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Effects of Double Entry Book Keeping Approach on Students' Performance in Financial Accounting in Public Senior Secondary Schools in Akwa Ibom State

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Abstract

This study was conducted to determine the effects of double entry bookkeeping approach on students' performance in financial accounting in public senior secondary schools in Akwa Ibom state. Three specific objectives, three research questions and three null hypotheses guided the study. The posttest – only equivalent group design was used for the study. The population of the study comprised 12,486 SS1 Financial Accounting students made up of 5,347 males and 7,139 females in all the 224 public secondary schools in the three Senatorial Districts in Akwa Ibom State. The sample of 2436 students made up of 938 males and 1,498 females was studied in 44 schools across the three Senatorial Districts. The cluster sampling technique was used for the study. The students were randomly and equally assigned to the experimental and control groups and taught the fundamental principles and practice of double entry bookkeeping for two weeks. The experimental group was taught by the researcher using Double Entry Bookkeeping Method (DEBKM) while the control group was taught by the regular class teacher using Double Entry Book Posting Method (DEBPM). The instrument used for the study was a 25-multi-choice Double Entry Accounting Performance Test (DEAPT). The instrument was face and content validated by three specialists from the University of Uyo, Uyo while the reliability of the instrument was established using the Cronbach Alpha reliability estimate and the reliability coefficient of .84 was obtained. The arithmetic mean and standard deviation were used to answer the research questions while t-test was used to test the null hypotheses at 05 level of significance. The results of the study revealed among other things a significant effect of DEBKM on the experimental group than DEBPM on the control group. It was therefore recommended among other things that the curriculum planners of financial accounting should spell out DEBKM for use in teaching bookkeeping and financial accounting at all levels in the secondary system in order to improve students' performance in financial accounting in senior secondary schools in Akwa Ibom State.

Keywords: Approach, Book Keeping, Double Entry, Financial Accounting, Students' Performance

Introduction

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Financial Accounting is the offshoot of bookkeeping in accounting world. As a course in senior secondary school, it is introduced and taught as bookkeeping to the beginners in senior secondary one using the double entry principle. This principle has since become the method of bookkeeping and the wheel of Financial Accounting in the business sector. It therefore reflects that the better the students are grounded in the principles and practice of double entry bookkeeping system, the better they are expected to perform during their transition into Financial Accounting discipline.

The concept of bookkeeping is defined by Etukudo (2012) as the art of recording of business transactions in such a manner that the financial position of the business can be ascertained readily at any time. Financial Accounting on the other hand is defined by the American Institute of Certified Public Accountants (AICPA), in Ojo and Obi (2007), as the art of recording, classifying and summarizing in a significant manner and in terms of money transactions and events which are, in part or at least of a financial character, and interpreting the result thereof. According to Ojo and Obi, bookkeeping is the primary part of Financial Accounting which concentrates on the actual recording of business transactions; whereas Financial Accounting carries its function beyond recording to the classification of financial data into groups; summarizing the data into the financial statements of trading, profit and loss accounts and the balance sheet; interpreting the result accounts; and communicating them to the interested parties called users for informed economic reasons.

As stated earlier, bookkeeping and accounting have the same recording system called double entry principle. According to Longe and Kazeem (2015) and Etuk (2008), this principle was introduced into the accounting world by a 15th century Italian Monk and Mathematician, Reverend Father Luca Pacioli in 1494. The system identifies the double (i.e. two) aspects of accounts to be created or opened of each financial transaction of the business. Each of the two accounts which has a 'T' form has the left hand side called the debit side and the right hand side called the credit side. When a financial transaction is made, the first account usually created is the account that receives the value of the transaction and is identified as the receiving account or the receiver. The value will be entered on its left hand side as a debit entry. This is the first entry of the double aspect. The second entry will be made on the right hand side (i.e. credit side) of another 'T' account that gives out the value of that transaction to complete the double entry aspect of bookkeeping. The rule simply states that: in every debit entry there must be a corresponding credit entry and vice versa.

Methods of Teaching Double Entry Bookkeeping

Basically, two methods have been observed to be feasible in the teaching of double entry bookkeeping in the school system. These methods are the direct method called Double Entry Bookkeeping Method (DEBKM) and the indirect method called Double Entry Book Posting Method (DEBPM). The DEBKM is the method of bookkeeping which demonstrates directly the principles and practice of the golden rule of double entry system. According to Tarsie (2000) and Etuk (2008), this method is rarely used by teachers in the secondary

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schools in Akwa Ibom State because most of the old generation accounting textbooks failed to demonstrate the rule. The method can be applied through the illustration below:

Suppose Mr. Okon commenced a new business as under for one week

Jan:1.	Started business with capital in cash - - - -	300,000
1.	Paid rent by cash to acquire a shop - - - -	6,000
2.	Bought 100 bags of cement for cash at ₦2400 each - -	240,000
3.	Sold 34 bags of cement for cash at ₦2600 each - -	88,400
4.	Bought office equipment for cash - - - -	42,000
5.	Sold 60 bags of cement for cash at ₦2500 each - -	150,000
5.	Withdrew cash for personal use - - - -	3,600
6.	Paid traveling expenses by cash - - -	2,700
7.	Withdrew 2 bags of cement for personal use - -	4,800

N/B. Stock at close: 4 bags of cement valued at cost ₦9,600

The following steps are taken to record the transactions in Okon's book using DEBKM:

(i). Identify the double (i.e. two) accounts of each transaction.

(ii). Identify the account which receives the value or goods where cash is not involved, and the account which gives the value or goods.

(iii) Create the account of the receiver and enter the entry on its left hand side (i.e. debit side): first aspect

(iv) Create the account of the giver and enter the entry on its right hand side (i.e. credit side): second aspect to complete the double entry principle.

Transaction (1) in Jan.1.

The receiving a/c is Cash Book (i.e. Office Cash Box)(Dr) being the destination of the cash while the giving a/c is the personal account of Mr. Okon(Cr) titled Capital A/c because he gave out the cash.

Transaction (2) in Jan.1.

The Receiving a/c is Rent (Dr) being the destination of the cash while the giving a/c is Cash Book (Cr.) because the cash was taken out of it.

Transaction (3) in Jan.2.

The receiving a/c is Purchases (Dr.) being the destination of goods bought for resale while the giving a/c is Cash Book because the cash was taken out of it

Transaction (4) in Jan.3.

The receiving a/c is Cash Book (Dr) being the destination of the sales proceed while the giving a/c is Sales (A/c) (Cr.) because it generated or gave the cash

Transaction (5) in Jan.4.

The receiving a/c is Office Equipment (Dr.) being the destination of the cash while the giving a/c is Cash Book(Cr.)because it gave out the cash

Transaction (6) in Jan.5.

The receiving a/c is Cash Book (Dr) being the destination of the proceed of sales while the giving account is Sales (Cr) because it generated or gave the cash

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Transaction (7) in Jan.5.

The receiving a/c is the personal account of Mr. Okon titled Drawings because he received the money while the giving a/c is Cash Book (Cr.) because it gave out the cash

Transaction (8) in Jan.6.

The receiving a/c is Travelling Expenses (Dr) being the destination of cash while the giving a/c is Cash Book (Cr.) because it gave out the cash

Transaction (9) in Jan.7.

The receiving A/c is the personal account of Mr. Okon titled Drawings (Dr) because he received the goods while the giving account is Purchases A/c because the goods were taken out of the shop.

The Trial Balance

After the transactions have been entered in the double entry aspect of the ledger accounts, one debit and one credit, the arithmetical accuracy of the entries are tested by listing out separately the debit and credit balances in a columnar form. This schedule is called Tried Balance. A strict compliance to the double entry principle causes the total debit to equal total credit.

Double Entry Book Posting Method (DEBPM)   This is the second method of double entry bookkeeping which is observed to be used conventionally in almost all the secondary schools in the State. As the name reflects, cash book is prepared of all the transactions and balanced first. To complete the second aspect of the double entry, all the entries in the debit side of the cash book are posted out to the credit sides of their respective nominal ledger accounts while the credit entries in the credit side of the cash book are posted out to the debit sides of the respective nominal ledger accounts. At the completion of the posting phenomena, each resulting account would appear exactly as prepared using the Double Entry Bookkeeping Method (DEBKM) shown above.

Comparing the two methods, it could be observed that DEBPM is not very demonstrative of the principle of double entry. It rarely opens students' understanding of which item or account receives the value of a transaction to qualify it a debit account and which one gives out the value to qualify it a credit account. Tarsie (2000) opined that DEBKM should be taught to the beginning students for better foundation in bookkeeping and accounting. Whereas, the skills of posting out the cash book entries under the DEBPM should be left to the students to discover after effective grasp of the skills in the former method. If occasion demands, DEBPM can be taught to the advanced students who have already been conversant with the DEBKM. According to Etuk (2008), DEBPM can also be used in posting out journal entries in credit transactions to individual nominal ledger accounts. The author noted that DEBKM is more stimulating to the minds of the learners than DEBPM. It facilitates remembering and transfers of its knowledge and skills to tackling Financial Accounting problems.

Etuk (2008) also noted that the conventional DEBPM came to be used by the old generation accounting teachers who were exposed to indigenous and some foreign

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accounting text books that failed to demonstrate DEBKM. Eventhough some of those texts have been revised alongside the modern texts to demonstrate DEBKM, the old generation teachers and their offspring still find it not expedient to change and adopt the demonstrative method which is as old as 15th century (1494) when Lucca Pacioli formulated and published to the accounting world.

Statement of the Problem

The mind of the researcher was instigated into this study by the shallow knowledge of Financial Accounting students and low level of their academic performance as observed in the school system on one hand and reported by the West African Examinations Council (WAEC) in the past five years on the other hand. The researcher therefore suspected that these problems could be as a result of the general use of the conventional method of DEBPM to teach bookkeeping and accounting to the beginners instead of DEBKM. It is observed that some authors and classroom teachers consider the DEBKM to mean the same thing as DEBPM. That is why they teach DEBKM in theory at the introduction of their lessons but turn to adopt the other method in the actual creation and recording of the transactions in the books of the business. According to Atiatah (2004), learning cannot be effective unless the right method is used. Okoro, cited in Iloputaife, Maduewese and Igbo (2010) corroborated that the realization of instructional objectives is greatly determined by the teacher's proficiency in the use of the correct instructional strategies. This paper therefore exposes the effect of the two methods in order to project the better method for the post oil boom economy in Nigeria.

Purpose of the Study
1.   To determine the difference in the achievement scores of students taught financial accounting using DEBKM and DEBPM.
2   To determine the difference in the achievement scores of male and female students taught financial accounting using DEBKM.
3   To determine the difference in the achievement scores of male and female students taught financial accounting using DEBPM.

Research Questions
1.   What is the achievement score of students taught financial accounting using DEBKM and DEBPM?
2.   What is the achievement score of male and female students taught financial accounting using DEBKM?
3.   What is the achievement score of male and female students taught financial accounting using DEBPM?

Null Hypotheses
1.   There is no significant difference in the achievement scores of students taught financial accounting using DEBKM and DEBPM.

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2.   There is no significant difference in the achievement scores of male and female students taught financial accounting using DEBKM.

3.   There is no significant difference in the achievement scores of male and female students taught financial accounting using DEBPM.

Methodology

The design of this study is the "Posttest-only Equivalent Group Design. It is structurally given as: Experimental Group: R X O_1

Control Group: R C O_2

Where: R is the random assignment of subjects to each group

X is the treatment (method 1) to group 1

C is assignment by cutoff from the first treatment

O_1 is the observation of group 1 after treatment using method 1

O_2 is the observation of group 2 after a different treatment using method 2 for comparative reasons

By this design, both the experimental and control groups are equated by random assignment. It is the most suitable design for this study because it permitted the researcher to randomly assign the subjects to their respective groups for each treatment without the treatment being filtered into each other independent group. According to Azuka (2011), at the conclusion of the experimental and control group treatments, the two groups are administered a test and the difference between the mean scores is subjected to a test of statistical significance using either a t-test or an analysis of variance. If the difference between the mean scores is found to favour experimental group and is also statistically significant, the researcher can rightly conclude that the superiority of experimental group over the control group is a reflection of the treatment to the experimental group, otherwise, this could well have been the result of sampling error.

Population of the Study

The population of this study comprised 12, 486 senior secondary one (SS1) Financial Accounting students made up of 5347 males and 7139 females in all the 224 public secondary schools in the three Senatorial Districts in Akwa Ibom State namely, Akwa Ibom North East, Akwa Ibom North West and Akwa Ibom South. The SS1 class was purposively chosen because that is where the teaching of double entry bookkeeping commences as per the curriculum. Data obtained by the researcher during the 2018/2019 school survey showed that Financial Accounting is offered in: 85 public secondary schools in Akwa Ibom North East with 4713 Financial Accounting students made up of 2055 males and 2658 females; 77 public secondary schools in Akwa Ibom North West with 4297 Financial Accounting students made up of 1822 males and 2475 females; and 62 public secondary schools in Akwa Ibom South with 3476 Financial Accounting students made up of 1470 males and 2006 females respectively. The public secondary schools under study excluded both the technical colleges and special science secondary schools because they differ in certain characteristic with other public secondary schools.

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Sample and Sampling Technique

A sample of 2,436 SS1 Financial Accounting students made up of 938 males and 1498 females was studied in 44 public secondary schools in the three Senatorial Districts in the State. This sample size represents 20% of the total populations of 224 schools. The cluster sampling technique was used to study: 17 schools in Akwa Ibom North East with 966 Financial Accounting students made up of 370 males and 596 females; 15 schools in Akwa Ibom North West with 828 Financial Accounting students made up of 302 males and 526 females; and 12 schools in Akwa Ibom South with 642 Financial Accounting students made up of 266 males and 376 females. According to Nsini and Udoh (2001), cluster sampling involves the division of the population into sub groups called areas, institutions or clusters and using simple random sampling to select the required number of clusters for the study.

Instrument for Data Collection/Validation

The instrument used for data collection was a 25 multi-choice test titled: "Double Entry Accounting Performance Test (DEAPT)" with options A-D for each item. The instrument was face-validated by three specialists. Two were drawn from the Accounting unit of the Department of Vocational Education and one from the Test and Measurement unit of the Department of Educational Foundations, all in the University of Uyo, Uyo in Akwa Ibom State. The three experts scrutinized the items contained in the instrument in terms of content, coverage, relevance, difficulty level, correctness and suitability for use for data collection. The reliability of the instrument was established using the Cronbach Alpha reliability estimate and the reliability coefficient of .84 was obtained which portrays a high standard of reliability of the instrument.

Experimental Procedure

In carrying out the study, the researcher visited each sampled school and got the regular Financial Accounting teacher oriented on the intricacies of the study. In each school, the intact class of Financial Accounting students of SS1 were randomly assigned into the experimental and control groups. The regular class teachers taught the experimental group using DEBKM, and control group using DEBPM). Each group was taught the same time with the same content being the fundamental principles and practice of double entry bookkeeping. The teaching lasted for two weeks of three periods of 40 minutes each per week. The students were taught in their intact classes to avoid disturbances of normal activities in the class room.

At the end of the period, the two groups administered the same DEAPT under strict examination conditions. The test scripts of the experimental group and control group were collected and marked by the regular class teacher. Each correct option was scored four (4) points while any wrong option was scored zero (0). The total score for all the 25 items was therefore expressed over 100 and same was converted to one hundred percent (i.e. 100%). Individual and collective scores of each group were rated: Very High (70% - 100%), High (60% - 69%), Average (50% - 59%), Low (40% - 49%) and Very Low (0% - 39%)

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respectively. The cut-off point (i.e mean score) was 50%. The scores of the entire participant were further split into males and females to help treat the second and third research questions and null hypotheses.

Method of Data Analysis

The mean and standard deviation were used to answer the research questions while t-test was used to test the null hypotheses at .05 level of significance. The decision rule with respect to the research questions was based on the level of performance of each group/gender while each null hypothesis was rejected if the t-value calculated was greater than its critical value at the established level. The null hypothesis was upheld if the adverse was the case.

Research Question 1: What is the achievement score of students taught financial accounting using DEBKM and DEBPM?

Table 1: Mean Achievement Score and Standard Deviation of Experimental and Control Groups taught Double Entry System using DEBKM and DEBPM

Experimental (E) And Control (C) Groups Gain	N	Mean Achievement Scores of Students ($\overline{X}$)	Standard Deviation	Mean Performance
Group 1 (E) Taught Using DEBKM (X)	1218	68	36.24	
				14
Group 2 (C) Taught Using DEBPM X_2	1218	54	43.30	
Total	**2436**	**61**	**39.77**	

The result of data analysis in Table 1 shows that the mean achievement score of the experimental group is 68% which is rated as high while the mean performance of the control group is 54% which is rated as average. The mean performance gain of the experimental group over the control group is therefore 14% which is observed to be a high positive difference. This means that the performance of students taught double entry system using DEBKM is higher than the mean performance of those taught using DEBPM.

Research Question 2: What is the achievement score of male and female students taught financial accounting using DEBKM?

Table 2: Mean Achievement Score and Standard Deviation of Experimental Male and Female Group Taught Double Entry System Using DEBKM

Gender: Group 1 (E)	N	Mean Achievement Scores of Students ($\overline{X}$)	Standard Deviation	Mean Difference

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Male	938	69	32.56	
				2
Female	1498	67	27.86	
Total	**2436**	**68**	**30.21**	

The result of data analysis in Table 2 reveals that the mean achievement scores of the experimental male students is 69% which is rated as high while the mean performance scores of the females is 67% which is also rated as high. The mean performance gain of the male students over the female students is 2% which is observed to be a very low positive difference. The implication of these findings is that both sexes made high performance when taught double entry system using DEBKM.

Research Question 3: What is the achievement score of male and female students taught financial accounting using DEBPM?

Table 3: Mean Achievement Score and Standard Deviation of Males and Females of the Control Group Taught Double Entry System Using DEBPM

Gender: Group 2 (C)	N	Mean Achievement Scores of Students ($\overline{X}$)	Standard Deviation	Mean Difference
Male	938	55	46.92	
				3
Female	1498	52	48.63	
Total	**2436**	**53.50**	**47.78**	

The result of data analysis in Table 3 reveals that the mean achievement scores of the male students of the control group is 55% which is rated as average while the mean performance scores of the females is 52% which is also rated as average. The mean performance gain of the males over the females is 3% which is observed to be a very low positive difference. The implication of these findings is that both sexes recorded average performance scores when taught double entry system using DEBPM.

Null Hypothesis 1: There is no significant difference in the achievement scores of students taught financial accounting using DEBKM and DEBPM.

Table 4: t-test Analysis of the Mean Scores of the Experimental and Control Groups Taught Double Entry System using DEBKM and DEBPM.

Experimental (E) And Control (C) Groups	n	Mean Achievement Scores of Students ($\overline{X}$)	Standard Deviation	df	t_{cal}	t_{crl}	Decision
Group 1 (E) Taught Using DEBKM (X_1)	1218	68	36.24				
				2434	8.65*	1.96	sig.
Group 2 (C)							

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Taught Using DEBPM X_2	1218	54	43.30
Total	**2436**	**61**	**39.77**

*Significance at .05 level; df of 2434; critical t-value of 1.96

The result of data analysis in Table 4 shows that the calculated t-value of 8.65 is greater than the critical t-value of 1.96 at the significant level of .05 and degree of freedom (df.) of 2434. The null hypothesis was therefore rejected because the test is significant. This finding implies that there is a significant difference between the mean performance scores of Experimental and control group of Financial Accounting student taught double entry system using DEBKM for group 1 and DEBPM for group 2. It is observed that, while the treatment (DEBKM) effect on the Experimental group is positively higher, the treatment (DEBPM) effect on the control group is positively lower.

Null Hypothesis 2: There is no significant difference in the achievement scores of male and female students taught financial accounting using DEBKM.

Table 5: t-test Analysis of the Mean Scores of Experimental Male and Female Group Taught Double Entry System Using DEBKM.

Gender Decision	n	Mean Achievement Scores of Students ($\overline{X}$)	Standard Deviation	df	t_{cal}	t_{crl}
Male	938	69	32.56			
Female	1498	67	27.86	2434	1.60^{Ns}	1.96 NS
Total	2436	68	30.21			

NS: Not significant at .05 level; df. of 2434; critical t-value of 1.96

Table 5 shows that the calculated t-value of 1.60 is less than the critical t-value of 1.96 at the significant level of .05 and degree of the freedom of 2434. The null hypothesis was therefore upheld because the test is not significant. This finding implies that there is no significant difference between the mean performance scores of the male and female students of the experimental group taught double entry system using DEBKM. This method therefore has similar higher effect on the performance of both sexes.

Null Hypothesis 3: There is no significant difference in the achievement scores of male and female students taught financial accounting using DEBPM.

Table 6: t-test Analysis of the Mean Achievement Scores of Male and Female Students of Control Group Taught Double Entry System Using DEBPM

Gender	N	Mean Achievement Scores of Students ($\overline{X}$)	Standard Deviation	df	t_{cal}	t_{crl}	Decision
Male	938	55	46.92				
				2434	1.51	1.96	NS
Female	1498	52	48.63				
Total	2436	53.50	47.78				

NS. Not significant at .05 level; df. of 2434; critical t-value of 1.96

Table 6 shows that the calculated t-value of 1.51 is less than the critical t-value of 1.96 at the significant level of .05 and degree of freedom of 2434. The null hypothesis was therefore upheld because the test is not significant. This finding implies that there is no significant difference between the mean performance scores of the male and female students of the control group taught double entry system using DEBPM. This method therefore has similar low effect on the performance of both sexes.

Discussion of Findings

This paper aimed at determining the effects of double entry bookkeeping approach on students' performance in financial accounting in public senior secondary schools in Akwa Ibom State. Two methods of teaching double entry system were discussed. They include the Double Entry Bookkeeping Method (DEBKM) which is rarely used and Double Entry Book Posting Method (DEBPM) which is used conventionally.

The finding of this study as revealed in Table 1 is that students taught double entry system using DEBKM performed higher than those taught using DEBPM. The standard deviation of the scores of group 1 students was lower than that of group 2 students. This shows that the scores of students taught double entry system using DEBKM clustered more around their mean scores than did the scores of those taught using DEBPM. This portrays another better performance standard of the first group over the second group. The next finding was discerned from the test of hypothesis in Table 4 which revealed a significant difference between the mean performance score of the two groups taught double entry system using DEBKM for group 1 and DEBPM for group 2. This conforms with the other two findings to establish the fact that DEBKM is a better method than DEBPM for Financial Accounting students. These findings agree with the findings of Atiatah (2004) which established a very high correlation between teaching methods (demonstration, discussion, problem solving and inquiry) with students' learning outcome in senior secondary schools.

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The result of data analysis in Table 2 showed that both male and female Financial Accounting students obtained high scores when taught double entry system using DEBKM. The result of the analysis in Table 5 also revealed no significant difference between the mean performance of male and female Financial Accounting students taught double entry system using DEBKM. This method therefore has high positive effect on the performance of both sexes as they do not differ significantly in their mean scores. This standard is expected to persist and even improve upon by both sexes if DEBKM is adopted by the Financial Accounting teachers in the post-oil boom economy in Nigeria. These findings lend credence to the findings of Woods and Sansgter (2007) and Etuk (2008) which revealed that DEBKM is more challenging and stimulating to the minds of the learners than DEBPM. It facilitates remembering and transfers of its skills to tackling Financial Accounting problems.

The result of data analysis in Table 3 showed that both male and female students of the control group obtained average scores when taught double entry system using DEBPM. In Table 6, the result of the analysis revealed no significant difference between the mean performance scores of male and female students taught double entry system using DEBPM. The low performance standard of each gender is traced to the use of the conventional DEBPM to teach bookkeeping and Financial Accounting in the school system. This standard will persist if the method is not changed to the appropriate method of teaching double entry principle which is DEBKM. These findings are in consonant with the finding of Okoro, cited in Iloputaife, Maduewese and Igbo (2010) which contended that the realization of instructional objectives is greatly determined by the teacher's proficiency in the use of the correct instructional strategies.

Conclusion

Based on the findings of this work, it is concluded that Double Entry Bookkeeping Method (DEBKM) is the direct practice and demonstrating method of teaching bookkeeping and accounting to propel the learners to effective performance in Financial Accounting. Since double entry principle is the wheel of bookkeeping and accounting, it is concluded that effective grasp of its skills and method by the beginners will facilitate their understanding of advanced courses in the profession. It is also concluded that double entry bookkeeping method is very attractive, demonstrative and inspiring to both male and female Financial Accounting students. The method minimizes omissions and other posting errors in accounting.

Recommendations

Based on the findings and conclusion of the study, the following recommendations are proffered:
1. Curriculum planners of Financial Accounting should spell out DEBKM for use in teaching bookkeeping and Financial Accounting at all levels.
2. Financial Accounting teachers/lecturers should be trained and retrained on double entry bookkeeping method through seminars and workshops.

3. Every Accounting text that does not demonstrate and display double entry principle in its strictest sense of the word should be revised by the authors.
4. The professional accounting bodies such as the Institute of Chartered Accountant of Nigeria (ICAN) should limit their new entry students to the use of DEBKM in order to broaden the scope of the practice of the golden rule of bookkeeping in accounting world.

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