



LEARNING CHALLENGES IN THE ACCOUNTING CYCLE AMONG ACCOUNTANCY, BUSINESS AND MANAGEMENT (ABM) STUDENTS IN THE PROVINCE OF ALBAY: BASIS FOR DEVELOPING A LEARNING PACKET

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ABSTRACT

The K-12 curriculum was the enhancement of the basic education program known as the Republic Act No. 10533. This includes the incorporation of Accountancy, Business, and Management strand that focuses on developing the students' mathematical skills, creativity, and business intellect to prepare them become great business professionals. This study was projected to determine the learning challenges in the accounting cycle among the Accountancy, Business, and Management (ABM) students in the province of Albay. The results of which were used as a basis in developing a learning packet that may help these students address those learning challenges and become an NC III-Bookkeeping passer to achieve the aims of the K-12 curriculum which are to prepare the graduates for tertiary education, employment, and entrepreneurship. The study utilized the mixed method both quantitative and qualitative. The findings revealed the following: Most of the ABM students have low mastery in preparing trial balance, adjusting and closing entries. Thus, the Learning Packet on these areas were prepared. Most of these students were unaware of the bookkeeping assessment. The factors that affect students' preparation in the NC III Bookkeeping Assessment were knowledge, time, financial, school, self, information,

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and health. The needed support of these students was classified into intellectual, moral/emotional, supervision, spiritual, time, and financial support.

Keywords: Accounting Cycle, Accountancy, Business and Management (ABM), Learning Packet, Province of Albay, Philippines



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INTRODUCTION

In the dynamic landscape of education, the Senior High School curriculum plays a vital role in shaping the future of students by providing them with diverse knowledge and skills. Accountancy, Business, and Management (ABM) stands out as key components in preparing students for the complexities of the global, ASEAN, Philippines, and Bicol regional business environments.

The Accountancy, Business, and Management strand serves as a foundational platform for students to develop a comprehensive understanding of financial principles, business strategies, and management concepts. As the business landscape keeps on growing, the importance of instilling these skills in the younger generation cannot be inflated.

The accounting cycle is contained within the Fundamentals of Accountancy, Business, and Managements (FABM) I and II subjects. It is a fundamental concept in accounting that involves a series of steps to record and summarize the financial transactions of an organization. It is a process that begins with the identification and recording of transactions and ends with the preparation of financial statements. It is critical for businesses because it provides a systematic approach to track financial transactions, measuring profitability, and making informed decisions. This process helps businesses maintain accurate and reliable financial records that are essential for decision-making, compliance, and reporting (Kimmel, Weygandt, & Kieso, 2019). This topic is usually challenging to ABM students.

On a global scale, the course addresses the challenges and opportunities presented by the international business arena. Students gain insights into global economic trends and facts of multinational corporations. This prepares them to navigate the complexities of the global market and get a chance to support the Sustainable Development Goals (SDG) that the UN has established, particularly on SDG No. 8, *Decent work*, and *economic growth*. In fact, employment and business are major reasons for the economic growth of the country. The study of V.W. Putri

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& S.M. Budiyanto (2023) on the *Analysis of Students Difficulties in Completing the Service Company Accounting Cycle Learning in Class X and XI AKL Students of SMK Muhammadiyah 2 Karanganyar*. The results showed that there were several difficulties experienced by students in completing the accounting cycle.

In the context of the ASEAN (Association of Southeast Asian Nations), students are equipped with the knowledge and skills needed to engage with ASEAN member republics, fostering collaboration and understanding differences of conducting business. Fast economic growth in Southeast Asia demands a skilled workforce capable of accounting practices. However, research suggests similar challenges among ASEAN nations that include limited teacher-student interaction due to large class size which prevents personalized learning, lack of learning materials, and the integration of technology that lessens the chances for interactive learning. Another study published in Atlantis Press, (2020) A study Nurlaili, (2019) in University Banten Jaya Serang, Indonesia on *An Analysis of Students' Difficulties in Completing of the Adjusting Entries*, indicated that students had difficulty completing adjusting entries material. Therefore, it was necessary to assess the difficulties faced by students regarding the material in adjusting entries as well as errors that were often made so that prevention and improvement can be made in learning activities.

At the national level, students are prepared to contribute to the growth and development of the Philippine economy by fostering entrepreneurship, ethical business practices, and sustainable management. In which Sustainable Development Goals (SDG) No. 8, Decent work, and economic growth, may also be attained. The K-12 curriculum that is also known as the **Republic Act No. 10533** or *An Act of Enhancing the Basic Education in the Philippines* that was signed by the former Philippine President Benigno Aquino III on May 15, 2013, and was formally implemented in the Philippines in the year 2016. The law added a new program that includes another two years to the basic education curriculum, the Senior High School (SHS), which aims to prepare graduates for tertiary education, employment, and entrepreneurship. This

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includes the incorporation of ABM or Accountancy, Business, and Management (ABM) strand that focuses on developing the students' mathematical skills, creativity, and business intellect, which include learning accounting and bookkeeping to prepare them to become great business professionals. The study of Abella, R.C. (2019) on *A Close Look at the Needs and Challenges Faced by Senior High School Students of the Accountancy, Business, and Management Strand* had a goal to gain a deeper understanding of the demands and difficulties that Senior High School ABM students at Simala National High School in Cebu had when learning how to solve real-world business problems.

Zooming in on the Bicol region, the course tailors its content to the local context, taking into consideration the business opportunities in the area. This localized approach ensures that students are not only globally and nationally competitive but are also attuned to the specific needs and dynamics of their regional setting. A study of Bongalonta, M.B. & Bongalonta, M.M. (2022) on *Accounting Learning Gaps of K-12 Accountancy, Business, and Management (ABM) Graduates: Basis for Remediation Program for BSA Program of Sorsogon State University*, revealed that student-respondents (S.Y. 2021-2022) were found to have weakness or very little accounting knowledge and skills were attributed to some factors such as limited accounting background and proper preparation, lack of calculation skills, non-integration of accounting lessons into real-life context, limited physical and human resources are available for the implementation of the ABM Strand and the students study habits and approaches.

The mere fact that businesses in the country are fast growing everywhere, there is a great chance that the Sustainable Development Goal No. 1 and 2, *no poverty* and *zero hunger* respectively, may be addressed gradually. In addition, if businesses keep on increasing, it is an indication that there is also a dire need for more bookkeeping qualifiers. Besides, producing an NC passer also means that the aim of the K-12 Curriculum which is to prepare graduates for tertiary education, employment, and entrepreneurship is certainly attained. Hence, the researcher opted to conduct this study so that the future users of this research may have the

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necessary knowledge about the extent of the students' knowledge in the accounting cycle, the students' reasons of taking or not taking the NC III-Bookkeeping Assessment, and the factors that affect and the support that they need in preparation for the bookkeeping assessment. Moreover, this study had been conducted to develop a learning packet that may be used as a reference material as well as a reviewer in taking the NC III-Bookkeeping assessment. This learning packet is essentially the researcher's contribution to the body of knowledge.

Related Literature Review

Accounting is widely considered to be among the most difficult disciplines in business schools, regardless of where you are in the globe. This is typically linked to a high failure rate, making it an urgent problem that requires attention.

So as to establish a wide-ranging overview of existing knowledge to determine the gaps in literature and emphasize areas for further study, and crop new knowledge and perceptions the researcher come up with the following theme: Extent of the Students' Knowledge in the Accounting Cycle; National Certificate (NC) III-Bookkeeping Assessment; Factors Affecting Students' Preparation in the National Certificate in Bookkeeping Assessment; Support that ABM Students Need in Preparation for the National Certificate in Bookkeeping Assessment; and Learning Packet.

Extent of the Students' Knowledge in the Accounting Cycle

It is a must to diagnose the extent of the students' knowledge to provide them with the right learnings that they need to address their weaknesses and develop their full potentials. In fact, there were several studies that showed that these ABM students encountered difficulties and challenges in learning accounting cycle. Here are some of the related studies that are somewhat related to the extent of the students' knowledge in the accounting cycle.

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A study of Ong et al., (2019) on *Challenges Encountered by Accountancy, Business, and Management Senior High Students in Accounting Subject*, three variables were identified to be the challenges encountered by ABM students, these are journalizing, general ledger, and worksheet. These are also part of the accounting cycle. The study of V.W. Putri & S.M. Budiyanoto, (2023) on *The Analysis of Students Difficulties in Completing the Service Company Accounting Cycle Learning in Class X and XI AKL Students of SMK Muhammadiyah 2 Karanganyar*. The results showed that there were several difficulties experienced by students in completing the accounting cycle, namely difficulties in analyzing and calculating journal transactions. These studies, Ong et. al. (2019) and Putri et.al. (2023) were related to this study. Since, they were stating that learning accounting and business problems are difficult and challenging for students to learn due to various reasons including its abstractness and complexities.

A study of Maselena & Maselena, (2022) on *Accounting Education Reform: Integrating Technology in Problem-solving Skills Development of accounting Students in Higher Education Institutions in the Philippines* which stated that mastering the double-entry system, with its debits and credits, balancing equations, and T-accounts, presents a significant hurdle for students with limited math or accounting background. And a study of Okpara & Akpa, (2022) on *Challenges in the Teaching and Learning of Accounting Cycle by Secondary Students: A focus on Double-Entry System* which stated that analyzing transactions and making accurate journal entries can be confusing, especially for those lacking strong analytical skills. These studies of Maselena & Maselena, (2022) and Okpara & Akpa, (2022) emphasized journal entries or the double entry system, which is vital in journalizing transactions, which is also part of accounting cycle.

A study of Ferreira et al., (2020) on *Learning Accounting Through Gamification: An exploratory study* stated that low interest in accounting, due to a perceived lack of relevance to career aspirations or daily life, can lead to disengagement and poor learning outcomes. Connecting theoretical concepts to real-world scenarios is challenging for beginners, hindering understanding and engagement. A study of Al-Saidi & Al-Hadidi, (2020) on *The Effect of Using*

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Real-World Examples on Accounting Students' Performance in the Accounting Cycle Subject found out that students often struggle with critical thinking and problem-solving, hindering their ability to apply accounting principles to practical situations.

The studies of Ferreira et al. (2020) and Al-Saidi & Al-Hadidi (2020) were related by emphasizing the importance of applying concepts and principles into real-world scenarios or practical situations. Hence, learning accounting concepts may be done through integration of simulation activity in class and through accepting and engaging in bookkeeping work for financial and intellectual benefits.

National Certificate (NC) III-Bookkeeping Assessment

Taking a National Certificate in the academic (ACAD) strand must also be given an importance just like in Technical Vocational Livelihood (TVL) strand. The very reason why very few are taking the NC III-Bookkeeping assessment is because of lack of encouragement and guidance to these students to take the bookkeeping assessment. The students should not be deprived of the chance to enjoy its benefits and significance aside from attaining the aim of this K-12 Curriculum. Thus, students should have all the reasons to be encouraged to take and pass this assessment. Here are some of the related studies found in relation to the students' reasons for taking or not taking the NC III-Bookkeeping Assessment.

A study of Patacsil D. H. et. al., (2019) on *Competency Assessment of the Accountancy, Business and Management Grade 12 Learners in the Department of Education for TESDA Bookkeeping NC III Qualification* aimed to predict the chance of a Senior High school Assesses to pass the Competency Assessment for the Qualification of Bookkeeping NC III conducted by TESDA Competency Assessor. And a study of Flauta M.T. et.al, (2021) on *Analysis of the Result of the Bookkeeping NCIII National Assessment of Accountancy Students*, the result showed that majority of the students got the rating of **competent** since they are skilled enough because of the prior review sessions and accounting subjects taken. There were some who got the rating of

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not competent because they were not fully skilled in all the core competencies. These studies of Patacsil D. H. et. al. (2019), and Flauta M.T. et.al. (2021) were related to the present study since these studies discussed about the NC III-Bookkeeping Assessment.

Passing the NC III-Bookkeeping assessment is beneficial and significant for the following reasons: Students can augment their employability by taking professional certification. It opens successful career opportunities and broadens career prospects. It provides a strong foundation for continuous learning in tertiary education in the field of accounting and other business-related courses. Moreover, it sets a path to develop expertise in providing bookkeeping or accounting services in the industry.

Factors Affecting Students' Preparation in the National Certificate in Bookkeeping Assessment

In fact, there are factors that may lead to the success and failure of the students in taking the NC-III Bookkeeping assessment. And preparation is the key to conquering any battle. So, it is a must that students must be holistically prepared in taking the said assessment. The following are some of the related studies on the factors that affect the students' preparation in the NC III Bookkeeping Assessment:

A study of Velasco, (2019) on *Factors Associated with Failure in Accounting: A Case Study of the Omani Students*, examined the reasons for accounting failure from the viewpoints of both teachers and students at a Sultanate of Oman college. It suggested that educators return to the fundamentals of teaching skills-building techniques to assist students in passing the module. Another study of Oben, (2020) on *An Analysis on the Challenges Faced by Accountancy Students in Terms of their Career Path at Universities in South Africa*, where the quality of students' result is often determined by the quality of education offered by the institution and the intellectual health of the people who are recruited to educate the students. One more study of Bongalonta, M.B. & Bongalonta, M.M., (2022) on *Accounting Learning Gaps of K-12 Accountancy, Business,*

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and Management (ABM) Graduates: Basis for Remediation Program for BSA Program of Sorsogon State University revealed that student-respondents (S.Y. 2021-2022) were found to have weakness or very little accounting knowledge and skills were attributed to some factors such limited accounting background and proper preparation, lack of calculation skills, non-integration of accounting lessons into real-life context, limited physical and human resources are available for the implementation of the ABM Strand and the students study habits and approaches.

The studies of Velasco (2019), Oben (2020), and Bongalonta et. al. (2022) stated the factors attributed to students' learning. Truly, teachers' factor should be given attention. The administration should consider the qualifications, competence and fitness of the teacher that will teach in every subject area.

Another factor to be considered is the learning resources. Every student should be provided with the appropriate learning materials that fit these 21st century learners to boost their interest in learning. This may be done with the integration of computers and using simplified printed learning material. A study of Maselena & Maselena, (2022) on *Accounting Education Reform: Integrating Technology in Problem-solving Skills Development of Accounting Students in Higher Education Institutions in the Philippines* stated that inadequate access to learning resources, including relevant textbooks, software, or online simulations, can hinder understanding and practice.

Support that ABM students need in preparation for the National Certificate in Bookkeeping Assessment

Taking and passing the NC III-Bookkeeping Assessment is not that easy. It requires ample time and focus to study every detail of the accounting cycle. Thus, teachers' support in terms of knowledge and information is crucial for students' preparation. Teachers may conduct thorough review sessions and ask the administration, school head and librarian to provide them with the necessary and sufficient learning materials. Teachers may inform the parents about this

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assessment so they can provide financial as well as motivational support, which is equally important for the success of this students' journey. The following are some of the related literature and studies connected to the administrative and teachers support that ABM students need in preparation for the NC III-Bookkeeping Assessment:

A study of Shoukat K. et. al., (2023) on *Relationship Between Teacher-Parents Interaction and Students' Performance at Secondary School Level in District Faisalabad* maintained that there is a major influence from the relationship between parents and teachers on pupil's achievement. A study of Pederson T., (2020) on *Parent-Teacher Relationships and the Effect on Student Success* discovered that children who had parents who were more positively involved, as reported by the teachers, had better prosocial behaviors and achieved greater academic performance. Another study of Nurlaili F., (2019) in University Banten Jaya Serang, Indonesia on *An Analysis of Students' Difficulties in Completing of the Adjusting Entries* found that students had difficulty completing adjusting entries material. Therefore, appropriate learning materials should be provided to learners. These learning materials should be selected and updated to support, enrich, and extend the curriculum and to encourage students to study.

These studies of Shoukat K. et. al. (2023), Pederson T. (2020), and Nurlaili F. (2019) discussed the interconnected support needed by these students from the school administration, teachers, and parents to be successful in life. In the same way, with all the support of the teachers, administration, and parents, nothing is impossible for students to pass the NC III-bookkeeping Assessment. It is a matter of holistic preparation. Hence, it is necessary that the students are fully equipped with the required knowledge about what problems and tasks they will be solving in the assessment. And appropriate learning material really matters.

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Learning Packet

The following studies were identified related on the researchers' developed learning packet as a learning material that may help address the challenges encountered by ABM students in learnings the accounting cycle:

A study of Canaria, J.M., (2022) on *Student Learning Packet (SLP) in Teaching Selected Topics in Mathematics 10* shows that Student Learning Packet (SLP) in Mathematics 10 helped the students in ensuring a better performance after the competencies were met in this New Normal Education. A study of Galos, R. S., (2022) on *Science Learning Activity Packets (SciLAPs) on the Assessment of Learning Performance* concluded that using the SciLAPs, as an approach to instructions is effective to improve the learning performance of the students in Science10. A study of Rabago, J. K. et. al., (2023) on *Learning Activity Packets (LAPs) for Personal Development in Senior High School in Ilocos Norte, Philippines* which developed Learning Activity Packets (LAPs) for Personal Development. Another study of Ramirez, S., (2022) on *Development of Interactive Learners' Packet in Teaching Understanding Culture, Society, and Politics* concluded that the developed interactive learners' packet is very accessible, the content is suitable, and it is very interactive to the senior high school learners and teachers, and a budget-friendly learning material in today's new normal set-up, and it can be considered as a supplementary learning material in teaching Understanding Culture, Society, and Politics.

The studies of Canaria, J.M. (2022), Galos, R. S. (2022), Rabago, J. K. et. al. (2023), and Ramirez, S. (2022) were all related to the researcher's study since they developed learning packets to be used as a supplementary learning material. They only differ in the subject areas and grade level. Similar with the current study wherein the output is a simplified and comprehensive Learning Packet in Accounting Cycle which may be helpful especially if teachers will spend an extra time and effort to discuss the topic thoroughly and clearly for the students to

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completely understand the steps in accounting cycle and encourage them to study to learn more and do more.

Framework

This research was anchored on the theory of **transfer of learning** by David Perkins (1992) which is of two types, the low-road, and the high-road transfer of learning. Low-road transfer relates to near transfer situation. This refers to teaching learners to perform automatically like dancing and counting. On the other hand, high road transfer relates to far transfer situation. This refers to learning applied in real life situations that are somewhat greatly different than the learning contexts.

This transfer of learning theory was related on this study since its aim is to transfer learnings, may it be concepts or skills that can be applied in practical scenarios. This study also aims to transfer learning by way of developing a learning material in the form of a learning packet that may effectively transfer knowledge and skills needed to strengthen the foundation of these ABM students in accounting cycle.

In addition, this study also relates to the **transformation theory** of Mezirow (1999) where it supports the transfer of learning. Its vision deals with how individuals may be empowered to learn to free themselves from unexamined ways of thinking that impede effective judgment and action. Henceforth, this study has a vision that ABM graduates will be transformed into certified bookkeepers who are capable and qualified to employ, manage business, and really prepared to take business courses in college.

Furthermore, another theory that relates to this study is the **mastery learning theory** of Bloom (1968) wherein the major concepts in Mastery Learning are: time, aptitude, formative assessment, and correctives. Mastery occurs when the student achieves the pre-established goals determined at the beginning of the instruction. Time spent on learning is a key factor because

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not all students learn at the same pace but require individualized formative assessments and correctives with ample time to achieve the expected learning outcomes (Bloom, 1968).

Transfer of learning theory, transformation theory and mastery learning theory support the researcher's **knowledge and skills Integration theory** wherein learnings will be transferred using the researcher's developed Learning Packet. This Learning Packet integrates the accounting cycle concepts with real-world examples and scenarios to help students deeply understand the practical applications of the accounting cycle. This aims to empower these students to transform their challenges into opportunities and to become more confident in facing higher accounting problems in school and at work.

The paradigm displays the interconnection of the identified theories on the researcher's formulated theory.

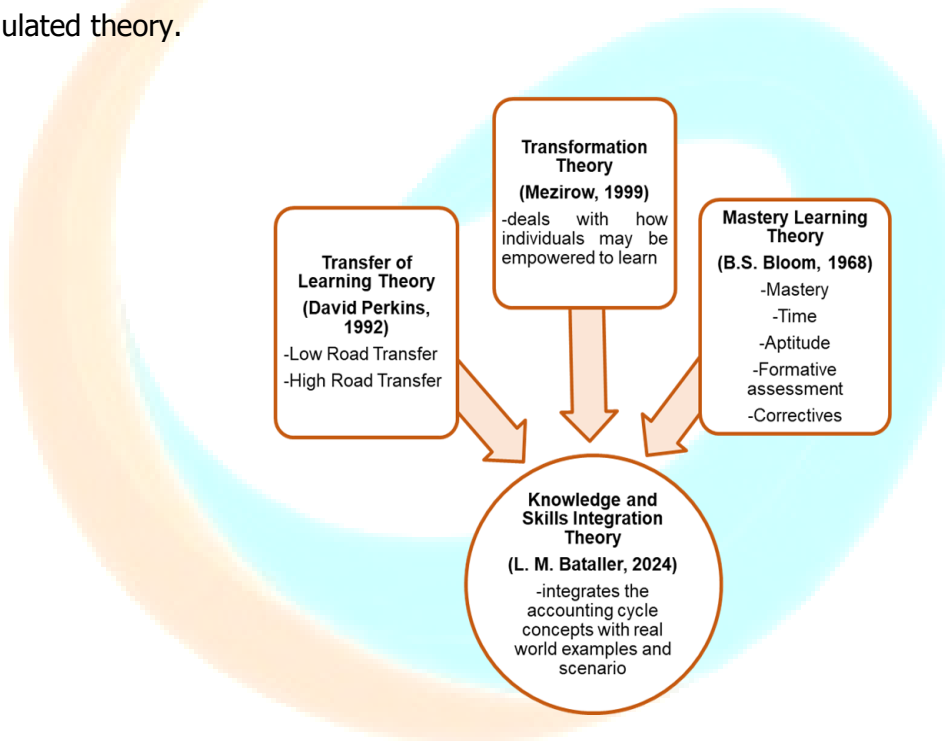


Figure 1 - Theoretical Paradigm

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The researcher applied the CIPP model developed by Daniel Stufflebeam in the 1960s. It is regarded as a decision-oriented approach that methodically gathers data on a program to identify strengths and weaknesses in content or delivery, to increase program effectiveness, or to plan for the program's future. (Stufflebeam D., 2003). CIPP stands for Context, Input, Process, and Product. This model is appropriate to apply in identifying the learning challenges or limitations in the accounting cycle among ABM students which will be used as a basis for developing a learning packet that may be an effective means to ensure continues improvement in their learning.

Context. The context component of this study is the K-12 curriculum that is also known as the Republic Act No. 10533 or "An Act of Enhancing the Basic Education in the Philippines" that was signed by the former Philippine President Benigno Aquino III on May 15, 2013, and was formally implemented in the Philippines in the year 2016. The law added a new program that includes another two years to the basic education curriculum, the Senior High School (SHS), which aims to prepare graduates for tertiary education, employment, and entrepreneurship. This includes the incorporation of ABM or Accountancy, Business, and Management (ABM) strand that focuses on developing the students' mathematical skills, creativity, and business intellect, which include learning accounting and bookkeeping to prepare them to become great business professionals.

Input. The input component of this study was the data gathered from the 530 grade 12-ABM students in the public schools within the province of Albay, who were the respondents of the study. The researcher prepared a survey questionnaire exclusively for the use of this study to gather data that will address to the stated objectives: The extent of the students' knowledge in the Accounting Cycle; The reasons of taking or not taking the NC III-Bookkeeping Assessment; The factors that affect their preparation in the NC III- Bookkeeping Assessment; The administration and teachers support that ABM students need in preparation for the National Certificate III-Bookkeeping Assessment; and, The developed Learning Packet. These stated

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objectives were strengthened by the cited related literature. The tools for the statistical treatment were frequency count, percentage, and ranking.

Process. The process component of this study involved the seeking of permission and approval from the Schools Divisions Superintendents and school heads to allow the researcher to conduct the study, she distributed the survey questionnaires and answer sheets to be accomplished by these ABM students then retrieved them after the accomplishment. The data gathered were checked and tabulated in a master tally sheet and then analyzed and interpreted using descriptive statistics.

Product. The product component of this study was the developed Learning Packet based on the gathered data. This learning packet which is the output of the study and the contribution to the body of knowledge, may help ABM students to deeply understand the Accounting Cycle to address the learning challenges they encountered particularly in preparing unadjusted trial balance, adjusting entries, and closing entries, where they found to have a low knowledge.

It was further conceptualized that preparing a learning packet in Accounting Cycle will be useful for these accounting students for it can serve as a reference material as well as review material to enhance their knowledge in accounting cycle that are vital in passing the NC III- Bookkeeping Assessment and taking an entrance examination when they will be taking business-related courses in college. The conceptual paradigm is shown in Figure 2.

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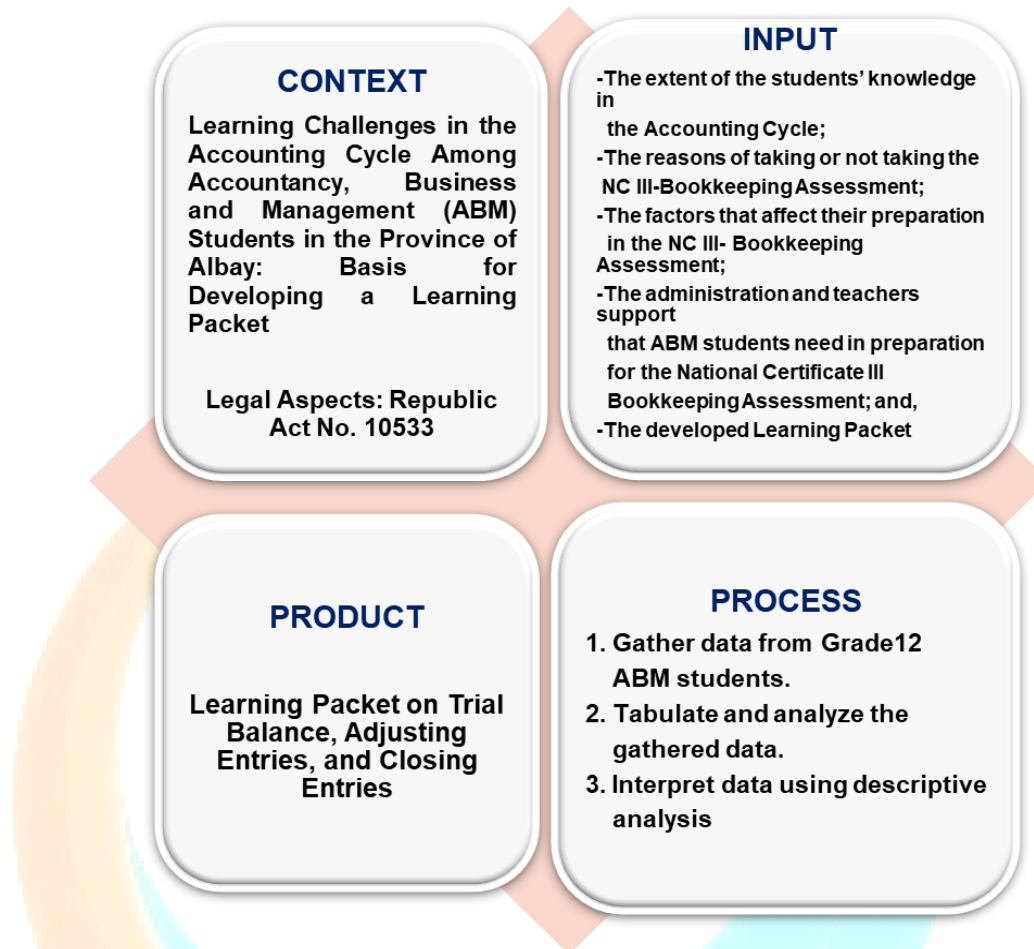


Figure 2 - Conceptual Paradigm

Objectives of the Study

The study aims to: (1) Determine the extent of the students' knowledge in the Accounting Cycle; (2) Identify the reasons of taking or not taking the NC III-Bookkeeping Assessment; (3) Determine the factors that affect their preparation in the National Certificate III-Bookkeeping

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Assessment; (4) Evaluate the administration and teachers support that ABM students need in preparation for the National Certificate III-Bookkeeping Assessment; and (5) Develop a learning packet that will help students address the challenges encountered in learning the accounting cycle.

METHODOLOGY

Research Design

The study utilized the mixed method research design. It was adopted because it is a method most suitable for this study considering that this study focused in assessing in terms of survey questionnaire, the students' extent of knowledge in the accounting cycle and determining the reasons of respondents for taking or not taking the NC III-Bookkeeping Assessment, as well as the factors that affect their preparation in the National Certificate in Bookkeeping Assessment and the supports that they need in preparation for the National Certificate in Bookkeeping Assessment. This approach provided a rich and detailed understanding of the phenomenon under study and allowed for the identification of key insights and recommendation for future research.

Data Analysis

All data were gathered and organized using descriptive statistics. The questionnaires were distributed to the respondents and same were retrieved. The gathered data were subjected to consolidation, analysis, and interpretation. The tools for the statistical treatment were frequency count, percentage, and ranking.

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RESULTS AND DISCUSSION

Education is a lifelong process. The purpose of education is not achieved unless there is a transfer of learning. Transfer of learning is vital to process the continuity of education from generation to generation. It is a teachers' undertaking to help their learners achieve their full potentials and be productive to the society. This is as well the aim of the researcher to identify the mastery of the knowledge and skills of ABM students to enhance and help them reach their full potential, particularly in pursuing their goal to become an NC III-Bookkeeping passer. Thus, essential data were gathered from the respondents to determine the necessary actions to address these challenges.

Extent of Students' Knowledge Mastery of the Accounting Cycle per Competency

The study focused on the extent of the students' knowledge in the accounting cycle. This includes describing the nature of transactions and overview of accounting cycle, identifying, and analyzing of transactions from source document, recording transactions in the journal, posting transactions in the ledger, preparing unadjusted trial balance, adjusting entries, adjusted trial balance, financial statements, closing entries, and post-closing trial balance.

The consolidated data of the fourteen school respondents showed that of the greatest number of the 530 respondents, 58% or 307 students got the correct answer in identifying and analyzing transactions from the source document. Thus, they were classified as having an average skill on this area. They also got an average skill in other areas like in describing the nature of transactions and overview of accounting cycle, recording transactions in the journal, posting transactions in the ledger, preparing unadjusted trial balance, preparing financial statements, and preparing post-closing trial balance. However, the data showed that the least number of students, 28% or an average of 148 students got the correct answer in preparing adjusting entries. Hence,

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they got a low classification in this area just like in preparing unadjusted trial balance and closing entries.

Undeniably, based on the result of the conducted survey, it is indeed in the preparation of adjusting entries where the least number of students got the answers correctly. This implicates that the preparation of adjusting entries is the most challenging competency for the grade 12-ABM students. Whereas the second and the third most difficult or challenging topics for them were the preparing closing entries and unadjusted trial balance, respectively. Thus, a need for developing a simplified Learning Packet in these areas were deemed necessary.

The findings are supported by the studies on *An Analysis of Students' Difficulties in Completing of the Adjusting Entries* of Nurlaili, F., (2019) and *Effectiveness of Bookkeeping NC III Assessment Preparation Towards the Accomplishments of Grade 12-ABM Students S.Y. 2019-2020 of Samar National High School* of Jamin, E.A. et.al., (2020). Similarly, it was in preparing adjusting entries where these ABM students were found to have the least knowledge. This indicated that really students had difficulty in completing adjusting entries.

Extent of Students' Knowledge in Accounting Cycle Based on Score

This study also focused on the extent of the students' knowledge in the accounting cycle based on the total scores obtained by the students from the 50-item test. The test covers the steps in the accounting cycle.

The consolidated result of the fourteen school respondents presents that the highest number of respondents, 347 or 66%, were found fairly knowledgeable. Followed by 150 or 28%, who were found slightly knowledgeable. Then the remaining 33 or 6% were found knowledgeable. Though the overall result showed that most of the respondents were fairly knowledgeable, still it was never enough. Since the required TESDA competency rating is at least 75% which means students must be knowledgeable or moving towards mastery.

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Therefore, this implies that an action must be taken to help these students improve and have mastery in the accounting cycle, particularly those who were poorly and slightly knowledgeable wherein its number is also great and closed to those fairly knowledgeable. Several existing studies proved that really these ABM students encountered difficulties and challenges in learning accounting, like the study of Ong et al., (2019) where there were three variables identified to be the challenges encountered by ABM students, these are journalizing, general ledger, and worksheet. These are also part of the accounting cycle. Also, the study of V.W. Putri & S.M. Budiyanto (2023) wherein the results showed that there were several difficulties experienced by students in completing the accounting cycle, namely difficulties in analyzing and calculating journal transactions.

Students Responses Whether They Take or Did Not Take the NC III-Bookkeeping Assessment

NC III Bookkeeping Assessment consists of competencies that a person must achieve to enable him/her to journalize transactions, post transactions, prepare trial balance, prepare financial reports, and review internal control system (<https://tesda.gov.ph>). This assessment is being conducted by an accredited TESDA Assessor to determine if an assesses can perform the norms that are anticipated in the workplace according to the established competency requirements.

The study asked the participants whether they took or not the NC III Bookkeeping Assessment, Then, identified the reasons behind. Based from the result, out of 530 participants, only 28 or 5% of the students took the NC III Bookkeeping Assessment. While most of them, a total of 445 or 84% did not take the NC III-Bookkeeping assessment. Then the remaining 57 or 11% did not write any response.

The result implies that the students need to be informed and encouraged to take the NC-III Bookkeeping Assessment. There is also a need to notify the students about the benefits and

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significance of becoming a Certified Bookkeeper. A study of Patacsil et. al. (2019) on *Competency Assessment of the Accountancy, Business and Management Grade 12 Learners in the Department of Education for TESDA Bookkeeping NC III Qualification* which aimed to predict the chance of a Senior High school Assesses to pass the Competency Assessment for the Qualification of Bookkeeping NC III conducted by TESDA Competency Assessor. And a study of Flauta M.T. et.al, (2021) on *Analysis of the Result of the Bookkeeping NCIII National Assessment of Accountancy Students*, the result showed that majority of the students got the rating of *competent* since they are skilled enough because of the prior review sessions and accounting subjects taken. There were some who got the rating of **not competent** because they were not fully skilled in all the core competencies.

Reasons for Taking the NC III-Bookkeeping Assessment

It is a must for every Accountancy, Business, and Management (ABM) students to be encouraged to take the National Certificate (NC) III-Bookkeeping Assessment. Passing the Bookkeeping Assessment may also mean that the purpose of the K-12 curriculum is certainly attained. This purpose is to prepare graduates for employment, tertiary education, and entrepreneurship.

Based on the result of the study conducted only 28 or 5% of the 530 student participants took the NC III-Bookkeeping Assessment for several reasons. These reasons were classified into **opportunity or help, intellectual growth or knowledge, importance, and having no choice**. Out of 28 who said yes, 12 of them or 43% said that they took the NC III-Bookkeeping assessment because of the **opportunity or help** that it may give them in the future either in taking their career choice or helping them financially through employment. Then, 10 or 36% of the participants' reasons in taking the assessment has to do with **intellectual growth or knowledge**. While there were 3 or 11% who wrote that they took the assessment because of

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its **importance**. Then, 1 or 4% said that *I have no choice*. Then the remaining 2 or 7% did not write any reason.

Though, there were only a few who took the NC III Bookkeeping assessment. However, it implies that they really have the strong motivation and courage to take the challenge to grow financially and intellectually. Besides, the result showed that they were aware of the significance and benefits once they become a certified bookkeeper. The Technical Education and Skills Development Authority (TESDA) cited that in taking this course, NC III Bookkeeping, takers can enhance their employability and open-up opportunities for a successful career (<https://tesdaonlineprogram.com>). A study Patacsil D. H. et. al., (2019) on *Competency Assessment of the Accountancy, Business and Management Grade 12 Learners in the Department of Education for TESDA Bookkeeping NC III Qualification* was aimed to predict the chance of a Senior High school Assesses to pass the Competency Assessment for the Qualification of Bookkeeping NC III conducted by TESDA Competency Assessor.

Reasons for Not Taking the NC III-Bookkeeping Assessment

Not taking the National Certificate (NC) III-Bookkeeping Assessment means losing a chance to become a Certified Bookkeeper. This means waiving the opportunities of being employable and gaining extra income. Taking and passing the Bookkeeping Assessment may help students ensure employability, as well as augment knowledge in accounting or bookkeeping necessary for higher education and entrepreneurship.

Based on the survey conducted, there were 229 or 46% who did not write any reason why they did not take the NC III Bookkeeping assessment. Yet, there were also 273 or 54% who cited their reasons, and these reasons were classified into **school factor, lack of information, no plan to take, lack of knowledge, planning to take, undecided, and financial problem**.

The reasons of most of the students, 72 or 14.3%, were connected on **school factor**. Then, the 67 or 13% of the respondents' reasons were anchored on **lack of information**. Then

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followed by 44 or 8.8% who cited that they were having **no plan** of taking the NC III Bookkeeping assessment. There were 31 or 6.2% students wrote that they did not take the Bookkeeping Assessment due to **lack of knowledge**. Then 28 or 5.6% were also **planning to take**. There were also 28 or 5.6 % who were **undecided** to take. Lastly, there were 3 or .6% wherein their reason is due to **financial problem**.

The result implied that students need to be informed about the assessment and its benefits especially during the start of the classes. They should be encouraged and be guided to pass the assessment. Whether it is a requirement or not for academic (ACAD) strand like Accountancy, Business, and Management (ABM) to take the National Certificate (NC), it is definitely an obligation of the school and of the teacher to help these students develop their full potentials to the best they can and not to deprive any student to have the opportunity to grow in every aspect of their lives, most especially in intellectual and financial aspects.

A study of Patacsil et. al. (2019) on *Competency Assessment of the Accountancy, Business and Management Grade 12 Learners in the Department of Education for TESDA Bookkeeping NC III Qualification* which aimed to predict the chance of a Senior High school Assesses to pass the Competency Assessment for the Qualification of Bookkeeping NC III conducted by TESDA Competency Assessor. Yet, no matter how small the chance for these students to pass the assessment, it should not hinder and discourage the administration, teacher, and students from pursuing and doing their best to assist students to take the assessment.

Factors that Affect Students' Preparation in the NC III Bookkeeping Assessment

There is always a factor that contributes to a person's decision and action. This factor serves as a driving force for a person to move and act. There is always a reason for every action. Thus, it is vital to determine the factors that affect students' preparation in the NC III Bookkeeping Assessment to help them process and guide them to address those non-contributory factors. The result of the survey conducted showed that there were indeed several factors that affect students'

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preparation in the NC III Bookkeeping Assessment. These are the factors: **knowledge, time, financial, school, self, information, and health.**

Based on the result, out of 530 respondents, there were 302 or 57% who did not write any response. There were also 228 or 43% who willingly shared their thoughts in the survey. Whereas, out of 228 which is 43%, 56 or 10.6% of the responses were related to **knowledge**, 55 or 10.4% were related to **time**, 36 or 6.8% were due to **financial problems**, 26 or 4.9% were associated to **school**, 26 or 4.9% related to **self**, 15 or 2.8% had to do with **information**, and 14 or 2.6% were because of **health**. Accordingly, the three topmost factors that affect students' preparation in the NC III-Bookkeeping Assessment were identified as follows: **financial problems, lack of time, and lack of knowledge.**

This implies that the teacher factor has a big impact on the performance of the students. Hence, there is a need to evaluate the qualification and ability of the teacher so that their necessity to improve like training will be addressed to enable them to deliver quality education. A study of Mkhize, M.V. (2022) on *Teacher factors influencing Grade 12 Accounting Learners' Performance in the Eswatini General Certificate Secondary Examination* recommended that teachers should teach the relevant accounting content thoroughly to equip students with adequate knowledge and skills so that they may have the confidence to face the challenges that they may encounter in the field of Accountancy, Business, and Management. Likewise, a study of Oben (2020) on *an Analysis on the Challenges Faced by Accountancy Students in Terms of their Career Path at Universities in South Africa*, tells that the quality of students' result is often determined by the quality of education offered by the institution and the intellectual health of the people who are recruited to educate the students.

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Administration and Teachers' Support that Students' Need in Preparation for the NC

III- Bookkeeping Assessment

No man is an island, poem by John Donne and *It takes a village to raise a child*, an African proverb, these quotations emphasize the importance of teamwork. To be precise, it is very important to have a support system that will help to make things easier and lighter. Similarly, students needed support not just from their parents but also from their teachers and school administration to develop holistically. Likewise, they need their full support in their preparation for the NC III Bookkeeping Assessment.

The result of the study disclosed that the needed support of these students was classified to the following kinds of support: Intellectual, Moral/Emotional, Supervision, Spiritual, Time, and Financial. Based on the result, out of 530 respondents, 202 or 38.1% did not indicate any answer. Though, there were 328 or 61.9% who signified their responses. Whereby 199 or 37.5% of the respondents need **intellectual support**, 64 or 12.1% need **moral or emotional support**, 55 or 10.4% need **supervision support**, 4 or .8% that need **spiritual support** like prayer, 3 or .6% need time such as a period to review for the assessment and to lessen school workload and activities, and 3 or .6% need **financial support** or money. Consequently, the topmost support that students need from the administration and teachers were the following: conduct of review or lecture, enough knowledge, motivational words, advise, reviewer/resources and encouragement.

The study implied that most of the students need intellectual support from their teachers and administration like the conduct of a thorough review sessions and appropriate learning materials. In fact, the study of Flauta M.T. et.al (2021) on *Analysis of the Result of the Bookkeeping NCIII National Assessment of Accountancy Students*, the result showed that majority of the students got the rating of **competent** because they are skilled enough due to of the prior review sessions and accounting subjects taken. There were some who got the rating of **not competent** because they were not fully skilled in all the core competencies. This means that

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to pass the NC III Bookkeeping Assessment or be competent, students must be knowledgeable enough or must have mastered all the competencies and areas in accounting particularly in the accounting cycle.

In addition, the next valuable support that these students need is moral or emotional support like motivation. With strong motivation and desire, nothing is impossible for them to achieve. This motivation may initially come from their parents and their teachers until it becomes their self-motivation or an intrinsic motivation which is stronger and unshakeable to attain one's goal. A study of Casey A., (2022) on *Parental Involvement in the Child's Education* stated that parental involvement securely sets these students to develop a lifelong love of learning, which researchers say is key to long-term success corroborated. Another study of Pederson T. (2020) on *Parent-Teacher Relationships and the Effect on Student Success* teachers discussed that more favorably active parents demonstrated better levels of prosocial conduct and greater academic accomplishment displayed how powerful the parents and teachers' support in child's learning and success.

Learning Packet as Major Final Output

Learning Packets or instructional packets are individualized simplified learning material designed to facilitate independent learning where students can work at their own pace and learning style. They typically incorporate a specific topic or skill within a larger curriculum and provide students with the skills they need to grasp the material. These can be used in different settings such as in-class, online learning, independent learning, or blended learning. It contains a concise and well-organized background information for learners, the learning competency, a variety of engaging learning activities and self-assessments with answer key to allow students to check their progress and identify areas needing enrichment.

The developed ABM Learners' Packets are based on the result of the conducted study on the extent of the students' knowledge in the accounting cycle. With which revealed that there

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were three areas in the accounting cycle where the mastery level is low: 1) Preparing Adjusting Entries (28%); 2) Preparing Closing Entries (30%) and 3). Preparing unadjusted trial balance (32%); Hence, the learning packet that needs to be prepared relates to these three competencies.

This implies that the preparation of trial balance, adjusting and closing entries were truly challenging for the grade 12-ABM students. The results of the study are supported by the study of Bongalonta et.al. (2022) which revealed that student-respondents were found to have weakness or very little accounting knowledge and skills. This study is also supported by the study of Putri, V.W. & Budiyanto, S.M. (2023) wherein its results also showed that there were several difficulties experienced by students in completing the accounting cycle.

However, there were also studies on the development of a Learning Packet that may be useful to apply to address the learning challenges of these ABM students in learning the accounting cycle. A study of Canaria, J. M. (2022) on *Student Learning Packet (SLP) in Teaching Selected Topics in Mathematics 10* found that this SLP helped the students in ensuring a better performance after the competencies were met in this New Normal Education. Another study Galos, R. S. (2022) on *Science Learning Activity Packets (SciLAPs) on the Assessment of Learning Performance* concluded that using the *SciLAPs* as an approach to instructions is effective to improve the learning performance of the students in Science10. Another study of Ramirez, S., (2022) on *Development of Interactive Learners' Packet in Teaching Understanding Culture, Society, and Politics (UCSP)* concluded that the developed interactive learners' packet in UCSP is very accessible, the content is suitable, and it is very interactive to the senior high school learners and teachers, and a budget-friendly learning material in today's new normal set-up, and it can be considered as a supplementary learning material for the subject.

The studies of Canaria, J.M. (2022), Galos, R. S. (2022), Rabago, J. K. et. al. (2023), and Ramirez, S. (2022) were all related to the researcher's study. Since they developed learning packets to be used as a supplementary learning material. They only differ in the subject areas.

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CONCLUSIONS

Based on the findings the following conclusions were deduced: 1) The students struggled the most with the more complex and technical aspects of the accounting process, particularly in preparing adjusting entries, unadjusted trial balance and closing entries. In addition, a significant majority of the respondents demonstrated a fair level of knowledge. However, a substantial proportion of the respondents were also of little knowledge; 2) The ABM students were not familiar with the NC III-Bookkeeping assessment. Of the small percentage who took the assessment, the primary reasons were the potential career and financial benefits, as well as the desire for intellectual growth and knowledge enhancement. Furthermore, mostly of the students who did not take the NCIII Bookkeeping assessment cited reasons related to external factors, such as school-related issues, lack of information, and lack of knowledge, rather than personal factors like no plan or financial problems; 3) Financial support, ample time for an in-depth review and guidance in taking the NC III-Bookkeeping Assessment are essential factors needed by students to fully equip themselves in taking and passing the NC III-Bookkeeping Assessment; 4) Intellectual support from teachers and administrator is the primary need of the ABM students. This includes things like review sessions, lectures, and learning materials. The next most significant needs were moral or emotional support, such as motivation and encouragement. Only a minor proportion of students cited the need for spiritual support like prayer; 5) There is a necessity to develop a Learning Packet that may help the ABM students address the challenges encountered in accounting cycle particularly in three areas: preparing unadjusted trial balance, adjusting entries, and closing entries, where students got low proficiency level.

Translational research

The findings and the result of the study can be translated through a journal article for publication, newsletter, social media, and other media for information dissemination. A copy of

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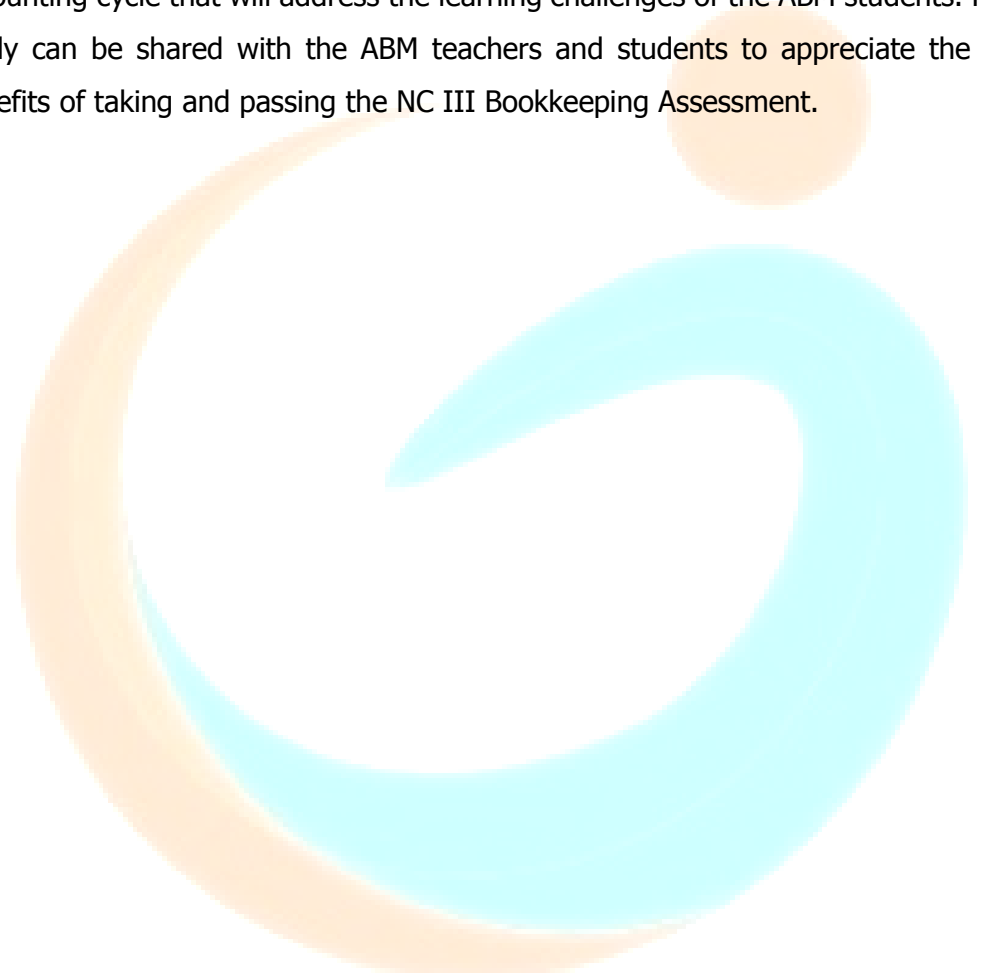
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the manuscript and output of the study can be distributed as well to DepEd division offices and schools to facilitate the translation of research findings and utilize the output of the study which is the learning packet to help students enhance their understanding in accounting cycle particularly in preparing adjusting entries, trial balance and closing entries. In addition. teachers may be given the concept of preparing an enhanced and complete learning packet in the accounting cycle that will address the learning challenges of the ABM students. Furthermore, this study can be shared with the ABM teachers and students to appreciate the significance and benefits of taking and passing the NC III Bookkeeping Assessment.



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