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FOREWORD



Welcome to the 2023-2024 edition of the Bachelor of Science in Accountancy Official Student Research Journal, a testament to the academic excellence and scholarly pursuits of our students at Olivarez College Tagaytay. This annual publication serves as a platform for our budding accountants to showcase their research endeavors, critical thinking skills, and dedication to advancing the field of accountancy.

Within the pages of this journal, you will find a diverse range of research studies, surveys, and publications conducted by our students, each contributing valuable insights and perspectives to the ever-evolving landscape of accountancy. From exploring the relationship between demographic profiles and analytical thinking skills to investigating the impact of study habits on CPA Licensure Examination readiness, the articles featured

here reflect the passion and commitment of our students to excel in their chosen field.

The journey of conducting research is not merely about gathering data and analyzing results; it is a process that nurtures intellectual curiosity, hones analytical skills, and fosters a deeper understanding of complex accounting principles. As readers delve into the contents of this journal, we invite you to appreciate the dedication and hard work that our students have invested in their research projects, guided by their mentors and supported by the academic community at Olivarez College Tagaytay.

I extend my heartfelt congratulations to all the student researchers, faculty members, and staff who have contributed to the creation of this journal. Your passion for knowledge, commitment to excellence, and thirst for discovery are truly commendable. May this publication inspire future generations of accountants to embrace the challenges of research, push the boundaries of knowledge, and make meaningful contributions to the accountancy profession.

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**Research, Survey, and Publication of the
BACHELOR OF SCIENCE IN ACCOUNTANCY
OLIVAREZ COLLEGE TAGAYTAY**

**The Analytical Thinking Skills of Bachelor of Science in Accountancy
Students in Olivarez College Tagaytay**

Amita, James Carlo, Anoba, Justine, Pilac, Alizon Bernadeth

Tubongbanua, Ma. Neca Mae

I. ABSTRACT

Accountancy is one of the top courses in the country, and it has notoriously low passing rates. In order to understand and learn accounting contexts, one must have a high level of analytical thinking (Krakoff, 2020). Thus, most universities and private institutions constantly seek to develop specific areas necessary to improve students' performance and skills in accounting, and one of the aspects that need to be enhanced is their analytical skills. Despite that, several factors still need to be considered or hinder the students in enhancing their skills. The main research objective is to determine the analytical thinking skills of accounting students. A cross-sectional research design was employed in the study, and 66 accountancy students selected through purposive sampling were chosen as respondents. The adapted GAT Analytical Reasoning was used as the questionnaire to measure their analytical thinking skills. Overall, there is no significant relationship between the year level, sex, and analytical abilities of the accountancy students. However, there is a significant correlation between their SHS GWA and their degree of analytical thinking abilities. This may indicate that a student's ability to think analytically may be determined by their SHS GWA.

Keywords: *Analytical thinking skills, Demographic profile, Accountancy students*

II. INTRODUCTION

The main goal of accounting education is to produce competent professionals for society, as per the CHED Memorandum on Revised Minimum Curricular Requirements for Bachelor of Science in Accountancy (2006). Accounting has been the foundation of economic growth for the past decades. It helps the corporate world, enabling stable local and global investments and bolstering financial stability. Accounting, specifically financial transactions, is critical and requires analytical thinking skills, so enhancing these skills is considered a vital aspect of a professional. However, one must acknowledge that Accountancy is one of the country's top courses with notoriously low passing rates. Thus, most universities and private institutions constantly seek to develop specific areas necessary to improve students' performance and skills in accounting, and one of the aspects that need to be enhanced is their analytical skills. According to a survey conducted by Burnett (2003), analytical thinking skills are one of the four essential skills an accountant must possess. It is an ability to conclude from statements, questions, concepts, and other information by breaking down the data given (Prawita et al., 2019). Analytical skills enable the students to understand complex problems by breaking them down and understanding the relationship between the concepts (Bairagya & Joy, 2021; Wendt & Åse, 2015). Culturing these skills can enhance students' capability to obtain, sort, filter, present, and evaluate information.

Several studies have shown the significance of analytical thinking skills. However, there needs to be more consistency in the student's academic performance, which should be considered when enhancing analytical skills. There are also contradictions regarding the significant relationship between analytical thinking skills and their demographic profile due to different

factors. In response to this problem, the researchers will seek the significant relationship between the profiles of the accountancy students' profiles and corresponding analytical thinking skills using the adapted survey questionnaire of GAT Analytical Reasoning with the hypothesis that there is a significant relationship between profile and Analytical thinking skills of Bachelor of Science in Accountancy.

Several variables or factors influence the development of one's analytical thinking. According to Njigwum and Sunny (2021), these include good judgment, the availability of reading materials, good learning facilities, evaluation methods, and many more.

In Montaku's study (2011), the problem lies in high school students in Thailand consistently exhibiting analytical thinking skills below the established standards. It was found that there is a significant relationship between analytical thinking skills and students' academic performance. Moreover, it supports the idea of Al-Mousawi and Al-Hasnawi (2021), which indicates a direct correlation between the academic achievement of fourth-grade physics students and their analytical thinking skills. Meanwhile, in line with the study of Vierra (2014), where the researchers came up with the idea to assess the critical thinking skill levels of students in connection with academic performance, showed a direct relationship as the students demonstrate exceptional proficiency in critical thinking along with their academic achievements due to the grading policies of the school and their practices thereby establishing a benchmark for elevated levels of thought and education.

However, the study by Husain et al. (2012), which investigates the level of critical and analytical thinking skills, unveiled that Malaysian students tend to rely on memorizing, thus decreasing their ability to analyze, which is a factor in the percentage of unemployment continuously growing. It was learned that these students' critical and analytical thinking skills are

at a very moderate level despite their high academic achievement. Educators in Malaysia and Thailand mainly focus on lecturing and memorizing the contexts, leading to serious problems in developing analytical thinking (Aksornnan, 2019). In addition, Ay (2011) aims to know why the senior year students of economic and administrative sciences have comprehension difficulties or do not perceive it in accounting subjects. The reason was that the teaching style was based on memorization. This corroborates with the recent findings of Al-Jubouri in 2020, which revealed that 90% of physics teachers needed to gain prior knowledge of analytical thinking skills and incorporate this assessment into their teaching practices.

As a consequence, the student's capability to think deeply could have been improved. Memorization is a prerequisite when it comes to learning accounting. However, there are other methods of learning. It is part of a whole staircase to improving one's analysis skills.

Demography is also a good factor to consider. A study performed by Gepila et al. (2022), which aims to determine the thinking skills of ABM Senior High School Students at Philippine State University, showed that there was no significant relationship between the level of thinking skills of the respondents and their demographic profile, specifically age and gender. This supports the study of Yurt (2022), which concluded that the students must be exposed to different daily problems and be able to solve them by applying what they have accumulated during the learning phase. That is why one cannot presume that the higher the year level one has, the higher their analytical thinking skills are, as many lower-year students tend to spend more time-solving accounting problems.

However, barriers are inevitable. Social and gender issues also block the opportunity to develop one's thinking ability skills, just like in the "Presence of Female Gender among Students in Graduate Accountancy Programs" in Brazil by Bernd et al. (2017), which shows that females

are lower in quantity when it comes to accountancy graduates. One of the reasons is that even at this time and age, there are still numerous unfortunate countries or regions that experience barriers when it comes to female prejudices in education and opportunities, and Brazil is one of them. Identically, in the study of Nishiyama, Camillo, and Jinkens (2014) on "Gender and Motives for Accountancy, where they were trying to figure out what gender makes up this course along with their motives do students have in taking it found out that gender became disproportionate and this time, women do pursue this course than men mainly for three reasons: locational freedom, social status, and income stability. This study also focused on social and gender stereotypes years and decades ago, such as "women have become aware of the career opportunities now available in a once male-dominated profession" (Mutchler et al., 1987).

That is why one cannot presume that the higher the year level one has, the higher one's analytical thinking skills are, as there are many lower-year students. Different variables are taken into consideration in order to develop one's analytical thinking skills.

With this, the researchers conceptualized the demographic characteristics of accountancy students' Analytical thinking. The theory above of this study reached a common point in supporting the variables indicated.

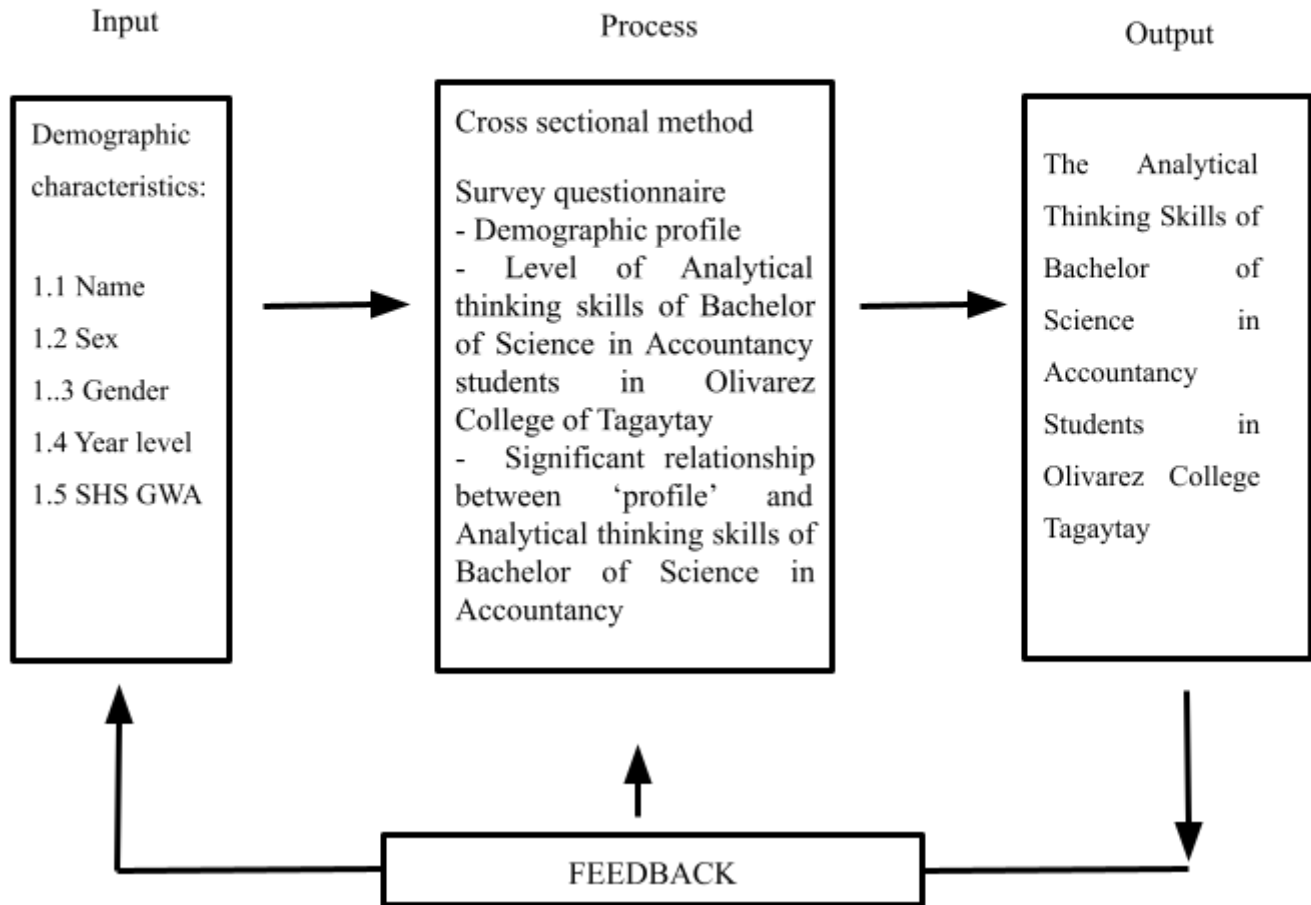


Figure 1. Conceptual Framework

As presented in Figure 1, the input necessary for attaining the research objectives is the respondents' profile. Demographic characteristics consist of name, age, sex, and GWA during their senior high school. As for the process, the study will employ a cross-sectional research design with the aid of research instruments such as questionnaires that will measure the level of Analytical Thinking Skills of Bachelor of Science in Accountancy students. Then, the researchers will analyze whether there is a significant relationship between the demographic profile and Analytical Thinking Skills of Bachelor of Science in Accountancy students.

III. METHODS

Since the study's objective was to determine if there is a significant relationship between the demographic profile of the Accountancy students and their analytical thinking skills, the cross-sectional research design was used. Researchers gathered data from first-year to fourth-year Accountancy students in Olivarez College Tagaytay, the second semester of SY 2023-2024, for 81 students and collected quantitative data to determine the potential relationships between two variables. In addition, we used a purposive sampling technique to select the respondents based on the characteristics they all pursued in the accounting course.

Data were answered face-to-face in a 30-item printed survey questionnaire within 60 minutes. The survey questionnaire form is twofold. The first part contains the respondent's profile—specifically, the name, gender, year level, and GWA during Senior High School. Meanwhile, the second part comprises a 30-item multiple-choice type adapted questionnaire from a book published in 2012 for GAT Analytical Reasoning by Muhammad Arfan Habib. As it is an adapted survey questionnaire, we also asked for the author's confirmation to use the material that he gave. After his approval, we sought confirmation from our adviser and then proceeded with our survey. The model questions are based on the adapted questionnaire that was specifically chosen by a psychometrician.

PART I RESPONDENT'S PROFILE

Name (optional): _____

Gender: _____

Year level: _____

SHS GWA: _____

PART II. ANALYTICAL REASONING QUESTIONS

A journal published three times a year contains exactly three articles, each of a different type, in each issue. Exactly five types of articles are printed in the journal: finance, I.T, marketing, business, and sales force. No article is of more than one type. In choosing articles to publish during the year, the editor adheres to the following conditions:

At least one article of each type must be published each year.

The fall issue of each year always contains marketing.

No issue can include both an I.T and marketing.

No two consecutive issues can each contain salesforce.

At least two issues each year must contain finance.

1. Which of the following can be an acceptable schedule of articles for a year's worth of issues of the journal?

	Winter Issue	Spring Issue	Fall Issue
A	Finance, I.T, Business	Finance, Marketing, Business	Finance, Business, Sale force
B	I.T, Business, Sales force	Finance, I.T, Sales force	Finance, Business, Marketing
C	Finance, Business, Marketing, I.T, Sales force	Finance, Business, Sales force, Finance, Marketing, Business	Finance, I.T, Marketing, Business, Sales Force
D	Marketing, Business, Sale force	Finance, I.T, Business	Marketing, Business, Sale force

Traditional printed questionnaires were utilized instead of Google Forms as the survey is considered an examination type; hence, to ensure credibility, the researchers surveyed under the supervision of an accounting professor.

Moreover, to arrive at a definite interpretation of the findings, the researchers used Percentage Frequency Distribution to determine and analyze the demographic profile of the respondents and the Pearson Correlation Coefficient to know if there is a significant relationship between the demographic profile of the students and their analytical thinking skills.

IV. RESULTS

This chapter is composed of the demographic profile of the respondents, level of analytical thinking skills, and the relationship between the profile and analytical thinking skills of the respondents.

1. What is the demographic profile of the respondents in terms of:

Table 1.1

The demographic profile of the respondents in terms of year level.

Year Level	Frequency	Percentage
1 st year	32	48.5
2 nd year	28	42.4
3 rd year	4	6.1
4 th year	2	3.0
Total	66	100.0

Table 1.1 presents the demographic profile of the respondents in terms of Year Level. This is in line with the research of Cammayo and Gonzales (2022), which shows a massive decline in students as the year level goes up. Thus, reflected in this study where the research respondents are identified to be significantly from 1st and 2nd year students, with the frequency of 32 and 28 or 48.5 and 42.4 percent of the total respondents and 4th year having the least ones which only consists of 2 respondents (3%).

Table 1.2

The demographic profile of the respondents in terms of sex.

Sex	Frequency	Percentage
Male	19	28.8
Female	47	71.2
Total	66	100.0

Table 1.2 presents the demographic profile of the respondents according to their sex. Among 66 respondents, 47 (71.2%) are females and 19 (28.8%) are males. Regarding sex, females account for a higher percentage of Bachelor of Science in Accountancy students. From the findings, it can be inferred that female students have a significant lead over the number of male counterparts regarding its distribution to the Accountancy department in Olivarez College Tagaytay. This is supported by the study of Nishiyama, Camillo, and Jinkens (2014), which

shows that women pursue this course more than men. However, in contrast, Bernd et al. (2017) determined that females are lower in quantity when it comes to accountancy graduates.

Table 1.3

The demographic profile of the respondents in terms of SHS GWA.

SHS GWA	Frequency	Percentage
98.3	1	1.5
98	1	1.5
96	4	6.1
95.05	1	1.5
95	6	9.1
94	7	10.6
93.4	2	3
93.3	1	1.5
93	6	9.1
92.5	1	1.5
92.21	1	1.5
92	7	10.6
91	4	6.1
90	7	10.6
89	6	9.1
88	8	12.1
85	1	1.5
84	1	1.5
80	1	1.5
Total	66	100

Table 1.3 presents the Senior High School General Weighted Average (SHS GWA). According to the table, 8 (12.1%) out of 66 have a grade of 88, which has the highest frequency. This is followed by grades 94, 92, and 90, which each comprised seven respondents. In addition,

most students have high GWA, which indicates that their academic performance was good and could indicate their analytical thinking skills.

2. What is the level of Analytical thinking skills of Bachelor of Science in Accountancy students in Olivarez College of Tagaytay?

Table 2

The Level of Analytical Thinking Skills of Bachelor of Science in Accountancy students in Olivarez College Tagaytay.

Score	Equivalent		Frequency	Percentage
29-30	95	Exemplary	0	0
28	93	Excellent	0	0
26-27	90	Highly Superior	0	0
24-25	88	Superior	0	0
23	85	Very Good	0	0
21-22	83	Good	0	0
19-20	80	Average	0	0
17-18	78	Passed	2	3.03
15-16	75	Passed	2	3.03
13-14	73		4	6.06
11-12	70		8	12.12
8-10	68		18	27.27
6-7	65		14	21.21
3-5	63		13	19.70
1-2	60		5	7.58
Total			66	100
Average Score =	7.90			

Legend: OLSAT

The findings of this research question were analyzed based on the scale components that garnered the greatest percentage values.

As shown in Table 2 below, only 4 out of 66 respondents reached the passing mark of 15-17, equivalent to 75 and 78, respectively. Both ranges have two respondents with a passable level of analytical thinking skills. Moreover, the respondents did not get a score higher than the passable marks but only with the highest frequency of 27.27% or 18 respondents for the scores between 8-10 out of 30 items. These findings are reflected in the study of Aksornkan in 2019, who argued that lecturing and memorizing as teaching methods are some of the main reasons why analytical thinking skills are underdeveloped, as is also happening in our country in the present times.

3. Is there a significant relationship between profile and Analytical thinking skills of Bachelor of Science in Accountancy?

Table 3

Pearson r correlation Between Analytical Thinking Skills of Bachelor of Science in Accountancy students and their Demographic Profile.

	Demographic profile		Decision
Analytical thinking skills of Bachelor of Science in Accountancy	Year Level		
	Pearson Correlation	-.001	
	Sig. (2-tailed)	.994	Accept Null
	Gender		
	Pearson Correlation	.207	
	Sig. (2-tailed)	.103	Accept Null
	SHS GWA		

Pearson Correlation	.292	
Sig. (2-tailed)	.017	Reject Null
N	66	

Legend: P-value <.05 reject null hypothesis

The researchers employed the Pearson correlation coefficient to assess the linear relationship between the analytical thinking skills of the Bachelor of Science in Accountancy and the demographic profile, considering the year level, sex, SHS GWA, and analytical thinking skills of the Bachelor of Science in Accountancy.

Table 3 illustrates that for the year level and gender, the data revealed that the p-value is greater than .05; therefore, the null hypothesis is accepted; there is no significant relationship between analytical thinking skills and the profile of the respondents in terms of year level and gender. This may imply that year level and gender are not associated with BSA students' analytical thinking skills. This is supported by the study of Gepila et al. (2022), which concluded there was no significant relationship between the level of thinking skills of the respondents and their demographic profile, specifically gender. Yurt (2022) further verified the study and found out that the year level of a student has nothing to do with their analytical thinking skills.

While the computed p-value of SHS GWA and analytical thinking skills of BSA was less than .05, the null hypothesis is rejected. Thus, the researchers found a significant relationship between the analytical thinking skills of BSA students and their SHS GWA. This may imply that the SHS GWA can predict their analytical thinking skills. This contradicts the findings of Husain et al. (2012), who identified that despite the student's high academic achievement, their analytical thinking skills are still moderate. However, the present findings confirm the findings from Montaku (2011), which proves a similar outcome that there is a significant relationship between analytical thinking skills and students' academic performance.

V. DISCUSSION

The fulfillment of the study is anchored on the core objective of determining the analytical skills of Bachelor of Science in Accountancy students at Olivarez College Tagaytay. Specifically, to (1) describe the demographic profile of the students in terms of their name, year level, gender, and SHS GWA, (2) determine the level of analytical skills of the respondents, (3) determine whether there is a significant relationship between the demographic profile and analytical thinking skills of the respondents (4) recommendations to be proposed.

The researchers conducted their survey by disseminating the questionnaire to the respondents during their vacant hours and were required to have a proctor since this data gathering was an exam-type question. The total number of respondents should have been 81; however, due to the conflict of schedules, especially for the higher years, they only managed to collect 66 responses from the lower years and a few from the higher years.

Based on the result of the demographic profile of the respondents in terms of year level, most of the respondent's population came from the first year. Accordingly, Cammayo and Gonzales (2022) state that there is a massive decline in students as the year level goes up. This program includes a Qualifying Examination every year, and certain grade averages must be maintained to remain in this program. As regards the sex of the respondents, the majority of the respondents are female. In line with this, the study of Nishiyama, Camillo, and Jinkens (2014) shows that women pursue this course more than men. However, in contrast, Bernd et al. (2017) determined that females are lower in number regarding accountancy graduates. Moving on to the demographic profile of the respondents based on their SHS GWA, the study showed a direct relationship with their general weighted average and analytical thinking skills. In addition, most

students have high GWA, which indicates that their academic performance was good, which could indicate analytical thinking skills.

Shifting the focus to the respondents' analytical skills, it is shown that their level of analytical skills is relatively low since only a few respondents have a passing score. This is according to the study of Aksornkan in 2019, who argued that lecturing and memorizing as a teaching method are some of the main reasons analytical thinking skills are underdeveloped, as is also happening in our country today.

For the relationship between the demographic profile and the analytical thinking skills of the respondents, it was found that there was no significant relationship between the analytical thinking skills and year level and gender of the respondents as the p-value is greater than .05, which signifies that the null hypothesis is accepted. The study conducted by TGepila et al. (2022) concluded there was no significant relationship between the level of thinking skills of the respondents and their demographic profile, specifically gender. Yurt (2022) further verified the study and found out that the year level of a student has nothing to do with their analytical thinking skills.

However, it is revealed that there is a significant relationship between the profile of the respondents in terms of SHS GWA and analytical thinking skills as the p-value of the SHS GWA of the respondents is less than .05. Although this finding contradicts the findings of Husain et al. (2012) who identified that despite the student's high academic achievement, their analytical thinking skills are still at a moderate level. On the other hand, the result of this study is similar to that of Montaku (2011), which proves a similar outcome. There is a significant relationship between analytical thinking skills and students' academic performance.

Based on the findings, the researchers came up with the following conclusions:

The researchers concluded that most of their respondents come from lower year levels due to the conflict between the schedules of the third and fourth years. Their absence was due to their fourth year of being enrolled in a review center and their third year of having their internship. The researchers concluded that the respondents' low level of analytical thinking skills has no significant relationship with their year level and sex. The researchers concluded that the SHS GWA of the respondents can predict a low level of analytical thinking skills.

It should be noted that only first- and second-year students can take the researchers' survey. Due to the schedule conflict, the junior and senior year students could not take the survey, especially the juniors, due to their internship and the seniors for their Review Center in Manila. This research only includes the SHS GWA of the respondents; it should be noted that their strand during senior high school is not a variable in their demographic profile. Furthermore, the researchers use a preselected questionnaire by the psychometrician to measure the level of analytical thinking skills of the respondents and not the author, who is more familiar with its instrument. Thus, there is a possibility that the chosen questions are not appropriate for the students' level. It was selected from GAT Analytical Reasoning by Muhammad Arfan Habib 2012.

In addition, the researchers can simply determine whether students have low or high levels based on the findings but not the reasons or factors that contributed to their results.

After analyzing the result of this study, the researchers recommend the following to improve the students' analytical thinking skills. First, the senior high school strand and their general weighted average should be considered as an admission policy for the incoming first-year accountancy students since, based on the result, there is a direct relationship between SHS GWA and analytical thinking skills. In assessing the level of analytical thinking skills of

accountancy students, it is recommended that higher-order thinking skills (HOTS) be considered during the qualifying exam to increase the level of analytical thinking skills of accountancy students. Future researchers may include accounting-related problems as a research instrument that could properly evaluate and assess the level of analytical thinking of the accountancy students and seek the possible factors that affect low-level analytical thinking skills. Future researchers may also look for other analytical thinking questionnaires suitable for their respondents' level.

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**Study Habits and CPALE Readiness: Correlational Insights among Graduating BS
Accountancy Students from Selected Schools in Cavite**

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I. ABSTRACT

Accountancy is a difficult area of study in the Philippines, where advancement requires passing the qualifying and annual comprehensive examinations. Bachelor of Science in Accountancy (BSA) is often a four-year program that prepares students for accounting information systems, governmental, and corporate accounting, among others. Students are taught fundamental and advanced accounting procedures, concepts, and principles. This study aims to determine the preparedness level of graduating BS Accountancy students from specific schools for the CPA Licensure Examination in terms of academic, personal, financial, and social preparedness. This issue is significant since it aims to evaluate students' readiness levels and identify areas they may need to improve to increase their chances of passing the CPALE successfully. A Quantitative Descriptive method was used to determine the preparedness levels of Graduating BS Accountancy students for the CPA Licensure Examination. After a comprehensive analysis of the findings from the distributed survey, it is evident that most respondents are ready in terms of the cognitive and affective domains. More precisely, students have maintained effective study habits throughout their accounting courses, motivated by the goal of the majority to achieve CPA certification. Students recognize that prioritizing their academics may ensure they are emotionally ready to finish tasks for review effectively. Most students are financially stable and willing to spend on study materials to prepare for the board exams. However, most of them still need a higher score on their review assessment, indicating that the readiness level does not ensure a passing grade. Furthermore, using an independent sample t-test revealed that neither school had a significant difference in the student's level of preparedness. Therefore, the researchers suggested that students should continue to exert additional effort and maintain a

high degree of preparation.

Keywords: *Level of Readiness, CPA Licensure Examination, BS Accountancy, Graduating students.*

II. INTRODUCTION

Accountancy is widely recognized as one of the most challenging courses in the country. In order to progress in the course, students must pass both the qualifying and yearly comprehensive tests. Failure to do so may lead to students being expelled or transferring to a different program. The Bachelor of Science in Accountancy (BSA) is a four-year degree program provided by universities and institutions for individuals seeking a career in accountancy and associated subjects. According to the Chief Audit Executive department (n.d.), the BSA program prepares students for entry into various fields in accountancy, including corporate accounting, accounting information systems, and governmental accounting, as well as entry into graduate programs such as law. It also equips students with basic and advanced accounting concepts, principles, and procedures. In addition to doing accounting functions for business enterprises, the students are prepared for public accounting after passing the licensure examination. Thus, finishing the degree is just half the battle. The Certified Public Accountant Licensure

Examination (CPALE) is the final ingredient of the recipe. It is an assessment intended for BSA graduates to test their competency in financial accounting and reporting, advanced financial accounting and reporting, taxation, auditing, management advisory services, and regulatory framework for business transactions. According to Cruz (2019), the Philippine Accountancy Act of 2004 requires prospective CPAs to take a written technical examination to assess their proficiency and evaluate if they are qualified for the profession as part of the Philippines Regulatory Commission's (PRC) jurisdiction to supervise the various professions in the country.

Hence, the CPALE is an exclusive examination designed only for accountancy degree programs. According to the Professional Regulation Commission, it scored 5 out of 10 and is regarded as one of the toughest licensing exams. Most sources describe the difficulty level of the CPA Licensure exam based on the low-performance ratings achieved by the examinees. Perez (2015) stated that Practical Accounting 2, Practical Accounting 1, and Auditing Theory are considered difficult among the examinees, while Lianza (2016) found out that the examinees needed to be stronger in Auditing Theory (AT) and Business Law and Taxation (BLT). On the other hand, a simulated model of Tamayo et al. (2014) revealed that the scores of management and services, auditing problems, audit theory, business law and taxation and accounting problems have strong board outcome effects while the theory of accounts and accounting problems showed no statistical significance. The Certified Public Accountants (CPA) license examination is often regarded as the ultimate assessment of competence and excellence for prospective accountants. Accounting schools and their reviewers consider this a widely accepted measure of their educational success based on high pass rates and the accomplishments of their top students.

Before sitting for the CPA board examination, students must complete a series of tests as reviewers and exam preparation. One of these tests was the pre-board exam, which several

review centers gave. Pre-boards are equivalent to board examinations, except they are administered in schools. The test format and question level are frequently comparable to board exam requirements (Chauhan, 2019). The rating on these exams is usually used as a student performance indicator. Determining whether a high rating on mock board tests can imply success with CPA licenses is vital. Enrolling in CPA review centers has been standard procedure for increasing one's chances of passing the difficult CPA license exams (Bote et al., 2022). Given this, the licensure examination requires significantly more time and effort, given the information the candidate must acquire and understand.

According to a study conducted by Dotado-Maderazo and Ercia (2017), a pre-board can be a helpful diagnostic tool for graduates to identify their strengths and weaknesses before taking the board exam. A summary of the areas where students' studies should be focused on improving when they obtain a low score is found on mock boards. Furthermore, the pre-board was successful in instructing students. According to the students, the exam exposed them to a test framework that helped them prepare for the Licensure Examination and encouraged them to study for the national board (Dadian et al., 2020). Several links also agreed that pre-board exams positively link to actual CPALE. Stewart et al. (2021) state that evidence links board test performance favorably with mock exams. The same conclusion was reached in the study of Camba et al. (2015), which stated that those who did well on the mock board exams also scored well on the licensing examination.

Furthermore, according to most accountancy graduate respondents in Herrero's (2015) report, aligning the complexity of pre-board or mock board tests with the CPA board examination is one way to improve performance on the CPA licensing examination. Finally, Montemayor et al. (2019) found that, although it is for instructors, performance on a simulated

exam significantly impacted performance on the real licensure exam. While some may think there is no necessity for a pre-board exam before the boards, its primary purpose is to help students evaluate their readiness and get comfortable with question types found on the boards. Pre-boards are employed to evaluate their performance. Students can utilize the pre-boards to keep track of their progress. Board exam blueprints are in pre-board exam questions (Chauhan, 2019).

Historically, Valcarcel (2018) mentioned in her article from Business Mirror that the highest passing rate for the CPA Licensure Exam was 61 percent (20/33) in 1942, followed by 55 percent (16/29). In 1943, half of 24 individuals passed in 1945. However, during this period, the number of examinees was fewer than 50. Meanwhile, when the number of examinees reached more than thousands, the highest recorded result was during the October 2010 examination, with 48.36 percent of 3,973 out of 8,216 passed.

However, as of May 31, 2023, the PRC announced 2,239 new CPAs out of 7,376 takers. An equivalent of 30.36%, slightly higher than the passing rates of the previous years. Also, The Professional Regulation Commission (PRC) announced that 2,740 out of 8,734 (31.37%) passed the Licensure Examination for Certified Public Accountants by the Board of Accountancy last September 2023. According to data from the Professional Regulations Commission (PRC), numerous colleges and universities that offer the BSA program showed subpar passing rates. This includes prestigious academic institutions in the country. The poor national passing rate of the CPALE has become a significant cause for concern among all schools in Cavite that provide an accountancy program. The issue of the decreasing tendency of CPA According to several surveys, the license examination in the subject of accounting is often regarded as one of the most demanding and tough government licensure exams due to its extensive scope and depth of

knowledge required (Dimaculangan & Tun, 2016; Fang-asan, 2016; Oliva et al., 2017; Perez, 2015). This observation can be attributed to the comparatively low passing rates at both the local and national levels (Herrero, 2015). The level of difficulty of the CPA Licensure Exam can also be attributable to its substance, as research indicates (Perez, 2015). Valcarcel (2018) blamed many topics and outdated curriculums of the accountancy program for such a low passing rate.

For this reason, several accountants who belong to the academic sector are calling for improving accounting education to address the problem; however, there are arguments that the competence of accounting professionals is proven to be maintained by the low national passing rate (Corcuera, 2023). While the latter statement is undeniably true, accounting education reform must also be considered to resolve the issue. This issue goes beyond the academic domain and immediately impacts the ability of the mentioned college to adequately equip its students for the specific requirements of the job market in Cavite and its surroundings.

Lianza (2016) revealed in his study that establishing an effective curriculum and instruction should complement the kind of graduates a university produces. These graduates, who have spent four to five years studying theories and concepts, should be intellectually and psychologically ready to enter the workforce. The licensing exams are the first obstacle to overcome. This is because the graduates' success on the licensing exams serves as the gold standard for evaluating the caliber of graduates and the efficacy of a university's instruction. Therefore, Calma (2020) recommended a re-evaluation of the course syllabi used by accounting professors and in-house CPA reviewers of schools, particularly in board exam subjects in which students perform poorly. The different course syllabi of schools must be based on the established syllabi of the Professional Regulation Commission and Board of Accountancy. Apart from this, Calma suggests that accounting professors and CPA reviewers must be aware of the sections

where students' performance is weak and that schools must be stricter in implementing admission and retention policies, which should be reviewed regularly. The practice of administering diagnostic exams and pre-board and final board examinations, re-assessment of teaching methodologies and techniques of professors and reviewers, accountancy program benchmarking with highly performing institutions in the CPA Licensure Examination, and giving students words of encouragement, are found to be effective as well to increase the passing rates of schools in the CPA board examination.

Before entering the workforce as a CPA, students must embark on their CPALE journey after obtaining their bachelor's degree and passing the examination. Their level of preparedness in terms of academics, emotional status, financial status, and social environment all significantly impact them in taking the CPA Licensure Examination, as stated in the study by Castelo et al. (2021). Since most accounting students want to become CPAs, they are often engaged in their classes, especially during accounting classes; they have enough emotional preparation to feel that they can succeed if they put their minds to their studies; most of them are also financially stable and are willing to invest in study materials in order to be better prepared for the board examination. Additionally, the support of their families and friends can enhance the student's social welfare, encouraging them to take the CPALE (Castelo et al., 2021).

Many accountancy students need help accessing various accounting materials due to financial problems. Materials such as books and reviewers are often expensive and accessible only when purchased. Enrolling to review schools is even more expensive, so some students are torn between getting a job first and prioritizing the CPALE to acquire the CPA title after their names as soon as possible once accounting degrees are attained. According to Boyd (2021), as someone who lives in a state that can take the CPA Licensure Examination after college

graduation, taking the CPALE is worth the risk. The general norm is that one should take the examination immediately after graduation since passing the CPALE can help open new doors for accounting graduates. By doing so, students prove that they are confident, committed, and knowledgeable enough to take the examination and also financially capable since they need to invest many resources to prepare themselves for the examination better.

According to the study conducted by Calubayan (2020), those who take the CPA board exam for the first time have outstanding review preparation before the licensure examination compared to repeaters. They adopted the approach of studying more intelligently and concentrating more on difficult subjects. Conversely, repeaters used textbooks as a reference whenever they encountered difficult problems, while non-passers believed it crucial to use various strategies when studying for the board. Moreover, several people felt they needed more confidence when asked questions or discussed unfamiliar topics. Some of the examinees' most important issues before and during the examination were personal, such as difficulty focusing and managing the review discussions. The absence of adequate family support financially and emotionally was the least of their worries.

Students who combine a positive outlook on accounting with productive study techniques may eventually pass the CPALE and receive higher grades (Castillo, 2017). One strategy to support and academically motivate an accounting student is to offer guidance and encouragement (Coe, 2016). According to Coe's research, students' intentions to take the exam can be positively influenced by having access to a CPA role model. First-year students should also be passionate about what they do because their enthusiasm for accounting will be the key to their success in the industry, regardless of how important other factors may be. Additionally, students need to improve in Practical Accounting, which can be linked to a lack of practical experience with the

real-world applications of accounting. However, a strong academic record, a positive outlook, and efficient study techniques typically guarantee passing the CPA board exam (Castillo, 2017).

Given this localized perspective, the study's primary objective is to comprehensively explore the readiness level among graduating students enrolled in the Bachelor of Science in Accountancy for the CPA licensure examination. The primary focus on the locale strengthens the justification and logic for this research, emphasizing the urgency of customizing educational practices to effectively tackle the specific requirements and challenges students face in this geographical location. Furthermore, the problem is of significant concern due to the key purpose of assessing students' preparedness level: to identify the areas in which students may have needed more to pass the CPALE successfully.

The Theory of Connectivism (Siemens, 2004) is yet another theory that contributes to the findings of this research. This theory explains how new information can be generated from previous experiences and an existing understanding of a subject. Its primary purpose is to facilitate an understanding of the method of education by connecting to and contributing information to a community of learners, such as review centers. When all of the 'nodes' in a network link with one another, it creates new knowledge patterns because of those relationships' collective nature. Knowledge formation occurs on a scale larger than the level of each human actor, and it is dynamic and ever-evolving. Although official bodies may and ought to 'plug in' to the world of continuous data flow to derive meaning from it, the knowledge in networks must be managed or developed by any of these organizations. Knowledge in Connectivism is an inconsistent and ever-changing phenomenon because nodes can appear and disappear anytime, and information can move freely across interconnected networks with various other networks.

Educators commonly utilize this strategy because instructors are the main knowledge

producers in a classroom. An aspiring CPA Board candidate acquires new knowledge through practical experiences and authoritative sources such as universities, colleges, and review centers. This research examines respondents' preparations to take the CPA Board exam and their thoughts regarding the exam. As a result, the research investigates the learning method through one's experiences and connections with other learning community members.

This study was conducted to determine the Level of Readiness among Graduating BS Accountancy students from Selected Schools for the CPA Licensure Examination.

Specifically, this study sought to find answers to the following:

1. Demographic profile of the respondents
 - 1.1 Age
 - 1.2 Gender
 - 1.3 University / College
2. Determine the level of readiness in taking the licensure exam of graduating accountancy students in terms of:
 - a. Academic preparedness,
 - b. Financial preparedness,
 - c. Personal preparedness
 - d. Social preparedness
3. What are the study habits of the respondents according to their readiness in preparing for the CPALE?
4. Is there a significant difference between the study habits and academic performance of the respondents?

Hypothesis

A. Null hypothesis

- a. The Level of Readiness of a Graduating BS Accountancy student has no significant impact on Low National Passing Rate for Accountancy Students
- b. There is no significant difference between the study habits and academic performance of the respondents

III. METHODS

This chapter describes the research methodologies applied in the study, including the research design, population and sampling, research respondents, sampling techniques, data gathering procedures, research instruments, test of validity and reliability, and the statistical treatment of data.

This study is designed as a quantitative study. The researchers utilized a descriptive study design to gather information regarding the Study Habits and CPALE Readiness: Correlational Insights among Graduating BS Accountancy students from Selected Schools in Cavite. The descriptive research design includes the acquisition of information employing questionnaires. The questions were administered online using Google Forms, a digital platform that allowed easy access to responders in faraway areas. The researchers analyzed the survey data and utilized it to enhance the research study.

In this study, the primary data collected directly from graduating students of Emilio Aguinaldo College – Cavite (EACC) and Olivarez College – Tagaytay (OCT) was the primary source for this research. The responses obtained through survey questionnaires provided firsthand insights into the students' readiness for the CPA Licensure Examination. In addition, secondary data, sourced from existing studies, academic journals, and similar literature, complemented and supported the primary data. These secondary sources did provide valuable

context, theoretical frameworks, and comparative data to enhance the analysis and interpretation of the primary data.

The study on hand is both descriptive and quantitative. The data collected for this research took the form of numerical responses. Responses from the survey questionnaires were assigned numerical values for analysis, allowing for the quantification of students' readiness levels. The numerical data was subjected to statistical analysis to draw meaningful conclusions.

The population of the study is the graduating college students from different colleges and universities in Cavite, particularly Emilio Aguinaldo College – Cavite (EACC) and Olivarez College – Tagaytay (OCT). The research is focused on graduating college students from the said colleges and universities to observe if there is a significant difference in the readiness of CPALE takers of both schools. The study respondents were grouped according to their respective schools, and 18 respondents were chosen through a cluster sampling method to ensure that each subgroup within the population received their proper representation in the sample.

Control Procedure

1. **Preparation Stage**—The researchers sought approval from their adviser to conduct a survey as soon as possible. After that, they made a Letter of Approval and passed copies to the heads of the BS Accountancy department of various universities and colleges within Cavite.
2. **Data collecting stage:** After the department heads' approval, the researchers distributed the survey questionnaires to the graduating students through Google Forms. The participants were expected to answer the questionnaires.

3. **Data Analysis Stage**—The researchers utilized descriptive statistics to summarize the data and find patterns. They collected and tabulated the data. Thereafter, they interpreted the gathered data based on its implications.

A survey questionnaire was administered to graduating BS Accountancy students from the mentioned schools to assess their readiness for the CPA Licensure Examination. The questionnaire was designed with Likert-scale questions to quantify the students' level of readiness. In this connection, the survey questionnaire was administered digitally through Google Forms. Further, this questionnaire was conducted to a sample size of approximately 18 respondents.

The modified-adopted questionnaire was used as the main instrument in data collection and measured using a Likert scale. As stated in the revised article authored by Bhandari and Nikolopoulou (2023), survey research frequently employs Likert scales to scale responses. These scales offer respondents a selection of potential responses. For this study, a frequency measurement with corresponding weights will be used by the researchers, with four being the highest and one being the lowest, as shown below:

4 - Strongly Agree

3 - Agree

2 - Disagree

1 - Strongly Disagree

To arrive at a definite interpretation of the findings, the researchers set hypothetical scores and mean ranges for the scale. The following hypothetical scores and mean ranges were assigned for the scale indicating the level of readiness among graduating accountancy students from selected schools to take the licensure examination.

Table 1

The level of readiness in taking the licensure exam of accountancy students in terms of their academic performance on the pre-board examination.

Response	Interpretation
4.21 - 5.00	Very Ready
3.41 - 4.20	Somehow Ready
2.61 - 3.40	Moderately Ready
1.81 - 2.60	Not so Ready
1.00 - 1.80	Not Ready

The following hypothetical scores and mean ranges were also assigned for the scale indicating the level of readiness among graduating accountancy students from selected schools in taking the licensure examination in terms of (1) cognitive domain, which only includes study habits and (2) affective domain which includes financial, social, and personal preparedness.

Response	Interpretation
3.26 - 4.00	Very Ready
2.51 - 3.25	Ready

1.76 - 2.50	Not so Ready
1.00 - 1.75	Not Ready

This section of the paper also shows the statistical techniques utilized for the data obtained from the survey questionnaire. The questionnaires distributed to the respondents were collected, analyzed, and interpreted.

Percentages of responses were computed to determine the proportion of a part to a whole such as the given number of respondents about the entire population. It was used in the demographic profile of the respondents.

Weighted Mean. The weighted mean was used to get the overall result of the Likert survey questionnaire. The weighted mean is a method for calculating the average value of data. It is commonly used in statistics when the questionnaire uses a scale and when considering some data values more important than others.

The formula for the weighted mean is shown below:

$$XM = \frac{fW}{N}$$

Where:

XM = weighted mean,

f = frequency of the number of responses,

W = weight of category responses,

N = Total number of responses

Frequency Count and Percentage Distribution. This tool was used to determine the demographic profile of the respondents.

Standard Deviation. In this study, the extent of dispersion can be measured through the standard deviation. A greater degree of dispersion results in a more significant standard deviation value. The computation of the standard deviation in this study is as follows:

Formula:

Where, N = Number of observations X = Expected return of the historical data

Independent Sample T-test. The Independent Sample T-test was used to make a comparison of two sample means from unrelated groups. For instance, this tool was utilized by the researchers to determine if there is a significant difference in the level of preparedness of graduating accountancy students of College 1 and University 1.

IV. RESULTS

This chapter comprises the analysis, presentation, and interpretation of the findings resulting from this study and focusing on the research problem regarding the Level of Readiness among Graduating BS Accountancy students from Selected Schools in Cavite for CPA Licensure Examination.

Table 1.1

The profile of the respondents in terms of age.

Age	Frequency	Percentages
18 – 21	5	27.8 %
22 – 25	12	66.7 %
26 – 29	1	5.6 %

Total	18	100.0
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Table 1.1 The data shows the respondents' age profiles. Frequency counts and percentages were utilized to determine the age group of the respondents. The data reveal the majority and minority of the respondents. This shows that within the age group 22 to 25, with the frequency of 12 or 66.7% of the total respondents, most graduate students willingly took the mock board exam. At the same time, the minority is the age group of 18 to 21, with a frequency of 5 and a percentage of 27.8 of the total respondents, and the age group of 26 to 29, with a frequency of 1 and a percentage of 5.6 of the total respondents. The high occurrence of participants aged 22-25 in accountancy surveys may indicate that this age range mainly comprises people in their last year of undergraduate or postgraduate accounting studies. This is a crucial point in their academic path, where they are probably getting ready to enter the workforce or pursue additional education, such as professional certificates. The high concentration of fourth-year respondents highlights the significance of comprehending the viewpoints and priorities of soon-to-be graduates as they embark on their journey into the accounting field.

Table 1.2 Gender

The profile of the respondents in terms of gender

Gender	Frequency	Percentages
Male	3	16.7 %
Female	15	83.3 %
Total	18	100.0 %

Table 1.2 depicts the respondent's profile in terms of gender. It reveals that the total respondents comprise more females than males, with a frequency of 15 and 3, or 83.3% and 16.7%, respectively. The frequency count and percentage were incorporated when arriving at this data. Regarding gender, the BSA program is dominated by female students rather than male students. This finding is consistent with an article written by Miller (2018) saying that in regions such as Asia Pacific and the developing world in particular, the vast majority of entrants into the accountancy profession are now very much tipped in favor of females. The growing number of women accountants and their ever-growing influence is most evident among students and members of the Association of Chartered Certified Accountants (ACCA) in Singapore, where a staggering 75% are female.

Table 1.3 University / College

The profile of the respondents in terms of university/college

College/University	Frequency	Percentages
College 1	10	55.6 %
University 1	8	44.4 %
Total	18	100.0 %

Table 1.3 shows the respondents' profiles regarding university/college. The respondents of College 1 have a total of 10 out of 18, which is equivalent to a percentage of 55.6%. On the contrary, the respondents of University 1 only have a total of 8, with a percentage of the remaining 44.4% to make up for the overall percentage of 100%. The distribution of respondents between College 1 and University 1 suggests potential differences in demographics, educational backgrounds, or interests between the two groups.

Table 2

The level of readiness in taking the licensure exam of accountancy students in terms of academic preparedness.

Pre-Board Exam	100% – 91%	90% – 81%	80% – 71%	70% – 61%	60% and below	Mean Score	V.I.
1. Taxation (TAX)	0	4	5	7	2	2.61	MR
2. Regulatory Framework for Business Transaction (RFBT)	2	2	4	8	2	2.67	MR
3. Auditing Theory/ Problem	1	3	5	8	1	2.72	MR
4. Management Advisory Services (MAS)	2	3	4	7	2	2.78	MR
5. Financial Accounting and Reporting (FAR)	1	4	4	8	1	2.78	MR
6. Advanced Financial Accounting and Reporting (AFAR)	2	2	6	6	2	2.78	MR
Level of Readiness in terms of Academic Preparedness						2.72	MR

Legend:

- 4.21 – 5.00 = *Very Ready*
- 3.41 – 4.20 = *Somehow Ready*
- 2.61 – 3.40 = *Moderately Ready*
- 1.81 – 2.60 = *Not So Ready*
- 1.00 – 1.80 = *Not Ready*

In general, Table 2 shows the level of readiness of accountancy students in terms of academic preparedness in taking the licensure exam, which obtained a weighted mean of 2.72 with a verbal interpretation of "Moderately Ready." Among the six board exam subjects, MAS, FAR, and AFAR all got the highest mean score of 2.78. This implies that most respondents did well on the subjects during their pre-board examination. On the other hand, most of them were struggling with taxation, and the result revealed that it got the lowest mean score of 2.61, implying that the respondents need to study better and practice problem-solving more frequently to improve their performance on this subject. Regarding the results, Patelkhana (2019) stated that students need to assess their performance on pre-board tests to identify the courses or areas that need improvement and to create a plan to take action in those areas. Pre-board exams provide a great way for students to assess their level of readiness. These are a great way to assess one's readiness for the board exam; ignoring them is an enormous mistake.

Table 3

The level of readiness in taking the licensure exam of accountancy students in terms of financial preparedness.

Financial preparedness		
1. My family is willing to help me with the costs of studying for the CPA exam.	3.56	V.Ready
2. I have the financial means to pay for the licensing exam.	3.00	Ready

3. In order to take the license exams, I am accumulating money for my future financial requirements.	3.11	Ready
4. I am ready to spend on study materials for the CPA license examination, such as review books and a review center.	3.33	V.Ready
5. I have a scholarship from another person that can help me with the costs of studying for the Board Exam.	2.00	NSR
Level of Readiness in terms of Financial Preparedness	3.00	Ready

Overall, *Table 3* shows the level of readiness of Accountancy students in terms of financial readiness in taking the Licensure Exam, which obtained a weighted mean of 3.00 with a verbal interpretation of “Ready.” The highest indicator has a mean score of 3.56 with a verbal interpretation of “Very Ready,” which implies the respondent’s family is willing to help them with the costs of studying for the CPA exam. The last and lowest indicator, which obtained a 2.00 with a verbal interpretation of “Not So Ready,” indicates that most respondents do not have a scholarship from another person who can help them with the costs of studying for the Board Exam. According to Borracho (2022), financial challenges are one of the most challenging aspects for those planning to take the CPA Licensure Examination. The course requires several years of time, dedication, and financial stability. Undergraduate students need accounting materials such as books, reviewers, and lectures to survive the course.

Consequently, students from low-income families often encounter this kind of challenge, especially those who work to support their school expenses. After graduation, it will still be costly, as accounting students are expected to attend review centers, which may be beyond their budget. This may cause financial problems for some of them; however, they need it to become more prepared for the examination.

Table 4

The level of readiness in taking the licensure exam of accountancy students in terms of social preparedness

Social Preparedness		
1. I feel that my social support system will help me prepare for the CPA licensure exam.	3.11	Ready
2. For the licensure examination, I prefer to study with close friends.	3.00	Ready
3. My family and friends provide me with all of the assistance I require to pass the licensure examination.	3.33	V.Ready
4. Asking for advice from a Certified Public Accountant.	2.61	Ready
5. I have friends from different universities that I can ask if needed.	2.33	NSR
Level of Readiness in terms of Social Preparedness	2.87	Ready

Overall, Table 4 shows the level of readiness of Accountancy students in terms of social readiness in taking the Licensure Exam, which obtained a weighted mean of 3.00 with a verbal interpretation of “Ready.” The highest indicator has a mean score of 3.33 with a verbal interpretation of “Very Ready,” which implies that the respondents, their families, and friends provide all the assistance required to pass the licensure examination. The last and lowest indicator has a mean score of 2.33, with a verbal interpretation of “Not So Ready.” This indicates that most respondents do not have friends from different universities whom they can ask about accounting-related topics whenever needed. In an article by Martin (2018), it was discovered that the intention to take the CPA exam as soon as someone is eligible positively correlates with the

perception of social support from friends and family. Family members and friends can support an accountancy student thinking about taking the board exam by providing encouragement and guidance. The results show that academic motivation can be derived from perceived social support from friends and family.

Table 5

The level of readiness in taking the licensure exam of accountancy students in terms of personal preparedness

2.2.3 Personal preparedness		
1. I believe I can overcome my nervousness about failing the licensure examination.	2.94	Ready
2. I can handle the stress caused by the upcoming CPA licensure examination	2.72	Ready
3. I am aware of my emotions and their importance in helping me achieve my goals.	3.22	Ready
4. Venting out and talking to someone whenever I am frustrated about academics to be better	3.00	Ready
Level of Readiness in terms of Personal Preparedness	2.97	Ready

Overall, *Table 5* shows the level of readiness of Accountancy students in terms of personal readiness in taking the Licensure Exam, which obtained a weighted mean of 2.97 with a verbal interpretation of “Ready.” The highest indicator, which gathered a mean score of 3.22 with a verbal interpretation of “Ready,” indicates that the respondents are aware of their emotions and their importance in helping to achieve their goals. The lowest indicator, with a mean score of 2.72 with a verbal interpretation of “Ready,” indicates that the majority of

respondents can handle the stress caused by the upcoming CPA licensure examination. It was stated by Zhang (2019) that it is completely normal for every student to experience anxiety before an exam, especially high-stakes board exams. Although moderate anxiety might be helpful since it would push them to sharpen their focus and enhance concentration, too much of it may impact their performance negatively. Many people with test anxiety report blacking out on answers to the test even though they thoroughly studied the information and were sure that they knew the answers to the questions. It highlights the common experience of anxiety among students facing high-stakes exams like the CPALE. While moderate anxiety can enhance focus, excessive anxiety may impair performance.

Table 6

The level of readiness in taking the licensure exam of accountancy students in terms of financial, social, and personal preparedness.

Financial readiness	3.00	Ready
Social readiness	2.87	Ready
Personal readiness	2.97	Ready
Level of readiness to take the licensure exam in terms of financial, social, and personal readiness	3.02	Ready

Legend:

3.26- 4.00 = *Very Ready*

2.51 – 3.25 = *Ready*

1.76- 2.50 = *Not so Ready*

1.00 – 1.75 = *Not Ready*

Overall, Table 6 shows the level of readiness of Accountancy students in terms of the affective domain in taking the Licensure Exam, which obtained a weighted mean of 3.02 with a verbal interpretation of “Ready.” The highest indicator, which gathered a mean score of 3.00 with a verbal interpretation of “Ready,” indicates that the respondents are more ready regarding financial readiness. The lowest indicator, which gathered a mean score of 2.87 with a verbal interpretation of “Ready,” indicates that the respondents are less socially prepared than other areas under this domain.

Table 7

The level of readiness in taking the Licensure Exam of Accountancy students in terms of study habits.

Study Habits		
1. I participate in study groups to prepare for accounting-related exams.	2.78	Ready
2. In preparing for the CPA examination, I take practice exams such as test banks and go over study review materials.	3.44	V.Ready
3. In order to prepare for the CPA license test, I rely on my personal study habits.	3.28	V.Ready
4. Attending webinars about different topics in accounting.	3.28	V.Ready
5. Watching video lectures on YouTube from different professors and taking notes/lectures.	3.50	V.Ready
Level of Readiness in terms of Study Habits (Cognitive Domain)	3.26	V. Ready

Legend:

3.26- 4.00 = *Very Ready*

2.51 – 3.25 = *Ready*

1.76- 2.50 = *Not so Ready*

1.00 – 1.75 = *Not Ready*

Overall, *Table 7* shows the level of readiness of Accountancy students in terms of study habits in taking the Licensure Exam, which obtained a weighted mean of 3.26 with a verbal interpretation of “Ready.” The highest indicator has a mean score of 3.50 with a verbal interpretation of “Very Ready,” which implies the respondents prefer watching video lectures on YouTube from different professors and taking notes/lectures. The lowest indicator has a mean score of 2.78 with a verbal interpretation of “Ready,” which implies that the respondents participate in study groups to prepare for accounting-related exams. In the study conducted by Pattaguan (2018), a good focus on study and review would help the students thoroughly understand the accounting concepts. It was also mentioned that students should utilize effective methods, which can be relied heavily upon along with hard work and ability. With much preparation, the level of confidence of CPALE takers will be increased, which could contribute to their good performance in the examination (Al-Duwaila et al., 2020).

Table 8

Independent sample t-test in the level of readiness among graduating accounting students of different colleges and universities.

		<i>Levene's Test for Equality of Variances</i>					
		<i>F</i>	<i>Sig.</i>	<i>t</i>	<i>Df</i>	<i>Sig. (2-tailed)</i>	<i>Decision</i>
<i>Level of readiness among accounting students of school 1 and school 2</i>	<i>Equal variances of assumed</i>	.180	.677	.360	16	.724	<i>Accept Null</i>
	<i>Equal variances not assumed</i>			.343	11.519	.738	

Legend: p-value <.05 reject null hypothesis

An independent sample t-test was performed to determine the level of readiness among graduating accounting students of School 1 and School 2. The data shows [t (16) = .360, p=.724], greater than .05; therefore, the null hypothesis is accepted. The level of readiness among graduating accounting students at both schools is the same. This means that in terms of cognitive and affective domains, the graduating students at both schools possess a comparable level of preparation for the CPA board examination. The result is consistent with the findings of Villamar et al. (2020), which revealed that one of the common objectives of several universities and accounting educators worldwide is to facilitate a high level of accounting education among students to achieve better academic and professional success. Actual knowledge and practice, as well as perceptions of efficacy, ease, and control over the job for which one is prepared, were the outcome of being better prepared for the board examination, as Carol (2020) stated. Several students even consider attending review centers to become more prepared as the pre-board or

mock boards administered by learning institutions and review centers are considered effective tools to facilitate students in preparing for the actual board exam (Herrero, 2015). This will enable them to gain mastery of all the topics that they have already studied and also to acquire new valuable information.

V. DISCUSSION

The main goal of this study is to determine the level of readiness among graduating BS Accountancy students from selected schools for the CPA Licensure Examination. This problem is of significant concern because the key purpose of assessing students' level of preparedness is to identify the specific areas in which students may have been lacking to successfully pass the CPALE.

This section presents a summary of the analysis and interpretation of data gathered from the respondents. Among the important results of the study, this section highlights the students' study habits and their level of readiness for the CPALE in terms of academic, financial, social, and personal preparedness.

The first statement of the problem is an analysis of the demographic profile of the graduating accountancy students in terms of (1) age, (2) gender, and (3) university/college. The data for this analysis was collected using survey questionnaires and Google Forms. Regarding the respondents' age, the results showed that 66.7% of them, representing the majority, belong to the 22-25 age group. This indicates that most respondents of that age group are highly motivated to become a CPA shortly after the bachelor's degree is acquired. Regarding gender, the results revealed that most of the participants are female, representing 83.8% of the total respondents, whereas male respondents only represent 16.7%. This implies that compared to men, more women are interested in the accounting profession and are planning to enter the workforce as a

CPA. As to the respondents' schools, the results showed that this study gathered more respondents from College 1 than University 1, as the former represents 55.6% of the respondents. Ultimately, the findings revealed that the majority of the respondents of this study are female, in their early adulthood, and came from College 1.

The second statement of the problem is an analysis of the level of preparedness in taking the licensure examination of accountancy students in terms of (1) academic preparedness, (2) financial preparedness, (3) social preparedness, and (4) personal preparedness. The assessment was conducted and measured through the utilization of a Likert Scale.

Based on the findings, most respondents are moderately ready for the CPALE in terms of academic preparedness, gathering a total mean score of 2.72. Meanwhile, the findings implied that in terms of financial, social, and personal preparedness, the graduating accounting students are ready to take the CPA board exam with a mean score of 3.00, 2.87, and 2.97, respectively. Most of the graduating accountancy students are financially, socially, and personally prepared for the CPA licensure exam while moderately ready in terms of academic performance.

For the third statement of the problem, the study habits of the respondents were analyzed based on their level of readiness for the CPALE. Among the five indicators about study habits, watching accounting lectures on YouTube is the most effective method of studying for the respondents since it got the highest mean score of 3.50. It is followed by the students' utilization of review materials and practice exams such as test banks. Also, the students rely on their personally established study habits and attend webinars that discuss various topics in accounting. Compared to the other study habits, participating in study groups was not extremely important for the respondents to pass the CPALE. The results generally indicate a growing preference for digital and self-taught learning among future CPALE takers. This pedagogical innovation may

reflect wider educational trends where technology and learning play a more critical role. Educators and institutions should consider integrating more digital resources and flexible learning opportunities into their programs to match the preferences and needs of students better. While the traditional study methods are still considered valuable, these are overshadowed by the technology-driven approaches. To support this, a study conducted by Traphagan et al. (2010) and Wieling and Hofman (2010) states that higher lecture attendance paired with considerable use of online lectures creates positive benefits on students' grades.

Furthermore, the researchers analyzed and calculated the data gathered from the respondents to determine if there is a significant relationship between the level of readiness among graduating accountancy students at School 1 and School 2. The data gathered were processed using Levene's Test for Equality of Variances, and after the computation, the researchers obtained the result of (> 0.05), the accepted null hypothesis. Therefore, the level of readiness among graduating accounting students at both schools is the same. The results of the study imply a need to address the areas that must be improved, although it was revealed that the majority of the respondents are moderately ready in terms of academic performance and financially, socially, and personally. Students consistently maintain strong study habits in their accounting courses, driven by the aspiration of the majority to obtain CPA certification. Students also understand that they are emotionally prepared to accomplish tasks if they focus on academics. Moreover, most students are prepared to invest in study materials, eager for the board examination, and financially secure. One significant constraint of this study is the participants and the schools they belong to. Several schools need more availability of review classes and examinations. Hence, the researchers were not able to survey them as they required the respondents' scores on the pre-board examination to identify the level of their academic

preparedness. Aside from that, the policies of other schools made it impossible for the researchers to obtain information from their students due to time constraints. The study contributes to the researchers' understanding of the importance of readiness for the CPA Licensure Examination. The level of readiness does not guarantee a passing score since most students still got a low score on their pre-board examination. Furthermore, students still need to put in extra effort and a high level of preparation. To encourage the students to become more competent, the researchers suggested that schools should have an orientation about readiness. In a study by DeAngelis (2015), he mentioned that students need to have an orientation about readiness because it would push them to develop the skills they need to succeed. Developing a student's mental preparation is crucial for enhancing their growth likelihood. After analyzing the study's findings, the researchers advise all graduating students to strive for improvement in the corresponding areas so that they may approach the licensure examination with complete readiness and assurance. It is recommended that future researchers undertake follow-up investigations to validate the conclusions drawn in the current study by incorporating additional variables that were not considered in the present study. Moreover, propose enrollment to colleges and universities for Undergraduate Review/CPA Review programs. By utilizing this access, students can study at their own pace, access review center resources, and independently practice problem-solving. In addition, students will gain a thorough comprehension of the subject through this program, facilitating their academic success.

Based on the results of the study, the researchers recommend that the Accountancy students should establish individualized study routines because this is crucial for effectively studying for accounting exams. The respondents should begin by establishing their examination goals, including the specific chapters to study and the particular areas that pose challenges.

Additionally, they need to develop a schedule that will enable them to achieve these objectives gradually and maintain order. Effective time management should help them avoid the need to cram. By utilizing reading resources in their study habits, they can broaden their knowledge foundation and excel in their examinations.

Furthermore, the students may use Textbooks, lecture notes, and extra readings as these are crucial resources that offer vital information and aid in developing a solid knowledge base. The students should seek a compilation of exercises for practice involving completing practice sets. Applying theories, enhancing familiarity with the problem's progression, and identifying areas requiring additional practice will benefit them. Aside from that, students should conduct self-assessments. Completing timed practice exams helps recreate the scenarios of an assessment. Engaging in this activity will enhance their familiarity with the exam and reduce the level of stress experienced. The students should identify their strengths and weaknesses as this will assist them in concentrating their future study efforts more efficiently. It is essential to devote some time after the exam to self-reflection regarding their performance.

Because the class environment, reference materials, and peer mentoring are highly influential factors, attention should be paid to them and improvements made to them to improve students' academic performance. Student performance could be enhanced through the provision of sufficient learning facilities and the improvement of study areas or classroom environments by the college administration. Materials must be current and simple to understand, and more group experiences, discussions, and activities, such as educational excursions and taxation practice sets, should be provided.

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Level of Readiness to take TESDA Bookkeeping (NC III) of the Accountancy students of Olivarez College Tagaytay: A Basis for Curriculum Enhancement

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I. ABSTRACT

The accountancy program is one of the hardest college programs given the rigorous curriculum, retention policy implemented, and passing the Certified Public Accountants Licensure Examination. The Philippines demands Certified Public Accountants, as stated by the Professional Regulatory Board of Accountancy Chairman Noe Quinanola in March 2023. Under accounting, there is one profession that students could take as one of their options in choosing their path—Bookkeeping. Having a third degree of National Certification in bookkeeping can enhance one’s employability and open up opportunities for a successful career according to TESDA. Thus, this study focused on the assessment of the level of readiness of the students taking up Bachelor of Science in Accountancy in Olivarez College Tagaytay to take the TESDA NCIII Bookkeeping Examination and if there is a significance difference in the level of readiness when grouped based on the year level. Since the main goal of TESDA is to assess the competencies in terms of mastery in the basic accounting cycle, this study is important to know the standing of the students and the reason for the low passing rate. A validated mock TESDA NCIII Bookkeeping exam questionnaire was utilized by the researchers. In analyzing the data, the statistical analysis used was the two-way ANOVA, and the results indicated that the respondents are not ready to take the National Certification in Bookkeeping and there is no significant difference in the level of readiness to take the TESDA NCIII Bookkeeping Examination when grouped per year level. Therefore, an intensive program should be implemented for the students to master the basic accounting cycle as their foundation as the difficulty of other major subject’s progress.

Keywords: accountancy, TESDA Bookkeeping NCIII, level of readiness, significant difference of the level of readiness

II. INTRODUCTION

The accountancy program is one of the hardest college programs given the rigorous curriculum, retention policy implemented, and passing the Certified Public Accountants Licensure Examination. The Philippines demands Certified Public Accountants, as stated by the Professional Regulatory Board of Accountancy Chairman Noe Quinanola in March 2023. According to an article by Simandhar Education (2023), the demand for CPAs is due to several factors, including the low supply of passers in the Licensure Examinations of Certified Public Accountants, the retirement of experienced CPAs, the rapid economic growth of the country, and the rise of technology. According to the Commission on Higher Education Statistics, only 23,225 students out of the 160,622 enrollees in the Bachelor of Science in Accountancy programs from 2015 to 2017 graduated. The Licensure Examination for Certified Public Accountants is one of the country's hardest licensure examinations, given their low passing rate over the years. It is composed of six (6) board examination subjects: Financial Accounting and Reporting (FAR), Advanced Financial Accounting and Reporting (AFAR), Management Services (MS), Taxation, Auditing, and Regulatory Framework from Business Transactions (RFBT). On October 2018, the

passing rate was 25.18%; May 2019 had 16.46%; October 2019 had 14.32%; October 2021 had 15.28%; December 2021 had 21.87%; May 2022 had 22.29%; October 2022 had 25.84%; and May 2023 had 30.36% (Ched Scholarships, 2023). Moreover, a study conducted in May 2022 by Cammayo and Gonzales aimed to find the predictors of such a low retention rate in a public university in the Philippines and found reasons such as low academic performance that make them unable to pass the battery examinations and reach the retaining grade and gross family income.

Furthermore, given the intensive coursework and commitment that the students need to face, preparedness is an important factor in pursuing the accountancy program (Samsuddin et al., 2015). However, due to this program's high degree of difficulty, students need help understanding the course; a higher level of education also requires learning a higher cognitive order, including understanding and applying knowledge in different contexts, as Wingate (2007) stated. Thus, students need to be ready to pursue this course as it is, along with motivation, a key factor in influencing their performance during higher accounting education, as stated in research by Arquero et al. (2009).

A bookkeeper may choose freelancing or be employed by an accounting firm whose business nature is business process outsourcing. Lumme (2020) stated that, with bookkeeping and financial statements, it is possible to do those tasks and for the company to determine how they are currently performing and will be performing financially. Krishnan (2021) wrote that bookkeeping involves regularly recording an entity's financial transactions. Recording such data is usually performed by a bookkeeper using methods such as single or double-entry bookkeeping. However, while these may be seen as "real" bookkeeping, Haber (2004) stated that any process that involves recording financial transactions is bookkeeping. According to Amoako

et al. (2014), bookkeeping involves the identification of transactions, classification, summarization, storage, reportage, and maintaining financial transactions. It enhances the business' management activities, such as controlling, leading, planning, and organizing. It is also used by relevant authorities such as the Bureau of Internal Revenue (BIR), Securities and Exchange Commissions (SEC), and the Department of Trade and Industry (DTI) to rely on the figures reported and decide on the proper and appropriate impositions for the business.

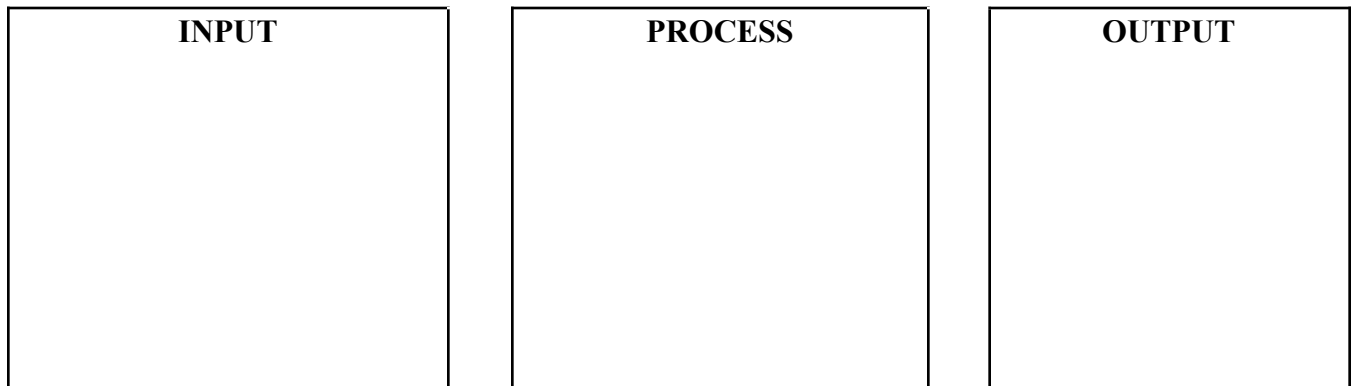
Technical Education and Skills Development Authority (TESDA) states that having a third degree of National Certification in bookkeeping can enhance one's employability and open up opportunities for a successful career. Moreover, Goetz et al. (2011) argue that concurrent study for coursework and professional certifications benefits students in (1) availability of career choice information, (2) improved academic performance, (3) increased marketability and value to prospective employers, and (4) greater preparedness for the workforce. Thus, Byrne and Flood (2005) stated that higher education expects students to develop a deep understanding of the course content. To achieve the above aim, the students must take learning activities and a complete range of assessments.

Additionally, the students and department need to know the level of understanding and the student's skills for the core accounting subjects in preparation for passing the retention policy implemented by the school and the Licensure Examination for Certified Public Accountants. Thus, the purpose of this study is to assess the level of readiness of the accountancy students at Olivarez College Tagaytay to take the TESDA Bookkeeping (NC III) Examination, which will benefit not only the students, as mentioned, but also the teachers and institutions also.

With this, the researchers focused on the following key questions for this study: (1) What is the demographic profile of the respondents in terms of age, sex, and year level? (2) What is the

level of readiness of the BSA students in Olivarez College Tagaytay? (3) Is there a significant difference in the level of readiness when grouped according to the year level? Given the aim of the study, supporting these questions, the researchers hypothesized that there is no significant difference in the BSA students' readiness level.

For the summary of the process and steps taken, the following figure is the conceptual framework utilized by the researchers:



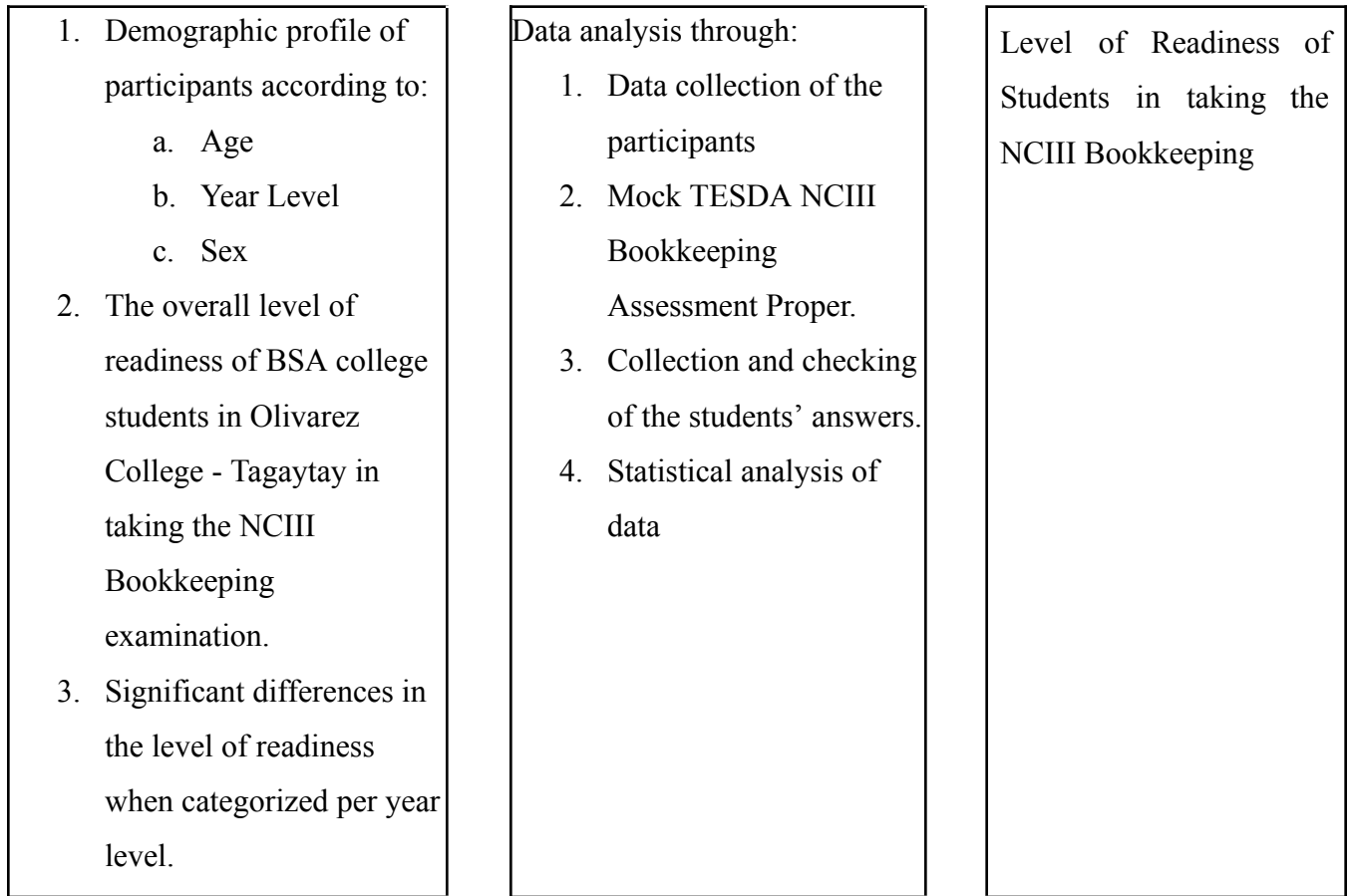


Figure 1. Conceptual Framework

Figure 1 illustrates the input-process-output model, a more relevant model for this research study. The input is the study participants profiled according to age, sex, and year level. The process is data analysis, administered by administering the mock assessment, checking the assessment, and performing statistical analysis of the examination. The output determines students' readiness level in taking the NC III Bookkeeping. On top of that, Carl Rogers' Theory of Humanistic Psychology was the foundation of this study because it explores the intrinsic motivations, self-perceptions, and personal growth aspects that can influence the readiness of accountancy students to pursue TESDA Bookkeeping. Humanistic Psychology emphasizes individual experiences, subjective realities, and the innate desire for self-actualization. By

integrating the principles of Humanistic Psychology, this framework provides a nuanced understanding of the accountancy students' readiness to take TESDA Bookkeeping. It emphasizes the importance of growth, motivation, and a supportive learning environment in shaping their preparedness for professional certification.

III. METHODS

Following the study's objective, the researchers utilized the Quantitative Research Design, a practical model concerned with describing the characteristics of a particular individual or group (Kothari & Grag, 2019). Using this design, the researchers were able to describe the level of readiness of the accountancy students to take the TESDA NCIII Bookkeeping.

The researchers used the Purposeful Sampling technique to gather respondents in this study. This strategy involves selecting participants not randomly but based on specific criteria to ensure that they can be included as part of the study sample (Robinson, 2014). Participants were intentionally selected based on specific criteria, such as their enrollment in the accountancy program during the second semester of S.Y. 2023-2024 at Olivarez College Tagaytay. This targeted approach ensured that participants possessed diverse experiences and perspectives relevant to the study's focus. Moreover, 51 students were able to participate in the study, below are the specifics:

Table 1

Number of respondents per year level

Year Level	No. of respondents
First Year	28
Second Year	17

Third Year	6
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The provided Bookkeeping Assessment by the school was used to gather the data. The composition of the examination kit is as follows.

Table 2

Source documents

Type of document	Quantity
Sales Invoice	3
Official Receipt	10
Check Voucher	12
Check	12
Payment Slip	2
Payroll Summary	2
Statement of Account	2

Answer sheets were composed of (1) Revenue Journal; (2) Cash Receipts Journal; (3) Cash Disbursement Journal; (4) General Ledger; (5) Account Receivable Subsidiary; (6) General Journal 1 – Adjusting Entries; (7) General Journal 2 – Closing Entries; (8) Worksheet; (9) Statement of Comprehensive Income; (10) Statement of Changes in Partner’s Equity; (11) Statement of Financial Position; (12) Statement of Cash Flows; and (12) Post Closing Trial Balance.

The researchers submitted a letter of permission to the Department Head of the Bachelor of Science in Accountancy to conduct the study. They scheduled the students based on their availability, and they were given six (6) hours, from 9 A.M. to 3 P.M., to answer the Bookkeeping Assessment. They were directed to cut and organize the given source documents

and record them on their own. After the examination, the papers were checked based on the validated criteria:

Table 3

Criteria

No.	Criteria	Points
1	Cutting source documents, organize, and arrange chronologically	10
2	Enter beginning balances	5
3	Journalize transactions	40
4	Post journal entries into the ledger	10
5	Prepare trial balance	5
6	Prepare worksheet and financial statement	20
7	Journalize and post post-adjusting and closing entries	5
8	Prepare Post-Closing Trial Balance	5
	TOTAL	100

Some statistical tools were used to analyze the data collected. The frequency count and percentage were utilized to see the SOP 1: Demographic Profile of the respondents, including their age, year level, and sex. Then, the weighted mean was computed to analyze the SOP 2: level of readiness to take TESDA Bookkeeping (NC III) of the Accountancy students of Olivarez College Tagaytay. Finally, a one-way ANOVA was conducted to determine the difference in the level of readiness when grouped according to year level.

IV. RESULTS

This part of the paper presents the outcome, analysis, and interpretation of the findings resulting from this study. Tables are presented below that answer the mentioned research questions.

1. What is the demographic profile of the respondents in terms of

Table 4.1: *Age*

Age	Frequency	Percentage
18	9	17.6
19	20	39.2
20	15	29.4
21	6	11.8
22	1	2.0
Total	51	100.0

The data shows the demographic profile of the respondents in terms of age. Frequency count and percentage were utilized to determine the age category of the respondents. The data revealed that most respondents are 19 and 20 years old, with a frequency of 20 and 15 or 39.2 and 29.4 percent of the total respondents.

Table 4.2

The demographic profile of the respondents in terms of gender.

Gender	Frequency	Percentage
Female	36	70.6
Male	15	29.4
Total	51	100.0

The data shows the demographic profile of the respondents in terms of gender. Frequency counts and percentages were utilized to determine the number of male and female respondents. The data revealed that the majority of the respondents are female, with a frequency of 36 or 70.6 percent of the total respondents.

Table 4.3

The demographic profile of the respondents in terms of year level.

Year level	Frequency	Percentage
1 st year	28	54.90
2 nd year	18	35.3.
3 rd year	5	9.80
Total	51	100.0

The data shows the demographic profile of the respondents in terms of year level. Frequency counts and percentages were utilized to determine the number of respondents per year level. The data revealed that the majority of the respondents are 1st year and second years, with the frequency of 28 and 18 or 54.90 and 35.29 percent of the total respondents.

2. What is the level of readiness to take TESDA Bookkeeping (NC III) of the Accountancy students of Olivarez College Tagaytay?

Table 2

The level of readiness to take TESDA Bookkeeping (NC III) of the Accountancy students of Olivarez College Tagaytay.

Category	1st year	2nd year	3rd year	Mean	V.I.

CUTTING, ORGANIZING, AND ARRANGING SOURCE DOCUMENTS (10)	8.43 (Ready)	7.06 (Not Ready)	7.43 (Not Ready)	7.86	Ready
ENTER BEGINNING BALANCES (5)	1.89 (Not Ready)	.94 (Not Ready)	1.14 (Not Ready)	1.49	Not Ready
JOURNALIZATION (40)	23.21 (Not Ready)	24.81 (Not Ready)	23.29 (Not Ready)	23.73	Not Ready
POSTING TO THE LEDGER (10)	1.43 (Not Ready)	1.63 (Not Ready)	6.57 (Ready)	2.20	Not Ready
TRIAL BALANCE (5)	1.32 (Not Ready)	.63 (Not Ready)	.43 (Not Ready)	.98	Not Ready
WORKSHEET AND FINANCIAL STATEMENTS (20)	.64 (Not Ready)	0 (Not Ready)	0 (Not Ready)	.35	Not Ready
ADJUSTMENTS: JOURNALIZING AND POSTING; & CLOSING ENTRIES (5)	.39 (Not Ready)	.44 (Not Ready)	.29 (Not Ready)	.39	Not Ready
POST-CLOSING TRIAL BALANCE (5)	.07	.06	0	.06	Not Ready
TOTAL SCORE	37.39	35.56	39.14	37.06	Not Ready

The data shows the level of readiness of the accountancy students of Olivarez College Tagaytay to take TESDA Bookkeeping (NC-111). The data revealed that the respondents are not ready to take bookkeeping (NC III).

Based on the data presented, accountancy students at Olivarez College Tagaytay appear to show particular skills in TESDA Bookkeeping, including cutting, sorting, and arranging

source documents, scoring an average of 7.86 out of 10. Also, in the posting to the ledger, the 3rd year students scored an average of 6.57, which means they excel in that part. However, their ratings fall short when compared to the expected proficiency levels, indicating an inadequate skill in entering beginning balances with an average mean of 1.49 out of 5, journalizing with a total mean of 23.73 out of 40, ledger posting averaging 2.20 out of 10, trial balance with the total mean of 0.98 out of 5, worksheet and financial statement averaging 0.35 out of 20, adjusting entries with the total mean of 0.39 out of 5. Post-closing trial balance averaging 0.60 out of 5. The total weighted mean of 37.06 indicates that Bachelor of Science in Accountancy (BSA) students are unprepared to take the TESDA NCIII Bookkeeping Examination.

In addition, due to the high degree of difficulty of the accountancy program, students need help understanding the program. Therefore, a higher level of education requires learning a higher cognitive order, including understanding and applying knowledge in different contexts, as stated by Wingate (2007). This suggests that more than merely understanding concepts is unnecessary; students must demonstrate proficiency across various contexts, like those encountered in bookkeeping certification exams. As a result, BSA students of Olivarez College Tagaytay face challenges with certification since they have not yet completely absorbed and used their knowledge in real-world scenarios.

3. Is there a significant difference in the level of readiness when grouped according to the year level?

Table 3

ANOVA table to determine if there is a significant difference in the level of readiness to take TESDA Bookkeeping(NC-III) when grouped according to year level.

ANOVA

TOTAL SCORE

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	69.350	2	34.675	.110	.896	Accept Null
Within Groups	15075.473	48	314.072			
Total	15144.824	50				

Legend p-value <.05 reject the null hypothesis

A one-way ANOVA was conducted to determine the difference in readiness level to take TESDA Bookkeeping (NC-III) when grouped according to year level. The data shows [F(2, 48) = .110, p = .896]. Since the p-value is greater than .05, the null hypothesis is accepted. There is no significant difference in the level of readiness to take the TESDA NCIII Bookkeeping Examination.

This further indicates that students' preparedness is consistent, regardless of their academic progression. This could mean the curriculum is being implemented consistently and educational resources are distributed equitably across different year levels. As a result, interventions aimed at improving readiness for the TESDA Bookkeeping NC3 examination should be comprehensive and cater to the needs of the entire student body rather than targeting specific groups. The absence of a significant difference in the level of readiness to take TESDA Bookkeeping NCIII suggests that students, regardless of year level, were not introduced to bookkeeping early in their academic careers. This aligns with the study of Dangol and Shrestha (2019), which emphasized the significance of introducing fundamental ideas to students early in their academic careers to help them develop a strong foundation of knowledge. This early

exposure ensures that students are adequately prepared for certification assessments, such as the TESDA Bookkeeping NC III examination.

IV. DISCUSSION

The main purpose of this study is to assess the level of readiness of the Accountancy students of Olivarez College Tagaytay to take the TESDA Bookkeeping NCIII Examination and the significant difference in the level of readiness when grouped according to the year level.

The findings indicated that the respondents need more time to be ready to take the National Certification in Bookkeeping. Moreover, based on the submitted self-evaluation form after the examination, the following are the general reasons regarding their inability to pass the examination: unfamiliarity with the type of examination, unfamiliarity with the clerical aspect of journalizing receipts; and perceived insufficient mastery over bookkeeping, which are also the same in the study conducted by Velasco (2019) about the failure in accounting.

The professional titles 'accountant' and 'bookkeeper' are often used interchangeably, but these two titles are distinct and have different requirements. Bookkeeping is on the clerical side and only takes part in accounting, while accounting generally focuses on the bigger picture, such as the interpretation of the data, classification, and summarization. Some examples of an accountant's work are filing tax returns, audits, and making crucial decisions based on the interpretation of a company's financial statements (Depersio, 2022). This is related to the TESDA NCIII Bookkeeping Assessment's purpose—to test the clerical skills of the student while the primary endpoint of the accountancy program is honing the students to develop an in-depth understanding of accounting concepts, theories, applications, and, most importantly, to pass the Licensure Examination for Certified Public Accountants.

These results favor the study of Samsuddin et al. in 2015 that given the intensive course of the accountancy program, students need to face preparedness is an important factor in pursuing this program; the same would apply if the students have enough knowledge about the bookkeeping process itself as Attatum (2023) stated that bookkeeping examinations are appropriately rigorous and thorough. Hence, preparation is encouraged. As mentioned, the difference between the TESDA NCIII Bookkeeping Assessment and the Accountancy program applies to determining the main reason for these results: Accountancy students are prepared for the board examination rather than clerical work. With this, the results are divided into parts to focus on the competency and knowledge of the students about the accounting cycle that is being introduced in the program's early years.

Thus, the first to third-year college students' scores did not meet the threshold of passing the assessment from journalizing the transactions to post-closing trial balance. Therefore, this indicates that there is a need to work on the curriculum where accounting professors and the department should implement a more rigorous and intensive program for the students to master the basic accounting cycle because this is the foundation of more intensive courses throughout the years in the program. They could use this study to adopt a new approach to teaching the basic accounting cycle by integrating practice sets on Fundamentals of Accounting offered during the 1st semester of first-year college students. Then, the students must familiarize themselves with real-life transactions to be able to record them properly and master the process of the accounting cycle.

Furthermore, the limitations of this study need to be clarified for the readers to refer to. First, the respondents' profile focused on the 1st to 3rd year BSA students only because the 4th year BSA students are in the review school in preparation for the LECPA. Moreover, one of the

first-year respondents is already a TESDA Bookkeeping NC III passer, so her paper should have been included in tabulating the data. Then, out of the 77 accountancy students from first to third-year level, only 51 BSA students could participate because other respondents were absent on the day of the examination for different reasons, while the BSAIS students could not participate due to a conflict of schedule. Lastly, the researchers' related references about bookkeeping are limited, as stated in Outarra's study (2017), in which he mentioned the lack of literary works that focus on bookkeeping. These are the areas that future researchers may consider and modify in pursuing the same study; they may include all accountancy students (BSA/AIS) from first to fourth-year level to be part of the study.

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**Effects of Online Marketing and Selling to the Sales Revenue of Local Apparel Businesses
in Tagaytay City**

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I. ABSTRACT

Since most people rely on social media, everything they need can be found online. Different businesses, such as local apparel, also engage in online marketing and selling. Through online marketing and selling, companies could boost their products, gain more buyers, and increase their sales. This study aims to know the effects of online marketing and selling on the sales revenue of local apparel businesses. This study used a descriptive research design. The researchers used adapted questionnaires. The total number of respondents was 55 local apparel

business owners in Tagaytay City. Frequency count, percent, and weighted mean were the tools used to analyze the data. Analysis of variance (ANOVA) was also used to assess variance from several groups. As the data gathered were analyzed, the researchers concluded that most respondents were 4-6 years old and 7-9 years old in their businesses. Also, 25,001-50,000 was the majority of the monthly sales of the respondents. They use Facebook to sell and promote their products online. Local apparel business owners agreed that having good customer relationships helps them increase their sales revenue by having faster communication with customers. Moreover, improving customer satisfaction also helps them boost their sales. New customers and increasing productivity in making the brand known are also factors in business growth. The researchers suggest that local apparel business owners must maintain knowledge regarding the effects of online marketing and selling on their sales revenue. However, even though the brand awareness category has a very high effect on increasing sales revenue, local apparel business owners should also focus on improving it because it has the lowest mean of all the categories.

Keywords: *online marketing, selling, sales revenue, business, social media, apparel*

II. INTRODUCTION

Most local businesses, such as apparel, are now engaging their business in the online world, specifically social media, which can be used as online marketing and selling platforms, as they want to develop and increase the sales revenue of their business. Online marketing is essential to the development of small enterprises. Ferreira (2019) states that local garment companies may use social media, targeted advertising, and online marketing to increase brand recognition, sales, and client engagement.

The research supports the effects of online marketing and selling on the sales revenue of local apparel businesses. More so, several studies have shown that using online marketing can contribute to the success of a business. Businesses need to increase their sales, revenue, and overall growth, and online marketing is a skill that enables them to sell more goods and services to their audience and increase their revenue. As a result, it is obvious how important online marketing is to the success of new and small businesses (Erturul, 2021).

The effects of digital marketing and selling on the sales revenue of local apparel businesses have been analyzed and studied. Like prior studies, online marketing platforms allow firms to broaden their client reach, increase revenue, and improve brand visibility. A recent study, however, emphasizes the need for excellent inventory management, logistics, and customer service to ensure a flawless online shopping experience. Emerging trends show that harnessing social media platforms and influence marketing to promote online garment sales is becoming increasingly important. Our research differs from past studies in that it focuses explicitly on the effects of online marketing and selling on the sales revenue of local apparel businesses, providing valuable insights into the current environment of online apparel sales.

The purpose of this study is to determine the effects of online marketing and selling on the sales revenue of local apparel businesses. This study is very timely since most people today

spend their time using social media. The researchers want to explore the effects of online marketing and selling on local apparel businesses when they start engaging their businesses in online marketing and selling.

Local clothing and other clothing-related manufacturing businesses are associated with making and selling fashionable clothing and garments. Apparel is one of the world's most significant exports and one of the most globally diversified industries. According to Adhikari and Weeratunge (2018), one of the oldest and biggest export sectors in the world is clothing. Because most countries produce for the global textile and apparel industry, it is also one of the most international sectors. Due to its low fixed costs and focus on labor-intensive manufacturing, the apparel industry is frequently the usual entry point for nations engaged in export-oriented industrialization.

Staritz and Frederick (2017) also stated that the apparel industry has long been a critical player in the industrialization of low-income countries (LICs), absorbing vast numbers of skilled employees, primarily women, and providing prospects for advancement into more value-added activities both within and outside industries. Setiawan (2019) defines local fashion apparel as companies that produce products locally in a particular nation. For such local businesses to grow, some are now engaging with different platforms and strategies online.

Online marketing is using the internet and other digital communication channels for brand marketing to reach out to potential customers. It uses various resources to connect with a large audience of customers online. This form of marketing benefits entities as a way to advertise conveniently, efficiently, and effectively to interested consumers wherever they may be. Also, it is used to build a company's brand's online desirability, legitimacy, and trust. According to Bostanshirin (2018), online marketing, also called internet marketing, involves using interactive,

virtual spaces to promote and sell goods and services. Kotler and Armstrong (2017) define online marketing as measures and activities to promote products and services and build relationships with customers online. In addition, the internet has emerged as a necessary tool for all businesses to promote their goods and services, another way of connecting and communicating with would-be-purchasers, and an innovative advertising tool.

Locket (2018) stated that online business sellers can benefit from online marketing, but it also has drawbacks. The former eliminates the need for physical stores since social media can serve as a marketing platform; the latter makes it simple to connect with customers online and allows for two-way communication at their speed. All types of small businesses are beginning to recognize the importance of online marketing. Through online marketing and selling, businesses can boost their products, gain more buyers, and increase sales.

With that, online selling is in charge of generating income and aims to turn viewers into customers. Online selling contributes to the success of every business, especially in increasing sales. Both are great ways to acquire potential customers. Bostanshirin (2018) said that new synchronous, internet-based communication technologies had contributed to the restructuring of major economic sectors, including marketing. Using different social media platforms, businesses can easily showcase their products online. Also, it represents a marketing opportunity that transcends the traditional middleman and connects businesses directly with their customers.

Such businesses, like goods and services, especially apparel, use online marketing and selling as their platform to sell and promote their products. Those effects of social media marketing will affect local businesses' sales, customers, and production. Nursaliha (2019) stated that the impact of e-commerce growth has led customers to switch from traditional purchasing to online purchasing behavior, especially when buying apparel. Besides, it will be easier for

business owners to promote their apparel, and they can also engage with more potential customers through online marketing and online selling strategies. After entering this selling style, businesses may experience change, convenience, or struggle. Nayak and Padyhe (2015) stated that the advancements in technology have aided retailers, brand merchandisers, and manufacturers of apparel in making the transition to a new global reality where customer choice and service are not only priorities but also have the power to make the difference between success and failure in a fiercely competitive market.

Local apparel businesses have experienced significant effects through online marketing and sales. Increasing e-commerce platforms have allowed small enterprises to sell their goods to a larger audience without opening a physical location. Local garment companies can use social media, targeted advertising, and internet marketing to boost brand awareness, sales, and customer involvement (Ferreira, 2019). Also, local garment firms can reach a global audience through Internet marketing and sales, allowing them to increase their consumer base beyond physical store locations.

According to Ward (2020), online marketing is the art and science of selling goods and services online. Online platforms like Instagram, Facebook, and others have made it possible for small businesses to establish their brands and connect with a broad audience without incurring the enormous expenditures of conventional advertising techniques. Online marketing is increasingly impacting traditional companies, particularly new businesses and startups. Due to increased mobile accessibility and the widespread use of smartphones, mobile marketing is expanding quickly (Chong, 2021). Moreover, Banana et al. (2017) stated that business executives utilize the Internet as a marketing tool to succeed financially and promote communication, with

social media advertising and online sales becoming more visible channels for communication. Two effective strategies for expanding a business into different markets.

Additionally, with the help of online marketing, it is much easier to gather client information and comments for further marketing strategy improvement, leading to increased sales and revenue. According to Jamsheer (2019), e-commerce uses telecommunication networks to automate company processes and workflows. Sharma (2021) added that online marketing has many different facets, including advertising, promotion, selling, banner ads, emails, search engine optimization, blog marketing, article marketing, information management of customers, social media, chat forums, reminders, and after-sale services for products and services. Erturul (2021) also claims that online marketing provides opportunities for each business, regardless of size. A small business that provides valuable content and effective communication will have a greater chance of competing in the market.

Both online marketing and selling significantly impact businesses, whether they are small and medium enterprises (SMEs) or long-term business operations. This form of marketing is helping businesses have broader and massive connections in the market as it is a comprehensive platform to enter. As Pawar (2019) argued, online marketing allows the simple integration of many promotional strategies, resulting in an integrated message and increased consumer confidence in brand goods and services. Online marketing additionally offers a platform for a stage-by-stage appeal to various client types based on what appeals to them most.

Social media can be one of the platforms and strategies to promote and advertise their business. According to Erturul (2021), social media marketing is a strategy businesses use to promote their products and services on social media platforms. Senthilkumar (2018) stated that the relationship between companies and consumers has changed significantly as a result of the

impact of social media, as business growth and performance are increasing at an astronomical rate. Social media marketing is having a significant impact on businesses and the market. Gubhaju (2020) claims digital marketing strategies are crucial to expanding start-up businesses. By keeping them frequently informed about actions and events in their business at a relatively minimal expense, they may develop successful contact with their target audience.

As stated in the study of According to Toor, Husnain, and Hussain (2017), the User Gratification Theory illustrates the connection between social media marketing, customer involvement, and purchase intention. The research findings indicate that consumer involvement is pivotal in stimulating purchase intention among consumers. The role of consumer engagement as a mediator in this study also explains how companies could use social media marketing to increase consumer purchasing intention.

As stated by Markova et al. (2018), many people who engage in personal selling, particularly those who work in the business-to-business sector, now consider the internet as a threat because it has matured into a powerful tool in the hands of the majority of e-commerce organizations. Nonetheless, most B2B organizations have seen the internet as an equal chance to expand their reach and presence by maintaining a solid online presence. Some businesses have even reduced their workforce due to online personal selling's inadequate reach, which is mostly to blame. However, the combination of online marketing and selling comes with some challenges, such as increased competition and the need to adapt to fast-changing technical developments and consumer preferences. Businesses should adapt to the changes by using these channels to attract qualified leads

Conceptual Framework

The figure below shows the research paradigm of the study. It can be expressed by using the input-process-output (IPO) framework.

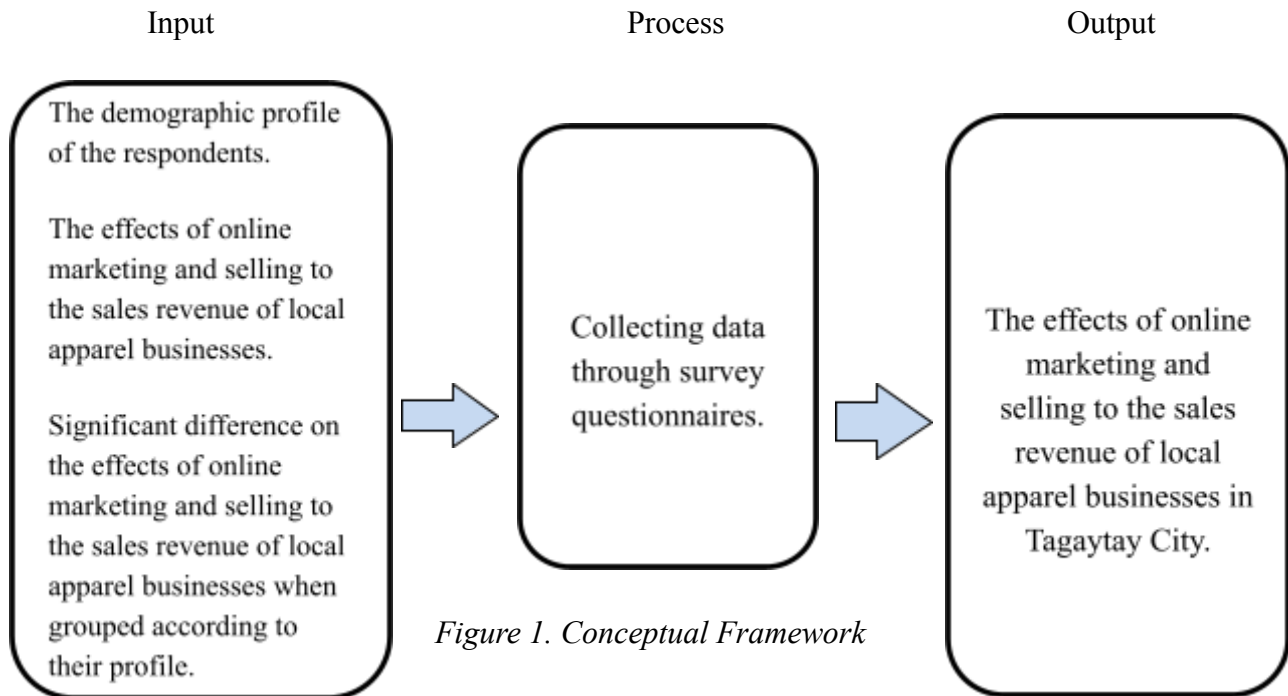


Figure 1. Conceptual Framework

The figure shows the conceptual framework of the study. It shows the demographic profile of the respondents in terms of years of business operation, monthly sales, and social media use, as well as the effects of online marketing and selling on the sales revenue of local apparel businesses. There is a significant difference in the effects of online marketing and selling on the sales revenue of local apparel businesses when grouped according to profile.

This study aims to determine the effects of online marketing and selling on the sales revenue of local apparel business owners in Tagaytay City. More specifically, this study aims to answer the following questions:

SOP 1. What is the demographic profile of the respondents in terms of:

1.1 Years of business operation

1.2. Monthly Sales

1.3 Social Media Use

SOP 2. What are the effects of online marketing and selling on the sales revenue of local apparel businesses?

SOP3. Is there a significant difference in the effects of online marketing and selling on the sales revenue of local apparel businesses when grouped according to profile?

The use of online platforms significantly affects the effects of online marketing and selling on the sales revenue of local apparel businesses when grouped according to their profiles.

The researchers conducted this study to determine the effects of online marketing and selling on the sales revenue of local apparel businesses. The findings will help the researchers make recommendations on how to sustain online marketing and selling. Therefore, the researchers came up with their expected results.

This study aims to provide vital knowledge and insight into the subject matter from the respondents, current studies or theses, and relevant websites needed for the expected importance to the students, business owners, researchers, and future researchers.

This study will benefit students who plan to have their own businesses in the future. After reading it, they might consider using online platforms.

Business owners will benefit from this study, which will help them learn strategies for their businesses once they engage in online marketing or selling.

The researchers will benefit from this study because they can learn about and get ideas about businesses after entering the online platform, especially if they know the effects of online marketing and selling on business sales revenue.

Moreover, this study will also benefit future researchers. It will serve as a useful reference and may serve as their basis if they plan to make any related studies. They can get many ideas and insights that they can use in their studies in the future.

III. METHODS

This study used a descriptive research design. According to AdiBhat (2019), Descriptive research is a quantitative method that aims to collect measurable data for statistical analysis of a population sample. Specifically, it describes what exists with respect to variables such as the demographic profile of the participants, their awareness of the effects of online marketing and selling on their businesses' sales revenue, and the significant difference when grouped according to profile.

Sixty-four (64) local apparel businesses in Tagaytay also engage in online marketing and selling. The researchers arrived at fifty-five (55) respondents using Slovin's formula. These respondents represent the whole population based on the set qualifications: local apparel businesses should be located in Tagaytay and engage in online marketing and selling.

The respondents of this study were the owners of local apparel businesses in Tagaytay City that also engage in social media marketing for their businesses.

This study used the purposive sampling technique. According to Arikunto (2018), purposive sampling is the process of selecting samples by taking subjects not based on level or area but based on a specific purpose. Purposive sampling is when a researcher selects a sample based on the needs of the study. The researchers prefer to use purposive sampling techniques to choose respondents in different areas of Tagaytay because local apparel businesses in Tagaytay may provide helpful information for the research.

The researchers used an adapted questionnaire. The set of questions was from Eid's (2017) study. It will serve as a tool to gather the data needed in the study. The survey questionnaire was used to determine the effects of online marketing and selling on the sales revenue of local apparel businesses after they were involved or used online marketing and selling together with their business.

Part 1 of the questionnaire assessed the demographic profile of the respondents, such as their years of business operation, monthly sales, and social media use.

Part 2 of the questionnaire assessed the effects of online marketing and selling on the sales revenue of local apparel businesses.

The following 4-point Likert scale was used to identify the effects of online marketing and selling on the sales revenue of local apparel businesses.

4- Strongly Agree

3- Agree

2-Disagree

1-Strongly Disagree

The legend below was used to interpret the data based on the study's results. Every rating scale has a corresponding interpretation to determine the level of effectiveness in every question.

3.26 - 4.00 = Very High Effect

2.51 - 3.25 = High Effect

1.76 - 2.50 = Low Effect

1.00 - 1.75 = Very Low Effect

The researchers begin at the preparation stage when they provide a letter of approval to conduct their survey. Next is the data gathering stage, where the researchers conduct their survey

by giving questionnaires to their respondents. They did these stages before reaching the data analysis stage.

The data collected from the questionnaire was statistically analyzed according to the study's data requirements in accordance with the problem statement to distinguish the effects of online marketing and selling on the sales revenue of local apparel businesses.

Descriptive statistics such as frequency count, percent, and weighted mean were considered for thorough treatment of data.

An analysis of variance (ANOVA) assesses variances among the means (or averages) of several groups. Various situations are employed to ascertain if the means of various groups differ. ANOVA aids in testing three or more variables. Multiple two-sample t-tests are comparable to it. However, it produces fewer type I errors and works well with different problems. ANOVA includes distributing the variation among several sources and group differences by comparing the means of each group.

One test used in hypothesis testing is the t-test. Three primary data variables are needed to calculate a t-test: the number of data values, the standard deviation of each group, and the difference between the mean values from each data set. The t-tests may rely on or be autonomous. They are employed in hypothesis testing, where the alternative hypothesis is that there is a difference in group means from zero, and the null hypothesis is that there is no difference in group means.

IV. RESULTS

1. What is the demographic profile of the respondents in terms of:

A. Years of business operations**Table 1.1***The profile of respondents in terms of years of business operations*

Years of business operation	Frequency (f)	Percentages (%)
0 – 3 years	15	27.30%
4 – 6 years	18	32.70%
7 – 9 years	18	32.70%
10 years and above	4	7.30%
Total	55	100%

The data shows the demographic profile of the respondents in terms of years of business operation. Frequency counts and percentages were utilized to determine years of business operation; most respondents operate from 4 – 6 years and 7–9 years, with a frequency of 18 and 32.70% of the total respondents. According to Pawloski (2017), a straightforward way to assess an enterprise's sustainability is to consider its lifespan. To survive, any organization must be consistent, reliable, and long-lasting. Businesses operating for more than 10 years have a frequency of 4 or 7.30% of respondents. This may imply that most of the respondent's businesses had likely moved past the initial startup challenges and were positioned to consider more strategic aspects of their operations.

B. Monthly sales**Table 1.2**

The profile of respondents in terms of monthly sales

Monthly Sales	Frequency (f)	Percentages (%)
Below 10,000	2	3.60%
10,001 – 25,000	20	36.40%
25,001 – 50,000	23	41.80%
Above 50,000	10	18.20%
Total	55	100%

The data shows the demographic profile of the respondents in terms of monthly sales. Frequency counts and percentages were utilized to determine monthly sales; most respondents had monthly sales of 25,001 - 50,000, with the highest frequency of 23 and a percentage of 41.80. However, the difference between the frequency and percentage of each monthly sale is within close range. 10,001 to 25,000 got 36.40%, followed by the 50,000 and above with the percentage of 18.20%. On the other hand, monthly sales below 10,000 had the lowest percentage, which was 3.60% of the total respondents. It is undeniable that the monthly income can affect the online marketing and selling to local apparel business sales revenues. According to Bustillo and Guzman (2022), small business owners met their goals while remaining objective in their promotional strategies. Demand for their products and services has increased, and their sales and profit margins are strong.

C. Social media use**Table 1.3***The profile of respondents in terms of social media use*

Social Media Use	Frequency (f)	Percentages (%)
Facebook	47	85.50%
Instagram	8	14.50%
Total	55	100%

The data shows the respondents' demographic profile regarding social media use. Frequency counts and percentages were utilized to determine social media use; most respondents use Facebook, 47 or 85.50% of the total respondents, while Instagram has a frequency of 8 or 14.50%. This may imply that Facebook highlights the platform's widespread adoption as a vital tool for businesses to connect with their audiences. Business owners were aware of the growing use of social networking for consumer interactions. With over 1.5 billion users, Facebook offers the most extensive personalization options (Nobre & Silva, 2014; Van den Eijnden et al., 2016). Most of the respondents used Facebook's features as a means of communicating with customers.

2. The effects of online marketing and selling to the sales revenue of local apparel businesses.

Table 2.1

The effects of online marketing and selling in customer relationship

EFFECTS OF ONLINE MARKETING AND SELLING	Mean Score	V.I.
CUSTOMER RELATIONSHIP		
Faster discovery of customer needs	3.82	VHE

Good customer relationships	3.80	VHE
Faster communication with customers	3.84	VHE
Faster adaptability of customer needs	3.73	VHE
Mean Effect of online marketing and selling on customer relationship	3.79	VHE

Table 2.2*The effect of online marketing and selling in product*

PRODUCT		
Providing better service quality	3.84	VHE
Developing new products	3.60	VHE
Greater customization of products	3.67	VHE
Increased customer satisfaction	3.85	VHE
Mean Effect of online marketing and selling on product	3.74	VHE

Table 2.3*The effect of online marketing and selling in sales*

SALES		
New sales	3.89	VHE
Reduction of sales costs	3.60	VHE
Increased profits	3.84	VHE
New customers	3.85	VHE
Mean Effect of online marketing and selling on Sales	3.79	VHE

Table 2.4

The effect of online marketing and selling in brand awareness

BRAND AWARENESS		
New markets	3.75	VHE
Increased market share	3.58	VHE
Increased brand equity	3.56	VHE
Increased productivity	3.80	VHE
Mean Effect of online marketing and selling on brand awareness	3.67	VHE

Mean effects of online marketing and selling to the sales revenue of local apparel businesses	3.75	VHE
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Table 2.1 shows the effects of online marketing and selling to the sales revenue of local apparel businesses. Its highest mean score, 3:84 verbally interpreted with Very High Effect, states, "Faster communication with customers." On the other hand, its lowest mean score is 3.73 which is verbally interpreted as Very High Effect stating that "Fast adaptability of customer needs." The overall mean score for the customer relationship is 3:79 which is verbally interpreted as a Very High Effect. It was found to be highly effective that having a good relationship with customers affects a business's sales revenue. Online marketing is a useful tool for firms to understand and identify the needs of their clientele, claim Kim and Lee (2015). Though social media strategies have contributed to the expansion of numerous businesses in the industry, e-markets are fragmented and make it challenging to satisfy consumer demands (Chary, 2014; Kim & Lee, 2015). It is essential for increasing sales and providing the business with a competitive edge (Phua et al., 2017).

Moreover, table 2.2 shows that providing better service quality, developing new products, having greater customization of products, and increased customer satisfaction has a very high effect in increasing sales revenue. The highest score is 3:85 verbal interpretation of Very High Effect, states, "Increased customer satisfaction." However, the lowest score is "Developing new products." It has a mean score of 3.60 and is verbally interpreted as a Very High Effect. The total mean score for the product category is 3:74, with a verbal interpretation of Very High Effect. According to Vasic (2018), business owners can set standards and give guidance for future growth when they are aware of the factors impacting customer satisfaction and their preference for online shops. Online marketing research indicates that customers shop online for benefits like the guarantee of dependable delivery alternatives and a large assortment of products, according to Alavi & Ladeira (2020).

Furthermore, table 2.3 presents the effects of online marketing and selling on the sales category. The effects under "New Sales," has the highest mean score of 3:89, which is verbally interpreted as having a Very High Effect. On the contract, the lowest mean score is 3:60 with the

statement “Reduction of sales cost.” verbally interpreted as Very High Effect. The overall mean score in the sales category is 3:79 verbally interpreted as a Very High Effect, which states the factors contributing to the increase in sales revenue. Boling et al. (2014) and Leventhal & Swanson (2016) indicate that online marketing offers small business owner’s substantial communication advantages, reduces marketing costs, and empowers customers. Additionally, the rise in online sales is attributed to online advertising, helpful marketing tools, excellent customer experiences, and consumer trust factors in e-markets.

Finally, table 2.4 reveals the brand awareness impact of online marketing and selling to the sales revenue of local apparel business. The highest mean score of 3:80 indicates that “Increased productivity” significantly affects brand awareness. On the other hand, the statement with the lowest mean brand awareness score is 3:56, with verbal interpretation of a Very High Effect. The total mean score of the brand awareness is 3:67, with a verbal interpretation of a Very High Effect, providing a big help to increase the sales revenue of a business. According to Keegan and Rowley (2017), businesses use internet marketing to expand their customer base and increase brand awareness. It was confirmed that online marketing platforms offer small and medium-sized businesses several advantages, such as better information exchange, increased revenue, brand awareness, improved client relationships, and effective channels for management and customers to communicate (Gautam & Sharma, 2017).

Overall, Table 2 shows that the total mean calculated was 3.75 which shows that online marketing and selling has a very high effect on increasing the sales revenue of local apparel businesses. The result shows that the highest calculated mean was 3.79, which came from the sales and customer relationship category. On the other hand, the lowest calculated mean was 3.67 from the brand awareness category. Thus, it was still a very high effect in increasing the sales revenue of a business. According to Glory and Crispin (2021), these online platforms provide opportunities for small businesses by promoting company information, goods and services offered, new product launches, increasing business operations, and providing flexible customer conversations that improve sales performance. According to Jones et al. (2015), social media can help you target more clients and reach a wider audience.

3. Is there a significant difference on the effects of online marketing and selling to the sales revenue of local apparel business when group according to profile?

Table 3.1

Effects of online marketing and selling to the sales revenue of local apparel businesses when grouped according to the social media that is being used.

Social Media		Levene's Test for Equality of Variances		T	df	Sig. (2-tailed)	Decision
		F	Sig.				
Total	Equal variances assumed	3.344	.073	-.838	53	.406	Accept Null
	Equal variances not assumed			-1.338	18.813	.197	

Legend: P-value < .05 Reject Null Hypothesis

A one-way ANOVA was used to compare the effects of online marketing and selling on local apparel businesses' sales revenue according to the respondents' social media use. In Table 3.1, it was revealed that the effects of online marketing and selling on the sales revenue of local apparel businesses were similar, regardless of what social media they use. Therefore, the null hypothesis is accepted; there is no significant difference in the effects of online marketing and selling on the sales revenue of local apparel businesses in Tagaytay City when grouped according to social media. According to Tolstoy et al. (2022), online marketing skills are essential yet insufficient to improve these businesses' performance.

Table 3.2

Effects of online marketing and selling to the sales revenue of local apparel businesses when grouped according to the monthly sales.

ANOVA

MONTHLY SALES

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	.173	3	.058	2.221	.097	Accept Null
Within Groups	1.323	51	.026			
Total	1.496	54				

Legend: P-value < .05 Reject Null Hypothesis

In Table 3.2, the one-way ANOVA was also used; it was conducted to compare the impact of online marketing and selling on the sales revenue of local apparel businesses in Tagaytay City according to their monthly sales. A one-way ANOVA revealed no significant difference in the impact of online marketing and selling on the sales revenue of local apparel businesses, regardless of their monthly sales. Therefore, the null hypothesis is accepted: there is no significant difference in the impact of online marketing and selling on the sales revenue of local apparel businesses in Tagaytay City. This implies that monthly sales impact the online marketing and selling to the sales revenue of local apparel businesses in Tagaytay City. The impact of online marketing and selling on the sales revenue of local apparel businesses in terms of monthly sales supports the study by Lockett (2018) that monthly sales were no significant indicator of a business's monthly sales. This may indicate that online marketing and selling businesses can overcome monthly sales.

Table 3.3

Effects of online marketing and selling to the sales revenue of local apparel businesses when grouped according to the monthly sales.

ANOVA

Monthly sales

	Sum of Squares	df	Mean Square	F	Sig.	Decision
Between Groups	.197	3	.066	2.580	.064	Accept Null
Within Groups	1.299	51	.025			
Total	1.496	54				

Legend: P-value < .05 Reject Null Hypothesis

In Table 3.3, one-way ANOVA was also used to compare the effects of online marketing and selling on the sales of local apparel businesses in Tagaytay City. A one-way ANOVA showed a significant difference in sales of Local Apparel Businesses, regardless of the online platform they used. Therefore, the null hypothesis is accepted; there is no significant difference in the sales of local apparel businesses in Tagaytay City when grouped according to their monthly sales. This implies that the use of social media has the same influence on the sales revenue of local apparel businesses. This result supports the study of Ongson (2024); many studies have demonstrated that companies that use social media marketing aggressively see a significant revenue increase.

V. DISCUSSION

The study aimed to determine the effects of online marketing and selling on the sales revenue of local apparel businesses. The result shows that online marketing and selling have a very high effect on increasing the business's sales revenue. Also, when grouped according to profile, the significant difference in the effects of online marketing and selling on sales revenue is determined.

This study supports the following conclusions. The main objective of this research is to determine the effects of online marketing and selling on the sales revenue of local apparel businesses.

The findings revealed that most local apparel business owners use Facebook as an online platform for their business operations. According to Gamboa and Goncalves (2014), Facebook customer satisfaction is still the most critical factor in determining loyalty. Buyer loyalty is enhanced by the social media platform's perceived value, commitment, and trust. To increase sales revenue, businesses can use online platforms or creative strategies supported by the Internet, such as websites, email campaigns, e-flyers, and other online branding assets, according to Piñero-Otero & Martínez-Rolán (2016).

Using Facebook, it was found that this online platform significantly influenced the effects of online marketing and selling on the sales revenue of local apparel businesses in Tagaytay City. According to Caterdilla (2017), Facebook influences the decisions of Filipino consumers since it makes it easy for them to view posts and comments from sellers, peers, and other customers.

The result of the Effects of Online Marketing and Selling on the Sales Revenue of Local Apparel Businesses shows that among the four categories, the customer relationship had the highest rating with a mean score of 3.79, verbally interpreted as a Very High Effect. The respondents believe that having a good relationship with customers affects a business's sales revenue. According to Hinton and Hjorth (2023), social media is a collection of digital tools and platforms that enable the creation, sharing, and exchange of user-generated content and the establishment and maintenance of social connections.

Using the one-way ANOVA, it was revealed that there is no significant relationship between the Effects of Online Marketing and Selling on the Sales Revenue of Local Apparel Businesses in Tagaytay City. According to Schaupp & Belanger, 2014 small-businesses find it challenging to put social media marketing techniques into practice for staff hiring, advertising, and communication to boost sales.

The result also showed no significant relationship between online marketing and sales and sales revenue and the mentioned factors.

The result shows no significant difference between the effects of online marketing and selling on sales when grouped according to their profiles. This implies that regardless of social media use, years of business operations, and monthly sales, the effects of online marketing and selling on the sales revenue of local apparel businesses in Tagaytay City are the same.

Based on the presented conclusion, the researchers recommend that local apparel business owners maintain knowledge and understanding regarding the effects of online

marketing and selling on the sales revenue of local apparel businesses, especially to categories with a high rating and mean score. However, even though the brand awareness category has a very high effect on increasing sales revenue, local apparel business owners should also focus on improving it and look for solutions because it has the lowest mean among all the categories.

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**Uncontrollable Spending Behavior of Credit Cardholders:
A Qualitative Study**

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I. ABSTRACT

Behavior is caused. Even uncontrollable spending behavior, too. This study was conducted to determine credit cardholders' live experiences in using credit cards and the challenges they have faced in paying off credit card debt. The researchers also want to know how they coped with the situation. A qualitative descriptive research design was applied to the study, and a purposive sampling technique was used to select the respondents. The instrument used to attain the data pertinent to this study was semi-structured interviews designed to assess relevant information. The data were analyzed using Braun & Clarke's (2006) six steps of thematic analysis. Based on the study, the following were the findings and conclusions: (1) Consumer behavior and ease of payment are the live experiences of credit cardholders in using credit cards; (2) Financial literacy, amortization, and compounding interest are the

challenges faced by the credit cardholders; (3) Debt restructuring and financial management are the solutions they made in order to pay down their credit card debt. The findings suggest a need for credit providers to educate clients about the risks of minimum payments and encourage responsible spending habits. Credit cardholders are advised to prioritize debt repayment, seek debt restructuring options, and practice effective financial management to avoid drowning in debt.

Keywords: *credit card, uncontrollable spending behavior, credit cardholders*

II. INTRODUCTION

A credit card is a laminated plastic card that has a magnetic strip. It is issued by a bank or financial services company and allows cardholders to purchase goods and services on credit up to a specific credit limit. Hence, a credit card is a financial instrument that permits cardholders to obtain funds at interest.

In the study conducted by Vainikka (2015) about spending behaviour, it was described that individuals select, purchase, and use goods and services to satisfy their needs and wants, which starts and ends with their satisfaction. Spending habits have changed with the usage of

credit cards throughout the world. Credit cards were initially used as a standard payment method for luxuries such as travel and accommodation. However, it is now increasingly used for purchasing small items of convenience in our daily lives, ranging from the esoteric to the mundane (Lee, 2000). According to the Latino Community Credit Union (2013), credit cards are a convenient tool allowing consumers to buy and pay for items now. Furthermore, buying something with credit results in debt. This means that a buyer owes money to the company that gave them the credit card.

In defiance of the benefits of using a credit card, credit cardholders' usage behaviour is associated with the amount of consumer debt and uncontrolled or unplanned spending (Kurtulus, 2006; Thomas et al., 2010; Norum, 2008). Research evidence reflects that credit card-related debt has risen significantly since the last decade due to a substantial share of household spending across the globe (Arabzadeh et al., 2015; Foscht et al., 2008).

Despite the vast research on uncontrollable spending behavior, this study still needs to be done or implemented in our local schools and community. Uncontrollable spending behaviours when using a credit card are relatively unexplored.

Thus, the researchers are interested in conducting this study to learn about the lived experiences of credit cardholders using credit cards and the challenges they have faced in paying off credit card debt. They also want to know how they coped with the situation.

III. METHODS

The researchers utilized a qualitative descriptive design in the study. A qualitative descriptive study, according to Lambert (2012), is a study that has a comprehensive summarization in everyday terms of specific events experienced by individuals or groups of

individuals. In other words, the primary purpose of a descriptive study is to examine a sample in great detail and depth using an articulated descriptive theory. This method permits participants who are most familiar with the subject under investigation to express themselves and provides the researcher with a better understanding of the situation. Through this design, experiences shared by different credit cardholders can be drawn.

The study's respondents were chosen using a purposive sampling technique. The primary objective of purposive sampling is to produce a sample that can be logically assumed to be representative of the population. Participants are selected according to the study's needs. The criteria for the qualitative phase must be five credit cardholders who have had debt-drowning experiences using credit cards and reside in Tagaytay, Cavite.

The study's target respondents are credit cardholders who have had debt-drowning experiences when using credit cards and reside in Tagaytay, Cavite. The data will be gathered from the participants and held confidential unless the credit cardholders are permitted to reveal the information. They were the chosen participants because they had the characteristics that helped the researchers acquire the information needed for the study.

The researchers used semi-structured interviews. The instrument is a meeting in which the interviewer does not strictly follow a formal list of questions. In preference, they ask more open-ended questions, allowing for a discussion with the interviewee rather than a straightforward question-and-answer format.

The semi-structured interview consisted of one (1) grand tour question about their experiences using credit cards, followed by two (2) sub-questions about the challenges and their solutions to those problems. The interview will be conducted at the participant's workplace. The researchers used pen and paper. Audio recording devices (smartphones) record or capture sound,

converting it into an audio file that can be conveniently transferred to another device. The data that was gathered was analyzed using thematic analysis.

The following procedures were done in gathering data:

First, the researchers asked for the approval of a consent form from their research advisor. A consent form was sent to the email of selected participants, informing them of the purpose of the research study and why it is being conducted, and it also served as an agreement between the participants and the researchers defining their roles and commitment throughout the research process. Semi-structured interviews were conducted face-to-face with credit cardholders. Semi-structured interviews allowed the researchers to dig further into particular points during the conversation with the participant. The purpose is to extract opinions and comments that may have yet to be heard during the planning processes but will directly affect the study (Fauvelle, 2020). During a face-to-face interview, participants were asked by the researchers to narrate their credit card debt experience. The information the researchers acquired during the interview with the participants was analyzed and interpreted, giving significance to the study. The data that have been gathered were presented by the researchers to the panelists.

After conducting the semi-structured interview, it was transcribed as it is. Transcribing is the method of translating spoken words into text. Transcribing is a standard procedure when conducting interviews since it allows the researchers to analyze the data quickly (Streefkerk, 2019). The researchers transcribed each recorded interview using the intelligent verbatim transcription method wherein they wrote down every word but did not include irrelevant fillers. They also fix grammar mistakes. After the transcription, the researchers proofread it before sending it out to the participants. Before analyzing the data, the transcribed interviews were sent

first to the participants for approval and in order to assure them that the researchers did not add anything to the interview.

Braun & Clarke's (2006) six steps of thematic analysis were used to analyze the data gathered, including familiarizing with data in the first instance, creating initial codes, and identifying themes and sub-themes. Thematic tables were created as an excellent visual guide for repeatedly reviewing and refining the themes. Finally, a thematic report was created, supported with direct quotes from participants.

IV. RESULTS

This part reflects the themes that emerged from the sources of data. The themes were arranged according to the statements of the problem as answered in the interview.

	Significant Statement	Themes	Codes	Descriptions
SOP#1 What are the lived experiences of a credit cardholder in using a credit card?	P1: “Nainspired ako kay ate Dulce kasi dati noon ang sabi niya bestfriend niya ang credit card kasi kung wala pa siyang cash meron muna siyang pambabayad. Yung ibanaman kung gusto mong may bilhing malaking amount tapos hindi mo pa kayang bayaran ng bigla, magiging monthly ang payment mo. Malaking kaalwanan para sa part ng user ng credit card. Kaya lang	Consumer Behavior Ease of Payment	Feeling Inspired Alternative Source Convenience	Feeling Inspired: feeling of enthusiasm or motivation to do that comes from someone or something. Alternative Source: are those channels of finances that have emerged outside of the traditional finance systems like the regulated

	<p>ko nagustuhan is dahil pag may gusto akong bilhing gamit, di ko siya kailangang bayaran ng cash. So installment lagi.”</p>			<p>banks and capital markets.</p>
	<p>P2: "Naengganyo sa kasamahan sa trabaho kasi 'pag may gustong bilhing gamit, 'di na kailangang bayaran ng cash."</p>		<p>Peer Persuasion Convenience</p>	<p>Convenience: is something that is suitable for your purposes and needs and causing the least difficulty.</p>
	<p>P3: “Maraming pumunta ditong mga agent, so marami kaming kumuha. Meron silang mga freebies, giveaways noong time na yon.”</p>		<p>Marketing & Promotion</p>	<p>Peer Persuasion: is a process in which one person or entity tries to influence another person or group of people to change their beliefs or behaviors.</p>
	<p>P4: “Naengganyo lang ako kasi talagang ‘pag big client ka ng BPI, binibigyan ka talaga. Madali siyang magamit kaya lamang ang hirap magbayad.”</p>		<p>Peer Persuasion Convenience Repayment Difficulties</p>	<p>Marketing & Promotion: refers to the strategic activities and communication efforts undertaken by businesses to promote their products, services, or brand to their</p>

	<p>P5: “Naengganyo lang ako sa mga kasamahan ko kasi madaming pumunta dito dati tapos nakuha sa paliwanag, tapos noong gumagamit na okay naman, maalwan sa pakiramdam pero dapat marunong kang magbayad kasi oras na di mabayaran penalty yung kakarga sayo.”</p>		<p>Peer Persuasion</p> <p>Convenience</p> <p>Awareness of Penalty</p>	<p>target audience.</p> <p>Repayment Difficulties: having trouble paying back or hard to manage payments, possibly because of high interest rates, overspending, or unexpected expenses, leading to financial stress or debt.</p> <p>Awareness of Penalties: refers to knowing the consequences or punishments associated with breaking rules, laws, or regulations. It implies understanding what actions may lead to penalties.</p>
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Theme 1: Consumer Behavior

	Significant Statement	Themes	Codes	Descriptions
<p>SOP#2</p> <p>What are the challenges of credit cardholders in paying off credit card debt?</p>	<p>P1: “Noong nagbukas ako ng credit card sa isip ko sabi ko gagamitin ko lang yung credit card ko bilang pang-abono dun sa mga bagay na kailangan ko hanggang sa di ko na namalayan na sobrang naadik na akong bumili ng mga kung ano – ano wala akong control sa mga bagay na pinagkakagastusan ko. Yung credit card debt ko umabot ng twenty to thirty thousand pesos at that time so sobrang laking halaga na non para sa akin.”</p> <p>“Dati nagtatabi ako para sa aking ipon pero nakakaipon ako kasi di ko binabayaran ng buo</p>	<p>Financial Literacy</p> <p>Compounding Interest</p> <p>Amortization</p>	<p>Impulsive Buying</p> <p>Debt Accumulation</p> <p>Partial Payment</p> <p>Compounding Interest</p>	<p>Impulsive Buying: the act of buying something that you had not planned to buy, because you suddenly want it when you see it.</p> <p>Debt Accumulation: debt growth by continuous additions, as of principal and interest.</p> <p>Partial Payment: a payment that is less than the full amount due.</p> <p>Compounding Interest: is interest accumulated from</p>

	<p>yung outstanding balance ng credit card bill ko. Binabayaran ko lang yung minimum payment na pwede na parang pampalubag loob ko yon na “oo may utang ako sa credit card bill ko pero meron naman akong ipon.”</p>			<p>a principal sum and previously accumulated interest.</p>
	<p>P2: “Unang – una inavail namin puro installment so akala namin two thousand lang monthly, five thousand monthly hanggang sa nagpatong patong na siya. And we’re not disciplined enough so aminado naman kami diyan during that time. Way back 2013...2014 so dire-diretso yon na ganon yung ginagawa namin puro installment, di na namin chinecheck yung ano ba yung kaya naming bayaran. So ganon yung nagyari</p>		<p>Lack of Awareness</p> <p>Lack of Discipline</p> <p>Partial Payment</p>	<p>Lack of Awareness: a situation in which someone is not aware of or informed about a particular situation.</p> <p>Lack of Discipline: Frequently give in to temptations. Many people who lack self-discipline also give in to temptation or impulses because they have difficulty saying no to themselves.</p> <p>Unstructured Payment</p>

	<p>and then lastly ito yung biggest mistake na ginawa namin bakit lumaki yung utang namin is we are only paying the minimum due.”</p>			<p>Agreements: typically refer to arrangements where there is no predefined or formalized schedule or terms</p>
	<p>P3: “Yung mga credit card companies may mga interest yon kapag hindi mo nabayaran in full yung utang mo. So for example, this month ang utang mo sa credit card is ten thousand yung total amount due at ang hihingiin lang nila ay two thousand or the minimum amount due, so pwede ka daw magbayad ng ganon so ganon yung ginagawa ko noon, nagbabayad lang ako ng minimum amount due pero hindi mo namamalayan yung binayad mong minimum amount due is papatong ng papatong yon kasi</p>		<p>Compounding Interest Lack of Awareness Partial Payment Debt Accumulation</p>	<p>for making payments. Income Deficiency: refers to a situation where an individual or entity does not have sufficient income to cover their expenses or financial obligations. It indicates a shortfall between the amount of money earned and the amount needed to meet basic needs, pay bills, or achieve financial goals.</p>

	<p>iinterest-an nila yung hindi mo nabayaran which is 3.5% ang interest.”</p> <p>“Nagbabayad ako ng minimum amount due hanggang sa pumatong ng pumatong yung utang ko tapos ang ginagawa ko para mabayaran ko yung ibang utang ko nangungutang ulit ako para may pambayad ako doon sa mga utang ko. Parang nagiging cycle lang siya paikot-ikot lang.”</p>			<p>Financial Illiteracy: lacking the skills and knowledge on financial matters to confidently take effective action that best fulfills an individual’s personal, family and global community goals.</p> <p>Avoidance of Financial Obligations: is when a person escapes paying or ignoring financial commitments.</p>
	<p>P4: “So ang nangyari nagkanda patong patong na yung mga utang ko dahil siyempre malaki ang penalty pag di ka nakabayad. Dumating sa point na talagang zero-ng zero kami na di na kami makaipon ng pambayad. Tinawagan</p>		<p>Debt Accumulation</p> <p>Compounding Interest</p> <p>Unstructured Payment Agreements</p>	<p>This could include not paying debts, bills, taxes, or other financial obligations on time or in full. It may involve</p>

	<p>ako ng collections agency, ang dami di ko sinasagot kasi wala naman akong sasabihin sa kanila e. Ang nirerequest ko sa kanila payment arrangement ayaw naman nila akong bigyan. Tapos hinayaan ko na lang. Tapos kapag may pera ako magbibigay lang ako 850...300 ganon.</p> <p>Nakatanggap ako ng texts na sasampahan nga daw ako ng kaso, yung mga pananakot. Noong panahong yon hindi talaga ako makabayad kasi pandemic talaga. Taghirap talaga. Lahat ng negosyo bagsak. Lahat nawalan ng trabaho kaya hirap talaga ako makabayad.”</p>		<p>Income Deficiency</p>	<p>actions such as ignoring payment reminders, refusing to communicate with creditors, or attempting to hide assets to avoid payment.</p>
	<p>P5: “As I go along nag enjoy ako bumili na ang dami ko na palang</p>		<p>Impulsive Buying</p>	

	<p>nabili. So di ko na maisa – isa yung mga nagastos ko with the interests. Well along the way I knew that some of my purchases were really smart pero a lot of it hindi talaga. Yung tipong dapat di ko na siya kinard. Technically speaking pumatong patong na siya until such point na di ko na kayang bayaran. Tapos di pa ako masyadong marunong pagdating sa finances back then so di ko masyadong naappreciate yung mga 0% installment. Basta sobrang huge mistake.</p> <p>So medyo too late na when I realize na I can no longer sustain paying the minimum amount kasi sayang naman din yung minimum amount and</p>		<p>Compounding Interest</p> <p>Financial Illiteracy</p> <p>Avoidance of Financial Obligations</p>	
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	<p>then the compounding interest lang naman that gets you. So what I did is not something na dapat mong gayahin kasi I run away from it.”</p>			
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The study participants' responses revealed that peer persuasion is the main reason they use credit cards. Participants also stated that credit cards offer convenience to their customers. Participant 1 said she is being inspired by someone to use a credit card. On the other hand, Participant 3 said that agents from several banks came to their workplaces to offer cards with freebies and giveaways, and many employees applied for credit cards. Alcardsparticipant 5 said her co-workers are persuading her since many agents came to their office.

In the research presented by Cai et al. (2022), banks and other financial institutions can promote innovative financial products in rural areas through peer effects. The study's results suggest that credit card usage has peer effects in rural areas.

Theme 2: Ease of Payment

The study participants revealed that credit cards are their alternative source of payment since they allow them to purchase goods or services on credit. In addition, participant 5 stated that users should learn to pay on time since once they do not pay their bills, they may be charged a penalty.

Theme 3: Financial Literacy

The participants of the study's shared experiences reveal a pattern of impulsive buying, partial payment, and a lack of financial awareness among individuals grappling with credit card debt. Impulsive purchases led to debt accumulation, compounded by making only partial payments, particularly the minimum due, without understanding the consequences of compounding interest. Additionally, a lack of financial discipline and income deficiency worsened the challenges, making it difficult to manage finances effectively and negotiate payment arrangements with creditors. However, some individuals eventually recognized their financial mistakes and emphasized the importance of learning from past mistakes to improve financial literacy and make informed decisions in the future. These insights underscore the significance of fostering awareness, discipline, and proactive financial planning to navigate credit card usage responsibly and achieve long-term financial stability.

Theme 4: Compounding Interest

The study participants revealed that despite starting with good intentions, their debt quickly escalated due to impulsive spending, reliance on installment plans, and only paying the minimum amount due. Compounding interest exacerbated their financial burdens, leading to drowning in debt and difficulties making payments. This highlights the importance of financial literacy and disciplined financial habits to avoid falling into the trap of compounding interest, as well as the need for proactive debt management strategies to mitigate its detrimental effects on personal finances.

Theme 5: Amortization

The study participants revealed that their initial intentions to use credit responsibly were overshadowed by uncontrolled spending, leading to debt accumulation. Reliance on installment payments needed to understand their long-term implications underscored the importance of disciplined budgeting. Paying only the minimum amount due resulted in compounding debt, exacerbated by penalties and external factors like job loss during the pandemic. Realizing the unsustainability of minimum payments emphasized the need to reassess repayment strategies and actively seek alternative solutions. Understanding credit terms, practising disciplined spending, and proactively managing debt is crucial for avoiding financial distress and achieving stability.

Most participants reported that they are only paying the minimum amount due for credit cards, which leads to them drowning in debt. They have to pay high interest charges on the outstanding amount of their credit card bill since an interest charge will be computed each month on the unpaid balance. Moreover, most credit card users need to be more disciplined about their installments and are unaware of what will happen if they only pay the minimum on their credit card.

IDFC FIRST Bank says paying the minimum amount due on a credit card sounds comfortable. However, paying only the minimum daily results in your debt stretching over the years, with eventual interest payments on your outstanding balance. According to the Credit CARD Act of 2009, card issuers are legally required to include a "minimum payment warning" on each billing statement. This is often represented by a table that tells you the total time to pay off your balance and the total amount you will end up paying (including interest) if you only pay the minimum. Sometimes, an example will show what happens if you pay more than the minimum and the resulting lower interest charges.

	Significant Statement	Themes	Codes	Descriptions
<p>SOP#3</p> <p>How did they cope with the situation?</p>	<p>P1: “I made myself aware of how much I owe. Knowing exactly how much I owe made it all clear kung papaano ko siya aatakihin kasi hindi pwedeng alam mo lang na may utang ka dapat aware ka kung gaano kaliit or kalaki yung utang mo.”</p>	<p>Debt Restructuring</p> <p>Financial Management</p>	<p>Debt Resolution</p>	<p>Debt Resolution: being fully aware of the debts owed, including the amounts, terms, and conditions associated with those debts.</p> <p>Debt Prioritization: act of listing and assessing debts to determine which ones to pay off first.</p>
	<p>P2: “Nilista ko yung mga utang ko and chineck ko ano ba ang dapat kong unahing bayaran. Sa credit card usually ang uunahin nating bayaran is yung mataas ang interest. So ang ginawa na lang namin is inuna naming bayaran kung ano yung mas</p>		<p>Debt Prioritization</p> <p>Debt Reduction Strategies</p>	<p>Debt Reduction Strategies: the strategy of paying off smaller debts first, regardless of interest rates.</p> <p>Debt Settlement: an agreement between a lender</p>

	<p>maliit na utang kasi iba din yung feeling na mayroon kang naa-accomplish o nadedelete sa listahan.”</p>			<p>and a borrower in which the borrower repays a portion of a loan balance and the lender forgives the remainder.</p>
	<p>P3: “Isa sa natutunan ko is kailangan mo rin bayaran yung pinaka maliit na utang mo. Tinawagan ko yung bangko at nakiusap na babayaran ko in full yung utang ko kasi yun lang ang amount na meron ako at sinabi ko na alisin na yung interest kasi ang mga bangko mas gusto nilang nasesettle mo yung utang mo kesa hindi sila makasingil sayo.”</p>		<p>Debt Prioritization</p> <p>Debt Settlement</p> <p>Interest Negotiation</p>	<p>Interest Negotiation: involves discussing with creditors to remove or eliminate interest charges on outstanding debts.</p> <p>Information Gathering: collecting information through various means, including reading, listening, observing, or interviewing.</p> <p>Customer Service Assistance: customer service provides financial</p>

	<p>P4: “Ang ginawa ko nagbasa ako ng nagbasa. Ayon naano ko na wala namang nakukulong sa utang, kumbaga paghaharapin kayo sa korte. Pagdating sa korte ikaw pa rin yung masusunod kung ano yung payment agreement. Hanggang sa dasal lang ako ng dasal. Hanggang sa may tumawag sa akin na customer service ng metrobank ko tapos tinulungan ako. Five years to pay siyempre may interest. Kung ang utang mo ay one hundred thousand magiging 180...160 ganon may interest pero ang kagandahan monthly. Fixed na yung payment mo.”</p>		<p>Information Gathering</p> <p>Customer Service Assistance</p> <p>Debt Settlement</p>	<p>assistance or guidance to address the individual's needs or concerns.</p> <p>Income Generation: process of generating revenue or income through various means.</p>
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	<p>P5: “I manage to reach out to the second agency and ask for settlement. So another installment plan and I’m really planning to finish it within that year, ayoko ng mag next year na mayroon akong utang pa. So thankfully that agency is sobrang kabaliktaran ng naunang agency kasi yung unang agency parang aawayin ka and ito sobrang okay sila kausap. They’re really assisting you. So nag enter ako sa agreement kasi ayoko ng mag new year that time na may utang pa.”</p> <p>“So nagkaroon ako ng new work na</p>		<p>Debt Settlement</p> <p>Income Generation</p>	
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	part time job. And I was given a project na it really sustains what I needed.”			
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Theme 6: Debt Restructuring

In this theme, credit cardholders have various ways of coping with the challenges encountered. To obtain more flexibility in the short term and reduce their overall debt load, the majority of them adopted debt restructuring, which allowed them to refinance their current debt commitments in the face of financial difficulty and cash shortages.

The responses of the study participants revealed that listing all your outstanding debts is effective in dealing with debt problems. Most of the participants listed their debts in order of their balances, from smallest to largest, to get out of debt.

In Forbes Advisor's article, a number of financial and credit experts believe that paying off the smallest debt first is the best way for consumers to pay down their credit card debt. In fact, A Boston School of Business study finds that the repayment strategy you choose can influence how much money you apply toward debt elimination. It also added that small wins can keep you motivated.

Theme 7: Financial Management

Participants practice financial management to overcome challenges. Participants 2 and 3 list and assess their debts to determine which ones to pay off first. Participant 4 gathered information to pay credit card balances through a payment agreement. On the other hand,

participant 5 works a part-time job to sustain her needs. The participants used a debt prioritization method to cope with the challenges.

V. DISCUSSION

This phenomenological study was conducted to explore and describe the experiences of credit cardholders in Tagaytay, Cavite. Participants in this study shared their debt-drowning experiences in using credit cards and how they coped with the situation. Thematic analysis by Braun & Clarke's (2006) six steps of thematic analysis were used.

This study identified seven (7) themes. These themes emerged from the participants' responses regarding their experiences using credit cards. The study revealed that the live experiences of credit cardholders when using credit cards are because of consumer behavior and the ease of payment it offers to the user. Participants are being persuaded by their peers since many agents came to their office. Participants also stated that credit cards offer convenience to their customers. Most participants said that users should learn to pay on time since they could not only be charged late fees and higher penalty interest rates, but it could also take a hit on their credit.

On the other hand, their challenges in paying off credit card debt are their financial literacy, amortization, and compounding interest. The study reported that participants repeatedly paid only the minimum amount due for credit cards. The results concluded that many participants need to be more responsible about the installments they made and are unaware of what will happen if they only pay the minimum on their credit card repeatedly. Lastly, the study's findings concluded that the solutions they made to pay down their credit card debts were debt restructuring and financial management. They list all of their debts and pay off the smallest debt

first. Participants said that when they see debts disappearing, they are motivated to continue paying off debt. Credit cardholders also managed to pay off their debts by making debt settlement agreements with their collection agency.

The result of the analyzed data helped the researchers to draw the following conclusions:

(1) Consumer behavior and ease of payment are the live experiences of credit cardholders in using credit cards; (2) Financial literacy, amortization, and compounding interest are the challenges faced by the credit cardholders; (3) Debt restructuring and financial management are the solutions they made in order to pay down their credit card debt.

Based on the findings and conclusion of the study, the following recommendations are made: (1) Credit providers should educate their clients more on responsible credit card usage and by suggesting strategies for credit cardholders to manage their debts more effectively; (2) Researchers proposes that credit cardholders should try to pay more than the minimum in their credit card bill to avoid drowning in debts; (3) Credit cardholders should not be impulsive of getting a credit card, preferable to do some research first. Credit card users should also be careful when managing their spending to avoid debt. Moreover, (4) Credit cardholders should list all their debts to show where the money needs to go and who charges the most interest.

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The Factors that Influence Students' Preferences Towards Accounting School in Selected Schools in Amadeo, Cavite

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I. ABSTRACT

This study's primary objective was to identify the factors that influence students' preferences toward accounting schools, particularly those in Amadeo, Cavite. The researchers presumably use percentages and frequency counts to thoroughly grasp the respondents' demographic profile and the variables affecting their selection of accounting programs. This demonstrates what influences students' decisions about where to pursue accounting education. This study's primary tool was a survey questionnaire, and the mean score and ANOVA were utilized to determine the statistical treatment. The overall results demonstrate that personal preferences, accessibility, and ease of use heavily influence student decisions about accounting schools. Students are mainly concerned with the quality of education, their preferences, and the convenience of the school when making such a significant choice. The study demonstrates that respondents' personal preferences for a given school rise in tandem with increases in perceived educational quality and vice versa. This association also holds for the school's proximity and accessibility, demonstrating its importance to children regarding their ideal learning surroundings. The respondents prefer educational institutions that provide convenient access and excellent quality education. This study was limited to a few Amadeo, Cavite schools. It is recommended that a comparable study with a larger pool of potential participants be performed to see if the outcomes will still match those reported in this study. Additionally, the researcher suggested that it serve as the foundation for upcoming studies on the elements influencing students' preferences for accounting programs. Investigating this in various contexts may help other academics better understand the elements influencing students' decisions on where to pursue their accounting studies.

II. INTRODUCTION

One of the most critical and challenging decisions a student will ever make is choosing a school to study at since all schools, especially private schools, have strategies for encouraging students to study at their school. Choosing the appropriate and suitable accounting school is an important choice, as it will help them learn the necessary skills to be successful in their chosen career and build a better future. Making choices when there are many options available can be tricky.

Students nowadays are pickier regarding higher education institutions (Beneke & Human, 2010; Aydin, 2015; Aydin & Bayir, 2016). The factors that influence a student's decision to attend one institution over another include that institution's characteristics, including its history of reputation (Agrey and Lampadan, 2014), the setting in which the higher education institution is located, as well as factors related to the student, such as his interest in the degree program, his ability to attend it, or family recommendations (Proboyo and Soedarsono, 2015). Higher education institution managers must be aware of the factors that affect students when choosing a higher education institution (Aydin, 2015; Rudhumbu et al., 2017), primarily so that they can use the knowledge to create marketing strategies that will draw in students who exhibit the desired qualities (Manoku, 2015; Wiese et al., 2010).

As stated, the most important and challenging decision for students is choosing the school they attend. Students consider universities and colleges that can provide safe learning environments and high-quality education that help students reach their goals. The study by Manoku (2016) implies that universities and colleges should know and understand how students choose their educational schools. Universities and colleges should also consider how students

choose the schools they attend, the information they find helpful, and from whom they are getting their influence.

Children's expectations of family financial assistance are probably some of the most certain projections they must make about life beyond high school because of the communication between children and parents about financial problems during the college-choosing process (Calderone, 2015; Hossler, Schmidt, & Vesper, 1999; McDonough, 1997). Although some studies assess whether parents have college funding plans (Hillman, Gast, & GeorgeJackson, 2015), children's expectations regarding their parents' support are primarily unknowable.

According to Flaster (2020), it is essential to look at the amount and kind of help children expect from their parents in the year after high school graduation, as well as how conditional that support is. Attending college costs are lower if parents only provide financial assistance if their children enroll. At the same time, the cost or benefit assessment of other post-high school options, such as joining the workforce or the military, remains the same. Therefore, children's expectations of parental conditional support may encourage them to enroll in college.

Extensive research has shown that women in other countries, like Ireland, are more likely than men to enroll in specialized programs and attend college. This may be related to their higher high school performance since it could also result from gender differences in behavior when applying to colleges at any academic level. To minimize the possibility of receiving no offers of college admission, women may set more significant goals for themselves in terms of their top selections and may manage risk better. The choice of which college to attend and the competitiveness of the program studied may have long-lasting effects on the labor market and other significant life outcomes (Altonji et al., 2016; Belfield et al. 2017).

School choice is crucial for parents and students, with quality education being a critical factor in this process. Within the context of choosing a school, quality education is frequently defined by a combination of factors that contribute to a positive and enriching learning experience. Academic excellence, a well-rounded curriculum, an academic reputation, dedicated and well-qualified instructors, supportive and student-friendly learning environments, alignment with personal values, and tuition fees that compensate for the quality of education being the home of board passers and producing graduates who easily find jobs are all aspects of quality education. Individuals can make informed decisions that align with their educational goals, values, and expectations by considering these various factors, reinforcing the significance of quality education in selecting a school. According to the study by Briones and Bueno (2019), with a weighted mean of 3.35, students strongly agreed that the school's ability to serve as a home for board passers is the third factor influencing their decision of which institution to attend. Some of the qualities students consider when choosing an institution include being the home of toppers and passers and being known for its standards (Aguado et al., 2015). According to Briones and Bueno, it appeared that students prioritize choosing a college based on how closely the institution monitors its students' academic progress to make sure they achieve the goals set for them to accomplish before graduating and taking the board examination. It is one of the factors that students consider when selecting the best school for them. A school with a high passing rate for the students on the board or a school with a home of board toppers and passers is important to the students because their career path depends on that school, and they think they will most likely pass the board exams. University fees are also a factor that students consider when selecting a school. According to Thorpe (2015), due to their sole dependency on their families for financial support, undergraduates have a greater need for help with university

expenses. In contrast, postgraduate students are less sensitive to school fee pricing because most are in the workforce. Unlike undergraduates, postgraduate students are reportedly more attentive to school fees, payment flexibility, and alternative payment methods. Furthermore, Ming (2010) listed several aspects such as university location, programs offered, university reputation, university facilities, cost of education, financial assistance, job opportunities, advertising or information dissemination, representative of the university, and campus tours as the university factors. Theoretically, all aspects have significant positive relationships with the chosen university. For example, in Jordan, the cost of education was the major factor in making the decision (Shamot, 2011). In Malaysia, the university's reputation, location, and facilities were considered by the students when making decisions (Hassan, 2008). A study by Wagner and Fard (2009) stated that the programs' content and the university's entry requirements also became among the most influential factors. Furthermore, ranking systems are also becoming standard features in higher education institutions and are increasingly regarded as a tool for quality education (Sadlak, 2006). Students also consider the school's reputation when choosing institutions. Additionally, studies by Kusumawati (2013) and Qazi et al. (2021) found that most parents firmly believe that local universities can offer their children better job guarantees after graduation due to the university's reputation in the global education market. This belief is based on the university's status and achievements. University reputation also influences students' decisions about college based on the university's status and achievements. Moreover, the school administration's responsibility is to develop promotion and admission guidelines and hold students accountable for their studies. The reputation of the professors is another factor that influences students' decisions. Students are encouraged to gather information on professors and learn what they expect from their classes (Hoag, 1988). Lastly, Pesigan et al. (2019) stated that

choosing a career path begins with the college degree/program chosen. As such, students consider a university that produces graduates who are easily hired when choosing a school. Considering these factors collectively provides a comprehensive view of quality education, recognizing the multifaceted nature of the decision-making process when selecting a school. It emphasizes the significance of academic and non-academic components in forming a well-rounded educational experience. As education evolves, understanding the factors contributing to quality education and their influence on school choice is crucial for policymakers, educators, and parents alike.

Personal Preferences are also factors that students consider when deciding which university to attend. Personal preferences, encompassing individual choice and preferred course offerings, emerge as significant factors in the decision-making process when choosing a school. According to the study of Pesigan et al. (2019), when it comes to students' learning experiences that result in the success of their future jobs, the personal component of selecting a college degree is also essential. As defined by Porter and Umbach (2006) as quoted by Pesigan et al. (2019), "Person-Environment Fit" refers to the alignment of students' personalities, interests, beliefs, and even political views in choosing a college degree as an essential component to having the most successful outcomes. The author believed that students tend to choose areas of study where other students will be similar to them, and share their interests and ideas, providing them with a sense of belonging in their academic community. Feeling a lack of belonging causes discomfort, which leads to dissatisfaction with one's primary choice of academics.

Furthermore, students must select suitable study programs that match their personalities (Misran, Sahuri, et al.). Based on the Holland Career Theory (Noah, 2008), he proposed that individual personality traits be matched with environmental characteristics. Mastor (2006)

discovered that the introverted personality trait in Malay students influences their decisions. Female students who were more introverted than male students went through a complex process and were not always satisfied with their decisions because the programs they chose were closely related to their future career paths. Furthermore, the availability of a preferred course or academic program is an essential factor influencing students' decisions when choosing a school. This aspect not only shapes their educational journey but also significantly impacts their overall satisfaction and success. Students often look for programs aligned with their interests, career goals, and passions.

When students can pursue subjects that genuinely interest them, they are more likely to be motivated and engaged in their studies. Schools offering a wide range of courses and academic disciplines allow students to explore and specialize in areas that align with their interests. A significant consideration is the availability of programs that align with students' career goals. Institutions that offer relevant and current courses, practical experiences, internships, and networking opportunities help students prepare for their chosen professions. Students benefit from the flexibility and choice provided by institutions that offer a diverse range of academic programs. This variety accommodates a wide range of career paths and ensures students can find a program that meets their goals. Schools can create environments that foster a sense of belonging, engagement, and overall satisfaction among their student body by catering to diverse needs and preferences. Schools can attract students while contributing to their sense of belonging, engagement, and satisfaction by providing diverse and relevant academic programs. Recognizing and valuing personal preferences becomes more critical as individuals navigate the complex surroundings of school selection, fostering a positive and enriching educational experience.

Location and facilities were the subjects of consideration for the students when making decisions (Hassan, 2008). The location of a school, including its proximity to home and the surrounding environment, is one of the factors in choosing a school. Based on the findings of Ting and Lee (2019), proximity is the leading factor influencing school choice. This proximity is valued for its capacity to reduce commuting time, enhance family convenience, and foster a sense of community. Proximity is often associated with feelings of safety and security. Parents are concerned about their children's safety during commutes, and research suggests that schools near residential areas are perceived as safer, which contributes to parents' peace of mind. In the study by Hurtado et al. [16], as quoted by Bringula (n.d.), one of the college choice preferences of students was a school close to their homes and a safe and secure school. Accessibility is essential in decision-making, particularly regarding travel convenience and time savings. According to studies, parents and students are likely to choose schools that minimize travel distances and time, contributing to a more efficient daily routine and reducing potential transportation-related challenges.

Furthermore, proximity and accessibility can result in cost savings on transportation expenses. In conclusion, the location of a school influences community connections, travel convenience, student well-being, safety perceptions, and overall satisfaction. Proximity and accessibility promote a sense of belonging and community engagement, aid in the efficiency of daily routines, improve student well-being and address safety concerns.

All explored sources examine the factors influencing students' preferences when selecting a school for an accounting course. Quality education in accounting school combines theoretical knowledge with practical exposure, facilitated by experienced faculty and enriched by strong industry connections, from a high board pass rate that instills confidence in students, evaluating

the financial implications, considering the allure of urban or rural environments, and weighing the reputation.

When a student has their mind set on becoming a member of a specific career, their choices of higher educational intuitions become smaller in whomever they believe will provide the finest preparation for their career. Several theoretical models have been developed to explain the factors influencing students' school choices. Each theoretical model explains the different strategies students use to choose their schools. The model Chapman (1981) developed served as the basis for this study's theoretical framework. According to Chapman's model of choice, a student's characteristics and various external influences lead to a particular set of expectations that help them make their choices.

The theoretical model shows how a school decision is affected by the relationship between the student's characteristics and the school. The recommendations given to students should align with how they view the school.

Conceptual Framework

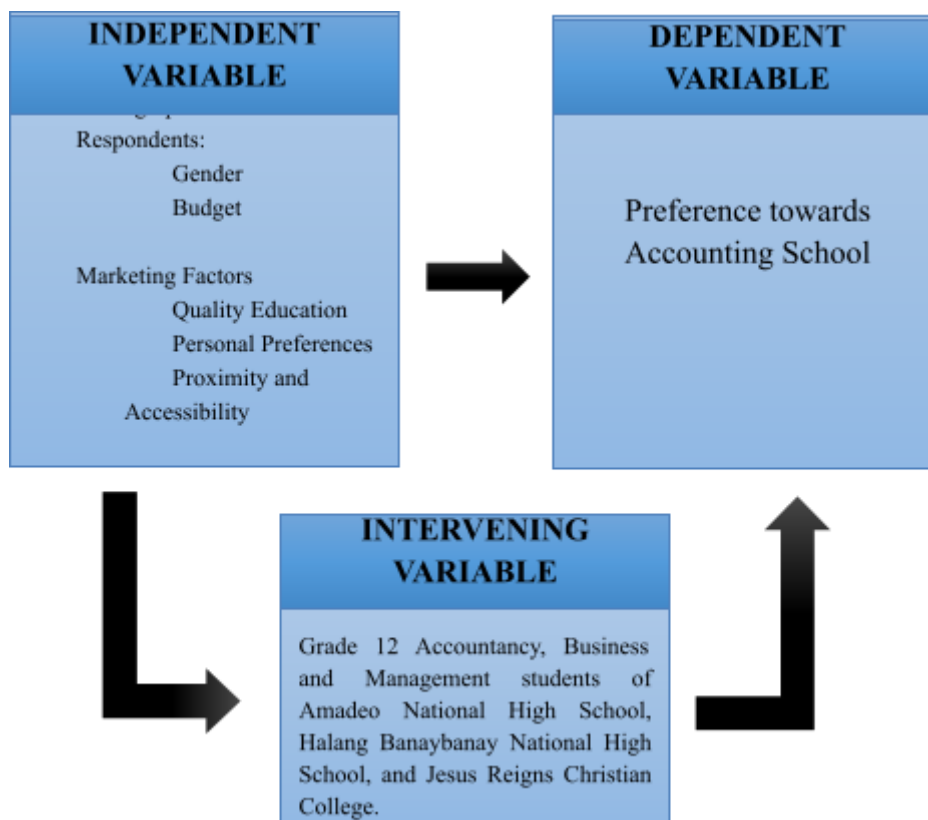


Figure 1. Conceptual Framework

The diagram illustrates the conceptual framework of the study. It shows the demographic profile of the respondents in terms of gender and budget and marketing factors such as quality education, personal preferences, and proximity and accessibility that influence the preferences of Grade 12 Accountancy, Business, and Management students of Amadeo National High School, Halang Banaybanay National High School, and Jesus Reigns Christian College.

The main objective of this study is to identify the various factors that influence students' preferences toward accounting school. Specifically, the study aims to answer the following research questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1 Gender
 - 1.2 Budget
 - 1.3 School
2. What are the factors that influence students in choosing their school:
 - 2.1 Quality Education
 - 2.2 Personal Preferences
 - 2.3 Proximity and Accessibility
3. Is there a significant relationship between various factors influencing a student to choose an accounting school?

This study aims to identify the key factors that influence students' preferences toward choosing an accounting school. This knowledge can help schools develop more effective marketing strategies to attract and retain students. Additionally, understanding the marketing factors that influence student preferences can help schools improve their programs and services to meet their students' needs.

There is no significant relationship between various factors influencing a student to choose an accounting school.

This study intends to determine the factors influencing students' preferences toward accounting school. The respondents are limited only to the Grade 12 Accountancy, Business, and Management students of Amadeo National High School, Halang Banaybanay National High School, and Jesus Reigns Christian College.

This study was conducted during the first semester of the academic year 2023- 2024. The researchers will provide an adapted survey questionnaire to gather the necessary data.

The proposed study on the factors that students should consider when choosing a school has the potential to benefit a wide range of individuals and groups, including students, teachers, parents, schools, and future researchers.

Studying can provide valuable insights into the factors students should consider when selecting a school. These factors may include schools' reputation, location, university fees, and other considerations. By accessing this information, students can make more informed decisions about which school will best meet their needs and aspirations.

Teachers can also benefit from the study results. They can gain insights into the factors that students consider when choosing a school, which can help them better understand and cater

to their students' needs. Teachers can also use the study findings to improve their teaching methods and course offerings, thereby enhancing the learning experience for their students.

Parents can benefit from the study findings by gaining insights into the critical factors for their children when choosing a school. Parents can then use this information to guide their child's decision-making process and ensure that they make an informed choice.

Schools can use the study results to understand their students' needs and preferences better. This knowledge can help them tailor their programs and services to meet their students' needs and expectations better. Additionally, schools can use the study findings to promote their strengths to potential students and distinguish themselves from other schools.

Finally, the study can benefit future researchers by providing a foundation for further research in the field of education. The study findings can contribute to the existing knowledge on school choice and identify new areas for future research.

III. METHODS

The researchers used a Quantitative Descriptive Research Design, a method for gathering quantifiable data for statistical analysis of a population sample (Bhat, 2012). This methodology was selected because respondents are expected to answer survey questionnaires about the factors influencing students' preference for accounting school. Thus, this study used this research design to gather information about factors influencing students' preferences in choosing their accounting school.

The study participants were 84 Grade 12 Accountancy, Business, and Management students in selected schools in Amadeo, Cavite, S.Y. 2023-2024. There are 60 accounting students from the School of Amadeo National High School, 15 from Halang Banaybanay

National High School, and nine from Jesus Reigns Christian College. They are the participants because they will benefit from this study and since they will be the ones to decide which accounting school they will attend.

The researchers used probability sampling, which is ideal in quantitative research, aiming to conclude a large population using statistical analysis (Momentive, n.d.). As such, probability sampling was used in this study because the students in this study should be in the accounting field and are part of the people who will choose their accounting school. Therefore, all Grade 12 Accountancy, Business, and Management students are potential respondents.

The researchers used adapted research questionnaires. This set of questions was from Briones and Bueno (2019). The questionnaire serves as a tool to gather data.

Part I of the research questionnaire contains items to determine the respondents' demographics, such as budget and gender.

Part II of the research questionnaire contains items to determine the various school factors that influence the Grade 12 Accountancy, Business, and Management students' preferences in choosing their accounting school.

The following 4-point Likert scale was used:

4 – Strongly Agree

3 – Agree

2 – Disagree

1 – Strongly Disagree

Data gathering was done after the validation of the instrument, and the researchers sent a letter requesting permission to conduct research. After receiving consent, the researcher explained the study's purpose and ensured that the respondents met the criteria. Researchers

gathered data through a survey questionnaire that included demographic information such as respondents' age and address and items that determined the various school factors that affect Grade 12 Accountancy, Business, and Management students' preferences in choosing their accounting school. After the respondents have taken the test, the papers will be checked, tabulated, and analyzed.

The researchers set hypothetical and mean ranges for the scale to arrive at a definite interpretation of the findings. The hypothetical mean and score ranges were assigned for the scale to represent the factors influencing students' preferences in choosing their accounting school, specifically the Accountancy, Business, and Management students. Furthermore, the researchers use analysis of variance (ANOVA) to describe the significant relationship between the various school factors and the student's preferences for accounting school.

IV. RESULTS

Statement of the Problem 1. *Demographic Profile*

A. Gender

Table 1.1

The demographic profile of the respondents in terms of gender.

Gender	Frequency	Percentage
Female	50	59.50
Male	34	40.50
Total	84	100%

Table 1.1 shows the demographic profile of the respondents in terms of gender. Frequency counts and percentages were utilized to determine the composition of the gender. The data revealed that most respondents are female, with frequencies of 50 or 59.50%, while the male

respondents had a frequency of 34 or 40.50%. This implies that there are more female students in Accountancy, Business, and Management than males. The study of Gantz aligns that most of the Accountancy, Business, and Management students are females, and only a few are males, with 80% female and 20%. He discovered that more female high school students prefer the Accountancy, Business, and Management strands compared to males, which indicates that these strands attract more female students overall.

B. Budget

Table 1.2

The demographic profile of the respondents in terms of budget.

Budget	Frequency	Percentage
10,000 – 20,000	58	69.00
20,001 – 40,000	15	17.90
40,001 – 60,000	9	10.70
60,001 – 80,000	1	1.20
80,001 – 100,000	0	0
100,001 and above	1	1.20
Total	84	100%

Table 1.2 shows the demographic profile of the respondents in terms of budget. Frequency counts and percentages were utilized to determine the distribution of the budget. The data revealed that the majority of the respondents are within the bracket of 10,000 – 20,000 with the frequency of 58 or 69%, followed by 20,001 – 40,000 bracket and 40,001 – 60,000, with the frequency of 15 or 17.90% and 9 or 10.70% respectively. This distribution implies that most respondents face financial constraints or prefer accounting schools within a moderate range. The prevalence of students with budgets between 10,000 –20,000 underscores the importance of affordability in their decision-making process. The findings aligned with the study of Ushure (2014), which states that students may struggle to select the course they genuinely want to take if they do not have adequate money. Lack of funds may prevent someone from pursuing their aim of becoming an authority in a well-liked area. Thus, financial constraints may prevent students from enrolling in courses they are interested in, mainly if those courses are costly.

C. School**Table 1.3**

The demographic profile of the respondents in terms of school.

SCHOOL	Frequency	Percentage
School 1	60	71.40
School 2	15	17.90
School 3	9	10.70
Total	84	100%

Table 1.3 shows the demographic profile of the respondents in terms of school. Frequency counts and percentages were utilized to determine the composition of the schools. The data revealed that most respondents are from School 1, with a frequency of 60 or 71.40%, followed by School 2, with a frequency of 15 or 17.90%, while School 3 came out last with a frequency of 9 or 10.70%. These findings imply that School 1 has a significantly higher representation in the respondent pool than the other schools. This could suggest a potential influence or impact of School 1 in the context of the study.

Statement of the Problem 2. The factors that influence students in choosing their school**Table 2.1**

Factors that Influence Students' Preferences towards Accounting School

	Mean Score	V.I.
Quality education. The college has ...		
Well-Known High-Quality Standards	3.46	VHI
Well-Qualified Instructors/Professors	3.42	VHI
Accreditation Status	3.36	VHI
Student-friendly Campus Environment	3.36	H.I.
Produced Graduates who Easily Find Jobs	3.25	H.I.
Proven its Ability to become Home of Board Passers	3.19	VHI
Supportive School Staff	3.17	H.I.
Tuition Fee that Compensates Quality Education	3.11	H.I.

Mean Quality Education	3.29	VHI
Personal Preferences		
Own Choice	3.52	VHI
Preferred Course is Offered	3.26	VHI
Mean Personal Preferences	3.39	VHI
Proximity and Accessibility		
The transportation is accessible	3.18	H.I.
Near our present family residence	2.83	H.I.
This is the nearest university where this course is offered	2.82	H.I.
Mean Proximity and Accessibility	2.94	H.I.
Total	3.21	H.I.

Legend:

- 3.26 – 4.00 = Very High Influence
- 2.51 – 3.25 = High Influence
- 1.76 – 2.50 = Low Influence
- 1.00 – 1.75 = Very Low Influence

Table 2.1 presents a comprehensive overview of the factors influencing students' preferences when choosing accounting schools. These factors include the quality of education, personal preferences, and proximity and accessibility. The table is a valuable resource for understanding and analyzing the diverse elements contributing to students' decision-making processes in selecting an accounting school they will attend.

Firstly, in quality education, table 2 presents the factors influencing students choosing their school. The highest weighted mean is Well-Known High-Quality Standards, with a mean score of 3.46. Since highly qualified professors and instructors also significantly influence students' choice of school, faculty development has been essential in achieving effective

education. Helping them contribute to the school's mission enhances professors' professional and instructional development (Bueno, 2017). Tuition fees that compensate for quality education (3.11) gained the lowest mean score. It has been discovered that school fees constitute a significant obstacle to educational enrollment, discouraging parents from lower socio-economic backgrounds from training their children in school (World Bank, 2009). The mean of 3.29 for quality education as a factor that influences students in choosing their school implies that the students significantly consider the quality of education. Educational institutions must consistently remain committed to providing excellent education to their students. Managing the quality of education in a multicultural community is not only complex but also challenging (Soomro & Ahmad, 2012).

In personal preferences, the data indicates that the mean influence score for "course is own choice" is 3.52, signifying a very high level of influence, and for "preferred course is offered," it is 3.26, indicating a powerful influence. This suggests that the autonomy to choose one's course and the availability of the preferred course significantly impact the decision-making process for students. The emphasis on "course is own choice" implies that students value the freedom to select a course aligned with their interests and career aspirations. Educational institutions should recognize the importance of providing diverse course options and fostering an environment encouraging students to pursue their preferred fields of study. Penedilla and Rosaldo (2017) suggest that when students pick their college major and courses, they must consider what they like. This means understanding the subjects they prefer and the specific classes that match their skills and passions. By considering personal interests, students are more likely to stay motivated, excel in their studies, and have a satisfying and successful career.

Essentially, aligning education and career choices with individual interests is vital to a fulfilling and prosperous academic journey.

Moreover, the respondents' preferences for choosing an accounting school are also influenced by the proximity and accessibility of the institution. The overall weighted mean for this factor is 2.94, with the highest weighted mean of 3.18 for the transportation accessible and the lowest weighted mean of 2.82 for this is the nearest university where this course is offered. Notably, transportation accessibility received the highest score, as highlighted in Bringula's study, where respondents agreed that diverse transportation options were available, indicating a mean of 3.92. Additionally, they found it convenient to travel from their residence to the school (mean of 3.56), and the transportation fare was considered inexpensive (mean of 3.53). Overall, the respondents perceived the school as accessible and preferred the university due to its proximity and convenience. This aligns with the findings of Ting and Lee (2019), who emphasized that proximity is the leading factor influencing school choice, with a significant percentage of 72.09. In conclusion, proximity and accessibility emerged as high influencers in students' preferences when selecting a school. This underscores the crucial role of these factors in decision-making, particularly in terms of travel convenience, time savings, cost-effectiveness, and addressing safety concerns.

As shown, the above factors strongly influence most of the respondents, as reflected in their weighted means: 3.39 for personal preferences, 3.29 for quality education, and 3.21 for proximity and accessibility. These factors contribute to an overall weighted mean of 3.21, underscoring their significance in shaping students' preferences for accounting schools. The results strongly suggest that these identified factors play a pivotal role in guiding students

through the decision-making process when selecting an accounting school, emphasizing their importance in influencing educational choices.

Statement of the Problem 3. Significant Relationship between various factors.

Table 3.1

Pearson correlation table between the Factors that Influence Students' Preferences towards Accounting School.

Quality Education	Personal Preference			
	Pearson Correlation	.286		
	Significance	.008	Reject Null	
	N	84		
	Proximity and Accessibility			
	Pearson Correlation	.282		
	Significance	.009	Reject Null	
	N	84		
	Personal Preference	Proximity and Accessibility		
		Pearson Correlation	.248	
Significance		.023	Reject Null	
N		84		

Legend: P-value < .05 Reject Null Hypothesis

A Pearson correlation coefficient was computed to assess the linear relationship between quality education and the personal preferences of the respondents. The data shows a weak

positive correlation between the two variables, $r(83) = .286, p=.008$. Therefore, the null hypothesis is rejected; there is a significant relationship between the quality of education and the personal preference of the respondents. As for the quality, a Pearson correlation coefficient was computed to assess the linear relationship between quality education and the personal preferences of the respondents. The data shows a weak positive correlation between the two variables, $r(83) = .286, p=.008$. Therefore, the null hypothesis is rejected; there is a significant relationship between the quality of education and the personal preference of the respondents. As the quality of education increases, the respondents' personal preferences also increase and vice versa.

While quality education and proximity and accessibility also show a weak positive correlation between variables, $r(83) = .282, p = .009$, therefore the null hypothesis is rejected; there is a significant relationship between the quality of education and the proximity and accessibility of the respondents. As the quality of education increases, the proximity and accessibility of the respondents also go higher, and vice versa. The same is true with personal preference, proximity, and accessibility; the data shows a weak positive correlation between the two variables, $r(83) = .248, p = .023$. Therefore, the null hypothesis is rejected, and there is a significant relationship between the personal preference and the proximity and accessibility of the respondents. As the quality of personal preference goes higher, the proximity and accessibility of the respondents also go higher, and vice versa. This implies that the quality of education highly influences the respondents. The school can provide easy access and proximity, but it is easier to become a reference.

The quality of education is an essential factor in influencing students' choice of school. Educational institutions that set top priorities and maintain high-quality education have the

potential to attract more students. This aligns with Shahmohammadi (2014) and Napompech's (2011) findings that teachers who understand students' specific needs, such as being friendly and approachable, create the best environment for learning. An individual's career prospects and general growth are significantly influenced by their education. It gives students the values, abilities, and knowledge they need in order to succeed in life. As a result, choosing a school that provides high-quality instruction is important. Through developing strong relationships with instructors, administrators, and fellow students, students build a positive and supportive environment for learning. An institution that prioritizes education quality focuses on offering a curriculum that embraces a range of subjects and disciplines. This enhances students' intellectual development by giving them a comprehensive understanding of different fields of study. When making choices regarding school, students' considerations are shown by accessibility and proximity. Preferred schools are more likely to be found in easily accessible places, indicating that convenience of location plays an integral part in determining individual preferences. It has been observed that parents frequently select a school based on its accessibility to transportation and safe distance.

Moreover, it may be highly preferred if children can commute to school without transportation (Davison et al., 2008; Ting & Lee, 2019). The findings imply that respondents valued proximity, accessibility, and educational quality, essential factors in school choice. It can help educational institutions develop plans that consider the preferences of students and their families.

V. DISCUSSION

The findings revealed that females had the highest frequency of 50 students, with a percentage of 59.50 percent. In comparison, males had 34 students as respondents, 40.50 percent of the selected schools in Amadeo, Cavite. This information is reliable considering Miller's (2018) assertion that in areas like the Asia-Pacific and developing countries, the majority of people entering the accounting field these days are women. The researchers also concluded that, regarding the respondents' financial situation, the students' chances might be restricted by their parents' financial resources and the inconsistent income of the students' families.

The overall findings, with a mean score of 3.21, show that factors like getting a good education, personal preferences, and how easy it is to reach and use the school significantly impact people when choosing an accounting school. According to Moneva and Malbas (2019) and Santric-Milicevic et al. (2014), students must undergo a complex career process. They must consider various factors that could influence their final choice, including their employment opportunities, academic performance, personal interests, and many more. They must also be open-minded about what they may encounter in the distant future. This means that students care about the quality of education, what they like, and how convenient the school is when making this critical decision.

The results show that the highest weighted mean calculated was 3.52, which is about choosing a school based on the desired course, meaning it has a very high influence. This shows that students care about picking a school that offers the specific course they want to study. Simply put, the kind of program a school provides strongly influences students' decisions when choosing where to study.

Meanwhile, the lowest weighted mean calculated was 2.82, which is about how close the school is to where they are (proximity). In simpler terms, people care about choosing a nearby

university, showing that convenience and location play a somewhat important role in their decision-making process.

Using the Pearson correlation coefficient, it was found that there is a significant relationship in the Factors that Influence Grade 12 ABM Students' Preferences towards Accounting School. According to a study by James et al. (1999), a student's choice of school is significantly influenced by their field of study preferences, course, school reputations, admission examination results, and institutional qualities.

The study shows that when the perceived quality of education increases, so does the personal preference of respondents for a particular institution, and vice versa. This relationship extends to the school's accessibility and proximity, showing that students place high importance on accessibility regarding their preferred learning environments. This implies that the respondents prioritize schools that offer easy access to high-quality education. In conclusion, the study shows a clear relationship between respondents' personal preference development, accessibility, and the quality of their education.

Based on the study's results, the researchers concluded that several factors significantly influence students' choice of accounting school. Notably, the researchers identified that critical factors such as quality education, personal preferences, proximity, and accessibility significantly impact students' decisions. These findings emphasize the complex nature of the decision-making process, in which quality education, personal preferences, and convenience of location all play essential roles. By recognizing and understanding the significance of these factors, educators and schools can tailor strategies and offerings to better meet students' diverse needs and preferences in selecting their accounting schools.

This study was only conducted in selected schools in Amadeo, Cavite. It is recommended that a similar study be conducted with a broader number of possible respondents to examine if it will still reflect the same findings or results portrayed in this study. The researcher also recommended that it be used as the basis for future studies regarding the factors that affect students' preferences toward accounting school. Exploring this in different places could give other researchers more insights into what factors matter to students when choosing where to study accounting.

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