



*Full Length Research Paper*

## **Teaching IFRS performance in accounting training in universities-development opportunities for young lecturers**

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### **Abstract**

**Through the method of document research combined with the interview method, the author made some comments on the development opportunities of young lecturers when teaching accounting in accordance with International Financial Reporting Standards (IFRS) in the integration trend, these are the hypotheses of research. By using background theories in economics and synthesizing results from interviews, the author has demonstrated the hypotheses proposed. From the results of the analysis and proof of the research hypotheses, the authors propose some recommendations for university training in accounting and for young accounting faculty to improve quality and effective in training high quality accounting human resources, meeting the trend of integration. Keywords: Accounting training; IFRS; Integration; University; Education quality.**

### **INTRODUCTION**

Globalization, international economic integration and trade liberalization have been emerging trends in the contemporary world economy. The deepening integration of the economy in general and the area of human resources training in accountancy and auditing in particular has created new development opportunities, besides the challenge of competition is also very substantial. The advantage will be that the training institutions update and grasp the development trend of the world in the field of accounting and auditing. However, the reality is that accounting and auditing training programs in Vietnam are quite different from those of developed countries. One of the differences is about how to access the accounting profession. If the presentation of accounting content in developed countries is approached in accordance with international standards, discussing the difference in GAAP, IFRS, the program in Vietnam is purely is in accordance with the guidance of the Circular, Vietnamese Accounting Standards. This requires that universities specializing in accounting and auditing in Vietnam need to acquire and learn the famous training institutions in the world and take steps to change, certain changes. In the global economic integration trend, the preparation and presentation of IFRS financial reports is increasingly receiving the support of many countries and territories around the world. Using IFRS as the national accounting standard is considered to be the fastest and least costly international accounting integration. Therefore, the implementation of IFRS in accounting training at universities is considered a necessary condition for international economic integration in the field of accounting and auditing. However, with the long history of designing, building accounting training program based on the rules and guidelines of the current decisions and circulars, the change of thinking, how to implement the lecture The accountant will posed no small challenge to the training institutions and the lecturers themselves and young lecturers in particular. The challenge that young teachers face is their future developmental potential. Therefore, research conducted to analyze the development opportunities for young accounting teachers in the context of applying accounting teaching in accordance with IFRS is both theoretical and practical significance, contributing to the increase Awareness of young lecturers on accounting teaching under IFRS, changing vision and motivation for young lecturers, to improve the quality of accounting training to meet the needs of accounting human resources high quality in integration conditions.

## **OVERVIEW OF RESEARCH ON IFRS TEACHING IN ACCOUNTING TRAINING**

As the economy enters a period of strong integration in both the regional and international spheres, IFRS becomes more and more hot and attracts a great deal of attention from policy-makers, the business community and especially the training institutions. From the training angle, it is possible to say that the capacity of accounting lecturers and university training programs is a key factor, which plays a decisive role in the quality of accounting human resources provided. Understanding this importance, so far universities have many researches, seminars on innovations in accounting training in the trend of integration. In particular, the study of applying international financial reporting standards (IFRS) is a topic that many scholars are most concerned about. This may include the study by Hung (2016) "The trend of accounting teaching in the context of integration", in this study, the author proposed the trend of teaching accounting under IFRS, and according to the author, is a way for schools to create competitive advantage in training according to the needs of the society. Research by Cuong (2014) "Accounting training innovation in universities in Vietnam", the author compared accounting training programs in Vietnam with developed countries in the world such as England, Australia, USA to make recommendations to improve the framework of accounting training in Vietnam in the direction of applying international accounting standards (GAAP, IFRS). Research by Dung and Hong (2015) "Teaching IFRS in Accounting Training", this paper presents and discusses the challenges that accountants face in teaching IFRS, according to which to teach accounting in accordance with IFRS, the teacher needs skills such as: professional skills, judgment skills. Research of Hang and Soa (2017) Accounting training in Vietnamese universities, this approach should be based on principles or rules. "The authors recommended reforming the accounting approach, replacing the original approach to comply with the IFRS. The study by Soa and Hang (2017) "Assessing the capacity of accounting faculty to conduct IFRS training in Vietnamese universities", in this paper, the authors assessed The ability of current accountants at Vietnamese universities to weaken IFRS training, thereby enabling accountants to improve their ability to implement IFRS train the most effectively. In general, there has been a lot of research on accounting training in the integration trend, and scholars have suggested that it is necessary to renovate the content of accounting modules towards the use of IFRS. However, previous studies mostly focused only on analyzing the necessity and significance of using IFRS in accounting training, but none of them dealt with the opportunities and advantages of young accountant in this condition. The study also confirmed that the use of IFRS in accounting training is an indispensable trend of global integration, but universities in Vietnam have encountered many difficulties when applying reality, especially is the problem of the team of accountants. Difficulties and challenges always come with opportunities and advantages, besides the challenges that young accounting faculty have to face at present, the opportunities that open up are still ahead. For this reason, the paper is designed to assess the opportunities for young instructors in the context of the use of IFRS to teach accounting majors. With the desire to change the view and motivation for development of young lecturers in the new trend, the trend of global integration.

### **THEORETICAL FRAMEWORK**

#### **International economic integration in the field of accounting and auditing**

With the strong development of the capital market has strongly impacted the international integration of accounting standards. In order to further enhance the integration process of the accounting system, the International Accounting Standards Board (IASB) was established in 2001 based on the International Accounting Standards Board (IASC) but with a tighter and more independent organization structure. The objective of the IASB is to create a system of accounting standards for the common good, of high quality, easy to understand and applicable worldwide, providing clear, accurate financial information. and comparable to help investors make the right decisions in the right way. In the past, countries often had their own regulations in applying accounting standards and called widely accepted accounting principles (GAAP), for example in the US with US GAAP, in Canada. yes Canada GAAP. Commonwealth countries also have their own national standards and follow the IAS for listed companies. This has caused many difficulties for investors and multinational companies, especially in the trend of global integration, in which it is easy to see two main difficulties: The first: For companies established in the country but listed in another country: For example, an A company was established in Europe and a member of the IAS when making a financial statement, but registered on the list. US stock market, then the company must convert the reports under the IAS into the standard US GAAP. This has had a significant impact on the business operation of the company, and the company spent a lot of time, energy and effort converting the types of financial statements accordingly. The second: For multinational companies, companies that have parent companies in this country but member companies (subsidiaries) in other countries. The consolidation of financial statements according to the standards of the parent company is also difficult, because the subsidiaries in other countries with the parent company and apply other accounting standards. This has prompted

countries to shift to a common standard. The application of a common international accounting standard is a prerequisite for international economic integration, which greatly facilitates the compilation and reading of financial statements when the financial statements are written in a common language for the whole. It also increases the transparency of information for users, thereby supporting the user in the decision-making process, avoiding the disadvantages caused by restrictions on reading financial information. The adoption of IFRS is therefore considered to be a global accounting revolution and a memorable event for both the International Accounting Standards Board (IASB) and the World Wide Web. The International Financial Reporting Standards (IFRS) were officially adopted on January 1, 2005, and more than 100 developed nations have used original IFRS (Deegan, 2009). At a slower pace, more and more developing countries use IFRS, such as India, Malaysia, Pakistan and Thailand (Deloitte, 2009). In Vietnam, the national accounting standards VAS and IFRS increasingly increase the difference. According to the research by Pham, Tower and Scully (2011), the satisfaction of VAS against the IAS/ IFRS at the time of VAS was 85%, but by 2010 the satisfaction level was only 66%. Facing the trend of globalization and regional integration, maintaining VAS for corporate financial reports is considered one of the barriers to attracting foreign investment. Therefore, it is necessary to improve the Vietnamese accounting standards system in the near future, in line with the increasing trend towards IFRS. Because of the superiority of IFRS, the IASB's comprehensive review of more than 100 specialized studies on the benefits of IFRS shows that: Most of the studies provide evidence that IFRS boosts capital market performance and cross-border investments. In addition, the European Union (EU) assessment after 10 years of application of IFRS has also confirmed that IFRS has succeeded in creating a common accounting language for capital markets (Li, S., 2010).

#### **Accounting training-changes when using IFRS**

One of the most common and important characteristics of IFRS is that IFRS is designed based on accounting principles (Deaconu A, 2011). IFRS focuses on the introduction of principles for practicing accountants. Accordingly, important goals are set to ensure that correct financial statements are prepared, examples are given to guide and explain the objectives. The basic benefits of accounting standards are based on the principle that there are clear and practical guidelines for a variety of cases. However, it must be acknowledged that accounting standards are based on the principle of lack of specific guidelines for each of the economic operations so businesses can have different uses, financial information generated Consistent and will make it difficult to compare between businesses. With this feature IFRS significantly affects accounting training. IFRS requires that accountants change their approach to teaching methodology rather than following the current rules. With those changes, the requirements for the accountant also changed, specifically:

- Teaching emphasizes basic concepts rather than rules, giving students the ability to discover and find solutions and keep up with what they have learned. Therefore, teachers require deep interdisciplinary knowledge, as well as interdisciplinary and interdisciplinary knowledge, using advanced teaching methods such as: Teaching methodology based on real situation, PBL (Problem - based learning; Learning by doing; Simulation, role play, case analysis,
- Teaching focuses on helping learners to improve their professional judgment (assessment) skills. Through job judgments, learners will be able to learn how to handle uncertain cases, understand why there is more than one answer to a question. Therefore, in addition to professional knowledge, the trainees need skills such as: professional skills; Skills in analysis, evaluation, judgment; Economic management skills; Interactive skills, communication.
- Focused teaching helps learners develop creativity and protect choice of accounting policy. Achieving this goal requires accountants to have in-depth knowledge and to constantly improve their knowledge through research and student motivation in scientific research. Research and writing will help faculty and students develop creative thinking, reasoning with more selective and scientific alternatives. On the other hand, with the new quantitative research trend, researchers need to have certain knowledge about the related sciences.
- In order to provide accounting instruction in accordance with IFRS, accountants need to have access to international accounting standards and high quality documents in general. Currently, international accounting standards as well as high quality materials are built in the English language, so for research and teaching requires teachers to translate into Vietnamese. To do this, teaching accountants with IFRS requires an accountant to have certain knowledge of English as well as some other languages.

#### **RESEARCH METHODS AND RESEARCH HYPOTHESES**

To carry out this study, the author applied qualitative research methods. The paper combines research methodology and interviewing methodology. From the research results of the scientific works related to the

topic, the authors systematized, theoretical synthesis related to international economic integration in accounting and the impact on accounting training. , preliminary assessments of current status of accounting training in Vietnam. With initial insights on the topic of research, the author develops a number of related questions, directly consulted with experts, scientists and some young faculty members teaching Businesses. In our opinion, the main reason that the use of IFRS in teaching accounting in universities is still only in the experimental, learning and not completed stage by the trainers, Not aware of the need, necessity and benefit of accounting training under IFRS. Besides, the hesitant psychology of the accounting teachers is very significant. Therefore, the paper poses a number of hypotheses and proofs of these hypotheses, contributing to raising the awareness of young accountants about the meaning, role and benefits of accounting teaching in IFRS. as well as changing their outlook on challenges and advantages.

#### **Hypothesis 1**

The application of IFRS in accounting education is inevitably objective to help universities gain competitive advantage in the context of integration.

#### **Hypothesis 2**

Applying IFRS accounting training is an opportunity for young instructors to deliver creative teaching methods and to teach online.

#### **Hypothesis 3**

IFRS - trained students in the university will have better access to accounting after graduation.

### **THE RESULTS OF ANALYSIS AND PROOF OF RESEARCH HYPOTHESIS**

#### **Hypothesis 1: The application of IFRS in accounting education is inevitably objective to help universities gain competitive advantage in the context of integration**

As analyzed in Section 3.1 on international economic integration in the field of accounting and auditing, it is clear that countries around the world gradually abolish their own accounting standards and go to apply a standard The unified trend is an indispensable objective of the process of international economic integration. And the asymptote trend is closer to the International Financial Reporting Standards (IFRS), which is considered a reasonable choice, making it the fastest and least costly international accounting integration (Jones and Belkaoui, 2010). Vietnam is not out of the trend, making and presenting information on IFRS financial statements is considered an urgent need for enterprises to create competitive advantage in the integration trend. By adopting IFRS, Vietnamese businesses will be able to benefit from economic integration such as access to capital, sustainability and sustainability. Therefore, the need to make financial statements under IFRS is increasingly urgent and an indispensable trend of development. Integrating and opening up the financial, accounting and auditing services creates great competition and challenges for Vietnam in the labor market in accounting and auditing as well as in digging services. Create accounting human resources for the society. The ability of students after graduation and the ability to meet the requirements of integration is the core factor to create competitive advantage of universities. With a mission to train human resources for high quality accounting auditing for the society, universities need to take a step ahead to equip students with certain accounting knowledge and skills to help them. Students can immediately access to work in the business. Therefore, the use of IFRS in accounting training at universities is really necessary in the integration trend, which is the opportunity for graduates to be able to compete with high quality human resources. integration period. With that argument, the author asserts, hypothesis 1 is accepted.

#### **Hypothesis 2: Applying IFRS accounting training is an opportunity for young instructors to deliver creative teaching methods and to teach online**

The number of countries adopting IFRS is increasing. This increase is also consistent with redefining the role of accountants in gaining occupational skills, including intellectual skills, interpersonal skills, communication skills, occupational judgment and economic management skills. As a result, there is an increased need for accountants in the transition from the dissemination of technical knowledge to the development of skills and principles to better fit future and practical accounting. business. The need for accountants in universities as well as accounting training centers increases, this is a great opportunity for young accounting lecturers on future development orientation. Certain accounting requirements for IFRS applicants in teaching accounting majors as analyzed in Section 3.2 show that, in this condition, young accountants need to There are comprehensive changes that require changing the way accounting is taught in a principle-based approach. The approach is based on principles, which are perfectly consistent with IFRS. In this approach, the accountant has a good chance to change the curriculum, and the learner has the necessary professional skills to meet the needs of the society. Accounting instruction is based on the emphasis on teaching fundamental concepts rather than on rules, enabling students to discover and find

solutions, not through memorization. rules and accounting entries. To achieve this goal, accountants need to have access to innovative teaching methods such as problem-based learning (PBL), problem-based learning (problem-based learning) Learning by doing; simulation, role play, case analysis, etc., contributing to reducing the monologues of lecturers during class time. In addition to the student-centered approach to teaching, universities should also consider online teaching methods, which are widely used and effective. developed country. Changing teaching methods to suit the new trend is a great challenge for young lecturers at present, but that is also advantageous, because in that condition, young instructors will need to improve. Participating in short courses to improve skills such as: skills to organize information gathering and evaluation; group skill; analytical skills from available data, not yet screened; skills to use accounting information; communication skills and communication. This is a chance for future growth. Using IFRS in accounting training requires a change in the accounting training methodology that is needed, the problem-based learning model is proven by scholars to be very in line with the accounting training program. This is a rich learning approach in which students identify issues that need further study and learn from the examination of the problems presented. The strengths of PBL include (1) the ability to drive student curiosity; (2) allow students to acquire attributes, such as innovation, and to learn critical thinking skills and solve problems, and acquire knowledge of essential concepts of the course. The (3) allow students to find, identify and use appropriate learning resources, thus acquiring lifelong learning skills; (4) help develop critical thinking skills through carefully constructed problems. Based on the PBL approach, students are trained in communication skills and enhance their learning experience, addressing real-life problems at school (Boud and Feletti, 1997). With the transition to the SCL approach, time is allocated for less lectures. Instead, other teaching methods are used, including the use of case studies; discussion in class; discussion groups; group projects, and presentations. These teaching methods require students to improve their teamwork skills and apply their knowledge to "real world" problems. Therefore, using the method allows lecturers as well as students to have more opportunities for practical experience than theoretical lessons in class, which is also a good opportunity for young lecturers. Develop and cultivate professional knowledge as well as ability to meet development needs in the new age. With the above analysis, hypothesis 2 is accepted.

**Hypothesis 3: IFRS-trained students in the university will have better access to accounting after graduation**

Teaching a detailed set of rules can create satisfaction for both the teacher and the learner, but it also creates many limitations, first of all the creative thinking of both the learner and the instructor. Accordingly, it will be boring for the students, not attract good people in the accounting profession. A curriculum based on rules, rules and memos, not based on intrinsic insights, will make it difficult for learners to deal with problems where rules are not taught and rules unclear. Moreover, teaching in accordance with the guidelines of the circular, when the circular changes, the whole teaching curriculum must also change accordingly, causing a relatively large waste. In addition, the accounting approach based on professional rules guides learners to become accountants rather than becoming accountants (Nguyen, Hooper, and Sinclaire, 2012). As a result, Vietnam lacks qualified accountants from developed countries. Vietnamese accountants have a tendency to work as accountants based on specific guidelines provided by the accounting system (Nguyen and Richard, 2011; Nguyen and Tran, 2012). This is also a problem for Vietnamese accountants to be able to compete and work in foreign companies to prepare IFRS financial statements. Applying IFRS training in the school environment helps learners develop the ability to innovate and protect their choice of accounting policies, and to increase their ability to judge (evaluate) their career. By focusing on career judgments, learners will be able to learn how to deal with uncertain cases (events); Understand why there is more than one answer to a question. Therefore, IFRS-trained students in the university will have better access to accounting work after graduation, assumption 3 is accepted.

**CONCLUSIONS AND RECOMMENDATIONS**

From the results of the analysis and proof of the hypotheses in Section 5, the use of IFRS-based accounting training in universities has significant implications for both the training institution, the accountant and the student body. specialist in accounting. Therefore, universities specializing in accounting should urgently prepare the necessary conditions in terms of human resources, training programs to be able to conduct training under IFRS in the near future. According to the author, the key element for the project to be successfully implemented is the capacity of the accountancy faculty, with which the author proposes some recommendations for the accountant and for the mechanics. Department of accounting training as follows:

1. For young accountancy faculty, the need for increased learning, exchanges and capacity building including professional competence, teaching capacity and scientific research capacity.

2. For universities specializing in accounting to be able to apply IFRS accounting in a timely and successful manner, attention should be paid to the training and recruitment of trainers. The training of accountants should take into account the opportunities for the development of skills in assessing, evaluating and practicing careers, enhancing creativity and general knowledge for trainers, to shorten the distance between training and practice.

Basing on the method of document study combined with interviews with experts, the authors have proved and drawn conclusions about the scientifically based hypotheses. In addition, the article has made some very practical and feasible recommendations to improve the quality of auditing accounting human resources in universities in the integration trend. The article has contributed to raising the awareness of young accountants, training managers about the benefits and importance of teaching accounting in accordance with IFRS in the integration trend. However, there are some shortcomings in the methodology, not including empirical studies with large samples. Or recommendations for improvement, primarily aimed at improving the capacity of faculty to conduct accounting teaching under IFRS without taking into account other relevant factors. However, we consider these to be suggestive for future studies.

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