

## **The Role of the International Accounting Education Standard No. 8 “Competence Requirements for Audit Professionals” Graduates in Developing the Capacity of the Higher Institute of Accounting Studies Students the University of Baghdad**

Ahmed Maher Mohammed Ali, Yasir Sahib Malik and Qayssar Ali Al-Fattli  
Faculty of Administration and Economics, University of Kufa, Kufa, Iraq

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**Abstract:** IFAC canceled the commentary of Accounting Standard No. 8 and its effective implementation on 1/7/2016 with the aim of drawing conclusions over the next 5 years by providing three basic rules: technical competence, skills and professional values and ethics. Today, the Higher Institute of Accounting Studies/University of Baghdad (HIAFS) lacks these rules in the accounting courses, accredited to the fields of accounting or auditing. That due to several reasons, the most important of which accounting and auditing courses at HIAFS do not keep pace with professional developments to achieve high quality in accordance with the international requirements for auditing. The research has led to a number of recommendations, among which are the importance of improving the effectiveness of accounting education, through the interest of updating the curriculum and auditing in the institute to meet the requirements of Standard No. 8 in addition to using the techniques and employing them to serve the educational process.

**Key words:** Professional, research, commentary, education, techniques, process

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### **INTRODUCTION**

The requirements for review by the Standard No. 8 “Competence Requirements for Audit Professionals” represents minimum requirement performance by the auditors which has to be available through an accounting education at the high flexibility degree to absorb the changes and accounting events and audit internationally or locally or both. A way that contributes to the meet the requirements of technical competence, professional skills, values and professional ethics in accordance with the requirements of Standard, No. 8, accounting education at the HIAFS in Iraq suffers from deficiencies in some of its educational and applied programs because it does not meet the requirements of the standard which is reflected in its outputs in its preparatory, technical and normative dimensions. Which in turn affects the level of efficiency of the graduates of the Institute and their ability to cope with challenges in the business environment.

**The importance of research:** The importance of research of the importance of keeping up the scientific and practical developments at the international level, especially in the field of accounting education and the role they can play in improving the efficiency of the

auditors to upgrade the profession by eating Standard No. 8 which represent the exception of the seven criteria that were issued by him, despite do (IAESB) encouraging reliable on 1/7/2008 but he remained suspended, despite the revision and redrafting of the standards that preceded it. The International Accounting Education Standards Board has ended comment on 03/15/2016 to enter into the actual application in 01/07/2016 within the proposed vision and strategy for the next 5 years until it is redrafting and revising of the eight criteria in accordance with the results obtained from the application.

**The objective of research:** The research aims to clarify and review the requirements of Standard No. 8 and its role in the development of the auditor’s efficiency in Iraq. Including standard techniques to guide and enhance the environment for the process of monitoring the accounts in which they can obtain the required and desired goals of the process.

**Research hypothesis:** The research is based on a basic hypothesis that is the existence of a relationship of significant statistical significance between the requirements of the competence of auditors and accounting education in HIAFS and the sub-hypothesis are derived from the following:

- There is a statistically significant relationship between technical competence and accounting education at the HIAFS
- There is a statistically significant relationship between technical skills and accounting education at the HIAFS
- There is a statistically significant relationship between professional values and accounting education at the HIAFS

**Society and the research sample:** The research community consists of a random sample of auditors who holds the equivalent of the equivalent of a master's degree in accounting and equivalent legal accounting. These certificates are from the HIAFS. In addition for the purpose of obtaining reliable answers in the test hypothesis of the research and providing indicators of the fulfillment or non-fulfillment of the accounting and auditing methods adopted by the Institute for the requirements of the adequacy of auditors in accordance with International Accounting Standards No. 8.

As for the response of the sample, 45 questionnaires were distributed (7) were neglected and (38) were adopted as shown in the sample description (Table 1).

**Means of collecting data and information:** For covering both theoretical and applied research relied on.

**The theoretical side:** The researchers relied on the scientific references from books and research thesis, letters, journals Arab and foreign that serves the search as well as laws and related instructions as well as international information network (Internet).

**Applied side:** The researchers relied on preparation of a questionnaire for obtaining information about the research variables, including an introduction and two parts. The introduction included clarifying the objective of the questionnaire and some descriptive paragraphs to enable the sample groups to answer. While we are ensuring second part of paragraphs questionnaire which was distributed on private research variables.

## 2nd/previous studies

**“A proposal for the implementation of accounting learning standards and their role in the quality control of accounting methodologies in Saudi Universities” (Al-Faki *et al.*, 2014):** The study aimed to shed light on the accounting standards of education and the possibility to take advantage of them when preparing, designing and assessing the accounting curriculum taught in universities, through one. Studying and analyzing the standards of accounting education and clarifying how to

Table: 1 Description of the research sample

Variables	Target group	No.
Educational achievement	Controller of equivalent for PhD	17
	Controller of equivalent for Master	21
	Total	38
Specialization	Accounting	38
	Other	0
	Total	38
Employment	Government employees	14
	Private sector employee	24
	Total	38
Job title	Assistant Lecturer	3
	Lecturer	8
	Assistant Professor	16
	Professor	5
	Other	6
	Total	38
Years of practicing the profession	5 and below	12
	5-10	9
	10-15	8
	More than 15	9
	Total	38

Researchers based on the questionnaire form information

use them when designing the accounting curricula 2. Study evaluation and academic accreditation standards (local) in the Kingdom of Saudi Arabia with those from the (AACSB standards) for the purpose of analysis and stand on the relationship between them and the accounting education standards. The study found the need to apply international standards of accounting education issued (IAESB) and adopted with respect to the measurement of quality and control as recommended by relying on international education standards in the design of the accounting curriculum and place it, so when you identify target educational outcomes.

## “Accounting education and reform; a focus on pedagogical intervention and its long-term effects”

**(Marc *et al.*, 2015):** The purpose of the study is to assess the contribution of Technology-Based Pedagogy (TBP) to student performance and the employability of information that can be obtained through these techniques in the direction and improvement of accounting education. The results of the study indicate that the use of (TBP) enhances active participation and in-depth education that has an impact on improving student performance in the long run. The study attempted to answer the question: Is technology a tool that adds value to student learning. The study was conducted by comparing two groups of students in accounting courses. One (TBP) in the lesson for those using traditional methods and in the outcome was the results of the experiment that the use of (TBP) offers students tools and better knowledge. That significantly affect their performance compared to the others and recommended the study for the purposes of improving accounting education to be the use of halls (TBP) in the study

Table 2: Standards issued by the International Accounting Education Standards Board

Activation date	The title of the standard	IES
7/1/2014	Entry requirements to a program of professional accounting education (revised)	1
7/1/2015	Content of professional accounting education program (revised)	2
7/1/2015	Professional skills (revised)	3
7/1/2015	Professional values, ethics and attitude (revised)	4
7/1/2015	Practical experience requirements	5
7/1/2015	Capabilities and competence assessment of professional (revised)	6
1/1/2014	Continuing professional development (redrafted)	7
7/1/2016	Competence requirements for audit professionals (revised)	8

International Accounting Educational Standards Board, 2014

concluded that the key to effective reform and improvement of accounting education is the student. Technology remains one of the tools that helps stimulate active participation, improve student's performance and help them in their professional practices in the future.

#### **Expectations for accounting education of health sector practice and public hospitals in Ankara (Ceyhan, 2016):**

The study examined the need for the health sector in Ankara to qualified accountants who have the competence, professionalism and knowledge in the health sector. These requirements can be achieved through the education of accountants and training activities that are designed in high quality according to the requirements and needs of an important sector such as the health sector. In Ankara in order to identify what is expected and required by the health sector of accounting education. The results of the survey showed that the accounting education should include practical application. There should be periods of training in the health sector by accounting students. Moreover, the development of accounting curricula to meet the expectations of the health sector the cooperation between the health sector and the academic community as is the case between universities and the industrial sector is determined by taking into consideration the requirements of the health sector and focusing on practical aspects (Table 2).

### **MATERIALS AND METHODS**

#### **View and analyze standard IES8 to determine its requirements**

**Date of standard application:** This standard was issued by the IAESB to be in effect and was adopted on 1/7/2008 but remained pending, despite the revision and reformulation of the seven standards that preceded it. However, the International Accounting Standards Board has completed the suspension on 15/3/2016 and entered into force on 1/7/2016 within the proposed vision and strategy for the next 5 years, until the reformulation and revision of the eight standards issued (www.ifac.org).

**Standard objective:** Standard aims to clarify control accounts which they can obtain the required and desired

to monitor the accounts process objectives process environment. To include the availability of professional skills and judgment and professional skepticism from the observer properties or his team as a whole in addition to the availability and use of the methodology recognized in the audit and use one appropriate forms of technology. To comply with the relevant field standards, whether International Standards on Auditing (ISAs), International Quality Standards (ISQC), International Financial Reporting Standards (IFRS) and International Accounting Standards for clamping P year and any standards, whether national or local in place as the auditor must comply with the required standards of professional ethics.

#### **Standard requirements**

##### **IES8 includes three basic requirements**

**First; technical competence:** In order to obtain the required technical competence and meet the requirements of the auditor, the outputs of accounting education should include sufficient concepts for the following.

**Auditing:** Auditor's understanding of the performance of the role of the partner in which they are intended (i.e., the co-partner: IFAC members or those who adopt the standards issued by it) develop and maintain professional competence to achieve the following results (IFAC, 2006; 2015a, b):

- Maintain the professional competence required to perform the role of partner
- Identify and assess the risks of material misstatement as part of a comprehensive audit strategy
- Evaluate responses to the risks of material errors
- Evaluate whether audits have been performed and documented in accordance with established standards, relevant audit laws and regulations
- Put the appropriate observer's opinion in the relevant reports including the description of the key and sub-account control issues or one

**Financial accounting and reporting:** Auditors understand all possibilities, remedies, financial adjustments and

reporting mechanism. It aims to develop and maintain professional competence to achieve the following results (IFAC, 2006, 2015a, b).

Evaluate whether the entity has prepared its financial statements in accordance with local or international standards, frameworks and regulatory requirements. Evaluate the recognition, measurement, presentation and disclosure of transactions and events in the financial statements in accordance with applicable financial reporting standards and regulatory requirements.

Valuation of accounting judgments and estimates, including fair value estimates, made by management and presented in the financial statements. Evaluate the adequacy of the fair presentation of the financial statements in relation to the nature of the business, the business environment and the viability of the unit.

**Governance and risk:** All auditors understand the development of a comprehensive strategy for evaluating corporate governance structures and risk assessment processes that have an impact on the significance of the entity's financial statements (IFAC, 2006, 2015a, b).

**Business environment:** All auditors understand the mechanism and methods of analyzing the regulatory sectors operating within the audited unit and other external factors (market, competition, product technology, environmental requirements, etc.) that have an impact on the audit risk assessment (IFAC, 2006, 2015a, b).

**Taxation:** Auditor's understanding of the procedures used to address the risks of material misstatement of the financial statements in relation to the calculation of the tax base and the impact of the results of such errors on the overall audit strategy (IFAC, 2006, 2015a, b).

**Information technology:** Auditor's understanding of the assessment of the IT environment to identify controls, procedures and steps in the presentation and preparation of financial statements to determine their impact on the overall audit strategy through (IFAC, 2006, 2015a, b):

- General knowledge of IT technology
- Knowledge of IT audit
- Efficient IT audit
- IT user efficiency

**Business laws and regulations:** Understand auditors to assess non-compliance with laws and regulations to determine the impact on the overall audit strategy and the auditor's opinion (IFAC, 2006, 2015a, b).

**Finance and financial management:** Auditor's understanding of the various sources of funding available, the financial instruments used by the unit as well as the assessment of cash flows, budgets and forecasts as well as working capital requirements to determine their impact on the overall audit strategy through knowledge of financial accounting, Tax regulation, trade regulations, financial management, ethics and professional values (IFAC, 2006, 2015a, b).

**Second; professional skills:** In order to obtain the required professional skills and meet their requirements, the outputs of accounting education must absorb and understand sufficient concepts about.

**Intellectual:** Auditors understand and solve audit issues using investigation, abstraction, logical thinking and critical analysis. Which contributes to the differentiation of alternatives and analysis of results and this is achieved through the acquisition and development of a series of skills that include (IFAC, 2006, 2015a, b):

- Intellectual skills
- Technical and functional skills
- Personal skills
- Skills of communication and communication with others
- Skills of organizational and business management

**Interpersonal and communication:** Auditors understand the benefits of effective and appropriate communication with the audit team and management. As it facilitates the resolution of audit issues through effective consultation when necessary (IFAC, 2006, 2015a, b).

**Personal:** Auditors understand the issues related to the development of the accounting and auditing profession which serve as an example in guiding or leading the team.

**Organizational:** Auditors understand the issues related to the availability of objective conditions and efficiency to manage audit procedures and programs (IFAC, 2006, 2015a, b).

**Third; professional values, ethics and attitudes**

**Commitment to the public interest:** Means understanding the mechanism of the quality of account control in all its steps and steps in order to protect the public interest.

**Professional skepticism and professional judgment:** Auditors understand the requirements for implementing

the judgment, professional suspicion, planning and execution of the audit. With a view to drawing conclusions based on an opinion (IFAC, 2006, 2015a, b).

**Ethical principles:** Auditors understand the application of ethical principles such as integrity, objectivity, professionalism due diligence, confidentiality, professional conduct in the audit process and determination of the appropriate resolution of the ethical dilemma. Auditors should also assess and address the threats to objectivity and independence that may occur during the audit process. In addition to protecting the confidential information of the unit in accordance with ethical responsibility and related legal requirements. (IFAC, 2006, 2015a, b).

**Accounting education at the HIAFS-introductory entrance:** Accounting education in our present day is undeniable. Good accounting education is a vital engine for gathering and summarizing valuable information in different business sectors. This reveals the extent of economic development in all its tracks. All the countries that are known in advanced countries as the field of accounting are necessarily countries that are interested in accounting education.

### **The concept, types and components of accounting education**

**First; the concept of accounting education:** Accounting education is one of the important pillars that affect the level of accounting output and efficiency and its effects by simulating the advanced methods applied in the business environment. This aims at qualifying these outputs and feeding them with the skills and expertise that make them qualified to meet the requirements of the labor market. Therefore, several concepts were used to clarify the true meaning of accounting education but they differed according to the vision of the person reviewing the concept.

A set of basic concepts, principles and values that are transferred to the recipient in order to change his behavior on a subject related to those concepts and principles (Al-Maqouri, 2008). Is the technology through which to apply and employ what was revealed by the science of life situations, in order to change the behavior of the recipient permanently or semi-permanent (Lange *et al.*, 2012). Is the change in the cognitive area for dealing with many problems, through knowledge and awareness of the basic facts and concepts of the same problem earlier. A scientific and practical system that enhances the learner's abilities in terms of concepts,

knowledge, training and the acquisition of professional ethics in order to develop credibility, integrity and confidence in the learner (Al-Faki *et al.*, 2014).

Hence, accounting education as an educational capacity building of accounting inputs, to suit the nature of the work academically and applied, in the light of a set of requirements for general acceptance.

**Second; types of accounting education:** Shadi (2012) and Leung (2013) that economic development is the key factor in determining the type of education prevalent in the country (vocational, academic, technological). In poorer and less developed countries, education and training are more government-oriented, financed and academic than vocational or technological education. As for medium-sized countries, education and training have a common government/private sector in terms of development, supervision and management in two main forms: academic and vocational as well as related sciences and applications. While funding, management and supervision are in the hands of the private sector in the developed or industrial countries, leading to the transition of the recipient from the academic stage to the practical or professional stage and then to the technological stage which depends on the two previous stages. Hence, the types of education can be divided into three basic types.

**Accounting education academic:** It is the presentation of science and concepts which provide a sound and effective basis for the outcomes of the educational process. Aiming to prepare human cadres capable of practicing various activities. To ensure the success and continuity of those outputs within their traditional culture which focuses on the production of knowledge. The faculty member is the basis of the process of transferring such science and knowledge, relying on methods of conservation and memorization at the expense of other aspects such as problem identification skills, solution, methods of obtaining information, critical and creative thinking and the mechanism of information operation. (Araujo *et al.*, 2015).

**Applied accounting education:** Applied education is the foundations and concepts that aim at making changes in the learner's directions in terms of quantity and quality. In a way that makes professional work and all ideas and values associated with it, an essential part of the culture of societies, whether industrial, commercial, agricultural or other. As a result, individuals are able to respond quickly to the rapid development of technology and the environment in which they operate and to become more responsive to and meet the needs of the business areas and to regulate their requirements.

**Accounting education electronic:** Education is the use of computers and their various software with the aim of creating semi-permanent changes in the characteristics of the receiver. This represents a change in two directions of knowledge: the first is explicit knowledge which exists in the databases, graphics, numbers and information provided by the computer. The second is implicit knowledge which comes from the accumulation of experiences and is not written or digitally written but transmitted by observation or living whose image is more clearly reflected through the accounting information system as a computer accounting (Sangra and Gonzalez-Sanmamed, 2010).

**Third; components of accounting education:** The components of accounting education are non-changeable components although, the economic, social, cultural and political environment varies between developed, medium and low-growth countries.

**Faculty member:** He has an active role in the transfer of science and knowledge, through his experience, efficiency and trends in the simplification of information and problems on the mind of the learner.

**Educational content:** The facts and ideas that form the accounting culture and the organization of this content depend on the requirements of the accounting material to be transferred.

**The learner:** Who is the focus of the educational process to which science and knowledge are transmitted through a faculty member based on the educational content (Al-Jumaili *et al.*, 2013).

**Accounting education at the HIAFS:** The Higher Institute for Accounting Studies-University of Baghdad (HIAFS) was established in 1999 under Law No. 179 for the year 1970 which established the profession of auditing the accounts. The Institute aims to prepare specialists with high-level and efficiency, thus keeping abreast of recent developments in all fields of accounting. The Institute has two main areas ([www.pgiafs.uobaghdad.edu.iq](http://www.pgiafs.uobaghdad.edu.iq)):

- Control of accounts (legal accountant and accountant, administrative and administrative) this certificate is equivalent to the doctorate for 5 years and the master's degree for 3 years
- Financial competence (banks, taxes and insurance) and this certificate are equivalent to the Master. The instructions of the study at the HIAFS are summarized in Law No. 147 of 2002 in Article 2 as follows

**First; the applicant must obtain an equivalent accountant's doctorate certificate:**

- Completion of theoretical study requirements of not <25 weeks, annually for 4 years
- Completion of training period of not <25 weeks per year for 4 years according to the training program
- Success in the professional exam
- Preparation of applied research in the field of specialization after the completion of the theoretical study and practical training

Article 4a III stipulates, "The council of the institute shall propose the study halls, determine the hours of theoretical study and the training plan". The Council has prepared the theoretical, professional and electronic contexts for the auditors over 4 years as shown in Table 3.

**The role of the IAS8 "competence requirements for audit professionals" in the development of the graduate's capacities of the HIAFS:** The future of the audit profession depends to a large extent on the quality of the educational outcomes of professional accounting professionals. As well as the amount of growth in the business sector and the extent of government involvement. As long as accounting deals with serious problems and multiple alternatives, the auditor must be highly professional in handling these cases seriously and overcome them (Araujo *et al.*, 2015).

The basic requirements of IAS 8, namely, professional competence, professional skills and professional values have an active role in the development of the auditor's capacity. It helps to achieve and enhance the efficiency of the following dimensions.

**1st; the technical competence dimension**

**Technical competence can be divided into the preparatory dimension:** The components of accounting education are not different from the rest of the components of other sciences in terms of faculty member, educational content and learner which requires accounting educational organizations to take into consideration the quality and nature of the professional service provided in line with international professional quality on the one hand, on the other hand. This increases the professional competence of auditors in terms of efficiency, skills and professional values through.

Strengthening the mechanism of communication between the auditors of the auditors from the academic side and the professionals in terms of numbers and issuance of standards jointly or the delivery of their updates on a continuous basis. This is in line with relevant accounting developments. So, that academics can review them scientifically during the stage of

Table 3: Theoretical, professional and electronic materials

Stages	Subject name	Weekly hours	Annual hours
First	Financial accounting	3	75
	Statistics and quantitative methods	2	50
	Economic theory	2	50
	Training-small enterprises volume of activity (regulatory procedures for auditing, documentary and accounting audits)	8	200
Second	companies laws	2	50
	Tax accounting	2	50
	Financial accounting	2	50
	Cost accounting	3	75
	Computer applications	2	50
	Training-medium institution volume of activity (audit programs, examination of the internal control system, notes, notes, etc.)	8	200
Third	Managerial accounting	3	75
	Specialized accounting systems	3	75
	Supervision and auditing	3	75
	Advanced financial accounting	3	75
	Computer applications	2	50
	Training-large facility volume of activity (standard cost system, planning budgets, financial and national accounts)	8	200
Fourth	Accounting information system	3	75
	Supervision and auditing	3	75
	Legal accounting	3	75
	Advanced cost accounting	3	75
	Research seminar in accounting and auditing	3	75
	Training	8	200
Total of theoretical and applied h			1975

the auditors in theory and what practical problems that necessitated those developments or updates (Watts and McNair, 2008).

Professionals understand the nature and limits of accounting education programs for auditors, in terms of the quality of their outputs and at three basic levels.

**Outputs of general quality:** Focusing on the professional competence of the auditors in terms of technical competence, professional skills in addition to the common professional values of local and international, so that the auditor can cope with the requirements of professional and social life and play their roles effectively.

**Medium quality outputs:** In addition to the above to stimulate the nucleus of creativity in the treatment and understanding of problems and alternatives to accounting in a subjective way without recourse to others.

**High-quality outputs:** In addition to the above, it enables him to research on the development and modernization of teaching aids and the mechanism of preparing and developing accounting standards in line with the rapid developments in the business environment.

Continuous improvement of components and components of accounting education. This should be done through the development and modernization of curricula in line with contemporary challenges such as

information technologies and capital markets as well as the modernization of educational means using information technology and information.

Enhancing interest in active participation in training workshops and conferences. In addition, the library infrastructure is provided with modern scientific books and journals and scientific research in line with the current and future needs of the labor market in order to enhance the ability to provide graduates with professional skills to adapt to the modern business environment (Araujo *et al.*, 2015).

**The technical dimension and information (IT):** There are major and accelerating developments in information technology and software. In order to understand the academic and professional aspects of these developments and their implications at the accounting level, the preparation of academic programs in parallel with these developments requires the preparation of auditors with the competence and experience in auditing accounting technology and accounting information software (Cristina-Petrina and Maria, 2014).

Determining the accuracy of controls, procedures and steps related to the general strategy of electronic auditing requires: in order to reduce the noticeable difference between academic preparation and the practical application of accounting software applications and software, the auditor's from the academic side have general knowledge of IT technology.

Review the methodology of systems development and its impact on management philosophy, operational and investment approaches and financing. Work on the delivery of the mechanism and methods of monitoring accounting programs in terms of data entry and processing and the quality of their outputs and their conformity with the financial statements.

To ensure the efficiency and effectiveness of auditors, academic auditors must work to develop accounting and auditing education programs in line with technological developments in terms of (Chen, 2015).

To help design their own systems, auditor education programs should include the dynamic of electronic auditing as well as how to control the privacy, integrity and confidentiality of data.

The education programs include adequate tools and evidence for assessing the risks of electronic auditing in terms of the risks of failure to detect and correct errors and the risk of penetrating electronic systems.

**Standard dimension (professional values, ethics, attitudes):** Harmonization and convergence of international accounting and auditing standards and local standards reduce differences between professional and academic bodies and organizations and their work. This is in line with the requirements of the business sectors, reflecting these requirements on the basic components of the preparation of the auditors as follows (Ceyhan, 2016).

The local audit profession is developed to keep pace with its international developments in terms of preparing and issuing standards. Accordingly, the measurement methods and procedures and the impact of operations, events and circumstances on the financial statements are determined accordingly. In addition will lead to the possibility of reviewing them scientifically in the process of preparing the auditors in theory and practice.

The development and development of local standards in the light of international standards reduce and bridge the gap between knowledge, science, skills and experience required by the workplace. Which has been expanding and diversifying day after day in all fields, both industrial and commercial. In addition to shedding technological development on these sectors which requires the preparation and development of academic curricula to reflect those circumstances as well as enhance the technical competence, professional skills and values of the auditor (Fig. 1).

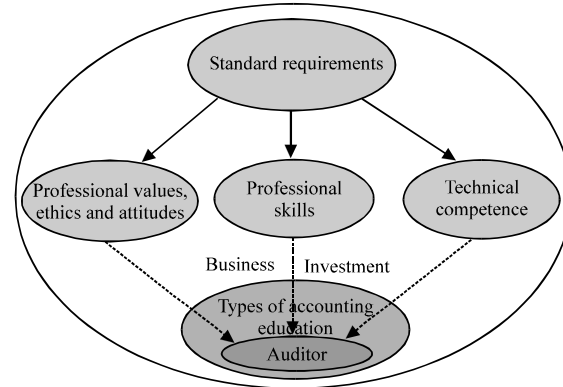


Fig. 1: Local standards

## RESULTS AND DISCUSSION

### The practical side research

**First, description and diagnosis of the initial research and analysis of the results variables:** In this study, we will try to determine the level of search variables and analysis of the results in the surveyed sample to sample and then to work on the data/information tab responses respondents. All paragraphs of resolution, adopted in order to statistically treated as this paragraph aims to determine the level of dimensions. A search of (competency requirements of accounts and accounting education observers in the HIAFS), through the use of the minimum and maximum response and the arithmetic, mean, standard deviation, since after all gets a central arithmetic  $<3$  the center of default is unacceptable. It is clear from Table 4 and 5.

A paragraph of the technical efficiency of the sample surveyed achieved amid my account of (4.808) with a standard deviation was (0.397). Weight percentage was (0.96), came the order of the dimension (1). Paragraphs of the professional skills of a sample under study investigated the center of my account of (4.462) with a standard deviation was (1.224) and weight percentage was (0.89), came the order of dimension (2). Paragraphs values and professional ethics of the sample surveyed achieved amid my account of (3.333) with a standard deviation was (1.225), weight percentage reached (0.667) and came the order of dimension (3). Achieved competence requirements for audit professionals of the sample under study monitors the center of my account of (4.201) with a standard deviation was (0.949) and weight percentage was (0.84) Table 6 and 7 shows the following.

The mean dimension of the sample was achieved at a mean value of 4.071 with a standard deviation of 0.85, a

Table 4: The arithmetic mean and standard deviation of variables efficiencies of the auditor's requirements

Technical efficiency sections	Minimum	Maximum	Mid field	Arithmetic mean	SD
X11	2.00	5.00	3.00	4.821	0.683
X12	2.00	5.00	3.00	4.590	0.637
X13	2.00	5.00	3.00	4.897	0.384
X14	2.00	5.00	3.00	4.769	0.427
X15	1.00	5.00	3.00	4.923	0.270
X16	2.00	5.00	3.00	4.846	0.432
<b>Professional skills sections</b>					
X21	1.00	5.00	3.00	4.667	0.737
X22	2.00	5.00	3.00	4.974	0.743
X23	2.00	5.00	3.00	4.128	0.801
X24	2.00	5.00	3.00	4.077	1.010
<b>Values and professional ethics sections</b>					
X31	2.00	5.00	3.00	4.974	1.386
X32	2.00	5.00	3.00	2.026	2.158
X33	2.00	5.00	3.00	3.333	2.132

Table 5: Statistical description competence requirements for audit professionals

Independent dimensions	Arithmetic mean	SD	Percentage	Order of dimensions
Technical efficiency	4.808	0.397	0.962	1
Professional skills	4.462	1.224	0.892	2
Values and professional ethics	3.333	1.225	0.667	3
Competence requirements for audit professionals	4.201	0.949	0.840	-

Table 6: The arithmetic mean and standard deviation of the paragraphs of accounting education at the HIAFS

The preparatory dimension	Minimum	Maximum	Mid field	Arithmetic mean	SD
Y11	2.00	5.00	3.00	3.846000	0.920000
Y12	2.00	5.00	3.00	4.410000	0.870000
Y13	2.00	5.00	3.00	3.333000	1.020000
Y14	2.00	5.00	3.00	2.513000	0.840000
Y15	1.00	5.00	3.00	4.128000	1.020000
Y16	2.00	5.00	3.00	3.744000	1.030000
Y17	2.00	5.00	3.00	3.077000	0.830000
Y18	2.00	5.00	3.00	2.615000	0.340000
Y19	2.00	5.00	3.00	3.179000	0.870000
Y10	1.00	5.00	3.00	2.821000	0.720000
<b>Technical dimension</b>					
Y21	1.00	5.00	3.00	3.128000	0.840000
Y22	2.00	5.00	3.00	2.872000	0.900000
Y23	2.00	5.00	3.00	3.282000	0.730000
Y24	2.00	5.00	3.00	2.846000	0.830000
Y25	1.00	5.00	3.00	3.333000	0.280000
Y26	2.00	5.00	3.00	3.282000	0.790000
<b>Standard dimension</b>					
Y31	2.00	5.00	3.00	3.282051	0.790483
Y32	2.00	5.00	3.00	2.846154	0.890207
Y33	2.00	5.00	3.00	3.333333	0.722162
Y34	2.00	5.00	3.00	3.282051	0.859864

Researchers based on the results of the electronic calculator

Table 7: Statistical descriptions of accounting education at the HIAFS

Independent dimensional	Arithmetic mean	SD	Percentage	Order of dimensions
The preparatory dimension	4.071	0.850	0.814	2
Technical dimension	4.957	0.730	0.99	1
Standard dimension	3.186	0.816	0.637	3
Total accounting learning	4.081	0.807	0.815	

Researchers based on the results of the electronic calculator

percentage weight of (0.814) and the order of dimension (2). The technical dimension of the sample was achieved at a mean of 4.957 with a standard deviation of 0.73 and a percentage weight of 99. The standard dimension of the

sample was achieved at a mean value of (4.186) with a standard deviation of (0.816) and a percentage weight of (637) and the order of dimension (3). The Mathematical learning of the sample was achieved at a mean value of (4.081) with a standard deviation of (0.807) and a percentage weight of (0.815).

**Second; analysis of correlation relations:** This study deals with the strength and direction of the correlations between, the independent variable (Competence Requirements for Audit Professionals) and the dependent variable monitors (Accounting Education at the HIAFS) as a researcher Pearson correlation coefficient was

Table 8: Accounting education at the HIAFS

Affiliate/Independent	Coefficient of correlation	Level of significance
Technical competence	0.40	0.010
Professional skills	0.09	0.580
Values and professional ethics	0.36	0.030
Total requirements of auditor's competencies	0.44	0.006

Researchers based on the results of the electronic calculator

adopted to measure the relationship between variables. The following is a detailed presentation and discussion of the results of the correlation test between the variables of the research as follows: the first main hypothesis is that there is a statistically significant correlation between the competence requirements for audit professionals and accounting education at the HIAFS at the macro level. Three hypothesis have been derived from this hypothesis.

**Sub-first hypothesis:** This hypothesis has a positive correlation relationship between the technical competence and accounting education at the HIAFS at the macro level. According to Table 8, the coefficient of correlation between the two variables was 0.40 and the significance of the relationship between the two variables is  $<0.05$ . This confirms the significance of the relationship at the research level.

**Sub-second hypothesis:** This hypothesis has been reported to have a positive correlation relationship between the professional skills and accounting education at the HIAFS at the macro level. According to Table 8, the correlation coefficient between the two variables has reached (0.09) as the significant level of the relationship between the two variables is  $>0.05$  and this confirms the weakness of significant relationship to the level of research, according to these results reject this hypothesis and accept the alternative hypothesis.

**Sub-third hypothesis:** According to, this hypothesis a correlation statistically significant relationship between positive values and professional ethics and accounting education at the HIAFS at the macro level. According to, Table 8, the correlation coefficient between the two variables has reached (0.36) as the significant level of the relationship between the two variables is  $<0.05$  and this confirms a significant relationship at the level of research; according to these results accept this hypothesis.

**The main hypothesis:** After the hypothesis have been tested, the main hypothesis of the main variables of the research will be tested. The hypothesis is that there is a statistically significant correlation between the

requirements of auditor qualifications and accounting education at the HIAFS at the macro level. According to Table 8, the correlation coefficient between the two variables has reached (0.44) as the significant level of the relationship between the two variables is  $<0.05$  and this confirms a significant relationship at the level of research; according to these results accept this hypothesis.

**Third; test and analyze the influence relationships of the variables of research:** The use of simple regression in their identification of the impact of the tests analysis (competency requirements for auditors) in the (accounting education at the HIAFS) as has been the adoption of a coefficient ( $\beta$ ). To know the expected change in the dependent variable (accounting education at the HIAFS). That due to the change in one unit of the independent variable (Competence Requirements for Audit Professionals). It has been relying on the coefficient of determination ( $R^2$ ). To get to know the ability of the model to explain the relationship between the independent variables dependent variable and the comparison between the strength of the effect of each variable of the independent variables are measured through (t-test) which refers to the significant results as well as the use of (F) to determine the significance of the regression model. The research was based on a significant level (0.05) to judge the significance of the effect. The significance level of the computed was compared with the accepted level of significance (0.05). If the calculated level of significant smaller than the approved level of significance and vice versa. It has developed a single head which stipulates the presence of significant moral influence of the requirements of the efficiencies of the auditors in accounting education at the HIAFS hypothesis and branched out from this hypothesis (3) sub-hypothesis.

According to this hypothesis the existence of the effect relationship statistically significant positive to the requirements of the efficiencies auditors in accounting education at the HIAFS at the macro level. Table 9 shows influence test requirements efficiencies relations auditors in accounting education results in the HIAFS.

According to Table 9, the adjusted  $R^2$  indicates that the explanatory ratio of the competence requirements for audit professionals in accounting education at the HIAFS amounted to (0.19%). This is a good percentage indicating that (0.19%) of the total differences in accounting learning are determined by the Competence Requirements for Audit Professionals and the remaining (0.81%) represents the contribution of variables not included in the research model or random variables. It cannot be controlled. In addition, the value of (F) calculated (8.59) is significant at

Table 9: The results of the analysis of the impact of competence requirements for audit professionals in accounting education at the HIAFS

Variables	Fixed (A)	Rate R <sup>2</sup>	F-value	p-value	Significant regression model	Factor regression (β)	t-value	p-value	Significant factor regression
Competence requirements for audit professionals	1.44	0.19	8.59	0.006	Significant	0.44	2.95	0.006	significant

Table 10: The results of the analysis of the impact of the dimensions of competence requirements for audit professionals in accounting education requirement at the HIAFS

Variables	Fixed (A)	Rate R <sup>2</sup>	F-value	p-value	Significant regression model	Factor regression (β)	t-value	p-value	Significant factor regression
Technical competence	-	-	-	Significant	-	0.74	5.69	0.000	Significant
Professional skills	2.23	0.56	14.54		0.00	0.06	0.49	0.000	Not significant
Values and professional ethics						0.72	5.53	0.000	Significant

Researchers based on the results of the electronic calculator

(0.05) and this indicates that the regression model (regression equation) acceptable, explains the relationship between the requirements of auditor qualifications and accounting education at the HIAFS. In addition that the value of the regression coefficient (β) between them amounted to (0.44) and was morality test by testing (T), where worth calculated (2.95) it is immaterial at level (0.05). Based on that the results confirm the major health and accept the second hypothesis which states (there is statistically significant moral and positive impact of the requirements of the efficiencies of the auditors in accounting education at the HIAFS).

This hypothesis has the effect of a statistically significant positive relationship to the dimensions of the competence requirements for audit professionals (technical competence, professional skills, values and professional ethics) in accounting education at the HIAFS at the macro level. Table 10 shows the results of the impact relationship test for the dimensions of the competence requirements for audit professionals in accounting education at the HIAFS.

According to Table 10, the adjusted R<sup>2</sup> is indicated. of the technical proficiency in accounting education at the HIAFS (0.56%). It is a very high ratio indicates that (0.56%) of the total differences in accounting education at the HIAFS determined, through the efficiencies of the auditor's requirements and the remaining (0.44%) represents the percentage contribution of variables included in the model search or random variables do not can be controlled. Moreover, the value of (F) calculated (14.54), a significant at the level (0.05) and this shows that the regression model (Regression equation). Acceptable explains the relationship between the dimensions of the competence requirements for audit professionals and accounting education at the Institute of Higher Accounting and Financial Studies. In the below test sub-hypothesis as to influence rates and the level of morale after firming. The model explains the differences between research variables which are as follows.

**The first sub-hypothesis:** There is no impact on technical competence in accounting education at the HIAFS at the macro level. According to the data Table 10 shows the significant value (X1) and in accordance with the test (t), the value of (t) calculated on the level of research sample (5.69) > Tabulated value (1.645). The marginal propensity for technical efficiency on the level of research sample value amounted to (B1 = 0.74) and accompaniment for (X1), it indicates that a change of (1) the technical competence. Lead to positive change in accounting education at the HIAFS and based on these results accept this hypothesis.

**Sub-second hypothesis:** There is no impact of professional skills in accounting education at the HIAFS at the macro level. The value of (t) calculated at the level of the research sample (0.49) is smaller than its tabular value (1.645). The marginal propensity for technical skills on the research sample level value stood at (B2 = 0.06) and accompanying's (X2), it indicates that a change of (1) the technical skills leading to positive change in accounting education at the HIAFS and on the basis of these results reject this hypothesis.

**Sub-third hypothesis:** There is no impact to the values and professional ethics in accounting education at the HIAFS at the macro level. The value of (t) calculated at the level of the research sample (5.53) > the tabular value (1.645). The marginal propensity to the values of professional research sample level value amounted to (B3 = 0.72) and accompanying's (X3), it indicates that a change of (1) in the professional values lead to a positive change in accounting education at the HIAFS and on the basis of these results accept this hypothesis.

## CONCLUSION

The requirements of Standard No. 8 are the minimum professional competencies necessary to achieve the objectives of the audit. These requirements lacked the

accounting and auditing methods adopted by the Institute of Higher Accounting in the dimensions of preparation, techniques and standards.

Not to keep up with the accounting and auditing methods at the HIAFS for the development of the profession to achieve high quality in accordance with international auditing requirements.

There is a clear weakness in the use of information technology and software in accounting and auditing which are qualifications that enhance the efficiency of graduates of the Institute of Higher Accounting 4.

The weakness of faculty members at the HIAFS in practical and applied aspects in the light of international standards to create compatibility and convergence with the local environment.

Standard No. 8, issued by the Accounting Standards Board, represents an exception to the seven previously issued standards which are requirements that must be fulfilled for the purpose of international harmonization in the local environment.

### RECOMMENDATIONS

Take attention to accounting education, because it is one of the important pillars that affect the level of output's efficiency. Through the simulation of advanced methods and applied in the business environment, to qualify those outputs and nutrition skills and expertise that make them qualified to meet the requirements of the labor market.

To improve the effectiveness of accounting education by paying attention to updating the curriculum and auditing at the HIAFS to meet the requirements of Standard No. 8 and to use the techniques and employ them to serve the educational process.

Intensify technical education programs for auditors in terms of data processing and electronic auditing dynamics. To enhance their skills in the use of computer systems technology which has become an important requirement in the workplace environment.

Asking faculty members at the HIAFS to develop and develop methods that contribute to the formulation of local standards that are in line with international standards.

Due to the recent issuance of Standard No. 8 which came into effect on July 1, 2016, we recommend that research be conducted on other aspects of the work of the auditor according to a strategic vision, in order to serve the Iraqi work environment which has a clear impact on the objectives of the profession.

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