



Enhancing The Accounting Skills of Grade 12 Accountancy, Business and Management Learners in Don Eulogio de Guzman Memorial National High School

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Abstract – This research used descriptive-survey methodologies to describe the Grade 12 ABM learners' Accounting skills in Don Eulogio de Guzman Memorial National High School. The total sampling was sixty-nine (69) respondents who took the Fundamentals of Accountancy, Business and Management I/II (Service and Merchandising Businesses), which comprised thirty-three (33) learners in Section A and thirty-six (36) learners in Section B. The data collected were analyzed using thematic, frequency count, mean, percentage, and rankings. Data revealed that the problems encountered on the Accounting subjects by the Grade 12 ABM learners were; ranked 1 was Journalizing Entries as confirmed by 51% of the respondents, ranked 2 was Transaction Analysis as confirmed by 22% of the respondents, ranked 3 was Difficult Subjects as confirmed by 17% of the respondents, ranked 4 was Worksheet Preparation as confirmed by 7% of the respondents, and 3% of the respondents confirmed that they did not encounter any problems in taking the Accounting subjects. Among the recommendations of this study were providing more practice drills and problem-solving to increase confidence in Debit and Credit's rules. Accounting teachers should ensure that all learners fully understand the core competencies in the Accounting Cycle before advancing and may incorporate the proposed Strategic Subject Plan (SSP) into the actual teaching process.

Keywords – Accountancy, Accounting Cycle, Accounting Skills, Journal Entries, Transaction Analysis

INTRODUCTION

The Accounting profession has recognized the importance of emphasizing written, analytical, and critical thinking skills in the Accounting Curriculum. Innovations have greatly enhanced learners' abilities to incorporate instruction in such skills (Nellermoe, 1999).

It is important to clarify the existing knowledge based on the learner's education process to move step by step towards achieving learning goals. The learner's existing knowledge emanates from personal values as well, which should be considered and respected. Variable standpoints are possible in the cooperative educational process. The learner's physical ability and cognitive level on the individual areas of the personality and the typological characteristic and the horizon of the individual and the learner's competencies are important determinants in shaping life learning skills following confidence in any field.

For instance, the learners of the Accountancy, Business and Management (ABM) strand in Don Eulogio de Guzman Memorial National High School should be capable of the required Accounting skills to deliver the learning competencies required in the teacher's lesson plan (LP). Many ABM learners understand the significant role of Accounting skills in business decisions, which should be the foundational knowledge expected to acquire from the training ground to succeed in the Accountancy profession's path.

The practice of the Accountancy profession is changing rapidly to date. Its geographic reach becomes now global, where technology plays an increasingly prominent role in it. The new generations of educators, practitioners, and Accounting learners have arrived at home with technology aids with less patient Accounting programmed but with compelling flexibilities because of business complexities posed by the 21st century. Accounting curricula have also involved limited commitments and agreements towards enhanced core learning objectives. Vital programs, courses, and approaches require systematic attention for these curricula and pedagogies to achieve renewal opportunities. In accomplishing specific objectives, one recommended action to be taken is to engage the Accounting community to define the body of knowledge that serves as the foundation of the future and implement curricular models for better cognitive.

Schools worldwide play a significant role in the lives of Accounting learners, educators, and practitioners because these become avenues for training grounds and re-engineering for the successful attainment of Accounting skills and competencies.

From a global perspective, the Competency-Based Accounting Framework is more pronounced in Accounting Education (AE), where the schools become practice venues. Wherein there should be a thorough review and understanding between contemporary Accounting Education and competency development.

The review streamlines three (3) stages of Accounting Curriculum management that function as a cycle, i.e., planning and design, implementation, and outcome assessment.

Besides, the core course work required in Accounting takes much continuous studying and preparation. Learners must excel in various disciplines such as Mathematics, Economics, Business subjects, and the different courses under the Accountancy profession's umbrella to achieve the necessary skills and competencies. Besides, a *Candidate* for Board Examination needs a lot of preparation and determination to pass successfully.

Studying the different Accounting subjects, one should expect to take introductory courses in different business disciplines such as Business Management and Administration, Entrepreneurship, Finance, and Marketing. These core courses are the backbone of the Accounting curricula. These provide learners with sufficient skills necessary to pass future Competency Assessment (CA) and licensure examinations as passports for employment opportunities.

In many observations, learners are not focusing on their Accounting class because some confirmed that it is a difficult subject. One of the subject's requirements is for Senior High School learners must possess "strengths or skills" in Concepts, Principles, and Framework of Accounting to attain mastery of even the basic processes.

In acquiring the "basic skills," researcher Ballada (2010) enumerated the Accounting Cycle, which was highly procedural and technical by nature.

A company begins its Accounting Cycle by analyzing and recording transactions using Journal Entries based on receipts and *Invoices*, recognition of a sale, or completion of other economic events. After the company posts Journal Entries (JE) to individual General Ledger (GL) accounts, an Unadjusted Trial Balance (UTB) is prepared. The Trial Balance (TB) ensures that Total Debit equals the Total Credit in the financial records. At the end of the Accounting period, Adjusting Entries (AE) are made. These are the results of corrections made and the results from the passage of time when some transactions need Adjusting Entries periodically. Upon posting the Adjusting Entries, a company prepares an Adjusted Trial Balance (ATB) followed by the Financial Statements (FS). An entity closes Temporary Accounts (TA), Revenues and Expenses at the end of the period using Closing Journal Entries (CJE). Closing Entries (CE) aims to transfer Net

Income (NI) balances into the Owner's Capital or Retained Earnings. Finally, the company prepares the Post-Closing Trial Balance (PCTB) to ensure Debits and Credits match, prove equality, and a balanced equation. Reversing Entries (RE) helps to update ending balances to some identified account titles that require reversal every Accounting period.

The figure below showed the procedural approaches in completing the Accounting Cycle in a reporting period.

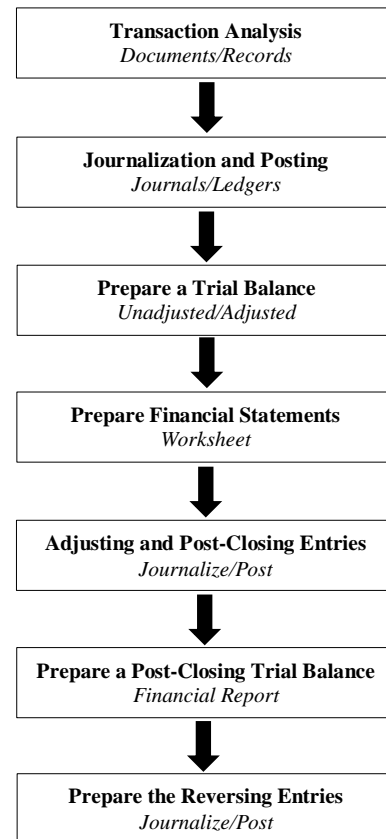


Figure 1. The Accounting Cycle (Manuel, 2007)

In summary, the Accounting Cycle is a collective process of identifying, analyzing, and recording a company's Accounting events. The series of steps begin when a transaction occurs and ends with its inclusion in the Financial Statements. Additional Accounting records used during the Accounting Cycle shall follow a methodical set of rules to ensure Financial Statement's accuracy and conformity. Computerized Accounting Systems and the Accounting Cycle's uniformed process have helped reduce Mathematical errors in this modern age. Today, most software fully automates the Accounting Cycle,

resulting in less human effort and errors associated with manual processing. Nevertheless, someone has to fully understand that the Accounting Cycle attained through a solid foundation of critical analysis of the Basic Accounting Principles, Concepts, and Framework.

Inclusive in today's Kto12 Curriculum is the Basic Accounting subjects (FoABM I/II) that compel learners' mastery to achieve Basic Concepts, Principles, and Framework necessary for experiential learning. Given the challenges in Philippine education, the Accounting subjects have to be structured because a business-minded person will help him achieve business acumen and confidence in the field.

From the prevalent conditions of today's Accounting set-up, this study conceptualized to describe the Accounting skills possessed by ABM learners acquired from the training institutions. The study aimed to provide recommendations on areas and conditions requiring reinforcement towards becoming successful Bookkeepers and Accountants. This study hoped to contribute to the Accounting learners' skills who will be the custodians of business Assets and resources in the future.

OBJECTIVES OF THE STUDY

This study described the Accounting skills of the Grade 12 learners under the Accountancy, Business and Management strand of Don Eulogio de Guzman Memorial National High School as part of the academic requirement to finish the Kto12 Curriculum in Basic Education.

Specifically, it sought answers to the following questions; 1) How ABM learners describe their skills when taking the Accounting subjects? 2) What are the problems encountered in the Accounting subjects along with the core competencies? and 3) What strategic plan can propose to help learners of the Accountancy, Business and Management strand to enhance Accounting skills?

MATERIALS AND METHODS

This research used descriptive-survey research methodologies to describe the Accounting skills of Grade 12 learners under the Accountancy, Business and Management strand in Don Eulogio de Guzman Memorial National High School. Thematic was employed to analyze the problems encountered by the ABM learners when taking the Accounting subjects.

The respondents were solely the Grade 12 ABM learners. The total sampling was determined

through the Total Enumeration Approach. There were two (2) sections in the ABM strand. At the time of data gathering, there were thirty (33) learners in section ABM 12 A, and thirty-six (36) in section ABM 12 B, with a total of sixty-nine (69) respondents.

The respondents took the Accounting subjects such as the Fundamentals of Accountancy, Business and Management I (Service Business), and the Fundamentals of Accountancy, Business and Management II (Merchandising Business) for the Academic Year 2018 – 2019.

Table 1. Distribution of Respondents

Senior High School		
Sections	Subjects	Respondents
ABM 12 A	Fundamentals of Accountancy, Business and Management I/II*	33
ABM 12 B		36
Total		69**

**DepEd Kto12 Curriculum Guide (CG)*

***Academic Year 2018 - 2019*

The study structured one (1) set of questionnaires.

The question statements asking the learner's Accounting skills comprised seventeen (17) items.

The problems encountered by the ABM learners when taking the Accounting subjects were done through a survey.

The data collected in six (6) months through an online survey since all the respondents were studying in different Colleges and Universities.

The Grade 12 ABM learners described their Accounting skills and used frequency count, mean, percentage, and rankings. A Likert scale determined the given descriptive equivalencies in the data interpretation.

Table 2. Descriptive Equivalency

Statistical Ranges		Accounting Skills	
5	4.21 – 5.00	Strongly Agree	SA
4	3.41 – 4.20	Moderately Agree	MA
3	2.61 – 3.40	Fairly Agree	FA
2	1.81 – 2.60	Moderately Disagree	MD
1	1.00 – 1.80	Strongly Disagree	SD

RESULTS AND DISCUSSIONS

This part presents the significant findings to facilitate the Statements of the Problem.

Descriptions of The G12 ABM Accounting Skills

The table below showed the Grade 12 ABM strand's Accounting skills for the Academic Year 2018 – 2019.

Table 3. The Accounting Skills
N=69

Accounting Skills	AWM	DE	R
1 I know how to prepare Financial Statements (FS).	3.89	MA	2
2 I know how to prepare consolidated accounts.	3.15	FA	16
3 I am able to analyze Financial Statements (FS).	3.84	MA	3
4 I am able to apply relevant Financial Reporting Standards to prepare Financial Statements (FS).	3.50	MA	8
5 I am able to apply International Financial Reporting Standards in preparing Financial Statements (FS).	3.05	FA	17
6 I have knowledge of costing in order to determine, analyze, and control costs.	3.36	FA	11
7 I know how to prepare a budget.	3.77	MA	5
8 I know how to appraise an investment.	3.38	FA	10
9 I know the Fundamentals of Management Accounting (planning, control, decision-making).	4.06	MA	1
10 I can use live data to evaluate risks to solve problems.	3.34	FA	12
11 I am able to exercise judgment to solve real-world problems.	3.39	FA	9
12 I understand the Fundamentals of Auditing.	3.16	FA	15
13 I am able to apply Auditing Standards.	3.29	FA	13
14 I understand the economic, social, and cultural forces in the world.	3.68	MA	7
15 I know how typical business organizations work and are managed.	3.79	MA	4
16 I possess knowledge of financial markets and funding institutions.	3.23	FA	14
17 I understand relevant laws relating to the business and the operation of businesses.	3.76	MA	6
Overall Weighted Mean	3.51	MA	

Legend

- AWM= Average Weighted Mean
- DE= Descriptive Equivalencies
- FA= Fairly Agree
- MA= Moderately Agree
- R= Respondents

Data revealed the overall Accounting skills of Grade 12 learners under the Accountancy, Business and Management strand with a computed overall weighted mean of 3.51 and with a descriptive equivalent rating of Moderately Agree (MA) only. The learners did not meet the strongly agree rating in acquiring basic Accounting skills based on the data.

The recommendations for the concerned ABM Faculty and learners to achieve the strongly agree rating are reviewing the failed scores and initiating immediate interventions. Accounting teachers may explore the different learning strategies such as drills, series of Accounting practices, review and mastery, Strategic Intervention Materials, Activity Self-Checks, and Modules. Provide a timely evaluation to track learners' progress before advancing to the next Accounting step.

Identifying the core competencies that would guide the attainment of a strongly agreed rating on the acquisition and mastery of basic Accounting skills are Journalizing, Posting, Preparation of Financial Statements, and Review Internal Control System. It would guide to insistently improve the teaching-learning process for the learners to pass the Accounting subjects successfully.

Accounting Problems of The G12 ABM

The following table revealed the problems encountered by Grade 12 ABM learners in their Accounting subjects.

Table 4. The Accounting Problems
N=69

Accounting Problems	Respondents	Percentage	Rank
Transaction Analysis	15	22%	2
Journalizing Entries	35	51%	1
Worksheet Preparation	5	7%	4
Difficult Subjects	12	17%	3
None	2	3%	5

Data showed the Accounting subjects' problems by the Grade 12 learners under the Accountancy, Business and Management strand.

Ranked 1 was Journalizing Entries as confirmed by 51% of the respondents, ranked 2 was Transaction Analysis as confirmed by 22% of the respondents, ranked 3 was Difficult Subjects as confirmed by 17% of the respondents, ranked 4 was Worksheet Preparation as confirmed by 7% of the respondents and 3% of the respondents confirmed that



they did not encounter any problems in taking the Accounting subjects.

Based on the ABM learners' topmost problems when taking the Accounting subjects, teachers may focus on teaching strategies that will provide mastery and a solid foundation in acquiring basic Accounting skills in championing the identified weak areas.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of this study, these were the conclusions drawn.

The topmost problems hamper the required skills to complete the Accounting Cycle originated from weak areas following the Transaction Analysis and Journalizing Entries, which may not guarantee the whole Accounting Cycle's accuracy.

If the Accounting teacher can successfully transfer the Transaction Analysis and Journalizing Entries' skills and competencies, it could warrant successful learning every day.

ABM 12 A learners are good only on the minimum requirement of Management Accounting (Planning, Controlling, and Decision-making) but failed to acquire the other essential skills.

ABM 12 B learners acquired only the ability to analyze Financial Statements (FS) but failed to achieve the other essential Accounting skills.

ABM 12 A learners may seem to have the best Accounting teacher for the Semester.

ABM 12 B teacher needs to provide more practice drills to enhance transfer retention and mastery of Accounting skills and competencies in the actual teaching process.

Only 3% of the ABM graduates can successfully pass any Competency Assessment in the future.

There are no perfect teaching approaches because of the nature of the difficulty of the Accounting subjects.

The researchers humbly recommended giving importance to the Accounting skills indispensable in the Accountancy, Business and Management strand in Basic Education.

ABM learners revealed that their topmost problems when completing the Accounting Cycle are Transaction Analysis and Journalizing Entries. This study recommends that the Accounting subjects provide more practice drills, dry-runs, and problem cases to increase confidence and transfer retention following the mastery of Debit and Credit's rules.

Accounting teachers may design a Teachers-Based Module, Self-Learning Modules, Mock-Board Examinations, and Institutional Assessment Tool in the future to objectively cater to learner's diversity towards skill's mastery of the Accounting Cycle.

Accounting teachers should ensure that all learners fully understand the Accounting Cycle of core competencies before advancing to another learning competency. Accounting teachers should distinguish "struggling learners" and provide remediation, i.e., dry-runs and case analyses that gauge individuality.

ABM 12 B learners can prepare and present Financial Statements (FS). ABM 12 A learners may ask for their assistance and techniques to complete the procedural approaches to succeed in completing the Accounting Cycle.

ABM 12 B learners failed to achieve the other minimum "basic skills" of core competencies, such as Management of Accounting, Auditing, and Review Internal Control System, where they may ask ABM 12 A learners' expertise on the cited areas.

One of the possible limitations of this study is the yardstick for the Accounting teachers' skills and competencies using a criterion reference. Nevertheless, the study recommends that the concerned ABM Faculty Members help one another by sharing their classroom Instructional Materials (IMs), Summative Assessments, and Periodical Examinations to explore learners' skills and competencies. They may also initiate peer-coaching and mentoring for Training Needs Analysis (TNA) on intervals.

This study highlighted the importance of passing any future Competency Assessment such as Bookkeeping NC III. They may incorporate the proposed Strategic Subject Plan (SSP) in the actual teaching-learning environment.

Accounting teachers must possess the Qualifications following the Accountancy profession, i.e., Education, Industry Work Experience, BKP NCIII Holder, Certified Bookkeeper, CPA, Competency Assessor, National TVET Trainer, and membership with reputable and aligned Association and Professional Organizations (APO) enunciating "vertical articulation" in Basic Education.

The group researchers encourage future research exploring other research constructs for deeper appreciation following the contexts of Accounting skills and competencies in Basic Education.



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