Statistical Analysis of the Factors Affecting Accounting Students' Awareness of the TAS (Turkish Accounting Standards) and TFRS (Turkish Financial Reporting Standards)

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Abstract

International Accounting Standards (IAS) which exist in economically-developed countries is a revolutionary progression for the world of accounting and finance. These standards have been or are about to be put into practice at certain levels in many developed countries, notably in the European Union (EU), and developing countries. When it is considered that the IAS/IFRS set was prepared according to the needs and conditions of developed countries in terms of scope and quality; it is inevitable that application problems will be encountered in developing or underdeveloped countries. The new Turkish Code of Commerce, which became law on the 14th February 2011, obliged the enterprises to prepare IFRS-compliant financial statements as from 1st January 2013. When considering the problems which will probably occur in Turkey, which is an emerging country, it is of great significance to increase the knowledge, interest, awareness and qualifications of the members of the accounting profession and potential accounting profession candidates in Turkey in order to efficiently apply the Turkish Accounting and Financial Reporting Standards which are fully compliant with the International Financial Reporting Standards.
In this context, this study reports on research conducted to determine the awareness, knowledge and interest levels of Turkish students engaged in accounting education concerning Turkish Accounting Standards. The results obtained from the research are interpreted and evaluated.

Key Words: Accounting Standards, Accounting Education, TAS/TFRS, IAS/IFRS, Logistic Regression Analysis, Kruskal-wallis Test

1. Introduction

Differences among countries in terms of accounting and financial reporting applications can cause serious problems in this ongoing process where management activities have extended over national frontiers, multi-national companies expanded their activities and new financial instruments appeared besides the developments in capital markets and the world economy. These differences result from many factors such as level of economic development of countries, the economic and legal system, the role of the state in the economy, inflation, growth and development policies, craft knowledge infrastructure and education (Ağca and Aktaş, 2007, p.3). In this case, in particular, multi-national companies encounter national accounting and financial reporting systems that have different regulations and are sometimes conflicting. This situation creates a need to form and apply a uniform accounting and financial reporting standard in all the countries in order to prevent the problems that are being encountered (İbiş and Özkan, 2006, p.27).
For this reason, the International Accounting Standards Board (IASB) has, and continues to improve the International Financial Reporting Standards (IFRS) as a comprehensive and consistent set for producing reliable and high quality information, which provides comparison and assessment on a global scale. The standards determined by the IASB have also been adopted by various international organizations; and they are applied in many countries. In 2005 the European Union made it obligatory for all enterprises whose

stocks are traded on exchanges to prepare and present their financial statements in accordance with the IFRS. At the same time Turkey imposed the obligation for the enterprises liable to Capital Markets Board to apply the TAS/TFRS, which are fully compatible with the IFRS (SPK, Seri:XI, No:25). Finally, all the enterprises were obliged to apply the Accounting Standards of Turkey from the second half of 2012 and to prepare TFRS-compliant financial statements from the 1st January 2013 according to the Turkish Code of Commerce number 6102, dated 14.02.2011 and published in the Official Gazette numbered 27846. These developments are considered to indicate that TAS/TFRS, which are the Turkish translations of the IAS/IFRS (Akdoğan, 2007, p.101) can be successfully applied in Turkey.

Generally, there are some problems in the process of transition to the application of standard accounting procedures due to significant differences between the national accounting standards of the countries and the IFRS. To solve these problems requires great effort. The benefits of applying the IFRS on a country's economy, in general, and for enterprises in particular? can only be gained by correctly interpreting and efficiently applying these standards. Members of the accounting profession have the most significant role in ensuring that necessary financial information is available and ready to use. For this reason, it is of great importance to educate and increase the qualifications of accountants and auditors who will apply the new standards (Aksoy, 2005, p.194; Akdoğan, 2007, p.116).

In this context, one of the most important steps to be taken besides legal regulations is to educate present and future accountants. An important element to facilitate the adaptation to the new system is the preparation of educational programs for members of the accounting profession and develop curriculums for university students continuing their education. It is of great significance to increase personal knowledge, interest and develop the awareness concerning the TAS/TFRS of accountants and university students who are potential accountants. This is because the TAS/TFRS are a precondition for the integration of accounting, an important factor in providing economic growth Turkey, an emerging country, with the world.

Determining the candidate accountants' personal knowledge and interest in, awareness of the subject and qualifications will offer benefits to all the parties and interest groups who will direct the process of correctly and ensure the consistent application of the standards in Turkey.

2. The History of Accounting Standards in Turkey and the New Turkish Code of Commerce

The original text of the accounting standards developed and published by the IASB were translated into Turkish in 1991 by the Institute of Accounting in the Faculty of Business Administration, Istanbul University. The standards were published in the Journal of The Institute of Accounting under the title of the "International Accounting Standards". Then they were published in book form by the Expert Accountants' Association of Turkey in 1992.

TMUDESK the Accounting and Auditing Standards Board (AASB) of Turkey was established on 9th February 1994 under, the Union of Chambers of Certified Public Accountants and Sworn-in Certified Public Accountants of Turkey (TÜRMOB). The board published the accounting standards under the name "Accounting Standards of Turkey".

These standards obtained a legal status on 7th March 2002. Annex 1 was added to the Capital Markets Law number 2499 dated 28th July 1981; and the Turkish Accounting Standards Board was established. This board took over all the duties of the TMUDESK along with all the studies it had carried out. The board continued working and published the Accounting Standards of Turkey and Turkish Financial Reporting Standards.

The Public Surveillance, Accounting and Auditing Standards Board were established with a statutory decree number 660 and published in the Official Gazette dated 2nd December 2011.

The purpose of this institution is to generate Turkish Accounting Standards that are consistent with the international standards; to provide a union of application in independent auditing, confidence and quality; to determine auditing standards; to grant authorization to independent auditors and independent audit

institutions; to audit the activities of these institutions; and to undertake public surveillance in the field of independent audit (http://www.resmigazete.gov.tr/eskiler/2011/11/201111 02-5.htm).

The new Turkish Code of Commerce became law on the14[th] February 2011 and obliged enterprises to prepare Turkish Financial Reporting Standards-compliant financial statements as from the 1st January 2013.

The preamble of the Turkish Code of Commerce states that a country needs financial statements that are compliant with the International Accounting Standards and based on full transparency in order to be a part of the capital, credit and international markets; to attract foreign capitals and to take a place as a power in the competitive market. The necessary amendments were added to the law in accordance with these innovations.

According to this law, these standards need to be applied on the basis of books. It means that each accounting record will be in accordance with the TAS/TFRS thus, enterprises will be obliged to adapt their accounting systems to the TAS/TFRS standards as per this law. For this reason, there will be fundamental changes in the accounting systems of enterprises.

The legal framework that enterprises should follow in Turkey is regulated by the Tax Procedural Law, Accounting System based on the Uniform Chart of Accounts and Turkish Code of Commerce. However, the new Turkish Code of Commerce will combine all the legal frameworks cited above. It will also result in fundamental changes as it will be based on the International Accounting Standards and International Financial Reporting Standards. As a result, accounting departments will encounter a new accounting system that they do not know and will be very different from the system they are used to.

Article 65 of the TCC provides for keeping the accounting books in compliance with Turkish Accounting Standards. The following sentence in the sub clause 1 of Article 88 explains the subject: "… *natural and legal persons shall be obliged to apply and fully comply with the Accounting Standards of Turkey published by the Turkish Accounting Standards Board, accounting principles which are in a conceptual framework and interpretations which are an inseparable part of these principles while keeping commercial books and preparing consolidated and separate financial statements.*"

Currently, all the enterprises which are subject to the CMB prepare their financial statements in accordance with the notification number 29 which provides for the application of only the TAS/TFRS.

The International Financial Reporting Standards (IFRS), which are outside the scope of the TAS/TFRS (which are not accountable to the public), were published by the International Accounting Standards Board for SMEs (IFRS for SMEs). This standard is a simplified version of the full set IFRS and it is composed of 35 sections in one standard. It has the same system with the IFRS that became the TAS/TFRS in Turkish regulation and this played a large role in the adoption of the IFRS for SMEs by the TASB. IFRS for SMEs were translated into Turkish and published under the name of "KOBİ TFRS" (TFRS for SMEs).

3. Literature Review, Accounting Education and Accounting standards

Since there has been an increase in the importance of the IMS/IFRS and its application, many research studies have been conducted in both national and international literature to determine the problems which accountants and potential entrants to the profession encounter concerning the standards and their application, and to determine their knowledge level and awareness.

In the study conducted by Zengal-Mhedhbi (2006) to determine the factors, which affect the adoption of the IMS/IFRS in 32 developing countries, education and knowledge are two of these factors.

According to 2 studies conducted in EU member countries, one of which was related to the problems encountered during the application of IMS/IFRS and conducted by Jermakowichz and Tomaszevski (2006), and the other was related to the problems encountered during the convergence periods of IMS/IFRS and conducted by Larson and Street (2004); insufficient knowledge, inefficient education, and the need of education and change in the thoughts are found to be of great significance.

Chand (2005) examined the, 5 strategic factors in Fiji that were effective in successfully concluding and accelerating the process of adopting and adapting to the IMS/IFRS. Two of these factors were craft knowledge and experience; and education.

Preobragenskaya-Mcgee (2004) investigated the problems that Russia experienced while adopting the IMS/IFRS. In this study, a lack of knowledge and insufficient knowledge were determined to be among the problems concerning the standards and their application.

According to the results of the study conducted on accountants and accounting students in 2004 and 2007 by the Romir Monitoring research institution in Russia, a lack of training courses, education materials and human resources were cited among the problems encountered in the process of applying the IMS/IFRS.

According to Poria (2009), a lack of education on the standards and the uses lack of knowledge of information about the impact of the international applications are among the most important problems encountered in the process of applying the IMS/IFRS in India.

In 2007 Bekçi conducted a study on the process of the adoption of the IMS/IFRS and application of the TAS/TFRS in Turkey. In this study, it was stated that the majority of accountants in the Western Mediterranean region did not have sufficient education in relation to accounting standards. In their research, Gönen and Uğurluel (2007), Akdoğan (2007) and Evci (2008) also determined that insufficient knowledge, low education level and lack of educated personnel were the main problems encountered in Turkey in the application process.

Accounting Standards is a wide subject and it imposes certain changes on current accounting applications. For this reason, it is not surprising that difficulties are encountered specially in the first years of the application. Adaptation to this difficult process, which started with the new Turkish Code of Commerce for the present members of the accounting profession, is only possible by receiving education about accounting standards and the professional development of accountants in this field. Furthermore, it is of equal significance for accountancy students to be prepared for this new system. For this reason, universities have a great responsibility and it is important for faculties and higher schools which prepare people for the accounting profession to include accountancy standards in the curriculum and lesson plans.

The main focus of the present study is to determine whether the factors revealed in similar previous studies, shown to affect the process of adopting the IAS/IFRS and application the TAS/TFRS are also valid for Turkey.

Accounting education in the faculties of economics and administration sciences in Turkey is based on theories and the students are not involved in practical application (especially in terms of laws and related regulations). In the 2-year accounting programs of vocational higher schools, the education is at beginner level and does not teach the theory. However, the profession needs personnel who are experts in certain fields, who can think analytically and are aware that accounting has a basic management function rather than those who only have the basic knowledge of book keeping. The purpose of the accounting departments which were founded under the higher schools of applied sciences in the light of this need is to provide the students who want to have a career in the accounting profession with the necessary infrastructure in the fields of consultancy, audit and cost accounting in both theoretical and application bases. They also aim to enable accounting students to start their professional lives without encountering the current problems in the adaptation to the new regulations after school and fulfilling the needs of the sector.

Negative developments in recent years in the fields of accounting and auditing and the changes that appeared with the new TCC resulted in the need for qualified labor force for enterprises. The accounting personnel that enterprises need are raised in universities. For this reason, the high level of knowledge and awareness that these employees have will make big contributions to carrying out the application process of the TAS/TFRS successfully and without problem. However, there are few academic studies about the TAS/TFRS knowledge and awareness level of students or accountant candidates. Thus, the main purpose of the present research is to

determine the knowledge of Turkish Accounting Standards and the awareness level of students who are undergoing *accounting education.*

4. A Research on the Factors Affecting the Awareness of TAS/TFRS of Students in Accounting Education

Purpose of the Research
This research aims to determine the factors that are effective on the level of knowledge of Turkish Accounting Standards/Turkish Financial Reporting Standards (TAS/TFRS) of students receiving accounting education at undergraduate level in Dumlupınar University in the fall semester of the 2011-2012 academic years. The research also aims to determine within a general framework the interest and awareness level of all the undergraduate accounting students about the TAS/TFRS.

Scope and Method of the Research
The research included all the students receiving accounting in faculties and higher school of Dumlupınar University; there are nearly 7500 students who study in 7 departments. The sampling method was used in the research as all the students could not be accessed. For this reason, 500 students who were randomly chosen from this main group of students were determined to be the sample and a questionnaire was administered to them. Only 451 questionnaire forms were evaluated after excluding the forms containing incorrect, unreliable and missing answers. Stratified random sampling, which is a probabilistic sampling method, was used in determining the units that will take part? in the research. This is because a course related to Accounting Standards is given in the departments included in the research; and in all the curriculums, students' awareness is raised concerning the TAS/TFRS by activities such as; undertaking research, doing homework and participating in seminars. In this way, a small model of the sampling was formed with the group composed of 451 students.

The questionnaire consisted of 2 sections composed of categorical variables including nominal and ordinal values.

The first section included demographic questions and asked about personal knowledge about the TAS/TFRS. The second section included 19 questions prepared as a 5-graded Likert type (5: I definitely agree, 1: I definitely disagree) intended to measure the interest and knowledge level of students concerning the TAS/TFRS. The participants were asked to indicate to what extent they agreed or disagreed with each expression.

The results of the questionnaire forms were analyzed with the SPSS 16.0 statistics package. The demographic and personal characteristics of the participants were examined and tested in the first phase of the research. In the second phase, the factors that affect the knowledge, interest and awareness level of students about the TAS/TFRS were determined with the aid of logistic regression analysis. The binary logistic regression analysis technique was used to determine the effect of various factors on the dependent variable as the dependent variable is a two-valued categorical variable (having or not having knowledge in accounting standards). The reliability of the variables in the scale used in the questionnaire was tested with the Cronbach Alpha Coefficient method in terms of the answers that the sampling group gave. In the last phase, alternative hypotheses were determined within the framework of the purpose of the research and these hypotheses were tested with the Kruskal-Wallis (K-W) H Test, a non-parametric one-way variance analysis.

Findings and Analysis of the Research
In this part of the study, the results obtained from the research are analyzed.

Analysis of Demographic Characteristics

The distribution of answers that accounting students gave to the personal questions are shown in Table 1 and Table 2.

Table 1: Demographic Information about the Participants

Demographic Information		Frequency	Percent%
Gender	Male	196	43.5
	Female	255	56.5
Undergraduate	FEAS (İİBF)	315	69.8
	SAS (UBYO)	136	30.2
Department	Business Administration	121	26.8
	Economics	54	12.0
	Public Administration	91	20.2
	Finance	48	10.6
	Accounting	59	13.1
	Banking and Finance	39	8.6
	Insurance and Risk Management	39	8.6
Type of high school education	Vocational High School of Commerce	68	15.1
	Other High Schools	383	84.9

Table 2: Personal Information about the Participants

Personal Information		Frequency	Percent%
Work experience in accounting	No	315	69.8
	Yes	56	12.4
	Internship	80	17.7
Are you considering working in the accounting field after graduation?	No	221	49.0
	Yes	125	27.7
	I am undecided	105	23.3
Level of interest in the accounting profession	Low	183	40.6
	Medium	198	43.9
	High	70	15.5
Level of knowledge in TMS/TFRS	Low	307	68.1
	Medium	122	27.1
	High	22	4.9
From which sources do you receive information about the TMS/TFRS?	Lessons	203	45.0
	Internet	111	24.6
	Written and Visual Media	71	15.7
	Books	49	10.9
	Conferences and Seminars	13	2.9
	Others	4	0.9

According to the data given in Table 1, 79.7% (27.7%) of the students who consider working in an accounting-related field are the students of the accounting department; and 68.6% (49.0%) of the students who do not want to work in an accounting are those from the Public Administration department.

It is seen that students who are very interested (71.2%) in the accounting profession are those from accounting department; and students who are not interested are those from public administration department (58.7%).

The majority of students who are informed about the TAS/TFRS are the graduates from vocational high school for commerce (83.8%) and students from an accounting department (30.6%).

In this context, it is thought that high school education, work experience and the demographic characteristics of the participants are the determinants of their high awareness of accounting standards. For this reason, most of the students who participated in the research will probably have acquired an awareness of the TAS/TFRS during their undergraduate studies.

Logistic Regression Analysis

In some scientific research studies, the related variable(s) is/are measured categorically or intermittently. Some incidents and formations observed in nature can be determined in binary and trinary form while others are determined as multi-categorical values or values with ordinary scales (Özdamar, 2004, p.589–590). When the independent variable Y is a binary categorical variable such as married-single, yes-no, there is-there is not, successful-unsuccessful and working-not working, then a logistical regression analysis can be chosen; and it can be considered as an alternative approach to classification (Johnson and Wichern, 2002, p.641). This is because logistical regression can give more reliable results when hypotheses of other statistical techniques that are considered for classification cannot be provided. Many researchers prefer logistical regression analysis due to its similarity with linear regression model even though these hypotheses are provided (Hair et al., 1998, p.276; Tabachnick and Fidel, 1996, p.575).

One of the purposes of logistical regression analysis, which is the most important model for categorical data, is classification and researching the relations between dependent (Y) and independent (X) variables. Dependent variables generate categorical data and obtain intermittent values. However, independent variables (some or all of them) do not have to be continuous or categorical variables (Işığıçok, 2003, p.3).

All the questions in the questionnaire were organized categorically. After the necessary codifications and variable descriptions, a binary logistic regression analysis was made in order to determine the factors effective on X independent variables and Y dependent variables (knowledge in accounting standards) and to reveal the correct classification rate.

In logistical regression analysis, there are different methods for the model that is formed to determine the variables which best explain the variance of dependent variable by adding independent variables to the model. The best model in the research was found by using the forward-stepwise (conditional) method. For this reason, automatically determining the variables to be added to the model is important, and the variable creating the biggest change in the Log-Likelihood value in each phase of the forwards-stepwise method that uses Likelihood Ratio Test (chi-square difference) is considered to be statistically the most significant and important variable. Independent variables are respectively added to the model. The model is assessed and explained with the aid of the maximum number of variables.

The purpose in this phase is to determine the best model which will help in the classification of accounting students as "informed about accounting standards" and "not informed about accounting standards" and this will reveal the knowledge level of participants. The other aim is to estimate the model that can measure the effect of each independent variable on the dependent variable. When the estimated model is evaluated according to various criteria, analysis results are as shown in Table 3.

Table 3: Results of the Logistic Regression Analysis (Variables in the Equation)

	B	S.E	Wald	Df	Sig.	Exp(B)
Department			13,119	6	,041	
Department (1)	-1,253	,949	1,743	1	,187	,286
Department (2)	-4,674	1,357	11,861	1	,001	,009
Department (3)	-2,459	1,495	2,707	1	,100	,086
Department (4)	-,700	,856	,669	1	,413	,497
Department (5)	30,882	4750,881	,000	1	,995	2,58E+013
Department (6)	-1,610	1,089	2,189	1	,139	,200
High School (1)	-6,101	4,792	1,621	1	,203	,002
Experience			13,340	2	,001	
Experience (1)	-3,511	1,068	10,818	1	,001	,030
Experience (2)	-4,779	1,383	11,937	1	,001	,008
Working			25,007	2	,000	
Working (1)	6,840	1,540	19,724	1	,000	934,590
Working (2)	2,205	1,455	2,297	1	,130	9,066
Interest			32,009	2	,000	
Interest (1)	-7,444	1,429	27,147	1	,000	,001
Interest (2)	-4,819	1,287	14,017	1	,000	,008
Level			41,291	2	,000	
Level (1)	-26,045	4889,371	,000	1	,996	,000
Level (2)	-14,539	4889,371	,000	1	,998	,000
Motivation (1)	-1,282	,644	3,955	1	,047	,278
Obstacle			9,686	4	,041	
Obstacle (1)	18,459	5385,014	,000	1	,997	103883436
Obstacle (2)	17,771	5385,014	,000	1	,997	52233865
Obstacle (3)	20,424	5385,014	,000	1	,997	741150644
Obstacle (4)	18,107	5385,014	,000	1	,997	73068019
Education (1)	-1,714	,678	6,390	1	,011	,180
Constant	12,165	7273,537	,000	1	,999	191857,495

When Table 3 is examined, the variables, which were determined to be effective in explaining whether a participant has knowledge of accounting standards, are seen in the model while other independent variables are stable in the sixth phase of the forward-stepwise method. These variables are as follows: **department** (where you currently study), **high school** (the high school you graduated from), **working** (would you consider working in an accounting-related field when you graduate?), **interest** (your interest in the accounting profession), **level** (your level of knowledge about accounting standards), **motivation** (do you think the usage of the TAS/TFRS should be obligatory or optional?), **obstacle** (what do you think is the most important obstacle for applying the TAS/TFRS in enterprises?) , **education** (do you think it is necessary for you to participate in a training about the TAS/TFRS?).

It is seen that the estimated coefficients are statistically significant at a rate of 10% and at a lower rate ($P<0,10$). The values in the Exp (B) column of the table are taken as the Odds ratio. The Odds ratio is the ratio of the possibility of happening of an incident (P_i) to the possibility of not happening of this event ($1-P_i$). It is interpreted as being the ratios of variables whose coefficients are determined to be statistically significant. These values show how much the Y dependent variable has more possibility of being observed with the effect of the X independent variable. The B coefficients in Table 3 can be interpreted with Exp(B)

coefficients. It can be said that the **working** and **obstacle** independent variables create a positive effect on the dependent variable and make significant contributions while other independent variables are stable. It can be said that other independent variables in the model create a negative impact and only make a partial contribution.

Table 4: Likelihood Ratio Change Table (Model if Term Removed)

Variable	Model Log Likelihood	Change in -2 Log Likelihood	Df	Sig. Of the Change
Department	-104,897	83,968	6	,000
High School	-67,667	9,508	1	,002
Experience	-74,776	23,726	2	,000
Working	-104,694	83,562	2	,000
Interest	-88,262	50,699	2	,000
Level	-224,205	322	2	,000
Motivation	-65,063	584	1	,038
Obstacle	-72,153	4,300	4	,001
Education	-66,803	7,781	1	,005

Upon examination of the significance level of the change that these variables, effective on the accounting standards knowledge of students on an accounting course, cause in the -2LogLikelihood $(-2LogL)$ value, it was determined that they were the most efficient variables in the sixth phase of choosing the best model.

Table 5: Omnibus Tests of Model Coefficients

	Chi-square	df	Sig.
Step	4,115	1	,042
Block	489,992	21	,000
Model	489,992	21	,000

The hypotheses determined in testing the significance of the logistical regression coefficients with the $-2LogL$ statistics are as follows:

H_0 : Coefficients are equal to zero.

H_1 : Coefficients are different from zero.

The $\chi^2 = 489,992$ value which was the chi square value of the determined model and the significance value $P = 0,000$ are taken into consideration as the determined zero and alternative hypotheses were tested by using chi-square difference tests. The zero hypothesis is rejected as the significance level was $P = 0,000 < 0,05$ and the coefficients of the determined model were determined to be significant and different from zero.

Table 6: Model Summary

Step	-2 Log Likelihood	Cox & Snell R Square	Nagelkerke R Square
6	125,826	,663	,890

The Cox & Snell R square and Nagel kerke R square ratios in Table 5 show that there is a relationship of nearly 66.3% and 89% between the dependent variable and the independent variables. It is seen that it is an important relationship and has a significant power.

The Hosmer-Lemeshow statistics is used (Model Chi-square Statistics) to test the goodness of fit of the model and to test the model in general. The suitability of the logistical model formed in the test process for these data is determined. The Hosmer-Lemeshow test is compliant with the chi square distribution at a degree of freedom equivalent to the difference between the parameter number of the model determined and parameters of the model with only constant term (Yıldırım and Baş, 2011, p.78). The zero and alternative hypothesis that were generated for the test are formulized as follows:

H_0 : Logistical regression model is suitable.

H_1 : Logistical regression model is not suitable.

Table 7: Hosmer and Lemeshow Test

Step	Chi-square	df	Sig.
6	1,480	8	,993

In the sixth step, the chi square value of the model at 1.480 and significance level of this value 0.993 are taken into consideration. The zero hypothesis which is formulized as a "logistical regression model is suitable as its significance level is P>0.05." is accepted. Thus, it is decided that the logistical regression model is suitable as the zero hypothesis is accepted.

Another criterion among goodness of fit criteria, which is used in logistical regression analysis, is the classification table.

Table 8: Classification Table

Observed		Predicted		
		Do you know anything about accounting standards?		**Percentage Correct**
		No	**Yes**	
Do you know anything about accounting standards**?**	**No**	251	7	97,3
	Yes	14	179	92,7
				95,3

According to the critical value which is determined in order to find the estimation values, P_i is obtained by cross classification of the dependent variable based on the comparison made with the likelihood values. It is seen in Table 8 that the model is statistically significant and has an omnibus percentage of 95.3%. Based on this result, it can be said that the logistical regression model has a good estimation level.

Reliability Analysis
When responses from a group of individuals about their admiration, knowledge of, attitudes and behaviors towards a creation are evaluated according to the answers they give to k number of questions in a test group; the order of these questions in the scale, their consistence with each other and degree of approximation are analyzed with a reliability analysis. There are different methods for calculating reliability with the Cronbach Alpha coefficient that changes between 0 and 1 being the main indicator. The scale is not reliable when the values are between 0.00 and 0.40 but it is highly reliable when the values are between 0.80 and 1.00 (Özdamar, 2004, p.633).
According to these criteria, the total internal consistency coefficient (Cronbach's Alpha) of the 5-graded Likert type scale prepared for determining students' awareness of and interest level in the TAS/TFRS, is 0.905. It can be said that the study is considered highly reliable for the social sciences field.

Findings about the Research Hypotheses
The mean and standard deviations of the students' knowledge, interest in and awareness level of the TAS/TFRS are given in Table 9.

Table 9: Means and Standard Deviations of Awareness

	Mean	Std. Deviation
They provide vision to enterprises, these are all sentences and need a full stop at the end	2.95	1.054
They affect not only the accounting department but also all the departments of an enterprise	2.82	1.060
They dynamize investments and decision making in the management	2.91	0.895
They accelerate economic growth	2.76	0.923
They assist in comparing different periods and making the right decisions for the enterprise	2.81	1.037
They facilitate auditing the enterprises	2.88	0.927
They make a large contribution to the harmonization of accounting	2.82	0.975
They are important and necessary in the professional field	2.68	0.935
They should be published in the Official Gazette	2.56	1.036
They facilitate accounting applications of foreign-capitalized investments	2.72	0.963
They should be published separately for large enterprises and SMEs	2.55	1.111
They feature accounting for information instead of accounting for taxation.	2.78	0.938
They provide international comparability for financial statements	2.68	1.016
They provide a uniform format for preparing financial statements.	2.55	1.093
They impose important changes on the present accounting applications.	2.80	0.969
Their new name is Financial Reporting Standards of Turkey	2.69	1.008

They are fully compliant with the International Accounting Standards	2.57	1.061
Related studies are carried out by an independent board	2.45	1.083
They are the exact translation of the International Accounting Standards into Turkish	2.38	1.067

The alternative hypotheses given below were generated and they were tested with the Kruskal-Wallis (K-W) H Test while determining the students' awareness level of the TAS/TFRS within the framework of the purposes of the research:

The Kruskal-Wallis (K-W) H Test is a non-parametric one-way analysis method. It is used in order to test whether more than two samples are from the same main groups or not (Canküyer and Aşan, 2004, p.197; Özdamar, 2004,p.494). The data used in the research were determined not to have a normal distribution after analysis in the SPSS 16.0 statistical package program. However, after the Shapiro-Wilk and Lilliefors corrected Kolmogorov-Smirnov test of normality was conducted and it was confirmed that the data did not have a normal distribution. For this reason, non-parametric one-way analysis method was used. The scale that we used when calculating the observation values was also an ordinal scale. This was another factor in the choice of non-parametric one-way analysis. The analysis results are shown in Table 10.

Table 10: Test Results about the Hypotheses as before change , (comma) to . (period)

		Mean Rank	Chi-Square	df	Asymp.Sig
Department	Business Administration	222.97	**51.679**	6	**0.000**
	Economics	222.46			
	Public Administration	201.52			
	Finance	218.38			
	Accounting	**331.36**			
	Banking and Finance	224.85			
	Insurance and Risk Management	165.06			
Work Experience	No	206.16	**26.302**	2	**0.000**
	Yes	252.75			
	Internship	**285.36**			
Working in the field of Accounting	No	200.55	**17.985**	2	**0.000**
	Yes	**259.96**			
	Undecided	239.21			
Level of Interest	Low	198.18	**44.712**	2	**0.000**
	Medium	281.08			
	High	**308.77**			

H1: Students Studying in Accounting Department Have a Higher Awareness of the TAS/TFRS

Whether students studying in accounting departments have higher awareness of the TAS/TFRS when compared to the students of other departments was tested with Kruskal-Wallis test and the results in Table 10 were obtained. It was concluded that awareness levels were different according to the departments that the

participants were enrolled in. It can be said that the higher awareness level of accounting students results from the fact that they take more courses related to the accounting field, furthermore, the department aims to give advanced level of accounting education, accounting standards take place in curriculums and the education is supported with conferences and seminars.

H2: Students Having Work Experience in the Accounting Field have a Higher Awareness of the TAS/TFRS

The H2 hypothesis generated in order to determine whether students who have working experience in the accounting field have higher awareness of the TAS/TFRS was tested. According to the results, it was concluded that there was a difference between the experienced and inexperienced student groups.

There was a significant level difference in terms of awareness of the TAS/TFRS between experienced accounting students and inexperienced accounting students. Accordingly, work experience makes a significant contribution to their level of knowledge in the TAS/TFRS. This result can be explained by the fact that application of these standards is not yet obligatory except for state enterprises and thus; accounting operations have not been conducted during their application.

H3: Students Thinking About Practicing the Accounting Profession have a Higher Awareness of the TAS/TFRS

The H3 hypothesis was based on the expectation that opinions of participant accounting students about practicing the accounting profession affect their interest in the Accounting Standards of Turkey. The results are presented in Table 8. According to these results, there is a difference between the student group that thinks about entering the accountancy profession and those who do not. Accordingly, there is a significant difference in favor of the participants who want to enter the profession in terms of the awareness level of the TMS/TFRS.

The results show that students who want to enter the accounting profession after graduation have a higher level of awareness of the TAS/TFRS at a significant level.

H4: Students with High Interest in the Accounting Profession have a Higher Awareness of the TMS/TFRS

The Kruskal-Wallis (K-W) H Test results obtained after asking the students questions when testing the H4 hypothesis by considering their level of interest in the TMS/TFRS are presented in Table 10.

It was concluded that there was a significant difference between those students who are interested and disinterested in the accounting profession in terms of the awareness of the TAS/TFRS as the significance level was $0.000<0.05$. Accordingly, the analysis results show that students who have a high and very high interest in the accounting profession have higher awareness of the TAS/TFRS. The H4 hypothesis is accepted according to these results.

5. Conclusion

The IFRS aims to eliminate the differences between countries in accounting applications and create an international standardization. The efficient application of the IRFS offers important advantages to different groups, especially to states and international enterprises. Countries should adapt their own accounting systems to the IFRS and apply them successfully in order to benefit from these advantages. One of the most serious problems that Turkey will encounter in the process of application and transition after the new TCC is that accountants will not be able to adapt to the new system. This is because the TAS/TFRS feature an accounting approach based on information rather than taxation and imposes some important changes on the present applications. To achieve the internalization of these differences by accountants currently in

employment it is necessary to engage in an intensive education program. On the other hand, it is advantageous for those intending to enter the profession to be aware of the TAS/TFRS and to learn about them during their studies.

The results of the present study show similarity with the findings obtained in previous studies. However, the important point to be taken into consideration is that the knowledge, interest and awareness level in faculty of economics and administrative sciences students about the TAS/TFRS are below the levels of accounting department students.

According to statistical and interpretive assessments within the framework of the related results;

- Skill, knowledge and experience are essential to be able to apply the standards. It is also vital to provide training/education to eliminate the shortcomings of accountants and potential accountants in terms of the knowledge and experience about principles and applications of the TAS/TFRS.
- Curriculums of schools that train personnel for the accounting profession, especially the faculties of economics and administrative sciences should be updated. Accounting departments of higher schools of applied sciences that have high level of knowledge and awareness should be improved and supported in this process.
- In the process of transition and application, the education of members of the accounting profession should be expanded within the framework of the cooperation between trade bodies and concerned parties. Those who have graduated from related departments who also have shortcomings should be included in these education/training programs.
- More conferences, seminars, panels, training and awareness-raising studies should be organized in order to increase the interest and knowledge level of those about to enter the profession.

The main precondition for solving the problems to be encountered in the process of transition and application of the standards is the provision of training, guidance and consultancy services by the concerned parties. The Turkish accounting environment can successfully achieve global integration on condition that the related institutions and parties fulfill their responsibilities and carry out tasks in harmony in this process.

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