaviors (Elkind, 2001).

Expectations for Adolescents' Future Performance. Significant other in adolescent's life usually communicates future hopes for them through their actions and reactions. If teachers and parents have high future expectations and provide encouragement and support for the achievement of tough goals, adolescents tend to develop positive self-concept. When teachers and parents aspire highly for children to

achieve academic success, those children probably have more confidence in their academic potentials. In consequence of these responses from others, adolescents develop same kind of perception about themselves. Such as, adolescents' convictions about their scholastic capability are similar to teacher's convictions about their ability and aptitude. Adolescent's beliefs about their potentials are associated with their teacher's insight. Similarly adolescent's perception of social competence depends on popularity among peers (Prinstein, Cheah, & Guyer, 2005).

Previous literature indicated that, instead of determining and guiding ultimate achievement, aspirations might be manifestation of societal perceptions and past experience. Occupational and educational aspirations are influenced by numerous intrapersonal and general factors (Gottfredson, 2002).

Educational Aspirations

For long time there has been debate about the accurate definition of aspirations (Carter, 2001). Various terms including, desires, goals, expectation and plans frequently used interchangeably. However aspirations generally used as a broad term to describe the concepts discussed earlier.

Educational aspiration described as the level of education an individual hope to accomplish. Aspirations start emerging at very early age (Herting & Blackhurst, 2000). Several variables contribute to shape adolescents' educational aspirations. Few common variables for high educational aspiration are; academic self-concept, parental education and parental involvement, academic self-concept and pressures from academically aspired peers (Garg, Melanson, & Levin, 2007).

Various other factors like personal character, family background and proximal learning circumstances jointly have a huge impact on educational aspirations and educational attainment of adolescents (Marjoribanks, 2003). Two significant

predictors for occupational and educational aspirations are previous academic performance, and the school one belong to (public or private school). Both predictors are greatly influenced by parent's socioeconomic status (Mau & Bikos, 2000).

Aspirations have been considered for long time as a central psychological feature of a student's tendency towards attending post-secondary education (Kao & Tienda, 1998; Pitre, 2006). The term aspiration is the educational and occupational dreams that adolescents have intended for future. Moreover, aspiration is crucial for educational achievement because it guide adolescents when choosing subjects for college (Sirin et al., 2004).

Adolescent's experiences in later life are greatly affected by their occupational and educational aspirations. Researchers have proposed that, instead of controlling and deciding inevitable achievement, aspirations might be impressions of past encounters and societal recognitions (Parker, Schoon, Tsai, Nagy, Trautwein, & Eccles, 2012). As suggested by Gottfredson (2002), occupation and scholarly aspirations are affected by various intrapersonal and general factors. The variables associated with adolescents' aspirations and goals include self-control, interpersonal skills, independence, self-concept and sense of responsibility. Researchers identified that variables such as scholarly and occupational goals, Socio economic status, parental involvement in adolescent's educational matters, parental educational level and family expectation all are included in systematic variables (Akos, Konold, & Niles, 2007; Hill et al., 2004).

Numerous theories described the development, achievement and expression of educational and career aspirations. As Rojewski (2005) suggested, each aspect propose an alternate explanation about the meaning and development of aspirations, because not a solitary theory is extensive and complete enough to manage the related

impact. A comprehensive discernment perhaps is the best methodology for acknowledging the intricacy of educational and professional aspirations.

Theoretical Perspective on Educational Aspiration

Development and impact of educational aspirations on the subsequent behavior was described by various theoretical perspectives. In sociological studies the most important model regarding aspirations and accomplishment was emerged from the *status attainment model* and deeply based on structural factors. To integrate socio-psychological causes of educational achievement, the model was further extended by Sewell and Hauser (1980). According to this model adolescent's aspirations greatly influence their educational and occupational achievements.

Aspirations are influenced by two large set of variables called personal and social factors (Strand & Winston, 2008). Family conditions such as financial resources are relevant to the social dimension. Educational goals of adolescents are greatly influenced by their parental educational level. Poor economic conditions or low level of parental education can force adolescents to decrease their educational aspirations. Though, researchers criticized factors like parents' educational level and family income for their inability to confine the whole range of process expected to be linked to the growth of educational aspirations in adolescents (Teachman & Paasch, 1998).

The impact of significant others and adolescents' perception of their own personality referred as the personal dimension. Mental and emotional health is considered as the most important factor of personal dimension. Since, it is expected that bad mental health will result in poor motivation and reduced aspirations. Mead (1954) gave the idea of significant others in the description of symbolic interactionist theory. The theory was based on the thought that human beings take action only for

those things and matters which are important to them. These meaningful actions are result of their social relations with others. As parents have to encourage and support their children, therefore, their role has been identified predominantly important (Garg, Melanson, & Levin, 2007).

Economic models describe aspirations as a logical evaluation dependent upon social and monetary conditions. The mutual combination of pull (salary) and push (unemployment) elements strongly effect the decisions made by adolescents (Leslie & Drinkwater, 1999). Individual's freedom affected by goals and the decisions made, especially in situations where ultimate career choices are strongly associated with social conditions. Ball et al. (2000) described feeling of *thoughtfulness* in the adolescents under intensely restricting situational influence. Theory of *rational action* focused on the role of options in educational aspirations, that the adolescents' decisions about future education are dependent upon a logical evaluation of the available educational alternatives, their expenses and profits, and likelihood of success in attainment of educational aspirations. (Goldthorpe, 2000).

Formation of self-concept is based upon the occupational and educational development. For the development of self-concept and aspirations, three stages are important: fantasy stage, tentative (uncertain), and practical stage. During the fantasy phase all potential outcomes seems attractive and these fantasies are all about day-dreaming, far away from reality. During tentative phase the adolescents has the ability to relate options to future decisions and evaluate their ability for specific decisions. Throughout the practical, realistic phase, options are limited dependent upon inclination and capabilities and a selection is made; adolescents then seeks after educational encounters which are in accordance with this objective. These developmental stages have faced criticism for not focusing on the importance of other

relevant variables as gender and social background. While, social cognitive theory emphasized on the factors predicting aspirations such as family background, personal factors, and environmental conditions (Bandura, 2003).

Factors Affecting Educational Aspirations

For the development of future's aspirations adolescence is the most crucial time, particularly with respect to occupational and educational aspirations (Schulenberg, Goldstein, & Vondracek, 1991). Academic achievement is the most important factor for enhancing educational aspirations, as it helps adolescents to explore their potential, capabilities and skills (Lent & Hackett, 2000). Parent's scholarly contribution may guarantee that adolescents get scholastic aptitudes and information that equip them for thinking about better occupations (Young, Friesen & Borycki, 1994). Variables like gender, family background and educational aspirations are often associated with academic achievement (Trusty, Robinson, Plata, & Ng, 2000). Educational aspirations often influenced by various background variables, sociological, psychological and environmental factors. Three factors explicitly, gender, educational achievement and family, are predominantly significant to the present study and are briefly discussed here.

Gender. Incongruence in socialization of male and female is still a common practice in the social world.

A number of studies demonstrate that girls have high desires/aspirations and are doing well in accomplishing their educational aims than boys (Akos, Konold, & Niles, 2007; Buchmann & Dalton, 2002; Cooper, 2009). Studies revealed that girls are more likely to perform well, tend to complete graduation and have high educational and career aspirations as compared to boys (Trusty & Niles, 2004). Regardless of all these high aspirations and scholastic achievements, female adolescents more likely to

limit the range of their choices for career and education (Wahl & Blackhurst, 2000). On the other hand, the part of constraining stereotypes has all the earmarks of being intervened by socio-economic status and class contrasts, the accessibility of adult good examples and parental backing for career and academic accomplishment (Solorzano, 1992).

Educational Attainment. Educational attainment is an individual's level of success in educational assessments of any kind. It refers to achievement, performance and qualification of an individual. Research found the relationship between educational achievement and educational/career aspirations (Rojewski & Kim, 2003). Unidirectional models of aspiration explained the relationship between educational aspiration and attainment. The aspirations-driven model proposes the educational aspirations strongly influence attainment in later life. The performance-driven model suggests the differences in educational performance results in aspirations' variation (Goldenberg, Gallimore, Reese & Garnier, 2001). There is strong relationship between educational achievement and academic self-concept (Muijs, 1997) therefore the perception of adolescents about their accomplishment may affect their goals about higher education. Research explained the relationship between adolescent's capabilities and future aspirations (Sirin, Diemer, Jackson, Gonsalves & Howell, 2004). The importance given to self-reliance and cognitive abilities are more influential factor of goal achievement.

Studies revealed that adolescent's educational and occupational aspirations have strong impact upon their scholastic and professional achievement and self-concept (Marjoribanks, 2003). Furthermore, occupational aspirations have a strong, positive correlation with adolescent accomplishment (Hill et al. 2004). The modern

studies reported that there is strong relationship between student's high performance, academic attainment and parents' expectations (Lippman et al. 2008).

Family Environment. Children are the most important assets of a country. It is considered that children should be developed and raised; through precisely adjusted social learning at home and carefully arranged in schools in order to compete with the increasing stress of the universes and Excellence. Environment and heredity plays a crucial part in deciding the identity of an adolescent.

Parents are frequently seen as the role model with the supreme role in molding their youngsters' desires. Adolescent's academic ambitions and study propensities are shaped by their parents. Parent's expectations about the academic future of their children provide a base for adolescents' accomplishments and academic achievement. Previous research revealed the impact of parent's educational expectations upon the educational aspirations of their children (Patrikakou 1997) and also found the significant relationship with scholastic achievement and academic growth (Strand, 2010).

Researches focused on the impact of socio economic status on educational aspirations (Edgerton, Peter, & Roberts, 2008). Individuals belongs to high socio-economic status have high aspirations, goals and achieve more education and join more esteemed professions as compared to individuals who belong from lower SES (Rojewski, 2005).

Numerous mediating variables also influence adolescent's future goals in addition with their parents' expectation and SES. A study by Lareau (2003) revealed that working parents have a tendency to separate themselves from their children school activities, although white collar class parents are more concerned in school activities and supporter for their kids utilizing their social assets. These assets contain

educational standards, comparative standing in class, earnings and material assets, and interpersonal relations that give upper-class parents with additional chances for constructive association with the school.

Home educational aspiration was the term used by Strand and Winston (2008) which can be explained as the level of hope/goals among adolescents' parents and family, which act as a role of mediating elements in their levels of academic aspiration. Parents with high education not just provide the better learning home environment needed to increase learning trajectories, however they are additionally more inclined to be energetically participate in their children' training (Lareau, 2003).

Parental Education. Parental education level is most significant predictor of educational aspirations for their children (Mangione & Speth, 1998; Mayer, 1997). When parents are highly educated they are in position to help their children in the light of their own academic experiences. In this manner parents' attitude towards their children's educational achievements might be associated to their academic expectations for their children (Ahmavaara & Houston, 2007).

Studies showed adolescents' have parents with low level of academic background are more expected to leave school as compared to those who have parents with high education level. The Study by Kiley (1989) with low income families, revealed that parents' lack of interest toward their children's' postsecondary education becomes a reason of hopelessness and low aspiration. The impact of parental education and involvement on a child's educational aspirations is equally complex and vary from family to family.

Peer Group. The role of parents and peers is fundamental in the development of educational aspirations among adolescents. Parents and peers play most important role in modifying and altering the ambitions/goals of adolescents and

with greater impact (Buchmann & Dalton, 2002). Research found that scholastically oriented friends and companions were amazingly helpful in raising academic goals for young people from single-guardian families (Garg, Melanson, & Levin, 2007).

Interpersonal relationships of adolescent are more likely to influence their educational motivation. Adolescents tend to seek motivation, opinion and support from significant others around them (peers, teachers and parents). In a study Wentzel (1998) verified that better-adjusted adolescents with supportive peers, teachers and involved parents are highly motivated.

Role Models. Role models are considered those friends, peers, companions and significant others who have the ability to influence adolescent's behavior, can set standards and aspirations for them. Usually adolescents are uncertain about potential benefits of higher education. The most important responsibility of role models is to reduce uncertainty of adolescents about their future. The degree to which significant others influence adolescents depends upon the relative closeness of relationship and adolescent's visualization about himself for the achievement of expected goals (Nixon & Robinson, 1999). Adolescents mostly likely to cooperate with conceivable role models and more probable they select one who tried to enhance and encourage their certainty and diminish their lack of determination about the possible benefits of higher education.

Relationship between Autonomy Support, Self Concept and Educational Aspirations of Adolescents

In collectivistic culture (i.e., Pakistani), it is expected in general that parents trained their adolescents and adults to be independent and wait for the time when they take personal responsibility. Consequently, developing the ability to act

independently, while maintaining relations and looking for support from significant others when required are important concerns that most adolescents have to face.

Achievement of autonomy is considered as a fundamental milestone in adolescent's life. However, as autonomy can acquire many form, cognitive, behavioral and emotional aspects of autonomy have been recognized. Cognitive autonomy is the individuals' capability for decision making and self-directed functioning without excessive reliance on social conformity. Behavioral autonomy include self-regulation, self-governance and working on personal decisions. Emotional autonomy encompasses on inter-relationships, abandons dependence and stress on separation from parents (Steinberg, 1999). During adolescence development of cognitive, behavioral and emotional autonomy reflects advancement towards transformation into an adult with high self-esteem, good mental health, positive self-concept and self-regulated behavior.

Adolescents experience major progression in autonomy. These developments are encouraged by acquiring an adult like look, cognitive advances, and increasing social relationships, in addition to this the granting of more responsibilities and rights by others. However, parents, friends, school and society have a large impact on autonomy development. The development of autonomy influenced by parents' provision of structure that grant freedom of decision making which in turn promote positive self-concept, self-regulation and competence in adolescents (Hill & Holmbeck, 1986).

Teachers by responding to, either coercive or autonomy granting manner, greatly persuade adolescent functioning. Adolescents' interest in school depends on perception of school setting as autonomy granting. With the growing age of adolescent, need for autonomy also increases. For example, when teacher listen to

student's suggestions, involve students in decision-making, provide encouragement and grant autonomy, students have few behavioral problems (Eccles et al., 1997). Similarly, positive relationship has been found between student's grades and teacher autonomy support (Barber & Olsen, 1997).Cox and Pyszczynski (2004) found that having a positive self-concept, is a fundamental human motive.

Thus, by developing sense of social support, an individual must be able to maintain social relationships and self-esteem. House, Umberson, and Landis (1988) explained the term social support as, the perception of an individual about the social relationships. Social support can be divided into two categories: instrumental and emotional support. Instrumental support includes exchange of information and assistance in problem solving, while emotional support involves empathy and caring. Emotional aspect of social support is considered as more important and helpful to adolescents (Semmer et al., 2008).

Adolescents need an environment that helps in maintaining and increasing their competency skills. As *self-fulfilling prophecy* helps adolescents to believe that they can achieve, in response they struggle harder to achieve goals (Wong, Wiest & Cusick, 2002). Individuals develop social identity by available social support, social acceptance and social approval. Research found a significant positive relationship between social identity and self-concept (Foels & Tomcho, 2005). Aberson (1999) found that adolescents with low self-concept boost themselves through fostering relationship and increasing attachment with parents.

Previous literature supports the relationship between family relations and self-concept of adolescents (Spoth et al., 1996). Hoelter and Harper (1987) found the positive effects of family support on adolescent self-concept. Dekovic and Meeus (1997) report similar findings that positive correlation exists between adolescent's

self-concept and parental acceptance. In numerous studies positive relationship was found between parent-adolescent attachment and self-concept, competence emotional adjustment, identity and life satisfaction of adolescents (Armsden et al., 1990). Results of another study revealed the significant correlation with both parental acceptance and involvement and autonomy granting on psychosocial competence of adolescents (Gray & Steinberg, 1999).

Lyman and Bird (1996) explored numerous dimensions of self-image and emotional wellbeing in adolescents and found that extra care is correlated with low self-image. While, insecure attachments originate negative self-concept in adolescents (Allen et al., 1994). Negative schemas of the environment and self ultimately lead to the development of poor self-concept, results from insecure attachments.

Research examined the impact of family processes and family structure on emotional adjustment and psychological well being of adolescent. Research revealed that mother and adolescent interaction was significantly associated to adolescent adjustment. Lack of communication between the adolescents and mother was correlated with poor self-concept, well-being and emotional adjustment (Demo & Acock, 1996). Previous literature found the correlation between perceived parental competence and psychosocial development of adolescents (Young, Miller, Norton, & Hill, 1995). Another similar study found the more competent parents are more likely to have adolescents with higher psychosocial competence (Bogenschneider, Small, & Tsay, 1997).

A lot of vivacious psychological challenges are associated with adolescence (Wigfield, Byrnes, & Eccles, 2006). Such as, adolescents consciously put immense effort to resolve conflicting or inadequate personal attributes. Steinberg and Morris (2001) propose that during adolescence self-perceptions are most prominent feature of

psychological development. Craven and Marsh (2008) discover self-concept as fundamental to mental health across gender and age. Since adolescence represent the transformation from childhood to adulthood; self-concept formation through this developmental phase is normally related with self perceptions and indicates potential health outcomes. Consequently, it is essential to value and support the formation of healthy self concept during adolescence (Trzesniewski et al., 2006).

Individuals search for social environment that encourage self-regulation, self-initiating, and self-actualization (Ryan & Deci, 2007) which in other words referred as autonomy supportive environment (Reinboth & Duda, 2006). Parenting practices and family environment play a major part in the formation of positive self-concept of adolescents (Quested & Duda, 2010). Parental autonomy support and emotional closeness leads to the development of positive self-concept. In the area of educational research, self-concept is related to academic achievement and motivation. Furthermore, relationship between self-concept, school grades and educational aspirations has been found (Nagengast & Marsh, 2012).

Aspirations are considered as the first step towards achievement of life goals. Aspirations energize and motivate a person for action. Aspirations emphasize the need to progress or grow above one's present status (Hurlock, 2005). During adolescence aspirations begin to develop. Aspirations affect the adolescents' behavior and personality deeply. The inability to modify aspirations without yielding defeat can devastatingly affect the self-concept of adolescent.

Positive aspirations are basic on the expectation of getting success are generally stronger. Similarly aspirations for difficult goals which are hard to attain are stronger than easily achievable goals (Senko & Harackiewicz, 2005). The difference between an individual's already achieved goals and the goal he expects to achieve is

the individual's level of aspiration. The self-concept of an individual will be rigorously damaged, if the difference between individual's expectations and achievements for goals is huge. In this way aspiration serves to motivate the adolescent towards the achievements of aspired goals.

Marsh, Martin and Jackson (2010) explained that class 10^{th} is crucial for adolescents, as it is time to leave school and decide about future direction. The opinion about self, attitude and aspirations ascertain the adolescent's failure or success. Previous research evidently established the relationship between parent's behavior and educational achievement of adolescents (Singh et al., 1995). The significance of home environment is crucial for the healthy development of adolescents.

Positive home environment have strong impact on the emerging personality of the adolescents. Adolescents having both parents alive and enjoying good home environment tend to develop healthy positive personality. Parent's behavior towards the adolescents affect adolescent's response towards other around. Caring parents produce caring children, wherever aggressive parents produce aggressive children. Family is supposed to be the first and most powerful social group in the life of adolescents. The family provides children, the meaning of right and wrong, the behavioral pattern, the hope and the assessment of behaviors on which children develop their own dreams (Randolph & Hassan, 1996).

Personal characteristics of an individual such as tolerance, frustration, foresight, ability to delay satisfaction of desires, self-esteem, aspiration and temperament influenced aspirations greatly. As a main socialization institute, the family generally has been considered a central social factor for the growth of children and adolescents (Osborne & LeGette, 1982). Family is considered a social setting

where one's self-concept is shaped with the help of family member's intimate and rigorous interactions.

Rationale of the Study

The purpose of the current study was to focus on the concept of autonomy support in Pakistan. As Pakistan is a collectivistic-cultured country. In collectivist society people tied in close relations with each other throughout their life time in response for absolute loyalty (Hofstede, 2001). Mental detachment from parents is viewed as a significant obligation in the progress of the independent self. On the other hand, the idea about the significance of autonomy provided by parents for typical progress, has begun from individualistic societies that standardize for autonomy. However, the statement that the concept of autonomy doesn't exist and valid outside the West need to be addressed for two reasons. To start with, the idea of autonomy is frequently befuddled with issues of detachment, separation, and freedom, which are social concerns unique from the concept of self-sufficiency. Furthermore, the matter of self-governance reflects primarily how well a person has coordinated social standards so they get to be sincerely self-supported (Ryan & Deci, 2008). Poor understanding of encompassing rules and values, whether Western or Eastern, collectivistic or individualistic attribute lower self-governance. From this point of view, the problem of how readily an individual establishes social practices is pertinent inside all social connections.

As autonomy was considered as a culturally specific value applicable only to Western cultures (Markus & Kitayama, 2003). Therefore, for adolescent's better adjustment in society parental autonomy support and parental control were not considered an important factor for the autonomous functioning of individuals in eastern countries. In accordance with societal context both, autonomy and parental

autonomy granting behaviors adopt different forms. In this way, autonomy might be viewed as an essential human need, despite the fact that the sorts of practices that disappoint or fulfill this need may change extensively across societies (Sheldon, Ryan, Deci, & Kasser, 2004).

One might be autonomously individualistic or collectivistic in accordance with the individual's strength of internalizing societal practices (Chirkov, Ryan, & Willness, 2005; Rudy, Sheldon, Awong, & Tan, 2007). Later work especially the dual model of autonomy (Yeh & Yang, 2006) and the domain specific approach (Luciano, 2010) supported the idea of more cultural based description of autonomy. The concept of autonomy support has not been studied in Pakistan yet, that is the reason present research intends to investigate it.

Throughout the period of adolescence, while parents provide support for personality virtues and vital decision making, teachers provide support for developing wisdom, scholastic attitude, and educational success. Researchers have found that adolescent's educational achievements (Yıldırım & Ergene, 2003), logical reasoning, art of decision making, social interactions, life satisfaction and self-concept are significantly influenced by quality and level of social support system around. But not even a single particular research has exclusively emphasized the impact of autonomy support on self concept and educational aspiration of adolescents (Duru, 2007).

Self-concept is one of the most important concepts of developmental psychology. During the time of adolescence communication and maintaining relationship with people around is important and plays a fundamental role in formation of self concept (Harter, 1999). Self-concept described as one's attitude about his/her personality (Kaya & Saçkes, 2004) and is significant component all around the diverse life's aspects (Hamarta, 2004).

Currently there is limited literature available especially in Pakistan for the understanding of the relationship between autonomy Support, self-concept and educational aspiration among adolescents. The present study focused on parents and teacher's autonomy support that can influence the self-concept as well as educational aspirations of the adolescents. More specifically, an adolescent's level of aspiration can vary depending on the way his parents influence him and on the teacher's way to inspire him/her. Thus, a combination of teacher's support and high parental autonomy support can enhance adolescent's self-concept as well as their aspiration.

Conceptual Framework

The conceptual framework for the present research is as following:

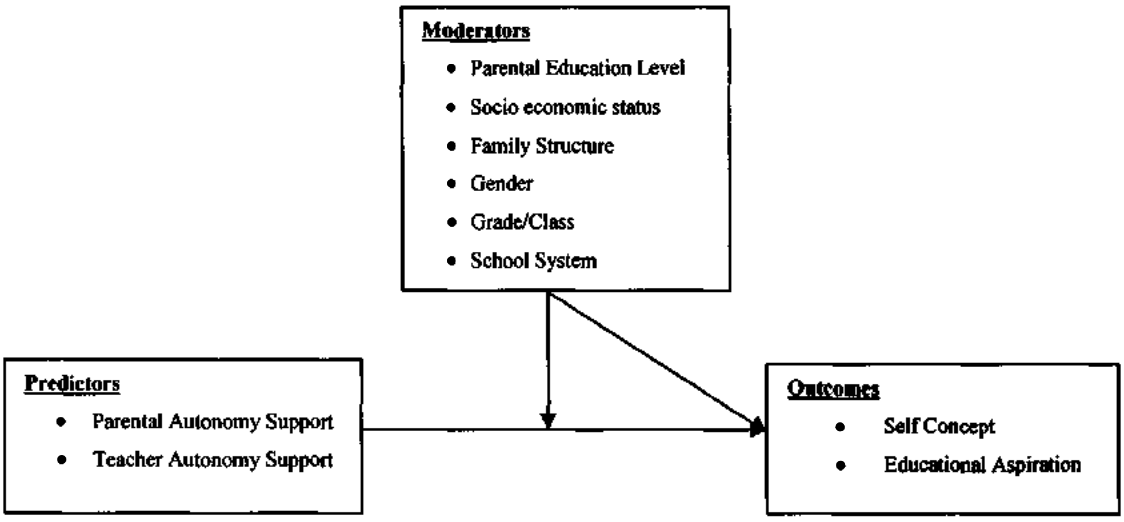

Figure 2: The conceptual framework for the present study

The present study examines parent, teacher autonomy support, personal and demographic factors on adolescent's self concept and educational aspirations. Parental autonomy support and teacher autonomy support are independent variables examined in this study. When parents provide guidance and support to their children,

in response the adolescents more likely have faith in their abilities and are prepared to make decisions confidently and face the challenges of the social world. Parental autonomy support and teacher autonomy support include behaviors such as admiring, accepting, appreciating, encouraging, and communicating affection and warmth. As previous studies found that these behaviors predict various constructive developmental characteristics of adolescents such as, self-esteem, self development, compliance to parents' hopes, and autonomy in reference to parents (Parker & Benson, 2004)

The present study aimed to explore the role of parents and teachers support in the development of adolescents' identity, self and future educational aspirations. The present study was important very much regarding both theory and practice. By taking in consideration that if psychologists view independence and separation of adolescents from parents essential for the healthy development then it undermine the need for relatedness and belongingness. It undoubtedly explains that autonomy support is the fundamental component in the parent– child relationship. According to self determination theory providing support to children's need for autonomy does not mean promoting detachment or permissiveness (Soenens, Vansteenkiste, & Sierens, 2009). To certain extent, it is provision of structure and organization in a democratic way while respecting children's wellbeing and emotions. This kind of autonomy support in the context of family is related to numerous positive outcomes.

The present study also focused on the importance of teacher autonomy support. Schools can take initiative in planning and supporting successful evolution and positive learning outcomes, systematically by recognizing and supporting the developmental goals of each student. Schools and teachers can help students by providing opportunities, guidance experiences and structures that are approachable,

appropriate and according to the needs of all students in the Middle Years of Schooling. Teachers and schools can support students more in exploring and setting their expectations and aspirations. Teachers can help students by clarifying their goals, desires and inspirations. Even at the start of their secondary school, it is important that students perceive and find rationale, purpose and direction to their education.

METHOD

Objectives

1. To examine the relationship of parental autonomy support, teacher autonomy support, self concept and educational aspirations.
2. To investigate the impact of personal and demographical variables on the relationship of parental autonomy support, teacher autonomy support, self concept and educational aspiration.

Research Design

The present research was carried out in three phases. Phase I dealt with the translation of the Perceptions of Parental Autonomy-Support (Robbins, 1994), Learning Climate Questionnaire (Williams & Deci, 1996), and Tennessee Self Concept Scale (TSCS-2: Fitts & Warren, 1996); Phase II involved the pilot study for cross language validation and determination of psychometric properties of translated scales. Phase III was the main study and aimed at investigating the relationship among autonomy support, family environment, self concept and educational aspiration of adolescents.

Phase I: Translation and Try Out of Scales

Step-I: Translation of Scale

Objectives

The key objective of step I was to translate the scales used in the present research.

Instruments

Tennessee Self Concept Scale. The Tennessee Self-Concept Scale (TSCS: 2) developed by Fitts and Warren (1996) was used in the present research to assess adolescent's self-concept. It is extensively used scale to assess the general perception of a person about himself. The scale consists of 82 items. The participants respond on the 5 point Likert scale range from (1) = Not true at all, (2) = Not true, (3) = Unsure, (4) = True and (5) = Very true. A high score represents positive self-concept whereas low score is representative of a negative self-concept. To measure personal, social and family self concept of adolescents three subscales (36 items) were used in present research from the Tennessee Self Concept Scale.

Perception of Parental Autonomy Support. Perception of Parent Scale (POPS; Robbins 1994) used to evaluate adolescents' perceptions about their fathers and mothers' provision of support for autonomy. Two sub-scales (Autonomy Support) consisted of 18 items for mother and father were used in the present study. POPS is 5-point Likert scale, responses range from 1 = not at all true to 5 = very true. Item no. 2, 6 and 9 are reversed score.

Learning Climate Questionnaire. Learning Climate Questionnaire (Williams & Deci, 1996) was used to evaluate the degree to which students perceive

autonomy in the class. The LCQ used to evaluate the learning environment of class/school in which many teachers teaches to student. A short version of LCQ comprising of 6 items was used in the present study. Response set on a 5-point Likert-type scale range from Strongly Disagree (1) to Strongly Agree (5). Higher scores signify a higher level of perceived autonomy support.

Procedure

Step-I was carried out for the translation of scales. The translation of the scales was completed in four steps: 1) Translation, 2) committee approach, 3) back translation, and 4) committee approach.

Translation

Five experts (proficient in both English and Urdu language) were approached for the translation of scales. Experts were briefed about the variables and also about the rationale of the research. Three Arts and two English lecturers were selected as experts from the departments of Economics, English, and Urdu from University of the Wah, Wah Cantt; Quaid-i-Azam University, Islamabad; and International Islamic University, Islamabad. Experts were requested to emphasize conceptual rather than literal translation and to use brief and simple language.

Committee Approach

As experts translated the scales, a committee constituting six members ($n = 6$) was constituted to select the best translation for each item. This committee was consisted of the supervisor of the study, clinical psychologists ($n = 2$), counselors ($n = 2$) from International Islamic University, Islamabad, and the researcher herself. All committee members carefully reviewed each item of the translated Scales in terms of language and relevance to the original content.

Back Translation

To ensure the accuracy of translated scales, five experts (n = 5) from the departments of English, University of the Wah, Wah Cantt and International Islamic University, Islamabad, were requested to translate these scales in English. These experts were Masters of English language and were not included in the translation of scales earlier, therefore, were not acquainted with the language and words used in original English version scales.

Committee Approach

A group of experts comprising six bilingual experts (n = 6), was held to critically examine back-translated items and to select the final items. The committee was consists of supervisor of the study, lecturers in Psychology (n = 2), Assistant Professor in Psychology (n = 2) from International Islamic University, Islamabad, and the researcher herself. All the members of the committee confirmed that translated items either conveyed the same meaning or meaning close to the original item, therefore, adaptation of any item was not required.

Step II: Try Out

The step II of present study dealt with the try out and determination of comprehension and understandability of scales.

Sample

A sample of adolescents (N = 20) including boys (n = 10) and girls (n = 10) from two schools (F.G. Public High School; Sir Syed College) of Wah Cantt (Pakistan), were selected from 10th and 12th grade. The adolescent's age ranged from 14 to 18 years (M = 15.5, SD = 2.4).

Instruments

Following instruments were used in present study;

1. Urdu Version of Tennessee Self-Concept Scale (TSCS: 2; Fitts & Warren, 1996)
2. Urdu Version Perceptions of Parental Autonomy-Support, (POPS; Robbins, 1994),
3. Urdu Version Learning Climate Questionnaire (Williams & Deci, 1996),

Procedure

For data collection two instituates (F.G. Public High School; Sir Syed College) of Wah Cantt were approached. After getting permission from school/college administrations participants were approached in classrooms and were explained briefly about the present research. The participants were requested to read each item carefully and select only one option.

Results

The results of try out indicated that participants comprehend and understand the items of all scales completely. The participants also confirmed that there is no item in any scale that is irrelevant to our cultural values.

Phase II: Pilot Study

Pilot Testing of Study Measures and Cross Language Validation of Scales

The phase II of the study aimed to investigate the following objectives.

1. To determine the cross language validation of the scales.
2. To examine the psychometric characteristics of the scales.
3. To examine the relationship between Parental Autonomy Support, Teacher Autonomy Support, Self Concept and educational Aspirations.

Step I: Cross Language Validation of Scales

Method

Objective

1. The key objective of step I was to determine the cross language validation of the scales (i.e., Tennessee Self-Concept Scale, Perceptions of Parental Autonomy-Support, and Learning Climate Questionnaire).
2. To determine the test-retest reliability of the Urdu version of all the scales.

Sample

For cross language validation a sample (N = 100) of adolescents was selected with age range 14 to 18 years (M = 16.3). The sample was selected from two schools (F. G. Public High School; Sir Syed College) of Wah Cantt. The students were selected from 10th, 11th and 12th grade. The sample was divided in two equal parts (group 1 and group 2). Original English version scales were administered to Group 1, while translated Urdu version scales were completed by group 2. The scales were re-administered in a different manner to the same participants after 15 days. This time group 1 was further divided into groups 1a (n=25) and 1b (n=25). In a same way, group 2a (n=25) and 2b (n=25) were formed. Original English version scales were given to group 1a and 2a while Urdu versions were distributed to group 1b and 2b.

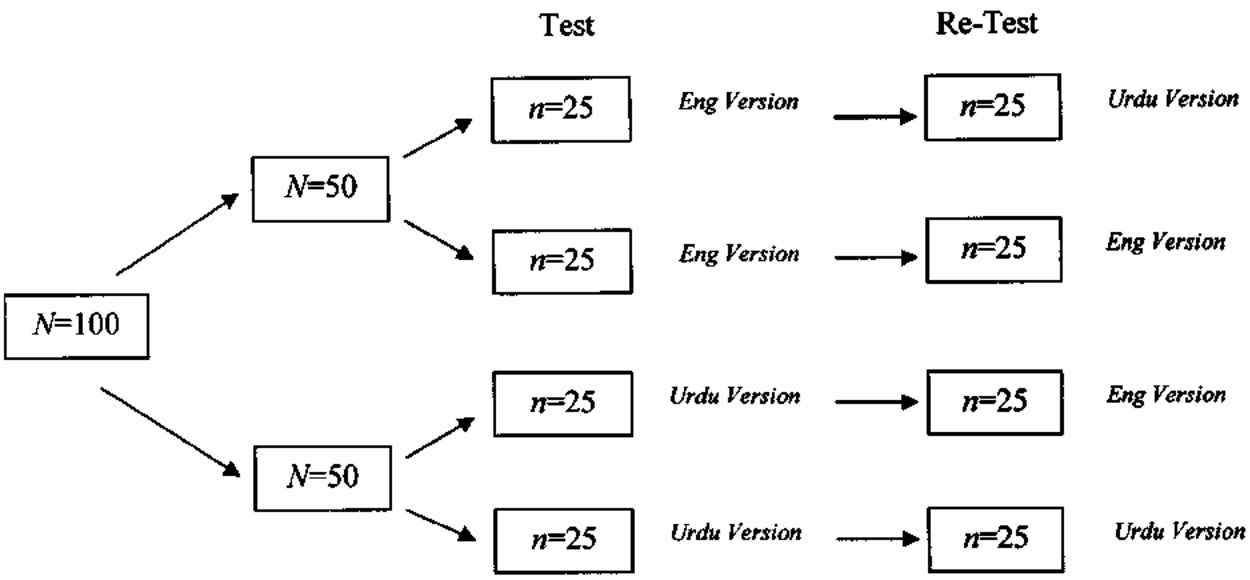

Figure 3: The figure represents the distribution of sample

Instruments

The following instruments used to determine the psychometric properties.

1. English version and translated Urdu Version of Tennessee Self-Concept Scale (TSCS: 2; Fitts & Waren, 1996)
2. English version and translated Urdu Version Perceptions of Parental Autonomy-Support (POPS; Robbins, 1994),
3. English version and translated Urdu Version Learning Climate Questionnaire (Williams & Deci, 1996),

Procedure

For data collection, firstly permission was taken from the authorities of selected schools/colleges. After getting permission from the authorities of institutes adolescent were approached in classrooms and were explained briefly about the research and their consent was taken for participation in research. The questionnaires were distributed among the participants. They were requested to read the instructions

carefully and respond to each item as honestly as possible by marking the option that come closest to their personal experiences. The average time taken to complete all the questionnaires was 15 minutes. The participants were assured about the confidentiality of their responses.

Results

Table 1

Cross Language Validation and Test-retest Reliability of Tennessee Self Concept Scales (TSCS) and its subscales (N = 100)

Groups	*N*	1st Administration	2nd Administration	*r*
I	25	English	English	.55
II	25	English	Urdu	.79
III	25	Urdu	Urdu	.82
IV	25	Urdu	English	.62

$^{**}p < .01$

Table 1 shows correlation between Tennessee Self Concept Scales (TSCS) Urdu and Tennessee Self Concept Scales (TSCS) English versions are significant ($p < .01$). The correlation value ranges from .82 (Urdu to Urdu) to .55 (English to English).

Table 2

Cross Language Validation and Test-retest Reliability of Perception of Parental Autonomy Scale (PAS) and its subscales (N = 100)

Groups	*N*	1st Administration	2nd Administration	*r*
I	25	English	English	.85
II	25	English	Urdu	.79
III	25	Urdu	Urdu	.82
IV	25	Urdu	English	.76

$^{**}p < .01$

Table 2 shows correlation between Perceived Perception of Parents Scales (PAS) Urdu and Perceived Perception of Parents scale English versions are significant ($p < .01$). The correlation value ranges from.76 (Urdu to English) to .85 (English to English).

Table 3

Cross Language Validation and Test-retest Reliability of Learning Climate Questionnaire (LCQ) (N = 100)

Groups	*N*	1st Administration	2nd Administration	*r*
I	25	English	English	.83
II	25	English	Urdu	.79
III	25	Urdu	Urdu	.82
IV	25	Urdu	English	.68

$^{**}p < .01$

Table 3 shows correlation between Learning Climate Questionnaire Urdu and Learning Climate Questionnaire English versions are significant ($p < .01$). The correlation value ranges from .83 to .68.

Step II: Determination of the Psychometric Properties of Instruments

Objectives

1. To established psychometric properties of Urdu version of all the scales.

Sample

For the determination of psychometric characteristics, the scales ware administered to sample of (N=120) adolescents. The sample consisted of boys (n = 60) and girls (n = 60) and was selected from 10th, 11th and 12th grade of four educational institutions (Sir Syed College, F.G Public High School, Mashal College &

Shaheen School System; located in city Wah Cantt (Pakistan). The adolescent's age ranged from 14 to 18 years ($M = 15.5$, $SD = 2.4$).

Instruments

Following instruments were used to determine the psychometric characteristics;

1. Urdu Version of Tennessee Self-Concept Scale
2. Urdu Version Perceptions of Parental Autonomy-Support
3. Urdu Version Learning Climate Questionnaire

Procedure

For the purpose of data collection, permission letters on behalf of Department of Psychology, International Islamic University Islamabad was given to the principals of the schools/colleges selected. The participants were approached in the classrooms and were briefed about the research. Instructions were given about responding the questionnaires. Convenient sampling technique was used for data collection. After completing the scales, participants were thanked for their participation.

Results

Table 4

Frequency and Percentages of the Demographic Characteristics of Adolescents (N=120)

Demographic Characteristics	*f*	%
Gender		
Male	60	50
Female	60	50
Grades		
9^{th}-10^{th}	50	40
11^{th}-12^{th}	70	60
School System		
Private	67	60
Government	53	40

Table 5

Alpha Reliability Coefficients of all the Scales and Subscales of all Study Variables (N = 120)

Scales	Item No.	α
Self-Concept Scale		
Personal Self Concept Scale	12	.89
Family Self Concept Scale	12	.81
Social Self Concept Scale	12	.79
Total Self Concept Scale	36	.81
Perception of Parental Autonomy Scale		
Mother Autonomy Support	9	.86
Father Autonomy Support	9	.83
Total Autonomy Support	18	.83
Learning Climate Questionnaire	6	.88

Table 5 shows alpha reliability coefficients of the scales, subscales for all study variables. Results revealed that alpha reliability of the scale ranged from .79 to .88 indicating high internal consistency among all scales and their subscales.

Item Total Correlations

Item total correlations of all the scales were computed to analyze each item in order to check whether all the items were significantly measure their respective constructs.

Table 6

Item Total Correlations of Urdu Version of Tennessee Self Concept Scale (Personal, Social and Family Self concept (N = 120)

Personal Self Concept		Social Self Concept		Family Self Concept	
Item No.	*r*	Item No.	*r*	Item No.	*r*
1	.45	1	.42	1	.35
2	.59	2	.56	2	.45
3	.77	3	.35	3	.61
4	.85	4	.34	4	.43
5	.76	5	.42	5	.53
6	.67	6	.69	6	.37
7	.74	7	.59	7	.45
8	.80	8	.48	8	.64
9	.40	9	.54	9	.66
10	.41	10	.24	10	.30
11	.42	11	.45	11	.45
12	.63	12	.35	12	.31

$p < .01$

Table 6 shows that significant positive correlation exists between all the items and the total score of Tennessee Self Concept Scale. The significant positive correlations indicated that the all items were measuring the same construct.

Table 7

Item Total Correlations of Urdu Version of Perception of Parental Autonomy Support Scale (N = 120)

Mother Autonomy Support		Father Autonomy Support	
Item No.	*r*	Item No.	*r*
1	.30	1	.55
2	.85	2	.56
3	.54	3	.31
4	.32	4	.56
5	.87	5	.55
6	.77	6	.67
7	.34	7	.75
8	.41	8	.53
9	.86	9	.41

$p < .01$

The results in the above table shows, that there is significant positive correlation exists between the subscales and total score of the Perception of Parental Autonomy Support Scale. The significant positive correlations indicated that all items measure the same construct.

Table 8

Item Total Correlations of Urdu Version of Learning Climate Questionnaire (N = 120)

Item No.	*r*
1	.44
2	.81
3	.54
4	.41
5	.67
6	.78

$p < .01$

Table 8 shows that significant positive correlation exists between all the items and the total score of Learning Climate Questionnaire. The highly significant positive correlations indicate the fact that the all items were measuring the same construct.

Step-III: Trends of Relationships of Study Variables

Objectives

- To study the relationship of Perceived Parental Autonomy support, Teacher Autonomy Support, Self Concept and Educational Aspirations of adolescents.

Hypotheses

- There is positive relationship between autonomy support, self concept and educational aspiration of adolescents.

Sample

To determine the relationship of Scales (Urdu versions), all the scales were administered to sample of 120 adolescents. The sample consisted of boys (n = 60) and girls (n = 60). Sample was selected from 10th, 11th and 12th grade of four educational institutions (Sir Syed College, F.G Public High School, Mashal College & Shaheen School System; located in city Wah Cantt (Pakistan). The adolescent's age ranged from 14 to 18 years (M = 15.5, SD = 2.4).

Instruments

Following instruments were used in present study;

1. Urdu Version of Tennessee Self-Concept Scale (TSCS: 2; Fitts & Warren, 1996).
2. Urdu Version Perceptions of Parental Autonomy-Support (POPS; Robbins, 1994).
3. Urdu Version Learning Climate Questionnaire (Williams & Deci, 1996.
4. Educational Aspirations was measured by self-report single item, incorporated in demographic sheet, designed for this study on the basis of extensive literature review (How much education in future you would like to attain). Respondents were asked to choose one of the five options: (1) =

F.A/F.Sc/ Technical/vocational diploma, (2) = B.A/B.Sc/B-Tech/Graduation, (3) = BS/M.Sc/MBBS/Master degree or equivalent, (4) = MS/M.Phil and (5) = PhD/ Specialization in medical. The scores were further coded as binary variables. The logic behind the binary variable is to differentiate between students that aspire higher and those that do not.

Procedure

After permission from school administrations adolescents were approached in their classrooms and were explained briefly about the present research after which the questionnaires were handed over to them. The respondents were instructed to read each item carefully in each questionnaire. After completing the scales, participants were thanked for their participation.

Results

The data of pilot study (N = 120) collected from the public and private sector schools was analyzed using SPSS (Version 20).

Table 9

Correlation Coefficients of Urdu Version of all Scales (N = 120)

Variables	1	2	3	4	5	6	7	8
1. Mother Autonomy Support	--	.15	.78**	.07	.18	.13	.06	.22*
2. Father Autonomy Support		--	.73**	.28**	.05	.30**	.28**	.25**
3. Parental Autonomy Support			--	.22*	.10	.28**	.22*	.31**
4. Teacher Autonomy Support				--	.08	.09	.32**	.25*
5. Personal Self-Concept					--	-.09	.04	.64**
6. Family Self-Concept						--	.25*	.55**
7. Social Self-Concept							--	.64**
8. Total Self-Concept								--

**$p < .01$, *$p < .05$

Table 9 indicated Pearson correlation between study variables. Results showed that there is significant positive relationship between mother autonomy support, father autonomy support, parental autonomy support, teacher autonomy support, personal self-concept, family self-concept, social self-concept and total self-concept.

Table 10

Interaction Effects of Parental and Teacher Autonomy support in predicting Self-Concept (N=120)

	Outcome: Self-Concept				
Variables	*B*	*SE*	*β*	*t*	*p*
Constant	.04	.09		.41	.68
Parental Autonomy Support	.31	.10	.31	3.19	.00
Teacher Autonomy support	.18	.09	.18	1.88	.06
Parental Autonomy × Teacher Autonomy support	.17	.07	.22	2.35	.02

Table 10 shows regression analysis between parental and teacher autonomy support as predictor and self-concept as outcome variable among adolescents. Results revealed that overall model explained 15% variance in the outcome variable by the predictor parental autonomy support (B = .31, p = .00), teacher autonomy support (B = .18, p = .06) and interaction of parental autonomy support and teacher autonomy support (B = .17, p = .02). The above results reveal that parental and teacher autonomy support jointly enhanced the impact on self concept i.e. the increase in parental and teacher autonomy support results in increase in self concept of adolescents.

Discussion

There are very few researches available in the field of developmental psychology in Pakistan especially with reference to autonomy support. Therefore, there was a great need of accessibility of appropriate measurement in Urdu language to evaluate perceived autonomy support and self concept of adolescents. Present study was conducted to translate the Perceptions of Parental Autonomy-Support, Control Questionnaire (Robbins, 1994), Learning Climate Questionnaire (Williams & Deci, 1996), and Tennessee Self Concept Scale (TSCS; Fitts & Warren, 1996); into Urdu language and to determine its psychometric properties.

In phase I all the scales were translated into Urdu by following four steps, including 1) forward translation, 2) committee approach, 3) back translation, and 4) committee approach.

All the scales were administered among participants having knowledge of both (English and Urdu) languages. The results of this phase showed construct validity and good reliability of both Urdu and English version. These findings propose that all the translated Urdu version scales are appropriate for the measurement of Parental, teacher autonomy support and self concept of adolescents in Pakistan. The step II of present study focused on try out in order to determine the comprehension and understandability of measures among Pakistani adolescents. The results suggested that students can easily understand all the statements.

The phase II of the study (pilot study) was conducted to determine the cross language validation and psychometric characteristics of the scales used in the study. Determining psychometric properties of the scales in pilot study is considered an essential basic step, which allows the evaluation about the quality and appropriateness

of the scales. This further helps confident use of measures in the main study on a large sample.

The results of pilot study revealed that the all the scales in general obtained positive response from participants. Moreover it showed that there was no difficulty in understanding the items. The results of the reliability analysis and item total correlation indicated that all the scales were internally consistent. The significant item total correlations indicated that scales were valid and measured what they intended to measure (Anatasi, 1997).

The results of the study revealed that the reliability of few sub-scales such as 'mother autonomy support', and 'personal self concept' was not very high, which could be ascribed to the differences in home/family environment and parental warmth, difference in the role of authority figure and dependence on parents. On the whole results revealed that the translated Urdu Version of all the scales have good reliability and construct validity and could be recommended for the measurement of Parental autonomy support and self concept.

The pattern of relationship of parental and teacher autonomy support with self concept using Pearson Product Moment correlations suggests that parental autonomy support is positively correlated with all dimensions of self concept. The positive relationship between autonomy support and self concept is logical; as increase in autonomy support may lead to an increase in self concept of adolescents. For the interaction between parental and teacher autonomy support findings indicated that teacher autonomy support was strongly correlated with parental autonomy support as a whole.

On the basis of the results, the translated scales in Urdu language can be used in educational setting and for the further research in the field of developmental

psychology. Perception of Parental autonomy support scale could be used to evaluate the multidimensional constructs in relation to mother and father autonomy support as suggested by Grolnick, Deci and Ryan (1997). The results of the pilot study provided a sound base for further development of perception of parental autonomy support scale. Future studies while keeping the cultural background in mind might try to develop and improve several items to increase internal consistency of the parental autonomy support, particularly the mother and father autonomy support subscale.

PHASE III: MAIN STUDY

Method

Phase III of present study dealt with the determination of the relationships of study variables and comparison of sample on the basis of demographic variables.

Objectives

1. To study the relationship of Perceived Parental Autonomy support, Teacher Autonomy Support, Self Concept and Educational Aspirations of adolescents.
2. To find out the predictive relationship between Perceived Parental Autonomy support, Teacher Autonomy Support, Self Concept and Educational Aspirations.
3. To determine the role of gender, grade, parental education, socio economic status, and family structure as moderators in relationship for Perceived Parental Autonomy support, Teacher Autonomy Support, Self Concept and Educational Aspirations.

Hypotheses

1. There is positive relationship between parental autonomy support, teacher autonomy support and self concept of adolescents.
2. There is positive relationship between parental autonomy support teacher autonomy support and educational aspirations of adolescents.
3. Gender is moderating the relationship between parental autonomy support, teacher autonomy support and self-concept of adolescents.
4. Gender is moderating the relationship between parental autonomy support, teacher autonomy support and educational aspirations of adolescents.

5. Grade/Class level moderates the relationship between parental autonomy support, teacher autonomy support and self-concept of adolescents.
6. Grade/Class level moderates the relationship between parental autonomy support, teacher autonomy support and educational aspirations of adolescents.
7. Socio economic status moderates the relationship between parental autonomy support, teacher autonomy support and self-concept of adolescents.
8. Socio economic status moderates the relationship between parental autonomy support, teacher autonomy support and educational aspirations of adolescents.
9. Mother education level moderates the relationship between parental autonomy support, teacher autonomy support and self-concept of adolescents.
10. Mother education level is moderating the relationship between parental autonomy support, teacher autonomy support and educational aspirations of adolescents.
11. Father education level moderates the relationship between parental autonomy support, teacher autonomy support and self-concept of adolescents.
12. Father education level is moderating the relationship between parental autonomy support, teacher autonomy support and educational aspirations of adolescents.
13. Family structure moderates the relationship between parental autonomy support, teacher autonomy support and self-concept of adolescents.
14. Family structure moderates the relationship between parental autonomy support, teacher autonomy support and educational aspirations of adolescents
15. School system (government and private schools) moderates the relationship between parental autonomy support, teacher autonomy support and self-concept of adolescents.

16. School system (government and private schools) moderates the relationship between parental autonomy support, teacher autonomy support and educational aspirations of adolescents.

Operational Definitions of Variables

Parental Autonomy Support. It is interpersonal process by which the adolescent begins to develop a greater capacity for independent behavior in the context of continued family connections (Steinberg & Morris, 2001). It is operationalized as scores on scale of Parental autonomy support.

Teacher Autonomy Support. It can define as the degree to which students feel supported, respected, and valued by their teacher (Doll, Zucker, & Brehm, 2004). It is operationalized as scores on scale of Learning Climate Questionnaire.

Self Concept. The term self-concept refers to the ordered set of attitudes and perceptions that an individual holds about him/ herself (Wolffe, 2000; Tuttel & Tuttel, 2004). It is operationalized on the scores of the Tennessee Self-Concept scale.

Educational Aspirations. Educational aspiration means the level of education one hopes to attain (Herting & Blackhurst, 2000). For the purpose of analysis educational aspiration was coded into two categories, low educational aspiration (graduation/ technical/ vocational diploma/ equivalent to 14 year of education) and high educational aspirations (minimum master degree or equivalent).

Personal and Demographic Variables. Gender, Grade/class, mother education level, father education level, family system and school system used as personal and demographic variables for the present study.

Gender. To investigate the impact of gender sample was divided into two groups of male and female adolescents.

Grade/Class. The demographic information categorized adolescents into two groups, 9^{th}-10^{th} vs 11^{th}-$12^{th\ grade}$ students.

Mother Education Level. Two groups were formulated on the basis of demographic information provided by the participants. The groups were categorized as mothers with high level of education (minimum master degree) vs mothers with low level of education (graduation or below graduation).

Father Education Level. Two groups were formulated on the basis of demographic information provided by the participants. The groups were categorized as fathers with high level of education (minimum master degree) vs fathers with low level of education (graduation or below graduation).

Socio economic status. The sample was divided into three groups, low, medium and high socio economic status, on the basis of family income.

Family Structure. The demographic information categorized sample into two groups adolescents from joint family vs nuclear family system.

School System. In education system of Pakistan public and private both kind of school system are working and playing important role. Therefore present study explored the difference in educational aspiration and self-concept of adolescents from both public and private school system.

Instruments

For personal and demographic related information, demographic sheet was used. It includes information regarding educational aspirations, Personal variables (gender,

grade/class) and demographic variables (mother education level, father educational level, socio economic status, family structure and school system).

Following instruments were used in present study;

1. Urdu Version of Tennessee Self-Concept Scale (TSCS: 2; Fitts & Warren, 1996)
2. Urdu Version Perceptions of Parental Autonomy-Support, (POPS; Robbins, 1994),
3. Urdu Version Learning Climate Questionnaire (Williams & Deci, 1996)

Sample

The participants of the main study comprises adolescents (N = 560) belonging to government (n = 228) and private (n = 332) schools of four cities Rawalpindi, Islamabad, Attock and Wah Cantt (Pakistan). Adolescents of 9^{th}-12^{th} grade selected on the basis of purposive sampling technique. Age range of all the participants was from 13-18 years (M = 16.37, SD = 1.39).

Procedure

The data was collected from government and private schools of Rawalpindi, Islamabad, Attock and Wah Cantt. Questionnaires were administered in groups. Written instructions were given on the each questionnaire and the purpose of the study was explained to the participants. Participants were assured that the information obtained from them will only be used for research purpose and will be kept confidential.

The participants were briefed that there were no right or wrong answers to the questions, and that there was no time limit to complete the questionnaire. They were instructed to attempt each and every item, and to provide only one answer for each item. After the completion, the questionnaires were collected and participants

were thanked for their cooperation. The statistical package for social sciences (version 20) was used for the analysis of data.

RESULTS

The data of main study (N = 560) collected from 9^{th}-12^{th} grade students was analyzed using SPSS (Version 20).

Table 11

Frequency and Percentages of the Demographic Characteristics of Adolescents (N=560)

Demographic Characteristics	*f*	%
Gender		
Male	255	45
Female	305	54
Grades		
9^{th}-10^{th}	242	43
11^{th}-12^{th}	318	56
School System		
Private	332	59
Government	228	40
SES Level		
Low SES	278	49
Medium SES	214	38
High SES	68	12

Descriptive Analysis

At initial level, descriptive analysis of the data included mean, standard deviations, skewness and kurtosis of scores distribution was computed. Furthermore, to estimate the relationship between variables, Pearson Product Moment correlation was computed. Cronbach Alpha coefficients were computed to see the internal consistency of study measures.

Table 12

Alpha Coefficients, Descriptive Statistics and Range for all study variables (N = 560)

Scales and Subscales	*N*	*α*	*M*	*SD*	Skewness	Kurtosis	Range	
							Potential	Actual
Mother Autonomy Support	9	.77	35.08	5.58	-.60	.23	9-45	16-45
Father Autonomy Support	9	.83	32.21	5.82	-.48	.29	9-45	13-45
Parental Autonomy Support	18	.80	67.30	9.05	-.28	.18	18-90	32-90
Learning Climate Questionnaire	6	.82	21.83	4.75	-.93	1.24	6-30	6-30
Personal Self Concept Scale	12	.83	44.67	6.97	.71	.62	12-60	20-60
Family Self Concept Scale	12	.78	46.55	6.22	-.59	.34	12-60	23-60
Social Self Concept Scale	12	.68	45.29	6.05	-.52	.68	12-60	16-59
Total Self Concept	36	.81	136.70	14.26	-.45	.63	36-180	70-172

Table 12 indicated mean, standard deviation and alpha coefficients for all scales and subscales used in the study. Results showed that alpha reliability of all the scales and subscales was satisfactory ranging from .68 to .83. This reveals that all the scales and subscales were reliable and can be used for the present research. Skewness and kurtosis of all the scales and subscales were below 2 and is fulfilling the assumption of normal distribution.

Table 13

Pearson Correlation Coefficients of all Variables (N = 560)

Variables	1	2	3	4	5	6	7	8
1. Mother Autonomy Support	-	.26**	.78**	.15**	.22**	.21**	.18**	.29**
2. Father Autonomy Support		-	.80**	.21**	.11*	.29**	.23**	.27**
3. Parental Autonomy Support			-	.23**	.21**	.34**	.26**	.35**
4. Teacher Autonomy Support				-	.11*	.15**	.23**	.21**
5. Personal Self Concept					-	.29**	.32**	.72**
6. Family Self Concept						-	.37**	.73**
7. Social Self Concept							-	.74**
8. Total Self Concept								-

*$p < .05$, **$p < .01$

Table 13 indicated Pearson correlation between study variables. Results showed that there is significant positive relationship between mother autonomy support, father autonomy support, parental autonomy support, teacher autonomy support, personal self-concept, family self-concept, social self-concept and total self-concept. The hypotheses 1 and 2 were supported by the current results.

Parental Autonomy Support, Teacher Autonomy Support and Self Concept

The predictive relationship of parental and teacher autonomy support with self concept was investigated among adolescents using multiple regression analysis- enter method.

Table 14

Multiple Regression Analysis showing the interaction effect between the relationship Parental Autonomy Support, Teacher Autonomy Support and Self-Concept (N = 560)

		Outcome: Self-Concept		
	Predictors	*B*	ΔR^2	*F*
Model 1	(Constant)	-.01		
	Parental autonomy support	.15**	.04	13.06**
	Teacher autonomy support	.09*		
Model 2	(Constant)	-.11		
	Parental autonomy support	.21**	.07	15.87**
	Teacher autonomy support	.12*		
	Parental autonomy support × Teacher autonomy support	.15**		

*$p < .05$, **$p < .01$

Table 14 shows moderated multiple regression analysis showing the interaction effect of parental autonomy support and teacher autonomy support on self-concept. Results showed that parental autonomy support and teacher autonomy support jointly have significant effect on self-concept of adolescents. The overall model explained 7% variance in the outcome variable by the predictors ($B = .15, p < .01, F = 15.87, p < .01$).

The Moderating Role of Personal Variable

Multiple Regression Analysis was used to examine the impact of personal and family variables for predicting relationship of parental autonomy support, teacher autonomy and self-concept . In Multiple Regression Analysis procedure, the approach of hierarchical regression analysis was used in which parental and teacher autonomy support (predictor) and each of the personal variable (as second predictor variable) were entered separately in first step (model 1) followed by entering these variables again in next step (model 2) along with the interaction term (predictor variable multiplied by the moderator variable). Following is the detail of moderator analysis computed on scores of Self Concept and scores of predictor and moderator variables.

Table 15

Moderated Multiple Regression Analysis showing the effect of Gender as moderator between the relationship Parental Autonomy Support, Teacher Autonomy Support and Self-Concept (N = 560)

		Outcome: Self-Concept		
	Predictors	*B*	ΔR^2	*F*
Model 1	(Constant)	.19*		
	Parental autonomy support	.34**	.15	32.83**
	Teacher autonomy support	.13**		
	gender	-.19*		
Model 2	(Constant)	.13*		
	Parental autonomy support	.46**	.16	22.29**
	Teacher autonomy support	-.01		
	gender	-.20*		
	Parental autonomy support × gender	-.21*		
	Teacher autonomy support × gender	.23**		

*$p < .05$, **$p < .01$

Table 15 shows moderated multiple regression analysis showing the effect of gender as moderator between the relationship parental autonomy support, teacher autonomy support and self-concept. Results revealed that gender significantly moderated the relationship between parental autonomy support, teacher autonomy support and self-concept. The overall model explained 16% variance in the outcome variable by the predictors ($B = -.21, p < .01, F = 32.29, p < .01$) and ($B = .23, p < .01, F = 32.29, p < .01$).

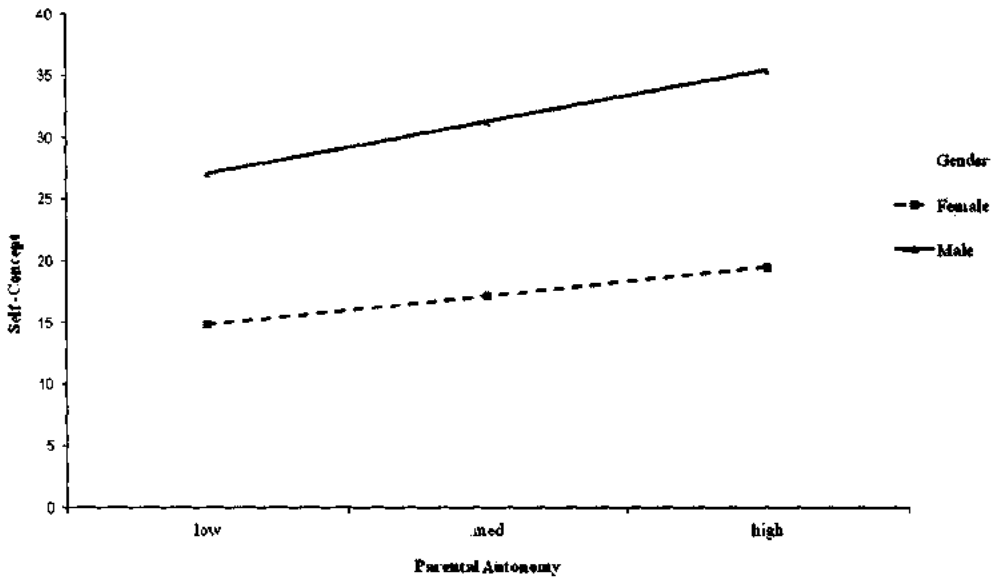

Figure 4. Modgraph presenting the effect of Gender as moderator between the relationship Parental Autonomy Support and Self-Concept

The above figure explains the moderation effect of gender, as parental autonomy support more strongly relates to explain self concept for male adolescents as compared to female adolescents. But figure explains that there is no significant difference between male and female adolescents on the relationship between parental autonomy support and self concept.

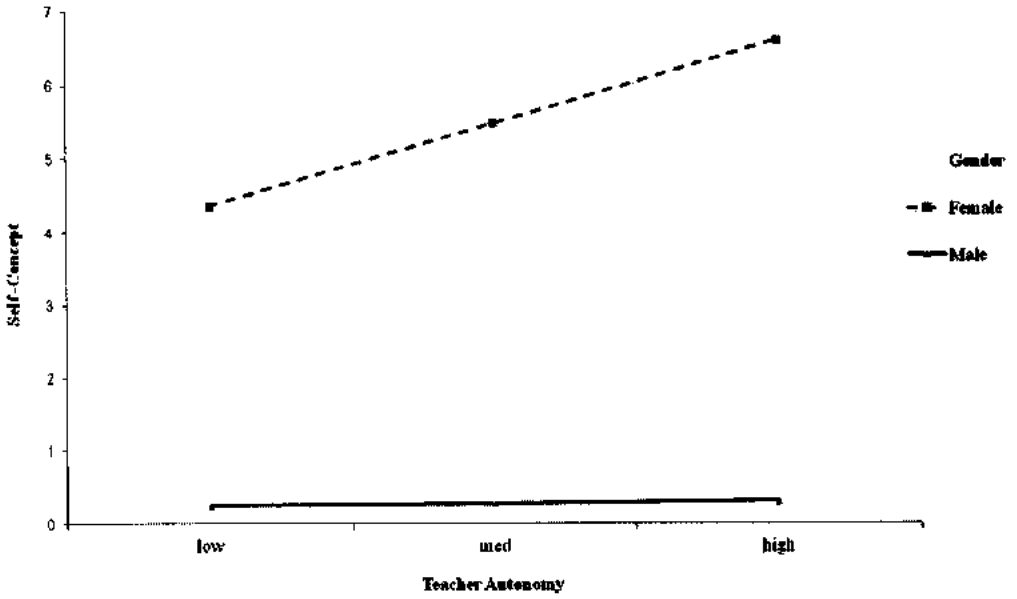

Figure 5. Modgraph presenting the effect of Gender as moderator between the relationship Teacher Autonomy Support and Self-Concept

Figure 5, considering the gender as moderator, showed that teacher autonomy support more strongly relates to self concept of female adolescents as compared to male students which shows that the increase in teacher autonomy support in turn leads to the increase in self concept of female adolescents. But for boys there is no significant effect of their gender on the relationship between teacher autonomy support and self concept.

Table 16

Moderated Multiple Regression Analysis showing the effect of Class (Grade) as moderator between the relationship Parental Autonomy Support and Self-Concept (N = 560)

		Outcome: Self-Concept		
	Predictors	*B*	ΔR^2	*F*
Model 1	(Constant)	.05		
	Parental autonomy support	.32**	.14	31.22**
	Teacher autonomy support	.14**		
	Grade	-.10		
Model 2	(Constant)	.05		
	Parental autonomy support	.28**	.14	18.98**
	Teacher autonomy support	.14*		
	Grade	-.10		
	Parental autonomy support × Grade	.11		
	Teacher autonomy support × Grade	-.01		

*$p < .05$, **$p < .01$

Table 16 moderated multiple regression analysis showing the effect of class (grade) as moderator between the relationship parental autonomy support, teacher autonomy support and self-concept. Results revealed that main effect of parental autonomy support ($B = .28$, $p < .01$) and teacher autonomy support was significant ($B = .14$, $p < .01$). The results revealed the moderating effect of grade was non-significant by the predictor parental and teacher autonomy support. The overall model explained 14 % variance in the outcome variable by the predictors.

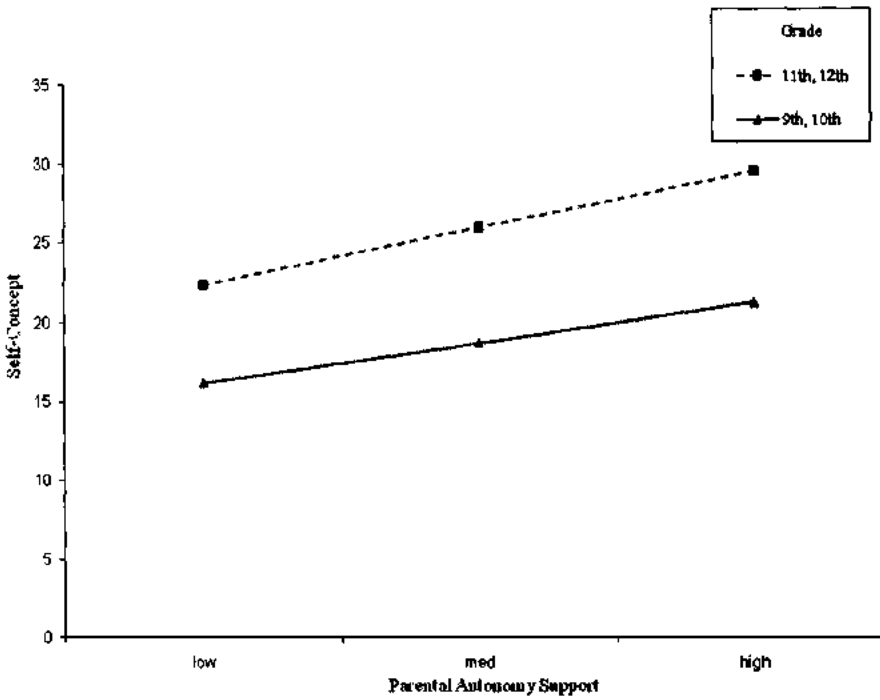

Figure 6. Modgraph presenting the moderating effect of Grade on Parental Autonomy Support and Self-Concept

Figure 6 explain the non-significant moderation effect of grade on the relationship between parental autonomy support and self-concept. The lines in the figure depict that increase in parental autonomy support results in increased self-concept among both 9^{th}, 10^{th} grade and 11^{th}, 12^{th} grade students.

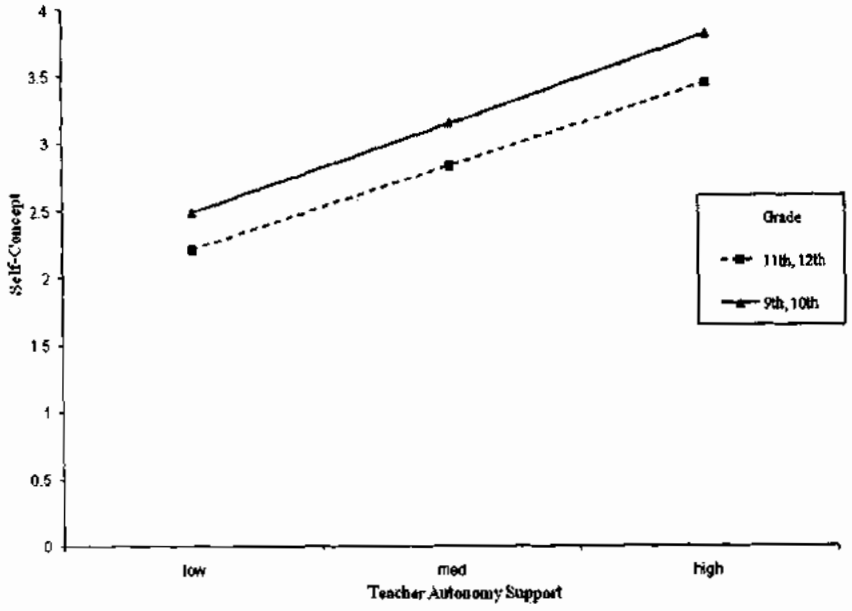

Figure 7. Modgraph presenting the moderating effect of Grade on Teacher Autonomy Support and Self-Concept

The above figure explain that increased level of teacher autonomy support yields to increased level of self-concept among both 9th, 10th grade and 11th, 12th grade students.

Table 17

Moderated Multiple Regression Analysis showing the effect of Socioeconomic Status as moderator between the relationship Parental Autonomy Support, teacher Autonomy Support and Self-Concept (N = 560)

		Outcome: Self-Concept		
	Predictors	*B*	ΔR^2	*F*
Model 1	(Constant)	.06		
	Parental autonomy support	.32**	.14	30.82**
	Teacher autonomy support	.14**		
	Socio economic status	-.04		
Model 2	(Constant)	.06		
	Parental autonomy support	.43**	.14	19.67**
	Teacher autonomy support	.08		
	Socio economic status			
	Parental autonomy support × Socio economic status	-.04		
	Teacher autonomy support × Socio economic status	.06*		

*$p < .05$, **$p < .01$

Table 17 shows moderated multiple regression analysis showing the effect of Socio economic status as moderator between the relationship parental and teacher autonomy support and self-concept. Results revealed that main effect of parental autonomy support and teacher autonomy support was significant ($B = .43$, $p < .01$). The results also showed that socioeconomic status significantly moderate the relationship between teacher autonomy support and self concept. The moderating effect of socio economic status was non-significant by the predictor parental autonomy support. The overall model explained 14 % variance by the predictor and outcome variables.

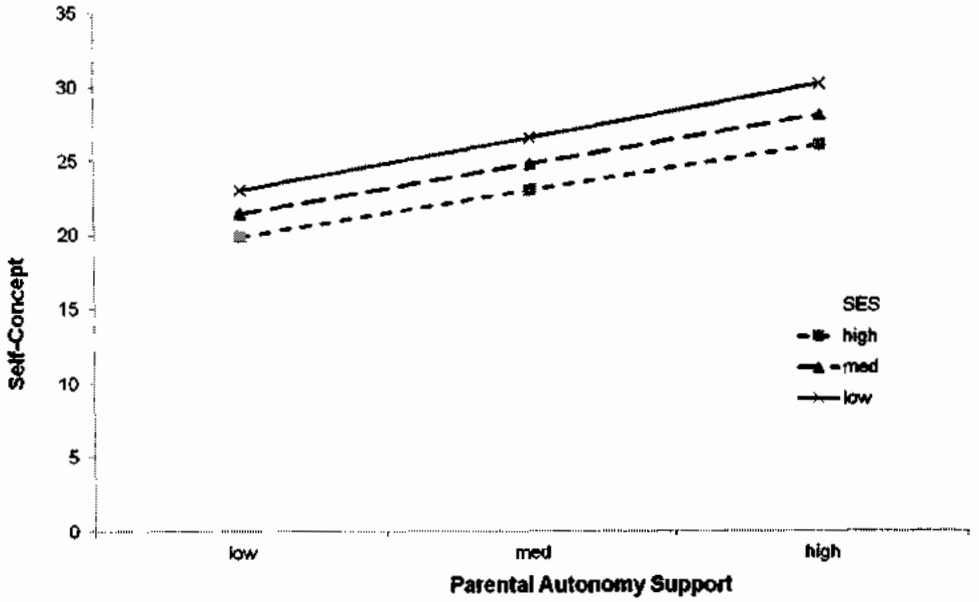

Figure 8. Figure presenting the effect of socioeconomic status as moderator between the relationship Parental Autonomy Support and Self-Concept

Figure 8 explains moderation effect by socio economic status for parental autonomy support and self-concept. The above figure showed that for adolescents belong to high, medium and low socio economic status the increase in parental autonomy support leads to increase in self concept.

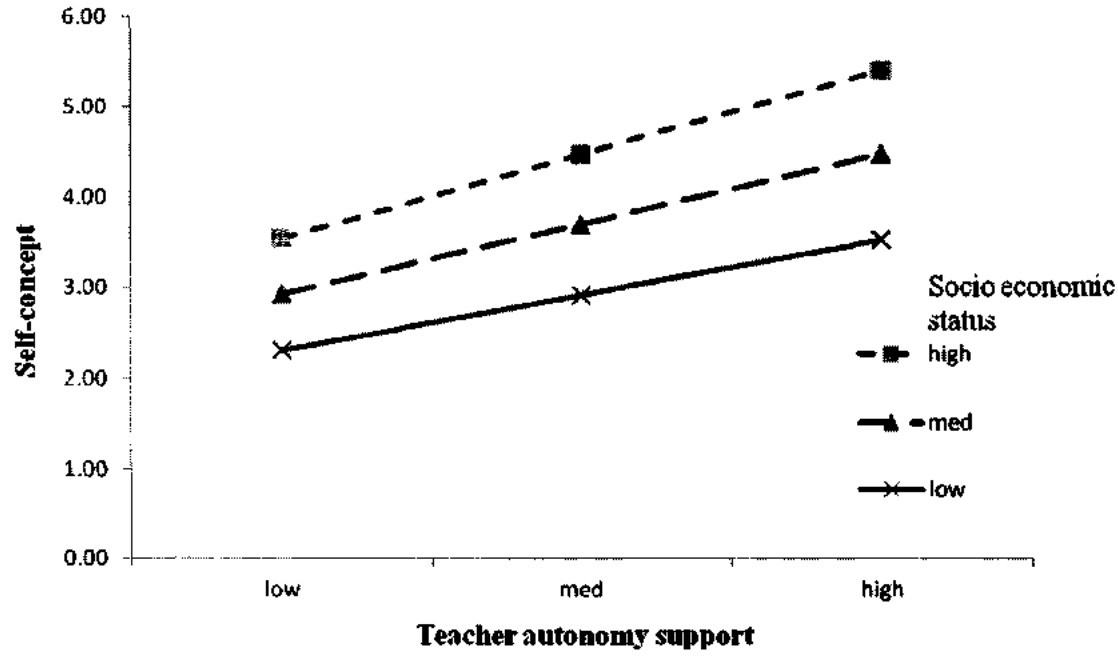

Figure 9. Figure presenting the effect of Socioeconomic status as moderator between the relationship Teacher Autonomy Support and Self-Concept

Figure 9 explains significant moderation effect by socio economic status for teacher autonomy support and self-concept. The above figure showed that for adolescents belong to high, medium and low socio economic status the increase in teacher autonomy support leads to increase in self concept.

Table 18

Moderated Multiple Regression Analysis showing the effect of Mother Education Level as moderator between the relationship Parental Autonomy Support, Teacher Autonomy Support and Self-Concept (N = 560)

		Outcome: Self-Concept		
	Predictors	*B*	ΔR^2	*F*
Model 1	(Constant)	-.99**		
	Parental autonomy support	.01*	.03	6.15**
	Teacher autonomy support	.02		
	Mother education level	-.24*		
Model 2	(Constant)	-.87**		
	Parental autonomy support	.01*	.05	4.71**
	Teacher autonomy support	.01		
	Mother education level	-.42**		
	Parental autonomy support × Mother education level	.15*		
	Teacher autonomy support × Mother education level	.26*		

**p <.01

Table 18 shows moderated multiple regression analysis showing the effect of mother education level as moderator between the relationship parental autonomy support, teacher autonomy support and self-concept. Results revealed that main effect of parental autonomy support (B = .01, p < .01) was significant. The moderating effect of mother education level was significant by the predictor parental autonomy support (B = .15) and teacher autonomy support (B = .26, p < .01). The overall model explained 5 % variance by the predictor and outcome variables.

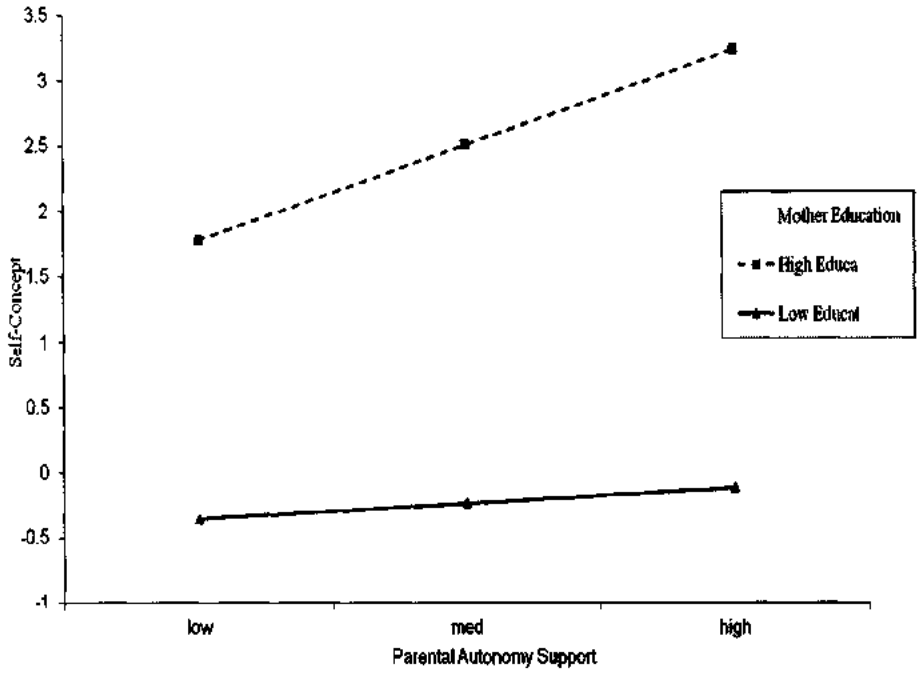

Figure10. Figure presenting the effect of Mother Education Level as moderator between the relationship Parental Autonomy Support and Self-Concept

Figure 10 demonstrates the moderating effect of mother education on parental autonomy support and self concept. As findings in figure are significant for adolescents having more educated mothers, show that the increase in mother's education level in turn leads to strengthen the relationship of parental autonomy support and self concept of adolescents. But adolescents having less educated mothers, parental autonomy has less effect on self-concept of the adolescents.

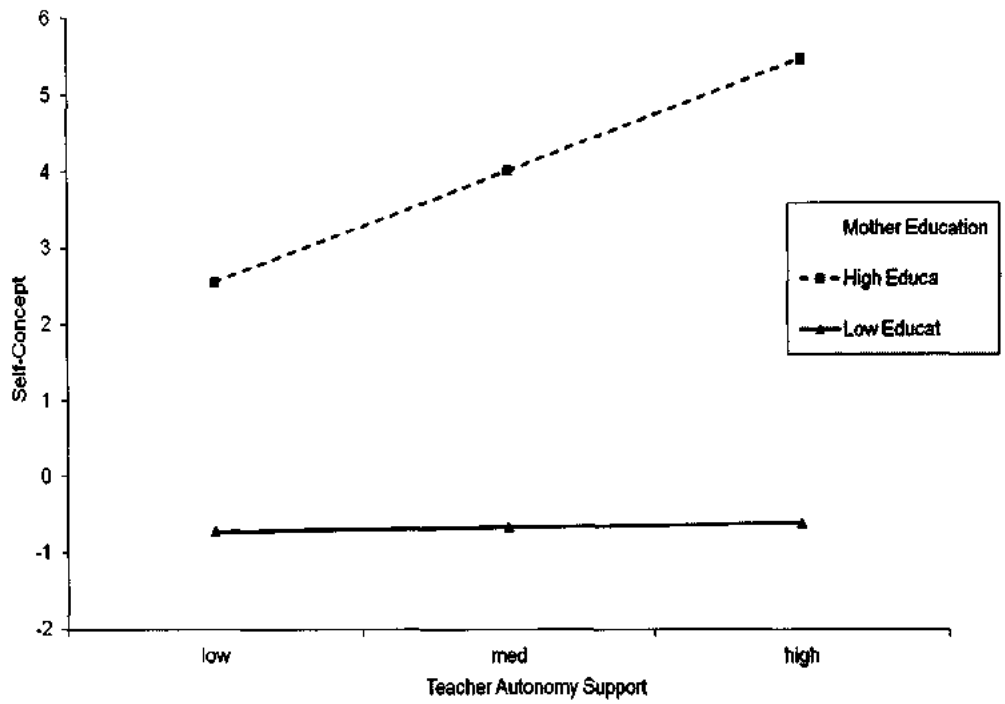

Figure 11. Figure presenting the effect of Mother Education Level as moderator between the relationship Teacher Autonomy Support and Self-Concept

Figure 11 demonstrates the moderation effect of mother education for teacher autonomy support and self concept. As the findings in figure are significant for adolescents having mother with high education level which shows that the increase in mother's education level enhance the relationship of teacher autonomy support and self concept. But for mothers having low education there is no significant effect of their education on the relationship between teacher autonomy support and self concept.

Table 19

Moderated Multiple Regression Analysis showing the effect of Father Education Level as moderator between the relationship Parental Autonomy Support, Teacher Autonomy Support and Self-Concept (N = 560)

		Outcome: Self-Concept		
	Predictors	*B*	ΔR^2	*F*
Model 1	(Constant)	.02		
	Parental autonomy support	.35**	.13	30.64**
	Teacher autonomy support	.14**		
	Father education level	-.03		
Model 2	(Constant)	.02		
	Parental autonomy support	.38**	.14	18.84**
	Teacher autonomy support	.14**		
	Father education level	-.05		
	Parental autonomy support × Father education level	.17*		
	Teacher autonomy support × Father education level	-.01		

*$p < .05$, **$p < .01$

Table 19 shows moderated multiple regression analysis showing the effect of father education level as moderator between the relationship parental autonomy support, teacher autonomy support and self-concept. Results revealed that father education level significantly moderate the relationship between parental autonomy support and self-concept. The overall model explained 14% variance in the outcome variable by the predictor (B = -.17, $p < .05$, F = 27.14, $p < .01$). Non-significant interaction of teacher autonomy support with father education level was found among adolescents.

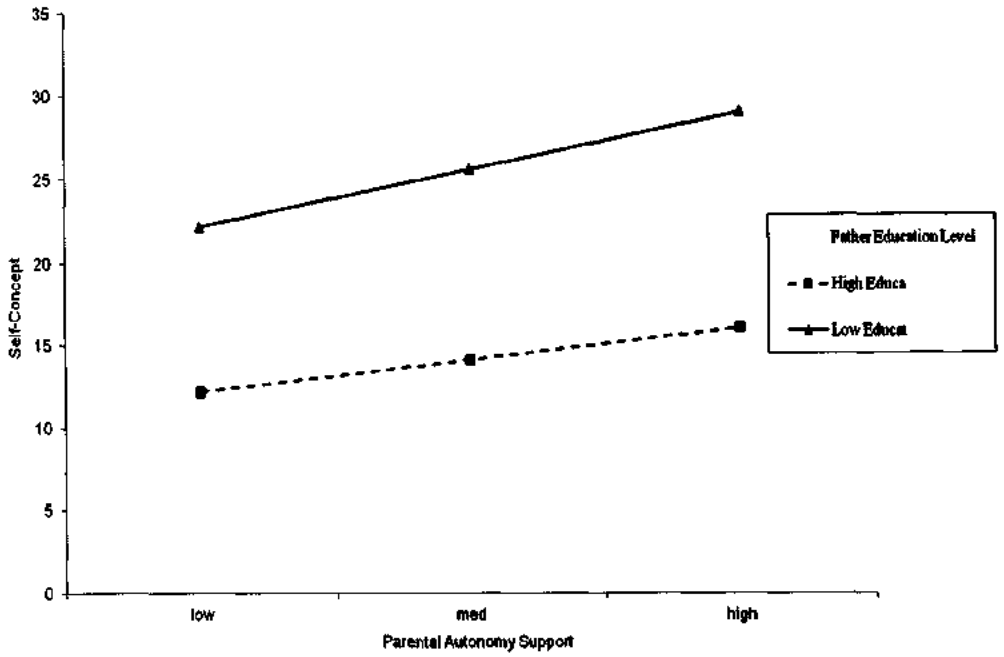

Figure 12. Figure presenting the effect of Father Education Level as moderator between the relationship Parental Autonomy Support and Self-Concept

Figure 12 demonstrates the significant moderation effect by father education level on the relationship between parental autonomy support and self concept as for both highly educated and low educated fathers.

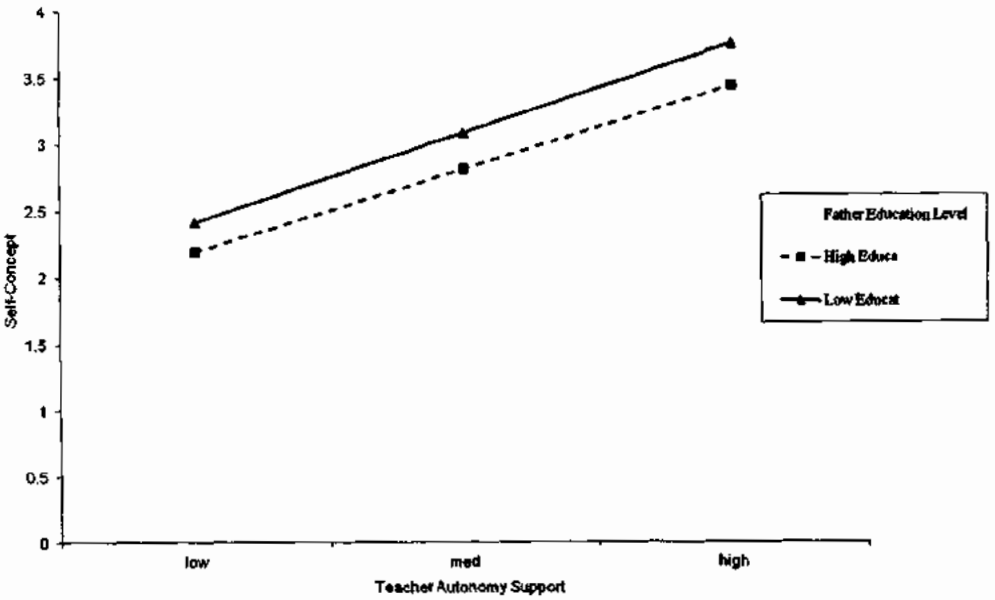

Figure 13. Figure presenting the effect of Father Education Level as moderator between the relationship Teacher Autonomy Support and Self-Concept

Figure 13 demonstrates the non-significant moderation effect by father education level on the relationship between teacher autonomy support and self concept as for both highly educated and low educated fathers.

Table 20

Multiple Regression Analysis showing the effect of Family Structure as moderator between the relationship of Parental Autonomy Support, Teacher autonomy Support and Self-Concept (N = 560)

		Outcome: Self-Concept		
Model 1	Predictors	*B*	ΔR^2	*F*
	(Constant)	-.07		
	Parental autonomy support	.33**	.14	30.72**
	Teacher autonomy support	.14**		
	Family Structure	04		
Model 2	(Constant)	-.10		
	Parental autonomy support	.74**	.15	20.79**
	Teacher autonomy support	.05		
	Family Structure	.05		
	Parental autonomy support × Family Structure	-.26**		
	Teacher autonomy support × Family Structure	.06		

**p <.01

Table 20 shows moderated multiple regression analysis showing the effect of family Structure as moderator between the relationship parental autonomy support and self-concept. Results revealed that family structure significantly moderated the relationship between parental autonomy support and self-concept (B = -.26, p < .01, F = 2o.79, p < .01). The overall model explained 15% variance in the outcome variable by the predictor.

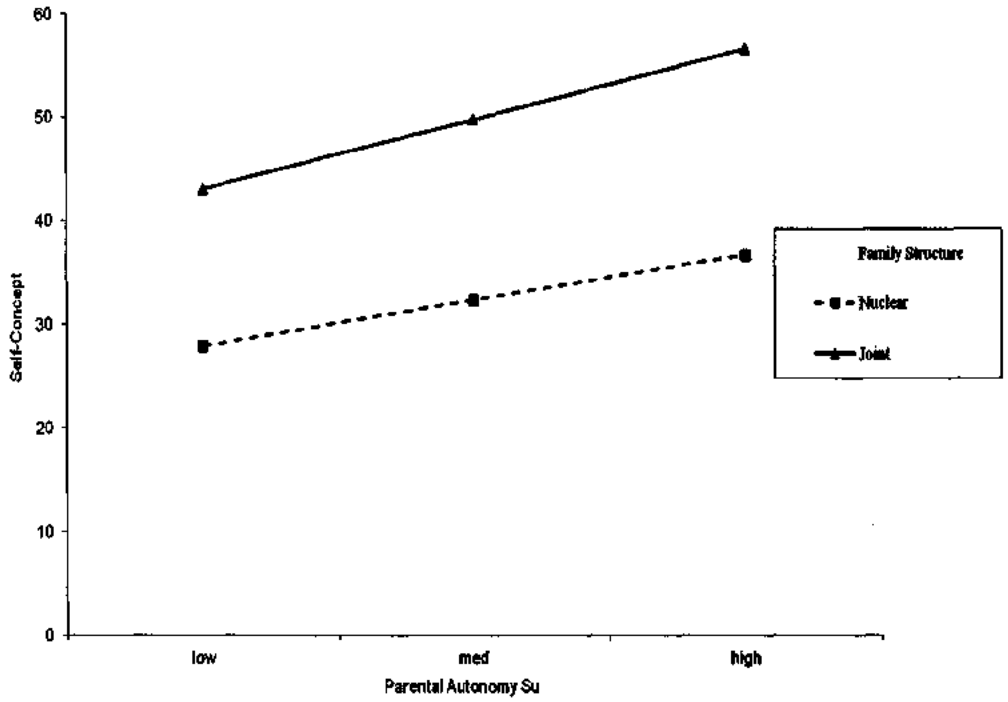

Figure 14. Figure presenting the effect of Family Structure as moderator between the relationship Parental Autonomy Support and Self-Concept

The figure shows significant moderation results in adolescents for parental autonomy support and self concept. The lines in figure 14 presents that the increase in parental autonomy support will lead to increase in self concept among adolescents from both joint and nuclear family system.

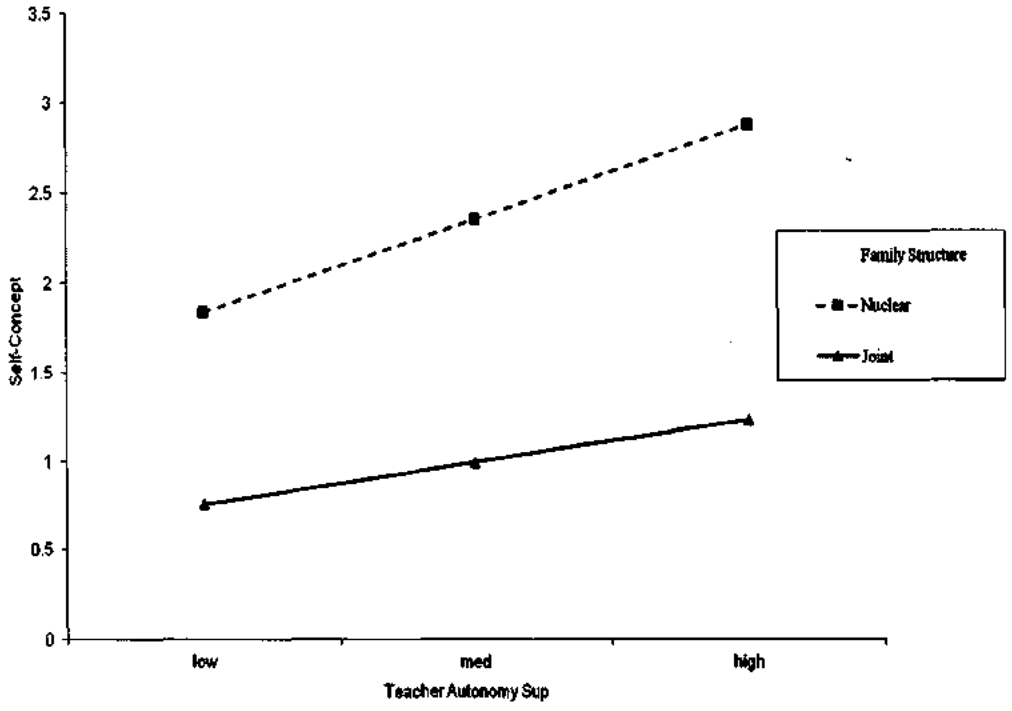

Figure 15. Figure presenting the effect of Family Structure as moderator between the relationship Teacher Autonomy Support and Self-Concept

Figure 15 shows moderation results in adolescents for teacher autonomy support and self concept. The lines in figure presents that the increase in teacher autonomy support will lead to increase in self concept among adolescents from both joint and nuclear family system. But this increase is more significant for nuclear family structure as compared to joint family.

Table 21

Moderated Multiple Regression Analysis showing the effect of School System as moderator between the relationship Parental Autonomy Support and Self-Concept (N = 560)

		Outcome: Self-Concept		
	Predictors	*B*	ΔR^2	*F*
Model 1	(Constant)	-.09		
	Parental autonomy support	.32**	.14	31.63**
	Teacher autonomy support	.13**		
	School system	.13		
Model 2	(Constant)	-.09**		
	Parental autonomy support	.30	.14	19.33**
	Teacher autonomy support	.09		
	School System	.13		
	Parental autonomy support × School System	.05		
	Teacher autonomy support × School System	.08		

**p <.01

Results presented in table 21 indicated moderated multiple regression analysis showing the effect of school system as moderator between the relationship parental autonomy support, teacher autonomy support and self-concept. Results revealed that the moderating effect of school system was non-significant by the predictor parental autonomy support and teacher autonomy support. The overall model explained 14 % variance by the predictor and outcome variables.

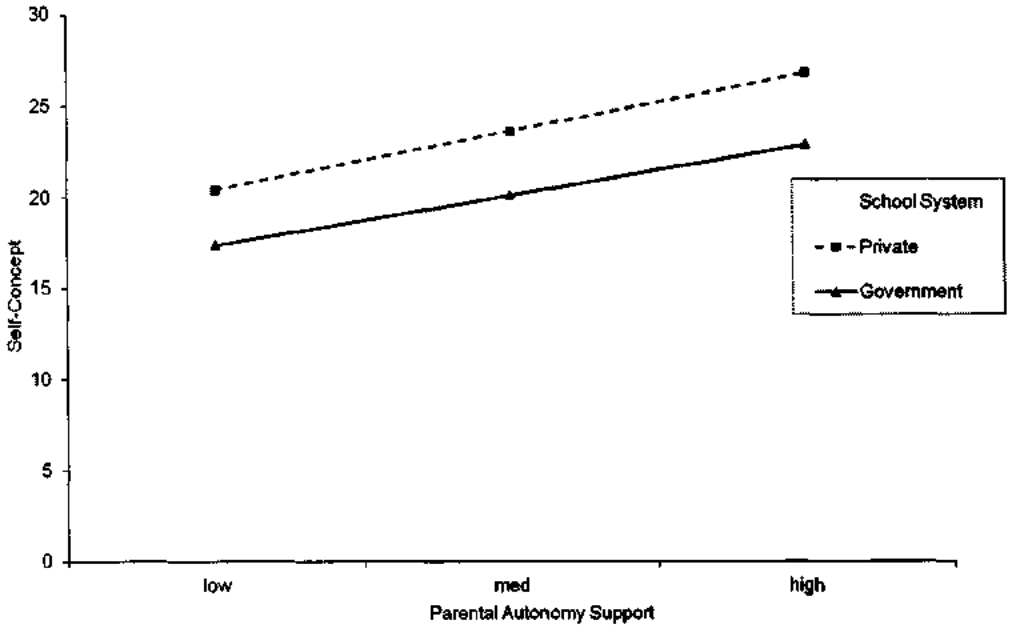

Figure 16. Figure presenting the effect of School System as moderator between the relationship Parental Autonomy Support and Self-Concept

Figure 16 demonstrates the moderating effect of school system on the relationship of parental autonomy support and self concept. The lines in figure showed that for adolescent belong to both government and private sector schools there is a slight increase in self concept with the increase in parental autonomy support.

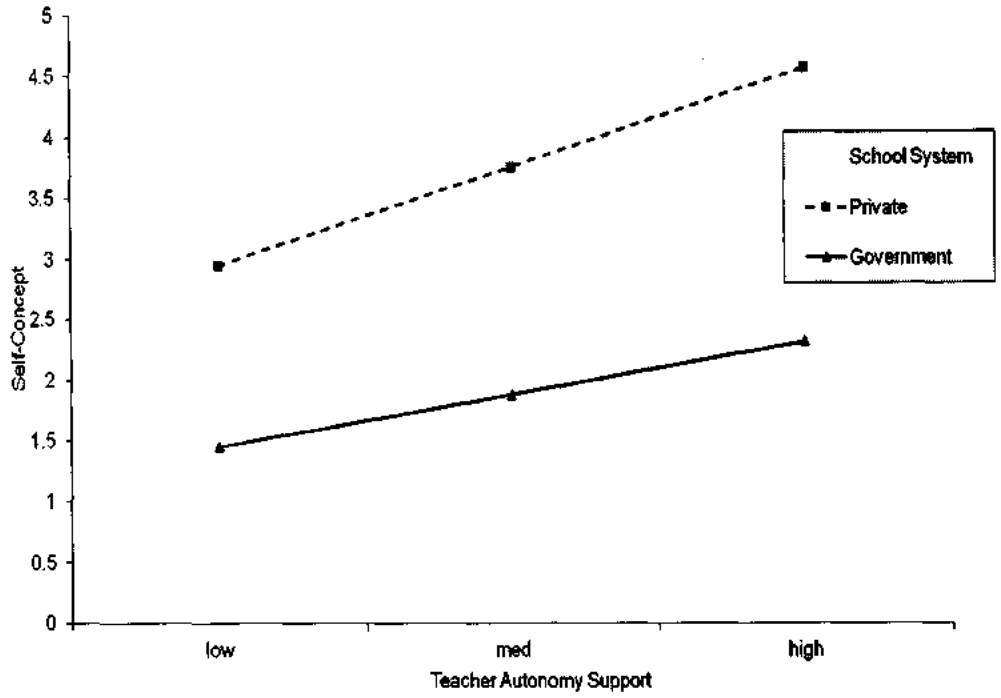

Figure1 7. Figure presenting the effect of School System as moderator between the relationship Teacher Autonomy Support and Self-Concept

Figure 17 demonstrates the moderation effect by school system on the relationship between teacher autonomy support and self concept for both government and private school's students. Further, figure showed strong moderation evidence for private sector schools and slight amount for government school.

Table 22

Logistic Regression Analysis predicting Educational Aspirations by the Parental and Teacher Autonomy Support (N = 560)

	Outcome: Educational Aspirations						
				Wald		95% CI	
Predictors	*B*	*SE*	*OR*	statistic	*p*	LL	UL
Parental Autonomy Support	1.42	.18	4.14	60.39	.000	2.89	5.92
Teacher Autonomy Support	.81	.17	2.25	23.47	.000	1.62	3.13
Parental Autonomy Support × Teacher Autonomy Support	-.90	.18	.41	24.10	.000	.28	.58
Constant	-.23	.14	.79	2.72	.099		

R^2 (Nagelkerke) = 0.54, R^2 (Cox & Snell) = 0.40

-2 LL =477.61

χ^2 = 287.73 (p= .000), d.f. = 3

Note. CI = confidence interval for the odd ratios (OR).

A logistic regression analysis was conducted to predict educational aspirations using parental and teacher autonomy support as predictors. A test of full model against a constant was significant, indicating that the predictors as a set reliably distinguish between high and low educational aspirations of adolescents (χ^2 = 287.73, p= .000, d.f. = 3).

Nagelkerke's R^2 of 0.54 indicated a moderately strong relationship between prediction and outcome (groups). Prediction success overall was 81% (90% for high education aspiration and 74% for low education aspirations). The Wald criterion demonstrated that Parental, teacher and jointly parental, teacher autonomy support made a significant contribution to prediction (p = .000).

Table 23

Summary of Logistic Regression Analysis predicting Educational Aspirations by the Parental Autonomy Support, Teacher Autonomy Support and Gender (N = 560)

	Outcome: Educational Aspirations						
				Wald		95% CI	
Predictors	*B*	*SE*	*OR*	statistic	*p*	LL	UL
Parental Autonomy Support	1.67	.29	5.31	32.58	.000	2.99	9.43
Teacher Autonomy Support	.76	.25	2.13	8.96	.003	1.29	3.48
Gender	-.63	.26	.53	6.10	.014	.32	.88
Parental Autonomy Support × Gender	-.72	.34	.49	4.43	.035	.25	.95
Teacher Autonomy Support × Gender	-.11	.31	.89	.13	.724	.49	1.65
Constant	-.25	.15	.78	2.88	.090		

R^2 (Nagelkerke) = 0.52, R^2 (Cox & Snell) = 0.38

-2 LL =494.27

χ^2 = 271.15 (p= .000), d.f. = 5

Note. CI = confidence interval for the odd ratios (OR).

A logistic regression analysis was conducted to predict educational aspirations using parental and teacher autonomy support as predictors. A test of full model against a constant was significant, indicating that the predictors as a set reliably distinguish between high and low educational aspirations of adolescents (χ^2 = 271.15, p= .000, d.f. = 5).

Nagelkerke's R^2 of 0.52 indicated a moderate relationship between prediction and outcome (groups). Prediction success overall was 81% (90% for high education aspiration and 74% for low education aspirations). The Wald criterion demonstrated

that gender significantly moderates the relationship between parental autonomy support and educational aspirations, whereas, the moderating role of gender is non-significant on the relationship between teacher autonomy support and educational aspirations of adolescents

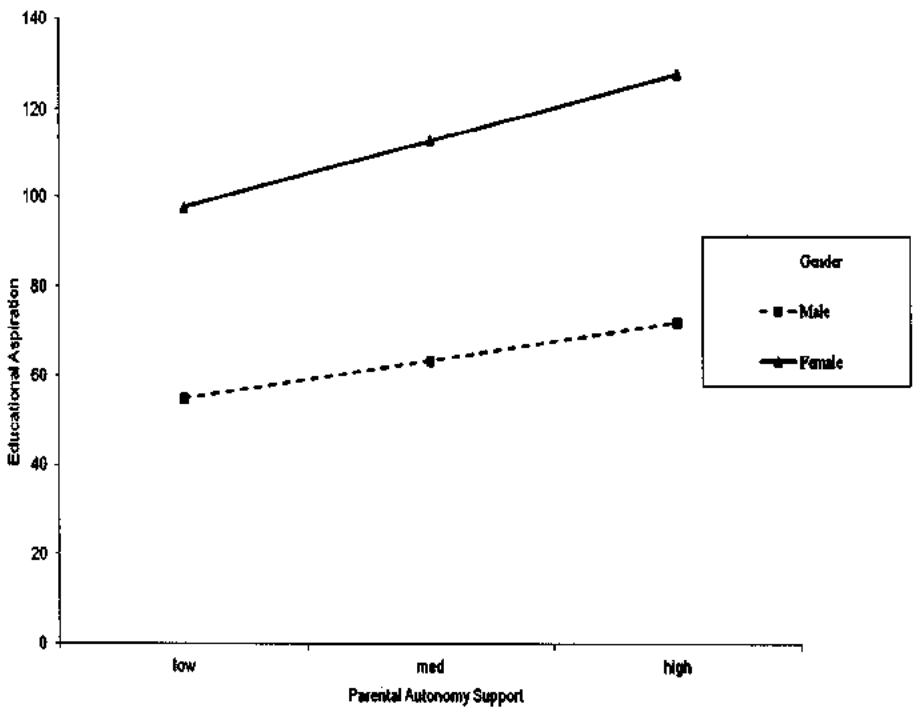

Figure 18. Figure presenting the effect of Gender as moderator between the relationship Parental Autonomy Support and Educational Aspirations

Figure 18 explains the moderation effect of gender, as parental autonomy support more strongly relates to explain educational aspirations for female adolescents as compared to male adolescents. But figure explains that there is no significant difference between male and female adolescents on the relationship between parental autonomy support and educational aspirations.

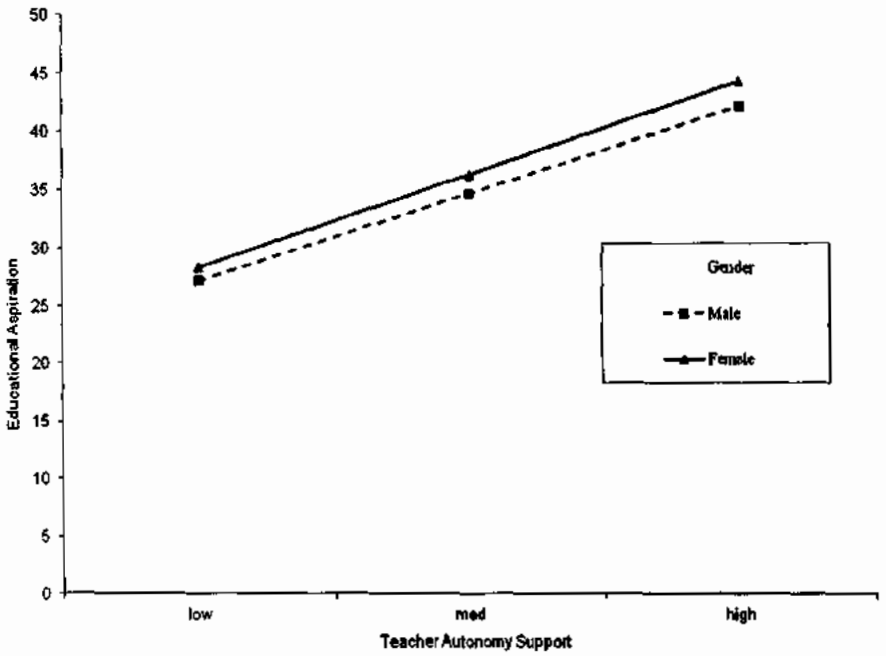

Figure 19. Figure presenting the effect of Gender as moderator between the relationship Teacher Autonomy Support and Educational Aspirations

Figure 19 explains the moderation effect of gender on the relationship of teacher autonomy support and educational aspirations. Figure explains that there is no significant difference between male and female adolescents on the relationship between teacher autonomy support and educational aspirations. Both male and female adolescents aspire highly with increase in teacher autonomy support.

Table 24

Summary of Logistic Regression Analysis predicting Educational Aspirations by the Parental Autonomy Support, Teacher Autonomy Support and Grade (N = 560)

	Outcome: Educational Aspirations						
				Wald		95% CI	
Predictors	*B*	*SE*	*OR*	statistic	*p*	LL	UL
Parental Autonomy Support	-.05	.17	.95	.08	.775	.68	1.33
Teacher Autonomy Support	.28	.17	1.33	2.64	.104	.94	1.86
Grade	.56	.23	1.75	6.05	.014	1.12	2.74
Parental Autonomy Support × Grade	.26	.23	1.29	1.27	.259	.83	2.02
Teacher Autonomy Support × Grade	-.57	.23	.56	6.15	.013	.36	.89
Constant	1.19	.14	3.29	77.41	.000		

R^2 (Nagelkerke) = 0.04, R^2 (Cox & Snell) = 0.03

-2 LL =538.09

χ^2 = 14.20 (p= .01), d.f. = 5

Note. CI = confidence interval for the odd ratios (OR).

A logistic regression analysis was conducted to predict educational aspirations using parental and teacher autonomy support as predictors. A test of full model against a constant was significant, indicating that the predictors as a set reliably distinguish between high and low educational aspirations of adolescents (χ^2 = 14.20, p= .001, $d.f.$ = 5).

Nagelkerke's R^2 of 0.59 indicated a moderately strong relationship between prediction and outcome (groups). Results revealed that grade level significantly

moderate the teacher autonomy support and educational aspiration relationship. While moderating effect of grade level was non-significant on the relationship of parental autonomy support and educational aspirations.

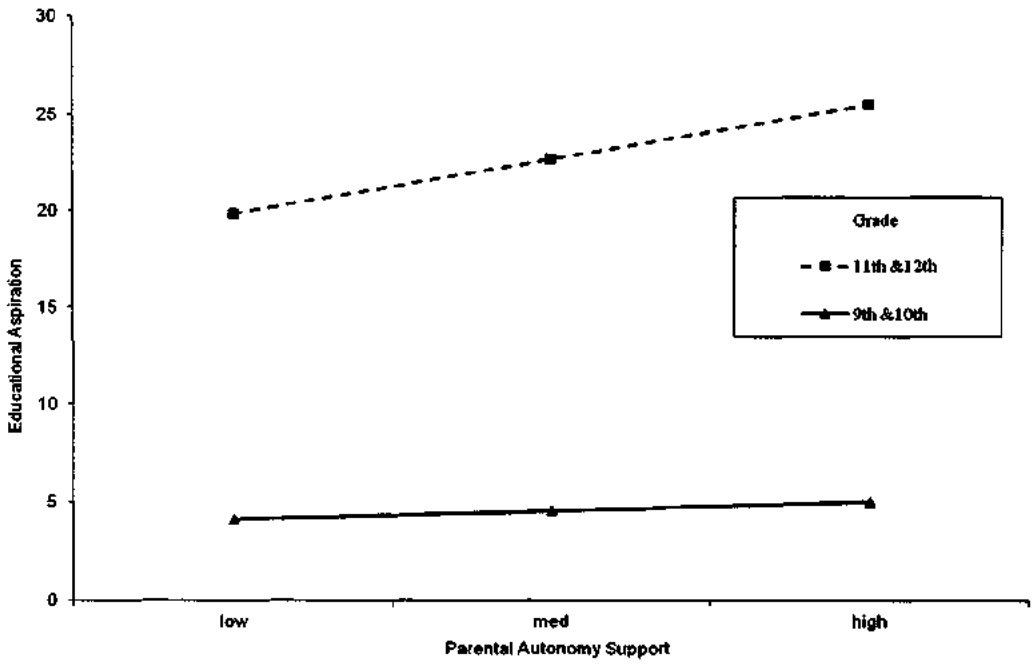

Figure 20. Figure presenting the effect of Grade as moderator between the relationship Teacher Autonomy Support and Educational Aspirations

Figure 20 explains the moderation effect of grade on the relationship of parental autonomy support and educational aspirations. The lines in figure explain that there is significant difference between 9^{th}, 10^{th} grade students and 11^{th}, 12^{th} grade students on the relationship between parental autonomy support and educational aspirations. Adolescents of grade 11^{th} and 12^{th} aspire highly with increase in parental autonomy support. Figure explained that there is no effect of increase in parental autonomy support on educational aspirations of 9^{th} and 10^{th} grade adolescents.

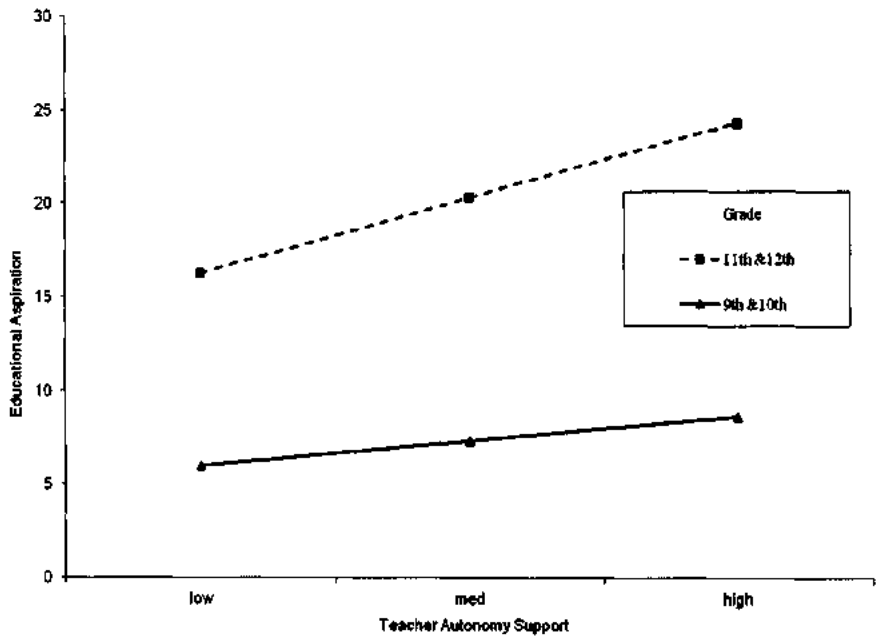

Figure 21. Figure presenting the effect of Grade as moderator between the relationship Parental Autonomy Support and Educational Aspirations

Figure 21 explains the moderation effect of grade on the relationship of teacher autonomy support and educational aspirations. The lines in figure explain that there is significant difference between 9th, 10th grade students and 11th, 12th grade students on the relationship between teacher autonomy support and educational aspirations. Adolescents of grade 11th and 12th aspire highly with increase in teacher autonomy support as compared to 9th and 10th grade adolescents.

Table 25

Summary of Logistic Regression Analysis predicting Educational Aspirations by the Parental Autonomy Support, Teacher Autonomy Support and Socioeconomic Status (N = 560)

	Outcome: Educational Aspirations						
				Wald		95% CI	
Predictors	*B*	*SE*	*OR*	statistic	*p*	LL	UL
Parental Autonomy Support	.14	.12	1.15	1.49	.222	.92	1.44
Teacher Autonomy Support	.03	.12	.97	.06	.808	.78	1.22
SES	3.22	1.29	.04	6.19	.013	.01	.51
Parental Autonomy Support × SES	.79	1.08	.45	.54	.464	.11	3.76
Teacher Autonomy Support × SES	.29	1.13	.75	.07	.796	.12	.6.79
Constant	4.47	1.29	87.6	11.99	.001		

R^2 (Nagelkerke) = 0.07, R^2 (Cox & Snell) = 0.05

-2 LL =526.73

χ^2 = 26.36 (p= .000), d.f. = 5

Note. CI = confidence interval for the odd ratios (OR).

The results of logistic regression analysis in above table predict educational aspirations using parental autonomy support, teacher autonomy support and socio economic status (SES) as predictors. A test of full model against a constant was significant, indicating that the predictors as a set reliably distinguish between high and low educational aspirations of adolescents (χ^2 = 526.73, p= .000, *d.f.* = 5).

Nagelkerke's R^2 of 0.07 indicated a weak relationship between prediction and outcome (groups). The Wald criterion demonstrated that moderating effect of SES was non-significant on the relationship of parental autonomy support, teacher autonomy support and educational aspirations.

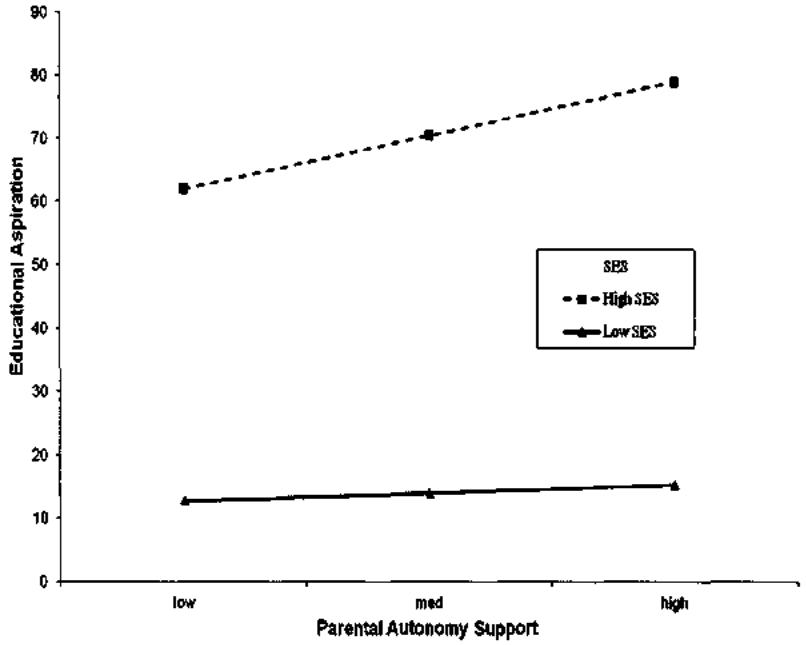

Figure 22. Figure presenting the effect of SES as moderator between the relationship Parental Autonomy Support and Educational Aspirations

Figure 22 explains the moderating effect of SES on the relationship of parental autonomy support and educational aspirations. The lines in figure explain that there is difference between low SES and high SES adolescents on the relationship between parental autonomy support and educational aspirations. Adolescents of high SES aspire highly with increase in parental autonomy support. Figure explained that there is no effect of increase in parental autonomy support on educational aspirations of low SES adolescents.

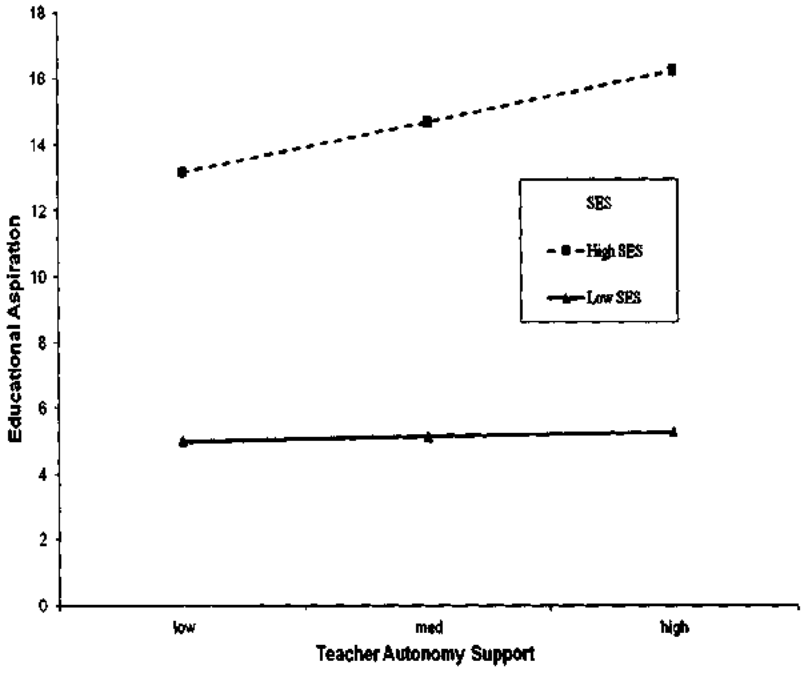

Figure 23. Figure 23 is showing the effect of SES as moderator between the relationship Teacher Autonomy Support and Educational Aspirations

The above figure explains the moderating effect of SES on the relationship of teacher autonomy support and educational aspirations. The lines in figure explain that difference between low SES and high SES adolescents in relation to teacher autonomy support and educational aspirations. Adolescents of high SES aspire highly with increase in teacher autonomy support while educational aspirations of low SES does not affected by increase in teacher autonomy support.

Table 26

Summary of Logistic Regression Analysis predicting Educational Aspirations by the Parental Autonomy Support, Teacher Autonomy Support and Mother Education (N = 560)

	Outcome: Educational Aspirations						
				Wald		95% CI	
Predictors	*B*	*SE*	*OR*	statistic	*p*	LL	UL
Parental Autonomy Support	1.13	.20	3.97	31.20	.000	2.09	4.61
Teacher Autonomy Support	.68	.19	1.57	12.94	.000	1.36	2.86
Mother Education	-2.07	.33	.16	39.59	.000	.07	.24
Parental Autonomy Support × Mother Education	-.44	.35	.57	1.62	.203	.33	1.27
Teacher Autonomy Support × Mother Education	-.72	.35	1.31	4.18	.041	.24	.97
Constant	1.09	.29	1.62	13.81	.000		

R^2 (Nagelkerke) = 0.56, R^2 (Cox & Snell) = 0.42

-2 LL =461.71

χ^2 = 303.71 (p= .000), d.f. = 5

Note. CI = confidence interval for the odd ratios (OR).

A logistic regression analysis was conducted to predict educational aspirations using parental autonomy support, teacher autonomy support and mother education level as predictors. A test of full model against a constant was significant, indicating that the predictors as a set reliably distinguish between high and low educational aspirations of adolescents (χ^2 = 303.71, *p*= .000, *d.f.* = 5).

Nagelkerke's R^2 of 0.56 indicated a moderately strong relationship between prediction and outcome (groups). Prediction success overall was 81% (80% for high education aspiration and 81% for low education aspirations). Results revealed that mother education significantly moderate the teacher autonomy support and educational aspiration relationship. While moderating effect of mother education was non-significant on the relationship of parental autonomy support and educational aspirations.

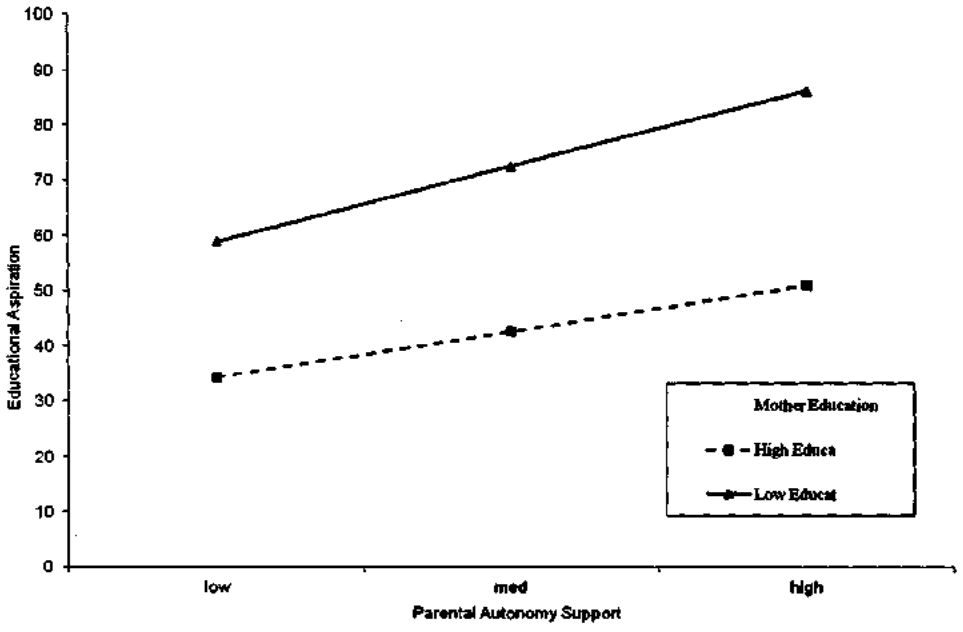

Figure 24. Figure presenting the effect of Mother Education as moderator between the relationship Parental Autonomy Support and Educational Aspirations

Figure 24 demonstrates the moderation effect of mother education for parental autonomy support and educational aspirations. As the findings in figure 24 are non-

significant which shows that there is no significant effect of mother's education on the relationship between parental autonomy support and educational aspirations.

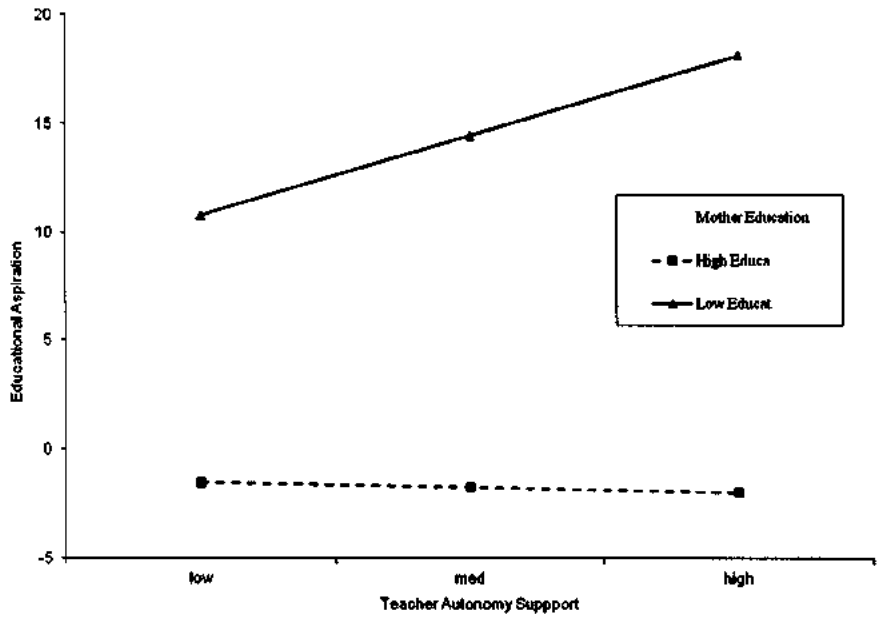

Figure 25. Figure presenting the effect of Mother Education as moderator between the relationship Teacher Autonomy Support and Educational Aspirations

Figure 25 demonstrates the moderation effect of mother education for teacher autonomy support and educational aspirations of adolescents. As the findings in figure 25 are significant which means that the increase in teacher autonomy support results in increase in educational aspirations of adolescents with mothers having low education level. But for mothers having high education there is no significant effect of their education on the relationship between teacher autonomy support and educational aspirations.

Table 27

Summary of Logistic Regression Analysis predicting Educational Aspirations by the Parental Autonomy Support, Teacher Autonomy Support and Father Education (N = 560)

	Outcome: Educational Aspirations						
				Wald		95% CI	
Predictors	*B*	*SE*	*OR*	statistic	*p*	LL	UL
Parental Autonomy Support	1.38	.25	3.97	30.52	.000	2.43	3.47
Teacher Autonomy Support	.45	.22	1.57	4.20	.040	1.02	2.40
Father Education	-1.87	.25	.16	53.89	.000	.10	.26
Parental Autonomy Support × Father Education	-.56	.32	.57	3.06	.080	.30	1.07
Teacher Autonomy Support × Father Education	.27	.31	1.31	.76	.384	.72	2.39
Constant	.48	.18	1.62	7.58	.006		

R^2 (Nagelkerke) = 0.59, R^2 (Cox & Snell) = 0.44

-2 LL =442.96

χ^2 = 322.46 (p= .000), d.f. = 5

Note. CI = confidence interval for the odd ratios (OR).

A logistic regression analysis was conducted to predict educational aspirations using parental and teacher autonomy support as predictors. A test of full model against a constant was significant, indicating that the predictors as a set reliably distinguish between high and low educational aspirations of adolescents (χ^2 = 322.46, *p*= .000, *d.f.* = 5).

Nagelkerke's R^2 of 0.59 indicated a moderately strong relationship between prediction and outcome (groups). Prediction success overall was 85% (84% for high education aspiration and 85% for low education aspirations). Results demonstrated that father education significantly moderate the parental autonomy support and educational aspiration relationship. While moderating effect of father education was non-significant on the relationship of teacher autonomy support and educational aspirations.

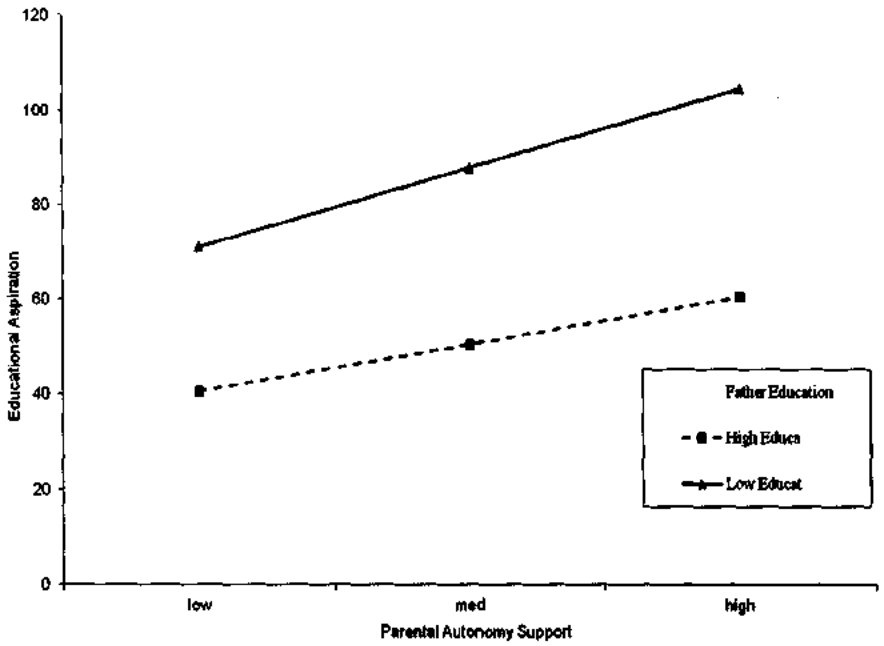

Figure 26. Figure presenting the effect of Father Education as moderator between the relationship Parental Autonomy Support and Educational Aspirations

Figure 26 demonstrates the significant moderation effect by father education level on the relationship between parental autonomy support and educational aspirations as for both highly educated and low educated fathers. The lines in figure

showed that increase in parental autonomy support results in increase in educational aspirations of adolescents, for both highly educated and low educated fathers.

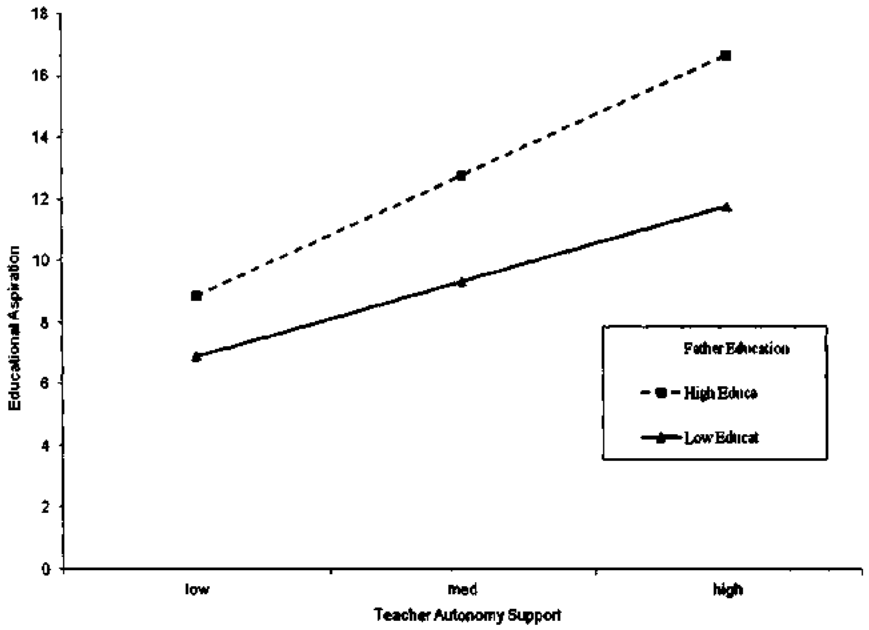

Figure 27. Figure presenting the effect of Father Education as moderator between the relationship Teacher Autonomy Support and Educational Aspirations

Figure 27 demonstrates the significant moderation effect by father education level on the relationship between teacher autonomy support and educational aspirations as for both highly educated and low educated fathers. The lines in figure showed that increase in teacher autonomy support turns in increase in educational aspirations of adolescents, for both highly educated and low educated fathers. However, considering the father education level as moderator, teacher autonomy support more strongly relates to explain educational aspirations for adolescents having

fathers with high level of education as compared to adolescents having father with high level of education.

Table 28

Summary of Logistic Regression Analysis predicting Educational Aspirations by the Parental Autonomy Support and Family Structure (N = 560)

	Outcome: Educational Aspirations						
				Wald		95% CI	
Predictors	*B*	*SE*	*OR*	statistic	*p*	LL	UL
Parental Autonomy Support	.20	.35	1.22	.33	.565	.616	2.43
Teacher Autonomy Support	.29	.34	1.34	.72	.396	.684	2.61
Family Structure	-.39	.22	.67	3.36	.067	.442	1.03
Parental Autonomy Support × Family Structure	-.04	.22	.96	.03	.858	.623	1.51
Teacher Autonomy Support × Family Structure	-.23	.22	.81	1.01	.315	.514	1.24
Constant	1.58	.15	4.83	112.55	.000		

R^2 (Nagelkerke) = 0.02, R^2 (Cox & Snell) = 0.01

-2 LL =547.42

χ^2 = 5.68 (p= .339), d.f. = 5

Note. CI = confidence interval for the odd ratios (OR).

A logistic regression analysis was conducted to predict educational aspirations using parental and teacher autonomy support as predictors. A test of full model against a constant was non-significant, indicating that the predictors as a set did not

distinguish between high and low educational aspirations of adolescents (χ^2 = 5.68, p= .339, $d.f.$ = 5).

Nagelkerke's R^2 of 0.02 indicated a weak relationship between prediction and outcome (groups). The Wald criterion demonstrated that Parental, teacher autonomy support made a non-significant contribution to prediction.

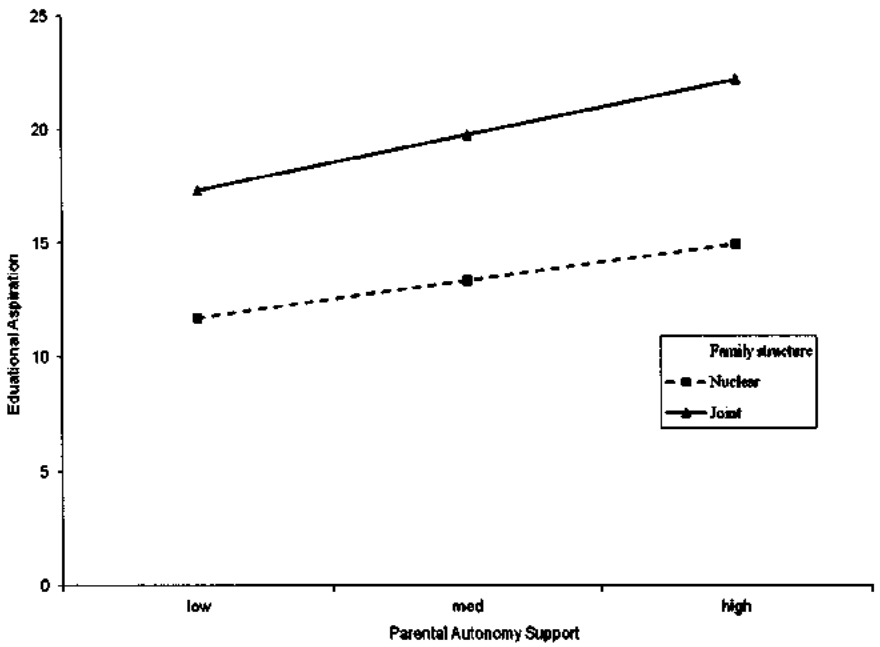

Figure 28. Figure presenting the effect of Family Structure as moderator between the relationship Parental Autonomy Support and Educational Aspirations

Figure 28 demonstrates the moderation effect by family structure on the relationship of parental autonomy support and educational aspirations. The lines in figure showed that for adolescent belong to both joint and nuclear family structure there is a slight increase in educational aspirations with the increase in parental autonomy support.

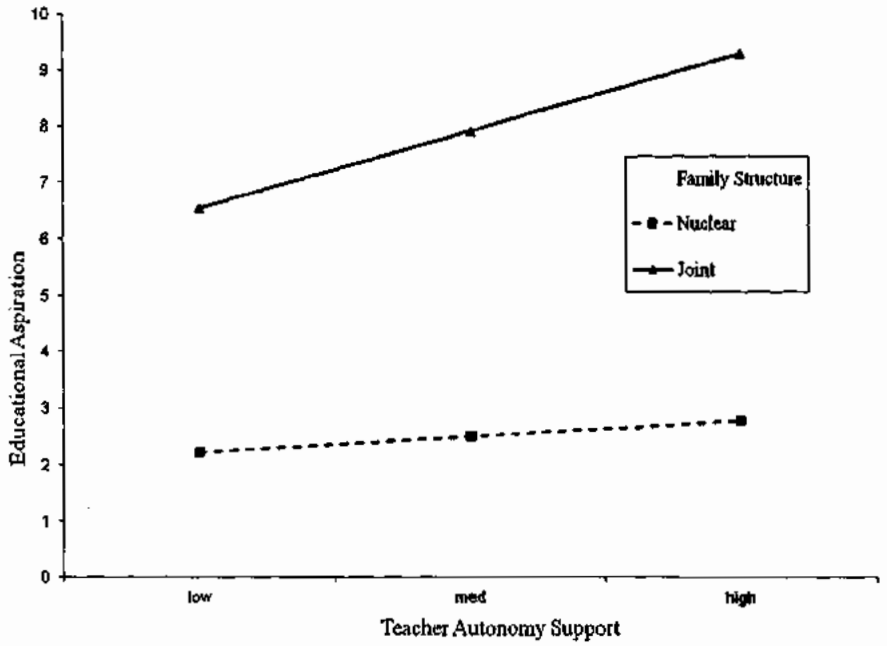

Figure 29. Figure presenting the effect of Family Structure as moderator between the relationship Teacher Autonomy Support and Educational Aspirations

Figure 29 depicts the significant moderation by family structure on the relationship of teacher autonomy support and educational aspirations. The lines in figure shows that for adolescent belong to both joint and nuclear family structure there increase in teacher autonomy support results in increased educational aspirations but this increase is more significant for adolescents belongs to joint family system.

Table 29

Summary of Logistic Regression Analysis predicting Educational Aspirations by the Parental Autonomy Support, Teacher Autonomy Support and School system (N = 560)

	Outcome: Educational Aspirations						
						95% CI	
Predictors	*B*	*SE*	*OR*	Wald statistic	*p*	LL	UL
Parental Autonomy Support	-.06	.16	.94	.14	.710	.69	1.29
Teacher Autonomy Support	.31	.16	1.37	3.72	.054	.99	1.88
School System	.28	.23	1.32	1.45	.229	.84	2.09
Parental Autonomy Support × School System	.36	.22	1.44	2.63	.105	.93	2.23
Teacher Autonomy Support × School System	.66	.23	.52	8.09	.004	.33	.82
Constant	1.34	.14	3.83	91.95	.000		

R^2 (Nagelkerke) = 0.04, R^2 (Cox & Snell) = 0.02

-2 LL =541.12

χ^2 = 11.99 (p= .03), d.f. = 5

Note. CI = confidence interval for the odd ratios (OR).

A logistic regression analysis was conducted to predict educational aspirations using parental and teacher autonomy support as predictors. A test of full model against a constant was significant, indicating that the predictors as a set reliably distinguish between high and low educational aspirations of adolescents (χ^2 = 11.99, p= .03, *d.f.* = 5).

Nagelkerke's R^2 of 0.04 indicated a weak relationship between prediction and outcome (groups). The Wald criterion demonstrated that teacher autonomy support made a significant contribution to prediction (p=.004).

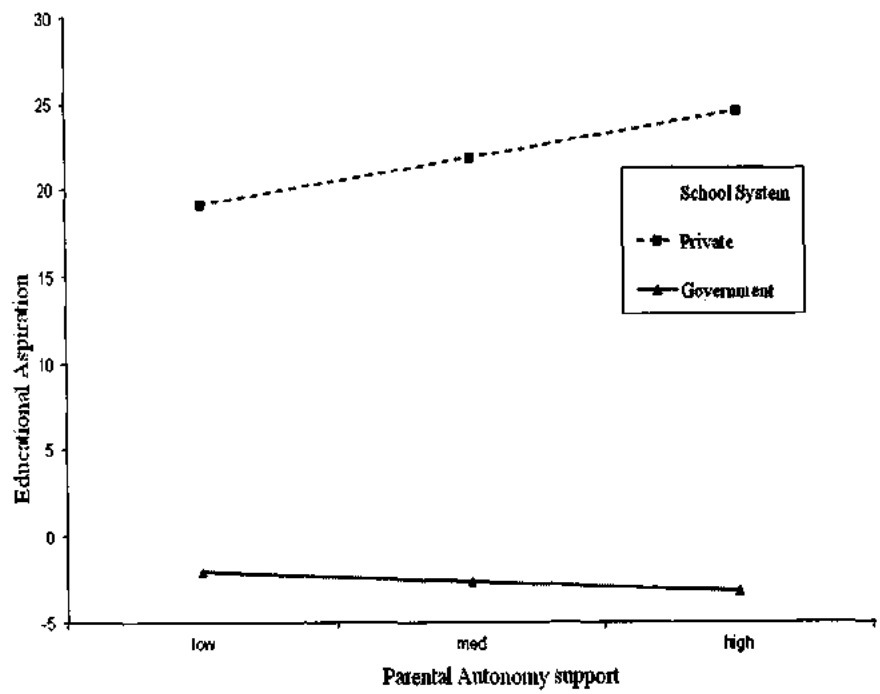

Figure 30. Figure presenting the effect of School system as moderator between the relationship Parental Autonomy Support and Educational Aspirations

Figure 30 explain the moderation effect of school system on parental autonomy support and educational aspiration. Figure explain that increase in parental autonomy support for private school adolescents leads to increase in educational aspirations while for government school students' increase in parental autonomy support slightly decreases educational aspirations.

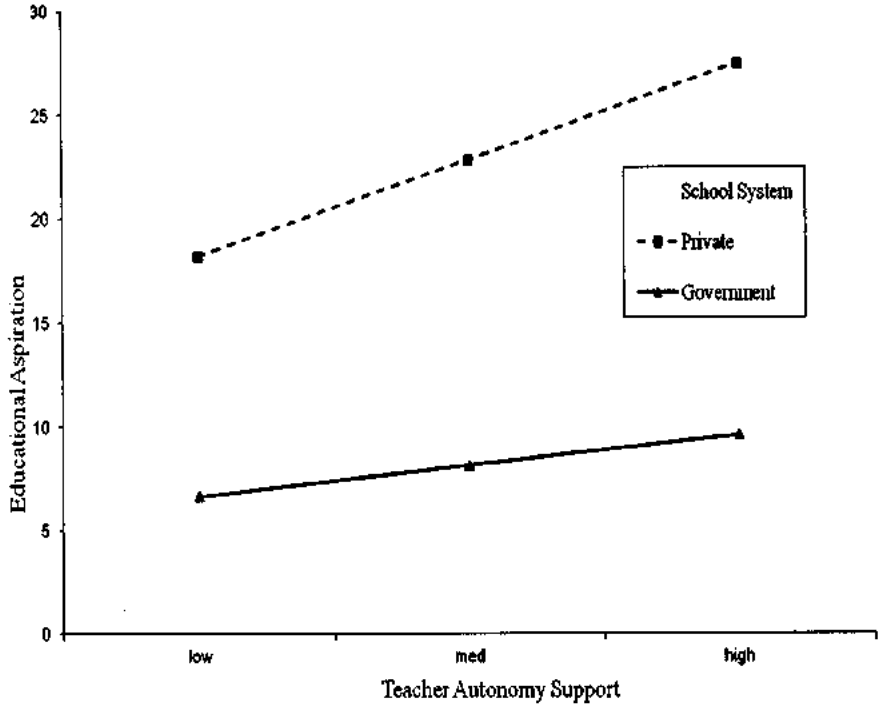

Figure 31. Figure presenting the effect of School system as moderator between the relationship Teacher Autonomy Support and Educational Aspirations

Figure 31 explain the moderation effect of school system on teacher autonomy support and educational aspiration. Figure showed that increase in teacher autonomy support leads to increase in educational aspirations among private and government school students. But this increase is significant for students of private school system as compared to government school students.

DISCUSSION

Adolescent's emerging ability to feel, think take decisions and actions independently is referred as autonomy. Parental and teacher support can facilitate adolescents in forming sense of responsibility, self determination and decision making, which in other words called autonomy. Many developmental theorists (McElhaney, Allen, Stephenson, & Hare, 2009) considered the attainment of autonomy is crucial in the process of adolescent's development, as autonomy was considered as a universal and fundamental human need (Deci & Ryan, 2000). Therefore, parental support of adolescent's self-governance has been seen as a vital role for parents of teenagers, while parental control over children has been viewed as unfavorable. Studies suggested that encouraging autonomy in adolescents' results in independent functioning which further leads to increased psychosocial functioning and better adjustment (Deci & Ryan, 2000).

Autonomy support refers any individual in authoritative position (teacher) listen others (students) point of view, empathize with feelings of others' and provide relevant information, alternatives, options and opportunities, whereas minimize demands and pressures (Reeve, 2006). Teacher autonomy support means, finding methods to cultivate, support, and enhance students' intrinsic motivation for their classroom activity (Reeve et al., 2007). While, autonomy supportive parents consider the child's perspective, provide a rationale for given activity and provide choices to their children. Though the behaviors that aggravate or promote autonomy may vary across different cultures but still it is considered a fundamental human need (Sheldon, Ryan, Deci, & Kasser, 2004). Contemporary research in the field of autonomy

support suggests that it is universally acknowledge need and parental autonomy support and parental control influence psychosocial adjustment of adolescents (Tamis, et al., 2008).

The present research emphasized to investigate the relationship between the constructs of parental autonomy support, teacher autonomy support, self-concept, and educational aspirations of adolescents. The sample of the present study was consists of adolescents from age 14-18 years collected from both private and government schools and colleges. The choice of this age group has great significance with the development of autonomy support and self concept. As previous literature highlights that adolescence is the time when individual's identity and its associated outcome like self-concept formation, futures goals and aspirations start developing mainly due to biological, cognitive and emotional changes in this age (Bosma & Kunnen, 2008).

The present research was conducted in three phases. The phase-I was planned to translate the scales of studied variables in Urdu. Phase -II involved the pilot study for cross language validation of translated scales and to establish the psychometric properties (reliability) of the measures. All the scales were being used for the first time in Pakistani culture so it was needed to find sound psychometrics. The psychometric properties of the measures of the study were established by using estimate of the internal consistency and inter-item correlation. The findings of study demonstrated that total score on parental autonomy support, teacher autonomy support and self-concept yielded high degree of Cronbach's alpha coefficient. In comparison with pilot study, findings of main study yielded increase in reliability of all scales.

Phase-III was the main study and aimed at investigating the hypothesis testing regarding the relationship among parental autonomy support, teacher autonomy support, self concept and educational aspiration of adolescents.

Provision of moderate level of guidance and structure to adolescents along with options, freedom and responsibility, is accurate explanation of autonomy support (Legault et al., 2006). The relationship between studied variables was analyzed by computing the correlation coefficients for parental autonomy support, teacher autonomy support and self-concept. The correlation matrix (Table 13) showed a diverse pattern of significant positive relationships between all studied variables. Most of these relationships were found to be theoretically consistent with previous literature.

Parental autonomy support was hypothesized to be associated with adolescent's increased self-concept. The findings from the present study support the hypothesis that adolescents having high parental autonomy support have increased level of self concept. The findings of present research were in line with the previous literature (Aquilino & Suuple, 2001; Frank et al., 2002; Laible & Carlo, 2004; Soenens & Vansteenkiste, 2010) and results support the hypothesis that there is positive relationship between parental autonomy support and self concept. The key assumptions regarding the relationship between variables was supported by the findings of the present research like that there is positive relationship between parental autonomy support, teacher autonomy support and self concept of adolescents. Parental support encourages the development of healthy identity and positive self concept in adolescent where as lack of support results in negative self-concept and identity development (Luyckx, Soenens, Vasteenkiste, Goossens, & Berzonsky, 2007). Not only parents but teachers also have a key role in the development of self-

concept in adolescents (Chear, 2004; Hamman & Hendricks, 2005; Harrell-Levy & Kerpelman, 2010). It is considered that teachers can influence the development of identity and self-concept of their students as teachers spend almost more than 30 hours a week with students (Van, Tassel-Baska, 2010). Arslan (2009) also found a significant positive relationship between self-esteem and the social support received from family and teachers.

According to Buri (1991), the development of child's self-concept depends upon teachers that play as role model for students. School environment also influence on children's personality as the process of socialization is conducted in school environment (Leung et al., 1998). Therefore teachers influenced directly on the personality of students including self-concept, feelings and attitude due to the process of socialization in school. Moreover Burnett (1996) proposed that direct positive effect on student's self-concept results from positive statement and attitude of teachers towards their students.

It was hypothesized that parental autonomy support is positively related to educational aspirations of adolescents. Results of the present study are in line with previous researches as previous research revealed that parental support positively influence adolescent's aspirations for higher studies (Cabrera & LaNasa, 2001; Trivette & Anderson, 1995).

An interaction effect was found between parental autonomy support and teacher autonomy support for adolescent's self concept and educational aspirations. The results showed that parental and teacher autonomy support was significantly predicted high self concept in adolescents (Table 14). These results are consistent with previous studies, as Gibson and Jefferson (2006), discovered that Perceived parental autonomy support contribute significantly to the improvement in self-

concept. In other words, increases in parental autonomy support results in increase adolescents' self-concepts.

The results of the present study showed that parental and teacher autonomy support was significantly predicted educational aspirations in adolescents (Table 22). The results are consistent with previous studies as it was reported by earlier studies that academic performance and educational aspirations of adolescents are positively associated with independent functioning and experience of autonomy supportive environment (Vansteenkiste et al., 2005). Perceived support from teachers relate to additional constructive outcomes for adolescents such as better school adjustment (Cadima, Leal, & Burchinal, 2010; Pianta, 1999; Reddy, Rhodes, & Mulhall, 2003). Moreover, teachers who provide autonomy supportive environment by encouraging self determination and by reducing the feelings of disgrace and self-blame, can motivate students for perceived competence and autonomous functioning with reference to their studies. Similarly Geckova et al. (2010) suggested that both family and school can stimulate educational aspirations of adolescents.

Present study focused to explore the moderating role of personal variables (gender, grade) and family environment (mother education level, father education level, socio-economic status and family structure) to find how these factors influence perception of adolescents regarding parental and teacher autonomy support predicting self concept and educational aspirations.

Findings (Table 15) showed moderation by gender for parental autonomy support, teacher autonomy support and self concept. Results of the moderated multiple analyses is consistent with past literature, both boys and girls had higher self-concept and benefited from parents who provide them more autonomy and were involved in their academic activities (LeFevre & Shaw, 2012; Zarate, 2007).

the previous research that the performance of middle school students (particularly

female students) increases if teachers provide more autonomy in school related activities (Barber & Olsen, 1997). Figure 20 and 21 further explained that increase in parental and teacher autonomy support significantly increase educational aspirations of 11^{th} and 12^{th} grade adolescents as compared to 9^{th} and 10^{th} grade adolescents. The findings of the present study are consistent with prior research as Schneider and Stevenson (1999) described that grade level is a significant predictor of aspirations. As youngsters cross the threshold of adolescence, they become more conscious about their future identity and goals. Gradually these future aspirations turn into more realistic goals as adolescents get access to information about postsecondary education and occupations (Lapan, Tucker, Kim, & Kosciulek, 2003).

It was hypothesized that Socio economic status moderates the relationship between parental autonomy support, teacher autonomy support and self-concept. Results revealed that main effect of parental autonomy support and teacher autonomy support was significant (Table 17). The figures 8 and 9 showed that socioeconomic status significantly moderate the relationship between teacher autonomy support and self concept while the moderating effect of socio economic status was non-significant by the predictor parental autonomy support.

The present study hypothesized that socio economic status moderates the relationship of parental autonomy support, teacher autonomy support and educational aspirations. Results of the moderated binary logistic regression (Table 25) found non-significant moderation by SES on the relationship of parental autonomy support, teacher autonomy support and educational aspirations. Figure 22 and 23 further explained that increase in parental and teacher autonomy support in high SES adolescents leads to increase in educational aspirations whereas increase in parental and teacher autonomy support does not results in increase in educational aspirations

of low SES adolescents. These findings are consistent with prior research that adolescent's aspirations significantly related to family income (Demi, Coleman-Jensen & Snyder, 2010; Roscigno et al., 2006). Family income is the most important predictor of college enrollment and high aspirations for education even when aptitude and ability is considered (Thayer, 2000). Findings of the earlier researches (Bui & Khanh, 2002; Cole et al. 2001; Walpole, 2003) suggest that adolescents from low-socio economic status backgrounds have lower educational aspirations. Perhaps perception of limited family income decrease adolescent's educational aspirations.

The importance of background variables in the building of aspirations has been highlighted in previous studies (Dimaki et al. 2005; Valadez, 2002). The results of the present study provide several interesting explanations for relations between parental autonomy support, socio economic status and adolescent's educational aspirations. The results indicate that family income continue to restrict the future prospects of youth. However, inclusion of more variables, relevant to academic accomplishments and family and personal characteristics reduced the importance of socio economic status (Frenette, 2007). As if adolescents have capability and aspirations for higher education, they can avail various kinds of available scholarships to fulfill their academic aims.

Previous literature focused upon the affects of poverty or low income on family unit (Brown & Lynn, 2010). As, limited income forced both parents and children to earn for the satisfaction of daily need, therefore parents unable to support their children to search for educational opportunities (Beegle, 2007). Unavailability of resources and low income badly affect children's identity formation, self-concept and stress level (Phillips & Pittman, 2003). Various researches have shown that low socio economic status of family is associated with restricted educational and career

opportunities as well as with decreased future aspirations (Figueira-McDonough, 1998; Powers, 1996). Social class determines the expectations for future careers of adolescents (Cookson & Persell, 1985). Adolescents form expectations about their careers based on their parents' jobs and by significant others around them.

Present research also explained the moderation by Mother Education level on the relationship of parental autonomy support, teacher autonomy support, and self concept. The findings in table 18 demonstrated the mother education level moderate only the relationship of teacher autonomy support and self-concept. Figure 10 further explained this as increase in self concept was related with the increase in the relationship between teacher autonomy support and high mother education among adolescent. But for mothers having low education there is no significant effect of their education on the relationship between teacher autonomy support and self concept.

Results (Table 26) confirmed the hypothesis that mother education significantly moderates the teacher autonomy support and educational aspiration relationship. These results are consistent with the previous researches as Eccles and Harrold (1993) found that parents who are better educated are more involved in school and home related activities of their children and grant more autonomy to their children than parents who are less educated. Laible and Carlo (2004) found that high level of perceived maternal autonomy support and moderate level of control were the significant predictors of the development of positive self-concept, competence and social adjustment of adolescents

The importance of family environment in shaping educational aspirations of adolescents is undeniable. This ides is strengthened by various studies (Dimaki et al. 2005: Kaplan, Liu, & Kaplan 2001; Lippman et al. 2008), including the present one. Adolescents whose parents had higher education tend to exhibit higher educational

aspirations. Results indicated that as increase in self concept and educational aspirations was related with the increase in the relationship between teacher autonomy support and high mother education among adolescent. This shows that parental high education and especially mother's education with teacher autonomy support results in increase of both self concept and educational aspirations of adolescents.

Past literature also emphasized upon the importance of teacher autonomy support for students. Manning, (2008) focused upon the importance for different educational programs to provide choices to students and empower them to control their learning skills. The receptions of participative decision making and supporting learning facilitate students to develop dynamic constructive abilities for their learning, which promote belongingness, acknowledgement, innovativeness, sympathy and social aptitudes. Meece, Herman and McCombs, (2003) proposed that adolescents exhibit better self-efficacy and commitment in education when teachers encourage high order cognitions and comprehension and strengthen the importance of skill mastery for individual. Supportive teaching also helps students to set high standards about academic achievement; develop stable social relations, and adjust guideline according to the needs and interests of students. Past studies raveled that high achievement; motivation and aspirations have been associated to interpersonal variables as parental involvement, parental autonomy support and teacher autonomy support (Grolnick, Ryan, & Deci, 1997; Grolnick & Seal, 2008).

It was hypothesized that father education level moderate the relationship between parental autonomy support, teacher autonomy support and self-concept of adolescents. Results revealed that father education level significantly moderate the relationship between parental autonomy support and self-concept (Table 19). The current findings are in the line with the past research (Turkbay, Ozcan, Doruk,

&Uzun, 2005). Further figure 12 demonstrates the moderation effect by father education level on the relationship between parental autonomy support and self concept as for both highly educated and low educated fathers. The figure showed that there is not much difference between adolescent's self-concept having highly educated and less educated fathers. The results of the present study suggest that parents with different social backgrounds and different levels of education are trying to develop and enhance self-concept in their children by using various effective methods.

The study hypothesized that level of father education moderates the relationship between parental autonomy support, teacher autonomy support and educational aspirations of adolescents. Results (Table 27) revealed that father education significantly moderate the parental autonomy support and educational aspiration relationship. While moderating effect of father education was non-significant on the relationship of teacher autonomy support and educational aspirations. Figure 26 and 27 showed that increase in parental and teacher autonomy support results in increase in educational aspirations of adolescents, for both highly educated and low educated fathers. However, considering the father education level as moderator, figures explain that highly educated fathers provide more autonomy to their children which ultimately results in high educational aspirations as compared to low educated fathers.

These results are consistent with previous studies as research found that parents with higher education and expectations play vital role on high educational aspirations of their children (Taylor, 2005). Another study by Soenens and Vansteenkiste (2005) described that autonomy support from both mothers and fathers was related with adolescents' perception of autonomy in the educational perspective,

which consequently results in better academic performance. Furthermore, researches have proved that autonomy support by mother and father are strong predictors of perceived competence and autonomous regulation in adolescents (Grolnick, Deci & Rayan, 1997; Guay & Chanal, 2008). Few studies have reported that autonomy support granted by fathers is sometimes not related to the development of self-determination in children (Gillet, Vallerand, & Lafrenière, 2012; Soenens & Vansteenkiste, 2005), even though it predict students' competence and attainment (Grolnick & Ryan, 1989).

Furthermore, the current study also investigated the moderating role of family structure for self concept and educational aspirations with parental and teacher autonomy support. Results of moderated multiple regression revealed that family structure significantly moderated the relationship between parental autonomy support and self-concept (Table 20). Figure 14 and 15 clarify that the increase in parental autonomy support and teacher autonomy support will lead to increase in self concept among adolescents from both joint and nuclear family system. But this increase is more significant for nuclear family structure as compared to joint family. Results of the binary logistic regression (Table 28) suggested that there is no difference between the adolescents from joint and nuclear family structure in educational aspirations. However figure 28 explains that adolescents belong to joint family system have high educational aspirations with increased level of teacher autonomy support as compared to adolescents belongs to nuclear family system. Previous studies support the findings of the present study, as it was found that family system, home environment and parental expectations significantly contribute to the educational aspirations of adolescents (Kirk et al., 2012; Nicholas at al. 2010). Hence, home plays fundamental role in shaping adolescents attitude towards life in general, society and provide

support for accomplishment of aspired goals. Studies discovered that educational aspirations can be enhanced by changing contextual and personal factors (Salami, 2008).

Present research also explored that school system moderate the relationship between parental autonomy support, teacher autonomy support and self concept. Results (Table 21) revealed that the moderating effect of school system was non-significant by the predictor parental autonomy support and teacher autonomy support. Further figure 16 and1 7 explain that there is no significant difference between self-concept of adolescents belong to both government and private school system. However increase in teacher autonomy support of private school adolescent's results in high self-concept as compared to adolescents of government school system. Though, the previous researches contrary to the findings of present research as study by Haywood, (2004) which found that private schools students have high self-esteem and superiority feelings as compared to public school students. According to results of present study it is clear that student from both private and public schools are similar in emotional and psychological development.

Further current study explained the moderation by school system on the relationship of parental autonomy support, teacher autonomy support and educational aspirations. Results revealed that increase in parental and teacher autonomy support leads to high educational aspirations among private school students as compared to government school (figure 30 & 31). In support of the present research findings, Mau and Bikos (2000) described that school programs and school type (public or private) are most strongest and important predictors for career and educational aspirations. It is believed that private school provides more holistic approach to education as compared to government schools (Beavis, 2004). As extremely limited literature

explore the non-academic differences between public and private schools. Therefore on the basis of current study's findings and limited literature available it can be concluded that, private schools provide more autonomy and support to their students in setting high educational goals.

Summary and Conclusion of the Study

It is widely recognized that adolescents need full support from parents and teachers to maximize their potential. Grolnick, Price, Beiswenger, and Sauck (2007) proposed two dimensions of parenting environment for facilitating inner resources in adolescents. The two dimensions are: (1) autonomy support versus control and (2) involvement versus non-involvement. *Autonomy support versus control* is the degree to which parents encourage children to initiate and make their own choices rather than apply pressure and inducements to control the children's behavior; and *involvement versus non-involvement* is the degree to which parents are interested in, and spend time relating to their children concerning their activities and experiences such as school work. The results of the study indicated that perceived parental *autonomy support* and *involvement* were positively associated with perceived competence, control understanding, and perceptions of autonomy.

Developmental theorists (McElhaney, Allen, Stephenson, & Hare, 2009) considered the attainment of autonomy is crucial in the process of adolescent's development, as autonomy was considered as a universal and fundamental human need (Deci & Ryan, 2000). Studies suggested that encouraging autonomy in adolescents' results in independent functioning which further leads to increased psychosocial functioning and better adjustment (Deci & Ryan, 2000). Besides the vital significance, very few studies in the literature have examined these constructs in Pakistani perspective.

Therefore, the present research focused to study the relationship between these constructs i.e., parental and teacher autonomy support, self-concept, and educational aspirations among adolescents. The sample of the present study was consists of adolescents from age 14-18 years collected from both private and government schools and colleges. The present research was conducted in three phases. The phase-I was planned to translate the scales of studied variables in Urdu. Phase -II involved the pilot study for cross language validation of translated scales and to establish the psychometric properties (reliability) of the measures. Phase-III was the main study and aimed at investigating the hypothesis testing regarding the relationship among parental autonomy support, teacher autonomy support, self concept and educational aspiration of adolescents.

The relationship between studied variables was analyzed by computing the correlation coefficients for parental autonomy support, teacher autonomy support and self-concept. The findings from the present study support the hypothesis that adolescents having high parental and teacher autonomy support have high level of self concept.

Present study focused to explore the moderating role of personal variables (gender, grade) and demographic variables (mother education level, father education level, socio-economic status and family structure) to find how these factors influence perception of adolescents regarding parental and teacher autonomy support predicting self concept and educational aspirations. Results revealed that both boys and girls had higher self-concept and benefited from parents who provide them more autonomy and were involved in their academic activities. The results of the present study also showed that female adolescent more aspired to high education as compared to male adolescents.

The results revealed the moderating effect of grade was non-significant by the predictor parental and teacher autonomy support on self concept. Results of binary logistic regression revealed that grade significantly moderate the teacher autonomy support and educational aspiration relationship. While moderating effect of grade was non-significant on the relationship of parental autonomy support and educational aspirations.

The results revealed that moderating effect of mother education level and father education level on self-concept and educational aspirations of adolescents was found significant. While moderating impact of socioeconomic status and school system (public and private) on self-concept and educational aspirations of adolescents was non-significant.

As the present study explored the relationship between parental autonomy support, teacher autonomy support, self concept and educational aspirations and examined these relationships in various ways by inclusion of personal and demographics variables. Initially present study found that the study variables were general constructs associated with development of adolescents in various setting. Therefore, families and schools must work together to integrate participative decision making to attain common goals for the benefit of adolescents. This strengthens the importance of education and role of parents and home learning activities to improve student performance. This involvement and collaboration encourage parents to promote autonomy and to create healthy home environment for the positive self development of adolescents. As, few variables related with low aspirations are associated with home environment, therefore school's responsibility increases to decrease the distance by reducing differences among students from diverse backgrounds (Strand & Winston, 2008).

Implications of the Study

This study serves to increase the understanding of parental autonomy support, teacher autonomy support, self concept and educational aspirations among adolescents.

The study also contributes to theoretical and practical level, as it extended previous literature concerning the use of translated scales and relationship of parental, teacher autonomy support, self concept and educational aspirations among adolescents.

Empirical support is strengthened for new aspects of relationship among studied variables by the present study, as moderating role of personal and family variables was not studied earlier.

The findings of the current study have important implications for teachers, educationists, counselors and parents. The counseling and motivational plans should be provided for students from poor background in order to maintain higher level of educational aspirations. Parents and teachers need to be aware about the significance of student's high and stable educational aspirations. Schools and colleges need to arrange counseling sessions to address family and school problems for students with low aspirations.

Limitations and Suggestions

An important limitation of this study is that the data were collected using a self-report method involving questionnaires. As sometimes participants overstate responses in self-report measures. To overcome this it is recommended for future research that other methods of data collection should be incorporated.

The scales used in present study should be validated on more broader and large sample.

This study has other important limitations, including the cross-sectional research design and the use of moderately homogeneous and well-educated samples. The data was collected from the surrounding areas of Islamabad, Wah Cantt and Attock which have high literacy rate. The use of well-educated sample limits the possibilities to generalize the findings to the population and in particular to samples that are more heterogeneous in terms of living area (rural versus urban). Future studies need to focus on nationwide data, so that generalizability of the findings may be improved.

As the study was co-relational research, it could not offer causational explanations for the obtained results. The data from one point in time limits the knowledge that can be obtained from investigating parenting practices for autonomy granting and controlling through longitudinal research design.

It is recommended for future researchers to include moderating as well as mediating role of personal and demographic variables.

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Demographic Sheet

Age: _____

Class: _____

School Medium: a) English b) Urdu

Gender: a) Male b) Female

School: a) Private b) Government

Family System a) Joint b) Nuclear

Your Parent's Monthly Income: _____

Father's Education: _____

Father's Occupation: _____

Mother's Education: _____

Mother's Occupation: _____

Number of Siblings: Brother _____ Sister _____

How much education do you want to achieve in future.

1) F.A/F.Sc/Technical Diploma
2) B.A/B.Sc/B.Tec
3) BS/M.Sc/MBBS /BS Eng
4) MS/M.Phil
5) PhD/ Specialization in Medicine

INSTRUCTIONS:

This scale asks you to describe how you feel about yourself. There is no right or wrong answer, so please just describe yourself as honestly as you can. Read each statement and decide how well it describes you according to the scale below. Read each statement carefully. Then circle the number that shows your answer.

Circle only one number for each statement, using this scale:

1 = Never

2 = Sometimes

3 = Don't Know

4 = Mostly

5 = Always

Personal Self-Concept Scale

1	I am a cheerful person	Never	Sometimes	Don't Know	Mostly	Always
2	I am a nobody					
3	I am a hateful person					
4	I am losing my mind					
5	I have a lot of self-control					
6	I am just as nice as I should be					
7	I am not the person I would like to be					
8	I despise myself					
9	I am satisfied to be just what I am					

10	I try to run away from my problems					
11	I can always take care of myself in any situation					
12	I solve my problems quite easily					

Family Self-Concept Scale

1	I am a member of a happy family	Never	Sometimes	Don't Know	Mostly	Always
2	My family would always help me with any kind of trouble					
3	I am not loved by my family					
4	I feel that my family does not trust me					
5	I am satisfied with my family relationships					
6	I understand my family as well as I should					
7	I treat my parents as well as I should					
8	I am too sensitive about the things people in family say					
9	I should have loved my family more					
10	I don't act the way my family think I should					
11	I take a real interest in my family					
12	I quarrel with my family					

Social Self-Concept Scale

1	I am a friendly person	Never	Sometimes	Don't Know	Mostly	Always
2	I am mad at the whole world					
3	I am hard to be friendly with					
4	I am as sociable as I want to be					
5	I am satisfied with the way I treat other people					
6	I ought to get along better with people					
7	I am no good at all in social situations					
8	I don't feel at ease with other people					
9	I get along well with other people					
10	I try to understand the other's point of view					
11	I see something good in everyone I meet					
12	I find it hard to talk with strangers					

Perception of Mother Autonomy Support Scale

1	My mother seems to know how I feel about things.	Not at all	Somewhat true	Don't know	true	Very true
2	My mother tries to tell me how to run my life.					
3	My mother, whenever possible, allows me to choose what to do.					
4	My mother listens to my opinion or perspective when I have got a problem.					
5	My mother allows me to decide things for myself.					
6	My mother insists upon my doing things her way.					
7	My mother is usually willing to consider things from my point of view.					
8	My mother helps me to choose my own direction.					
9	My mother isn't very sensitive to many of my needs.					

Perception of Father Autonomy Support Scale

1	My father seems to know how I feel about things.	Not at all	Somewhat true	Don't know	true	Very true
2	My father tries to tell me how to run my life.					
3	My father, whenever possible, allows me to choose what to do.					
4	My father listens to my opinion or perspective when I have got a problem.					
5	My father allows me to decide things for myself.					
6	My father insists upon my doing things her way.					
7	My father is usually willing to consider things from my point of view.					
8	My father helps me to choose my own direction.					
9	My father isn't very sensitive to many of my needs.					

The Learning Climate Questionnaire (LCQ)

Perceived Autonomy Support

This questionnaire contains items that are related to your experience with your teachers in class. Teachers have different styles in dealing with students, and we would like to know more about how you have felt about your encounters with your teacher. Your responses are confidential. Please be honest and candid.

Strongly Agree=1, Agree=2, Neutral=3, Disagree=4, Agree=5

1	I feel that my teachers provide me choices and options.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2	I feel understood by my teachers.					
3	My teachers conveyed confidence in my ability to do well in the course.					
4	My teachers encouraged me to ask questions.					
5	My teachers listen to how I would like to do things.					
6	My teachers try to understand how I see things before suggesting a new way to do things.					

ہدایات

میں تعلیمی ادارہ "انٹرنیشنل اسلامک یونیورسٹی اسلام آباد" میں PHD کی طالبہ ہوں اور Adolescents کے والدین اور اساتذہ کے بارے میں رائے اور اس کا ان کے مستقبل اور Self Concept پر ہونے والے اثر کے بارے میں تحقیق کر رہی ہوں درج ذیل میں کچھ سوالنامے دیئے گئے ہیں۔

ان سوالناموں میں کچھ بیانات درج ہیں۔ان بیانات کو غور سے پڑھیں۔ ہر سوال کے سامنے پانچ ممکنہ جوابات میں سے جو بیان آپ کے متعلق درست ہے اس پر ( ) کا نشان لگائیں اور کوئی بھی جملہ خالی نہ چھوڑیں۔یاد رکھئے کوئی بھی جواب صحیح یا غلط نہیں کیونکہ یہ صرف آپ کی ذاتی رائے کا اظہار ہے۔

تعاون کا شکریہ

عمر: سکول: جماعت:

جنس: Male/Female میڈیم: اردو/انگلش بہن بھائیوں کی تعداد:

والد کا پیشہ: والد کا تعلیم: ماہانہ آمدنی:

والدہ کا پیشہ: والدہ کی تعلیم: ماہانہ آمدنی:

فیملی سسٹم: جوائنٹ/نیوکلیر

سوال: آپ اپنی پسند کا پیشہ اختیار کرنے کے لئے مستقبل میں کس حد تک تعلیم حاصل کرنا چاہتے ہیں۔

.1	FA/FSc Technical Diploma	.3	MA/MSc MBBS/BSc Engg.	.5	Phd/Specialization in Madicine		
.2	BA/BSc B-Tech	.4	MS/M Phil				

PERSONAL SELF CONCEPT SCALE

Not at all True	Not True	Average	True	Very True	
					.1 میں خوش مزاج شخص ہوں۔
					.2 میرا ضبطِ نفس (Self Control) بہت زیادہ ہے۔
					.3 مجھ سے نفرت کی جاتی ہے
					.4 میں اہم نہیں ہوں۔
					.5 میں اب اپنے آپ سے مطمئن ہوں۔
					.6 میں ایک اچھا شخص ہوں۔
					.7 میں وہ شخص نہیں جو بننا چاہتا تھا۔
					.8 میں اپنے آپ سے نفرت کرتا ہوں۔
					.9 میں آسانی سے ہمت ہار دیتا ہوں۔
					.10 میں کسی بھی طرح کے حالات میں اپنا خیال رکھ سکتا ہوں۔
					.11 میں اپنے مسائل آسانی سے حل کر سکتا ہوں
					.12 میں مسائل کا سامنا کرنے سے فرار کی کوشش کرتا ہوں۔

FAMILY SELF CONCEPT SCALE

Not at all True	Not True	Average	True	Very True	
					1. میرا تعلق ایک خوش باش خاندان سے ہے۔
					2. میرا خاندان مشکل حالات میں میری مدد کو تیار رہتا ہے۔
					3. میرا خاندان مجھ سے پیار نہیں کرتا۔
					4. میرا خیال ہے کہ میرا خاندان مجھ پر بھروسہ نہیں کرتا۔
					5. میں اپنے خاندان کے ساتھ تعلقات پر مطمئن ہوں۔
					6. میں اپنے خاندان کو بہتر طور پر سمجھتا ہوں۔
					7. میں اپنے والدین سے ویسے ہی پیش آتا ہوں، جیسا مجھے آنا چاہیے۔
					8. میں اس بارے میں بہت حساس ہوں کہ میرا خاندان کیا کہتا ہے۔
					9. مجھے اپنے خاندان سے زیادہ پیار کرنا چاہیے۔
					10. میں ویسا کام نہیں کرتا جیسا میرا خاندان سمجھتا ہے۔
					11. میں اپنے خاندان کو بھرپور توجہ دیتا ہوں۔
					12. میں اپنے خاندان سے جھگڑتا ہوں۔

SOCIAL SELF CONCEPT SCALE

Not at All True	Not True	Average	True	Very True	
					1. میں دوستانہ فطرت کا شخص ہوں۔
					2. میں ہر ایک کے لئے غصہ محسوس کرتا ہوں۔
					3. مجھے دوسروں سے دوستی میں مشکل ہوتی ہے۔
					4. میں اپنی خواہش کے مطابق لوگوں سے میل جول رکھ سکتا ہوں۔
					6. میں لوگوں کے ساتھ اپنے برتاؤ سے مطمئن ہوں۔
					6. میرا اخلاق دوسرے لوگوں کے ساتھ جیسا اچھا ہونا چاہیے۔
					7. میں لوگوں سے میل جول میں اچھا نہیں ہوں۔
					8. میں دوسروں کے ساتھ پرسکون محسوس نہیں کرتا۔
					9. میں لوگوں سے میل جول میں اچھا ہوں۔
					10. میں دوسروں کے نقطہ نظر کو سمجھنے کی کوشش کرتا ہوں۔
					11. میں ملنے والے ہر شخص میں اچھائی دیکھتا ہوں۔
					12. میں اجنبی لوگوں سے بات کرنے میں مشکل محسوس کرتا ہوں۔

LEARNING CLIMATE QUESTIONAIRE

Strongly Disagree	Disagree	Average	Agree	Strongly Agree	
					1. مجھے لگتا ہے کہ میرے اساتذہ مجھے انتخاب اور ترجیحات (Options & Choices) مہیا کرتے ہیں۔
					2. میں محسوس کرتا ہوں کہ میرے اساتذہ مجھے سمجھتے ہیں۔
					3. میرے اساتذہ نے کورس میں میری قابلیت پر اعتماد کا اظہار کیا ہے۔
					4. میرے اساتذہ سوال پوچھنے پر میری حوصلہ افزائی کرتے ہیں۔
					5. میرے استاد سنتے ہیں (پڑھائی سے متعلق) کہ میں چیزوں کو کس طرح کرنا پسند کروں گا۔
					6. کوئی نیا طریقہ تجویز کرنے سے پہلے میرے اساتذہ اس بات کو یقینی بناتے ہیں کہ میں اس کو کیسے دیکھتا ہوں۔

PARENTAL AUTONOMY SUPPORT

Not at All True	Not True	Average	True	Very True	
					1. مجھے لگتا ہے میری ماں جانتی ہیں کہ میں چیزوں کے بارے میں کیسا محسوس کرتا ہوں۔
					2. میری ماں مجھے زندگی گزارنے کے بارے میں بتانے کی کوشش کرتی ہیں۔
					3. جب بھی ممکن ہو میری ماں مجھے اپنی مرضی سے کام کرنے کی اجازت دیتی ہیں۔
					4. جب کوئی مسئلہ ہو میری ماں میرے رائے اور نقطہ نظر کو سمجھتی ہے۔
					5. میری ماں مجھے اپنے فیصلے خود کرنے کی اجازت دیتی ہے۔
					6. میری ماں اصرار کرتی ہیں کہ میں اپنے کام ان کے طریقے کے مطابق کروں
					7. میری ماں عام طور پر میری رائے سے چیزوں کو کرنے پر راضی ہوتی ہیں۔
					8. میری ماں مقاصد منتخب کرنے میں میری مدد کرتی ہیں۔
					9. میری ماں میری بہت سی ضروریات کے بارے میں بہت حساس نہیں ہیں۔

PARENTAL AUTONOMY SUPPORT

Not at All True	Not True	Average	True	Very True	
					1. مجھے لگتا ہے میرا باپ جانتا ہے کہ میں چیزوں کے بارے میں کیسا محسوس کرتا ہوں۔
					2. میرا باپ مجھے زندگی گزارنے کے بارے میں بتانے کی کوشش کرتا ہے۔
					3. جب بھی ممکن ہو، میرا باپ مجھے اپنی مرضی سے کام کرنے کی اجازت دیتا ہے۔
					4. جب کوئی مسئلہ ہو، میرا باپ میری رائے اور نقطہ نظر کو سمجھتا ہے۔
					5. میرا باپ مجھے اپنے فیصلے خود کرنے کی اجازت دیتا ہے۔
					6. میرا باپ اصرار کرتا ہے کہ میں اپنے کاموں کے طریقے کے مطابق کروں۔
					7. میرا باپ عام طور پر میری رائے سے چیزوں کو کرنے پر راضی ہوتا ہے۔
					8. میرا باپ مقاصد منتخب کرنے میں میری مدد کرتا ہے۔
					9. میرا باپ میری بہت سی ضروریات کے بارے میں بہت حساس نہیں ہے۔