

## **The Relationships Between Teachers' Control Orientations, Perceived Teachers' Control Behaviour and Students' Motivation<sup>1</sup>**

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## The Relationships Between Teachers' Control Orientations, Perceived Teacher Control Behaviour and Students' Motivation

Students' motivation to perform adequately in the academic domain of classrooms has been identified as one of the primary goals to achieve at school. The models of achievement motivation most often attribute students' academic motivation to cognitive processes (Bandura, 1986; Nicholls, 1984; Weiner, 1992) which regulate students' learning behaviour. There is a growing body of evidence (Wentzel, 1991, 1994, 1996), however, that a consideration of social motivation of classrooms should not be excluded from the model of achievement motivation. Success at school requires students to achieve two outcomes of education: learning and social adjustment. It is argued that to achieve these outcomes, students need to pursue both academic and social goals within classroom. Investigations exploring this issue suggest that students' efforts to develop motivation in academic areas and efforts to behave in socially responsible ways in classrooms are complementary and support the learning process.

Although many factors within classrooms can affect students' academic and social motivation, the role of classroom climate is significant. In particular, the authority structure of classrooms that encourages students to be autonomous in their learning is related to their intrinsic motivation. Similarly, the interpersonal relationship domain that fosters care and relatedness have a positive affect on students' motivational outcomes (Connell and Wellborn, 1991; Deci & Ryan, 1994). One important factor linked to the climate is teachers' control orientation. Teachers' orientations whether they believe that children should be controlled or be given freedom to make decision determines the structure of classrooms which in turn affect students' motive to learn (Deci, Schwartz, Sheinman, & Ryan, 1981). Moreover, it is also argued that teachers' orientations translate into teachers' behaviour which students can readily perceive (Deci, Schwartz, et al., 1981). When they perceive that their teachers care about them or listen to them, their motive to learn and efforts to behave in socially appropriate ways is enhanced. In addressing this issue, the present study examines the relationships between teachers' controlling orientations, teachers' controlling behaviour as perceived by students and students' academic and social motivation. In particular, the research examines these relationships in the context of Bangladesh where students of poor socio-economic background are required to achieve both academic and social competence goals of curriculum within a limited classroom facilities.

### Student Motivation

Two aspects of students' motivation were the focus of the present study: academic motivation and social goal. The processes of academic motivation are most often described with respect to several constructs (Bandura, 1986; Nicholls, 1984; Weiner, 1985). However, interest of the present study is Harter's (1981) intrinsic-extrinsic motivational orientation construct which is based on White's (1959) work on 'effectance motivation' focusing students' mastery and competence. Harter's intrinsic motivation construct was chosen because in Bangladeshi primary schools, students' intrinsic motivation has been considered as necessary to pursue a mastery learning goal of curriculum (Ali & Begum, 1993).

Harter (1981) defines intrinsic motivation "as an orientation toward learning and mastery in the classroom, pitting it against an extrinsic stance" (p. 312). In particular, intrinsic motivation refers to a motivational state of a child which is determined by her or his intrinsic interest in learning, curiosity and preference for challenge. In contrast, extrinsic motivation refers to a child's motivational state which focuses on obtaining teachers' approval, rewards, and dependence on teachers for guidance. Harter sees intrinsic - extrinsic motivation as a multidimensional construct and identifies five dimensions of classroom learning each of which is characterized as having both intrinsic and extrinsic motivational poles. The dimensions are (1) learning motivated by curiosity (intrinsic) versus learning in order to please the teacher (extrinsic); (2) incentive to work for one's own satisfaction (intrinsic) versus working to please the teacher and get good grades (extrinsic); (3) preference for challenging works (intrinsic) versus preference for easy work (extrinsic);

(4) desire to work independently (intrinsic) versus dependence on the teacher for help (extrinsic); and (5) internal criteria for success and failure (intrinsic) versus external criteria (e.g. grades, teacher feedback to determine success or failure (extrinsic). The first three dimensions have been used in the present study as they are suitable for primary level students.

Social goals have been defined in a variety of ways in the literature (Dowson & McNerney, 1997; Dodge, Asher & Parkhurst, 1989; Urdan & Maehr, 1995). However, interest of the present study is the social responsibility goal construct as defined by Wentzel (Wentzel, 1994) because her conceptualisation mirrors the curriculum goals of Bangladesh where social responsibility in terms of consideration and respect for others, interpersonal competence and moral development has been chosen as a critical outcome of students. According to Wentzel (1994), within the classroom context students can pursue social responsibility goals by conforming to classroom rules and by being prosocial. The conformity goal refers to students' efforts to conform classroom rules and role expectations for behaviour. The expectations may exist as a result of personal commitments or as a function of more general social rules and norms. The prosocial goals refer to students' efforts to share and to help peers with social and academic problems

#### Teachers' Control Orientations

In the present study teachers' control orientation was defined by two constructs--autonomy versus control and humanistic versus authoritarian. The concept of teachers' autonomy versus control orientation grew from cognitive evaluation theory (Deci & Ryan, 1985) which argues that adults tend to have a general orientation towards dealing with children that can be viewed as ranging from supporting the children's autonomy to controlling the children's behaviour. Teachers who tend to motivate behaviour through the use of external controls as rewards and comparisons are considered controlling, whereas those who sought to minimise salient external controls and instead attempt to take the student's internal frame of reference with respect to problems, ideas and initiatives are considered as autonomy supportive. There are four categories of the teachers' control versus autonomy construct: highly control, moderate control, moderate autonomous and highly autonomous. The highly controlling teacher identifies a solution and uses tangible extrinsic motivators or sanctions to ensure that his or her solutions are implemented. The moderate controlling teacher identifies a solution and encourage its implementation by appealing to the child's internalised sense of obligation or invoking guilt ("do what you should") to what others think is right ("it's for your own good"). The moderately autonomy teacher encourages the child to use social comparison information which emphasizes understanding how his or her peers diagnose and solve the same problem. The highly autonomy supportive teacher encourages the child to diagnose his or her own problem, generate a solution, and try it out for himself or herself.

The second aspect of teacher orientation to be considered is the pupil control orientation whether it is humanistic or authoritarian. In this regard Willower, Edell and Hoy (1973) developed a model on the basis of field studies regarding the social system of schools. It is one of the most thoroughly studied models in the area (see for review Gaffney, 1997; Packard, 1988). From a humanistic orientation, the school is viewed as an educational community in which the students learn through cooperative interaction and experience. In this model learning and behaviour are viewed in psychological and sociological terms, not moralistic terms. This orientation stresses the importance of the individuality of each student and the creation of an atmosphere to meet wide range of students' needs (Agne, Greenwood, & Millar, 1994). Educators classified as humanistic are patient, congenial, and easily approached by students. They are responsive to students' suggestions and ideas and encourage pupil self discipline and independence. In contrast to the humanistic orientation, "the model of [authoritarian] orientation depicts a classroom atmosphere with a rigid and highly controlling setting concerned primarily with the maintenance of order" (Willower et al., 1973, p. 5). In this model misbehaviour is viewed as a personal affront and students are perceived as persons who must be controlled through the application of punitive sanctions. Authoritarian educators manifest suspicion and distrust of pupils, often addressing them in an unpleasant and angry

manner. They react personally and judgmentally toward students who misbehave (Lunenburg & Mankowsky, 2000). The present study examines perceived teacher behaviour by the construct 'teachers' pupil control behaviour' (Helsel & Willower, 1974) which was conceptualised based on the same theoretical framework of teacher pupil control orientation along a continuum ranging from "humanistic" at one extreme to "authoritarian" at the other as discussed above.

#### Teachers' Orientations, Teachers' Controlling Behaviour and Students' Motivation

Relationship between teachers' orientations and students' motivation was examined within the elementary classrooms using teachers' control versus autonomy measure developed by Deci, Schwartz et al. (1981). It was found that students in classrooms with autonomy supportive teachers displayed more intrinsic motivation, perceived competence, self esteem, self regulation than did students in the classrooms with controlling teachers (Deci, Schwartz, et al., 1981; Green & Foster, 1986; Grolnick & Ryan, 1992 as cited by Ryan, Connel and Grolnick, 1996; Green, 1983 in Deci & Ryan 1985). From the perspective of teachers' orientation towards caring relationships, studies revealed that the classroom with humanistic teachers' orientations as compared with classroom with authoritarian teachers' orientations had students who had higher satisfaction with school, higher commitment to class work, more positive attitude towards teachers (Lunenburg & Schmidt, 1989), higher self concept as learner and greater perceived self actualisation (Lunenburg, 1983).

Deci, Nezlek, Sheinman (1981) found a positive correlation between teachers' autonomy orientation and perceived teacher autonomy support behaviour characterised as facilitator of students' personal responsibility and internal control (deCharms, 1976). Similarly, authoritarian teachers' orientation was positively linked with the perceived authoritarian behaviour of teachers (Lunenburg & Schmidt, 1989); less robust classes as perceived by students (Lunenburg, 1990); and perceived less satisfaction of students with the quality of school life (Schmidt, 1992). Moreover, students' perception of their teachers' autonomy support behaviour was correlated positively with their perceived challenge and curiosity (Deci et al, 1981), intrinsic motivation (Harter, Whitesell, & Kowalski, 1992 in Harter, 1996), perceived competence, self esteem (Ryan & Grolnick, 1986) and self regulation (Vallerand, 1991). For example, Harter, Whitesell, and Kowalski (1992) as cited by Harter (1996) found that students who were low in their intrinsic motivation perceived their teachers as more controlling focusing on external evaluation, grades, competition and social comparison in the classroom. From the perspective of social relationship, Wentzel (1996, 1997) documented positive relationships between students' pursuit of social responsibility goals and caring behaviour of teachers as perceived by students. Moreover, perceived humanistic teacher behaviour was positively correlated with students' perceptions of the quality of school life, motivation to classwork and students' level of self control (Lunenburg & Mankowsky, 2000; Lunenburg & Schmidt, 1989).

#### Research Hypotheses

Research studies discussed so far suggest that teachers' controlling orientations and teachers' controlling behaviour as perceived by students have a significant influence on students' academic and social motivational outcomes. However, most of the previous studies have examined the effects of autonomy support and social relationship domain of classroom on students' outcomes separately. The teachers' autonomy versus control orientation was linked to students' academic motivation, and teachers' humanistic orientation and humanistic or caring behaviour as perceived by students were linked to the social outcomes of the students. However, theorists argue that both autonomy support and social relationship or relatedness structure of the classroom are intertwined and interrelated and have a combined influence on motivational outcomes (Connell and Wellborn, 1991; Deci & Ryan, 1994; Ryan & Powelson, 1991). The present study examines these interrelationships of teachers' autonomy support and teachers' humanism and how these affect students' intrinsic motivation and social goals. In broad terms, it hypothesises that teachers' autonomy versus control orientation and humanistic versus authoritarian orientations are interrelated and have an effect on teachers' humanistic versus authoritarian behaviour as perceived by students and on students' intrinsic motivation and social goals. It further hypothesises that

perceived teacher humanistic behaviour has an effect on students' intrinsic motivation and social responsibility goals

### Method

The sample comprised 50 year-five classes and their 145 (50% male) teachers and 1400 (35.7% boys) students chosen from 50 schools selected at random from the Dhaka district of Bangladesh. Dhaka is one of the biggest districts (administrative units) of the country. Of the 50 schools 25 from rural and 25 from urban areas were chosen. As there were more than one year-five classes (final year of primary school) in each selected school one was chosen at random. Students comprising the sample belong to middle and lower socio economic classes. Culturally all students are homogenous representing the norms and values of collectivist culture (Maloney, 1988; Triandis, 1990). As in the classrooms, there were more than one teacher, students were not asked to respond with specific teachers in mind rather students were told to rate their teachers' behaviour on the degree that describes most of their teachers' behaviour style. The questionnaires were translated into Bangla and were checked by back translation. The translated questionnaires were trialed in a Bangladeshi school in Sydney, Australia, and in a primary school in Dhaka to assess their suitability in a Bangladeshi context. Some modifications were made to the scales after testing the instruments.

### Instrumentation

Teacher orientation construct was measured by Willower's Pupil Control Ideology (PCI) Form (Willower et al., 1973) and the Problems in School Inventory (PSI) developed by Deci, Schwartz, et al. (1981). The 20 item PCI (Likert type) assesses teachers' control orientation on a continuum from humanistic to authoritarian ideology. One item (item 12) was deleted because of its unsuitability for primary level teachers in Bangladesh. A sample item is "it is often necessary to remind pupils that their status in school differs from that of teachers". The range of scores is from 20 to 100 with a high score indicating a more authoritarian orientation while a lower score is indicative of a more humanistic pupil control ideology. The 32-item Problems in Schools Inventory measure assesses teachers' orientations towards encouraging student autonomy versus controlling students' behaviour. There are eight vignettes in the scale. One vignette was deleted because of its unsuitability in the context of Bangladesh. The final scale comprises twenty eight items from the seven remaining vignettes. Following each vignette are four subscales representing possible ways of dealing with the problems. For each subscale the minimum is score + 1 and the maximum is + 7. The higher the score on a subscale indicates more of the attribution described by the particular subscale.

Students' motivation construct was operationalised by Harter's Intrinsic-extrinsic motivation orientation scale (Harter, 1981) and Wentzel's social responsibility goal scale (Wentzel, 1993). The 12-item intrinsic motivation orientation scale was organised in a two-part statement format. Student were asked to choose which part of the statement best described them, then rank the extent to which it describes them on a three point scale (from rarely to very true for me). A sample item is "some students like to go on the new work that is harder work" but "some students like to keeping doing easy work". The 14 item self report measure of social responsibility goals was operationalised in terms of how often students try to achieve social responsibility goals in the classroom on a 5-point Likert type scale from "rarely" to "almost always". An example of items is "How often do you try to share what you've learned with your classmates?". High score on the scale indicates students' efforts to pursue more often social responsibility goals in the classroom.

The Pupil Control Behaviour (PCB) scale is a 20-item 5 point Likert type scale, developed by Helsel and Willower (1974) used to identify teachers' pupil control behaviour along an authoritarian-humanistic continuum as perceived by students. Two items, 14 and 15, were deleted due to their unsuitability at primary context of Bangladesh and also three items (3, 10, & 20) were deleted because of their low

loading on the factor revealed by confirmatory factor analysis results. A reduced scale of 15 items was used in the present study. An example of items; My teacher "is cheerful and pleasant with students

## Results

### Descriptive Statistics of Student and Teacher Variables

Means, standard deviations and intercorrelations of teachers' and students' variables are shown in Table 1. Intraclass correlations of student variables were also obtained. The intraclass correlations range from a low of 20% to a high of 27%, indicating the existence of differences in class means on the students' measures. The findings provide a baseline to proceed with a multilevel model. The alpha reliability coefficients of teachers' variables ranged from .55 to .66 while students' variables .68 to .76.

Table 1

### Correlation Matrix, Means and Standard Deviations of the Variables

Variables	1	2	3	4	5	6	7	8
*Classroom level (N=50)								
1.HC		.17	.17	-.09	.17	.15	.09	-.25
2.MC			.55**	.40**	.37**	-.06	-.04	.16
3.MA				.50**	.33*	-.20	.05	.15
4.HA					-.04	.17	.07	-.05
5.PCI						.10	.14	-.05
6.PCB							.23	-.69***
7.TOTMOT								-.12
8.SOCRESP								
<u>M</u>	3.62	5.39	5.80	5.46	3.20	2.65	6.41	3.84
<u>SD</u>	0.94	0.82	0.70	0.74	0.38	0.25	5.66	0.30
Variable						1	2	3
Student level (N=1400)								
1.PCB							-.03	.12
2.TOTMOT								.04
3.SOCRESP								
<u>M</u>						3.22	5.62	3.84
<u>SD</u>						0.43	11.98	0.58

Note. \* Classroom level correlations between teachers' variables were derived from path model. The ranges of possible scores are 1-7 for HC, MC, MA, HA; 1-5 for PCI, PCB and SOCRESP and -30 to 30 for TOTMOT. HC= teachers' highly controlling orientation, MC= teachers' moderate controlling orientation; MA= teachers' moderate autonomy orientation; HA= teachers' highly autonomy orientation; PCB= perceived teacher behaviour; TOTMOT= student intrinsic motivation; SOCRESP= students' social responsibility goals. \* $p < .05$ . \*\* $p < .01$ . \*\*\* $p < .001$ .

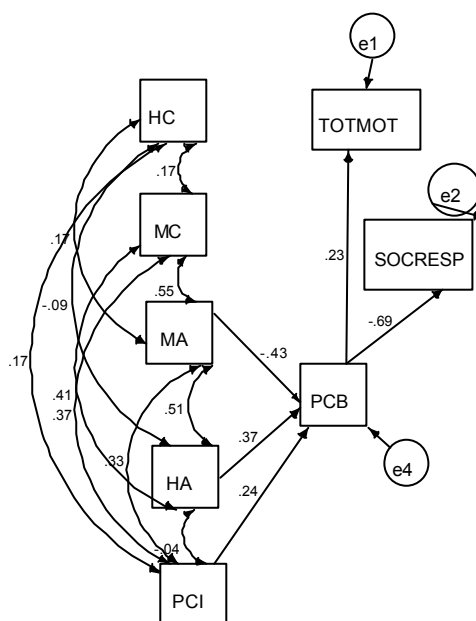
### Relationships Between Teachers' Orientations and Students' Motivation

The major aim of the study was to assess relationships between teachers' orientations, perceived teacher behaviour and students' intrinsic motivation and social responsibility goals. As the data in the current study are student level and teacher level, a multilevel regression model was formulated to identify the relationships between teacher and student variables. However, the full multilevel model was not able to produce parameter estimates because of non-convergence of the estimation procedures (Goldstein, 1995). Consequently the data were initially analysed at one level, that is, classroom level using a path model. A multilevel analysis was then attempted using a simplified model derived from the path analysis.

### Path Analysis

In the path model (Figure 1) total scale scores were used for all scales with the exception of teachers' control versus autonomy scale. The alpha reliability of total scale of teachers' control versus autonomy scale was very low. Therefore the four subscales scores instead of total scale score were used separately in the analysis. The observed variables (Figure 1) HC, MC, MA, HA and PCI were chosen to assess teachers' highly control, moderate control, moderate autonomy, highly autonomy and authoritarian versus humanistic orientations, respectively. The observed variables TOTMOT, SOCRESP and PCB were chosen to assess students' intrinsic motivation, social responsibility goals and perceived teacher behaviour respectively. As there were multiple -teacher classrooms teachers' scores were averaged at classroom level. Before averaging teachers' scores, means of their responses on each measure within classroom were obtained. The means showed a homogenous response pattern of teachers within 50 classrooms with standard deviations ranging from .08 to 1.63 for MC, .08 to 1.8 for HA, .21 to .22 for HC, .08 to 1.3 for MA and .01 to 1.2 for PCI. Path analysis was run using the AMOS program (Arbuckle, 1994). To assess the path model three indices of fit were used: a) the chi-square test, b) goodness of fit index (GFI) and c) the root mean square error approximation (RMSEA) (Joreskog & Sorbom, 1993).

Figure 1  
 The Reduced Path Model



The finding of path analysis of the full model indicates an excellent fit of the model ( $\chi^2 = .141$ ,  $df = 1$ ,  $N = 50$ ;  $p = 0.71$ ,  $GFI = .999$ ,  $RMSEA = .000$ ). However, all paths from teachers' orientations to students' intrinsic motivation and social responsibility goals were statistically non-significant. These were deleted in a stepwise formation and a reduced model was specified. The reduced model was adequate with respect to all fit indices ( $\chi^2 = 4.97$ ,  $df = 13$ ,  $N = 50$ ;  $p = 0.98$ ,  $GFI = .976$ ,  $RSMEA = .000$ ). Figure 1 shows the standardised path coefficients of the reduced model.

### Multilevel Analysis

A multilevel regression analysis was carried out using the reduced model. However two teachers' variables HC and MC of the reduced model were not included in the multilevel model as these variables had no effect on students' variables. The multilevel analysis takes both the classroom random variation and individual student random variation into account. There are two parts of the analysis: the fixed part and the random part. The fixed part is known as regression analysis while the random part is variance-covariance analysis. In the current model, for the regression part, teachers' variables MA, HA and PCI were used as explanatory variables of PCB; and the PCB was used as an explanatory variable of TOTMOT and SOCRESP (students' outcome). The results revealed significant relationships among the variables and the pattern of the relationships was in line with that of path analysis. The only difference between the path analysis and the multilevel analysis is in the magnitude of the coefficients and their significance level. Specifically the relationships between PCI and PCB and PCB and TOTMOT were marginally significant in the path analysis while they were significant at 0.05 in the multilevel regression analysis (Table 2). The random part of the model shows that there is a significant variability in the students' variables within classrooms but these variables do not significantly covary between classrooms. The significant relationships are interpreted below.

As indicated by two way arrows in the path model (Figure 1) about relationships between teachers' orientations, it was found that teachers' authoritarian orientation (PCI) was positively correlated with teachers' moderate controlling (MC) orientation indicating teachers who were highly authoritarian in their pupil control orientation were moderately controlling in their motivational orientation. On the other hand, the relationship between moderate autonomy (MA) orientation and PCI was also positive which was not expected. That is, teachers who were moderately autonomous in supporting students' autonomy were authoritarian in their pupil control orientation. No significant correlation emerged between HA, MA and PCI although the pattern of the correlation was in hypothesised direction.

As can be seen in Table 2, for the relationship between teachers' orientation and perceived teacher behaviour, the negative path MA-PCB identified that teachers who saw themselves as more moderately autonomous were perceived by students as less authoritarian. The path HA-PCB was positive: teachers who perceived themselves as highly autonomous were perceived by students as highly authoritarian. Moreover, the positive path between PCI and PCB indicated that authoritarian orientation of teachers encouraged students to perceive their teachers as more authoritarian or less caring in their behaviour. The negative path from PCB to SOCRESP pointed out that in classes where students perceived their teachers as more authoritarian, they perceived themselves as pursuing less often social responsibility goals. The positive path between PCB and TOTMOT showed that if students perceived their teachers as more authoritarian, their intrinsic motivation was higher.

Table 2  
Standardised Path Coefficients and Multilevel Regression Coefficients of Teacher and Student Variables

Paths	Standardised path coefficients	Unstandardised Multilevel regression coefficients	Standard error
MA-PCB	-.43*	-0.165*	0.058
HA-PCB	.37*	0.139*	0.052
PCI-PCB	.24	0.091*	0.019
PCB-SOCRESP	-.69**	-0.648**	0.033
PCB-TOTMOT	.23	12.23**	0.701

Note. For multilevel coefficients, if estimates are more than twice of standard errors, the coefficients are significant at <.05. \* p<.05 \*\* p<.01 MA= moderate autonomy orientation of teacher; HA= highly



autonomy orientation of teacher, PCB= perceived teacher behaviour; PCI= pupil control orientation of teacher, TOTMOT= intrinsic motivation of student; SOCRESP= social responsibility goals of student.

### Discussion

The present motivation model was constructed on the basis of theories developed in the Western context. The intention was to ascertain whether the model was suitable in a non Western context, namely, Bangladesh. Several relationships were hypothesised among the variables. The study partially established these relationships, with some, but not all, of the established relationships in the expected directions. The significant findings are discussed below.

With regard to relationships between teachers' orientation variables, it was hypothesised that teachers' PCI would be positively related to teachers' MC and negatively to the teachers' MA. As expected, PCI was related positively to MC suggesting that teachers' who are authoritarian in disciplining students perceived themselves as moderately controlling in motivating. However, PCI was related to MA positively which represented that teachers who perceived themselves as more authoritarian also perceived themselves as moderately autonomous. This is contradictory to the theory suggesting inverse relationship between the two orientations of teachers (Woolfolk & Hoy, 1990). The finding implies that it is possible for teachers in the study to hold two contradictory and mutually exclusive beliefs. The possible explanation of this finding might be that although the moderate autonomy orientation scale measures the degree of autonomy supportiveness on the part of teachers, to some extent it is controlling (Deci et al., 1981). That is, theoretically, the teachers with moderate autonomy orientation encourage social comparison method to solve students' motivation problems. The social comparison method increases tension and competition which is one of the important characteristics of the classroom structured by authoritarian teachers. In the context of Bangladesh, the competition and social comparison is highly preferred by school authority. Therefore, it is not unlikely that in the present study teachers who were highly authoritarian perceived themselves as supportive for social comparison as well.

Further, about the link between teachers' orientation and student perception (PCB), as expected, teachers' MA was linked negatively to PCB and teachers' PCI was linked positively to PCB which indicated consistency between teachers' orientations and behaviour as perceived by students. That is, if teachers were more moderately autonomy supporting, their behaviour was less authoritarian as perceived by students. Also teachers who perceived themselves as highly authoritarian were perceived by students as highly authoritarian. However, the link of teachers' HA and PCB was positive, that is teachers who saw themselves as highly autonomy supportive were perceived by students as more authoritarian which did not show consistency between beliefs and behaviour of teachers. This implies that teachers' subjective orientations, that is believing highly in supporting students' autonomy were not translated into their classroom behaviour as perceived by students. One possible explanation of this result may be that due to several unavoidable factors of classroom or school culture teachers might not be able to behave the way they believed (Lunenburg & Schmidt, 1989).

With regard to relationships between PCB and students' outcome, the results revealed a strong negative influence of PCB on students' social responsibility goals (SOCRESP) and positive impact of PCB on intrinsic motivation (TOTMOT). For social responsibility goals, students who perceived themselves as pursuing significantly more social responsibility goals perceived their teachers as less authoritarian. The finding is consistent with the theory. However, for intrinsic motivation, the positive impact indicated that if students perceived their teachers as more authoritarian, their intrinsic motivation was higher which was inconsistent with the current theory suggesting students who perceive their teachers as less authoritarian perceive themselves as more intrinsically motivated. This can be discussed from a cultural perspective. Bangladeshi society is characterized by a collectivist culture where generally individual's values are determined by group goals--pleasing teachers or parents, obedience, compliance or conformity (Arnett & Tauber, 1994). High authoritarian classroom structure is generally regarded as the

optimal environment for academic achievement in Bangladesh. This is contradictory to the West. Therefore, it is likely that students in classrooms of such an authoritarian society may interpret teachers' authoritarian behaviour as conducive for learning. Consistent with this, Hamilton, Blumenfeld, Alcoh and Muira (1989) viewed that conformity to external pressure can be complementary rather than contradictory for intrinsically motivated actions of students of collectivist culture if identification of authority is viewed as a kind of motivational glue.

### Conclusion

The significant relationships between authoritarian behaviour of teachers and students' intrinsic motivation and social responsibility goals raise an important issue concerning the role of social climate of the classroom in explaining motivation of students. In particular, the findings support the theory that caring and humanistic classroom climate enhances students' social motivation, in other words, it connotes that when teachers care about students, students' motivation to be prosocial and socially responsible enhances. However, for academic motivation, what emerged from the study, as in other cross cultural research, is that a model which supports the hypothesis that humanistic behaviour of teachers is positively related to students' academic motivation might not be suitable for a Bangladeshi school context. Due to differential cultural values and contextual dissimilarities, a different model that hypothesises that more authoritarian and controlling behaviour on the part of the teachers would be conducive for academic motivation of classes, might be more appropriate. Moreover, the interrelatedness of teachers' moderate autonomy supportive orientation and less authoritarian behaviour supports the notion of Connel and Welborn (1990) and Ryan and Powelson's (1991) model suggesting that in the classroom the autonomy support and caring or relatedness are intertwined and satisfy students' needs for autonomy and belonging which are necessary for optimal learning environment.

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