

Evaluation of the Performance of Isabela State University Accountancy Graduates in the CPA Board Examination

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ABSTRACT

The study was conducted to evaluate the performance of Isabela State University (ISU) BS Accountancy graduates in the CPA Board Examinations. ISU performance exceeded the national levels in 2007, 2009 and 2011-2014.

There were 73 respondents (41 male and 32 female) of which 80.82% passed the CPA Board Examination. Most of the 60.27% were able to pass the examination with one take. The performance in the CPA Board exam is significantly associated with gender of respondents and education of parents. It is also significantly associated with grades in eight subjects: 1) Fundamentals of Accounting II; 2) Sales, Agency, Labor and Other Commercial Laws; 3) Financial Accounting and Reporting I; 4) Financial Accounting and Reporting II; 5) Cost Accounting; 6) Advanced Accounting I; 7) Advanced Accounting III; and 8) Management Accounting I.

A passing performance in the CPA board exam with one take may be attained if the grades of the student are: a) 1.0 in Financial Accounting and Reporting I; b) 1.25 or better in Sales, Agency, Labor and Other Commercial Laws; c) 1.5 or above in Advanced Accounting III; d) 1.75 or better in Financial Accounting and Reporting II, Cost Accounting and Advanced Accounting I; and e) 2.0 or above in Management Accounting I.

The top three most difficult daunting subjects in the Board Examination were Auditing Theory, Business Law and Taxation, and Practical Accounting II. Problems met while reviewing included insufficiency of funds, low confidence levels and too many topics not discussed in the classroom.

INTRODUCTION

The Accountancy profession has currently about 160,000 registered CPAs, about 130,000 annual enrollees in BS Accountancy and around 11,000 graduates coming from over 425 accounting schools nationwide (Aguja, 2015). Each accountancy student has that desire to graduate, pass the CPA Board Examination and append

the title "CPA" to his/her name. Every year, as more Certified Public Accountants enter the accountancy profession, expectations on their performance also increases. They are expected to responsibly provide professional services with the highest standards of excellence and competence and be prepared for the challenge of globalization.

In response to the emerging trends in the business world, the curriculum and

instruction methodologies of the Accountancy program need to be strengthened. Researches reveal that the accountancy curriculum should be replaced with one that makes students capable of higher-order thinking and reasoning. There is evidence that curricula in which students' knowledge and skills grow is significantly connected to their learning, and therefore their achievement (Saritas and Akdemir, 2009).

All institutions of higher learning continue to live up to a tradition of excellence in the delivery of its programs, the BS Accountancy included. The Isabela State University recognizes the importance of maintaining the quality of the services rendered to its clientele. One indicator of the quality of accountancy instruction is the performance of graduates in board examinations. Studies on factors affecting performance in board examinations will provide valuable insights that will help accountancy students and graduates improve their performance.

Researchers identified several factors affecting CPA board examination performance (Momany, 2013; Titard and Russel, 1989; Cardona *et al.*, 2015; Ballado-Tan, 2014; Sagarino and Corpuz, 2011), one of which is the academic performance of the examinees. Al_Rajabi and Sa'ada (1995) revealed that the University grade point average (GPA) is a significant statistical factor that affects the success of nominees of Jordanian CPA. Brahamasrene and Whitten (2001) also concluded that university GPA was one of the significant variables that influence the success rate of the American CPA examination. Their results also support Momany's findings (2013) that candidates with low university cumulative average have more difficulty in passing the JCPA exams.

This study however does not focus on the general weighted average (GWA) of the examinees but their grades in general education, business core and accounting and finance education subjects.

The results could serve as planning

inputs to come up with policies and strategies to improve the curriculum and delivery of instruction and better prepare students and graduates in passing the board examination.

The general objective of the study was to evaluate the performance of ISU BS Accountancy graduates in the CPA Board Examinations. The specific objectives were to: 1) determine the trend in the performance of graduates in the board examinations; 2) describe the socio-economic profile and examination profile of the respondents; 3) identify the relationship between performance in the board examinations and the selected socio-economic factors, grades in some general education, business core subjects and in major subjects; 4) assess possible performance in the CPA Board Examination using a predicting equation; 5) determine the CPA board examination subjects that are curbing the performance of the BS Accountancy graduates; and 6) determine the problems encountered by the examinees during the review and while taking the board examination.

METHODOLOGY

Descriptive-correlational method was used in this research. Primary data was gathered through a questionnaire, distributed in the respondents' place of employment or through the social media. Respondents were BS Accountancy graduates from 2007-2014 who took the CPA board examination from October 2007 to October 2014. Graduates prior to 2007 but took the exam during the above mentioned period were excluded from the list of respondents. Total enumeration was used but only 73 graduates who took the examination agreed to be respondents.

Secondary data such as grades were requested from the Department of Accountancy of the College of Business, Accountancy and Public Administration and the Registrar's Office of the University. Data on results of board examinations were taken from the

Office of Student Services and/or Professional Regulatory Commission.

Means and percentages were used to describe and summarize the data. Kendall's Tau-b was used to measure the correlation of the socio-economic factors with performance in the CPA Board Examination. Relationship of grades of the students to their performance in the board examination was determined using Pearson's Product Moment Correlation. Predicting equations on factors/variables found to be significant were arrived at using linear regression analysis. The Statistical Package for Social Sciences (SPSS) was used to facilitate data summarizing and analysis.

RESULTS AND DISCUSSION

Performance of ISU in the CPA Board Exam (October 2007 – July 2014)

It is always the objective of schools to achieve a higher percentage than the national passing percentage in professional board examinations. Some even covet the title of top performing school in the region or the country or for their graduates to land in the top ten of each board examination. It is thus imperative for schools to regularly monitor their performance and implement strategies to improve it.

The first batch of BS Accountancy graduates after re-offering the program in SY 2003 -2004 took the CPA Board Examination in October 2007. Their passing percentage (Table 1) was 54.55%, which was higher by 60.30% than the national passing percentage (34.03%). This performance was replicated in 2009. For the May 2009 examination, 100% of ISU examinees passed the board exam, which was 246.26% higher than the national passing percentage. In the October 2009 examination, although a lesser margin (2.83%), ISU still got a higher passing percentage. For the succeeding 7 examinations from 2011 onwards, the average ISU passing percentage (84.65%) was higher than the national passing percentage

(Figure 1). The percentage difference was arrived at by dividing the difference between the ISU and national passing percentages by national passing percentage.

The national passing percentage has been an accepted yardstick to gauge the quality of graduates and as an indicator of quality of instruction. From the lackluster and inconsistent performance of ISU in the CPA Board Examinations before 2011, various strategies that cover admission, retention, curriculum, teaching methodologies, faculty selection and loading as well as student support services were crafted to enhance the quality of program delivery. Continuous improvement was desired and a better understanding of the problems and needs of the graduates was one of the initial steps taken.

Profile of respondents

Socio-economic profile. Table 2 presents the socio-economic profile of the respondents. There were 73 respondents, of which 41 or 56.16% were male and 32 or 42.84% were female. All were single with a mean age of 20.67 years when the exam was taken. Average family size was 5 members. Majority of the respondents' parents were high school graduates with less than P15,000 family income per month.

Review and Examination Profile.

The respondents attended formal review classes

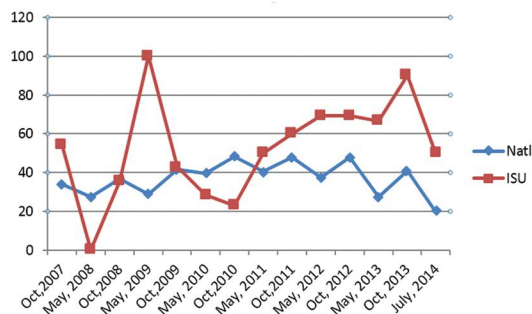


Figure 1. Performance of ISU in the CPA Board Examination

Table 1. Comparison of ISU Passing Percentages with the National Passing Percentages

Period	ISU	National	% Over/(Under)
October, 2007	54.55	34.03	60.30
May, 2008	0.00	27.26	-100.00
October, 2008	35.29	36.65	-3.71
May, 2009	100.00	28.88	246.26
October, 2009	42.86	41.68	2.83
May, 2010	28.57	39.52	-27.71
October, 2010	23.08	48.36	-52.27
May, 2011	50.00	40.51	23.43
October, 2011	60.00	47.70	25.79
May, 2012	69.23	37.50	84.61
October, 2012	69.23	47.78	44.89
May, 2013	66.67	27.41	143.23
October, 2013	90	40.84	120.37
July, 2014	50	19.98	150.25

in preparation for the board examination (Table 3) with a mean of 4.48 months of formal review. Fifty-nine (80.82%) respondents passed the CPA Board Examination with 57 or 78.08% having took the exam once. Forty-four respondents (60.27%) were able to pass the examination on their first attempt while fifteen (20.55%) passed the exam on their second attempt. Nine respondents who took the exam received conditional ratings for the subjects they passed and removed the subjects they failed. Of these, seven passed the examination and two failed. The top three subjects in which they took the removal examinations were Business Law and Taxation, Auditing Theory and Practical Accounting II.

Relationship between performance in the board examinations and some variables

Selected socio-economic factors. The study supports the hypothesis that student's performance depends on different socio-economic, psychological, and environmental factors. Findings of research studies revealed that student's performance is affected by

Table 2. Socio-economic profile of the Respondents

Item	Particulars
1. Gender	Male 41 56.16% Female 32 42.84%
2. Marital Status	All were single
3. Age when the exam was taken	Mean 20.67 years
4. Size of family	Average of 5 members
5. Educational Attainment of Parents	Majority were High School Graduates
6. Monthly family Income	Majority were below P15,000

different factors such as learning abilities, because new paradigms about learning assume that students can and should learn at higher levels. Other factors like race and gender can also affect student's performance (Hansen, 2000).

In the case of ISU graduates, performance in the CPA Board exam is

Table 3. Review and Examination profile of the Respondents

Item	Particulars
1. Length of Formal Review	Mean 4.48 months
2. Number of times exam was taken	57 or 78.08% took the exam once 15 or 20.55% took the exam twice 1 or 1.37% took the exam more than twice
3. Results of the Exam	44 or 60.27% passed with one take 15 or 20.55% passed with more than one take 14 or 19.18% failed
4. Subjects removed	Business Law and Taxation (5) Auditing Theory (4) Practical Accounting II (4) Management Advisory Services (2) Theory of Accounts (1)

associated with gender of the respondents and education of parents (Table 4). Age of respondent, size of family, and family income had no relationship with passing the examinations. This agrees with the findings of Koh and Koh (1999), Gracia and Jenkins (2003) and Vickers *et al.* (2003) that gender is an important factor affecting students' performance, i.e. females perform better than males, strengthening theories about the role of gender in academic performance. However, most of the CPA passers in ISU are male. It may be due to their more earnest desire to increase their chances of getting better jobs and provide for the family.

According to the National Institutes of Health, the education level of a parent is a significant predictor of a child's educational achievements and behavioral outcomes. It is said that parents who are educated, raise children to have healthy self-perceptions when it comes to their academic abilities, engage them in intellectual activities that help them develop a healthy attitude about learning and generally have children with fewer behavioral problems that may hinder their learning experiences (Seifert, n.d.). Furthermore, parents' years of schooling was also found to be an important socioeconomic factor to take into consideration in both policy and

research when looking at school-age children (Davis-Kean, 2005). An article published in The London Review of Education also stated that well-educated parents speak to and read to their children more than their less-educated peers. Better-educated parents are familiar with how schools work and are likely comfortable with school structure (Eccles and Davis-Kean, 2005). Children are aware of their parents' comfort levels with education and it is reflected in their grades (Seifert, n.d.).

Grades in some general education and business core subjects. Several researches have established that performance in the board exam is associated with performance in school. In the study of Momany (2013) of CPAs in Jordan, a positive statistically significant relationship was found between university performance and performance in the JCPA exam. His study revealed that candidates with higher university performance are expected to perform one and a half time better in the board exam than those who had lower university performance. This could compel all those who are planning to take the board exams to exert more effort while studying as this could positively affect their performance in the exam.

Titard and Russel (1989) identified four factors affecting CPA examination success—advanced degree, GPA, public

Table 4. Relationship between the Socio-economic Profile of the Respondents and their Performance in the CPA Board Examination.

Socio-Economic Profile	Correlation Value	Significance Level
Gender	-0.241	.033 ^s
Age	0.074	.489 ^{ns}
Size of family	0.195	.053 ^{ns}
Educational Attainment of Father	-.262	.016 ^s
Educational Attainment of Mother	-0.348	.001 ^s
Income	-0.033	.760 ^{ns}

s= significant ns= not significant

accounting experience, and supplemental study.

Although overall academic performance is associated with success in the exams, this study also focused on pinpointing subjects in the curriculum which have a relationship in passing the board examination so faculty members and students could put more focus in teaching or learning these subjects.

Correlation analysis revealed no relationship between the general education subjects, such as English, Math and Social Science, and performance in the CPA Board Exam (Table 5). In the case of business core subjects as listed in the BS Accountancy curriculum, only Accounting 31 Fundamentals of Accounting II was found to be significantly correlated to performance in the CPA Board Exam.

Grades in Accounting and Finance Education subjects. Performance in the CPA board examination was significantly associated with grades in eight Accounting and Finance Education subjects (Table 6): 1) Sales, Agency, Labor and Other Commercial Laws; 2) Financial Accounting and Reporting I; 3) Financial Accounting and Reporting II; 4) Cost Accounting; 5) Advanced Accounting I; 6) Advanced Accounting III; and 7) Management Accounting I. Most of the accounting subjects are introductory parts of the major subjects and understanding the succeeding parts of the subjects are influenced by how well grounded

they are in the introductory parts. Sales, Agency, Labor and Other Commercial Laws applies the laws on business to commercial transactions and agreements thus summing up the discussion of the different business law subjects.

Projected Performance in the CPA Board Examination

A predicting equation using linear regression for each of the major subjects found to be associated with the performance in the CPA examination is presented in Table 7a and 7b. In the case of Sales, Agency, Labor and Other Commercial Laws and Fundamental of Accounting II, a grade of 1.25 and above will probably yield a passing performance in one take; a lower grade will entail two attempts to pass the exams. A grade of 1.0 in Financial Accounting I will lead to passing in one take, 1.25 -2.5 will lead to passing in two takes and below 2.5 increases chances of failing. For Financial Accounting II and Cost Accounting, a grade of 2.0 or higher will increase chances of passing in one take. A grade of 2.25-2.75 may require two takes and a 3.0 may result to failure. For Advanced Accounting I a grade of 1.75 or better increases chances of passing in one take. Lower than that may require two takes. For Advanced Accounting III a grade of 1.5 or better grade may result to passing with one take. A grade of 2.0 or better is desired in Management Accounting I to increase chances

Table 5. Relationship between the Grades of the Respondents in some General Education and Business Core subjects and their Performance in the CPA Board Examination.

Subject		Correlation Value	Significance Level
Code	Title		
General Education			
ENG 11	Study and Thinking Skills	.077	.520 ^{ns}
ENG 12	Writing in the Discipline	-.140	.242 ^{ns}
ENG 13	Speech and Oral Communication	.057	.633 ^{ns}
MATH 11	College Algebra	.030	.802 ^{ns}
MATH 20	Math of Investment	.030	.799 ^{ns}
SS15	Intro to Economics, LRT, Cooperative and Current Issues	.021	.858 ^{ns}
Business Core			
ENG 14	Technical Writing	-.065	.589 ^{ns}
BL 31	Law on Obligations and Contracts	-.037	.759 ^{ns}
TAX 31	Income Taxation	-.083	.487 ^{ns}
ACCTG 30	Fundamentals of Accounting I	-.086	.479 ^{ns}
ACCTG 31	Fundamentals of Accounting II	-.444	.000 ^s

s= significant

ns= not significant

of passing the CPA Board Examination in one take.

Board Examination Subjects that are curbing the performance of the BS Accountancy graduates;

One of the examination factors affecting passing the CPA exam is the level of technical difficulty of the exam (Cardona et al, 2015). Examinees should be able to learn more about the examination and prepare more for the subjects with a higher level of difficulty.

The CPA Board Examination is composed of 7 subjects. Examinees were asked to rank the Board Examination subjects based on the order of difficulty. While students' ranking may be affected by their level of competency in the subjects while they were in school and their preparation in the review, they were asked to objectively rate the examination subjects. The ranking of examination subjects according to difficulty were: 1) Auditing Theory; 2) Business Law and Taxation; 3) Practical Accounting II; 4)

Management Advisory Services; 5) Practical Accounting I; 6) Applied Auditing; and 7) Theory of Accounts (Table 8). Knowing in advance the more difficult subjects in the board examination will help Accountancy students and graduates prepare more in these subjects.

ISU BS Accountancy Graduates encountered difficulty in Auditing Theory due to lack of exposure in the actual conduct of audit. Since there are few auditing firms in Isabela, immersion activities for the graduates were in the form of on-the-job trainings in banks and government offices where the students were not much exposed to the actual conduct of audits. Business Law and Taxation is a common choice because of the numerous updates that have to be learned by the students. Taxation is a very dynamic subject and applications of law in the field of accounting have a wide coverage. Practical Accounting II has a wide array of topics which require various learning strategies and methods to fully comprehend.

Table 6. Relationship between the Grades of the Respondents in Accounting and Finance Education subjects and their Performance in the CPA Board Examination.

Subject		Correlation Value	Significance Level
Code	Title		
MATH 30	Calculus	-.203	.085 ^{ns}
MATH 31	Quantitative Techniques in Business	-.225	.056 ^{ns}
ECON 30	Microeconomics	.036	.765 ^{ns}
ECON 31	Macroeconomics	-.217	.065 ^{ns}
BL 32	Law on Partnerships and Corporations	-.013	.910 ^{ns}
BL 33	Law on Negotiable Instruments	-.190	.107 ^{ns}
BL 34	Sales, Agency, Labor and Other Commercial Laws	-.260	.026 ^s
TAX 32	Transfer and Business Taxes	.078	.510 ^{ns}
ACCTG 50	Financial Accounting and Reporting I	-.358	.002 ^s
ACCTG 51	Financial Accounting and Reporting II	-.519	.000 ^s
ACCTG 52	Financial Accounting and Reporting III	-.204	.084 ^{ns}
ACCTG 53	Cost Accounting	-.469	.000 ^s
ACCTG 54	Advanced Accounting I	-.258	.028 ^s
ACCTG 55	Advanced Accounting II	-.183	.121 ^{ns}
ACCTG 56	Advanced Accounting III	-.260	.026 ^s
ACCTG 57	Management Accounting I	-.289	.013 ^s
ACCTG 58	Management Accounting II	-.073	.540 ^{ns}
ACCTG 59	System Analysis and Design	.059	.702 ^{ns}
ACCTG 60	Auditing Theory	.000	.998 ^{ns}
ACCTG 61	Applied Auditing	-.068	.591 ^{ns}
ACCTG 63	International Accounting	-.060	.735 ^{ns}
ACCTG 64	Auditing Accounting	-.048	.688 ^{ns}
ACCTG 65	Consultancy	-.154	.193 ^{ns}
ACCTG 66	Contemporary	-.289	.098 ^{ns}
ACCTG 100	Internship	.157	.340 ^{ns}
ACCTG 61a	Integrated Accounting I	-.301	.062 ^{ns}
ACCTG 61b	Integrated Accounting II	-.238	.144 ^{ns}
ACCTG 61c	Synthesis	-.025	.881 ^{ns}

s= significant

ns= not significant

Problems met while preparing and taking the Examination

There were several problems encountered by the ISU Accountancy graduates while preparing for and taking the Board Examination (Table 9) foremost of which is insufficient fund. Students of a lower socioeconomic status often face additional

challenges including dearth of learning resources, difficult learning conditions and poor motivation that negatively affect their academic performance (Hart, n.d.). After spending for school fees, which was most heavy during the school year immediately before graduation, graduates will need more funds to attend the 6-month review classes

Table 7a. Projected Performance in CPA Board Examination (3-Pass in one take,2-Pass in two takes, 1-Fail)

GPA	Sales, Agency, Labor and Other Commercial Laws		Financial Accounting I		Financial Accounting II		Cost Accounting	
	Y=3.376-0.620X	Exam Result	Y=3.862-0.746X	Exam Result	Y=4.699-1.133X	Exam Result	Y=4.386-0.969X	Exam Result
1.00	3	Pass*	3	Pass*	3	Pass*	3	Pass*
1.25	3	Pass*	2	Pass**	3	Pass*	3	Pass*
1.50	2	Pass**	2	Pass**	3	Pass*	3	Pass*
1.75	2	Pass**	2	Pass**	3	Pass*	3	Pass*
2.00	2	Pass**	2	Pass**	2	Pass**	2	Pass**
2.25	2	Pass**	2	Pass**	2	Pass**	2	Pass**
2.50	2	Pass**	2	Pass**	2	Pass**	2	Pass**
2.75	2	Pass**	1	Fail	2	Pass**	2	Pass**
3.00	2	Pass**	1	Fail	1	Fail	1	Fail

*one take **two takes

Table 7b. Projected Performance in CPA Board Examination (3-Pass in one take,2-Pass in two takes, 1-Fail)

GPA	Advanced Accounting I		Advanced Accounting III		Management Accounting I	
	Y=3.361-0.441	Exam Result	Y=3.235-0.460	Exam Result	Y=2.551-0.432(X7)	Exam Result
1.00	3	Pass*	3	Pass*	3	Pass*
1.25	3	Pass*	3	Pass*	3	Pass*
1.50	3	Pass*	3	Pass*	3	Pass*
1.75	3	Pass*	2	Pass**	3	Pass*
2.00	2	Pass**	2	Pass**	3	Pass*
2.25	2	Pass**	2	Pass**	2	Pass**
2.50	2	Pass**	2	Pass**	2	Pass**
2.75	2	Pass**	2	Pass**	2	Pass**
3.00	2	Pass**	2	Pass**	2	Pass**

*one take **two takes

in Manila. Expenses for board and lodging, review and application for examination cost around P 50,000. Thus, this becomes a major concern for those preparing for the board examination.

Lack of self-confidence was also a major concern. Because of the low passing percentage, majority of the examinees doubt

that their academic preparation can assure them of passing the exam.

Included also among the top 3 problems met was the lack of topics that were supposed to be discussed in the classroom. This is a common observation of all examinees since there are numerous topics in the CPA Board examination syllabi that could not be

Table 8. Ranking of Board Examination Subjects according to Difficulty

Problem	Mean	Rank
Auditing Theory	2.72	1
Business Law and Taxation	3.01	2
Practical Accounting II	3.67	3
Management Advisory Services	3.90	4
Practical Accounting I	4.23	5
Auditing Problem	4.68	6
Theory of Accounts	5.61	7

tackled given the limited hours of instruction in the classroom. Also since the profession is very dynamic, there are numerous updates and new topics being included in the exam.

Because of their need for funds, some need to work first or take their review classes while working. Thus, the respondents included “limited time to review because of work” in the set of problems met. Other problems on the list were nervous attacks during the exam, noisy/unruly board mates, and poor housing conditions, difficulty in understanding review lessons, personal/relationship problems and poor health condition.

CONCLUSIONS

1. Performance of ISU in the CPA Board Examination was better than the National passing percentage in the following examinations: 2001, 2009 and 2011 onwards.
2. Most of the ISU graduates (80.82%) passed the CPA Board Examination. Majority of those who passed the examination (60.27%) were able to do it with one take. A greater percentage (85.71%) of those who took the removals passed the examination. The top three subjects removed were Business Law and Taxation, Auditing Theory and Practical Accounting II.

Table 9. Ranking of Problems Met while preparing and taking the Examination

Problem	Mean	Rank
Insufficient funds	42	1
Lack of self-confidence	25	2
Too many topics not discussed in the classroom	20	3
Experienced nervous attacks during the examination	18	4
Limited time to review because of work	15	5
Noisy/unruly board mates	14	6
Poor housing conditions	12	7
Difficulty in understanding review lessons	10	8.5
Personal/relationship problems	10	8.5
Poor health condition	8	10

3. Performance in the CPA Licensure exam is associated with gender and educational attainment of parents. There is no relationship between performance in the CPA Board Examination and grades in the general education and business core subjects except in Accounting 31 Fundamentals of Accounting II. Performance in the CPA licensure examination was also found to be associated with the grades in seven (7) Accounting and Finance Education subjects. These were: a) Sales, Agency, Labor and Other Commercial Laws; b) Financial Accounting and Reporting I; c) Financial Accounting and Reporting II; d) Cost Accounting; e) Advanced Accounting II; and f) Management Accounting I.
4. A passing performance in the CPA licensure exam with one take may be attained if the grades of the BS Accountancy students in the following subjects are: a) 1.0 in Financial Accounting and Reporting I; b) 1.25 and better in Sales, Agency, Labor and Other Commercial Laws c) 1.5 and better in Advanced Accounting III; d)

- 1.75 and better in Financial Accounting and Reporting II, Cost Accounting and Advanced Accounting I; and e) 2.0 or better in Management Accounting I.
5. The most difficult subjects according to rank were 1) Auditing Theory 2) Business Law and Taxation and 3) Practical Accounting II.
 6. Graduates of BSA encountered several problems while preparing and taking the board examination. The top 3 with the first mentioned as rank 1 were: a) insufficient funds; b) lack of self-confidence; and c) too many topics not discussed in the classroom.

RECOMMENDATIONS

ISU produces BS Accountancy graduates who have the necessary competencies and skills to perform well in the CPA Board Examination. ISU is one of the top performing schools in the region.

For accounting specialists, performance while attending school is associated with performance in the board examination. Preparation for the CPA board examination starts with an in depth understanding and learning of the major subjects in Accounting and continues with overcoming the challenges during the review and on the day of the examination

The University/College administrators should continuously strengthen the BS Accountancy program to improve quality of instruction. Faculty handling subjects found to be associated with the performance in the CPA board examination as well as those frequently removed by the examinees, should ensure that students master the required competencies in the subjects. Thus, support groups to help examinees psychologically prepare for the licensure examination can be organized. Graduates must prepare early for the review and the examination especially in the areas

of mental, psychological and financial. The severity of these problems may affect the performance of the graduates in board examinations so measures should be taken to minimize the impact of these problems.

The University should regularly monitor performance in the CPA board examination and conduct studies that will result to the improvement of the delivery instruction.

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