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Abstract

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Keywords

assessment accuracy, pre-board assessment, outcome forecasting, performance, accountancy program

Revisions

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Mock Board Examination Results As Predictors in the Licensure Examination For Certified Public Accountants

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Abstract

This study was conducted to determine whether the mock board examination performance can predict a candidate's performance in the Licensure Examination for Certified Public Accountants (LECPA). It covered the Bachelor of Science in Accountancy (BSA) graduates from a higher education institution in Pagadian City, Zamboanga del Sur, Philippines, who took the mock board examination and were first-time LECPA takers from the October 2022 to May 2023 batches. Participants were directly included in the study. A simple linear regression analysis was utilized to determine whether a candidate's performance on the mock board could predict their LECPA performance. The model summary revealed a value of .474, which is below .5. Therefore, the study concluded that the mock board examination can predict overall LECPA performance. This result implied that higher scores on the mock board examination correlate with a higher probability of passing the LECPA. Based on these findings, the learning institution should regularly improve the mock board examinations. Suggestions include aligning the difficulty level of the mock board with the LECPA and having the assessment conducted by a Certified Public Accountant (CPA) examiner other than the mock board lecturer.

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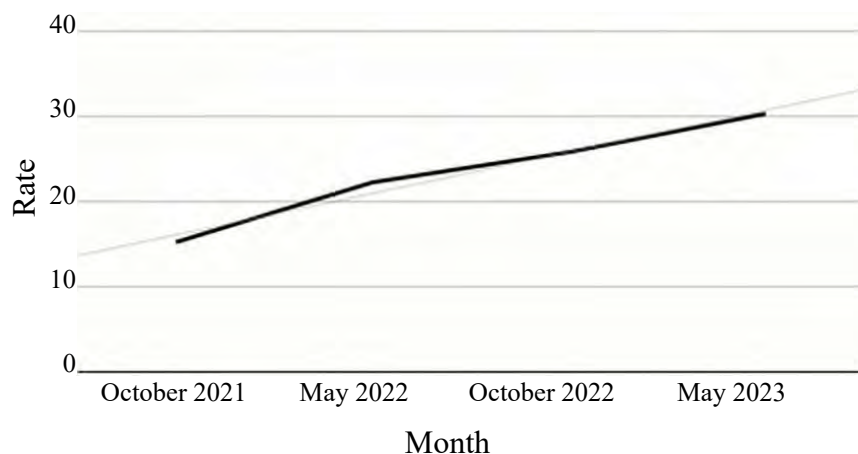
Introduction

The journey to achieving the Certified Public Accountant (CPA) title is difficult. Candidates must first meet the passing rate imposed on Bachelor of Science in Accountancy (BSA) students in academic institutions and earn a bachelor's degree in accounting before being eligible to take the Licensure Examination for Certified Public Accountants (LECPA; Encio, 2022). According to Philippine R.A. No. 9298, the Revised Accountancy Law, Article 3, Section 15, the CPA licensure

examination includes subjects, but not limited to, “Theory of Accounts, Business Law and Taxation, Management Services, Auditing Theory, Auditing Problems, Practical Accounting Problem I, and Practical Accounting Problem II” (The Lawphil Project, 2004, p. 4). In addition, Section 16 states that to pass, a candidate must achieve an overall average of 75%, with grades of at least 65% in each subject. Candidates with a 75% or above rating in most subjects but below 75% overall are considered conditional passers and receive conditional credit for the subjects they have passed. Conversely, candidates who fail to achieve a general average of 75% and a rate of at least 65% in each subject are regarded as having failed the examination (The Lawphil Project, 2004, p. 4).

The journey to achieving a CPA title is difficult. A candidate must first meet the implied passing rate for BSA students in academic institutions and earn a bachelor’s degree in accounting before becoming eligible to take the LECPA and become a CPA (Encio, 2022). Del Mundo and Reforzar (2007, as cited in Perez, 2015), in the LECPA, only about one out of five takers have passed the exam as determined by the Board of Accountancy and the Commission on Higher Education. The Professional Regulation Commission (PRC) historical LECPA results from October 2021 to May 2023 show an inconsistent trend in passing rates, as shown in Figure 1 below. These passing rates represent the specified board examination period. However, they remain low compared to other board exams. The PRC reported a passing rate of 15.25% in October 2021, 22.29% in May 2022, 25.84% in October 2022, and 30.36% in May 2023. Bote et al. (2022) also presented records from the PRC on the LECPA from October 2015 to October 2019 and May 2019.

Figure 1. Historical Rates of Licensure Examination for Certified Public Accountants



In the Philippines, the LECPA is considered one of the most difficult and challenging board examinations, with many attempting to pass but only a few succeeding (Lianza, 2016). Ballado-Tan (2015) reported that the CPA board exam is among the most challenging government licensure examinations in the Philippines, indicated by its notably lower national passing rates than similar exams. The PRC’s most recent May 2023 LECPA results support this finding, showing a passing percentage of 30.36 (PRC, 2023). In contrast, other recent licensure examinations announced by the PRC in 2023, such as the Licensure Examination for Teachers, had a passing rate of 40.75% at the elementary level and 46.94% at the secondary level in March 2023. Additionally, the May 2023 Nurse Licensure Exam had a passing rate of 74.94%, and the June 2023 Architect Licensure Examination had a passing rate of 61.12%.

Statement of the Problem

This study analyzed the mock board examination results as a predictor in the LECPA performance at one of the higher education institutions in Pagadian City, Zamboanga del Sur, Philippines. The study mainly focused on the following questions:

- Does the mock board examination result predict LECPA performance?
- What is the overall performance level of first-time takers in the mock board examination?
- What is the overall performance level of first-time takers in the LECPA?
- Does the overall mock board examination performance predict the overall performance of first-time LECPA takers?
- Based on the findings, what recommendations can be made to improve the licensure examination performance of first-time takers?

Significance of the Study

The results and findings of this study helped ascertain whether a candidate's results in the mock board examination can determine performance in the LECPA. Thus, it helped determine whether the mock board results directly or indirectly relate to the LECPA performance. The findings of this study are beneficial to the following stakeholders:

- *School Administrators.* The results showed gaps between mock board exam performance and LECPA performance. Therefore, students may review the Table of Specifications (TOS) of the actual board examination and the TOS of the mock board and assess which topics were not covered.
- *Program Coordinators.* The results helped evaluate whether the current program needs new strategies for review sessions or if the curriculum and standards of the mock board should be enhanced to better align with LECPA's performance.
- *Students.* The findings helped students understand the importance of striving harder to pass both the mock board examination and the LECPA. The findings showed that the two variables have a direct relationship and can serve as an eye-opener to take the mock board examination seriously.
- *Future Researchers.* This study will help future researchers who wish to explore different determinants in predicting the passing rate or performance in the LECPA. It can serve as a guide for further studies.

Background of the Study

Mock board exams are conducted in institutions as a simulation for the actual board exam to prepare LECPA takers (Navarro, 2015). The mock board exam is an effective teaching tool for students, helping them become familiar with the question types and overall board exam performance (Encio, 2022). Candidates must take review sessions and mock board tests before taking the LECPA (Bote et al., 2022). Navarro (2015) stated that mock board examinations evaluate students' knowledge of critical concepts and their abilities in academic subjects. Navarro (2015) also added that mock board exams are independent of the PRC, which allows institutions to conduct them independently. He also noted that administering mock board exams serves as a wake-up call for takers to improve their performance for the actual board exams. These exams act as practice tests that help student with time management and boost their confidence. Additionally,

Seery et al. (2016, as cited in Shaw et al., 2021) stated that academic success and obtaining a degree are crucial for both students and institutions in the long run.

Lapid (2015) corroborates that a LECPA review with a mock board examination is a vital tool to enhance the performance of the examinees. Llarena et al. (2019) stated that a mock board examination significantly influences the LECPA due to its similar nature, helping students adapt to the board exam and assess their preparedness. However, Sagarino and Corpuz (2011) found an unparalleled relationship between mock board results and the actual CPA board results, with students obtaining good ratings (on average 89) in the mock board but low ratings in the board examination. The authors stated that only academic performance, not mock board performance, has a significant positive relationship with LECPA. Similarly, Encio (2022) found that mock board examinations have no significant influence on LECPA, but they are still good training tools and should continue to be given to students.

In the local setting, PRC LECPA results for May 2023 show that one of the colleges in Pagadian City, Philippines, offering a Bachelor of Science in Accounting program, has a passing rate of 4.76% for first-time test takers. The relatively low passing rates at both local and national levels indicate a significant challenge in passing the CPA licensure examination (Herrero, 2015).

Related studies have been gathered and analyzed to comprehend the study fully and achieve its goals. Perez (2015) discovered that success on the LECPA correlates significantly and positively with academic achievement. Additionally, Tamayo et al. (2014) determined that pre-review and GPA have the highest influence on LECPA performance. Among the exam subjects as predictor variables, Management and Services (MAS), Auditing Problems, Audit Theory, Business Law and Taxation, and Accounting Problems 1 validation exams had a substantial impact on board results, while the Theory of Accounts and Accounting Problems 2 indicated no statistically significant effect.

Oliva et al. (2017) showed that in the May 2013 examination, Theory of Accounts performed highest, followed by Business Law and Taxation, MAS in October 2013, and MAS in May 2014. As for the October 2014 exam, Auditing theory and MAS had the highest ratings; however, in 2015, all subjects had the same percentage. Echavez et al. (2010) attested to how graduates from one of the universities in the Philippines adapted to the difficulty of the LECPA and found the board exam subjects less complicated due to several changes and improvements adopted by the school. These improvements included a mandatory refresher course for incoming sophomore and junior students, improved relationships and communication between students and faculty members, and utilizing faculty members as reviewers for the CPA review classes.

Camba et al. (2015) established predictors of passing the LECPA, including academic factors (college GPA, study hours, type of school attended), review factors (first and final pre-board scores, number of review programs taken, study hours during review) and motivation factors (family income, family background, reasons for taking the exam). The findings showed that most passers attended private schools, studied 3-4 hours with a GPA of 1.50-1.99, did not settle for one review course, and had excellent performance in the mock board, resulting in success in the LECPA.

In comparison, Perez (2015) showed that the results and performance of accountancy students reflect the effectiveness and competency of the school. The author also revealed the most difficult subjects in the exam: Practical Accounting 1 & 2 and Auditing Theory.

Calubayan (2020) determined that repeaters did better than first-time takers. Takers commonly struggled with questions on taxation. Student and school factors were also considered, such as academic ratings obtained in high school, general weighted average in college, Otis–Lennon School Ability test, non-verbal ability, college scholarship, attitude shown in the board examination, faculty competency, and school facilities and resources. Ballado-Tan (2015) found that respondent performance in the exam was substantially correlated with instruction and administrative support but not with respondent admission and retention, academic programs, or access to physical resources and facilities.

A study by Dimaculangan and Tun (2016) regarding the relevance of specified factors to LECPA performance concluded that the qualifying exam is based on how well students perform in major subjects, and the mock board exam relies on the student’s performance in the qualifying exam. Thus, the candidate’s performance in the mock board examination is a basis for their performance in the licensure examination. Pudadera (2008) concluded that performance on the CPA board appeared to improve with higher grades in board-related courses and mock board exams. Salcedo et al. (2021) determined that a student’s performance in undergraduate and comprehensive exams is a moderate predictor of performance in the board exam. This suggests that students with higher GPAs or Latin honors have a higher possibility of passing the board exam.

The relationship between review courses and LECPA ratings is one of the contributing factors identified by Herrero (2015). In the findings, interviewees agreed that pre-board exams, or mock boards, are essential for developing good study habits and preparing for the actual board exams. It was recommended to make pre-board/mock tests more challenging in review classes and to hold qualifying exams regularly to monitor student progress. Acang et al. (2021) concluded that the study schedule and desire to excel in accounting courses significantly affect LECPA performance, as well as the preparation for the board test, such as attending review sessions held by review centers. Pattaguan (2018) found that LECPA participants agreed that a mock board exam is an effective preparation tool. Encio (2022) also supported the importance of mock board exams. He noted that interviewees viewed them as more demanding than the actual board exam, and only a few students passed the mock board exams conducted.

Numerous studies have explored the relationship between the mock board examination and the LECPA; however, they did not focus on whether a student’s performance in the mock board examination could predict performance in the LECPA. These studies used the mock board as a preparatory tool rather than a determinant tool. Therefore, this study specifically focused on mock board performance to determine if it can predict an examinee’s performance in the LECPA.

Methods

Research Design

In this study, a predictive quantitative research design was utilized. Quantitative research focuses on obtaining numerical data to comprehend a particular occurrence or apply it to broader groups

(Labaree, 2023). The researchers primarily used predictive analytics, concentrating on data analysis and variable manipulation to extract information from available data and predict future behavior or outcomes reliably.

This research design is suitable for this study because the primary objective is to ascertain the degree to which the LECPA results can be predicted from mock board exam results. The researchers gathered numerical data on the ratings of participants who had already taken both the mock board exam and the LECPA. The data was used to predict candidate performance in passing the LECPA as measured through the ratings indicated in the board exam results.

Research Environment

The study was conducted in a higher education institution in Pagadian City, Philippines. The graduates of this institution's BSA Program were the research participants. This private Catholic institution, located in Pagadian City, the regional capital of Zamboanga del Sur, offers 16 bachelor's programs, including the BSA. This program has a retention policy requiring first- and second-year students to obtain a grade of 2.25 or higher and third- and fourth-year students to achieve a grade of 2.00 or higher in accounting subjects to remain in the program. Moreover, a qualifying examination is conducted annually to determine eligibility for program continuation.

Research Participants

The research participants in the study were graduates from a higher education institution in Pagadian City who had taken the institution's mock board examination and were first-time takers of LECPA from the October 2022 batch to the May 2023 batch. The first-time takers included those who passed, failed, and received conditional status in the LECPA.

This study employed the direct inclusion of all the identified LECPA first-time takers from the October 2022 and May 2023 batches. However, the researchers aimed to include at least 30 participants of the 55 first-time takers, ensuring a 95% confidence level and 5% margin of error (see Table 1).

Table 1. Population of LECPA First-Time Takers Batches

LECPA Batch	Population	First-Time Taker
October 2022	46	34
May 2023	37	21
Total	83	55

Note. LECPA = Licensure Examination for Certified Public Accountants

Research Instrument

The researchers utilized document analysis as the primary research instrument for collecting necessary data. This method was used to corroborate participant ratings in the mock board examination and the LECPA. Also, a semi-structured interview was conducted, where open-ended questions were asked to gain insights into their performance levels in the LECPA. Participants were also provided a consent form asking for their agreement to disclose the needed information.

Data Collection

This study focused on gathering data on BSA graduates who had taken the mock board exam and were first-time LECPA takers. The researchers included all first-time LECPA takers from October 2022 to May 2023 by examining the PRC records and directly contacting the participants. Following participant selection, the researchers gathered the corresponding LECPA ratings. They were requested through a formal letter, with participant consent ensuring confidentiality of their responses. The researchers also secured each participant's mock board examination results from the office of the College of Business Education Department.

Statistical Treatment

This study performed statistical analyses using both descriptive and inferential statistics, specifically employing simple linear regression analysis via the Statistical Package for the Social Sciences (SPSS) software. Descriptive statistics provide concise informational summaries that illustrate, characterize, and summarize the data for a particular collection (Hayes, 2024). The statistical tools used included frequency count, average, and percentage, which helped assess the performance of both the mock board exam results and their LECPA results, as well as the relationship between both examinations. Mean percentage ratings of both mock board and actual board exam results were also used to evaluate the overall performance of both examinations were also used to evaluate the overall performance and determine whether the mock board examination can be considered a predictor of LECPA performance.

Inferential statistics were employed using measures from a selection of participants to draw conclusions, forecast outcomes, and develop generalizations about the general population (Bhandari, 2023b). This study specifically utilized a simple linear regression analysis, which enabled the researcher to predict whether the candidate's performance in the LECPA to predict whether the candidate's performance in LECPA, as the outcome variable, could be determined based on the predictor variable, which is the mock board examination result. The researchers evaluated the significant effect between the independent and dependent variables by comparing the general average ratings on both the mock board exam and LECPA. This analysis identified the extent to which the mock board exam results can predict candidate performance in the LECPA.

Ethical Considerations

Based on Bhandari's (2023a) article, this study gathered, strictly preserved, and appropriately used the research participants' information, data, and identities. The researchers followed the voluntary participation policy, ensuring the participation was not forced, and the participants had complete freedom to join or withdraw from the study at any point. Informed consent was obtained, with researchers fully disclosing the study's purpose, goals, and conditions, particularly the disclosure of their scores and ratings in the mock board examination and the LECPA. This information was explicitly stated in an agreement provided to the participants.

Anonymity was maintained using alternative labels such as P1, P2, P3, and so on, instead of actual names. Confidentiality was observed, with all information and data gathered used solely for this research and not intended for general use. Participant identities and other necessary information were not disclosed. In addition, the results from this study will be retained for only three years

before being discarded. The study ensured the protection of participants, with no harm inflicted during the research process. Honesty was observed, with accurate presentation of results and no misconduct such as data manipulation. Originality was also prioritized, using plagiarism scanners to ensure the research was free of plagiarism and other issues.

Results and Discussions

Table 2 scrutinized each variable’s respective level of performance—the mock board performance and the LECPA results— and examined whether the independent variable can predict the dependent variable.

Table 2. Mock Board and LECPA General Average Rates of the Participants

Participant	Mock Board Rate (%)	LECPA Rate (%)
Participant 1	74.06	72.16
Participant 2	70.48	56.33
Participant 3	70.87	69.33
Participant 4	72.46	68.50
Participant 5	83.46	82.50
Participant 6	68.50	71.50
Participant 7	73.32	73.00
Participant 8	62.61	67.33
Participant 9	62.69	67.00
Participant 10	68.37	79.50
Participant 11	82.38	76.50
Participant 12	77.08	75.00
Participant 13	58.53	67.77
Participant 14	57.18	46.17
Participant 15	58.07	69.00
Participant 16	60.69	49.33
Participant 17	61.69	57.00
Participant 18	72.97	65.80
Participant 19	51.99	54.83
Participant 20	72.89	76.50
Participant 21	55.91	46.33
Participant 22	69.96	70.83
Participant 23	68.45	70.50
Participant 24	62.65	65.00
Participant 25	61.05	67.00
Participant 26	56.87	69.00
Participant 27	72.93	67.00
Participant 28	57.68	52.83
Participant 29	61.10	50.83
Participant 30	65.59	67.17

Note. LECPA = Licensure Examination for Certified Public Accountants

The table above shows the participants’ equivalent LECPA general average rates and mock board examination general average rates. These scores are computed and analyzed in this paper’s subsequent tables and sections.

Level of the Overall Performance of the First-Time Takers During the Mock Board Examination

Table 3 shows the performance of the participants based on the general average of the mock board examination results taken by the 30 participants in their undergraduate curriculum. The data indicates a significant number of passers, with 23 participants, or 76.67% of the total, successfully passing the mock board examination, while only seven failed.

Table 3. Mock Board Performance of the Participants

Number of Participant	Passed	%	Failed	%
30	23	76.67	7	23.33

The data in Table 4 shows the statistical measures based on the general average of the mock board examination results taken by the 30 participants. The standard deviation of 0.0798 shows the variability of the mock board scores among participants. A lower standard deviation suggests that the scores are closely grouped around the mean, which indicates strong reliability of the data.

Table 4. Statistical Measures of the Mock Board Examinations

Mean	Median	SD	Skewness	Min.	Max.
66.42%	66.98%	0.0798	28.79%	51.99%	83.46%

Nevertheless, a few participants with scores below 60%, which is the passing score, did not pass the mock board. The maximum and minimum values point to the following maximum and minimum average scores in the examination. According to the data, the Mock Board exam has a minimum score of 51.99%, and the highest mark was 83.46%. The mean represents the participants' overall performance on the mock board examination.

As a result, it indicates that the mock board examination has an overall performance of 66.42%. This result shows that many passed the mock board examination during undergrad. Bañez (2002), referenced in Perez (2015), claimed that there is a higher likelihood that a person will perform well on the examination if they have excelled in their undergrad, including passing the mock board examination.

Level of the Overall Performance of the First-Time Takers During the Licensure Examination for Certified Public Accountants

Table 5 illustrates the total number of participants who successfully passed the LECPA. Out of 30 participants, four passed, 25 failed, and one received conditional status. This shows a contradicting result compared to the mock board performance, where there was a more significant number of passers, highlighting the LECPA's low passing numbers.

Table 5. LECPA Performance of the Participants

Number of Participant	Passed	%	Failed	%	Conditional	%
30	4	13.33	25	83.33	1	3.33

Note. LECPA = Licensure Examination for Certified Public Accountants

Table 6 shows the statistical measures of the LECPA. The standard deviation of 0.0969 indicates the variability of each taker's LECPA scores. The negative skewness suggests that the distribution is skewed to the left, meaning most candidates had average or below-average scores.

Table 6. Statistical Measures of the LECPA

Type of Exam	Mean	Median	SD	Skewness	Min.	Max.
Mock Board	65.72%	67.55%	0.0969	-62.92%	46.17%	82.50%

Note. LECPA = Licensure Examination for Certified Public Accountants

The skewness shows that only a relatively small percentage of candidates passed the LECPA, with most having an average or below-average score. According to the LECPA results, the minimum score was 46.17%, and the maximum was 82.50%. Thus, the LECPA had an overall performance of 65.72%.

Similar results were obtained in Del Mundo and Reforzar's (2007, as cited in Perez, 2015) study, where only about one out of five candidates passed the LECPA exam. Lianza (2016) also noted that many attempt the exam, but only a few pass and succeed, making the LECPA one of the most complex and challenging board examinations.

Test of Prediction of the Overall Mock Board Examination Performance to the Overall Performance of First-Time Licensure Examination for Certified Public Accountants Candidates

The model summary begins with an R -value of .702, which shows a strong correlation between the dependent and independent variables (see Table 7). An R -value above .4 necessitates further analysis, and a value of .702 is a good indicator.

Table 7. Model Summary

Model	R	R^2	Adjusted R^2	SE
1	.702 ^a	.492	.474	7.02323

Note. Predictors = Mock Board Exam Performance (constant). Dependent variable = Licensure Examination for Certified Public Accountants Performance.

The R^2 value indicates the total variation for the dependent variable that the independent variable can explain. For this study, the dependent variable is the LECPA performance, while the mock board performance is the independent variable. An R^2 value greater than .5 indicates an efficient model, but here, the R^2 value is only .492, suggesting a moderate level of variance. The adjusted R^2 value of .474 means that the independent variable explains 47.4% of the variance for the dependent variable. This moderate level of explanation is similar to findings by Salcedo et al. (2021), which indicated that undergraduate and comprehensive exam performance (mock board exam) moderately predicts board exam performance.

Table 8 presents the p -value or the Sig value, which is .001, indicating the regression model fits the data better than no independent variable, as it is less than .05. The F ratio also suggests model efficiency since its computed value is greater than the critical value of 4.20 ($df_1 = 1$; $df_2 = 28$)

Table 8. ANOVA Results

Model	Sum of Squares	df	Mean Square	f	p
Regression	1339.798	1	1339.798	27.162	< .001
Residual	1381.122	28	49.326		
Total	2720.921	29			

Note. Predictors = Mock Board Exam Rates (constant). Dependent variable = Licensure Examination for Certified Public Accountants Rates.

Table 9 shows the variable's significance, indicating its influence on the dependent variable. This analysis aids in hypothesis testing. This model can reject the null hypothesis if the significant value is below .05 for the 95% confidence interval. For this study, the significant value is less than .001.

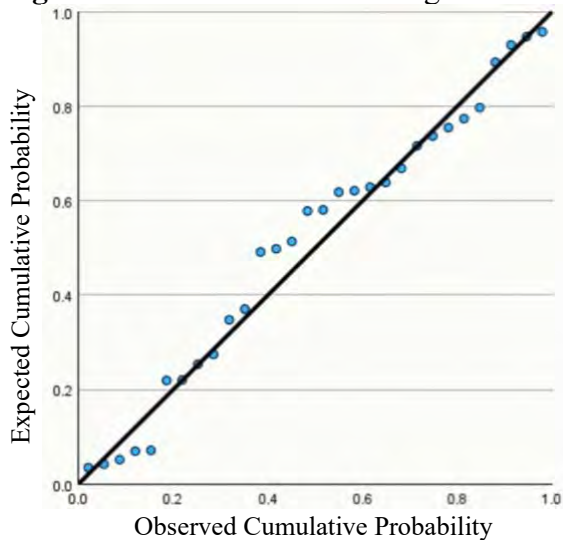
Table 9. Coefficients

Constant	Unstandardized Coefficient		Standardized Coefficient	<i>t</i>	<i>p</i>	95% Confidence Interval for β	
	β	Std. Error	β			Lower Bound	Upper Bound
Mock Board	6.092	10.434		.584	.564	-15.282	27.466
Exam Rate	.894	.156	.735	5.728	< .001	.574	1.213

Note. Dependent Variable = Licensure Examination for Certified Public Accountants Rates

Based on Figure 2, the line represents the values predicted by the mock board. Only a few values lie on the line, indicating that a candidate's performance in the mock board can moderately predict their performance in the LECPA. The null hypothesis is rejected, as the *p*-value in the Coefficient table is less than .05. This result implies that the higher mock board examination results correlate with a higher probability of passing the LECPA.

Figure 2. Normal P-P Plot of Regression Standardized Residual



Note. Dependent Variable = Licensure Examination for Certified Public Accountants Results

The research of Bote et al. (2022) also showed a direct correlation between the two variables, moving in the same direction. Similarly, Pudadera (2008) found that Central Philippine University accounting program graduates who excelled in board-related subjects also excelled on the LECPA. Encio (2022) demonstrated a high correlation between the mock board and LECPA performance for 2015 and 2016, with individuals who passed the mock board also passing the LECPA. Encio's study supports the claim that taking a mock board exam is an excellent preparation tool for the LECPA.

Conclusion

The study aimed to determine whether students' mock board exam results could predict their performance in the LECPA. It concluded that the mock board examination can moderately predict

the overall performance of the LECPA. The analysis indicated a standard deviation of less than 0.01. Thus, while the mock board is not a perfect predictor, it is still a significant indicator of a candidate's performance on the LECPA. The findings align with those of Llarena et al. (2019), who concluded that there is a significant relationship between mock board examination results and LECPA results under the old Board of Accountancy, which was set up as seven-subject board exams.

Theoretical Implications

The program theory forms the foundation of this study, which outlines the measures necessary to attain the desired goals and potential further substantial impacts (Chen, 2005). Sidani and Sechrest (1999) described program theory as consisting of a series of statements defining a program, explaining why, how, and under what circumstances the program effects occur, predicting the results, and providing a list of requirements necessary to achieve the desired effects. Chen (2005) noted that interested parties make several explicit or implicit assumptions about actions needed to address a problem and the reasons behind why those actions will achieve the intended result. Program theory, therefore, studies both the implicit and explicit assumptions of a program. This theory covers three aspects—(a) the program activities or inputs, (b) the expected results or outputs, and (c) the procedures by which the desired outcomes are attained (Reynolds, 1998; Rogers, 2000; Rogers et al., 2000; Sidani & Sechrest, 1999).

This theory supports the study by defining the measures that must be taken in the mock board examination to attain the expected goals during the LECPA. It evaluates how and why the mock board program can achieve the expected results. As mentioned, interested parties assume the necessary actions to address a problem, such as passing the LECPA, and why those actions will achieve the expected performance. This program's assumption is central to the study of program theory. When determining why a program is either successful or not and where to align program improvement, the design of a program theory becomes essential (Lapid, 2015). In this study, the mock board examination, which serves as the program, is shown to be successful in predicting the expected performance in the LECPA.

Practical Implications

Considering that the study supports the use of mock board examinations as predictors of LECPA performance, the learning institution may regularly improve mock board examinations. Improvements could include aligning the mock board examinations to the same difficulty level as the LECPA or having the assessments conducted by a CPA examiner other than the lecturer of the mock board subjects. In addition, based on the findings and the previous studies, there is a gap between the overall performance in the mock board and the LECPA. Students may review the TOS for both the actual board examination and the mock board to identify any topics not covered. They can then study these topics in advance to better prepare for the examination.

Limitations and Future Research

The study encountered several limitations, primarily in data collection and the applicability of the research. For data collection, many participants declined to disclose their data due to personal concerns, which prolonged the data collection process. Regarding applicability, this study focused

on one higher institution in Pagadian City, Philippines, specifically the BSA program. However, other institutions offering the same program may reference this study for their research.

Since this study was conducted based on a general weighted average of the participants, future researchers can focus on predicting performance per LECPA subject. This approach could help identify which subjects directly predict performance in the LECPA. Moreover, since the study included only first-time LECPA takers as research participants, future studies could include both first-time and retaker participants. Additionally, future researchers might consider conducting a quantitative-qualitative or mixed-method study to determine potential factors influencing student performance on both examinations. This understanding could lead to developing strategies that improve student performance.

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