UNIVERSITI PUTRA MALAYSIA

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

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By

UGET APAYO UGUAK

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

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UPM

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

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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.

PERPUSTAKAAN SULTAN ABDUL SAMAD
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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

UGET APAYO UGUAK

October, 2005

Pengerusi: **Profesor Habibah Bt. Elias, PhD**

Fakulti: **Pengajian Pendidikan**

Kajian ini dijalankan untuk mengkaji hubungan antara faktor-faktor psikologi dengan pencapaian akademik di kalangan pelajar asing di sebuah sekolah antarabangsa. Pencapaian akademik pelajar asing di sekolah antarabangsa didapati berbeza taburannya di kalangan pelajar. Taburan yang tidak sama rata ini dikaji untuk mengenalpasti faktor-faktor psikologi yang menjadi peramal terbaik dalam pencapaian akademik pelajar. Kajian ini dijalankan dengan menggunakan reka bentuk ex post facto dan data dikumpul dengan menggunakan soal selidik. Sebanyak seratus lima puluh subjek telah dipilih secara rawak daripada tujuh buah kelas berdasarkan prinsip dan formula Kerlinger dan Pedhazur (1973); dan Cohen (1988).

Statistik deskriptif dan inferensi telah digunakan untuk menganalis 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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