

Accounting Skills in Practice and Their Impact on Employability: A Curriculum Review in an Autonomous Philippine University

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ABSTRACT

As competition for graduate jobs increases, students need to consider new ways to differentiate from equally qualified and skilled candidates. The investigation determined the significance of a curriculum in the working environment and graduates' employability. The examination contrived a sum of 169 respondents on a snowball testing strategy. Frequency and simple percentage, weighted mean, Chi-Square Test of Independence, and One way ANOVA was utilized to treat the data. The findings revealed that communication skills, basic accounting skills, & financial reporting skills are among the essential skills to acquire to serve a spot on the labor market. The investigation further revealed a significant association on civil status, length of time to get a job after graduation, Nature of work on the first and current job, work status, graduate studies, and the degree of enhancement the graduates suggested to meet the demands of the profession. It also revealed a statistically significant distinction following the respondents' profile when grouped by its influence on the proposed program enhancement suggested by the graduates. The study concluded that maximizing graduates' employability, the viability of curriculum enhancement and teaching methodologies, and necessary facilities must be concentrated to depict the utmost realization of objectives and goals of the program. It further concludes that a strong partnership with an internship program can increase alignment between educators, students, and industries.

Keywords — Business and accountancy, employability, descriptive-correlational, Mandaue City, Philippines

INTRODUCTION

Graduates' job-specific abilities are no longer sufficient to meet the needs of labor markets in the twenty-first-century workplace. Employability skills are a collection of talents and characteristics that workers are required to have nowadays. Employability skills have become a key concern in the national, regional, and international labor markets. Several employability skills attributes were identified in the literature review as necessary for graduates to enter the workforce (Wickramasinghe & Perera, 2010). The attributes of employability skills with the highest priority level include communication skills, problem-solving and decision-making abilities, and teamwork skills. Personal attributes expected of graduates include self-awareness, self-confidence, independence, emotional intelligence, flexibility and adaptability, stress tolerance, creativity, initiative, readiness to learn, reflectiveness, lifelong learning, and professional behavior (Suartha et al., 2017).

Undergraduates in most Asian countries emphasize skill development, notably communication and cooperation, with some substantial differences in importance ratings. The influence of context and alignment with other stakeholder perceptions is examined. It is necessary to guarantee that learners are engaged in skill development, in which they can express their capabilities to potential employers, and that gained skills are transferred smoothly (Jackson, 2013).

Employers in Indonesia place the most significant emphasis on employability skills and academic qualifications. Communication skills, self-management skills, teamwork skills, creativity and innovation skills, and problem-solving skills are the top five generic qualities most frequently required in job advertisements. Personal qualities based on actions and attitudes that cannot be separated from generic talents include honesty, independence, accuracy, appearance, ethics and behaviors, openness, and other traits (Suartha et al., 2018).

In the Philippines, joblessness is an occurrence that happens when an individual who is forcefully searching for business cannot look for some kind of employment. Joblessness is consistently used as an extent of the economy. It is various jobless people confined by the number of people in the labor force. Some 2.443million Filipinos were jobless in April, the Philippine Statistics Authority (PSA) said. Among this figure, 20.6 percent of the unemployed were college graduates (Sunstar, 2017). By this given figure, roughly 500,000 newly graduates were on the list. Occupation abilities bungle, short legally binding work, low

pay, and hazardous work environments anticipate those assessed graduates in universities and professional schools (Depasupil, 2017).

The gap between university graduates' capabilities and employers' needs is one of the primary concerns identified in the evaluation relating to competence development and graduate employability. According to the findings, higher education institutions are worried about employing techniques to improve skills for graduate employability. Graduate employability and competency development depend on a strong sense of creativity and cooperative practices in higher education worldwide (Abelha et al., 2020).

With the given issues, concerns, and challenges mentioned, a particular gap between the academic aims and Industry alignment was identified. Even though there will never be a balanced connection between educating and learning, there are manners that can unite educators and students, and that instruction and learning can be united. Additionally, graduate employability has become a problem since there are significant gaps between graduate abilities obtained at university and the skills required by companies. While prior studies have identified the critical abilities that must be taught in graduate school, no studies have attempted to systematically locate and integrate the literature on graduate qualities (Osmani et al., 2015).

The researchers likewise saw that completing a graduate degree in a business organization makes no difference to everyone. Just in academe are stressed and showed development and improvement. Outside the academe's scope, graduates' greatness generally reflecting the expert's program results is not profoundly acknowledged and showed.

By the presented conditions, specialists in the academe enabling business discipline endeavor to decide the workplace curriculum's relevance and the graduates' employability for the S.Y. 2018-2021. By the examination directed, the analysts will have the choice to propose an intervention scheme. This assessment foresaw the benefit of the College of Business and Accountancy. Additionally, this touches on the researchers' direct examination to distinguish necessary change and mediation to additional responsibility in advancing the department's productivity and adequacy.

FRAMEWORK

This investigation is secured on behaviorism theory which is a learning theory that holds that all behaviors are learned through conditioning. Interaction

with the environment is how conditioning takes place. According to behaviorists, our activities are shaped by our responses to external stimuli (Burhanuddin et al., 2021).

Learning is refined when a legitimate reaction is exhibited following the introduction of a particular ecological boost. For instance, when given a numerical cheat sheet indicating the condition “ $2 + 4 = ?$ ” The student answers with the appropriate response of “6.” The condition is the boost, and the legitimate answer is the related response. The key components are the upgrade, the reaction, the correlation between the two. Of essential concern is how the connection between the redesign and reaction is made, reinforced, and looked after (Richardson, 2010).

Strict behaviorists believed that anyone, regardless of genetic background, personality attributes, or interior thoughts, could be trained to accomplish any task (within the limits of their physical capabilities). All that is required is proper conditioning (Burhanuddin et al., 2021). The student is described as being receptive to climate conditions rather than functioning in finding the climate. Social speculations infer that the work of the educator/architect is to (1) figure out which signs can inspire the ideal reactions; (2) mastermind practice circumstances in which prompts are combined with the objective upgrades that at first have no evoking power except for which will be required to evoke the reactions in the “regular” (execution) setting; and (3) organize ecological conditions so understudies can make the right reactions within sight of those objective boosts and get support for those reactions (Ertmer & Newby, 2013).

Cognitivism theory is a learning theory developed by Jean Piaget in which a child develops cognitive pathways in understanding and physical response to experiences. In this theory, students learn most effectively through reading text and lecture instruction (David, 2015).

The psychological theory stresses the procurement of information and inward mental pressure to ensure the information and interior mental turns of events. The student is seen as an exceptionally dynamic member of the learning cycle (Ertmer & Newby, 2013).

Cognitivism, similar to behaviorism, underscores the job that ecological conditions play in encouraging learning. Instructional clarifications, exhibitions, illustrative models, and coordinated non-models are instrumental in controlling understudy learning. Additionally, the accentuation is set on training with remedial feedback (Barell, 2010).

As a result of the accentuation on mental constructions, psychological speculations are typically viewed as more fitting for clarifying complex types of

getting the hang of (thinking, critical thinking, data handling) than are those of a more social viewpoint (Simonson et al., 2006). In any case, it is imperative to show now that the genuine objective of guidance for both of these perspectives is regularly the equivalent: to convey or move information to the understudies in the most professional, viable way conceivable (Richardson, 2010).

Constructivism Theory further supplements the above theory. It is the idea that people are responsible for comprehending the world and using what they know based on previous experiences in linking new information to these experiences. People use these experiences and new information to construct their meaning (Bruner, 2019).

Constructivism is not a new way to deal with learning. Like most other learning hypotheses, constructivism has various roots in this century's philosophical and mental viewpoints, unequivocally in the advancement (Simonson et al., 2006). As of late, nonetheless, constructivism has gotten a "hot" issue as it has gotten expanded consideration in various orders, including instructional plans (Karagiorgi & Symeou, 2005).

Constructivism is a hypothesis that compares taking in with making importance as a matter of fact (Ertmer & Newby, 2013). Even though constructivism is viewed as a part of cognitivism (both consider learning as a psychological movement), it separates itself from customary intellectual speculations in various manners. Most intellectual therapists consider the psyche a reference device to this present reality; constructivists accept that the brain channels contribution from the world to create its one-of-a-kind reality (Barell, 2010). Constructivism crosses the two classes by underscoring the communication between these two factors. The constructivist position accepts that move can be encouraged by the association invalid errands moored in significant settings. Since comprehension is "listed" by experience (similarly as word implications are attached to clear cases of utilization), the validness of the experience gets essential to the person's capacity to utilize thoughts (Ertmer & Newby, 2013).

OBJECTIVES OF THE STUDY

The investigation intended to decide the significance of educational plan in the working environment and graduates' employability in Business and Accountancy S.Y. 2018-2021. The consequence of this examination was the basis of an Intervention Scheme. It recognizes the respondent's profile as far as age, legal status, sex, course major, business status, and period to find a new line of work after graduation, Nature of work, work status, abilities obtained in school

generally pertinent to introduce work, graduate investigations sought after and starting gross month to month acquiring. It looks additionally to distinguish the projects that might be proposed to help the College of Business and Accountancy fulfill the callings' needs.

METHODOLOGY

Research Design

In order to determine the importance of the educational plan in the working environment and graduates' employability in Business and Accountancy S.Y. 2017-2018, the investigation utilized a descriptive-correlational research approach.

Research Site

The evaluation took place at the UCLM premises in Mandaue City, on A.C. Cortes Ave., which provides Accountancy and Business Administration programs.

Respondents

For the S.Y. 2017-2018, the inquiry study compiled a total of 169 alumni responses. On the snowball inspecting approach in information collection, Slovin's equation was utilized to determine the investigation's example size.

Instrumentation

The tracer study review of the University Statistics and Research Office (URSO) is used in the examination. The survey would provide the analysts with direct access to the respondents and their responses. There were two components to the instrument. The demographic information of the responder is shown first. The degree of simultaneity on the activities offered to help graduates meet the profession's needs is discussed in the next section.

Treatment of Data

Frequency and simple percentage, weighted mean, Chi-Square Test of Independence, and One way ANOVA was utilized to treat the collected information.

Table 1. Number of graduates- respondents for the S.Y. 2018-2021

Department Courses	f	Percentage
BSA	21	12.43
BSBA-MA	72	42.60
BSBA-FM	21	12.43
BSBA-MM	39	23.08
BSBA-HRDM	16	9.47
Total	169	100.00

Table 1 shows graduates' quantity - respondents for the S.Y. 2018-2021 utilizing snowball examining as the information gathering method.

Data Gathering

These methods were followed in order to complete the assessment research. For data collection, a letter of recommendation was given to the Dean of the CBA Department, stating that they agreed to lead the examination. The second letter of sale was also sent from the University Registrar to all 2018 to 2021. The surveys were conducted using Google Structure as the primary tool.

RESULTS AND DISCUSSION

This piece presents the aftereffects of the accumulated data. The underlying section presents the respondents' profile, while the accompanying part presents the information towards the Proposed Programs' level of perception; it satisfies the profession's demands.

Table 2. Respondents' Profile

	Frequency	Percentage
Civil Status		
Single	156	92.30
Married	7	4.10
Single Parent (born a child but not married)	6	3.60
Gender		
Male	58	34.30
Female	111	65.70

Employment Status		
Employed	129	76.30
Unemployed	26	15.40
Never employed	14	8.30
Period to find a new line of work after graduation		
Less than a month	71	42.00
1-6 months	80	47.30
7-11 months	12	7.10
One year to less than two years	6	3.60
Work Status		
Regular/ Permanent	131	77.50
Temporary/ Casual	26	15.40
Contractual/ Job Order	12	7.10
Graduate Studies Pursued		
Finished a Master's Degree	13	7.70
Have units in Master's Degree	6	3.6
Not enrolled in any Graduate Program	150	88.8

Table 2 shows the graduates' profile as to civil status, gender, employment status, period to find a new line of work after graduation, work status, and graduate studies sought after. Concerning civil status, 92.30 percent of the graduates were single, dominated by 65.70 percent. It involves that females are more disposed to head off to College than guys. Across financial classes, ladies are progressively selecting and finishing postsecondary instruction, while, even as favorable circumstances for individuals without an advanced degree shrivel, men's graduation rates remain generally stale (Semuels, 2017).

As to employment status, the majority were employed, equivalent to 76.30 percent having a 1-6 months duration before landing a job after graduation. It implies that graduates could get a new line of work after graduation in a base period. According to Caldwell (2020), it takes school graduates a normal of three to half months to land that first job after graduation. That may seem like an unfathomable period. However, graduates have a few choices, from taking a not ideal occupation until further notice to briefly move to an easier way to get a justifiable job offering in the labor market.

As to work status, most of the respondents' equivalent to 77.50 percent was regular/ permanent in their jobs while 88.80 percent did not attempt to enroll in any graduate program. It implies that the graduates' lands a perfect fit on

their jobs acquired and do not give them a chance to advance additional degrees. Graduate Applicants experienced much uncertainty during the application cycle on the master's level college program. Potential understudies are inquiries concerning which program is best for them, whether they can bear the expense of graduate school and if a raised level getting ready errand can discover a path into their current way of life (Pjesky et al., 2019).

Table 3. Profile of the Respondents as to Nature of Work & Initial Gross Monthly Earning

Indicators	Nature of Work		
	First Job after College (f)	Current Job (f)	% +/-
Public Practice	20	20	0
Commerce and Industry	149	143	-4.03
Government	0	6	100.00
Initial Gross Monthly Earning			
P5,000 to less than P10,000	6	14	133.33
P10,000 to less than P15,000	35	84	140.00
P15,000 to less than P20,000	96	0	-100.00
P20,000 to less than P25,000	6	58	800.66
P25,000 and above	26	13	-38.46

Table 3 shows the respondents' profile of work and initial gross monthly earning on their first Job after College and current job.

Relating to the Nature of work, the public practice remains constant from the first Job after College to the current job. Commerce and Industry decrease a -4.03 percent while Government work increases to 100 percent as to the graduates' current job. It implies a sudden shift of work from private businesses to government-owned organizations. Fuscaldo (2013) indicated that individuals are pulled in and stay in government occupations since they realize their boss will deal with them as time goes on, corresponding faithfulness to the association. Organizations cannot bear to guarantee they will deal with their laborers for ten years, not to mention everlastingly, which prompts less faithfulness and higher turnover. The public authority has many rich advantages like annuity plans and medical services that are more extravagant than in a typical privately owned business.

As to initial gross monthly earning, income ranging from PHP 10 000 to less than PHP 15,000 rose to 140.00 percent, while graduates had an income of PHP 20 000 to less than PHP 25,000 also increased up to 800.66%. However, a decreased of 38.46% was recorded on the income ranging from PHP 25 000 and above. It implies an increase in the graduates’ income from their first job to their current job. This implication can also be seen in most respondents’ work status, wherein the majority are regular/ permanent. Numerous school graduates are anxious to look for some kind of employment. However, that first work, self-assertive, can affect the remainder of their vocation. On-going graduates who end up in positions that did not need an advanced education are multiple times as prone to be in such a position five years after, contrasted and the individuals who set their certificate to utilize right aside. It tends to be challenging to break out of that way since bosses may typecast candidates by their latest experience (Nova, 2018).

Table 4. Profile of the Respondents as to Skills acquired in College most Relevant to Present job

Indicators	Proportion	Rank
Communication Skills	73.10	1
Basic Accounting skills	69.20	2
Financial Reporting skills	61.50	3
Human Relations Skills	57.70	4
Information Technology Skills	57.70	4
Analytical Skills	53.80	5
Critical Thinking Skills	53.80	5
Problem Solving Skills	53.80	5
Decision-making Skills	53.80	5
Research Skills	26.90	6

Table 4 shows the respondents’ profile as to skills acquired in College most relevant to the present job. It revealed that communication skills got the highest proportion, equivalent to 73.10%, followed by basic accounting skills of 69.20%, and financial reporting skills of 61.50%, respectively. It implies that indeed College acquired skills help them get through with their present job. As Micabalo et al. (2020a) indicated, graduates’ satisfaction in the university’s performance signifies a balance between Higher Education institutions to Host Training Establishment. This linkage makes a good alignment of teaching and

learning to the actual world after graduation, making students more conducive to landing the best fit in the labor market.

Research capacities got the most decreased degree, equivalent to 26.90%. It derives that graduates did not obtain that much learning in assessment while they were in school. In examining Micabalo et al. (2020a), complexities of investigation among understudies are inevitable during college tenure. However, ways were identified to strengthen graduates' capabilities regarding research skills to align educational plans to an outcome-based approach.

Table 5. Level of Perception on the Proposed Programs to Meet the Demands of the Profession

Indicators	Mean	Interpretation	Rank
Upgrade the facilities.	3.77	Agree	1
Reduce minor subjects.	3.74	Agree	2
Review and update the curriculum and syllabi	3.73	Agree	3
Add more significant subjects.	3.66	Agree	4
Limit the class size to 40 (or less) Students.	3.62	Agree	5
Employ only competent faculty members and continuously train them to update and improve their teaching competencies.	3.56	Agree	6
Implement stricter selective Admission and retention policy	3.24	Moderately Agree	7

Table 5 shows the degree of the impression of the proposed projects to fulfill the profession's needs. The data revealed that to upgrade the facilities got the highest mean of 3.77 was interpreted as Agree. It implies that graduates would like the institution to upgrade its facilities to meet the profession's demands after graduating. Graduates agree to the list of proposed programs except to implement stricter selective admission and retention policy, which got the lowest mean of 3.24 and interpreted as moderately agree. It implies that graduates were mainly satisfied with the admission and retention policy of the department.

As indicated by Schneider (2002), school facilities influence learning. Spatial setups, commotion, heat, chilly, light, and air quality bear on understudies' and instructors' performance capacity. Required are perfect air, adequate light, and a peaceful, agreeable, and safe learning climate. Additionally, to ensure the best fulfillment, the division educators should not dismiss sensible motivations for

relentless quality tutoring improvement endeavors (Micabalo et al., 2020b).

Table 6. Significant Relationship between the Respondents Profile and the Level of Perception on the Proposed Programs to Meet the Demands of the Profession ($\mu = 0.05$)

Variables	Computed Chi-Square	df	Critical Value	Significance	Result
Course & Proposed Program	238.095 ^a	56	74.468	Significant	Ho Rejected
Civil Status & Proposed Program	215.150 ^a	28	41.337	Significant	Ho Rejected
Gender & Proposed Program	77.495 ^a	14	23.685	Significant	Ho Rejected
Employment Status & Proposed Program	155.935 ^a	28	41.337	Significant	Ho Rejected
Length of time to get a job after graduation & Proposed Program	214.932 ^a	42	58.124	Significant	Ho Rejected
Nature of work on the first Job & Proposed Program	86.046 ^a	14	23.685	Significant	Ho Rejected
Nature of work on the current Job & Proposed Program	166.589 ^a	28	41.337	Significant	Ho Rejected
Work Status & Proposed Program	138.183 ^a	28	41.337	Significant	Ho Rejected
Graduate Studies Pursued & Proposed Program	140.204 ^a	28	41.337	Significant	Ho Rejected
Initial gross monthly earning (first Job after College) & Proposed Program	367.295 ^a	56	74.468	Significant	Ho Rejected
Initial gross monthly earning (current job) & Proposed Program	270.003 ^a	42	58.124	Significant	Ho Rejected

Table 6 shows the significant correlation between the Respondents Profile and the Level of Perception on the Proposed Programs to Meet the Profession's Demands. The data revealed respondents' profiles as to course, civil status, gender, employment status, time allotment to find a new line of work after graduation, Nature of work on the first and current job, work status, and graduate studies pursued has a statistically significant correlation (p -value < 0.05) on the graduates level of perception on the proposed programs to be met by the department. It implies that the graduates have significantly affected their perception of the

proposed programs by experienced and professionals, which they think helps make professions relevant to the labor market.

To try not to concede to market influences and the resulting commodification of educating and learning, conscious choices about educational program substance and co-curricular exercises, teaching methods, and the Nature and utilization of learning spaces must be made (Hill et al., 2016). Graduates ought to have the information, abilities, and qualities to empower them to adapt to dynamic work openings. However, through the advantages and limitations points of view, they should likewise comprehend their identity and how they may contribute decidedly to the experience in their neighborhood, local and worldwide networks (Finnemore & Barnett, 2004).

Table 7. Significant Difference on the Respondents Profile by its influence on the Level of Perception on the Proposed Programs to Help Meet the Demands of the Profession (df = 168; $\mu = 0.05$)

Variables	F-value	P-value	Significance	Result
Course & Proposed Program	6.37	0.000	Significant	Ho Rejected
Civil Status & Proposed Program	7.90	0.000	Significant	Ho Rejected
Gender & Proposed Program	9.32	0.000	Significant	Ho Rejected
Employment Status & Proposed Program	24.11	0.000	Significant	Ho Rejected
Length of time to get a job after graduation & Proposed Program	4.15	0.000	Significant	Ho Rejected
Nature of work on the first Job & Proposed Program	11.41	0.000	Significant	Ho Rejected
Nature of work on the current Job & Proposed Program	12.44	0.000	Significant	Ho Rejected
Work Status & Proposed Program	5.18	0.000	Significant	Ho Rejected
Graduate Studies Pursued & Proposed Program	5.74	0.000	Significant	Ho Rejected
Initial gross monthly earning (first Job after College) & Proposed Program	30.57	0.000	Significant	Ho Rejected
Initial gross monthly earning (current job) & Proposed Program	6.49	0.000	Significant	Ho Rejected

Table 7 shows the Significant Difference in the Respondents Profile by its influence on the Level of Perception on the Proposed Programs to Help Meet the Profession's Demands. The data revealed a statistically significant difference

in course, civil status, gender, employment status, and length of time to get a job after graduation, Nature of work on the first and current job, work status, and graduate studies pursued by its association on graduates' perception towards the proposed programs to assist in meeting the demands of professions. It means that each factor has a different contribution to the extent of perception in suggesting programs to help graduates make a practical employment experience after college life.

As per Burick (2014), College understudies have certain assumptions for vulnerability and portability after graduating and make and keep up a way of life assumptions using peers while utilizing authoritative assets as instruments for getting to the work world. Moreover, this specific private College zeroed in on institutional messages of polished methodology, business, and systems administration as essential to life in the labor market is vital. School graduates' increased vulnerability levels might be minimized by expanding earlier openness to the systems administration and internships.

CONCLUSIONS

A balanced connection between educating and learning can unite educators and students, and that instruction and learning can also be united to industries. As competition for graduate jobs increases, students need to consider new ways to set themselves apart from equally qualified and skilled candidates. This examination revealed that communication skills, basic accounting skills, and financial reporting skills are among the essential skills that graduates from the College of Business and accountancy must acquire to serve a spot on the labor market. However, proposed programs such as upgrading the existing facilities are needed to emphasize meeting the profession's demands and increasing viability in the workforce. Furthermore, the investigation uncovered a statistically significant association status, length of time to get a job after graduation, Nature of work on the first and current job, work status, and graduate studies on the degree of enhancement the graduates suggested meeting the demands of the profession. It was also revealed a statistically significant distinction following the respondents' profile when grouped by its influence on the proposed program enhancement suggested by the graduates. The examination inferred that maximizing graduates' employability, the viability of curriculum enhancement and teaching methodologies, and necessary facilities must be concentrated to depict the utmost realization of objectives and goals of the program. Furthermore, a strong

partnership with an internship program can increase educators, students, and industries' alignment.

TRANSLATIONAL RESEARCH

The results of this investigation could be translated into a Curriculum Enhancement Plan, which identifies the importance of determining the appropriate curriculum teaching and learning deliverables to bridge the gap between the institution and the Industry. It could also serve as a guide among other universities to validate and sustain their existing practices.

RECOMMENDATIONS

Based on the outcome of this investigation, an intervention plan is recommended to highly emphasize the importance of upgrading the current facilities of the department, to review and update the curriculum and syllabi, limit class size to 40 (or fewer) students and employ only competent faculty members and continuously train them to update and improve their teaching competencies. Furthermore, it is also recommended to apply the OBE framework to strengthen the outcome-based approach to students teaching and learning. The department also must strengthen its internship program with the existing industries to identify necessary adjustments and alignment following this study's result. Lastly, empower faculty members to strengthen the viability of research skills among understudies.

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