

KNOWLEDGE OF AUDITORS' EXISTING DUTIES AMONG MALAYSIAN ACCOUNTING UNDERGRADUATES

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ABSTRACT

Knowledge on auditors' existing duties is important for its contribution towards reducing the audit expectation gap (AEG). AEG is critical to the auditing profession because the greater the gap from the point of a society, the lower is the credibility, earnings potential and prestige associated with the work of auditors. Previous studies suggest that the AEG can be narrowed by either a reduction in society's expectations or an improvement in their perceived performance of auditors. It is significant to investigate the accounting students' knowledge on auditors because majority of them, after graduating, will either join the public practices (auditor) or commercial organisation (financial statements user). The knowledge on auditors' existing duties that students acquired at university will help the user of financial statements in particular, to better understand the duties of auditors. This study aims; firstly, to investigate the adequacy of knowledge on the auditors' duties as defined by the Malaysian legislations and Malaysian Approved Standards on Auditing among Malaysian accounting students; and secondly, to determine any significant difference of such knowledge between those students who had and those who had not undergone the internship in audit firms. A questionnaire survey is distributed to 800 accounting students of public and private universities in Malaysia. It is found that students, on overall, have a sufficient knowledge on the auditors' existing duties. Also, there is no significant difference on the knowledge of auditors' existing duties between students who had undergone internship in audit firms and students who had not. The contributions of this paper are two-prongs. First, this is the first paper that determined the knowledge on the auditors' existing duties among accounting students in the Malaysian universities. Second, this paper helps in identifying the area of auditors' existing duties that accounting students are lacking.

Field of Research: Audit expectation gap, audit education, accounting, undergraduate, Malaysia.

1. Introduction

Insufficient knowledge on auditors' existing duties¹ is asserted to contribute to the audit expectation gap (AEG) (Lee et al., 2009). Porter (1993) defines AEG as the gap between society's expectations of auditors and auditors' performance, as perceived by society. AEG is critical to the auditing profession because the greater the unfulfilled expectations by the society, the lower is the credibility, earnings potential and prestige associated with the work of auditors (Lee et al., 2009). Previous empirical studies conducted in different parts of the globe reported substantial evidence of such gap (see Porter, 1993; Beck, 1973; Low et al., 1988; Jennings, 1991; Schelluch, 1996; Dewing & Russel, 2002; Lin & Chen, 2004). Similarly, studies by Lee et al., (2007); Mohamed Nazri & Zauwiyah (2004); and Ariff & Rosmaini (2008) found evidence of AEG in Malaysia.

¹ In this study, auditors' existing duties refer to duties as defined by the Malaysian legislations and Malaysian Approved Standards on Auditing (MASA).

Porter (1993) identified two major components of AEG namely the performance gap and the reasonableness gap. The former was further divided into sub-component namely, deficient performance and deficient standards as depicted in Figure 1. Being one of the elements in the AEG framework, knowledge on the existing duties of auditors is essential for the public to better understand the auditors' duties. Lack of such knowledge would create an unreasonable expectation of the auditors from the public and further widen the AEG (Mohamed Fadzly & Zauwiyah Ahmad, 2004). Previous study by Pierce & Kilcommins (1996) suggested that such knowledge can reduce the public expectations of the auditors and at the same time could reduce the AEG.

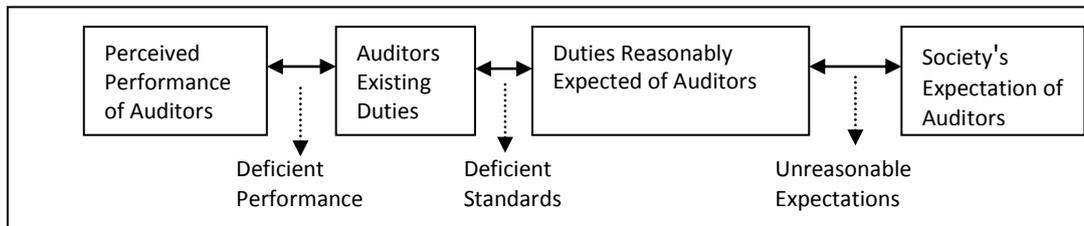


Figure 1: Elements of the Audit Expectation Gap

(Source: Adapted from Porter, 1993)

One way in addressing the AEG, is to educate the public of the auditors' duties. However, this exercise is not possible since they might neither have attended universities nor done any auditing courses in the colleges or universities (Lee et al., 2009). Indeed, audit education in universities is the best platform to educate students on the auditors' duties due to its positive effect in reducing the AEG (Monroe & Woodliff, 1993; Gramlin et al., 1996; Siddiqui et al., 2009; and Pierce & Kilcommins, 1996). In the context of Malaysian universities, all accounting students are required to complete audit courses (Audit 1 and Audit 2) as part of their accounting degree program. The aim of these courses is partly to expose students with auditing fundamentals and auditor's duties in conducting the audit works. As such, it is reasonable to assume that after students have completed the audit courses, they acquired sufficient knowledge of the auditors' existing duties. Besides the audit education, students are also required to complete the internship program as part of their graduation requirement. Due to its importance, Wan Zahid Higher Education Report² recommended that the industrial internship to be made compulsory under the planned national education policy (The Star, 29 April 2006). This is consistent with a proposition made by Kranacher (2006) that one of the several ways to ensure that the public's expectations are met is to require internship as part of the education process.

It is significant to investigate the accounting students' knowledge on auditors because majority of them, after graduating, will either join public practices (auditor) or commercial organisation (financial statements' user). The knowledge on auditors' existing duties that students acquired at university will help the user of financial statements in particular, to better understand the duties of auditors. In the event where students' knowledge on auditors' existing duties is lacking then a plan of action has to be established. Despite its importance, the authors are not aware of any previous studies discussing on the knowledge of auditors' existing duties among accounting students of Malaysian universities. Thus, this study attempts to firstly, investigate the knowledge on the auditors' existing duties among the accounting students in Malaysian universities; and secondly, to determine any significant difference on such knowledge between those students who had and those who had not undergone the internship in audit firms. The contributions of this paper are two-prongs. First, this is the first paper that determined the accounting students' knowledge on the auditors' existing duties in the Malaysian universities. Second, this paper helps in identifying the area of auditors' existing duties that accounting students are lacking. This paper is structured as follows. The literature review is presented next followed by the method in conducting this study. Results and discussions are presented after that. A conclusion ends this paper.

² This is the independent committee commissioned to "study, review and make recommendations on the development and direction of higher education" headed by former Education director-general Tan Sri Dr Wan Zahid Mohd Noordin.

2. Literature Review

Companies incorporated under the Malaysian Companies Act 1965 are subjected to laws and regulations stipulated under the Companies Act 1965 (CA 1965). The preparation of financial statements and the audit report are governed by this Act. For example; Section 169(4) requires financial statements to be audited before being presented at the annual general meeting; Section 8 defines the approved company auditor; Section 9 states that the audit must be performed by an approved company auditor. In addition, Section 174 requires the auditors to i) report to the members of the company on the accounts; ii) ensure timely submission of the audit report by the company; iii) express an opinion on the truth and fairness of the financial statements; and iv) ensure compliance with the requirements of the CA 1965 and the applicable "approved accounting standards" (Lee et al.,2007). Meanwhile Section 174 (8) requires auditors to report to the Registrar on any breach or non-observance of any provision of the CA 1965. In addition, there are other regulations and standards that should be observed by auditors when performing their duties. These regulations and standards are namely; the Anti-Money Laundering Act 2001 (AMLA, 2001); Malaysian Approved Standards on Auditing (MASA, 2005); Securities Industry Act 1983 (SIA); and Malaysian Financial Reporting Standards (MFRS).

Previous studies around the globe found that audit education has a positive effect in reducing the AEG. Monroe & Woodliff (1993) conducted a survey to examine the effect of education in reducing the AEG among auditors and university students in Australia. The students who are from accounting and marketing programs were given questionnaires at the beginning and at the end of semester. They suggested that the audit education may be an effective approach in narrowing or eliminating the AEG. Pierce & Kilcommins (1996) extended the study by Monroe & Woodliff (1993) by conducting two surveys among university undergraduate students in Ireland. The survey was given at the beginning of the academic year and towards the end of that year. They found that students who took either a module or a course in auditing had reduced their expectations. The study indicated that there was a positive impact of auditing education in narrowing the AEG.

Another study by Gramling et al. (1996) was conducted among the university students and auditors in the US. The study was to provide evidence as to the role of an undergraduate auditing class in changing individuals' perceptions on issues of auditing. Questionnaires were given to the students before and after they completed the auditing coursework. The result indicated that the AEG exist between auditors and accounting students before and after they completed their academic coursework. However they found that the students' perceptions were closer to auditors after they completed the coursework. Siddiqui et al. (2009) conducted a survey to examine the existence of AEG among auditors, bankers and university students in Bangladesh. They also investigated the effect of audit education in reducing the AEG among the accounting students. The findings showed the presence of AEG between the three groups. They also found that the conventional audit courses are effective in reducing such gap. In Malaysia, Mohamed Nazri & Zauwiyah (2004) conducted a survey to investigate the existence of AEG among auditors, investors, brokers and bankers. They also conducted a controlled experiment on the investors using reading material to examine the effect of audit education in reducing the AEG. Besides the existence of the AEG, they also found that the use of reading material was effective in educating users and correcting misconceptions about the auditor's responsibilities.

Ali et. al. (2008) were looking into a different angle, where they studied the effect of practical training in auditing firm to the audit expectation gap. The students were surveyed before they started their internship and after they completed six month internship in the auditing firms. The results show a significant change in perceptions among students after the internship program, with regard to auditors and the audit process, the roles of auditors, possible prohibitions and regulations, and how successful auditors are at particular activities. However, the findings showed no conclusive findings on the effect of an internship program on the audit expectation gap as it failed to correct some of the misperceptions of an audit. The study suggested that an internship program may be used to complement audit education in a university as it enables students to have a better insight into the actual duties and performance of auditors.

3. Method

We distributed questionnaires to 800 accounting students from 7 public and private universities in Malaysia. We replicated and modified the questionnaire of Lee et al. (2007) in an attempt to suit the Malaysian higher education environment. There were two parts of the questionnaire. Part 1 examined 42 duties of auditors in the following areas: a) the legal requirements of auditors in Malaysia; b) the duties of auditors required by the MASA, the AMLA, and other relevant legislations; and c) the non-existing duties of auditors as suggested in Porter (1993). These 42 duties of auditors were covered by 34 questions. Part 2 is used to acquire personal information from the respondents for demographic analysis purposes.

For the data analysis, we adopted method used by Porter (1993)³. In Part 1, with respect to the 42 duties of auditors mentioned above, respondents were asked to indicate whether or not the duties stated are a duty of auditors. The options “yes” and “no” were provided. They were coded +1 and -1, respectively. Data obtained from the survey were analysed using a statistical analysis program of SPSS version 19. The distribution of responses was tested for normality using the Kolmogorov-Smirnov one-sample test. The data was found to be not normally distributed and the transformations of the data did not result in normality. Hence, the non-parametric statistic of Mann-Whitney U test was utilised.

4. Findings and Discussion

There were 748 students who responded to the survey, yielding a 93.5 percent response rate. 27 percent of 748 students went through their internship program in the audit firms. Details are presented in Table 1.

Table 1: Students’ demographic information

Subject Group ⁴	Questionnaire distributed	Questionnaire returned		Audit course completed				Internship in audit firm			
				Audit 1 & Audit 2		Advanced course		Yes		No	
				n	%	n	%	n	%	n	%
UUM	220	208	94.5	208	100.0	0	0	2	1.0	206	99.0
UMT	100	87	87.0	80	92.0	7	8.0	10	11.5	77	88.5
UPSI	60	57	95.0	53	93.0	4	7.0	16	28.1	41	71.9
UKM	60	59	98.3	54	91.5	5	8.5	47	79.7	12	20.3
MMU	50	39	78.0	34	87.2	5	12.8	1	2.6	38	97.4
USIM	100	96	96.0	94	97.9	2	2.1	4	4.2	92	95.8
UiTM	210	202	96.2	178	88.1	24	11.9	125	61.9	77	38.1
	800	748	93.5	701	93.7	47	6.3	205	27.4	543	72.6

Table 2 presents means of students’ responses with respect of auditors’ existing duties. The positive (negative) value of the mean of responses from the students’ group signifies that the group considered the particular duty is (not) a duty of auditors. The mean of responses is expressed as whole numbers by multiplying the mean decimal by 100. The absolute value of the mean (ranging from a possible 0 to 100) indicates how widely the opinion was shared by members of the students’ group⁵. Students are divided into

³ We do not provide the ‘not sure’ answer as we expect the accounting students should be able to identify the duties of auditors after completed the audit courses.

⁴ UUM is an acronym for Universiti Utara Malaysia, UMT is for Universiti Malaysia Terengganu, UPSI is for Universiti Perguruan Sultan Idris, UKM is for Universiti Kebangsaan Malaysia, MMU is for Multimedia University, USIM is for is for Universiti Sains Islam Malaysia and UiTM is for Universiti Teknologi MARA.

⁵ The same method was employed in the previous study of Porter (1993).

two separate groups, those who undergone the internship in audit firms (AY) and those who were not (AN), respectively. From the 42 duties that were asked in the questionnaire, 19 of them are the existing duties of auditors.

On overall, the results show that students failed to recognise three auditors' existing duties (10a, 21 and 27) as reflected by negative value in the means of responses (-24.33, -18.45 and -2.41 respectively). Nonetheless, the findings reveal that students have sufficient knowledge on auditors' existing duties with only three incorrect responses from the nineteen existing duties asked. Meanwhile, the comparison between the two groups (AY and AN), demonstrates that the AY students failed to recognise two duties (10a and 21) while the AN students failed to identify four duties (4, 10a, 21 and 27). However, the result pertaining to duty 21 and 27 are not statistically significant. The result shows that only one duty (4) has a significant difference between the groups. Therefore, in general, there is no difference with regards to knowledge on auditors' existing duties between these two groups. The finding is consistent with Azham et al. (2008) who found that the internship program is unlikely to be used to reduce the audit expectation gap. The duration of six months for the internship program is not enough for the students to comprehend with the issues of auditing and the duties of auditors due to the complicated nature of auditing (Azham et al., 2008).

Table 2: Mean of students' response with respect of auditors' existing duties

	Audit internship			Chi-Square
	Yes (AY)	No (AN)	All	
Existing Duties of Auditors	mean	mean	mean	
4. To verify the accounting estimates in the financial statement	26.83	-5.34	3.48	-3.92*
5. To state whether or not the audited financial statements give a correct picture of the company's financial affairs	80.49	71.27	73.80	-1.67
8. To detect deliberate distortion of the figures (or other information) presented in the company's financial statements	71.71	64.27	66.31	-1.21
10. To report privately to a regulatory authority, such as the Securities Commission in Malaysia and the Bank Negara, if during the audit it is discovered that:				
a) theft has been committed by non-managerial employees	-13.17	-28.55	-24.33	-1.93
b) company directors/senior management has misappropriated company assets	58.05	43.28	47.33	-2.04
c) the information presented in the financial statements has been deliberately distorted	61.95	55.43	57.22	-0.97
11. To disclose the fact in the published auditor's report if during the audit it is discovered that:				
b) company directors/senior management have misappropriated company assets	65.85	53.22	56.68	-1.87
c) the information presented in the financial statements has been deliberately distorted	75.61	58.75	63.37	-2.66
12. To report privately to a regulatory authority, such as the Bank	67.8	49.5	54.5	-2.66

Negara, if during the audit suspicious circumstances are encountered, suggesting that theft or deliberate distortion of the financial information may have occurred in the company	0	4	5	
14. To disclose in the published auditor's report illegal acts committed by the company's management which are discovered during the audit:				
a) which directly impact on the company's accounts	58.0 5	39.5 9	44.6 5	-2.51
15. To report privately to a regulatory authority such as the Bank Negara, if during an audit it is discovered that illegal acts have been committed by company officials	56.1 0	41.4 4	45.4 5	-2.01
17. To report in the published auditor's report the compliance of audited financial statement to the Approved Accounting Standards in Malaysia and the Company Act 1965	73.6 6	59.8 5	63.6 4	-2.18
21. To comply with Code of Ethics for professional accountant	- 14.1 5	- 20.0 7	- 18.4 5	-0.74
22. To maintain confidentiality and safe custody of the audit working papers	57.0 7	48.8 0	51.0 7	-1.17
26. Where the auditor has doubts about the solvency of the company under audit, to express such doubts:				
b) in the published auditor's report	76.5 9	46.9 6	55.0 8	-4.33
27. To express an opinion on the company's accounts to shareholders in a general meeting	5.37	-5.34	-2.41	-1.31
29. To report in the published auditor's report on failures of auditors in obtaining all the information and explanation in forming their opinion on the company's accounts	36.5 9	21.1 8	25.4 0	-1.94
30. To report in the published auditor's report on any deficiencies or failure on the manner proper accounting and other records (including registers) are kept by the company	39.5 1	34.8 1	36.1 0	-0.62
33. To examine the other information in the company's published annual report to determine the existence of material inconsistencies with the audited financial statements	48.2 9	36.2 8	39.5 7	-1.59

* significant at $p < 0.05$

Table 3 presents the assessment on knowledge gap of auditors' existing duties. The knowledge gap of each individual group was derived from the students' responses with respect to auditors' existing duties. We adopted the method used by Porter (1993) in calculating the knowledge gap. For each group, the percentages of students' incorrect responses to auditors' existing duties were added, to provide a measure of the total knowledge gap on existing duties. Meanwhile, the average knowledge gap is derived by dividing the group's total knowledge gap with the number of existing duties.

Overall, the result shows that the average knowledge gap of auditors' existing duties for groups AY and AN are 26% and 33% respectively. This implies that the students in general, regardless of their groups, have

sufficient knowledge on auditors' existing duties⁶. The comparison between the two groups shows that the AY students have a slightly lower knowledge gap as compared to the AN students⁷.

Table 3: Knowledge gap on auditors' existing duties

	Audit internship	
	Yes (AY)	No (AN)
Existing Duties of Auditors	%	%
4. To verify the accounting estimates in the financial statement	36.59	52.67
5. To state whether or not the audited financial statements give a correct picture of the company's financial affairs	9.76	14.36
8. To detect deliberate distortion of the figures (or other information) presented in the company's financial statements	14.15	17.86
10. To report privately to a regulatory authority, such as the Securities Commission in Malaysia and the Bank Negara, if during the audit it is discovered that:		
a) theft has been committed by non-managerial employees	56.59	64.27
b) company directors/senior management has misappropriated company assets	20.98	28.36
c) the information presented in the financial statements has been deliberately distorted	19.02	22.28
11. To disclose the fact in the published auditor's report if during the audit it is discovered that:		
b) company directors/senior management have misappropriated company assets	17.07	23.39
c) the information presented in the financial statements has been deliberately distorted	12.20	20.63
12. To report privately to a regulatory authority, such as the Bank Negara, if during the audit suspicious circumstances are encountered, suggesting that theft or deliberate distortion of the financial information may have occurred in the company	16.10	25.23
14. To disclose in the published auditor's report illegal acts committed by the company's management which are discovered during the audit:		
a) which directly impact on the company's accounts	20.98	30.20
15. To report privately to a regulatory authority such as the Bank Negara, if during an audit it is discovered that illegal acts have been committed by company officials	21.95	29.28
17. To report in the published auditor's report the compliance of audited financial statement to the Approved Accounting Standards in Malaysia and the Company Act 1965	13.17	20.07
21. To comply with Code of Ethics for professional accountant	57.07	60.04
22. To maintain confidentiality and safe custody of the audit working papers	21.46	25.60

⁶ We regard students with the average knowledge gap below fifty percent possess sufficient knowledge on auditors' existing duties.

⁷ As expected, the three duties (10a, 21 and 27) with the negative mean values, as presented earlier in Table 2, show the highest knowledge gap.

26. Where the auditor has doubts about the solvency of the company under audit, to express such doubts:		
b) in the published auditor's report	11.71	26.52
27. To express an opinion on the company's accounts to shareholders in a general meeting	47.32	52.67
29. To report in the published auditor's report on failures of auditors in obtaining all the information and explanation in forming their opinion on the company's accounts	31.71	39.41
30. To report in the published auditor's report on any deficiencies or failure on the manner proper accounting and other records (including registers) are kept by the company	30.24	32.60
33. To examine the other information in the company's published annual report to determine the existence of material inconsistencies with the audited financial statements	25.85	31.86
Total knowledge gap on the existing duties	502.90	636.31
Average knowledge gap on the existing duties*	26.47	33.49

* The total number of auditors' existing duties is 19.

Table 4 presents the assessment on knowledge gap of auditors' non-existing duties. We employ the same method previously used to assess the knowledge gap on auditors' existing duties presented earlier. With regards to auditors' non-existing duties, it was found that the average knowledge gap for groups AY and AN are 55% and 56% respectively. The result reveals an interesting yet alarming finding. More than half of the students incorrectly recognised the duties that are not the existing duties of auditors. Although this study focuses on students' knowledge of auditors existing duties, but the inability of students to distinguish between those duties of auditors and those that were not is worrying. This is because students are expected to gain such knowledge after completing their audit courses in the universities. In fact, numerous studies suggested that the audit education in universities is the best platform to educate students on the auditors' duties due to its positive effect in reducing the AEG (Monroe & Woodliff, 1993; Gramlin et al., 1996; Siddiqui et al., 2009; and Pierce & Kilcommins, 1996). However, the higher knowledge gap on auditors' non-existing duties found in this study could have serious implication on students' unreasonable expectation from auditors. If this misunderstanding is not corrected before they graduated, the unreasonable expectation of auditors would further widened the AEG. This is true as the previous literature proposed that the AEG can be reduced by either reducing the public expectation of auditors or improving the perceived performance (Pierce & Kilcommins, 1996 and Mohamed Fadzly & Zauwiyah Ahmad, 2004). With regards to comparison between the two groups, the result reveals that there is no significant difference between the two groups of students.

Table 4: Knowledge gap on auditors' non-existing duties

	Audit internship	
	Yes (AY)	No (AN)
<i>Non-Existing Duties of Auditors</i> [#]	%	%
1. To prepare the company's financial statement	4.39	6.08
2. To guarantee the complete accuracy of audited financial statements	80.00	85.64
3. To verify every accounting transaction	57.56	51.93

6. To prevent fraud and errors in the company	31.71	49.72
7. To detect all fraud and errors in the company	73.66	86.56
9. To detect theft (other than petty theft) that has been committed by:		
a) Non-managerial employees	32.20	35.54
b) Company directors/senior management	70.24	75.32
11. To disclose the fact in the published auditor's report if during the audit it is discovered that:		
a) Theft has been committed by non-managerial employee	60.00	54.14
13. To detect illegal acts committed by the company's management:		
a) Which directly impact on the company's accounts	55.12	59.67
b) Which DO NOT directly impact on the company's account	36.59	43.28
14. To disclose in the published auditor's report illegal acts committed by the company's management which are discovered during the audit:		
b) Which DO NOT directly impact on the company's account	56.59	48.25
16. To guarantee that a company whose financial statements have been given an unqualified audit report is financially sound	84.39	83.06
18. To report breaches of tax laws to the Inland Revenue Board	55.61	54.51
19. To plan the accounting and internal control system	13.17	14.18
20. To report in the auditor's report the efficiency and effectiveness of the accounting and internal control system	62.93	68.88
23. To report in a published auditor's report on the impact (good and bad) which the company has its local community	52.20	59.12
24. To guarantee the solvency of the company	33.17	30.57
25. To report in the published auditor's report the future prospects of the company	46.34	53.59
26. Where the auditor has doubts about the solvency of the company under audit, to express such doubts:		
a) Privately to a regulatory authority, such as Company Commission of Malaysia or the Central Bank of Malaysia	78.05	56.54
28. To examine and report in the published auditor's report the efficiency and effectiveness of the company's management, its plans, policies and administration	57.07	57.46
31. To audit published quarterly company's reports	65.85	67.03
32. To examine and report in a published auditor's report on the fairness of financial forecasts included in the annual reports of companies	77.56	69.06
34. To examine and report in the published auditor's report on the fairness of non-financial information contained in the company's annual report	61.95	61.51
Total knowledge gap on the non-existing duties	1,269. 34	1,294. 64
Average knowledge gap on the non-existing duties*	55.19	56.29

* The total number of auditors' non-existing duties and all duties is 39.

5. Conclusion

This study examines the knowledge on the auditors' existing duties among accounting students in Malaysian universities and determines any significant difference on such knowledge between those students who had and those who had not undergone the internship in audit firms. Analysis of means on students' responses with respect of auditors' existing duties reveals that on overall, students have sufficient knowledge. For example, students only failed to recognise three duties from nineteen existing duties asked. The three areas that the students are found to be lacking are; responsibility with respect of theft by non-managerial employees; complying with accountants' code of ethics; and to express opinion on the company's accounts to shareholders in general meeting. Analysis of the knowledge gap on auditors'

existing duties also reveals similar finding. This can be seen in the average knowledge gap for both groups are less than fifty percent. Although the findings suggest that students possessed adequate knowledge on auditors' existing duties, further analysis on auditors' non-existing duties reveals otherwise. In particular, the average knowledge gap on non-existing duties of auditors (i.e. above fifty percent) needs to be given distinctive but considerable attention. Indirectly, the result implies that students are unable to distinguish the existing and non-existing duties of auditors. The existing course syllabus appear to embrace some weaknesses thus need to be re-evaluated in order to give more emphasize on the areas that shows high knowledge gap. It was also found that on overall, there is no significant difference between students who had completed the internship program in the audit firms and those who had not. This is due to the fact that only one duty out of nineteen auditors' existing duties has a significant difference between the two groups.

This study has a limitation thus need to be read with cautious. This study involves only students who have completed the internship program. Future research should take into consideration students who have yet to start the internship program so that the effect of the post internship program, if any, can be clearly demonstrated. In addition, a comparative study involving different countries in this region should also be considered to assess any cross-cultural differences of students' knowledge on auditors existing duties.

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