

## Analysis of Accounting Education at the World's Leading Universities and Its Comparison with Turkish Universities\*

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### ABSTRACT

The main purpose of the present research is to examine the undergraduate and graduate accounting education courses given in the business administration programs at the top 100 universities in the world ranking published by Quacquarelli Symonds (QS) in terms of variables, including the course contents and course categories, and compare the education at these universities with the accounting education at Turkish universities. This comparison was made between the best universities in the world and the oldest universities, the best universities, foundation universities, and newly established universities in Turkey. Ten universities were selected for each university group determined in Turkey.

The facts that the origins of the world's best universities date back to very old times and that these universities are located in developed countries and curricula are practice-oriented are among the remarkable results of our study.

**Keywords:** Accounting Education, World's Leading Universities, Curriculum, Course Content.

**Jel Classification:** I21, M41

### Dünyanın Önde Gelen Üniversitelerinde Muhasebe Eğitiminin İncelenmesi Ve Türkiye Üniversiteleri İle Karşılaştırılması

#### ÖZET

Bu çalışmanın temel amacı Quacquarelli Symonds QS kuruluşu tarafından yayımlanan, işletme yönetimi programında dünyanın en iyi üniversite sıralamasında yer alan ilk 100 üniversitedeki lisans ve lisansüstü muhasebe derslerini ders içeriği, ders kategorisi, gibi değişkenler açısından incelemek ve bu üniversitelerdeki eğitimi ülkemiz üniversitelerindeki muhasebe eğitimi ile karşılaştırmaktır. Bu karşılaştırma dünyanın en iyi üniversiteleri ile Türkiye'nin en eski üniversiteleri, en iyi üniversiteleri, vakıf üniversiteleri ve yeni kurulan üniversiteler arasında yapılmıştır. Türkiye'de belirlenen her üniversite grubu için 10 üniversite seçilmiştir.

Dünyanın en iyi üniversitelerinin kökenlerinin çok eskiye dayanıyor olması ve bu üniversitelerin gelişmiş ülkelerde yer alıyor olması ve ders müfredatlarının uygulamaya yönelik oluşturulması çalışmamızın dikkat çeken sonuçları arasındadır.

**Anahtar Kelimeler:** Muhasebe Eğitimi, Dünyanın Önde Gelen Üniversiteleri, Müfredat, Ders İçeriği.

**JEL Sınıflandırması:** I21, M41.

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## **1. INTRODUCTION**

Accounting education is vocational education. What is expected from the said education is to gain the knowledge and skills required by profession. Students acquire this knowledge and skills through curricula. Curricula can be considered a criterion in determining the quality of education (Zaif and Ayanoglu, 2007: 117).

Accounting education is given in undergraduate and graduate programs at numerous universities in Turkey. Undergraduate and graduate accounting education offered to students includes important knowledge for business and academic life. However, it is necessary to update accounting education frequently, as in all academic fields, according to the era's requirements, technological developments, and international standards (Aksu and Gül, 2018: 96).

In the present study, we focused on accounting education in Turkey and the world's leading universities. Accordingly, accounting education at universities divided into four categories, such as the best universities, the oldest universities, newly established universities, and foundation universities in Turkey, and accounting education at the world's top 100 universities in the field of business administration according to the QS organization, accounting education curriculum elective and compulsory course categories at these universities were examined in terms of course content. The SPSS 22 program was used to analyze the data obtained statistically and generally in terms of the course contents and the application of these courses.

## **2. ACCOUNTING EDUCATION**

Accounting education develops the ability to identify, collect, measure, process, record, present in reports, and apply information useful to the business decisions of people who have chosen the accounting profession.

Good accounting education should focus on understanding the concepts and assumptions underlying the creation of accounting information (Ferguson et al., 2005: 25). The curriculum is the fundamental element of accounting education. Since the accounting course is practice-oriented, it is necessary to concentrate on combining knowledge and ability in the context of the curriculum. The reason for this is the fact that the accounting curriculum is open to change and needs to be updated frequently (Dong, 2019: 32).

The accounting systems of countries, the level and quality of accounting education vary from one country to another. The current accounting and accounting education systems in many developing countries have been significantly affected by the systems in the countries with which the said countries have close economic and political relations.

Although accounting education in Turkey, a developing country, has not been transferred directly from any country, it is noticed that Turkey has been under significant influence of several developed Western countries, such as France, Germany, and the US, until the current time (Çürük and Doğan, 2001: 26). Undoubtedly, there is a close correlation between accounting education and the economic development levels of countries. Many accounting concepts have come to the fore in the academic environment of Turkey much later

than in European countries. One of the reasons for this delay is that accounting in Turkey is not perceived as a tool that produces information; instead, it is perceived as a tool that fulfills the requirements of tax legislation (Karapınar, 2001: 227).

### **2.1. Purpose and Importance of Accounting Education**

The main purpose of accounting education is to educate individuals who have to use financial information on how to present accounting information accurately and reliably and guide practices accordingly (Yardımcıoğlu and Büyüksalvarcı, 2007: 174).

Higher education institutions aim to raise educated individuals who will contribute to society, in line with the market's expectations, after receiving accounting education. The quality of the outputs targeted for this purpose is directly associated with the parties involved in accounting education as the key elements, including trainers, trainees, and other relevant institutions or organizations (Yücenurşen et al., 2016:298).

## **3. PURPOSE OF THE STUDY**

The main purpose of the current research is to examine the undergraduate and graduate accounting courses at universities included in the best 100 university rankings in the field of business administration by Quacquarelli Symonds (QS) in terms of the name, application method, and content variables. The results obtained will be compared with the undergraduate and graduate courses taught in the business departments of the universities in Turkey discussed in four categories. The closest group to accounting education in the world will be determined among the four categories created in Turkey, namely the best, the oldest, foundation, and newly established universities. The other aims of this study are to reveal why universities in Turkey are not included in the list of the best universities in the world and what should be done to reach the level of the world's leading universities by improving the accounting education in our country. The forty universities examined within the scope of the study in Turkey are divided into four categories as Turkey's best universities, oldest universities, foundation universities, and newly established universities to identify the most distant and closest groups to world universities and raise awareness of the issue.

### **3.1. Population and Sample of the Study**

There are a total of 203 universities in Turkey. Among them, there are 130 public and 73 foundation universities (<https://yokatlas.yok.gov.tr/>). A hundred forty-seven universities offer business education. The population of this study includes 147 universities in Turkey and 500 universities in the world, ranked as the best universities in the world in the field of business administration by the Quacquarelli Symonds organization. The study sample comprises 40 universities in Turkey, divided into four categories, and the top 100 universities in the world. While all of the top 100 universities in the world ranking provide business education at the graduate level, merely 76 of them offer business education at the undergraduate level.

### 3.2. Research Method

The purpose-based maximum variation sampling method was employed as the qualitative research method in this study. Information about the courses given at the universities and faculty members was obtained from the universities' official websites. The content analysis was performed to analyze the data. According to the content analysis, homogeneous and distinctive elements were determined, and the SPSS 22 program was used for frequency distributions and independent t.

### 3.3. The Key Question of the Study

The key question of the study is whether there is a difference between the accounting education at the world's leading universities and the accounting education at Turkish universities.

**Table 1:** Universities Included Within the Scope of the Study

Top Universities in the World	
Harvard University	Carnegie Mellon University
INSEAD Business School	City University of London
London Business School	Cornell University
Massachusetts Institute of Technology (MIT)	Cranfield University
Stanford University	EMLYON Business School
Pennsylvania University	ESCP Business School
Bocconi University	Georgia Institute of Technology
Cambridge University	IMD (International Institute for Management Development)
HEC Paris School of Management	IIM Indian Institute of Management Ahmedabad
London School of Economics and Political Science (LSE)	IIMB Indian Institute of Management Bangalore
Oxford University	KAIST Korea Science and Technology University
California University (Berkeley)	KU Leuven University
National University of Singapore	Lancaster University
Northwestern University	McGill University
Copenhagen Business School	Michigan State University
Hong Kong University of Science and Technology	National Taiwan University (NTU)
Rotterdam Erasmus University	Oxford Brookes University
Columbia University	Pennsylvania State University
Yale University	Stockholm School of Economics
New York University (NYU)	Sungkyunkwan University
Chicago University	Technical University of Munich
Warwick University	Texas A&M University
Nanyang Technological University	Hong Kong Chinese University
Melbourne University	Hong Kong Polytechnic University
Michigan University	Auckland University
Los Angeles California University (UCLA)	Queensland University
Navarra University	Tilburg University
Manchester University	Los Andes University
ESSEC Business School	Sao Paulo University
IE University	Manheim University
St. Gallen University	Montreal University

UNSW Sydney University	PSL University
Tsinghua University	Malaya University
Peking University	Amsterdam University
Vienna University of Economics and Business (WU)	Bath University
Seoul National University	Leeds University
Singapore Management University	University of Southern California
British Columbia University	Strathclyde University
Sydney University	Austin Texas University
Hong Kong University	Waseda University
Toronto University	Western University
Monash University	Yonsei University
Shanghai Jiao Tong University	Arizona State University
Duke University	Athens University of Economics and Business
Hong Kong City University	Norwegian Business School
Korea University	Cardiff University
Aalto University	Dartmouth College
Aston University	Durham University
Australian National University	EDHEC Business School
Boston University	Hanyang University
<b>The Best Universities in Turkey</b>	
Hacettepe University	Gebze Technical University
Middle East Technical University	Ataturk University
Koç University	Erciyes University
Bilkent University	Dokuz Eylul University
Aegean University	Selçuk University
<b>The Oldest Universities in Turkey</b>	
Istanbul University	Marmara University
Galatasaray University	Yildiz Technical University
Istanbul Technical University	Gazi University – (Hacı Bayram Veli University)
Ankara University	Karadeniz Technical University
Boğazici University	Anatolian University
<b>Foundation Universities in Turkey</b>	
Baskent University	Izmir University of Economics
Cankaya University	Hasan Kalyoncu University
Yeditepe University	Eurasia University
Atılım University	Karatay University
Ozyegin University	Toros University
<b>Newly Established Universities in Turkey</b>	
Izmir Democracy University	Bartın University
Bandırma On Yedi Eylül University	Gümüşhane University
Adana Alparslan Türkeş Science and Technology University	Yalova University
Istanbul Gelişim University	Osmaniye Korkut Ata University
Izmir Katip Çelebi University	Nevşehir Hacı Bektaş Veli University

**References:** <https://www.topuniversities.com/>, <https://www.cnnturk.com/>

The ranking of the world's top universities comprises universities ranked as the best universities in the field of business administration by the QS organization. The best university category was created by taking into account the ranking created by the URAP research laboratory. The oldest university and newly established university categories were created by examining the histories of the universities on their official websites. Furthermore, there are universities in Turkey that are in the ranking of the most successful universities among the

oldest universities. Since they are the oldest universities in Turkey in terms of their foundation dates, they are included in this category. Moreover, the category of foundation universities was created by considering the geographical distribution of universities, by taking care not to include a single region.

**3.4. Findings**

**Table 2:** Accounting Courses of Business Administration Programs with the Highest Frequency at Turkish Universities

Course Name	Incidence Frequency	Category Compulsory / Elective		ECTS				
				4	5	6	7	8
Financial Accounting	36	36	-	7	21	8		
Cost Accounting	33	26	7	5	19	7	1	1
Management Accounting	32	22	10	6	19	4	2	1
Audit	22	9	13	2	15	2	2	
Financial Statements Analysis	20	11	9	1	14	5		
Corporate Accounting	14	4	10	7	6		1	

According to the frequency of the courses in the curricula of the 40 universities examined, it is observed that financial accounting, cost accounting, management accounting, auditing, financial statement analysis, and corporate accounting courses are given the most. In terms of the course category, it is observed that the only harmony is in the financial accounting course. It does not seem possible to mention a general harmony regarding ECTS information. Universities do not differ in terms of course contents.

**Table 3:** Accounting Courses of Business Administration Programs with the Highest Frequency at the World's Top Universities

Course Name	Incidence Frequency	Category	
		Compulsory	Elective
Management Accounting	46	45	1
Financial Accounting	37	37	-
Audit	20	15	5

Upon examining the curricula of 76 universities, it is observed that management accounting, financial accounting, and audit courses are given the most according to their frequency. In the context of the course category, there is harmony in terms of giving courses in the compulsory course category. Although universities do not differ in terms of course contents, information technology tools and systems are used in these courses to teach students basic accounting concepts.

**Table 4:** Undergraduate Business Administration Program Practice-Oriented Accounting Courses in Turkey

Course Name	Incidence Frequency	Category Compulsory / Elective		ECTS					
				4	5	6	7	7.5	8
Computerized Accounting	7	1	6	2	5		-	-	
Computer-Aided Accounting	1	-	1	1					
Computerized Accounting Applications	2	1	1	1	1			-	
Computer Applications in	1	-	1	1					

Accounting									
Computer-Aided Financial Accounting Applications	1	-	1		1				
Accounting System Design	1	-	1			1			
Accounting Package Programs	1	-	1		1				
Accounting Information Systems	1	-	1		1				
Use of Information Technologies in Accounting	1	1	-		1				
Computer-Aided Cost Accounting Applications	1	-	1		1				

There are 16 practice-oriented accounting courses in the curricula of the 40 universities examined. Two universities offer the same course under different names. Therefore, there are practice-oriented accounting courses in 14 universities. Although all of these courses have the same content, they take place at universities under nine different names.

**Table 5:** Bachelor's Business Administration Program Practice-Oriented Accounting Courses at the World's Top Universities

Course Name	Incidence Frequency	Category	
		Compulsory	Elective
Accounting and Business Analysis	1	-	1
Accounting Theory and Practice	1	1	-
Advanced Independent Study in Accounting	1	-	1
Accounting Information Systems	16	11	5
Accounting Information System Design	1	1	-

According to the ranking of the world's top universities, 76 of the 100 universities offer business education at the undergraduate level. There are practice-oriented courses in 20 of the 76 universities. It is revealed that practice-oriented courses are generally given under the name of Accounting Information Systems. However, in universities other than the mentioned 20 universities, it was observed that the course content was created for practice, even if the name of the course is not practice.

**Table 6:** Graduate Business Administration Program Accounting Courses with the Highest Frequency in Turkey

Course Name	Incidence Frequency	Category		ECTS					
		Compulsory	Elective	5	6	7	7.5	8	10
Accounting Theories	16	1	15	1	8	2	3	1	1
Management Accounting	13	-	13	1	6	1	1	2	2
Financial Accounting	11	2	9	3	4		3	1	
Accounting Audit	9	1	8	2	-	4	1	1	1

According to the frequency of the courses in the curricula of the 40 universities examined, it is observed that accounting theories, management accounting, financial accounting, and accounting auditing courses are given the most. The only harmony in terms of course category is in the management accounting course. It does not seem possible to mention a general harmony in terms of ECTS information. Concerning the course content, the only difference is in the accounting theories course. While this course is given under the same name and with the same content at 12 universities, financial accounting issues are explained

in this course at three universities, and the types of companies in Turkey and incorporations are explained at another university.

**Table 7:** The Most Common Accounting Course in Graduate Business Programs of the World's Top Universities

Course Name	Incidence Frequency	Category	
		Compulsory	Elective
Financial Accounting	57	57	-
Management Accounting	53	47	6

According to the frequency of the courses in the curricula of the 100 universities examined, it is observed that financial accounting and management accounting courses are given the most. Regarding the course category, there is harmony in terms of giving courses in the compulsory course category. Although universities do not differ in terms of course content, information technology tools and systems are used in these courses to teach students basic accounting concepts.

**Table 8:** Accounting Practice Courses in the Graduate Business Programs in Turkey

Course Name	Incidence Frequency	Category		ECTS					
		Compulsory	Elective	4	5	6	7	7.5	8
Research Applications in Accounting	1		1			1	-	-	
Accounting Information and Control Systems	1	1	-	1					
Current Researches in Accounting	1	-	1		-			1	
Digital Accounting	1	-	1						
Accounting Information Systems	1	-	1						1

The practice-oriented accounting courses are found in the curricula of five universities among the 40 universities examined. Although many courses in the graduate curriculum have a name related to practice, it is observed that these courses consist of theoretical knowledge upon examining the course contents.

**Table 9:** Graduate Business Program Practice-Oriented Accounting Courses at the World's Top Universities

Course Name	Incidence Frequency	Category	
		Compulsory	Elective
Business Analysis and Valuation Using Financial Statements	1		1
Empirical Research in Financial Reporting and Analysis	1		1
Selected Topics in Empirical Accounting Research	1	1	-
Empirical Research in Accounting	13	9	4
Accounting from the Perspective of the Firm	1	-	1
Analysis for Management Accounting and Business Management	1	1	-
Applied Research in Financial Accounting	3	3	-
Accounting Research Topics	8	1	7
Special Topics in Accounting Research	1	-	1
Accounting Research Seminar	2	2	-

Managerial Accounting, Auditing and Management Studies	1	1	-
Financial Accounting Research	2	2	-
Management Accounting Research	1	1	-
Accounting Data and Analysis	1	1	-
Independent Study in Accounting	1	-	1

It is found that applied accounting courses are included in the curricula of 38 among the 100 universities examined. It is observed that practice-oriented courses are not included in the curriculum individually. Instead, practice-oriented courses are included in universities with less variety of courses. Accounting courses include practical content in the form of information technology, workplace visits, and field research.

**Table 10:** The Distribution of Faculty Members at Universities by Gender and Title

	Gender	Number	Average	Standard Deviation
World’s Universities	Female Professor	64	.64	.859
	Male Professor	330	3.30	2.096
The Best Universities in Turkey	Female Professor	4	.40	.966
	Male Professor	21	2.10	2.424
The Oldest Universities in Turkey	Female Professor	20	2.00	2.404
	Male Professor	28	2.80	2,741
Foundation Universities in Turkey	Female Professor	1	.10	.316
	Male Professor	7	.70	.675
Newly Established Universities in Turkey	Female Professor	1	.10	.316
	Male Professor	6	.60	.516
World’s Universities	Female Associate Professor	74	.74	1.041
	Male Associate Professor	183	1.83	1.553
The Best Universities in Turkey	Female Associate Professor	2	.20	.422
	Male Associate Professor	4	.40	.516
The Oldest Universities in Turkey	Female Associate Professor	13	1.30	2.263
	Male Associate Professor	14	1.40	1.059
Foundation Universities in Turkey	Female Associate Professor	2	.20	.422
	Male Associate Professor	3	.30	.483
Newly Established Universities in Turkey	Female Associate Professor	1	.10	.316
	Male Associate Professor	8	.80	.789
World’s Universities	Female Assistant Professor	44	.44	.796
	Male Assistant Professor	108	1.08	1.264

The Best Universities in Turkey	Female Assistant Professor	6	.60	.966
	Male Assistant Professor	4	.40	.699
The Oldest Universities in Turkey	Female Assistant Professor	4	.40	.699
	Male Assistant Professor	8	.80	1.033
Foundation Universities in Turkey	Female Assistant Professor	2	.20	.422
	Male Assistant Professor	6	.60	.699
Newly Established Universities in Turkey	Female Assistant Professor	4	.40	.676
	Male Assistant Professor	8	.80	.852
World's Universities	Female Lecturer	23	.23	.721
	Male Lecturer	24	.24	.937
The Best Universities in Turkey	Female Lecturer	2	.20	.422
	Male Lecturer	1	.10	.316
The Oldest Universities in Turkey	Female Lecturer	1	.10	.316
	Male Lecturer	4	.40	.516
Foundation Universities in Turkey	Female Lecturer	2	.20	.632
	Male Lecturer	1	.10	.316

Table 10 above shows the distribution of faculty members by gender and title. While faculty members at the world's leading universities have the most professor titles with an average of 3.94, faculty members have the most professor titles in Turkey. However, this ratio is 2.20 on average in Turkey.

**Table 11:** The Number of Undergraduate Accounting Courses at Universities

	Undergraduate Accounting Courses	Number	Average	Standard Deviation
World's Universities (N=76)	Compulsory	182	2.39	1.40
	Elective	33	.43	.829
The Best Universities in Turkey	Compulsory	41	4.10	2.80
	Elective	34	3.40	2.01
The Oldest Universities in Turkey	Compulsory	50	5.00	2.21
	Elective	68	6.80	5.22
Foundation Universities in Turkey	Compulsory	37	3.70	1.49
	Elective	30	3.00	1.94
Newly Established Universities in Turkey	Compulsory	56	5.60	2.17
	Elective	54	5.40	3.77

Table 11 above presents the number of accounting courses taught in the business undergraduate departments of the world's leading universities and universities in Turkey, according to compulsory and elective categories. Whereas the average number of accounting courses given in the undergraduate departments of the world's leading universities is 2.82, it is 9.25 at Turkish universities. In this case, it is revealed that there are more accounting courses

in the undergraduate departments in Turkey compared to the world's universities. In terms of course categories, the most compulsory courses are given at the newly established universities, while elective courses are given at the oldest universities. It is found that the closest group to the average of the world's leading universities is foundation universities.

**Table 12:** The Number of Graduate Accounting Courses at Universities

	Graduate Accounting Courses	Number	Average	Standard Deviation
World's Universities	Compulsory	236	2.36	1.11
	Elective	85	.85	.978
The Best Universities in Turkey	Compulsory	20	2.00	3.36
	Elective	42	4.20	2.61
The Oldest Universities in Turkey	Compulsory	19	1.90	3.10
	Elective	72	7.20	5.11
Foundation Universities in Turkey	Compulsory	6	.60	.966
	Elective	39	3.90	3.24
Newly Established Universities in Turkey	Compulsory	0	0.00	0.00
	Elective	111	11.10	4.48

Table 12 above presents the number of accounting courses taught in the graduate business administration departments at the world's leading universities and universities in Turkey by compulsory and elective categories. While the average number of graduate accounting courses given at the world's leading universities is 3.21, this number is 7.73 at Turkish universities. This shows that there are more accounting courses in graduate departments in Turkey compared to the world's leading universities. In terms of categories, it is observed that the most compulsory courses are given at the best universities, while elective courses are given at the newly established universities. The group closest to the course averages at the world's leading universities is foundation universities.

**Table 13:** The Number of Accounting Courses Per Faculty Member at Universities

The Number of Courses Per Faculty Member	N	Minimum	Maximum	Average	Standard Deviation
World's Universities	100	0.17	3.50	.768	.514
The Best Universities in Turkey	10	1.20	7.00	3.88	1.866
The Oldest Universities in Turkey	10	1.33	8.00	3.05	1.942
Foundation Universities in Turkey	10	1.75	18.00	5.75	4.539
Newly Established Universities in Turkey	10	4.20	27.00	10.01	6.770

Table 13 above shows the number of accounting courses per faculty member at the world's leading universities and universities in Turkey. While the number of accounting courses per lecturer at the world's leading universities is 0.76, the number of accounting courses per lecturer at Turkish universities is 5.67. The group with the highest number of courses per faculty member is the newly established universities in Turkey with 10.01. The category of the oldest universities in Turkey is the closest group to the world's leading universities, with a ratio of 3.05 courses per faculty member.

**Table 14:** Relationship Between the Number of Accounting Faculty Members at Universities

		N	Average	Standard Deviation	F	Sig.	T
Accounting Faculty Member	World	100	8.50	3.749	0.03	.000	4.838
	Turkey	40	4.70	5.105			4.247

Since the Asym Sig value is  $(p) < 0.05$ , a statistically significant difference was found between the number of accounting faculty members at the world’s leading universities and the number of accounting faculty members at Turkish universities ( $P=0.00$ ,  $P<0.05$ ). The average of the total faculty members at the world’s leading universities is higher than universities in Turkey.

**Table 15:** Relationship Between the Number of Accounting Professors at Universities

		N	Average	Standard Deviation	F	Sig.	T
Accounting Professor	World	100	3.94	2.431	.624	.001	3.450
	Turkey	40	2.20	3.090			3.115

Because the Asym Sig value is  $(p) < 0.05$ , a statistically significant difference was found between the averages of accounting professors at the world’s leading universities and Turkish universities ( $P=0.001$   $P<0.05$ ). The average of total professors at the world’s leading universities is higher than that at Turkish universities.

**Table 16:** Relationship Between the Number of Accounting Associate Professors at Universities

		N	Average	Standard Deviation	F	Sig.	T
Accounting Associate Professor	World	100	2.57	2.112	4.535	.001	3.348
	Turkey	40	1.17	1.806			3.578

As the Asym Sig value  $(p)$  is  $< 0.05$ , a statistically significant difference was determined between the averages of accounting associate professors at the world’s and Turkish universities ( $P=0.001$   $P<0.05$ ). The average of total associate professors at the world’s leading universities is higher than that at Turkish universities.

#### 4. CONCLUSION AND RECOMMENDATIONS

In the present research, which focuses on the undergraduate and graduate accounting education at the world’s top universities and Turkish universities, the undergraduate and graduate accounting education courses at the top 100 universities according to the ranking of the best universities in the business management program published by the QS organization were examined regarding variables such as course content and course category. By comparing the education at these universities with the accounting education at Turkish universities, deficiencies and problems were determined, and the things to be done to improve accounting education were revealed. As a result of the investigation, the conclusions below were drawn.

While the average number of accounting courses in undergraduate education at the world’s best universities is 2.82, the average number of accounting courses in undergraduate education in Turkey is 9.25. While the average number of accounting courses in graduate education in the world is 3.21, the average number of accounting courses in graduate

education in Turkey is 7.73. It can be said that universities in Turkey are richer in terms of curricula and the diversity of accounting courses. However, the results show that this is not a sufficient criterion. Although a large number of courses can be considered richness for the field of accounting, it is open to debate how much this is valid in practice because courses are expected to help increase the service quality in the field of employment. Considering that courses that can reconcile the past with the present and respond to the needs of the present day, rather than theoretical knowledge, contribute more to employment, such courses and the information given in these courses must be up-to-date.

One of the issues emphasized at Turkish universities for years is the differences between the ECTS (European Credit Transfer System) of the courses and our universities. While this makes the harmony between our universities difficult, it is an obstacle for students who want to transfer between universities. Due to incompatibilities between the ECTS, students have to take the course they have taken in their transcripts again. Öztürk and Erdoğan (2017) also indicated the same problem and stated that the ECTS of accounting courses differed between faculties and it was necessary to establish the same ECTS for the same courses at all universities to eliminate these differences and set a certain standard. Zaif and Ayanoğlu (2007) obtained a similar result.

While the average number of faculty members in the field of accounting at the world's leading universities is 8.50, the average number of faculty members in the field of accounting at Turkish universities is 4.70. When this result is compared with the number of accounting courses given in undergraduate and graduate education, it is concluded that the academic field of accounting in Turkey should be more diverse. While the number of courses per faculty member at the world's best universities is 0.76, the number of courses per lecturer in Turkey is 5.67. It is observed that the course load of faculty members at Turkish universities is higher. This undoubtedly affects the academic work of faculty members. It can be said that faculty members outside the department contribute to accounting education in this field at universities with an insufficient number of accounting faculty members. One of the main differences between Turkish and the world's leading universities is undoubtedly the course diversity of faculty members.

Another deficiency in accounting education in Turkey is the inadequacy of practice courses. It is observed that the practice courses at the universities examined within the scope of the study concentrate on the Computerized Accounting course. However, along with the low number of universities offering Computerized Accounting courses in Turkey, it is found that this course is insufficient to follow developments in the business world. Upon examining the course contents at Turkish universities, it is revealed that students' ability to use package programs is tried to be developed in the Computerized Accounting course. Package programs are important in transferring the accounting records of financial transactions to the computer environment and in harmony with the real world. However, due to technological developments, applications such as e-notebooks and e-invoices have been started in the field of accounting, and the need for practical training on these issues has increased. Unfortunately, it is observed that the e-notebook application is included in the course contents only at a single university, which shows that the pace of meeting the developments in the business world by universities is low. In this respect, the study coincides with Kara's (2019) research on the expectations of professionals from accounting education at universities in the globalized accounting process. At the world's leading universities, practical training is not

only a part of practical courses but also a part of other accounting courses in the curriculum. For example, upon examining the course contents, it was noticed that the financial statement analysis course at Harvard University was applied to students using specially designed evaluation software. Likewise, Gittings et al. (2020) emphasized that especially computer simulations and case studies were very important in accounting education in terms of applying theory and providing real-world awareness.

To improve accounting education in Turkey and make it competitive with the world's top universities, a number of the following suggestions can be made:

The accounting field is very contentful in terms of the world's and Turkish universities. While these overall contents are included in the curriculum and presented as theoretical information in Turkey, the world's universities reflect them in the academic field of study. From this point of view, it is necessary to update the curriculum in our country and reduce the variety of courses, and this diversity should be directed to the field of academic study.

A standard should be provided for the course names and the ECTS of these courses, which are taught under different names among universities but have similar contents. Moreover, curricula should be created with up-to-date and value-added courses.

At universities with an insufficient number of accounting faculty members, faculty members outside the department should be prevented from attending accounting courses. If necessary, this can be asked from faculty members in the field of accounting from other universities.

The hours and quality of accounting practice courses should be increased. Practice courses should not be limited to package programs only. Owing to the integrated ERP (Enterprise Resource Planning) programs, companies can monitor and control all their information in the computer environment. ERP programs should be introduced to students practically.

While determining the courses in the graduate programs, the program objectives should be determined well, and courses that will serve these goals should be included in the curriculum. For example, it is necessary to separate the graduate programs whose graduates will be employed predominantly in the public sector and the graduate programs whose graduates will be employed in the private sector and the courses to be given there.

A number of steps should be taken to strengthen cooperation between our faculty members in the field of accounting and the sector representatives of the business world at Turkish universities. Furthermore, practices that will allow students to work independently, such as examining a company's financial data and preparing a report, should be provided with the support of the business world. Especially in the courses related to the field of application, at least some of these courses should be given by managers, and students should be allowed to practice a training program in the workplace.

The number of theses in the last five years (2016-2020) in the field of accounting education in Turkey is 64. Sixty-one of these theses are master's theses, and three of them are

doctoral dissertations (<https://tez.yok.gov.tr/>). Accounting education can be improved with more reflection and more examination and research in accounting education. In this respect, the fact that accounting faculty members direct graduate students to work in the field of accounting education will contribute significantly to accounting education.

Accounting education is a field that needs to be examined from a very broad perspective. With the criteria discussed in the study, it is aimed to contribute to improving the accounting education system in Turkey by revealing similarities and differences between the world's and Turkish universities. It is believed that this research will contribute to the literature in the related field. In future studies, a contribution can be made to accounting education by considering criteria such as accreditation criteria in education, international students, international lecturers, and teaching methods.

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