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| Independent Study Title | Adapting the Triadic Reciprocal Determinism of Social Cognitive Theory to Study Student Performance: Comparative Study between Tutoring and Without It for Accounting Subject at Mae Fah Luang University |
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ABSTRACT

This research adapts the concept of social cognitive theory, reflected specifically through the triadic reciprocity determinism that attempts to explain the roles of socio-cognitive mechanisms in the influence of the student behaviors towards subject learning, by focusing on only “Accounting”, as the focus, in both normal classrooms and in tutored environment. Specifically, the purpose of this research is to study the roles played by the personal and situational aspects of motivation as well as the teaching quality factor which adapts the SERVQUAL (Service Quality) concept of Parasuraman, Zeithaml and Berry (1988), towards performances and self-efficacy attitude of the students, within the comparative context between tutoring and without it, by the use of “Accounting” as the subject of focus, and by focusing on only the students who have had attended the basic “Accounting” subject at Mae Fah Luang University.

The conceptual model, which adapts the triadic determinism framework of social cognitive theory of Bandura (1989; 2005), demonstrates the roles of situational and individual, intrinsic motivation of the students by stressing on three cognitive motivation factors, namely personal achievement attitude, personal context and learning environment stimulation, and also the teaching service quality-enabled socio-learning environment represented by the empathy, responsiveness, reliability, assurance and tangibles of the so-called service quality (SERVQUAL, cf. Parasuraman, Zeithaml, & Berry, 1988). Thus, teachers should not neglect that, apart from their treatment-oriented efforts to mend the weaknesses of the students through teaching service quality, for instance, they should actively attempt to arouse the working of the intrinsic motivation, i.e., the self-achievement regulated agency, of the students. This is important as this intrinsic motivational virtue of the student, no doubt, can determine how the student can cope with adversity of the learning environment, and allow them to focus without deterrent. Thus, this research provides the social cognitive driving forces of the student learning.

There are many significant findings in this research. For instance, although the tutored and non-tutored groups of students show no differences in the motivational attitudes, i.e. personal achievement attitude and the situational aspect of personal context and learning environment stimulation, those of tutored do have lower level of agreeableness towards the reliability and assurance aspects of the classroom quality. In other words, the students who engage in the tutoring are motivated by the deficiency in the ways the instructors guide about problems solving, and the dependency to guide on the examination, to review the important concepts of the subject, and enable the students to advance their subject knowledge, and also by their lower level of confidence over the instructors over the subject material provided and their knowledge.

In sum, although this research studies the students' perceived performances and self-efficacy attitude in tutored and non-tutored classroom environments, by the use of only one subject known as "Accounting," it can be inferred, from the theoretical and analytical argument perspectives, successful institutions should recognize that sustained emphasis on students' cognitive and social development is foundational to their learning, persistence and completion. In other words, according to Bridglall (2013), high achieving institutions do not leave learning to chance but should actively engage in the conceptualization, implementation and evaluation of activities (i.e. reflected by the different facets of the instruction service qualities, as empathy, responsiveness, reliability, tangibles, and assurance) that promote student learning. To be specific, this can take the form of assessing students' skills in particular domains; placing them in appropriate courses; and providing assistance that enables them to learn and develop, including offering constructive feedback and monitoring their progress, particularly in their freshman year. Additionally, successful institutions not only assess, on a continuing basis, the impact of their teaching practices (i.e. SERVICE QUALITY) on student learning, but also should recognize that performance is self-reinforcing, which this research proves that the higher the performance of the students, the better they feel confident that they can do much better in the future, for different subjects, and thus this research provides a structured look to enable the students to become more agile in dealing with diversity and uncertainties, as intended by self-efficacy.

Keywords: Intrinsic Motivation/Instructor's teaching Service Quality/Tutoring Service/Student Performance/Self-efficacy Attitude/Mae Fah Luang University/Triadic Reciprocal Determinism/Social Cognitive Theory