

STUDENT MOTIVATORS AND CONTRIBUTORS TO SUCCESS IN UNDERGRADUATE ACCOUNTING COURSES

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Faculty in B-Schools, generally, and in accounting departments, specifically, are falling under increasing pressures to explain student performance variances, both with respect to longitudinal analysis and also in current cross sections. This paper reviews the recent history of the efforts of university faculty to experiment with various motivators, and also to identify those features which seem to work in application of course learning outcomes in the BBA-Accounting curriculum.

Contrasting the traditional techniques of standard quizzes, homework, and testing with the more recent advent of computerized platforms accompanying leading textbooks is one of several threads. The authors are also interested in examining the underlying psychological and demographic features of the typical student in today's classroom and compare that to those of earlier generations. Finally, the authors propose a package approach that may provide some enlightenment to those faculty who are dealing with difficulties of engaging the student in appropriate ways and striving toward greater assurance of learning and knowledge retention.