PSYCHOSOCIAL FACTORS OF ACADEMIC MOTIVATION

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By
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Samar Min Allah

24-07-2023

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ABBREVATIONS

AS	Autonomy Support
PC	Psychological Control
ISR	Intentional Self-Regulation
SC	Social Competence
AM	Academic Motivation

ABSTRACT

This research study aims to examine the psychosocial factors of academic motivation among university students. These factors include parental autonomy support and psychological control while also studying the mediating effects of social competence and intentional self-regulation in the relationship between the study variables. Convenience sampling was used and around 253 students participated in this study. The measures used in this present study were Perceived Parental Autonomy Support Scale (P-PASS), Academic Motivation Scale (AMS-28), Social Competence for Higher Education Questionnaire, Intentional Self-regulation Scale. Research finding showed that parental autonomy support has a significant and positive relationship with social competence, academic motivation, and intentional self-regulation. Psychological control doesn't predict academic motivation. There is a significant relationship of Academic motivation with social competence and intentional self-regulation. The t- test analysis also reveals that the ratio of academic motivation is higher among females than in males. The study has implications for parents, students, curriculum developers and educational institutes to familiarize themselves with the best parental involvement approaches for university students.

CHAPTER -I

INTRODUCTION

Motivation is one of the most important psychological concepts in education. It is acknowledged as having the greatest impact of all the factors influencing academic engagement and performance of students (Francis et al., 2004). The need and desire to achieve well academically affects a student's academic performance and impacts their future successes and employment chances. Motivation is described as "an internal force that initiates, leads, and maintains behaviour through time" (Thorkildsen and Nicholls, 2002).

It is widely known that parents' involvement has a significant impact on their children's academic success as well as how to pursue and accomplish academic goals (Karunakaran et al., 2019). Parents play an important role in creating their children's identities, which influences their capacity to succeed in school, their careers, and beyond (Akhter et al., 2022). While some parents provide their children with many chances to cultivate a feeling of responsibility and support their children to take the initiative, other parents exert strong control over their child's behavior, preventing them from experiencing these opportunities (Grolnick & Pomerantz, 2009). Therefore, parenting techniques that support autonomy may encourage children to become constructive and active learners and to control their time-related behaviors for academic work. Being controlling, on the other hand, entails parents forcing the child to do what they want and placing a strong emphasis on compliance and obedience (Ryan et al., 2015).

The National Association of School Public Relations has released a report demonstrating the positive effects of parental participation on students' academic performance and overall conduct (Kazm et al., 2022). Parenting that encourages

autonomy fosters children's intrinsic motivating resources. Positive school effect, engagement, increased academic success may be particularly facilitated by parents who support their children's independence (Annear & Yates, 2010). Few research, however, has looked at the association between the parenting factors such as autonomy-supportive and controlling parenting in the university student population.

The academic motivation and performance of students also depends on their ability to form supportive relationships with peers (Legkauskiene et al., 2016). Social competence has frequently been linked to student performance and is considered to be as important for success in education as academic skills (Spruijt et al., 2018). Although it has long been acknowledged that the academic performance is greatly influenced by intellectual capacity, the individual's capability to behave appropriately in society and interact with people around them is also crucial for the effective use of their intellectual potential. Support from parents has a good impact on young people' social skills and competencies. Parents impact their children's attitudes and behaviours that are expected by society, and parents also give their kids support and encouragement. Social factors therefore have a big impact on how well students perform in their educational institutes. Therefore, we need to be aware of the family circumstances of each student, particularly their attitudes and feelings as they relate to parenting.

The current study is designed to examine how parental autonomy support and psychological control influence the academic motivation of university students and how these parental factors influence the outcome variables by the mediating role of social competence and intentional self-regulation. Throughout the lifetime, intentional self-regulation abilities are essential for fostering positive and healthy development (Napolitano et al., 2011).

Parental Autonomy Support

Autonomy support is defined as a context when someone in a position of authority, considers the viewpoint of the other, enables possibilities for decision-making and initiative, gives a convincing justification for the requirement, and respect the feelings of others while minimizing the use of demands and pressure. Research indicates that environments with autonomous support have a favorable impact on adolescents' well-being, emotional regulation abilities, academic motivation, and social behaviors (Miller, 2019).

Being autonomy-supportive for a child is making an effort to understand and accept their viewpoint, using the fewest constraints possible to encourage behavior, and giving them a choice whenever possible. The child will then feel understood and will comprehend the benefits of self-regulation. According to Joussemet et al. (2008), one psychological factor that may persuade parents to act in an autonomy supportive rather than controlling way is their implicit beliefs about their children's ability to develop in an independent manner.

Psychological Control

Psychological control is characterized as a negative kind of control typical of parents that use pressure tactics including anxiety instillation, guilt induction, and love withdrawal. Evidence from research indicates that psychologically controlling parenting is a strong predictor of unfavorable outcomes in emerging adults and adolescents (Barber & Harmon, 2002).

Parents who are more controlling rather than supporting their children's autonomy may do so for some reason. According to Grolnick (2003), experiences of pressure by parents result in more restrictive actions since fostering autonomy demands

time, effort, and psychological availability which are both reduced under pressure. Worry and anxiety are internal pressures that have such detrimental impacts. According to a recent study, controlling behaviors were also linked to parents' beliefs of external threats in their child's environment as reflected in anxieties about the future, a lack of resources, and unpredictability (Joussemet et al., 2008).

The use of control by parents has been a major subject of interest in preliminary investigations. Baumrind (1991) stated that there are three sorts of parenting practices based on how they influence children: authoritative, authoritarian, and permissive. There are correlations between each category and various child outcomes. Authoritarian parents place high importance on compliance and respect for authority, and they try to control their children's conduct and views and discourage verbal bargaining with authority figures. Parents that are permissive or indulgent do not exert excessive control over their children and make minimal demands of them. High expectations and high responses are characteristics of authoritative parents. They make firm requests, affirm their child's independence, permit verbal give and take and a growing sense of autonomy (Kuppens & Ceulemans, 2018).

Academic Motivation

There are three major categories of motivation: intrinsic motivation, extrinsic motivation, and amotivation.

Amotivation

It is defined as the absence of motivation towards an activity and the state of lacking an intention to act. Amotivation, which is defined as the inability or unwillingness to act, is not deliberate behaviour. Students may become unmotivated if

they do not value or recognize the significance of the task. When setting performance goals, they feel incompetent and lack control. When individuals believe that their behavior is the result of factors beyond their control, they quit participating in academic activities, which leads to further incompetence feelings and expectations of uncontrollability.

Intrinsic Motivation

It is described as "the act of engaging in an activity for the enjoyment and satisfaction that one derives from learning, investigating, or attempting to grasp something new." Students who are motivated intrinsically are engaged in work because they enjoy it and find it satisfying, rather than because they are motivated by rewards or other external factors (Niemiec, & Soenens, 2010).

Extrinsic Motivation

Extrinsic motivation is behaving in a certain way based on outside influences and it results in external incentives. Examples of these outside influences include employee reviews, grade scales, rewards, avoiding penalties, and respect for and admiration for others. Extrinsic motivation can be seen in students who study because they need to pass a test (Ryan & Deci, 2000). According to the self-determination continuum, there are four levels of extrinsically motivated behavior:

External Regulation

It is the first level of extrinsically driven behavior. Behavior that is governed by external factors and lacking internalization is known as external regulation. Sanctions, deadlines, warnings, incentives, and other desirable external repercussions are some of these external factors (Vansteenkiste et al., 2006).

Introjected Regulation

Introjected regulations are those that entail internalized expectations or norms that drive people to act in a certain way to avoid the punishments they have given themselves. The demand for behavior is internalized, yet the person only complies with it under internal pressure rather than out of choice. The avoidance of guilt-related feelings or the fulfillment of self-worth feelings can be internal pressures. Ego involvement is a well-known example of introjection in which a person acts in a way to increase or maintain their self-esteem (Ryan & Deci, 2000).

Identified Regulation

A person has less conflict when deciding whether to participate in an activity with this type of regulation. Identification involves the subject recognizing the task's relevance, giving it personal significance, and consenting to its rules. The individual participates in the activity because they directly identify the importance of the result. Identified regulation was viewed as autonomous or self-determined. The reason for behaving is its perceived usefulness, not just for the sake of pleasure and enjoyment that the activity brings, therefore even at higher levels of autonomy, identified regulation still counts as extrinsic motivation. Students working harder so they can get enrolled in a reputable college is an example of identified regulation.

Integrated Regulation

The most autonomous type of extrinsic motivation is integrated regulation. It happens when the regulatory process is fully integrated with the individual’s coherent sense of self as they come to understand the significance of the behavior. This type can be comparable to intrinsic motivation because both are self-regulated, but it varies in

that integrated regulation is characterized by the activity being personally significant for a desired result, whereas intrinsic motivation is characterized by an interest in the activity itself. Students at an integrated regulation level may say that studying hard is part of who they are. At this level, any pressure or internal tension is not experienced by the person when performing an activity.

Social Competence

Social competence is defined as "ability to exhibit socially appropriate behaviors in a variety of situations and accordance with the environment and social expectations" (Gresham, 1995). Based on the available social knowledge, a socially competent person can adjust their social behavior (Taborsky and Oliveira, 2012).

According to the European Parliament (2006), social competence is one of the eight key competencies for lifelong learning and refers to all behaviors that allow individuals to participate effectively and constructively in different environments of social and working life (Lavall & Aldeguer, 2016).

In educational contexts, a learning environment that emphasizes teamwork and communication promotes social competency (Gedvilien, 2012). Developing and maintaining relationships, decision-making, coping with problems, responsibility, critical thinking self-control, creativity, assertiveness, problem-solving, respect, and other qualities and behaviors are essential for effective communication and cooperation. From school years to higher education, the development of social competence is critical for permitting personal development, respect for publicly recognized human rights and self-esteem. Poorly socially competent people may struggle, especially in stressful situations, to express positive feelings, deal with life's events, set goals, or devise strategies.

At the university level, the socialization process was viewed as a series of interconnected stages that students may take to better acclimate to university life and ultimately achieve better academic results. As a result, social competency in university students is perceived as a dialectical and culturally defined phenomenon that must be understood in the context of complex relationships within families and peer groups as well as the standards of the target organization.

The postmodern approach to socialization, which explains social competence highlights how work-family conflicts and adjustment in the organization together form social competence in university students, currently supports the idea of social competence (Davis, 2010). Thus, through overcoming obstacles and achieving a high standard, academic success becomes the final goal of social competence, which is seen as the desired endpoint within the parameters of social standards (Tabassum & Akhter, 2020).

The theoretical foundation of social competence is based on Bandura's Social Cognitive Theory of Personality and Erikson's cognitive development theory. Both ideas emphasize that the development of social competence is influenced by a child's intellectual and physical development, as well as a variety of social elements such as inheritance, quality of interactions, lifestyle, background, etc. The capability to understand, cooperate, follow rules, communicate, and connection skills at the start of school all contribute to the development of social competence. Therefore, less socially competent students appear to have weak interactions with their teachers and have less relationship support, that results in less feedback from classmates and instructors, as well as increased off-task conduct and consequently lower academic performance (Zorza et al.,2013). According to Lavall and Aldeguer (2016), Social competence has the following 3 dimensions:

Team Cohesion

It describes the extent to which the members of the group want to stay, including the closeness of their relationships, their sense of belonging, and how successfully they work together to achieve a common objective. The capacity to collaborate with others through effective communication and constructive conduct targeted to the development of a group is one of the components of social competence.

Group Climate

It refers to the individual's perspective of the environment in the group. Any team's performance is significantly impacted by the culture of the group. Group climate is an essential component of the learning environment in educational settings and is associated with student's behaviors, thoughts, feelings, and emotions. Students in university should be able to interact with people efficiently, know how to handle conflicts and possess the knowledge and abilities necessary to resolve them. Conflict avoidance, participation, and avoidance are three key characteristics of group climate. Members who participate contribute to group objectives and demonstrate their want to be a part of the group. Avoidance occurs when participants refuse to have difficult conversations and rely only on the facilitator for direction. When team members start to notice their differences and become nervous, withdrawn, suspicious, and aloof, conflict arises.

Social Skills:

Social skills are one of the five primary components of emotional intelligence (Goleman, 1998). Social skills include interpersonal and intrapersonal skills and are linked to many explicit and implicit social action behaviors for example the ability to

recognise, understand, and regulate one's own emotions as well as awareness of other's feelings. Interpersonal skills enable us to interact and converse with individuals and groups of people. Intrapersonal abilities are those that take place in a person's mind and enable efficient mental processes.

Intentional self-regulation

The individual plans and organizes his or her learning from the planning step to the evaluation stage during the self-regulation process. Setting goals comes first, followed by an attempt to manage and control one's thoughts, feelings, and actions, and finally, engaging fully in one's learning experiences by creating and managing them in accordance with the environmental variables (Turhal, 2022). Intentional Self-Regulation, therefore, represents "an individual's ability to actively regulate interactions with his or her environment to achieve personal goals." It is the utilization of active, goal-directed behaviors to navigate available demands and resources (Gestsdóttir & Lerner, 2008). ISR skills are goal-directed behaviors that maximize engagement in behaviors that contribute towards positive future outcomes.

One of the most important action-theoretical models that describes a person's efforts to have a positive impact on their development through Intentional self-regulation is the SOC model. By examining a person's goal-related activities and investments throughout their life, this model aims to comprehend the basic pragmatics of life. To understand ISR, the SOC model has been suggested. Three interconnected processes may be used to understand a person's Intentional self-regulation.

Intentional self-regulation has been operationalized as involving three constructs: Selection, Optimization, and Compensation. Selection involves both elective selections, or the process of identifying and managing goals, as well as loss-

based selection, the restructuring of goals in the face of barriers to goals or failure in goal attainment. Optimization is the utilization of strategies and resources to enhance the likelihood of attaining selected goals. When a goal is not met, compensation actions are used to adjust and minimize negative consequences (Freund & Baltes, 2002).

Autonomy Supportive Parenting and Academic Motivation

Parents that promote parental autonomy with their children encourage verbal exchange, offer choices where possible, speaks openly and non-controllingly, and support initiative. Instead of just stating demands without context or justification, parents in autonomy-supportive situations give explanations for desired behaviours. Furthermore, parents who promote autonomy are more likely to support competency and relatedness (Deci & Ryan, 2012). When a child asks for assistance with a challenging math problem, a parent-child relationship that promotes autonomy is likely to involve a discussion of the issue and the solutions the child considers appropriate, they encourage them. A controlling parent, contrarily, would probably give their child advice on how to handle the situation, without encouraging feedback and personal initiative. Controlling parents, on the other hand, may not allow their children to take the initiative (Fernandez, 2011).

Autonomy-supportive parenting is associated with higher self-regulation, motivation, closeness to their parents, and connectedness feelings. By giving their kids the freedom to take charge of their environment and exercise initiative, parents help increase the sense of intrinsic motivation in their children. Controlling parents, on the other hand, may lower feelings of independence and competence in their children (Fernandez, 2011).

Social competence and Parenting

The family has a significant impact on a child's ability to acquire social competence. The most important variables are the parents' social skills, the child's temperament, the parenting approach, the influences of siblings, and the mother-child bonds. Unsatisfactory family ties, particularly deficiency in the child's attachment to the mother, are the most common causes of low social competence and talents. Numerous empirical research has shown that the social development of a kid is negatively impacted by an unstable mother-child relationship. Low self-esteem, diminished motivation, and an achievement-oriented mindset might be characteristics of such kids, which are frequently accompanied by adjustment issues. (Luecken et al., 2013)

Furthermore, attachment theory suggested that stable attachments to caregivers throughout early childhood predicted later competence across a range of areas, accounting for different mechanisms by which parenting may promote social competence. It has been demonstrated that social competence predisposes children to competence throughout infancy and is connected to attachment security and early secure attachment (Shaffer, et al., 2009). Therefore, the theory proposes that loving and encouraging parenting aids in the development of social skills that serve as protective elements in many communities (Uba et al., 2012).

Social Competence and Academic Motivation

Early social competence is frequently a significant indicator of academic success. Children who are socially accepted by their classmates or act prosocial and responsibly at school are likely to be high achievers, while aggressive and socially rejected children seem to be particularly at risk for academic failure. These

interpersonal and behavioral measures of competence are frequently better indicators of success than intellectual ability. Intellectual achievements have also been connected to intrapersonal social competence aspects such as social goal-setting, problem-solving skills, trust, and feelings of social support (Wentzel, 1991).

According to three major research hypotheses, social competence affects academic accomplishment. The first presumption is that social competence and academic success are directly correlated. Furthermore, Legkauskiene & Kepalaite (2016) outlined the social competence elements that affect the achievement process. These elements include cooperative abilities, self-control, communication skills, and emotional intelligence. According to the second point of view, social competency benefits students by enhancing their social networks and peer connections, which in turn facilitates improved study assistance and, ultimately, higher academic performance. According to the third perspective (Magelinskait et al., 2014), social competency is linked to higher motivation and lessened school anxiety.

Self-regulation and parenting practices

Parents set a good example for their children when it comes to self-regulation, therefore development of self-regulation begins at home. Parents can directly teach their children self-regulatory abilities by using problem-based situations to practice personal awareness and to comprehend the needs of others (Boyer, 2012). For instance, parental control encourages the growth of excellent self-regulation. High degrees of warmth and responsiveness and low levels of harshness help to create good control. Additionally, children with parents that promote autonomy by letting their kids make decisions tend to have well-developed self-regulation (Karreman et al., 2006).

Problem Statement

The problem addressed in this research is the need to understand the specific factors that influence the academic motivation of university students. There is a lack of knowledge regarding how specific parental factors and social competence relate to important outcomes such as academic motivation and academic performance. By filling this research gap, the study will contribute to the existing literature, and the findings will contribute to a deeper understanding of the unique dynamics of parental influences in the Pakistani educational context and provide insights for creating effective strategies to enhance students' academic and social outcomes in higher education and ultimately fostering a positive learning environment.

The Rationale of the Study

Population gap

Most of the literature indicated that research on parenting practices and academic performance was focused on school children. (Marjoribanks, 2005). After school, children in Western countries transition to independent living. Western literature is restricted to school-age children only because they no longer live with their parents. However, in Pakistani society, parents and children typically stay together for a long time. After their children have completed their higher education and are financially independent, they typically continue to live together. Academic success in higher education may therefore also be impacted by parenting style. There is a need for additional research on the association between academic success of university students and parental engagement. So, the rationale for conducting this study is to examine the impact of parenting attitudes on the academic motivation and academic performance of university students. Incorporating university students as the study sample will add a new perspective to the current body of literature (Bukhari et al., 2021).

Methodological gap

The findings of a study offer intriguing ideas for further investigation into the mechanisms through which social competency is connected to academic success. The prediction can be that social competency would lead to improved social interactions at school, which would lower school anxiety, boost learning motivation, and ultimately improve academic performance. To test this prediction, additional longitudinal study is required (Magelinskait et al., 2014).

Conceptual gap

Despite the fact that several research have looked at the effects of social competence on adolescent adjustment (Kim, 2004), little is known about whether social competence determines the academic motivation of students.

Specifically, there is a very limited amount of published research on Pakistani students' social competency and academic motivation and its links with parental autonomy support and psychological control in educational settings, so this relationship is also examined in the current study. This represents a gap in the literature given the relative extent to which these processes predict social competence.

Research Questions

The following research questions have been established by the current study:

1. What is the relationship among parental autonomy support, psychological control, social competence, academic motivation, and intentional self-regulation?

2. Does autonomy support, psychological control, intentional self-regulation, social competence predict academic motivation among students?

3. Does intentional self-regulation and social competence mediate between parental autonomy support, psychological control, and academic motivation?

4. What is the differences among males and females in autonomy support, control, academic motivation, social competence, and intentional self-regulation?

Research Objectives

1. To examine the associations between parental autonomy support, psychological control, social competence, intentional self-regulation and academic performance.
2. To examine the mediating role of intentional self-regulation and social competence between autonomy support, psychological control, and academic motivation.
3. To examine the differences in the males and females in autonomy support, control, academic motivation, social competence, and intentional self-regulation.

Research Hypothesis

1. There will be a positive relationship between perceived parental autonomy support, intentional self-regulation, social competence, and academic motivation of university students.
2. There will be a negative relationship between parental psychological control, social competence, and academic motivation of university students.
3. There will be a mediating role of intentional self-regulation and social competence in the relationship between, autonomy support, psychological control, and academic motivation.

4. There will be gender differences in the social competence, intentional self-regulation, parental autonomy support control and academic motivation.

Significance of the Study

Parents are among the most important social figures as they connect with their children on daily basis. It is crucial to understand how patterns of parenting connect with student behaviors. Since constructs such as parental autonomy support and social competence have only been a few times previously measured in Pakistan, the study will give a clear picture of how students stand in terms of their social competence, and how these factors influence their academic motivation and academic achievement.

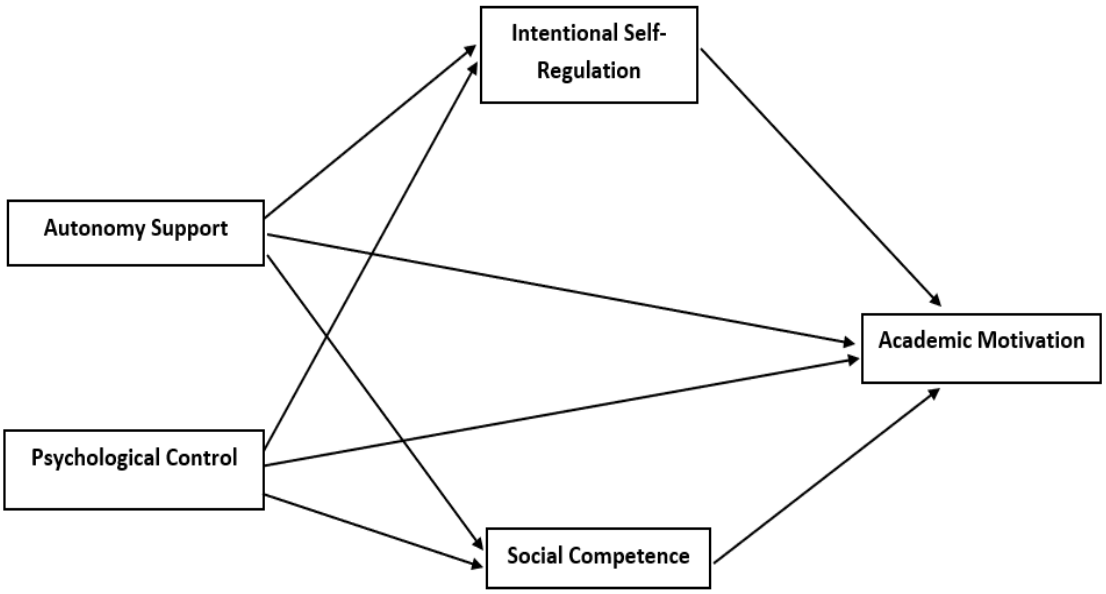
The significance of social interactions and competence in both the academic and personal lives of university students have been highlighted by prior research. Social competence in this context is viewed as a vital component in university students that increases their social cohesion, forms supportive friendships, and satisfies their needs as significant members of their families, communities, and class. Understanding how parental attitudes affect these dimensions and how they relate to students' academic results will be understood in this study.

The information obtained by completing this study will be beneficial to students, parents, and educators. If parents are aware of how their contribution and involvement in the educational activities with their kids affect their ability for learning and future, they might be more engaged and actively participate in their education. The outcomes of this study might potentially be helpful for educational institutions and might be a useful addition to the existing knowledge of the psychology of education. The research findings can be used to develop educational programs that promote parental involvement in school-related activities, decision-making and homework.

Such initiatives can be implemented to bridge the gap between school and home while increasing academic performance of students.

Additionally, the research results will have practical implications suggesting that interventions focused on parenting attitudes towards their children will improve the academic motivation and academic performance of students in the long term. For future research and professionals, the study can also provide valuable insight.

Conceptual Framework



CHAPTER -II

LITERATURE REVIEW

Prior studies showed that students who interacted with their classmates more frequently reported feeling more motivated than others (Wentzel, 2017). In a recent study done during the COVID-19 closure, students at universities reported lower levels of academic motivation and a lack of peer interactions. As a result, having fewer social interactions may also be associated with changes in adolescents' willingness to attend school online as compared to in-person (Wentzel, Russell, & Baker, 2016).

The attachment theory advanced by Kek et al. in 2007 claims that parental support indirectly affects academic success. The hypothesis holds that having a secure, caring environment to grow up in tends to encourage high levels of self-efficacy, particularly academic self-efficacy, which in turn supports several practical adaptive behaviours. Parent-child relationships foster lifelong lessons in critical thinking and contribute to the development of the children's self-confidence. Student wellbeing is enhanced when parents are actively engaged in their children's learning and support them both emotionally and academically (Yieng et al., 2020).

In several academic subjects, a study demonstrated the relative importance of students' ability self-concepts, learning goals, task values, and accomplishment motives for their grades. Students' ability self-concept continued to be the most important motivating predictor of their scores, surpassing differences in their intelligence and prior scores, even after all predictors were assessed using domain-specific criteria. There is therefore substantial evidence that believing in their competencies is favorable in terms of academic success (Steinmayr et al., 2019).

According to a study, family relationships were crucial in fostering the student's transition. Girls' achievement is negatively impacted by the home environment's use of punishment. Additionally, it was discovered that children are more likely to commence and stick with difficult and intellectual tasks when their parents and children have a favorable affective relationship (Garhwal, 2016).

According to numerous studies on parenting styles, children who experience permissive and authoritarian parenting styles perform worse in school, but children who experience authoritative parenting experience higher academic achievement. This pattern of outcomes implies that, rather than obedience, a punishing attitude, and neglect, it is necessary to observe warmth, discipline, and clear limits to promote academic achievement. Additionally, observing the permissive parenting style has the effect of giving children too much freedom and too little guidance and control, which causes youngsters to have more self-doubts. They consequently become reliant on others, feel unable to control their impulses, and lack the confidence to deal with challenging circumstances (Noreen, 2021).

According to researchers, the importance given to peer interactions during adolescence has an impact on school students' motivation levels. According to a study, students' importance of peer group relationships increases during adolescence. The academic motivation was influenced by peer group norms. Despite a drop in motivation and achievement levels of students overall, the study indicated that students who belonged to groups with strong academic performance showed lesser decline (Morrow, 2008).

Parents set a good example for their children when it comes to self-regulation, therefore good self-regulation development begins at home. For

instance, parental positive control encourages the growth of excellent self-regulation. This positive control is created by high degrees of warmth, responsiveness with minimal levels of severity. Additionally, kids with parents that promote autonomy by letting their kids make decisions tend to have well-developed self-regulation (Bernier et al., 2010).

Providing compelling evidence of the SEL programs' positive impact on student's academic achievement, the findings of the study showed that SEL programs not only significantly enhanced social and emotional skills of the students but also their academic performance (Filiz & Durnal, 2020).

The socioeconomic situation has effects on academic results. Children perform better academically in families where the parents are more advantaged socially, educationally, and monetarily. Additionally, they also provide their children with extra psychological support by fostering environments that foster the development of the skills necessary for academic achievement (Okantey 2008).

In a comparative study among students in public and private higher education institutions, Mahyuddin et al. (2009) looked at academic success, achievement motivation, and emotional intelligence. Results of that study revealed positive, statistically insignificant correlation between students' passion for success and academic achievement (Bakar et al., 2022).

A study examines the effect of undergraduate students' motivation on their academic success. A considerably favorable correlation between motivation and academic success is the study's key finding. It suggested that motivation and academic success have a positive relationship. Additionally, survey results show that

undergraduate students are driven to learn. In general, student motivation improves academic achievement, and it is a highly accurate predictor of students' GPA (Bakar et al., 2022).

The advantages of parental autonomous support from early childhood, middle childhood, adolescence, and even during the college years have been well-documented by researchers (Turner et al., 2009). Conversely, psychological control seems to impair children's social skills to the point that high levels are associated with rejection, relational victimisation, and physical peer abuse during adolescent and middle childhood (Moilanen & Manuel, 2017).

Theoretical Background

The study is based on the self-determination theory for academic motivation. For students to succeed academically, motivation is the force that drives them to take certain actions.

Self Determination Theory

One of the major theories of human motivation, Self-determination theory was created by Deci and Ryan in the 1970s and has been studied in a wide range of life domains, including education. The theory of self-determination explains why some people are motivated either for controlled reasons or have autonomous aims. According to this theory, people are driven by an inner need to feel competent and independent; as a result, students are more motivated intrinsically and have more self-determination when the learning environment supports the fulfillment of these desires (Yarin et al., 2022). Children, through the processes of internalization and intrinsic motivation, pursue their interests, explore their surroundings actively, engages in tasks and challenges, involved in activities that can help them in their competence development,

and help them internalise the attitudes, behaviors, and standards of their social environment. Children are therefore intrinsically motivated to engage in these behaviors, which are essential for their development.

Development and motivation are affected by three psychological needs described in SDT: relatedness (i.e., developing fulfilling social connections), Competence (i.e., the belief that results are obtainable), and autonomy (i.e., initiating and regulating outcomes). To fulfill these needs, the social context that students are in (parents, instructors, peers) is crucial (Guay, 2021). Regardless of a person's cultural background or religious beliefs, all three needs must be met for natural development to take place. In light of this, Ryan and Deci suggested that environments that promote psychological needs for competence, relatedness, and autonomy should also support intrinsic motivation, growth, interest, enjoyment, and well-being. Therefore, when close family members exhibit autonomy-supportive behaviors, such as taking into account people's viewpoints, acknowledging their emotions and perceptions, offering them choices, and giving information can help the person feel competent and autonomous. When parents encourage their kids' demand for independence, they are not being lenient or encouraging detachment. Instead, they democratically provide structure while respecting the sentiments and interests of the kids. In the context of the family, such autonomous support is linked to a variety of advantageous outcomes. Parental autonomy support was coded in interview studies, and the results show a positive relationship between this approach and students' educational and social adjustment. Similar to this, reports of adolescents of how they feel their parents encourage their autonomy are linked to psychosocial and academic advantages. Parental beliefs and child temperament are some of the factors that are likely to have an impact on parental autonomy support. How much parents trust in their kids tends to

internalization and growth and it strongly influences their capability to provide autonomy support (Joussemet et al., 2008).

Contrarily, controlling actions that inhibit people's perceptions of competence, relatedness, and autonomy include setting deadlines for tasks and praising on level of performance. In conclusion, this theory proposes that autonomy-supportive circumstances promote feelings of relatedness, competence, and autonomy. These perceptions encourage ideal functioning in return (Guay et al., 2006). The three psychological needs are explained in detail:

Autonomy

The desire to have a feeling of choice and willingness in one's actions is referred to as the need for autonomy. Students who behave in a manner that is compatible with their beliefs and interests will feel in control of their actions. When students experience autonomy support they behave independently and integrate aspects of the educational context. Autonomy does not mean being disconnected or isolated from important individuals in one's life. Numerous studies have demonstrated that experiencing acceptance and connection with significant others is linked to a stronger sense of autonomy.

Competence

It is regarded as the need to engage and relate with one's surroundings effectively. The students look for challenges that are just a little bit beyond their current capabilities and engage in activities that will help them eventually improve their aptitudes. However, what matters is the subjective experience of believing that one is capable, not the level of aptitude acquired by the student. The satisfaction of this need

has obvious adaptive consequences for students, as it is strongly connected to their academic achievement (Guay, 2021).

Relatedness

It refers to the need for strong emotional connections with family members and close friends as well as a sense of belongingness among larger groups. Without this need, it would be difficult to understand why people would so easily internalize ways of getting along with others in their groups. Additionally, students' potential is developed when their need for relatedness is satisfied.

According to how much of a person can be regarded as self-determined, authors Deci and Ryan differentiated three types of motivation, which are described below:

Extrinsic motivation

It indicates that the persons are devoted to pursuing a goal distinct from the action itself. It describes actions taken for motives other than their intrinsic satisfaction and enjoyment. For instance, a person might wish to learn mathematics because he sees it as useful for his career or to continue with the course that comes after him in the curriculum.

Intrinsic motivation

Intrinsic motivation represents the highest level of self-determination. As individuals feel a sense of choice, perceive themselves as competent, and experience a connection to the task or activity. It depicts a circumstance in which one takes part out of innate curiosity and the pleasure it brings. For instance, a student may like learning maths because of the joy and satisfaction that comes from understanding new ideas or because of the subject's inherent fascination. Given this, it's crucial to point out that

playing and exploring allow youngsters to demonstrate intrinsically motivated actions because they don't rely on rewards or outside demands but instead bring them fulfillment and delight.

Amotivation

Amotivation represents the lowest level of self-determination. It describes when a person is neither inwardly nor externally motivated to engage in a behavior (Yarin et al., 2022). Amotivation has been linked to learned helplessness, where people stop trying because they feel incompetent and powerless. According to Barkoukis et al. (2008), The four different types of amotivated behavior are:

a) The conviction that one is incapable of performing a task.
b) The conviction that the chosen strategies won't result in what is desired.
c) The idea that the action is too difficult for the person.
d) The idea that even a lot of effort is not enough to do a task successfully.

CHAPTER-III

RESEARCH METHODOLOGY

Research Strategy

The research strategy used was the survey method.

Research Design

The research study falls under the category of “Correlational Research Design”.

Population and Sampling

The participants in the present correlational research include students from different Pakistani Universities. Convenience sampling was used for selecting the participants. Males and females of the age range between 17 to 28 years participated in this study. The number of participants calculated through g power was 270.

Inclusion Criteria

1. The respondents of the research study were only university students in Pakistan.
2. The research study's respondents ranged in age from 17 to 28.

Exclusion criteria

1. Those students whose parents were not alive were not included in the study.
2. Those students who did not live with their parents were excluded.
3. Students with any serious illness or disability were not included.

Operational Definitions

Autonomy Support

Being autonomy-supportive means considering young people's particular internal frames of reference and respecting their own needs and emotions. Those parents who promote their kids' autonomy provide them with chances to be active participants and to feel responsible for their actions (Soenens et al., 2007). Autonomy support has been operationalized as

(b) Giving a rationale for rules and demands.

(a) Acknowledging the child’s feelings.

(c) Providing choices and opportunities for taking initiative.

Psychological Control

It is the expression of a conditionally approving attitude toward children and, more specifically, it is the use of a variety of invasive parenting techniques to influence children's thoughts, feelings, or behaviours. Parents who have psychological control over their children use invasive and manipulative techniques including shame, guilt induction, personal attacks, disappointment, isolation, and love withdrawal to get their kids to do what they want and to alter their feelings, opinions, and thought processes (Barber, 1996).

Social Competence

The capacity to create and maintain favourable social outcomes is referred to as social competence (Khan et al., 2022). Socially competent behavior can be defined as “A person's behavior that, in a particular situation, enables them to achieve their goals while also ensuring that their behaviors are accepted by others" (Gedviliene et al., 2014).

Academic Motivation

It refers to internal processes that instigate and sustain activities aimed at achieving specific academic goals. Academic motivation, according to self-determination theory, is multidimensional and is made up of three universal motivational factors: intrinsic motivation, extrinsic motivation, and amotivation (Deci & Ryan, 2002).

Intentional self-regulation

ISR processes include “selecting goals, optimizing one’s resources to achieve those goals, and compensating by adjusting when original goals are blocked or when strategies for optimization fail” (Geldhof et al., 2014).

Data Collection Tools

Demographic form

The demographic information form includes participants' age, gender, semester, level of education, number of siblings, birth order, number of close friends, number of hours of study per day, number of hours of social media usage per day, father and mother education, parents’ income, part-time job, family system, relationship with teachers and involvement in class activities.

Measures

The following 4 measures were used in the research study.

The Perceived Parental Autonomy support scale (P-PASS)

The scale was developed by Mageau et al. (2015), and is a tool designed to assess the level of parental autonomy support and psychological control experienced by late adolescents and emerging adults. It comprises of total 24 items set on a seven points

Likert scale encompassing response options that ranges from 1 (strongly disagree) to 7 (strongly agree) with moderately agree as midpoint (4). In this research study, perceived autonomy support and psychological control were examined independently.

The P-PASS consists of six scales, three for the Autonomy Support factor and three for the Controlling factor. The Controlling factor encompasses three dimensions: Threatening to punish the child, inducing guilt, and encouraging performance goals. On the other hand, the Autonomy Support factor comprises three dimensions: Offering choice within certain limits, Explaining the reasons behind the demands, rules, and limits and being aware of, accepting, and recognizing the child's feeling. The P-PASS scale was proven to have face and concurrent validity with other scales of parenting in the authors' validation research of an adolescent population. The internal consistency (α) of P-PASS scores varied from.89 to.94 (Mageau et al., 2015).

Social Competence in Higher Education Questionnaire

The scale was developed in 2016 by Leganés-Lavall and Pérez-Aldeguer. The questionnaire consists of total 40 items with a Likert point of 1 to 4 and is an accurate and valid tool for assessing social competence in higher education. The scale was created from the perspective of social competence as a multidimensional concept comprising contextual, cognitive, and affective dimensions, as well as interactions between individual traits, social expectations, and cultural background traits. It consists of three sub-scales: Group climate (engagement, avoidance, and conflict levels in peer relationships), team cohesion (how much a participant wants to be a part of the group) and social skills (intrapersonal and interpersonal interactions between peers). The overall social competence questionnaire's Cronbach alpha reliability was 0.89.

Additionally, strong internal consistency (.91) was demonstrated by the 3 subscales (Lavall & Aldeguer, 2016).

Academic Motivation Scale (AMS-C 28)

The academic motivation of university students is evaluated using the Academic Motivation Scale developed by Vallerand et al. (1992). AMS scale was chosen because the self-determination theory that serves as the theoretical foundation for this study was evaluated by its subscales.

Three different types of motivation evaluated by this scale are extrinsic motivation, Intrinsic motivation and Amotivation.
The extent to which each item related to one of the reasons respondents go to university was asked from them. On a Likert scale, the responses were rated from 1-7 with 1 (does not correspond at all) and 7 being the most relevant (corresponds exactly). With a Cronbach's alpha of .81, the English version of the scale was found to have adequate levels of reliability. Additionally, it has been demonstrated that AMS scores exhibit concurrent validity and factorial validity with other measures of motivation (Vallerand et al., 1992).

Intentional self-regulation

ISR scale was developed by Freund & Baltes (2002). It consists of a total of 18 items. It is a Likert-type format and the respondents were given the SOC-related option of each item and asked them to respond to ‘‘How much do each of these statements describe you?’’. The options for each item varied from 1 (Not at all like me) to 5 (Very much like me), and the mid-point 3 (Somewhat like me). By calculating the mean of all the components, the scale's overall score is determined (Geldhof et al., 2014).

Procedure

The university's Ethical Board granted permission before the data collection process. Permission from the authors of the questionnaires was also obtained before using the scales in our study. Students were contacted in their classrooms during their free time. In the classrooms, participants were told of the study's purpose and provided with a consent form. They were ensured that all the identifying information collected through the form would remain strictly confidential that the responses to the survey would be anonymous and the information obtained would be used only for the research purpose. Moreover, taking part in the research was solely voluntary. Also, the participants of the study had the right to discontinue their involvement in the study at any time. After that, the hard copies of the questionnaire which includes the written consent form, participants' demographic information, and the scales were presented to the volunteered students in the classrooms which they completed on their own time. The questionnaire took approximately 15–20 minutes for the participants to complete.

Data Analysis

To explore the correlations among the study variables, Pearson correlation analysis was conducted and the potential effects of independent variables on the dependent variables were examined by performing regression analyses. Multiple mediation analysis was performed to examine the mediating role of social competence and intentional self-regulation between autonomy support, control, and academic motivation. Gender differences were analyzed through an independent sample t-test. SPSS and AMOS were used to analyze the data.

Ethical Considerations

1. Informed consent was obtained before conducting the research that entailed the purpose of the research study along with the participant's age range who can qualify to participate in the research.
2. The protection of participants was ensured by considering that the participation would not cause potential physical, psychological, or financial harm.
3. The confidential information of the study participants was ensured by explicitly stating that the identifying information obtained would solely be used for the research purpose and that all the data and information obtained would remain strictly confidential.
4. The true purpose of the study was explicitly mentioned. The study's goal and objectives were explained to the participants with honesty, integrity, and transparency without deception.
5. The respondents were given full control over the withdrawal from participation at any point. There will be no penalty upon the withdrawal.

CHAPTER -IV

RESULTS

Table 1

Frequencies and percentages of Demographic Characteristics of Sample (N=253)

Demographic variables	*Categories*	*n*	*%*	M	SD
Gender	Male	116	45.8		
	Female	137	54.2		
Age				21.9	2.81
Birth Order	First	80	31.6		
	Middle	93	36.8		
	Last	75	29.2		
Education	MSc	10	4		
	BS	220	87		
	MS/MPHIL	23	9.1		
Number of Siblings				3.67	1.61
Number of Close friends				4.16	3.02
Number of hours of study per day	Less than one hour	20	7.9	2.58	1.91
	1	60	23.7		
	2	67	26.5		
	3	46	18.2		
	4	26	10.3		
	5	13	5.1		
	6	7	2.8		
	7	7	2.8		
	8	5	2.0		
	10	2	0.8		

Social media usage hours per day				5.11	3.2
Father education	No formal Education/primary	18	7.1		
	Secondary/higher secondary	118	46.6		
	Bachelor or above	117	46.2		
Mother education	No formal Education/primary	69	27.3		
	Secondary/higher secondary	117	46.2		
	Bachelor or above	67	26.5		
Parents income	Less than 50,000	36	14.2		
	50,000-100,000	86	34.0		
	100,000-150,000	65	25.7		
	Above 150,000	66	26.1		
Family system	Nuclear	174	68.8		
	Joint	79	31.2		
Involvement in class activities	Very active	49	19.4		
	Active	154	60.9		
	Not very active	50	19.8		
Parttime job	Yes	50	19.8		
	No	203	80.2		
Relationship with teachers	Very satisfactory	63	24.9		
	Satisfactory	130	51.4		
	Neutral	47	18.6		
	unsatisfactory	11	4.3		

For the sample N=253, Frequencies and percentages were computed to identify the prevalence of demographic variables (birth order, education, number of siblings, number of close friends, number of hours of study per day, social media usage hours per day, fathers education, mothers education, parents income, family system, involvement in class activities, part-time job and relationship with teachers) and were presented in Table 1. For the age, number of siblings, number of close friends, number of hours of study per day, and social media usage hours per day, mean and standard deviation were calculated. Participants had a mean age of 21.9 years (SD =2.81). 31.6 % of students were born first in their families. 26.5% of students study an average of 2 hours per day and on average participants use social media up to 5.11 hours a day. Respondents in BS were 220 (87%). Most of the respondent's (34%)' income of their parents was between 50,000 to 100,000. Fathers and mothers with secondary/higher education were the highest with 46.6% and 46.2% respectively. Most of the students (174) live in a nuclear family system. Along with their studies, 50 students (19.8%) were doing a part-time job and 130 students (51.4%) had a satisfactory relationship with their teachers.

Table 2

Alpha reliability of Scales and their sub-scales (N= 253)

Scale	*No. of Items*	M	SD	Range	α
AS	12	56.8	14.32	12-84	0.88
Offering choice within certain limits	4	19.65	5.14	4-28	0.73
Explaining the reasons behind the demands, rules, and limits	4	19.09	5.25	4-28	0.72
Being aware of, accepting, and recognizing the child's feelings	4	18.07	5.54	4-28	0.76
PC	12	40.7	13.97	12-84	0.85
Threatening to punish the child	4	11.9	5.93	4-28	0.78
Inducing guilt	4	11.7	6.23	4-28	0.83
Encouraging performance goals	4	17.2	4.81	4-28	0.56
SC	40	125.65	15.44	80-160	0.92
Group Climate	12	37	4.88	19-48	0.75
Team Cohesion	9	29.02	4.44	13-36	0.83
Social Skills	19	59.7	7.96	31-76	0.87
AM	28	130.33	28.26	28-184	0.92
Intrinsic Motivation	12	57.10	14.5	12-84	.898
Extrinsic Motivation	12	59.97	14.95	12-84	0.91
A motivation	04	13.3	6.001	4-28	0.75
ISR	18	65.3	11.19	18-90	0.88

Note: M=Mean, SD= Standard Deviation, AS=Autonomy Support, PC= Psychological Control, AM= Academic Motivation, ISR= Intentional Self-Regulation.

Table 2 shows Cronbach alpha values for the autonomy support scale, psychological control scale, academic motivation, social competence scale, and intentional self-regulation scale. All of the scales were found to have a good value of internal reliability. The alpha value of AS scale is 0.88, the PC scale is 0.85, SC is 0.92. Academic motivation has an alpha reliability of 0.92 and ISR has an alpha reliability of 0.88. Cronbach alpha values for all subscales of autonomy support, psychological control, social competence, and academic motivation were calculated and it was seen that all subscales have acceptable internal reliability of the items. The skewness and kurtosis were also in range.

Table 3

Descriptive statistics and Inter-scale correlation between autonomy support, psychological control, social competence, academic motivation, intentional self-regulation, and academic performance (N=253)

		1	*1a*	*1b*	*1c*	*2*	*2a*	*2b*	*2c*	*3*	*3a*	*3b*	*3c*	*4*	*4a*	*4b*	*4c*	*5*
1	AST	-																
1a	ASS1	.89 **	-															
1b	ASS2	.89 **	.69**	-					.									
1c	ASS3	.91 **	.73**	.72 **	-													
2	PCT	-.042	-.03	.04	-.11	-												
2a	PCS1	-.10	-.09	-.04	-.15 *	.8 **	-											
2b	PCS2	-.23**	-.17 **	-.15 *	-.29 **	.87 **	.70 **	-										
2c	PCS3	.30 **	.24 **	.35 **	.23 **	.69 **	.44 **	.36 **	-									
3	SCT	.22 **	.18 **	.22 **	.18 **	-.01	-.04	-.09	.13 *	-								
3a	SCS1	.104	.081	.12	.08	.15 *	.147 *	.06	.17 **	.87 **	-							
3b	SCS2	.16 *	.14*	.17**	.12	-.04	-.104	-.08	.11	.88 **	.76**	-						
3c	SCS3	.26 **	.22 **	.25**	.24 **	-.08	-.11	-.15 *	.096	.92 **	.64 **	.69 **	-					
4	AMT	.46 **	.37 **	.45**	.41 **	.08	-.002	-.01	.28**	.37**	.27**	.28**	.40**	-				
4a	AM1	.47 **	.39 **	.46**	.43 **	-.003	-.05	-.103	.18 **	.39 **	.26**	.28 **	.44 **	.93**	-			

4b	AM2	.41**	.34 **	.40 **	.36 **	-.01	-.12	-.09	.25 **	.35 **	.22 **	.27**	.39**	.94**	.82**	-	
4c	AM3	-.003	-.03	.02	.001	.44 **	.41 **	.42 **	.24 **	-.08	.06	-.06	-.15 *	.14 *	-.09	-.06	-
5	ISR	.32**	.27 **	.29 **	.29 **	.16 **	.10	.06	.27**	.49 **	.39**	.33**	.52 **	.44**	.45**	.43**	-.06	-

*Note: AST= Autonomy Support Subscale, ASS1= Offering Choice Within Certain Limits, ASS2= Explaining The Reasons Behind The Demands, Rules, And Limits, ASS3=Being Aware Of, Accepting, And Recognizing The Child's Feelings,PCT=Psychological Control Total, PCS1=Threatening To Punish The Child, PCS2=Inducing Guilt, PCS3= Encouraging Performance Goals, SCT= Social Competence Total, SCS1= Group Climate, SCS2= Team Cohesion, Scs3= Social Skills, AMT= Academic Motivation Total, AM1= Intrinsic Motivation, AM2= Extrinsic Motivation, AM3= Amotivation, ISR= Intentional Self-Regulation **P<.01 (Two Tailed) *P<.05 (Two Tailed)*

Table 3 showed that there is a significant positive correlation between parental autonomy support and social competence which indicates that if autonomy support increases social competence also increases. It was found that there was a significant positive correlation between autonomy support and academic motivation which shows that if autonomy support increases, academic motivation also increases. There was a significant positive correlation between parental autonomy support and intentional self-regulation which means that if autonomy support increases, intentional self-regulation also increases. There was a significant positive correlation between psychological control and intentional self-regulation which means that if psychological control increases, intentional self-regulation also increases. There is a significant correlation between psychological control and Amotivation which means that if psychological control increases, Amotivation also increases. There is a significant correlation between social competence and Academic motivation which means that if social competence increases, Academic motivation also increases. There is a significant correlation between social competence and intentional self-regulation which means that if social competence increases, intentional self-regulation also increases. There is a significant positive correlation between academic motivation and intentional self-regulation which means that if academic motivation increases, intentional self-regulation also increases.

Table 4

Fit Indices for autonomy support, psychological control, intentional self-regulation, social competence, and academic motivation in university students (N=253)

Model	χ^2	Df	χ^2/df	GFI	CFI	NFI	RMSEA	SRMR
Initial model	60.79	2	30.39	.933	.708	.712	.342	.112
Model fit	3.30	3	1.10	.996	.999	.986	.020	.032

Note. All changes in chi-square values are computed relative to the model, χ^2>.05. GFI= Goodness of fit index, CFI=comparative fit index, NFI = normed fit index; RMSEA=root mean square error of approximation, SRMR=Standardized root mean square.

In Table 4, The model fit indices were indicated for autonomy support, psychological control, intentional self-regulation, social competence, and academic motivation in university students. Hence, to evaluate the model fit suggested fit indices including GFI, CFI, NNFI, RMSEA, and SRMR were analyzed. Theorists recommend that χ^2/df ought to be in the middle of 0 and 5, and RMSEA and SRMR Indices should be .08 or less. In, compression CFI, FI, and NFI indices of .90 or higher are considered excellent.9 $\leq$ .8 is viewed as passable in some cases (Hair et al. 2010; Hu and Bentler,1999).

So, the χ^2/df was 1.10 of the modified model whereas the RMSEA and SRMR were .020 and .0.32. However, GFI, CFI, and NFI indices were .996, .999 and .986 respectively.

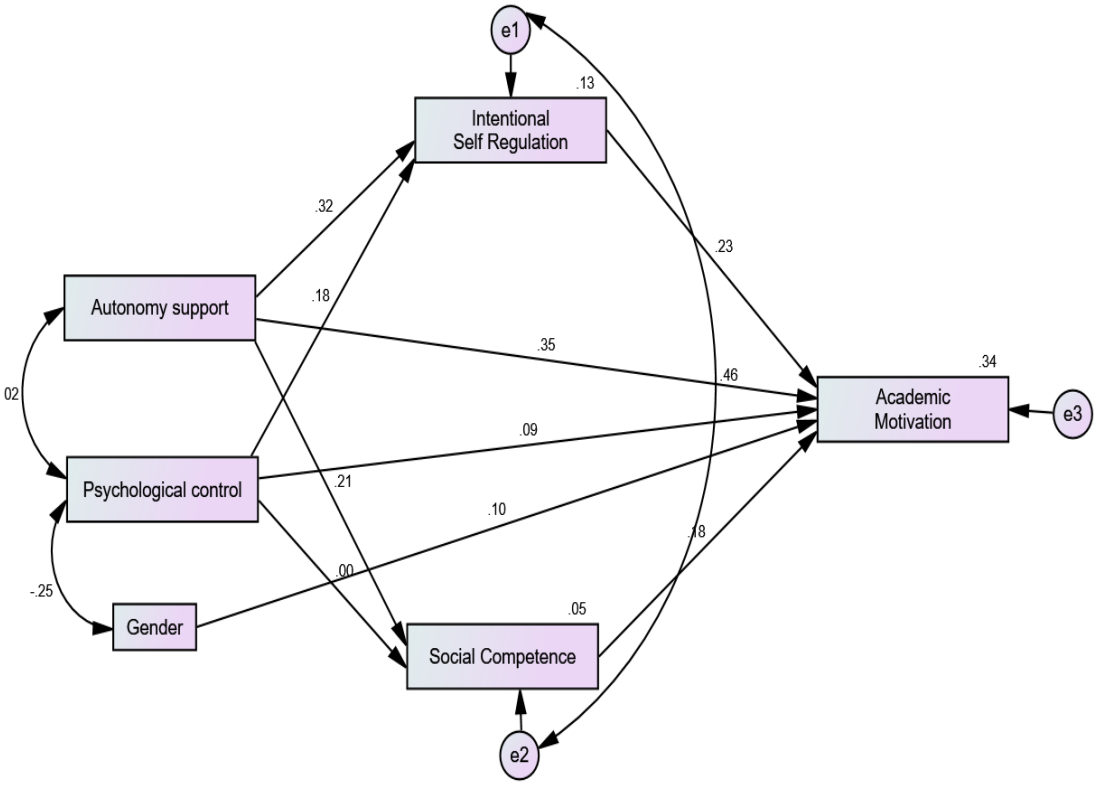

e1
.13
Intentional
Self Regulation
.32
.23
Autonomy support
.18
.35
.34
.46
Academic
Motivation
e3
02
.09
Psychological control
.21
.10
.18
.00
-.25
Gender
.05
Social Competence
e2

Table 5

Direct effect of autonomy support, psychological control, intentional self-regulation, social competence on academic motivation among university students (N=253)

Antecedents	Mediators				Consequent	
	Intentional self-regulation		Social competence		Academic motivation	
	B	*SE*	*β*	*SE*	*β*	*SE*
Autonomy support	.323 * * *	.046	.215 * * *	.066	.347 * * *	.107
Psychological control	.175	.047	-.001	.068	.067	.106
Intentional self-regulation	-				.231 * * *	.157
Social competence			-		.183	.109
Academic motivation					-	
Covariates						
Gender					.095	
R^2	.132		.046		.339	

Note*: β* = standardized regression coefficient, *SE*= standard error

Table 5 depicts the predictors, mediators, and outcome variables in the prediction of intentional self-regulation, social competence, and academic motivation. It showed that autonomy support, and psychological control as potential antecedents, intentional self-regulation, social competence as mediators, and academic motivation as the consequent variable. Covariates such as gender are also included.

The results of the direct effect showed that autonomy support positively predicted academic motivation. The beta coefficient of .0347 for academic motivation suggested a positive relationship with autonomy support. Regarding autonomy support, the beta coefficient of .323*** for ISR suggested a significantly positive relationship with autonomy support. The beta coefficient of .215*** for social competence indicated a significantly positive relationship with autonomy support. The beta coefficient of .349*** for academic motivation showed a significantly positive relationship with

autonomy support. The beta coefficient of .231*** for academic motivation suggested a significantly positive relationship with Intentional self-regulation. The beta coefficient of -0.001 for social competence suggested a negative relationship with psychological control. The beta coefficient of 0.067 for academic motivation suggested a positive relationship with psychological control. The beta coefficient of 0.183 for academic motivation suggested a positive relationship with social competence.

Table 6

Mediating Effect of intentional self-regulation and social competence on the relationship between autonomy support, psychological control and academic motivation (N=253)

Variables	Academic Motivation		
	ß	95% *CI*	
		LL	*UL*
Indirect			
Autonomy support→ ISR	.147**	.051	.294
Autonomy support→ SC	.074**	.012	.188
Psychological control → ISR	.082	.022	.191
Psychological control → SC	.000	-.047	.055

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

Table 6, shows the results of the mediating effects of ISR on the relationship between AS and AM. The table provides information about the indirect effects of AS on AM through ISR. The beta coefficients (ß) indicate the strength and direction of the relationships, while the 95% confidence intervals (CI) provide a range of values within which the true population parameter is likely to fall (Hayes & Scharkow, 2013).

The first row of the table shows the indirect effect of AS on AM through ISR. The beta coefficient of .147 suggested a significant relationship, indicating that AS had a positive impact on AM through ISR., indicating that higher levels of autonomy support were associated with higher levels of ISR, which in turn, had a positive impact on academic motivation. The Confidence interval is (.051, .294) so the effect is statistically significant.

The second row of the table shows the indirect effect of autonomy support on academic motivation through social competence. The beta coefficient of .074 suggested a positive relationship, indicating that higher levels of autonomy support were

associated with high levels of social competence which in turn, had a positive impact on academic motivation. However, since the confidence interval (.074, .188) the effect is statistically significant.

The third row shows the indirect effect of PC on AM through ISR. The beta coefficient of .082 indicated a positive relationship. This suggested that PC is associated with ISR and has a positive impact on AM. Indicating that higher levels of psychological control were associated with high levels of ISR which in turn, had a positive impact on academic motivation.

The fourth row of the table shows the indirect effect of PC on AM through SC. The beta coefficient of .000 indicated no significant relationship. This suggested that PC is not associated with SC, which in turn, would have no significant impact on AM. However, since the confidence interval is (-.047, .055) the effect is not statistically significant.

In summary, the results suggested that there is a significant indirect effect of social competence and intentional self-regulation in mediating the relationship between autonomy support and academic motivation in this study. However social competence has no significant relationship in mediating between psychological control and academic motivation. Whereas ISR mediates between psychological control and Academic motivation.

Table 7

T Test Table of differences between Gender on the study variables. (N=253)

	Males (116)		Females (137)		t	p	95%CI	
	M	SD	M	SD			LL	UL
Autonomy Support	55.6	13.8	57.8	14.73	-1.23	.22	-5.8	1.34
Psychological control	44.5	13.43	37.5	13.67	4.1	.000	3.6	10.4
Social competence	124	15.3	127	15.5	-1.53	.13	-6.8	.85
Academic motivation	126.7	27.7	133.4	28.5	-1.91	.06	-13.8	.21
Intentional Self-regulation	65.1	10.6	65.5	11.7	.26	.798	-3.1	2.4

It was hypothesized in our study that there will be significant differences between males (n=116*)* and females (n=137) in terms of autonomy support, psychological control, social competence, academic motivation, and intentional self-regulation among university students. To examine this hypothesis, an independent sample t-test was performed. The results in the table showed no significant gender difference in intentional self-regulation, but significant differences were found in Autonomy support and psychological control. Female students scored significantly higher (57.8) than male students (55.6) on the Autonomy support scale. Male students scored significantly higher (44.5) than female students (37.5) on the psychological control scale. Significant differences were found in Academic motivation. Male students scored significantly lower (126.7) in academic motivation than female students (133.4). Significant differences were found in social competence. The social competence of female students (127) is higher than male students (124).

CHAPTER -V

DISCUSSION

The present study examined the psychosocial factors associated with the academic motivation of university students in Pakistan. The result findings of the study are in line with the literature review mentioned above. The study results demonstrated significant relationships between the study variables i.e., those students who perceive their parents as autonomy-supportive have more social competence, are more academically motivated, and have high self-regulation.

The reliability values of the instruments used in the current study were very good. The reliabilities of the scales P-PASS, AMS, social competence scale, and ISR were 0.88. 0.92, 0.92, 0.88 respectively.

The objective of the study was to examine the relationships of the variables so one of the hypotheses was that there will be a positive relationship between perceived parental autonomy support and the social competence of students. The findings showed a significant relationship between these two variables. It means that if parents provide autonomy support to their children, it will increase their social competence. A study conducted among Chinese emerging adults, it was discovered that social competence and social desirability are significantly positively correlated with parental support. According to this study, emerging adults who receive more parental support are more likely to have attitudes and behaviors that are in line with social expectations, to engage in social activities with others, to be able to handle a variety of problems daily and to have better social competencies (Ma & Wang, 2019).

One of the hypotheses of the study was that there would be a negative relationship between parental psychological control and the social competence of

students. The findings of our research study are consistent with this hypothesis showing that there is a negative relationship between these variables. If psychological control increases, the social competence of students will decrease. According to research, a mother's constrictive and cold attitude results in the development of poor social skills in her children. It shows that there is a high likelihood that children will not acquire the necessary social skills and competencies in families where there is no warmth, encouraging, and understanding parent-child relationships. This could influence the emergence of undesirable behaviors (Hart et al., 2003) (Kompirović, 2020).

According to a hypothesis, there will be a mediating role of intentional self-regulation between parental autonomy support and academic motivation. Our study results support this hypothesis and show a positive relationship, indicating that higher levels of autonomy support were associated with high levels of ISR which in turn, had a positive impact on academic motivation. According to one study finding, support from mothers was linked to engagement in the goal, which in turn was linked to academic success. The results of that study show that moms are still a greater factor than fathers in influencing the academic success of teenagers (Yau et al., 2021). Another hypothesis was that there would be a mediating role of social competence between parental autonomy support and academic motivation. Our study results support this hypothesis and show a positive relationship, indicating that higher levels of autonomy support were associated with high levels of social competence which in turn, had a positive impact on academic motivation. Children reported by themselves, their teachers, and third-party observers as socially competent, skillful intellectually, and persistent in finishing organized tasks who perceived their mothers as more autonomy supportive. Assistance from parents might encourage children's connection with their families. Children may experience an increase in their intrinsic drive to perform well in

school if they feel appreciated as a significant family member, and that their ideas and opinions are acknowledged(Pedersen 2017, Su-Russell & Russell, 2021). One research hypothesis stated that there will be a mediating role of social competence between psychological control and academic motivation. Our study results do not support this hypothesis and show no significant relationship, indicating that social competence does not mediate between psychological control and academic motivation. Our proposed research hypothesis was that there will be a mediating role of ISR between psychological and academic motivation. Our study results support this hypothesis and show a positive relationship, indicating that higher levels of psychological control were associated with high levels of ISR which in turn, had a positive impact on academic motivation.

One of the research hypotheses was that Parental autonomy support will predict the academic motivation and academic performance of students. The results are consistent with the hypothesis and indicate that parental autonomy support is a significant predictor of the academic motivation of university students. A study looked at the connections between perceived parental involvement, autonomy support, academic motivation, and academic achievement of first-generation university students. 427 students participated in the study and a structural regression model with four observed factors of parenting (mother and father involvement and autonomy support), and three factors of academic motivation (intrinsic, extrinsic, and amotivation) was examined. Perceived parenting behaviors significantly positively predicted academic motivation that, in turn, predicted academic achievement among university students. Academic success was significantly positively impacted by extrinsic motivation more than by intrinsic motivation and amotivation (Zulfiqar et al., 2023).

Moreover, the hypothesis stated that there will be a positive relationship between perceived parental autonomy support and students' academic motivation and academic performance. The results of the study are consistent with the hypothesis indicating the significant relationship that if autonomy support of students increases their academic motivation will also increase. Previous studies have shown that factors including parental and educational influences may have an impact on the relationships between children's mental health and academic success and motivation. Despite internalizing symptoms, school and family variables had a favorable impact on academic motivation (e.g. Kelly et al., 2012). A hypothesis was that there would be a positive relationship between social competence and students' academic motivation and academic performance and that social competence would predict the academic motivation of students. The results are consistent with the hypothesis and indicate that social competence is a significant predictor of the academic motivation of university students and indicates a significant relationship between social competence and academic motivation. In research conducted on primary school students, a positive correlation between learning motivation and social competence was found. The relationship between social competence and learning motivation is explained by the negative correlation between learning motivation and school anxiety i.e., social competence may act to reduce anxiety and lowered anxiety may help to enhance learning motivation (Magelinskaitė et al., 2014).

Another research hypothesis was that parental autonomy support will have a positive relationship with intentional self-regulation and our study results are consistent with this hypothesis and showed a significant positive relationship between these two variables. Amani et al. (2019) conducted a study on adolescents and found parental involvement as a predictor and Self-regulated learning as a mediator for students'

academic achievement. Parents have a greater influence on the academic life of adolescents by providing opportunities for Self-regulated learning. In a longitudinal study conducted by Xu and Steiner (2010), parents provide a stimulus for self-regulation by modeling, encouraging, facilitating, and rewarding. Thus, academic achievements can be predicted by affecting their children's self-regulatory behaviors (Farooq & Asim, 2020). Parental psychological control will predict the academic motivation of students according to the hypothesis of the study. The results don't support this hypothesis and show that psychological control doesn't predict the academic motivation of students. According to prior studies, teenagers who grow up in a controlling environment frequently exhibit poor academic and psychological adjustment and are highly susceptible to both internalizing and externalizing difficulties (Teuber et al., 2021).

One objective of the study was to examine the gender differences in the study variables. Our results showed significant gender differences in autonomy support, psychological control, academic motivation, social competence, and academic performance of students. Male students have low academic motivation and academic performance when compared with female students. Parents show more psychological control to males than to females in our study. No significant gender differences are found in intentional self-regulation. A study provides strong evidence that greater academic motivation exists among females than among males (Siebert et al., 2006).

Conclusion

To conclude, the study was conducted on the topic “Psychosocial Factors of academic motivation”. The age range of the population was between 17-25 years. It was found that autonomy support has a significant and positive relationship with social competence, academic motivation, and intentional self-regulation. Social competence has a significant association with academic motivation. The ratio of academic motivation is higher among females than in males.

The study found that parenting attitudes serve as an influencing force and play a crucial role in academic motivation among university students. The present research has the significance of adding beneficial findings to the available literature on parenting attitudes and academic motivation.

Limitations and Future Recommendations

Apart from the significance that the research holds, the present study encompasses some limitations as well. One of the limitations of the research study was the lack of some students' interest in completing responses. This lack of interest can be due to some reasons such as external factors that affect their motivation to respond, the length of the questionnaire, and the time required. Another limitation faced in the study was the reluctance or refusal of some teachers to allow data collection in their classes since it would interfere with their teaching plans.

The findings showed the importance of parental attitudes for students' social competence, intentional self-regulation, and academic motivation and as a result, it is recommended that parents establish a trusting relationship with their kids from early childhood days to help them develop better learning habits and strategies. Parents should foster their children's autonomy so that it can ultimately lead to academic success.

Future research should consider a longitudinal and mixed-method research design including interviews for data collection to gain a thorough understanding of factors associated with academic motivation at the university level. Through various parent awareness programs, parents should be sensitized about the critical role of their involvement and be enlightened about the desirable outcomes of autonomy-supportive parenting on students' academic processes and outcomes. All educational institutions in Pakistan should provide counseling services to students; this would aid students from negligent and authoritarian homes in developing coping mechanisms with the long-term aim of improving academic motivation and performance.

Implications

The result of this study could contribute to the existing knowledge of psychology. The information obtained from this study is beneficial to parents, students, curriculum developers and educational institutes to become aware of the most effective methods of parental involvement approaches for university students.

Educational institutes should create policies and initiatives that educate parents in better ways they can get involved in their children's education. Parents may take a more active role in their child's education if they are aware of how their parenting style and level of involvement with their kids affects their learning capacity, self-regulation, social competence, and long-term academic results.

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ANNEXURE A

INFORMED CONSENT FORM

Dear Respondent,

I am a student of MS clinical psychology and invite you to participate in my research project. This research is being carried out under the supervision of Mr. Shaf Ahmed at Bahria University Islamabad. The purpose of this research is to investigate the impact of parenting and social factors on the academic motivation and academic performance of university students. Your participation in this study will require approximately 10-15 minutes to fill out this questionnaire. The information taken from you will be kept confidential and will be used only for research purposes. You have the right to withdraw your participation during any stage of the research. I would appreciate it if you took the time to fill out this survey. If you have any questions concerning this study, please feel free to contact me through my email: 01-275212-017@student.bahria.edu.pk.

Please indicate with your signature in the space below that you understand your rights and agree to participate in the research. Thank you.

Signature: _____

ANNEXURE B

DEMOGRAPHIC INFORMATION SHEET

Gender: Male/ Female

Age _____

Education: Msc/BS/ MS/ MPHIL

Number of siblings (Including yourself) _____

Birth order: _____

How many close friends do u have? _____

Average time do you study per day? _____

Number of hours spend on social media per day _____

What is your CGPA? _____

Father education

- No formal education/Primary
- Secondary/Higher secondary
- Bachelor or above

Mother education

- No formal education/Primary
- Secondary/Higher secondary
- Bachelor or above

Parental Income?

- Less than 50,000

- 50,000-100,000
- 100,000-150,000
- Above 150,000

Family system?

- Nuclear
- Joint

Involvement in class activities

- Very active
- Active
- Not very active

Do you have a part time job?

- Yes
- No

How is your relationship with your teachers?

- Very satisfactory
- satisfactory
- neutral
- unsatisfactory

ANNEXURE C

PERCIEVED PARENTAL AUTONOMY SUPPORT SCALE (P-PASS)

Please answer the following questions about your parents while you were growing up.

Using the scale below, please indicate the extent to which you agree with each of the statements regarding your mother and father's behaviors.

Do not agree at all	Hardly agree	Slightly agree	Somewhat agree	Agree	Strongly agree	Very strongly agree
1	2	3	4	5	6	7

WHEN I WAS GROWING UP …

1	My parents gave me many opportunities to make my own decisions about what I was doing.	1 2 3 4 5 6 7
2	When my parents asked me to do something, they explained why they wanted me to do it.	1 2 3 4 5 6 7
3	When I refused to do something, my parents threatened to take away certain privileges in order to make me do it.	1 2 3 4 5 6 7
4	My point of view was very important to my parents when they made important decisions concerning me.	1 2 3 4 5 6 7
5	My parents refused to accept that I could want simply to have fun without trying to be the best.	1 2 3 4 5 6 7
6	When my parents wanted me to do something differently, they made me feel guilty.	1 2 3 4 5 6 7
7	My parents encouraged me to be myself.	1 2 3 4 5 6 7
8	Within certain limits, my parents allowed me the freedom to choose my own activities.	1 2 3 4 5 6 7
9	When I was not allowed to do something, I usually knew why.	1 2 3 4 5 6 7
10	I always had to do what my parents wanted me to do, if not, they would threaten to take away privileges.	1 2 3 4 5 6 7

11	My parents believed that, in order to succeed, I always had to be the best at what I did.	1 2 3 4 5 6 7
12	My parents made me feel guilty for anything and everything.	1 2 3 4 5 6 7
13	My parents were able to put themselves in my shoes and understand my feelings.	1 2 3 4 5 6 7
14	My parents hoped that I would make choices that corresponded to my interests and preferences regardless of what theirs were.	1 2 3 4 5 6 7
15	When my parents wanted me to do something, I had to obey or else I was punished.	1 2 3 4 5 6 7
16	My parents were open to my thoughts and feelings even when they were different from theirs.	1 2 3 4 5 6 7
17	In order for my parents to be proud of me, I had to be the best.	1 2 3 4 5 6 7
18	When my parents wanted me to act differently, they made me feel ashamed in order to make me change.	1 2 3 4 5 6 7
19	My parents made sure that I understood why they forbid certain things.	1 2 3 4 5 6 7
20	As soon as I didn't do exactly what my parents wanted, they threatened to punish me.	1 2 3 4 5 6 7
21	My parents used guilt to control me.	1 2 3 4 5 6 7
22	My parents insisted that I always be better than others.	1 2 3 4 5 6 7
23	When I asked why I had to do, or not do, something, my parents gave me good reasons.	1 2 3 4 5 6 7
24	My parents listened to my opinion and point of view when I disagreed with them.	1 2 3 4 5 6 7

ANNEXURE D

ACADEMIC MOTIVATION SCALE

Using the scale below, indicate to what extent each of the following items presently corresponds to one of the reasons why you go to university.

Does not correspond at all	Corresponds a little	Corresponds moderately	Corresponds a lot	Corresponds exactly
1	2	3	4	5	6	7

1	Because with only a high-school degree I would not find a high-paying job later on.	1 2 3 4 5 6 7
2	Because I experience pleasure and satisfaction while learning new things.	1 2 3 4 5 6 7
3	Because I think that a university education will help me better prepare for the career I have chosen.	1 2 3 4 5 6 7
4	For the intense feelings I experience when I am communicating my own ideas to others.	1 2 3 4 5 6 7
5	Honestly, I don't know; I really feel that I am wasting my time in university.	1 2 3 4 5 6 7
6	For the pleasure I experience while surpassing myself in my studies.	1 2 3 4 5 6 7
7	To prove to myself that I am capable of completing my university degree.	1 2 3 4 5 6 7
8	In order to obtain a more prestigious job later on.	1 2 3 4 5 6 7
9	For the pleasure I experience when I discover new things never seen before.	1 2 3 4 5 6 7

10	Because eventually it will enable me to enter the job market in a field that I like.	1 2 3 4 5 6 7
11	For the pleasure that I experience when I read interesting authors.	1 2 3 4 5 6 7
12	I once had good reasons for going to university; however, now I wonder whether I should continue.	1 2 3 4 5 6 7
13	For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.	1 2 3 4 5 6 7
14	Because of the fact that when I succeed in university, I feel important.	1 2 3 4 5 6 7
15	Because I want to have "the good life" later on.	1 2 3 4 5 6 7
16	For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.	1 2 3 4 5 6 7
17	Because this will help me make a better choice regarding my career orientation.	1 2 3 4 5 6 7
18	For the pleasure that I experience when I feel completely absorbed by what certain authors have written.	1 2 3 4 5 6 7
19	I can't see why I go to university and frankly, I couldn't care less.	1 2 3 4 5 6 7
20	For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.	1 2 3 4 5 6 7
21	To show myself that I am an intelligent person.	1 2 3 4 5 6 7
22	In order to have a better salary later on.	1 2 3 4 5 6 7
23	Because my studies allow me to continue to learn about many things that interest me.	1 2 3 4 5 6 7

24	Because I believe that a few additional years of education will improve my competence as a worker.	1 2 3 4 5 6 7
25	For the "high" feeling that I experience while reading about various interesting subjects.	1 2 3 4 5 6 7
26	I don't know; I can't understand what I am doing in university.	1 2 3 4 5 6 7
27	Because university allows me to experience personal satisfaction in my quest for excellence in my studies.	1 2 3 4 5 6 7
28	Because I want to show myself that I can succeed in my studies.	1 2 3 4 5 6 7

ANNEXURE E

SOCIAL COMPETENCE SCALE

Please circle your level of agreement or disagreement with each of the following statements about you and your group of classmates.

Totally Disagree	Disagree	Agree	Totally Agree
1	2	3	4

1	There is a good relationship between the members of the group.	1 2 3 4
2	We feel comfortable working together.	1 2 3 4
3	When somebody talks to me, I pay attention and make an effort to understand him/her.	1 2 3 4
4	We try to understand and reason what we do together.	1 2 3 4
5	We feel good about our group.	1 2 3 4
6	When I do not understand something I ask the right person.	1 2 3 4
7	We talk about the problems between us.	1 2 3 4
8	We enjoy helping each other.	1 2 3 4
9	I show my gratitude to the members of the group.	1 2 3 4
10	There is a good sense of participation in the group.	1 2 3 4
11	We stay together against the challenges.	1 2 3 4
12	I ask for help when I need it.	1 2 3 4
13	We make our work without depending on a group leader.	1 2 3 4

14	I feel safe in my group.	1 2 3 4
15	I explain things in a way that others can easily understand.	1 2 3 4
16	There is little friction and anger among the members of the group.	1 2 3 4
17	We encourage each other to achieve the challenges.	1 2 3 4
18	I apologize to others when I do something that I know is wrong.	1 2 3 4
19	We feel close to each other.	1 2 3 4
20	I feel that I fit well in the group.	1 2 3 4
21	I try to understand the emotions that I feel.	1 2 3 4
22	We strive to solve the arising problems.	1 2 3 4
23	I would like to participate in more challenges with my group.	1 2 3 4
24	I let others to know what I feel.	1 2 3 4
25	We act as we think that is good for the group.	1 2 3 4
26	We help each other.	1 2 3 4
27	I try to understand what others feel.	1 2 3 4
28	I help those in need.	1 2 3 4
29	There is confidence between the members of the group.	1 2 3 4
30	If I do not agree with someone, I try to reach an agreement.	1 2 3 4

31	I find other ways to solve difficult situations without getting angry.	1 2 3 4
32	When somebody tries to convince me I listen to him/her and then I decide what to do.	1 2 3 4
33	When someone accuse me of something, I understand what and why, and then I think about the best way to interact with the person who accused me.	1 2 3 4
34	Our feelings are openly shown among the members of the group.	1 2 3 4
35	I think about the best way to give my point of view before a difficult conversation.	1 2 3 4
36	If a problem arises I try to determine what caused it.	1 2 3 4
37	The members of the group are little tense and anxious.	1 2 3 4
38	I fix an objective before starting a task.	1 2 3 4
39	I honestly choose if I could perform well a specific task before starting to do it.	1 2 3 4
40	I decide what I need to know and how to get that information.	1 2 3 4

ANNEXURE F

INTENTIONAL SELF-REGULATION SCALE

How much do each of these statements describe you?

Not at all like me Somewhat like me Very much like me

1 2 3 4 5

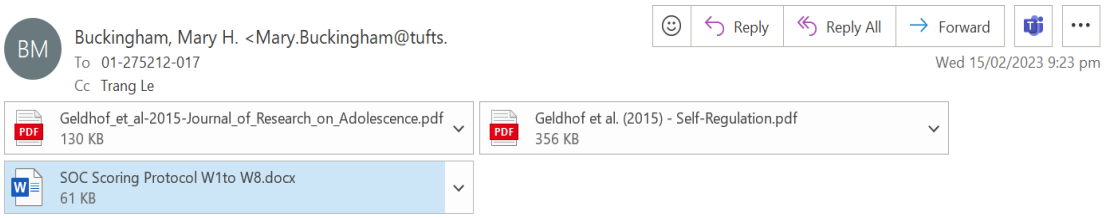
1	I concentrate all my energy on a few things.	1 2 3 4 5
2	I consider exactly what is important for me.	1 2 3 4 5
3	I keep trying as many different possibilities as are necessary to succeed at my goal.	1 2 3 4 5
4	When something does not work as well as before, I get advice from experts or read books.	1 2 3 4 5
5	For important things, I pay attention to whether I need to devote more time or effort.	1 2 3 4 5
6	When I want to achieve something difficult, I wait for the right moment and the best opportunity.	1 2 3 4 5
7	I think about exactly how I can best realize my plans.	1 2 3 4 5
8	I make every effort to achieve a given goal.	1 2 3 4 5
9	When things aren't going so well, I accept help from others.	1 2 3 4 5
10	When I have started something that is important to me, but has little chance at success, I make a particular effort.	1 2 3 4 5

11	I always focus on the one most important goal at a given time.	1 2 3 4 5
12	When I think about what I want in life, I commit myself to one or two important goals.	1 2 3 4 5
13	When I decide upon a goal, I stick to it.	1 2 3 4 5
14	When I want to get ahead, I also look at how others have done it.	1 2 3 4 5
15	When things don't work the way they used to, I look for other ways to achieve them.	1 2 3 4 5
16	When I can't do something as well as I used to, then I ask someone else to do it for me.	1 2 3 4 5
17	When something doesn't work as well as usual, I look at how others do it.	1 2 3 4 5
18	I always pursue goals one after the other.	1 2 3 4 5

ANNEXURE G

User Permission for Scale

RE: [External] RE: Permission required to use intentional self-regulation scale for thesis.



Hi Samar,

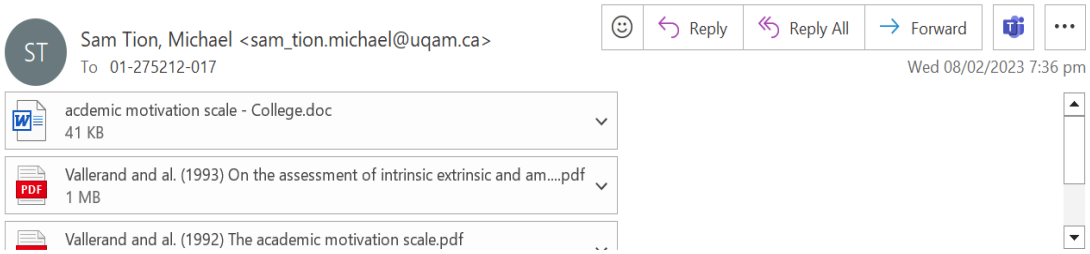
Thank you for returning the signed measure agreement form. I have attached the research articles that contain the items used in the SOC measure. I have attached the protocol from the 4-H Study of PYD as well. We typically recommend that researchers use the Likert version rather than the forced choice version of the measure. Please let me know if you have any questions.

As per the agreement, you are free to use and/or modify the measure as you see fit. Please keep in mind, however, that simply translating the items may be insufficient for capturing self-regulation in every context. The items may take on a qualitatively different meaning after translation, and it is unlikely that our measure adequately captures self-regulation in every context.

Best,
Mary

--
Mary H. Buckingham, Ph.D. (she/her)
Research Assistant Professor
Institute for Applied Research in Youth Development | Tufts University

RE: Permission required for using AMS-28 for Thesis



Hello Samar,

Please find the different versions of the AMS on our website: https://www.lrcs.uqam.ca/en/scales/ (including the High School version) or attached for the College version.

You will see that the Scoring key is at the end of the scale (document). The articles attached will help you understand and interpret the scale so feel free to have a good look at them.

For your information, if you want to calculate a person's score on the AMS, you need to find the mean response for each of the subscales. These means will vary between 1 and 7 (or between 1 to 5). You then insert these means in the following formula which will able you to calculate a self-determination index:

2((know+acc+stim/3)) + iden - ((intro+reg/2) + 2amo)= self-determination index

know= intrinsic motivation to know
acc= intrinsic motivation to accomplishments

ANNEXURE H

Plagiarism Report

FACTORS AFFECTING ACADEMIC MOTIVATION OF UNIVERSITY STUDENTS

ORIGINALITY REPORT

16%	13%	7%	6%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	digitalassets.lib.berkeley.edu Internet Source	1%
2	core.ac.uk Internet Source	1%
3	tigerprints.clemson.edu Internet Source	1%
4	Submitted to Higher Education Commission Pakistan Student Paper	1%
5	doaj.org Internet Source	1%
6	www.researchgate.net Internet Source	1%
7	jesar.su.edu.pk Internet Source	1%
8	Mireille Joussemet, Renée Landry, Richard Koestner. "A self-determination theory	<1%

ANNEXURE I

Ethical Review Form

Bahria University
Discovering Knowledge

MS-9

Ethical Review Form
Part-I

This Form is designed to ensure that the departmental research operates an ethical review process that falls within the University guidelines. Any student undertaking research on live human subjects needs to fill this Form. If all questions in this Form are answered 'No', ethical approval shall automatically be granted. In such case Part-II of this Form shall not be filled by the student. If any of the questions is answered 'Yes', the student shall be required to fill Part-II of this Form. This part of the Form shall be reviewed by the Ethical Review Committee (ERC). Students shall be informed of the decision of the ERC as soon as possible. If needed, the student may be asked to submit further information and appear before the ERC for discussion meeting.

Student's Name:	Samar Mir Allah
Reg. No:	01-275212-017
Faculty/Department	Professional Psychology
Programme:	MS Clinical Psychology
Title of the Thesis:	Psychosocial Factors of Academic Motivation
Principal Supervisor:	Shaf Ahmed

Name of Supervisor:	Shaf Ahmed Shaf Ahmed
Faculty/Department	Department of Professional Psychology
Designation:	Lecturer

Name of Co-Supervisor:	
Faculty/Department	
Designation:	

Aim/purpose of study, source(s), Method(s) of Data Collection, benefits of study, duration of the study (*not more than one page, use extra sheet if required*).