Why Do Accounting Students Choose a Career in Accountancy? An Exploratory Study in Bandung City, West Java, Indonesia

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ABSTRACT

This paper presents accounting students' career choices and several factors that affect their career decisions. Accounting students might choose a public accountancy, management accountancy or non-accountancy career. Their career decision might be affected by several factors, as derived from the theory of planned behaviour: (1) extrinsic factors; (2) intrinsic factors; and (3) social norms. Age and gender were used as control variables. This research was conducted with final-year accounting students in Bandung City, Indonesia. This research was exploratory and followed the quantitative approach. Data were collected using a questionnaire. The total sample contains 264 respondents. The data analysis was conducted using two statistical methods: (1) one-sample chi square to test whether the career decisions of accounting students differ and (2) multinomial logistic regressions to determine whether their career decisions are affected by the three factors mentioned above. The result showed that there is a significant difference in accounting students' career choice, as 40.91% of students intend to choose a management accountancy career and 37.64% public accountancy professions. The regression model indicated that only age and intrinsic factors significantly affect career decisions. The overall model was considered fit, with a pseudo R-square value of 17.8%.

Keywords: Accounting professions, extrinsic factors, intrinsic factors, social norms, theory of planned behaviour.

1. INTRODUCTION

Business in South East Asia is growing rapidly, and, although various South East Asian countries suffered from the financial crisis in 1997–1998, several countries have recovered and are currently attracting many investors. Indonesia is a large country in South East Asia, and so far it has the biggest economy. The Indonesian population is also the largest in the South East Asia region, reaching around 250 million. This large number of inhabitants might be good resources for businesses in Indonesia. To achieve business growth in Indonesia, the human resources must be trained and educated well. Currently, South East Asia is implementing the ASEAN Economic Community (AEC), a movement similar to the European Union. In the AEC there will be free movement of goods, services and human resources. The implementation of the AEC started in late 2015, and several professions have begun to move freely across the ASEAN countries. One of the professions is accountancy. Accountancy professions are always in great demand in business, since all businesses need to produce financial information, and accountancy professionals can process financial data and produce financial information.

A career in accountancy is always promising. Data obtained from the Bureau of Labor Statistics in the USA (2015) show that the median annual wage for accountants and

auditors was $67,190 in May 2015, higher than the $36,200 average of all occupations. Surveys conducted by several national and international business magazines have recommended Big-4 public accounting firms as the best place to start a career. Accountants' compensation and career expectation always have a positive outlook. In the Indonesian context, accountants may now apply for accounting jobs not only in Indonesia but in the rest of the South East Asian countries. Accounting study programmes produce accounting graduates to satisfy the needs of the accounting profession, not only in Indonesia but also in South East Asia. Currently there are more than 900 accounting study programmes that produce accounting graduates. Every year, based on the report published by the ASEAN Federation of Accountants (2014), these 900 accounting study programmes in Indonesia produce around 35,000 accounting graduates, which is the largest total number of graduates among the ASEAN countries. Each of these accounting graduates may select the area in which they will work. According to Rufino (2016), the core competencies of accounting (public/management accounting) will determine the career path of the professional accountant.

Currently, there are no official data explaining in detail where these accounting graduates in Indonesia go after finishing their study, but several options are available to them, including jobs as a public accountant or management accountant. Working in the public sector is also a possibility, as is the private sector. Beside the accountancy professions, students may choose non-accountancy professions. The lack of official data explaining the distribution of accountancy careers in Indonesia is becoming a major issue, which is why this research is necessary.

Studies have been conducted in several countries, with differing results, partially because of the different cultural and regulation contexts. In Malaysia Jaffar et al. (2015) analysed several factors affecting students' decision to become a chartered accountant (CA). Jaffar et al. found that environmental factors, people-related factors and behaviour capability have significant effects on accounting undergraduates' preference to practice as a CA. Dewi's (2015) research on accounting information system students in Indonesia found that the interest of undergraduate accounting students in a career in the field of accounting information systems is very small, and this research proved that academic supervisors are one of the dominant factors influencing students' choice of a career in the field of information systems. This study also found that respondents are not interested in a career in accounting information systems due to that field of information systems not being a career to which they aspire. Dibabe's (2015) research in Ethiopia used intrinsic factors, extrinsic factors, perception of accounting and other social factors to predict students' choice of accounting career and found that, although students have positive views of intrinsic and extrinsic factors, they have negative views of the accounting professions.

This research's purpose was to analyse several factors that affect students' choice of a career in accounting. This research contributes to the field of accounting practice by dividing accounting careers into two main choices – public accountant and management accountant – since the previous research only focused on whether students want to pursue a general career in accounting or not. Bandung City, Indonesia, was selected as the observation city, since it produces around 3,500 accounting graduates or 14% of the national graduates.

2. LITERATURE REVIEW AND HYPOTHESIS DEVELOPMENT
2.1 Accounting-Related Jobs and Professions

Accountants can be employed in the private sector or the public sector. There are several main areas for accounting-related jobs. This research divides the accounting-related jobs into three main choices: public accountant, management accountant and accounting lecturer. Public accountants provide services to a wide variety of clients, including individual taxpayers, large businesses, government agencies, non-profit entities and educational institutions. The services performed by public accountants generally fall within three categories: (1) accounting and auditing services, which involve maintaining financial records and preparing and auditing financial statements for use by outside investors and banks; (2) tax services, which involve the preparation of tax returns as well as advising clients on tax deductions, tax planning and other tax-related issues; and (3) consulting services, which can involve financial planning services for individuals as well as business consultation services to help the management to design, develop and implement accounting systems and employee compensation packages. The field of management accounting includes the financial and accounting tasks required to operate a business. Managerial accountants work within companies and organizations to direct internal financial processes; monitor costs, sales, spending and budgets; conduct audits; identify past trends and predict future needs; and assist company leaders with financial decisions. The big differences between managerial and financial accounting are that managerial accounting primarily involves completing tasks and producing reports that inform the company leadership about financial decisions related to the general company operations, while financial accounting's central focus is on informing external groups – such as banks, boards of directors, stockholders and tax agencies – about the company's financial status.

Several studies have shown that public accounting is preferred to management accounting. Hutaibat's (2012) research among Jordanian students found that undergraduate accounting students would prefer a career in public accounting to a career in management accounting due to the job opportunities and income. Hejazi and Bazrafshan's (2013) research in Iran proved that accounting students prefer financial accounting and auditing to management accounting. Hejazi and Bazrafshan reported that the management accounting education design makes students uninterested in studying management accounting; therefore, they do not want to pursue a management accounting career. Based on the previous research, we formulate a hypothesis as follows:

H_1: *Students tend to choose a public accounting career rather than a management accounting career.*

2.2 Extrinsic Factors and Accounting-Related Jobs

Gibson et al. (2007) stated that extrinsic motivation refers to behaviour that is driven by external rewards, such as payment, fame, grades and praise. Extrinsic motivation refers to the performance of an activity to attain a desired outcome, and it is the opposite of intrinsic motivation. Extrinsic motivation comes from influences outside the individual. Usually extrinsic motivation is used to attain outcomes that a person would not gain from intrinsic motivation.

Several previous researchers have proved that extrinsic motivation affects the accounting career choice. Hutaibat (2012) stated that income and job opportunities affect

students' decision to choose a career in accounting. Hutaibat used job opportunities and income level as measures of extrinsic factors. Ahmad et al. (2014) found that extrinsic factors significantly affect the accounting career choice in cases in which conditional commitment exists; if the situation is unconditional commitment, or no commitment at all, the extrinsic factors do not affect the accounting career choice. Ahmad et al. used job opportunities, income level and career expectation to measure extrinsic factors. The research conducted by Law (2010) in Hong Kong also failed to prove that extrinsic factors affect career choices. Based on the previous research, we can propose hypotheses as follows:

> H_{2a}: *Extrinsic factors affect accounting students' choice of a public accountancy career.*
> H_{2b}: *Extrinsic factors affect accounting students' choice of a management accountancy career.*

2.3 Intrinsic Factors and Accounting-Related Jobs

Gibson et al. (2007) stated that intrinsic motivation is the self-desire to seek out new things and new challenges, to analyse one's capacity, to observe and to gain knowledge. It is driven by an interest in or enjoyment in the task itself and exists within the individual rather than relying on external pressures or a desire for reward. Intrinsic motivation is a natural motivational tendency and is a critical element of cognitive, social and physical development. Several proxies can be used to represent intrinsic factors, such as achievement, increased responsibility and recognition.

Several research results have indicated that most students choose their accounting career because of intrinsic factors. The studies by Law (2010) and Sugahara et al. (2009) showed that intrinsic factors have a significant influence on the decision to select a CPA career. Ahmad et al. (2014) obtained similar results, indicating that intrinsic factors affect students' career choice regardless of whether there is a commitment or not. Ahmad et al.'s measures of intrinsic factors focused more on students' perception of the accounting subject at the undergraduate level. Based on the previous research, we suggest the following hypotheses:

> H_{3a}: *Intrinsic factors affect accounting students' choice of a public accountancy career.*
> H_{3b}: *Intrinsic factors affect accounting students' choice of a management accountancy career.*

2.4 Social Norms and Accounting-Related Jobs

Social norms or mores are the rules of behaviour that are considered to be acceptable in a group or society. People who do not follow these norms may be shunned or suffer various kinds of consequence. Norms govern a wide range of phenomena, including property rights, contracts, bargains, forms of communication and concepts of justice. Norms impose uniformity of behaviour within a given social group but often vary substantially among groups. Over time norm shifts may occur, prompted either by changes in the objective circumstances or by subjective changes in perceptions and expectations.

In the ASEAN countries, there are strong ties between parents and their children. Children's choice of career is usually heavily influenced by their parents. Several peer

groups, such as friends, teachers and instructors, also influence students' decision on a career. The survey conducted by Law (2010) measured social norms using parental influence. Law's result also indicated that parental influence affects students' choice of a CPA career but not their choice of a general accounting career. Hsiao's (2015) study revealed that family members influence students' decision to choose an accounting career, with mothers and friends being the most significant factors. Based on the previous research, we propose the following hypotheses:

H_{4a}: *Social norms affect accounting students' choice of a public accountancy career.*

H_{4b}: *Social norms affect accounting students' choice of a management accountancy career.*

2.5 Student Demography and Accounting-Related Jobs

To measure student demography, we focus on two factors: gender and age. Previous research has shown that there is a lack of female accountants today. Nevertheless, several studies have suggested that female accountants are likely to be more successful, since women succeed in this profession by adapting to masculine occupational values and norms. The research conducted by Ahmad et al. (2014) and Sugihara et al. (2009) in Malaysia and Hong Kong, respectively, stated that gender does not affect students' career choices, while the research carried out by Law (2010) proved otherwise, indicating that women are more attracted to an accounting career than men.

Age can also affect the accounting career choice. Older students may view the time taken to invest in an accounting career as being relatively more precious compared with younger students. Older students also have relatively more experience in accounting jobs during their internship or research programme and can be more interested in pursuing a career in accounting. The research conducted by Sugahara et al. (2009) proved that age significantly affects students' career decision. Based on the previous research, we suggest the following hypotheses:

H_{5a}: *Gender affects accounting students' choice of a public accountancy career.*

H_{5b}: *Gender affects accounting students' choice of a management accountancy career.*

H_{6a}: *Age affects accounting students' choice of a public accountancy career.*

H_{6b}: *Age affects accounting students' choice of a management accountancy career.*

3. RESEARCH METHODOLOGY

This research follows the descriptive explanatory approach with the quantitative method. The population in this research consists of all last-year (year 4 and above) accounting students in Bandung City. We select last-year students since they are at the end of their study and have already started thinking more deeply about their career choice. Non-last-year students are usually still focused on their study and not yet particularly considering their career choices. The total number of students, based on data provided by the Ministry of Higher Education for the year 2015, is 14,340. There are no data regarding the total number of last-year accounting students, so the researcher makes a prediction by dividing the total number of 14,340 students by 4 years (the length of time to finish

undergraduate accounting study) and adding a 10% upper deviation; the total is 4,481. Using the Slovin formula with a 10% margin of error, the minimum sample size is 99 students. However, since multinomial logistic regressions need a large sample size, the researcher distributes 400 questionnaires to all the final-year students in Bandung City. The sample is selected using simple random sampling.

The data are collected using the questionnaire, containing a total of 22 questions. The variable measurement, the symbol and the measurement are presented in Table 1 as follows:

Table 1
Variable Measurement

Variable	Symbol	Measurement
Student Choice of Accounting Career	SOA	Measured using a three-point nominal scale with 0 = non-accounting career 1 = management accounting career 2 = public accounting career Total number of questions: one

Extrinsic Factors	EXT	Measured using a five-point Likert scale with:
		1 = strongly not influenced by
		5 = strongly influenced by
		Extrinsic factors listed from three different categories:
		  1. Job opportunity
		  2. Income level
		  3. Career expectation
		
		Total number of questions: three

Intrinsic Factors	INT	Measured using a five-point Likert scale with:
		1 = strongly disagree
		5 = strongly agree
		Student intrinsic factors listed from six different categories:
		  1. Achievement of job
		  2. Responsibility of job
		  3. Challenge of job
		  4. Dynamic of job
		  5. Interest in the subject
		  6. Liked accounting as a subject
		
		Total number of questions: twelve

Social Norm Factors	SOC	Measured using a five-point Likert scale with: 1 = strongly disagree 5 = strongly agree Social norms are represented by: 1. Friends (FRI)

		2. Family members (FAM)
		3. Society (SOCTY)
		4. Accounting lecturers (HST)
		Total number of questions: four
Control Variables		
Age	AGE	Measured using a four-point ordinal scale with:
		1 = younger than 21 years
		2 = 21–22 years old
		3 = 23–24 years old
		4 = older than 24 years
		Total number of questions: one
Gender	GEN	Measured using a nominal scale
		1 = female
		0 = male
		Total number of questions: one

The data used in the questionnaire are checked using validity and reliability analysis. Validity analysis is performed using the Pearson product–moment correlation coefficient, while the reliability test is conducted using the Cronbach alpha. If any questions violate the validity or reliability test, they will be replaced or dropped.

To test Hypotheses 2a, 2b 3a, 3b, 4a, 4b, 5a, 5b, 6a and 6b, we use multinomial logistic regressions, since the dependent variable (SOA) is nominal. The multinomial logistic regression model can be written as follows:

$$SOA = \alpha_0 + \alpha_1 EXT + \alpha_2 INT + \alpha_3 SOC + \alpha_4 AGE + \alpha_5 GENDER + \varepsilon \qquad (1)$$

Before the data are analysed using multinomial logistic regressions, the multicollinearity test using the variance inflation factor (VIF) is conducted. There is no need to conduct a normality test or heteroscedasticity test, since multinomial logistic regressions do not need those assumptions.

To answer Hypothesis 1, we use a one-sample chi-square test using a contingency table. This test is effective in determining whether there is any difference in accounting students' career choice. Since this is a non-parametric test, there is no need to check for any classical assumptions.

4. RESULTS AND DISCUSSION
4.1 Descriptive Statistics

From the 400 questionnaires distributed to first-year students in Bandung City, 270 completed questionnaires are received (66.67% response rate). From these 270 questionnaires, 6 are found to be incomplete or not filled in appropriately, so the researcher uses 264 questionnaires. Since this number is higher than the minimum sample size required by Slovin's formula (99), we can conclude that the sample is sufficient and ready to be processed. All the questionnaire items have a Pearson product–moment

coefficient correlation higher than 0.3 and a Cronbach alpha score higher than 0.6, so we can conclude that the data obtained are already valid and reliable.

Of the 264 respondents, 81 are men (30.68%) and 183 are women (69.32%). Regarding age, 225 respondents (85.23%) are around 20–22. This age range is normal for Indonesian students, since the usual age for Indonesian students in their final year is around 20–21 years (final-year students are third-year students and above, and usually students start their first year at around 18 years old). Table 2 provides details about the gender and age of the respondents:

Table 2
Gender and Age of the Respondents

Gender	Total	%	Age (y.o.)	Total	%
Male	81	30.68	< 21	114	43.18
Female	183	69.32	21–22	111	42.05
			23–24	18	6.82
			> 24	21	7.95
Total	264	100		264	100

For the extrinsic factors, the mean score is 11.36 out of 15, indicating that students choose a career based on their expectation of extrinsic factors and place a very high expectation on that career. Among the specific expectations, students have a similar level, although the highest percentage comes from the career pathway. A detailed description can be seen in Table 3 below:

Table 3
Extrinsic Factors' Description

Extrinsic Factors	Mean	Std Dev.	Sum	%[1]	Description
Job Opportunity	3.6401	.8995	961	72.80	High
Income Level	3.8636	.8434	1020	77.27	High
Career Pathway	3.8939	.7825	1028	77.88	High
Total	11.3674	1.9649	11932	75.78	High

Note:

1. *The formula to obtain the percentage = (sum / 264 (total number of respondents) × 5 (maximum score)) × 100%*

Regarding the intrinsic factors, the mean score is 39.16 out of 48, indicating that students choose a career based on their own perception of their ability and skill. Students assess themselves to have higher intrinsic factors. However, we can see from the descriptions that students have high intrinsic factors for achievements. Students choose a career in which they can achieve more. A detailed description is provided in Table 4 below:

Table 4
Intrinsic Factors' Description

Intrinsic Factors	Mean	Std Dev.	Sum	%[1]	Description
Achievement	14.702	2.8955	3715	70.36	High
Responsibility	3.0606	.9692	808	61.21	High
Challenge	3.1741	1.0525	837	63.41	High
Dynamic	3.0720	.9859	811	61.44	High
Liked the Accounting Subject	6.3296	1.6710	1671	63.30	High
Interest in the Accounting Subject	9.5644	2.5024	2525	63.76	High
Total	39.1629	8.3497	10339	65.27	High

Notes:
1. *The formula to obtain the percentage = (sum / 264 (total number of respondents) × number of questions × 5 (maximum score)) × 100%*
2. *Number of questions: (1) achievement – 4 questions, (2) responsibility, challenge and dynamic – 1 question each, (3) liked the accounting subject – 2 questions and (4) interest in the accounting subject – 3 questions.*

In relation to social norms, we can see from the mean score in Table 5 that most of the accounting students were influenced mainly by their family and least by the Government. This is also a normal situation in Indonesia, as parents still directly or indirectly ask their children to choose a study programme based on the parents' wishes. The dispersion of respondents' answers, along with a further description of social guidance, is shown in Table 5.

Table 5
Social Norm Description

Social Norm	Mean	Std Dev.	Sum	%[1]	Description
Friend	3.0833	.9675	814	61.67	High
Family	4.1023	1.0249	1083	82.05	Very High
Society	3.0530	1.0631	806	61.06	High
Accounting Lecturers	3.2001	1.0471	845	64.02	High
Total	13.4394	2.7306	3548	67.20	High

Note:
1. *The formula to obtain the percentage = (sum / 264 (total number of respondents) × 5 (maximum score)) × 100%*

For the accounting career choices, most of the respondents chose management accounting as their career, and in total 205 students (77.65%) chose either management or public accountancy as a career. In addition, a total of 59 students (22.35%) did not choose either public or management accountant professions. Table 6 shows the details of the accounting profession choice.

Table 6
Accounting Career Choices

Career Choice	Total	%
Management Accountant	108	40.91
Public Accountant	97	36.74
Non-accountant	59	22.35
Total	264	100%

4.2 Chi-Square Test

Table 5 shows that 108 students elected to be a management accountant, 97 students chose to be a public accountant and 59 selected a non-accountancy career. Based on the descriptive statistics, students more willingly choose management accountancy professions. To test whether there is a significant difference between students who take each category of career, we conduct one-sample chi-square analysis. We create a 2×3 contingency table, which is presented in Table 7 below:

Table 7
Contingency Table

Career Choice	Observed N	Expected N	Residual
Non-accountant	59	88.0	-29.0
Public Accountant	97	88.0	9.0
Management Accountant	108	88.0	20.0
Total	264		

The chi-square value is 15.023, and the significance value is .001. Since the significance value is less than $\alpha = 1\%$, we can conclude that there is a significant difference in accounting students' choice of career; therefore, we reject H1, as students tend to choose professions in management accountancy rather than public accountancy.

4.3 Multinomial Logistic Regressions

To test Hypotheses 2a, 2b 3a, 3b, 4a, 4b, 5a, 5b, 6a and 6b, we perform multinomial logistic regressions. The likelihood ratio for the overall model, including the goodness-of-fit test, can be seen in Table 8, The pseudo R-square result and parameter likelihood ratio are shown in Table 9, while the multinomial logistic regression parameters for public accountants and management accountants are provided in Table 10.

Table 8
Model-Fitting Information and Goodness-of-Fit Test

	Model-Fitting Criteria	Likelihood Ratio Tests		
Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	556.375			
Final	511.196	45.179	10	.000
	Chi-Square		df	Sig.

Pearson	514.938	496	.269
Deviance	504.029	496	.392

Based on the model-fitting information, since the likelihood ratio test produces a chi-square value of 45.179 and a significance value of 0.000, we can conclude that, with a significance value less than $\alpha = 1\%$, the overall model is fit and can be interpreted. The goodness-of-fit test using Pearson and deviance coefficients also generates significance values of 0.269 and 0.392, respectively, so we can conclude that, with a significance value higher than $\alpha = 5\%$, the overall model is fit and can be interpreted.

Table 9
Likelihood Ratio Test and Pseudo R-Square Results

	Model-Fitting Criteria	Likelihood Ratio Tests		
Variable	-2 Log Likelihood of Reduced Model	Chi-Square	df	Sig.
Age	515.869	4.674	2	.097*
Ext_Fct	511.732	.536	2	.765
Int_Fct	538.160	26.964	2	.000***
Soc_Norm	512.351	1.155	2	.561
Gender	511.526	.330	2	.848
Pseudo R Square (Nagelkerke)				.178
Overall Percentage Correct				45.5%

Notes:
    ***   *significant at α = 1%*
    **   *significant at α = 5%*
    *   *significant at α = 10%*

Of the five independent variables, only age and intrinsic factors have a significant effect on accounting students' career choice, while other factors are not significant. The pseudo R square presents a value of 17.8%, indicating that overall the independent variables can explain 17.8% of the variability in accounting students' career choice. A contingency table can be predicted with accuracy of 45.5%.

Table 10
Parameter Estimates

Career		B	Std Error	Wald	df	Sig.	Exp(B)
Public Accountant	Intercept	-4.273	1.398	9.340	1	.002***	
	Age	-.387	.198	3.818	1	.051*	.679
	Ext_Fct	.038	.107	.128	1	.720	1.039

	Int_Fct	.122	.027	20.515	1	.000***	1.130
	Soc_Norm	.028	.070	.163	1	.687	1.029
	[Gender=0]	.186	.400	.216	1	.642	1.204
	[Gender=1]	0ᵇ	.	.	0	.	.
Management Accountant	Intercept	-2.772	1.300	4.548	1	.033**	
	Age	-.370	.189	3.817	1	.051*	.691
	Ext_Fct	.074	.103	.516	1	.473	1.077
	Int_Fct	.099	.025	15.525	1	.000***	1.104
	Soc_Norm	-.034	.066	.262	1	.609	.967
	[Gender=0]	.029	.389	.006	1	.941	1.029
	[Gender=1]	0ᵇ	.	.	0	.	.

Notes:
1. *The reference category for the parameter estimate is non-accounting professions.*
2. *Significance value sign:*
   ***   *significant at α = 1%*
   **   *significant at α = 5%*
   *   *significant at α = 10%*

It is apparent from the table that the variable age is significant at α = 10% for both the public accounting profession and the management accounting profession. The coefficient sign is negative, meaning that the older the students, the smaller the possibility of becoming a public accountant or a management accountant. Intrinsic factors for both professions show a significance value of .000, which is significant at α = 1%. The coefficient sign is positive, meaning that if the interest factors of students increase, then their possibility of opting for public accounting or management accounting professions also increases. The other variables are not significant. Therefore, we can reject Hypotheses 2a, 2b, 4a, 4b, 5a and 5b and accept Hypotheses 3a, 3b, 6a and 6b.

4.4 Discussion

       This research presented several interesting facts and figures. First, the students in the sample chose management accountancy rather than public accountancy professions, and the statistical tests showed that the differences are significant. This is a trend that is taking place in Indonesia's accounting study programmes in big cities. When their business grows, many corporations need accountants, and as a result more opportunities are available for management accountants than for traditional public accountants. Second, the overall model only showed a pseudo R-square of 17.8%, which means that many factors that affect students' career are not included in the model. Third, of the five variables analysed, only two are significant: age and intrinsic factors. Age is significant in an accounting career, but considered relative to non-accounting careers, older students tend not to choose accounting professions. This result is not the same as that of the previous research undertaken by Sugahara et al. (2009), which reported a positive

influence of age on accounting students' career decisions. This result might be a sign that accounting professions are already viewed as 'non-interesting' or 'too complicated'. Albrecht and Sack (2001) stated that accounting professions do not perform well, since accounting study programme curricula provide 'obsolete' materials and discourage students over time from choosing a career in accounting. Intrinsic factors have a positive sign, meaning that, relative to non-accounting careers, students with higher intrinsic factors tend to pursue accounting careers. This research result is in accordance with Ahmad et al. (2014), Law (2010) and Sugahara et al. (2009). Students with higher intrinsic factors are more self-motivated and learn accounting with more seriousness and curiosity, so they also choose a purely accounting career as well. This research also showed that gender, extrinsic factors and social norms do not significantly affect students' career decisions. Regarding gender, a possible reason is that public accountancy and management accountancy jobs are suitable for both men and women, and no significant adjustment needs to be made. Since the profession is suitable for both sexes, males and females may have the same probability of choosing accounting professions. Extrinsic factors are not significant, which may be due to accounting professions usually offering the same high level of compensation and the same level of work conditions, work-related stress and career promotion. Therefore, students might gain the same benefit from choosing any of the accounting professions. Social norms are not significant; perhaps, since the nature of the accounting job is the same, the students' environment will be indifferent in recommending the professions. Although they are not significant, they both have a positive coefficient sign, meaning that, viewed relative to non-accounting professions, students who have higher extrinsic factors and a higher influence of social norms and females are more likely to choose public or management accountancy professions as their future career.

5. CONCLUSION AND SUGGESTIONS

This research reaches several conclusions. First, the majority of the students intend to choose management accountancy as their profession. Overall 77.65% of the students plan to choose management or public accountancy professions, while 22.35% intend to choose a non-accounting career. The majority of the students (40.91%) prefer management accountancy to public accountancy (36.74%). Second, of the five factors analysed using the theory of planned behaviour, only intrinsic factors have a significant effect on students' career decisions. Meanwhile, considering students' demographic factors, age has a significant effect, although it has a different sign from the expected one.

This research result might contribute to improvements for several parties. Accounting study programmes might introduce students to the public accountancy and management accountancy professions early by hosting general lectures or company visits. Accounting study programmes might also redesign their curricula to make the accounting programme more interesting, such as integrating the teaching of accounting, modifying the syllabus to current professions and so on. Public accounting firms may also increase the awareness of accounting students about this profession, since the number of students opting for public accountancy is smaller than the number of students choosing management accountancy.

This result might be improved in the future. Future research might take more samples in other cities in Indonesia or make cross-comparisons between cities or regions

in Indonesia. Finally, future research might consider the other factors that may affect students' career decision, since the pseudo R square only scored 17.8%, which can be considered a low score.

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