



# Readiness of accounting students in the ASEAN Economic Community: An empirical study from Thailand

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## Abstract

This study aims to investigate factors influencing Thai accounting education development and the readiness of Thai accounting students for the forthcoming ASEAN Economic Community (AEC). The study also tests for a possible correlation between the factors influencing accounting education and the readiness of Thai accounting students. Population is drawn from all Thai accounting students who were studying at Prince of Songkla University, Thailand in 2012. Questionnaires are used to collect data from the samples. This study finds that English language skill, moral and ethical issues, and readiness of universities are the most important factors influencing Thai accounting education for the forthcoming AEC. On another hand, other AEC language skills, cultural knowledge and political issues are the least common factors affecting the education in Thailand. In readiness of Thai accounting students towards AEC, moral and ethical issues of accountants, teamwork, basic computer skills, and readiness of the university are the most common themes. However, other AEC language skills, knowledge of international accounting standards, and competition of accountants in the AEC market are the least common factors in the readiness of Thai students. Other factors influencing the education development and the number of samples are mentioned as study limitations.


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**Keywords:** *ASEAN, ASEAN economic community, Thailand, Accounting*

## 1. Introduction

In order to increase their competitiveness in the economic and technological sector, ten countries located in South-east Asia have been assembled as the Association for Southeast Asian Nations (ASEAN) in 1976 (Department of Trade Negotiations, 2011). They consist of Thailand, Malaysia, Singapore, Indonesia, the Philippines, Brunei Darussalam, Vietnam, Myanmar, Laos, and Cambodia. One of the main objectives of ASEAN is to develop an area for free trade and services among the ASEAN member countries in the name of the ASEAN Economic Community (ACE) that will begin in 2015. Accounting professionals are one of the free service areas that are part of Mutual Recognition Arrangements (MRA) in 2009. The arrangements were stated that the accounting professional service can freely move from one to another member the ASEAN countries.

However, so far there is no literature about the Thai accounting education in the AEC. The factors influencing the Thai accounting education development, and the potential of the accounting students are still unknown. Moreover, although the Thai government has plans to



support the AEC after 2015 by changing to the use of the international accounting standards, such as the International Financial Reporting Standard (see Yapa and Guah, 2011), the direction of the Thai accounting student development is still not clear. Therefore, this study aims to examine the factors influencing the Thai accounting education development, and the readiness of the Thai accounting students for of the forthcoming AEC. The present study also tests a possible correlation between the factors influencing the Thai accounting education development and the readiness of Thai accounting students.

There are three main questions of this study: 1) what are the factors influencing the potential development of the Thai accounting students in the AEC, 2) what is the potential of the Thai accounting students in the AEC, and 3) are there any possible correlations between the factors influencing the Thai accounting education development and the readiness of Thai accounting students. The study will have implications in enhancing the understanding about Thai accounting education development in perspective of the forthcoming AEC. This study will provide some insight into the readiness of the Thai accounting students for the international competition between the ASEAN member countries in 2015. The present study will reveal the details of how Thai accounting students are ready for AEC including pointing the way to improve Thai accounting education matching with AEC.

This study will start with a background of ASEAN Economic Community (AEC), following by Mutual Recognition Arrangements (MRA) of specific professionals in AEC, Thai education standards, and literature reviews. Next, method of this study will be indicated including findings. Finally, conclusions that consist of contributions, implications, limitations, and further study will be revealed.

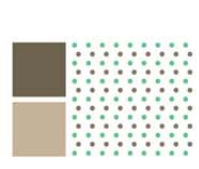
## **2. Background of ASEAN Economic Community**

The Association for Southeast Asian Nations or ASEAN has been set up in 1976 in order to build a strong political and military block that is resisting the communism idea from China (Department of Trade Negotiations, 2011). There were five countries starting the ASEAN group that were Thailand, Malaysia, Singapore, Indonesia, and the Philippines. Then, Brunei Darussalam, Vietnam, Myanmar, Laos, and Cambodia had become members of ASEAN later. Under the vision of “one vision, one identity, and one community”, ASEAN has four main aims that are: 1) Free trade and service area, including investment, labor, and capital, 2) Competitive advantage, including e-ASEAN development, and tax and competitive policy development, 3) Sustainable economic development, including SMEs supports, and 4) the world economic integration, including FTA (free trade agreement) planning with other countries, and production network.

ASEAN, at the moment, has contained 600 million people from 10 member countries together. The main goals of ASEAN are driven into three perspectives, a) ASEAN security community, b) ASEAN socio-cultural community, and c) ASEAN economic community. ASEAN in the new name of the ASEAN Economic Community (AEC) and the member countries hope to form a “single market and production base” where the production factors can freely move anywhere anytime across the AEC member countries (Srijunpetch, 2012).

## **3. Mutual recognition arrangements for specific occupations in the AEC**

Based on the first objective of the ASEAN agreement as a free trade and service area, including investment, labor, and capital, there is an agreement, namely the ASEAN Framework Agreement on Services (AFAS) and Mutual Recognition Arrangements (MRA) that manage the free service areas of the ASEAN member countries (Srijunpetch, 2012). As a



result, there are eight specific professionals under the agreements that will be free to work in the ASEAN member countries after 2015. They have included engineering, nursing, medicine, dentistry, architecture, surveyor, and accounting. However, people from the seven professionals in the AEC member countries who would like to work in another member country must have a qualification based on international standards, which are accepted by those AEC countries.

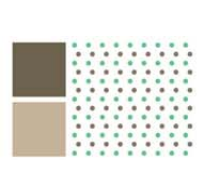
Accounting professionals are one of the free service areas that are signed into MRA since 2009. These arrangements will provide free movement of the accounting professional services across the ASEAN members. However, accountancy is an occupation under regulations and standards of each country. Therefore, it is so important to set new accounting standards and regulations that can be used in all ASEAN member countries. From this perspective, ASEAN has set up an accounting organization in 1977, namely the ASEAN Federation of Accountants (AFA) that is looking after the ASEAN accounting professionals. AFA aims to use the same accounting standards for all ASEAN member countries. They use accounting standards following the International Financial Reporting Standards (IFRS). Moreover, some countries already use the international accounting standards (Malaysia, Thailand, the Philippines, and Singapore), but the other countries are preparing for the IFRS (Indonesia, Brunei, Cambodia, Lao, and Myanmar). In Thailand, for example, the IFRS have been used for listed companies in the Stock Exchange of Thailand (SET) since 2011 but other business organizations still use the domestic accounting standards (Klose and Sabangban, 2011). However, there are two perspectives assembling Thai accounting professionals in ASEAN as an advantage and disadvantage. The advantage of Thai accounting professional in ASEAN after 2015 is that they have more opportunities because of a bigger service market and more freedom under ASEAN, that they will be supported in terms of human resources, skills, and competition by other ASEAN member countries, and that they can move and work in other ASEAN member countries. On the other hand, the brain drain problem from lower salary countries to higher salary countries, and the labor competition problem in countries with a higher quality of life are shown as disadvantages assembling the Thai accounting professionals in ASEAN.

#### **4. Thai education standards**

Thai universities were asked by the education ministry to provide and develop the education standards for their own students in 2010 (Virunjanya, 2011). This is because the Thai education minister has planned to increase and improve the teaching management at the universities that can develop high quality of Thai students. Moreover, the forthcoming AEC is also one of the main reasons to develop the Thai education system by starting from university level since 2011. In addition, all Thai universities are ordered to produce graduated students following five issues: 1) Ethical issues, including moral, discipline, honesty, and sacrifice, 2) Knowledge issues, including theoretical, practical, and specific knowledge in order to solve a problem, 3) Capability issues, including analysis, synthesis, evaluation, and decision making, 4) Relationship and responsibility issues, including leadership, teamwork, self-development, and knowledge responsibility, and 5) Analysis, communication, and technology skill issues including selection, adaptation, and evaluation.

#### **5. Literature reviews**

There were not many literatures about accounting education development in Thailand. For example, Pongtanee (2008) studied the characteristics of accounting graduates in Thailand desired by organizations and authorities concerned within four perspectives: knowledge,



skills, value, and personality of accounting graduates. She found that the organizations and authorities expected accounting graduates to concentrate on value and morality the most. Coming in a second place were graduates who were skillful, knowledgeable and of good personality, respectively. Sinlarat (2011) also found that there was a relationship between Thai education development and ethical issues, knowledge issues, capability issues, relationship and responsibility issues, and analysis, communication, and technology skill issues. This was because the Thai education ministry had set standards for undergraduate studies in 2010 to develop and improve the quality of education and students following the five dimensions, ethics, knowledge, capability, relationship, and responsibility, and analysis, communication and technology skill topics. Moreover, Kaewphap (2011) mentioned that teaching accounting needs to be in accordance with the Thailand Qualifications Framework for Higher Education (TQF: HEd) and the standards for accounting professionals as determined by Federation of Accounting Professions. She also stated that it is quite important to integrate the teaching methods in response to both frameworks and standards in order to produce accounting graduates who are well-qualified and equivalent to international accounting professionals. Kanitpong (2010) used the diamond model as a tool to analyze the competitiveness of Thailand in the challenges ahead of the AEC. He found that among AEC member countries, Singapore, Malaysia, and Thailand were the first, second, and third rank on the over all aspects of competitiveness. However, Thailand must improve the weaknesses and reinforce strengths by 2015 in order to maintain the long run competitiveness in this region.

However, there is no literature about Thai accounting education development into the AEC. Knowledge of the factors influencing Thai accounting education development, and readiness of the accounting students are still unknown. Moreover, although the Thai government plans to support the AEC after 2015 by changing to use of the international accounting standards (International Financial Reporting Standards), the direction of the Thai accounting student development is still unclear.

## **6. Methodology**

This study is a survey research that investigates the factors influencing Thai accounting education development, readiness of Thai accounting students for the forthcoming ASEAN Economic Community and tests for a possible correlation between the factors influencing Thai accounting education development and the readiness of Thai accounting students. Population of this study is drawn from all Thai accounting students who were studying at the School of Business Administration, Faculty of Management Sciences (MGT), Prince of Songkla University, Thailand in 2012. This study uses the whole population as a sample that contains 377 MGT accounting students. Questionnaires are used to collect data from the sample. There were three sections in the questionnaire: students' demographic information, factors influencing the potential development of Thai accounting students, and readiness of Thai accounting students in the AEC. To encourage participation in the survey, the questionnaire was short, and respondents were required to answer items based on closed-ended questions. The respondents were asked to assess the importance of a number of factors influencing the potential development of Thai accounting students, and the potential of Thai accounting students in the AEC based on a 5-point Likert scale ranging from 1 (least important) to 5 (most important) (see Wilmshurst and Frost, 2000). The questionnaires were distributed to 377 accounting students from the School of Business Administration, Faculty of Management Sciences, Prince of Songkla University during 16<sup>th</sup> to 25<sup>th</sup> January 2012. However, there were only 351 (93.10% out of 377 students) complete and correct questionnaires that were returned. Data entry was assessed twice by the researcher and

assistance researcher. The two sets of entry data were compared and adjusted if there was a difference in the data entry between the first and second time. The final data set was transferred to the statistic software program namely SPSS, version 17. To explain the Thai accounting students' demographic information, descriptive analysis by using frequency and percentage was used. To examine the factors influencing Thai accounting education development into the AEC, and the potential of Thai accounting student, including the relationship between both of them, descriptive analysis, ANOVA, and correlations were used.

## 7. Findings

From the 351 respondents the descriptive information is shown in Table 1. As a result, there were 76 first year students, 89 students in the second year, 78 in the third year, and 108 in the last year of undergraduate study. There were 44 male and 300 female students. The most common age of the Thai accounting students was between 19-22 years (93.4%). The most common GPA of the accounting student was 3.00 to 3.49.

To examine the factors influencing the Thai accounting education development into the AEC, descriptive analysis is drawn. All information is summarized in Table 2. The findings show that English language skill was the most important factor influencing Thai accounting education when entering the AEC. This is because English language, at the moment, is respected as the most common language of the world that many people around the world use for communication. Moreover, many countries in the AEC countries accept English language as their first language such as Malaysia, Singapore, and the Philippines. Moral and ethical issues of accountant and readiness of Thai university for accounting occupation were the second and third common factor affecting Thai education. This may because Thai accounting students strongly believe that a university that provides a course curriculum for students is the most important place to develop and improve the abilities and skills. The fourth and fifth most important factor was knowledge about international accounting standards and occupation. It is because the new international accounting standards and regulations have been launched a few years ago, which makes it necessary for Thai accounting students to learn and practice more. On the other hand, other AEC language skill, knowledge about AEC member countries' culture, and political issues around AEC member countries were the less common factors affecting the accounting education to AEC development. This may be because the Thai government, universities, and lecturers do not pay much attention on this topic when teaching and talking to their students.

Table 1: Descriptive information of the respondents

Topic	Frequency	Percentage
Students' year		
Year 1	76	21.7
Year 2	89	25.4
Year 3	78	22.2
Year 4	108	30.8
Sex		
Male	44	12.8
Female	300	87.2
Age		
17-18 year old	13	3.7
19-20 year old	151	43.3
21-22 year old	175	50.1
23-24 year old	9	2.6
over 25	1	3
GPA		

Below 2.00	3	0.9
2.00 - 2.99	126	36.8
3.00 – 3.49	178	52.0
over 3.50	35	10.2
Media interest		
Radio	5	1.8
TV	61	21.9
Internet	133	47.7
Newspapers	3	1.1
Friends	22	7.9
Teachers	54	19.4
Other	1	0.4
Master degree plan		
Have a plan	197	56.1
No plan	154	43.9
Total	351	100

Table 3 shows the factors influencing Thai accounting education to the AEC following by the accounting student's year. As the results, many factors influencing accounting education are placed by all year students as the most important factors, such as English language skill, moral and ethical issues, and readiness of the university. On the other hand, only third and fourth year students paid more attention to knowledge of international accounting standards than the first and second year students. Moreover, some factors such as political issues, computer skill, and teamwork are found as an important factor for the 4th year students rather than students in earlier years. This is because the last year accounting students have gotten more information about the forthcoming AEC than other year students. Therefore, the last year students know what the important factors are for them, if they have to work in the ASEAN economic community. By using ANOVA to test whether there are differences between accounting students each year on the factors influencing accounting education development, the findings show that most factors between groups of student are not differences. However, there are some factors that find statistically significant differences between student groups such as political issues, culture of AEC countries, knowledge about AEC, and basic computer skill (P-value < 0.05).

Table 2: Factors influencing Thai accounting education towards the AEC

Factors	Mean	S.D.	Ranking
English skills	4.48	0.705	1
Moral and ethical issues of accountants	4.36	0.747	2
Readiness of universities teaching accounting programs	4.28	0.706	3
Knowledge of international accounting standards (IFR)	4.23	0.724	4
Knowledge about accounting occupation	4.21	0.768	5
Teamwork	4.18	0.778	6
Basic computer skills	4.14	0.698	7
Technology about accounting i.e. accounting software	4.11	0.695	8
Change in management (ability)	4.05	0.693	9
Competition between accountants in AEC	4.02	0.742	10
Knowledge about AEC	3.99	0.769	11
Political issues around AEC member countries	3.85	0.705	12
Knowledge about culture of AEC member countries	3.80	0.770	13
Other language skills (neighboring countries)	3.71	0.852	14

Table 3: Factors influencing Thai accounting education according to student's year of study

Factors	Year 1	Year 2	Year 3	Year 4
English skills	4.57	4.38	4.53	4.48
Other language skills (neighbor countries)	3.54	3.75	3.62	3.85
Change of management (ability)	4.00	4.08	4.03	4.06
Political issues around AEC member countries	3.69	3.89	3.72	4.01
Technology about accounting	4.10	4.10	4.15	4.11
Knowledge of international accounting standards	4.13	4.13	4.34	4.31
Knowledge about culture of AEC countries	3.50	3.97	3.68	3.97
Knowledge about accounting occupation	4.24	4.11	4.31	4.21
Competition between accountants in AEC	4.10	4.01	3.97	4.02
Knowledge about AEC	3.79	4.13	3.81	4.15
Basic computer skills	4.13	4.02	4.07	4.30
Teamwork	4.15	4.17	4.08	4.30
Moral and ethical issues of accountants	4.51	4.27	4.36	4.35
Readiness of universities	4.29	4.25	4.34	4.25

To investigate the readiness of Thai accounting students facing the AEC, Table 4 provides the relevant information. As the results, although English language skill was the most important factor influencing Thai accounting education towards the AEC, Thai accounting students were still not ready for it because they ranked this topic as the ninth readiness factor. From this finding of poor English language skill ability, the education ministry has launched an “English Speaking Year 2012” program in Thailand to promote and develop English speaking by Thai students and others in preparing for the establishment of the AEC 2012 (Bangkok Post, 2012). However, moral and ethical issues of accountants, and readiness of Thai universities were still in high rankings from the respondents’ opinion as much as the factors influencing Thai accounting education towards the AEC. This may be because as the AEC is going to come within a few years, many universities in Thailand have put the AEC issue as the first priority and develop their students for the new international competition. It is not surprise that Thai accounting students ranked the readiness of other language skills as the last topic. This may be because they are not interesting to know and to learn a third language related to neighboring countries. Moreover, this topic was in the same ranking between readiness of accounting students and factor influencing Thai education towards the AEC. Even though, international accounting standards have been introduced in Thailand in 2011, Thai accounting students were still not ready to work with the IFRS. Therefore, an important job of the Thai universities is to provide information about IFRS and teaching it to their accounting students as well as providing information about the forthcoming AEC.

Table 4: Readiness of the Thai accounting students towards AEC

Readiness	Mean	S.D.	Ranking
Moral and ethical issues of accountants	3.51	0.986	1
Teamwork	3.44	0.894	2
Basic computer skills	3.11	0.804	3
Readiness of universities teaching accounting programs and subjects	3.06	0.810	4
Change of management (ability)	3.01	0.753	5
Political issues around AEC member countries	2.91	0.768	6
Knowledge about accounting occupation	2.86	0.828	7
Technology about accounting, i.e. accounting software	2.81	0.905	8
English skills	2.77	0.912	9
Knowledge about culture of AEC member countries	2.75	0.828	10
Knowledge about AEC	2.74	0.797	11
Competition between accountant in AEC market	2.65	0.831	12
Knowledge of international accounting standards (IFRS)	2.64	0.863	13
Other language skills (neighbor countries)	2.04	0.960	14

Table 5 shows the readiness of the Thai accounting students towards AEC following by the accounting student's year of study. The results show that there was an increase in the readiness of the accounting students from the first year students to the fourth (last) year students, such as political issues, change of management, technology, knowledge of international accounting standards, knowledge of AEC, culture of AEC member countries, knowledge of accounting professional, computer skills, and readiness of the university. This information indicates that educational system of Thai universities can develop and improve the readiness of their own students to get more abilities and skills for the competitive situation of the AEC. However, some topics cannot be justified by the year of the accounting students, such as English language skill, and other AEC languages skills. This may be because the universities did not force their students in terms of the second and third languages. However, it also depends on the student's individual skills. Using ANOVA to test whether there are differences between accounting students each year, the findings indicate that there are statistically significant differences between groups of student year on most readiness factors ( $P$ -value  $< 0.05$ ), except English and other AEC languages skills ( $P$ -value  $> 0.05$ ). Even though the university had provided foreign language subjects especially English language skill to its students, it was not effective for them to develop and improve their English language skill ability. There are three main reasons why Thai accounting students are still not ready for English and other AEC language skills. Firstly, there is less number of foreign language subjects in the accounting students' curriculum. This is because there are only four English and other AEC language subjects (below 10%) out of 45-50 subjects that accounting students have to complete their degree. Next, the quality of English and other AEC language teaching may be still poor that cannot improve the student's language skill. Finally, it is also depended on student individual because some can do very well in English and other AEC language communication but some still cannot.

Table 5: Readiness of Thai accounting students according to the student's year of study



Readiness	Year 1	Year 2	Year 3	Year 4
English skills	2.31	2.93	2.79	2.92
Other language skills (neighbor countries)	1.84	1.91	2.21	2.19
Change of management (ability)	2.78	2.74	3.18	3.24
Political issues around AEC member countries	2.64	2.76	3.01	3.15
Technology about accounting	2.24	2.62	2.99	3.24
Knowledge of international accounting standards	2.22	2.53	2.67	3.03
Knowledge about culture of AEC countries	2.42	2.68	2.82	2.97
Knowledge about accounting occupation	2.55	2.60	2.92	3.27
Competition between accountants in AEC	2.35	2.57	2.68	2.89
Knowledge about AEC	2.62	2.61	2.72	2.91
Basic computer skills	2.76	2.79	3.24	3.51
Teamwork	3.39	3.03	3.49	3.74
Moral and ethical issues of accountants	3.32	3.03	3.62	3.91
Readiness of universities	2.74	2.90	3.14	3.34

To examine the correlation between the factor influencing the Thai accounting education development and readiness of Thai accounting students, correlations are used in Table 6. As the results, there was a positive correlation between the factors influencing Thai education and readiness of accounting students for following topics, other AEC language skills, change of management, and moral and ethical issues of accountants. On the other hand, there was a negative correlation for the competition between accountants in AEC market. However, this study cannot find a possible correlation in other topics (P-value > 0.05). For example, Thai accounting students who were not ready about other AEC language skills (the last ranking in Table 4) also did not accept that other AEC language skills were important factor influencing Thai accounting education development (the last ranking in Table 2). This may be because the students believe that they can use English language to communicate with people from other AEC countries instead of their mother languages. However, people from some AEC countries are still unable to communicate by using English language. McArthur (2003) stated that English language is hard to come by for Indo-China such as Thailand, Vietnam, Cambodia, Myanmar, and Laos, but, it is significant as a lingua franca in Malaysia, Brunei, Singapore, Indonesia, and the Philippines. Next, conclusions, contributions, limitations, and further study are discussed in the next section.

Table 6: Correlation between the factors influencing Thai accounting education and readiness of Thai accounting students




Factors – Readiness	Pearson Correlation	Sig (2 tailed)
English skills	-0.031	0.568
Other language skills (neighbor countries)	0.158	0.003***
Change of management (ability)	0.131	0.014**
Political issues around AEC member countries	-0.003	0.951
Technology about accounting i.e. accounting software	-0.008	0.877
Knowledge of international accounting standards (IFRS)	0.015	0.774
Knowledge about culture of AEC member countries	-0.028	0.607
Knowledge about accounting occupation	-0.042	0.436
Competition between accountants in AEC market	-0.143	0.008***
Knowledge about AEC	0.016	0.762
Basic computer skills	0.019	0.717
Teamwork	0.049	0.365
Moral and ethical issues of accountants	0.198	0.000***
Readiness of universities teaching accounting programs	0.011	0.842

\*\*\* Significant at the 0.01 level, \*\* Significant at the 0.05 level

## 8. Conclusions

The present study aims to investigate factors influencing Thai accounting education development, and readiness of Thai accounting student for the forthcoming ASEAN Economic Community (AEC). The study also tests for a possible correlation between the factors influencing Thai accounting education development and the readiness of Thai accounting student. This study finds that English language skill, moral and ethical issues, and readiness of universities were the most important factors influencing Thai accounting education development. On the other hand, other AEC language skills, and cultural knowledge and political issues of other AEC member countries were the least common factors affecting the education in Thailand. There are statistically significant differences of factors influencing Thai accounting education development between groups of accounting students in terms of political issues, culture of AEC countries, knowledge about AEC, and basic computer skill. In readiness of Thai accounting students towards AEC, moral and ethical issues of accountants, teamwork, basic computer skills, and readiness of the university were the most common themes. However, other AEC language skills, knowledge of international accounting standards, and competition of accountants in the AEC market were the least common points in the readiness of the Thai students. There are statistically significant differences between groups of student year on all readiness factors except English and other AEC language skills. There were possible correlations between the factors influencing Thai accounting education and readiness of the Thai accounting students, which are other AEC language skills, change of management, competition of accountants in the AEC market, and moral and ethical issues for accountants. The present study indicates



strengths and weaknesses of Thai accounting students who have to face and compete with other accounting students from AEC countries in the near future. Therefore, Thai universities have a duty to train, develop, and improve their own accounting students in order to successfully compete with accounting students from other AEC member countries. For example, there may be a development and an improvement of the Thai accounting content, curriculum, and education. Moreover, Thai universities should also focus on the improvement of their students' skills, not only accounting knowledge but also other skills as well such as foreign languages, technology and communication, and culture and believe in the AEC. This is because if Thai accounting students really do not know about other countries' culture or believe, it is so hard to work there or work together.

This study and the results also have some limitations. There may be other factors influencing Thai accounting education development that this study did not bring to consider. This is because the factors on this study come from the Thai Education Standards that have been used since 2010 (Virunjanya, 2011). Another limitation of this research is the number of samples used as they are from only one institution in Thailand. There are more than 100 universities in Thailand, therefore, the samples may not be reflected all Thai accounting students views. This study also lacks the comparison of the factors affecting accounting education and readiness of the student with other ASEAN member countries. Therefore, comparative studies of factors influencing accounting education development and readiness of ASEAN accounting students in other ASEAN countries will be studied in the near future.

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