# BACHELOR OF SCIENCE IN ACCOUNTANCY STUDENTS' ACADEMIC PERFORMANCE AND LEVEL OF PREPAREDNESS IN TAKING THE CPALE THROUGH THE ONLINE REVIEW

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## Abstract

The current concern for Bachelor of Science in Accountancy graduates is whether they are prepared to take the Certified Public Accountant Licensure Exam after their undergraduate online review. This study was carried out among Baliuag University BSA graduates of S.Y. 2021–2022 batch, and 51 respondents responded to the questionnaire. This study focuses on the relationship between the graduates' pre-board final grades and how likely they are prepared to take the CPALE with the variables: acquiring knowledge, comprehension skills, concentration and engagement, and use of review materials. Which resulted with the relationship between the Baliuag University BSA Students' academic performance in terms of the pre-board courses and their level of preparedness in taking the CPALE through online review to have a moderate negative correlation. Using the 11-point grading system where a grade of 1.0 is the highest grade, the lower the numerical grade, the higher the academic performance of the students, thus the higher their level of preparedness in taking the CPALE. This resounds with a previous study conducted by Perez (2020) stating that academic achievement was discovered to have a significant relationship with CPA Licensure Examination performance.

***Keywords***: Accountancy, CPALE, level of preparedness, academic performance, pre-board courses, online review

## Introduction

Accountants are one of the most sought-after professions. The Board of Accountancy (BOA) of the Professional Regulatory Commission (PRC) recognizes that there is an increase in the number of Filipinos who pursue accountancy, in line with the increased demand for the profession not only in the Philippines, but also in other countries (Cu, 2016). The Certified Public Accountant licensure examination is one of the most difficult professional licensure examinations (Averkamp, 2021). CPA titles are earned through the effort of each student who is willing to give and sacrifice.

Review centers are now offering online reviews in preparation for taking CPALE. There are several review centers in the Philippines that offer open and distance learning in addition to their brick-and-mortar classes. This has been made possible by technological advancements that have resulted in the distribution of knowledge via internet-enabled services. Furthermore, this gave rise to a concern about how much preparation are the examinees who chose online reviews. Online review outcomes may differ from brick-and-mortar classes or reviews. Students may fear that preparation for the CPA licensure examination through online review would not be enough for them to get the said title. Some concerns and struggles about online review include lack of learning materials, poor concentration, lack of motivation, technical difficulties, poor communication, and others.

Despite recent publications commending online education, academics remain skeptical of its effectiveness. The effectiveness of computer-assisted instruction is being scrutinized at the same time. Cost-benefit analysis, reviewee experience, and performance are now being considered carefully in some review centers when determining whether online education is a viable substitute for classroom teaching (Cruz et al, 2017). This decision-making process is likely to continue in the future as technology advances, students demand better learning experiences, and the effectiveness of its approach in achieving a CPA title. The aim of this study is to assess the effectiveness of online review centers based on the level of preparedness of reviewers who have participated in and experienced the virtual review. It also aims to assess Baliuag University Accountancy students' preparedness in taking the Certified Public Accountant Licensure Examination.

The findings of this study may serve as a significant foundation for the development of online review centers and the enhancement of the learnings of accountancy students towards the same goal, which is the CPA title. This may also serve as a guide for future reference of the same study.

## Review of Related Literature

**Factors affecting the student's academic performance and CPALE passing rate.** Nabi and Abdullah (2020) cited that Tan (2014) examined the association between the attitudes of students toward their performance in the licensure examination of accountancy graduates. He believed that obtaining a CPA license is generally dependent on persistence in working towards that goal, specifically through hard work while in college, equipped with a positive attitude and behavior toward accounting. A positive attitude toward accounting associated with effective study habits may result in improved academic performance and, as a result, a higher chance of passing the Certified Public Accountant Licensure Examination. Another study conducted by Tan (2015) are the factors that affect a candidate's performance on the CPA licensure examination. He discovered a positive relationship between participants' exam performance, instruction, and administrative support. He stated that it is critical to revise the current curriculum to match the Commission on Higher Education's mandated curriculum in order to exclude unnecessary subjects.

The study by Dickins et al. (2021) examined the degree of use and effectiveness of various research methods (e.g., instructor-led study programs, self-study review courses, flashcards, study notes, and practice problems). The CPA exam was updated in 2017 to include task-based simulations that require candidates to demonstrate analytical, critical thinking, and problem-solving abilities. Furthermore, training and learning have evolved from face-to-face, synchronistic, group study to online, asynchronistic, and independent study. These changes suggest that CPA examination candidates' study methods should be re-evaluated. Based on a survey of CPA exam candidates in 2018 and 2019, the authors discovered that practicing problems is the most effective method of study. Using an instructor-led study program does not appear to increase the likelihood of passing, contrary to the findings of some existing studies.

Perez (2020) conducted a study to see if there is a link between academic achievement and CPA Licensure Examination performance of University of the Assumption graduates from 2013 to 2015. As a result, academic achievement was discovered to have a significant positive correlation with CPA Licensure Examination performance.

**Struggles of the students' during online classes.** As online sessions relied heavily on technology, some students lack the financial stability to afford reliable gadgets and a stable internet connection for their uninterruptible learning experiences. According to Madrigal et al., (2021), the unstable internet connection experienced by the accountancy students resulted in missed important calculation processes, examples, and board works during online sessions. This struggle was rooted in temporary lags or buffering which affected the accountancy students' learning as incomplete information during lectures transmitted to them. Additionally, the same study discovered another struggle experienced by the accountancy students which was their engagement during recorded lectures. As the educator was not present during the online session, the students cannot raise their questions and ask for clarifications. This resulted in them having to wait for the next online lecture in which the educator was present in order for their questions to get answered. However, this process would cost them time as the time spent on waiting should have been spent for understanding the lesson deeply.

**Difficulty of subjects in the CPALE.** According to the revision made by the Professional Regulatory Board of Accountancy, the subjects that the CPALE composed of are Financial Accounting and Reporting, Advanced Financial Accounting and Reporting, Management Accounting Services, Auditing, Taxation, and Regulatory Framework for Business Transactions. Bachelor of Science in Accountancy is already a difficult program and each course is harder than the last. An assessment conducted by Olivia et al (2017) showcased the comparisons of the Batangas' CPALE Examinee's Performances for the years 2013-2015, with the Theory of Accounts, Business Law and Taxation, Management Advisory Services, and Auditing Theory that has the highest ratings distributed to their respective five CPA Licensure Examination results. Olivia et al (2017) suggested strategies to the three subjects that Batangas' Educational Institutions should do for improvements in the following subjects, Business Law and Taxation, Practical Accounting 2, and Auditing Problems.

**Study Habits.** Schoenfeld et al., (2017) proposed the Social Cognitive Career Theory (SCCT) model in order to clarify how accounting students' career interests, goals, and intentions correspond to their self-efficacy beliefs and outcome expectations. Academic teachers' main objective is to support students' professional development by giving them the relevant academic knowledge, abilities, experience, and confidence, teachers can ensure the success of their pupils. The result of the study showed that the desire to become

Certified Public Accountant (CPA) was found to be significantly and positively associated with self-efficacy and result expectations which are the independent variables of the study.

**Preparation for the CPALE.** Accountancy graduate respondents believed the following factors had a significant impact on their performance on the CPA licensure examination: interest in the course, time spent studying lessons and preparing assignments, time spent conducting research in the library or online, active participation in review sessions held by the University, active participation in review sessions held by a review school, and the number of hours spent reading books and materials related to the course. In order to track performance, assessments are a crucial tool (Herrero, 2015) as cited by Roxas et al (2018).

According to Gaynor (2017), the involvement of each school and university in the improvement of all students who will take the Certified Public Accountant Licensure Examination is essential. Even the professor is important to their development; their instruction will enable learners to comprehend every accounting lesson. It is also stated in the study that when the teaching is properly discussed, each student's preparedness increases, giving them a better chance of passing the CPA licensure examination.

**GPA or GWA.** As stated by Salcedo, et.al (2021), the takers with the greatest opportunity of passing the board were undergraduates who graduated with Latin honors and had a CGPA of 1.554 or higher. Both the CGPA & Board Exam and Comprehensive Exam & Board Exam have a positive moderate correlation indicating a moderately positive correlation between earning high grades in the undergrad and the comprehensive. Moderate implies that there is still a chance of failure. A student who graduates with honors does not necessarily ensure that they will pass the CPA board tests, even if they successfully complete the comprehensive

exams. Generally, both the CGPA and the comprehensive exams are only moderate predictors of the CPA licensure examination.

A study by Bongalonta et al. (2018) showed that BSA graduates for the academic years 2014 through 2017 performed very well in their academic subjects. However, it was discovered that the respondents performed poorly on the actual CPA Licensure Examination. It was also revealed that the BSA students' academic performance ratings were found to have a significant positive relationship with their CPA Licensure Examination Performance Rating. To address this concern, a comprehensive accounting review and enhancement program was developed and strictly implemented, as well as a review of the College's curriculum and academic policies, as well as the invitation of accounting professors from other State Universities.

**Pre-board.** As stated by Encio (2022), there is no significant relationship between the mock board and the actual licensure examination in terms of statistical analysis. Though, during the interview conducted among the BSA students, it is evident that it plays a significant role since it is regarded as a useful preparation tool for the CPALE. In this study, the 2015–2017 CPA licensure examination results revealed good performance in achieving the national passing rate, consistently. It showed a significantly moderately positive relationship between academic performance and CPALE. On the other hand, the mock board examination is considered good training for taking the actual licensure examination.

## Theoretical Framework

The study's overall goal was to determine the preparedness of Accountancy Students in taking the Certified Public Accountant Licensure Examination (CPALE) after their

online undergraduate review at Baliuag University. As a result, the researchers discovered that the Social Cognitive Theory, Cognitive Load Theory, and Online Learning Theory fit the study.

According to Schunk & Dibenedetto (2019**), Social Cognitive Theory** is the subset of Self-efficacy Theory developed by Albert Bandura in the 1980s. They also emphasized that Bandura's Social Cognitive Theory focuses on the model of triadic reciprocity or reciprocal interactions. This model stated three interacting sets of factors: behavioral; environmental; and personal. To have a better understanding of the theory, important behavioral factors that affect motivational outcomes include activity selection, effort, perseverance, achievement, and environmental control. People often do not respond to external factors; instead, they actively choose to put themselves in an environment that they consider advantageous for learning. Personal influences include processes that support the initiation and maintenance of motivating outcomes. Each category of factors that influences the ways people are behaving has an impact on others and is in turn affected by them. Individuals' thoughts and actions activities can change their environments and environments can change their views, and environments can affect people's thoughts and behaviors (Schunk & Dibenedetto, 2019).

Another theory that this study is connected to is the **Cognitive Load Theory** which includes three types of mental effort that working memory requires: germane, intrinsic, and extraneous (Paas et al., 2020). Germane cognitive load refers to the work necessary to comprehend a task and recall it from long-term memory. The amount of work required to complete the activity itself is referred to as intrinsic cognitive load. And any effort required by how the work is carried out is referred to as extraneous cognitive load.

The **Online Learning Theory,** put forth by Terry Anderson in 2011, is also related to this study. This theory explains how to run a successful program for distance learning. Anderson tries to provide a thorough grasp of how to conduct a novel and unusual style of schooling. He offered four lenses, which were the foundation of his theory towards a successful learning experience. The lenses are knowledge-centered, learner-centered, community-centered, and assessment-centered (Anderson, 2011). Knowledge-Centered learning includes the internet which offers learners limitless chances to gather knowledge from many sources, benefiting from exposure to a variety of formats and contexts. This can be overwhelming; thus, it is the instructor's responsibility to provide a foundation for the student's prior knowledge.

The Learner-centered approach focuses on how well instructors comprehend the background information that students need to have before beginning the actual class. It also covers the misunderstandings that the students ran across as they were learning new material. In the context of online learning, participants can share a sense of belonging, trust, expectation of learning, and commitment to contribute. A Community-centered approach is relevant to how the students can work together to collectively develop new knowledge. Due to the pressure that virtual communities have generated for them, institutions may resist community-centered learning due to possible attention and participation issues, and financial constraints. Assessment-centered provides feedback on the performance of both students and teachers. It is intended that the students evaluate their knowledge. However, maintaining learners' interest and motivation in an online learning environment while producing adequate and high-quality assessments is difficult.

## Conceptual Framework

This study aimed to analyze the preparedness of accountancy students in taking the Certified Public Accountant Licensure Examination (CPALE).

To completely understand the flow of the framework, Figure 1 represents the paradigm and process of the study. The researchers used a hierarchical format showing the independent variables and dependent variables as summarized below. The preparation for the CPALE serves as the independent variable and the factors which include pre-board examination results represent the dependent variable of the study. Specifically, the relationship of these predictor variables to the outcome (preparedness) will be studied to determine how these factors affect the preparedness of Baliuag University students in taking the Certified Public Accountant Examination (CPALE) after online review.
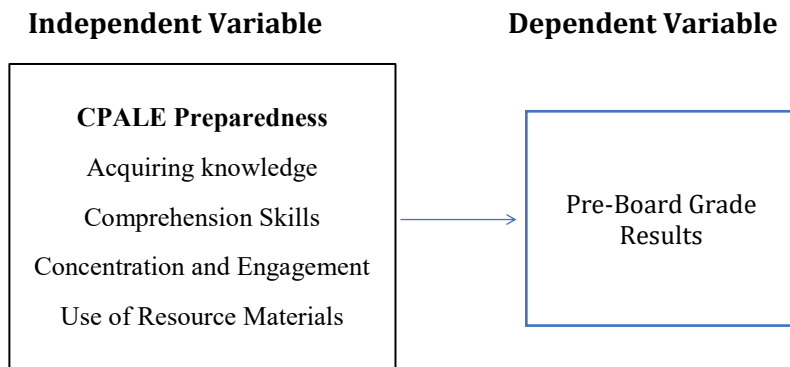
| Independent Variable | Dependent Variable |
|---|---|
| **CPALE Preparedness**<br><br>Acquiring knowledge<br><br>Comprehension Skills<br><br>Concentration and Engagement<br><br>Use of Resource Materials | Pre-Board Grade Results |

*Figure 1.* Conceptual Framework of the Study

## Statement of the Problem

The purpose of this study is to determine and assess the preparedness of Baliuag University Accountancy Students in taking the CPALE after the online review. This study also aims to gain an in-depth understanding of the preparedness of the respondents in taking the CPALE and the difficulties they encountered during the online review.

Specifically, this study endeavored to answer the following questions:

1. What is the demographic level of respondents in terms of:
    1.1 Age
    1.2 Sex, and
    1.3 General Weighted Average?

2. How may the respondents' academic performance be described in terms of their grade in:
    2.1 Taxation,
    2.2 Auditing,
    2.3 Financial Accounting and Reporting,
    2.4 Advanced Financial Accounting & Reporting,
    2.5 Management Advisory Services, and
    2.6 Regulatory Framework for Business Transactions?

3. How do the respondents perceive their level of preparedness in taking the CPALE through online review in terms of:
    3.1 acquiring knowledge,
    3.2 comprehension skills,
    3.3 concentration and engagement, and
    3.4 use of resource materials?

4. Is there a significant relationship between the respondents' academic performance based on their final grades for the pre-board subjects and their level of preparedness in taking the CPALE through online review?

**Statement of Hypothesis**

Ho. There is no significant relationship between the respondents' academic performance based on their final grades for their pre-board subjects and their level of preparedness in taking the CPALE through online review.

## Methods

**Research Locale**

The study was conducted at Baliuag University, having been able to conduct an undergraduate online review with its recent graduates of Bachelor of Science in Accountancy S.Y. 2021-2022. Being the first to be granted full autonomy by the Commission on Higher Education in Central Luzon, the administration has prepared the necessary actions for creating a good foundation for their students. The researchers are intrigued by how well the College of Business Administration and Accountancy's faculty members and administrators have prepared their accountancy graduates for the upcoming CPALE.

**Research Design**

This study used a quantitative research design. According to Bhandari (2020), the process of gathering and analyzing numerical data is known as quantitative research. It can be used to identify patterns and averages, formulate hypotheses, test casual relationships, and generalize results to wider populations. The goal of this type of research is to discover and have an in-depth understanding of how many people, think, act, or feel in a specific way. In order to gather the data needed for this study, the researchers applied the survey method and the data to be collected through online means. The researchers sent a link containing the survey questionnaire to the participants wherein the data gathered were subjected to further analysis.

Additionally, the research design that this study used is a correlational research design. This study aims to have a thorough understanding of the Preparedness of the Baliuag University accountancy graduates of the S.Y 2021-2022 in taking the CPALE after their online review. It was determined to be a correlational research design since Cherry (2022), defined it as a non-experimental study that looks at the relationships between two or more variable and assesses the statistical relationship between them with little to no effort to control these variables.

**Respondents of the Study**

The researchers utilized probability sampling, specifically simple random sampling, in determining the participants of the study through spin the wheel. This sampling method gives every student in the population an equal opportunity of being a respondent. The researchers assigned numbers to every respondent in population from 1 to 75 in the digital spin the wheel. The target respondents must be qualified to take the licensure examination and have experienced online reviews. The researchers used Slovin's Formula to determine the sample size of 51 respondents from 75 Baliuag University Accountancy students S.Y. 2021-2022. As stated by Adhikari(2021), In circumstances where the population is minimal, and the researchers lack sufficient understanding of how the population acts, Slovin's formula may be used to identify the ideal number of participants.

The researchers send a formal letter and email to the CBAA Department to request the list of BSA graduates S.Y. 2021-2022. The respondents will be sending email respectively to answer the questionnaire of the study.

## Research Instrument

As mentioned by Sathiyaseelan (2020), research instruments were the tools used by researchers to collect, measure, and analyze data. The validity and reliability of an instrument determine the research's credibility. According to Guest (2019), the structured survey questionnaire is a question that is based on closed-ended categories that the researcher has chosen. Structured questions are easier to code and analyze for the researcher, and they have the primary advantage of requiring less cognitive load from the respondent, resulting in a higher response rate and more accurate data.

To meet the objectives of the study, the researchers used a structured survey questionnaire which was answerable by yes or no, and a four-point Likert Scale format as an instrument in conducting the study. The variables used in the survey are the results of extensive research that was done. It is assumed that by including these variables in the survey questionnaire, the study's objectives will be met, and the relevant findings and recommendations will be generated.

The researchers utilized the Google Form application for the convenience of the respondents wherein links will be given for them to participate in the survey. A cover letter is created to inform the intended respondents about the nature and purpose of the survey as well as how their responses will be incorporated into the findings. The questionnaire is divided into four parts. The first part outlines the respondents' demographic profile, which includes their age, sex, and general weighted average. The second, third-and fourth-part deal with the variables which determine the preparedness of Baliuag University students in taking the CPALE after the online review.

The survey questionnaire adopted a total of 37 questions, in which the 6 items consist of a 11-point Likert Scale and the remaining 31 is a structured survey questionnaire answerable by yes or no question format to determine whether the respondents are completely prepared, prepared, somewhat prepared, or not prepared with a specific statement.

The range and interpretation of the 11-point grading system for the academic performance were shown in the table below.

| Range | Interpretation |
|---|---|
| 1.00 - 1.24 | Excellent |
| 1.25 - 1.49 | Very Good |
| 1.50 - 1.74 | Very Good |
| 1.75 - 1.99 | Good |
| 2.00 - 2.24 | Good |
| 2.25 - 2.49 | Good |
| 2.50 - 2.74 | Fair |
| 2.75 - 2.99 | Passing |
| 3.00 - 3.99 | Passing |
| 4.00 - 4.99 | Failed |
| 5.00 | Failed |

The range and interpretation of the four-point likert scale for the level of preparedness in taking the CPALE through online review were shown in the table below.

| Range | Interpretation |
|---|---|
| 3.26 – 4.00 | Completely Prepared |
| 2.51 – 3.25 | Prepared |
| 1.76 – 2.50 | Somewhat Prepared |
| 1.00 – 1.75 | Not Prepared |

The range and interpretation of the correlation coefficients were shown in the table below (Jackson, 2009).

| Correlation Coefficient | Strength of Relationship |
| --- | --- |
| ± .70 – 1.00 | Strong |
| ± .30 – .69 | Moderate |
| ± .00 – .29 | None (.00) to weak |

## Data Gathering Procedure

The researchers used the following procedures to gather the necessary information for the study.

**Internet Research.** The researchers used the internet to gather studies and related literature to support the research topic. The information gathered from the internet includes articles, journals, news, current statistics, and books that were published online.

**Online Survey Questionnaire.** The researchers adapted a survey questionnaire from related research which comprise 37 questions wherein it is connected to participants' preparedness in taking CPALE after the online review. The survey is a close-ended type of questionnaire composed of yes or no questions. The questionnaires are presented via Google Form Survey and distributed via Google Mail, Facebook, Messenger, and other social media platforms. The researchers provided an option of remaining anonymous for participants' privacy concerns to effectively answer the survey questionnaire. In addition to the survey, the researchers provided respondents with a consent form containing the data privacy agreement, as required by Republic Act 10173, also known as the Data Privacy Act of 2012. The researchers also ensured that the respondents voluntarily participated in the study and that their data was collected in complete confidentiality. The researchers then gathered their responses at a time determined by the study's research timeline.

## Statistical Treatment of Data

When the data is collected from the specified respondents, the researchers will use Microsoft Excel to tabulate their responses. It will be statistically treated using the following:

**Frequency and Percentage.** The frequency and percentage were used to determine the respondents' demographic profile as to their age, sex, and their final GWA.

**Likert Scale.** The Likert Scale was used to determine the respondent's level of preparedness to take and pass a specific subject in the CPA Licensure Exam.

**Structured Questionnaire Method.** The Structured Questionnaire Method also known as closed questionnaire, were used for determining the responses toward the independent variables.

**Mean**. The mean was used to determine the average value according to the respondent's answer for the study's variables: Pre-board grade results, Acquiring knowledge, Comprehension Skills, Concentration and Engagement, and Use of Resource Materials.

**Standard Deviation.** The standard deviation was used in measuring the distribution of the values that would be gathered from the respondents.

**Pearson Correlation Coefficient.** The Pearson Correlation Coefficient was used to assess the relationship between the dependent and independent variables.

## Results and Discussion

This section summarizes the results, presentation, analysis, and representation of the study "Baliuag University Bachelor of Science in Accountancy Students' Preparedness in Taking the CPALE through the Online Review" based on the data gathered through the survey.

**Table 1.** Demographic profile of the respondents

| No. | Demographic Data | Frequency | Percentage |
|-----|------------------|-----------|------------|
| 1. | Age | | |
| | 22 years old | 31 | 60.8 |
| | 23 years old | 20 | 39.2 |
| 2. | Gender | | |
| | Male | 8 | 15.7 |
| | Female | 43 | 84.3 |
| 3. | General Weighted Average (GWA) | | |
| | 1.00-1.50 | 15 | 29.4 |
| | 1.51-2.00 | 29 | 56.9 |
| | 2.01-2.50 | 7 | 13.7 |

A total of 51 respondents were included to the study. The demographic characteristics of the surveyed population is presented in 4. Among them, 31 or 60.8% were aged 22 years old while 20 or 39.2% were already 23 years old. The majority of the Baliuag University BSA student respondents are females which comprises 84.3% of the sampled population. Only 8 or 15.7% were male. The General Weighted Average (GWA) of the majority or 56.9% of the respondents fall under the range of "1.51-2.00", 15 or 29.4% have a GWA of "1.00-1.50", while there are 7 or 13.7% whose GWA falls under "2.01-2.50".

**Table 2.** Respondents' academic performance in terms of their pre-boards subjects

| | Pre-Board Subjects | Mean | SD | Interpretation |
|-----|--------------------|------|-----|----------------|
| 1. | Taxation | 2.03 | 0.316 | Good |
| 2. | Auditing | 1.86 | 0.344 | Good |
| 3. | Financial Accounting and Reporting | 1.88 | 0.293 | Good |
| 4. | Advanced Financial Accounting & Reporting | 2.01 | 0.335 | Good |
| 5. | Management Advisory Services | 1.74 | 0.333 | Very Good |
| 6. | Regulatory Framework for Business Transactions | 1.68 | 0.309 | Very Good |
| | **Overall** | **1.87** | **0.233** | **Good** |

Table 2 indicates the summary of the Baliuag University BSA students' academic performance in terms of their grades in their pre-boards subjects through descriptive statistics. The overall mean is 1.87 interpreted as "Good" and has a standard deviation of 0.233. Since the Baliuag University uses the 11-point grading system where a grade of 1.0 is the highest grade, this means that the lower the numerical grade, the higher the academic performance of the students.

Among the Pre-Boards subjects, there are 2 subjects that obtained a mean score that can be interpreted as "Very Good." The subject "Regulatory Framework for Business Transactions" obtained a mean score of 1.68 with a standard deviation of 0.309 while "Management Advisory Services" obtained a mean score of 1.74 with a standard deviation of 0.333.

Meanwhile, "Auditing" obtained a mean score of 1.86 with a standard deviation of 0.344; "Financial Accounting and Reporting" obtained a mean score of 1.88 with a standard deviation of 0.293; "Advanced Financial Accounting & Reporting" obtained a mean score of 2.01 with a standard

deviation of 0.335; and "Taxation" obtained a mean score of 2.03 with a standard deviation of 0.316. These subjects obtained a mean score that can be interpreted as "Good."

**Table 3.** Respondents' level of preparedness in taking the CPALE through online review in terms of acquiring knowledge

| | Statements | Mean | SD | Interpretation |
|---|---|---|---|---|
| 1. | I spend a lot of my free time finding out more about the topics discussed in different classes | 2.90 | 0.575 | Prepared |
| 2. | I seek help from my professors and classmates on topics I have little idea about | 2.98 | 0.510 | Prepared |
| 3. | I attend tutorials and engage myself in group studies | 2.73 | 0.666 | Prepared |
| 4. | I spend time reading concepts and answering problems on my own | 3.29 | 0.576 | Completely Prepared |
| 5. | I often connect new information to my prior knowledge | 3.10 | 0.539 | Prepared |
| | **Overall** | **3.00** | **0.367** | **Prepared** |

Table 3 indicates the summary of responses of the Baliuag University BSA students' level of preparedness in taking the CPALE through online review in terms of acquiring knowledge through descriptive statistics. The overall mean is 3.00 interpreted as "Prepared" and has a standard deviation of 0.367.

Among the statements under acquiring knowledge, majority can be interpreted as "Prepared". These statements are "I often connect new information to my prior knowledge" which obtained a mean score of 3.10 with a standard deviation of 0.539; "I seek help from my professors and classmates on topics I have little idea about" which obtained a mean score of 2.98 with a standard deviation of 0.510; "I spend a lot of my free time finding out more about the topics

discussed in different classes" which obtained a mean score of 2.90 with a standard deviation of 0.575; and "I attend tutorials and engage myself in group studies" which obtained a mean score of 2.73 with a standard deviation of 0.667.

Meanwhile, only "I spend time reading concepts and answering problems on my own" which obtained a mean score of 3.29 with a standard deviation of 0.576, can be interpreted as "Completely Prepared".

**Table 4.** Respondents' level of preparedness in taking the CPALE through online review in terms of comprehension skills

| | Statements | Mean | SD | Interpretation |
|---|---|---|---|---|
| 1. | I understand the problem after one reading | 2.33 | 0.516 | Somewhat Prepared |
| 2. | I spend only a minute or less in reading and understanding the question | 2.31 | 0.547 | Somewhat Prepared |
| 3. | I find it easy to comprehend a problem with many accounting jargons | 2.63 | 0.564 | Prepared |
| 4. | At times, I find that studying gives me a feeling of deep personal satisfaction | 3.10 | 0.539 | Prepared |
| 5. | I feel that virtually any topic can be highly interesting once I get into it | 3.16 | 0.543 | Prepared |
| | **Overall** | **2.86** | **0.284** | **Prepared** |

Table 4 indicates the summary of responses of the Baliuag University BSA students' level of preparedness in taking the CPALE through online review in terms of comprehension skills through descriptive statistics. The overall mean is 2.86 interpreted as "Prepared" and has a standard deviation of 0.284.

Among the statements under comprehension skills, majority can be interpreted as "Prepared". These statements are "I feel that virtually any topic can be highly interesting once I get into it" obtained a mean score of 3.16 with a standard deviation of 0.543; "At times, I find that studying

gives me a feeling of deep personal satisfaction" obtained a mean score of 3.10 with a standard deviation of 0.539; and "I find it easy to comprehend a problem with many accounting jargons" obtained a mean score of 2.63 with a standard deviation of 0.564.

Meanwhile, "I understand the problem after one reading" obtained a mean score of 2.33 with a standard deviation of 0.516; and "I spend only a minute or less in reading and understanding the question" obtained a mean score of 2.31 with a standard deviation of 0.547, can be interpreted as "Somewhat Prepared."

**Table 5.** Respondents' level of preparedness in taking the CPALE through online review in terms of concentration and engagement

| | Statements | Mean | SD | Interpretation |
|---|---|---|---|---|
| 1. | I have a timetable that I follow religiously | 2.35 | 0.483 | Somewhat Prepared |
| 2. | I take down notes during lectures | 3.44 | 0.238 | Completely Prepared |
| 3. | I make reviewers | 3.25 | 0.440 | Prepared |
| 4. | I understand the concepts of a topic, and not merely memorizing the procedures | 3.36 | 0.348 | Completely Prepared |
| 5. | I solve a lot of problems/practice questions | 3.03 | 0.504 | Prepared |
| 6. | I study for at least four hours a day outside the class | 3.15 | 0.483 | Prepared |
| 7. | I study in advance (undergraduate review class) | 3.09 | 0.497 | Prepared |
| 8. | I get back and focus on topics I am weak at | 3.40 | 0.300 | Completely Prepared |
| 9. | I attend to my review classes | 3.34 | 0.367 | Completely Prepared |
| 10. | I attend to other review sessions | 2.91 | 0.497 | Prepared |
| | **Overall** | **3.13** | **0.216** | **Prepared** |

Table 5 indicates the summary of responses of the Baliuag University BSA students' level of preparedness in taking the CPALE through online review in terms of concentration and engagement through descriptive statistics. The overall mean is 3.13 interpreted as "Prepared" and has a standard deviation of 0.216.

Among the statements under concentration and engagement, 4 of them can be interpreted as "Completely Prepared". These statements are "Completely Prepared" "I take down notes during lectures" obtained a mean score of 3.44 with a standard deviation of 0.238; "I get back and focus on topics I am weak at" obtained a mean score of 3.40 with a standard deviation of 0.300; "I understand the concepts of a topic, and not merely memorizing the procedures" obtained a mean score of 3.36 with a standard deviation of 0.348; and "I attend to my review classes" obtained a mean score of 3.34 with a standard deviation of 0.367.

Meanwhile, there are 5 statements that can be interpreted as "Prepared" and they are "I make reviewers" which obtained a mean score of 3.25 with a standard deviation of 0.440; "I study for at least four hours a day outside the class" which obtained a mean score of 3.15 with a standard deviation of 0.483; "I study in advance (undergraduate review class)" which obtained a mean score of 3.09 with a standard deviation of 0.497; "I solve a lot of problems/practice questions" which obtained a mean score of 3.03 with a standard deviation of 0.504; and "I attend to other review sessions" which obtained a mean score of 2.91 with a standard deviation of 0.497.

Finally, only the statement "I have a timetable that I follow religiously" that obtained a mean score of 2.35 with a standard deviation of 0.483, can be interpreted as "Somewhat Prepared".

**Table 6.** Respondents' level of preparedness in taking the CPALE through online review in terms of use of review materials

| | Statements | Mean | SD | Interpretation |
|---|---|---|---|---|
| 1. | I take examinations conducted by the review center | 3.19 | 0.469 | Prepared |
| 2. | I use the review materials given by the review center | 3.42 | 0.272 | Completely Prepared |
| 3. | I prepare all the materials (books, papers, etc.) needed ahead of time | 3.34 | 0.367 | Completely Prepared |
| 4. | I study the textual material and try to determine what kinds of questions will be asked on exams | 3.21 | 0.460 | Prepared |
| 5. | I read the book or other textual material with the idea of discovering answers to the questions | 3.32 | 0.385 | Completely Prepared |
| 6. | I scrutinize the theories or problems in the material and how it might be applied or used | 3.34 | 0.367 | Completely Prepared |
| 7. | I review the material and continue to go over my notes until I become more competent in dealing with principles and solving problems | 3.25 | 0.440 | Prepared |
| | **Overall** | **3.30** | **0.234** | **Completely Prepared** |

Table 6 indicates the summary of responses of the Baliuag University BSA students' level of preparedness in taking the CPALE through online review in terms of use of review materials through descriptive statistics. The overall mean is 3.30 interpreted as "Completely Prepared" and has a standard deviation of 0.234.

Among the statements under use of review materials, 4 of them can be interpreted as "Completely Prepared". "I use the review materials given by the review center" obtained a mean score of 3.42 with a standard deviation of 0.272; "I prepare all the materials (books, papers, etc.) needed ahead of time" obtained a mean score of 3.34 with a standard deviation of 0.367; "I scrutinize the theories or problems in

the material and how it might be applied or used" obtained a mean score of 3.34 with a standard deviation of 0.367; and "I read the book or other textual material with the idea of discovering answers to the questions" obtained a mean score of 3.32 with a standard deviation of 0.385.

Meanwhile, statements such as "I review the material and continue to go over my notes until I become more competent in dealing with principles and solving problems" that obtained a mean score of 3.25 with a standard deviation of 0.440; "I study the textual material and try to determine what kinds of questions will be asked on exams" that obtained a mean score of 3.21 with a standard deviation of 0.460; and "I take examinations conducted by the review center" that obtained a mean score of 3.19 with a standard deviation of 0.469, can be interpreted as "Prepared."

**Table 7.** Respondents' overall level of preparedness in taking the CPALE through online review

| | Factors | Mean | SD | Interpretation |
|---|---|---|---|---|
| 1. | Acquiring Knowledge | 3.00 | 0.367 | Prepared |
| 2. | Comprehension Skills | 2.86 | 0.284 | Prepared |
| 3. | Concentration and Engagement | 3.13 | 0.216 | Prepared |
| 4. | Use of Review Materials | 3.30 | 0.234 | Completely Prepared |
| | **Overall** | **3.07** | **0.067** | **Prepared** |

Table 7 indicates the Baliuag University BSA students' level of preparedness in taking the CPALE through online review through descriptive statistics. The overall mean is 3.07 interpreted as "Prepared" and has a standard deviation of 0.067.

Among the four factors, three of them can be interpreted as "Prepared". "Acquiring Knowledge" obtained a mean score of 3.00 with a standard deviation of 0.367; "Comprehension Skills" obtained a mean score of 2.86 with a

standard deviation of 0.284; and "Concentration and Engagement" obtained a mean score of 3.13 with a standard deviation of 0.216. Meanwhile, only "Use of Review materials" obtained a mean score of 3.30 with a standard deviation of 0.234, can be interpreted as "Completely Prepared."

This result agrees with the study of Alvior et al. (2017) which stated that the books or material used and enrolling in a review center had a high correlation with their level of preparedness and CPALE performance through their traditional review. Moreover, the same study also showed a significant relationship between the study habits and the level of preparedness of respondents which greatly contributed to their concentration and engagement. Excluding emotional preparedness and physical condition in the study of Alvior et al. (2017), the remaining variables: study habits, review center, books used, comprehension, and motivation produced a mean that can be interpreted as moderate. These remaining variables were identical to the variables used in this study to assess the level of preparedness of the respondents in taking the CPALE through online review.

**Table 8.** Relationship between the respondents' academic performance in terms of the pre-boards subjects and their level of preparedness in taking the CPALE through online review

|  |  | Academic Performance in terms of the Pre-Boards Subject Grades | Level of Preparedness in taking the CPALE through Online Review |
|---|---|---|---|
| Academic Performance in terms of the Pre-Boards Subject Grades | Correlation | 1.000 | -.316 |
|  | Sig. (2-tailed) | - | .048 |
|  | N | - | 51 |
| Level of Preparedness in taking the CPALE through Online Review | Correlation | -.316 | 1.000 |
|  | Sig. (2-tailed) | .048 | - |
|  | N | 51 | - |

Table 8 shows the relationship between the Baliuag University BSA Students' academic performance in terms of the pre-boards subjects and their level of preparedness in taking the CPALE through online review using the Pearson's r correlation coefficient analysis. There is a moderate negative correlation between their pre-boards subjects numerical grades and their level of preparedness in taking the CPALE through online review (r = -.316, n = 51, p < .048). This is significant with the indicated p-value less than .05. Since the Baliuag University uses the 11-point grading system where a grade of 1.0 is the highest grade, the lower the numerical grade, the higher the academic performance of the students, thus the higher their level of preparedness in taking the CPALE.

The results resound with the findings of Perez (2020) stating that academic achievement was discovered to have a significant relationship with CPA Licensure Examination performance. This also agrees with the study of Gaynor (2017) which stated that the role of each school and university is critical to the development of all students who will take the board examination. Even the professor is important to their development; their teachings will assist students in understanding every accounting lesson. If the teaching is properly discussed, it boosts each student's confidence, giving them a better chance of passing the CPA licensure examination.

**Conclusion**

The analysis and interpretation of this study's results were used to provide the following conclusions regarding the level of preparedness of Baliuag University Bachelor of Science in Accountancy students in taking the CPALE through online review.

Based on the results, the researchers conclude that most of the respondents who participated were aged 22. It

was also observed that the majority was female graduates from Baliuag University. In addition, more than half of the respondents obtained a general weighted average of 1.51-2.00.

As shown from the preceding chapter, the findings in this study show that all factors: Acquiring Knowledge, Comprehension Skills, Concentration and Engagement, and Use of Review Materials is seen as vital in the preparation of respondents for taking the CPA licensure exam. Use of review materials has the highest mean score among all the factors, which can be interpreted as completely prepared for taking the CPA licensure exam. Moreover, it means that it is the most essential factor when preparing for the CPA licensure exam if compared to the remaining factors. Review materials are useful and functional to the respondents for they scrutinize problems and/or theories in the material given by the review center, which helps the respondents gain a deeper understanding of the concepts and problems and retain their knowledge by reading back the materials. For that reason, review materials were deemed the top factor in preparing for the CPA licensure exam.

The latter factors that affect the level of preparedness of the respondents, which are concentration and engagement, acquiring knowledge, and comprehension skills, lead to the conclusion that the respondents were prepared. As for concentration and engagement, the respondents utilize taking down notes during lectures which aids them to get back and focus on topics they find difficulties with. Additionally, this method gives the respondents an in-depth understanding and retention of the concepts of a topic and avoids mere memorization of information. In terms of the respondent's acquiring of knowledge, they tend to spend time reading concepts and applying the obtained learnings by answering problems on their own. The respondents' feeling of high interest in any topic in which they get themselves into, prompts a deep personal satisfaction in their studies.

Finding ease in understanding a problem with many accounting jargons utilizes the respondents' comprehension skills. Moreover, the overall result for the level of preparedness of the respondents is prepared, which means that they are prepared to take the CPA licensure exam after the online undergraduate review.

Meanwhile, it is also concluded that the respondents' academic performance in terms of their grades in their pre-board subjects obtained a mean score which can be interpreted as very good, particularly in Regulatory Framework for Business Transactions and Management Advisory Services. Other pre-board subjects such as Taxation, Auditing, Financial Accounting and Reporting, and Advanced Financial Accounting and Reporting obtained a mean score that when compared to the other two aforementioned subjects, resulted in lower academic performance as it is interpreted as good. Overall, these seven pre-board subjects obtained a mean score that can be interpreted as good as the performances of the four latter subjects greatly affected the general academic performances of the respondents. Moreover, it also means that the respondents excelled in all pre-board subjects, particularly in RFBT and MAS.

Upon analysis, it was ascertained that there is a moderate negative correlation between the respondents' academic performance in terms of the pre-boards subjects and their level of preparedness in taking the CPA licensure exam through online review. Since the lower the numerical grade, the higher the academic performance, thus, the lower the numerical grade of the Baliuag University BSA Students in their pre-board subjects, the higher their level of preparedness in taking the CPALE through online review. Considering the moderate negative correlation between the variables, this study is accepting the null hypothesis.

## Recommendation

Based on the findings, the researchers recommend the following:

1.  The researchers encourage the accountancy professors on discovering new techniques of teaching. Despite the results regarding students' success in all pre-board subjects, the following subjects need extensive teaching to improve the student's level of preparedness in terms of academic performance: Taxation, Auditing, Financial Accounting and Reporting, and Advanced Financial Accounting and Reporting. Furthermore, the results show that Taxation acquired the least grade among the pre-board subjects.

2.  The researchers suggest that accountancy professors may take a broader perspective on the critical factors challenging the students' excellence in their academic performance. The researchers encourage the professors to utilize any educational online platforms, particularly CANVAS, in disseminating information and the latest changes in the accounting standard.

3.  The researchers suggest that accountancy professors may relay strategies on how to better understand accounting questions and disregard insignificant parts of accounting problems. Acquisition and understanding of the updated review materials give opportunity for the students to have accurate comprehension skills and augment their prior knowledge to achieve complete preparedness for CPALE.

4.  The researchers encourage  the students to attend the undergraduate online review class to amplify their prior knowledge in accountancy in advance. It would be advantageous if the students will also attend the occasional review sessions offered by the Review Center. Moreover, the students are encouraged to create a reviewer composed of problems and practice questions to supplement their knowledge and help them to fully concentrate and participate in their class.

5.  The Accounting Review Center may improve its approach to conducting its online review, particularly the online classes. The researchers suggest that the Accounting Review Center should increase the accounting principles, jargon, and problems of its review materials to strengthen the students' analytical and problem-solving skills. Teach the students techniques that would help them shorten the time for analyzing lengthy problems by elimination unnecessary information. The findings of the study also demonstrate the importance of the Accounting Review Center's examinations and the need for students to take their exams seriously. The researchers encourage the Accounting Review Center to impart some methods or advice in maximizing the allocated time for the given review materials.

6.  It is also recommended that school administration develop accounting education in partnership with the accounting review centers conducting the online review. This study can assist the school administration in creating solutions to the difficulties encountered by the students. In order to raise students' concentration and engagement, the school administration may allow time for students to comprehend their lessons and review the areas they are weaker at.

7.   It is also suggested  that the professors of the institution provide some proven techniques to shorten the time in analyzing and understanding problems due to the time limitations during the licensure examination.

Finally, the school administration may continue to provide review materials to support the students in the discovery and application of accounting theories and problems. Apart from formal review classes, online review classes will enhance the students' financial acumen which will make certain challenging concepts easier to understand.

8. Finally, the researchers recommend   that future researchers use the findings of the present study as a reference and extend their knowledge in this field. Further research will significantly benefit the field, contribute to its development, and foster greater effectiveness and efficiency in the already existing knowledge on the field of study.

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