

# **FACTORS AFFECTING ACHIEVEMENT OF ACCOUNTING STUDIES OF RAJAMANKALA UNIVERSITY OF TECHNOLOGY TAWAN-OK CHANTABURI CAMPUS**

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## **ABSTRACT**

The research had objectives 1) to study levels of achievement, students' general condition, and educational environment factors including learners social support, the equipment and facilities and the curriculum , 2) to compare the achievements of accounting students who were categorized by general condition and 3) to study the correlations between students' general condition, social support, the equipment and facilities, the curriculum and achievement of accounting students of the Faculty of Social Technology in 2012 Academic Year. There were 94 students and the instrument was questionnaires asking about students' general features and educational environment factors.

The findings indicated that accounting students of the Faculty of Social Technology at Rajamankala University of Technology Tawan-ok Chantaburi Campus prioritized factors that affected their achievement at the high level. The rank of the factors was in order: learners, social support, and curriculum respectively. The equipment and facilities were the factors that the students found significant at the moderate level.

The findings from the analysis of the correlations revealed that factor relating to learners and the academic achievement were correlated at the statistical significance level of 0.05. In fact, they were positively correlated at the moderate level. This meant that the higher condition the students had, the higher their achievement scores were. When each factor was considered, it was found that the students' condition relating to self- responsibility, interest in the profession, and achievement motive was correlated with academic achievement at the statistical significance level of 0.05, and they were positively correlated at the high level. This meant that the more responsibilities the learners had, the higher their achievement scores were. The correlation between social support factors and the academic achievement results were found not to be significant. However, when each aspect of the social support factors was considered, it was found that instructors, the relationship with classmates and family aspect were correlated with the achievement scores at the statistical significance level of 0.05. The correlation was positive and at the high level. This meant that the students who prioritized instructors, the relationship with classmates and family aspect at the high level, their academic achievement was also at the high level. The correlations between factors concerning equipment, facilities and curriculum and the students' academic achievement were found not to be significant.

## **Background and Rationale**

Currently, the country is being developed and there is much competition. Due to the changes in the economy, environment, finance and the faster links to news, there is the need to develop people for the success of the country's development by developing and promoting education. Education is a key tool to develop countries and it leads people who are valuable resource of the country to move into the direction that they can develop their country consistently. Education is the most important and plays the sustainable role for developing the country. The current educational management focused on the development of the human beings to have a perfect body, mind and intelligence; to have ethical and cultural knowledge to survive; and to be able to live with other people happily.

Rajamankala University of Technology Tawan-ok Chantaburi Campus is a university under the Department of Higher Education, Ministry of Education, and it plays an important role in producing personnel, especially the national youth to be efficient and academically competent. In order to prepare students to enter their career in the industry, the university opens educational opportunities for students and provides variety of study fields or programs. The Faculty which has the greatest number of graduates each year is the Faculty of Social Technology. At the present time, the Faculty of Social Technology is providing various fields of studies such as Accounting, Management, Computer Information Technology, Logistics and Transport System. In addition, in each year accounting is the study field in which most students are interested. The Faculty of Social Technology has been trying to encourage students to have knowledge and competency, and it has also improved the students to be qualified accountants. This leads to the development which is consistent with the Accounting Act, B.E. 2543, section 7, and paragraph 6 which states that accountants must have a bachelor's degree in accounting.

The important factor indicating the educational success was students' achievement (Angkana Nootayakul, 2002). In addition the researchers have conducted the survey to explore primary data from the Department of Registration and Assessment and

it has been found that there has been an increasing number of students that can't complete their degree according to the norms of the program. Therefore, the researcher who is also an instructor of the accounting program has been interested in studying factors that affect the achievement of the undergraduate accounting students at the Faculty of Social Technology in Rajamankala University of Technology Tawan-ok Chantaburi Campus in order to have the guidelines to promote the achievement of the students and to help them to be qualified personnel and help them to have features appropriate to accounting standards of Association of Authorized Public Accountants.

## **The Objective of the study**

1. To solve the problems of the achievement of the students of undergraduate degree in Accounting of the Faculty of Social Technology in Rajamankala University of Technology Tawan-ok Chantaburi Campus.
2. To study the relationship among the educational environment factors and the achievement of the students of undergraduate degree in Accounting of the Faculty of Social Technology in Rajamankala University of Technology Tawan-ok Chantaburi Campus.

## **The scope of the research**

The group of researchers studies only the students of undergraduate degree in Accounting studying in the fourth year in 2012 Academic Year at the Faculty of Social Technology in Rajamankala University of Technology Tawan-ok Chantaburi Campus.

1. Independent variables  
Educational environment factors include learners (self-responsibility, interest in profession and achievement motive) factors relating to social support (instructors, the relationship among classmates, and family aspect), equipment and facilities, and the curriculum
2. Dependent variable  
Dependent variable was the achievement of the students of undergraduate degree in accounting of the Faculty of Social Technology in Rajamankala University of Technology Tawan-ok Chantaburi Campus

## Literature Review and Relevant Documents

### Academic Achievement

Psychologists, educators define "academic achievement", which is a thing that can tell about the success of accounting teaching management, as the learner's results which will be determined by the achievement test. Many definitions of the term "academic achievement" are as follows:

Academic achievement refers to the learned knowledge, ability and skills which can be measured by a test to know their general achievement and knowledge that can be deployed for their benefits (Samniang Kaimuk, 2006).

The academic achievement was important for the teachers to decide or consider the learning results to see to what extent the students get the results expected by the teachers. The assessment of the academic achievement was the principle to measure the learning outcomes. It is necessary to check the teaching methods and the students' results by various ways such as observation, exam paper, or the production of the students. All of those mentioned are tools to tell the success or failure of educational management. Therefore, many educators have an important duty to seek answers about this issue. Then they use the results to improve the quality and effectiveness of teaching or education management for each level in order to enable students to gain the highest achievement (Yuwadee Boonyasrisawat, 1996).

### Achievement Test

In education, the test was the important procedure to measure academic achievement and there are many kinds of tests, and they depend on the instructor's objectives and targets. Bloom, cited by Hulpke, J. F. and Kelly, A. (2005) indicated that the evaluation of student's achievement is an art rather than science. Kasem Saraitip cited in Anake Norasarn (2004) divided the achievement into three types.

1. Pre-test and placement test is the test administered before the teaching to explore the readiness to study or to evaluate background knowledge of the students.
2. Quizzes are administered during the teaching procedure to test whether the students acquire learning objectives that are determined in the lessons and to

assess whether the learners have sufficient knowledge and ability to learn the next lesson.

3. Summative test or evaluation test is the test at the completion of the course to evaluate the learning results or to summarize academic achievement.

### Factors that Affect Academic Achievement

In learning process, learners' academic achievements depend on various components. Psychologists and educators gave following concepts on the test.

From the theory of learning in school, there are three variables that affect academic achievement (Bloom, 1976).

1. Cognitive Entry Behaviors refer to specific knowledge, abilities, and skills, which are necessary prerequisites to a particular learning task.
2. Affective Entry Characteristics refer to motive which enables learners to be curious for new things such as the interest on the subjects, attitude toward subject contents, and the acceptance of institute on the students' own ability, etc.
3. Quality of Instruction refers to the effectiveness of the teaching that students will get, such as recommendations for operation and teachers' reinforcement towards students and etc.

The components that have an effect on academic achievement are divided into 6 types (Klausmeir, 1971). They are as follows:

1. Students' characteristics includes the preparedness of intelligence, body and the ability concerning physical skills.
2. Mental characteristics refer to interests, motivation, attitude, values, understanding of the situation, age and gender.
3. Instructor characteristics refer to their intelligence, knowledge of the subjects they teach, knowledge development, physical skills, mental condition, health, self-concept, understanding of the situation, age and gender.
4. The behavior between instructors and learners refers to the interaction during the teaching which includes the interaction among knowledge, opinions, teaching methods, and the group characteristics such as structure, attitude, unity and leadership.
5. The characteristics of individual behavior such

as responses, tools and equipment.

6. External drive includes the family, and environment and cultural influences.

The elements related with academic achievement are divided into 6 types (Prescott cited in Tippawan Klompattananun, 2000)

1. Physical element includes the growth rate of body, health defects and physical appearance.

2. Love element includes the relationship of the parents, the relationship between parents and children, relationship among siblings and the relationship among family members.

3. Cultural and environmental elements include custom and tradition, the well-being of family members, environment at home, and discipline and family status.

4. Element of the relationship in the group includes the relationship of the learners and their peers.

5. The element of self-concept includes intelligence, interest, attitude and motivation.

6. Adaptive element includes adjustment problems and emotional expression.

Mc Clelland states that the countries with an economic and industrial advancement have more people who have higher achievement motive than those of the developing countries. From the research on the achievement motive, it is concluded that the people with achievement motive are the people who are motivated to be successful. The motive of those with high achievement is "Doing Something Better". People who had high motivation do something better for their Intrinsic Satisfaction. Hence, when raising children, parents have to encourage their children to have high motivation. It is also found that if children are trained with Independence Training since they are young, they can have self-reliance that enables them to have high motivation.

Achievement motivation refers to the motivation which drives people to try to conduct themselves to be successful according to standard of excellence. People with high achievement motivation do not work because of the reward, but they work according to the goal they set.

Theory of Mc Clelland has focused on three types

of social motive.

1. Achievement Motive is the desire to be successful by trying to compete with the excellent standard. The achievement motivated people feel relieved when they are successful and they feel anxious when they fail.

2. Affiliation Motive refers to the desire for harmonious relationships with other people. Affiliation motivated people want to be liked and feel accepted by other people. These needs made them tend to conform to the norms of their work group so that they are admired or loved by others.

3. Power Motive refers to the desire for having authority over others in the society. This made power motivated people seek power.

Achievement motivated people have these following characteristics. (Patcharee Simparak, 1999)

1. Be ambitious

2. Be responsible, patient and hardworking.

3. Be prepared and organized in their working system

4. Be venturesome

5. Frequently develop knowledge and performance

### **Related Documents and Research**

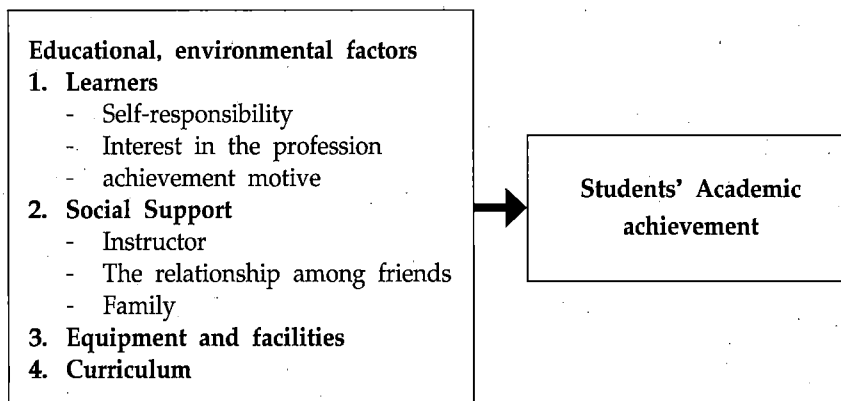
Angkana Nootayakul (2002) studied factors affecting academic achievement of accounting students in the Accounting Program in Business Administration at the Faculty of Management Science in Suan Dusit Rajabhat University, and it was found that the students with different gender, year of study, and academic achievement had no difference in their overall opinion on the suitability of teaching management. Except for the aspect concerning learners, it had the effect on the achievement motivation at the significance level of 0.05. The students whose parents had different average monthly income had no difference in their overall opinion on the suitability of teaching management. Except for the contents of the subjects, they had the effect on the achievement motivation at the significance level of 0.05.

Muangman Somton (2007) studied factors affecting academic achievement of the 2<sup>nd</sup> year Metal Technician students in the Diploma Program of the Northeast College under the Office of Vocational

Education Commission. It was found that most of the sample consisted of male students aged 20 years. They were admitted without taking an entrance exam. Both their academic results before and after the studies were at the moderate level. Most students lived in their parents' house and parents were their supporters. For marital status of parents, they were married and live together. For their education, they were agriculturists and their average monthly income was less than 10,000 baht. The students had 1 sister or brother who was still studying. It was found that their cumulative grade

point average before studying at the college and their learning behavior were associated with academic achievement at the statistical significance level of 0.01. In fact, the cumulative grade point average from previous school was positively associated with academic achievement or it could predict the change of the students' academic achievement by 17.90% and 1.40 respectively. They perceived the family relationship, learning behavior, relationship among friends, advisory system and workshop environment at the high level; however, they perceived their family economic status at the moderate level.

### Conceptual framework for the research



### Research Methodology

In the research entitled "Factors Affecting Achievement of Accounting Studies of Rajamankala University of Technology Tawan-ok Chantaburi Campus", the researchers employed survey research methodology and questionnaires were used as the research instrument.

### The population of the research

The population of the research consisted of 94 undergraduate accounting students who were in the fourth year in 2012 Academic Year at the Faculty of Social Technology in Rajamankala University of Technology Tawan-ok Chantaburi Campus (Registration and Evaluation Department)

### Research Instrument for data collection

The research instrument for data collection was questionnaire asking about factors that affected

the achievement of the undergraduate accounting students at the Faculty of Social Technology in Rajamankala University of Technology Tawan-ok Chantaburi Campus. The questionnaire was divided into 2 parts as follows:

**Part 1:** Questions about general condition of the learners

**Part 2:** Questions about the learners' opinion on educational environment factors

### Statistics used for data analyses

The researchers' team developed a set of guidelines on the use of statistical methods as follows:

1. Statistics for hypothesis testing to test the differences of variables and analyze the relationship.

1.1 T-test

1.2 F-test

2. Statistics used to analyze the relationship was Pearson's product moment correlation.

## The results from the data analysis

**Table 1-1** The mean and standard deviation of the significance of educational environment factors that affect academic achievement of the undergraduate accounting students at the Faculty of Social Technology in Rajamankala University of Technology Tawan-ok Chantaburi Campus

Factorsof Educational Environment	$\bar{X}$	S.D.	Significance level	Rank
1. Students' factor	4.07	0.38	high	1
2. Social support factors	4.06	0.47	high	2
3. Equipment and facilities	3.39	0.53	moderate	4
4. Curriculum	3.94	0.49	high	3
Sum	3.87	0.55	high	

\* The number of students was 94

From table 1-1, it was found that the learners generally prioritized environment factors that affected the academic achievement of accounting students at the high level and its mean was 3.87. When each aspect was considered, the students prioritized learner factor at the high level, and its mean was 4.07. Next, they prioritized social support, curriculum, and equipment and facilities and their means were

4.06, 3.94 and 3.39 respectively.

The analysis of the comparative study of the academic achievement of the undergraduate accounting students at the Faculty of Social Technology in Rajamankala University of Technology Tawan-ok Chantaburi Campus was derived from the category of the learners' general condition.

**Table 1-2** The results of the comparative study of the academic achievement of the undergraduate accounting students categorized by gender at the Faculty of Social Technology in Rajamankala University of Technology Tawan-ok Chantaburi Campus.

The comparison of the achievement of students categorized by gender	N	Mean	Std. Deviation	t
Male	3	2.69	0.77	0.26
Female	91	2.98	0.43	

\* The number of students was 94

From table 1-2, when there was the comparison of the academic achievement of the undergraduate accounting students categorized by gender, it was

found that male and female students didn't have significant difference in the academic achievement.

**Table 1-3** The results of the comparative study of the academic achievement of the undergraduate accounting students categorized by their hometown.

The comparison of the achievement of students categorized by their hometown	N	Mean	Std. Deviation	t
Chantaburi	37	2.96	0.46	0.82
Other provinces	57	2.98	0.44	

\* The number of students was 94

From table1-3 when there was the comparison of the academic achievement of the students categorized by hometown, the academic achievement of students

whose hometown was Chnataburi and that of students whose hometown was in other province were different but the difference was found not to be significant.

**Table1-4** The results from the comparative study of the academic achievement of the undergraduate accounting students of the Faculty of Social Technology in Rajamankala University of Technology Tawan-ok Chantaburi Campus who were categorized by the type of institute where they graduated

The comparison of the achievement of learners categorized by the variable of the institute where they graduated	N	Mean	Std. Deviation	t
Government School	91	2.96	0.45	0.47
Private School	3	3.15	0.15	

\* The number of students was 94

From table 1-4, it demonstrated that when the academic achievements of the undergraduate accounting learners categorized by the type of their old institute were compared, it was found that they were different. However, the difference was found

not to be significant. The following are the results of the relationship between educational environment factors such as learners, social support, equipment and facilities and curriculum and academic achievement of accounting studies.

**Table 1-5** The relationship between academic achievement and the factor of accounting learners of the Faculty of Social Technology in Rajamankala University of Technology Tawan-ok Chantaburi Campus and learner which is one of the environmental factors

The studied factors	Academic achievement
Learners	0.30**
- Self-responsibility	0.86**
- The interest in their profession	0.91**
- Achievement motivation	0.93**

From table1-5, the students' factors were associated with academic achievement at the statistical significance level of 0.05. The association was positive and at the moderate level. This meant that the higher learners' factors, the higher their academic achievement. When each aspect of learners was considered the aspect concerning self-responsibility, interest in profession

and achievement motivation were found associated with students' academic achievement at the statistical significance level of 0.05. The association was positive and at the high level. This meant that the higher responsibility the students had, the higher academic achievement was.

**Table 1-6** The association between the academic achievement of the undergraduate accounting students of the Faculty of Social Technology in Rajamankala University of Technology Tawan-ok Chantaburi Campus and the educational environment factor concerning social support aspect

The studied aspects	Academic achievement
Social support aspect	0.13
- teachers	0.80**

From table 1-6, the association between social support aspect and academic achievement were found not to be significant even at .10 level. However, when each aspect of social support was considered, it was found that aspect of instructor, relationship among classmates, family, and academic achievement

were associated at the statistical significance level of 0.05. The association was positive and at the high level. This meant that the learners who prioritized factors concerning teachers, relationship among classmates, and family at the high level had higher academic achievement.

**Table 1-7** The association between the academic achievement of the undergraduate accounting students of the Faculty of Social Technology in Rajamankala University of Technology Tawan-ok Chantaburi Campus and factor concerning equipment and facilities.

Studied factors	Academic achievement
Equipment and facilities	0.85

From table 1-7, the association between factors concerning equipment and facilities and academic achievement was found not to be statistically significant. This meant that no matter to what extent

the learners prioritized equipment and facilities, this factor wasn't associated with the learners' academic achievement.

**Table 1-8** The association between the academic achievement of the undergraduate accounting students of the Faculty of Social Technology in Rajamankala University of Technology Tawan-ok Chantaburi Campus and factor concerning Curriculum

The studied aspects	Academic achievement
Curriculum	0.98

From table1-8, the association between factors concerning curriculum and academic achievement was found not to be statistically significant. This meant that no matter to what extent the learners' scores of curriculum factor were, they were not associated with learners 'achievement.

social support aspect, curriculum aspect, and the aspect of equipment and facilities respectively.

## Conclusion and Discussion

The results of the analysis of data concerning factors affecting academic achievement of undergraduate accounting students of the Faculty of Social Technology in Rajamankala University of Technology Tawan-ok Chantaburi Campus are as follows:

1. The academic achievement of the accounting learners who were in the sample group was generally at the high level and its mean was 3.87. The students who were in the sample group found educational environment factor had an effect on their academic achievement at the high level and its mean was 3.87. When each aspect was considered, the learners ranked the aspects as follows: the learner aspect,

2. From the study of the association between educational environment factors such as learners, social support, factor of equipment and facilities and the academic achievement of accounting studies, it was found that the factor concerning learner and academic achievement were positively correlated at the moderate level. This meant that students who highly prioritized factor concerning self-responsibility, the interest in profession, achievement motivation or prioritized learner factors had high scores of academic achievement.

For the association between factor concerning social support and academic achievement of accounting studies, it was found not to be significant. However, when each aspect was considered, learner aspect, relationship among classmates and family was positively associated with academic achievement at the high level. This meant that students who perceived learner aspect, relationship among classmates and



family at the high level would have higher academic achievement.

For the association between factors concerning equipment and facilities and curriculum and academic achievement of accounting studies, it was found not to be significant. This meant that even students perceived factors concerning equipment and facilities and curriculum at the high level, those factors did not affect the academic achievement of accounting learners.

### Suggestions

From the research findings, it was found that both general condition of learners and educational environment affected the academic achievement of the undergraduate accounting learners at the Faculty of Social Technology in Rajamankala University of Technology Tawan-ok Chantaburi Campus. The conclusions are as follows:

#### 1. Suggestion for administrators

1.1 It was found that students' general condition, including cumulative grade point average, hometown, and the person with whom the student lived, was the factor that affected academic achievement of the accounting learners. Therefore, for the screening the students by quota method, the university should consider the students cumulative grade point average and the old school where they graduate. This enables the students to complete their degree with quality and on schedule. Due to the finding which showed that the instructors were associated with the academic achievement of the accounting learners; therefore, while they are studying, the teachers should spend time with them to discuss how to learn, how to further their studies or how to apply for the job in the future.

1.2 Instructors should be promoted and developed to deal with their teaching to meet learners' needs with regard to the subject matter that can be applied for doing their living as professional accountants or business administrators who are efficient and modern. The teachers should also play a role in guiding students to recognize their own abilities, interest and skills so that they can choose to further their study or to work successfully. The instruction and

curriculum should be developed to be consistent with the labor market and universal according to international accounting standards.

The Faculty of Social Technology should promote and publicize the news of student admission through various channels, coupled with the guidance and counseling of faculty members.

#### 2. The suggestions for further studies

2.1 The instructors in the Faculty should study curriculum and the assessment of the accounting curriculum in order to improve an efficient curriculum.

2.2 There should be the follow-up of the students who have completed the degree in order to get information to improve the curriculum to be consistent with the labor market.

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