PSYCHOLOGICAL FACTORS ASSOCIATED WITH STUDENTS’ ACADEMIC ACHIEVEMENT IN AN INTERNATIONAL SCHOOL IN KUALA LUMPUR

UGET APAYO UGUAK.

FPP 2005 1
DEDICATION

This thesis is dedicated to my late father Apayo Uguak Bouk, mother Ahok Ajang Amoi, late brothers and sister who always affected my mind and memory; May God blesses them.
Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirements for the degree of Doctor of Philosophy

PSYCHOLOGICAL FACTORS ASSOCIATED WITH STUDENTS’ ACADEMIC ACHIEVEMENT IN AN INTERNATIONAL SCHOOL IN KUALA LUMPUR

By

UGET APAYO UGUAK

October, 2005

Chairman: Professor Habibah Bt. Elias, PhD
Faculty: Educational Studies

This study investigated the relationship between psychological factors and students' academic achievement among foreign students in an international school in Kuala Lumpur. The academic achievement of the students in the target international school was unevenly distributed among the students. This uneven distribution was studied to identify the psychological factors that best predicted the students' academic achievement. The research employed an ex post facto design and the data was collected through a set of questionnaires. One hundred and fifty subjects were randomly selected out of seven classes based on Kerlinger and Pedhazur (1973); Cohen’s (1988) principles and formula respectively.
Both descriptive and inferential statistics were used to analyze the data in the study using SPSS. The statistical techniques used were Descriptive Statistics, Independent-Sample t-test, Analysis of Variance (ANOVA), Pearson Product Moment Correlation (r), and Multiple Linear Regression.

The research findings showed that there was no statistical significant difference between female and male students on psychological factors (adjustment, motivation, attitude, locus of control, self-efficacy, and attribution). The findings also revealed that the primary and secondary levels were significantly different only on locus of control. A positive and significant relationship was also found between psychological factors and academic achievement with strengths ranging between moderate and low.

The results of the multiple regression analysis showed that attribution, adjustment, self-efficacy, and attitude were significant predictors of academic achievement. The $R^2 .547$ implies that the four predictor variables explain about 54.7% of the variance in academic achievement. On the other hand, Locus of control and motivation were not significant but positively related to academic achievement. Generally, the findings indicated that the four psychological factors were the most significant factors in explaining the variance of academic achievement.
Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

FAKTOR-FAKTOR PSIKOLOGI YANG BERKAITAN DENGAN PENCAPAIAN AKADEMIK PELAJAR DI SEBUAH SEKOLAH ANTARABANGSA DI KUALA LUMPUR

Oleh

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Statistik deskriptif dan inferensi telah digunakan untuk menganalisis data kajian ini. Pakej statistik untuk Sains Sosial (SPSS) versi 11.5 telah digunakan dalam analisis data. Teknik-teknik statistik yang digunakan ialah statistik deskriptif, ujian t tidak bersandar, analisis varian (ANOVA), korelasi Pearson (r) dan analisis regresi linear pelbagai. Hasil kajian menunjukkan tidak terdapat perbezaan statistik yang signifikan di antara pelajar perempuan dan pelajar lelaki dalam faktor psikologi (penyesuaian, motivasi, sikap, lokus kawalan dan atribusi). Hasil kajian juga menunjukkan pelajar peringkat rendah dan pelajar peringkat menengah berbeza dengan signifikan dari segi lokus kawalan. Hubungan yang positif dan signifikan turut didapati antara setiap faktor psikologi dan pencapaian akademik.

Hasil analisis regresi berganda menunjukkan atribusi, penyesuaian, efikasi kendiri dan sikap adalah faktor signifikan dalam meramalkan pencapaian akademik. \( R^2 = .547 \) menunjukkan bahawa empat pembolehubah peramal menerangkan 54.7 peratus varians dalam pencapaian akademik. Sementara itu lokus kawalan dan motivasi tidak signifikan tetapi berkaitan dengan pencapaian akademik. Secara umumnya, keputusan menunjukkan bahawa empat faktor psikologi merupakan faktor yang paling signifikan dalam menerangkan varians pencapaian akademik.
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I am greatly indebted to my thesis supervisory committee members. I would like to acknowledge their patience, guidance, and willingness to share their knowledge, skills, time and experience particularly, my supervisor, Professor Dr. Habibah Bt. Elias, and the committee members.

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I certify that an Examination Committee met on 27 October, 2005 to conduct the final examination of Uget Apayo Uguak on his Doctor of Philosophy thesis entitled “Psychological Factors associated with Students’ Academic Achievement in an International School in Kuala Lumpur” in accordance with Universiti Pertanian Malaysia (Higher Degree) 1980 and Universiti Pertanian Malaysia (Higher Degree) Regulations 1981. The Committee recommends that the candidate be awarded the relevant degree. Members of the Examination Committee are as follows:

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DECLARATION

I hereby declare that the thesis is based on my original work except for quotations and citations that have been duly acknowledged. I also declare that it has not been previously or concurrently submitted for any other degree at UPM or other institutions.

UGET APAYO UGUAK

Date: 14/6/2/06
TABLE OF CONTENTS

DEDICATION ii
ABSTRACT iii
ABSTRAK v
ACKNOWLEDGEMENTS vii
APPROVAL x
DECLARATION xii
LIST OF TABLES xviii
LIST OF FIGURES xxi
LIST OF ABBREVIATIONS xxiv

CHAPTER 1  INTRODUCTION  1
1.1 Background of the Study 1
1.2 Rationale for the Study 6
1.3 Problem Statement 9
1.4 Objectives of the Study 10
1.5 Research Questions 11
1.6 Significance of the Study 12
1.7 Scope and Limitations of the Study 15
1.8 Assumptions 17
1.9 Definition of Terms 18
  1.9.1 An International Student 19
  1.9.2 Psychological Factors 19
  1.9.3 Adjustment 20
  1.9.4 Motivation 20
  1.9.5 Attitude 21
  1.9.6 Locus of Control 22
  1.9.7 Self-efficacy 23
  1.9.8 Attribution 24
  1.9.9 Academic Achievement 24
4.5.4 Discussion: Level of Motivation
4.5.5 Students' Attitude Levels
4.5.6 Discussions: Level of Attitude
4.5.7 Students' Locus of Control
4.5.8 Discussions: Level of Locus of Control Factor
4.5.9 Students' Self-efficacy Levels
4.5.10 Discussions: Level of Self-efficacy Factor
4.5.11 Students' Attribution Levels
4.5.12 Discussions: Level of Attribution Factor

4.6 Differences between Levels of each Psychological Factor and the Selected Demographic Variables
4.6.1 Adjustment Across Selected Demographic Variables
4.6.2 Discussions: Adjustment and Demographic Variables
4.6.3 Motivation Across Selected Demographic Variables
4.6.4 Discussions: Motivation and Demographic Variables
4.6.5 Attitude Across Selected Demographic Variables
4.6.6 Discussions: Attitude and Demographic Variables
4.6.7 Locus of Control Across Selected Demographic Variable
4.6.8 Discussions: Locus of Control and Selected Demographic Variables
4.6.9 Self-efficacy Across Selected Demographic Variables
4.6.10 Discussions: Self-efficacy and Demographic Variables
4.6.11 Attribution Across Selected Demographic Variables
4.6.12 Discussions: Attribution and Demographic Variables

4.7 Relationship between Each Psychological Factor with Academic Achievement
4.7.1 Relationship of Adjustment with Students' Academic Achievement
# LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Attribution Causal Elements</td>
<td>93</td>
</tr>
<tr>
<td>2.2</td>
<td>Causal Structures Associated with the Casual Attribution</td>
<td>106</td>
</tr>
<tr>
<td>3.1</td>
<td>The Four Sources of Student Adjustment Scale</td>
<td>143</td>
</tr>
<tr>
<td>3.2</td>
<td>The Three Sources of Student Motivation Scale</td>
<td>144</td>
</tr>
<tr>
<td>3.3</td>
<td>The Five Sources of Student Attitude Scale</td>
<td>146</td>
</tr>
<tr>
<td>3.4</td>
<td>The Two Sources of Academic Locus of Control Scale</td>
<td>148</td>
</tr>
<tr>
<td>3.5</td>
<td>The Four Sources of Student Self-efficacy Scale</td>
<td>149</td>
</tr>
<tr>
<td>3.6</td>
<td>The Four Sources of Student Attribution Scale</td>
<td>151</td>
</tr>
<tr>
<td>3.7</td>
<td>Reliability Indices of the Six Instruments</td>
<td>155</td>
</tr>
<tr>
<td>4.1</td>
<td>The Distribution of the Selected Demographic Variables (Independent): Age, Gender, Educational Levels, and Country</td>
<td>167</td>
</tr>
<tr>
<td>4.2</td>
<td>Students' Distribution According to Their Educational Levels, Class, and Gender</td>
<td>170</td>
</tr>
<tr>
<td>4.3</td>
<td>Students' Characteristics: Students' Academic Results of 2003, Siblings, Domicile, Parents' Academic Qualification</td>
<td>172</td>
</tr>
<tr>
<td>4.4</td>
<td>Descriptive Statistics for Academic Achievement</td>
<td>181</td>
</tr>
<tr>
<td>4.5</td>
<td>Students' Academic Achievement Levels</td>
<td>184</td>
</tr>
<tr>
<td>4.6</td>
<td>The Composite Results of Descriptive Statistics for Psychological Factors</td>
<td>186</td>
</tr>
</tbody>
</table>
Table
4.7 Students’ Adjustment Levels 188
4.8 Students’ Levels of Motivation 193
4.9 Distribution of Respondents’ Attitude Towards their School, Teachers, Classmates, Class Relations, and Class Disciplines 198
4.10 Students’ Locus of Control Levels 201
4.11 Students’ Self-efficacy Levels 204
4.12 Students Attribution Levels 208
4.13 t-test Results Comparing each Level of Psychological Factors by Gender 213
4.14 t-test Results Comparing between each Level of Psychological Factors by Educational Levels 214
4.15 Means and Standard Deviations of Students’ Age Groups on Psychological Factors 215
4.16 The Analysis of Variance of Students’ Psychological Factors by Age 216
4.17 Correlations between Psychological Factors and Academic Achievement 240
4.18 Estimates of Coefficients for the Model and Collinearity Diagnostic 252
4.19 The Analysis of Variance (ANOVA) and R² of DV in the Regression 253
4.20 The Multicollinearity Diagnostic for the Final Model 254
<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.21</td>
<td>Means and Standard Deviations of Items Measuring Students' Adjustment</td>
<td>324</td>
</tr>
<tr>
<td>4.22</td>
<td>Means and Standard Deviations of Items Measuring Students' Motivation</td>
<td>326</td>
</tr>
<tr>
<td>4.23</td>
<td>Means and Standard Deviations of Attitude Towards School, Teachers, Classmates, Class Relations and Class Discipline</td>
<td>329</td>
</tr>
<tr>
<td>4.24</td>
<td>Means and Standard Deviations of Items Measuring Students' Locus of Control</td>
<td>330</td>
</tr>
<tr>
<td>4.25</td>
<td>Means and Standard Deviations of Items Measuring Students' Self-efficacy</td>
<td>334</td>
</tr>
<tr>
<td>4.26</td>
<td>Means and Standard Deviations of Items Measuring Students' Attribution</td>
<td>336</td>
</tr>
</tbody>
</table>
## LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Theoretical Framework Explaining the Relationship Between Attribution Elements and Students' Academic Achievement</td>
<td>116</td>
</tr>
<tr>
<td>2.2</td>
<td>Conceptual Framework Model</td>
<td>119</td>
</tr>
<tr>
<td>3.1</td>
<td>The Population, Target Population, Sample, and Sampling Frame</td>
<td>129</td>
</tr>
<tr>
<td>3.2</td>
<td>Map of Malaysia Showing the Location of Kuala Lumpur</td>
<td></td>
</tr>
<tr>
<td>4.1</td>
<td>The Final Model of the Study</td>
<td>260</td>
</tr>
<tr>
<td>4.2</td>
<td>Academic Achievement Scores</td>
<td>339</td>
</tr>
<tr>
<td>4.3</td>
<td>Distribution of Adjustment Scores</td>
<td>339</td>
</tr>
<tr>
<td>4.4</td>
<td>Adjustment Variable Box-Plot by Gender</td>
<td>340</td>
</tr>
<tr>
<td>4.5</td>
<td>Adjustment Variable Box-Plot by Educational Levels</td>
<td>340</td>
</tr>
<tr>
<td>4.6</td>
<td>Adjustment Variable Box-Plot by Age Groups</td>
<td>341</td>
</tr>
<tr>
<td>4.7</td>
<td>The Scatter Plot of Academic Achievement and Adjustment</td>
<td>341</td>
</tr>
<tr>
<td>4.8</td>
<td>The Distribution of Motivation Scores</td>
<td>342</td>
</tr>
<tr>
<td>4.9</td>
<td>Motivation Variable Box-Plot by Gender</td>
<td>342</td>
</tr>
<tr>
<td>4.10</td>
<td>Motivation Variable Box-Plot by Educational Levels</td>
<td>343</td>
</tr>
<tr>
<td>4.11</td>
<td>Motivation Variable Box-Plot by Age groups</td>
<td>343</td>
</tr>
<tr>
<td>4.12</td>
<td>The Scatter Plot of Academic Achievement and Motivation</td>
<td>344</td>
</tr>
</tbody>
</table>
4.13 Distribution of Attitude Scores 345
4.14 Attitude Variable Box-Plot by Gender 345
4.15 Attitude Variable Box-Plot by Educational Levels 346
4.16 Attitude Variable Box-Plot by Age groups 346
4.17 The Scatter Plot of Academic Achievement and Attitude 347
4.18 Distribution of Locus of Control Scores 348
4.19 Locus of Control Box-Plot by Gender 348
4.20 Locus of Control Box-Plot by Educational Levels 349
4.21 Locus of Control Box-Plot by Age Groups 349
4.22 The Scatter Plot of Academic Achievement and Locus of Control 350
4.23 Distribution of Self-efficacy Scores 351
4.24 Self-efficacy Variable Box-plot by Gender 351
4.25 Self-efficacy Variable Box-plot by Educational Levels 352
4.26 Self-efficacy Variable Box-plot by Age Groups 352
4.27 The Scatter Plot of Academic Achievement and Self-efficacy 353
4.28 Distribution of Attribution Scores 354
4.29 Attribution Variable Box-Plot by Gender 354
4.30 Attribution Variable Box-Plot by Educational Levels 355
4.31 Attribution Variable Box-Plot by Age Groups 355
4.32 The Scatter Plot of Academic Achievement and Attribution 356
4.33 Normal P-P Plot of Academic Achievement 357
4.34 The Regression Standardized Predicted Value 357
4.35 Normal Q-Q Plot for Academic Achievement 358
4.36 Detrended Normal Q-Q for Academic Achievement 358