

## Muhasebenin Değişen Yönünün Muhasebe Eğitimi Üzerine Etkileri: Bağımsız Denetim Üzerine Bir İnceleme

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### ÖZ

Türkiye’de muhasebe eğitimi ortaöğretim, lisans ve lisansüstü düzeyde verilmektedir. Muhasebe eğitiminin her düzeyinde kişi farklı mesleki bilgi ve beceriler kazanmaktadır. Eğitimi alan kişiler farklı düzeyde muhasebe bilgisi üretim sürecine katılmaktadır. Organizasyonlarda her iş, her ilişki, her iş yapma usulü, her süreç ve her prosedür sürekli olarak değişmek zorunda dolayısıyla organizasyon mensuplarının da yaşanan sürekli değişime adapte olmaları gerekmektedir. Günümüz koşullarında kurumların daima yeniliklerle daha fazla değer yaratan yeni uygulamalarla değişim içinde yaşamaları önemli bir husus haline gelmektedir. Sistem yaklaşımına göre, çevresinden bilgi, enerji, materyal alan, bu girdileri değişim sürecine tabi tutan ve değişik formlarda çıktılar haline getirerek çevresine yani diğer sistemlere gönderen sistemler, açık sistemler olarak nitelendirilmektedir. Günümüzde kurumların ayakta kalabilmeleri, çevrelerindeki değişimlere göre kendilerini güncelleyebilmeleri ve geri besleme sürecinden yararlanmaları ile mümkündür. Aksi durumda kurumlar kapalı sistemlerin özelliklerini gösterecektir. Değişime direnen kapalı sistemler entropi eğilimi içinde olacaktırlar.

**Anahtar Kelimeler:** Muhasebe eğitimi, denetçi, yetkinlik odaklı eğitim, inovasyon

## Effects of the Changing Aspect of Accounting on Accounting Education Conducted in Turkey: A Research on Independent Audit

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### ABSTRACT

Accounting education in Turkey are given in the undergraduate and graduate levels. At all levels of accounting education, people gain different professional knowledge and skills. Trainees participate in the accounting information production process at different levels. Every work, every relationship, every work procedure, each process and each procedure have to be constantly changed in the organizations, so the members of the organization must be constantly changing. In today's conditions, life is becoming an important issue in exchange with new applications that institutions always create more value with innovation. According to the system approach, the systems that take information, energy, material from the environment, subject these inputs to the change process and output them in different forms to the environment, i.e. to other systems, are described as open systems. It is possible today for institutions to survive, to be able to update themselves according to changes in their environment, and to take advantage of the feedback process. Otherwise, institutions will show features of closed systems. Closed systems that are resistant to change will be entropic.

**Keywords:** Accounting education, auditor, competence oriented education, innovation

## 1. INTRODUCTION

Nowadays, expectations in accounting information process has started to change so that it has become that professional accountants are supposed to be people who not only product the knowledge but also use and manage it. As World Economic Crisis which was triggered with oil crisis that came up in 1973, indicated the end of industrial society and the industrial civilization, the search for the exit from the crisis led to get involved the technologies that would constitute the formation and infrastructure of an information society which was a new civilization. With the globalization movement that came up in the end of 1970s, the increase in the mobility of production factors, the restructuring process brought by new technologies; alteration in dynamic conditions with speed, efficiency, quality and competitive understanding in the economic sphere, confidence problem, changed perception about the value creation changed the needed information. These developments also led to change in needed accounting information. The concept of globalization can sometimes be used unnecessarily and sometimes it can express concepts that are far from the basis of concept. It would be more appropriate to consider the concept of globalization in the study in the sense that it has brought on socio-cultural aspect, that it has increased the speed of information, that it has accelerated the financial movements, and that it has affected on education. The mobility of all Labor factors increased as a result of globalization. No doubt human movements are still tightly controlled. However, a competent person may have the chance to apply for job opportunities in the country where he/she wants and to have the opportunity to receive education in the country where he/she wants. This situation has made essential that it is reviewed the education programmes, competence criteria of profession descriptions. Traditional models have difficulty in keeping up with the era. At this point, it is necessary to update, change and improve the accounting education conducted for many years and even professions acquired after the education as regards the era.

In Turkey, accounting education has been given a lesson from secondary education level to graduate level and post graduate level. Different education programs have different contents. The students who graduated from educational institutions that gave accounting education at the undergraduate level have taken the specific licensing exams to become a professional accountant.

Financial scandals in recent years reveal that the information offered to financial statements users by the financial statements should be accurate and / or fraudulent. This situation further emphasized the necessity of auditing and, therefore, accounting profession entered into a process of transformation. At the same time, the international harmonization process in the accounting system reveals the necessity of reviewing the accounting education, educational documents and educational techniques given in educational institutions.

As a method for analyzing the subjects comprised in the study, Content Analysis from research techniques in social sciences is found appropriate. The explanations under the conceptual framework are explained through the tables produced by the Content Analysis technique.

In the basis of the Content Analysis, there are to deduce, to classify of deduction and to transform into recognition and mentality by determining the frequency. Thus, its scientific contribution becomes a methodological tool which cannot be underestimated when used correctly in the right place and time (Bilgin, 2006, p. 2). Content Analysis also can reveal the implicit details instead of seeing at the first sight and the details that can be noticed from above/out. Researchers defined the Content Analysis in the following ways:

- Quantitative, objective and systematic method used to describe all kinds of symbolic behavior and to analyze its content.
- A repeatable technique in which the words of a text are summarized with smaller content categories with encodings made with specific principles.

The Content Analysis is a summarizing, standardizing, comparing or making resolution method by transforming into another form rather than observation method, and is a tool that examines what is revealed instead of asking question.

### **Purpose**

At the present, economic structure is a basic information to shape social structure and social behaviors. As a result of the increase in the economic activities in recent years, the transactions were complicated and the possibility of including the errors and frauds with intentional or unintentional of information by offering in the financial statements increased. However, the information explained through statements must be accurate and faultless to be made an accurate and faultless decision by decision makers. This situation is only possible with the faultless and non-fraudulent process in the whole accounting information process. At this point, the necessity of the audit has become the most important function conducted by accounting these days. In this study, it is aimed to research the changing aspect of accounting, audit and the circumstance of accounting education given towards auditing profession, its aspects that need to be changed and developed, the change in business life, transformation, digitalization in the name of modernization, the accounting education with its competence and accreditation aspects.

### **Method**

In the scope of the study, Content Analysis from research techniques in social sciences as a method was used to analyze the subjects that are the changing aspect of accounting, audit and the circumstance of accounting education given towards auditing profession, its aspects that need to be changed and developed, the change in business life, transformation, digitalization in the name of modernization, the researching of accounting education with its competence and accreditation aspects. The explanations under the conceptual framework are explained through the tables produced by the content analysis technique.

## **2. CONCEPTUAL FRAMEWORK**

In this part of the study, it will be made conceptual explanations about the changing aspect of accounting, audit and the current situation of accounting education, its aspects that need to be changed and developed, the change in business life, transformation, the increased importance of audit, digitalization brought and necessitated by the era, the accounting education with its competence and accreditation aspects.

### **2.1. Traditional Accounting Education**

Increased international trade relations and increased capital movements in globalization process have increased the number of beneficiaries of financial statements, too. The changing conditions also changed the information requested by the users. The users of financial statements who want to reach the most accurate information through the financial statements need accurate, reliable, transparent and comparable information. It has become a necessity to use a common language for financial reporting in order to meet the increasing financial information needs of the financial statement beneficiaries and to produce internationally accepted information. For this purpose, an accounting regulation was approved by the European Union in 2002 requiring all publicly traded companies to be subject to International Financial Reporting Standards (IFRS) in the financial statements of 2005. These regulations as referred to International Accounting / Financial Reporting Standards have responded in our country in line with the developments in the world, and they have been published as Turkish Accounting/Financial Reporting Standards in order to meet the mentioned needs. This alteration reflected the all financial statements, this alteration in all financial statements also reflected on academic life, and the necessity to organize courses, course resources and education techniques in accounting education in universities in a way to adapt to this change has increased (Gökçen, Ataman, Cebeci ve Cavlak, 2015). In addition to the graduate and post graduate programs given accounting education, compliance with the standards in secondary education has become obligatory. One of the purpose of the study is to examine the

level of given course related to accounting standards in undergraduate level conducted in universities in Turkey and the harmonization of course content with Turkish Accounting / Financial Reporting Standards. In this context, it is aimed at forming a course content in the related undergraduate programs at universities to make up the identified deficiencies in the accounting standards education. However, it should not be overlooked that the faculties that are given the accounting course are not only limited to the Faculty of Economics and Administrative Sciences. Faculties and departments under different names which have similar course content with the Faculty of Economics and Administrative Sciences and which will be put on par with graduated students from the Faculty of Economics and Administrative Sciences in examinations have been considered equivalent by the Higher Education Institution. For this reason, it will be appropriate to handle the faculties and departments which are considered equivalent by the Higher Education Council, the departments which are entitled to take the Independent Accountant and Financial Advisor examination, and the faculties that are entitled to take the independent auditor's exam, separately.

**Table 1.** *The Number of Faculty/College Providing Accounting Education (Public/Foundation)<sup>1</sup>*

TYPE OF UNIVERSITY	NUMBER
PUBLIC	894
FOUNDATION	191
FOUNDATION COLL.	4
<b>TOTAL</b>	1089

Source: <https://istatistik.yok.gov.tr/> (Date accessed: 24.02.2018)

632

The School of Applied Sciences, which started to be established in 1995 and reached their numbers to 52 in the 2015-2016 academic year, is also units that give an education at a bachelor's level. Accounting, Accounting and Finance, Accounting and Financial Management, Accounting and Auditing programs that are also part of these colleges have accounting education intensely.

**Table 2.** *The Student Number of Faculty/College Providing Accounting Education*

FACULTY/COLLEGE	NEW REGISTER	UNDERGRADUATE
FACULTY OF OPEN UNIVERSITY	448822	1760710
FACULTY OF LAW	16064	76699
FACULTY OF ECONOMICS ADMINISTRATIVE AND SOCIAL SCIENCES	4561	14970
FACULTY OF ECONOMICS	3193	17719
FACULTY OF BUSINESS MANAGEMENT	9749	39354
FACULTY OF BUSINESS MANAGEMENT AND	1476	4247

<sup>1</sup>These are the numbers of departments of business management, economics, finance, public administration, and law and the numbers of departments equaled to those departments by YÖK (<https://istatistik.yok.gov.tr/> Date accessed: 24.02.2018).

<b>ADMINISTRATION SCIENCES</b>		
<b>FACULTY OF SOCIAL SCIENCES</b>	132	543
<b>FACULTY OF SOCIAL AND HUMAN SCIENCES</b>	2273	7487
<b>FACULTY OF COMMERCE AND TOURISM EDUCATION</b>	0	108
<b>FACULTY OF COMMERCIAL SCIENCES</b>	593	4340
<b>FACULTY OF TOURISM</b>	6106	20898
<b>FACULTY OF APPLIED SCIENCES</b>	589	817
<b>COLLEGE OF BANKING AND INSURANCE</b>	391	1872
<b>COLLEGE OF TOURISM AND HOTEL MANAGEMENT</b>	2051	11979
<b>COLLEGE OF TOURISM AND HOTEL</b>	528	2046
<b>COLLEGE OF APPLIED SCIENCES</b>	8756	29224
<b>COLLEGE OF APPLIED MANAGEMENT SCIENCES</b>	41	229
<b>TOTAL</b>	509886	3435753

Source: <https://istatistik.yok.gov.tr/> (Date accessed: 15.02.2018)

**Table 3.** *Departments Entitled to Enter the SMMM Exam (New Register/Current Student)*

<b>DEPARTMENTS</b>	<b>NEW REGISTER</b>	<b>TOTAL</b>
<b>BUSINESS, MANAGEMENT VE LAW</b>	<b>191135</b>	<b>1680255</b>
<b>LAW</b>	<b>15433</b>	<b>73847</b>
<b>BUSINESS AND MANAGEMENT TOTAL</b>	<b>155207</b>	<b>1495793</b>
FINANCE, BANKING AND INSURANCE	24719	137081
ACCOUNTING AND TAXATION	753	2677
MARKETING AND ADVERTISING	12003	36375
MANAGEMENT AND ADMINISTRATION	113626	1304186

INTERDISCIPLINES PROGRAMMES AND COMPETENCES RELATED TO BUSINESS, MANAGEMENT AND LAW	20495	110615
INTERDISCIPLINES PROGRAMMES AND COMPETENCES RELATED TO BUSINESS, MANAGEMENT AND LAW	20495	110615
SOCIAL AND BEHAVIOUR SCIENCES	105227	631979
ECONOMICS	29581	224039
POLITICAL SCIENCE AND CITIZENSHIP	34901	201110

Source: <https://istatistik.yok.gov.tr/> (Date accessed: 24.02.2018)

**Table 4.** Courses Conducting in Faculties on Accounting Field

	COURSE NAME		COURSE NAME
1	Accounting of Stockbrokers	37	Inventory Balance Sheet
2	Accounting of Bank Transactions	38	Inventory and Financial Statements
3	Accounting and Managing of Bank	39	Activity Auditing
4	Inventory and Balance-Sheet	40	Introduction to Financial Analysis
5	Bank and Insurance	41	Accounting Application in Financial Service Sector
6	Bank Accounting	42	Accounting of Financial Institutions
7	Accounting of Bank and Insurance	43	Principles of Financial Accounting
8	Accounting of Banking	44	Case Surveys in Financial Accounting
9	Computer Aided Accounting	45	Financial Reporting Standards
10	Computer-Based Accounting Applications	46	Financial Reporting and Cost Accounting
11	Computerized Accounting	47	Financial Reports
12	Computerized Accounting Packaged Software	48	Financial Reports Analysis
13	Budget and Planning Techniques	49	Financial Statement Analysis
14	Budgeting and Profit Planning	50	Financial Statements and Activity Reports Analysis
15	Environmental Accounting	51	Current Cost and Management Accounting
16	Valuation and Adjusting Process	52	Current Accounting Subjects

17	Audit	53	Global Accounting
18	Audit Techniques	54	Current Cost and Management Accounting Techniques
19	Audit and Revision	55	Current Accounting Subjects
20	Auditing	56	Service Sectors Accounting
21	Governmental Accounting	57	Internal Audit
22	External Audit	58	Accounting Information System
23	Accounting of Foreign Trade Transactions	59	Turkish Tax and Accounting System
24	Period-End Accounting Transactions	60	Turkey Accounting Standards Applications
25	Period-End Accounting Applications	61	International Audit
26	E-Document, E-Proclamation and E-Declaration	62	International Financial Reporting
27	Specialized Accounting	63	Concept and Techniques of International Financial Reporting
28	Advanced Financial Accounting	64	Compliance Audit
29	Advanced Cost Accounting	65	Tax Auditing
30	Construction Accounting	66	Tax Accounting
31	Business Budgeting	67	Tax Accounting Applications
32	Business Audit	68	Cooperative Processes Accounting
33	Public Accounting	69	Institutions Accounting
34	Accounting in Non-Profit Organizations	70	Inflation Accounting
35	Accounting for Decision Making and Control	71	Intellectual Capital
36	Hospitality Accounting	72	Accounting Organization

In the above table, there are the names of the courses related to accounting, which are being conducted in faculties which are indicated in Article 5/A of Law No. 3568 Independent Accountant, Independent Accountant and Financial Advisor and Certified Councillorship, and in the faculties and colleges which are considered equivalent by Higher Education Institution. It is possible to extend the list further. As the names of the lessons which are being conducted have small differences and their contents analyzed are seen to provide attainment in the same subjects, it is found appropriate to combine the same lessons with similar content and to simplify the list. In the process of preparing course contents on the basis of departments within the scope of the Bologna process, it is a good idea to keep the list short because most of the faculty course contents are known to be far from originality. The first thing that stands out in the list is the low number of courses related to the audit. Besides, different applications related to innovation and digitalization



are still not included in the syllabus. The competency-enhancing courses related to the accounting profession and auditing profession have not yet taken place in the syllabus. Different contents at the graduate and doctorate levels are stood out, but the transformation has not started at the undergraduate level. In the below list, it is sorted by courses related to accounting-financing and audit at the post graduate and doctorate degree of the top five universities (Anadolu University, Dokuz Eylül University, Marmara University, Sakarya University and Gazi University) that have postgraduate and doctoral theses.

**Anadolu University Institute of Social Sciences, Courses of Department of Accounting-Financing**

**Post-Graduate**

- Science Ethics
- Theoretical Structure of Accounting
- Financial Information Sys. Design and Analysis
- Financial Analysis
- Strategic Management Accounting
- Research Methods in Social Sciences
- Factors Directing Accounting
- Audit Standards
- Business Taxation
- Internal Control
- Financial Institutions
- Professional Law and Ethics
- Advanced Cost Management

**Doctorate**

- Audit in Information Technology Environment
- Turkish Accounting Standards
- Internal Audit
- Accounting Developments and Valuation
- Numerical Methods in Accounting
- Fault and Fraud Control
- Cost Analyses
- Cash Budgets and Connection Tables
- Sustainability Reporting

**Dokuz Eylül University Institute of Social Sciences, Courses of Department of Accounting-Financing**

**Post Graduate**

- Accounting Science Theory and Technical App.

- International Accounting
- Costs and Business Decisions
- Corporate Accounting App. in the Process of Inst.
- Financial Planning
- Accounting Period-End Applications
- Advanced Cost Accounting
- Audit
- Financial Statements Analysis
- Tax Accounting

**Doctorate**

- Management Accounting and Applications
- Advanced Audit Applications
- Sectoral Accounting Applications
- Accounting History and Theory
- Accounting Reporting and Fin. Stand. App.
- Accounting App. Based on Integrated Sys.

**Marmara University Institute of Social Sciences, Courses of Department of Accounting-Financing**

**Post Graduate**

- Scientific Study and Writing Methods
- Valuation and Financial Statements
- Accounting of Foreign Trade Transactions
- Financial Accounting
- Financial Statements Analysis
- Financial Management
- Business Budgeting and Control
- Governmental Accounting
- Cost Management
- Accounting Information System

- Accounting Control Applications
- Accounting Law Relations
- Corporate Accounting
- Derivative Products Accounting
- International Accounting

**Doctorate**

- Valuation and Financial Statements
- Financial Statements Analysis
- Contemporary Approx. to Cost Accounting
- Accounting Information System
- Accounting Law Relations
- Accounting Theories
- Ethics in Accounting
- Portfolio Management
- Strategic Management Accounting
- International Audit Standards
- International Finance
- International Financial Institutions
- International Accounting
- International Accounting Standards
- Option Accounting

**Sakarya University Institute of Social Sciences, Courses of Department of Accounting-Financing**

**Post Graduate**

- Advanced Financial Accounting
- Advanced Management Accounting
- Advanced Financial Management
- Investment Management
- Advanced Costing Techniques
- Capital Market Analyses
- Capital Market Analyses
- Business Combinations
- Comparative Accounting Standards
- Financial Institutions
- Advanced Cost Management
- Environmental Accounting
- Target Costing

- Governmental Accounting
- Business Budgeting
- Accounting ERP Applications

**Doctorate**

- Eva. of Financial Accounting Developments
- Analysis of Management Acc. Developments
- Activity Based Costing
- Derivatives Markets Accounting
- Accounting Approaches to Social Purposes
- History of Accounting
- Strategic Cost Management

**Gazi University Institute of Social Sciences, Courses of Department of Accounting-Financing**

**Post Graduate**

- Management Accounting
- Financial Reporting and Analysis
- Financial Management

**Doctorate**

- Selected Topics and Exp. App. in Cost Accounting
- Theory of Finance
- Investment Instruments Analysis
- Financial Instruments and Accounting App.
- Comparative Financial Rep. Standard and App.
- Featured Transactions in Partnerships and Accounting Applications
- Theory of Accounting
- Independent Audit Standards and Applications
- Financial Decisions and Dividend Policies
- Advanced Management Accounting
- Accounting Applications in Multinational Companies
- International Financing

Accounting Education Change Commission, which is contained within American Association of Accountants, nowadays expresses the main purpose of accounting education as teaching students how to learn, not transfer of information by traditional methods. The candidates who will work in the accounting field will be able to fulfill the requirements of the accounting profession and to develop the skills and strategies that will enable them to make connections between the concepts learned and the developments in sector learned during their education only when they learn to learning (Zeytin, 2016).

## 2.2. The Concept of Audit

At the present, enterprises need to improve their performance and develop their existing systems due to the changes in the management and control approach. In order to keep pace with organizational changes and new technologies, the number of enterprises reviewing their situation and adopting new understanding and approaches is increasing, gradually (Adilođlu, 2011).

The running of International business combinations and international capital movements enhanced by globalization to developing countries have made difficult the adaptation to changing conditions for enterprises which have a triggering effect on the economy. Enterprises. In order to increase the competitive power and to get share from the accelerating capital movements, enterprises have to make their financial statements more effective, transparent and comparable that they produce them in existing accounting system. It has become a necessity to increase its reliability by subjecting the financial statements to independent auditing (Selimođlu, Özbirecikli, Kurt, Uzay, Alagöz ve Yanık, 2008).

All these developments have revealed the necessity of having a common language in the evaluation of the information to be presented in the financial reports by the beneficiaries of the financial statements at international level. International Accounting / Financial Reporting Standards are prepared to answer this need. The International Accounting Standards Committee (IASC) is established to determine the accounting and financial reporting standards. This committee was later restructured as International Accounting Standards Board (IASB) (Gökçen, Ataman, Cebeci and Cavlak, 2015: 122).

638

The having been gained legal status of the accountancy profession in Turkey too late influenced and delayed the development of the accounting audit which is part of this profession (Ophiuchus, Stars and Tenant, 2013). The development of the accounting audit in Turkey can be summarized as follows:

- The year 1981- Enacting of “Capital Market Law”
- The year 1989- Enacting of “Independent Accountant, Independent Accountant and Financial Advisor, Certified Public Accountant Law No. 3568”
- The year 2005- Enacting of “Banking Law”
- The year 2011- Enacting of “Turkish Commercial Code No.6102”
- The year 2011- Enacting of “Decree Law Concerning the Organization and Duties of the Public Oversight Accounting and Auditing Standards Authority”

The accounting and financial reporting workings in the direction of international developments began with the establishment of Turkish Accounting and Auditing Standards Board (TMUDESK) in Turkey in 1994. In 1999 Turkish Accounting Standards Board (TASB) was established instead of this board. The Turkish Accounting Standards Board’s (TASB) mission ended because of the establishment of Public Oversight, Accounting and Auditing Standards Authority (POA) in 2011. With Turkish Commercial Code No. 6102 published in 2011, it has been imposed to obey and apply Turkish Accounting Standards published by Public Oversight, Accounting and Auditing Standards Authority to prepare the financial statements, and the principles and the interpretation of accounting in the conceptual framework.

The importance of accounting and financial reporting standards in accounting profession application and accounting audit is increasing day by day. It is essential and necessity that professional accountants and students who are candidates for professional accountants and take education in a related faculties of universities are able to absorb the accounting and financial reporting standards and reach to a level of not

having difficulty in practice. The first condition of being a professional accountant is to graduate from the related departments of faculties and colleges which are defined in No. 3568 on Independent Accountants and Financial Advisor and Certified Public Accountants Law. The departments in which defined the Law giving the most intensive accounting education are the business administration departments. In the literature, most of the studies related to professional accountants have been examined the educational programs of the business administration departments giving the most intensive accounting education. However, it is indicated in Article 5/A of Independent Accountant, Independent Accountant and Financial Advisor and Certified Public Accountants Law No. 3568;

“To graduate from the faculties or colleges giving education in the fields of law, economics, finance, business administration, accounting, banking, public administration and political sciences, or to graduate from foreign higher education institutions whose equivalence is approved by the Higher Education Institution at least bachelor’s degree, or to graduate from other educational institutions at bachelor’s degree and to get diploma at master degree on the disciplines of science in stated this article. ”. Therefore, interpreting the accounting profession, accounting education only through the business departments will be able to cause a missing interpretation. With regard to the independent auditing examination for the profession of auditing, the expression of “people, who are to graduate from the faculties or colleges giving education in the fields of law, economics, finance, business administration, accounting, banking, public administration and political sciences, or to graduate from foreign higher education institutions whose equivalence is approved by the Higher Education Institution at least bachelor’s degree, or to graduate from other educational institutions at bachelor’s degree and to get diploma at master degree on the disciplines of science in stated this article, shall be applied to the exam” reveals that the accounting education carried out in these departments should be evaluated for the audit activities and auditing profession.

Thus, in the part of the study related to the research, the syllabuses determined in the departments in the faculties of law, economics, finance, business administration, accounting, banking, public administration and political sciences, which are entitled to apply for “Independent Accountant and Financial Advisor” examination in the public universities, and the departments whose equivalence is approved to mentioned departments in above for examination by the Higher Education, and the related departments in College of Applied Sciences, the Faculties of Tourism and Commerce. It is examined whether the courses related to accounting standards take a part in syllabus or not, if they do, whether they are compulsory or elective courses or not, how many hours a week are planned for courses and the level of accounting standards education in departments’ syllabuses which are entitled to apply for Independent Accountants and Financial Advisor Exam.

In recent years, audit which are more frequent on the agenda because of the financial scandals and the issues of independent auditing have kept on the agenda with the research, meeting and surveys conducted by the European Federation of Accountants (AE- Accountancy Europe). The European Federation of Accountants in Frankfurt, Germany, met with the agenda such as making attractive of audit profession, the post-crisis banking in Europe and sustainable finance, and then touched on the developing strategies issues under the heading of “Making Attractive of Audit Profession” considering the underlying factors of young people’s reluctance for approaching to audit as a profession. For that purpose, the European Federation of Accountants met with people including students, young auditors, auditor partners, regulatory bodies, relevant institutions of the European Union, standard builders and academicians from January to May 2017 and focused on the following points:

- Knowledge and Experience of Audit Profession
- Prestige of Audit Profession to have a vision
- Retention and Making Attractive of audit professionals
- Effective factors for making attractive of profession
- Interrelations with other colleagues (Journal of Bilanço, 2018).

As well as people who will carry out the profession of auditing have the professional competence, the personality characteristics of them are essential. They have to have the characteristics of having learn many things in a short time, being a part of strategic relations with senior management, having the ability

of professional judgment, being close to the business world, and being a part of the international working environment. In spite of the opportunities provided by technological developments, audit in itself will remain a human job. Communication will exist at the core of the audit profession. For this reason it is important to develop social skills.

In the European Union, the turnover rate of auditing firms has been determined to be 15-20%. The average length of stay of the youth in the audit profession has decreased from 5 to 3 years in the recent years. The young people start their career ladders with auditing, and then move to the companies that they are in contact with while they are doing the profession, or start their own business. After the legal reform movements following the financial crises, the regulations related to audit have occurred a numerous and complex structure. This situation removes young people from the profession. The compliance tendency in the long term does not lead to not to prefer the audit profession which is an area where young people do not use their routine and intellectual characteristics. The young people who were born between the years of 1982 and 2002, who called Y Generation by social scientists have a higher level of skills in using modern technology and their interest in technology compared to the other generation members. Technology is becoming increasingly widespread in the field of audit, and many large audit firms have released innovation-based products. For this reason, the tendency to information technologies in the member of profession who are included in the audit process also gained great importance. Recently, data analytics and artificial intelligence have an important place in this field. Under the heading of Post-Crisis Banking in Europe, the power weakness and the taken measures in country's post-crisis economies were evaluated by the European Union. Positive developments in the regulations provided by the single audit mechanism introduced in 2016 have been put forward. In the European Union banking system that low interest rates and high costs are still present, it has been emphasized that profit pressure has posed a risk and therefore caution should be continued. It has been emphasized that there are special auditing and reporting duties of professional accountants and auditors in the audits of banks about this issue by focusing on the non-performing credit risks. In the table below, statistics on member of the profession are included. When the number of member of a profession is examined, it is seen that the number of certified public accountant is still far less than the number of independent accountant and financial advisor.

**Table 5.** *Statistics on Member of the Profession*

IA	IAFA	CPA	TOTAL
8931	95542	4762	<b>109235</b>

Source: TURMOB, 10.02.2018

**Table 6.** *Distribution on Members of the Profession by Their Competence Area*

YEARS	Professional Affiliation			Competence Area			
	IAFA	CPA	TOTAL	Only Basic Area	Basic Area+Banking+Capital Market	All Areas	Total
2017	4.124	1.376	5.500	49	1.069	4.382	5.500
2016	4.430	1070	5.500	82	546	4.872	5.500
2015	3.383	443	3.826	59	376	3.392	3.826

2014	1.505	85	1.590	13	45	1.532	1.590
2013	1.146	44	1.190	50	90	1.050	1.190
<b>Total</b>	14.588	3.018	17.606	252	2.126	15.228	17.606

**Source:** Public Oversight Authority (31.12.2017)

When the data in the above table are analyzed, it can be seen that the number of professional members increased every year from 2013 to 2017. The same tendency applies to member of the profession who are authorized and registered as auditors. This situation has showed that there has been an increase in interest in becoming a member of the profession and/or auditing. It has been thought that the interest of IAFA, CPA and independent auditing will increase in the career plans of the new graduates with making the content of the courses given at the undergraduate level and the course work patterns more attractive by adapting them to the current conditions.

**Table 7.** *The Number of Authorized and Registered Auditor (as of the date of 31.12.2017)*

Professional Affiliation	Authorized	Registered	Those who do not request registration
CPA	3.018	2.707	311
IAFA	14.588	12.959	1.629
<b>TOTAL</b>	17.606	15.666	1.940

**Source:** Public Oversight Authority (31.12.2017)

The information given in Table 8 shows that the interest in the independent auditor's examination has increased every passing year. Students will be able to prepare for exams and applications without graduating through the revising in syllabuses. This situation will be able to prevent the loss of time and labor. The fact that independent auditing becomes an attractive profession is also a solution to youth unemployment.

**Table 8.** *Those who made an application to Independent Auditor Exam (2013-2017)*

Years		Those who Made an Application to The Exam				
		Numbers of Applicants	Numbers of Applicants Taking The Exam	Professional Title of Applicants		
				CPA	IAFA	Others
<b>2013</b>	<b>2013/1</b>	1545	1316	56	1171	318
<b>2014</b>	<b>2014/1</b>	1443	1278	72	1115	256
	<b>2014/2</b>	1408	1214	14	1128	266
<b>2015</b>	<b>2015/1</b>	1518	1351	7	1191	320
	<b>2015/2</b>	1379	1292	10	1094	275

2016	2016/1	1461	1247	11	1192	258
	2016/2	1453	1273	15	1153	285
2017	2017/1	1591	1276	13	1311	267
	2017/2	1955	1921	17	1640	298
<b>Total</b>		<b>13753</b>	<b>12268</b>	<b>215</b>	<b>10995</b>	<b>2543</b>

Source: Public Oversight Authority (31.12.2017)

### 3. RESULTS AND DISCUSSIONS

According to the statistics of the Higher Education Institution in 2018, a total of 1089 departments are given accounting education at bachelor's degree and associate degree, of which 894 are in public university, 191 are foundation universities and 4 are foundation university vocational colleges. In addition, the Colleges of Applied Sciences, which started to be established in 1995 and reached their numbers to 52 in the 2015-2016 academic year, is also given the education at bachelor's degree. Higher Education Institution has extended the definition of the departments entitled to enter the Independent Accountant and Financial Advisor examination, and some departments whose main purpose aren't to give accounting education have been considered equivalent to the Faculties of Economics and Administrative Sciences. In order to be a professional accountant and to be entitled to carry out the audit profession, the departments considered valid are differentiated into themselves. When the syllabuses of departments entitled to enter the Independent Accountant and Financial Advisor examination have been examined, it is seen that there is no syllabus integrity.

The accountancy profession has been regarded as a prestigious profession throughout history. The importance of accounting education is also understood in social terms through effecting of changes in economic, technological, social and cultural areas on accounting over time, through effecting of change on the global economy by globalization and gaining a wide perspective to the global market by the accountants to learn the conditions in which businesses and organizations operate, through starting to be matter of more complex arrangements and operations in enterprises, through the rapid change in information technologies, through revolutionizing of Internet on global communication, through becoming important of privatization for many countries, through increasing the desire to act in accordance with the laws, through gaining the importance of environmentally sensitive, sustainable development.

Daniel Susskind touches on two important points in his article entitled "We All Know the Future of Accounting Profession". The first of which is that there is a different future for all professions by an emphasis on technology-related change for professions. The last of which is that the technology will displace the professionals of the traditional approach which will not regulate and optimize traditional methods. While the author's points seems to be an extreme example, Susskind's statement that member of the profession should increase the tendency to gain a higher sense of morality than professional issues, is quite a pertinent statement (Harbison, 2017).

In today's world that technology, socio-economic and socio-cultural conditions are in a continuous movement, conditions and needs are constantly changing. Keeping up with changing conditions in their profession is necessary for continuity. Due to this necessary, professional organizations are looking for new needs. It will be appropriate to develop new models, to determine the vision for the future by utilizing the existing experience by blending the contemporary approaches with the traditional approaches. Economic dynamics, and the conditions and needs in the field of thinking have forced the professions to change according to the changing world order and have directed the professional organizations to seek new approach models. The most important process in the production of the required information for the beneficiaries of financial information is undoubtedly carried out by professional accountants. As a result of technological developments and changing conditions, accounting

profession and systems also has changed. Accountants have tended to gain new skills due to the advancement of information technology in the accounting sector. In the 21st century for the purpose of accounting profession to be more effective position than today, the accounting profession needs a new model to respond to the technological changes and developments in the process of digitalization and e-transformation. In the light of technological developments and changes this modeling should prepare the accounting profession to the future, in areas such as thought, education, culture and technology by constructing it from A to Z. The subject of financial engineering, which has just begun to be discussed recently in the literature, is among the subjects to be studied for the accounting and auditing profession. It would be appropriate to educate students who have analytical thinking, cause and effect relationship, who have high mathematical, statistical and econometric analysis skills, and to that end to update course programs and course techniques. In order to be accredited in accounting education, it has thought that studies should be started and studies should be carried out to increase the number of source books in accordance with current regulations. The number of internationally accredited universities in the world is 184 (<http://www.aacsb.edu/accreditation/accredited-members/global-listing>). In the process of accounting accreditation, AACSB International (The Association to Advance Collegiate Schools of Business) which is an international accreditation organization in the field of accounting education has followed similar way to the process of business accreditation except the focusing accounting programs by a school. There is also a rigorous self-assessment and examination process of similar schools. The process begins with the submission of the application for accounting compliance and then the first accreditation phase is followed. Also, Institutions which gained The AACSB Accounting Accreditation carry out a continuous improvement and the review process once every five years. Predominantly, the universities in the United States have been accredited. However, the universities where are located in Africa and Arab countries except for Canada, China, Singapore, New Zealand take place in the list. There are no accredited universities in Turkey. When the findings in the scope of the study were evaluated, it was concluded that it would be appropriate to restructure the course syllabuses related to accounting education in accordance with international harmonization. The necessity of revising the course syllabuses stand out in order to ensure that graduates of the profession can graduate with the necessary equipment to provide the confidence environment required by the capital markets.

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