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Accounting Knowledge, Job Market Considerations, Accounting Students' Career Interest in Public Accounting Field: Financial Rewards as a Moderating Variable

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Abstract

This research examines accounting knowledge, job market considerations, and accounting students' career interest in public accounting, with financial rewards as the moderating variable. The primary data was collected using questionnaires spread through Google Forms. The data is measured by using the Likert Scale. The research population consists of Bachelor of Accounting students from throughout Indonesia. Using purposive sampling, this research obtained 91 respondents as the sample. The regression method is used as the data analysis method, and SPSS 23 software is used. The research results indicate that accounting knowledge and job market considerations significantly positively influence accounting students' career interests as public accountants. Financial rewards weaken accounting knowledge on accounting students' career interest in public accounting. Meanwhile, financial rewards strengthen the positive and significant effect of job market considerations on accounting students' career interest in the public accounting field. This research suggests that universities with a prominent role in preparing high-quality accounting graduates are more responsive to changes in the world of work, so it is necessary to improve the quality of the curriculum. In addition, this research is also expected to be a reference for public accounting firms, as financial reward no longer becomes the first consideration for accounting students when choosing a career. Accounting firms must consider other factors when they recruit new employees, such as work-life balance and flexible hours.

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Introduction

The accounting field has many different professions that accounting graduates can pursue, such as accountants in public accounting sector, education (lecturers and researchers), company, and in government (Hapsoro & Tresnadya, 2018). In Indonesia, the growth number of public accountants is not comparable to the growth of business unit (Chairunnisa, 2014). Whereas, accounting profession has a crucial role in maintaining the quality and credibility of business entity (Mahmudah, 2018). One of the reasons is that this profession is a high-risk job in conducting audits. The salary received by a public accountant is not comparable to the high pressure of work.

The accounting profession is being targeted by the ASEAN Economic Community (MEA) in Indonesia because it is a profession that can compete globally (Kelana, 2016). Public accountants have a role in advancing transparency and quality of information related to the financial sector which can support a healthy and efficient state economy and ASEAN economic citizens (Harianti, 2017). Things that make the development of public accounting in Indonesia not increase are excessive working hours, deadlines that are not realized, politics in companies that create pressure and sanctions for those who are not professional (Arismutia, 2017).

Based on data from the Center for Accountant Development and Appraisal Services (PPAJP) of the Ministry of Finance, it shows that Indonesia still has very few public accountants, very far from the total number of public accountants from countries in ASEAN (Rosalina et al., 2020). Based on data from the Indonesian Accountants Association (IAI), the total number of registered accountants in Indonesia year 2021 was 40,000 people. Meanwhile, according to the Indonesian Institute of Public Accountants (IAPI), total number of this profession is only around 1,417 people. If according to Population Administration data as of June 21 2021, the population of Indonesia is around 272,229,372 people, the ratio of the total number of accountants registered with IAI is approximately 1:68,000 population, this difference is very large compared to neighboring countries, namely Malaysia and Singapore respectively. are 1:23,000 and 1:5,000.

Table 1. Growth Number of Public Accountants in Indonesia 2016-2021

Year	Number of Public Accountants	Percentage Increase
2016	1093	
2017	1279	17.02%
2018	1358	6.18%
2019	1424	4.86%
2020	1363	4.28%
2021	1417	3.96%

Source: Essera et al., (2022)

Data from the Ministry of Finance's Financial Professional Development Center (PPPK), as of February 2023, reveal that there are 1,464 public accountants on the list of active members and 472 Public Accounting Firms (KAP). This is a small number compared to the total population of Indonesia which exceeds 281 million people. Compared to neighboring countries such as Malaysia and Singapore, ASEAN Chartered Professional Accountant (ASEAN CPA) data and the population of ASEAN countries from Worldometer at the beginning of 2023 reveal that Indonesia has a ratio of 1:121,792, which means one professional accountant for every 121,792 people. On the other hand, Malaysia has a higher ratio of registered professional accountants, with a ratio of 1:20,141. And Singapore, as a very rapidly developing country, also has a higher ratio of professional accountants with a ratio of 1:5,562 (Momsmoney, 2023).

Table 2. Public Accountants Ratio Comparison in 2021-2023

Year	Indonesia	Malaysia	Singapura
2021	1:68.000	1:23.000	1:5.000
2023	1:121.792	1:20.141	1:5.562

According to [Hutagulung and Sudjiman \(2022\)](#) in 1 year the total number of Bachelor (S1) Accounting graduates in Indonesia is up to 35,000 graduates, but only 2,064 people have obtained a Public Accountant Certificate (CPA) from IAPI. The data shows that there is minimal interest in Bachelor (S1) Accounting students in becoming a Public Accountant. This is confirmed by a statement by the Indonesian Institute of Public Accountants (IAPI) on CNN Indonesia which revealed that Indonesia still lacks public accountants, and data shows that 4.28% of public accountants in 700 companies on the SPT list in Indonesia require public accounting services ([Viriany & Wirianata, 2022](#)). The low number of public accountants in Indonesia indicate that Indonesia still needs many additional number of accounting professions, in order to anticipate the business sector growth, especially after Indonesia joined the Asean Economic Community (AEC) agreement in 2016 ([Warsitasari & Astika, 2017](#)).

Career is a process or activity of a person whose goal is to prepare themselves for work through a series of systematic activities that have targets, so that they can choose a job that is in line with what they want ([Rosalina et al., 2020](#)). Determining career choices in the desired field, improving quality and as a form of student accountability in facing challenges and competitiveness in the world of work ([Ambari & Ramantha, 2017](#)). Some challenges in choosing a career are such as opportunity career uncertainty, access to information and program of self-development, challenge of economic and technology, as well as socio-cultural challenges ([Purwati, 2015](#)). There are various factors that have an influence on choosing an accounting career. The first factor is accounting knowledge, according to [Dewi and Pravitasari \(2022\)](#) the accounting knowledge variable has a partial positive and insignificant influence on the willingness to work as a public accountant. Those statement is not in line with the study conducted by [Afdatil et al. \(2021\)](#) which explains that the accounting knowledge variable has no influence in deciding a career as a public accountant. As for other factors that have an influence when choosing an accounting career, namely job market considerations and financial rewards, research by [Dary & Ilyas \(2017\)](#) explains that financial rewards and job market considerations do not effect on accounting students' career interest as public accountants, whereas according to [Arismutia \(2017\)](#) and [Mauri et al. \(2022\)](#) explain that variables considering the job market and financial rewards have a positive influence on accounting students' willingness to become public accountant.

This research follows up the previous research conducted by ([Puspitasari et al., 2021](#)). The novelty of this research is that by adding a new moderating variable namely financial rewards. This variable is considered as the main factor why do people work ([Laksmi & Al Hafis, 2019](#)). Financial rewards play the important roles to fulfill people's daily needs. Accounting students can choose their career as Public Accountant because the financial reward or satisfaction that will be obtained is greater than the sacrifice faced ([Tangke Rerung et al., 2021](#)). This study chooses the Accounting Study Program throughout Indonesia which accredited Superior (*Unggul*) class of 2020-2022 to be the sample criteria. Class of 2020-2022 consist of young generation who is categorized as Generation Z. Generation Z who are born in 1995-2012 entering the workforce at a time when the overall workforce is shrinking. Financial reward in term of money and salary matters the most to Gen Z. Therefore, understanding what matters to Gen Z will be critical to the success of companies in attracting the members and organizations in the future ([Gomez et al., 2019](#)).

It is hoped that this research can contribute insight and information enrichment about various factors in accounting students' career interest in public accounting, especially for universities that have an important role in preparing qualified accounting graduates so that it is necessary to improve the quality of the curriculum in learning that is adjusted to real practices in the world of work. In addition, this research is also expected to be able to contribute to public accounting firms to consider other factor that influence

accounting students to be public accountant such as work-life balance and flexible hours. It is because the financial reward no longer become the main consideration for accounting students in choosing a career.

Literature Review

The concept of final choice is related to motivation theory, or expectancy theory. This theory was initiated by Victor Vroom in 1964 and described about motivation. Motivation can be defined as behavioral activities aimed at meeting desired needs. Expectancy theory is included in motivation theory, according to [Stephen et al., \(2017\)](#) this theory is an individual's tendency to act using a specific method depending on the strength of the will or the hope that this attitude is based on the results given and the feeling of interest for each person. In short, an individual's behavior is motivated by what will be obtained according to expectations. The key to expectancy theory is the understanding of individual goals and the link between effort and performance, between performance and reward. Therefore, the career choice of accounting students is determined by the expectations of the career they will choose whether the career is considered to meet their individual needs and whether the career has an attraction for them ([Vroom, 1964](#)). Accounting knowledge can be the first factor that become the reason of accounting students to choose their career as public accountant. As accounting students when they have great insight about accounting, they will also become one of the professions in accounting which is public accountant. Especially, when accounting students already have expectation about the reward that they will get will be beneficial. Job market consideration is the second factor to be considered when accounting students want to be public accountant. Job opportunity is one of factors that must be considered when accounting student consider job market ([Harahap, 2021](#)). Accounting student must update the data about public accountant demand in Indonesia. When there is high demand to be public accountant in Indonesia, the motivation and expectation of accounting student will be higher as well to choose that profession. The third, financial reward can be the main reason individual choose particular profession. Public accountant is profession with high income ([Dary & Ilyas, 2017](#)). Thus, those variables can be the expectancy to be considered by accounting students to choose public accountants.

Hypothesis Development

Accounting Knowledge on Career Interest in Public Accounting Field

The Big Four, largest international accounting and professional services firms consist of Deloitte, Ernst & Young, KPMG, and PwC, had abundant applicants and tight selection to obtain the staff. Thus, they can have best of the best graduates. Moreover, Big Four firms have a good relationship with universities which make them easily to find new staff by opening job fair within universities. They could easily recruit higher GPA graduates as their staff because they also offer a competitive salary ([Suryani, 2018](#)).

Accounting student knowledge can be determined from the Grade Point Average (GPA). GPA is the accumulation of scores obtained by students from all selected courses. The higher the GPA obtained, it indicates that the accounting insight students have is very broad and deep. Conversely, if the GPA is low, it could mean that his accounting knowledge is also low ([Santoso, 2020](#)). Accounting knowledge has also been taught when carrying out and completing a bachelor's degree (S1) in accounting. According to [Yusoff et al. \(2011\)](#), students who have broad insight into the field of accounting are relatively likely to become public accountant. Moreover, public accounting profession is one of prestigious and important professions in Indonesia ([Laksmi & Al Hafis, 2019](#)). This fact can motivate them to have a job as public accountant. Expectancy Theory describe the force that motivates a person to work hard at their job depends on the reciprocal relationship between what they want and need from the work ([Vroom, 1964](#)). Thus, the more students understand and master accounting insights, the stronger their desire to work as public accountants ([Hutagulung & Sudjiman, 2022](#)).

Research by [Hutagulung and Sudjiman \(2022\)](#), [Dewi and Pravitasari \(2022\)](#), and [Puspitasari et al. \(2021\)](#), state that accounting insight has a positive influence on accounting students' interest in becoming a public accountant. Therefore, the first research hypothesis is formulated below:

H1: *Accounting knowledge has a positive effect on accounting students' career interest in public accounting.*

Job Market Considerations on Career Interest in Public Accounting

Professions that have a wider job market will attract more people interest than those that are small (Suyono & Nanang, 2014). According to Harahap (2021) when considering the job market, the factors that must be considered are 1) The existence of job opportunities, 2) Job security, 3) professional flexibility, and 4) Promotion opportunities. The word "perception" is closely related to "expectation" or "hope", which in this context is exemplified by hope in choice decisions. Job market considerations are defined by Afdatil et al. (2021) as factors that individuals consider when deciding to work in a particular profession because that profession has great opportunities and provides benefits when chosen. Indonesia still needs a lot of public accountants in because there is a supply shortage of accounting graduates to be public accountants (Warsitasari & Astika, 2017; Suryani, 2018). This will motivate accounting students to choose public accountant as their job. Therefore, in line with Expectation Theory, the greater the assumption regarding job market considerations among students, the greater willingness to work as a public accountant (Hutagulung & Sudjiman, 2022). Research by Arismutia (2017), Siskayani and Saitri (2017), Harianti (2017), Jaya et al. (2018) and Sapariyah et al. (2020) explains the assumption that job market considerations have a significant influence and positive on interest as a public accountant. Thus, the second hypothesis is formulated below:

H2 : *Job market consideration has a positive influence on accounting students' career interest in public accounting.*

Financial Rewards Strengthens Accounting Knowledge on Career Interest in Public Accounting

Financial rewards are rewards in the form of money given in return for providing services, energy, effort and individual benefits in a job (Talamaosandi & Wirakusuma, 2017). Accounting is also taught when carrying out and completing an undergraduate (S1) Accounting program. Thus, the more students understand and master accounting insights, the greater their ability to work as public accountants (Hutagulung & Sudjiman, 2022). Income or salary is one of the things that is taken by accounting students into consideration when choosing a profession as public accountant (Wuryandini & Pakaya, 2023). The more income offered, the greater the student's interest in choosing that job. Accountants are a profession that tends to have higher incomes than other jobs (Dary & Ilyas, 2017). Accounting students who have higher accounting knowledge, it will increase the student's interest to have a career as public accountant. Moreover, the accounting students will be more interested if the public accounting firm offer high financial rewards such as Big 4 Public Accounting Firm (Janitra et al., 2021). Based on Expectancy Theory Vroom (1964), if students have good accounting knowledge are strongly motivated to earn a large income, then these students will be more willing to become public accountant because there is understanding of individual goals and the link between effort and performance, performance and reward. Research by Murni and Fredy (2020), Suyono and Nanang (2014), Febriyanti (2019), and Dianati (2017), explains that the assumption of financial rewards has a positive influence when choosing a job as a public accountant. Therefore, the third research hypothesis is as follows:

H3 : *Financial rewards strengthen the positive relationship between accounting knowledge and accounting students' career interest in public accounting field.*

Financial Rewards Strengthens Job Market Considerations on Career Interest in Public Accounting

All income from services provided by employees to the company which can be in the form of money, or direct and indirect goods are defined as financial reward (Kwarto & Saputra, 2017). Job market considerations are factors that become the consideration of individuals when they are deciding to have job in a particular profession to identify the opportunities and benefit obtained when chosen (Afdatil et al., 2021). Therefore, when the assumption regarding job market considerations among students are greater, the willingness to work as a public accountant are greater as well (Hutagulung & Sudjiman, 2022). Financial rewards play the prominent role as the consideration when choosing a career because individuals' main goal of working is earning an income. Accounting students, especially as public accountants, really consider factors assuming future financial rewards, namely long-term salaries and higher first salaries, speed of salary increases, the existence of pension funds, getting overtime pay, and end-of-year bonuses (Mauri et al., 2022).

Moreover, one of some professions that has high income is accountant (Dary & Ilyas, 2017). The higher job market consideration owned by accounting student, the higher their interest to have career as public accountant strengthen with the financial reward offered. The fact that shows Indonesia still lack of public accountant to anticipate business growth will strongly motivate accounting student to be public accountant. Expectancy Theory pioneered by Vroom (1964) state that the individual's motivation is affected by their expectations about the future. Thus, when accounting students have high expectation to the job market consideration strengthen by financial reward offered by public accountant firm, they will have high interest to be public accountant as well.

Research by Chairunnisa (2014), Arismutia (2017), Siskayani and Saitri (2017), Harianti (2017), Jaya et al. (2018), and Sapariyah et al. (2020), explains the assumption of financial rewards significantly has a positive influence on job selection to become a public accountant. So, the fourth research hypothesis is as follows:

H4: *Financial rewards strengthen the positive relationship between job market considerations and accounting students' career interest in public accounting.*

Based on the various explanations above, it is concluded that this research will be carried out with the aim of analyzing various factors that trigger or encourage an accounting student to become public accountant. The research framework is as follows:

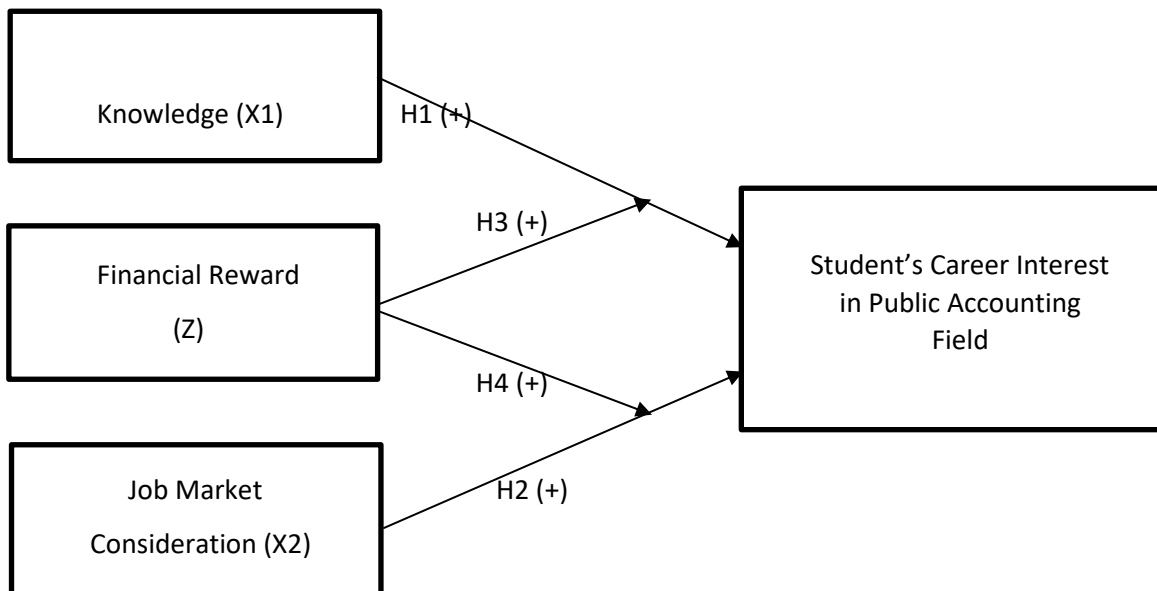


Figure 1. Research Framework

Methods

Quantitative approach is used in this research. The data used is primary data which is collected by using questionnaires and spread through google form. The data is measured by using Likert scale. The research population is Bachelor of Accounting students whose accounting study programs are accredited as superior throughout Indonesia. The sampling technique used probability sampling. The sample obtained is 91 respondents. The data analysis method used is the regression method with SPSS 23 software.

Variable Operational Indicators

Table 3. Variable Operational Indicators

Variable	Indicator	Source
Accounting Knowledge	1. Using accounting in running the business.	Astiani & Sagoro, (2017)
	2. Understand accounting in running the business.	
Job Market Considerations	1. Regarding job security.	Al-Hafis, (2017)
	2. Ease of finding out about available jobs.	
	3. Obtaining a job.	
Financial Rewards	1. Financial rewards/high starting salary.	Aulia, (2016)
	2. Better retirement benefits.	
	3. Potential increase in financial rewards/salary.	
Accounting Students' Career Interest in Public Accounting Field	1. Personal interest in becoming a public accountant.	Wicaksono, (2017)
	2. Environmental interest in becoming a public accountant.	
	3. Interest in psychological characteristics to become a public accountant.	

Regression Equations

Multiple linear regression test is a test that has the aim of seeing the effect of two or more independent variables on a dependent variable (Ghozali, 2017). The regression equation that will be examined in this study is:

Regression equation model 1:

$$ASCPA = a + \beta_1 AK + \beta_2 JMC + e$$

Regression equation model 2:

$$ASCPA = a + \beta_1 AK + \beta_2 (AK * FR) + e$$

Regression equation model 3:

$$ASCPA = a + \beta_1 JMC + \beta_2 (JMC * FR) + e$$

Information:

ASCPA : Accounting Students' Career Interest in Public Accounting Field,

a : Constant,

B : Regression Coefficient,

AK : Accounting Knowledge,

JMC : Job Market Considerations,

FR : Financial Rewards,

e : Error term

Result and Discussion

Result

The questionnaire has been distributed to 36 universities throughout Indonesia. The questionnaire had been filled in by undergraduate Accounting students from these 36 universities, such as Universitas Islam Negeri

Maulana Malik Ibrahim, Universitas Sebelas Maret, Universitas Hasanuddin, Universitas Gajayana, Universitas Kristen Satya Wacana, Universitas Merdeka Malang, Universitas Sarjanawiyata Tamansiswa, Universitas Islam Negeri Sunan Kalijaga, Universitas katolik parahyangan, Universitas Muhammadiyah Sumatera Selatan, Sekolah Tinggi Ilmu Ekonomi Ekuitas, Universitas Bakrie, Universitas bunda mulia, Universitas Islam Indonesia, Universitas Islam Malang, Universitas Islam Negeri Sumatera Utara Medan, Universitas Islam Negeri Walisongo, Universitas Jember, Universitas Jenderal Soedirman, Universitas Kristen Krida Wacana, Universitas Muhammadiyah Purwokerto, Universitas Muhammadiyah Sumatera Utara, Universitas Nahdlatul Ulama Surabaya, Universitas Negeri Malang, Universitas Negeri Surabaya , Universitas Negeri Yogyakarta, Universitas Padjadjaran, Universitas Pancasakti Tegal, Universitas Pancasila, Universitas Telkom, Universitas Muhammadiyah Yogyakarta, Universitas Gadjah Mada, Universitas Brawijaya, UPN Jatim, Universitas Negeri Semarang, UIN Imam Bonjol Padang.

Table 4. Descriptive Analysis Test Result

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Accounting Knowledge	91	1	4	3.54	0.639
Job Market Considerations	91	1	4	3.21	0.723
Financial Rewards	91	1	4	3.20	0.676
Accounting Students' Career Interest in Public Accounting Field	91	1	4	3.29	0.743
Valid N (listwise)	91				

Source: Primary data proceed, 2023

The accounting knowledge variable in this study has a minimum value of 1, meaning that the respondent who gave the lowest assessment of the answer to accounting knowledge was 1. The maximum value of 4 means that the respondent who gave the highest evaluation of the answer to accounting knowledge was 4. The average value of 3,54 means that respondents gave answers to accounting knowledge with an average assessment of 3,54. At the same time, the standard deviation is 0,639, which means that the size of the distribution of the perceived financial reward variable is 0,639 out of 91 respondents.

The labour market consideration variable in this study has a minimum value of 1, which means that the respondent who gives the lowest assessment of the answer to labour market considerations is 1, the maximum value is 4, which means that the respondent who offers the highest evaluation of the answer to labour market considerations is 4. The average value is 3,21, meaning respondents answer labour market considerations with an average assessment of 3,21. At the same time, the standard deviation is 0,723, which means that the size of the distribution of the labour market consideration variable is 0,723 out of 91 respondents.

The financial reward variable in this study has a minimum value of 1, which means that the respondent who gives the lowest assessment of the answer to the monetary award is 1, the maximum value is 4, which means that the respondent who provides the highest evaluation of the answer to the financial award is 4. The average value is 3,20, meaning respondents give answers to financial awards with an average assessment of 3,20. At the same time, the standard deviation is 0,676, which means that the size of the distribution of the financial reward variable is 0,676 out of 91 respondents.

The variable of student interest in a career in public accounting in this study has a minimum value of 1, which means that the respondent who gave the lowest assessment of the answer to student interest in a career in public accounting was 1, the maximum value of 4 which means that the respondent who gave the highest assessment of the answer to student interest in a career in public accounting was 4. The average value is 3,29, meaning that respondents provide answers to students interested in a career in public accounting with an average assessment of 3,29. While the standard deviation is 0,743, which means that the size of the distribution of the variable student interest in a career in public accounting is 0,743 from 91 respondents.

Classic Assumption Test

According to [Ghozali \(2017\)](#) the classical assumption test is the first step taken before multiple linear regression analysis.

Normality test

Table 5. Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		91
Normal Parameters ^{a,b}	Mean	0.000000
	Std. Deviation	3.33710260
Most Extreme Differences	Absolute	0.072
	Positive	0.055
	Negative	-0.072
Test Statistic		0.072
Asymp. Sig. (2-tailed)		0.200 ^{c,d}

Source: Data Proceed, 2023

The normality test result found that the value of Kolmogorov Smirnov was 0.200. The data is categorized as normally distributed if the significance value is above 0.05. It can be concluded that the data is normally distributed.

Heteroscedasticity Test

Table 6. Heteroscedasticity Test Results

Coefficients^a

Model	Unstandardized Coefficients			Standardized Coefficients	t	Sig.
	B	Std. Error	Beta			
1 (Constant)	1.643	2.274		0.722	0.472	
Accounting Knowledge	0.105	0.055	0.239	1.890	0.062	
Job Market Consideration	-0.097	0.077	-0.177	-1.266	0.209	
Financial Reward	-0.174	0.161	-0.133	-1.076	0.285	

Source: Data Proceed, 2023

The results of the heteroskedastic test show that the significance value of the accounting knowledge variable is 0.062, the significance value of the job market consideration variable is 0.209, and the significance value of the financial rewards variable of 0.285. Data is declared to have no heteroscedasticity if the significance value is greater than 0.05. Therefore, it can be concluded that all variables have no heteroscedasticity.

Multicollinearity Test

Table 7. Multicollinearity Test Results

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1 (Constant)	4.250	2.797		1.520	0.132		
Accounting Knowledge	0.154	0.076	0.175	2.027	0.046	0.581	1.720
Job Market Consideration	0.532	0.125	0.434	4.269	0.000	0.420	2.379
Financial Reward	0.783	0.232	0.296	3.370	0.001	0.564	1.774

Source: Data Proceed, 2023

The multicollinearity test found that all variables had a tolerance value above 0.1 and a VIF value of less than 10.00. VIF for accounting knowledge is 1.720, VIF for job market consideration is 2.379, and VIF for financial reward is 1.774. The results can be concluded that all variables do not experience multicollinearity.

Autocorrelation Test

**Table 8. Autocorrelation Test Results
Model Summary^b**

Model	R	R Square	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	.789 ^a	.622		.609	3.394

a. Predictors: (Constant), Financial Reward, Accounting Knowledge, Job Market Consideration

b. Dependent Variable: Accounting Students' Career Interest in Public Accounting

Source: Data Proceed, 2023

The result of autocorrelation test show Durbin Watson value of 2.043 so that it is $1.728 < 2.043 < 2.272$ so it can be concluded that there is no autocorrelation. It can be concluded that the data does not cause symptoms of heteroskedasticity. After the prerequisite test data is found, no symptoms or data can be continued for further analysis, namely multiple linear regression and MRA tests.

Hypothesis Test

The hypothesis to be tested is to determine the effect of the independent variable (free) on the dependent variable (bound).

**Table 9. T Test Results
ANOVA^a**

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	447.113	2	223.556	15.117	.000 ^b
	Residual	1301.338	88	14.788		
	Total	1748.451	90			

a. Dependent Variable: Accounting Students' Career Interest in Public Accounting

b. Predictors: (Constant), Job Market Consideration, Accounting Knowledge

Source: Data Proceed, 2023

Based on this table, the calculated F value is 15.117 with a significance level of $0.000 < 0.05$. The calculated F value of 15.117 is greater than the F table value of 2.708. This shows that accounting students' interest in becoming public accountants is simultaneously influenced by several factors including accounting knowledge and labor market considerations.

**Table 10. F Test Results
Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
		B	Std. Error	Beta			
1	(Constant)	7.066	2.822			2.504	0.014
	Accounting Knowledge	0.172	0.080	0.196		2.150	0.034
	Job Market Consideration	0.755	0.112	0.615		6.751	0.000

a. Dependent Variable: Accounting Students' Career Interest in Public Accounting

Source: Data Proceed, 2023

- a. It is known that the significance value of the accounting knowledge variable (X1) is 0.034 (< 0.05), it can be concluded that the accounting knowledge variable (X1) has a significant influence on the variable interest in a career in public accounting (Y).

- b. It is known that the significance value of the job market consideration variable (X2) is 0.000 (<0.05), so it can be concluded that the job market consideration variable (X2) has a significant influence on the variable interest in a career in public accounting (Y).

Moderate Regression Analysis (MRA)

This test will see whether financial rewards can moderate the independent variable (independent) on the dependent variable (bound), so the test stages are:

Table 11. F Test Results

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1278.822	5	255.764	46.292	0.000 ^b
	Residual	469.629	85	5.525		
	Total	1748.451	90			

- a. Dependent Variable: Accounting Students' Career Interest in Public Accounting
 - b. Predictors: (Constant), Job Market Consideration*Financial Reward, Accounting Knowledge, Job Market Consideration, Financial Reward, Accounting Knowledge* Financial Reward
- Source: Data Proceed, 2023

Based on this table, the calculated F value is 46.292 with a significance level of 0.000 <0.05. The calculated F value of 46.292 is greater than the F table value of 2.708. This shows that accounting students' interest in becoming public accountants is simultaneously influenced by accounting knowledge and labor market considerations which are strengthened by financial rewards as moderating variables.

Table 12. T Test Results

Coefficients ^a						
	Model	Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-0.880	12.022		-.073	0.942
	Accounting Knowledge	0.875	0.264	1.138	3.309	0.001
	Job Market Consideration	-0.626	0.292	-0.612	-2.143	0.035
	Financial Reward	2.363	0.979	1.100	2.414	0.018
	Accounting Knowledge*Financial Reward	-0.064	0.022	-1.888	-2.852	0.005
	Job Market Consideration*Financial Reward	0.061	0.025	1.373	2.434	0.017

- a. Dependent Variable: Accounting Students' Career Interest in Public Accounting
- Source: Data Proceed, 2023
- a. It is known that the significance value of the interaction variable between accounting knowledge (X1) and financial rewards (Z) is 0.005 (<0.05), so it can be concluded that the financial reward variable (Z) has a significant effect in moderating the effect of the accounting knowledge variable (X1) on the variable interest in a career in public accounting (Y).
 - b. It is known that the significance value of the interaction variable between labor market considerations (X2) and financial rewards (Z) is 0.017 (<0.05), so it can be concluded that the financial reward variable (Z) is able to moderate the effect of the labor market considerations variable (X2) on the variable interest in a career in public accounting (Y).

Discussion

Accounting Knowledge Affect Career Interest in Public Accounting Field

Accounting Knowledge has a positive influence on Accounting Students' career willingness in the public accounting field. It means that the higher accounting knowledge owned by accounting students, the higher their interest to have job as public accountant. The force that become the motivation of accounting students want to be public accountant can be from both internal and external factors. In line with Expectancy Theory [Vroom, \(1964\)](#), individual will be motivated to do particular thing if they have expectation in the future that will benefit them. Accounting students' knowledge can be measured by using GPA. The higher GPA they have, the higher accounting knowledge they have as well [\(Santoso, 2020\)](#). Accounting students with high GPA will tend to choose their career to be public accountants [\(Hutagulung & Sudjiman, 2022\)](#). It is because they already have internal factor that motivate them to get the good occupation that benefit them. Moreover, public accounting firms such as Big Four could easily recruit higher GPA graduates as their staff because they also offer a competitive salary [\(Suryani, 2018\)](#). This result is consistent with prior research conducted by [Hutagulung & Sudjiman, \(2022\)](#), [Dewi & Pravitasari, \(2022\)](#), and [Puspitasari et al., \(2021\)](#), state that accounting insight has a positive influence on accounting students' interest in becoming a public accountant.

Job Market Considerations Affect Career Interest in Public Accounting Field

Job market considerations have a positive influence on accounting students' career interest to have a job as public accountant. It means that the higher students' perspective on the benefit they get when they decide to become public accountant, the higher their career interest in public accounting. One of the factors that must be consider about job market is the existence of job opportunities. Indonesia still needs additional public accountants due to supply shortage of accounting graduates to be public accountants [\(Warsitasari & Astika, 2017; Suryani, 2018\)](#). Job market considerations are defined as factors that become the consideration of individual when deciding to have a job in a particular profession because of its great opportunities and its beneficial when chosen [\(Afdatil et al., 2021\)](#). It is line with Expectancy Theory [\(Vroom, 1964\)](#) that highlight individuals' main reason to do something is because their goal motivated by expectation and future benefit obtained. Because of the high opportunity to become public accountant in Indonesia and this profession is categorized as profession with high salary, it will motivate accounting students their career to be public accountant. The research results are consistent with the research results of [Hutagulung & Sudjiman, \(2022\)](#), [Arismutia, \(2017\)](#), [Siskayani & Saitri, \(2017\)](#), [Harianti, \(2017\)](#), [Jaya et al., \(2018\)](#) and [Sapariyah et al., \(2020\)](#).

Financial Rewards Weaken the Relationship between Accounting Knowledge on Career Interest in Public Accounting Field

Financial rewards weaken the positive relationship between accounting knowledge and accounting students' willingness to become public accountant. It means that financial reward is not the main consideration when accounting students want to be public accountant. [Naminingsih et al., \(2019\)](#) explained that perceptions of financial rewards/salary have no influence on career decision for undergraduate accounting study program students as public accountants. This indicates that a big salary is not the main motivating factor for students to pursue that career because other accounting careers are also considered promising enough to earn bigger income. Study conducted by [Gomez et al. \(2019\)](#) revealed that while salary is the most important factor in deciding on a job, Gen Z values salary less than every other generation such as X generation, millennials, and boomers: if given the choice of accepting a better-paying but boring job versus work that was more interesting but didn't pay as well, Gen Z was fairly evenly split over the choice. Accounting students more consider about excessive working hours and unrealistic deadline when the choose public accounting [\(Arismutia, 2017\)](#). This reason will demotivate them because the benefit obtained is not that worth it with the performance that have been done. If connected to Expectancy [\(Vroom, 1964\)](#), accounting students will expect reciprocity in other things such as work-life balance and flexible hours.

Financial Rewards Strengthens the Relationship of between Job Market Considerations on Career Interest in Public Accounting Field

Financial Rewards strengthens the positive relationship between job market considerations and career interest in public accounting field. It means that financial reward can be the main accounting students' factor that is expected to be obtained when they choose public accountant as their profession. Based on Expectancy Theory Vroom, (1964), after accounting students consider job market which is public accountant job opportunity and the fact that there is still high demand to be the part of this profession, their motivation will increase (Warsitasari & Astika, 2017). Moreover, when they really consider factors assuming future financial rewards, namely long-term salaries and higher first salaries, speed of salary increases, the existence of pension funds, getting overtime pay, and end-of-year bonuses, it will increase their motivation (Mauri et al., 2022). Thus, the higher students' expectation about the advantage they obtain especially on financial reward when they are willing to become public accountant, the higher their career interest in public accounting. The research results are consistent with the research results of Chairunnisa, (2014), Arismutia, (2017), Siskayani & Saitri, (2017), Harianti, (2017), Jaya et al., (2018), and Sapariyah et al., (2020), explains that the perception of financial rewards has a significant positive influence on the choice of profession as a public accountant.

Conclusion

The research results reveal that accounting knowledge positively influences career interest in the public accounting field. This indicates that the higher the accounting knowledge, the higher the accounting student's willingness to work as a public accountant. The research results suggest that job market considerations positively influence accounting students' interest in becoming public accountants. This indicates that the higher the consideration of the job market, the higher the interest of accounting students in pursuing a career in public accounting. Financial rewards weaken the relationship between accounting knowledge and accounting students' career interest in public accounting. This shows that a big salary is not the primary motivating factor for students to pursue a career as a public accountant because other accounting careers are also considered promising enough to earn more significant income. Financial rewards strengthen the relationship between job market considerations and accounting students' career interest in public accounting. This indicates that the greater the perception of job market considerations in students and the higher the motivation to earn a high income, the more interested the student in becoming a public accountant.

The limitation lies in the data collection technique, which has a low response rate, so it can only reach some universities in Indonesia. The limitation of this research is that the author can only get some of the universities with superior accredited accounting study programs in Indonesia to be the respondents. Then, future researchers can combine questionnaire and interview data collection methods to obtain more optimal results. The suggestion for future researchers can add another variable work environment which may influence accounting students' willingness to become public accountants because work culture in the public accounting field shows that there are overtime working hours, working pressure, and unrealised goal.

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