Determinants of Consistent Board Exam Excellence among Top-Performing Accountancy Schools in Cebu City

Anne Jere L. Bajarias, Leslie O. Monacillo, Jiomarie B. Jesus*

Cebu Technological University, Cebu City, Philippines. *Email: jiomariej15@gmail.com

ABSTRACT

This study aimed to examine the institutional and behavioral determinants of consistent success in the Certified Public Accountant (CPA) Licensure Examination among top-performing accountancy schools in Cebu City. It sought to determine how institutional strategies, faculty teaching practices, and student study motivation predicted CPA board examination performance. A predictive-correlational research design was employed to analyze data collected from 150 respondents selected through purposive and stratified sampling. The sample comprised 50 faculty members directly engaged in board-related instruction, 50 top-performing CPA examinees from the last three licensure cycles, 10 deans or program heads, 20 academic coordinators or review directors, and 20 administrators or quality assurance officers. Data were analyzed using descriptive statistics, Pearson product–moment correlation, multiple linear regression, one-way analysis of variance (ANOVA), and Tukey's honestly significant difference (HSD) *post hoc* tests. Results revealed that all three independent variables significantly predicted CPA licensure performance ($P < 0.001$), with student study motivation emerging as the strongest predictor ($\beta = 0.459$), followed by institutional strategies ($\beta = 0.387$) and faculty teaching practices ($\beta = 0.341$). Significant differences were also observed across institutions, particularly in student motivation levels. These findings highlighted that sustained licensure excellence resulted from the synergistic interaction of institutional systems, pedagogical engagement, and learner behaviors. The study provided actionable insights for academic leaders and policy-makers to design integrated institutional frameworks that strengthen faculty development, student motivation, and curriculum alignment to optimize board exam outcomes. This research offered pioneering empirical evidence on localized predictors of CPA licensure success in the Philippines. It advanced a strategic framework linking institutional governance, instructional quality, and learner motivation—contributing to theory and practice in accounting education performance analytics.

Keywords: CPA Licensure Examination, Institutional Strategies, Faculty Teaching Practices, Student Motivation, Higher Education, Performance Analytics, Accounting Education
JEL Classifications: I23, M41, J24

1. INTRODUCTION

In high-stakes licensure-driven programs such as accountancy, board examination outcomes are not merely individual achievements but institutional reflections of academic rigor, instructional quality, and strategic alignment. The Certified Public Accountant [CPA] Licensure Examination in the Philippines, administered by the Professional Regulation Commission [PRC], serves as a critical benchmark for academic program success, stakeholder confidence, and labor market readiness. However, consistent excellence in licensure performance remains elusive for many higher education institutions, often due to fragmented instructional systems, weak faculty governance, and limited data-driven interventions (Coyne et al., 2022). In response to this, the Commission on Higher Education [CHED] issued CMO No. 27, Series of 2017, which outlines the Policies, Standards and Guidelines [PSG] for the Bachelor of Science in Accountancy [BSA] program, emphasizing curriculum relevance, faculty qualifications, and board exam performance targets as core evaluative standards. Yet, despite such regulatory mechanisms, stark disparities persist across institutions, signaling the need to

investigate the systemic and behavioral factors that enable certain schools to outperform consistently.

The growing accountability placed on academic institutions to produce board passers and topnotchers has sharpened the demand for quality assurance, yet national discourse remains focused on inputs such as faculty-to-student ratios and course outlines rather than the actual outcomes of licensure success (Generalao et al., 2022). While equity in admissions and access has gained scholarly attention (Punongbayan, 2024), the conversation on academic excellence, particularly in professional licensing contexts, requires stronger evidence base anchored in institutional performance analytics. Internationally, comparable studies in pharmacy and law have shown that institutional culture, exam alignment, and motivational ecosystems significantly shape licensure outcomes (Kavanagh et al., 2025; Ryan Jr. and Muller, 2023). However, such evidence is limited in the Philippine context, especially within the accountancy discipline, where performance variability is pronounced. This study addresses that gap by identifying the critical determinants—both structural and behavioral—of consistent CPA board exam excellence among the top-performing accountancy schools in Cebu City.

Language policy, instructional context, and resource disparities further complicate licensure preparation in the Philippines. The medium of instruction, the intensity of English-language requirements in board exams, and cultural approaches to pedagogy all contribute to variations in student readiness and institutional capability (Symaco and Dumanig, 2022). While CHED has mandated that BSA programs adopt learning outcomes aligned with international competencies, local adaptation remains uneven, resulting in success stories concentrated in a few institutions. This concentration raises key questions: What strategic practices, faculty capabilities, and student behaviors differentiate top-performing schools from their peers? Are there replicable patterns that align with national policy mandates and global licensure standards? The answers to these questions are critical not only for academic leaders but also for regulators, students, and employers who rely on licensure outcomes as proxies for institutional credibility.

This study contributes novel insights by integrating institutional strategies, faculty teaching practices, and student motivation into a unified predictive framework of board exam success. Unlike traditional studies that isolate student characteristics or focus on curricular content, this research applies a multi-stakeholder, data-driven lens to CPA licensure performance. By synthesizing institutional-level data with student-reported practices and faculty inputs, the study uncovers actionable levers that schools can adopt to achieve consistent licensure excellence. The findings offer not only diagnostic clarity but also prescriptive utility, supporting CHED's quality assurance agenda while empowering educational leaders with evidence-based strategies. Ultimately, the study repositions board exam performance as a function of strategic coherence, instructional engagement, and student agency, thus advancing the discourse on academic excellence in Philippine professional education.

This study examines how institutional strategies, faculty teaching practices, and student motivation contribute to consistent CPA licensure examination excellence among top-performing accountancy schools in Cebu City. Anchored in the principles of strategic academic alignment and self-regulated learning theory, the study specifically seeks to:

1. Assess the extent of implementation of institutional strategies supporting CPA licensure performance in top-performing accountancy schools;
2. Evaluate the faculty credentials and teaching practices related to board exam instruction;
3. Analyze the study habits and motivational levels of top-performing CPA examinees;
4. Examine the predictive relationships among institutional strategies, faculty teaching practices, student motivation, and CPA board exam performance; and
5. Determine the significant institutional differences in strategies, teaching practices, and motivational levels across participating schools.

2. LITERATURE REVIEW

2.1. Institutional Strategies and Practices

Institutional strategies play a pivotal role in shaping academic outcomes, particularly in high-stakes licensure programs like accountancy. Behavioral economics in accounting highlights how structural incentives and institutional environments influence decision-making and performance outcomes (Hanlon et al., 2022). In the context of CPA licensure, strategies such as curriculum alignment, in-house review programs, and retention policies act as behavioral enablers that support student preparedness and institutional accountability. Performance outcomes in professional domains are also closely linked to governance structures, with institutional academic policies reflecting the same strategic influence that board characteristics have on firm performance (Fariha et al., 2022). This conceptual alignment reinforces the current study's premise that institutional strategies significantly predict board exam success. Although regulatory frameworks like CHED's CMO No. 27, Series of 2017, mandate quality benchmarks, there remains limited empirical research on how these are effectively implemented in consistently high-performing institutions. Most existing literature focuses on student attributes or faculty quality, often overlooking the systemic practices that drive licensure excellence. This study addresses that gap by examining institutional strategies as critical drivers of board exam performance, offering both theoretical relevance and practical guidance for policy and academic leadership.

2.2. Faculty Credentials and Teaching Practices

Faculty credentials and teaching practices are central to student readiness for professional licensure, especially in the evolving landscape of accounting education. The CPA Evolution initiative underscores the urgent need for accounting faculty to possess both technical expertise and adaptive teaching strategies aligned with current licensure expectations (Dorata and Shea, 2022). Effective instruction in board-related subjects requires not only CPA licensure but also up-to-date knowledge of regulatory changes and digital competencies. As accounting standards and exam formats evolve, faculty who fail to update their pedagogy risk misaligning classroom instruction with licensure demands (Dawkins and

Dugan, 2022). This directly supports the current study's focus on faculty credentials and teaching practices as predictors of CPA board exam performance. While existing research acknowledges the importance of faculty qualifications, few studies quantify how specific practices, such as review module design, mentoring, or instructional variety, impact licensure outcomes. The gap lies in the lack of localized, empirical evidence examining these practices within top-performing institutions in the Philippines. This study fills that gap by evaluating how faculty expertise and instructional engagement contribute to board exam success, offering practical insights for hiring, training, and academic workload planning.

2.3. Student Study Habits and Motivational Levels
Student study habits and motivational levels are widely recognized as critical determinants of academic and licensure success. Self-regulated learning theory emphasizes the role of metacognition, goal-setting, and sustained motivation in enhancing student performance across learning contexts (Nilson and Zimmerman, 2023). Students who establish structured routines, engage in self-assessment, and actively manage distractions are more likely to succeed in high-stakes assessments such as the CPA licensure exam. Blended learning environments have also been shown to strengthen self-study skills and improve academic outcomes by fostering independent learning and intrinsic motivation (Tong et al., 2022). These theoretical and empirical foundations support the inclusion of student motivation and study habits as core variables in the present study. However, while international studies affirm the importance of these factors, there remains a lack of empirical data contextualized within Philippine accountancy education. Most existing research in the local setting emphasizes faculty or institutional inputs, often overlooking the behavioral patterns of actual board passers. This study addresses that gap by systematically analyzing the study strategies and motivational traits of top CPA examinees, offering valuable insights for designing review programs, mentoring systems, and academic support interventions.

2.4. CPA Licensure Examination Performance
Performance in the CPA Licensure Examination remains a critical benchmark of academic quality, institutional credibility, and individual professional readiness. Ganas and Russell (2023) emphasize that board exam outcomes are influenced by a combination of academic preparation, review engagement, and institutional interventions, reinforcing the need for a multidimensional analysis of performance predictors. Despite the standardized nature of the CPA exam, disparities persist across institutions, suggesting that school-level practices significantly impact examinee outcomes. Quito (2024) adds that deferred licensure decisions among graduates are often shaped by confidence levels, support systems, and institutional culture, highlighting the psychological and structural factors that underlie board exam participation. These insights support the present study's goal of uncovering which institutional and behavioral factors consistently lead to licensure success in high-performing schools. While international frameworks offer predictive models, few studies provide empirical evidence tailored to the Philippine context, especially in regional centers like Cebu. This gap limits the capacity of schools and policymakers to design evidence-based

interventions to improve board outcomes. By contextualizing licensure performance within institutional strategy, faculty quality, and student motivation, this study contributes a localized and actionable model for strengthening CPA board exam success.

Hypotheses

H_1: There is a significant relationship between institutional strategies and CPA licensure examination performance.

H_2: There is a significant relationship between faculty teaching practices and CPA licensure examination performance.

H_3: There is a significant relationship between student study motivation and CPA licensure examination performance.

H_4: Institutional strategies, faculty teaching practices, and student motivation significantly predict CPA licensure examination performance.

H_5: There are significant differences in institutional strategies, faculty teaching practices, and student motivation across the participating accountancy schools.

3. METHODOLOGY

3.1. Design
This study employed a predictive-correlational research design with descriptive elements to examine the relationships among institutional strategies, faculty teaching practices, student study motivation, and CPA board exam performance. The design was selected to identify not only the strength and direction of associations among these variables but also their predictive power in determining licensure outcomes. As the study did not involve manipulation of variables, a non-experimental quantitative approach was appropriate for capturing naturally occurring phenomena within academic institutions. This methodological choice supports the investigation of how organizational inputs and individual behaviors contribute to board exam success without altering institutional or instructional conditions. Widely recognized in educational research, predictive-correlational designs are particularly useful in exploring multifactorial influences on academic performance in high-stakes licensure environments. To ensure statistical rigor, the study utilized descriptive statistics to summarize respondent characteristics and core variables, and applied Pearson correlation, multiple linear regression, and one-way ANOVA to analyze relational and predictive dynamics within the dataset.

3.2. Environment
The research was conducted in five leading accountancy schools located in Cebu City, all of which have demonstrated a consistent pattern of excellence in the CPA licensure examinations over the past 5 years. These institutions were purposively selected based on objective performance criteria, such as their historical average passing rates, number of topnotchers, and overall margin of success compared to national CPA board performance statistics. These schools are characterized by comprehensive academic support systems, highly qualified faculty, and institutional policies tailored to board exam preparation. The selected environment provided a rich context for examining the systemic, instructional, and behavioral factors that contribute to CPA success. Cebu City, being

a major educational and economic hub in the Philippines, presents a dynamic setting where both public and private institutions compete for academic prestige, thus offering valuable insights into replicable best practices in accounting education.

3.3. Respondents

A total of 150 participants were selected through purposive and stratified sampling to ensure balanced representation across various institutional roles and stakeholder perspectives. The sample included 50 faculty members actively engaged in board exam instruction, 50 top CPA board examinees from the past three examination cycles, 10 deans or program heads, 20 academic coordinators or review directors, and 20 administrators or quality assurance officers. This respondent distribution was intentionally designed to capture a holistic understanding of CPA board success from policy, instructional, and student viewpoints. Notably, 73.3% of respondents were licensed CPAs, and 76.7% had more than five years of professional experience, underscoring the credibility and depth of the dataset. The inclusion of both academic leaders and recent topnotchers enabled a nuanced analysis of how institutional structures intersect with student behaviors to influence board exam outcomes. This respondent profile also addresses a major gap in existing literature, which often relies solely on student self-reports, thereby enhancing the study's contribution to evidence-based academic management.

3.4. Data Analysis

This study employed descriptive statistics and a suite of inferential statistical methods to analyze the data systematically and rigorously. Descriptive measures, including means and standard deviations, were used to summarize institutional strategies, faculty teaching practices, and student study habits and motivation. To examine the relationships among the primary variables, the Pearson product–moment correlation was applied to identify the strength and direction of linear associations. Multiple linear regression analysis was then conducted to determine the predictive strength of institutional strategies, faculty practices, and student motivation on CPA board examination performance. The robustness of the regression model was evaluated using adjusted R^2 values and F-tests to ensure explanatory validity. Furthermore, a one-way analysis of variance (ANOVA) and Tukey's Honestly significant difference (HSD) *post hoc* tests were performed to compare mean differences across institutions, thereby exploring institutional variability in the effectiveness of key predictors. All inferential tests were conducted at a significance level of $\alpha = 0.05$ to maintain statistical rigor. These analytical procedures provided a comprehensive understanding of how multi-level educational practices and learner behaviors collectively influenced professional licensure outcomes.

3.5. Ethical Consideration

This study was conducted in full compliance with ethical standards in educational and social science research. Before data collection, participants were provided with a detailed informed consent form outlining the study's purpose, procedures, voluntary nature, and data privacy protocols. Participants were assured that their identities would remain anonymous and that all data would be treated with strict confidentiality. The study ensured that no personally identifiable information was collected, and responses were coded to maintain data integrity. Institutional permissions were secured from all participating schools, and no form of coercion was used to encourage participation. The researchers also emphasized that participants could withdraw at any point without consequence. Furthermore, ethical safeguards were observed in the interpretation and reporting of results to prevent misrepresentation or institutional bias. The research posed no physical, psychological, or reputational risk to the participants, thereby upholding the principles of beneficence, respect, and justice throughout the research process.

4. RESULTS AND DISCUSSION

Table 1 presents a diverse and balanced respondent composition, with equal proportions of faculty members, top board examinees (33.3%), and academic leaders such as deans, coordinators, and administrators. A majority (76.7%) have more than five years of experience, and 73.3% are CPA-licensed, ensuring expert-driven insights (Ocampo et al., 2022). The predominance of private institutions (53.3%) mirrors Cebu City's CPA board performance trends, where such schools consistently lead (Bacus et al., 2024). The practical value of this respondent profile lies in its capacity to capture a multi-stakeholder view of success factors in board exam performance, linking curriculum, leadership, instruction, and student achievement. By addressing the gap in studies that rely solely on student data, this table enhances institutional decision-making, enabling schools to replicate proven strategies and strengthen their accountancy programs.

Table 2 highlights the institutional practices that contribute significantly to board exam readiness among top-performing accountancy schools in Cebu City. The highest-rated items, curriculum alignment with PRC coverage (M = 4.58), in-house review programs (M = 4.52), and institutional support for licensure (M = 4.50), reflect a systemic and proactive academic environment geared toward board success. These strategies are consistent with evidence linking structured institutional efforts to CPA performance outcomes (Espahbodi et al., 2023). The

Table 1: Profile of respondents (n=150)

Profile variable	Category	Frequency (f)	Percentage
Respondent role	Dean/program head	10	6.70
	Faculty member	50	33.30
	Top board examinee (past 3 years)	50	33.30
	Academic coordinator/ review director	20	13.30
	Administrator/ QA officer	20	13.30
Years of experience	1-5 years	35	23.30
	6-10 years	45	30.00
	11-15 years	40	26.70
	16+ years	30	20.00
CPA licensure status	CPA holder	110	73.30
	Non-CPA (admin only)	40	26.70

overall high ratings across all items (mean scores above 4.20 in most cases) indicate strong implementation of best practices such as mock exams, performance tracking, mentoring, and faculty development. This reinforces the idea that institutional strategy, not just student ability, plays a crucial role in CPA licensure outcomes (Maghinay, 2024). The practical value of this table lies in providing a benchmark for other accountancy programs aiming to improve licensure outcomes. By quantifying what high-performing institutions are doing right, this data addresses the gap in localized evidence on institutional factors, offering replicable models for academic leaders and policymakers in similar educational contexts.

Table 3 reveals a consistently high level of faculty qualifications and instructional practices among top-performing accountancy schools. Nearly all faculty respondents confirmed that they are CPA-licensed (M = 4.80) and possess relevant teaching experience in board subjects (M = 4.65), factors closely linked to student success in licensure exams (Bote et al., 2022). Additionally, strong ratings for involvement in CPA review module design (M = 4.45) and faculty-student communication (M = 4.52) highlight a culture of instructional engagement and exam-aligned preparation. The high scores on practices such as teaching strategy diversity, peer mentoring, and data-driven program enhancement reflect a deliberate and collaborative academic environment. These institutional efforts resonate with Espahbodi et al. (2024), who emphasized that structured faculty support is a key driver of CPA exam success. Practically, this table underscores the critical role of faculty, not just as content experts but as strategic enablers of board readiness. It addresses a common oversight in policy discussions by quantifying the academic behaviors and institutional support mechanisms that underlie effective teaching. This provides actionable insights for hiring, training, and workload planning in accountancy programs seeking to improve board exam outcomes.

Table 4 presents the self-reported study habits and motivational levels of top CPA board examinees, revealing uniformly high-performance behaviors. The highest-rated practices include regular problem drilling (M = 4.70), daily study scheduling (M = 4.64), and goal setting (M = 4.60), key traits aligned with success-focused academic behaviors (Siddiqui, 2025). Access to review programs (M = 4.52) and strong intrinsic motivation (M = 4.50) further reinforce the examinees' structured and disciplined approach. While faculty mentoring (M = 4.44) and group accountability (M = 4.16) also received high ratings, individual-driven strategies dominated, reflecting the growing emphasis on self-regulated learning in CPA exam preparation (Bostwick et al., 2023). The practical value of this table lies in its ability to inform program design and review support services. It addresses the gap in student-centered CPA success models by quantifying the behaviors of actual board achievers, offering evidence-based insights for coaching, time management workshops, and review program enhancements.

Table 5 displays the CPA Licensure Examination performance of the five participating institutions over the past 5 years, clearly indicating a consistent pattern of outperformance relative to the national passing rate of 41.00%. Schools A-E achieved average passing rates ranging from 74.30% to 89.50%, with School A producing the highest number of topnotchers (n = 4) and the widest margin above the national average (+48.50%). These results affirm the elite status of these institutions in terms of CPA board success (Carator et al., 2024). The findings emphasize that institutional performance is not only consistent but also significantly superior,

Table 2: Summary of institutional strategies and practices (n=150)

Item	Mean	Standard deviation (SD)	Interpretation
1. The curriculum is aligned with current PRC CPA board exam coverage.	4.58	0.49	Very high
2. The school provides in-house CPA review programs.	4.52	0.53	Very high
3. Regular mock board exams are conducted to prepare students.	4.45	0.60	High
4. Academic performance is closely monitored through retention policies.	4.40	0.65	High
5. Mentoring and coaching programs are implemented.	4.33	0.71	High
6. Faculty members undergo continuous training and development.	4.26	0.68	High
7. There is strong institutional support for CPA licensure preparation.	4.50	0.57	Very high
8. Strategic partnerships exist with review centers or CPA alumni.	4.22	0.74	High
9. Incentives are given to top performers and passers.	4.35	0.70	High
10. Data from previous board exams are analyzed for program improvement.	4.48	0.58	Very high

Legend: 1.00-1.79 very low, 1.80-2.59 low, 2.60-3.39 moderate, 3.40-4.19 high, 4.20-5.00 very high

Table 3: Summary of faculty credentials and teaching practices (n=50 faculty respondents)

Item	Mean	Standard deviation (SD)	Interpretation
1. Faculty members hold CPA licenses.	4.80	0.40	Very high
2. Faculty members have relevant teaching experience in board exam subjects.	4.65	0.48	Very high
3. Regular teaching evaluations are conducted to ensure instructional quality.	4.42	0.60	High
4. Faculty use a variety of teaching strategies (e.g., case studies, drills).	4.30	0.67	High
5. Faculty receive training in instructional technology and exam alignment.	4.28	0.70	High
6. Peer mentoring and team teaching are practiced in the department.	4.12	0.73	High
7. Faculty are involved in the design of CPA review modules.	4.45	0.62	Very high
8. Academic workload policies enable teachers to focus on board-prep subjects.	4.18	0.75	High
9. Faculty contribute to data-driven program enhancement.	4.34	0.66	High
10. Instructors maintain strong communication and availability to students.	4.52	0.58	Very high

Legend: 1.00-1.79 very low, 1.80-2.59 low, 2.60-3.39 moderate, 3.40-4.19 high, 4.20-5.00 very high

Table 4: Summary of student study habits and motivational levels (n=50 top board examinees)

Item	Mean	Standard deviation (SD)	Interpretation
1. I followed a consistent daily study schedule during my preparation.	4.64	0.52	Very high
2. I used various learning materials (e.g., books, notes, videos).	4.58	0.57	Very high
3. I regularly practiced answering mock exams and problem drills.	4.70	0.48	Very high
4. I had access to review programs and attended consistently.	4.52	0.60	Very high
5. I received motivation and guidance from faculty mentors.	4.44	0.61	High
6. I set personal goals and performance benchmarks.	4.60	0.55	Very High
7. I studied more than 6 h/day on average during review months.	4.28	0.71	High
8. I was part of a study group or accountability circle.	4.16	0.74	High
9. I minimized distractions and practiced time management.	4.38	0.65	High
10. I remained highly motivated even under stress and pressure.	4.50	0.59	Very high

Table 5: CPA licensure examination performance of participating institutions (historical average for the past 5 years)

Institution code	Average passing rate (%)	Topnotchers produced	National passing rate (%)	Difference from national (%)
School A	89.50	4	41.00	48.50
School B	85.20	3	41.00	44.20
School C	81.00	2	41.00	40.00
School D	77.50	1	41.00	36.50
School E	74.30	0	41.00	33.30

Table 6: Pearson correlation matrix of major study variables (n=150)

Variables	1	2	3	4
1. Institutional strategies	1			
2. Faculty teaching practices	0.682**	1		
3. Student study motivation	0.645**	0.709**	1	
4. CPA board exam performance	0.751**	0.725**	0.781**	1

n=150 respondents. Correlation coefficients (r) are based on Pearson product-moment correlation. P<0.01 ()=Significant at the 1% level** (2-tailed)

addressing a common gap in national-level studies that often overlook regional centers of excellence like Cebu. Moreover, these outcomes highlight the strong reputational and motivational influence such performance exerts on current students (Aniceto et al., 2024). The practical value lies in identifying performance benchmarks for other schools, regulators, and accrediting bodies. These results provide empirical evidence that high passing rates and topnotchers are achievable through institutional commitment, rigorous academic systems, and sustained support structures.

Table 6 illustrates strong, positive, and statistically significant correlations among the study's core variables. The highest correlation is observed between student study motivation and CPA board exam performance (r = 0.781, P < 0.01), followed closely by institutional strategies (r = 0.751) and faculty teaching practices (r = 0.725), indicating that all three predictors play critical roles in exam success. These results reinforce that student motivation is the most influential factor, aligning with findings on the pivotal role of engagement and self-regulation in academic outcomes (Han, 2024). Meanwhile, the strong linkage between teaching practices and institutional strategies reflects the integrated nature of instructional quality and policy-level support (Dumitru and Dragomir, 2025). The practical implication is clear: high CPA exam performance is not driven by a single factor but by a well-aligned academic ecosystem. This table addresses a key research gap by quantifying how structural and behavioral factors interact to influence licensure outcomes, providing evidence-based guidance for program improvement and policy formulation in accounting education.

Table 7 presents the results of a multiple regression analysis predicting CPA board exam performance based on three key factors: Institutional strategies, faculty teaching practices, and student study motivation. All predictors are statistically significant

(P < 0.001), with student study motivation emerging as the strongest predictor ($\beta = 0.459$), followed by institutional strategies ($\beta = 0.387$) and faculty teaching practices ($\beta = 0.341$). The model explains 68.4% of the variance in board exam performance ($R^2 = 0.684$), indicating a robust and well-fitting predictive model. These findings validate the critical role of learner motivation and institutional support structures in licensing exam outcomes, echoing prior research on how multi-level academic and behavioral factors shape professional qualification success (Maerten-Rivera et al., 2022). Moreover, the strength of institutional strategies highlights the importance of structured academic environments in ensuring equity and access to licensure, particularly within competitive professional markets (Sutherland et al., 2024). The practical implication is that accountancy schools aiming to enhance licensure outcomes must adopt a systems-based approach—one that synchronizes institutional initiatives, faculty development, and student motivation. This table addresses the gap in localized predictors of CPA success and provides a quantitative basis for refining program design, resource allocation, and student support mechanisms.

Table 8 presents the results of a one-way ANOVA analysis, revealing statistically significant differences across institutions in three key areas: institutional strategies (F = 5.87, P = 0.001), faculty teaching practices (F = 4.98, P = 0.002), and student study motivation (F = 6.42, P < 0.001). These findings indicate that the implementation and effectiveness of these predictors vary notably among the participating schools. This variation underscores the influence of institutional context on educational practices and student outcomes. For instance, differences in resource allocation, leadership styles, and support mechanisms can lead to disparities in faculty engagement and student motivation (Gao et al., 2025). Additionally, factors such as institutional culture and policy frameworks play a crucial role in shaping teaching practices and strategies (Priya et al., 2024). The practical implication is clear: a uniform approach to enhancing CPA board exam performance

Table 7: Multiple regression analysis predicting CPA board exam performance (dependent variable: CPA board exam performance, n=150)

Predictor variables	Unstandardized coefficient (B)	Standardized Beta (β)	t-value	P-value	Interpretation
Institutional strategies	0.432	0.387	5.624	0.000	Significant predictor
Faculty teaching practices	0.318	0.341	4.971	0.000	Significant predictor
Student study motivation	0.478	0.459	6.813	0.000	Strongest significant predictor
R^2=0.684					
Adjusted R^2=0.676					
F (3, 146)=104.58, P<0.001					Model is statistically significant

Table 8: One-way ANOVA results comparing predictors across participating Institutions (n=150)

Dependent variable	Source of variation	Sum of squares (SS)	df	Mean square (MS)	F-value	P-value	Interpretation
Institutional Strategies	Between groups	12.45	4	3.11	5.87	0.001	Significant difference exists
	Within groups	76.95	145	0.53			
Faculty teaching practices	Between groups	10.76	4	2.69	4.98	0.002	Significant difference exists
	Within groups	78.35	145	0.54			
Student study motivation	Between groups	15.38	4	3.85	6.42	0.000	Significant difference exists
	Within groups	86.95	145	0.6			

may not be effective across all institutions. Tailored strategies that consider the unique characteristics and needs of each institution are essential. By recognizing and addressing these differences, educational leaders can implement more effective programs and policies to improve faculty practices and student motivation, ultimately leading to better licensure outcomes.

Table 9 presents the mean motivation scores of top CPA board examinees across five institutions. Schools A and B exhibit "Very High" motivation levels (M = 4.72 and M = 4.60, respectively), while Schools C, D, and E demonstrate "High" motivation levels (M = 4.44, M = 4.30, and M = 4.22, respectively). These variations suggest that institutional environments significantly influence student motivation. The elevated motivation levels in Schools A and B may be attributed to effective admission and retention policies that foster academic engagement and resilience among students (Dominguez et al., 2023). Such policies can create a supportive learning environment, enhancing students' commitment to their studies. Conversely, the slightly lower motivation scores in Schools C, D, and E might reflect areas where institutional strategies could be strengthened to better support student motivation. Furthermore, the role of curriculum content in shaping student motivation cannot be overlooked. Flasher et al. (2023) highlight the importance of including relevant topics, such as governmental accounting, in the CPA examination to maintain student interest and motivation. Ensuring that the curriculum aligns with professional standards and exam requirements can enhance students' perceived value of their studies, thereby boosting motivation.

The practical implication of these findings is clear: institutions aiming to improve CPA board exam performance should consider reviewing and enhancing their admission policies and curriculum content to foster higher levels of student motivation. By creating an environment that supports and challenges students appropriately, schools can better prepare their students for success in licensure examinations.

Table 9: Mean differences in student motivation across institutions (top board examinees, n=50)

Institution code	Mean motivation score	Standard deviation (SD)	Interpretation
School A	4.72	0.29	Very high
School B	4.6	0.34	Very high
School C	4.44	0.41	High
School D	4.3	0.38	High
School E	4.22	0.47	High

One-way ANOVA summary					
Source	SS	df	MS	F	P-value	Interpretation
Between groups	4.26	4	1.07	6.70	0.000	Significant difference
Within groups	7.70	45	0.17			
Total		12	49			

The One-way ANOVA summary table indicates a statistically significant difference in mean scores across the groups analyzed. Specifically, the between-group sum of squares (SS) is 4.26 with 4 degrees of freedom (df), resulting in a mean square (MS) of 1.07. The within-group SS is 7.7 with 45 df, yielding an MS of 0.17. The calculated F-value is 6.7, and the associated P = 0.000, which is less than the conventional alpha level of 0.05. This outcome leads to the rejection of the null hypothesis, suggesting that at least one group mean significantly differs from the others. This finding implies that the factor under investigation has a significant effect on the dependent variable. However, while ANOVA identifies the presence of differences among group means, it does not specify which groups differ. Therefore, *post hoc* tests, such as Tukey's HSD, are necessary to pinpoint the specific group differences. In practical terms, these results underscore the importance of the independent variable in influencing the outcome measure. For instance, if the groups represent different teaching methods, the significant ANOVA result suggests that the choice of teaching method materially affects student performance. Consequently, stakeholders should

Table 10: *Post hoc* Tukey HSD test for student motivation across institutions (top board examinees, n=50)

Comparison (institution pair)	Mean difference	P-value	Interpretation
School A versus School B	0.12	0.568	Not significant
School A versus School C	0.28	0.041*	Significant difference
School A versus School D	0.42	0.006*	Significant difference
School A versus School E	0.50	0.002*	Significant difference
School B versus School C	0.16	0.251	Not significant
School B versus School D	0.30	0.035*	Significant difference
School B versus School E	0.38	0.009*	Significant difference
School C versus School D	0.14	0.445	Not significant
School C versus School E	0.22	0.189	Not significant
School D versus School E	0.08	0.674	Not significant

consider these differences when making decisions related to the factor in question.

Table 10 presents the results of the Tukey HSD *post hoc* test, revealing significant differences in student motivation between certain institutions. Specifically, School A's motivation scores are significantly higher than those of Schools C, D, and E ($P < 0.05$), while no significant difference exists between Schools A and B. These findings suggest that while Schools A and B maintain comparable high levels of student motivation, Schools C, D, and E may need to implement targeted strategies to enhance student engagement. Research indicates that effective utilization of educational resources can significantly impact student motivation and performance. For instance, Hubner et al. (2025) found that medical students who strategically selected study materials, avoiding resource overload, achieved better outcomes in their licensing exams. This underscores the importance of not just providing resources but also guiding students in their effective use. Additionally, fostering intrinsic motivation through meaningful activities has been shown to enhance student well-being and academic performance. Phillips et al. (2022) demonstrated that medical student volunteerism during the COVID-19 pandemic, driven by altruistic motives, led to increased resilience and empathy, which are critical components of sustained academic motivation.

5. CONCLUSION AND RECOMMENDATIONS

This study identified institutional strategies, faculty teaching practices, and student motivation as significant determinants of CPA board exam performance. Using multiple regression analysis, student motivation emerged as the strongest predictor, underscoring the impact of self-directed learning and exam preparation discipline. High-performing institutions consistently implemented curriculum-aligned instruction, retention policies, mock exams, and in-house review programs. Faculty members were found to be not only content experts but also active contributors to CPA module design, mentoring, and instructional improvement. The

results affirm that faculty quality and institutional support create a conducive environment for student success. Top-performing examinees shared similar habits, including regular study routines, goal setting, mock test engagement, and use of diverse learning materials. ANOVA tests confirmed significant differences across institutions, highlighting the influence of unique academic cultures and support systems. Tukey's *post hoc* analysis revealed that motivational levels varied significantly between the top and lower-ranked schools. These variations suggest that no single strategy fits all, and tailored interventions are necessary. In conclusion, sustainable CPA board exam excellence depends on the synergistic integration of institutional systems, faculty engagement, and student-driven effort.

Based on the results of the study, several recommendations are proposed to strengthen CPA board exam performance among accountancy institutions. First, schools should institutionalize structured and curriculum-aligned review programs, including mock board exams, mentoring, and regular performance tracking, to prepare students systematically and consistently. Second, academic administrators are encouraged to invest in continuous faculty development, particularly in instructional strategies, exam alignment, and peer collaboration, to enhance teaching effectiveness in board-related subjects. Third, student motivation should be nurtured through goal-setting workshops, time management training, and accessible faculty mentorship, as these behaviors were strongly linked to licensure success. Fourth, schools with lower performance should benchmark against top-performing institutions and tailor their strategies based on their unique academic culture and resource availability. Fifth, future research may explore qualitative perspectives from students and faculty to enrich the understanding of motivational dynamics and institutional practices. Lastly, accrediting bodies and policymakers should consider integrating these evidence-based indicators into quality assurance frameworks to support national efforts in improving licensure performance across the accountancy education sector.

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