



# A STUDY ON LEARNING METHODS AND OUTCOME OF ARTICLESHIP AND MONETARY PERSPECTIVE IN CA

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## ABSTRACT

Articleship is a crucial part of the CA course as it provides practical exposure to the students in the field of accounting and auditing. During this period, students get hands-on experience in accounting, auditing, taxation, and financial management. The learning methods in articleship include on-the-job training, workshops, seminars, and assignments. The outcome of articleship also includes the development of various skills, including communication skills, analytical skills, and problem-solving skills. The monetary perspective of articleship is also an important aspect to consider. During the articleship period, students receive a stipend, which varies from firm to firm. The stipend helps the students to manage their expenses and also provides them with financial support. The stipend amount depends on various factors, including the size of the firm, the location of the firm, and the experience of the student. Apart from the stipend, the articleship period also provides an opportunity for students to secure a job after completion of the course. The practical exposure and experience gained during the articleship period help the students to secure a good job with a higher salary package.

**Keywords:** Articleship, Monetary perspective, Audit, Financial services

## INTRODUCTION

The Chartered Accountancy (CA) course is one of the most prestigious professional courses in India. The CA course is divided into three parts: the foundation course, the intermediate course, and the final course. Article ship training is mandatory for CA students, which is a three-year practical training program, where students learn accounting, auditing, taxation, and other financial aspects of the industry. The CA course is known to be one of the toughest courses to crack, and it requires a lot of hard work and dedication. Learning methods and outcomes of Article ship training play a crucial role in the success of CA students. Hence, this study aims to explore the learning methods and outcomes of Article ship training and their monetary perspective.

The origin of auditing can be traced back to ancient civilizations, where merchants would hire individual slaves to verify their accounts and transactions. However, the modern audit industry can be traced back to the late 19th century when the first accounting firms were established in Europe and North America. The first modern auditing standard was issued in the United States in 1917 by the American Institute of Certified Public Accountants (AICPA). The standard established the basic principles of auditing, including the need for auditors to be independent and objective, to obtain sufficient evidence to support their opinion, and to report their findings to the organization's stakeholders. The audit industry continued to evolve throughout the 20th century, with the development of new auditing standards, regulations, and technologies. The globalization of the economy and the growth of multinational corporations in the second half of the 20th century created new challenges for the audit industry, such as the need to harmonize auditing standards and practices across different jurisdictions.

The financial services industry seems almost all-encompassing today. Banks not only offer checking and savings accounts, but many offer other products like mortgages and auto loans. However, it wasn't always like that. Before the 1970s, each sector of the financial services industry more or less stuck to its own specialty. Banks provided a place for customers to hold checking and savings accounts. Loan associations offered mortgages and personal loans. Brokerage companies offered consumers investment opportunities in stocks, bonds and mutual funds. And credit card companies, like Visa and Mastercard, solely provided credit cards. But then during the 1970s, consumers began to move away from big banks, which were previously the center of the financial services industry. Federal regulations prevented banks from offering a variety of financial services which is what consumers wanted. So consumers increased their business with other sectors like brokers and mutual funds companies. As a response to saving themselves, banks began to offer products like money market and mutual funds, mortgages and other loans. By the 1990s, the lines that separated the different financial services sectors had become blurred. Not only were companies offering products outside of their original range, but companies were merging together to become bigger financial conglomerates. That would enable them to earn and offer even more. Even still, the financial services industry continues to grow and change. This is largely due to rapid advances in technology. Certain financial products are becoming increasingly available to a wider variety of consumers thanks to the

internet. There are even banks and financial advisors and banks that operate entirely online. Technology has opened new doors for both the financial services industry and its consumers. Financial advisors, brokerages and investment banks are also a part of this financial sector.

Advisors range from accountants to retirement planners to tax preparers and more. Investment banks are tailored for more wealthy consumers. Here, you can find wealth management, tax advice and company guidance. Financial advisors, brokerages and investment banks are also a part of the banking financial sector. Financial advisors can specialize in accounting, tax preparation, debt management and a range of other financial needs. A financial planner is a type of financial advisor who specializes in creating long-term financial plans like saving for retirement. Investment banks are tailored for more wealthy consumers. Here, you can find wealth management, tax advice and company guidance.

## REVIEW OF LITERATURE

**Jeremiah Uwaifo Idialu, Richard Iyere Oghuma (2023)** this paper is designed to look at the current approach to educating accountants in order to discover the educational arrangement put in place to ensure ethical standards on the part of the persons trained to become accountants. It was also found that even at the professional level, ethics does not form part of subjects examined and graduates come in close contact with the knowledge of ethics at their various organizations when already in employment. The paper therefore recommends that ethics and value system should be taught and examined as a full-fledged course in accounting programs in the tertiary institutions. In addition they should be examined in the accounting professional examinations in societies where corruption is pervasive.

**Mohsina Akter, Muhammad Muhiuddin Siraj (2022)** Purpose- The objective of this paper is to examine the factors affecting Bangladeshi students' intention to be a chartered accountant. This paper specifically addresses factors like students' gender, previous major at undergraduate level, CGPA, public vs. private university status and family income. Findings- The findings of the study show that out of five variables three variables, previous major, public vs private university status and family income have significant relationship with students' intention to pursue CA professional qualification. On the contrary, gender and CGPA of the students are considered as insignificant factors.

**BM Hassan (2021)** this report titled "Chartered Accountants in Bangladesh Challenges & Opportunities" is an outcome of the BBA internship program of BRAC University. Numerous interviews were conducted on the basis of frequently asked questions by the students and concerned individuals about this profession, like- article-ship time period, convenience of class timings, quality of lectures, study manuals, exam leave, pay scale, etc. To provide a clear idea of those queries, some open-ended questions were also included, which were asked by aspiring students. All these questions were answered by the Fellow Chartered Accountants and professionals, also talked with FCAs from different countries who completed their article-ship from Bangladesh working in international companies.

**Javed Siddiqui (2019)** the chartered accountancy profession in Bangladesh had to wait for 17 years before they had their first female chartered accountant. However, since then, the Institute of Chartered Accountants of Bangladesh (ICAB) has had its first female member in the council, and eventually its first female President in 2011, who also was the first female member to be included in the board of directors of the South Asian federation of accountants (SAFA). However, most of prior research was conducted in western societies, despite research evidence that such personality attributes vary widely across cultures and regions. This provides the context for this study.

**Diana Jayawardana (2018)** Professional Accounting Institutions are always directed through policy reforms to promote professionals employability by developing student's career path by improving their skills that contribute to human capital. Contributing to that, this research investigates the expectation performance gap in the development of generic skills development of generic skills for the purpose of the career success of the professional accounting students from the perspective of employers and the educators of the CA Sri Lanka students. These research findings reflect the importance of expanding the professional accounting curricula by assessing and implanting generic skills development activities.

**Cilliers Van Zyl, Charle Villiers (2011)** the results indicate that CA students' choice is driven mainly by job security, job satisfaction, aptitude for accounting and potential future earnings. Although a high percentage of non-CA students have considered becoming a CA (61.6 per cent), they cite job satisfaction as one of the key reasons why they decided against a CA qualification. Significant differences between the CA and non-CA group were evident when the means of the ratings of career choice factors were compared. All mean scores, for each of the 12 career choice factors, were higher for CA stream students, compared with the non-CA stream students.

A possible reason is that CA students are more career oriented than their non-CA student counterparts.

## Objectives of the study

- To study the learning methods and outcome of articleship and monetary perspective in CA.
- To find the additional expertise learning and knowledge required for CA students with respect to their specialization.
- To examine the learning outcome of articles during the articleship with respect to real time application.
- To identify the opportunity given by the company during the articleship period to CA students.
- To find out the challenges of CA students during their articleship and solutions to overcome.
- To analyze the preferences of coaching and the mode of education of CA students
- To determine the factors influences the changes to the CA scheme.

## Hypotheses of the study

**H<sub>01</sub>:** There is significant relationship between age and more knowledge in area of specialization in CA.

**H<sub>0</sub>2:** There is significant association between mode of study chosen in CA and learning towards the real time work assigned.

**H<sub>0</sub>3:** There is significant relationship among peer group learning support in workplace and Challenge faced in day to day life while doing articles.

## RESEARCH METHODOLOGY

The steps in which the research was carried out by collecting both the primary and the secondary data. The secondary data was collected by means of reading various materials such as books, journals, magazines, newspaper articles, etc., looking for similar content online (i.e., on the Internet).

Research methodology is defined as a highly intellectual human activity used in the investigation of nature and matter, and deals especially with the manner in which data is collected and interpreted. A set of models, procedure, and techniques are used to find out the results of a research problem.

### Research Design

A research design is the set of methods and procedures used in collecting and analysing measures of the variables specified in the problem research. The design includes the study type, research problem, hypothesis and data collection methods. It is a framework created by the researcher to answer the questions.

The study used the descriptive research design. Descriptive design describes the situations and does not make any accurate predictions. Observational methods, case-study method and survey method are the three main type of descriptive research design. Survey method has been used for this study.

### Sources of Data

- **Primary Data:** The primary data are those, which are collected for the first time and thus happen to be original in character. The research has got the primary data through questionnaire surveys, personal interview, telephone and etc., the data, which were collected are first hand data through which the analysis and interpretation would be taken part.
- **Secondary Data:** The secondary data on the other hand are those which have already been collected by someone else and which have already been passed through the statistical process. The research has to decide which sort of data he would be using for his study and accordingly he will have to select one or the other method of data collection. The researcher has collected the secondary data from the journals, internet, previous project reports etc.

### Sample Size

Out of 120 article students who received the questionnaire, 113 responded, but 13 of them were excluded from the data analysis as they were deemed inappropriate. Therefore, the sample size for the

study is 100.

## Sampling Technique

Sampling is a process used in statistical analysis in which a predetermined number of observations are taken from a large population. The methodology used to sample from the larger population depends on the type of analysis being performed, but may include simple random sampling or systematic sampling.

**Random Sampling:** In this technique, each member of the population has an equal chance of being selected for the sample. This can be done by assigning each member a number and using a random number generator to select the sample.

## Tools for Data Collection

- **QUESTIONNAIRE:** A Questionnaire was prepared to get the relevant information from the respondents. The question is intended to be answered by the employee who has a good knowledge about the subject of investigation and capable of providing answers to the questionnaire. The questionnaire was dealt in two parts, part one was the various factors influencing employee morale in the firm, part two was about the employee satisfaction in the firm.
- **DATA:** Data are presented in tabular columns and are analyzed with the help of various statistical tools. Then it was explained by the researcher's observation.

## Results of the study

**Table 1: Profile of the Respondents**

		Number of Respondents	Percentage
Age	18–27 years	97	97%
	28–37 years	3	3%
	38–47 years	0	0
	48–60 years	0	0
Gender	Male	41	41%
	Female	59	59%
Highest qualification before joining into CA	Joined after 12 <sup>th</sup>	41	41%
	Joined after under graduation	59	59%
Mode of study chosen for CA	Self-study	53	53%
	Institutional coaching	47	47%
Preference on institutional study	Private institute coaching	81	81%
	ICAI	19	19%

**Source: Primary data**

From the table 4.1 it can be observed that 41% of the respondents are male and 59% of the respondents are female. Thus, the majority respondents are female.

97% of the respondents are 18-27 years age group and 3% of the respondents are 28-37 years age group, 0% of the respondents in 38-47 years age group and 48-

60 age group. Therefore, it can be concluded that majority respondents belong to the age group of 18-27 years.

47% of the respondents are who joined into CA after 12<sup>th</sup>, 53% of the respondents are who joined into CA after graduation.

53% of respondents prefer to self-study and 47% of respondents prefer to study in institutional coaching.

81% of respondents prefer private institute coaching and 19% of respondents prefer ICAI. Thus majority of respondents prefer private institute coaching.

**Table 2: Information related to CA Articleship**

		Number of Respondents	Percentage
<b>Reason for choosing private institute coaching</b>	Knowledgeable mentor	12	12%
	One-on-one interaction	6	6%
	More practices	15	15%
	All the above	67	67%
<b>Reason for ICAI</b>	Less fee structure	17	17%
	Knowledgeable mentor	11	11%
	Focused on only syllabus	8	8%
	All the above	64	64%
<b>Completed level in CA</b>	Foundation	27	27%
	Inter	64	64%
	Final	9	9%
<b>Number of years completed in articleship</b>	1 year	34	34%
	2 year	54	54%
	3 year	12	12%
<b>Paid stipend as per norms given by the institute</b>	Yes	50	50%
	No	50	50%
<b>Able to Manage Studies While Doing Articles</b>	Yes	80	80%
	No	20	20%
<b>More knowledge in area of specialization in CA</b>	Income tax filing	15	15%
	GST filing	10	10%
	Auditing	25	25%
	ROC (registrar of company)	3	3%
	All of the above	47	47%
<b>Library facility in institute</b>	Yes	83	83%
	No	17	17%
<b>Peer group learning support in workplace</b>	Yes	86	86%
	No	14	14%

Source: Primary data

From the Table 4.2 it can be observed that 12% of respondents prefer private institute coaching for knowledgeable mentor, 6% of respondents prefer private institute coaching for one on one interaction, 15% of respondents prefer private institute coaching for more practices, 67% of respondents prefer private institute coaching for all the reason listed.

It is noted that 17% of respondents prefer ICAI for less fee structure, 11% of respondents prefer ICAI for knowledgeable mentor, 8% of respondents prefer ICAI for focused on only syllabus, 64% of respondents

prefer ICAI for all the reasons listed.

It is inferred that 27% of respondents have completed foundation, 64% of respondents have completed intermediate and 9% of respondents have completed final.

It can be observed that 34% of respondents have completed 1 year in articleship, 54% of respondents have completed 2 years in articleship and 12% of respondents have completed 3 years in articleship.

It is noted that 50% of respondents are paid stipends as per norms given by institute and 50% of respondents are not paid stipend as per norms given by institute.

It can be observed that 80% of respondents are able to manage their studies while doing articles and 20% of respondents are not able to manage their studies while doing articles.

It is inferred that 15% of respondents have more knowledge in income tax filing, 10% of respondents have more knowledge in GST filing, 25% of respondents have more knowledge in auditing, 3% of respondents have more knowledge in ROC (register of the company) and 47% of respondents have more knowledge in all the specializations listed.

It is noted that 83% of respondents are having library facilities in their institute and 17% of respondents are not having library facilities in their institute.

It can be observed that 86% of respondents are having peer group learning support in workplace and 14% of respondents are not having peer group learning support in workplace.

**Table 3: Learning towards the real time work assigned by the company**

	SA		A		N		DA		SDA	
	F	%	F	%	F	%	F	%	F	%
Enhance your knowledge	31	31	51	51	11	11	1	1	0	0
Useful to your subject	23	23	35	35	41	41	1	1	0	0
Hands on training	21	21	60	60	17	17	2	2	0	0
Quick learning	18	18	60	60	19	19	2	2	1	1

Source: Primary data, SA-Strongly agree, A-Agree, N-Neutral, DA-Disagree, SDA-Strongly disagree



From the table 3, it can be observed that the majority 51% of respondents are agreeing realtimeworkassignedbythecompanyenhancetheknowledge,41%themajorityofrespondentssaysneutral with real time work assigned by the company is useful to subject, 60% the majority of respondents are agreeing real time work assigned by the company is useful for hands on training,60%themajorityofrespondentsareagreeingwithrealtimeworkassignedbythecompanyusefultoquick learning.

**Table4:Additionalbenefitsprovidedbycompany**

<b>Additionalbenefits Providedbycompany</b>	<b>Frequency</b>	<b>Percentage</b>
Freelunch	11	11%
Paidleaves	10	10%
Workfrom home	13	13%
Alltheabove	44	44%
Noneofthese	22	22%
<b>Total</b>	<b>100</b>	<b>100%</b>

Source: Primary data

It is noted from the table 4, it is observed that 11% of the respondents has provided free lunch,10% of the respondents are getting paid leaves, 13% of the respondents has work from homebenefit, 44% of the respondents has all the benefits listed, 22% of the respondents has none ofthesebenefits.

**Table5:Challengesfacedindaytodaylifewhiledoingarticles**

	SA		A		N		DA		SDA	
	F	%	F	%	F	%	F	%	F	%
UnabletoClearexams	21	21	48	48	25	25	4	4	2	2
NoWork lifeBalance	45	45	28	28	20	2	6	6	1	1
Short time tofocusonStudies	19	19	61	61	19	19	1	1	0	0
Financiallydependentonfamilybecauseof Less pay	51	51	29	29	13	13	6	6	1	1

Source: Primary data, SA-Strongly agree, A-Agree, N- Neutral, DA-Disagree, SDA- Stronglydis-agree

Fromthe table5, itcanbeobservedthatthemajority48%ofrespondentsareagreeingunableto clear exams is one of the challenges faced, the majority 45% of respondents are stronglyagreeing no work life balance, the majority 61% of respondents are agreeing short time to focuson studies is one of the biggest challenges faced, the majority 51% of respondents are stronglyagreeingFinanciallydependent on familybecauseof less pay.

**Table 6 Advantages of articleship that company get benefits**

	SA		A		N		DA		SDA	
	F	%	F	%	F	%	F	%	F	%
Work done in less pay	27	27	58	58	14	14	1	1	0	0
Cost reduction to company	48	48	37	37	14	14	1	1	0	0
Saves more investment	19	19	58	58	21	21	2	2	0	0
No need to hire more employees for more pay	54	54	28	28	13	13	4	4	1	1

Source: Primary data, SA-Strongly agree, A-Agree, N- Neutral, DA-Disagree, SDA- Strongly dis-agree

It is noted that table 6, it can be observed that the majority 58% of respondents are agreeing that work done in less pay, the majority 48% of respondents are strongly agreeing that it is cost reduction to company, the majority 58% of respondents are agreeing that it saves more investment to the company, the majority 54% of respondents are strongly agreeing that no need to hire more employees for more pay.

**Table 7 Factor which will create impact in changing the scheme**

	SA		A		N		DA		SDA	
	F	%	F	%	F	%	F	%	F	%
Changes in syllabus	55	55	30	30	14	14	1	1	0	0
Reduction in articleship duration	17	17	62	62	16	16	4	4	1	1
Increase in class hours	22	22	27	27	50	50	1	1	0	0
Increase in stipend	54	54	24	24	18	18	4	4	0	0

Source: Primary data, SA-Strongly agree, A-Agree, N- Neutral, DA-Disagree, SDA- Strongly dis-agree

It is inferred from the table 7, it can be observed that the majority 55% of respondents are strongly agreeing that change in syllabus will create impact, the majority 62% of respondents are agreeing that Reduction in articleship duration will create impact, the majority 50% of respondents are neutral in Increase in class hours that will create impact, the majority 54% of respondents are strongly agreeing in Increase in stipend that will create impact.

### REGRESSION ANALYSIS

#### Age and more knowledge in area of specialization in CA

**Null hypothesis ( $H_0$ ):** There is no relationship between age and more knowledge in area of specialization in CA

**Alternative hypothesis ( $H_1$ ):** There is relationship between age and more knowledge in area of specialization in CA

**Table8**  
**Relationshipbetweenageandmoreknowledgeinareaofspecializationin CA**

<b>R</b>		<b>RSquare</b>	<b>AdjustedRSquare</b>	<b>Std.Error</b>		
.221		.049	.039	1.4891		
<b>Model</b>		<b>SumofSquares</b>	<b>df</b>	<b>MeanSquare</b>	<b>F</b>	<b>p-value</b>
1	Regression	11.204	1	11.204	5.053	.027 <sup>b</sup>
	Residual	217.306	98	2.217		
	Total	228.510	99			
<b>Model</b>		<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>	<b>t-value</b>	<b>p-value</b>
		<b>Beta</b>	<b>SE</b>	<b>Beta</b>		
1	(Constant)	5.591	.911		6.135	.000
	Yourage	-1.962	.873	-.221	-2.248	.027

a. Dependent Variable: In which specialization do you have more knowledge in CA

The above table 8, shows the regression value is .221 and significant p-value is .027. Since the p-value (.027) is greater than the significance value (0.05) therefore, it can be concluded as there is no relationship between age and more knowledge in area of specialization in CA. Thus, null hypothesis ( $H_0$ ) is accepted.

**Null hypothesis ( $H_0$ ):** There is no significant association between mode of study chosen in CA and learning towards the real time work assigned that enhance your knowledge

**Alternate hypothesis ( $H_1$ ):** There is significant association between mode of study chosen in CA and learning towards the real time work assigned that enhance your knowledge

**Table9**

**Association between mode of study chosen in CA and learning towards the real time work assigned that enhance your knowledge**

<b>Enhance your knowledge</b>	<b>Value</b>	<b>df</b>	<b>p-value</b>
Pearson Chi-Square	113.687**	8	.000

**\*\*Significant at 1% level**

The above table 9, shows the p-value is (.000) which is lesser than the significance value (0.05). Therefore, it can be concluded that there is significant association between mode of study chosen in CA and learning towards the real time work assigned that enhance your knowledge. Thus, Alternative hypothesis ( $H_1$ ) is accepted.

**Null hypothesis ( $H_0$ ):** There is no significant association between mode of study chosen in CA and learning towards the real time work assigned that gives hands on experience.

**Alternate hypothesis ( $H_1$ ):** There is significant association between mode of study chosen in CA and learning towards the real time work assigned that gives hands on experience.

**Table 10**

**Association between mode of study chosen in CA and learning towards the real time work assigned that gives hands on experience**

Handson experience	Value	df	p-value
Pearson Chi-Square	110.957**	8	.000

\*\*Significant at 1% level

The above table 10, shows the p-value is (.000) which is lesser than the significance value (0.05). Therefore, it can be concluded that there is significant association between mode of study chosen in CA and learning towards the real time work assigned that gives hands on experience. Thus, Alternative hypothesis ( $H_1$ ) is accepted.

**Null hypothesis ( $H_0$ ):** There is no significant association between mode of study chosen in CA and learning towards the real time work assigned that is useful to subject.

**Alternate hypothesis ( $H_1$ ):** There is significant association between mode of study chosen in CA and learning towards the real time work assigned that is useful to subject.

**Table 11**

**Association between mode of study chosen in CA and learning towards the real time work assigned that is useful to subject**

Useful to your subject	Value	df	p-value
Pearson Chi-Square	120.643**	8	.000

\*\*Significant at 1% level

The above table 11, shows the p-value is (.000) which is lesser than the significance value (0.05). Therefore, it can be concluded that there is significant association between mode of study chosen in CA and learning towards the real time work assigned that is useful to subject.

Thus, alternative hypothesis ( $H_1$ ) is accepted.

**Null hypothesis ( $H_0$ ):** There is no significant association between mode of study chosen in CA and learning towards the real time work assigned that is helpful in quick learning.

**Alternate hypothesis ( $H_1$ ):** There is significant association between mode of study chosen in CA and learning towards the real time work assigned that is helpful in quick learning.

**Table 12**

**Association between mode of study chosen in CA and learning towards the real time work assigned that is helpful in quick learning**

Quick learning	Value	df	p-value
Pearson Chi-Square	114.518**	10	.000

\*\*Significant at 1% level

Theabovetable12,showsthep-

valueis(.000)whichislesserthanthesignificancevalue(0.05).Therefore, it can be concluded that there is significant association between mode of study chosen in CA and learning towards the real time work assigned that is helpful in quick learning. Thus, Alternative hypothesis ( $H_1$ ) is accepted.

## CORRELATION TEST

### Peer Group Learning Support In Work Place And Challenge Faced In Day To Day Life While Doing Articles.

**Null hypothesis ( $H_0$ ):** There is no significant relationship among peer group learning support in workplace and unable to clear exams Challenge faced in day to day life while doing articles.

**Alternate hypothesis ( $H_1$ ):** There is significant relationship among peer group learning support in workplace and unable to clear exams Challenge faced in day to day life while doing articles.

**Table 13**

**Correlation between challenges faced in day to day life while doing articles and peer group learning supports you in workplace**

		Is peer group learning support syou in workplace
<b>Challenges faced in day to day life while doing articles [unable to clear exams]</b>	Pearson Correlation (r)	2.85**
	p-value	.000
	N	100

**\*\*Significant at 1% level**

The above table 13 shows, the correlation value is .285 and the significance p-value is .000. Since the p-value (.000) is lesser than the significance value (0.05) Null hypothesis ( $H_0$ ) is accepted and Alternative hypothesis ( $H_1$ ) is rejected. For the relationship, we can see the value of Pearson correlation that is 1. So, there is a positive relationship between the variable and it is positively correlated.

**Null hypothesis ( $H_0$ ):** There is no significant relationship among peer group learning support in workplace and no work life balance Challenge faced in day to day life while doing articles.

**Alternate hypothesis ( $H_1$ ):** There is significant relationship among peer group learning support in workplace and no work life balance Challenge faced in day to day life while doing articles.

Table14

**Relationship among peer group learning support in workplace and no work life balance  
Challenge faced in day to day life while doing articles**

		<b>Is peer group learning supports you in workplace</b>
<b>Challenges faced in day to day life while doing articles [No Work life balance]</b>	Pearson Correlation (r)	.207*
	Sig.(2-tailed)	.040
	N	100

\*Significant at 5% level

The above table 14 shows, the correlation value is 0.207 and the significance p-value is 0.040. Since the p-value (0.040) is lesser than the significance value (0.05) Null hypothesis ( $H_0$ ) is accepted and Alternative hypothesis ( $H_1$ ) is rejected. For checking the relationship, we can see the value of Pearson correlation that is 1. So, there is a positive relationship between the variable and it is positively correlated.

**Null hypothesis ( $H_0$ ):** There is no significant relationship among peer group learning support in work place and short time to focus on studies Challenge faced in day to day life while doing articles.

**Alternate hypothesis ( $H_1$ ):** There is significant relationship among peer group learning support in work place and short time to focus on studies Challenge faced in day to day life while doing articles.

Table15

**Relationship among peer group learning support in work place and short time to focus on studies  
Challenge faced in day to day life while doing articles**

		<b>Challenges faced in day to day life while doing articles</b>
<b>Is peer group learning supports you in workplace</b>	Pearson Correlation	.251**
	Sig.(2-tailed)	.001
	N	100

\*\*Significant at 1% level

From the table 15 shows, the correlation value is 0.251 and the significance p-value is 0.001. Since the p-value (0.001) is lesser than the significance value (0.05) Null hypothesis ( $H_0$ ) is accepted. And Alternative hypothesis ( $H_1$ ) is rejected. For checking the relationship, we can see the value of Pearson correlation that is 1. So, there is a positive relationship between the variable and it is positively correlated.

## Major findings of the study

- Majority(59%) respondents are female.
- Most of the respondents(97%) are from 18-27 years age group.
- 59% have joined into CA after graduation.
- Majority(53%) of respondents prefer to study on self-study.
- Majority(81%) of respondents prefer private institute coaching
- Majority(67%) of respondents prefer private institute coaching for all the reason listed.
- Most of respondents(64%) prefer ICAI for all the reason listed.
- Majority of respondents (64%) have completed inter.
- Most of the respondents(54%) have completed 2 years in articleship.
- Majority of the respondents (80%) are able to manage their studies while doing articles
- Majority of the respondents(47%) has more knowledge in all the specialization listed
- Most of the respondents (83%) are having library facility in their institute.
- Majority of the respondents (86%) are having peer group learning support in workplace
- Majority of the respondents(51%) are agreeing real time work assigned by the company enhance the knowledge.
- Majority of the respondents(41%) says neutral with real time work assigned by the company is useful to subject
- Majority of the respondents(60%) are agreeing real time work assigned by the company is useful for hands on training
- 60% of the respondents are agreeing with real time work assigned by the company useful to quick learning
- The majority 44% of the respondents has all the benefits listed.
- Majority 48% of respondents are agreeing unable to clear exams are one of the challenges faced.
- Majority of the respondents(45%) are strongly agreeing no work life balance.
- Most of the respondents(61%) are agreeing short time to focus on studies is one of the biggest challenges faced.
- Majority of the respondents(51%) are strongly agreeing financially dependent on family because of less pay.
- Majority of the respondents (58%) are agreeing that work done in less pay.
- Majority of the respondents(48%) are strongly agreed that it is cost reduction to company.
- Most of the respondents(58%) are agreed that it saves more investment to the company.
- Majority of the respondents(54%) are strongly agreed that no need to hire more employees for more pay.
- Majority of the respondents (55%) are strongly agreed that change in syllabus will create impact.
- Most of the respondents(62%) are agreed that Reduction in articleship duration will create impact.
- Majority of the respondents(50%) of respondents are neutral in Increase in class hours that will

create impact.

- Most of the respondents (54%) of respondents are strongly agreeing in Increase in stipend that will create impact.
- The regression p-value is .027. Since the p-value (.027) is greater than the significance value (0.05). Therefore, it can be concluded as there is relationship between age and more knowledge in area of specialization in CA.
- The p-value of chi square is (.000) which is lesser than the significance value (0.05). Therefore, it can be concluded that there is significant association between mode of study chosen in CA and learning towards the real time work assigned that enhance your knowledge.
- The p-value of chi square is (.000) which is lesser than the significance value (0.05). Therefore, it can be concluded that there is significant association between mode of study chosen in CA and learning towards the real time work assigned that gives hands on experience.
- The p-value of chi square is (.000) which is lesser than the significance value (0.05). Therefore, it can be concluded that there is significant association between mode of study chosen in CA and learning towards the real time work assigned that is useful to subject.
- The p-value of chi square is (.000) which is lesser than the significance value (0.05). Therefore, it can be concluded that there is significant association between mode of study chosen in CA and learning towards the real time work assigned that is helpful in quick learning.
- The p-value of the correlation is .000. Since the p-value (.000) is lesser than the significance value (0.05) Null hypothesis (H<sub>0</sub>) is accepted and Alternative hypothesis (H<sub>1</sub>) is rejected. For the relationship, we can see the value of Pearson correlation that is 1. So, there is a positive relationship between the variable and it is positively correlated.

## Results and Discussion

Through analysis it is observed that 67% of respondents prefer private institute coaching for all the reason listed, 64% of respondents have completed inter, 54% of respondents have completed 2 years in articleship, 47% of respondents has more knowledge in all the specialization listed, 86% of respondents are having peer group learning support in workplace. It is noted that 51% of respondents are agreeing real time work assigned by the company enhance the knowledge. 44% of the respondents has all the benefits listed, 61% of respondents are agreeing short time to focus on studies is one of the biggest challenges faced, majority 55% of respondents are strongly agreeing that change in syllabus will create impact. It is observed that there is no relationship between age and more knowledge in area of specialization in CA. Significant association between modes of study chosen in CA and learning towards the real time work assigned that enhance your knowledge is noted. Significant association between modes of study chosen in CA and learning towards the real time work assigned that gives hands on experience is observed. Significant association between mode of study chosen in CA and learning towards the real time work assigned that is useful to subject is also noted. Significant association between mode of study chosen in CA and learning towards the real time work assigned that is helpful in quick learning is inferred. Positive relationship among peer group learning support in workplace and unable to clear exams Challenge faced in day to day life while doing articles is observed as significant. Positive significant relationship among peer group learning support in workplace and no work life balance Challenge faced in day to day life while doing articles. Significant positive relationship among peer group learning support in workplace and short time to focus on studies Challenge faced in day



to day life while doing articles is noted.

### Future direction of studies

- Study can be organized to assess what CA Students should Learn during their Articleship
- Study can be organised to know the perception of the students regarding the objective of articleship and practical training to CA
- Assessment can be made to study the students to know the theoretical knowledge gained during their studies to real-life scenarios
- A study can be organised to assess the skills required for CA Articleship

### CONCLUSION

Articleship is a crucial part of the CA course, which provides practical exposure and experience to the students in the field of accounting, taxation, auditing, and financial management. The learning methods in articleship include on-the-job training, workshops, seminars, and assignments, which help the students to gain practical knowledge and experience. The outcome of articleship includes the development of various skills, including communication skills, analytical skills, and problem-solving skills. The monetary perspective of articleship includes the stipend received by the students and the opportunity to secure a good job after completion of the course. The monetary perspective in CA can be lucrative, but it also depends on various factors, such as qualifications, experience, and the industry sector in which one works. Completing articleship is a requirement for becoming a CA, and having relevant practical experience can increase a student's employability in the job market. Overall, articleship plays a vital role in shaping the career of a CA student and helps them to become a successful professional in the field of accounting and finance. The CA profession can be a rewarding career path for those with an interest in accounting and finance, and who are willing to put in the time and effort required to complete the rigorous training and certification process. The findings from this study will provide valuable insights into the effectiveness of Article ship training and its impact on the career prospects of CA students. The findings will also be useful for CA firms and employers who can use them to design effective training programs and attract talented CA students.

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