

The Relationships of Accounting Learning Motivation、 Test anxiety and Academic Achievement in accounting learning of ...

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ABSTRACT

The purpose of this study is to analyze the relationship of learning motivations, test anxieties, and learning acquisitions. The research sampled 504 students of colleges in Central Taiwan. It analyzed by Descriptive-Statistics, Independent-Samples T Test, Nonparametric Test, and SEM to treat the causal relation of Path Analysis of statistical methods. The major conclusions were: 1. " Gender " —it has evidently difference in " extrinsic goal orientation " ; no difference in test anxieties; and learning acquisitions of " Female " is higher than that of " Male " . 2. " Background " —it has no evidently difference in learning motivations of students graduated from senior high school, senior high vocational school, or 5-year junior college. The test anxiety of senior high school students is higher than that of senior high vocational school and 5-year junior college students. And the learning acquisitions of senior high vocational school and 5-year junior college students is higher than that of senior high school students; it has no evidently differences in learning motivations of normal university students and technological and vocational university students. And it also has no evidently difference in test anxiety. But the learning acquisitions of technological and vocational university students are better than that of normal university; it has no different in the learning motivations of students in public and private schools. But the test anxieties of students in private schools are higher than that of student in public schools. 3. " High and low test anxiety " —the high test anxieties students have stronger motivation in " extrinsic goal orientation " ; the learning acquisitions of low test anxieties students is higher than that of high anxieties students. 4. " Causal relation of Path Analysis of SEM " — supposition 5-1— accounting learning motivations has positive effect on accounting learning acquisitions, the supposition is subsisted. Supposition 5-2 — accounting learning motivations has negative effect on accounting test anxieties, the supposition is subsisted. Supposition 5-3 —accounting test anxieties has negative effect on accounting learning acquisitions, the supposition is subsisted.

Keywords : learning motivation ; test anxiety ; learning acquirement

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