

The Practicum Training Plan and the BSAIS Program Intended Learning Outcomes in Laguna University: A Correlational Study

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Abstract- This study aimed to investigate the correlation between the Practicum Training Plan and the Program Intended Learning Outcomes (PILO) of the BSAIS 4th year students at Laguna University. Although the practicum holds considerable importance, there are still concerns regarding its effectiveness in attaining the goals of the Practicum Training Plan and its contribution in preparing students for their future careers. This study sought to fill this gap by assessing the extent to which the PILO is realized through the Practicum Training Plan. Specifically, it sought to answer the following questions: (1) What is the demographic profile of the respondents in terms age, gender and host training establishment/ department? (2) To what extent are the following areas of the Practicum Training Plan realized in terms of General Accounting, Management Accounting, and Accounting Information System? (3) To what extent are the following program intended learning outcomes realized through the Practicum Training Plan? (4) is there a significant relationship between the demographic profile and the attainment of PILO? and (5) Is there a significant relationship between the practicum training plan and the realization of the BSAIS PILO? This study employed a correlational research design and utilized various statistical methods including, percentage and frequency distribution, weighted mean, spearman's rank correlation, chi-square test and Pearson's-r correlation to determine the correlation between the Practicum Training Plan and the BSAIS PILO in Laguna University. The researchers made use of survey questionnaire for their data gathering and distributed it to the population of interest, which comprised of seventy-five (75) 4th year students of

the BSAIS program. The findings revealed that there is no significant relationship between the demographic profile and the BSAIS PILO. Nonetheless, a moderate positive correlation was observed between the Practicum Training Plan and the BSAIS PILO.

Indexed Terms- Practicum Training Plan, Program Intended Learning Outcomes, BSAIS students, On-The-Job Training, Host Training Establishment, General Accounting, Management Accounting, Accounting Information System

I. INTRODUCTION

The statement discusses the significance of the Practicum Training Plan and the alignment of Program Intended Learning Outcomes (PILOs) in the Bachelor of Science in Accounting Information System (BSAIS) curriculum. The practicum offers students the chance to apply classroom knowledge to real-world scenarios, while PILOs guide the development of competencies crucial for career success, aligned with industry standards. Despite the acknowledged importance of the practicum, concerns exist regarding its effectiveness in career preparation, prompting a need for evaluation and improvement to ensure alignment with PILOs. Various studies support the importance of practicum training in enhancing job readiness and professional skills. Similarly, literature emphasizes the role of PILOs in curriculum development and their alignment with course objectives to enhance learning outcomes. This comprehensive approach underscores the imperative of continuously refining the practicum training plan

and ensuring its adaptability to evolving industry demands, thus reinforcing the program's effectiveness in preparing students for successful careers in the field of Accounting Information Systems. Additionally, the importance of aligning PILOs with industry needs to enhance employability is highlighted, serving as the backdrop for the study titled: "The Practicum Training Plan and the BSAIS PILO in Laguna University: A Correlational Study."

II. THEORETICAL BACKGROUND

Siri Sollied Madsen stated that The Practicum Training Plan is a structured framework that provides students with practical experience in their chosen field of study. It bridges the gap between classroom learning and professional practice, allowing students to apply theoretical knowledge in real-world settings. Lynn Thomas (2017) study the primary aim of the Practicum Training Plan is to develop the necessary skills and competencies required for future careers. It incorporates a range of experiences, such as working in professional settings, engaging in hands-on projects, and collaborating with industry professionals. Reflection on these experiences helps students make connections between theory and practice, fostering deep learning and professional growth.

The PILOs are specific statements that define what students are expected to achieve upon completion of their educational program. Biggs and Tang, 2007: 70 theory emphasizes that 'intended learning outcomes' exclusively and does not refer to 'learning objectives' at all in his text, stating that the term ILO is preferred 'because it emphasizes more than does "objective" that we are referring to what the student has to learn, rather than what the teacher has to teach'.

White, S., Forgasz, R. (2016) affirmed that PILOs serve as a guide for curriculum development, teaching strategies, and assessment methods that align with industry standards and expectations, ensuring that graduates possess the necessary knowledge, skills, and abilities for their chosen profession.

They provide a roadmap for designing meaningful and relevant experiential learning opportunities during the practicum. By aligning the Practicum Training Plan

with the PILOs, educational institutions ensure that students gain practical experiences that contribute to their overall learning outcomes pointed out by Lynn Thomas (2017).

III. RESEARCH QUESTION OR RESEARCH HYPOTHESIS OR PROBLEM STATEMENT

This study specifically aimed to determine the respondents' age, gender, and host training establishment profile as well as the degree to which the program's stated learning outcomes are met through the Practicum Training Plan. It assessed in consequently, the significance of the relationship between the demographic profile and the achievement of the BSAIS 4th year Program Intended Learning Outcomes. Laguna University students.

IV. DATA AND METHODS

The study utilized a quantitative method and correlational design to investigate the relationship between the Practicum Training Plan and the realization of the BSAIS Program Intended Learning Outcomes among 75 respondents. Data collection involved gathering perceptions from participants regarding these aspects. Statistical analysis, specifically correlational analysis, was conducted to examine the relationship between the variables. Findings from the analysis were presented in the results section, detailing the outcomes of the study. The discussion section provided interpretation of the results, implications for practice, and suggestions for future research.

V. RESULTS

Extent of the Practicum Training Plan Realized in terms of Training Areas

Table 1. Realization of Practicum Training Plan According to General Accounting

INDICATORS	Mean	Standard Deviation	Verbal Description
1. Prepare various business documents such as invoices, receipts, debit/credit memos, and vouchers.	3.13	0.88	Agree
2. Prepare Journal entry.	2.76	0.94	Disagree
3. Prepare cost sheets.	2.52	0.86	Disagree
4. Use accounting software.	2.71	0.96	Disagree
5. Conduct account reconciliation.	2.49	0.91	Strongly Disagree
6. Process accounts payable.	2.45	0.84	Disagree
7. Conduct variance analysis.	2.33	0.88	Disagree
8. Prepare spreadsheet and analysis.	2.84	0.92	Disagree
Composite Mean	2.66	0.90	Disagree

The findings presented in Table 1 show the proficiency of BSAIS students in General Accounting, highlighting areas where they excel and where they need improvement. Students are confident in preparing business documents but lack proficiency in areas like journal entries and using accounting software. Internship programs play a crucial role in bridging the gap between theoretical knowledge and practical skills, offering students hands-on experience and exposure to a variety of tasks. However, confidentiality and data privacy issues in host training establishments, especially in organizations like banks, can limit students' access to certain information. Companies often have confidentiality policies and may require students to sign Non-Disclosure Agreements to protect sensitive data.

The results suggest that while students are competent in basic tasks, they may lack practical experience in fundamental accounting areas, emphasizing the need for educators and training providers to enhance training in identified weak areas. Theoretical concepts like social learning and constructivist learning theories support the importance of practical experiences like internships in enhancing students' knowledge and skills. Overall, the findings underscore the value of well-structured and comprehensive internship programs in preparing students for their future careers by providing real-world insights and opportunities for active learning.

Table 2. Realization of Practicum Training Plan According to Management Accounting

INDICATORS	Mean	Standard Deviation	Verbal Description
1. Assist in the preparation of financial transactions in compliance with accounting and reporting standards.	2.95	0.90	Disagree
2. Prepare Accounting Information System reports such as budgets and business plans using appropriate framework.	2.71	0.96	Disagree
3. Prepare individual and corporate income tax returns and basic tax planning in compliance with relevant legislations and regulations.	2.36	0.83	Strongly Disagree
4. Perform cost-benefit analysis for management decisions.	2.28	0.76	Strongly Disagree
5. Communicate effectively the results of financial analysis.	2.60	0.87	Strongly Disagree
Composite Mean	2.58	0.86	Strongly Disagree

Table 2 presents the performance of BSAIS 4th year students in their practicum training for management accounting, indicating a lack of agreement among students on their ability to perform various tasks related to financial transactions, Accounting Information System reports, tax returns, cost-benefit analysis, and financial analysis communication. The challenges faced by students may stem from the need for more real-world experience to enhance their learning process. The lack of agreement could be attributed to the legal responsibility and expertise required for tasks such as tax preparation and financial reporting, which may deter management from assigning these responsibilities to interns due to potential risks and liabilities. Management may prefer involving experienced professionals in decision-making processes involving sensitive and confidential financial data. The composite mean score of 2.58 suggests that students feel they have not fully benefitted from the practicum training in management accounting, indicating a need to revise the training plan to better cater to the students' learning needs. This highlights areas where students may require additional support and training to prepare them for their future accounting careers.

The study reveals that 4th-year BSAIS students have not fully achieved their practical training goals in the Accounting Information Science (AIS) setting, with most indicators falling into the "Disagree" category. This suggests a gap between the skills taught in the program and the practical application of these skills in a real-world context. Internship training is crucial in bridging the gap between academic and professional skills, especially in the realm of information technology. Creating a dynamic and interactive learning environment, incorporating innovative

technologies, and establishing partnerships with industry professionals can enhance interpersonal skills and expose interns to the interdisciplinary nature of business operations.

Table 3. Realization of Practicum Training Plan According to Accounting Information System

INDICATORS	Mean	Standard Deviation	Verbal Description
1. Prepare sales invoice / official receipts and journalize transactions in a Computerized Accounting System.	2.89	1.05	Disagree
2. Prepare disbursement vouchers in a computerized system.	2.80	1.05	Disagree
3. Generate financial reports using a computerized system.	2.85	1.04	Disagree
4. Assist in customizing accounting software to a particular business entry.	2.48	0.99	Strongly Disagree
5. Assist in developing a financial model using spreadsheet software	2.61	1.01	Disagree
Composite Mean	2.73	1.03	Strongly Disagree

The table 3 suggests that there may be a need for curriculum adjustments, additional training, or more practical experience to better prepare students for the demands of the AIS job market. Real work environments can significantly enhance professional and personal learning processes, and institutions should align practical experiences more closely with the demands and skills required by the AIS job market. Factors hindering the attainment of the goals of the practicum training plan include lack of hands-on experience, lack of mentorship and direction, inadequate training resources, and students' lack of self-assurance and competency. To improve students' AIS skills, it is essential to enhance practical experiences, provide effective mentorship, align the curriculum with industry demands, and improve communication and support.

Extent of the Program Intended Learning Outcomes through the Practicum Training Plan

Table 4. Realization of Program Intended Learning Outcomes through Practicum Training Plan

INDICATORS	Mean	Standard Deviation	Verbal Description
1. Describe the basic functions of management such as planning, organizing, leading, and controlling.	3.11	0.76	Disagree
2. Identify and describe the basic concepts that underlie each of the functional areas of business (marketing, finance, human resources management) and employ these concepts in various business situation.	3.07	0.76	Disagree
3. Express clearly and communicate effectively with stakeholders both in oral and written forms.	2.99	0.76	Disagree
4. Apply information and communication technology (ICT) skills as required by the business environment.	3.20	0.81	Disagree
5. Resolve business issues and problems, with a global perspective using knowledge and technical proficiency in the areas of financial accounting and reporting, cost accounting & management, management accounting and control, taxation, and accounting information system.	2.75	0.81	Disagree
6. Conduct accountancy research through independent studies of relevant literature and appropriate use of accounting theory and methodology.	2.53	0.79	Strongly Disagree
7. Employ technology as a business tool in capturing financial and non-financial information, generating reports and making decisions.	2.75	0.77	Strongly Disagree
8. Apply knowledge and skills to successfully respond to various types of assessments, including professional licensure and certifications.	3.03	0.66	Disagree
9. Confidently maintain a commitment to good corporate citizenship, social responsibility and ethical practice in performing functions as an accountant.	3.27	0.79	Disagree
Composite Mean	2.96	0.77	Disagree

In the table 4 the BSAIS 4th year students' practicum training results show that while internships provide hands-on experience and practical knowledge, there are areas for improvement. Students scored an average of 3.11 in understanding core management functions, 3.07 in applying basic business concepts, and 2.99 in effective communication. They also felt uncomfortable in their ability to apply ICT skills, 2.75 in accounting research, 2.53 in accounting research, 2.53 in technology, 3.03 in preparing for professional licensure and certifications, and 3.27 in ethical practice and corporate citizenship.

The negative outcomes in Table 10 were due to varying opinions held by each Host Training Establishment (HTE), particularly regarding tasks assigned to On-the-Job Training (OJT) students. These HTEs have differing views on how to integrate OJT students into their operations, which hinders the students' ability to effectively align with the program's intended learning objectives. The lack of consensus among departments on how to integrate OJT students into their operations can help bridge the perceived confidence gap and improve the quality and scope of internship experiences.

Table 5. Correlation Between the Program Intended Learning Outcomes (PILO) and the Respondent's Demographic Profile

Indicators	Value	Interpretation	Decision
Age	0.167**	No or Very Weak Relationship	Not Significant
Gender	0.642**	No Significant Relationship	
HTE	0.261**	No Significant Relationship	

Note:
 **. Correlation is significant at the 0.01 level (2-tailed).
 *. Correlation is significant at the 0.05 level (2-tailed).

Table 5 shows that there is no significant relationship between the BSAIS program's intended learning outcomes (PILO) and demographic variables such as age, gender, and the host training establishments. A correlation of 0.167** between the respondents' age and PILO indicates that there is no or very weak relationship between the two. Moreover, the observed association between Gender and PILO also suggest that there is no significant relationship, as evidenced by a chi-square value of 1.675 and its corresponding p-value of 0.642. Similarly, the data gathered also showed that there is no significant relationship between HTE and the BSAIS PILO. With a chi-square value of 120.10 and a p-value of 0.261, it indicates that there is no strong correlation between students' agreement with the program's intended learning outcomes and the specific training establishments they were placed in.

Based on the study conducted by S. Priyadharsan in 2021, older individuals may encounter challenges related to reduced self-efficacy and computer performance during training, in contrast to their younger counterparts. These findings underline the importance of developing specialized training programs tailored for older workers. Furthermore, certain research results, as indicated by Mumtaz (2010), suggest a negative association between age and performance. This correlation can be explained by the evolving requirements of modern work organizations, which increasingly prioritize active employee engagement. However, it is essential to note that the observed age-related performance differences can often be attributed to factors such as a perceived lack of personal initiative and proactive behavior among aging workers.

Additionally, a study by Tempelaar et al. in 2015 revealed that there were no gender differences in the ambition to outperform others among business school students. This particular finding suggests that variations in academic performance between boys and girls are not primarily rooted in differences in physical, emotional, or intellectual development but are instead influenced by a multitude of social and cultural factors. However, in the context of our analysis, it is essential to note that despite the state's efforts in providing such opportunities through host training establishments, our findings suggest that there

is no significant relationship between these establishments and the achievement of the program's intended learning outcomes. This incongruity between the legislative intent and the practical results raises questions about the effectiveness of the current approach and may warrant further examination and possible improvements in aligning host training establishments with the training program objectives.

Table 6. Correlation Between the Practicum Training Plan and BSAIS Program Intended Learning Outcomes

Indicators	R-Value	Interpretation	Decision
General Accounting	0.636*	moderate positive correlations	Significant
Management Accounting	0.649*	moderate positive correlations	
Accounting Information System	0.652*	moderate positive correlations	

Note:

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table 6 presents descriptive statistics and correlations between the training areas of the practicum training plan such as General Accounting, Management Accounting, and Accounting Information System and the BSAIS Program Learning Outcome (PILO). Based on the numbers in the table show how closely related these factors are. A correlation of 0.636** between General Accounting (GA) and PILO, 0.649** between Management Accounting (MA) and PILO, and 0.652** between Accounting Information System (AIS) and PILO indicate moderate positive correlations. In relation to CACREP (2014), practicum is the first entry into the accounting industry and consists of a 400 A clock-hour experience, giving the students a chance to undertake some of the tasks which a frequently utilized staff member in the workplace might be required to do.

From the data presented above, it can be noticed that all areas of the Practicum Training Plan had a moderate positive correlation thus, implying that there is really a significant relationship between the variables. The analysis showed that the practicum training plan provides the necessary help in the attainment of the BSAIS Program Intended Learning Outcome. However, there are lapses seen on how it was executed. Based on the findings, it is clearly evident that students have not fully attained the goal of their training plan. This is because most of the objectives shown in the Practicum Training Plan were not aligned to what the company may provide to the students. There are tasks that organizations cannot teach due to their strict confidentiality, one of the probable reasons why most of the indicators in the PTP resulted in disagreement.

A study of Sudarsan Ranganet al. (2014), reveals that company struggle to offer quality internships for students pursuing business internships. One factor is that there aren't enough management tools available to effectively plan and oversee internships. Furthermore, it might be difficult to evaluate student performance and learning in a cooperative education setting due to the intricate and informal nature of workplace learning. Additionally, there can be a misunderstanding about expectations and communication between employers and students, which would cause discontent and prevent internship goals from being met. The challenge that firms have in offering quality internships that satisfy the requirements of students pursuing business internships is mostly due to these considerations.

CONCLUSION

In the light of the findings of this study entitled: The Practicum Training Plan and the BSAIS program intended learning outcomes in Laguna University: A correlational study.

1. Majority of the respondents are female belonging to age bracket 21-25 years old.
2. The PTP in the area of general accounting, management accounting, and accounting information system were not realized.
3. The BSAIS-PILO are not realized through the PTP.

4. Null hypothesis is not rejected, hence, there is no significant relationship between the Practicum Training Plan and the demographic profile of the respondents.

5. Null hypothesis is rejected, therefore there is significant relationship between the Practicum Training Plan and the BSAIS Program Intended Learning Outcomes.

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