



Received: 29-10-2024

Accepted: 09-12-2024

International Journal of Advanced Multidisciplinary Research and Studies

ISSN: 2583-049X

Developed Core Competencies of Accountancy Students in Blended Learning

¹ Sherwin Santos, ² Bea Cazahelle Laforteza, ³ Bernadette Kyle Miranda, ⁴ Love Joy Verily Lachica, ⁵ Leigh Ann Otic

^{1, 2, 3, 4, 5} Department of Accountancy, Central Luzon State University, Philippines

DOI: <https://doi.org/10.62225/2583049X.2024.4.6.3562>

Corresponding Author: Sherwin Santos

Abstract

Design/Methodology/Approach

The paper opted for a descriptive study using the theoretical framework for accountants as a foundation to achieve the objectives of identifying the developed core competencies on the aspect of knowledge, skills, and values among graduating accounting students of Central Luzon State University, Nueva Ecija, Philippines. The questionnaires are composed of statements on core competencies and adapted from the Core Competency Framework of the Philippine Accountancy Profession. Descriptive statistics was utilized from the gathered online surveys to validate the interpretation of the findings. Cramer's V and Pearson Correlation Coefficient Analysis were employed to identify the significant variables as reliability tests.

Purpose

The study aims to determine the core competencies developed by graduating accountancy students in terms of their knowledge, skills, and values in their future profession. Understanding these core competencies will enable policy-makers to assess the readiness of students prior to taking the

state-board examinations for accountants which is construed to be one of the toughest licensure examinations in the country. This will also ensure appropriateness of policies, assess amendments, if necessary, gauge aspects that hinder learning growth and holistic development.

Research Limitations/Implications

Because of the chosen research approach, the research results may lack generalizability among all accountancy students. Therefore, researchers are encouraged to test the proposed propositions further.

Practical Implications

The paper includes implications for the development of a stereotype of developed core competencies among all accountancy students that would create either positively or negatively impact decisions to be made by policy-makers.

Originality/Value

This paper fulfills an identified need to study how policies can be revised, reformed, and/or amended to ensure full learning and development of competencies will be at par with the needs of the accountancy profession.

Keywords: Accountancy, Blended Learning, Students

1. Introduction

As accountants exhibit complete command towards the language of business, Certified Public Accountants (CPAs) serve as paragons of integrity and patrons of stakeholders' best interests, particularly when it comes to the public's trust. Whether external or internal, a broad spectrum of users relies on accountants' information to make decisions. Such decisions frequently have financial ramifications, thus, upholding the utmost quality of service in the accountancy profession is crucial. In conjunction, accountants must be more than merely knowledgeable; they must be competent. Hence, students in accounting programs must be trained not only to succeed in the local and international board examinations, but also to be a beacon of ethics and excellence.

In an era of globalization, an accountant's primary goal is to raise the flag of independence and integrity, which leads to fiscal justice. Accountants must be eligible to exceed the required level of skill and devotion to duty with professional diligence as a way to gain the trust of clients. The International Federation of Accountants (IFAC) Education Committee specifies competence as having the capacity to fulfill all the duties and responsibilities predicted of an accounting professional, both newly trained and seasoned professionals, to the standard expected by companies and the public as a whole. It is the aptitude to execute a function to a predefined standard in an assigned work setting. Predicated to the study of Abbasi (2014) ^[3], The

IAESB emphasized and implemented a competency strategy for accounting education in its "Revision Project" in 2013, which establishes an outcomes-based method for implementing three different competencies which encompass technical competence, professional skills, and professional values, ethics, and attitudes.

Accounting standard-setting bodies have prioritized competence over the years, putting effort into developing frameworks and models for achieving it. As an outcome, achieving and maintaining competence allows individuals to continue acquiring knowledge throughout their careers, develop technical abilities, and keep up with accounting developments and breakthroughs (The World Bank, 2016) [42].

Accountants will always be an important part of nation-building as long as the world requires reliable economic figures. To do this efficiently, achieving and sustaining competence matters. To emphasize, the International Ethics Standards Board for Accountants (IESBA) Code of Ethics for Professional Accountants explicitly included "Professional Competence and Due Care" among the five fundamental principles of ethics, along with Integrity, Objectivity, Confidentiality, and Professional Behavior. With this, in order to render proficient and credible services to clients, accountants must possess the necessary set of expertise that correspond with the appropriate professional and technical norms. Recognizing the importance of competence, educational institutions and universities adopt a competence-based approach in developing curriculum, instructional resources, an integrated syllabus, and assessments.

In order to function as an indicator on what sort of skills-based competencies must be demonstrated by the students, the American Institute of Certified Public Accountants (AICPA) constructed the CPA Core Competency Framework. The Framework defines triad form of competencies: Technical competencies compatible with the value added by accounting professionals, personal competencies related to behaviors and mindsets, and all-embracing business standpoint competencies related to context, internal and external setting and how they collaborate in the corporate world.

In response to the AICPA Framework and seeking to enhance entry-level certification prerequisites, the Philippine Board of Accountancy (BOA) and the Task Force on Accountancy developed the Core Competency Framework in 2015 as a benchmark of admission into the Philippine Accountancy Profession. The primary focus of a competence-based approach in accounting is on achieving results instead of on inputs. And the intent of this framework is to provide a blueprint for the knowledge, skills, and values that a graduate accounting student ought to have in order to be qualified to enter the profession. This framework was additionally utilized as the foundation to formulate regulations and requirements for the Bachelor of Science in Accountancy (BSA) program in the Commission on Higher Education's (CHED) Memorandum Order No. 3 handed down in 2007. Moreover, the CPA Licensure Examination (CPALE) syllabi were established using the BSA curriculum.

The Core Competency Framework Competencies are expected to be instilled in graduates because they have fully experienced the holistic syllabus of accountancy. In order to know if those competencies are being met, an evaluation

should be carried out to assist the university administration in determining what has been working well and what needs to be enhanced in the initiative. Hence, conducting a study about graduate candidates under the BSA program permits the university to gauge their preparedness to take the CPALE. Similarly, because there is a standard requirement to fulfill, it is critical to analyze and track student competency to assess the overall efficacy of the accounting program. There is always room for improvement, as an old adage goes. Therefore, conducting an assessment might assist with curriculum revision, facility improvement, and strengthening the teaching-learning process, among other objectives.

As noted by Bacher (2023) [7], given that as Millennials make up the majority of the labor force, remote work is here and will persist, so businesses should be willing to change in 2023 as well as subsequent years. This has been reinforced by the impact of synchronous learning and remote internship as an aftermath of the COVID-19 pandemic. Thus, in addition to the conventional knowledge, skills, and values that can be obtained in a four-corner classroom setting, online learning unlocks the door for technological expertise to be incorporated into employability attributes. Several international organizations, in fact, indicate technological competencies as one of the demands for employment.

The listed competencies would help them navigate the corporate world, add value to their clients, and make decisions to pursue lifelong learning. Given the importance of data for continual growth, the purpose of this study is to evaluate the preparedness of the graduate students from Central Luzon State University (CLSU) to enter the accounting profession centered on their self-evaluated core competencies. It specifically laid out the graduates' core competencies for accounting professionals as a combination of knowledge, skills, and values attained during their hybrid set-up of learning and internship. Understanding the degree of attainment for their competencies is also critical in revamping the accounting department's learning objectives, curriculum, college-based activities, and methods of instruction. This would shed light on the achievement and ongoing cultivation of a level of understanding and knowledge that would allow CLSU students to render services with ease and professionalism. Furthermore, it aids in the most effective use of national assets for the accounting profession's growth strategy.

1.1 Statement of the Problem

This study aims to determine the core competencies developed by the graduating students of Bachelor of Science in Accountancy of CLSU in terms of their knowledge, skills, and values in their future profession. Thus, the study seeks to answer the following questions:

1. What are the core competencies acquired by accountancy graduates in terms of their knowledge, skills, and values as future accountants?
2. What are the sources of the core competencies developed by graduates as influenced by the institution they belong in?
3. What are the main issues and problems encountered in developing the graduates' core competencies?
4. Is there a significant relationship between the following variables?
 - a. The sociodemographic characteristics of graduates and the learners' core competencies.
 - b. The sociodemographic characteristics of graduates

- and the sources of the learners' core competencies.
- c. The sociodemographic characteristics of graduates and their main issues and problems encountered along the way.

2. Review of Related Literature

2.1 The Influence of School Ability Measures on Accounting Competencies: A Path Analysis

Cimafranca *et al* (2015) ^[14] discussed that there are requirements for proficiency in accounting and finance, particularly in the domains of Mathematics and English. In addition, a study by Buba and Umar (2015) suggested that students who possess substantial or even proficient skills in Mathematics and English have performed well in Financial Accounting. It also presented a significant contrast between proficient and deficient students. Conceivably, having command of the English language provides an advantage in analyzing financial information and decision-making.

Most accounting academics are eager to concede that mathematical performance of students in accounting courses is significantly influenced by ability (Yunker, Yunker, & Krull, 2009). They contend that precise numerical measurement of operational concepts with established definitions is the focus of the accounting discipline. The logical conclusion is that accountants should feel at ease with mathematics in general and numbers. Among the school ability measures, the students find only verbal skills to be relevant when it comes to accounting competencies, and they were also found to be averagely versed in accounting. In contrast, non-verbal abilities were a non-significant indicator accounting competencies in terms of figural and quantitative reasoning

2.2 Implication of Accounting Education in Strengthening Core Competencies for Accountants

The persistence of complex transactions in the business industry entails accountancy graduates to possess technical knowledge and skills, which are known to be the core competencies for accountants. According to Abbasi (2014) ^[3], there are three identified competencies – technical competence, professional skills, and professional values, ethics and attitudes based on the International Education Standards (IES), promulgated by the International Federation of Accountants' (IFAC) International Education Standards Board (IAESB).

In line with this, the American Institute of Certified Public Accountants (AICPA) developed the CPA Core Competency Framework that provides a set of skills-based competencies needed by all students entering the accounting profession which includes functional or technical competencies, personal competencies and broad business perspective competencies. The development of higher levels of critical thinking, communication, and interpersonal skills are included in such skills that enable accountants to add greater value in the work that they perform through better decision making. Moreover, these capabilities and skills are important because they “enable the professional accountant to make successful use of the knowledge gained through education” (IFAC, 1996).

Meanwhile, in the Philippines, there is a Core Competency Framework for Entry to the Philippine Accountancy Profession created by the Professional Regulatory Board of Accountancy (BOA) that contains the entry-level

qualification requirements and well defined set of core competencies for Filipino CPAs, which was patterned after the guidelines or standards promulgated by IFAC and was also aligned with AICPA Core Competencies (Mendoza, 2013). According to Rufino (2016), the core competency framework consists of the “knowledge,” “skills,” and “values” that a graduate student should possess to make him qualified to enter the profession and face further challenges. Hence, accounting education plays a vital role for it is expected that it will produce technically and ethically competent professional accountants to meet the employers' expectations in terms of learning and professional development (Albrecht and Sack, 2000; Klii and Oussii, 2013). Furthermore, in order to make up for the gap of businesses' expectation for accounting students' skills and knowledge, methods in teaching must be placed in high importance (Fan and Lin, 2017).

2.3 Competency-based Accounting Education, Training & Certification

Competence, as Borgonovo *et al.* (2019) ^[10] defined, is the ability to execute, in the real world, relevant tasks to a specified level of proficiency. However, the end of competence is not knowledge and understanding alone. Competence calls for the efficient use of pertinent abilities and special skills, which is typically only feasible after engaging practical experience. To expound, professional context in an accounting point-of-view is to become demonstrative in essential technical and professional skills, values, ethics, and attitudes at sufficient levels of proficiency to fulfill the professional accountant role in a way that caters to the expectations of intended users. It is best appreciated by contrasting the two approaches that competence-based education emphasizes growing competence rather than merely knowledge. The other method compared is the knowledge-based strategy, which emphasizes theory and concepts, focuses on what principles, concepts, facts, or procedures must be taught, and establishes minimum pass marks for the percentage of knowledge that must be learned and communicated in assessments.

2.4 Foundation of Development of Core Competencies for Accountancy Students

According to a study conducted by Tallud (2014), the development of the students towards becoming skilled and productive workers when they become part of the labor force demands having a good and competent manpower resource, quality education and intensive training. The evolution of skills and competencies of accountancy persists intermittently, hence, on-the-job training is considered as the most effective method to develop such competence and skills of the students which enables them to be exposed to different fields. Furthermore, his study revealed that OJT enabled the students to possess quality management skills, organizational skills, people development skills, technical skills, conceptual skills, and analytical skills. In line with this, hard skills and soft skills including employability skills framework, communication skills, team work skills, technological skills, analytical skills, and interpersonal skills are needed by accounting and business administration graduates to be successful in their careers (Said, et.al., 2007).

2.5 Professional Presence and Soft Skills: A Role for Accounting Education

Successful life adjustment is influenced by emotional intelligence. In addition to being linked to a positive work/life balance, it has been proven to affect salaries for both men and women at various educational levels (Lennart, 2001). Graduates with accounting majors may receive fewer final job offers depending on their emotional intelligence. These findings show the value of emotional intelligence in the job search process and the necessity for accounting educators to design their curricula to improve the job placement of their graduates with the Big 4 organizations more effectively (Chia, 2005).

According to Accounting Management Solutions (2007), accounting and financial professionals who want to develop their careers will still need to have strong technical abilities, but they will also increasingly need soft skills. "Technical skills" are defined as knowledge of basic accounting and financial reporting as well as competence in SEC reporting for public corporations. They also comprise knowledge of software systems, abilities in tax preparation and code compliance, and capabilities in internal audit and financial analysis. Writing, speaking, presenting, and interpersonal skills are examples of soft skills.

Teachers are seen as facilitators in the contemporary paradigm and serve primarily as mentors to their charges. Today's instructional methodologies must blend classroom lessons with real-world experiences and offer possibilities for self-development. To help accounting students adjust to the real-world issues they will face as accountants, it has been suggested that teaching techniques including interactive case studies, simulations, and games, as well as teamwork, are of utmost importance. These strategies run the danger of letting students become lost in the minutiae of analysis while ignoring the presentation and collaborative processes as well as other soft skills. A prospective accountant must be equipped to handle the difficulties in building rapport and communicating clearly to succeed.

2.6 Development of an Integrated Competency-Based General Framework for Accounting Education

According to the Pathways Commission (2012) there exists a need for "...an educational model that is at the same time broadly formative and comprehensively attuned to the ever-evolving societal demands placed on the accounting profession." Therefore, in 2013, Lawson, *et al.*, conducted a research study and developed a framework which comprises three main and interconnected components: The

Foundational Competencies, Broad Management Competencies, and Accounting Competencies. This framework assumes that the specified competencies are developed and integrated through sustained efforts over time through a combination of education, training, and work experience. Furthermore, such a framework focuses on the development of competencies of learners and not the Accountancy program.

The first component is the Foundational Competencies which comprises 5 categories namely: Communication competencies, Qualitative competencies, Analytical thinking and problem-solving competencies, Human relations competencies, and General technology competencies. Communication Competencies includes effective listening, interviewing, and creating presentations using electronic media software and other social media platforms. Quantitative Method Competencies include the ability to comprehend and use the time value of money, methods of mathematics through calculus, statistics, mathematical programming/constrained optimization analysis, and decision modeling as well as simulation and risk-analysis techniques. Analytical thinking and problem-solving competencies includes ability to conduct research, identify alternatives, objectively and logically evaluate data-driven and qualitative evidence related to specified options, and apply professional judgment. Human Relations Competencies includes team-based interactions with sensitivity to gender, ethnic, and multicultural diversity of co-workers, clients, customers, and suppliers. (AACSB—International 2013a, 2013b). General Technology Competencies includes proficiency in the development and use of spreadsheet models and use of technology to enhance communication. The second component is Broad Management Competencies which has five categories: Leadership, ethics and social responsibility, process management and improvement, governance, risk management, and compliance (GRC), and additional core management competencies. Accounting competencies equip accountants to integrate management and analytical methods, assisted by technology, and aid an entity to formulate and execute its strategy successfully. These are grouped into six dimensions; planning, analysis and control, taxation: Compliance and planning, information systems, assurance and internal control, and professional values, ethics, and attitudes.

Theoretical Framework

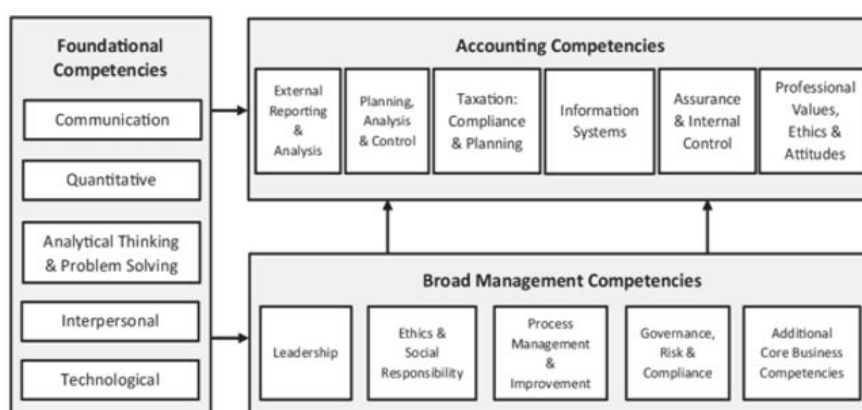


Fig 1: Competency Integration: A Framework for Accounting Education

3. Methodology

3.1 Respondents and Research Design

The respondents will emanate from the graduating accountancy students of CLSU who are enrolled in Academic Year 2022-2023 and attended classes through Blended/Hybrid Learning. This study will use the theoretical framework for accountants as a foundation to achieve the study's objectives. With this, all the respondents will be tested for their core competencies in knowledge, skills, and values as they have already taken their on-the-job training. Therefore, they have acquired skills, gained sufficient knowledge, and have been exposed to business ethics. The study will use descriptive approach using online survey questionnaires and purposive sampling.

3.2 Variables

The core competencies, particularly, knowledge, skills, and values are the dependent variables of the study. The independent variable of the study, which is also the variable of interest, includes the development of core competencies of the BS Accountancy students.

H1: *There is no significant relationship between the core competencies and the development of BS in Accountancy graduates in terms of knowledge, skills, and values.*

H2: *There is no significant relationship between the graduates and the institution as the source of the graduate's core competencies.*

H3: *There is no significant relationship between the development of the graduate's core competencies and their main issues and problems encountered along the way.*

3.3 Statistical Treatment of Data

Each finding for the different core competencies will be analyzed according to the weight of its percentage. Then, the study will use the gathered online surveys to validate the interpretation of the findings. Cramer's V and Pearson Correlation Coefficient Analysis will be employed to identify the significant variables as reliability tests.

4. Results and Discussion

In order to compile sociodemographic characteristics, the graduates' sex, number of study hours per day (Table 1), last semester's grade point average (Table 2), and accumulated general weighted average (GWA) from first to last year were all gathered. 21.33% of the respondents are men, and 78.67% of the respondents are women. This suggests that women make up the majority of the CLSU-CBAA accounting students. Furthermore, concerning the length of study time, the majority of graduates—that is, 65.33% of

them—voted for an average of three to six hours of study time per day. On the other hand, 25.33% of graduates answered in more than seven hours and 9.33% of graduates answered in less than three hours.

Table 1: Respondents' Sex and Study Hours

Variable	Responses	Frequency	%
Sex	Male	16	21.33%
	Female	59	78.67%
Study hours/day	<3 hours	7	9.33%
	3-6 hours	49	65.33%
	>6 hours	19	25.33%

Source: Author's own work

Table 2: Respondent's Grade Point Average

Variable	Minimum	Maximum	Mean	Standard Deviation
Last Semester GPA	1.33	3.00	2.30	0.36
Accumulated GWA from 1st year to final year	1.39	2.13	1.70	0.18

Source: Author's own work

GPA and GWA have been evaluated to determine how well graduates perform in all of their subjects. The graduates' GPA from last semester have garnered a mean of 2.30, from 1.33 at the lowest to 3.00 at the highest. According to its standard deviation, the graduates' GPAs are closely clustered around 2.30. Conversely, the average cumulative GWA of the graduates from their first to their last year is 1.70, with a minimum of 1.39 and a maximum of 2.13. This shows that a fair GWA of 1.70 is achieved by most graduates over the course of their undergraduate studies.

Core Competencies acquired by Accountancy Students

The knowledge, skills, and ethical values required to carry out tasks efficiently and effectively alongside the skills needed to be qualified to work in the accounting field and other related professions are identified in the core competencies for accountants.

A. Knowledge

As per Table 3, 66.67% of the graduates agreed that they have developed an awareness of the various measurement methodologies and strategies applied in gauging business and industry issues, as well as a deep comprehension of the various micro and macro environmental, economic, and industry issues. Furthermore, the majority of graduates (64.00%) believed that they possess the competence and knowledge necessary for decision modeling, a skill that the majority of businesses in the sector require. Most graduates (62.67%) agreed that they have adequate learning about structures, functions, and practices of business processes.

Table 3: General Knowledge

	1	2	3	4
1. I have developed knowledge and understanding of various business cultures.	0 0.00%	0 0.00%	45 60.00%	30 40.00%
2. I have profound knowledge of different micro and macro-environmental, economic, and industry issues.	1 1.33%	7 9.33%	50 66.67%	17 22.67%
3. I have sufficient knowledge of business process structures, functions and practices.	0 0.00%	3 4.00%	47 62.67%	25 33.33%
4. I embody competence and knowledge regarding decision modeling.	0 0.00%	6 8.00%	48 64.00%	21 28.00%
5. I have cultivated knowledge and understanding of different measurement approaches and techniques used in measuring business and industry issues.	0 0.00%	4 5.33%	50 66.67%	21 28.00%

Source: Author's own work

Table 4: Information Technology (IT) Knowledge

	1	2	3	4
1. I have developed knowledge and understanding of IT concepts.	0 0.00%	14 18.67%	45 60.00%	16 21.33%
2. I have gained the ability to identify and evaluate internal controls in computer-based systems.	0 0.00%	20 26.67%	39 52.00%	15 20.00%
3. I have sufficient knowledge and understanding of developing standards on adaptation, implementation and use of IT.	1 1.33%	21 28.00%	41 54.67%	12 16.00%
4. I possess the ability to evaluate computer business systems and up-to-date IT practices.	2 2.67%	33 44.00%	32 42.67%	8 10.67%
5. I have enough experience and exposure to operations of business processes using IT and computer-based systems.	3 4.00%	41 54.67%	24 32.00%	6 8.00%

Source: Author's own work

In the digital age, information technology (IT) expertise has become more valuable, and the majority of businesses have decided to shift from traditional platforms to electronic-based work environments. According to Table 4, majority of graduates (60.00%) agreed that they had gained a substantial knowledge and understanding of information technology in general. This includes IT notions and processes. Additionally, 54.67% of respondents claimed they comprehended how to develop standards for the adaptation, use, and implementation of IT. In a similar vein, over half (52.00%) said they could now recognize and assess internal controls in computer-based systems.

However, when it comes to application, the majority of graduates disagreed about having enough ability to assess modern IT practices and computer business systems (44.00%), and they also seemed to lack sufficient exposure to and experience with the use of IT and computer-based systems in business operations (54.67%). The findings showed that graduates are not as familiar with modern computer systems. This relates to the Pathways Commission's (2012) study, which states that accountants require fundamental general technology competencies. These competencies include the ability to comprehend and apply software, as well as the ability to develop and use spreadsheet models and use technology to improve communication, which the graduates lack.

Accounting, finance, and legal expertise are essential components of the knowledge subsection that accountancy graduates must possess as an important measure of their competence. A significant portion of the participants (69.33%) strongly agreed that they possess the necessary knowledge and comprehension of the accounting profession's nature (see Table 5). Regarding the compliance aspect, a substantial number of the graduates (72.00%) believed that they exhibit the necessary abilities to apply laws, regulatory frameworks, and other legal standards pertaining to business and accounting. Regarding higher levels of technical knowledge, 62.67% of respondents declared they had gained knowledge and comprehension of financial reporting standards and advanced financial accounting, which is of the utmost significance in the industry.

Table 5: Accounting, Finance and Law Knowledge

	1	2	3	4
1. I possess appropriate knowledge and understanding of the nature of the accountancy profession.	0 0.00%	0 0.00%	23 30.67%	52 69.33%
2. I have the capability to prepare financial statements that correspond with financial reporting accounting standards.	0 0.00%	0 0.00%	40 53.33%	35 46.67%
3. I have profound knowledge and understanding of technical accounting skills.	0 0.00%	1 1.33%	44 58.67%	30 40.00%
4. I have adequate knowledge regarding concepts of fundamentals and advanced auditing standards.	0 0.00%	2 2.67%	45 60.00%	28 37.33%
5. I have developed an understanding of cost management and the latest concepts in management accounting and its use in planning and decision-making.	0 0.00%	3 4.00%	41 54.67%	31 41.33%
6. I have developed knowledge and understanding of advanced financial accounting and financial reporting standards.	0 0.00%	4 5.33%	47 62.67%	24 32.00%
7. I have the appropriate skills in applying regulatory frameworks, laws, and other legal standards related to accounting and business.	2 2.67%	6 8.00%	54 72.00%	12 16.00%
8. I am well-aware and knowledgeable of national and global/international trade and business and economic structures.	0 0.00%	22 29.33%	38 50.67%	15 20.00%
9. I can properly apply statistical tools and quantitative methods both in manual form and in electronic form.	1 1.33%	10 13.33%	45 60.00%	19 25.33%
10. The student has the ability to apply accounting research methods in creating manuscripts for accounting research topics.	0 0.00%	8 10.67%	41 54.67%	26 34.67%

Source: Author's own work

The majority of respondents (58.67%) agreed that they had a thorough understanding of technical accounting skills. Furthermore, 54.67% of graduates concurred that they had gained knowledge of cost management, the most recent developments in management, and the application of management accounting concepts in planning and decision-making. They also agreed that they could apply accounting research methods to write manuscripts on accounting research topics. Last but not the least, the majority of

graduates agreed that they possess the fundamental knowledge of understanding national and international business and economic structures (53.33%), as well as the ability to prepare financial statements that comply with financial reporting accounting standards (50.67%).

B. Skills

As presented in Table 6, the intellectual skills of the respondents show that most of them (62.67%) can interpret and evaluate financial data and business systems,

operational data, and controls. Moreover, 60.00% agree that they can deal with and resolve business case studies and computational problems as professed by the study of Weil & Oyelere (2007) ^[44]. They discovered that case studies' main benefit is enhancing participants' capacity to evaluate circumstances from various angles and take into account potential solutions.

Table 6: Intellectual Skills

	1	2	3	4
1. I possess the ability to apply critical thinking to solve problems.	0 0.00%	3 4.00%	39 52.00%	33 44.00%
2. I can appropriately apply visualization and reasoning skills.	0 0.00%	6 8.00%	44 58.67%	25 33.33%
3. I am able to interpret and evaluate financial data and business systems, operational data, and controls.	0 0.00%	5 6.67%	47 62.67%	23 30.67%
4. I can correctly link data, knowledge, and insights together from different sources and disciplines.	0 0.00%	7 9.33%	46 61.33%	22 29.33%
5. I have the ability to deal with and resolve business case studies and computational problems.	0 0.00%	7 9.33%	45 60.00%	23 30.67%

Source: Author's own work

In addition, 58.67% can appropriately apply visualization and reasoning skills. In a learning experience brought out by

McCann (2016) ^[31], her project of visual representations fostered creativity and critical thinking of the graduates since many accounting textbooks have visual representations such as the COSO internal control framework. Most reports in the field of accounting show diagrams, charts, tables, and so on to illustrate changes (for example, trends). Hence, graduates need to acquire the aforementioned skills. Furthermore, more than half (52%) agree they can use critical thinking to solve problems, however, 4% disagree. The study of Terbalanche and Clercq (2021) ^[41] revealed that critical thinking and solving problems are closely linked together to develop courses of action.

In the study conducted by the study of (Low, Botes, Rue, & Allen, 2016) ^[30] entitled "*Accounting Employers' Expectations - The Ideal Accounting Graduates*," all the participants of their study deemed interpersonal skills as one of the most critical or very important aspects of accounting graduates. Almost the majority strongly agree (see Table 7) that they have developed interpersonal skills, particularly in building and maintaining positive working relationships with peers, colleagues, and teams, garnering 65.33%. This particular skill agrees with the study of (Howcroft, 2017) ^[23] as employers and educators closely ranked this in the ranking and assessment of graduates' competence.

Table 7: Interpersonal Skills

	1	2	3	4
1. I can collaborate and work well together with peers and colleagues.	0 0.00%	1 1.33%	26 34.67%	48 64.00%
2. I can utilize the ability to manage conflict, provide constructive feedback and apply resolution skills.	0 0.00%	3 4.00%	37 49.33%	35 46.67%
3. I can provide motivation, encouragement, and sympathy towards peers and colleagues.	0 0.00%	1 1.33%	26 34.67%	48 64.00%
4. I can undertake a large volume of tasks and projects for myself and/or others and work well under pressure.	1 1.33%	5 6.67%	38 50.67%	31 41.33%
5. I possess the ability to build and maintain a positive working relationship with peers, colleagues, and teams.	0 0.00%	0 0.00%	26 34.67%	49 65.33%

Source: Author's own work

Table 8: Communication Skills

	1	2	3	4
1. I am able to explain complex topics, issues, and terminologies (financial literacy).	0 0.00%	14 18.67%	41 54.67%	20 26.67%
2. I have developed the ability to understand the audience such as possible clients, students, etc.	0 0.00%	6 8.00%	45 60.00%	24 32.00%
3. I possess the skill to explain financial data, reports, results, and other matters in written form.	0 0.00%	5 6.67%	46 61.33%	24 32.00%
4. I possess the skill to explain financial data, reports, results, and other matters in oral form.	0 0.00%	12 16.00%	45 60.00%	18 24.00%
5. I have expertise in public speaking (e.g. presentations, persuasions, negotiations).	3 4.00%	21 28.00%	35 46.67%	16 21.33%

Source: Author's own work

In 2016, Low, *et al.*'s study perceived the most critical aspects of accounting graduates, the other being interpersonal skills as mentioned above, and the other being communication skills. The communication skills of the graduate are an integral aspect of understanding the information they have obtained from sources and communicating them to the end users. On this note, most (61.33%) possess the skill to explain financial data, reports, results, and other matters in written form, while 8% still need to exert more effort (refer to Table 8). At the same

time, 60.00% can explain the aforementioned skill in oral form and understand the audience. This is further evidenced by Komba's (2015) ^[28] study on the importance of communication skills among university students, where the students applied the said skill to present their research studies before their professors and choose the proper materials for said presentation.

Moreover, over half (54.67%) can explain complex topics, issues, and terminologies (such as financial literacy), while 18.67% disagree that they cannot. The study by Dolce *et al.*

(2019)^[16] revealed that public speaking is one of the most sought-after skills among accounting students. Consequently, a total of 68% of the participants reported having sufficient experience in presentations, persuasions, and negotiations. This finding highlights the importance of public speaking skills in the accounting profession.

C. Values

The results (see Table 9) revealed that a significant majority of respondents demonstrated competence in refusing to disclose sensitive information that could cause harm to others (82.67%). They also exhibited the ability to uphold their principles when making decisions affecting the accountancy profession (81.33%).

Table 9: Professional Ethics

	1	2	3	4
1. I maintain my utmost integrity by not cheating on my activities, homework, and tests. (Integrity)	0 0.00%	0 0.00%	36 48.00%	39 52.00%
2. I refuse to let pressure or external influences cloud my judgment in the work I engage in. (Objectivity and Independence)	0 0.00%	5 6.67%	30 40.00%	40 53.33%
3. I observe meticulousness when I do a task or an assignment and apply the knowledge I have gained to expect the outcome I want to achieve. (Professional Competence and Due Care)	0 0.00%	0 0.00%	25 33.33%	50 66.67%
4. I refuse to disclose any sensitive information that could cause harm to others. (Confidentiality)	0 0.00%	0 0.00%	13 17.33%	62 82.67%
5. I stand by my principles when making decisions that would affect the accountancy profession. (Professional Behavior)	0 0.00%	2 2.67%	12 16.00%	61 81.33%

Source: Author's own work

Furthermore, 66.67% of the respondents applied the knowledge they gained and practiced meticulousness when completing tasks or assignments. Additionally, accomplishing tasks aligns with the external influences that might significantly impact one's decision and highlights the importance of maintaining a sense of integrity. More than half of the respondents highly refused allowing such factors, including pressure to compromise the quality of their judgment (53.33%) and consistently practice honesty on their activities, homework, and tests (52%).

Overall, accountants, as professionals, are integral members of society, and their behaviors and attitudes influence business and society in general (Cristina and Florina, 2008) and the results regarding competency under professional ethics support the notion that respondents exhibit the acceptable behavior required by the accountancy profession guidelines.

Based on the findings as tabulated in Table 10, a substantial majority of the respondents actively engaged in group work, fulfilling their assigned tasks promptly (81.33%). Additionally, 74.67% demonstrated unwavering compassion by supporting those suffering or in need of help. Furthermore, when faced with challenges, 69.33% and 66.67% of the respondents respectively upheld their moral principles and prioritized honesty and transparency in their

actions. On the other hand, 48% of respondents expressed firm opinions on the country's environmental, political, and social situation.

Table 10: Moral Ethics

	1	2	3	4
1. I tell the truth and become transparent with my actions.	0 0.00%	0 0.00%	25 33.33%	50 66.67%
2. I uphold my moral principles and values when faced with challenges.	0 0.00%	0 0.00%	23 30.67%	52 69.33%
3. I acknowledge my part in groupworks by doing what is tasked and submitting it on time.	0 0.00%	0 0.00%	14 18.67%	61 81.33%
4. I give my care for other people when they are suffering or in need of help.	0 0.00%	0 0.00%	19 25.33%	56 74.67%
5. I voice out my opinion on the environment, political, and social situation of my country.	0 0.00%	6 8.00%	33 44.00%	36 48.00%

Source: Author's own work

Collectively, the results revealed strong agreement among the majority in adopting these behaviors and embracing fundamental moral values, thereby aligning graduating students in their understanding of moral distinctions between right and wrong.

The findings (see Table 11) show that 54.67% of respondents are actively involved in reducing pollution and promoting the sustainable use of natural resources. Moreover, regarding philanthropic responsibility, 57.33% engage in supporting educational programs and donations. In comparison to this, 53.33% are involved in sustainable practices of business operation as part of their economic responsibilities.

Table 11: Corporate Social Responsibility

	1	2	3	4
1. I observe human rights responsibility by participating in initiatives involving labor practices.	0 0.00%	7 9.33%	32 42.67%	36 48.00%
2. I observe philanthropic responsibility by supporting educational programs, donating to causes, etc.	0 0.00%	4 5.33%	43 57.33%	28 37.33%
3. I observe economic responsibility by involving sustainable practices of business operations.	0 0.00%	4 5.33%	40 53.33%	31 41.33%
4. I observe environmental responsibility by initiating to reduce pollution and promote sustainable use of natural resources.	0 0.00%	1 1.33%	41 54.67%	33 44.00%

Source: Author's own work

Sources of Core Competencies

Table 12 presents the sources of core competencies of the respondents, which are divided into 4 subsections: Training, classroom discussions, materials, and research. This is anchored on the study of Abbasi (2024)^[3], which provides that accountancy graduates must possess technical knowledge and skills to be equipped with the appropriate core competencies necessary to thrive in the corporate world.

Table 12: Sources of Core Competencies

	1	2	3	4
a. Training				
· On-the-job training	0 0.00%	0 0.00%	8 10.67%	67 89.33%
· Seminar and Workshops	0 0.00%	2 2.67%	20 26.67%	53 70.67%
· Academic Competitions	2 2.67%	20 26.67%	28 37.33%	25 33.33%
b. Classroom Discussions				
· Lectures provided by teachers	0 0.00%	0 0.00%	12 16.00%	63 84.00%
· Interactions between teachers and students	0 0.00%	3 4.00%	9 12.00%	63 84.00%
· Teacher to student coaching	0 0.00%	1 1.33%	12 16.00%	62 82.67%
c. Materials				
Online				
· Lecture Videos	1 1.33%	2 2.67%	19 25.33%	53 70.67%
· Modules	1 1.33%	3 4.00%	18 24.00%	53 70.67%
· Computer-based activities	1 1.33%	10 13.33%	20 26.67%	44 58.67%
Traditional				
· Board exercises	2 2.67%	6 8.00%	21 28.00%	46 61.33%
· Practice sets	1 1.33%	3 4.00%	11 14.67%	60 80.00%
· Case analysis/studies	1 1.33%	14 18.67%	23 30.67%	37 49.33%
d. Research				
· Research subjects	3 4.00%	16 21.33%	31 41.33%	25 33.33%
· Feasibility studies	2 2.67%	13 17.33%	32 42.67%	28 37.33%
· Case or situational problems	1 1.33%	5 6.67%	23 30.67%	46 61.33%

Source: Author's own work

Based on the results of the training category, the majority of the respondents attribute a significant portion of their core competencies to On-the-Job Training (89.33%). This is aligned with the study conducted by Catacutan *et al.*, (2019). Following this, seminars and workshops garnered a positive result of 70.67%, signifying that the majority of the respondents also see this as a valuable contributor, possibly through specialized or focused learning sessions. This agrees with the statement of Reuters (2022), emphasizing that sending graduates to accounting seminars allows them to learn from experts, develop a network, and experience personal growth. Finally, fewer respondents considered academic competition as an integral source with only 33.33%, which could be rooted in the lack of exposure of students to contests and other academic-related events.

On the other hand, the classroom discussion category showed that the majority of the respondents strongly agree that lectures provided by teachers (84.00%) seem to have a high impact, suggesting that a significant portion of them acquired foundational knowledge and insights from teacher-led instructional discussions. The same percentage is also evident in interactions between teachers and students, signifying that teacher-student interactions, such as dialogues, recitations, and sharing of insights are highly regarded by respondents. Similarly, teacher-to-student coaching also received a positive result of 82.67%, which proves that personalized coaching from instructors is also

highly valued in skill development and knowledge acquisition. These results relate to the study conducted by Bobe & Cooper (2018) ^[9].

In terms of materials, which are divided into online and traditional, results show that lecture videos and modules both seem to be effective mediums for distance learning, garnering the same percentage of 70.67%. On the other hand, computer-based activities (49.33%), despite being slightly lower, are still considered integral by respondents likely through interactive exercises or online-based simulations. Furthermore, traditional materials indicate that 80.00% of the respondents agree that practice sets are regarded as the most important tool, indicating that repetitive exercises are highly effective in honing skills and reinforcing learning. This is followed by board exercises with 61.33%, suggesting that board problems are useful in flourishing visual learning. Although slightly lower, 49.33% of the respondents attribute their competency to case studies, possibly indicating a moderate impact compared to other conventional methods.

Main Issues and Problems Encountered by the Students

Despite the difficulty of the accounting course (see Table 13), 49.33% and 29.33% of the participants disagreed that they only wanted to get passing marks rather than acquire in-depth learning about the subject matter. In comparison, 17.33% and 4% agree to be satisfied with passing marks.

According to Filgona, *et al.*, (2020)^[19]'s study, motivation drives a student to pursue what they want to achieve in life, but can be influenced by many factors. In terms of the

facilities of the school, more than half (50.67%) agree that these services are conducive to effective learning during their stay in the university.

Table 13: Main Issues and Problems Encountered by the Students

	1	2	3	4
1. I only want to get passing marks rather than acquiring in-depth learning about the subject matter.	22 29.33%	37 49.33%	13 17.33%	3 4.00%
2. The facilities of the school are maximized by the students in improving their core competencies.	1 1.33%	23 30.67%	38 50.67%	13 17.33%
3. The field exposure during the student's on-the-job training was sufficient to acquire skills contributing to their profession.	4 5.33%	19 25.33%	35 46.67%	17 22.67%
4. Family related or personal problems such as financial problems and household responsibilities greatly affect academic performance.	0 0.00%	6 8.00%	33 44.00%	36 48.00%
5. Strict BSA retention policy and comprehensive exam.	5 6.67%	20 26.67%	39 52.00%	11 14.67%
6. Seminars and activities are conducted to enhance analysis and critical thinking of the student as well as provide updates regarding the profession	0 0.00%	3 4.00%	34 45.33%	38 50.67%
7. Time requirement is not sufficient particularly in some exercises and quizzes thus hinders the development of core competencies of the student	4 5.33%	23 30.67%	32 42.67%	16 21.33%
8. The class size has an impact upon the student's learning capacity	3 4.00%	14 18.67%	37 49.33%	20 26.67%
9. Availability of referential and instructional materials is adequate	1 1.33%	13 17.33%	36 48.00%	23 30.37%

Source: Author's own work

Regarding family-related or personal issues like financial problems and household responsibilities, 48% of respondents strongly affirmed that these significantly impact their academic performance, whereas 8% claimed no effect. Moreover, 50.67% strongly agreed that seminars and activities enhance students' analytical and critical thinking skills, while 4.00% disagreed. Additionally, 52% acknowledged that the strict BSA retention policy and comprehensive exams contribute to their primary challenges, whereas 26.67% disagreed. Finally, 42.67% agreed that the time allotted is insufficient for certain exercises and quizzes, impeding the development of students' core competencies, while 30.67% considered it sufficient.

Correlation between variables

A. Sex

The correlation analysis (refer to Table 14) shows a significant relationship between the respondents' sex and

specific core competencies, such as communication skills, corporate social responsibility, and the acquisition of these skills through research. Furthermore, concerning the correlation between sex and corporate social responsibility (CSR), the findings align with Rao and Tilt's 2016 study, highlighting the pivotal role of boards of directors in driving companies towards fulfilling their CSR goals. According to Adani and Cepanac (2019), within the general population, speech, language, and communication skills exhibit substantial variability. Despite considerable individual differences irrespective of sex, when viewed as groups, men and women tend to display distinct communication and verbal abilities. Numerous population-based research studies have highlighted a notably higher prevalence of communication, language, and speech disorders among boys compared to girls. Additionally, the natural progression of communication and language skill development tends to be faster and more advanced in girls in comparison to boys.

Table 14: Correlation between variables

	Sex	Last Semester GPA	Accumulated GWA from 1st year to final year	Number of study hours per day
Core Competencies of Accountancy Students				
<i>Knowledge</i>				
General Knowledge	0.138 (0.491)	-0.201 (0.084)	-0.007 (0.951)	0.091 (0.872)
Information Technology (IT) Knowledge	0.280 (0.118)	-0.107 (0.362)	-0.065 (0.582)	0.117 (0.913)
Accounting, Finance and Law Knowledge	0.257 (0.083)	-0.238 (0.040*)	-0.088 (0.455)	0.188 (0.256)
<i>Skills</i>				
Intellectual Skills	0.226 (0.149)	-0.253 (0.029*)	-0.144 (0.221)	0.146 (0.522)
Interpersonal Skills	0.223 (0.154)	-0.044 (0.711)	-0.062 (0.601)	0.270 (0.027*)
Communication Skills	0.333 (0.016*)	-0.330 (0.004*)	-0.173 (0.139)	0.334 (0.002*)
<i>Values</i>				
Professional Ethics	0.071 (0.540)	-0.125 (0.283)	-0.082 (0.490)	0.128 (0.542)

Moral Ethics	0.038 (0.744)	-0.046 (0.698)	-0.083 (0.481)	0.128 (0.541)
Corporate Social Responsibility	0.285 (0.048*)	-0.098 (0.401)	-0.124 (0.294)	0.259 (0.040*)
Sources of Core Competencies				
Training	0.107 (0.652)	-0.050 (0.667)	0.094 (0.428)	0.179 (0.307)
Classroom Discussions	0.039 (0.735)	-0.013 (0.909)	0.039 (0.739)	0.268 (0.068)
Online Materials	0.313 (0.062)	-0.099 (0.400)	0.027 (0.819)	0.241 (0.191)
Traditional Materials	0.272 (0.135)	-0.247 (0.033*)	0.025 (0.836)	0.313 (0.023*)
Research	0.375 (0.014*)	-0.078 (0.509)	0.070 (0.553)	0.207 (0.380)
Main Issues and Problems Encountered in Developing the Students' Core Competencies	0.170 (0.338)	0.084 (0.471)	-0.205 (0.079)	0.266 (0.031*)

Source: Author's own work

* - significant

B. Last Semester GPA

Results show that there is no significant relationship between the core competencies, especially in the values sector, and the respondent's GPA. The results showed that only the values section of the core competencies attained no p-value less than 0.05 alpha, hence accepting the null hypothesis. Aligning the results with their final year's GPA, it can be seen that there is a significant relationship between the core competencies in terms of accounting, finance, and law knowledge (0.040), and the development of BS in Accountancy graduates. This finding is supported by Alfordy and Othman (2021), who saw students' academic performance in accounting courses as defined by their demonstration of accounting skills performance or behavior traits denoting an adequate comprehension of accounting principles. Accounting, finance, and law knowledge play a crucial role in the application of all types of work and professional competence (Rufino, *et al.*, 2017) [36].

There is also a significant relationship between the skills of the graduates regarding intellectual (0.029) and communication (0.004) skills, and the final year GPA of BS in Accountancy graduates. Employers and graduates agree that the application of knowledge in the real world is essential in the accounting world, as evidenced by Kavanagh and Drennan's (2008) [26] study. This statement agrees with Afolabi's (2014) [4] in terms of the problem-solving capabilities of the graduates, showing emphasis on this skill. Moreover, communication skills can be deeply rooted in the performance of the graduates to communicate with their clients, and deliver their ideas and opinions orally, as well as in written form, in the entry-level accounting professions, as stated by Ismail, *et al.* (2020) [25]'s study, agreeing with Low, *et al.*'s study mentioned above.

A statistical significance has been seen regarding the relationship between the graduates and the institution as the source of the graduate's core competencies, specifically in traditional materials. These traditional materials pertain to the board exercises, practice sets, and case analyses/studies that were utilized during the traditional mode of learning. In 2015, Cameron and colleagues' study regarding the student learning styles in accounting degree programs found that an active teaching style can be more effective than a passive learning style. Their study showed that students who are actively participating in accounting topics tend to benefit from different kinds of teaching methods. The study by

Mardini and Mah'd (2022) also stated that students' performance evaluation in traditional learning is better than in distance learning. Thus, the implication of said traditional materials helped graduates to grasp accounting concepts and theories better in a classroom setting. Lastly, there is no statistical correlation between the final year GPA of the graduates and the main issues and problems they encountered along the way. This is evidenced by the high Pearson correlation coefficient (0.471) obtained by the variables. In comparison, students in Libya have faced these problems and felt negative perceptions of accounting courses (Tailab, 2013) [40]. However, he further implied that the results cannot be generalized as they may vary from one location, student, and university to another.

C. Accumulated GWA from 1st Year to Final Year

Based on the findings, there is no significant correlation between the graduates' accumulated GWA from 1st year to the final year and the core competencies they must develop, such as knowledge, skills, and values. According to Farias *et al.*, (2011), the practice of education is greatly influenced by the grading system rather than learning from grade school until tertiary education and this is challenging to alter. However, respondents did not entirely develop their competencies from the numerical translations of their academic performance throughout their university years. This is related to the study of Canfield *et al.*, (n.d.), that competencies could be a result of practical experiences, extracurricular activities, or other educational approaches that contribute to holistic development beyond academic performance alone.

D. Number of study hours per day

Overall, five significant correlations have been found between graduating students' daily study hours and their knowledge, skills, values, sources of core competencies, and the primary concerns and issues that graduates face. The respondents' core competencies in the knowledge sector show that there are no significant correlations between the number of study hours per day and the acquisition of general knowledge, information technology (IT) knowledge, accounting, finance, and legal knowledge. Tus *et al.* (2020) [43] lends credence to this. There exists a significant correlation between the quantity of study hours completed daily and the interpersonal and communication skills. However, the number of study hours per day and intellectual skills do not correlate in a way that is statistically significant

(0.522). This is proven in the study of Basri & Alghaswyneh (2015)^[8] which demonstrated that there was no statistically significant correlation between students' low time utilization and the aspects of their time management, such as planning and organizing.

A statistically significant relationship has been found between the number of study hours per day and Corporate Social Responsibility (CSR), based on correlational analysis related to values. Nathani, Mathur, and Dwivedi's (2020)^[33] study further supports that the students' increased sense of social responsibility has been connected to success in the classroom, increased self-esteem, and academic achievement. The findings indicated that a student's social responsibility has a significant impact on their academic achievement. Also, there was a strong correlation between social competence and academic success in the study of Tabassum, Akhter, and Iqbal (2020)^[39].

A significant relationship has been found between the amount of time spent studying each day and the use of conventional materials. Oppenheimer (2019)^[34] reveals that the lessons requiring concentrated attention might benefit more from being done on paper because it is distraction-free and allows for longer study sessions. Additionally, students are compelled to comprehend and rephrase the material in their own words because they are unable to handwrite quickly enough to take verbatim notes when using paper. Conversely, no statistically significant correlation was found between the graduates' daily study hours and training, online resources, classroom discussions, and research.

Finally, a statistically significant correlation has been found between the number of study hours per day and the primary challenges and issues encountered by students in developing their core competencies. Reduced problems and difficulties result in increased learning motivation, and vice versa. Students who are having academic difficulties are less motivated to study, which results in shorter study sessions. According to a study by Sabanal *et al.* (2023)^[37], there was a positive and significant correlation between students' academic performance and motivation to learn. Similarly, academic motivation had a positive effect on students' academic engagement in relation to Academic Motivation and Engagement. (Muhammad and others, 2023)^[32].

5. References

1. June 9, 2022. Retrieved from Thomson Reuters: <https://tax.thomsonreuters.com/blog/the-importance-of-ongoing-trainings-and-seminars-for-accounting-staff/>
2. (IFAC) IF. International education standard (3): Professional skills and general education, 2010. Retrieved November 23, 2023
3. Abbasi Nishat. Competency Approach to Accounting Education: A Global View. AABRI Journals, 2014. Retrieved April 17, 2023 at: <http://www.aabri.com/copyright.html>.
4. Afolabi S. Quality of Accounting Graduates: A Survey of Employers in Nigeria. IOSR Journal of Business and Management, 2014. Retrieved November 26, 2023
5. Albassam S, Alawadi A, Alrashed W. Determinants of Accounting Students' Competency: Kuwait University. International Journal of Business Administration, 2019. Doi: 10.5430/ijba.v10n4p30
6. Atentar J. Performance in the Accountancy Licensure Examination of the University of Eastern Philippines: A Look at Curriculum and Instruction, 2018. www.academia.edu.
7. Bacher S. What's The Future Of Remote Work In 2023?. Forbes, 2023. Retrieved on August 27, 2023 at: forbes.com.
8. Basri WS, Alghaswyneh OFM. The Role of Time Management and its impact on Students' academic achievement. International Research Journal of Finance and Economics, 2015. Retrieved on November 21, 2023 from: https://www.researchgate.net/publication/315619559_The_Role_of_Time_Management_and_its_Impact_On_Students%27_academic_achievement.
9. Bobe BJ, Cooper B. Accounting students' perceptions of effective teaching and approaches to learning: Impact on overall student satisfaction, April, 2018. Retrieved from: ResearchGate: https://www.researchgate.net/publication/324589314_Accounting_students%27_perceptions_of_effective_teaching_and_approaches_to_learning_Impact_on_overall_student_satisfaction
10. Borgonovo A, Friedrich B, Wells M. Competency-based accounting education, training, and certification: An implementation guide. World Bank Publications, 2019. Retrieved April 19, 2023 at: <https://cfr.worldbank.org/sites/default/files/2019-11/Competency-Based-Accounting-Education-Training-and-Certification-An-Implementation-Guide.pdf>
11. Cameron Clark, Zwaan d, English Lamminmaki, O'Leary Sands. The Importance of Understanding Student Learning Styles in Accounting Degree Programs. Australian Accounting Review, 2015. Doi: <http://dx.doi.org/10.1111/auar.12065>
12. Catacutan KJ, Tuliao A. On-the-Job Training Program Evaluation of Business Administration and Accountancy Departments of University of Saint Louis. Universal Journal of Educational Research, 2020, 143-150.
13. Chaithanya R. Digital or Traditional Education: Which is More Effective? Youth Incorporated, 2023. Retrieved on November 21, 2023 from: <https://youthincmag.com/digital-or-traditional-education-which-is-better#:~:text=The%20results%20demonstrated%20that%2038.2%25%20of%20students%20found,with%20the%20use%20of%20traditional%20methods%20of%20learning.>
14. Cimafranca JL, Capuyan B, Cabilla F, Cansancio A, Villafior-Balacy GM. The Influence of School Ability Measures on Accounting Competencies: A Path Analysis, 2015. Retrieved April 16, 2023 at: <https://mp.ra.ub.uni-muenchen.de/72372/0>
15. Derekoy F. What Skills Accounting Students Need: Evidence from Students' Perceptions and Professionals' Expectations. PressAcademia, 2019. Doi: 10.17261/Pressacademia.2019.1149
16. Dolce V, Emanuel F, Cisi M, Ghislieri C. The soft skills of accounting graduates: Perceptions versus expectations. Accounting Education, 2019. Doi: 10.1080/09639284.2019.1697937
17. Doral SV. Causes of Failures of Students Taking Qualifying Examination. Academia.Edu, 2017. Retrieved August 29, 2023 at:

- https://www.academia.edu/34911760/CHAPTER_I_THE_PROBLEM_AND_ITS_BACKGROUND
18. Education Committee International Federation of Accountants. Core Competency Framework for Entry to the Philippine Accountancy Profession, 1998. Retrieved April 17, 2023 at: <https://www.scribd.com/document/59136727/Core-Competency-Framework-for-Entry-to-the-Philippine-Accountancy-Profession-3>.
 19. Filgona J, Sakiyo J, Gwany DM, Okoronka A. Motivation in Learning. *Asian Journal of Education and Social Studies*, 2020. Doi: <http://dx.doi.org/10.9734/AJESS/2020/v10i430273>
 20. Gamage Dehideniya, Ekanayake. The Role of Personal Values in Learning Approaches and Student Achievements. *PubMed Central*, 2021. Doi: 10.3390/bs11070102
 21. Gill R. Graduate employability skills through online internships and projects during the COVID-19 Pandemic: An Australian Example. *Journal of Teaching and Learning for Graduate Employability*. 2020; 11(1):146-158.
 22. Hair J, Celsi M, Money A, Samouel P, Page M. *Essentials of Business Research Methods*, 4th ed. Routledge/Taylor & Francis, Abingdon, 2020.
 23. Howcroft D. Graduates' vocational skills for the management accountancy profession: Exploring the accounting education expectation-performance gap. *Accounting Education*, 2017. Doi: 10.1080/09639284.2017.1361846
 24. Hutchins R, Roberts D. Factors that Determine the Decision to Major in Accounting: A Survey of Accounting Graduates. *The Accounting Educators' Journal*. 2018; 28:59-167. Retrieved November 24, 2023, from: <https://www.aejournal.com/ojs/index.php/aej/article/view/440>
 25. Ismail Ahamd, Ahmi. Perceived Employability Skills of Accounting Graduates: The Insights from Employers. *Ilkogretim Online - Elementary Education Online*, 2020. Doi: 10.17051/ilkonline.2020.04.104
 26. Kavanagh, Drennan. What skills and attributes does an accounting graduate need? Evidence from student perceptions and employer expectations, 2008. Doi: 10.1111/j.1467-629X.2007.00245.x
 27. Kermis G, Kermis M. Professional Presence and Soft Skills: A Role for Accounting Education. *Journal of Instructional Pedagogies*. 2010; 2. Retrieved June 6, 2023 at: <https://eric.ed.gov/?id=EJ1056346>
 28. Komba S. The Perceived Importance of Communication Skills Course Among University Students: The Case of Two Universities in Tanzania. *African Journal of Teacher Education*, 2015. Doi: <https://doi.org/10.21083/ajote.v4i2.3064>
 29. Lawson RA, Blocher EJ, Brewer PG, Cokins G, Sorensen JL, Stout DB, *et al.* Focusing Accounting Curricula on Students Long-Run Careers: Recommendations for an Integrated Competency-Based Framework for Accounting Education. *Social Science Research Network*, 2013. Retrieved April 17, 2023 at: <https://doi.org/10.2139/ssrn.2342306>
 30. Low M, Botes V, Rue DD, Allen J. Accounting Employers' Expectations - The Ideal Accounting Graduates, 2016. Retrieved November 23, 2023
 31. McCann L. Thinking Outside the Ledger: A Visual Representation Project for Accounting Students. *The Accounting Educators' Journal*, 2016. Retrieved November 23, 2023
 32. Muhammad N, Siddique A, Jabeen S, Akhtar. Academic Motivation and Engagement: A Correlational Study of Students' Perspective at Secondary School Level. *Journal of Social Sciences review*, 2023. Retrieved on November 21, 2023 from: https://www.researchgate.net/publication/371963450_Academic_Motivation_and_Engagement_A_Correlational_Study_of_Students%27_Perspective_at_Secondary_School_Level.
 33. Nathani N, Mathur G, Dwivedi G. Social Responsibility and Academic Achievement: A Perceptual Learning. *International Journal of Innovative Technology and Exploring Engineering*, 2020. Retrieved on November 21, 2023 from: https://www.researchgate.net/publication/343058686_Social_Responsibility_and_Academic_Achievement_A_Perceptual_Learning.
 34. Oppenheimer D. The relative advantages and disadvantages of paper and digital media in education. *Impact Part of my college*, 2019. Retrieved on November 21, 2023 from: https://my.chartered.college/impact_article/the-relative-advantages-and-disadvantages-of-paper-and-digital-media-in-education/.
 35. Rufino H. Core Competencies for Accountants of BS Accountancy Students of Tarlac State University: Input to Accounting Education, December 1, 2015. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2864186
 36. Rufino Payabyab, Lim. Competency Requirements for Professional Accountants: Basis for Accounting Curriculum Enhancement. *Review of Integrative Business and Economics Research*, 2017. Doi: <http://dx.doi.org/10.2139/ssrn.3172508>
 37. Sabanal GJA, Reputana KD, Palwa SS, Labandero CLH, Alimbon JA. Motivation and Academic Performance of Secondary Students in Science: A Correlational Study. *Asian Journal of Science Education*, 2023. Retrieved on November 21, 2023 from: https://www.researchgate.net/publication/375442558_Motivation_and_Academic_Performance_of_Secondary_Students_in_Science_A_Correlational_Study.
 38. Sibandze SF, Oloyede OI, Pereira L. Exploring the Impact of Blended Learning on Learners' Academic Performance in Accounting. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*. 2020; 25(5). Series. 3 (May. 2020) 01-11e-ISSN: 2279-0837, p-ISSN: 2279-0845. www.iosrjournals.org.
 39. Tabassum DR, Akhter N, Iqbal Z. Relationship between Social Competence and Academic Performance of University Students. *ResearchGate*, 2020. Retrieved on November 21, 2023 from: https://www.researchgate.net/publication/343546548_Relationship_between_Social_Competence_and_Academic_Performance_of_University_Students.
 40. Tailab. Difficulties of Academic Achievement in Principles of Accounting Courses from the Student Perspective: Evidence from Libya. *Canadian Center of Science and Education*, 2013. Doi:

- 10.5539/hes.v3n5p36
41. Terbalanche EA, Clercq BD. A critical thinking competency framework for accounting students, 2021. Doi: <https://doi.org/10.1080/09639284.2021.1913614>
 42. The World Bank. Marinating Professional Competence: A practical guide for PAOs providing CPD, 2016. Retrieved April 17, 2023 at www.worldbank.org.
 43. Tus J, Rayo F, Lubo R, Cruz MA. The Learners' study habits and its relation on their academic performance. Research Gate, 2020. Retrieved on November 21, 2023 from: https://www.researchgate.net/publication/346580149_THE_LEARNERS'_STUDY_HABITS_AND_ITS_RELATION_ON_THEIR_ACADEMIC_PERFORMANCE.
 44. Weil S, Oyelere P. The usefulness of case studies in developing core competencies in a professional accounting programme: A New Zealand study. Accounting Education: An International Journal, 2007. Doi: 10.1080/09639280410001676602
 45. Wu Angela Jing. Integrating the AICPA Core Competencies into Classroom Teaching, A Practitioner's Experiences in Transitioning to Academia. CPA Journal, 2009. Retrieved April 17, 2023 at: [https://www.questia.com/magazine www.aicpa.org](https://www.questia.com/magazine/www.aicpa.org).
 46. Ramos LL, Soliven PC. Rise of webinars: An impact assessment of online seminar learning from the students' perspective. The PCS Review, 2020, 87-106.