

The Mediating Effect of Learning Motivation on Socio-economic Status and Academic Achievement for Junior-High-School Students in Tainan Rural Districts

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This research aims to explore the mediating effect of learning motivation on socio-economic status and academic achievement for junior-high-school students in Tainan rural districts. Survey investigation was employed to collect data in this study. The inventory was given to 603 participants who were 7th to 9th graders in Tainan rural districts, and 423 valid samples were obtained. The data were subsequently analyzed by descriptive statistics, ANOVA, related analysis, regression analysis and mediation variable test. The results of this study indicated that significant differences were found in the ability and belief dimension of learning motivation for students with different social-economic status in rural districts. Significant differences were also found in both academic subjects and arts subjects for students with different social-economic status in rural districts. Furthermore, significant positive correlations were presented between learning motivation and academic achievement, in which the ability and belief dimension and the expectation of success dimension were the most correlative one for academic subjects and arts subjects respectively. The findings suggest that the rural-district students' learning motivation has a mediation effect on social-economic status and academic achievement, implying that enhancing students' learning motivation by education is crucial for improving their academic achievement, especially for lower social-economic students.

Keywords: socio-economic status, rural district, junior-high-school student, learning motivation, academic achievement

主題文章

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