



UNIVERSITI PUTRA MALAYSIA

***RELATIONSHIPS BETWEEN PARENTAL AUTONOMY SUPPORT,
TEACHER'S AUTONOMY SUPPORT, SELF-REGULATION,
AND PSYCHOLOGICAL WELL-BEING AMONG IRANIAN
ADOLESCENTS IN KUALA LUMPUR, MALAYSIA***

SARA GHAZIZADEH EHSAEI

FEM 2018 41



**RELATIONSHIPS BETWEEN PARENTAL AUTONOMY SUPPORT,
TEACHER'S AUTONOMY SUPPORT, SELF-REGULATION,
AND PSYCHOLOGICAL WELL-BEING AMONG IRANIAN
ADOLESCENTS IN KUALA LUMPUR, MALAYSIA**

By

SARA GHAZIZADEH EHSAEI

**Thesis Submitted to the School of Graduate Studies, Universiti Putra
Malaysia, in Fulfilment of the Requirements for the Degree of
Doctor of Philosophy**

December 2017

All material contained within the thesis, including without limitation text, logos, icons, photographs and all other artwork, is copyright material of Universiti Putra Malaysia unless otherwise stated. Use may be made of any material contained within the thesis for non-commercial purposes from the copyright holder. Commercial use of material may only be made with the express, prior, written permission of Universiti Putra Malaysia.

Copyright © Universiti Putra Malaysia



DEDICATION

This thesis is dedicated to my beloved and dearest parents

Mahnaz Mirhoseini

Aliasghar Ghazizadeh Ehsaei



© COPYRIGHT UPM



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirement for the degree of Doctor of Philosophy

**RELATIONSHIPS BETWEEN PARENTAL AUTONOMY SUPPORT,
TEACHER'S AUTONOMY SUPPORT, SELF-REGULATION,
AND PSYCHOLOGICAL WELL-BEING AMONG IRANIAN
ADOLESCENTS IN KUALA LUMPUR, MALAYSIA**

By

SARA GHAZIZADEH EHSAEI

December 2017

Chair: Zainal Bin Madon, PhD
Faculty: Human Ecology

Decreased psychological well-being is one of the most important issues among adolescents in Iran which also has increased amongst Iranian immigrant adolescents. Many factors are identified as risk and protective factors for adolescents' psychological well-being. However, very limited research has focused on the role of parental autonomy support and teacher's autonomy support on psychological well-being particularly among the Iranian adolescents who live in Kuala Lumpur, Malaysia. Therefore, this study aimed to examine the relationships between parental autonomy support and teacher's autonomy support and psychological well-being. Furthermore, this study examined the role of self-regulation as a mediator for the relationships between the parental autonomy support and teacher's autonomy support, and psychological well-being. This study utilized the Self-determination theory.

Correlational research design was utilized for this study. A total of 170 students aged between 12-18 years old were selected as respondents and the cluster random sampling was employed to obtain the research sample. Respondents selected from one private and two public Iranian schools in Kuala Lumpur, Malaysia. The instruments used for data collection included subjective vitality scale (Ryan and Frederick 1997), Perceptions of Parents Scale (Robbins, 1994), Learning Climate Questionnaire (Williams & Deci, 1996), Academic Self-Regulation Questionnaire (Ryan & Connell, 1989).

The results of the Pearson correlation analysis showed a negative significant relationship between age and psychological well-being. Also there was no significant relationship between number of sibling and psychological well-being. However mother's education, father's education, family income, parental autonomy support, teacher's autonomy support were significantly correlated with psychological well-

being. In this study, self-regulation mediated the relationship between parental autonomy support, teacher's autonomy support and psychological well-being among adolescents. The t-test result also indicated that there was no significant difference between males and females in psychological well-being. Hierarchical regression analyses indicated that paternal autonomy support, maternal autonomy support, teacher's autonomy support and self-regulation were significant contributors to adolescents' psychological well-being. Moreover, maternal autonomy support was the strongest predictor of adolescent psychological well-being and self-regulation mediated the relationship of parental autonomy support and teacher's autonomy support with psychological well-being.



Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**HUBUNGAN ANTARA SOKONGAN AUTONOMI IBU BAPA, SOKONGAN
AUTONOMI GURU, REGULASI DIRI DAN KESEJAHTERAAN
PSIKOLOGI DALAM KALANGAN REMAJA WARGA
IRAN DI KUALA LUMPUR, MALAYSIA**

Oleh

SARA GHAZIZADEH EHSAEI

Disember 2017

Pengerusi: Zainal Bin Madon, PhD
Fakulti: Ekologi Manusia

Penyusutan kesejahteraan psikologi ialah salah satu isu terpenting dalam kalangan remaja di Iran dan menunjukkan peningkatan dalam kalangan remaja pendatang warga Iran. Banyak faktor yang dikenal pasti sebagai faktor risiko dan pengawalan bagi kesejahteraan psikologi remaja. Walau bagaimanapun, penyelidikan yang sangat terhad memberi tumpuan kepada peranan sokongan autonomi ibu bapa, sokongan autonomi guru terhadap kesejahteraan psikologi khususnya di kalangan remaja Iran yang tinggal di Kuala Lumpur, Malaysia. Justeru, kajian ini bertujuan mengkaji hubungan antara sokongan autonomi ibu bapa, sokongan autonomi guru ke atas kesejahteraan psikologi. Secara mendalam, kajian ini mengkaji peranan regulasi diri sebagai mediator hubungan antara autonomi ibu bapa, sokongan autonomi guru dan kesejahteraan psikologi. Kajian ini menggunakan teori determinasi sendiri.

Kajian ini menggunakan reka bentuk kajian korelasi. Seramai 170 orang murid berumur 12-18 tahun dipilih sebagai responden dan persampelan rawak kluster digunakan untuk mendapatkan sampel kajian. Responden dipilih dari sebuah sekolah swasta Iran dan dua buah sekolah awam Iran di Kuala Lumpur, Malaysia. Instrumen digunakan untuk pengumpulan data adalah termasuk *Subjective Vitality Scale* (Ryan and Frederick 1997), *Perceptions of Parents Scale* (Robbins, 1994), *Learning Climate Questionnaire* (Williams & Deci, 1996), *Academic Self-Regulation Questionnaire* (Ryan & Connell, 1989).

Keputusan analisis korelasi Pearson menunjukkan terdapat hubungan negatif yang signifikan antara umur dan kesejahteraan psikologi. Selain itu, tidak terdapat hubungan yang signifikan antara bilangan adik beradik dan kesejahteraan psikologi. Walaubagaimanapun, pendidikan ibu pendidikan bapa, pendapatan keluarga, sokongan autonomi ibu bapa, sokongan autonomi guru mempunyai perkaitan yang signifikan

dengan kesejahteraan psikologi. Dalam kajian ini, regulasi diri menjadi mediator hubungan antara sokongan autonomi ibu bapa, sokongan autonomi guru dan kesejahteraan psikologi dalam kalangan remaja. Keputusan ujian t menunjukkan tidak ada sebarang perbezaan signifikan kesejahteraan psikologi antara lelaki dan perempuan. Analisis *hierarchical regression* menunjukkan bahawa sokongan autonomi bapa, sokongan autonomi ibu, sokongan autonomi guru dan regulasi diri merupakan penyumbang signifikan kepada kesejahteraan psikologi. Sokongan autonomi ibu merupakan peramal terkuat kepada kesejahteraan psikologi remaja dan regulasi diri adalah mediator di antara sokongan autonomi ibu bapa, sokongan autonomi guru dan kesejahteraan psikologi.



ACKNOWLEDGEMENTS

All praise and thanks are due to my God, the almighty who bestowed me with will, strength, and means to finish my study and this thesis successfully after years of hard work. I would like to show my sincere gratitude and appreciation to my supervisor, Dr. Zainal Madon for his guidance, and patience through the entire process of my PhD dissertation. Also, I would like to thank my committee members, Assoc. Prof. Dr. Hanina Halimatusaadiyah Hamsan and Dr. Zarinah Arshat for their careful review my draft and insightful comments contributed vastly to the development of overall dissertation. My heartfelt gratitude would also goes to Dr. Mahdi Khasmohammadi who helped me through the initial stages of writing my thesis with his invaluable cares, encouragement and thoughtful helps. Last, but definitely not least, I would like to express my special thanks to my beloved mother, my kind father, my dearest uncle Moshtaghali Mirhoseini, my lovely husband; Dr. Mahdi Khasmohammadi, and my brothers. There are no words to express how blessed and thankful I am to have you by my side all this time. Without your love, patience and support through my education and my life I would not be who I am or where I am today. Thank you and I love you all.

I certify that a Thesis Examination Committee has met on (date of viva voce) to conduct the final examination of (student's name) on his (her) thesis entitled ("Title of Thesis") in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Doctor of philosophy.

Members of the Thesis Examination Committee were as follows:

Zaid Ahmad, PhD

Professor
Faculty of Human Ecology
Universiti Putra Malaysia
(Chairman)

Mariani Bte Mansor, PhD

Associate Professor
Faculty of Human Ecology
Universiti Putra Malaysia
(Internal Examiner)

Mohd Ibrani Shahrinin Adam Assim, PhD

Associate Professor
Faculty of Human Ecology
Universiti Putra Malaysia
(Internal Examiner)

Ann Buchanan

Professor
University of Oxford,
United Kingdom
(External Examiner)

(Insert name of current Deputy Dean)

(E.g. XXXXX XXXX, PhD)

Professor and Deputy Dean
School of Graduate Studies
Universiti Putra Malaysia

Date:

This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

Zainal Madon, PhD

Senior lecturer
Faculty of Human Ecology
Universiti Putra Malaysia
(Chairman)

Hanina Halimatusaadiyah Hamsan, PhD

Associate professor
Faculty of Human Ecology
Universiti Putra Malaysia
(Member)

Zarinah Arshat, PhD

Senior Lecturer
Faculty of Human Ecology
Universiti Putra Malaysia
(Member)

ROBIAH BINTI YUNUS, PhD

Professor and Dean
School of Graduate Studies
Universiti Putra Malaysia

Date:

Declaration by graduate student

I hereby confirm that:

- this thesis is my original work;
- quotations, illustrations and citations have been duly referenced;
- this thesis has not been submitted previously or concurrently for any other degree at any other institutions;
- intellectual property from the thesis and copyright of thesis are fully-owned by Universiti Putra Malaysia, as according to the Universiti Putra Malaysia (Research) Rules 2012;
- written permission must be obtained from supervisor and the office of Deputy Vice-Chancellor (Research and Innovation) before thesis is published (in the form of written, printed or in electronic form) including books, journals, modules, proceedings, popular writings, seminar papers, manuscripts, posters, reports, lecture notes, learning modules or any other materials as stated in the Universiti Putra Malaysia (Research) Rules 2012;
- there is no plagiarism or data falsification/fabrication in the thesis, and scholarly integrity is upheld as according to the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) and the Universiti Putra Malaysia (Research) Rules 2012. The thesis has undergone plagiarism detection software.

Signature: _____ Date: _____

Name and Matric No.: Sara Ghazizadeh Ehsaei, GS34066

Declaration by Members of Supervisory Committee

This is to confirm that:

- the research conducted and the writing of this thesis was under our supervision;
- supervision responsibilities as stated in the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) are adhered to.

Signature: _____
Name of Chairman of
Supervisory
Committee: _____

Signature: _____
Name of Member of
Supervisory
Committee: _____

Signature: _____
Name of Member of
Supervisory
Committee: _____

TABLE OF CONTENTS

		Page
	ABSTRACT	i
	ABSTRAK	iii
	ACKNOWLEDGEMENTS	v
	APPROVAL	vi
	DECLARATION	viii
	LIST OF TABLES	xii
	LIST OF FIGURES	xiii
	CHAPTER	
1	INTRODUCTION	1
	1.1 Overview	1
	1.2 Background of the Study	1
	1.3 The Statement of Problem	3
	1.4 Research Questions	6
	1.5 Objective of the Study	6
	1.5.1 General objective	6
	1.5.2 The Specific Objectives	6
	1.6 Research Hypotheses	7
	1.7 Significance of the Study	8
	1.8 Definition of Terminology	9
	1.9 Theoretical Background	11
	1.10 Conceptual Framework	13
	1.11 Chapter Summary	15
2	LITRUTURE REVIEW	16
	2.1 Introduction	16
	2.2 Psychological Well-Being	16
	2.2.1 Consequences of Psychological Well-Being	19
	2.3 Parental Autonomy Support	20
	2.3.1 Parental Autonomy Support and Well-Being	20
	2.4 Teacher's Autonomy Support and Psychological Well-Being	24
	2.5 Self-Regulation	26
	2.5.1 Parental Autonomy Support and Self-Regulation	27
	2.5.2 Teacher's Autonomy support and Self-Regulation	29
	2.5.3 Self-Regulation and Psychological Well-Being	32
	2.6 Self-Regulation as a Mediating Variable	34
	2.7 Chapter Summary	35
3	RESEARCH METHODOLOGY	37
	3.1 Introduction	37
	3.2 Research Design	37
	3.3 Location of the Study	38
	3.4 Population of the Study	38
	3.5 Determination of Sample Size	38

3.6	Sampling Procedure	39
3.7	Instrument	40
	3.7.1 Subjective Vitality Scale	41
	3.7.2 Perceptions of Parents Scale (POPS)	41
	3.7.3 The Learning Climate Questionnaire (LCQ)	41
	3.7.4 Academic Self-Regulation Questionnaire (SRQ-A)	42
3.8	Demographic Characteristics	42
3.9	Pilot Study	42
3.10	Validity and Reliability	43
3.11	Exploratory Factor Analysis	44
	3.11.1 EFA of Learning Climate Questionnaire	44
	3.11.2 EFA of Perceptions of Parents Scales	45
	3.11.3 EFA of Academic Self-Regulation Questionnaire	46
	3.11.4 EFA of Subjective Vitality Scale	47
3.12	Data Collection Procedure	49
3.13	Data Analysis	49
3.14	Normality Test	50
3.15	Multicollinearity	51
3.16	Chapter Summary	51
4	RESULTS AND DISCUSSIONS	53
4.1	Introduction	53
4.2	Descriptive Findings	53
	4.2.1 Characteristics of Adolescent	53
	4.2.2 Parents' Background Profile	54
	4.2.3 Descriptive Data for Variables of Study	55
4.3	Analysis on the Gender Difference in Psychological well-being	56
4.4	Correlation Analysis	57
4.5	Multivariate Analyses	62
4.6	Mediation Analyses	64
4.7	Summary of Findings	70
4.8	Chapter Summary	71
5	CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS	72
5.1	Introduction	72
5.2	Summary of Findings	72
5.3	Conclusion	73
5.4	Implications of the Finding	73
	5.4.1 Theoretical Implications	74
	5.4.2 Practical Implications	75
	5.4.2.1 Implications for Policy Makers	75
	5.4.2.2 Implications for Educators	75
	5.4.2.3 Implications for Prevention and Intervention	75
5.6	Chapter Summary	76
	REFERENCES	77
	APPENDICES	92
	BIODATA OF STUDENT	127
	LIST OF PUBLICATIONS	128

LIST OF TABLES

Table		Page
2.1	Parental autonomy support and psychological well-being	24
2.2	Teacher's autonomy support and psychological well-being	25
2.3	Parental autonomy support and self-regulation	29
2.4	Teacher's autonomy support and self-regulation	32
2.5	Self-regulation and well-being	34
2.6	Self-regulation as a mediating variable	35
3.1	Reliability coefficients for study instruments for pilot study	43
3.2	Factor loadings based principal component analysis with Varimax rotation for 15 items related to LCQ (n = 170)	45
3.3	Factor loadings based principal component analysis with Varimax rotation for 18 items related to POPS (n = 170)	46
3.4	Factor loadings based principal component analysis with Varimax rotation for 32 items related to SRQ-A (n = 170)	47
3.5	Factor loadings based principal component analysis with Varimax rotation for 7 items related to subjective vitality (n = 170)	48
3.6	Normality of variables	50
3.7	Multicollinearity test results of all the independent variables	51
4.1	Characteristics of adolescent (n=170)	54
4.2	Parents' background	54
4.3	Descriptive information on maternal autonomy support, paternal autonomy support, teacher autonomy support, self-regulation and psychological well-being	55
4.4	Results of t-test for psychological well-being between male and female (n=170)	56
4.5	Relationships between background variables and psychological well-being	60
4.6	Relationships between paternal, maternal autonomy support, teacher's autonomy support, self-regulation and psychological well-being	62
4.7	Results of hierarchical regression analysis for adolescents' psychological well-being	64
4.8	Model summary for mediation effect of paternal autonomy support	66
4.9	Path coefficient of model for mediation effect of self-regulation between paternal autonomy support and psychological well-being	66
4.10	Model summary for mediation effect of maternal autonomy support	67
4.11	Path coefficient of model for mediation effect of self-regulation between maternal autonomy support and psychological well-being	68
4.12	Model summary for mediation effect of Teacher's autonomy support	69
4.13	Path coefficient of model for mediation effect of self-regulation between teacher's autonomy support and psychological well-being	69
4.14	Summary of findings	70

LIST OF FIGURES

Table		Page
3.1	Sampling Process	40
4.1	Mediation Model	65
4.2	Mediating effect of Self-regulation on the relationship between Paternal autonomy support and Psychological well-being	67
4.3	Mediating effect of Self-regulation on the relationship between Maternal autonomy support and Psychological well-being	68
4.4	Mediating effect of Self-regulation on the relationship between Teacher's autonomy support and Psychological well-being	69



© COPYRIGHT UPM



CHAPTER 1

INTRODUCTION

1.1 Overview

The first chapter of the present study commenced with a background discussion about psychological well-being. Next, statement of problem was presented upon issues related to the topic of study. After that, respectively, research objectives, hypotheses of the study, significance of the study, conceptual and operational definitions of key terms were discussed. Finally, according to the theoretical background of the study, the conceptual framework of the study was provided and discussed.

1.2 Background of the Study

As a critically developmental period in human life, adolescence is definable in terms of a period of human's life span between childhood and adulthood (Santrock, 2015). Santrock (2015) further discussed that adolescence is related to an increase in susceptibility to biological, physical, cognitive, emotional, behavioral, and social changes as well as adjustment problems that teens may experience. Besides, adolescence also is a period of increased vulnerability to stressful life events and consequently may influence negatively on life quality and well-being (Momtaz, Hamid, & Ibrahim, 2014; Wong, 2011; Yaacob, Juhari, Talib, & Uba, 2009). According to Sussman (2013) behavioral patterns that affect the whole life span, are shaped during adolescence. In order to positively form well-being among adolescents, it is necessary to address them as a generation that are considered as pillars of society, which upon their efforts a nation will be constructed (Bakar, Fatah, Sidek, & Sample, 2013). Huppert (2009) defined well-being as a positive and sustainable condition that guides individuals to survive as well as flourish in social life. Furthermore, as an emotional construct, adolescence is linked with future life that is happiness and satisfaction that individuals may be confronted with in their future life (Bakar et al., 2013). As a consequence, well-being is a condition of complete, physical, social and mental health that is associated with adolescence (Chen, 2010). In other words, well-being is portrayed by existence of positive feelings and lack of negative feelings and also it is associated with an insight into human potentials that are fully operating (Ryan & Deci, 2001).

As such, promoting well-being in adolescents is important and related to teaching, education, learning, achievements and sustainable development (O'Brien, 2008). Also, since well-being is often linked with happiness O'Brien (2008) happy students may be more enthusiastic about their education and it is less probable that happy students miss classes and consequently they are more devoted to their academic performances than unhappy students (Snyder, 2010). There are a number of factors that directly are connected to an adolescent's psychological well-being, but the present study

concentrates on parental and teacher's autonomy support. Besides, the study pays attention to self-regulation in relation to adolescent's psychological well-being.

Important environmental factors such as parents and teachers, which are influential on adolescent health and well-being have been investigated during past decades. Consequently, a good number of research have provided empirical information that argued the associations among parents and teachers' relationships with students from one side and psychological well-being of adolescence from the other side (Chu, Saucier, & Hafner, 2010; Downie et al., 2007; Lekes, Gingras, Philippe, Koestner, & Fang, 2010; López-Walle, Balaguer, Castillo, & Tristán, 2012; Santrock, 2015; Stebbings, Taylor, Ian, & Spray, Christopher, 2015).

As the first factor, parental autonomy support is an essential element in socializing with others and in developing children and adolescents towards a happy life (Lekes et al., 2010). As the second factor, autonomy support is another social practice that parents persuade their children towards independent decision making, assist them to choose the best alternative in any social condition that is provide children for rational decision. As such, both factors are linked with positive outcomes that in turn assist children with constructing well-being (Joussemet, Landry, & Koestner, 2008). Also, perceived autonomy support promotes more behavioural regulation. In general, there is a good number of research that have confirmed the impact of autonomy support on constructing and improving self-regulation (Chirkov & Ryan, 2001; Deci & Ryan, 2008; Kins, Beyers, Soenens, & Vansteenkiste, 2009) and psychological well-being (Taylor & Ntoumanis, 2007).

Besides, research has proven that in social practice provided autonomy support by teachers develops students' self-regulation and well-being (Assor, Kaplan, Kanat-Maymon, & Roth, 2005; Jeno, 2014; Simon & Durand-Bush, 2014). On the other hand, by controlling students' motivations, it is possible that some negative influences affect the well-being constructions among adolescence (Grolnick, 2009; Reeve & Halusic, 2009; Reeve & Jang, 2006).

Additionally, a considerable amount of literature corroborated that parents and teachers behavior may have influence on constructing adolescent's wellbeing (Fulkerson et al., 2006). In line with this view, Ryan, Stiller and Lynch (1994) emphasized the effects of the two above mentioned factors on constructing adolescents' well-being. Besides, Ryan, Stiller and Lynch (1994) referred to mediation effects of self-regulation in the process of well-being construction. In other words, self-regulation is a factor that is related to parents and teachers' behavior towards adolescents; that is whenever there are good and supportive relationships between parents and teachers from one side, and students from the other, then students will be more motivated to develop self-regulation and consequently promote their well-beings. This result indicates that those autonomous adolescents with good relationships with parents and teachers are more motivated to target towards their goals and are better adjusted towards social life and consequently construct a better well-being. As a result, the present study targeted at investigating how self-regulation may mediate between parental and teacher's

autonomy support from one hand and well-being construction in the other hand among Iranian adolescents in Kuala Lumpur, Malaysia.

1.3 The Statement of Problem

Essential for the healthy psychological development of children is an autonomy supportive social environment, in which children are encouraged and helped to experience a sense of true ownership regarding their thoughts, feelings, and behaviors (Ryan, Deci, & Vansteenkiste, 2016). Many studies have demonstrated the beneficial effects of an autonomy-supportive environment for children's psychosocial well-being (e.g., Grolnick, Ryan, & Deci, 1991), whereas a controlling context has been found to be detrimental for children's psychological functioning (Soenens & Vansteenkiste, 2010).

McMahan and Estes (2011) stated that in psychological research focusing on well-being during adolescence period is worthy of examination since during this period of life adolescents experience some physiological changes and they also experience more social events which consequently influence on adolescents' psychological well-being significantly. Some adolescent new experiences would be stressful that these stressful experiences may exist in the domains of family and school (Noor & Alwi, 2013). According to some conducted studies such as (Guzder & Rousseau, 2010; Tingvold, Middelthon, Allen, & Hauff, 2012) an adolescent well-being study cannot be performed unless research focuses on parental cares and teachers' behavior towards the adolescents. Whenever adolescents are faced with absence or negligent care from their environments (parents and teachers), it is probable that they improve risky behavior (Kocayörük, Altıntaş, & İçbay, 2015). Teachers facilitate the acquisition and development of important cognitive skills and at the same time serve as a source of emotional support when difficulties arise during the learning process or in the context of children's social adjustment at school (Hamre & Pianta, 2005; Hughes, Cavell, & Willson, 2001; Verschueren, 2015). During this developmental period, parents are also important reference figures in children's lives (Collins, Madsen, & Susman-Stillman, 2002), fulfilling an even broader variety of roles than teachers. Parents introduce societally relevant norms and provide the necessary guidance so children learn to take responsibility for their functioning (Maccoby, 2015). Furthermore, parents' role also involves teaching and protecting their children (Grusec & Davidov, 2010). Most studies, however, have focused on one particular source of autonomy support instead of considering the unique relations between multiple sources and children's psychological well-being. Each of these two types of relationships has unique features, with the parents-child and teacher-child relationships being more vertical in nature (Dunn, 2015; Maccoby, 2015).

It is important to pay attention to this fact that parental autonomy support is linked with adolescent's self-regulation. For example, those children that were experienced more parental autonomy support in the family domain or they receive sufficient encouragement about the importance of doing school work have demonstrated a better

well-being construction. To add to this positive results, also whenever paternal autonomy supportive was together with teachers' supports, the adolescents demonstrated even a better well-being construction (Harter, 1981; Ryan & Connell, 1989). As a result, when there is insufficient self-regulation during adolescents, these issues can reduce adolescent's wellbeing (Baumeister, Bushman, & Campbell, 2000). In general research has proven that adolescents self-regulation improved more as far as teachers provide them autonomy support and students feel satisfaction about teachers' care (Baumeister et al., 2000; Jeno, 2014; Ommundsen & Kval, 2007; Reeve, Nix, & Hamm, 2003; Stornes, Bru, & Idsoe, 2008).

According to a conducted study in Iran, there are 18 million young people. It means that 27.2% of the total population is between the age of 10 to 19 years old (Moeini et al., 2008). Based on a recent research study, Clemente and Hezomi (2016) maintained that psychological well-being has been a very severe psychological problem of Iranian adolescents. There have been some research studies that have assessed psychological well-being in Iran. For instance, Ahmadi, Namazizadeh and Mokhtari (2012) reported that psychiatrists conducted a study in Iran and based on face to face DSM-IV interviews they realized that 39/7% of 17 to 24 years old subjects suffered from low well-being. In tandem with this result, Vandad Sharifi, Hajebi and Radgoodarzi (2015) reported that younger generation in Iran suffered from mental disorders, maladjustments, and social problems.

The wave of Iranian immigrants that were looking for stress free lives has been started since 1970 (Chi, 2011). During this period of immigration, Iranian people immigrated to other countries in order to pursue economic and professional goals and consequently to obtain better educational and occupational opportunities for their children (Jalali, 2005). This wave of immigration was followed by emerging new problems such as psychological distress and unsuccessfulness in finding jobs or pursuing education's goals (Ghaffarian, 1998). Consequently, due to an increase in Iranian immigrant to Malaysia, the population of Iranian immigrants in Kuala Lumpur has been increased in the last decades. According to Chi (2011) the population of Iranian immigrants was more than 70,000. Majority of (70%) of Iranian immigrants come to Malaysia to make a living or find a better job, 10% of them are in Malaysia for business, 3% of Iranian immigrants come to improve their English, and finally around 2% of them use Malaysia as a stepping stone to move in to the other countries such as Canada and United States or New Zealand and Australia.

According to Hosseini (2014) the population of Iranian immigrant adolescents who were studying in Iranian schools in Malaysia year 2014 was approximately 260 male and female students. In fact, more than 22% of this population is at risk of potential problems like difficulties in acculturation, and cultural shock due to immigration to a new society that is Malaysia. Furthermore, research added that there is increasing in maladjustment, emotional and social miss behaviors, truancy, low psychological well-being, family discord, and finally, an increase in cigarette and alcohol use/abuse among Iranian immigrant adolescents in Malaysia.

Clemente and Hezomi (2016) stated that psychological well-being of Iranian adolescents is low. Hosseini (2014) further discussed that going to a new country may even negatively affect the low psychological well-being of the Iranian students who study overseas, and it is while only few studies have been done about the construction of well-being among Iranian adolescents in Malaysia. Consequently, the present research attempted to investigate the construction of well-being among those adolescents who study in Malaysia. In addition, in the last decades a lot of research studies have been conducted on construction of adolescents' psychological well-being (Funk, Huebner, & Valois, 2006; Garcia & Siddiqui, 2009; Garcia & Sikström, 2013; Kjell, 2011), but there is little research that concentrated on paternal and teachers' autonomy supports on adolescents' well-being (Chirkov & Ryan, 2001).

Unfortunately, most studies on autonomy support and psychological well-being focused on the role of either parents (e.g., Barber, 1996; Grolnick et al., 1991) or teachers (e.g., Assor et al., 2005). While most studies focused on only one single source of autonomy support, a few studies have included multiple sources. For example, Ferguson, Kasser, and Jahng (2011) showed that autonomy support from both parents (i.e., an averaged score of maternal and paternal autonomy support) and teachers related independently to students' satisfaction with life and school. Studies with regard to parental autonomy support and children's psychological well-being among Iranian students are currently lacking. Nevertheless, there is a variety of research that investigated a linear association between parental autonomy supports, teacher autonomy supports and well-being construction among adolescents (Chirkov & Ryan, 2001; Chu et al., 2010; Downie et al., 2007; Kocayörük, Altıntaş, & İċbay, 2015; Lekes et al., 2010; López-Walle et al., 2012; Niemiec et al., 2006; Ratelle, Simard, & Guay, 2013; Stebbings, Ian, et al., 2015), to the knowledge of researcher, there are negligent studies that paid attention to mediating role of self-regulation in adolescent's well-being.

While the benefits of parental and teacher autonomy support have been thoroughly investigated across diverse ethnic and age groups, there is little empirical research examining the perceptions of autonomy support among adolescent immigrants, particularly in relation to the outcomes of self-regulation and psychological well-being. Given the rise of the Iranian youth immigrant population in Malaysia, the dearth of research concerning this population within the SDT framework could be surprising. Thus, the aim of this study is to address this gap in the well-being literature. The present research may advance the field in contributing to a better and more comprehensive understanding of the perceptions and experiences of students' autonomy during the developmental stage of adolescence. To the best of researcher knowledge there are no studies concerning about adolescents' psychological well-being among Iranian adolescents who live abroad specially in Malaysia. Most studies concentrated on Iranian adults. Due to the lack of literature about Iranian adolescents who study in Malaysia, the current study aimed to determine the relationships between parental autonomy support, teacher's autonomy support, self-regulation, and psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia.

1.4 Research Questions

Accordant to the problem statement, the following research questions are posed:

1. What are the level of parental autonomy support (Paternal autonomy support, maternal autonomy support), teacher's autonomy support, self-regulation, and psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia?
2. Are there any differences in psychological well-being between male and female among Iranian adolescents in Kuala Lumpur, Malaysia?
3. Are there any relationship between age, number of siblings, mother's education, father's education, family income, parental autonomy support (paternal autonomy support, maternal autonomy support), teacher's autonomy support, self-regulation, and psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia?
4. To what extent parental autonomy support (paternal autonomy support, maternal autonomy support), teacher's autonomy support, self-regulation predict psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia?
5. Does self-regulation mediate the relationship between parental autonomy support (paternal autonomy support, maternal autonomy support), teacher's autonomy support with psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia?

1.5 Objective of the Study

1.5.1 General objective

The main objective of this study was to examine relationship between parental autonomy support, teacher's autonomy support, self-regulation and psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia.

1.5.2 The Specific Objectives

1. To describe the level of parental autonomy support (paternal autonomy support, maternal autonomy support), teacher's autonomy support, self-regulation and psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia.
2. To compare the differences between male and female Iranian adolescents' psychological well-being in Kuala Lumpur, Malaysia.
3. To determine the relationship between age, number of siblings, mother's education, father's education, family income, and psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia.
4. To examine the relationship between parental autonomy support (paternal autonomy support, maternal autonomy support), teacher's autonomy support, self-regulation, and psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia.

5. To determine the unique predictors of psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia; and
5. To determine the mediating role of self-regulation in the relationship between parental autonomy support (paternal autonomy support, maternal autonomy support), teacher's autonomy support, and psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia.

1.6 Research Hypotheses

Accordant to the above-mentioned objectives of the study, the following hypotheses were proposed:

Objective 2: To compare the differences between male and female Iranian adolescents' psychological well-being in Kuala Lumpur, Malaysia.

Ha1: There is a significant difference in psychological well-being between male and female Iranian adolescents.

Objective 3: To determine the relationship between age, number of siblings, mother's education, father's education, family income, and psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia.

Ha2: There is a significant relationship between age and psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia.

Ha3: There is a significant relationship between number of siblings and psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia.

Ha4: There is a significant relationship between father's education and psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia.

Ha5: There is a significant relationship between mother's education and psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia.

Ha6: There is a significant relationship between family income and psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia.

Objective 4: To examine the relationship between parental autonomy support (paternal autonomy support, maternal autonomy support), teacher's autonomy support, self-regulation, and psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia.

Ha7: There is a significant relationship between paternal autonomy support and psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia.

Ha8: There is a significant relationship between maternal autonomy support and psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia.

Ha9: There is a significant relationship between teacher's autonomy support and psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia.

Ha10: There is a significant relationship between self-regulation and psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia.

Objective 5: To determine the unique predictors of psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia.

Ha11: For the selected independent variable, the regression coefficients are significant when regressed against psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia.

Objective 6: To determine the mediating role of self-regulation in the relationship between parental autonomy support (paternal autonomy support, maternal autonomy support), teacher's autonomy support, and psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia.

Ha12: Self-regulation mediates the relationship between paternal autonomy support and adolescents' psychological well-being.

Ha13: Self-regulation mediates the relationship between maternal autonomy support and adolescents' psychological well-being.

Ha14: Self-regulation mediates the relationship between teacher's autonomy support and adolescents' psychological well-being.

1.7 Significance of the Study

The importance role of youth and adolescents to a community cannot be ignored. They can play a crucial role in society. Lower psychological well-being may affect children, their families as well as society. It has been proven that adolescent behavioral problems may be manifested in adulthood later in life including delinquency, crime, and depression (Kuldass, Satyen, Ismail, & Hashim, 2014). Thus, their problems, attitudes, attributes, and demands should be recognized.

The relationships between parental autonomy support, teacher's autonomy support, self-regulation and psychological well-being among Iranian adolescents who study in Malaysia is still scarce. Based on this therefore, the researcher deemed it necessary to investigate this issue in the Malaysian context to provide more in-depth understanding on lower psychological well-being among Iranian adolescents. This would help to fill the existing gap in the research carried out in this issue. In addition, this study will provide clearer picture on how the selected factors influence psychological well-being among Iranian adolescents who study in Malaysia.

This study also will provide an insight on how the relationships are between parental autonomy support, teacher's autonomy support, self-regulation and psychological well-being among Iranian adolescents; and to explore the mediating role of self-regulation in the relationship between parental autonomy support, teacher's autonomy support, and psychological well-being among adolescents. The results of current study, will give information to parents on how parental autonomy support, contributes to adolescents' psychological well-being. Findings from this research also strengthen the knowledge of the area of developmental psychology. This information can help parents to monitor their own behavior in order to enhance the psychological well-being of their

adolescents. Moreover, the results from this study can help the parents to protect and support their adolescents in the foreign country in order to improve the adolescent psychological well-being.

Also it is significant to agencies and practitioners working with adolescents for proper planning, implementation, and co-ordination of programs and/or services on improving the psychological well-being of adolescents. Therefore, results of this research will be served as a references material for future studies concerning the psychological well-being of adolescents. It could pave the way for a more comprehensive research on the role of multiple contexts in influencing the dynamic of adolescent development. Also the out put data from the study would be applied by program managers and policy makers in development of strategic plans for depression prevention among adolescents.

In this research the findings from this research will have both academic and practical implications. The results of the study can be helpful in enhancing the mental health and psychological well-being of Iranian adolescents in Kuala Lumpur, Malaysia and this study is useful for families for improving their relationship with their children. It is important to evaluate how psychological well-being and self-regulation can be fostered during childhood and to better understand the variables that contribute to its development. Therefore, the findings of the current study will provide information that can help school psychologists to understand how children and adolescents grow into competent and well-adjusted adulthood. Also the findings from this study could help and guide the experts and researchers in the psychological well-being field to prepare some appropriate program to development.

1.8 Definition of Terminology

Psychological Well-being

Conceptual Definition: Psychological well-being characterized by cohesive awareness of self and capability in terms of ideal mental evolution and growth (Ryan & Deci, 2001).

Operational Definition: In this study, well-being refers to respondent's scores on the Subjective Vitality Scale Developed by Ryan and Frederick (1997). Higher the score in this scale shows the higher rate of psychological well-being.

Parental Autonomy Support

Conceptual Definition: Prenatal autonomy support has been recognized as an empathetic quality of parenting towards their children's thoughts and viewpoints, who

grant them selections on every occasion, and support them to discover and enact according to their own standards and comforts (Grolnick, Gurland, Courcsey, & Jacob, 2002; Ryan, Deci, Grolnick, & Guardia, 2006).

Operational Definition: In this study, Parental autonomy support was determined by respondents' scores on the Perceptions of Parents Scales (POPS) (Grolnick, Ryan, & Deci, 1991) Higher the score in these scale shows the higher rate of parental autonomy support.

Teacher's Autonomy Support

Conceptual Definition: Teachers' autonomy support reflects how teachers allow students to identify, nurture, and develop their inner motivational resources, personal interests and values during instruction (Reeve & Halusic, 2009).

Operational Definition: Teacher's autonomy support was determined by respondents' scores on the Learning Climate Questionnaire (LCQ). Higher the score in this scale will show the higher rate of teacher's autonomy support.

Self-regulation

Conceptual Definition: Self-regulation reflects how individuals effectively deal with their behaviors, emotions and thoughts, and manage difficulties and challenges in their learning environment (Simon & Durand-Bush, 2014).

Operational Definition: In this study, self-regulation refers to respondent's scores on the Academic Self-Regulation Questionnaire (SRQ-A) (Ryan & Connell, 1989). Higher score on the scale indicate higher level of self-regulation.

Adolescents

Conceptual Definition: Adolescence is considered as a developmental period of life between childhood and adulthood (Beebe Dimmer et al., 2004).

Operational Definition: In the present study, Adolescent is Iranian who studying in Malaysia between ages 12-18 years old.

1.9 Theoretical Background

The theoretical foundation of psychological well-being comes from a life-span development perspective. The core dimension of the model is a convergence of models on positive psychological functioning and developmental theories. The positive psychological functioning include Maslow's view of self-actualization (Maslow, 1968), Rogers' concept of the fully functioning individual (Rogers, 1963), Jung's conception of individuation (Jung, 1933), and Allport's formulation of maturity (Allport, 1961). Developmental theories include Erikson's psychosocial stage model (Erikson, 1959), Buhler's description of basic life tendency which moves to fulfil the life (Buhler, 1935) and Neugarten's drawing of personality development in adulthood or old ages (Neugarten, 1973). These theories provide the points of convergence to constitute the core dimensions of theory of psychological well-being (Ryff & Singer, 1998). The model of psychological well-being emphasizes on the quality of ties to others, positive self-regard, capacity to manage the environment, to have a meaningful and purposeful engagement, and to continue development (Ryff & Singer, 1998).

Theoreticians have endeavored to provide more thorough definition for term well-being. As such, they attempted to differentiate between hedonia and eudaimonia. Accordingly, Ryff (2001) proposed eudaimonic well-being as an equivalent to psychological well-being by having six elements of human actualization namely, life purpose, personal growth, self-acceptance, positive relatedness, autonomy, and mastery. Researchers also separate psychological well-being from subjective well-being and emphasize that satisfaction, fulfillment and stability between negative and positive effects resulted in the subjective well-being of life evaluation. On the other hand, psychological well-being refers to more comprehensive dimension of psychological functioning. Other researchers like Ilies, Morgeson and Nahrgang (2005), Ryan and Deci (2001) consent to Ryff and Singer (1998) about the concept of eudaimonia, suggesting definition of eudaimonic well-being includes constructs such as expressiveness, self-realization, and personal growth. However, the present study was guided by proposed self-determination theory. The following section discussed the major concepts of this theory.

The current study examines the relationship between parental autonomy support, teacher's autonomy support, self-regulation and psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia. In this study, Self-Determination Theory (SDT) by Ryan and Deci (2001) and Ryff's Six-factor Model of Psychological Well-being (1995) were employed in order to clarify the relationships between studied variables.

Self-Determination Theory (SDT) is a macro theory of human motivation, well-being and personality development. The theory alleges self-determine behaviors and the required social condition. There are three elementary and basic psychological requirements are postulated in SDT theory namely autonomy (feeling that a task is self-endorsed), competence (feeling that one is good at a task) and relatedness (feeling a

sense of belonging). Perfect conditions for psychological growth, integrity, well-being and vitality resulted in accomplishment of the above requirements. Thus, it is worth mentioning that the final outcome of these three elementary needs or put simply, the eudaimonic life style, which emphasizes on having a complete life and focuses on human individual's potentials, results in well-being. Conversely, lacking of these three basic needs leads to greater ill-being and lower self-motivation (Ryan, Huta, & Deci, 2008).

According to Baard, Deci and Ryan (2004) in SDT, parents can be supportive about their children's needs for competence, autonomy and relatedness through the autonomy supports. The provision in parental structures facilitates children's feelings of competence by giving them a clear understanding of how their behaviors are connected to results, comforting them to feel effective in every environment. Likewise, chaotic environment leaves children feeling incompetent and helpless. On the other hands, autonomy support emphasis on feelings of volition by letting children to feel ownership about their behaviors that help to feel self-endorsed and emanate from within actions, instead of having sense of being controlled or forced by others. Once the children could get the feeling of autonomy then more likely they would be able to feel in control of outcomes of the environments. SDT emphasis that parental control weaken insidiously feeling of autonomy if children feel not volitional in their behaviors leading to feel the lack of control and being incompetent (Deci & Ryan, 1985; Grolnick & Ryan, 1989). And relatedness fosters feelings of connected to others and closeness in one's everyday interactions (Deci & Ryan, 2000) by allowing children to have feeling of connectedness and belongingness to others in environments (Deci & Ryan, 2002).

Kocayoruk (2012) mentioned that if children feel strongly are connected to their parents, they experience higher well-being and autonomy in self-regulation than adolescents who their relatedness is not well fulfilled with their parents. Therefore, children who feel well related to their parents and have sense of competency and autonomous, probably have more intend to follow and pursue their own preferences and high well-being (Deci & Ryan, 2002). Meanwhile SDT justify that subjective and psychological well-being is regulated by autonomous rather controlled adolescents. Numerous domains like education, parenting and prosocial behavior has confirmed above hypothesis (Deci & Rya, 2000; Vansteenkiste, Ryan, & Deci, 2008).

This has clear theoretical implications giving autonomy, competence and relatedness have positive effects of psychological health, psychological well-being and self-regulation (Deci, Guradia, Moller, Scheiner, & Ryan, 2006). Also SDT suggest that autonomous self-regulation leading to increasing well-being (Deci et al., 2001). Autonomous person would like to experience a sense of autonomy by doing something unforced that values (Deci et al., 2006). Meanwhile SDT proposes that when children's psychological needs are fulfilled by their parents, they are more likely to internalize the values and rules of their family environment, and their psychological well-being increases.

In addition, Self-determination theory advocates fulfilment of basic psychological needs is necessary for intrinsic motivation (Deci & Ryan, 2000). These fundamental needs encourage by teachers autonomy supportive behaviors by identifying inner motivational resources in students then nurturing and developing them during instruction (Reeve & Halusic, 2009). Autonomy supportive teachers by being warm, caring and knowledgeable about negative effects, provide opportunities for self-initiative work (Niemic, Ryan & Deci, 2009; reeve & Jang, 2006). In contrast, controlling teachers force students to act in particular manners (Deci & Ryan, 1985). According to Reeve and Jang (2006) controlling teachers apply controlling statements, emphasis on their own perspective and leave students with little choices. Furthermore based on SDT, need satisfaction and perceived autonomy support by instructors were promoted student's autonomous self-regulation and their well-being (Black & Deci, 2000; Deci et al., 2006; Deci, Ryan, & Williams, 1996). Consequently if psychological needs of adolescents be supported by parents and teachers, they would lead themselves more autonomously and can express greater psychological health and well-being.

Ryff's Psychological Well-being Theory is comprised by the following six dimensions: a) self-acceptance, which is characterized by the perception and acceptance of multiple aspects of the individual (whether good or bad aspects) and positive assessment of their past; b) positive relations with others, which consists in the establishment of positive, altruistic relationships with others; c) autonomy, expresses the feeling of self-determination and capacity for self- control; d) environmental mastery, presented in the form of the ability to manage one's own life and the demands extrinsic to the individual; e) purpose in life - involves the definition of meaning in life and developmental support and assignment of importance to existence and self-fulfillment; and, f) personal growth - which focuses on the sense of continuous development and openness to new life experiences necessary to maximize the individual's potential (Ryff, 1989a, 1989b, 1989c, 1995).

The parents' individual functioning was considered from the perspective of a multidimensional conception of psychological well-being (Ryff, 1989a) derived from the integration of life-span developmental, personal growth, and mental health literature. Included in this formulation are six specific dimensions of well-being: environmental mastery, purpose in life, self-acceptance, personal growth, autonomy, and positive relations with others. Environmental mastery includes the ability to utilize resources in the environment, to manage effectively activities in multiple realms, and to change or create new environments if necessary.

1.10 Conceptual Framework

Following a schematic overview of the conceptual framework of the study is presented. It outlines the relationship between the independent variables of teacher's autonomy support, parental autonomy support and self-regulation as mediating variable and the dependent variable of adolescents' psychological well-being.

Conceptual framework of the study shows that parental autonomy support and teacher's autonomy support consider as independent variables, self-regulation as mediating variable and adolescents' psychological well-being as dependent variable. This study is conceptualized to find out the nature and degree of associations between independent variables, mediators and psychological well-being among adolescents. Adolescence is known as period of emotional instability and depression. Adolescents involve in transitions that can put them at risk, highlighted the needs for protective and risk factors.

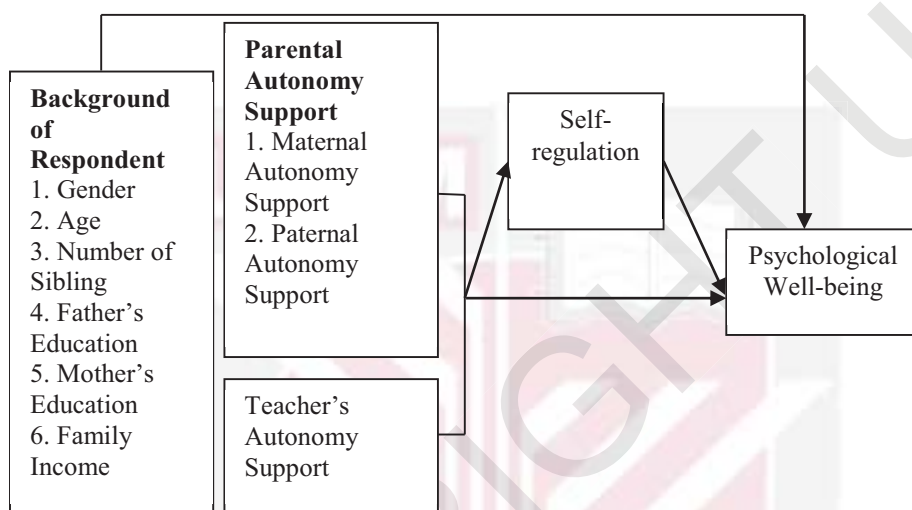


Figure 1.1: Conceptual Framework of the Study

Santrock (2015) indicated during adolescence, individuals encounter changes in their personality time to time and they are exploring the real world by trying to strive for both inclusion in social life and independence from family and parents. They would like to be respected as adults with being able to make own decisions. Besides, adolescents desire structure and support from their parents, though they experience an indifferent behavior and may challenge their parents' supportive measures. It is crucial to note that there are several factors that could be associated with psychological well-being among high school students.

However, it is beyond the scope of this study to include all the possible variables in the research model. This model is specially design to determine the association between the independent variables, mediating variables and psychological well-being. The model theorized that the occurrence of these variables would either increase or decrease adolescent's psychological well-being. Figure 1.1 proposed that psychological well-being can be impacted directly by parental and teacher's autonomy support or indirectly by mediating effect of adolescent's self-regulation. Also demographic factors like gender, age, number of siblings, mother's education, father's education, family

income were considered in the study. This conceptual frame work is based on self-determination and Ryff's psychological well-being theory.

1.11 Chapter Summary

Current chapter begins with background of the study and highlighted the importance and contributions of various factors in accounting for psychological well-being among Iranian adolescents in Kuala Lumpur, Malaysia. Then, problem statement, significance of the study, objectives, hypothesis, and terms' definition are presented. Finally, conceptual and theoretical framework was stated.



REFERENCES

- Acock, A. C., & Demo, D. H. (1994). *Family diversity and well-being*. Thousand Oaks: Sage publications.
- Ahmadi, M., Namazizadeh, M., & Mokhtari, P. (2012). Perceived Motivational Climate, Basic Psychological Needs and Self-Determined Motivation in Youth Male Athletes. *World Applied Sciences Journal*, 16(9), 1189–1195.
- Amato, P. R. (1994). Father-child relations, mother-child relations, and offspring psychological well-being in early adulthood. *Journal of Marriage and the Family*, 56(4), 1031–1042.
- Ary, D., Jacobs, L., & Razavieh, A. (1996). Introduction to research in education. Ft. Worth: Holt, Rinehart, and Winston. *Inc. College Journal of Agricultural Education*, 34(3), 76–83.
- Assor, A., Kaplan, H., Kanat-Maymon, Y., & Roth, G. (2005). Directly controlling teacher behaviors as predictors of poor motivation and engagement in girls and boys: The role of anger and anxiety. *Learning and Instruction*, 15(5), 397–413.
- Assor, A., Kaplan, H., & Roth, G. (2002). Choice is good, but relevance is excellent: Autonomy-enhancing and suppressing teacher behaviours predicting students' engagement in schoolwork. *British Journal of Educational Psychology*, 72(2), 261–278.
- Assor, A., Kaplan, H., & Roth, G. (2002). Choice is good but relevance is excellent: Autonomy affecting teacher behaviors that predict students' engagement in learning. *British Journal of Educational Psychology*, 72(2), 261–278.
- Assor, A., Roth, G., & Deci, E. L. (2004). The emotional costs of parents' conditional regard: A Self-Determination Theory analysis. *Journal of Personality*, 72(1), 47–88.
- Azuka-Obieke, U. (2013). Single-Parenting, Psychological Well-Being and Academic Performance of Adolescents in Lagos, Nigeria. *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, 4(1), 112–117.
- Baard, P. P., Deci, E. L., & Ryan, R. M. (2004). Intrinsic Need Satisfaction: A Motivational Basis of Performance and Well-Being in Two Work Settings. *Journal of Applied Social Psychology*, 34(10), 2045–2068.
- Bakar, A. A., Fatah, A., Sidek, W., & Sample, A. (2013). Well-Being in Adolescence: Fitting Measurement Model. *International Journal of Social, Management, Economics and Business Engineering*, 7(5), 526–529.
- Barber, B. K., Stolz, H. E., Olsen, J. A., Collins, W. A., & Burchinal, M. (2005). Parental support, psychological control, and behavioral control: Assessing relevance across time, culture, and method. *Monographs of the Society for Research in Child Development*, 70(4), 26–57.
- Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51(6), 1173–1182.
- Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51(6), 1173–1182.
- Bartlett, J. E. (2001). Organizational research: Determining appropriate sample size in

- survey research. *Inform Tech Learn Perform J. Information Technology, Learning, and Performance Journal*, 19(1), 43–50.
- Baumeister, R. F. (2003). Ego depletion and self-regulation failure: A resource model of self-control. *Alcoholism: Clinical and Experimental Research*, 27(2), 281–284.
- Baumeister, R. F., Bushman, B. J., & Campbell, W. K. (2000). Self-Esteem, Narcissism, and Aggression Does Violence Result From Low Self-Esteem or From Threatened Egotism? *Current Directions in Psychological Science*, 9(1), 26–29.
- BBC. (2009). *Maturity; profound and lasting personality changes*. Retrieved from <http://www.pezeshk.us/?p=5319>
- Beebe Dimmer, J., Lynch, J. W., Turrell, G., Lustgarten, S., Raghunathan, T., & Kaplan, G. A. (2004). Childhood and adult socioeconomic conditions and 31-year mortality risk in women. *American Journal of Epidemiology*, 159(5), 481–490.
- Bergman, M. M., & Scott, J. (2001). Young adolescents' wellbeing and health-risk behaviours: Gender and socio-economic differences. *Journal of Adolescence*, 24(2), 183–197.
- Bernier, A., Larose, S., & Whipple, N. (2005). Leaving home for college: A potentially stressful event for adolescents with preoccupied attachment patterns. *Attachment & Human Development*, 7(2), 171–185.
- Black, A. E., & Deci, E. L. (2000). The effects of instructors' autonomy support and students' autonomous motivation on learning organic chemistry: A self-determination theory perspective. *Science Education*, 84(6), 740–756.
- Black, A. E., & Deci, E. L. (2000). The effects of student self-regulation and instructor autonomy support on learning in a college-level natural science course: A self-determination theory perspective. *Science Education*, 84(6), 740–756.
- Blair, C., & Razza, R. P. (2007). Relating effortful control, executive function, and false belief understanding to emerging math and literacy ability in kindergarten. *Child Development*, 78(2), 647–663.
- Bostic, T. J., Rubio, D. M., & Hood, M. (2000). A validation of the subjective vitality scale using structural equation modeling. *Social Indicators Research*, 52(3), 313–324.
- Buhl, H. M. (2007). Well-being and the child–parent relationship at the transition from university to work life. *Journal of Adolescent Research*, 22(5), 550–571.
- Bureau, J. S., & Mageau, G. A. (2014). Parental autonomy support and honesty: The mediating role of identification with the honesty value and perceived costs and benefits of honesty. *Journal of Adolescence*, 37(3), 225–236.
- Calkins, S. D., & Keane, S. P. (2009). Developmental origins of early antisocial behavior. *Development and Psychopathology*, 21(4), 1095–1109.
- Calkins, S. D., Smith, C. L., Gill, K. L., & Johnson, M. C. (1998). Maternal interactive style across contexts: Relations to emotional, behavioral and physiological regulation during toddlerhood. *Social Development*, 7(3), 350–369.
- Carlisle, S., Henderson, G., & Hanlon, P. W. (2009). “Wellbeing”: A collateral casualty of modernity? *Social Science & Medicine*, 69(10), 1556–1560.
- Cavana, R., Delahaye, B. L., & Sekeran, U. (2001). *Applied business research: Qualitative and quantitative methods*. Melbourne: John Wiley & Sons.
- Cave, G. A. (2010). *Maternal and paternal differential attachment associations and inpatient adolescent psychological well-being*. (PhD), Fielding Graduate

- University, California.
- Chen, M. (2010). *Chinese mothers and adolescents' views of parent-adolescent conflict and the quality of their relationship---a study of parent-adolescent relationship in urban and rural china*. (PhD), University of California, Berkeley.
- Chi, M. (2011). Malaysia, the Perfect Bridge for Iranians to Escape Home. *The Malaysian Insider*.
- Chirkov, V. I., & Ryan, R. M. (2001). Parent and teacher autonomy-support in Russian and US adolescents common effects on well-being and academic motivation. *Journal of Cross-Cultural Psychology*, 32(5), 618–635.
- Chu, P. Sen, Saucier, D. A., & Hafner, E. (2010). Meta-analysis of the relationships between social support and well-being in children and adolescents. *Journal of Social and Clinical Psychology*, 29(6), 624–645.
- Clemente, M., & Hezomi, H. (2016). Stress and Psychological Well-being: An Explanatory Study of the Iranian Female Adolescents. *Journal of Child and Adolescent Behaviour*, 4(1), 1–5.
- Cochran, W. G. (1977). *Sampling techniques*. New York: John Wiley & Sons.
- Cohen, J. (1977). *Statistical power analysis for the behavioral sciences (revised ed.)*. New York: Academic Press.
- Conger, R. D., Wallace, L. E., Sun, Y., Simons, R. L., McLoyd, V. C., & Brody, G. H. (2002). Economic pressure in African American families: a replication and extension of the family stress model. *Developmental Psychology*, 38(2), 179–193.
- Craddock, E. B. (2013a). *Quiet ego and well-being: The impact of goals and self-regulation*. (PhD), Northern Arizona University, Arizona.
- Craddock, E. B. (2013b). *Quiet ego and well-being: The impact of goals and self-regulation*. Northern Arizona University.
- Cripps, K., & Zyromski, B. (2015). Adolescents' Psychological Well-Being and Perceived Parental Involvement: Implications for Parental Involvement in Middle Schools. *RMLE Online*, 33(4), 1–13.
- Deci, E. L. (1980). *The psychology of self-determination*. New York: Free Press.
- Deci, E. L., Eghrari, H., Patrick, B. C., & Leone, D. R. (1994). Facilitating internalization: The self-determination theory perspective. *Journal of Personality*, 62(1), 119–142.
- Deci, E. L., La Guardia, J. G., Moller, A. C., Scheiner, M. J., & Ryan, R. M. (2006). On the benefits of giving as well as receiving autonomy support: Mutuality in close friendships. *Personality and Social Psychology Bulletin*, 32(3), 313–327.
- Deci, E. L., Nezlek, J., & Sheinman, L. (1981). Characteristics of the rewarder and intrinsic motivation of the rewardee. *Journal of Personality and Social Psychology*, 40(1), 1–10.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and Selfdetermination in human behaviour*. New York: Plenum Press.
- Deci, E. L., & Ryan, R. M. (2000). The “ what” and “ why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268.
- Deci, E. L., & Ryan, R. M. (2002). Overview of self-determination theory: An organismic dialectical perspective. In *Handbook of self-determination research* (pp. 3–33). United Kingdom: University of Rochester Press.
- Deci, E. L., & Ryan, R. M. (2008). Facilitating optimal motivation and psychological well-being across life's domains. *Canadian Psychology/Psychologie*

- Canadienne*, 49(1), 14–23. <http://doi.org/10.1037/0708-5591.49.1.14>
- Deci, E. L., Ryan, R. M., Gagné, M., Leone, D. R., Usunov, J., & Kornazheva, B. P. (2001). Need satisfaction, motivation, and well-being in the work organizations of a former eastern bloc country: A cross-cultural study of self-determination. *Personality and Social Psychology Bulletin*, 27(8), 930–942.
- Deci, E. L., Ryan, R. M., & Williams, G. C. (1996). Need satisfaction and the self-regulation of learning. *Learning and Individual Differences*, 8(3), 165–183.
- Deci, E. L., Vallerand, R. J., Pelletier, L. G., & Ryan, R. M. (1991). Motivation and education: The self-determination perspective. *Educational Psychologist*, 26(3–4), 325–346.
- Deci, E., & Ryan, R. (1985). *Intrinsic Motivation and Self-Determination in Human Behavior*. New York: Pantheon press.
- Deiner, E., Sapyta, J. J., & Suh, E. (1998). Subjective well-being is essential to wellbeing. *Psychological Inquiry*, 9, 33–37.
- Diehl, M., Semegon, A. B., & Schwarzer, R. (2006). Assessing attention control in goal pursuit: A component of dispositional self-regulation. *Journal of Personality Assessment*, 86(3), 306–317.
- Diener, E. (2005). Assessing subjective well-being: Progress and opportunities. In *Citation Classics from Social Indicators Research* (pp. 421–475). Netherlands: Springer.
- Diener, E., & Diener, M. (2009). Cross-cultural correlates of life satisfaction and self-esteem. In *Culture and well-being* (pp. 71–91). Netherlands: Springer.
- Diener, E., & Lucas, R. E. (2000). Subjective emotional well-being. In *Handbook of emotions* (Vol. 2, pp. 325–337).
- Diseth, Å., Danielsen, A. G., & Samdal, O. (2012). A path analysis of basic need support, self-efficacy, achievement goals, life satisfaction and academic achievement level among secondary school students. *Educational Psychology*, 32(3), 335–354.
- Doshi, k., A. P. (2005). *Family Functioning And Child Well-Being Amongst Urban Malay Single Mother Families Influence Of Risk And Protective Factors*. (PhD), Universiti Putra Malaysia.
- Downie, M., Chua, S. N., Koestner, R., Barrios, M.-F., Rip, B., & M'Birkou, S. (2007a). The relations of parental autonomy support to cultural internalization and well-being of immigrants and sojourners. *Cultural Diversity and Ethnic Minority Psychology*, 13(3), 241–249.
- Downie, M., Chua, S. N., Koestner, R., Barrios, M.-F., Rip, B., & M'Birkou, S. (2007b). The relations of parental autonomy support to cultural internalization and well-being of immigrants and sojourners. *Cultural Diversity & Ethnic Minority Psychology*, 13(3), 241–249.
- Doyle, A. B., & Markiewicz, D. (2005). Parenting, marital conflict and adjustment from early-to mid- adolescence: Mediated by adolescent attachment style? *Journal of Youth and Adolescence*, 34(2), 97–110.
- Doyle, O., Harmon, C., & Walker, I. (2007). The impact of parental income and education on child health: Further evidence for England. *Journal of Labor Economic*, 35(2003), 1–22.
- Dugerd, P., Todman, J., & Strains, H. (2010). *Approaching Multivariate Research*. New York: Routledge.
- Eisenberg, N., Zhou, Q., Spinrad, T. L., Valiente, C., Fabes, R. A., & Liew, J. (2005). Relations among positive parenting, children's effortful control, and

- externalizing problems: A three-wave longitudinal study. *Child Development*, 76(5), 1055–1071.
- Elzubeir, M. A., Elzubeir, K. E., & Magzoub, M. E. (2010). Stress and coping strategies among Arab medical students: towards a research agenda. *Education for Health*, 23(1), 355–366.
- Eme, R. F. (1979). Sex differences in childhood psychopathology: A review. *Psychological Bulletin*, 86(3), 574–595.
- Eryilmaz, A. (2010). Turkish adolescents' subjective well-being with respect to age, gender and SES of parents. *International Journal of Human and Social Sciences*, 5(8), 523–526.
- Field, J. (2000). *Lifelong learning and the new educational order*. London: Eric.
- Flouri, E. (2004). Subjective well-being in midlife: The role of involvement of and closeness to parents in childhood. *Journal of Happiness Studies*, 5(4), 335–358.
- Flouri, E., & Buchanan, A. (2003). The Role of Father Involvement and Mother Involvement in Adolescents' Psychological well-being. *British Journal of Social Work*, 33(3), 399–406.
- Forrest-Bank, S. S. (2013). *The relationship between risk and resilience, racial microaggression, ethnic identity, and well-being in young adulthood*. (PhD), University of Denver, Colorado.
- Fraenkel, J. R., & Wallen, N. E. (2014). *How to design and evaluate research in education*. Pennsylvania: McGraw-Hill Education.
- Friede, T., & Kieser, M. (2006). Sample size recalculation in internal pilot study designs: a review. *Biometrical Journal*, 48(4), 537–555.
- Fulkerson, J. A., Story, M., Mellin, A., Leffert, N., Neumark-Sztainer, D., & French, S. A. (2006). Family dinner meal frequency and adolescent development: Relationships with developmental assets and high-risk behaviors. *Journal of Adolescent Health*, 39(3), 337–345.
- Funk, B. A., Huebner, E. S., & Valois, R. F. (2006). Reliability and validity of a brief life satisfaction scale with a high school sample. *Journal of Happiness Studies*, 7(1), 41–54.
- Gagne, M. (2003a). Autonomy support and need satisfaction in the motivation and well-being of gymnasts. *Journal of Applied Sport Psychology*, 15(4), 372–390.
- Gagne, M. (2003b). Autonomy Support and Need Satisfaction in the Motivation and Well-Being of Gymnasts. *Journal of Applied Sport Psychology*, 15(4), 372–390. <http://doi.org/10.1080/714044203>
- Gagnon, M. (2011). *SELF-REGULATION OF PHYSICIANS AND MEDICAL STUDENTS Exploring the Self-Regulation of Physicians and Medical Students in Relation to their Well-Being and Performance*.
- Gagnon, M.-C. (2011). *Exploring the Self-Regulation of Physicians and Medical Students in Relation to their Well-Being and Performance*. (PhD), University of Ottawa, Canada.
- Gall, S. L., Abbott-Chapman, J., Patton, G. C., Dwyer, T., & Venn, A. (2010). Intergenerational educational mobility is associated with cardiovascular disease risk behaviours in a cohort of young Australian adults: The Childhood Determinants of Adult Health (CDAH) Study. *BMC Public Health*, 10(1), 55–71.
- Garcia, D., & Siddiqui, A. (2009). Adolescents' psychological well-being and memory for life events: Influences on life satisfaction with respect to temperamental dispositions. *Journal of Happiness Studies*, 10(4), 407–419.

- Garcia, D., & Sikström, S. (2013). Quantifying the semantic representations of adolescents' memories of positive and negative life events. *Journal of Happiness Studies*, *14*(4), 1309–1323.
- George, D., & Mallery, P. (2003). *SPSS for windows step by step: A simple guide and reference*. Boston: Allyn and Bacon.
- Ghaffarian, S. (1998). The acculturation of Iranian immigrants in the United States and the implications for mental health. *The Journal of Social Psychology*, *138*(5), 645–654.
- Ghysels, J., & Van Vlasselaer, E. (2008). Child well-being in flanders: A multidimensional account. *Social Indicators Research*, 283–304. <http://doi.org/10.1007/s11205-007-9198-z>
- Grolnick, W. S. (2009). The role of parents in facilitating autonomous self-regulation for education. *Theory and Research in Education*, *7*(2), 164–173. <http://doi.org/10.1177/1477878509104321>
- Grolnick, W. S., Deci, E. L., & Ryan, R. M. (1997). *Internalization within the family: The self-determination theory perspective*. *Handbook of contemporary theory*. New York: John Wiley & Sons.
- Grolnick, W. S., Gurland, S. T., DeCoursey, W., & Jacob, K. (2002). Antecedents and consequences of mothers' autonomy support: an experimental investigation. *Developmental Psychology*, *38*(1), 143–155.
- Grolnick, W. S., & Pomerantz, E. M. (2009). Issues and challenges in studying parental control: Toward a new conceptualization. *Child Development Perspectives*, *3*(3), 165–170.
- Grolnick, W. S., Price, C. E., Beiswenger, K. L., & Sauck, C. C. (2007). Evaluative pressure in mothers: effects of situation, maternal, and child characteristics on autonomy supportive versus controlling behavior. *Developmental Psychology*, *43*(4), 991–1002.
- Grolnick, W. S., & Ryan, R. M. (1987). Autonomy in children's learning: an experimental and individual difference investigation. *Journal of Personality and Social Psychology*, *52*(5), 890–898.
- Grolnick, W. S., & Ryan, R. M. (1989). Parent styles associated with children's self-regulation and competence in school. *Journal of Educational Psychology*, *81*(2), 143–154.
- Grolnick, W. S., & Ryan, R. M. (1989). Parent styles associated with children's self-regulation and competence in school. *Journal of Educational Psychology*, *81*(2), 143–154. <http://doi.org/10.1037//0022-0663.81.2.143>
- Grolnick, W. S., Ryan, R. M., & Deci, E. L. (1991). Inner resources for school achievement: Motivational mediators of children's perceptions of their parents. *Journal of Educational Psychology*, *83*(4), 508–517.
- Guzder, J., & Rousseau, C. (2010). Child and community mental health in cultural perspective. *Transcultural Psychiatry*, *47*(5), 683–685.
- Hair, J. F., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2010). *Multivariate data analysis*. New Jersey: Upper Saddle River.
- Hanson, M. D., & Chen, E. (2007). Socioeconomic status and health behaviors in adolescence: a review of the literature. *Journal of Behavioral Medicine*, *30*(3), 263–285.
- Hinkle, D. E., Wiersma, W., & Jurs, S. G. (2003). *Applied statistics for the behavioral sciences*. Boston: Houghton Mifflin.
- Hofer, J., Busch, H., & Kärtner, J. (2011). Self-regulation and well-being: The

- influence of identity and motives. *European Journal of Personality*, 25(3), 211–224.
- Hofer, M. A. (1994). Hidden regulators in attachment, separation, and loss. *Monographs of the Society for Research in Child Development*, 59(2–3), 192–207.
- Hollembek, J., & Amorose, A. J. (2005). Perceived Coaching Behaviors and College Athletes' Intrinsic Motivation: A Test of Self-Determination Theory. *Journal of Applied Sport Psychology*, 17(1), 20–36.
- Hosseini, M. (2014). *Iranian Adolescents in Malaysia*. Iran. Retrieved from <http://www.mbm.medu.ir/>
- Hoyle, R. H. (2014). *Handbook of personality and self-regulation*. New York: John Wiley & Sons.
- Huppert, F. A. (2009). Psychological well-being: Evidence Regarding its Causes and Consequences. *Applied Psychology: Health and Well-Being*, 1(2), 137–164.
- Jalali, B. (2005). *Iranian families. Ethnicity and family therapy*. New York: Guilford Press.
- Jeno, L. M. (2014). A self - determination theory perspective on autonomy support , autonomous self - regulation , and perceived school performance, 9(1), 1–20.
- Joussemet, M., Landry, R., & Koestner, R. (2008). A self-determination theory perspective on parenting. *Canadian Psychology/Psychologie Canadienne*, 49(3), 194–200.
- Katragadda, C. P., & Tidwell, R. (1998). Rural Hispanic adolescents at risk for depressive symptoms. *Journal of Applied Social Psychology*, 28(20), 1916–1930.
- Keyes, C. L. M., Shmotkin, D., & Ryff, C. D. (2002). Optimizing well-being: the empirical encounter of two traditions. *Journal of Personality and Social Psychology*, 82(6), 1007–1022.
- Khan, Y., Taghdisi, M. H., & Nourijelyani, K. (2015). Psychological Well-Being (PWB) of School Adolescents Aged 12-18 yr, its Correlation with General Levels of Physical Activity (PA) and Socio-Demographic Factors In Gilgit, Pakistan. *Iranian Journal of Public Health*, 44(6), 804–813.
- kheirkhah, M., Mokarie H., L Nisanisamani, A. F. H. (2013). Relationship between Anxiety and Self-concept in Female Adolescents. *Iran Journal of Nursing (IJN)*, 26(83), 19–29.
- Kim, S., & Kochanska, G. (2012). Child temperament moderates effects of parent–child mutuality on self-regulation: A relationship-based path for emotionally negative infants. *Child Development*, 83(4), 1275–1289.
- Kins, E., Beyers, W., Soenens, B., & Vansteenkiste, M. (2009). Patterns of home leaving and subjective well-being in emerging adulthood: the role of motivational processes and parental autonomy support. *Developmental Psychology*, 45(5), 1416–1429.
- Kjell, O. N. E. (2011). Sustainable well-being: A potential synergy between sustainability and well-being research. *Review of General Psychology*, 15(3), 255–266.
- Kocayoruk, E. (2012). The perception of parents and well-being of adolescents: Link with basic psychological need satisfaction. *Procedia-Social and Behavioral Sciences*, 46, 3624–3628.
- Kocayörük, E., Altıntaş, E., & İċbay, M. A. (2015a). The perceived parental support, autonomous-self and well-being of adolescents: A cluster-analysis approach.

- Journal of Child and Family Studies*, 24(6), 1819–1828.
- Kocayörük, E., Altıntaş, E., & İçbay, M. A. (2015b). The Perceived Parental Support, Autonomous-Self and Well-Being of Adolescents: A Cluster-Analysis Approach. *Journal of Child and Family Studies*, 24(6), 1819–1828.
- Kochanska, G., Murray, K. T., & Harlan, E. T. (2000). Effortful control in early childhood: continuity and change, antecedents, and implications for social development. *Developmental Psychology*, 36(2), 220–232.
- Koestner, R., Ryan, R. M., Bernieri, F., & Holt, K. (1984). Setting limits on children's behavior: The differential effects of controlling vs. informational styles on intrinsic motivation and creativity. *Journal of Personality*, 52(3), 233–248.
- Kowaleski-Jones, L. (2000). Staying out of trouble: Community resources and problem behavior among High-Risk adolescents. *Journal of Marriage and Family*, 62(2), 449–464.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurements*, 30, 607–610.
- Kuldas, S., Satyen, L., Ismail, H., & Hashim, S. (2014). Greater cognitive effort for better learning: Tailoring an instructional design for learners with different levels of knowledge and motivation. *Psychologica Belgica*, 54(4), 350–373.
- Kwon, H., Rueter, M. A., Lee, M., Koh, S., & Ok, S. W. (2003). Marital relationships following the Korean economic crisis: Applying the family stress model. *Journal of Marriage and Family*, 65(2), 316–325.
- Lancaster, G. A., Dodd, S., & Williamson, P. R. (2004). Design and analysis of pilot studies: recommendations for good practice. *Journal of Evaluation in Clinical Practice*, 10(2), 307–312.
- Larson, R. W. (2011). Positive development in a disorderly world. *Journal of Research on Adolescence*, 21(2), 317–334.
- Lekes, N., Gingras, I., Philippe, F. L., Koestner, R., & Fang, J. (2010a). Parental autonomy-support, intrinsic life goals, and well-being among adolescents in China and North America. *Journal of Youth and Adolescence*, 39(8), 858–869.
- Lekes, N., Gingras, I., Philippe, F. L., Koestner, R., & Fang, J. (2010b). Parental autonomy-support, intrinsic life goals, and well-being among adolescents in China and North America. *Journal of Youth and Adolescence*, 39(8), 858–69. <http://doi.org/10.1007/s10964-009-9451-7>
- Lengua, L. J., Honorado, E., & Bush, N. R. (2007). Contextual risk and parenting as predictors of effortful control and social competence in preschool children. *Journal of Applied Developmental Psychology*, 28(1), 40–55.
- Lindenberg, S. (2013). *Social Rationality, Self-Regulation, and Well-Being: The Regulatory Significance of Needs, Goals, and the Self. The handbook of rational choice social research*. California: Stanford University Press.
- Lindsey, E. W., Cremeens, P. R., & Caldera, Y. M. (2010). Mother–child and father–child mutuality in two contexts: Consequences for young children's peer relationships. *Infant and Child Development*, 19(2), 142–160.
- Lindsey, E. W., Cremeens, P. R., Colwell, M. J., & Caldera, Y. M. (2009). The structure of parent–child dyadic synchrony in toddlerhood and children's communication competence and Self-control. *Social Development*, 18(2), 375–396.
- Lippman, L. H. (2007). Indicators and indices of child well-being: A brief American history. *Social Indicators Research*, 83(1), 39–53.
- López-Walle, J., Balaguer, I., Castillo, I., & Tristán, J. (2012). Autonomy support,

- basic psychological needs and well-being in Mexican athletes. *The Spanish Journal of Psychology*, 15(3), 1283–1292.
- López-Walle, J., Balaguer, I., Castillo, I., & Tristán, J. (2013). Autonomy Support, Basic Psychological Needs and Well-Being in Mexican Athletes. *The Spanish Journal of Psychology*, 15(3), 1283–1292. http://doi.org/10.5209/rev_SJOP.2012.v15.n3.39414
- Lorion, R. P. (2000). *Theoretical and evaluation issues in the promotion of wellness and the protection of "well enough."* Washington: Cwla Press.
- Maslow, A. (1968). *Toward a psychology of being*. New York: John Wiley & Sons.
- McMahan, E. A., & Estes, D. (2011). Hedonic versus eudaimonic conceptions of well-being: Evidence of differential associations with self-reported well-being. *Social Indicators Research*, 103(1), 93–108.
- Milevsky, A. (2005). Compensatory patterns of sibling support in emerging adulthood: Variations in loneliness, self-esteem, depression and life satisfaction. *Journal of Social and Personal Relationships*, 22(6), 743–755.
- Miller, D. C., & Byrnes, J. P. (2001). Adolescents' decision making in social situations: A self-regulation perspective. *Journal of Applied Developmental Psychology*, 22(3), 237–256.
- Miserandino, M. (1996). Children who do well in school: Individual differences in perceived competence and autonomy in above-average children. *Journal of Educational Psychology*, 88(2), 203–214.
- Mistry, R. S., Vandewater, E. A., Huston, A. C., & McLoyd, V. C. (2002). Economic Well-Being and Children's Social Adjustment: The Role of Family Process in an Ethnically Diverse Low-Income Sample. *Child Development*, 73(3), 935–951.
- Moeini, B., Shafii, F., Hidarnia, A., Babaii, G. R., Birashk, B., & Allahverdi-pour, H. (2008). Perceived Stress, Self-Efficacy and Its Relations To Psychological Well-Being Status in Iranian Male High School Students. *Social Behavior and Personality: An International Journal*, 36(2), 257–266.
- Mohanty, J., & Newhill, C. E. (2011). Asian adolescent and young adult adoptees' psychological well-being: Examining the mediating role of marginality. *Children and Youth Services Review*, 33(7), 1189–1195.
- Moilanen, K. L. (2007). The adolescent self-regulatory inventory: The development and validation of a questionnaire of short-term and long-term self-regulation. *Journal of Youth and Adolescence*, 36(6), 835–848.
- Momtaz, Y. A., Hamid, T. A., & Ibrahim, R. (2014). Cohort comparisons: emotional well-being among adolescents and older adults. *Clinical Interventions in Aging*, 9, 813–819.
- Moore, K. A., Vandivere, S., & Redd, Z. (2006). A sociodemographic risk index. *Social Indicators Research*, 75, 45–81. <http://doi.org/10.1007/s11205-004-6398-7>
- Myers, D. G., & Diener, E. (1995). Who is happy? *Psychological Science*, 6(1), 10–19.
- Natvig, G. K., Albrektsen, G., & Qvarnstrøm, U. (2003). Associations between psychosocial factors and happiness among school adolescents. *International Journal of Nursing Practice*, 9(3), 166–175.
- Ng, J. Y. Y., Ntoumanis, N., Thøgersen-Ntoumani, C., Deci, E. L., Ryan, R. M., Duda, J. L., & Williams, G. C. (2012). Self-determination theory applied to health contexts: a meta-analysis. *Perspectives on Psychological Science*, 7(4), 325–340.
- Niemiec, C. P., Lynch, M. F., Vansteenkiste, M., Bernstein, J., Deci, E. L., & Ryan, R.

- M. (2006). The antecedents and consequences of autonomous self-regulation for college: A self-determination theory perspective on socialization. *Journal of Adolescence*, 29(5), 761–775.
- Niemiec, C. P., Ryan, R. M., & Deci, E. L. (2009). The path taken: Consequences of attaining intrinsic and extrinsic aspirations in post-college life. *Journal of Research in Personality*, 43(3), 291–306.
- Nigg, J. T. (2006). Temperament and developmental psychopathology. *Journal of Child Psychology and Psychiatry*, 47(3-4), 395–422.
- Nix, G. A., Ryan, R. M., Manly, J. B., & Deci, E. L. (1999). Revitalization through self-regulation: The effects of autonomous and controlled motivation on happiness and vitality. *Journal of Experimental Social Psychology*, 35(3), 266–284.
- Noor, N. M., & Alwi, A. (2013). Stressors and well-being in low socio-economic status Malaysian adolescents: The role of resilience resources. *Asian Journal of Social Psychology*, 16(4), 292–306.
- Ntoumanis, N. (2005). A prospective study of participation in optional school physical education using a self-determination theory framework. *Journal of Educational Psychology*, 97(3), 444–453.
- O'Brien, M. (2008). *Well-Being and Post-Primary Schooling: A review of the literature and research*. Ireland: NCCA Research Report.
- Okun, M. A., Stock, W. A., Haring, M. J., & Witter, R. A. (1984). The Social Activity/Subjective Well-Being Relation A Quantitative Synthesis. *Research on Aging*, 6(1), 45–65.
- Oldehinkel, A. J., Verhulst, F. C., & Ormel, J. (2011). Mental health problems during puberty: Tanner stage-related differences in specific symptoms. The TRAILS study. *Journal of Adolescence*, 34(1), 73–85.
- Ommundsen, Y., & Kval, S. E. (2007). Autonomy–Mastery, Supportive or Performance Focused? Different teacher behaviours and pupils' outcomes in physical education. *Scandinavian Journal of Educational Research*, 51(4), 385–413.
- Pallant, J. (2013). *SPSS survival manual*. United Kingdom: McGraw-Hill Education.
- Patock Peckham, J. A., Cheong, J., Balhorn, M. E., & Nagoshi, C. T. (2001). A social learning perspective: a model of parenting styles, self-regulation, perceived drinking control, and alcohol Use and problems. *Alcoholism: Clinical and Experimental Research*, 25(9), 1284–1292.
- Patrick, B. C., Skinner, E. A., & Connell, J. P. (1993). What motivates children's behavior and emotion? Joint effects of perceived control and autonomy in the academic domain. *Journal of Personality and Social Psychology*, 65(4), 781–791.
- Pavot, W., Diener, E. D., Colvin, C. R., & Sandvik, E. (1991). Further validation of the satisfaction with life scale: Evidence for the cross-method convergence of well-being measures. *Journal of Personality Assessment*, 57(1), 149–161.
- Portney, L. G., & Watkins, M. P. (2009). Validity of measurements. In *Foundations of clinical research: Applications to practice*. New Jersey: Pearson/Prentice Hall.
- Power, T. G., & Chapieski, M. L. (1986). Childrearing and impulse control in toddlers: A naturalistic investigation. *Developmental Psychology*, 22(2), 271–275.
- Radloff, L. S. (1977). The CES-D scale a self-report depression scale for research in the general population. *Applied Psychological Measurement*, 1(3), 385–401.
- Ratelle, C. F., Simard, K., & Guay, F. (2013). University students' subjective well-

- being: The role of autonomy support from parents, friends, and the romantic partner. *Journal of Happiness Studies*, 14(3), 893–910.
- Recker, J. (2012). *Scientific research in information systems: a beginner's guide*. Australia: Springer Science & Business Media.
- Reeve, J. (2002). *Self-determination theory applied to educational settings*. New York: University of Rochester Press.
- Reeve, J. (2009). Why teachers adopt a controlling motivating style toward students and how they can become more autonomy supportive. *Educational Psychologist*, 44(3), 159–175.
- Reeve, J., & Assor, A. (2011). Do social institutions necessarily suppress individuals' need for autonomy? The possibility of schools as autonomy-promoting contexts across the globe. In *Human Autonomy in Cross-Cultural Context*. Netherlands: Springer.
- Reeve, J., & Halusic, M. (2009). How K-12 teachers can put self-determination theory principles into practice. *Theory and Research in Education*, 7(2), 145–154.
- Reeve, J., & Jang, H. (2006). What teachers say and do to support students' autonomy during a learning activity. *Journal of Educational Psychology*, 98(1), 209–218.
- Reeve, J., Nix, G., & Hamm, D. (2003). Testing models of the experience of self-determination in intrinsic motivation and the conundrum of choice. *Journal of Educational Psychology*, 95(2), 375–392.
- Reeve, J., Ryan, R. M., Deci, E. L., & Jang, H. (2007). Understanding and promoting autonomous self-regulation: A self-determination theory perspective. *Motivation and Self-Regulated Learning: Theory, Research, and Application*, 223–244.
- Rietveld, T., & Van Hout, R. (1993). *Statistical techniques for the study of language and language behaviour*. Berlin: Mouton de Gruyter.
- Robbins, R. J. (1994). *An assessment of perceived parental autonomy-support and control: child and parent correlates*. ProQuest Information & Learning.
- Rogers, C. R. (1963). *Actualizing tendency in relation to "Motives" and to consciousness*. England: U. Nebraska Press.
- Romansky, J. B., Lyons, J. S., Lehner, R. K., & West, C. M. (2003). Factors related to psychiatric hospital readmission among children and adolescents in state custody. *Psychiatric Services*, 54(3), 356–362.
- Rosenberg, M. (1965). *Society and the adolescent self-image*. Connecticut.: Wesleyan University Press.
- Roth, G., & Assor, A. (2012). The costs of parental pressure to express emotions: Conditional regard and autonomy support as predictors of emotion regulation and intimacy. *Journal of Adolescence*, 35(4), 799–808.
- Rothbart, M. K., & Bates, J. E. (2006). Handbook of child psychology. Social, emotional, and personality development (pp. 99–166). New York: John Wiley & Sons.
- Rothbart, M. K., Ellis, L. K., & Posner, M. I. (2004). Temperament and self-regulation. *Handbook of Self-Regulation: Research, Theory, and Applications*, 2, 284–299.
- Ryan, R. M. (1982). Control and information in the intrapersonal sphere: An extension of cognitive evaluation theory. *Journal of Personality and Social Psychology*, 43(3), 450–461.
- Ryan, R. M., & Connell, J. P. (1989). Perceived locus of causality and internalization: examining reasons for acting in two domains. *Journal of Personality and Social Psychology*, 57(5), 749–761.
- Ryan, R. M., & Deci, E. L. (2000). The darker and brighter sides of human existence:

- Basic psychological needs as a unifying concept. *Psychological Inquiry*, 11(4), 319–338.
- Ryan, R. M., & Deci, E. L. (2001a). On Happiness and Human Potentials : A Review of Research on Hedonic and Eudaimonic Well-Being. *Annu. Rev. Psychol*, 52(1), 141–166.
- Ryan, R. M., & Deci, E. L. (2001b). On Happiness and Human Potentials : A Review of Research on Hedonic and Eudaimonic Well-Being. *Annual Review of Psychology*, 52(1), 141–166.
- Ryan, R. M., & Deci, E. L. (2003). On assimilating identities to the self: A self-determination theory perspective on internalization and integrity within cultures. In *Handbook of self and identity* (p. (pp. 253-272)). New York: Guilford Press.
- Ryan, R. M., Deci, E. L., Grolnick, W. S., & La Guardia, J. G. (2006). The significance of autonomy and autonomy support in psychological development and psychopathology. *Theory and Method*, 1, 795–849.
- Ryan, R. M., & Frederick, C. (1997). On energy, personality, and health: Subjective vitality as a dynamic reflection of well-being. *Journal of Personality*, 65(3), 529–565.
- Ryan, R. M., Huta, V., & Deci, E. L. (2008). Living well: A self-determination theory perspective on eudaimonia. *Journal of Happiness Studies*, 9(1), 139–170.
- Ryan, R. M., Stiller, J. D., & Lynch, J. H. (1994). Representations of relationships to teachers, parents, and friends as predictors of academic motivation and self-esteem. *The Journal of Early Adolescence*, 14(2), 226–249.
- Ryff, B. H. S. and C. D. (2001). *New Horizons in Health: An Integrative Approach*.
- Ryff, C. D., & Singer, B. (1998). The contours of positive human health. *Psychological Inquiry*, 9(1), 1–28.
- Salkind, N. J. J. (2006). *Encyclopedia of measurement and statistics*. United Kingdom: Sage Publications.
- Salkind, N. N. J. (2010). *Encyclopedia of Research Design*. United State of Aemrica: Sage Publications.
- Santrock, J. W. (2015a). *A topical approach to lifespan development*. New York: McGraw-Hill Higher Education.
- Santrock, J. W. (2015b). *Adolescence*. New York: McGraw-Hill Education.
- Schore, A. N. (2001). Effects of a secure attachment relationship on right brain development, affect regulation, and infant mental health. *Infant Mental Health Journal*, 22(1–2), 7–66.
- Sheldon, K. M., & Niemiec, C. P. (2006). It's not just the amount that counts: balanced need satisfaction also affects well-being. *Journal of Personality and Social Psychology*, 91(2), 331–341.
- Sheldon, K. M., Ryan, R., & Reis, H. T. (1996). What makes for a good day? Competence and autonomy in the day and in the person. *Personality and Social Psychology Bulletin*, 22, 1270–1279.
- Sierens, E., Vansteenkiste, M., Goossens, L., Soenens, B., & Dochy, F. (2009a). The synergistic relationship of perceived autonomy support and structure in the prediction of self-regulated learning. *The British Journal of Educational Psychology*, 79, 57–68. <http://doi.org/10.1348/000709908X304398>
- Sierens, E., Vansteenkiste, M., Goossens, L., Soenens, B., & Dochy, F. (2009b). The synergistic relationship of perceived autonomy support and structure in the prediction of self-regulated learning. *British Journal of Educational Psychology*, 79(1), 57–68.

- Simon, C. R., & Durand-Bush, N. (2014). Does self-regulation capacity predict psychological well-being in physicians? *Psychology, Health & Medicine*, (ahead-of-print), 1–11.
- Simon, C. R., & Durand-Bush, N. (2015). Does self-regulation capacity predict psychological well-being in physicians? *Psychology, Health & Medicine*, 20(3), 311–21. <http://doi.org/10.1080/13548506.2014.936887>
- Snyder, C. R. (2010). *Positive psychology: The scientific and practical explorations of human strengths*. United Kingdom: Sage Publications.
- Stebbins, J., Ian, M. T., & Christopher, M. (2015). *The relationship between psychological well-and ill-being, and perceived autonomy supportive and controlling interpersonal styles: A longitudinal study of sport coaches. Psychology of Sport and Exercise*. Ireland: Elsevier Ltd.
- Stevenson, W. (2006). Children in low-income, urban settings: Interventions to promote mental health and well-being. *American Psychologist*, 53(6), 635–646.
- Stornes, T., Bru, E., & Idsoe, T. (2008). Classroom social structure and motivational climates: On the influence of teachers' involvement, teachers' autonomy support and regulation in relation to motivational climates in school classrooms. *Scandinavian Journal of Educational Research*, 52(3), 315–329.
- Sussman, E. S. (2013). Attention matters: pitch vs. pattern processing in adolescence. *Front Psychol*, 4(333), 1–9.
- Tangney, J. P., Baumeister, R. F., & Boone, A. L. (2004). High self-control predicts good adjustment, less pathology, better grades, and interpersonal success. *Journal of Personality*, 72(2), 271–324.
- Taylor, I. M., & Ntoumanis, N. (2007). Teacher motivational strategies and student self-determination in physical education. *Journal of Educational Psychology*, 99(4), 747–760.
- Thomas, J. W. (1980). Agency and achievement: Self-management and self-regard. *Review of Educational Research*, 50(2), 213–240.
- Thompson, M. S. (1986). The influence of supportive relations on the psychological well-being of teenage mothers. *Social Forces*, 64(4), 1006–1024.
- Thompson, R. A., Lewis, M. D., & Calkins, S. D. (2008). Reassessing emotion regulation. *Child Development Perspectives*, 2(3), 124–131.
- Tian, L., Han, M., & Huebner, E. S. (2014). Preliminary development of the Adolescent Students' Basic Psychological Needs at School Scale. *Journal of Adolescence*, 37(3), 257–267.
- Tingvold, L., Middelthon, A.-L., Allen, J., & Hauff, E. (2012). Parents and children only? Acculturation and the influence of extended family members among Vietnamese refugees. *International Journal of Intercultural Relations*, 36(2), 260–270.
- Triandis, H. C. (2000). *Cultural syndromes and subjective well-being. Culture and subjective well-being*. London: The MTT press.
- Turner, R. A., Irwin, C. E., Tschann, J. M., & Millstein, S. G. (1993). Autonomy, relatedness, and the initiation of health risk behaviors in early adolescence. *Health Psychology*, 12(3), 200–208.
- Vallerand, R. J., Fortier, M. S., & Guay, F. (1997). Self-determination and persistence in a real-life setting: toward a motivational model of high school dropout. *Journal of Personality and Social Psychology*, 72(5), 1161–1176.
- Van Ornum, W., Shore, M. F., & Dunlap, L. L. (2008). *Psychological testing across the life span*. New York: Pearson Prentice Hall.

- Vandad Sharifi, M., & Hajebi, A., & Radgoodarzi, R. (2015). Twelve-month Prevalence and Correlates of Psychiatric Disorders in Iran: The Iranian Mental Health Survey, 2011. *Archives of Iranian Medicine*, 18(2), 76–84.
- Vansteenkiste, M., Ryan, R., & Deci, E. (2008). *Self-determination theory and the explanatory role of psychological needs in human well-being. Capabilities and happiness*. Oxford: Oxford University Press.
- Vansteenkiste, M., Sierens, E., Goossens, L., Soenens, B., Dochy, F., Mouratidis, A., Beyers, W. (2012). Identifying configurations of perceived teacher autonomy support and structure: Associations with self-regulated learning, motivation and problem behavior. *Learning and Instruction*, 22(6), 431–439.
- Vansteenkiste, M., Simons, J., Lens, W., Sheldon, K. M., & Deci, E. L. (2004). Motivating learning, performance, and persistence: the synergistic effects of intrinsic goal contents and autonomy-supportive contexts. *Journal of Personality and Social Psychology*, 87(2), 246–260.
- Vansteenkiste, M., Simons, J., Lens, W., Soenens, B., & Matos, L. (2005). Examining the motivational impact of intrinsic versus extrinsic goal framing and autonomy-supportive versus internally controlling communication style on early adolescents' academic achievement. *Child Development*, 76(2), 483–501.
- Véronneau, M., Koestner, R. F., & Abela, J. R. Z. (2005). Intrinsic need satisfaction and well-being in children and adolescents: An application of the self-determination theory. *Journal of Social and Clinical Psychology*, 24(2), 280–292.
- Vohs, K. D., & Baumeister, R. F. (2016). *Handbook of self-regulation: Research, theory, and applications*. New York: Guilford Press.
- Wang, Q., Pomerantz, E. M., & Chen, H. (2007). The role of parents' control in early adolescents' psychological functioning: A longitudinal investigation in the United States and China. *Child Development*, 78(5), 1592–1610.
- Watson, D. (1988). The vicissitudes of mood measurement: effects of varying descriptors, time frames, and response formats on measures of positive and negative affect. *Journal of Personality and Social Psychology*, 55(1), 128–141.
- Wikipedia, F. (2014). Personality development. *Handbook of Child Psychology*, 1–5.
- Wilkinson, R. B. (2004). The role of parental and peer attachment in the psychological health and self-esteem of adolescents. *Journal of Youth and Adolescence*, 33(6), 479–493.
- Williams, G. C., & Deci, E. (1996). Perceived Autonomy Support: The Climate Questionnaires The Learning Climate Questionnaire (LCQ), 7–10. Retrieved from <http://www.selfdeterminationtheory.org/pas-learning-climate/>
- Williams, G. C., & Deci, E. L. (1996). Internalization of biopsychosocial values by medical students: a test of self-determination theory. *Journal of Personality and Social Psychology*, 70(4), 767–779.
- Wills, T. A., Ainette, M. G., Stoolmiller, M., Gibbons, F. X., & Shinar, O. (2008). Good self-control as a buffering agent for adolescent substance use: An investigation in early adolescence with time-varying covariates. *Psychology of Addictive Behaviors*, 22(4), 459–471.
- Wong. (2008). Perceptions of parental involvement and autonomy support: Their relations with self-regulation, academic performance, substance use and resilience among adolescents. *North American Journal of Psychology*, 10(3), 497–518.
- Wong, P. (2011). Positive psychology 2.0: Towards a balanced interactive model of the

- good life. *Canadian Psychology/Psychologie Canadienne*, 52(2), 69–81.
- Wood, W., Rhodes, N., & Whelan, M. (1989). Sex differences in positive well-being: A consideration of emotional style and marital status. *Psychological Bulletin*, 106(2), 249–264.
- Xiong, D. D. (2006). The relationship between parental and adolescent acculturation and Hmong adolescent psychological well-being. *Dissertation Abstracts International: Section B: The Sciences and Engineering*, 67(3), 17221823.
- Yaacob, S. N., Juhari, R., Talib, M. A., & Uba, I. (2009). Loneliness, stress, self-esteem and depression among Malaysian adolescents. *Jurnal Kemanusiaan*, 14(2002), 87–95.
- Yahaya, N., Momtaz, Y. A., Othman, M., Sulaiman, N., & Mat, F. (2012). Spiritual well-being and mental health among Malaysian adolescents. *Life Science Journal*, 9(1), 440–448.
- Zanotti, C., Looze, M. De, Roberts, C., & Barnekow, V. (2012). *Social determinants of health and well-being among young people*. Copenhagen: World Health Organization, Regional Office for Europe.