



Changemakers: Creativity and Value Creation

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Research Topic

Trends and Challenges in Accounting Education: Prepare Future Accountants for the Digital Age

Task 1 – Research Question

Introduction (Background Information & Purpose of Research)

By 2030, the Malaysian government wants the Malaysia Institution of Accountants (MIA) to have 60,000 registered accountants. Although only 38,500 people have enrolled as of yet, it was originally scheduled to occur in 2020 (The Edge Malaysia, 2023). The field of accounting education is undergoing rapid transformation in the present digital age, and digital literacy is becoming increasingly important. To keep all accountants up to date, the MIA criteria will therefore constantly evolve. Modern accounting courses incorporate AI tools and accounting software to help students learn the latest technologies. Furthermore, the focus of education is quickly shifting to emphasize the development of soft skills, which are crucial in the workplace and include teamwork and communication. Accounting firms must embrace digital innovation in order for it's employees to 'maintain professional competence' at all times, as required by accounting ethics, which requires them to continually update their knowledge and skills (Revised Code of Ethics – Completed| Ethics Boards, n.d.).

This research aims to investigate the issues and trends in accounting education today and to determine how accounting education prepares students for the digital age. We seek to improve and enhance the caliber of accounting education by offering insightful analysis and research to academic institution policymakers, and business professionals.

Formulation of Research Question (Identifying Issue/problems, research question, value of my research)

Despite the continuous technological improvement in the accounting domain, though the present educational processes, at times, fail to adapt to the impactful changing trends. According to Morris and Chapman, however, most of the programs in accounting are still typical in the sense that they do not make a place for important digital technologies like artificial intelligence, and blockchain in the learning curriculum. Richardson, Teeter, and Terrell (2021) go on to argue that with the lack of modernization in the educational demands of a digitally-driven industry. In addition, there is a lack of this in the efforts made so far at creating students who are digitally literate and adaptable students who will, therefore, be able to navigate through the ever-evolving sea of technological changes confronting the practice of accounting.

It is imperative to guarantee that accounting education keeps pace with technology advancements to produce graduates who are both technically proficient and capable of adjusting to the quickly evolving accounting industry (Vindača & Litvinova, 2024, 273 - 284). Educational institutions can generate well-rounded professionals who are prepared to handle the demands of the digital age by bridging these gaps.

This research aims to investigate on:

1. “How do the current trends and challenges in accounting education affect the readiness or preparedness of future accountants for the digital age?”

This research will benefit educational institutions through its insights into upgrading curricula to include modern technology and digital tools properly. It will help teachers implement new pedagogies and incorporate digital literacy into their curricula (Wells et al, 2009). The results will also provide policymakers with important information to assist educational reforms that meet the changing demands of the accounting industry (Willcoxson et al, 2010).

Research Approach (Mixed Methods, Rationale (why choose), Benefits)

According to Saunders et al. (2019), researchers with classic naturalistic scientific ideas (positivism) usually employ the deductive approach, whereas those with interpretivist phenomenological views usually employ the inductive approach. For this current research, a mixed-method approach integrating qualitative and quantitative research will be used. Focus groups or interviews will be performed to obtain a deeper understanding from the lectures, students, and industry professionals. As known, qualitative data are those that do not include any number, as then a quantitative approach will also be performed. Quantitative data is the most statistically rich, questionnaires will be sent to the targeted sample group to gather information and enable proper statistical analysis.

Selecting the approach and data collection method will benefit the research in numerous ways since data may be gathered broadly and in a variety of ways, not just from people who have comparable questions (Saunders et al, 2019). The result may not be satisfactory if just qualitative data were gathered since there might be situations when the interview is incomplete or a lack of

interviews being done. If merely a questionnaire is given out, the result might be quite similar because everyone is answering the same questions and new thoughts could not be contributed by people. With this approach, we could obtain comprehensive insights from a variety of angles and be able to use quantitative data to validate qualitative conclusions (Dunning et al., 2008).

Data Collection Methods (Primary Data Collection)

According to Saunders et al. (2012), primary and secondary data are the two categories of data. Secondary data is information that has previously been collected or may already exist for another purpose and has been stored, documentary is one of the sources. In contrast, information obtained by researchers via questionnaires, interviews, etc. is referred to as primary data. This research will gather the primary data through questionnaires and interviews.

Sampling Method & Sample Size

Purposive sampling will be used to choose participants for the qualitative portion of this research. The selected individuals will have relevant experience and insights into accounting education and digital innovations. The selection criteria will encompass educators with expertise in instructing digital accounting technologies, students presently enrolled in accounting programs, and industry experts well-versed in the incorporation of technology in accounting procedures. This approach guarantees that the participants can offer comprehensive and significant insights on the subject matter.

The quantitative component will employ stratified random sampling to provide an adequate representation of various demographics within the accounting education industry. This method will facilitate the collection of a wide variety of viewpoints and experiences, thereby enhancing the applicability of the results.

For this qualitative study, 1 – 2 in-depth interviews would be conducted, given that this number is small enough to provide in-depth information but large enough to be practical. The quantitative research will then target, and be undertaken with the help of a set of questionnaires that are to be delivered to about 3 – 5 respondents. The sample size is this small intentionally in

order to get statistically significant results, considering the need for diversified data, subject to limitation of scope.

(1023 words)

Task 2 – Research Techniques

The present research will collect primary data by using a mixed research approach to ensure that the techniques used are both interpretivism and positivism. One part of the qualitative research is interviewing key informants who work in accounting education by incorporating their experiences and opinions. The participants will be students who are participating in their accounting studies and have experience on their internship, telling out their experience and their concern in the work life. The interview will be semi-structured, which allows flexibility in exploring the viewpoints of the participants while at the same time prioritizing the research questions.

Questionnaires will also be used to collect quantitative information for the research. The study will use a stratified random sample to ensure adequate representation of different demographics in the field of accounting education. The questionnaire will be framed in such a manner that it will yield the maximum number of responses in the form of Likert scale questions, open-ended questions, and multiple-choice questions. This can be used to authenticate the qualitative findings to come up with statistically significant results. Surveying and interview research are combined to obtain in-depth insights into how current developments and issues in accounting education influence the preparedness of future accountants for the digital age.

(206 words)

Task 3 – Presentation on Ideas

Link For Video –

https://drive.google.com/drive/folders/1oLw7z1-YHKUE_gcH7RSrB-j717i9b5B_?usp=sharing

I have uploaded it on Microsoft Teams as well, I back up copy if teams cannot access it.

Subtitle have been included in the video

Reflection by Friends.

A few of my friends have given comments on the pitch I did.

A group of my friends finds that the topic of my research is interesting as we are all accounting students and most of us are struggling with AI-related accounting software. They have reflected that the introduction point is clear and easy to understand, and the points in the body are quite interesting, and bringing out the gap of this research makes them want to know more about what is the research about.

Another group of friends then felt that the video was quite boring as there was no slide presenting together, and then they did not have the patience to get the 3-minute video finished. But overall, they commented saying that introduction was clear and easy to understand.

Task 4 – Conference Posters

Poster have been attached in the next page.



Trend & Challenges For Future Accountants in Digital Age

DO YOU KNOW ANY



ACCOUNTING SOFTWARE



Are You Ready?

- ⚖ Have you gone through any Accounting Software?
- ⚖ Are you prepared dealing with software in your workplace?
- ⚖ Do you want to improve your software skills?

INTERVIEW'S QUESTION AND QUESTIONNAIRE RESULT

After having a short interview with an Accounting Student, she have bring out her thoughts and feeling about her experience with AI software in curricula

The survey have been divided into 3 sections:
Preparedness, Willingness, and

Have You Heard of Acc AI Technology



Yes No

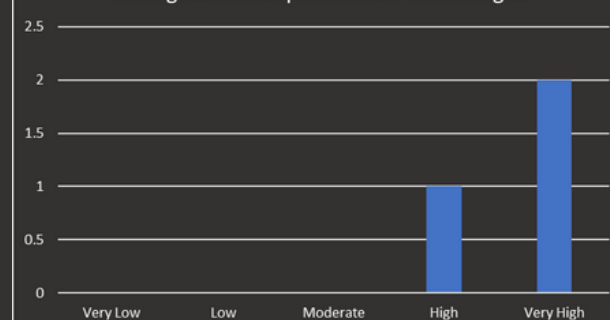
Student Interest in Accounting Ai Software

Attended Any AI Courses / Curricula



Yes No

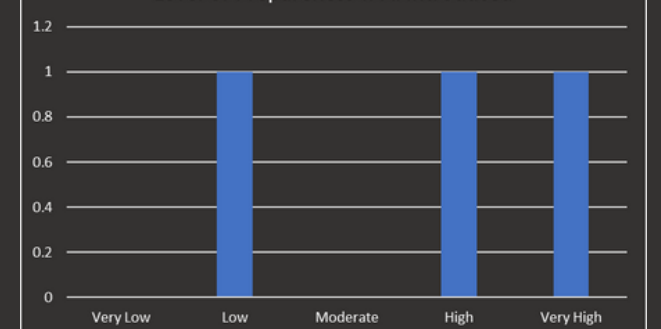
Willingness to adapt with new technologies



As an accountant, we must always be competence. Adopting new skills are always the challenges accounting student willing to take.

Preparedness among students are always different, learning is always a process not an immediate goal

Level of Preparedness if AI introduced



CONCLUSION

This research have reflected that students are willing to adapt to the new digital world. Having a strong basic concept is important as being an accountant, but improving as of the trend is as well important.

Through the findings, it has suggested the education institution to integrate more AI related curricula to boost up the readiness of future accountants. As then they are more prepared in future workplace.

RELATED JOURNALS

1. Professional Skills and Capabilities of Accounting Graduates: The New Zealand Expectation Gap by Wells et al. (2019)
2. A Whole-of-program Approach to the Development of Generic and Professional Skills in a University Accounting Program. by Wilcoxson et al. (2010)

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