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Determinants of Career Selection as a Public Accountant: The Role of a Financial Reward Moderator

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This study aims to identify the Factors Influencing the Career Selection of Accounting Students as Public Accountants by using financial rewards as a moderating variable for UMSIDA and UBHARA Accounting students. The population or subjects in this study consisted of Accounting Study Program students from the Muhammadiyah Sidoarjo University and Bhayangkara University Surabaya class of 2018. In this study, a quantitative method was used by distributing questionnaires online. By using Slovin's formula, 80 respondents filled out the research questionnaire. The results of the study show that professional training, social values, work environment, and labor market considerations influence the choice of a career as a Public Accountant. As a moderating variable, financial reward strengthens the influence of professional training, social values, work environment, and labor market considerations on choosing a career as a Public Accountant. This research has implications for final-year Accounting students in determining careers as Public Accountants.

Keywords: Professional training, social values, work environment, labor market considerations, career selection

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INTRODUCTION

The purpose of accounting education in higher education is to produce graduates who meet quality standards, who can then become experts who are ready to face the demands of accounting practice and develop into a smart workforce ([Heriansyah et al., 2018](#)). In 2019, okezone.com reported, according to the Ministry of Research and Technology, a career in accounting may be the dream of many people because of the guaranteed career development. In addition, the duties of the accounting department are very broad and open. Quoted from Finanku.com, the accounting profession is indeed truly interesting. This is because accounting experts are required in all companies. Accounting is another function that can be developed further and is needed in the company ([Akundutire & Olanipekun, 2018](#)).

Choosing a career for students is the initial stage of career development after graduating from college. Before graduating, final-year students certainly have plans or at least think about other things they will do after graduation ([Jumiati, 2018a](#)). Career choices reflect an individual's interests, personality, talents, and life skills. Individuals seek careers where they can apply their skills and talents and express their attitudes and values in life. One will feel comfortable with their career choice if it meets their desires and interests and skills ([Karina et al., 2020](#)).

People must have their dream job. Specifically, accounting science has branches of knowledge, as well as professions related to accounting. Career options that can be pursued by an individual with an accounting background include public accountants, government accountants, business accountants, and teaching accountants. It distinguishes four accountant career options. Public accountants are independent accountants who work for the public interest ([Susilowati et al., 2020](#)). Government accountants are those employed by government departments, corporate accountants are those employed by corporations, and teaching accountants are those engaged in education as teachers. Public accountants are accountants who have obtained permission from the Minister of Finance to provide public accounting services in Indonesia, such as attestation services and non-attestation services. Attestation services include general audits of financial statements, examination of prospective financial statements, preform financial report inspection reports, financial report reviews, as well as other audit and attestation services. Non-attestation services are services that provide financial accounting, management, billing, tax, and consulting-related services ([Heriansyah et al., 2018](#)).

The number of government accountants in Indonesia is currently still very low compared to that of other countries which are smaller than Indonesia ([Jumiati, 2018a](#)). This creates an imbalance between the available public accountants and the need for company public accountant services, especially since many public accountants are no longer young. As of May 2017, according to the data collected, 1,019 out of 52,637 accountants were registered as public accountants, even though the role of public accountants required by the city had not been fulfilled.

Moreover, most of the existing public accountants are concentrated on the island of Java, particularly in Jakarta and its surroundings. If young people refuse to be the next generation to become public accountants in the future, this country will continue to struggle with the decline of this profession ([Heriansyah et al., 2016](#)).

The limited number of government accountants in Indonesia is crucial for students to choose a career as a public accountant. The public accounting profession still has great opportunities due to the increasing demand for public accounting services. However, it is not accompanied by a good number of public accountants because labor market opinion can influence an individual's interest in working. Another factor that needs to be considered in the public accountant job market is the existence of the ASEAN Economic Community (AEC) since 2015 which allows foreign accountants to enter Indonesia very easily ([Selvaraj & Ramapandian, 2020](#)). The existence of MEA makes competition in this sector increasingly strict, especially in the public accounting profession. For now, the opportunity for anyone to have a job as a public accountant remains wide open, but it is less attractive to young people and new graduates. In fact, the public accounting profession provides an opportunity for anyone to audit financial statements from various sources, which in turn will differ in quality between an individual who works as a public accountant and another one who works as a company accountant ([Wongsodihardjo et al., 2020](#)).

The process of becoming a public accountant is not easy, long, and expensive. As a result, this profession is not very popular in Indonesia, as evidenced by the small number of public accountants ([Putra, 2021](#)). To become a registered accountant, one must first take the Certified Accountant Certification Examination to obtain a license as a Certified Accountant. Even when many certified accountants become chartered accountants, they decide not to become chartered accountants. Based on the IAPI website, there are currently 492 public accounting firms operating in Indonesia, but only 1,133 accountants have passed the certification exam and are registered as IAPI members. This is also one of the reasons why the number of public auditors in Indonesia is very small ([Wongsodihardjo et al., 2020](#)).

One's considerations in terms of financial rewards, such as salary, wages, and incentives are made when choosing a career, especially in the public accounting profession. Public accounting firms have their own way of paying their auditors. This salary difference is based on the number of client projects undertaken by public accounting firms ([Januarti & Chariri, 2019](#)).

In some cases, public accountants can earn high salaries. However, many are also paid low so new accounting graduates prefer to become auditors in government agencies or companies ([Supriyanto, 2013](#)). Most of the auditors working in public accounting firms quit their jobs because of low salaries. Their rising personal needs are not being met by their salary. This reason sometimes encourages auditors in public accounting firms to leave and pursue better jobs.

This is one of the reasons for the decline in interest in becoming a public accountant (Rasmini, 2017).

In this study, the researcher examined several factors that influence career selection as a public accountant. Factors influencing career selection include professional training, social values, work environment, and labor market considerations (Leuven et al., 2010). The factors that influence student career selection and the type of career they will pursue are interesting things to study because by knowing the type of career that students are interested in, it can be seen why they choose that career (Haneef et al., 2020). Interests and clear career plans will be intensely useful in designing programs so that courses can be delivered effectively to students who need them (Karina et al., 2020). If the career of an accounting student is recognized, accounting education can plan a curriculum based on the demands of this sector. Thus, when students graduate, they can more easily adapt their abilities to the demands of this sector. If the accounting profession faces more severe challenges in the future, readiness related to professionalism will absolutely be maintained to support this professionalism (Jumiati, 2018a).

According to Saputra (2018), professional training means a program that is carried out in an organized and systematic manner by a professional with the aim of increasing skills in a particular field of work to achieve the performance targets required by a particular company or organization. The goals are to improve and develop employee behavior, attitudes, skills, and knowledge of employees in accordance with the standards set by the company. In a study conducted by Murdiawati (2020), students should consider having professional training in the workplace.

Social values are shown as factors that indicate an individual's ability in society, or an individual's value that can be seen from the point of view of other people in their environment (Stolle, 1976 in Nurdiansyah & Estiasih, 2021). Stolle in Setiyani (2005) stated that social values are indicated as factors that reveal an individual's abilities in society. In other words, social values are an individual's values from the point of view of other people in their environment. The research shows that social values are considered in choosing a profession. Accounting students consider that public accounting provides more opportunities to provide social services and is more prestigious than the corporate accounting profession.

The work environment shows the work atmosphere of the chosen profession. The working atmosphere includes the nature of work (routine, attractive, overtime), the level of competition among employees, and the pressure of the workload given. The theory of career development put forward by Holland (1973) stated that career stability is highly dependent on the dominance of an individual's personal orientation which is influenced by their environment, so students need to consider the work environment factors of a career they want before making a career selection.

The definition of labor market considerations according to Harianti & Taqwa (2017) is the supply and demand for job vacancies by companies or institutions for workers who want to work so that there is coordination between job seekers and job applicants. Labor market considerations include job security and the availability of jobs or the ease of accessing job vacancies. Job security is a factor in which the chosen career can last for a long time. The possibility of layoffs is low. The expected career is not a temporary career choice, but must be able to be permanent until the worker retires (Rahayu, 2003).

Financial awards are any awards received by employees for their contributions to the company, including salaries and other benefits (Arismutia, 2017). Income desired by students while working and guaranteed retirement at work will influence students' interest in choosing a career, thus it can be considered that the higher the financial reward in work life, the greater the interest of students.

Much research on career selection has been carried out, including by Wongsodihardjo, Iskandar, and Christiawan (2020) who researched the Analysis of Accounting Student Perceptions Regarding Factors Influencing Career Selection as Public Accountants and Non-Public Accountants (Case Study in Accounting Students at Petra Christian University, Surabaya). The test results show that work environment and labor market consideration factors have a significant effect on student career selection as public accountants and non-public accountants. Meanwhile, financial rewards, professional training, professional recognition, social values, and personality factors have no significant effect on student career selection as public accountants and non-public accountants.

Budi and Rosidi (2020) researched the Effects of Social Values, Work Environment, Personality, Labor Market Considerations, and Parents' Influence on the Career Selection Process for Accounting Students as Public Accountants (Case Study on Undergraduate Students of the Accounting Department, Universitas Brawijaya). The results of the logistic regression test analysis show that personality influences the career selection process by accounting students as public accountants. Meanwhile, social values, work environment, labor market considerations, and parents' influence have no effect on the career selection process by accounting students as public accountants. The implication of this research is to provide perspectives to students in making a career selection and to educational institutions in lectures or in the career counseling process.

Karina, Gurendrawati, and Ulupui (2020) conducted research on The Effect of Labor Market Considerations and Professional Risk on Students' Interests in Becoming Public Accountants with Financial Rewards as a Moderating Variable. The results of this study show that labor market considerations have an effect and professional risk has no effect on students' interest in becoming public accountants, and financial rewards are able to moderate the relationship between labor market considerations and professional risk on students' interest in becoming public accountants.

The novelty of this research is adding financial rewards as a moderating variable. The reason is that financial reward is an individual's goal in working to fulfill their life needs. As an example, there is a case that went viral on social media in 2019 regarding a fresh graduate from a top university in Indonesia who did not accept being offered a salary of "only" around 8 million. Deriving from this case, it can be seen that financial rewards or salaries can be a major factor in an individual's consideration of their career. With financial rewards, it can strengthen students' perceptions of the factors that influence career selection, so that every student who is going to have a career can choose the career they will pursue and it will be easier for them to adapt their abilities to the demands of their job. Because the accounting profession tends to face difficult challenges, readiness involving professionalism is absolutely necessary. In addition, the novelty of this study is that it examines the relationship between social values and the work environment with financial rewards as a moderating variable.

It is necessary to carry out further research that is useful to find out the findings when applied to different environmental conditions and times. This is because the above phenomena and also previous studies still produce inconsistent findings. Therefore, this study will identify the factors that influence student career interest by using different time periods and objects from previous research, so that it will provide different research results from previous research.

The objective of this study is to examine the determinants of career selection as a public accountant: the role of the moderator of financial reward. It is necessary to carry out further research to complement previous research on Career Interests that have been conducted in Indonesia. This study uses the variables of financial Reward, professional training, social values, work environment, labor market considerations, and career interests.

This study is different from previous studies. The difference is in the population, time, and sample used, including students at UMSIDA and UBHARA.

METHODS

This type of research is quantitative (Hair, 2014). This study used a causal relationship that is cause and effect so that there are independent variables (influenced variables) and dependent variables (influenced variables). This study has 3 (three) variables, including the dependent variable, independent variable, and moderating variable. The dependent variable in this study is choosing a career as a public accountant (Y). The independent variables in this study are professional training (X1), social values (X2), work environment (X3), and labor market considerations (X4). Meanwhile, the moderating variable in this study is the financial reward (Z).

The population in this study were active Undergraduate students in the accounting study program class of 2018 at the

Muhammadiyah University of Sidoarjo, with a total of 264 students and accounting study program class of 2018 at the Economics and Business, Bhayangkara University Surabaya, with a total of 143 students. The reasons for choosing the population for accounting study program students from the class of 2018 are 1) They are considered to already have plans and thoughts about alternatives to be taken after graduation; 2) They are considered to have sufficient knowledge about the accounting profession so that they can provide answers according to their plan. The sample is the number and characteristics of the population (Sugiyono., 2015). The sample in this study was determined to be 80 respondents, consisting of 50 respondents from UMSIDA and 30 respondents from UBHARA. The sampling technique in research sampling was measured using Slovin's formula. Slovin's formula is used for populations whose numbers are certainly known (Sugiyono., 2015). In this study, the confidence level was set at 90% with an error rate of 10%. The data analysis techniques used PLS 3.2. Moreover, some tests were carried out: Outer Model Evaluation (Measurement Model), Results of Inner Model Path Coefficient Analysis, and Hypothesis Testing.

RESULTS AND DISCUSSION

Data Analysis

Outer Model Evaluation (Measurement Model)

[Figure 1. About Here]

[Table 1. About Here]

Based on the results obtained using SmartPLS, Figure 1 and Table 1 shows that all indicators have good validity because their loading factor is above 0.7. Therefore, the validity test with external loading is completed. This shows that the measurement model has the potential for further testing.

Furthermore, to test the reliability of constructs, this is shown in this study on the basis of Cronbach's alpha, composite reliability, and average extract (AVE). It indicates that the value of all constructs is higher than the minimum limit of Cronbach's alpha is higher than 0.7, the composite reliability is higher or the same as 0.70, and AVE is higher than or equal to 0.5 (Hair et al., 2014). The details can be seen in the following table:

[Table 2. About Here]

Based on Table 3, it can be seen that the composite reliability value for all constructs is above 0.7. Thus, all the results in the estimation model meet the internal consistency reliability requirements. Likewise, given Cronbach's alpha value, it is higher than 0.7. Thus, Cronbach's alpha meets the acceptance criteria. AVE values in the table also indicate to be higher than 0.50, and the indicators used met the requirements of convergent validity (Hair, 2014). Moreover, the discriminant

validity measure is consistent with the principle that different construct parameters should not be highly correlated. A discriminant validity test was carried out by testing the cross-loading value. The results of this study indicate the value of cross-loading as shown in the following table.

[Table 3. About Here]

Based on Table 4, each indicator shows a higher loading factor value when compared to other methods. Based on these results, it can be concluded that the indicators in this study were sufficient or met the requirements of discriminant validity. The next step, achieving Discriminant Validity can be carried out by comparing the AVE root (square root of average variance extracted) with each result for the relationship between model-based results and other results. Each model is considered to meet the requirements of discriminant validity if the AVE roots of each construct are higher than the AVE roots associated with other constructs in the model. The results of research related to discrimination are shown in the following table:

[Table 4. About Here]

Table 5 shows that the AVE root value of the diagonal is higher than the correlation value between the construct and the other constructs in this model. Thus, the results of these calculations can be stated that the model with its indicators has met the requirements of discriminant validity.

Evaluation of the Inner Model (Structural Model)

Evaluation of the internal model or structural model is carried out to show the hypothesized path of the exponential effect between constructs. The value generated in the path analysis of the coefficients becomes the basis when the estimation is carried out. Positive results show a positive effect, while negative results are negative or have no effect. The path coefficient value obtained is positive and the higher the result.

Testing the relationship and level of significance between variables in the evaluation of the inner model with PLS in this study used several parameters, including the Coefficient of Determinant (R^2), Cross Validated redundancy or inner model predictive relevance (Q^2), and path coefficient. Hair et al (2014) explained that the parameter of the Coefficient of Determinant (R^2) shows the combined effect of exogenous variables on endogenous variables. As previously stated, the R-square (R^2) value that meets the criteria is included in the strong model category with a value of 0.75 or more, a value of 0.5 is the moderate model index, and a value of 0.25 contains a weak model index. This study shows the results of the R-squared analysis (R^2) as shown in the following table:

[Table 5. About Here]

The table above shows that the results show a strong model with an R-squared value of 0.895, higher than 0.75.

Results of Inner Model Path Coefficient Analysis

[Table 6. About Here]

Vocational training has a positive directional relationship with career selection. The results of the analysis show that the path coefficient value is 0.383. A positive coefficient means that there is a direct relationship between vocational training and career selection.

Social values on career selection have a coefficient with a positive direction. The results of the analysis show that the path coefficient value is 0.184. The positive coefficient means that there is a unidirectional relationship between social values and career selection.

Work environment on career selection has a coefficient in the positive direction. The results of the analysis show that the path coefficient value is 0.740. The positive coefficient means that there is a unidirectional relationship between the work environment and career selection.

Labor market considerations on career selection have a coefficient with a positive direction. The results of the analysis show that the path coefficient value is 0.410. The positive coefficient means that there is a unidirectional relationship between labor market considerations and career selection.

Financial Reward on career selection has a positive direction coefficient. The results of the analysis show that the path coefficient value is 0.101. The positive coefficient means that there is a unidirectional relationship between financial rewards and career selection.

Professional training on career selection with Financial Reward as a moderating variable has a coefficient with a positive direction. The results of the analysis show that the path coefficient value is 0.275. The positive coefficient means that there is a direct relationship between professional training and career selection with Financial Reward as the moderating variable.

Social values on career selection with Financial Reward as a moderating variable have a coefficient with a positive direction. The results of the analysis show that the path coefficient value is 0.196. The positive coefficient means that there is a unidirectional relationship between social values and career selection with Financial Reward as a moderating variable.

Work environment on career selection with Financial Reward as a moderating variable has a positive direction coefficient. The results of the analysis show that the path coefficient value is 0.226. The positive coefficient means that there is a direct relationship between work environment and career selection with financial reward as a managerial variable.

Labor market considerations on career selection with Financial Reward as a moderating variable has a coefficient with a positive direction. The results of the analysis show that the path coefficient value is 0.116. The positive coefficient means that there is a unidirectional relationship between labor market considerations on career selection and Financial Reward as a moderating variable.

Hypothesis Testing

Direct Effect Between Variables

The next step with SEM-PLS in this study is to test the hypothesis of direct effect between variables by using SmartPLS 3.2 for all samples and showing the bootstrapping results in [Table 7](#) and Figure 1 as follows:

[\[Table 7. About Here\]](#)

The test results can be interpreted based on the direct effect between the variables as follows:

Professional Training Influences Career Selection

In [Table 8](#), the results of testing the Professional Training Influences Career Selection show that the t-statistics has a value of 3.672 which means that Professional Training positively influences Career Selection. With a P Value of 0.008, it can be explained that Professional Training Influences Career Selection. The higher the Professional Training, the more it influences career selection. Thus, the first hypothesis of this study is supported.

Social Values Affect Career Selection

In [Table 8](#), the results of testing Social Values Influence Career Selection show that the t-statistics has a value of 3.110 which means that Social Values positively influence Career Selection. With a P Value of 0.000, it can be explained that Social Values Influence Career Selection. The higher the Social Values faced will have an impact on increasing Career Selection. Thus, the second hypothesis of this study is supported.

Work Environment Influences Career Selection

In [Table 8](#), the results of testing the Work Environment Influences Career Selection show that the t-statistics has a value of 2.487 which means that the work environment positively influences career choice. With a P Value of 0.008, it can be explained that the work environment influences career selection. The higher the work environment faced will have an impact on increasing Career Selection. Thus, the third hypothesis of this study is supported.

Labor Market Considerations Influence Career Selection

In [Table 8](#), the results of testing the Labor Market Considerations Influences Career Selection show that the t-statistics has a value of 2.069 which means that labor market considerations positively influence career selection. With a P

Value of 0.042, it can be explained that labor market considerations influence career selection. The higher the labor market considerations faced will have an impact on increasing career selection. Thus, the fourth hypothesis of this study is supported.

Financial Reward Influences Career Selection

In [Table 8](#) the results of testing Financial Rewards Influences Career Selection show that the t-statistics has a value of 3.842 which means that Financial Rewards positively influence Career Selection. With a P Value of 0.002, it can be explained that Financial Rewards Influence Career Selection. The higher the Financial Reward faced will have an impact on increasing Career Selection. Thus, the fifth hypothesis of this study is supported.

Indirect Effect Between Variables

The next test in this study is to test the hypothesized indirect effect between variables by carrying out the Smart PLS 3.2 bootstrapping procedure through the mediating variable:

[\[Table 8. About Here\]](#)

The next analysis is to test the mediation role hypothesis with the variables in this study which are carried out according to the stages explained by [\(Hair, 2014\)](#) as follows:

Professional Training on Career Selection with Financial Rewards as a Moderating Variable

In [Table 9](#), the results of testing Professional Training with Financial Rewards as a moderating variable on Career Selection show that the t-statistic has a value of 4.213 which means that Financial Rewards strengthen Professional Training. With a P Value of 0.009, it can be explained that Financial Reward strengthens Professional Training positively and significantly in Career Selection. The higher the Financial Reward faced will have an impact on increasing the influence of Professional Training on Career Selection. Thus, the sixth hypothesis of this study is supported.

Social Values on Career Selection with Financial Rewards as a Moderating Variable

In [Table 9](#), the results of testing Social Values on Career Selection with Financial Rewards as a Moderating Variable show that the t-statistics has a value of 5.173 which means that Financial Rewards strengthen Social Values on Career Selection. With a P Value of 0.004, it can be explained that Financial Rewards strengthen Social Values positively and significantly in Career Selection. The higher the Financial Reward faced will have impact on increasing the influence of Social Values on Career Selection. Thus, the seventh hypothesis of this study is supported.

Work Environment on Career Selection with Financial Rewards as a Moderating Variable

In [Table 9](#), the results of testing the Work Environment on

Career Selection with Financial Rewards as a moderating variable show that the t-statistics has a value of 6.461 which means that financial reward strengthens the work environment on career selection. With a P Value of 0.008, it can be explained that Financial Reward strengthens the work environment positively and significantly in Career Selection. The higher the Financial Reward faced will have impact on increasing the influence of the work environment on career selection. Thus, the eighth hypothesis of this study is supported.

Labor Market Considerations on Career Selection with Financial Rewards as a Moderating Variable

In Table 9, the results of testing Labor Market Considerations on Career Selection with Financial Rewards as a moderating variable show that the t-statistics has a value of 7.046 which means that financial reward strengthens labor market considerations for career selection. With a P Value of 0.009, this can be explained that Financial Rewards strengthen labor market considerations positively and significantly to Career Selection. The higher the financial reward faced will have an impact on increasing the influence of labor market considerations on career selection. Thus, the eighth hypothesis of this study is supported.

Discussion

Professional Training Influences Career Selection

Professional training is provided to improve the ability and expertise of a profession (Myla et al., 2019). Professional training is also a preparation and training that must be carried out before starting a career (Kingoo, 2018). The requirements that must be met to become a public accountant are that they must meet the requirements as a professional by undergoing technical training and experience in auditing and having experience in general auditing of financial or financial statements by having 1,000 hours of work within 5 years and having 500 hours of work. The results of this study are in accordance with the results of a previous study (Susilowati et al., 2020) which revealed that professional training has a significant effect on career selection as a public accountant. In general, student respondents have the view that public accountants and non-public accountants have differences in professional training at work. Based on these studies, it is proven that professional training has a significant effect on choosing a career as a public accountant.

Social Values Influence Career Selection

Social values are shown as factors that reveal an individual's abilities in society. In other words, social values are an individual's values from the point of view of other people in their environment (Sakina, 2020). The research shows that social values are considered in choosing a profession. Accounting students consider that public accounting provides more opportunities to provide social services and is more prestigious than the corporate accounting profession (Khan, 2020). Social values are considered by accounting students in

choosing a profession which include: opportunities for interaction, personal satisfaction, opportunities for hobbies, and attention to individual behavior. Opinions of accounting students also vary depending on the field of work or profession they will choose later. Accounting students who choose a career as a public accountant expect that by being assigned a public accountant in various places and companies with different characteristics and conditions, they can increase their knowledge in fields other than accounting. This is because their interactions are not only with fellow accountants, the work experience gained is also increasing, as well as varied and open opportunities to be promoted or promote their services as a public accountant (Idowu & Ekiti, 2022). The results of this study are in accordance with the results of a previous study conducted by (Lent et al., 2000).

Work Environment Influences Career Selection

The work environment shows the work atmosphere of the chosen profession (Kristanti et al., 2021). The working atmosphere includes the nature of work (routine, attractive, overtime), the level of competition among employees, and the pressure of the workload given. The results of research conducted by (Jumiati, 2018a) show that a career as a public accountant is considered a career whose type of work is not routine, more attractive, and has many challenges that cannot be resolved quickly. Research results by (Karina et al., 2020); (Arslan-Ayaydin & Thewissen, 2016) stated that students consider the work environment factor in choosing their careers as public accountants. This is because their work is not routine and rigid so they think that the work environment as a public accountant provides more opportunities for them to carry out their activities freely. The theory of career development put forward by (Darmawan & Rosidi, 2015) states that career stability is highly dependent on the dominance of an individual's personal orientation which is influenced by their environment, so students need to consider the work environment factor of a career they want before making a career selection.

Labor Market Considerations Influence Career Selection

Labor market considerations include job security and the availability of jobs or the ease of accessing job vacancies (Shibly & Weerasingh, 2019). Job security is a factor in which the chosen career can last for a long time. The possibility of layoffs is low (Mohamed et al., 2020). The expected career is not a temporary career choice, but must be able to be permanent until the worker retires (Heriansyah et al., 2016). Research conducted by (Heriansyah et al., 2016); (Seng & Arumugam, 2017) explained that labor market considerations are one of the factors that influence accounting students in choosing a career as a public accountant. Accounting students consider the availability of job opportunities and job security when choosing a career because they think that maybe one day the career that they choose now will not be the same in the future.

Financial Rewards Influence Career Selection

Financial reward is one of the factors related to career selection that is discussed in several previous studies regarding the amount of financial reward obtained (Rosli et al., 2022). This proves the human desire for economic stability to feel safe in the economy. Financial reward is a variable that is considered and has an effect on choosing a career to become a public accountant (Wongsodihardjo et al., 2020). Careers in Public Accounting Firms (KAP) can earn higher income compared to other career paths. The more companies or clients that use the services of a public accountant, the higher the income earned. The results of this study are in accordance with research conducted by (Chan, 2012); (Pritchard et al., 1976) which stated that the financial reward variable has a significant and positive effect on career choice as a public accountant.

Professional Training on Career Selection with Financial Reward as a Moderating Variable

Financial rewards are considered when choosing a career as a public accountant. This may be because students who are interested in working as public accountants are more interested in the various experiences they will get while working rather than looking for monetary rewards (Yousaf et al., 2014). Financial rewards are most sought after by young workers wishing to enter the labor market. Work experience, job opportunities to gain new skills, and growth potential are the main factors considered in choosing a career. This study is in accordance with the theory of motivation which states that an individual is motivated to perform a task to fulfill needs, such as psychological needs, safety and security needs, as well as social needs. Once these requirements are met, financial rewards are then considered (Zaraket & Saber, 2017). This study is in accordance with the results of research conducted by (Jumiati, 2018b) that analyzed Professional Training on Career Selection with Financial Rewards as a Moderating Variable.

Social Values on Career Selection with Financial Rewards as a Moderating Variable

Social values in choosing a career to become a public accountant are very necessary. This is the same as interacting with other people because the opportunity to interact with other people is considered to improve relationships not only with fellow accountants but also with experts in their field. The financial rewards will strengthen the relationship between social values to career selection. Careers in Public Accounting Firms (KAP) can earn large incomes compared to other career paths. The more companies or clients that use the services of a public accountant, the higher the income earned. If the income offered is high and the interaction of the people is good, the interest in choosing a career at KAP will be even higher.

Work Environment on Career Selection with Financial Rewards as a Moderating Variable

The work environment is the condition and atmosphere in which the employees carry out their duties and work optimally

(Wongsodihardjo et al., 2020). In research attempted by (Wongsodihardjo et al., 2020), a job that has a good work area provides a sense of comfort and security to these career actors so that it can influence student interest in choosing a career as an accountant. The financial awards will strengthen the work environment for career selection. Careers in Public Accounting Firms (KAP) can earn high income compared to other career paths. The more companies or clients that use the services of a public accountant, the higher the income earned. If the income offered is high and the work environment is supportive, the interest in choosing a career at KAP will be even higher.

Labor Market Consideration on Career Selection with Financial Rewards as a Moderating Variable

The results of the analysis show that the combination of financial rewards and labor market perceptions stimulates the interest of accounting students to choose a career as a public accountant. Given that there is job security in the labor market when choosing a public accounting career, this is what students really think about a public accounting career. Students consider careers in public accounting to provide greater job security. Currently, many companies are laying off employees due to organizational financial problems, and this observation makes students more interested in becoming government accountants from a job security perspective. This study is consistent with the theory of motivation, which explains that motivation can be developed alone or from various external forces in the form of monetary or non-monetary rewards which can have positive or negative effects depending on individual circumstances. A study (Jumiati, 2018a) suggests that students may have higher expectations of pension funds and higher/differential salaries, but not pension funds. Financial reward is the achievement of job returns, which is basically considered to be the main attraction for most companies that provide satisfaction to their employees. Wages and salaries enable workers to meet their physical needs, social conditions, and self-esteem to gain job satisfaction from previous jobs. Research conducted by (Karina et al., 2020); (Jumiati, 2018b) found the results of the simultaneous analysis of job or career risk variables that affect students' interest in becoming public accountants.

CONCLUSION

Based on the results of the study, it can be concluded that professional training influences career selection, social values influence career selection, work environment influences career selection, labor market considerations influence career selection, financial reward influences career selection, professional training influences career selection with financial reward as a moderating variable, social values influence career selection with financial reward as a moderating variable, work environment influences career selection with financial reward as a moderating variable, and labor market considerations influence career selection with financial reward as a moderator variable. Suggestions that can be provided by the researcher include: The next study is expected to be able to increase the number of samples. The future study is expected that it can be

developed further by expanding the research locations not only to Muhammadiyah Sidoarjo University and Bhayangkara University Surabaya, but to use a sample of accounting students from colleges and other public and private universities. In future research, it is expected that research can develop this finding further by examining factors that are not applied in this study. In addition, it is expected that other methods besides the questionnaire can be added to overcome potential weaknesses in the questionnaire method. The limitations of this study were: only 80 respondents filled out the questionnaire from 2 universities, only compared 2 universities, only used 4 independent variables, 1 moderating variable, and 1 dependent variable, the data collection techniques only used questionnaires, and no interviews.

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Table 1/Outer Loadings (Measurement Model)

	Financial Reward	lingkungan kerja	nilai-nilai sosial	pelatihan profesional	pemilihan karir	pertimbangan pasar kerja
X1.1				0,741		
X1.2				0,849		
X1.3				0,828		
X1.4				0,983		
X2.1			0,851			
X2.2			0,737			
X2.3			0,884			
X2.4			0,829			
X3.1		0,802				
X3.2		0,821				
X3.3		0,765				
X3.4		0,793				
X3.5		0,701				
X3.6		0,844				
X4.1						0,719
X4.2						0,959
X4.3						0,900
X4.4						0,817
X4.5						0,891
Y1.1					0,910	
Y1.2					0,993	
Y1.3					0,964	
Y1.4					0,759	
Y1.5					0,804	
Y1.6					0,719	
Y1.7					0,923	
Y1.8					0,772	
Z1.1	0,931					
Z1.2	0,757					
Z1.3	0,761					
Z1.4	0,843					

Table 2 / Composite Reliability and Average Variance Extracted

	Cronbach's Alpha	rho_A	Reliabilitas Komposit	Rata-rata Varians Diekstrak (AVE)
Financial Reward	0,787	0,866	0,813	0,533
lingkungan kerja	0,847	0,775	0,844	0,559
nilai-nilai sosial	0,713	0,761	0,824	0,548
pelatihan professional	0,821	0,827	0,882	0,655
pemilihan karir	0,928	0,866	0,824	0,624
pertimbangan pasar kerja	0,808	0,898	0,736	0,663

Table 3 /Cross Loading Value

	Financial Reward	Work Environment	Social Value	Professional Training	Career Selection	Labor market considerations
X1.1	0,055	0,454	0,213	0,741	0,513	0,349
X1.2	0,098	0,223	0,145	0,485	0,192	0,089
X1.3	-0,144	0,107	0,540	0,528	0,328	0,242
X1.4	0,077	0,143	0,517	0,598	0,292	0,038
X2.1	0,031	0,381	0,851	0,350	0,410	0,371
X2.2	-0,022	0,331	0,737	0,549	0,336	0,240
X2.3	0,048	0,048	0,488	0,505	0,223	-0,063
X2.4	0,016	0,445	0,829	0,364	0,384	0,329
X3.1	-0,002	0,802	0,418	0,498	0,269	0,394
X3.2	-0,031	0,248	0,175	0,196	0,023	-0,050
X3.3	0,332	0,218	0,164	0,171	-0,005	0,106
X3.4	0,298	0,179	0,083	0,049	0,013	0,124
X3.5	0,082	0,212	-0,056	-0,079	0,000	0,264
X3.6	-0,052	0,348	0,044	-0,096	0,173	0,262
X4.1	-0,042	0,478	0,293	0,218	0,401	0,719
X4.2	0,114	0,196	0,099	0,237	0,380	0,596
X4.3	-0,049	-0,102	-0,080	0,010	-0,123	-0,161
X4.4	-0,070	0,187	0,295	0,117	0,191	0,482
X4.5	0,057	0,396	0,062	0,311	0,121	0,429
Y1.1	-0,114	0,341	0,163	0,109	0,430	0,581
Y1.2	-0,098	0,091	0,135	-0,061	0,299	0,220
Y1.3	-0,011	0,226	0,187	0,186	0,364	0,217
Y1.4	-0,054	-0,002	-0,040	0,022	0,276	0,127
Y1.5	0,053	-0,002	-0,002	-0,010	-0,080	-0,059
Y1.6	-0,091	0,119	0,240	0,483	0,719	0,315
Y1.7	-0,074	-0,026	0,271	0,432	0,431	-0,082
Y1.8	0,024	0,352	0,463	0,528	0,772	0,388
Z1.1	0,931	-0,047	0,034	-0,009	-0,103	0,056
Z1.2	0,757	-0,008	-0,035	0,081	-0,052	-0,024
Z1.3	0,676	0,002	0,120	0,086	0,005	0,037
Z1.4	0,484	0,048	0,082	0,041	-0,023	0,047

Table 4 /Fornell criterion AVE root value - lareker

	FINANCIAL REWARD	Work Environment	Social Value	Professional Training	Career Selection	Labor market considerations
FINANCIAL REWARD	0,730					
Work Environment	-0,029	0,398				
Social Value	0,022	0,439	0,740			
Professional Training	0,027	0,429	0,567	0,596		
Career Selection	-0,096	0,364	0,467	0,600	0,473	
Labor market considerations	0,038	0,534	0,337	0,349	0,547	0,513

Table 5 / R-Square

	R Square	Adjusted R Square
Career Selection	0,895	0,943

Table 6 / Result for Inner Model

No	Variable Relationship	Coefficient Path	
1	Moderating Effect 1	Career Selection	0,275
2	Moderating Effect 2	Career Selection	0,196
3	Moderating Effect 3	Career Selection	0,226
4	Moderating Effect 4	Career Selection	0,116
5	Financial Reward	Career Selection	0,101
6	Professional Training	Career Selection	0,383
7	Social Value	Career Selection	0,184
8	Work Environment	Career Selection	0,740
9	Labor market considerations	Career Selection	0,410

Table 7 / Result for Inner Weight

	Original Sample (O)	Sample Average (M)	Standard Deviation (STDEV)	T Statistics (I O/STDEV I)	P Values
Moderating Effect 1 -> Career Selection	0,275	0,532	0,227	4,213	0,009
Moderating Effect 2 -> Career Selection	0,196	0,344	0,167	5,173	0,004
Moderating Effect 3 -> Career Selection	0,226	0,485	0,155	6,461	0,008
Moderating Effect 4 -> Career Selection	0,116	0,198	0,111	7,046	0,009
<i>Financial Reward</i> -> Career Selection	0,101	0,842	0,120	3,842	0,002
Work Environment -> Career Selection	0,740	0,514	0,152	2,487	0,008
Social value -> Career Selection	0,184	0,177	0,166	3,110	0,000
Work Environment -> Career Selection	0,383	0,301	0,229	3,672	0,008
Labor Mareket Considerations -> Career Selection	0,410	0,347	0,198	2,069	0,042

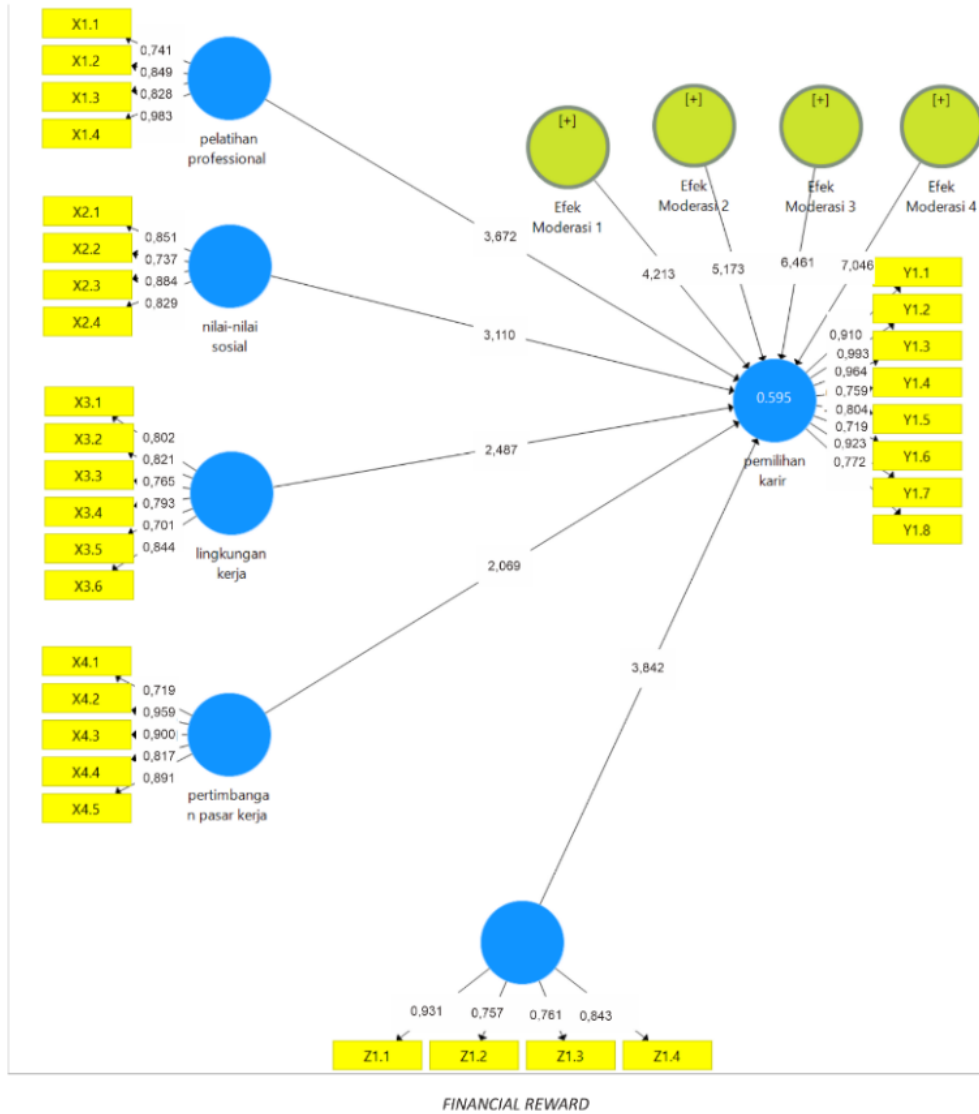
Table 8 / Result for Indirect Effect

	Original Sample (O)	Sample Average (M)	Standard Deviation (STDEV)	T Statistics (I O/STDEV I)	P Values
Moderating Effect 1 -> Career Selection	0,275	0,532	0,227	4,213	0,009
Moderating Effect 2 -> Career Selection	0,196	0,344	0,167	5,173	0,004
Moderating Effect 3 -> Career Selection	0,226	0,485	0,155	6,461	0,008
Moderating Effect 4 -> Career Selection	0,116	0,198	0,111	7,046	0,009

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Figure 1 / Loading Factor



Determinants of Career Selection as a Public Accountant: The Role of a Financial Reward Moderator

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