COLLABORATIVE LEARNING APPROACH TO ENHANCING COLLEGE STUDENTS’ CONTEXTUAL KNOWLEDGE OF THE FUNDAMENTALS OF ACCOUNTING

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December 2011
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By

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Thesis Submitted to the Centre for Graduate Studies, University Utara Malaysia
In Fulfillment of the Requirement for the Master of Business Administration (Accounting)
ABSTRACT

This study highlighted the perceptions of students had when taught Fundamentals of Accounting using the collaborative approach. Little attention had been given to whether students perceived these strategies as effective and are able to apply them to help them in learning the accounting course. The study focuses on 27 college students who are pursuing a diploma in accounting. The results from the study indicated that students positive perceptions determine the effectiveness of the collaborative activities for them and there were references in their results to contextual learning. The implications from the study suggest that the effectiveness of collaborative learning could be adopted more broadly to enhance contextual knowledge of the Fundamentals of Accounting among students.
ACKNOWLEDGEMENT

The completion of this study owes much numbers of people in various ways.

I wish to express my sincere to my supervisor Prof. Madya Dr. Barudin Bin Muhammad for his invaluable support, engagement, guidance and scholarly insights.

My appreciation goes to the participants involved in this study who has provided a rich source of information. I would also like to thank to Tunku Abdul Rahman College, my workplace for giving me permission to use students as my sample in this study.

Last but not least, my special thanks to Dr Choy Siew Chee, Head of Perak Branch Campus at Tunku Abdul Rahman College who also support and guide me on this study.
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Chapter 1: Introduction

1.0 Background of the Study

Based on my observation as an accounting lecturer, I found that my students had difficulties adapting to my current teaching style which is teacher centered. This has lead students to focus on content knowledge as well as becoming dependent on me to provide them with answers. Therefore, I am interested to find a new collaborative learning approach that could change students’ perceptions of learning accounting. Prior research, to my knowledge have focused on other situations like the effectiveness of collaborative learning styles on team learning performance (Yazici, 2005) and use of technology in enhancing collaborative learning (Wasonga, 2007). A recent study by Hall, Ramsay and Raven, 2004 had used group activities in their study to enhance student’s engagement in class to improve critical thinking skills and it was positively proven.

Therefore, in this study I had analysed the perception of the accounting students towards a collaborative learning approach in enhancing contextual knowledge. Further to this, the study could provide some suggestions on enhancing student’s contextual knowledge to be implemented in my future classes.

1.1 Research Questions

The two research questions (RQ) that underpin this study are:

RQ 1 How do students perceive the effectiveness of the collaborative learning approach used during tutorial classes?

RQ 2 Are students’ contextual learning reflected in the results?
The contents of the thesis is for internal user only
REFERENCES


