

A Conceptual Study on Psychological Defense and Academic Achievement During Adolescence

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ABSTRACT

Drawing on the foundation of positive brain research, there has as of late been an emphasis on teenagers' life satisfaction (LS) with regards to training. Studies looking at the connection between young people's scholastic accomplishment and LS have demonstrated clashing outcomes and the reasons are not completely comprehended. The current examination explored the job of guardians' instruction as a likely arbitrator of the connection between youths' scholastic accomplishment and LS. An example of German secondary school understudies (N = 411) detailed guardians' instructive accomplishment, as a pointer of family financial status, and understudies' scholastic accomplishment was operationalized by grade point normal in five subjects. Results demonstrated that solitary moms' training worked as an arbitrator of the connection between scholarly accomplishment and understudies' LS. The relationship between scholarly accomplishment and LS was just found in the gathering of understudies whose moms had accomplished the equivalent or an advanced education (at any rate secondary school certificate) as their own youngsters. Fathers' instructive fulfillment, nonetheless, was not a critical mediator of the separate relationship. Bearings for future examination and the differential impacts of fathers' and moms' instruction are talked about with respect to possible fundamental procedures.

1. Introduction

High scholastic execution of schoolchildren isn't just the way to accomplishment in school considers and the accompanying advanced education; it likewise assumes a significant job in schoolchildren's regular daily existence, making them serious in the cutting edge society. Execution explores have been led inside a scope of hypothetical systems, yet these investigates never really broke down the association between scholastic execution and explicit mental guards, including mental resistance instruments.

Mental guard instruments (PDM) are characterized as a lot of activities planned for lessening or dispensing with any progressions undermining person's biopsychic honesty and dependability. The two of them can add to self-awareness and solidness, just as lead to confusion and maladjustment, contingent upon their inner structure, elements, social and emblematic level, social intervention and development. PDM influence all parts of the mind so as to keep up an agreeable and changeless method of living. Learning is a procedure that prompts changes in the understudies' mind. Subsequently, we can expect that resistance components surely affect the way toward learning.

During the most recent decades in India, the normalized surveys created by remote creators have been supplanting the projective strategies in PDM investigates; yet psychometric and content approval of these polls (deciphered in Russian) expresses their absence of development and adjustment. Subsequently, an excellent analytic technique for individual protection systems is required.

2. Life Satisfaction In Adolescence and Academic Achievement

Life satisfaction is characterized as the manner in which an individual assesses their past or current states of life (Myers

and Diener, 1995; Huebner et al., 2005). LS decisions allude to either worldwide articulations or depict an individual's satisfaction with significant areas of life, for example, companions, family, or self (Suldo et al., 2006). As for youth, young people's worldwide LS reports are firmly corresponded with evaluations of satisfaction with family, companions, school, living condition, and self (Seligson et al., 2003).

The develop of LS is a part of the bigger exploration region of emotional prosperity, which is unequivocally affected by the examination of Diener and Lucas (1999). Here, LS speaks to one of three interrelated however particular components of emotional prosperity, nearby the nearness of positive effect, and the nonappearance of negative effect (Diener, 2000; Huebner et al., 2004). Among these segments of emotional prosperity, LS is viewed as the most steady just as the key pointer of abstract prosperity (Veenhoven, 1988; Suldo et al., 2006), which is the reason we decided to focus on LS in the current examination.

During youth and puberty, scholastic accomplishment is significant on the grounds that in the present society scholarly achievements just as disappointments decide a person's future scholarly profession and openings for work (Kadison and DiGeronimo, 2004; Rana and Mahmood, 2010). There is a ton of hypothetical help for the connection between scholarly accomplishment and LS. Initially created in the field of authoritative brain science, the cheerful beneficial laborer speculation has much of the time been adjusted to an instructive setting. As indicated by this theory, the efficiency of workers is firmly connected to work satisfaction (Wright et al., 2002). Thusly, with regards to class, better-performing understudies may likewise show more elevated levels of LS.

Until this point in time, in any case, observational investigations looking at the relationship between scholarly accomplishment and youths' LS have uncovered clashing outcomes. Abstract proportions of scholarly execution, for

example, self-assessed or saw scholastic capability have been appeared to foresee LS (Huebner et al., 1999; Suldo and Huebner, 2004, 2006). In any case, the connection between target markers of scholarly accomplishment, i.e., accomplishment test scores or secondary school grade point normal, and LS is less clear as results contrast across age and distinctive social and formative gatherings (for a review see Chang et al., 2003).

There have been a few investigations that have concentrated on the cross-sectional relationship between scholarly execution and LS on a national level. By utilizing information from The Program for International Students Assessment (PISA), Kirkcaldy et al. (2004) discovered solid relationships between's the secondary school understudies of various countries' normal LS scores and accomplishment test scores (normalized accomplishment tests surveying logical, scientific, and understanding education), the most elevated connection to LS being perusing accomplishment scores ($r = 0.63$). Nonetheless, as Suldo et al. (2006) note, the investigations didn't control for the nations' contrasting monetary and social components. Moreover, relationship on a national level don't represent relationship on an individual level.

Exploration on the relationship between scholastic accomplishment and LS that mulls over individual-level variables (e.g., family pay, training level) is likewise hazy. In various cross-sectional investigations, scholarly accomplishment was not identified with understudies' LS scores and no distinctions in levels of worldwide LS between understudies with various accomplishment levels (e.g., understudies in danger for school disappointment and typically accomplishing understudies) were found (Huebner, 1991; Huebner and Alderman, 1993; Suldo et al., 2006). Interestingly, different examinations have proposed a moderate connection ($r = 0.32$) between scholastic accomplishment and teenagers' worldwide LS in tests of $N = 485$ (Gilman and Huebner, 2006) and $N = 349$ young people (Suldo and Shaffer, 2008). So also, Verkuyten and Thijs (2002) indicated that LS associated altogether ($r = 0.12$) with the GPA midpoints in an example of $N = 1.090$ Dutch understudies.

Longitudinal examinations give proof that the relationship between's scholastic execution and LS may be corresponding, with proof of an effect of LS on later school accomplishment showed by grades and an impact of scholarly accomplishment on ensuing LS (Suldo et al., 2011). Thusly, these discoveries bolster a marvel which is known as 'the great circle,' which proposes that high accomplishment scores may build understudies' LS which in the long run spurs understudies to show signs of improvement grades (Samdal et al., 1999).

3. Methodology

Aim and objectives of the study

The aim of the current pilot research is to catch the way that character impacts scholarly accomplishment among youths. So as to accomplish this objective, two primary goals were set. The principal objective was to distinguish the character factors (the lively example and the mental character type), that impact scholarly accomplishment. The subsequent target was to build up the impact of the inspirational structure of character on scholarly accomplishments among young people.

Hypothesis

As per our aim and goals, four speculations were created, so as to spread out a sound way for the examination. The principal speculation is that in school the accomplishments of young people develop free of their character type. Our subsequent speculation alludes to the fiery example (contemplation/extraversion) and to the passionate example (neuroticism) of character, and questions whether these examples meaningfully affect scholarly accomplishments among youths. The third speculation is that the inspirational structure of character is a vital condition for expanding school productivity, as it straightforwardly impacts school grades. The last theory is that there are sexual orientation contrasts inside the tried gathering, with respect to the inspirational structure of the subjects' characters.

Participants

For the current pilot study, a gathering of 100 secondary school understudies were tried. The example gathering's subjects were haphazardly browsed among understudies going to a similar secondary school in Timi^ooara, Romania. The main standard applied was that all understudies younger than 18 ought to have their folks' assent. Consequently, a sum of 50 young ladies and 50 young men, with a normal time of 17.5 years, were tried under similar conditions. The Romanian reviewing framework ranges from 1 to 10; grades 1 – 4 are bombing evaluations and grades 5 – 10 are passing evaluations. Besides, the yearly normal evaluation must not be lower than 6. The yearly normal evaluations of the tried subjects were 8.66.

Instruments

So as to gauge all the factors connected to inspiration, we utilized the Motivational Structure of Personality Questionnaire – MSPQ (Cesaree and Marke, 1987). The accompanying old style character inventories were additionally remembered for the current investigation: the Myers-Briggs Type Indicator – MBTI (Myers and McCaulley, 1985) and the Eysenck Personality Questionnaire – EPQ-R short scope (Eysenck, Eysenck, and Barrett, 1985).

The Motivational Structure of Personality Questionnaire – MSPQ (Cesaree and Marke, 1987), measures the inspirational part of the character and of the requirements with a significant job in direction towards one's motivation. Likewise, from the survey various 11 needs of first request and 5 needs of second request are estimated. The test presents 165 things, with yes/no noting factors, as per the substance of the thing. The survey was initially translated from the English language into Romanian and afterward back converted into English, as indicated by the APA guidelines. In our examination, the Cronbach á coefficient for the entire test is .820, a worth that demonstrates a decent inside consistency of the test.

The Myers-Briggs Type Indicator – MBTI (Myers and McCaulley, 1985) is a character test utilized for recognizing mental sorts and it begins from the hypothesis expounded by C.G. Jung. The three starting measurements are: outgoing independent, sensation-instinct, thought-influence; besides the scientists likewise included the judgment-observation measurement. The test had 32 things, with two noting factors. Subjects should disperse five focuses between the two assertions, as indicated by the degree to which they consented

to the method of being of in regards to a few different ways of conduct. Broad examination on the instrument since its advancement bolsters its dependability and legitimacy. A few investigations presumed that the MBTI has inward consistency as high as that of most major mental scales, with coefficient alphas extending from 0.86 to 0.95, and have built up build legitimacy of the MBTI through factor examination and relationships with character factors estimated by different instruments (Moore, Dietz, and Dettlaff, 2004). The survey was at first interpreted from the English language into Romanian and afterward back converted into English, as indicated by the APA gauges. In this examination, the Cronbach á coefficient for the entire test is .780, a worth that shows a decent inner consistency of the test.

Eysenck Personality Questionnaire – EPQ-R short scope (Eysenck, Eysenck, and Barrett, 1985) assesses character highlights, for example, extroversion/contemplation, neuroticism/solidness and the enthusiastic example. The poll has 48 things, whose answers can be yes/no, as per the substance of each question. There are not many examinations giving unmistakable measurements, unwavering quality and legitimacy of the EPQ-R Short Scale (Alexopoulos and Kalaitzidis, 2004). The poll was at first made an interpretation of from the English language into Romanian and afterward back converted into English, as indicated by the APA guidelines. In

our examination, the Cronbach á coefficient for the entire test is .760, a worth that shows a decent inner consistency of the test.

Procedures

The tests were applied to an example of 100 secondary school understudies from Timiºoara. All the members were volunteers, with parental assent. The tests were finished toward the beginning of the day, during the understudies' mental advising classes. All subjects were given standard directions for rounding out the tests. There was no time limit for the fruition of the three tests. Be that as it may, the normal length was two hours. Every single conveyed test were turned in by the subjects. No missing information were found, as all tests were rounded out under the scientists' oversight.

The measurable handling of information was completed utilizing the SPSS 15.0 program. For checking the planned speculations, the t test was utilized for the free examples, and the Pearson coefficient was determined for the relationships between's different factors.

4. Results and Discussion

All factors were normalized before the examination. Every single numeric datum acquired experienced measurable investigation (Pearson relationship) and the outcomes can be found in Table 1.

Table 1. Values for correlation coefficients between personality type – MBTI and school grades

Personality Type – MBTI	Mean	Pearson correlation	Sig. (2-tailed)
Introversion	23.80	.126	.597
Extraversion	16.20	-.126	.597
Sensing	22.59	.117	.246
Intuition	17.41	-.117	.246
Thinking	7.12	-.030	.767
Feeling	32.88	.030	.767
Judging	25.37	.130	.194
Perceiving	14.63	-.130	.194

N = 100; * *p* < .05, ** *p* < .01

The investigation of the connection coefficients' qualities demonstrated that the character type and the general evaluations work autonomously, subsequently affirming the main theory. This further demonstrates scholarly accomplishments show a different advancement towards the prevailing character type (detecting/natural, thinking/feeling, judging/seeing). Then again, these angles are reflected in the various manners individuals gather data from the earth (detecting type – natural sort) and the manner in which they break down this gathered data (thinking type – feeling type) — this characterizing an individual's psychological style (Loomis and Saltz, 1984).

A potential method to legitimize this is for each school subject the understudies identify with various educators, with various characters. Therefore, accomplishment in a field or order isn't given by the individual character type, yet by the manner in which understudies associate and the match between the instructor understudy character types. All these are obviously impacted by the instructing and assessment styles. Understudies must adjust to every one of these factors, enormously decreasing the job of character type in school

accomplishment, as affirmed by the previously mentioned insights.

As plot in Table 2, the lively example (self-preoccupation/extraversion) doesn't impact school accomplishments in a significant way, as estimated in grades. This repudiates various examinations, which show positive or negative connections among extraversion and school accomplishment — extraversion and neuroticism foresee higher evaluations in center school and lower grades in school (De Raad and Schouwenburg, 1996; Eysenck, 1967). This may likewise be impacted by the instructing learning techniques utilized in instructive exercises, strategies which have slowly become more revelation arranged and slanted to critical thinking. The investigation of the character accomplishment association uncovers that extraverted people are not less performing, in an inherent way, yet are increasingly hindered by the strategies applied. These strategies demonstrate increasingly proper for the thoughtful people (Eysenck and Eysenck, 1998).

In our exploration, this outcome can be founded on the presumption that in schools everything must be finished by guidelines, and not as per the understudies' lively example. So

as to adapt to these guidelines, young people actuate their self preoccupation or extraversion, contingent upon the circumstance they should manage. Since school speaks to a sheltered situation, neuroticism characteristics are not enacted to, for example, degree as to impact grades. From an instructive perspective, to guarantee a safe situation for

learning is to make a domain where the understudies don't feel compromised, where they can communicate their feelings of trepidation and where limits are clear. The educator has the job to assemble a relaxant environment, in light of regard and trust, and to offer input in regards to exhibitions and conduct, in a helpful way (Palo^o, 2007).

Table 2. Values for correlation coefficients between personality type – EPI and school grades

Personality Type – EPI	Grades Mean	Pearson correlation	Sig. (2-tailed)
Energetic pattern	8.660	-.044	.663
Introversion/extraversion	8.660	-.038	.708
Emotional pattern			
Neuroticism/stability			

N = 100; * *p* < .05, ** *p* < .01

To summarize, our subsequent speculation is additionally affirmed, demonstrating that school accomplishment isn't

essentially affected either by the enthusiastic, or by the passionate character design.

Table 3. Values for correlation coefficients between motivational structure – MSPQ and school grades

Motivational structure of Personality	Mean	Pearson correlation	Sig. (2-tailed)
Need for Performance	8.95	.639**	.002
Need for Affiliation	8.90	.253	.281
Need for Aggression	9.20	-.496*	.026
Need for Defence	9.30	-.389	.090
Need for Domination	8.85	.533*	.016
Need for Morality	9.80	.224	.299
Need for Exhibition	9.15	.275	.347
Need for Autonomy	9.45	-.124	.603
Need to Care	9.55	.135	.569
Need for Order	10.20	.153	.521
Need for Compassion	9.40	.655**	.002

N = 100; * *p* < .05, ** *p* < .01

So as to try out last speculation, every one of the 11 essential needs were estimated (Table 3). These can be assembled, as indicated by Maslow's hypothesis, in two classes. The primary classification incorporates the shortfall inspiration needs (D-Needs, for example, alliance, hostility, resistance, show, profound quality, mastery, care, empathy. A subsequent class incorporates the self-completion needs, development inspiration or being needs (B-Needs): execution, request, self-rule. Right off the bat, we set up a representation and a pecking order of these requirements during youthfulness, as per the tried subjects: requirement for execution – 33%; requirement for care – 14%; requirement for empathy – 10%; association – 9%; animosity – 7%; protection, ethical quality, mastery, display – 6%; self-rule – 2%, request – 1%. The way that the young people's universe is commanded by the requirement for execution demonstrates the longing to accomplish, to be the best and to demonstrate their own worth. This need likewise shows a positive relationship with school grades.

Studies show that trust in one's own ability to get execution prompts successful, great outcomes. That is the reason understudies with an expanded degree of saw self-adequacy show a higher determination in scholarly undertakings, when contrasted with the ones with lower levels of self-viability (Lent, Brown, and Larkin, 1984; Human-Vogel, 2006). Similarly, the estimation of the outcomes influences inspiration, which thus prompts a subjective commitment. The

intellectual commitment may likewise be a decent indicator of school accomplishment (Graham and Golan, 1999, as referred to in Walker and Greene, 2009).

Important outcomes were likewise gotten for: the requirement for animosity, for control and for empathy. The acquired negative connection with the requirement for animosity demonstrates that low hostility inclinations give higher school grades. Control and sympathy are both social needs, firmly connected to having a place with a social gathering, additionally suggesting perception and friendship. This is reasonable, as young people center around their relationship with their companions. In this way, school accomplishment is impacted by the gathering (Webb, 1982).

Building up a steady domain in schools may impact understudies' impression of their sentiment of association, expanding commitment and school achievement (Osterman, 2000, as referred to in Walker and Greene, 2009). Investigates finished by Horney (1945), Fromm (1956) or Epstein (1992), underline the significance of one's own view of an important individual from the gathering. This is unmistakably observable, particularly in immaturity, when both the requirement for connections and for help from the others is very self-evident (Midgley, 1989, as referred to in Walker and Greene, 2009). In the event that the sentiment of participation/having a place is missing for quite a while, negative impacts show up, for example, the absence of constancy and duty, while understudies show distance from school. A negative effect on

their level of inclusion and duty is additionally perceptible (Tinto, 1987, as referred to in Walker and Greene, 2009). Studies show that the connection between understudies' view of association and different factors of inspiration (self-adequacy, accomplishment) demonstrate a positive relationship with commitment in school undertakings (Walker and Greene, 2009).

Two kinds of necessities uncover sexual orientation contrasts: the requirement for execution and for ethical quality (Table 4). The requirement for execution is higher among young ladies, an outcome that is in concurrence with the

consequences of different explores (Martin, 2009). Young ladies want to set up learning goals, to improve the degree of skills and getting content (Ames and Archer, 1988). Young men, then again, set up execution destinations intended to demonstrate their capacities or to get positive decisions in regards to their own capacities in connection with their exertion and their exhibitions (Middlenton and Midgley, 1997, as referred to in Tercanlioglu, 2004). The primary kind of goals respects capability improvement, while the subsequent sort respects demonstrating skills (Pintrich, Conley and Kempler, 2003).

Table 4. Differences regarding motivational needs according to the students' gender

Motivational structure of Personality	Tag variable	Mean	SD	t	Sig. (2-tailed)
Need for Performance	Girls	11.70	3.020	4.730	.000
	Boys	6.20	2.098	4.730	
Need for Morality	Girls	11.40	2.836	4.445	.000
	Boys	6.30	2.263	4.445	

N: Girls = 50; Boys = 50

The distinction recognizable on a profound quality level can be clarified by the phase of good advancement normal of this age. On account of young ladies, we may contend for a kind of profound quality of good relations, through which they attempt to satisfy the others and furthermore to get positive conduct consequently, in concurrence with their expectances, as a solution to their own ethical quality of good relations (Kohlberg, as referred to in Rathus, 1988). Because of sex-job socialization, young ladies are instructed to be mindful, empathic and distracted with the others, characterizing their "feeling of goodness" as far as relational connections. We may thusly think about a sort of profound quality of thinking about others and giving others consideration, which could fit into the third phase of Kohlberg's plan. (Gilligan, 1982, as referred to in Zimbardo, 1988).

5. Conclusion

Prior to managing the general finishes of the current examination, we should take note of a few of its confinements. All examples were drawn from a solitary secondary school and just Romanian young people were subjects of our examination. Thus, the outcomes got in this pilot study can't be summed up and thought about substantial for the whole young adult populace. In any case, they can't be ignored either. That is the reason, so as to check the aftereffects of our investigation, it is of most extreme significance to stretch out this example and to extend the tests utilized.

All things considered, in general, the consequences of the current examination bolster the significance and the multifaceted nature of contemplating the impact of character types and of persuasive structures on scholastic accomplishment. This examination didn't feature an immediate connection between the character factors tried by us and scholastic accomplishment. Just four out of the 11 essential needs that we estimated (execution, animosity, control, and sympathy) may improve school proficiency and grades in an important climbing bearing during youth. It is subsequently important to broaden the exploration and utilize the Big Five model so as to underline the connections between the untested character components and scholastic accomplishment.

Understanding the connections among inspiration and character in anticipating particular segments of scholastic execution empowers one to coordinate understudies towards orders and projects in which they are destined to succeed. Considering the consequences of the current examination, it is vital that a further investigation be completed, in light of our information. The consequences of our examination indicated that there is an error between the real setup of schools in the Romanian instructive framework and the possibilities and requirements of teenagers. Also, this reality decreases the developmental estimation of the instructive procedure. Information on the elements impacting scholastic accomplishment empowers to foresee the qualification between those with great and those with more unfortunate scholarly execution inside the instructive procedure, in this manner affecting the arrangement of the young people's future.

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