CHAPTER- III
NEED OF THE STUDY

3.1 Need

All students have the ability to learn and attain self-fulfillment, however, every year many students are at risk of failing to achieve their academic potential. If a student fails or is unable to achieve adequate grades, it means that the resources of the country have been wasted.

Researches carried out during the last decades have shown that students’ academic deficiency is not due to a single factor like intelligence but a host of other relevant factors. High motivation in learning has consistently been linked to increased level of student success and reduced dropout rates (Kushman, Sieber, & Harold, 2000). Development of academic internal motivation in students is an important goal for educators because of its inherent importance for future motivation as well as for student’s effective school functioning (Gottfried, 1990). Students need to be prepared for lifelong learning, and much of this learning must be self-initiated and self-directed. Therefore, the failure of students to become sufficiently internally motivated to manage learning on their own is of considerable social concern for different groups such as teachers, educators and counselors.

In the recent years researchers have increasingly focused on the role of self-regulatory processes in student academic functioning. There is a substantial body of research indicating the importance of students’ use of self-regulatory processes to their academic achievement (Zimmerman & Martinez-Ponz, 1986, 1988; Zimmerman, 1989; Yamauchi et al., 1999; Vansteenkiste et al., 2004). Self-determination theory proposed that the experience of autonomy and social environments that promote autonomy are crucial for optimal learning and achievement, even for non-western individuals (Deci & Ryan, 2000; Ryan & Deci, 2000; Chirkov & Ryan, 2001).

However, during the process of generalization, this theory was subjected to strong criticisms by cross-cultural psychologists. Various cross-cultural researchers have believed that autonomy, self-direction, and personal freedom are the more salient concern for learners in Western societies and Eastern learners do not value the experience of autonomy as strongly. In other words, the concept of autonomy would be less applicable.
in Eastern cultures that embrace collectivistic values (Oishi, 2000; Iyengar & DeVoe, 2003; Heine, 2003). Findings from two studies revealed that autonomy support positively predicts academic success and adaptive learning attitudes among Chinese learners, whereas controlled motivation was associated with higher drop-out rates and maladaptive learning attitudes (Vansteenkiste et al., 2005). In Asian culture, there is a dearth of studies on Iranian and Indian students. Thus, research is needed that focuses on the experience of autonomy and controlled regulation and their relationships with academic achievement in Eastern societies.

Self-determination theory also holds that social environments (e.g., parent, teachers, schools, etc.) are crucial for promoting self-regulation in all cultures. Researchers have widely accepted that the authoritative parenting style featuring high levels of involvement, support, monitoring, and classroom environment characterized by high levels of rule clarity, cohesiveness, and student involvement would be linked to adolescent’s self-regulation and, in turn, to their academic achievement in Euro-American countries (Ryan & Connell, 1989; Grolnick & Slowiaczek, 1994; Zimmerman, 2000; Brody et al., 2002; Jeon & Reeve, 2004).

However, many cross-cultural researchers have argued that the experience of autonomy is less encouraged by Eastern parents and teachers (Oishi, 2000; Iyengar & DeVoe, 2003; Tseng, 2004). They propose that individuality, uniqueness, and independence are central issues in individualistic societies, whereas social harmony, conformity, and interdependence are highly valued in collectivistic societies. Therefore, in collectivistic culture, social environments (parent, teachers, etc.) are less focused on promoting autonomy in their children. This criticism has given rise to a controversy that challenges the universality of self-determination theory. The present research is to shed further light on this controversy across two Asian countries. In other words, in line with new generation studies, the present study wants to explore social environments that improve or inhibit academic self-regulation and academic achievement among Iranian and Indian adolescents.

There is a need to study the experience of autonomy and controlled regulation and social environments (parent, classroom environment) that improve or inhibit self-
regulation among Iranian and Indian students. Thus, research model presented in ‘figure 1’ was proposed and examined in the present research endeavour.

This study has two major advantages. First, present cross-cultural data can provide a stimulus to new thinking, which in turn would lead to new and more powerful theories in two Asian countries regarding the role of academic self-regulation as a mediator between social environments and academic achievement. Second, these findings would help researchers, practitioners, and educators in respective countries to frame psycho-educational plans for parents and teachers for promoting the academic self-regulation through their respective social environments to enhance academic achievement of the adolescents.

**FIGURE I: BASIC RESEARCH MODEL OF RELATIONS BETWEEN ACADEMIC ACHIEVEMENT, INTELLIGENCE, PARENTING STYLES, CLASSROOM ENVIRONMENT DIMENSIONS AND ACADEMIC SELF-REGULATION (AUTONOMOUS AND CONTROLLED REGULATIONS)**

Intelligence

Parenting Styles (MAV, MAN, MP, PAV, PAN, PP)

Classroom Environment (SC, TS, TO, INVO, INVE, COP, EQ)

Autonomous Regulation

Controlled Regulation

Academic Achievement

MAV: Maternal authoritativeness
MAN: Maternal authoritarianism
MP: Maternal permissiveness
PAV: Paternal authoritativeness
PAN: Paternal authoritarianism
PP: Paternal permissiveness
SC: Student cohesiveness, TS: Teacher support, TO: Task orientation, INVO: Involvement, INVE: Investigation, COP: Cooperation, EQ: Equity
3.2 Aims

The present investigation is a study of academic achievement in relation with parenting styles, classroom environment dimensions, intelligence and academic self-regulation in Indian and Iranian adolescents. Following were the primary aims of the present study:

1. To find the relationship between parenting styles and academic achievement in Iranian and Indian adolescents.
2. To find whether there is a relationship between classroom environment and academic achievement in Iranian and Indian adolescents.
3. To find which type of academic self-regulation will mediate the relationship of intelligence and academic achievement for Iranian and Indian adolescents.
4. To find which type of academic self-regulation will mediate the relationships of different parenting styles and academic achievement for Iranian and Indian adolescents.
5. To find which type of academic self-regulation will mediate the relationships of different dimensions of classroom environment and academic achievement for Iranian and Indian adolescents.

The secondary aims of the study were:

1. To investigate cultural differences in
   (a) Parenting styles
   (b) Classroom environment dimensions
   (c) Academic self-regulation
2. To investigate gender differences in
   (d) Parenting styles
   (e) Classroom environment dimensions
   (f) Academic self-regulation

3.3 Hypotheses

On the basis of theoretical orientations and available empirical evidences in Eastern cultures, following hypotheses were framed.
A) Academic self-regulation and academic achievement
   1. Autonomous regulation and academic achievement of Iranian and Indian male and female students will exhibit a positive relationship.
   2. Controlled regulation and academic achievement of Iranian and Indian male and female students will exhibit a negative relationship.

B) Intelligence and academic achievement
   3. Intelligence and academic achievement of Iranian and Indian male and female students will exhibit a positive relationship.
   4. The relationship between intelligence and academic achievement of Iranian and Indian male and female students would be mediated by autonomous regulation.

C) Parenting styles and academic achievement
   5. Authoritative parenting style and academic achievement of Iranian and Indian male and female students will exhibit a positive relationship.
   6. Authoritarian parenting style and academic achievement of Iranian and Indian male and female students will exhibit a negative relationship.
   7. Permissive parenting style and academic achievement of Iranian and Indian male and female students will exhibit a negative relationship.
   8. The relationship between authoritative parenting style and academic achievement of Iranian and Indian male and female students would be mediated by autonomous regulation.

D) Classroom environment and academic achievement
   9. Classroom environment dimensions (teacher support, involvement, investigation, equity and task orientation) and academic achievement of Indian male and female students will exhibit a positive relationship.
   10. The relationship between classroom environment dimensions (teacher support, involvement, investigation, equity and task orientation) and academic achievement of Indian male and female students would be mediated by autonomous regulation.
In view of inadequate research on Iranian classroom environment, no hypothesis was framed with regard to the relationship of classroom environment dimensions and academic achievement of Iranian male and female students.

For secondary aims of the study, the present study also endeavours to explore the cultural and gender differences in parenting style, classroom environment and academic self-regulation in the two cultures. No specific hypothesis was, however, framed in this regard.