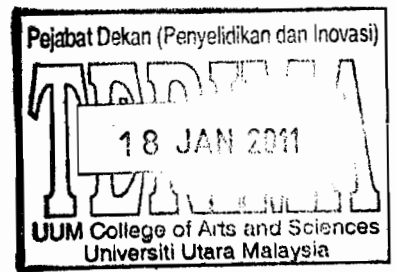


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**A STRUCTURAL MODEL OF THE RELATIONSHIPS  
BETWEEN TEACHER, PEER, AND PARENTAL SUPPORT,  
BEHAVIOURAL ENGAGEMENT, ACADEMIC EFFICACY  
AND COGNITIVE ENGAGEMENT OF SECONDARY  
SCHOOL ADOLESCENTS**

**SHARIPAH AZIZAH BINTI SYED SAHIL**

**UNIVERSITI UTARA MALAYSIA**

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SCHOOL ADOLESCENTS**

A Thesis submitted to the College of Arts and Sciences in full fulfillment of the  
requirements for the degree of Doctor of Philosophy  
Universiti Utara Malaysia

**By**

**SHARIPAH AZIZAH BINTI SYED SAHIL**

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**Prof. Dr. Norshuhada Shiratuddin**

Tandatangan  
(Signature)

Pemeriksa Luar:  
(External Examiner)

**Prof. Dr. Ratnawati Mohd Asraf**

Tandatangan  
(Signature)

Pemeriksa Dalam:  
(Internal Examiner)

**Prof. Dr. Nena P Valdez**

Tandatangan  
(Signature)

Nama Penyelia/Penyelia-penyelia:  
(Name of Supervisor/Supervisors)

**Prof. Dr. Rosna Awang Hashim**

Tandatangan  
(Signature)

Nama Penyelia/Penyelia-penyelia:  
(Name of Supervisor/Supervisors)

**Dr. Mohd Isha Awang**

Tandatangan  
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## ABSTRACT

The present investigation examined the hypothesized structural relationships between teacher, parental, and peer academic and emotional support on adolescents' cognitive engagement directly and indirectly through academic efficacy and behavioural engagement. A cross-sectional study utilizing survey method, the present study examined perceived academic and emotional support from teachers, classmates and parents via instruments, which were adapted from a number of established measures. A total of 450 adolescents (selected via multistage cluster sampling) from eleven secondary schools in the state of Kedah in Malaysia took part in the survey. The psychometric properties of the instruments were assessed through reliability analysis, exploratory and confirmatory factor analysis. Through the various analysis conducted, the instrument used in the present study is valid to be used in the local educational settings. Utilizing Structural Equation Modeling via AMOS version 16.0, the structural model was tested against the data for its fitness. Results indicated that academic efficacy and behavioural engagement did serve as plausible mediators in the relationships between support factors and cognitive engagement. Specifically, teacher academic support and parental emotional support emerged as two salient predictors in the indirect relationships between support factors and cognitive engagement. Peer academic support was the only variable that had direct association with cognitive engagement. In addition to the preceding findings, results also indicated that the model for male and female differed significantly in that there were limited significant paths for the male model whereas there were a number of significant paths in the female model. Apparently, parental emotional support became the only indirect predictor on cognitive engagement for male adolescents whereas teacher academic and emotional support as well as parental academic and emotional support both contributed towards cognitive engagement indirectly through academic efficacy and behavioural engagement for female adolescents. Female adolescents also perceived significantly higher peer academic and emotional support and their level of cognitive engagement were significantly higher compared with their male counterparts. Additionally, younger adolescents received significantly higher parental academic support compared with older adolescents. On the other hand, older adolescents received significantly higher teacher emotional support compared with younger adolescents. The findings support the assumptions of Social Cognitive theory through its Triadic Determinism Principle whilst at the same time lends support to the Bronfenbrenner Ecological approach, Person Environment Fit theory as well as Social Capital theory. Lastly, theoretical as well as practical implications of the study are also discussed.

## ABSTRAK (BAHASA MELAYU)

Kajian ini menyelidik hubungan struktural antara sokongan akademik dan afektif daripada guru, ibubapa serta rakan sebaya ke atas penglibatan kognitif secara terus dan tidak langsung melalui efikasi akademik dan penglibatan tingkah laku. Satu kajian rentas yang menggunakan kaedah tinjauan, kajian ini menyelidik sokongan akademik dan afektif daripada guru, rakan sebaya dan ibubapa seperti yang dipersepsikan oleh remaja dengan menggunakan instrumen yang telah diadaptasikan daripada beberapa instrumen yang kukuh. Sejumlah 450 orang remaja (yang dipilih secara persampelan kluster pelbagai peringkat) dari sebelas buah sekolah menengah di Kedah, Malaysia, yang mewakili peringkat awal dan pertengahan remaja, menyertai kajian ini. Ciri-ciri psikometrik instrumen kajian telah dikaji melalui ujian kebolehpercayaan, analisis faktor dan analisis pengesahan faktor (confirmatory factor analysis). Berdasarkan analisis yang dijalankan, instrumen yang digunakan boleh diterima kesahannya untuk digunakan di dalam pendidikan di Malaysia. Kajian yang menggunakan Modeling Persamaan Berstruktur melalui AMOS versi 16, model struktural diuji berdasarkan data bagi menilai kebaikan penyuaian (goodness of fit). Dapatan kajian menunjukkan bahawa efikasi akademik dan penglibatan tingkah laku menjadi pengantara di antara faktor-faktor sokongan dengan penglibatan kognitif. Selain daripada dapatan-dapatan di atas, keputusan kajian menunjukkan bahawa model untuk remaja lelaki dan remaja perempuan memperlihatkan kelainan yang signifikan di mana terdapat laluan regresi yang terhad untuk model remaja lelaki. Sebaliknya terdapat beberapa laluan regresi yang signifikan untuk model remaja perempuan. Sokongan afektif ibubapa merupakan satu-satunya peramal secara tidak langsung ke atas penglibatan kognitif untuk remaja lelaki sebaliknya sokongan akademik dan afektif guru dan juga sokongan akademik dan afektif ibubapa menyumbang secara tidak langsung melalui efikasi akademik dan tingkahlaku ke atas penglibatan kognitif untuk model remaja perempuan. Selain itu, remaja perempuan mempersepsikan sokongan akademik dan afektik rakan sebaya yang lebih tinggi manakala tahap penglibatan kognitif remaja perempuan adalah lebih tinggi daripada remaja lelaki. Remaja yang lebih muda sebaliknya mendapat sokongan akademik ibubapa yang lebih tinggi jika dibandingkan dengan remaja yang lebih berusia. Remaja yang lebih berusia menerima sokongan emosi daripada guru yang lebih tinggi berbanding remaja yang lebih muda. Hasil kajian ini mendukung andaian teori Kognitif Sosial melalui prinsip *Triadic Reciprocal Determinism* dan pada masa yang sama juga menyokong pendekatan Ekologi Bronfenbrenner, teori *Person-Environment Fit* dan teori *Social Capital*. Implikasi teoretikal dan praktikal juga dibincangkan.

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## **DEDICATION**

Especially dedicated to my late father – Syed Sahil Bin Syed Muhamad who passed away on 18 January 2010. Even though he is not around to witness my accomplishment, I know I have made him proud. Not forgetting, I dedicate this dissertation to my mother, Sharifah Mariam Syed Alwi, whose unending love inspired me to pursue my dreams.

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## ABBREVIATIONS

TAS	Teacher Academic Support
TES	Teacher Emotional Support
PAS	Parental Academic Support
PES	Parental Emotional Support
FES	Peer Academic Support
FAS	Peer Emotional Support
EFA	Exploratory Factor Analysis
CFA	Confirmatory Factor Analysis
AMOS	Analysis of Moment Structures
SPSS	Statistical Package for Social Sciences
TPPSS	Teacher, Parental, Peer Support Scale
SES	Socio-economic status

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 BACKGROUND**

One of the fundamental issues in education is how schools can assist students in their learning subsequently increasing their academic outcomes. Negative school related outcomes are varied, ranging from dropouts to delinquency, health-risky behaviour, and aggression (Carter, McGee, Taylor, & Williams, 2007; Fredericks, Blumenfeld, & Paris, 2004; Jimmerson, Campos, & Greif, 2003). On the other hand, positive outcomes encompass among others, academic achievement and school completion (Fredericks et al., 2004). As such, schools and teachers are increasingly held accountable for their students' achievement (Stipek, 2006). Of late, two important aspects in education that have taken the interest of the school have been academic performance and engagement. In fact, the growing interest among researchers, educators and policy makers on the topic of school engagement has become more prominent because engaging students in their learning is viewed as a way to reduce "low

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