

The Relationships among Learning Emotion, Major Satisfaction, Learning Flow, and Academic Achievement in Medical School Students

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Abstract : This study explored whether academic emotion, major satisfaction, and learning flow are associated with academic achievement in medical school. We know that emotion and affective factors are important factors in students' learning and performance. Emotion has taken the stage in much of contemporary educational psychology literature, no longer relegated to secondary status behind traditionally studied cognitive constructs. Medical school students (n=164) completed academic emotion, major satisfaction, and learning flow online survey. Academic performance was operationalized as students' average grade on two semester exams. For data analysis, correlation analysis, multiple regression analysis, hierarchical multiple regression analyses and ANOVA were conducted. The results largely confirmed the hypothesized relations among academic emotion, major satisfaction, learning flow and academic achievement. Positive academic emotion had a correlation with academic achievement ($\beta=.191$). Positive emotion had 8.5% explanatory power for academic achievement. Especially, sense of accomplishment had a significant impact on learning performance ($\beta=.265$). On the other hand, negative emotion, major satisfaction, and learning flow did not affect academic performance. Also, there were differences in sense of great ($F=5.446$, $p=.001$) and interest ($F=2.78$, $p=.043$) among positive emotion, boredom ($F=3.55$, $p=.016$), anger ($F=4.346$, $p=.006$), and petulance ($F=3.779$, $p=.012$) among negative emotion by grade. This study suggested that medical students' positive emotion was an important contributor to their academic achievement. At the same time, it is important to consider that some negative emotions can act to increase one's motivation. Of particular importance is the notion that instructors can and should create learning environment that foster positive emotion for students. In doing so, instructors improve their chances of positively impacting students' achievement emotions, as well as their subsequent motivation, learning, and performance. This result had an implication for medical educators striving to understand the personal emotional factors that influence learning and performance in medical training.

Keywords : academic achievement, learning emotion, learning flow, major satisfaction

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