Abstract
Exploring the impact of specific pedagogical strategies in online accounting education on student outcomes is central to the research. This two-study dissertation focuses on the influence of course delivery methods on student performance and the mediating function of accounting efficacy. A diverse sample of accounting and business students was analyzed quantitatively to determine the relationship between student motivation, course structure, classroom justice, accounting efficacy, applicability of material learned, and final grades. Even though certain teaching practices were advantageous, the combination of these practices did not always lead to improved student performance, according to the findings. Significant determinants of student outcomes were found to be course structure, classroom justice, and accounting efficacy, with accounting efficacy playing a pivotal mediating role in the impact upon applicable learned material. This research highlights the multifaceted character of accounting education and the significance of structured, effectiveness-centered teaching methods and makes a substantial contribution to the academic discourse on accounting education by providing educators, institutions, and policymakers with crucial insights.