



The Challenges Facing Accounting Education: The Nigerian Experience

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ABSTRACT

The need of the accounting profession to effectively and continuously meet new challenges confronting it and adapt its services to changing conditions and circumstances has become a necessity to the survival of the profession and the society. The challenges confronting the accountant on his role to the society at large in a dynamic and complex environment have made the accounting profession and education in the society assume a new dimension. The accountant has found himself helpless in the face of these mirage of problems confronting both the public and private sectors of the economy. The purpose of this paper is therefore to review the development of accounting profession in Nigeria, the need for effective training and retraining of the accountant and the need for continuous review of relevant accounting curriculum. It critically examines the profession and the state dynamics that have helped shape the various development of the accounting profession in Nigeria. The study revealed that development of accounting education in Nigeria has been affected by lack of teachers, facilities and funding among others.

Keywords: Accounting Research, Challenges, Curriculum, Accounting Education, Accountant.

INTRODUCTION

Accounting as a profession has a very important role to play in the economic development of any nation. As a measurement and reporting information system, the profession can cover both micro and macro economic activities. It consists of various subsystems which relate economic events and decisions

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(Ajayi, 1997:7). These subsystems which can be identified as the major accounting fields include; business accounting, government accounting, social accounting, auditing and taxation, all of which aid in economic planning, project appraisal, capital formation and a host of other socio-economic activities, (Badejo 1997)

The American Accounting Association (AAA 1986) stated that the function of accounting is to provide qualitative information, primarily financial in nature, about economic entities that is intended to be useful in economic decisions. This information allows users to make reasoned choices among alternative uses of scarce resources in the conduct of business and economic activities. The need for accounting therefore arose in response to the desire to make judicious use of scarce resources, accumulate wealth and produce high quality of goods and services in a competitive economy. To perform these roles and provide these unique services, accountants are needed both in number and in quality. The objective of this paper is to examine how equipped are the accountants in meeting the expected roles that the society expects of them through a wholistic accounting education. The important roles played by the accountant in the general scheme of things and in every form of activity of benefit to the society, is the best evidence of such relevance (Anao, 1995:23; Inanga 2000). An accountant can function in any of the following ways; as a financial controller, a manager, a general manager, a managing director of a large organization, an auditor, a tax expert, an investment analyst, government adviser. For him to be able to carry out these activities or functions he must have had a broad-based education, (Rebele, Stout, and Hassell 1991; French and Coppage 2000).

Coupled with what may be described in the technical aspects of such training, is the development of the character of the aspiring accountant in such a manner as to engender in him or her a strong moral code; a sense of discretion; an almost total commitment to the confidentiality of information or data established as a result of work carried out; an enquiry and analytical mind consistent with providing clients with high standards of professional services; an ability to assess data and situations and to prepare reports in such a way as to impress upon users of accounting services that their problems have been addressed in ways consistent with the highest ideals of a true professional, a sense of dress and carriage designed to develop a confidence in the competence and probity of the practitioners within the profession, (Kimmel, 1995; Maher, (2000); Ravenscroft and Williams, 2003).

Literature Review

The study of accounting must not only be in form of practical education, but must be a combination of both sound practical education and theoretical knowledge that will enable the accountant to utilize modern accountancy techniques in finding solutions to complex business problems. The need of accounting arose as a result of the expansion of business enterprises and their becoming rather more complex; and also the desire for stewardship reporting,

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accountability and reliable accounting information, (Ogundele, 1991:7; Chua, 1986). Accounting education can be looked at from two perspectives, it can be used to describe education for accountants, in other words, those instructions designed to be necessary for potential accountants to acquire in order to gain their professional qualifications. It can also be used to describe the expansion and extension of knowledge and the development of judgement of those who have already become accountant, (Albrecht and Sack 2000; Brewer, 2000). Thus, to maintain their professionalism, accountants have to keep abreast with the release of both local and international standards and keep track with theoretical developments. With the continuous development of standards, new accounting procedures, and changes in the business and economic spheres coupled with the risk of being found negligent and therefore incompetent in the discharge of his duties, a professional accountant who neglects the need for accounting education does so at the risk of his professional life, (Reiter and Williams 2002; Ravenscroft and Williams 2003)

Accounting Profession in Nigeria

Wintoki (1997) and Coker (1990) presented a succinct account of the development of Accounting in Nigeria. According to them, the development of accounting in Nigeria can be traced to the time when the Companies Ordinance of 1922 was enacted. The second major development of accounting education and training in Nigeria took place in the early fifties, when the Nigerian Colleges of Arts, Science and Technology were established in Ibadan, Enugu and Zaria in 1963, (Uche 2003:3). The development of the accounting profession in the country has been assisted by the establishment of the department of accounting in the Nigerian universities, polytechnics and colleges of technology, (Badejo 1997; Ajayi 1996).

It is quite natural to expect the profession in Nigeria to inherit the virtues and weakness of its foster mother the Great Britain. With the coming of the colonial masters, they came along with the mode of accounting in the country. In this regards, the local accountants were trained on their job. However, some of them left the country to study accounting and accounting related courses, while those who did not travel abroad took the external exams of the Institute of Chartered Accountants of England and Wales. Just after the country's independence the idea of establishing a professional body of accountants in the country became a burning issue in the minds of a few accountant who co-ordinated the establishment of the "The Association of Accountant of Nigeria", this was incorporated under the Companies Act of 1958. The main objectives of the Association were to provide a central organization for accountants in the country, to maintain a strict standard of professional ethics, and to provide for the training, examination and local qualification of students in accounting (Ofoibike, 1992:15). It was not until 1965 that an Act of Parliament was passed leading to the establishment of the Institute of Chartered Accountants of Nigeria (ICAN). In 1993, another

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accounting body known as Association of National Accountants of Nigeria (ANAN) was established.

Based on the foregoing, it is not surprising that it was the Nigerian members of the Association of Chartered Certified Accountants (ACCA) that first moved to set up a professional accountancy body in Nigeria in 1957. In that same year, they applied to form a local branch of the ACCA. This plan was endorsed by the ACCA in London in 1960. Nigerian members of ACCA saw clear advantages in the newer idea of forming a local accountancy body that would bring all Nigerians with overseas accountancy qualifications of equivalent standards together (Uche, 2003: 472; Ogbomo 1997).

Need for Accounting Education

There is no business undertaking where the use of money is not important. The financial resources of any business entity backed by a sound management determines the success or misfortune of such an undertaken, therefore, there is no business entity where accountants will not be required. Accounting recognizes that people live in a world of scarce means and resources. Because resources exist in limited supply, people try to conserve them, to use them efficiently and also to identify and encourage those who make efficient use of them. Through an efficient use of resources, the standard of living increases. Accounting plays an important role in obtaining a higher standard of living because it helps to identify efficient and inefficient users of resources, (Anibaba, 1990; Dyer, 1999).

The training and education of an accountant take such a form that would mould him in such a way as to make him display such rare attributes as the maintenance of a strict standard of professional skill, expertise and ethics, as not to want to be associated with failure, fraud or embezzlement or unnecessarily wanting to rock the boat, (Inanga 2000; Sterling 2003). Globally, accounting education involves the impartation of knowledge in accounting principles and standards to individuals. It could also take the form of contributing to a body of an established knowledge or procedure. It is thus out to inform, review a set of process and inculcate in the trainee, a high standard of professional education as demanded by his calling, (Ibironke, (2003). In view of knowledge-based global economy, natural resources count for little. The ability to add value through knowledge and intensive production linked to the adoption of information processing technologies is a country's key to future prosperity, (Helmkamp, Imdieke and Smith 1983).

In the emerging order, education has become the single most important factor determining living standards. New growth processes are increasing the demand for skill labour far more rapidly than for unskilled labour and the distribution of opportunities for education is becoming the prime determinant of income distribution, (Durukwuaku 1997; Ogbomo 1997).

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The need of the Nigerian economy for the education and training of accounting manpower was summarised by (Inanga, 2000; Wintoki, 1997; Ogbomo, 1997) as follows;

To ensure that Nigerian accountants are of comparable standard with their counterparts across the world.

To guarantee that each qualified accountant is well trained, acquires sufficient skills required of a professional accountant and that the skills are demonstrated in his operations.

To maintain and sustain the dignity and respect of the Nigerian accountancy profession.

To ensure that each accountant can justify the standard of the certificate awarded.

To produce enough manpower to man accounting jobs

To produce professionals with sound training to meet the shortage in the country of competent accountants.

To establish and enhance the profession as it relates to the application and developments of accounting disciplines.

To develop and upgrade the professional skills, and competence of members

To enable them participate actively in an environment that is business oriented and complex.

To catch up with technological advancement in the areas of accounting and financial management, possibly through financial display of statistical information that has relevance to the society.

The Journey So Far

As was seen in the previous section, ICAN was established in 1965, and for more than ten (10 years) after its inception, ICAN was in a lethargical slumber or rather asleep. It was only in 1976, after a spate at public criticisms and outcry against slow pace of the production of accountants in Nigeria that the Institute recorded a significant improvement. From 1964 to 1980, only 194 persons qualified by passing the ICAN examinations. As at December 1980, the total membership was put at 1927 (Ogundele, 1991:11; Inanga, 2000). This resulted to the forming of another accounting body (ANAN) in 1993.

Accountant Technician Scheme (ATS) was introduced by the ICAN in 1989. It has as its main objective the need to provide the nation with a recognized qualification for accounting operatives, representing the middle cadre accounting staff employed in the various sectors of the economy. It provides avenue for mature students and those whose initial educational qualification do not meet the entry requirements of the professional examination. Candidates who satisfactorily complete the two parts of the examination are integrated into the professional scheme by being granted exemption of the professional level (Otunsanya, 2003: 15). As at June 2003 the Institute has been able to graduate and induct 9150 as members of Association of Accounting technician (AAT), (Badejo, 1997).

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Institutions

Sir Eric Ashby headed the commission on post secondary and Higher Education in Nigeria in 1960. It was the commission that recommended that commercial programmes should be offered by higher schools and universities, (Ajayi, 1997). The development of the accounting profession in the country has been assisted by the establishment in the universities, polytechnics and colleges of technology. The system of accrediting accounting departments by National Universities Commission (NUC), National Board for Technical Education (NBTE) and ICAN have helped to improve the standard and quality of programmes in the institutions in providing accounting education for the manpower requirements for the governments and parastatals, industry and commerce and for the accounting professional offices, (Ogundele 2010; Adegbiyi 1997). See table 1. Also the establishment of Nigerian Accounting Standard Board in 1982, which was formally established by Act of Parliament in 2003, is saddled with the responsibility of setting local accounting standards in conformity with international standards. This is to ensure uniformity and improved standard in the financial reporting process in Nigeria.

Role of Accounting Research

Research has been defined as a studious inquiry or examination especially critical and exhaustive having for its aim the discovery of new facts and their correct interpretation, the revision of laws in the light of newly discovered facts or the practical application of such new or revised conclusions, theories or laws, (Boer, 2000; Sterling, 2003). Research in accounting education therefore is a continuous process, as in other professions and disciplines, which has kept the practitioners on in adapting to the vagaries and changes in the environment in which they practice and which are brought to bear on their existing knowledge, (Ravenscroft and Williams, 2003; Reiter and Williams 2002; Birnberg, 2000).

Research generates knowledge, and teaching helps people to acquire and use it. It is universally accepted that part of the obligation of the academics is to conduct research. It is equally obligatory for members of the profession to provide sound education to its members both before and after qualification, (Birnberg, 2000; Rebele, Stout and Hassell, 1991). Consequently there is a need for partnership between the profession and the academics who teach students (the initial manpower of the profession) to meet regularly at research seminars or annual conferences, (Chua,1986). Such interaction and co-operation is necessary if the country hopes to produce well qualified and trained accountants who will assist in the economic recovery and continuous development and at the same time compete internally and globally.

According to Badejo (1997) and Anao (1995), at the present level of the country's development, research can play two key roles in further development of accounting education namely;

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- (i) Curriculum development in the tertiary institutions and for the profession.
- (ii) Investigating whether the application of the concepts and practice developed in the developed economy should not be modified to suit our social and economic stage of development.

The Teacher

According to (Adegbiyi 1997 and Adewumi 1999) the dearth of accounting teachers in tertiary institutions is profound and very alarming. This is due to the poor remuneration of accounting lecturers when compared with what their counter parts in the private sector earn. In addition, lack of teaching materials and aids has totally rendered the teachers helpless in their bid to impart knowledge to their students. The teacher needs evaluation measures in order to maintain effectiveness of their teaching process and school materials. It will also enable him to select learning experiences, diagnose learning difficulties and guide learning in order to improve the instruction process. It has been observed that the shortage of teachers in these institutions has affected the number of students that could be admitted in these institutions, (Ogbomo, 1997; Adewumi, 1999). Hence, teaching effectiveness goes to show how accounting education has been able to focus the major objectives of accounting as well as produce accountants who by their training are equipped to perform specialized and general role expected of their profession to their profession to their employers, clients, government and the society at large. See table 2.

Funding

Available statistics on primary, secondary and tertiary institutions enrolment over the yeas show a geometric increase while the government recurrent and capital allocations on education has been on a steady decline in real terms, (Anibaba 1990). The effect of under-funding of the educational system is what is found in the various educational institutions today. These include the dilapidated and disrepair of physical facilities at all levels, the lack of essential impact needed for teaching and research and above all, irregular and at times non-payment of teachers' salaries, abandonment of capital projects where the project is even commenced. These have resulted in frequent strike of school teachers, lecturers and workers at all levels of education, thereby causing disruption of academic activities, (Ogbomo, 1997; Otunsanya, 2003). Accounting as one of the various disciplines in these institutions has suffered the same faith from the poor funding. See table 3.

Practising Accountant

Except in few cases where some accountants are offered appointments as part-time lecturers or external examiners, there appears to be some avoidable communication gap between the two partners who are expected to provide

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accounting education – the profession and the universities, (Anibaba 1990; Anoa,1995). As observed by (Ajayi 1996), education and training in accounting is usually a complementary venture between the practitioner and the academia. The need for cooperation and coordination of efforts between the academics and the practitioners was also emphasized by Adeyemo in his opening address to the second conference of Nigerian Accounting Teachers' Association in 1976 when he noted that, "Such co-operation is essential if the graduates of our accounting programmes are to be comparable in quality as well as in their ability to manage the state of rapid change which is nowadays so evident in the dynamic nature of modern business", (Wintoki 1997).

Curriculum

Brewer, (2000); Kimmel, (1995) and Deakin and Summers, (1975) noted that the focus of a programme will extend beyond technical skills and will emphasize the personal capacities of students to interact well with others, assume responsibilities, reason logically, think creatively, embrace ethical standards and conduct and communicate effectively. And therefore the curriculum must be structured to achieve this objective. In fact, it is being suggested that at least 150 hours of college study are needed at the minimum to mould a student into being an accountant.

The education for the accounting profession must produce products who have acquired broad array of skills which include: interpersonal, communication, intellectual and other skills for public accounting. Future accountants must also possess knowledge in organizational administration, business, accounting, audit apart from general knowledge and knowledge in for public accounting. These attributes are essential to ensure that the accountants are able to use data, exercise judgements, evaluate risks and identify and solve real world problems. (Albrecht and Sack, 2000; Anibaba 1990; Enthoven, 2002).

Student

The effectiveness of teaching as it affects students will produce good professionals which will acquire and practice the tenets of accounting profession with expertise display of the professional qualities demanded of it. We need to consider the classroom as a place where we are free to consider and discuss other reporting schemes so that the accounting classroom becomes a place where imagination is a useful property. Documented histories of experiences with such schemes are available for use in the classroom to demonstrate to students that accounting has more potential than just the raw material for doing financial analysis, (Kelly, 2003; Albrecht and Sack, 2001). The students are expected to have some basic teaching hours, carryout their assignment, and of course go out to organizations for industrial training. It has been observed that when teachers follow the already

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structured curriculum, any student who is able to work along with such teacher would have been properly groomed before leaving the institution. Students are also expected to have interest in the course of study. This has never been a problem as more than sixty percent of the intending undergraduates prefer the accounting profession to any other course in the Nigerian universities, (Anao, 1995).

Another factor that is considered important to the accounting student is the essential feature of cooperative learning, as the success of one student helps the other students to be successful. Working in small groups of two or more individuals promotes the use of higher-level critical thinking skills, increases students' motivation and positive attitude toward a particular subject, enhances higher self esteem, provides greater mutual social support, enhances communication skills, (Rebele, Stout and Hassell 1991; Kelly, 2003). See tables 4, 5 and 6 for the number of students' enrollment and output.

Challenges facing Accounting Education in Nigeria

It is widely accepted that the academic and professional training of the accountants in any country should respond to the needs and expectations of the society. The performance and hence the sustenance of the organisation's growth, private and public are clearly made possible through financial display of statistical information that has relevance to the society. Thus the challenges confronting the accountant on his role to the society at large in a dynamic and complex environment have been a great concern to the accounting profession. This great challenge borders on how the profession, using the education of the members and would be members can adapt its focus in such a way that clients will appreciate the service rendered, (Reiter and Williams, 2002; Kimmel, 1995; Boer, 2000).

The factors that can be identified as inhibiting the progress of accounting education in Nigeria are inadequate research facilities and the non-availability of up-to-date books, as well as professional and academic journals on accounting, (Enthoven 2002; Adewumi, 1999). The following are the major deficiencies that have been identified as inhibiting the growth of accounting profession in the Third World; a dearth of qualified and dedicated accounting and managerial personnel; inadequate, unreliable and untimely databases, ineffective systems of internal control, inadequate technology and data processing systems, poor and inefficient management process, (Gharetey, 1990:40).

There are no chairs in most of the Department of Accounting in the universities and polytechnics. Besides, it is not also enough to have these chairs in accounting, it is equally important to encourage their staff with appropriate qualifications to take leave of absence to occupy these chairs, (Ogbomo, 1997)

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French and Coppage (2000) and Albrecht and Robert (2000) had predicted that the work and training of accountants will change radically due to developments in information technology. The world is really a global village, with a lot of development in the area of technology, with so many accounting packages and products. The accountants are not keeping pace with the rate of development in information technology, this has affected the level of efficiency and effectiveness in their work.

Research conducted by university and polytechnic students year after year clearly confirm the fact that many of the accounting techniques which are routinely taught at undergraduate programmes (e.g. project evaluation, cash budgeting and budgetary control, inventory control and other working capital management techniques) are not in widespread use among Nigerian business firms. How to encourage and foster the adoption of potent modern accounting and financial management techniques in Nigeria, therefore, constitutes an area of challenge confronting policy makers, accounting teachers, researchers and the profession, (Adewumi, 1999; Badejo, 1997; Durukwuaku, 1997)

The changing socio-economic environment of accounting exerts continuing pressures on accounting to constantly review its goals, concepts and methodologies. Accounting as a discipline must continue to examine issue which may be continuously explored for possible refinement, adaptation or modification (Anao, 1995:24).

The teaching of accounting is facing a significant challenge. The reason is that it is aimed at educating young-stars that are going to work in companies that use advanced information technologies with continuous organizational changes. In general it is accepted that if a course provides the student with proper knowledge utilization skills, and necessary abilities the student will be able to adapt to difficulties of changing environment. Professional accountancy service has not been secured adequately for economic developmental needs of the country, while the professional training programmes and research are neither linked effectively to these needs nor do they portray future requirements of accounting, (Agbebiyi, 1997).

RECOMMENDATION

If accountants are to be able to adapt to the pressures of change and contribute maximally to organizational and societal progress, they must, in addition to their specialized skills, also have a foundation of a broad-based education which enables them to develop a balanced outlook on issues of wider ramifications beyond their own accounting specialty and also appreciate fully how their decisions and actions within their own specialty interface with those of other specialties, and the eventual implications for the entire organizational or societal fortunes.

First, it must ensure that its members are professionally competent to meet the needs of the members of the public, and not only their clients who rely on their services. Secondly, it should ensure that, its members maintain, throughout their professional life, the quality of the services and expertise that society expects from them. In a nutshell, the profession must concern itself not only with the pre-qualification education of its members, but also with their continuing education if it is to sustain its relevance in the present day business environment, (Agbebiyi, 1997; Maher, 2000).

The need for specialization within the profession should be addressed and the syllabus appropriately amended so that candidates could only take subjects relevant to their chosen area of specialization. One can have B.Sc. Accounting in (Taxation, Auditing, Financial Management etc.), (Arnold; 2000). The prevailing situation definitely suggests that Nigeria is one of the countries which have not fared appreciably in adapting the accounting discipline to its economic development. Another aspect of the problem of inculcating relevant knowledge is the need to re-organise, redesign and restructure the curriculum for the training of accountants so as to remove the prevailing structures of narrowness and stereotype, (Agbebiyi, 1997; Ogbomo 1997). Consequently the direction of growth of the profession must be in terms of becoming more expert in solving societal problems and in seeking new ways to contribute to societal satisfaction or well-being and thus ensuring for itself continuing relevance, (Ibironke, 2003; Anao, 1991).

Education is a continuing need in society. Accounting education therefore should evolve from a continuing relationship and dialogue between academia on one hand and the accounting professionals on the other. It should not be seen as an end in itself (especially in the “production” of competent accountants and accounting technicians) but as a means to an end – which is to facilitate accountability in both public and private sectors of the economy. The current state of the accounting education is inadequate. It must be raised and redirected to meet the needs of the growing profession and of future accounting professionals. The focus of the profession will extend beyond technical skills and will emphasize on the personal capacities of students to interact well with others, assume responsibilities, reason logically, think creatively, embrace ethical standard and conduct, and communicate effectively, (Uche, 1997; Inanga, 2010; Badejo, 1997).

It is also important to note that the accounting profession must distinguish between professional and academic qualifications. There is the very need to separate academics and professionalism. Theories and conceptual framework of disciplines cannot be treated in total isolation from practice. It is imperative to note that the professional qualification is the concluding process of the journey studied by obtaining academic qualification and professional clearance through requisite training and successful completion of the professional examinations, (French and Coppage, 2000; Chua, 1986). There is need to step up the production of qualified accountants so as to bring the country’s present ratio of only 1

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accountant to every 10,000 Nigerians to somewhere nearer the United Kingdom (UK) ratio of 1:500 or United States of America (USA) ratio of 1 to approximation 700. The wide divergence between the Nigerian ratio and those of the UK and USA referred to may indeed serve to explain the wide disparity in the respective levels of economic development, (Anao, 1995).

For optimum result to be achieved there should be mutual agreement and coherence between accountants in academia and those in active practice in policy regarding goals, training process and strategies and in curriculum content, (Arnold 2000). In the classroom we need to provide more opportunities for students to think seriously about the legitimate reciprocities that exist between business entities and the various constituents that are affected by them. It is important to impose rules on students assignment deadlines, this is important and must be respected. Students should be encouraged to ask questions and be clarified in complicated areas. Lecturers should be interested in students' feedback information so as to improve on their lecture delivery process. Attentions should also be paid to those students that show low interest in lectures and the reason for such poor attitude should be investigated. Lecturers have to ensure maximum attendance of students in class.

Private individuals and corporate bodies consume education by way of making substantial use of the end products of education without making substantial financial contribution except few sponsorships by way of scholarships which is just a drop in the ocean. It has been identified that one of the reasons why fewer professional accountants were produced in the country when compared with the number of other professionals being produced at the same time, was that the other professional bodies, e.g. law, medicine, engineering etc had established programmes in tertiary institutions. Part of the strategy for addressing this problem is the sponsorship of research projects of doctoral and masters degree students in accounting and related fields in tertiary institutions. The dearth of accountants thus identified called for accelerating the training of more accountants, (Ogundele, 1991; Badejo, 1997; Adewumi, 1999).

A deliberate policy of encouraging interchange of personnel between theory and practice will, at one end, help the teacher to concretise and distil his theoretical knowledge making him better able to prepare the would be accountant for an after school career and at the other end, provide opportunities for the practitioner to acquaint and update himself constantly with the newer concepts and techniques emerging in the profession, (Boer, 2000; Sterling, 2003)

The improvement of accounting education in Nigeria should be pursued not only with the envisaged deepening and broadening of the knowledge base, but also through the strict enforcement of professional ethics. More attention should also be given to the publicity and propangation of the accounting policies and programmes as well as to cases of discipline of erring members, (Ofobike, 1992; Uche, 2003). The education of accountants must lay emphasis on expertise including specialized body of knowledge, skill and

competence over which it claims exclusive jurisdiction and authority, (French and Coppage, 2000; Anao, 1995)

CONCLUSION

The responsibilities of the accountancy profession include first, it must ensure that members are professionally competent to meet the needs of the members of the public, and not only their clients who rely on their services. Secondly, it should ensure that, its members maintain, throughout their professional life, the quality of the services and expertise that society expects from them. In a nutshell, the profession must concern itself not only with the prequalification education of its members, but also with their continuing education if it is to sustain its relevance in the present day business environment. There is the need to look into the future and ensure that the right steps are taken to guarantee the right place for the profession in future, bearing in mind that accounting is an international profession, the practice of which is affected by technological developments in any part of the world.

Future research should examine the specific ways in which academic units have made changes to the accounting education that have affected the accounting profession. This would look at points of resistance and help members of academic units to see that accounting education is not totally predetermined by the accounting profession. By understanding the strategies adopted by the accounting profession, the academic unit may strategize itself to achieve greater autonomy and more robust relationship with policy makers in achieving favourable accounting education policies.

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Challenges of Accounting Education in Nigeria

Table 1: Number of Tertiary Institutions Offering Accounting Courses.

Programmes	College	Polytechnic	University
Federal	19	18	54
State	39	30	25
Private	-	10	22
Total	58	58	68

Source: JAMB Brochure (2011)

Table 1 above shows a significant growth in the number of institutions offering accounting over the years. This is expected to boost the number of trained accountants in both the private and public sectors of the economy and also those in practice. The improvement in the number and quality of accounting graduates with the required expertise is a sure way to sustainable economic development.

Table 2: Staff List of some Universities.

University	Professor	Associate Professor	Senior Lecturer	Lecturer I	Lecturer II
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