



UNIVERSITI PUTRA MALAYSIA

***RELATIONSHIPS BETWEEN PARENTING STYLE, PARENTAL
SCHOOL INVOLVEMENT, ACADEMIC SELF-EFFICACY, EMOTIONAL
INTELLIGENCE: ACADEMIC ENGAGEMENT AND ACADEMIC
ACHIEVEMENT AMONG ADOLESCENTS***

ELHAM DEHYADEGARY

FEM 2012 14

RELATIONSHIPS BETWEEN PARENTING STYLE, PARENTAL SCHOOL
INVOLVEMENT, ACADEMIC SELF-EFFICACY, EMOTIONAL
INTELLIGENCE: ACADEMIC ENGAGEMENT AND ACADEMIC
ACHIEVEMENT AMONG ADOLESCENTS

BY
ELHAM DEHYADEGARY

Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia, in
Fulfillment of the Requirements for the Degree of Doctor of Philosophy
June 2012

DEDICATION

To My Family:

To my Mother for her limitless encouragement, support, and love,

To my late Father whom I indebt my whole life to him,

And

To my sisters, “Elahe” and “Mahdiyeh” for all the wonderful memories,

To my brothers, “Ali” and “Mehdi” for all great support and kindness

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

RELATIONSHIPS BETWEEN PARENTING STYLE, PARENTAL SCHOOL INVOLVEMENT, ACADEMIC SELF-EFFICACY, EMOTIONAL INTELLIGENCE, ACADEMIC ENGAGEMENT AND ACADEMIC ACHIEVEMENT AMONG ADOLESCENTS

By

ELHAM DEHYADEGARY

June 2012

Chairman: Siti Nor Yaacob, PhD

Faculty: Human Ecology

Factors influencing students' achievement or failure have always been a basic issue in education; however, despite the extensive line of research conducted and a large amount of budgets spent, there are still huge numbers of students who experience failure in academic performance each year. However, the study on relationship between maternal parenting style, maternal school involvement, academic self-efficacy, emotional intelligence, academic engagement with academic achievement have received little attention in Iran. Thus, the current research is essential and necessary. The main purpose of this study is to determine the relationships between maternal factors (maternal parenting style and maternal school involvement), individual characteristics (academic self-efficacy, emotional intelligence, and academic engagement) and academic achievement among adolescents in Sirjan-Iran.

This study utilized a quantitative approach and correlation research design. Respondents of the study consisted of 382 male and female high school students who were identified by proportional stratified random sampling technique. Instruments for data collection included Parent Authority Questionnaire (Buri, 1991), Paulson's Parental Academic Involvement Questionnaire (1994), Morgan- Jink Academic Self-efficacy Questionnaire (1999), Shutte's Emotional Intelligence Questionnaire (1998), and Short, Fleming, Guiling, and Roper's Academic Engagement Questionnaire (2002). All the instruments used in this study were highly reliable. Descriptive, bivariate, and multivariate statistics were used in data analysis.

The results of the Pearson correlation analysis showed that age of the respondents, family income, maternal authoritative and permissive styles, maternal school involvement, academic self-efficacy, academic engagement, and emotional intelligence were significantly related to academic achievement. In addition, maternal authoritative and permissive styles, maternal school involvement, academic self-efficacy, and emotional intelligence were significantly related to academic engagement. The result of the t-test showed that female respondents had significantly higher academic achievement compared to male respondents.

The Hierarchical Regression Analysis showed that parents' education, adolescents' gender, maternal school involvement, academic self-efficacy, academic engagement, and emotional intelligence were significant contributors of academic achievement. Academic engagement emerged as the strongest predictor in adolescents' academic achievement.

The present study also found that academic engagement fully or partially mediates the relationships between all the independents (except maternal authoritarian style) variables with academic achievement among respondents.

The findings of the present study highlighted the importance of maternal and personal factors in enhancing academic performance of school-going adolescents in Sirjan-Iran. However, the contributions of aforementioned variables in academic achievement are indirect through academic engagement. The nature of relationships between the independent variables, academic engagement as mediator and academic achievement implied that academic performance of adolescents can be improved if they show their commitment by engaging themselves more seriously in academic or school related activities.

Abstrak Tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai mememenuhi keperluan untuk ijazah Doktor Falsafah

PERHUBUNGAN ANTARA GAYA KEIBUBAAPAN, PENGLIBATAN SEKOLAH IBU BAPA, KEBERKESANAN KENDIRI AKADEMIK, KECERDASAN EMOSI, PENGLIBATAN AKADEMIK DAN PENCAPAIAN AKADEMIK ANTARA REMAJA

Oleh

ELHAM DEHYADEGARY

Jun 2012

Pengerusi: Siti Nor Yaacob, PhD

Fakulti: Ekologi Manusia

Faktor yang mempengaruhi pencapaian atau kegagalan pelajar telah menjadi isu biasa dalam pendidikan. Meskipun pelbagai kajian yang dilakukan dan sejumlah wang dibelanjakan, masih terdapat sejumlah besar pelajar yang mengalami kegagalan dalam pencapaian akademik setiap tahun. Walau bagaimanapun, kajian mengenai hubungan antara gaya keibubapaan ibu, penglibatan sekolah ibu, keberkesanan akademik sendiri, kecerdasan emosi, penglibatan akademik dengan pencapaian akademik menerima perhatian yang sedikit di Iran. Oleh itu, kajian ini adalah penting dan perlu. Tujuan utama kajian ini adalah untuk mengenalpasti perhubungan antara faktor ibu (cara gaya keibubapaan ibu dan penglibatan sekolah ibu), ciri individu (efikasi sendiri akademik, kecerdasan emosi, dan penglibatan akademik), dan pencapaian akademik dalam kalangan remaja di Sirjan-Iran.

Kajian ini menggunakan pendekatan kuantitatif dan reka bentuk kajian korelasi. Responden kajian terdiri daripada 382 orang pelajar lelaki dan perempuan dari sekolah menengah tinggi yang dikenal pasti melalui teknik persampelan rawak berkadar berstrata. Instrumen bagi kajian yang digunakan termasuk Parent Authority Questionnaire (Buri, 1991), Paulson's Parental Academic Involvement Questionnaire (1994), Morgan- Jink Academic Self-efficacy Questionnaire (1999), Shutte's Emotional Intelligence Questionnaire (1998), dan Short, Fleming, Guiling, and Roper's Academic Engagement Questionnaire (2002). Semua instrumen yang digunakan dalam kajian ini mempunyai kebolehpercayaan yang tinggi. Statistik deskriptif, bivariat, dan multivariat telah digunakan dalam analisis data.

Hasil analisis korelasi Pearson menunjukkan bahawa umur responden, pendapatan keluarga, gaya autoritatif dan permisif ibu, penglibatan sekolah ibu, keberkesanan akademik sendiri, penglibatan akademik dan kecerdasan emosi mempunyai perkaitan yang signifikan dengan pencapaian akademik. Di samping itu, gaya autoritatif dan permisif ibu, penglibatan sekolah ibu, keberkesanan akademik sendiri dan kecerdasan emosi mempunyai perkaitan signifikan dengan penglibatan akademik. Hasil ujian-t menunjukkan responden perempuan mempunyai pencapaian akademik yang lebih tinggi berbanding responden lelaki.

Analisis Regresi Hierarki menunjukkan bahawa pendidikan ibu bapa, jantina remaja, penglibatan sekolah ibu bapa, efikasi-kendiri akademik, penglibatan akademik dan kecerdasan emosi merupakan penyumbang signifikan terhadap pencapaian akademik.

Penglibatan akademik muncul sebagai peramal terkuat dalam pencapaian akademik remaja.

Kajian ini juga mendapati bahawa penglibatan akademik menjadi pengantara secara penuh atau separa terhadap hubungan antara semua pembolehubah (kecuali gaya autoritarian ibu) tidak bersandar dengan pencapaian akademik dalam kalangan responden.

Hasil kajian ini menekankan kepentingan faktor ibu dan ciri individu dalam meningkatkan prestasi akademik remaja yang menghadiri sekolah di Sirjan-Iran. Walau bagaimanapun, sumbangan pembolehubah yang dinyatakan sebelum ini dalam pencapaian akademik adalah secara tidak langsung melalui penglibatan akademik. Sifat hubungan antara pembolehubah tidak bersandar, penglibatan akademik sebagai pengantara dan pencapaian akademik menunjukkan bahawa prestasi akademik remaja boleh diperbaiki sekiranya mereka menunjukkan komitmen mereka dengan melibatkan diri secara lebih serius dalam aktiviti akademik atau aktiviti berkaitan sekolah.

ACKNOWLEDGEMENTS

All praise and thanks are due to Allah, for giving me the ideas, words, wisdom, and strength to persist through this experience. I am especially grateful to my supervisor and committee members. Indeed, without their guidance this work would have never been accomplished. First and foremost, I would like to extend deepest thanks to my principal supervisor, Dr. Siti Nor Yaacob for her leadership and guidance during this process. She is a motivational innovator and I am so fortunate to have been the beneficiary of her knowledge and expertise in the preparation this thesis. She is the smartest person I have ever held a conversation with. And by far, one of the best teachers I have ever had. Her knowledge, intelligence, wit and sheer kindness are remarkable. Thank you for being my supervisor and for being both mentor and friend through these challenging years.

I am also thankful to my first co-supervisor, Associate Prof. Dr. Rumaya Juhari, who provided me valuable feedback throughout the dissertation process and who gave me the support and encouragement to persevere to the end. In addition, I would like to express my utmost gratitude and appreciation to my second co-supervisor, Associate Prof. Dr. Mansor Abu Talib for his knowledge, expertise, and time offered throughout the project. His ability to teach and motivate students including myself is inspiring and I admire him for his ability to share his vast knowledge with his students.

Words cannot express the heartfelt love and deepest appreciation that I have for my family - mother, sisters and brothers who has loved and supported me from day one. They all have made many sacrifices throughout the years that I can be given the opportunity to

succeed in life. Thank you for guiding, supporting, encouraging, and loving me throughout the years.

ELHAM DEHYADEGARY

June 2012



© COPYRIGHT UPM

I certify that a Thesis Examination Committee has met on 15th of June 2012 to conduct the final examination of Elham Dehyadegary on her thesis entitled “ Relationships between parenting style, parental school involvement, academic self-efficacy, emotional intelligence, academic engagement, and academic achievement among adolescent” in accordance with the Universities and University Colleges Act 1971 and the Constitution of the University 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 are as follows:

Zaid b Ahmad, PhD

Associate Professor
Faculty of Human Ecology
Universiti Putra Malaysia
(Chairman)

Mariani bte Mansor, PhD

Senior Lecturer
Faculty of Human Ecology
Universiti Putra Malaysia
(Internal Examiner)

Samsilah bt Roslan, PhD

Associate Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Internal Examiner)

Nina S. Mounts, PhD

Associate Professor
Faculty of Psychology
Country United States
(External Examiner)

SEOW HENG FONG, PhD

Professor and Deputy Dean
School of Graduate Studies
Universiti Putra Malaysia

Date:

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

Siti Nor Yaacob, PhD

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

Rumaya Bte Juhari, PhD

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

Mansor Abu Talib, PhD

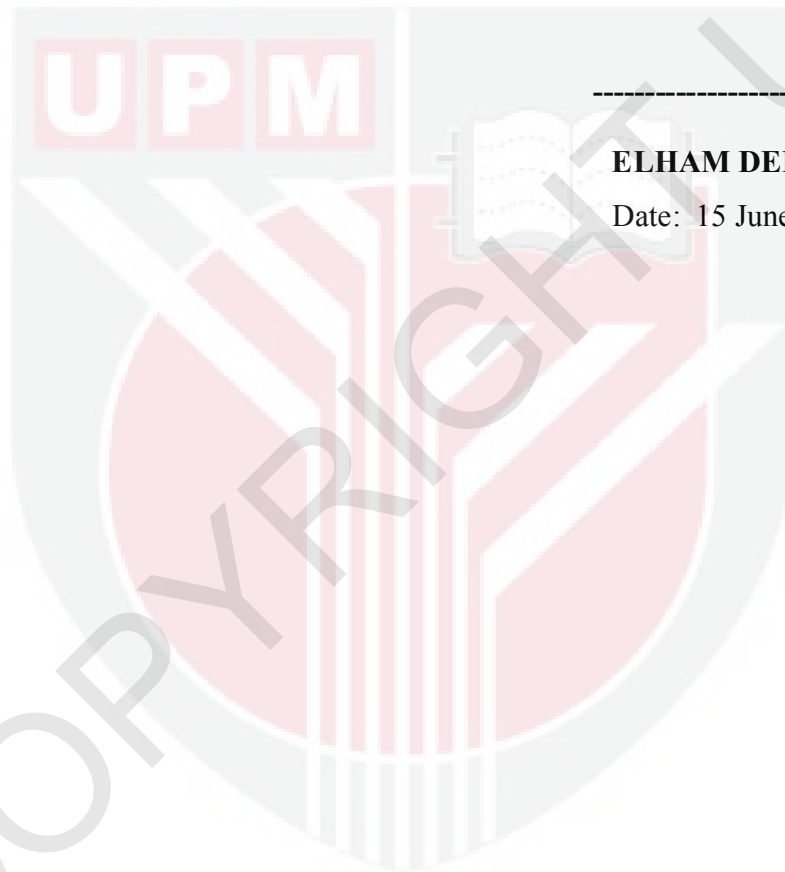
Associate Professor
Faculty of Human Ecology
Universiti Putra Malaysia
(Member)

BUJANG BIN KIM HUAT, PhD

Professor and Dean
School of Graduate Studies
Universiti Putra Malaysia

DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declared that it has not been previously, and is not concurrently, submitted for any other degree at Universiti Putra Malaysia or at any other institution.



ELHAM DEHYADEGARY

Date: 15 June 2012

TABLE OF CONTENTS

	Page
DEDICATION	ii
ABSTRACT	iii
ABSTRAK	vi
ACKNOWLEDGE	ix
APPROVAL	xi
DECLARATION	xiii
LIST OF CONTENTS	xiv
LIST OF TABLES	xvi
LIST OF FIGURES	xvii
CHAPTER	
1 INTRODUCTION	
1.1 Background of the study	1
1.2 Problem Statement	7
1.3 Objectives of the Study	10
1.3.1 General Objectives	11
1.3.2 Specific Objectives	11
1.4 Hypothesis	12
1.5 Significant of the study	15
1.6 Definition of Terms	17
1.7 Theoretical Background	19
1.8 Conceptual Framework	26
1.9 Limitation	29
1.10 Summary	30
2 LITERATURE REVIEW	
2.1 Adolescent's Academic Achievement	31
2.2 Parenting Style and Adolescents' Academic Achievement	33
2.3 Parental Involvement and Adolescents' Academic Achievement	41
2.4 Academic Self Efficacy and Adolescents' Academic Achievement	47
2.5 Emotional Intelligence and Adolescents' Academic Achievement	56
2.6 Academic Engagement as a Mediator	65
2.7 Academic Engagement and Academic Achievement	75
2.8 Demographic Variables and Academic Achievement	80
2.9 Summary	82
3 METHODOLOGY	
3.1 Introduction	85
3.2 Research Design	85
3.3 Location of the study	86
3.4 Population of the study	87

3.5	Determination of Sample Size	88
3.6	Sampling Method	88
3.7	Sampling Procedure	89
3.8	Data Collection	92
3.9	Translation of Instruments	92
3.10	Measurements of variables	93
3.11	Reliability	99
3.12	Data Analysis	101
3.13	Descriptive Analysis	105
3.14	Inferential Analysis	106
3.15	Summary	107
4	RESULTS AND DISCUSSION	
4.1	Descriptive Findings	109
4.1.1	Personal and Family Characteristics	109
4.1.2	Category of Variables	112
4.2	Bivariate Analyses	114
4.3	Multivariate Analysis	132
4.4	Mediation Analysis	137
4.5	Summary	150
5	SUMMARY AND CONCLUSION	
5.1	Introduction	154
5.2	Summary	154
5.3	Summary of Findings	155
5.4	Conclusion of The Study	158
5.5	Implications of The Study	161
5.5.1	Theoretical Implication	161
5.5.2	Practical and Policy Implication	164
5.6	Recommendations of The Study	165
5.6.1	Recommendation for Teachers	165
5.6.2	Recommendation for Parent	166
5.6.3	Recommendation for Administration and Policy Makers	166
5.6.4	Recommendation for Future Research	167
	REFERENCES	168
	APPENDICES	191
	BIODATA OF STUDENT	221