

NEEDS AND PROBLEMS OF THE SECOND YEAR ACCOUNTANCY STUDENTS OF THE COLLEGE OF BUSINESS AND ENTREPRENEURIAL TECHNOLOGY RIZAL TECHNOLOGICAL UNIVERSITY

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ABSTRACT

In the College of Business and Entrepreneurial Technology of the Rizal Technological University, so many student applicants would like to take the Accountancy course. Of those who were given the chance, however, only about forty percent (40%) were able to qualify, reached the fifth level, and allowed to take the Certified Public Accountant Examinations. At the start, that is, during their first and second year, these students have good academic performance. Along the way, however, they failed to make it due to some problems they met and affected their studies. It is in this regard that this study was undertaken. It aimed to identify the problems met by the students which affect their studies and tried to identify the measures which may solve or minimize the problems and eventually helping them to graduate with the course Bachelor of Science in Accountancy, take the CPA Board Examinations and become Certified Public Accountant.

The study which made use of the descriptive research method is very significant to the students, Rizal Technological University Administration, College of Business and Entrepreneurial Technology Professors, parents as well as to the community. It was undertaken in both Mandaluyong City and Pasig City campuses. The subjects of the study were the second year accountancy students majority of whom are female, 17 to 18 years of age with family income of P10, 000 and below per month and most of the respondents belonged to family of four (4) to six (6) members.

Keywords: Accounting; Accounting Profession; Accounting Career, Performance.

INTRODUCTION:

The College of Business and Entrepreneurial Technology has its Accountancy Program in both Pasig and Boni campuses. Few years back, however, the accountancy program in Pasig campus was phased down due to lack of facilities. It was accepting students up to the 1st year only, that is, Accounting 1 & 2 and Accounting 3 & 4. After which, students whose grades passed were allowed to take the qualifying examinations for Accountancy proper. Those who did not qualify were advised to transfer to another business course of their next choice. Those who qualified were transferred to Boni Campus to continue their course, But just the same in both campuses not all BSA students who were accepted in the program survived the course. For each level, qualifying examinations were given, very few have passed and reached the next level. Of those who were given the chance to take the course, only about forty percent (40%) reached the fifth year level and allowed to take the CPA Board Examinations. This condition which is always met by the Accountancy Department prompted the researchers to study the needs and problems of the second year accountancy students which somehow affect their studies. By identifying the problems, the school, parents, and the student themselves, can take measures to lessen the problems. Minimizing the problems may result to a better number of Accountancy students who could reach the fifth year level and eventually pass the CPA Board Examinations.

This study aims to find out the needs and problems encountered by the second year accountancy students of the College of Business and Entrepreneurial Technology.

Specifically, answers to the following questions will be sought:

1. What are the needs/problems encountered by the second year accountancy students in terms of:
 - 1.1 Academic
 - 1.2 Domestic
 - 1.3 1.3 Community
2. What maybe the causes of those problems encountered by the students?
3. What measures could be undertaken to minimize, if not totally eradicate, the problems encountered?

MATERIALS AND METHODS:

This research made use of the descriptive research method. Descriptive research is applicable for this study because there is already an existing situation. The study will only verify or confirm the existence of the condition and their effects to the academic performance of the second year accountancy students of the College of Business and Entrepreneurial Technology.

The study was conducted at Rizal Technological University, College of Business and Entrepreneurial Technology in Boni and Pasig Campuses.

The study was undertaken from the first semester of the second year of the accountancy program up to the second semester of the same program.

The study made use of the universal population since there are only 300 second year accountancy students and all of them were accessible for survey and interview done by the researchers.

The subjects of the study are the second year accountancy students of the College of Business and Entrepreneurial Technology of Rizal Technological University, 192 students from Boni Campus and 92 students from Pasig Campus.

This research made use of a researcher-made survey questionnaire which consists of three parts: first part is the letter addressed to the second year Accountancy students and duly signed by the researchers. The letter explains the purpose of the study; second part consists of items which will describe the respondents; and the third part consists of questions which will lead the researchers to answer the questions contained in the statement of the problem in Chapter I of this study. An interview guide was also used by the researchers as supplement to clarify some items of the survey.

The mortality rate of Accountancy students who failed to make it to the BS Accountancy program and eventually to the CPA Board Examination prompted the researchers to work on their study. Survey questionnaires were prepared and were distributed to the Accounting Faculty members who are handling the second year Accountancy students. Said faculty members administered the survey

questionnaires to their respective classes and on the same period, the answered/ filled up questionnaires were retrieved.

The answers were tallied, interpreted, and presented in tabular forms.

The study made use of the frequency and percentage where:

$$P = \frac{f}{n} \times 100$$

P = Percentage

F = Number of responses

N = Total number of respondents

RESULTS AND DISCUSSIONS:

Table I presents the percentage distribution respondents according to Field of Specialization.

Table I: Percentage of Distribution of Respondents According to Field of Specialization

Field of Specialization	Boni Campus		Pasig Campus	
	Frequency	Percentage	Frequency	Percentage
Bachelor of Science in Accountancy	147	76.56	30	32.6
Bachelor of Science in Accounting Technology	45	23.44	62	67.4
Total	192	100.00	92	100.00

Based on the above table, there are more BS Accountancy students in Boni Campus with a frequency of 147 or 76.56% compared to Pasig Campus with 30 or 32.6%; while Pasig Campus has more BS in Accounting Technology students with 62 or 67.4% compared with 45 or 23.44% in Boni Campus.

Table II presents the percentage distribution of respondents according to age group.

Table II: Percentage Distribution of Respondents According to Age Group

Age Group	Boni Campus			Pasig Campus		
	Frequency	Percentage	Rank	Frequency	Percentage	Rank
16 years old and below	5	2.60	4	1	1.08	3
17 to 18 years old	165	85.94	1	75	81.52	1
19 to 20 years old	14	7.29	2	8	8.70	2.5
21 years old and above	8	4.17	3	8	8.70	2.5
TOTAL	192	100.00		92	100.00	

Table II shows that both campuses have the same trends of students' age group. Majority of the students in both campuses are in the age group of 17 to 18 years old with 165 or 85.94% in Boni Campus and 75 or 81.52% in Pasig Campus. Fourteen (14) or 7.29% are in the age group of 19 to 20 years old in Boni Campus and 8 or 8.7% in Pasig Campus; eight (8) or 4.17% in both campus are in the age group of 21 years old and above; meanwhile only 5 or 2.6% and 1 or 1.08% are in the age group of 16 years old and below in Boni and Pasig Campuses, respectively.

Table III presents the percentage distribution or respondents according to gender.

Table III: Percentage Distribution of Respondents According to Gender

Gender	Boni Campus		Pasig Campus	
	Frequency	Percentage	Frequency	Percentage
Male	50	26.04	19	20.65
Female	142	73.96	73	79.35
Total	192	100.00	92	100.00

As shown in Table III, both campuses are dominated by female Accountancy students with 142 or 73.96% in Boni Campus and 73 or 79.35% in Pasig Campus. Male respondents are 50 or 26.04% and 19 or 20.65% in Boni and Pasig, respectively.

Table IV presents the family income per month of the respondents.

Table IV: Percentage Distribution of Respondents According to Family Income per Month

Family Income	Boni Campus			Pasig Campus		
	Frequency	Percentage	Rank	Frequency	Percentage	Rank
P 10,000 and below	73	38.02	1	56	60.87	1
P 10,001 to P 20, 000	65	33.85	2	25	27.17	2
P 20,001 to P 30,000	34	17.71	3	8	8.70	3
P 30,001 to P 40, 000	8	4.17	4.5	2	2.17	4
P 40,001 to P 50,000	8	4.17	4.5	1	1.09	5
P 50,001 and above	4	2.06	6	-	-	
Total	192	100.00		92	100.00	

Table IV shows that majority of the Accountancy students families are earning P10, 000 and below with 73 or 38.02% in Boni Campus and 56 or 60.87% in Pasig Campus ; 65 or 33.85% in Boni Campus and 25 or 27.17% in Pasig Campus are earning P10,001 to P20,000; 34 or 17.71% and 8 or 8.7% in Boni and Pasig, respectively are earning P20,001 to P30,000 per month; 8 or 4.17% and 2 or 2.17% in Boni Campus and Pasig Campus, respectively are earning P30,001 to P40,000 per month; there are 8 or 4.17% in Boni Campus who are earning P40,001 to P50,000 per month and only 1 or 1.09% in Pasig Campus is earning such amount; only 4 or 2.08% in Boni Campus are earning P50,001 and above per month. No respondent in Pasig Campus is earning such amount.

Based on the above table, majority of the student-respondent families are minimum-wage earners or below.

Table V presents the percentage distribution of respondents according to number of family members.

Table V: Percentage Distribution of Respondents According to Number of Family Members

Number of Family Member	Boni Campus			Pasig Campus		
	Frequency	Percentage	Rank	Frequency	Percentage	Rank
3 or less	12	6.25	3	12	13.04	3
4 to 6	128	66.67	1	59	64.13	1
7 to 10	51	26.56	2	21	22.83	2
11 or more	1	0.52	4	-	-	
Total	192	100.00		92	100.00	

Both campuses have the same trend of family members as shown in Table V. Most families have 4 to 6 family members with 128 or 66.67% respondents in Boni Campus and 59 or 64.13% respondents in Pasig Campus; 51 or 26.56% families in Boni Campus and 21 or 22.83% families in Pasig Campus have 7 to 10 family members; only 12 or 13.04% in both campuses have 3 or less family members and 1 or 0.52% in Boni Campus has 11 or more family members.

Table VI presents the percentage distribution of respondents according to mode of living.

Table VI: Percentage Distribution of Respondents According to Mode of Living

Living with	Boni Campus			Pasig Campus		
	Frequency	Percentage	Rank	Frequency	Percentage	Rank
parents	135	70.31	1	59	64.13	1
relatives	37	19.27	2	27	29.37	2
friends	-	-	4	1	1.09	4.5
alone in boarding house	3	1.56	6	-	-	
guardian	1	0.52	3	1	1.09	4.5
sister/brother with family	14	7.30	6	-	-	
husband	1	0.52	6	-	-	
brother and girlfriend's family	1	0.52	6	-		
brother and employer	-	-	-	1	1.09	4.5
religious group	-	-	-	1	1.09	4.5
husband's family	-	-	-	1	1.09	-
co-worker	-	-	-	1	1.09	-
Total	192	100.00		92	100.00	

Table VI shows that most Accountancy Students in both campuses are living with their parents with 135 or 70.31% in Boni Campus and 59 or 64.13 in Pasig Campus; living with their relatives are 37 or 19.27% and 27 or 29.34% in Boni and Pasig, respectively; from Boni Campus, there are 3 or 1.56% who are living alone in the boarding house; 14 or 7.3% who are living with their brother or sister with family; 1 or 0.52% is living with guardian; 1 or 0.52% with husband; and 1 or 0.52% is living with the family of her brother's girlfriend. From Pasig Campus, 1 or 1.09% is living with friends; 1 or 1.09% is living with guardian; 1 or 1.09% is living with brother's employer; 1 or 1.09% is living with religious group; 1 or 1.09 is living with in-laws; and 1 or 1.09% is living with co-worker.

The mode of living was included because there are times that academic performance of student is significantly affected by this factor.

Table VII presents the percentage distribution of respondents according to location or residence.

The location or residence, which was categorized into urban and rural, was included because it may have significant effect on the academic performance of the student.

Table VII: Percentage Distribution of Respondents According to Location or Residence

Location of Residence	Boni Campus		Pasig Campus	
	Frequency	Percentage	Frequency	Percentage
Urban	164	85.42	70	76.09
Rural	28	14.58	22	23.91
Total	192	100.00	92	100.00

Table VII shows that most students in both campuses are living in the urban areas with 164 or 85.42% in Boni and 70 or 76.09% in Pasig. Minority of 27 or 14.58% in Boni campus and 22 or 23.91% in Pasig campus are living in the rural areas, and these are the students who are coming from the towns in Rizal.

FINDINGS:

Based on the data gathered, interpreted and presented in tabular forms, the following have found out:

Problems Encountered by the Respondents:

1. Difficulty to understand the problems/exercises is rank 1 with 112 or 58.33% responses in Boni Campus and 53 or 57.6% responses in Pasig Campus.
2. Lack of effective study habits is rank 2 in Boni Campus with 100 or 52.08% Responses and rank 3.5 in Pasig Campus with 33 or 35.87% responses.
3. Difficulty to express oneself orally is the rank 3 in Boni Campus with 76 or 44.56% responses and rank 2 in Pasig Campus with 41 or 44.56% responses.
4. Lack of time to study is rank 4 in Boni Campus with 61 or 31.77% Responses and rank 3.5 in Pasig Campus with 33 or 35.87% responses.

Domestic Problems:

1. Increased television viewing, social networking, electronic games, is Rank number 1 among the domestic problems encountered in both Campuses with 120 or 62.5% responses in Boni Campus and 48 or 52.17% responses in Pasig campus.
2. Lack of financial resources is rank number 2 among the domestic problems encountered in both campuses with 73 or 38.02% responses in Boni campus and 46 or 50% responses in Pasig campus.
3. Emotional problems experienced by the respondents is rank number 3 in Boni campus with 31 or 16.14% and rank number 4 in Pasig campus with 22 or 23.91% responses.
4. Lack of adequate family support and supervision is rank number 4 among the domestic problems encountered in Boni campus with 20 or 10.42% responses and rank number 3 in Pasig campus with 25 or 27.17% responses.

Problems Encountered in the Community:

1. Social distractions is the rank number 1 among the problems encountered in the community by the respondents in both campuses with 136 or 70.83% responses in Boni campus and 70 or 76.09% responses in Pasig campus.
2. Too many community services/commitment is rank number 2 in both campuses with 32 or 16.67% responses in Boni campus and 19 or 20.65% responses in Pasig campus.
3. Heavy traffic is rank number 3 in Boni campus with 10 or 5.2% responses.

Causes of the Problem:

Causes of Academic Problems:

1. Instructor's lectures were not clearly delivered/imparted is rank number 1 among the causes of academic problems in both campuses and 66 or 71.74% in Pasig campus.
2. Incomprehensible teaching technique is rank number 2 with 85 or 44.27% responses in Boni campus and 38 or 41.3% responses in Pasig campus.
3. No systematic plan for study is rank number 3 with 70 or 36.46% responses in Boni campus and 25 or 27.17 responses in Pasig campus.
4. Poor in communication skills is rank number 4 in Boni campus with 40 or 20.83% responses and rank 4.5 in Pasig campus with 21 or 22.83% responses.
5. Lack of computer units compared to number of students is rank number 5 in Boni campus with 32 or 16.67% responses and rank number 4.5 in Pasig campus with 21 or 22.83% responses.

Causes of Domestic Problems:

1. Family income is too low compared to the number of family members is rank number 1 with 76 or 39.58% responses in Boni campus and 45 or 48.91% responses in Pasig campus.
2. Experience emotional difficulties due to loss, separation, etc. is rank number 2 with 38 or 19.79% responses in Boni campus and 27 or 29.355 responses in Pasig campus.
3. Living separately from the family is rank number 3 with 37 or 19.27% responses in Boni campus and 17 or 18.48% responses in Pasig campus.

Causes of Problem met in the Community:

1. Living in heavy populated, noise-polluted community is rank number 1 with 80 or 41.67% responses in Boni campus and 51 or 55.43% responses in Pasig campus.
2. Committed to many community/social functions is rank number 2 with 42 or 21.88% responses in Boni campus and 24 or 26.09% responses in Pasig campus.
3. Living in the squatters' area is rank number 3 in Boni campus with 10 or 5.21% responses.
4. Giving priority to friends and friends activities is rank number 3 in Pasig campus with 5 or 5.43% responses and rank number 4 in Boni campus with 8 or 4.17% responses.

Measures to minimize the problems:

1. Form an effective study habit is rank number 1 in Boni campus with 146 or 76.04% responses and rank number 4 in Pasig campus with 48 or 52.17% responses.
2. Faculty members have to improve their teaching strategies is rank number 2 in Boni campus with 135 or 70.31% responses and rank number 1 in Pasig campus with 67 or 72.83 responses.
3. Learn how to manage time into school work, job, household work, etc. is rank number 3 in Boni campus and rank number 2.5 in Pasig campus.
4. Have interest in what you are doing is rank number 4 in Boni campus with 109 or 56.77% responses and rank number 2.5 in Pasig campus with 50 or 54.35% responses.

CONCLUSIONS:

1. Second year accountancy students find difficulty to understand the problems and exercises given by their Professors. They also find difficulty to express themselves in oral English and they lack effective study habits.
As to domestic problems, most of the second year accountancy students are indulged in television viewing and social networking. Some do not finish their course due to lack of financial resources and some are experiencing emotional problems which greatly affect their studies. They also met some social distractions in the community such as overpopulated and noisy community which affect their concentration in their studies.
2. Instructor's lectures were not clearly delivered or imparted and their incomprehensible teaching techniques are some causes of the academic problems encountered by the second year accountancy students. Coupled with this, the students do not have systematic plan for study and are poor in communication skills before their entry in the University.
Some students could no longer continue their studies due to lack of financial resources because the family income is too low compared to the number of family members. Loss or separation from a loved one also affects the students' academic performance.
3. Because of those problems, the students have difficulty catching up with the lessons, thus the hardship of maintaining good grades both in major and minor subjects, and the worse is disqualification in the BSA program.
4. Some measures which the students have selected and which are applicable in their situations are forming effective study habits and proper time management. Coupled with this, faculty members have to improve teaching strategies.
5. With the above findings and conclusions, the researchers, therefore conclude to accept the hypothesis since there is not much difference in the needs and problems encountered by the second year accountancy students in the College of Business and Entrepreneurial Technology Boni and Pasig campus.

RECOMMENDATIONS:

Based on the findings and conclusions, the following recommendations are hereby given:

- 1.Students have to be given series of orientations regarding proper time management and effective study habits to enable them to handle their studies effectively while doing other chores.
- 2.The College has to offer English Zero (0) to train College entrants on oral and written English communication before the start of formal classes.
- 3.Students have to inculcate self-discipline and have to give more time on their studies over watching television or social networking.
- 4.Scholarship programs of the University have to be enhanced to accommodate more financially distress students.
- 5.The administration has to improve the College Reading Center to making it more spacious accommodate more students especially those who could not concentrate in their own homes due to noise pollution within the vicinity.
- 6.Faculty members have to evaluate and improve teaching techniques and may seek the student's suggestions to enable the latter to cope and understand the lessons.
- 7.The administration has to provide additional computer units for the use of accountancy students.

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