

ORIGINAL

Modeling the Determinants of Success for Accountants: Evidence from a Public University in the Philippines

Modelado de los Determinantes del éxito de los Contadores: Evidencia de una Universidad Pública en Filipinas

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ABSTRACT

The Central Luzon State University Accountancy program has long been considered as one of the most in-demand courses and despite the meager number of its licensure examination takers, there were a lot of passers with one placing at number 10 in the National List of Top Ten Passers. The various aspects surrounding the students' examination-taking circumstances served as a matter of interest among the researchers in order to improve academic and institutional performance. A Likert questionnaire was designed and pre-tested to collect data which was used in qualitative and quantitative correlational analysis. The factors that have an impact on the success of licensure examination takers were the reviewer in the formal review school, family income, faculty from the institution, and the year of graduation. Correlation analysis inferred that the examination ratings are associated with the review school variables like subjects offered, scope of review, and review materials, and the requirements and activities provided by faculty members. Among the school factors, it was determined that assignments with relevance and requirements that receive feedback were important for a good examination rating. A Model of Success Determinants was formulated from the results to be used as guide for future college review programs.

Keywords: Licensure Examination; Accountant; Success Factors; Grade Point Average; Retention Policy; Review Mode.

RESUMEN

El programa de Contaduría de la Universidad Estatal de Luzón Central ha sido considerado durante mucho tiempo como uno de los cursos más demandados y, a pesar del escaso número de sus examinados en el examen de licenciatura, hubo muchos aprobados, incluyendo uno que ocupó el décimo lugar en la Lista Nacional de los Diez Mejores Examinados. Los diversos aspectos que rodean las circunstancias de los estudiantes al presentar el examen fueron objeto de interés por parte de los investigadores con el fin de mejorar el desempeño académico e institucional. Se diseñó y se preprobó un cuestionario tipo Likert para recopilar datos que se utilizaron en un análisis cuantitativo correlacional. Los factores que tienen un impacto en el éxito de los examinados fueron: el revisor en la escuela formal de repaso, el ingreso familiar, el profesorado de la institución y el año de graduación. El análisis de correlación indicó que las calificaciones del examen están asociadas con variables de la escuela de repaso, como las materias ofrecidas, el alcance de la revisión, los materiales de estudio y los requisitos y actividades proporcionados por los docentes. Entre los factores escolares, se determinó que las tareas relevantes y los requisitos que reciben retroalimentación

son importantes para obtener una buena calificación en el examen. A partir de los resultados, se formuló un Modelo de Determinantes del Éxito que servirá como guía para futuros programas de repaso universitario.

Palabras clave: Examen de Licenciatura; Contador; Factores de Éxito; Promedio de Calificaciones; Política de Retención; Modalidad de Repaso.

INTRODUCTION

The consistently low passing rate in the Certified Public Accountant (CPA) Licensure Examination in the Philippines has long been a pressing concern among academic institutions, regulatory bodies, and the accounting profession at large. Despite the growing demand for competent accountants in both the public and private sectors, national statistics reveal that less than a quarter of exam takers pass the licensure examination in some cycles – a trend that underscores a significant gap between academic preparation and professional qualification. This persistent underperformance has far-reaching implications, not only for individual examinees but also for the reputation and accountability of higher education institutions offering accountancy programs. Each university or college produces graduates under varying educational environments, faculty profiles, student support systems, and review preparations – all of which may influence licensure outcomes. Thus, a broad national analysis may obscure important institutional-level trends and challenges. Analyzing licensure examination results at the university level is critical in identifying specific success factors or gaps in academic delivery and student preparedness. Such an approach allows institutions to implement data-driven reforms, tailor interventions, and strengthen their curriculum and support systems. Ultimately, institutional-level analysis is essential to improving CPA examination performance, enhancing educational quality, and contributing to the sustainable development of the accounting profession in the Philippines.

The College of Business and Accountancy of Central Luzon State University (CBA-CLSU), Philippines is considered as the youngest college established to make the university become qualified as a comprehensive university. For a time, the CBA has been producing accountants consistently and was able to have graduates who ranked within the Top 10 to 20 in the Philippines' Certified Public Accountant Licensure Examination (CPALE). It has always been the contention that the highest 20 % of the CLSU entrance examination takers is reserved for the Bachelor of Science in Accountancy (BSAc) course, such that, the expectations are high in terms of the number of takers and the number of CPALE passers per batch of graduates. The number of takers per batch averages to 75 % per total number of graduates, considering that there are 100 students per batch, about 60 graduates take the examination or at least 60 % intended or attempted to take the examination as per the 2023 CBA-CLSU report. Likewise, it is a rare occurrence that a graduate ranked in the top ten which is the highest expectations of the CLSU community. It is the vision of the university that more graduates will become full pledged CPAs per batch, instead of considering accountancy as a prestige course by the students. The Covid-19 CPALE takers were few, yet the period manifested quite a good number of passers and one landed in number 10 of the Top Ten National Takers. This makes the researchers become fascinated as to the dynamics surrounding the students in taking the examination during the time when situations call for extra precautions and protocols due to the pandemic situation. On this premise, the results of the research can provide foundations of recommendations that can be of use in both trying and normal situations.

Literature Review

There are many speculations as to the resolution of factors that affect the passing of the CPALE in the Philippines. This has been studied by some universities and they were able to come up with different variables that could describe the determinants of the success of their students. Results, however, are cases of individuality of each university, as each has a different culture embraced by its constituents. At times, some schools adopt the findings and make a replication by applying the results of others, but oftentimes, outcomes become varied. As has been expounded by Abrugar⁽¹⁾ “the CPA Board exam is one of the most difficult government licensure examinations in Philippines basing on its low national passing rate, as compared to other government licensure examinations”. The following reviews were conducted to underpin the factors most mentioned and considered in the case of CBA-CLSU as a corporate college in a state university. It led to the identification of the different variables indicated in the study and conceptual framework: student, home and family, school, review and examination factors.

Theoretical Underpinnings

The desire to take and pass the CPALE has been most coveted by the accountancy graduates, such that many informational advice to guide prospective takers was given. Such propositions however are based on some theoretic notions that accounts on internal and personal factors including social and external factors.

Steve Mueller's "Iceberg Theory of Success"⁽²⁾ advances the case that personal investments in effort and hard work are keys to success. Likewise, Walberg's Theory of Educational Productivity⁽³⁾ studies that psychological attribute and psychological environment influences the cognitive, behavior and attitudes in learning. Also, Kevin McGrew's⁽⁴⁾ as referenced from Haertel et al.⁽⁵⁾ further emphasized that "classroom learning is multiplicative with diminishing returns function of some essential factors such as student ability, motivation, quality and quantity of instruction, support factors like socio-psychological environment of the classroom, home education-stimulating conditions, peer group, including mass media". Price Mitchell⁽⁶⁾ illustrated the 8 attributes of a student who succeeds in education through his Compass Advantage Model emphasizing curiosity, sociability, resilience, self-awareness, integrity, resourcefulness, creativity, and empathy. Such were the present basis of more empirical studies of student achievements. The Correspondent Inference Theory of Jones et al.⁽⁷⁾ describes the conditions in making dispositional attributes to intentional behaviors. Such behavioral conditions focus on freedom of choice, accidental or intentional behavior, social desirability, non-common consequences, and hedonistic relevance. They argued that such a basis leads to the decision to take the examination or not. In Kelly's (2007)⁽⁸⁾ Covariance Model, it is advocated that a particular activity could be attributed to some internal characteristics of a person or the environment (external). The term covariance implies that a person has information from multiple observations, at different times and situations from which he infers three types of information to influence decisions: behavioral consensus of people; distinctive behavior in similar situations; and behavioral consistency. These factors are all essential but not adequate in explaining educational success. Since, according to Haertel et al.⁽⁵⁾ these essential factors may be used in exchange as a tradeoff for one another in diminishing rates of return, like, study time requirement maybe undertaken in moderate amount in exchange for high motivation, strong ability, or good quality of instruction.

Paul⁽⁹⁾ described three types of learners that go through college: the surface learners who do as little as possible to get by; the strategic learners who aim for top grades rather than true understanding; and the deep learners who leave college with a real, rich education. He described the deep learners as either young or old, scientific or artistic, famous or still getting there. Their common stories are those who pursue passion and not the A's; getting comfortable with failure; making a personal connection to studies; reading and thinking actively; cultivating empathy for others; setting goals; and making them real. Kuh⁽¹⁰⁾ in his extensive research into the topic, suggested that institutions can engage and teach first-year students to use college resources effectively and make the classroom the locus of community. He further emphasized that proximity of students and teachers can establish a social order that can instill shared values and understandings, develop networks of support system for students; and establish connectivity among students. It is important that students be made responsible for tasks that require decisions; become invested in activities that deepen commitment to studies; and be enjoined in programs or practice works. In such, hindrances are to be eliminated to strengthen student engagements for success.

Student Factors

Accountancy education offers a few studies focusing on factors that will lead to a successful examination. The study of Krohn et al.⁽¹¹⁾ documented that students reduce their study hours when they receive high mid-term grades, as supported by a significant negative effect of study time on student performance. Further, the examination ratings are not related to class attendance, although males outdo females on examinations, their difference may weaken over time. According to Yu⁽¹²⁾ Mathematics, English, high school Accounting, and academic aptitude influence accounting performance in college. His findings further suggested that student perception of teacher effectiveness and their level of efforts are factors affecting accounting performance. His supplementary analysis showed that time spent on studying, reviewing classes attendance, personal motivation, and study habits have no significant effects on CPALE. But further investigation indicated that study habits are significant to CPALE preparation as predicted by the considered variables: reading ahead of time, doing assignments, participating in class discussion, and cramming for examinations. Brahmasrene et al.⁽¹³⁾ was able to conclude that male performance is better than females in passing the examination, in addition to having private sector work experience. In their later study, they considered other candidates' characteristics like having a bachelor's degree or higher, sex, having 120 to 150 credit hours and work experience, which concluded that, having a degree/s have no significant influence in passing the examination; and those with credit hours and work experience are advantageous in passing the examination. They further provided evidence that females perform as well as males in terms of passing in the first sitting, but do not do as well in subsequent sittings, which somewhat refuted their first findings in 2021.⁽¹⁴⁾

For Nonis et al.⁽¹⁵⁾ however, study time and work motivations interact with the ability to influence academic performance, which is contrary to popular belief, that the amount of time spent studying or being at work had no direct influence on academic performance. In a trail study by the same authors, the inclusion of study habits resulted in having a positive direct relationship on student performance.⁽¹⁶⁾ In the studies of Weidman⁽¹⁷⁾ and McDonough⁽¹⁸⁾, it was expounded that the CPA licensure examination is based on proper planning, focus and

determination in sticking with the study plan, time plan, rest plan, and problem solution process plan. Odia and Ogiedu⁽¹⁹⁾ investigated Nigerian universities regarding the variables behind the choice of accounting as careers and they were able to determine that personal factors like interests and incentives in the subject, and employment factors such as job prospects and high salary were related to taking the examination. However, Abd-Al-Jaleel et al.⁽²⁰⁾ did not find any evidence of relationships between taking the examination and personal factors like academic qualification, experience, gender, and type of universities. Suluom et al.⁽²¹⁾ found out that examination scores and various attributes regarding undergraduate academic achievement, such as grade point average (GPA), and credit hours in general education are significantly correlated. Dunn et al.⁽²²⁾ found out that the examinee's GPA in accounting, college accounting courses that were passed, and the completion of a CPA review course have significant relationship with the examination performance. Titard et al.⁽²³⁾ found out too that there is a positive relationship between the success of a candidate on all parts of the CPA exam and the candidate's GPA.

Sugahara et al.⁽²⁴⁾ examined Japanese students as to their decision regarding studying accounting and found out that students with work experience and course disciplines other than accounting are more unwilling to become CPAs. Later, Sugahara et al.⁽²⁵⁾ claimed in their research that majority of Japanese students only attended the Accounting Schools for their individual growth and development rather than passing Japanese CPA/Tax Accountants (TA) examination. In the Middle East, Atieh⁽²⁶⁾ attempted to assess the reasons behind low performance of the students in accounting and stated that the belief of the students that accounting is tough course is the main reason. Harb et al.⁽²⁷⁾ examined the main cause that shaped United Arab Emirates student performance and determined that participants who get involved in class discussions and leave from their jobs did better in accounting examinations. Further it was reported that the non-national students and female students are performing better than their counterparts. In Kuwait, Almunais et al.⁽²⁸⁾ established that there is a statistically significant relationship between examination performance and gender, major course, age, frequency of doing home assignments, including participation in class discussions, and engaging in peer interaction. In addition, Almunais et al.⁽²⁸⁾ provided evidence that studying days before the examination is positively related to performance. In a logit model-based study of Brahmasrene et al.⁽¹³⁾ variables from previous studies were used to test the probability of passing the CPA examination. The variables considered were undergraduate grade point average (GPA), credit hours, high school GPA, high school class size, age, high school rank, educational level, type of preparation for the CPA exam, nature of work experience, gender, and race. They found out that out of the 11 factors considered, only 4 were influential in the probability of passing the examination: undergraduate GPA, age, private accounting experience and gender. Additional tests indicated that older candidates and those who had private sector work experiences performed better.

Family and Community Factors

One factor of the school that will ensure student achievement is the parents and community involvement.⁽²⁹⁾ Further meta-analysis of such findings by Fan et al.⁽³⁰⁾ involved the relationship between parental involvement and students' academic achievement. Their final results indicated a small to moderate, but meaningful relationship between parental involvement and academic achievement. Data evaluation stressed that parental aspirations and expectations for children's education achievement has the strongest relationship, whereas parental home supervision has the weakest relationship with students' academic achievement. The use of a global indicator, like Grade Point Average (GPA), rather than a subject-specific indicator, like Mathematics or English grade results to a stronger relationship when academic achievement is considered. According to Henderson et al.⁽²⁹⁾ high levels of parental and community involvement provide greater student achievements.

Additionally, Price-Mitchell⁽³¹⁾ asserted in his Compass Advantage Model, that education and child development are integrated processes nurtured through the collaborative efforts of parents, teachers, and out-of-school programs. This model calls for an engaging way for families to apply the principles of positive youth development to schools and communities. Henderson et al.⁽²⁹⁾ also found out in their research of high performing schools that an intense level of parent and community involvement is a factor in examination success. Yet, in a study of Masasi⁽³²⁾ about the relationship between the personal attributes and the students' performance in accounting course showed that there is a negative relationship between students staying with relatives and their academic performance. In Malaysia, Samsuri et al.⁽³³⁾ examined the attitudes of students in accounting and found that most of the Malaysian students think that professional accountant is greatly required in the employment market and that their parents and family members have major influences in their becoming professional accountants. Thus, they take examinations due to parental and family influence. Weidman⁽¹⁷⁾ examines how firms motivate their staff to pass the exam. They found out that a combination of personal and professional goals is important with the employer-firm providing incentives like: periodic monitoring of staff's progress having reviews, paying 100 % of review costs, giving bonuses to successful passers, and offering paid time-offs for review classes. O'Callaghan, Elson, Walker, Rao et al.⁽³⁴⁾ analyzed the different systems and policies, including the use of incentives by firms and found out that the role of the Personnel and Human Resources

Department is important in devising a success plans encompassing family support, schooling packages, and providing reasonable compensation upon passing the examination.

School Factors

Bacolod et al.⁽³⁵⁾ did a quartile regression applied to Philippine data to estimate the differential impact of inputs on students at various points on their conditional achievement distribution, like, attending schools outside of locality, not attending the nearest school, transferring schools, flocking out of the locality and increasing studentry in school centers. Their findings suggested a policy of reducing student to teacher ratios that may benefit high achievers more than the average or low achievers. The works of Lindquist et al.⁽³⁶⁾ claimed that the average passing rate on the examination was improving citing student quality based on quality-stringent admission standards and retention rate including program quality focusing on a smaller number of students per class and having full-time faculty members. The qualitative and quantitative analyses of teacher quality and student achievement⁽³⁷⁾ suggested that policy investments on teachers contribute to student performance and that teacher preparation and certification measures are strongest correlates to student performance. Another study by Wright et al.⁽³⁸⁾ showed the relative magnitude of teacher effects on student achievement, while concurrently considering the impacts of intra-classroom heterogeneity, student achievement level, and class size on academic development. Results of their study showed that teacher effects are dominant factors to student academic gain. It also indicated that classroom setting variables and class sizes have relatively little influence on academic achievements. The major inference from the study was that teachers make a difference. Lightweis⁽³⁹⁾ recommended that accounting professors should apply their experiences as accounting practitioners and encouraged to construct simulations that will portray the challenges in the field. Hahn et al.⁽⁴⁰⁾ provided evidence that schools with the internationally renowned Association to Advance Collegiate Schools for Business (AACSB) accreditation achieved higher pass rates when compared to non-accredited schools. They also found out that there is a positive relationship between small class sizes and innovative educational approaches to passing the examination. Greenwald et al.⁽⁴¹⁾ made primary research on the magnitude of effects of school input resources on student achievements using aggregated data and found out that a broad range of resources were related to student outcomes. The outcome of the effects was large enough to suggest that judicious increases in resource spending may be associated with significant increases in student achievements. But a review by Hanushek⁽⁴²⁾ of available resources on the same studies demonstrated that there is a weak or inconsistent relationship between student performance and school resources when variations of family inputs are considered. He concluded that modest resource planning can give hopes for improving student outcomes.

Henderson et al.⁽²⁹⁾ indicated that high-performing schools tend to have a combination of many characteristics, which were narrowed into several areas: a clear and shared focus; high standards and expectations for all students; effective school leadership; high levels of collaboration and communication; curriculum, instruction, and assessments aligned with state standards; frequent monitoring of teaching and learning; focused professional development; a supportive learning environment; and high levels of parent and community involvement. All of these are taken and rated in numerous school administrative evaluating and assessment bodies, hitherto, topped with the claim that the true measure of success is still hard work according to the AACSB. Morgan⁽⁴³⁾ also observed in his study that AACSB accredited schools have a large and positive association between CPA exam success rates over time. This is upheld by Trinkle et al.⁽⁴⁴⁾ who demonstrated that young male candidates who graduated from AACSB accredited schools are more likely to pass the examination. Present requirements regarding school accreditation have been focusing much on what the faculty teaches, yet trends have geared towards student learning assessment.⁽⁴⁵⁾ The study of Simons et al.⁽⁴⁶⁾ examined the level of communication apprehensions of accounting students for curriculum revisions, and their findings indicated that the accounting students have higher apprehension toward both written and oral communications than other business major students. Results included that gender differences were found only for oral communication trepidations, with females signifying the highest. Booth et al.⁽⁴⁷⁾ studied the impact of learning approaches on academic performance as a measure of quality in accounting education. They validated that the learning approach scores of accounting students in comparison with arts, education, and science students, had higher surface and lower deep learning approaches. But they found out that the higher surface approach scores were associated with less successful academic performance, indicating that no matter how students learn, it has nothing to do with academic performance and examination results.

Allen et al.⁽⁴⁸⁾ evaluated the effects of the 150-hour requirement on the passing rates of the CPA examination. The 120 to 150-hour course credit requirement is set to be completed before a CPA examination be undertaken. To obtain a CPA license, education and experience are required including the 120 to 150-credit hours completion. The authors found out that the 120/150-hour requirement is associated with a large decrease in the number of candidates taking the examination and a significant reduction in the number candidates passing the examination, and very minor effect on the passing rates of first-time candidates. The results also suggested that a large number of unprepared candidates took the examination before the implementation of the 120/150-hour

requirement to avoid the marginal cost related to the additional education needed. It was finally concluded that the requirement reduced the number of candidates sitting for the examination but has little effect on passing rates. Other authors like Carpenter et al.⁽⁴⁹⁾ studied the effects of the 150 credit hours requirement before CPA examination and determined that although there was a decrease in the number of candidates taking the CPA examination after the 150-hour requirement went into effect, there was a dramatic increase in the number of candidates passing the test. Later, Gramling et al.⁽⁵⁰⁾, concluded that the 150-hour requirement did not significantly reduce the number of candidates taking and passing the exam. In 2010, Metinko et al.⁽⁵¹⁾ likewise surveyed if there is direct linear correlation between the 120 to 150-hour education requirement and the taking of the CPA examination and was able to establish that there is no correlation between the variables. Their results suggested that the decrease in CPA examination candidates could be attributed to many other factors and not just the 150-hour education requirement. Based on the numerous investigations on the 150-hour education requirement, Allen et al.⁽⁵²⁾ later suggests that the implementation methods in regard to the policy may be the influencing factor but did not directly provide evidence of the effects on the number of candidates sitting and passing the examination.

Briggs et al.⁽⁵³⁾ also analyzed the sectional passing rates of the CPA examinees based on locale and jurisdictions subsequent to the adoption of the computer-based test and found out that the jurisdictions requiring 150-credit hours have higher passing rates than jurisdictions without the requirement. Such differences are statistically significant for the Auditing and Regulation topics for both first-time and repeat takers. Their results suggested that the additional educational requirement has improved the passing rates for certain sections of the CPA examination, but not for others. Also, Perez⁽⁵⁴⁾ attempted to determine the performance of Lyceum of the Philippines-Laguna Bachelor of Science in Accountancy students and found out that only 46 percent of the total graduates became licensed certified public accountants and that it took a maximum of five times of repeated takes before some candidates is granted the license. As to the instance of Rizal Technological University (RTU), Philippines, CPALE results have not been consistent, being higher than the national percentage and at times lower.⁽⁵⁵⁾ Such that, intervention programs are seen to be a subject of innovation for an increased performance in the CPA board examination. Furthermore, Jalagat⁽⁵⁶⁾ found out in his study that the student performance in school is not a determinant in passing the CPA board examination. He rather observed that Mathematics, English and professional accounting subjects are significantly related to the CPA examination performance. In a study regarding the work and CPA examination, Cardona et al.⁽⁵⁷⁾ established that work has nothing to do with passing the examination, regardless of the candidate is working part-time, full time or unemployed.

Review and Examination Factors

Titard et al.⁽²³⁾ studied the passing rates by subject matter for first-time and repeat candidates and was able to associate grade point average (GPA), advance degrees and the CPA review course to examination passing rate. In the study of Ashbaugh et al.⁽⁵⁸⁾ using discriminant analysis to compare two groups, those passing the examination at the first attempt and those who have not, factoring on variables like high school class size, class rank, combined American College Testing (ACT) score and grade in a CPA review course taught at the university, indicated that the variables which significantly contributed to the success or failure on the CPA examination were high school class size, class rank and grade in the CPA review course. The ACT score which is a pre-university standard examination taken in the USA on combined high school subjects of English, Mathematics, Reading and Science has no direct contribution to CPA examination success. It was added that the main factors to pass the CPA exam are attending the CPA review course, high school grade, class rank and the class size. Other authors, like supplemented the studies that there is a statistically significant association between the inclusion of a governmental or not-for-profit accounting course in the curriculum and the CPA examination as it provides advantages on topic questions.

In another study by Howell et al.⁽⁵⁹⁾, the focus of their variables was on inherent intelligence as measured by Scholastic Achievement Test (SAT) or ACT score, the highest degree held when passed, the type of CPA review course used (classroom review or self-study), age when the CPA exam was passed, and the overall college GPA. Results of their study indicated that higher GPA, higher SAT score at any college and attending any school accredited by the AACSB are features that are associated with passing the examination in fewer attempts. Further, based on the respondents' case, GPA has the largest impact on the passing rate, followed by attending an AACSB school. Lopez et al.⁽⁶⁰⁾ surveyed university chairs and deans of accounting programs listed in the Prentice Hall Accounting Faculty Directory to determine the resources and methodologies used by their schools in relation to the passing rates. The changes in resources and student activities adopted were increased in-class use of computers for research and writing assignments; use of individual assignments that require research; use of authoritative assignments, cases and simulations, spreadsheets; and in-class activities. All adopted new methodologies were found out to be significant, setting a trend in the adoption of innovative methodologies in accounting education. Other line of studies introduced the notion that there are other factors that might influence the outcome in the CPA examination like: taking the examination after graduation, considering time

as the essence for review, sitting on the examination during the lean season, and making a strategy based on educational career strength.⁽⁶¹⁾ Likewise, McDonough⁽¹⁸⁾ concurs that the CPA examination is a matter of proper planning, focus and determination with an inclusion of a plan to take a rest.

Brooker⁽⁶²⁾ found that majority of African-American candidates for examination who were females, had obtained only a bachelor's degree, half of them decided to be accountants in high school, and 30 % of whom already earned the 150-hours credit, performed well in their first takes. Lloyd-Bierstaker, Howe et al.⁽⁶³⁾ also examine about the effects of the 150-hour education requirement on the decision of these minorities to pursue a career in accounting and evidence suggested that the requirement does not deter minorities from becoming CPAs, although females were less likely to pursue it than males because females are more attracted in the Certified Management Accountant (CMA) examination. The authors argue that these results may be considered as evidence that the 150-hour rule has deterred female students in pursuing the CPA. Further, the minorities were found to be more optimistic than the non-minority students in the 150-rule because of expected additional compensation from employers upon completion of the additional education requirements. Charron et al.⁽⁶⁴⁾ argued that the demand for CPAs is increasing leading to an increased number of students pursuing accounting, but the number of those taking the examination was decreasing. On this, they found out that the interest in taking the examination was great, but the completion of the 150-hour requirement was challenging, making even the examination-ready candidates not to participate in the sitting. Thus, they advocated that new graduates are more likely to succeed in the exam if they take it soon after graduation. In another study, Gabre et al.⁽⁶⁵⁾ analyzed the reasons for the small number of minority Hispanic CPAs. Although there is an increase in the number of minorities hired in the profession, the numbers are not representative of their populace. The authors said that the probable causes are the lack of role models in the family and the completion of the 150-hour requirement including cost and affordability of education.

Howell et al.⁽⁵⁹⁾ concluded in their research that self-study or self-review for the examination raises the number of tries in taking the examination. In Jordan, Momany⁽⁶⁶⁾ established the results of his study that the type of university and area of students' specialization are important factors that enhance the probability of passing the unified Jordan CPA examination. In the Philippines, the passing statistics is only about 20 percent of first-time candidates.⁽⁶⁷⁾ In the study of Tan⁽⁶⁸⁾ the variables that might influence the performance of the CPALE takers can be divided into two main categories namely: variables related to the candidate and variables related to the examination. He found out that the positive attitude towards accounting paired with efficient learning practices lead to superior academic performance and then better probability of succeeding the board examination. Further, he examined the factors affecting the CPA licensure examination and determined that there is a positive relationship between the examination performance and instruction including administrative support.⁽⁶⁹⁾ This counters the earlier study of Reilly et al.⁽⁷⁰⁾ that the candidates' GPA in college is the most significant explanatory variable that affects success on the CPA examination.

Research Objectives

This study was conducted to determine the factors associated with the success of takers in the Certified Public Accountant Licensure Examination of the Central Luzon State University, Philippines, covering the October 2021, December 2021, and May 2022 CPA board examinations, all within the Covid-19 pandemic period. Specifically, the study sought to find answers to the following research questions:

1. Determine the demographic profile of the accountancy graduate-respondents who are CPALE takers during the 2021 to 2022 period.
2. Define the extent of influence of the following factors in the success of the takers in the CPALE based on the Student, Home and Family, School, Review and Examinations aspects.
3. Understand the significant relationship between the identified factors and the CPALE ratings of takers.
4. Design a model of success unique to CBA-CLSU articulated from the results of the research.
5. Provide strategic recommendations that will give higher chances for takers to succeed resulting from the model.

METHOD

The study was conducted in CLSU, Science City of Munoz, Nueva Ecija, Philippines. The respondents were the 25 CPALE passers during the Pandemic Period, 2020-2022. Demographic profile was collected to describe the survey respondents. The data was collected through a 4-point scale Likert questionnaire and was triangulated with simple direct interview with each of the respondents. The interval of 0,75 was used in the interpretation of the numerical descriptions in the four-point scale. The questionnaire used was in the Likert format divided into categories: the SDCS including the CPALE rating, Student Factors, Home and Family Factors, School Factors, Review and Examinations Factors. The research was analyzed using correlational techniques indicating the degree of relationships of the identified variables to the CPLE rating. The design of the research is a

combination of qualitative and quantitative descriptive statistics. The 0,05 Level of Significance was considered to determine the significant relationships between the independent and dependent variables using SPSS. In the end, a CBA-CLSU Model of CPALE Success Determinants was formulated based on the analysis of the results. Figure 1 below shows the framework of general factors affecting the success in the CPALE examination. It also shows the particulars of each considered factor in the research. The identification of the considered specific variables was based on a previous class survey related to the identification of issues related to their future planned CPALE undertakings.

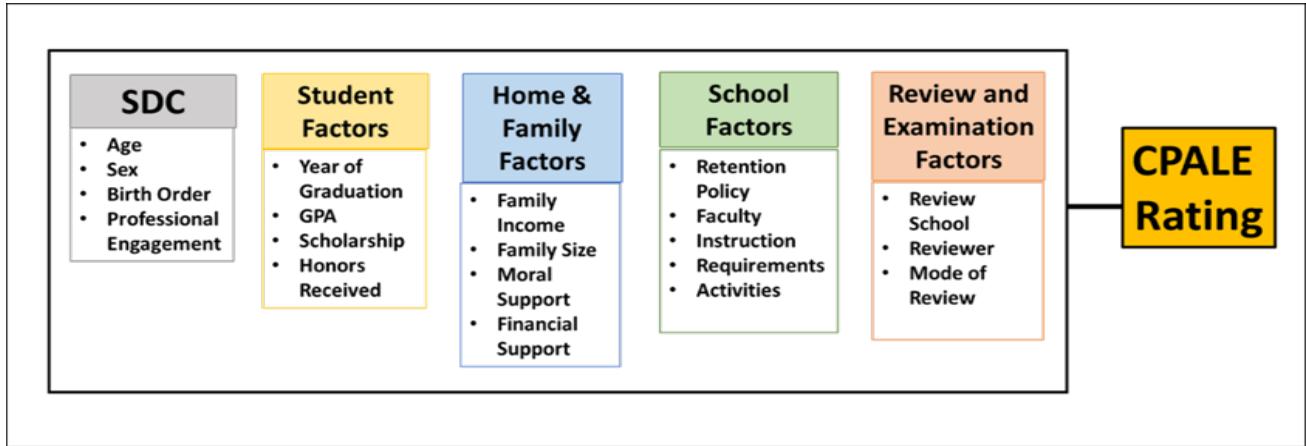


Figure 1. Conceptual Framework of the Study

RESULTS AND DISCUSSION

Socio-demographic Information

The following tables show the socio-demographic information of the respondents which includes analysis and interpretations of their age, rating, birth sequence and sector they are exposed in within the accountancy profession.

Age and CPALE

As presented in table 1 below, the results indicate that the average age of the respondents who participated in this study is 23. The age is well within the limit of a newly graduated student who has undergone the junior and senior high school curriculum plus the 4-year bachelor's degree program. Literatures indicate that age, regardless of how old, is influential in the passing of accounting professional examination.^(13,28) For CBA-CLSU graduates, it was perceived based on survey that the best time to take the licensure examination was within the year of graduation (table 5).

Table 1. Average Age and Rating received	
Item	Average
Age	23,00
CPALE Rating Received	78,98

Sex

Out of the 25 CPALE takers during the period, there were only 8 (32 %) males and 15 (68 %) females. Table 2 reflects the class composition in terms of sex during the schooldays of the takers. All batches in the college have more female students than males per class batch. Several authors indicated in their studies that sex, has an influence in passing the examination.^(13,28) It was however further emphasized that males are better performers than females in passing the examination^(11,13) and the younger they are, the higher is the chances of passing.⁽⁴⁴⁾

Table 2. Sex of the Respondents		
Sex	No.	%
Male	8	32
Female	17	68
Total	25	100

Birth Order

From table 3 below, it is shown that the majority of the respondents (44 %) are the eldest among their siblings. Six out of twenty-five respondents (24 %) are middle children. Also, six (24 %) are the youngest while two of the respondents (8 %) are the only child of the family. As claimed through triangulation, the eldest children have been coached by parents to pursue the course, because they believed that it could help them tide their economic situation in the future. There is a dearth of studies relating birth order to the passing the CPALE, and the outcome of this research indicated that there is a negative relevance of the taker's birth order to passing the examination.

Table 3. Birth Order of Respondents		
Birth Order	No.	%
Eldest	11	44,00
Middle	6	24,00
Youngest	6	24,00
Only child	2	8,00
Total	25	100,00

Professional Engagement

The results presented in table 4 indicate that the majority of the respondents (56 %) are engaged in the public practice sector of the profession. Three respondents (12 %) are engaged in commerce and industry while eight (32 %) are still yet to enter the sectors of the accountancy profession. Findings of the research reinforce the conclusions of Brahmasrene⁽¹³⁾ and Whitten⁽¹⁴⁾ in their two researches that private accounting experiences are beneficial and increase the likelihood of passing the examination. However, Odia et al.⁽¹⁹⁾ found out that it is not the professional engagement that are the main factors related to the examination, but the job prospect and high salary attached to being a CPA. On the contrary, Harb et al.⁽²⁷⁾ indicated that examinees who left their jobs has higher chances of passing the examination.

Table 4. Professional Engagements		
Engagement	No.	%
Public Practice	14	56,00
Commerce and Industry	3	12,00
None Yet	8	32,00
Total	25	100,00

Extent of Influence of Identified Factors*Student Factors*

The tables below show the factors that influence the respondents as a student, including the year of graduation, GPA, scholarships, and honorary awards they received as students.

Table 5. Year of Graduation	
Item	Rating
Taking the CPALE was the priority after graduation.	3,68
Pre-thinks to take CPALE right after graduation.	3,64
The earlier CPALE is taken, the higher is the chance to pass.	3,44
Graduation serves as an inspiration to CPALE and become a CPA.	3,32
The year of graduation is influential in the taking of the CPALE	3,20
The farther the year of graduation, the less confident it is to take CPALE	2,96
Being an Accountancy graduate already satisfies the dream to become a graduate.	2,72
The year of graduation is a factor in passing the CPALE.	2,48
Average	3,18

Year of Graduation: from table 5, the results show that the respondents agree that the year of graduation has an influence on their CPALE undertakings (3,18). It can be observed that the respondents strongly agree

(3,68) that taking CPALE was their priority after graduation. This is supported by their thoughts of taking CPALE immediately after graduation (3,64) as they strongly believe that the earlier they take CPALE, the higher is their chance to pass (3,44). It is also observable in the results that the respondents strongly agree that their graduation has inspired them to take CPALE (3,32), and the year of graduation has been influential to them in taking CPALE (3,20). They further perceived that their confidence diminishes the more distant their year of graduation is (2,96), even if their graduation has already made them satisfy their dream of having a degree. Although they remarked to disagree that the year of graduation is a factor in passing the CPALE (2,48), overall result indicates otherwise.

Grade Point Average (GPA): the college maintains a policy on GPA for a student to be maintained in the program, thus, it is assumed that the GPA while enrolled in the program is a main objective to graduate from the degree. As presented in table 6, the respondents opined to disagree (2,41) that their GPA has an overall influence in their CPA undertakings. However, it could be noted that the respondents agree on striving to have a high GPA (3,16) so that they may stay in the program but disagree that GPA is a major concern (2,73), and that it is for employment purposes only (2,44) serving as a reflection of them as future professionals (1,92). In the same manner, the respondents disagree that the GPA is only a scholastic parameter needed to pass the CPA (2,44) and that it is mere indications of what they know (2,36). Moreover, they respondents presumed that a high GPA does not assure passing the CPALE (1,84), which is validated by Nonis et al.⁽¹⁵⁾. In contrast, however, there are numerous findings that GPA has a significant correlation with the passing of the CPA licensure examination.^(13,21,22,23,59,71)

Table 6. Grade Point Average	
Item	Rating
To obtain a high GPA is always strived for	3,16
GPA is a major concern.	2,72
GPA is for employment purposes.	2,44
GPA is only a scholastic measure needed in passing the CPALE.	2,44
GPA is an indication of knowledge.	2,36
GPA reflects being a future professional.	1,92
High GPA assures that one can pass the CPALE.	1,84
Average	2,41

Scholarship: from table 7, the results clearly indicate that the respondents oppose that scholarship has an overall influence on their CPALE undertaking (2,24). They agree that they are striving hard to maintain their scholarship (3,24) as firm believers of scholarships (2,72). But, they disagree (2,24) that their scholarship has inspired them to take CPALE and that scholarship is an important factor in passing the CPALE (2,12). On top of it, the respondents further disagree (1,80) that being a scholar has become a source of stress to their studies. Literatures are not replete as to the relationship of scholarship to passing the CPA licensure examination. As responses indicate, scholarship is not a prime factor in the CPALE examination.

Table 7. Scholarship	
Item	Rating
Maintaining scholarship is tantamount in studying.	3,24
Scholarship is highly believed and prestigious.	2,72
Scholarship inspires to take the CPALE.	2,24
A scholarship is an important factor in passing the CPALE.	2,12
Being a scholar is stressful to studies.	1,80
Average	2,42

Honors Received: results in table 8 show that the respondents disagree that honorary distinctions have an overall influence with their CPALE undertaking (2,33). It could be seen that the respondents agree that they aim to become an honor student (3,00) but disagree that it is their primary aim (2,40). On top of that, the respondents disagree that being an honor student is a good indicator in passing the CPALE (2,36) and likewise strongly disagree (1,56) that being an honor student is an assurance to pass the CPALE. As perceived by the respondents, honorary recognitions are not given merits in passing the examination. In reviews undertaken, honors received were correspondingly not considered as a factor in being successful in the examination.

Table 8. Honors Received

Item	Rating
Aiming to become an honor student is highly important	3,00
Being an honor student was a primary aim.	2,40
Being an honor student is a good indicator of passing the CPALE.	2,36
Being an honor student is an assurance to pass the CPALE.	1,56
Average	2,33

Home and Family Factors

The tables below show the factors that influence the respondents related to home and family, particularly, family income, family size, financial and moral support they received from their loved ones.

Family Income: table 9 depicts that the respondents agree (3,25) that family income is a factor in their CPALE pursuits. They strongly agree that there must always be a family income that is set aside to support schooling (3,63). Their family support them in using their income to finance their studies (3,56) and support their school expenses (3,56). The respondents agree that their family income is a big factor in their dream of becoming a CPAs (3,24), and that their family income supports all their expenses related to schooling (3,0). Despite positive claims however, it can be noted that the respondents disagree that their family income is steady (2,48), as supported by claims of inadequate financial support (table 9).

Table 9. Family Income

Item	Rating
There must always be a family income set aside to support schooling.	3,64
The family is supportive using its income for studies.	3,56
Family income is helpful in school expenses.	3,56
Family income is a big factor in a dream to become a CPA.	3,24
Family income supports all expenses related to schooling.	3,00
The family income is steady.	2,48
Average	3,25

Family Size: it can be detected that the respondents strongly agree (3,60) that all their family members are in full support of their CPALE undertakings and are helpful with their needs (3,44). But they disagree (2,48) that having more members in the family is better and that their birth order is a factor in CPALE undertakings (2,12). As table 10 indicates, family size has an overall effect on their CPALE pursuits because of support but not in number of family members (2,91).

Table 10. Family Size

Item	Rating
All my family members are in full support regarding CPALE undertakings.	3,60
All family members are helpful of the needs regarding studies.	3,44
The more family members, the better.	2,48
The birth order of the examinee is a factor in CPALE undertakings.	2,12
Average	

Table 11. Moral Support

Item	Rating
There is a need for a spiritual supplementation to boost confidence.	3,88
Family members are always supportive.	3,72
The moral support received is unwavering from the beginning to the end.	3,72
There is an assurance that the family is there to support.	3,64
Average	3,74

Moral Support: the respondents strongly agree that moral support has an influence on their CPALE undertakings (3,74), as also shown above, and that spiritual supplementation is a need for them to boost their confidence (3,88). Having family members who are supportive of them (3,72) and giving moral support that is unwavering from the start to the end (3,72) which are always assured (3,64) are significant for the respondents. This warrants the studies of Fan et al.⁽³⁰⁾ and Henderson et al.⁽²⁹⁾ depicting that moral support from parents and the community ensure greater achievements in examination success.

Financial Support: table 12 shows that the respondents agree that financial support has influence in their CPALE undertakings (2,87), and that it is a priority (3,24). They claimed that their family supports all their financial needs (3,20) and other physical and sustenance requirements (3,16). They can cope with it because there are always other means aside from the family resource (3,20). However, they claimed that such support is not enough (2,80), and they had no employment at the time due to the pandemic situation (2,32), thus, financial support is undertaken through credit (1,52).

Item	Rating
Financial support is a priority in the CPALE undertaking.	3,24
The family supports all financial needs.	3,20
There are other means of financial support other than family.	3,20
There are always other means for financial needs.	3,20
The financial support answers other physical and sustenance needs.	3,16
The financial support is more than enough.	2,80
Employment supported CPALE undertaking.	2,32
Credit is helpful as a financial support.	1,52
Average	2,87

School Factors

The following discussions and tables show the school factors that influence the CPALE undertakings of respondents in terms of retention policy, faculty, instruction, requirement, and activities.

Retention Policy: the claim of the respondents is that retention policy has an overall influence with their CPALE undertakings (2,98). It can be inferred that the respondents strongly agree that retention policy must be revisited and adjusted to the needs of the times (3,60) because it has particular contributions to the student performance (3,40). They consider that the retention policy helps to the discipline them (3,04) and that they believe in its merits (2,84), thus, there is a need for it (2,80) because they sensed that it is relevant to the CPA Licensure Examination (2,80). They consider that the retention policy is important in finishing the degree (2,76) and that its worth is to bring the student finish the degree on time (2,60). The perceptions of the respondents reinforce the studies of Greenwald et al.⁽⁴¹⁾ and Morgan⁽⁴³⁾ that the school and its resources referring to accreditation and policies are factors associated with licensure examination.

Item	Rating
The Retention Policy must be revisited and adjusted to the needs of the times.	3,60
The Retention Policy has a particular contribution to the student performance.	3,40
The Retention Policy is contributory to the discipline of accountancy students.	3,04
Belief in the Retention policy.	2,84
There is a need for a Retention Policy.	2,80
The Retention Policy is relevant to the CPALE.	2,80
The Retention Policy is important in finishing the degree.	2,76
The merit of the Retention Policy is only to finish the degree on time.	2,60
Average	2,98

Faculty: final mean in table 14 indicated that the respondents strongly agree that faculty members have an overall influence in their CPALE undertakings (3,42). They claimed that the accounting faculty members are good in imparting knowledge (3,72) needed in taking the CPA Licensure Examination (3,44), and that

they inspire and motivate their students (3,56). Likewise, they strongly agree that the non-accounting faculty members are excellent in their fields of specialization (3,40) as well as the part time accounting practitioner instructors (3,28). The respondents signify that faculty members extend extra miles in helping them with their lessons (3,20). Such claims reinforce several reviews that instruction and administrative support,⁽⁶⁹⁾ student-teacher ratio,⁽³⁵⁾ and teacher effectiveness⁽¹²⁾ are all significant in the preparation for examination. The faculty or the teacher is so important⁽³⁸⁾ that it is not only the policy investments on them that are crucial, but also their personal endowments, qualities, class preparations, and certifications.⁽³⁷⁾

Table 14. Faculty	
Item	Rating
The accounting faculty members are very good in imparting accounting knowledge.	3,72
Faculty members inspire and motivate the students.	3,56
Faculty members provide needed knowledge for the CPALE undertaking.	3,44
The non-accounting faculty members are excellent in their fields of specialization.	3,40
Faculty members are responsive to the needs of the students.	3,32
Part time accounting practitioners are very good in imparting accounting knowledge.	3,28
Faculty members extend extra miles to help me with lessons.	3,20
Average	3,42

Instruction: in general, the respondents agree that instruction has an overall influence in their CPALE undertaking (table 15; 3,15). They strongly agree that faculty members are employing effective teaching methodologies (3,15), as indicated in their highly understandable lecture-discussions (3,28) by using adequate and updated references available (3,28). The respondents agree that audio-visual resources are provided by the faculty members (3,24), good accounting programs and activities are shared (3,16), equipment, supplies and materials (2,96), laboratory and physical facilities are useful (3,04), and there are adequate hardwares and softwares (2,92) that support learning and delivery of instructions. Although the replies of the respondents may suggest a link between instruction and the CPA licensure examination, literatures still provide a lack of instruction-focused research relating the two variables.

Table 15. Instruction	
Item	Rating
Faculty members employ effective teaching methodologies.	3,28
Lecture-Discussions in accounting courses are highly understandable.	3,28
There are adequate and updated references available and given by faculty members.	3,28
Audio-visual resources are provided by faculty members.	3,24
There are available good accounting programs that are shared by the department.	3,16
The laboratory and physical facilities are useful.	3,04
There is an adequacy of equipment, supplies and materials.	2,96
There are adequate technology hardware and software that support learning.	2,92
Average	3,15

Requirements: the respondents agree, as exhibited table 16, that academic requirements have an overall influence on their CPALE undertaking (3,20). They supposed that the faculty members are compassionate and equally understand the pandemic situation as to the giving of requirements (3,40), such that, time compliance on submissions are possible (3,36). Additionally, requirements are given adequately with proper instructions (3,12) and are relevant and aligned to the given lessons (3,12). Important exercises and requirements are given feedback (3,08) that are all considered helpful in their CPALE review (3,12). There are schools requiring in-school additional credit hours that are all significantly correlated to examination scores,⁽²¹⁾ whether it is on a minimum of 120 hours⁽⁴⁹⁾ to a maximum of 250 hours⁽⁴⁸⁾ or taking extra classes⁽⁵⁹⁾ as self-initiatives. For the CLSU respondents, credit hours may refer to review classes taken after graduation and are not part of the curriculum completion for graduation.

Table 16. Requirements

Item	Rating
Faculty members are compassionate and understanding of the present situation.	3,40
Compliance on time with the given requirements is highly possible.	3,36
Requirements are given adequately with proper instruction.	3,12
Requirements are always relevant and aligned to the given lessons.	3,12
The requirements given are helpful in the CPALE review.	3,12
Feedbacks are given to important exercises and requirements.	3,08
Average	3,20

Activities: the respondents agree that participating in activities has an overall influence with their CPALE undertakings (3,01) as indicated in table 17. They strongly agree that extracurricular activities serve as a break from studies (3,40) and that these activities provide insights to their future in the accountancy (3,36) profession. They also consider that these activities are worthy experiences (3,36) and that the Junior Philippines Institute of Accountancy (JPIA) organization is helpful in balancing student life (3,28). They claimed that the activities are numerous (2,52) but provides good insights to the CPA licensure examination preparations (3,24). Further, they disagree that these activities are not essential for the CPALE undertaking (1,92), thus, they are encouraged to join given related activities. It is noted in various literatures that activities on different aspects of examination performance,^(22,28) innovative education approaches,⁽²⁸⁾ intervention programs,⁽⁵⁵⁾ home assignments and engaging in peer interactions⁽²⁸⁾ are all integral factors in passing the CPA licensure examination. It is important that students are encouraged to get involved in activity discussions as part of their learning process.^(27,28)

Table 17. Activities

Item	Rating
Extracurricular activities serve as a break from studies.	3,40
The activity undertaken provides insights to future accountancy undertakings.	3,36
Accountancy activities are just worth the experience.	3,36
The JPIA* organization is helpful in balancing the student life.	3,28
Accountancy activities provide good insights to CPALE preparations.	3,24
The college activities are numerous to do.	2,52
The activities are not essential for the CPALE undertaking.	1,92
Average	3,01

Review and Examination Factors

The discussion of factors that influence the respondents in terms of their review and examination preparation such as the review school, review materials and mode of review is presented as follows.

Review School: the mean rating in table 18 indicates that the respondents strongly agree that review school is a factor in their CPALE pursuits (3,32). They strongly agree that time schedule for review set by the school is suitable (3,42), and the review school provides updated materials based on accounting standards (3,36) with clear instructions and questions (3,32) covering all subjects included in the CPALE (3,32), which is consistent with claims that the scope of CPALE is fully covered by the review school (3,28).

Table 18. Review School

Item	Rating
The time schedule set by the school is suitable.	3,42
The school provides updated review materials based on accounting standards.	3,36
The school provides review materials with clear instructions and questions.	3,32
The school covers all subjects included in the CPALE.	3,32
The time allocated for the pre-board examinations is sufficient.	3,32
The scope of the CPALE is fully covered by the review school.	3,28
The pre-board examinations measure the examinee's capabilities.	3,20
Average	3,32

The given time allotted for pre-board examination is enough (3,32) and they adhere that the pre-board examinations measure the examinee's capabilities in taking the CPALE (3,20). As found out from different sources, most research pertaining to CPA review classes attendance and completion indicate significant effect on examination results.^(12,22,23,58)

Reviewer: the reviewer refers to the materials that are provided by the review school to be used in classes. On this, the respondents strongly agree that it is a factor in influencing CPALE pursuits (table 19; 3,91 rating). They further described the review resources as excellent and dynamic in instructions (3,92), updated and based on latest references (3,92), and even give pointers on how to easily remember lessons (3,96). Also, they claimed that the faculty reviewers were inspiring and provides them motivation to pass the examination (3,92), highly professional in their fields of practice (3,88) and even share their personal learning experiences during the review (3,84) to augment their motivational spirits.

Table 19. Reviewer	
Item	Rating
The reviewers provided tips to make review lessons easier to remember.	3,96
The reviewers were excellent and dynamic in their instructions.	3,92
The reviewers were inspiring and give motivations to pass the examination.	3,92
The reviewers discuss updates based on latest references.	3,92
The reviewers are highly professional in their fields of practice.	3,88
The reviewers shared personal learning experiences.	3,84
Average	3,91

Mode of Review: as described in table 20, the on-line mode of review, in hybrid, synchronous or asynchronous mode, influence CPALE undertaking (3,11). The synchronous mode engages the instructor and the students on real time from different locations, while the asynchronous engages the students at different times from different locations according to their own pacing and timetable. The hybrid mode is using both synchronous and asynchronous modes on-line. On such, the respondents agreed that given sufficient time allotment (3,08), the asynchronous (3,08), synchronous (3,00) and hybrid (3,28) modes of review are all effective.

Table 20. Mode of Review	
Item	Rating
The hybrid (synchronous and asynchronous) mode of review was effective.	3,28
The online (asynchronous) mode of review was effective.	3,08
The time allotted for review was sufficient.	3,08
The online (synchronous) mode of review was effective.	3,00
Average	3,11

Significant Relationship between Identified Factors and the CPALE Rating

The significant variables that indicated correlation with the CPALE rating received by the sample cases were review and examination factors and school factors only, out of the four indicators considered in the study.

Table 21. Factors and Variables Related Based on statistical correlation			
Major Factor	Specific Variable	Particular Item	Level of Significance
Review and Examination Factors	Review School	The school covers all subjects included in the CPALE.	0,017005
		The scope of the CPALE is fully covered by the review school.	0,027701
		The school provides review materials with clear instructions and questions.	0,040534
School Factors	Requirements	Feedback/Advise are given to important exercises and requirements.	0,036479
	Activities	Requirements are always relevant and aligned to the given lessons.	0,046934
Note: level of significance: $p < 0,05$			

Review and Examination Factors: from this indicator and shown in table 21, the variable review school is statistically significant to the CPALE ratings of the respondents. Further analysis indicated that the review school covers all subjects (0,017), scope (0,027) and review materials (0,04) needed to prepare them for the success of their examination.

School Factors: the indicator school factor is also significant in terms of the variables: requirement (0,036) and activities (0,046). The requirements are said to be given feedback and useful comments which are helpful in learning. The given activities, particularly requirements are always relevant and aligned to accountancy. As such, it reflects that those which are of value to the taker's successful performance in the CPALE are all external factors and by nature, are provisions based on education.

CBA-CLSU Model of CPALE Success

Based on qualitative inference from the results of the Likert survey and correlational results, a model was formed for the use of the college future review classes program. As indicated in the qualitative replies of the respondent, it was determined that these variables are influential in the success of the CPLAE takers: reviewer in the review classes, family income, faculty from the school and the year of graduation. Corollary and based on correlational results, the review school, the requirements, and activities given from their school of graduation are correlated with their CPALE ratings.

The formulation of a success model based on qualitative and correlational findings is vital for informing future processes, particularly for educators, policymakers, and academic institutions. By identifying specific variables that significantly influence CPA Licensure Examination (CPALE) performance, stakeholders are equipped with actionable insights to design targeted interventions. For educators, this model can guide the enhancement of curriculum, teaching strategies, and student support systems. For policymakers, the evidence-based model offers a framework for developing policies that address disparities and improve licensure outcomes. Ultimately, integrating this model into institutional review programs ensures that future initiatives are grounded in empirical evidence, promoting higher success rates and contributing to the broader goal of addressing the accountant shortage in the Philippines.

The data were collected from a single public university, which may limit the generalizability of the findings to other institutions with different academic cultures, resources, or student demographics. Second, the use of self-reported Likert-scale responses may introduce bias due to the subjective perceptions and recall limitations of the respondents. Future studies may address these limitations by including multiple institutions, using mixed methods, and expanding the range of variables examined.

Figure 2 presents the CBA-CLSU Model of Success for CPALE Program in two-tiered diagram: the respondents' perceived factors in the first tier and the correlational results in the second tier which are all indicative of the given aspects based on a pre-survey determination. These resultant CBA-CLSU Model of Success for this particular case is considerably and essentially applicable to the future CPA takers. More importantly, it can be used as an archetype in coming up with planned programs and activities that will cater to the students' positioning in passing the CPLAE. Since the environment and the mode of instruction undertaken by the respondents will likely remain in the future complementing the face-to-face case. The given construct may well be likely applicable to any Filipino accountancy program.

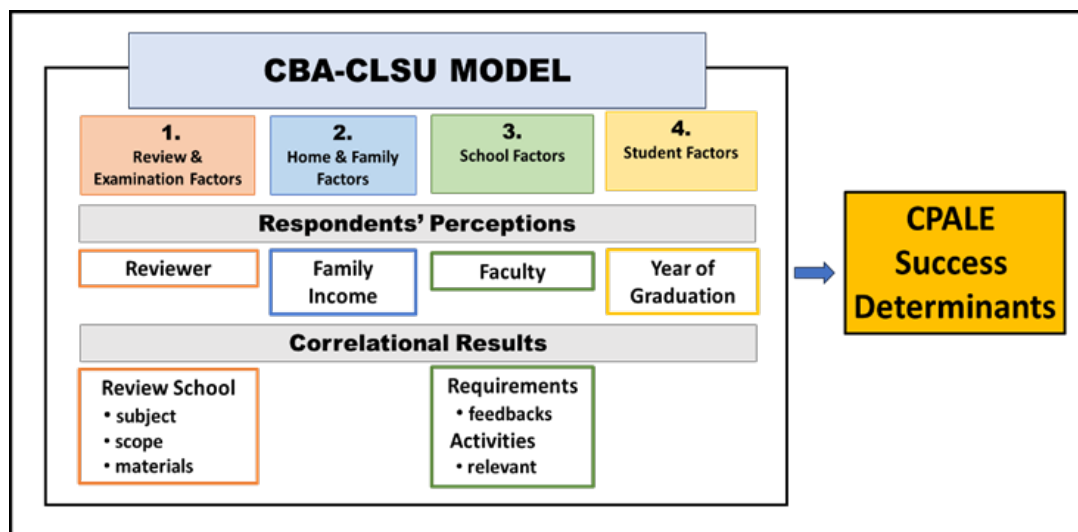


Figure 2. The Resultant Diagrammatic Representation of the Research: CBA-CLSU Model of Success for CPALE Program

CONCLUSIONS

The twenty-five (25) CLSU graduates who were the first to take successfully their CPALE on line were in the average age of 23, with more females (68 %) than males (32 %). Majority of them is already engaged in work and most are the eldest child (44 %). They had an average CPALE rating of 78,98. By order of ascendancy, the perceived factors by the students as influential in their CPALE results are: (a) reviewer or lecturer from the review school, (b) family income, (c) faculty from the CLSU and (d) year of graduation. As triangulated, the respondents took their reviews by themselves and on-line through review schools, and are recent graduates as indicated by their mean age.

The perceptions of the respondents were matched by the correlational analysis of the study in terms of (a) review and examination factors, and (b) school factors. It was established that there is a significant relationship between the CPALE rating and the review school's subjects offered, scope of review and materials provided. As to the school factors, requirements that are given feed backs and assigned activities that are relevant were established as significant to a successful CPALE rating.

Based on the findings that established the CBA-CLSU Model of Success for CPALE Program, it is highly recommended that the model be put into action research that will further determine its usefulness not only on the on-line case but likewise on the full face-to-face mode of instruction.

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