

**Comparative Analysis of Impact of Offline and Online Accounting Software among
Business Education Students of Oyo State College of Education**

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Abstract

This study is a comparative analysis of the impact of offline and Online accounting software among Business Education Students of Oyo State College of Education, Lanlate. Data was collected with the use of questionnaire. A survey of 100 accounting students in 300level was conducted, with 50 students using online accounting software and 50 students using offline accounting software over a period of three months, with both groups carrying out the same assignments. One hypothesis was formulated and tested using Z-test Statistics while questionnaires were analysed in tabular form using simple percentage. The results show that online accounting software has a more positive impact on students' acquisition of practical accounting skills. The study concludes that online accounting software is more effective in enhancing students' practical accounting skills and recommends its adoption in accounting education. The findings of this study contribute to the existing body of knowledge on the impact of technology on accounting education and provide insights for the development of accounting curricula and teaching methods.

Keywords: Accounting Education, Online Accounting Software, Offline Accounting Software, Practical Accounting Skills.

Introduction

In the present business world which is characterized by rapid changes and heightened complexity, organizations depend significantly on precise and timely financial data to guide their decision-making processes. The function of accounting professionals has transformed considerably, evolving from basic numerical analysis to a role that emphasizes strategic collaboration within the business. Consequently, the significance of practical accounting skills is paramount.

Practical accounting skills encompass the capability to implement theoretical accounting principles in real-life situations, utilizing a range of accounting software, tools, and technologies. These competencies are vital for accounting professionals to execute their responsibilities proficiently, including the preparation and analysis of financial statements, as well as budgeting and forecasting. The business environment in the present days is defined by

swift technological progress, increasing regulatory demands, and heightened expectations from stakeholders. Within this framework, accounting professionals who possess practical skills are more adept at managing the intricacies of the business realm, offering valuable insights to management, and fostering business expansion. Accounting software is a computer software that records and process accounting transactions with functional modules such as accounts payable, accounts receivable, payroll and trial balance. It is a crucial tool for businesses; helping them manage financial transactions, track expenses, and make informed decisions. With the advancement of technology, accounting software has evolved into two primary categories: offline and online.

Offline accounting software is the type that is installed on a local computer or server and stores data locally. It does not require an internet connection to function and therefore offers data security, quicker performance, and cost-effectiveness. However, the personnel must put to use, the computer systems that can support the targeted software package. Online accounting software is cloud-based and stores data online. It requires an internet connection to access and use. It offers scalability, real-time collaboration, and automatic updates. Generally, the finance of an organisation, size, and other preferences will help in determining a most preferred choice of accounting software. The paper compares the Impact of Offline and online accounting software on Students' acquisition of practical accounting skills.

Statement of the Problem

Technology has significantly infiltrated into almost all sectors of living, including accounting. In Accounting, both offline and online accounting software are equally useable for financial record-keeping and reporting. Lesia, (2021) noted that, there are several differences in capacity, accessibility, speed and security of data obtainable with the use of each category of accounting software. Business Education study, as a course that aims to equip students with essential skills for the business world, has therefore integrated accounting software as part of their curriculum. Offline accounting software has been significantly used in accounting educational settings since early days and now, the introduction of online accounting software is presenting alternative that may offer enhanced opportunities for learning and practice. However, so far, there is limited research on how the use of offline and online accounting software is impacting the development of practical accounting skills among Business Education students. This study is a comparative analysis of the impact of offline and Online accounting software on acquisition of practical accounting skills among Business Education Students of Oyo State College of Education, Lanlate. Specifically, the

research aims to assess how each category of software will influence students' understanding of accounting processes and their ability to use the software in practical situations.

Objectives of the Study

This objective of this study is to make a comparative analysis of the impact of offline and Online accounting software on acquisition of practical accounting skills among Business Education Students of Oyo State College of Education, Lanlate. Specifically, the study wishes:-

1. to examine how online accounting software impacts acquisition of practical accounting skills among students of Business Education of Oyo State College of Education, Lanlate.
2. to examine how offline accounting software impacts acquisition of practical accounting skills among students of Business Education of Oyo State College of Education, Lanlate.
3. to ascertain how students who use offline and online accounting software differ in their practical accounting skills among students of Business Education of Oyo State College of Education, Lanlate.

Research Questions

This study is a comparative analysis of the impact of offline and Online accounting software on acquisition of practical accounting skills among Business Education Students of Oyo State College of Education, Lanlate. The following research questions guided the study:

1. What are the impacts of offline accounting software on students' acquisition of practical accounting skills?
2. What are the impacts of online accounting software on students' acquisition of practical accounting skills?
3. What are the significant differences in the impact of offline and online accounting software on students' acquisition of practical accounting skills?

Research Question

This study is a comparative analysis of the impact of offline and Online accounting software on acquisition of practical accounting skills among Business Education Students of Oyo State College of Education, Lanlate. Based on the research questions, the hypothesis below was formulated:

H1: There is no significant difference in the impact of offline and online accounting software on students' acquisition of practical accounting skills in Nigerian tertiary institutions.

Literature Review

Akande (2011) noted skills to be the totality of skills ranging from record keeping, attention directing, financial management and reporting skills that are expected to promote effective decision, performance evaluation and business reporting of any business enterprise. Mihaltan (2020) opined that practical skill acquisition increases with the time spent processing information. According to Yaser (2021) many research papers have emphasised the needs for practical skills in the accounting profession. Deshmukh (2005) opined that the experience accountants had around the late 1950s, when it became difficult to maintain data manually and cost-effectively, especially due to large volume and repetitive nature of transactions, led to the creation of accounting software.

According to Barron's Accounting Dictionary: 'Accounting software are programs used to maintain books of account on computers'. The software can be used to record transactions, maintain account balances, and prepare financial statements and reports'. Similarly, Abu (2022) noted that accounting software is computer-based software used by accounting professionals to record, process, and maintain accounting and financial transactions within functional modules such as journal entries, general ledger, account receivable, account payable, inventory management, and payroll processing through the financial statements. Ramo, (2020) opined that use of accounting software packages has increased overall operational efficiency, effectiveness, data reliability, quality, and accuracy in accounting. Umoru, (2020) opined that employers of labour in the present day look out for graduates of accounting education that have competency in accounting software packages such as Sage Business Cloud, QuickBooks, Wave, and Spread Sheet packages . Mustafa (2020) also noted that all accountants should possess adequate skills on the use of various accounting software to identify and post items in ledgers, which comes under financial statements, and to ensure fairness of financial statement. Milhaltan (2020) stated that there are offline accounting software and such can be downloaded onto the system and accessed just like any other software. The functioning of this software does not mandate connection to internet. Offline accounting software is usually hosted on-premises. It is protected. Ramo (2020) noted that availability for regular use and cost effectiveness are its major advantages. Kumar (2019) listed some examples of offline accounting software as tally prime, Odoo, Denali, GnuCash, among others. According to Vangie (2020), the other major accounting software is the Online accounting software. This is accounting software that operates entirely on the internet. Chelsea, (2019) stated that the software is hosted on remote servers, permitting users to use it from nearly any device with an internet connection, at any time. Lesia (2021) listed some

online accounting software as Xero, freeBook, freshBook, freeAgents among many others. However, Mollel (2019) gave Inaccessibility of subscription, inadequacy of computers and information literacies and poor Internet connectivity as some factors that can limit the usage of online accounting software.

Many researchers have worked to examine the relevance of accounting software to acquisition of practical accounting knowledge. Emilio (2020) studied the Impact of Software Utilization on Students' Knowledge Acquisition and the results obtained from this research indicate that integration of software into the classroom does provide learning benefits and in addition, utilization of accounting software in class provides a more accurate reflection of the standard practices of most organizations, which may better prepare students for the changing business world and the accounting profession. Hurt (2017) opined that, accounting software helps students to develop hands-on familiarity with general ledger packages and other software tools that cut across the traditional areas of accounting practice. Sangster (1992) observed an improvement in students' level of confidence after using software. There have been many studies on the impact of accounting software on the acquisitions of practical accounting skills among students, but so far, few studies have been found that compares the impact of offline with online accounting software on the accounting skills acquired by students.

Research Method

The study examined the effectiveness of the use of online and offline accounting software among Business Education Students of Oyo State College of Education. Questionnaire was found as the most suitable way and effectively to collect information or data (Lim & Teoh, 2021; Ooi & Teoh, 2021). Questionnaires can be regarded as an interview in writing. A survey is a research instrument that contains several questions to collect information from interviewees. (McLeod, 2018). For this investigation, one hundred students of 300level Business education students were selected randomly. 50 of Students were strictly subjected to an atmosphere where offline accounting software was continuously used for three months. At the same time, the remaining 50 Students were equally subjected strictly to an atmosphere where Online accounting software was used, coping with the same tasks for the same period of time. A self-structured questionnaire was designed for this study. The questionnaire has four sections. In the first section, each respondent needs to fill out their demographic information. The fundamental goal of the likert scaled questions in second, third and fourth sections are to know the respondents' views on the effectiveness of online software and offline software towards acquisition of practical accounting skills. Mean and standard

deviation were the statistical tools used for answering research questions. T-test statistics was used to analyse the null hypothesis formulated for the study at 0.05 level of significant. Where the significant value is less than ($P<0.05$), it was rejected, while equal or greater than ($P<0.05$) level of significant the hypothesis was upheld and accepted.

Results and Discussion

Table 1. Demography of respondent

Category	Gender	Age
Online	M=50% and F=50%	20-25(85%)
Offline	M=55% F=45%	20-25 (80%)

Table 2 Analysis of Scores on Online and Offline Accounting Software

	Online Accounting Software	Offline Accounting Software
Mean	4.21	3.42
Standard deviation	1.05	1.21
Sample size	50.00	50.00

Research Question 1

What is the impact of offline accounting software on students' acquisition of practical accounting skills?

From tables 2 the mean score for students who used offline accounting software is 3.42, and has a standard deviation of 1.21, while the mean score of students who used online accounting software is 4.21 with a standard deviation of 1.05. This indicates that the online accounting software has a more positive impact on students' acquisition of practical accounting skills compared to offline accounting software.

The impact of offline accounting software on acquisition of practical accounting skills is relatively lower compared to those using online accounting software. Also, the significant difference between the means of the two groups suggests that online accounting software is more effective in enhancing students' practical accounting skills.

Research Question 2

What is the impact of online accounting software on students' acquisition of practical accounting skills?

From tables 2 and 3 above, the mean score for students who used online accounting software is 4.21, with a standard deviation of 1.05. This indicates that students who used online accounting software had a high level of acquisition of practical accounting skills.

Research Question 3

What are the significant differences in the impact of offline and online accounting software on students' acquisition of practical accounting skills?

From the tables 2, the mean score for students who used online accounting software is 4.21 and it is significantly higher than the mean score of students who used offline accounting software (3.42)

Table 3: Z-test results

	N	Mean	S.D	Df	Z	P-Value
Offline	50	3.42	1.21	852	2.56	0.012
Online	50	4.21	1.01			

Hypothesis Testing

H1: There is no significant difference in the impact of offline and online accounting software on students' acquisition of practical accounting skills in Nigerian tertiary institutions.

At a level of Significance, $\alpha = 0.05$, the T-test Statistic used yielded a t-value = 2.56 and a p-value of 0.012. Since the P value obtained is less than 0.05, we reject the hypothesis and therefore, there is a significant difference in the impact of offline and online accounting software on students' acquisition of practical accounting skills among Business Education Students of Oyo State College of Education, Lanlate.

Conclusion

This study is a comparative analysis of the impact of offline and Online accounting software among Business Education Students of Oyo State College of Education, Lanlate. Students of A total of 100 respondents participated in the study, with 50 respondents using online accounting software and 50 respondents using offline accounting software.

The results of the study show that online accounting software has a more positive impact on students' acquisition of practical accounting skills compared to offline accounting software. The mean score for online accounting software (4.21) was significantly higher than the mean score for offline accounting software (3.42). The t-test results also indicate that the difference between the means of the two groups is statistically significant (t-value = 2.56, p-value = 0.012).

Based on the findings of this study, it can be concluded that online accounting software is more effective in enhancing students' practical accounting skills compared to offline accounting software. However, it is essential to note that this study has some limitations, such as the small sample size and the reliance on self-reported data.

Recommendations

We recommend further studies to be conducted by using a much larger population size to confirm the findings of this study.

We also recommend future studies that will help to investigate the specific features of online accounting software that contribute to its effectiveness in enhancing students' practical accounting skills.

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