# UNIVERSITI TEKNOLOGI MARA

# MODELING THE INFLUENTIAL FACTORS FOR PARTICIPATING IN CRITICAL READING AMONG UNDERGRADUATES

## NADIA BINTI ANUAR

## MA

### April 2020

# AUTHOR'S DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This thesis has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

I, hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

| | | |
|---|---|---|
| Name of Student | : | Nadia binti Anuar |
| Student I.D. No. | : | 2013336025 |
| Programme | : | Master of Applied Language Studies – LG750 |
| Faculty | : | Academy of Language Studies |
| Thesis Title | : | Modeling the Influential Factors for Participating in Critical Reading among Undergraduates |
| Signature of Student | : | …………………………………………….. |
| Date | : | April 2020 |

# ABSTRACT

Critical reading is an essential skill that students must acquire in the completion of tertiary education. Yet, students' critical reading performance has been reported to be unsatisfactory. Hence, there is an urgent need to identify factors that influence students' participation in critical reading. Theory of Planned Behaviour was employed to examine the influence of students' attitude, subjective norm, and perceived behavioural control on students' intention to participate in critical reading. The influence of students' behavioural belief, normative belief, and control belief on students' intention was also investigated. This study also determined the mediating role of attitude, subjective norm, and perceived behaviour control. A quantitative methodology was employed, and the questionnaire was utilised as the instrument. The items in the questionnaire were developed from an elicitation study and adapted from previous studies. The respondents of this study were students from a public university and simple random sampling method was used. The data collected yielded 220 usable questionnaires. Statistical Package for Social Science (SPSS) and Analysis of Moment Structures (AMOS) were used to analyse the data. Attitude, subjective norm, and perceived behaviour control had a significant effect on behavioural intention where subjective norms had the highest influence on behavioural intention. The study has also determined that behavioural belief, normative belief, and control belief influence intention but must pass the mediating variables to exert influence on intention as they have no direct effect on behavioural intention. The mediating results support this as attitude, subjective norm, and perceived behavioural control are revealed to exert full mediation which are reconfirmed by the bootstrapping results. The rigorous methodology has contributed to the development of Reading Intention Questionnaire Protocol (RIQP) which can be utilised for future reading in teaching and learning. A noteworthy finding of this study is that students' participation in critical reading was identified to increase when encouraged by relevant stakeholders such as parents and teachers. This may be attributed to the collectivist culture in Malaysia. Thus, the findings of this study have significant practical and pedagogical implications in ensuring meaningful teaching and learning.

# ACKNOWLEDGEMENT

This thesis would not have been completed without the support from my loved ones.

To my mother, thank you for always comforting me whenever I feel frustrated. To my father, thank you for providing a comfortable space for me to work and rest in. Your constant assurance and presence have always inspired me to be move forward. To my younger sisters, Namelya and Nasya, both of you have been my rock throughout this journey.

Kak Wahida, thank you for being an inspiration and a positive role model. Melissa Ong, thank you for your constant belief that I will finish strong. Kak Nuri, without your assistance, I would not have been able to complete this thesis. To Wawa, thank you for lending me your hand whenever I need help standing back up and pushing me to be better.

My sincerest gratitude to my supervisor, Dr. Ahmad Mazli Muhammad for your unwavering faith in me. I have grown so much under your mentorship and I am forever grateful for the life lessons and research knowledge you imparted on me.

Finally, this thesis would not have been completed without guidance from Allah SWT. Thank You for popping ideas into my head and allowing me to understand the true meaning of education. Alhamdulillah.

It was a difficult journey, but was a humbling one. Thank you.

# TABLE OF CONTENTS