

**UNIVERSITI TEKNOLOGI MARA**

**PATH ANALYSIS OF THE EFFECTS  
OF LEARNING STYLES, SOCIAL  
SUPPORT AND EMOTIONAL  
INTELLIGENCE ON ACADEMIC  
ACHIEVEMENT AMONG TESL  
TEACHER TRAINEES IN IPG**

**AZLINDA BT ABD AZIZ**

Thesis submitted in fulfilment of  
the requirements for the degree of  
**Doctor of Philosophy**

**Faculty of Education**

**November 2018**

## 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 : Azlinda bt Abd Aziz  
Student I.D. No. : 2011860586  
Programme : Doctor of Philosophy (Education)-ED990  
Faculty : Education  
Thesis Title : Path Analysis Of The Effects Of Learning Styles, Social Support and Emotional Intelligence on Academic Achievement Among TESL Teacher Trainees In IPG  
Signature of Student : .....  
Date : November 2018

## ABSTRACT

Teacher education comes in many shapes and sizes and it is an extremely complex task to prepare teachers for their professional work in public classroom. Teachers must be knowledgeable and highly academic individuals. Institute of Teacher Education in Malaysia (Institut Pendidikan Guru Malaysia) has a big responsibility to train in service as well as pre-service teachers. Not all trainee teachers were able to perform academically well in the training institution. Without good academic result, chances for them to get early posting would be jeopardized. Inadequacy of concrete evidence to prove which learning styles instruments is the best to use in education and very limited studies available to show that the instrument is capable of testing the validity of learning styles used in education has been a great concern that led this study to take off. This study proposed that learning happens in a social context and there were several factors identified to influence the teacher trainees' academic achievement. Using the Triadic Reciprocal Determination Model as the theoretical framework, the factors chosen were learning styles, social support and emotional intelligence. This study intended to analyse how these factors correlate and affect the teacher trainees' academic achievement. The study also proposed emotional intelligence to be the mediator of the hypothesized relationships. A total of 411 TESL teacher trainees were selected to respond to a set of questionnaire. Confirmatory factor analysis was carried out on each of the construct then followed by a pool model combining all the constructs being tested for model fit in a measurement model. The trainees revealed collaborative as their preferred learning styles and perceived that the highest support received was from family and friends. They displayed high level of emotional intelligence especially in the dimensions of self-emotion appraisal and use of emotion. Next, structural equation model was carried out and evidently, analysis on the accepted model proved that only learning styles and emotional intelligence had direct significant effect on academic achievement. Social support did not show any significant effect on academic achievement. Interestingly, emotional intelligence existed as an independent construct and does not mediate any relationships between the two constructs and academic achievement. It was suggested that the element of emotional intelligence to be strengthen and enhanced in planning the curriculum for teacher trainees. This is important so that the future generations of teachers will be well balanced in term of cognitive and emotional domains.

## **ACKNOWLEDGEMENT**

Firstly, I wish to thank God for giving me the opportunity to embark on my PhD and for completing this long and challenging journey successfully. My gratitude and thanks go to my supervisors Assoc Prof Dr Norsidah bt. Mohammed Noordin and Prof. Dr. Parmjit Singh Aperapar Singh, both have been so supportive and patiently guiding me till the end of my journey. My appreciation goes to all the people who had been helping me with my study, including to my colleagues and friends for being so understanding and helping me with my study.

This thesis is dedicated to the loving memory of my very dear late father, Abd Aziz Shaari, who encouraged me to pursue my study and stood by me all the time. For my mother, Fathilah Ismail, thank you for your patience, vision and determination to educate me about everything in life. My siblings who always understand and encourage me to do everything I like to do. Last but not least, my special thanks to my beloved husband, Roslan b. Mat, who is my backbone, my pillars and with his endless love keeping me motivated throughout my journey, supported me when I felt down and patiently be by my side to endure all the challenges faced throughout my study.

This piece of victory is dedicated to all of you. Alhamdulillah.

# TABLE OF CONTENTS

	<b>Page</b>
<b>CONFIRMATION BY PANEL OF EXAMINERS</b>	<b>ii</b>
<b>AUTHOR'S DECLARATION</b>	<b>iii</b>
<b>ABSTRACT</b>	<b>iv</b>
<b>ACKNOWLEDGEMENT</b>	<b>v</b>
<b>TABLE OF CONTENTS</b>	<b>vi</b>
<b>LIST OF TABLES</b>	<b>xii</b>
<b>LIST OF FIGURES</b>	<b>xiv</b>
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1</b>
1.1 Background	1
1.1.1 The Research Context: Changes in Institute of Teacher Education	5
1.1.2 Variables Related to Learning	8
1.2 Statement of Problem	12
1.3 Objective of the Study	14
1.4 Research Objectives	14
1.5 Hypotheses of the Study	14
1.5.1 Dimensions of Learning styles' contribution to Academic Achievement	15
1.5.2 Dimensions of Social Support's contribution to Academic Achievement	15
1.5.3 Dimensions of Emotional Intelligence's contribution to Academic Achievement	15
1.5.4 Contribution of Predictors to Academic Achievement	15
1.6 Significance of the Study	15
1.7 Limitations of the Study	17
1.8 Definition of Terms	17
1.8.1 Learning Styles	17
1.8.2 Social Support	18
1.8.3 Emotional Intelligence	18
1.8.4 Academic Achievement	19