

**THE STUDENTS' PERCEPTIONS ON THE  
USEFULNESS OF THE SIMULATION PROJECT IN  
FINANCIAL ACCOUNTING 1 (FAC 100)**

**BY**

**ROSLIZA BT BAHARI**

**99378487**

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## **ABSTRACT**

This study investigates among other things the students' in Part 1 and Part 2 of The Diploma in Accountancy at UiTM perceptions of the importance and the usefulness of the Simulation Project being a part of the Financial Accounting 1 (FAC 100) subject.

It was found that the students perceived the simulation project as important in helping them to understand the full accounting cycle and also to achieve the objectives of the subject. It was also found among other things that the students prefer to do the project in a group rather than individually and the preferred number of members in the group are 3.

The result of this study may be used to assess the usefulness of the simulation project as well as to assess the effectiveness of the project in achieving its objectives. Also further improvement could be introduced if necessary such as the extension of the project from 1 ½ week to 2 weeks.

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 An Overview**

The Accounting Education Change Commission (AECC) in its Position Statement Number Two has identified the introductory accounting courses as critical for both accounting majors and other business majors. The Commission noted that “the course shapes the student’s perceptions of the profession, the aptitudes and skills needed for successful careers in accounting and the nature of career opportunities in accounting (AECC 1992). Due to this fact many researchers such as Cohen and Hanno (1993), Adams *et. al.* (1994) and Geiger and Ogilby (2000) among others have given specific attention to the first course in accounting. They carried out empirical research demonstrating the importance of a positive experience in the first course in accounting and the effect of the first course on the decision to major in accounting.

According to Howitt and Harding, 2000, one of the difficulties associated with the first course in accounting is that it is often one of the first university course that students encounter. At this early stage students are still not fully aware of what is expected of them. Many of the students have no idea of what accounting is all about since they are thrown into this field unwillingly due to several factors. Some of the factors that the researcher has encountered in her academic experience at the Mara University of Technology are parent’s pressure, the word accounting sounds exciting and it is the only course offered to them with scholarship.

Creating a positive experience for students studying the first course in accounting, while contributing to the development of skills seen as being important for accounting graduates, presents a considerable challenge. The development of thinking and communication skill is seen as being the more important for accounting graduates. Therefore the incorporation of pedagogical devices, which help to