

CPA MOCK BOARD EXAMINATION: ITS IMPLICATION TO LECPA PERFORMANCE OF BATCH 2022 BS ACCOUNTANCY GRADUATES

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Abstract— Mock board experience is integral to accountancy students' evaluation and readiness for Licensure Examination for Certified Public Accountants (LECPA). LECPA is held twice a year, in May and October. The subject areas are the following: (a) Financial Accounting and Reporting, (b) Advanced Financial Accounting and Reporting, (c) Management Advisory Services, (d) Auditing, (e) Taxation, and (f) Regulatory Framework for Business Transactions. The research aims to determine the relationship between the Certified Public Accountant (CPA) Mock Board Examination and LECPA among University of Saint Louis accountancy graduates for the year 2022. The researchers utilized documentation to gather data. A request letter was issued to the Professional Regulation Commission (PRC) to collect the results of the 2022 LECPA, and Mock board examination from the University of Saint Louis for the research study. The data on CPA mock exams and LECPA scores were analyzed using frequency, and the correlation between CPA mock tests and LECPA scores was examined using Pearson-R. The study found a correlational relationship between the CPA Mock Board Examination and the LECPA, and vice versa.

Keywords— *Correlation, Mock Board, Certified Public Accountant*

I. INTRODUCTION

Every accounting student wants to become a Certified Public Accountant (CPA). But to attain this title, complete preparation and persistence are needed to pass the difficult board examination, the Licensure Examination for Certified Public Accountants (LECPA). Passing the board examination is a common measure of the quality of learning (Lianza, 2016). The attainment of the license is not easy; thus, the degree holders who aim to be licensed attend review schools after graduation to prepare themselves for the board examination. Even though examinees come prepared, many fail in the examination. Such difficulty is attributable to the Accountancy program being an altogether challenging course, encompassing a vast array of topics (Lianza, 2016).

LECPA is held twice a year in May and October. The subject areas are the following: (a) Financial Accounting and Reporting, (b) Advanced Financial Accounting and Reporting, (c) Management Advisory Services, (d) Auditing, (e) Taxation, and (f) Regulatory Framework for Business Transactions. LECPA passers are afforded the rights to the Accounting Profession in the country. In each of the examinations, the top ten passers are recognized. Passing the LECPA is one, but topping it is another (Pattaguan, 2018).

One factor that influences passing rates is preparatory study practices. This study analyzes candidates' degree of use and the effectiveness of online review for BSA graduates Batch 2022 of the University of Saint Louis-Tuguegarao. They opt to review

online because online learning has been shown to increase the retention of information and take less time. Online learning is a web-based software for distributing, tracking, and managing courses over the internet. It involves the implementation of advancements in technology to direct, design, and deliver the learning content and to facilitate two-way communication between students and instructors (Mukthar, 2020).

The development and use of online courses for instruction have grown incredibly in recent years, enabling students to learn from home or business locations far removed from a brick-and-mortar campus. Online learning provides the opportunity for asynchronous time frames in a low-distraction, 24-hour-a-day, and 7-day-a-week environment, which many students embrace due to its convenience. It was noted that many public colleges and universities soon may need to offer a significant number of online programs to improve their chances of survival as academic institutions. The proliferation of distance learning is forcing academic institutions to assess how they can meet learning objectives in an online format and maintain a level of quality comparable to courses taught in the traditional in-class, face-to-face format (Bunker & Harris, 2014).

Although there are numerous methodologies and best practices for creating online degree programs, assessing the effectiveness of online education is a challenging proposition that accounting program administrators and faculty must develop. The research noted that passing all or part of the CPA examination was the best way for students to differentiate themselves from their peers. Consequently, the CPA examination is a strong assessment measure for the quality of online accounting degree programs. Perez (2015) argues that the lack of preparation for the CPA examination seems to be the main influence on the candidate's performance. However, the findings are in line with the result reached by Sugahara and Boland (2014), who stated that reviewing and preparing classes play a significant role for students to pass the exam.

In this study, the Mock Examination Performance focused on an online setting to prepare undergraduates for the review, in which the Real Excellence Review (REO) was outsourced as the undergraduate LECPA review service provider. One review center in the Philippines that offers online LECPA reviews is the REO CPA Review which provides full-blast, self-paced and live scheduled reviews to candidates for LECPA through a hybrid mobile and web-based platform. So, the candidates can now review anywhere and anytime with utmost effectiveness, efficiency, and convenience. For all these reasons, Mock Board experience is integral to accountancy students' evaluation and readiness for LECPA. This study aimed to ascertain the correlation between the CPA mock board examination

performance and the LECPA performance of BS Accountancy graduates of Batch 2022.

II. METHODS

The study utilized a quantitative research design employing a correlational research method. The subjects of the study are the results of LECPA performance and Mock Board performance of the BS Accountancy Graduates Batch 2022 in the University of Saint Louis (USL). Total enumeration sampling was used in selecting the participants of the study. Also, the study used documentation as its data-gathering instrument. Data on the USLT Mock Board Examination (Second Semester 2021-2022) and PRC LECPA Results (October 2022) were requested. The researchers asked permission from the Vice-President for Academics through the Academic Dean of the School of Accountancy, Business, and Hospitality to conduct the study. After the permission was granted, the researchers requested the results of the CPA mock board examination of Batch 2022 from the Accountancy Program Chair of USL. The researchers also requested the results of the CPA Licensure Examination from the Professional Regulation Commission. The Professional Regulation Commission required the researchers to submit a letter of request from the school, the University of Saint Louis, and a valid ID of one of the researchers for the request to be approved. The researchers asked the Accountancy Program Chair for a request letter addressed to the PRC. After the request letter was issued, the researchers submitted it to the Professional Regulation Commission. Lastly, when the researchers gathered the data, they immediately prepared the result and discussion. The data gathered were analyzed using descriptive and inferential statistics. The frequency and percentage determined the respondents' performance in the CPA Mock Board Examination and the LECPA. Whereas, Pearson-R was used in determining the significant relationship between the performance in the CPA mock board examination and LECPA.

III. RESULTS

TABLE I. PERFORMANCE OF THE RESPONDENTS IN THE CPA MOCK BOARD EXAMINATION

Subject	Grade Range	Frequency	Percentage
Advanced Financial Accounting and Reporting (AFAR) (Total Score: 70)	66-70	0	0.00
	61-65	0	0.00
	56-60	0	0.00
	51-55	1	1.25
	46-50	3	3.75
	41-45	12	15.00
	35-40	26	32.50
	Below 35	38	47.50
Financial Accounting and Reporting and Auditing (Total Score: 145)	133-145	0	0.00
	124-133	0	0.00
	114-123	0	0.00
	104-113	7	8.75
	94-103	6	7.50
	84-93	16	20.00
	74-83	18	22.00
	Below 73	33	41.25
	66-70	0	0.00

Management Advisory Services (MAS) (Total Score: 70)	61-65	0	0.00
	56-60	12	15.00
	51-55	14	17.50
	46-50	12	15.00
	41-45	22	27.50
	35-40	18	22.50
	Below 35	2	2.50
Regulatory Framework for Business Transactions (Total Score: 100)	91-100	0	0.00
	81-90	0	0.00
	71-80	8	10.00
	61-70	14	17.50
	50-60	25	31.25
	Below 50	33	41.25
Taxation (Total Score: 70)	66-70	0	0
	61-65	0	0
	56-60	1	1.25
	51-55	3	3.75
	46-50	10	12.50
	41-45	18	22.50
	35-40	23	28.75
	Below 35	25	31.25

Table 1 presents the respondents' performance in the CPA Mock Board Examinations per subject. The University of Saint Louis is a zero-based basis in the mock board where at least 60% of the total score must be acquired to pass the subjects. Students who garnered a score of at least 60% and above passed the subject areas, while those who garnered below 60% failed in the subject areas. Based on the table, out of 80 graduates, the percentage of students who passed the subject AFAR is only 20%, while 80% failed the subject. For Financial Accounting and Reporting and Auditing, 36.25% passed while 63.75% failed the subject. 60% of students passed Management Advisory Services (MAS), while 40% failed the subject. In the Regulatory Framework of Business Transactions, 27.50% passed, while 72.80% of the examinees failed. In Taxation, only 40% passed the subject, while 60% of the students failed.

TABLE II. PERFORMANCE OF THE RESPONDENTS IN LICENSURE EXAMINATION FOR CERTIFIED PUBLIC ACCOUNTANTS (LECPA)

Subject	Grade Range	Frequency	Percentage
Advanced Financial Accounting and Reporting (AFAR)	95-99	0	0.00
	90-94	0	0.00
	85-89	4	5.00
	80-84	13	16.25
	75-79	11	13.75
	70-74	3	3.75
	65-69	13	16.25
	60-64	7	8.75
	55-59	13	16.25
	Below 55	16	20.00
Financial Accounting and Reporting and Auditing	95-99	0	0.00
	90-94	0	0.00
	85-89	1	1.25
	80-84	8	10.00
	75-79	12	15.00
	70-74	11	13.75
	65-69	18	22.50
	60-64	10	12.50
	55-59	7	8.75
	Below 55	13	16.25
Management Advisory Services (MAS)	95-99	0	0.00
	90-94	0	0.00

IV. DISCUSSION

Performance of the Respondents in the CPA Mock Board Examination

The performance of the graduates in the Mock Board showed that out of 80 graduates, 16 passed the Advanced Financial Accounting and Reporting (AFAR), 29 in Financial Accounting and Reporting (FAR) and Auditing, and 60 in Management Advisory Services (MAS). In the Regulatory Framework for Business Transactions (RFBT), 22 examinees passed the CPA mock board examination, while 32 passed the subject Taxation. The remaining number of examinees in the CPA mock board examination who obtained a score of 75 and below is considered to have failed the subject areas.

The results show that passing a mock board examination can ensure passing the Licensure Examination for Certified Public Accountants (LECPA). The studies of Maderazo (2016) and Perez (2015) showed findings on mock board examination performance in LECPA. The findings suggest the value of the mock board examination in preparing students for the licensure examination and can help assess students' skills. Mederazo (2016) identified that the mock board examination results influence the licensure examination results. It is necessary for graduating students since it introduces them to how the actual examination works. However, Perez (2016) agrees that lack of preparation for the CPA examinations is the primary influence on the candidates' performance, and that mock examinations could be an excellent diagnostic tool to see the strengths and weaknesses of the graduates before taking the exam. In some instances, the student directly contributes to their success on the licensing examination by preparing for the examination with the help of the review centers.

Performance of The Respondents in the Licensure Examination for Certified Public Accountants

The performance of the graduates in the Licensure Examination for Certified Public Accountants (LECPA) showed that 28 out of 80 examinees passed the Advanced Financial Accounting and Reporting (AFAR), 21 in Financial Accounting and Reporting (FAR) and Auditing, and 25 in Management Advisory Services (MAS). In the Regulatory Framework for Business Transactions (RFBT), 31 examinees passed the Licensure Examination for Certified Public Accountants, while 27 passed the subject Taxation. The remaining number of examinees in the CPA Licensure Examination who obtained 75 and below average are considered to have failed the subject areas. The findings showed that Financial Accounting and Reporting (FAR) and Auditing are the most difficult subjects, followed by Management Advisory Services (MAS) and Taxation. This validates the study of Salcedo (2021), wherein their findings found that taxation and auditing appeared to be the most difficult among the seven subjects. Regulatory Framework for Business Transactions (RFBT) followed by Advanced Financial Accounting and Reporting (AFAR) are the least difficult subjects in the board examination. The study of

	85-89	2	2.50
	80-84	7	8.75
	75-79	16	20.00
	70-74	4	5.00
	65-69	9	11.25
	60-64	13	16.25
	55-59	10	12.50
	Below 55	19	23.75
Regulatory Framework for Business Transactions	95-99	0	0.00
	90-94	0	0.00
	85-89	0	0.00
	80-84	3	3.75
	75-79	28	35.00
	70-74	12	15.00
	65-69	19	23.75
	60-64	12	15.00
	55-59	4	5.00
Below 55	2	2.50	
Taxation	95-99	0	0.00
	90-94	0	0.00
	85-89	0	0.00
	80-84	7	8.75
	75-79	20	25.00
	70-74	15	18.75
	65-69	9	11.25
	60-64	16	20.00
	55-59	7	8.75
Below 55	6	7.50	

Table 2 presents the CPA Licensure Examination performance per subject of the USL for Accountancy graduates of Batch 2022. Examinees who scored 75 and above passed the subject areas, while those who got 74 and below failed the subject areas. Based on the table, out of 80 graduates, the percentage of students who passed the subject AFAR is 35%, while 65% failed the subject. For Financial Accounting and Reporting and Auditing, 26.25% passed while 73.75% failed the subject. 31.25% of examinees passed Management Advisory Services (MAS), while 68.75% failed the subject. In the Regulatory Framework of Business Transactions, 38.75% passed, while 61.25% of the examinees failed. Lastly, 28.75% passed the subject Taxation, while 71.25% failed.

TABLE III. TEST OF SIGNIFICANT RELATIONSHIP BETWEEN THE PERFORMANCE IN THE CPA MOCK BOARD EXAMINATIONS AND LECPA

Performance in the CPA mock board examinations	r-value	p-value	Decision
Licensure Examination for Certified Public Accountants Performance			
Advanced Financial Accounting and Reporting (AFAR)	.480	.000	Reject Ho
Financial Accounting and Reporting and Auditing	.508	.000	Reject Ho
Management Advisory Services (MAS)	.585	.000	Reject Ho
Regulatory Framework for Business Transactions	.547	.000	Reject Ho
Taxation	.570	.000	Reject Ho

The result shows that the correlation coefficients of the AFAR, FAR and Auditing, MAS, RFBT, and Taxation are .480, .508, .585, .547, and .570, respectively, indicating that there is a moderately positive correlation between CPA mock board and LECPA board examination.

Llarena III (2019) also revealed that the participant who had the highest average score was on MAS with a mean of 80.86.

Significant Relationship between the Performance in the CPA Mock Board Examination and LECPA

The accountancy board examination is prominent for being one of the toughest examinations that a student may ever take (Pattaguan, 2018). However, thorough study and perseverance are required to pass the challenging test to earn the title "CPA." Since getting a license is complex, degree holders who want to get one enroll in review courses after graduation to prepare for the board examination. The University of Saint Louis added the Mock Board Examination to its academic curriculum, which serves as an exit examination and prepares their students for their board examination after graduation.

Mock examinations have been used widely to predict final examinations and even admit students to tertiary colleges, which spells the urgent need to determine their reliability and, hence, the justification for such applications (Andala, 2014).

A moderately positive correlation indicates that the independent variable, which is the mock examination, has a moderate relationship with the dependent variable, which is the LECPA. As a result, mock board examinations can be a reliable predictor of the performance of the graduates in the LECPA. Manalo & Obligar's (2013) findings showed that it is important to consider the impact of mock board examinations on actual licensure examinations. The study said that taking a mock board examination helps students gain confidence and gives them experience answering the kinds of questions that would be asked in board examinations. The outcomes of the mock board examination may accurately indicate how well takers would do on the licensure exam. His study revealed a high to a very high significant relationship between mock examination and the actual examination. A high to a very high significant relationship means it is probable to have a high score in the actual examination when one obtained a high score in the mock examination and vice versa.

V. CONCLUSION AND RECOMMENDATIONS

This study concludes that the performance of USL accounting graduates on the LECPA and mock board examination across the board courses has significant relationships. These relationships provide basic information regarding mock boards that might encourage students to take mock board examinations more seriously and teachers to assist students in mock board examination preparation effectively. Mock board examinations can be used as an indicator of how well accounting graduates do in the CPA Licensure Examination.

Based on the findings and results, the researchers recommend the following:

1. For curriculum review, the University of Saint Louis may give a separate semester designated for a thorough review.

2. The University should enhance its consultation hours to accommodate students who need clarification and guidance during their review sessions.
4. Conduct a follow-up study, which will include more on the reliability of the mock examination.
5. Future researchers need to investigate the other factors influencing students' performance during mock board and actual examinations.

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