The Effects of Key Factors on Students' Professional Accounting Career Choice

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Abstract: *The purpose of this study is to examine the effect of key factors on students' professional accounting career choice. The key factors were selected base on the findings of prior studies. Structural Modeling Equation (SEM) is used to analyze survey data of 311 accounting students from Jiangsu University. We find that all six key factors namely Demographic factors, Economic Benefits factors, Parent and peers influence, Social factors, Cultural factors, and Benefits/Cost factors do affect students' professional accounting career choice.*

Keywords: Key factors, accounting, career, students

1. Introduction

Accounting profession is one of the most important in the world. The financial information that professional accountants provide is the lifeblood of business and society. Developing advances connected to globalization stated that accounting is a critical player in providing updated information to the internal and also the external activities of firms (Mohammad Ahid & Ayuba Augustine, 2012). However many researchers and professionals has reported a shortage of professional accountants and students studying accounting majors in various part of the world in the last two decades (e.g. Albrecht and sack (2000) in the USA; Marshall (2003) in the UK; Jackling (2002) in Australia; Wells and Fieger (2005) in New Zealand; Satoshi Sugahara and Gregory Boland (2006) in Japan; Joseph Mbuawuni and Simon (2015) in Ghana; Yusoff et al. (2011) and Azni Suhaily and al.(2016) in Malaysia). These researchers also pointed that the shortage is due to several factors that influence students' career choice which are also known as Career-choice-factors.

Career-choice-factors are generally grouped in four categories; intrinsic, extrinsic, prestige and social which have been study by many researchers (e.g. John C. Anderson and al (1994); Pak Auyeung and John (1997); J.E. Myburgh (2005); Satoshi Sugahara and al (2009); Philip K. (2010); Odia J.O. and Ogiedu (2013); Silvia Pereira (2016) and Lei Wen and al., 2018). However there are also demographic factors such as gender, age and marital status which are important but have not been the focus of previous research in the last two decades, demographic factors will be one of the key factors to be examined in this study in order to fill the gaps of previous research (Joseph Mbawuni, 2015 and Pak Auyeung, 1997). Others key factors to consider in this study are Financial rewards, parental influence, social, cultural and cost/benefit and have been selected based on previous research (Carolyn Zindsor, 2004; J.E. Myburgh, 2005; Philip K. (2010) and Maram Byrne and al., 2012).

The purpose of this study is to examine the effect of key factors (demographic factors, economic benefit factor or financial rewards, parental influence, social, cultural and cost/benefit) on students' accounting career choice. The effect analysis will give us a better understanding of factors influencing students' accounting career choice and how to address them in order to help student in accounting career path. This study will be useful to accounting educators, accounting bodies and students with accounting career path oriented. This study will also contribute to the literature on accounting career choice factors by being one of the first cross cultural study to be done in china (Lei Wen and al., 2018).

In the following section, we will first explain the Theory of Planned Behavior (TPB), review the literature applied to accounting career choice and then develop our hypotheses. Section 3 presents our methodology and data analyses. In section 4 we will discuss our empirical results and conclude with our research in Section 5.

2. Literature review and Hypotheses Development

2.1 Theory of Planned Behavior (TPB)

The Theory of Planned Behavior (TPB) started as the Theory of Reasoned Action in 1975 (Ajzen, 1975) to predict an individual's intention to engage in a behavior at a specific time and place. The theory was intended to explain all behaviors over which people have the ability to exert self-control. The key component to this model is behavioral intent; behavioral intentions are influenced by the attitude about the likelihood that the behavior will have the expected outcome and the subjective evaluation of the risks and benefits of that outcome.

The TPB has been used successfully to predict and explain a wide range of health behaviors and intentions including smoking, drinking, health services utilization, breastfeeding, and substance use, among others (K. Wallston, 2001; Sarah Ryan et al., 2010; P. Norman, 2017). The TPB states that behavioral achievement depends on both motivation (intention) and ability (behavioral control). It distinguishes between three types of beliefs - behavioral, normative, and control. The TPB is comprised of six constructs that

collectively represent a person's actual control over the behavior.

1) Attitudes - This refers to the degree to which a person has a favorable or unfavorable evaluation of the behavior of interest. It entails a consideration of the outcomes of performing the behavior.
2) Behavioral intention - This refers to the motivational factors that influence a given behavior where the stronger the intention to perform the behavior, the more likely the behavior will be performed.
3) Subjective norms - This refers to the belief about whether most people approve or disapprove of the behavior. It relates to a person's beliefs about whether peers and people of importance to the person think he or she should engage in the behavior.
4) Social norms - This refers to the customary codes of behavior in a group or people or larger cultural context. Social norms are considered normative, or standard, in a group of people.
5) Perceived power - This refers to the perceived presence of factors that may facilitate or impede performance of a behavior. Perceived power contributes to a person's perceived behavioral control over each of those factors.
6) Perceived behavioral control - This refers to a person's perception of the ease or difficulty of performing the behavior of interest. Perceived behavioral control varies across situations and actions, which results in a person having varying perceptions of behavioral control depending on the situation. This construct of the theory was added later, and created the shift from the Theory of Reasoned Action to the Theory of Planned Behavior. (Wayne W. LaMorte, 2019)

The TPB has also been widely used in several research study areas such as social networking (Cameron, 2010; and L. Laranjo, 2016) and social psychology (Armitage and Conner, 2001; and M. von Cranach, 2001). In accounting the TPB has been used by Joseph Mbawuni in his modeling job-related study of undergraduate student in Ghana (Mbuwani, 2015), by Azni et al., 2016 in their study on perception of Undergraduate accounting student towards professional career choice (Azni et al., 2016) and by Lei Wen et al., 2018 in their study of career-choice factors.

2.2 Career-Choice Factors

Many career choice factors have been identified and studied by previous researchers. Some studies refer to such factors as determinants (e.g. Gul et al., 1989) while others (e.g. Kidd and Naylor, 1991) used the term basic career choice dimensions which are strongly correlated. Several prior studies, employing a variety of different factors, have examined their influence on students' accounting career choice. (Paollilo & Estes 1982; Kockanek & Norgaard 1985; Shivaswamy & Hanks 1986; Reed & Kratchman 1989; Gul *et al.* 1989; Bundy & Norris 1992; Felton, Dimnik & Northey 1994 and 1995; Ahmed, Alam & Alam 1997; Jackman & Hollingworth, 2004) research on occupational choices has compared the importance of various intrinsic and extrinsic factors that influence students in their choice to pursue a Chartered Accounting (CA) or other profession as a career. The influencing factors in these studies included nature of the job, earning potential, required study duration

and the influence from others such as one's teacher during High school or in tertiary institutions (Paolillo and Estes, 1982; Felton et al., 1994; Hermanson et al., 1995; Lowe and Simons, 1997). Findings confirmed that the differences that existed between accounting and non-accounting students were due to personal and psychological differences. Although these studies have been undertaken outside of China, some of them provide guidance on how the current issues in career-choice factors should be researched. Our paper studies the key factors (demographic factors, job-related, parental influence, social, cultural and cost/benefit factors) that affect students' accounting career choice.

As little accounting career choice research has been conducted in China (Lei Wen, 2018) the theoretical framework for this current study will be based on prior studies from overseas (e.g. Anderson, 1994; Satoshi, 2006; Sugahara, 2009; Sugahara et al., 2009; Mbawuni, 2015; Law, 2010; Ahmad, 2015; Jony Hsiao, 2016; Yen-Hong Ng et al., 2017). Numerous research studies have addressed an array of factors affecting student career choices. The six factors (key factors) addressed in this current study base on the theory of planned behavior (TPB) are outlined below.

2.3 Demographic Factors

According to the business dictionary, demographic factors are socioeconomic characteristics of a population expressed statistically, such as age, sex, education level, income level, marital status, occupation, religion, income, race, ethnicity, birth rate, death rate, average size of a family, average age at marriage. Demographic factors provide a general indication of those groups in the general population. Previous researches overlook the effect of such factors on student accounting career choice (Sugahara, 2006; Odia, 2013, Lei Wen, 2018). However Sugahara, 2009 in his study of factors influencing accounting school students' career intention to become a CPA in Japan found that the gender proportion between CPA students and non-CPA students did not show any significant differences, which indicated that gender was equally distributed across the two student groups. It was also noted that male students were more dominant in both the CPA and non-CPA student group. Our study will focus on three groups of demographic factors Age, gender and marital status. To examine this, the following hypothesis was developed:

H1: Demographic factors do not affect students' professional accounting career choice.

2.4 Financial rewards or Economic Benefits factors

Financial reward is one of the multiple items of extrinsic factors that have been examined by several researchers. Financial rewards such as high initial and high prospective salaries have also been regarded as one of the 'career prospect' factors that may affect a student's career choice (Inman et al., 1995). However there is a mixed result regarding the influence of financial reward on student's career choice is previous study. Financial remuneration, job availability, job security and opportunities for advancement have been found to be important factors in career choice decision (Paolillo and Estes, 1982; Cangelosi *et al.*, 1985; Kochanek and Norgaard, 1985; Reha and Lu, 1985;

Shivaswamy and Hanks, 1985; Linden, 1987; Haswell and Holmes, 1988; Gul *et al*., 1989; Horowitz and Riley, 1990, and Felton *et al*., 1994). Reha and Lu (1985) report accounting students identify remuneration as the main reason for choosing this occupation. Cangelosi et al. (1985) list earnings power as the second most important reason given by students for their increased interest in accounting careers. Haswell and Holmes (1988) and Horowitz and Riley (1990) both include salary in the top three criteria influencing the career decision of accountancy candidates. Ahmed et al. (1997) reveal that financial factors have the highest explanatory power on the decision whether to select a CPA career. Lowe & Simons (1997) study the relative importance of thirteen (13) factors influencing the choice of business major. They find that the most important criteria influencing the choice of major business students are: future earnings, career options, initial earnings and ability/aptitude. Moreover, they find distinguishable differences among majors. For example, accounting students were influenced by external factors such as: long term earnings, initial earnings and career options whereas marketing majors highlighted interesting subject matter and management majors rated self employment opportunities highly.

(Kim,et al, 2002) found higher earnings, prestige and career advancement as factors influencing students' accounting career choice. In Malaysia previous studies show that salary is an important factor for the accounting students to choose accounting as a carrier (Said *et al*., 2004). Tan and Laswad (2005) also find that students associate a CPA career with high financial rewards.

In terms of exploring accounting students' general motives for choosing to pursue higher education studies, recent evidence indicates that students are motivated by their career aspirations, the prospect of financial rewards and a desire to develop intellectually and personally (Arquero, Byrne, Flood, & Gonzalez, 2009; Byrne & Flood, 2005; Paisey & Paisey, 2010).

Hutaibat (2012) has investigated the perceptions of accounting students' interest in the management accounting profession. The researcher used data analysis and the results indicated that job opportunities and income is the most important factor that encourages the students' interest in management accounting profession. In addition, Mustapha and Hassan (2012) studied accounting students' perception on pursuing professional examination. The Multiple Linear Regression results showed that salary has a positive and significant relationship between the students' perception and their intention to pursue their career in the profession. Dalcı et al. (2013) find that accounting students in Iran prioritize financial and job market factors as main reasons of majoring in accounting.

On the other hand, Jackling *et al.* (2006) determined the important factors that influence first year students' intention to become accountants using Logistic regression model technique. However surprisingly, the results revealed that the salary did not have a significant influence on students to become an accountant. Similarly Law, 2010 in his study a theory of reasoned action model of accounting students' career choice found financial rewards not significant at the 0.05 level, implying that they are not significant predictors

to explaining differences in career choice. Albrecht and Sack (2000) suggested that the unpopularity of the accounting profession is partly caused by lower salary levels relative to other occupations such as consulting and computer-related positions. Wen et al. (2015) do not find a significantly positive relationship between perceived better financial compensation and the choice to pursue CPA credential.

However controversy still exists as to whether financial rewards directly influence a person's career choice (Paolillo and Estes, 1982; Kochanek and Norgaard, 1985; Haswell and Holmes, 1988; Adams et al., 1994; Felton et al., 1994; Ahmed et al., 1997). Based on the literature, the following hypothesis is proposed:

H2: Financial rewards significantly affect students'accounting career choice.

2.5 Parental and peer influence

Parental and peer influence also known as ''significant others'' (Auyeung, 1997); ''influence of significant people (Sugahara, 2006) or ''reference group'' (Odia, 2013 and Azni, 2016) generally refer to family influence (father, mother, uncle…), friends influence and colleague influence, teachers influence, professional practitioners, etc. There has been mixture on results regarding the parental and peers influence on students' accounting career choice. Bearden and Etzel (1982) defined a reference group as a person or group of people that meaningfully affects an individual's behavior.

The empirical study by Silverstone and Williams (1979); Inman et al. (1989), and Mauldin et al. (2000) reported that parental influence was relatively stronger. Similarly, Cohen and Hanno (1993); Allen (2004) and Tan and Laswad (2006) discovered that close friends and business friends have exercised significant influence on students' major choice when studying accounting.

Some studies particularly in the USA insisted that 'Persons' Influence' is very important to a student's career choice (Paolillo and Estes, 1982; Cohen and Hanno, 1993)

(Auyeung and Sands, 1997) in their study found significant differences between the two groups (Australia Universities and Chinese Universities) for all the four factors categorized under the significant others entity and the differences in mean scores show that the impact of all the four factors was consistently stronger among the Chinese subjects. Family plays a critical role in a child's career development (Guerra & Braungart-Rieker, 1999).

Previous studies confirmed that referent group such as: parents, parents' occupation, instructors in high school and friends could influence student's choice of major (, Paolilo & Estes 1982, Geiger & Ogibly 2000, Mauldin et al, 2000, Kim et al, 2002, Pimpa, 2004). High school teachers and college instructors play a significant role in students' final choice of business major. Similarly, parents and instructors had a strong influence on student's choice of majors (Inman et al, 1989, Mauldin et al, 2000). Furthermore, many previous studies suggested high school teachers have a

strong impact on students' vocational choice (Albrecht and Sack, 2000; Hardine et al., 2000; Wells and Fieger, 2004, 2005). Especially, Sugahara et al. (2005) who assumed the importance of Japanese high school teachers' perception on students' vocational choice and investigated their perceptions of twenty-four (24) attributes over several professions. The analysis of variance (ANOVA) of that study found that their perceptions of the accounting profession were relatively lower for most of the tested attributes compared to other professions such as medicine, engineering and law. (Sugahara and Gregory, 2006) t-test results for influences of significant other persons revealed that the influence from practicing accountants was ranked the highest although the differences between the two student groups (accounting and non-accounting students) for this attribute were not statistically significant. The analysis also reveled that the influence from parents reported significant difference in perception between accounting and non-accounting students. Perceived influence from parents for accounting students was measured higher than non-accounting students. That is, accounting students perceived parents to have a relatively stronger impact on their career choice toward the CPA compared to non-accounting students when deciding their vocation (Sugahara and Gregory, 2006).

A study by Tan and Laswad (2006) on the factors that impact the students' intention to major in accounting or non-accounting discipline has documented that the referents' perceptions play an important role. Using the theory of planned behavior on the sample of 1,009 business students, the researchers found that parents were the only stronger influence on the students' intentions to major in accounting compared to the intentions of students to major in non-accounting area. This result shows that the students tend to value the important opinions particularly their parents' in choosing their major and consequently in their career choice. Therefore, the parent opinions can become a major factor influencing the decisions of the accounting students to pursue the career as a professional accountant. As parents are the person that responsible to raise their children, they absolutely want their children to have a better career in future. Their opinions on the career choice may help their children to make a better decision. Hence, the influence of the parents may affect the intention of the accounting students to pursue the professional accounting career.

Pereira and Garcia (2007) in their study argue that friends have been regarded as a source of emotional support in the career choice process, while family provides instrumental support. Teenagers pointed out a significant participation of friends in professional choice, but a low perception of their influence in decision-making.

Sugahara and Gregory, 2009 in their study found that the 'Person's Influence' factors were ranked relatively lower for both student groups in deciding their vocational choice—the sixth for accounting students and fourth for non accounting students (Sugahara and Gregory, 2009).

Law, 2010 in his study found that parental influence was statistically significant (p ≤0.05) (TableVII). It was significant in distinguishing the CPA career group from the non-accounting career group, but not significant in distinguishing the general accounting career group from the non-accounting career group (Law, 2010). As a whole, the perception of the parents as well as the students' views of the profession influence the students' career choice (Zyl and Villiers, 2011).Jackling, Lange, Philips and Sewell (2012) stated that parents of both Australian and international accounting students play the most influence on the career choice of their children. This may due to the life experience of the parents, their educational background and other forces. The researchers studied the motivations factors of Australian and international students in studying accounting and choosing accounting as a profession.

Besides that, Byrne *et al.* (2012) investigated the relative importance of factors impact on the school leaves' career decision by conducting a survey on 410 students. The variables were tested by ANOVA and Kruskal-Wallis analysis. The result showed that among referents, parents and subject teachers plays the most significant role in students' decisions to pursue in accounting career. Furthermore, Odia *et al.* (2013) examined the factors affecting student's career choice of accounting. T-test and multiple linear regressions (MLR) are used to analyse the data. The results indicated that male accounting students are more influenced by referent factors than female. In addition, the result indicated that counselors, parents and friends tend to have more influence than parents' occupation and fellow students.

By scrutinizing the past studies, the significance of influence of reference groups is mediated by culture of difference country.

However, according to Tan *et al.* (2006) result, the international students (mainly Chinese) placed more value on the advice of parents, other relatives, friends and career advisors than domestic students (New Zealanders). Although the reference groups are not significant factor impact students' intention to purse professional accountant, students are tended to be more influenced by their parents and family members. Based on the result, counselor has the least influence on student's intention to pursue professional accountant (Samsuri et al., 2016).

The results by Jony Hsiao, 2016 indicated that the factors "father" and "family" (other relatives, such as uncle, aunt, cousin, grandfather, and grandmother) were not found as sources of information and discussion concerning the career choice process for the five categories. Further analysis of the results showed that the factor "mother" had influence for the areas ASS, BS, and O, but it did not influence HS and ES, providing evidence that the Gen Y (student of the same generation) sees family as a social institution that exerts less influence on career choice and, other Significant People as non-influential on the accounting career decision. Regarding the factor friends, he found most individuals have stated to ask for information to and/ or discuss with friends about their professional interests. They ask for information to and/ or discuss with teachers about their professional interests. In Sample1, It has also been found that women ask for more information to their mothers and less to their friends than men; the opposite has been observed when it comes to

teachers. In Sample2, women ask for more information to their mothers and family and less to their friends and teachers than men. (Jony Hsiao, 2016).

However studies in other countries have not supported this impact (Gul et al., 1989 in Australia, and Ahmed et al., 1997 in New Zealand). Silverstone and Williams (1979) have found that 26% of female chartered accountants in England and Wales considered parental influence to be a factor in career choice. Accordingly, these factors have been included and classified as 'other factors' to be tested in the context of New Zealand. The results for the other factors showed that there is no significant difference in importance of these factors between the two groups. It can be concluded that accounting students who wish to take up a CA career do not consider other factors to be significantly more important than those who would take up a non-accounting career. Further, the results indicate that intrinsic factors, other factors and exposure to accounting at high school have no significant influence on this career decision (Amhed et al., 1997).Similarly, Hardin et al (2000) find high school educators to have a relatively low opinion of accounting as a career option for high school students. (Odia, 2013) Table 3 shows the responses of the reference factors on students' choice of accounting. It seems to shows that there is not much influence of reference factors such as: counselors (52.34%), parents (51.33%), friends (50%), teachers at secondary school (49%),parents' occupation (43%) and other students (37.6%).Although, counselors (formal and informal), parents and friends tend to have more influence than parents' occupation and fellow students. The results also show that male accounting students were discovered to be more influenced by the referent factors than the female accounting students (Odia, 2013). Based on the literature, the following hypothesis is proposed:

H3: Parent and peers influence do affect students' accounting career choice.

2.6 Social Factors

Business dictionary define social factors as facts and experiences that influence individuals' personality, attitudes and lifestyle. According to Shreyashka Vikram Raj (2018), Sociological factors are elements of society that can radiate positive and negative influence that cause change in the its elements, structure, function and orientation. Sociology studies society; its structure, elements and development which includes numerous elements such as individuals and their population, age, gender, ethnicity, religion, culture, view and so on. Institutions like marriage, kinship, language, values, customs, education, governance, economy and so on. Any element that can affect the sociological status of a society is a sociological factor as well such as culture, environmental, political, ect.

Socially factors are things that affect someone's lifestyle. These could include wealth, religion, buying habits, education level, family size and structure and population density (Peter Betts, 2016).

Social and economic factors, such as family income, family structure, family support, education background, community security, employment, contribution to society, social supports, ethical behavior, financial rewards cultural, and so on can significantly affect students' accounting career choice. Several researchers examined the influence or effect of some social factors on student accounting career separately (Anderson et al., 1994; Auyeung and Sands, 1997; Sugahara and Gregory, 2006; Germanou et al., 2009; byrne et al., 2012; Mbawuni, 2015 and Hsiao, 2016). Our study will examine the family structure, family income, family financial support, education financial support, and country economical and political policy as social factors. Based on the literature, the following hypothesis is proposed:

H4: Social factors do affect students' accounting career choice.

2.7 Cultural Factors

A person's *culture* is represented by a large group of people with a similar heritage. Culture exerts a strong influence on a person's needs and wants because it is through culture that we learn how to live, what to value, and how to conduct ourselves in society. The American culture, which is a subset of the Western (European) culture, will be the primary focus of this discussion, although other societies in other parts of the world have their own cultures with accompanying traditions and values. There are three components of culture that members of that culture share: beliefs, values, and customs. Subcultures are cohesive groups that exist within a larger culture. Subcultures develop around communities that share common values, beliefs, and experiences. They may be based on a variety of different unifying factors. For example, geography, ethnicity, religion, nationality, occupation, language, etc.

Cultural factors have been widely overlooked in students' accounting career choice studies, which may be due to the difficulty of having a cross cultural sample to study. This research intention is to fill this gap. Several studies suggested that cultural factors could have an influence on students' career choice. Law in 2010 find that financial rewards variable has no influence on career choice and suggest that there may be a "cultural" factor in Hong Kong linked to the prestige of professions that may outweigh the financial rewards factor (Law, 2010). However, there have been very few studies on the influence of cultural factors on students' accounting career choice. Myburgh cross-racial study focus on the influence of social and economic factors on first-year accounting students, he found that performance in Accounting at school and referent group advice greatly influenced the students' decision to become a Chartered Accountant. However the study did not examined the influence of cultural factors on student accounting career choice. Byrne, 2012 study is a cross-cultural research which examines the motivations, expectations and preparedness for higher education of accounting students in Irland, the UK, Spain and Greece. The study focuses on several social factors and overlooks the cultural factors. Based on the literature, the following hypothesis is proposed:

H5: Cultural factors do not affect students' accounting career choice.

2.8 Benefit/Cost factors

Benefit-Cost factors well known as Benefit/Cost ratio in career factors choice refer to the cost and the benefit to consider to achieve a certain goal or to pursue a career. The cost not only refers to the amount of money but also to the amount of time and effort it takes to pursue a career, benefit not only refer to remuneration but also to job opportunity, prestige, job security, consideration to society, autonomy, personal growth, flexibility, accomplishment, and other benefit that a career can offer. Benefit factors can also be defined as extrinsic factors. The benefit factors that a career in accounting can offer have been examined separately by several researchers (Auyeung and Sands, 1997; Sugahara et al., 2009; Germanou, 2009; James and Hiil, 2009; Law, 2010; Byrne et al., 2012; Odia and Ogiedu, 2013; Hsiao, 2015; Mbawuni, 2015 and; Wen et al., 2018). Myburgh, 2005 study find that the cost and difficulty of qualifying as a CA were perceived to be negative among first-year accounting students (Myburgh, 2005).

Applying the Theory of Planned Behavior (TPB) to career choice analysis, Felton et al. (1995) explored differences in the perception of several non-financial costs such as "no time to relax in the first few years" and "too many hurdles to qualify" between accounting and non-accounting students. Their study discovered significant differences in perceptions relating to the cost of becoming an accountant. The studies by (Albrecht and Sack, 2000; Bierstaker et al., 2004) in particular examined the 150-hour rule in the USA and concluded that this scheme discouraged the brightest students from entering the accounting sector. Sugahara study in 2006 found that in the category of "opportunity cost", three attributes out of five displayed significant differences between accounting and non-accounting students. These are "It costs you a lot of money to become a CPA"; "It has difficult entry qualification" and "It requires you to absorb personal liabilities for any malpractice". For these three attributes, accounting students rated all three higher than non-accounting students did. In Japan it is considered that attending an accounting school places high stress on students as they cope with the opportunity cost of time and workload. Some prior studies have researched these costs and found they had a strong influence affecting a student's career choice in accounting (Sugahara et al., 2009).

Studies by Wheeler and Felton, 1988; Buhr and Northey, 1994 examined the benefit-cost ratio of the CA profession approach and found that the ratio was a significant determinant of career choice factors among students. Felton *et al.*, (1994), following Ekehammer (1977) and Wheeler (1983), applied a benefit–cost ratio approach. The ratio is computed by dividing the average weights for the perceived benefits by the average weights for perceived costs of choosing a CA career. Felton *et al.* (1994) have found that the ratio is a significant determinant of career choice decision among business students in Canadian universities. The present study will use the same approach to tests the Benefit/Cost factors.

Amhed et al., 1997 Table 2 result shows that the average benefit–cost ratio of 1.045 for students who choose a CA career and 0.976 for students who choose a non-accounting career. Felton *et al*. (1995: 9) noted that a higher benefit–cost ratio for CA students does not necessarily mean that benefits are always higher than those of non-accountant students or that costs are lower. For example, a higher benefit–cost ratio for a CA student is possible even with lower benefits than those of a non accountant, provided costs are sufficiently lower than those of a non-accountant. The test indicates that the mean difference between the two groups is significant at the 10% level which suggests that, by considering this factor alone, the perceived benefit to cost ratio is not independent of whether an accounting student would wish to be a chartered accountant or not. Based on the literature, the following hypothesis is proposed:

H6: Benefit/Cost factors do affect students' accounting career choice.

3. Methodology

3.1. Data collection

The Data for this study were collected via online questionnaire survey that was administered to different accounting and Non-accounting major students study in Jiangsu University from 2018 to 2020. A total of 327 completed questionnaires were collected via online platform (Wechat groups of JU's students). After eliminating unusable questionnaires, 311 effective responses (95.10% response rate) were used for analysis.

The sample selection of this study was constituted of all International students (Accounting students and other Business students in school of finance and Economics) studying in Jiangsu University from 2018 to 2020, and all international students from other major who took the online questionnaire survey. Based on previous research (Kamra,n et al. 1997, Satoshi Sugahara & Gregory Boland 2009, Odia J.O. 2013, Lei Wen et al. 2018) we designed a questionnaires survey (using a five-point Liker scale) that fit the objectives of our study.

Table 1 demonstrates that out of 311 respondents, 175 (56.3%) were male and 136 (43.7%) were female. Most of the respondents 194 (62.4%) were aged between 25 and 33 years, and nearly half (47.9%) had a master's degree. One third of respondents 104 (33.4%) have 3 to 4 years' experience. A vast majority of them 279 (89.7%) were single. Nearly half 137 (44.1%) of them had a major in other subjects than accounting and 125 (40.2%) shown interest in business career. Furthermore, 182 (58.5%) of respondents don't know about accounting and 58.2% (181) have been not exposed to accounting in high schools (refer to Table 1).

Table 1: Descriptive statistics of respondents information (N = 311)

Respondents		Frequency	Percentage	Mean	Std. deviation
Gender	Male	175	56.3	*1.473*	*0.496*
	Female	136	43.7		

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Age (years)	<18	2	0.6	*2.726*	*0.584*
	18–24	99	31.8		
	25–33	194	62.4		
	34–40	14	4.5		
	≥40	2	0.6		
Education	Community college/high school	2	0.6	*2.742*	*0.689*
	Undergraduate	118	37.9		
	Master's	149	47.9		
	Ph.D.	42	13.5		
Work experience (years)	<1	61	19.6	*2.427*	*0.964*
	1–2	101	32.5		
	3–4	104	33.4		
	≥5	45	14.5		
Marital status	Single	279	89.7	*1.102*	*0.304*
	Married	32	10.3		
	Divorced	0	0		
	Widowed	0	0		
Major	Accounting	54	17.4	*2.267*	*0.738*
	Accounting–related (business major)	120	38.6		
	Other (non-accounting major)	137	44.1		
Interest	Accounting–Ph.D.	19	6.1	*3.964*	*1.184*
	Business career	125	40.2		
	CPA (certified public accountant	24	7.7		
	Other accounting career	22	7.1		
	Other (non–accounting career)	121	38.9		
Do you know what accounting is?	Yes	126	40.5	*1.604*	*0.509*
	No	182	58.5		
	Not sure	3	1		
Have you been exposed to accounting in high school?	Yes	127	40.8	*1.601*	*0.509*
	No	181	58.2		
	Not sure	3	1		
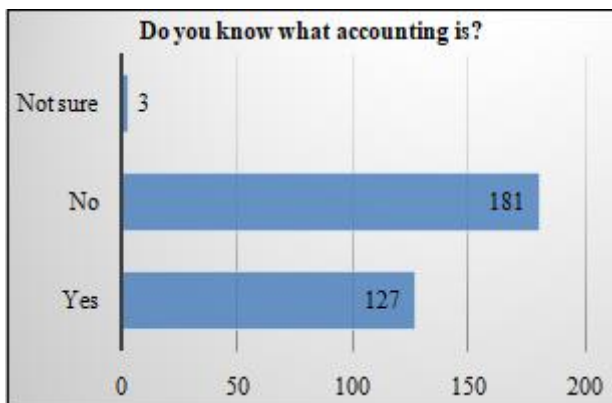
Figure 1: Knowledge about accounting
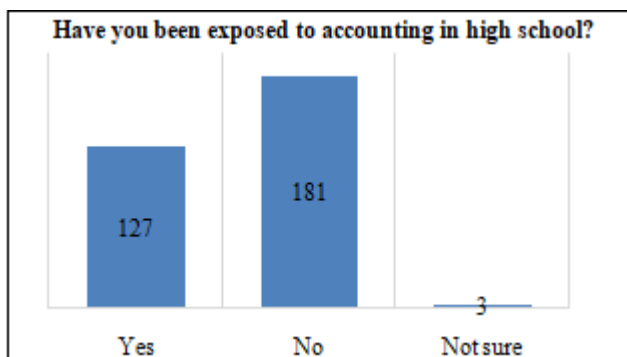
Figure 2: Exposure to accounting in high school

3.2 Model Construction

To test the hypotheses we construct the following model base on prior study (Amhed et al., 1997; Law, 2010; Mbawuni, 2015; and Wen et al., 2018). The formation and specification of the model are presented below:

$$Acc.Career = \alpha + \beta 1\ DF + \beta 2\ EBF + \beta 3PPINF + \beta 4\ SF + \beta 5CF + \beta 6\ BCF + \beta 7\ WExp + \beta 8\ LevEdu + \beta 9\ AccHS + \varepsilon$$

Where: **Career**= Students' accounting career choice; $\beta 1 - 9$ = slope coefficient; **DF**= Demographic factors; **EBF** = Economic and benefit factors; **PPINF** = Parental and Peer Influence; **SOF**= Social factors; **CF** = Cultural factors; **BCF** = Benefit/Cost factor; **WExp** = Work Experience; **LevEdu** = Level of Education **AccHS** = Exposure to Accounting in High School; the Last three are control variables; and ε= error term.

3.3. Data Analysis

Exploratory Factor Analysis (EFA) and Confirmatory Factor analysis (CFA) were used to test the items of our constructs and develop specific factor profiles for our model. We used Kaiser-Meyer-Olkin (KMO) test to evaluate the sampling adequacy and to ensure data suitability. The KMO test value was 0.944 which is over the acceptable threshold 0.50, therefore, suitable for explanatory factor analysis (Çetinkaya and Karabulut 2016; Chan et al. 2011). Besides, Bartlett's test illustrated the level of significance to be 0.000 which is considered good as it is far below 0.05 level of significance (refer to Table 2).

Table 2: Sample adequacy test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.944
Bartlett's Test of Sphericity	Approx. Chi-Square	6137.777
	df	496
	Sig.	.000

We used Harman's single factor and full collinearity tests to address common method bias (CMB) issue. As shown in Table 3 single factor explained only 41.08% of the total variance which is below threshold 50.0% (Podsakoff et al. 2003). Moreover, (refer **Table 8**) for full collinearity test results.

Table 3: Harman's single factor test (Common method bias)

Total Variance Explained						
Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	13.142	41.068	41.068	13.142	41.068	41.068
2	2.923	9.133	50.201	2.923	9.133	50.201
3	1.449	4.527	54.728	1.449	4.527	54.728
4	1.408	4.400	59.128	1.408	4.400	59.128
5	1.114	3.481	62.608	1.114	3.481	62.608
6	.954	2.981	65.590			
7	.860	2.687	68.277			
8	.833	2.603	70.880			
9	.786	2.457	73.336			
10	.654	2.043	75.380			
11	.625	1.954	77.334			
12	.587	1.835	79.169			
13	.545	1.704	80.873			
14	.495	1.547	82.420			
15	.465	1.454	83.875			
16	.454	1.419	85.294			
17	.424	1.325	86.619			
18	.387	1.211	87.830			
19	.383	1.197	89.026			
20	.362	1.131	90.157			
21	.342	1.070	91.227			
22	.337	1.052	92.279			
23	.324	1.012	93.291			
24	.294	.919	94.210			
25	.288	.901	95.112			
26	.276	.861	95.973			
27	.256	.801	96.774			
28	.251	.785	97.558			
29	.215	.672	98.230			
30	.212	.661	98.891			
31	.179	.559	99.450			
32	.176	.550	100.000			
Extraction Method: Principal Component Analysis.						

Table 4 reveals the value of Cronbach's alpha (CA) and number of items used and their mean and variance. Reliability test used to ensure that construct of the study meet the adequate level. According to (Nunnally 1978), CA values should exceed 0.7: the threshold values of constructs in this study ranged between 0.735 and 0.884 (refer to Table 4).

Table 4: Reliability test

Construct	Cronbach's Alpha	Number of Items	Mean	Variance
Demographic factors (DF)	0.779	5	3.280	0.142
Economic and benefit factors (EBF)	0.863	5	3.668	0.016
Parent and peers influence factors (PPIF)	0.860	5	3.641	0.028
Social factors (SF)	0.852	5	3.785	0.036
Cultural factors (CF)	0.831	4	3.568	0.011
Benefits and cost effect factors (BCF)	0.735	3	3.809	0.061
Accounting career choice (ACC)	0.884	5	3.756	0.001

Table 5 reveals the assessment of individual item reliability, internal consistency, content validity, convergent validity and discriminant validity.

Individual item reliability. Measured by taking into account the outer loadings of items related to particular constructs (Joseph F Hair et al. 2012). (Hair Jr et al. 2016), recommended that it should be retained between 0.40 and 0.70. It is recommended that it should be greater than 0.7 (Hair Jr et al. 2017). Hence as demonstrated in Table 5 all the values of items of six constructs adequately satisfied and meet the standard, items values noted in the range of 0.715 and 0.878.

As per rule of thumb set by (Nunnally 1978), value of Cronbach's Alpha should be greater than 0.7. As displayed in Table 5 the values of CA falls between 0.714 and 0.884, therefore, it is concluded that the present study adequately meets the standard of reliability of the measures.

Internal consistency reliability. (Bagozzi and Yi 1988) rule of thumb stated that the value of composite reliability (CR) should be equivalent to or greater than 0.7. Table 5 reflects the coefficient value of CR of the constructs, as displayed in mentioned table values' falls in the range of 0.839 and 0.915, suggesting the adequate reliability of the measures.

Convergent validity: According to (Fornell and Larcker 1981; Chin 1998), proposition the value of average variance extraction (AVE), should be equivalent to 0.5 or above. The value of AVE of the present study falls between 0.635 and 0.705, henceforth, it is concluded that this study demonstrated the satisfactory level of convergent validity (refer to Table 5)

Table 5: Measurement model

Constructs	Item code	Factor loadings	CA	CR	AVE
Accounting career choice	ACC1	0.813	0.884	0.915	0.684
	ACC2	0.826			
	ACC3	0.857			
	ACC4	0.817			
	ACC5	0.82			
Benefits & cost effect factors	BCF1	0.821	0.737	0.851	0.656
	BCF2	0.844			
	BCF3	0.762			
Cultural factors	CF1	0.77	0.834	0.889	0.668
	CF2	0.794			
	CF3	0.878			
	CF4	0.823			
Demographic Factors	DF1	0.857	0.714	0.839	0.635
	DF2	0.715			
	DF5	0.814			
Economic & benefit factors	EBF1	0.832	0.864	0.902	0.65
	EBF2	0.821			
	EBF3	0.852			
	EBF4	0.806			
	EBF5	0.712			
Parent & peers influence factors	PPIF1	0.861	0.852	0.9	0.692
	PPIF3	0.782			
	PPIF4	0.825			
	PPIF5	0.859			
Social factors	SF1	0.847	0.86	0.905	0.705
	SF3	0.856			
	SF4	0.862			
	SF5	0.79			

Discriminant validity. Two methods were used to evaluate the "discriminant validity" of the variables. 1) It was ensured that the cross-loadings of indicators should be greater than any other opposing constructs (Hair, et al. 2012). 2) According to the Fornell and Larcker (1981) criterion, the square root of AVE for each construct should exceed the inter-correlations of the construct with other model constructs". Therefore, as reflected in Table 6. Both approaches ensured the satisfaction of the results and validity. Indeed, it could be concluded that all the constructs utilized in the current study have sufficient level of discriminant validity (refer to Table 6 and 7).

Table 6: Discriminant validity and correlations test

Constructs	1	2	3	4	5	6	7
Accounting career choice (ACC)	***0.827***						
Benefits and cost effect factors (BCF)	0.616	***0.81***					
Cultural factors (CF)	0.642	0.567	***0.817***				
Demographic factors (DF)	0.679	0.438	0.51	***0.797***			
Economic benefit factors (EBF)	0.786	0.554	0.569	0.695	***0.806***		
Parents and peers influence factors (PPIF)	0.718	0.528	0.534	0.692	0.708	***0.832***	
Social factors (SF)	0.58	0.551	0.506	0.464	0.514	0.454	***0.839***

Table 7: Cross loadings

Items coded	Accounting career choice (ACC)	Benefits and cost effect factors (BCF)	Cultural factors (CF)	Demographic factors (DF)	Economic benefit factors (EBF)	Parents and peers influence factors (PPIF)	Social factors (SF)
ACC1	0.813	0.547	0.573	0.57	0.681	0.625	0.476
ACC2	0.826	0.519	0.517	0.575	0.688	0.597	0.442
ACC3	0.857	0.482	0.553	0.566	0.656	0.602	0.5
ACC4	0.817	0.49	0.47	0.531	0.603	0.559	0.485
ACC5	0.82	0.505	0.537	0.565	0.618	0.58	0.497
BCF1	0.541	0.821	0.509	0.439	0.519	0.504	0.577
BCF2	0.471	0.844	0.477	0.337	0.389	0.396	0.422
BCF3	0.477	0.762	0.384	0.277	0.426	0.371	0.321
CF1	0.504	0.436	0.77	0.374	0.395	0.361	0.409
CF2	0.463	0.411	0.794	0.367	0.389	0.365	0.414
CF3	0.569	0.518	0.878	0.443	0.514	0.493	0.462
CF4	0.554	0.48	0.823	0.473	0.545	0.508	0.371
DF1	0.601	0.382	0.435	0.857	0.592	0.549	0.418
DF2	0.426	0.21	0.363	0.715	0.507	0.5	0.236
DF5	0.577	0.425	0.418	0.814	0.561	0.605	0.426
EBF1	0.671	0.532	0.506	0.579	0.832	0.58	0.476
EBF2	0.654	0.502	0.438	0.555	0.821	0.585	0.468
EBF3	0.691	0.45	0.494	0.579	0.852	0.607	0.422
EBF4	0.592	0.418	0.441	0.556	0.806	0.565	0.351
EBF5	0.545	0.309	0.405	0.532	0.712	0.511	0.339
PPIF1	0.644	0.526	0.511	0.61	0.656	0.861	0.384
PPIF3	0.514	0.311	0.383	0.534	0.513	0.782	0.255
PPIF4	0.553	0.352	0.322	0.529	0.506	0.825	0.342

PPIF5	0.659	0.533	0.534	0.621	0.659	0.859	0.501
SF1	0.483	0.474	0.45	0.412	0.457	0.407	0.847
SF3	0.444	0.412	0.407	0.385	0.382	0.341	0.856
SF4	0.482	0.495	0.368	0.383	0.399	0.405	0.862
SF5	0.528	0.461	0.465	0.375	0.474	0.366	0.79

Table 7 illustrate the glimpse that there was no any multicollinearity within the responses and data used in the study. Criterion of Heterotrait – Monotrait ratio is most acceptable technique of partial least square modelling to check the multicollinearity within data. According to Gold, Malhotra, and Segars, (2001) and Teo, Srivastava, and Jiang, (2008) HTMT ratio should not be greater than 0.9. The results founded in the study meet the standards set by scholar mentioned above

4. Results

The data was analyzed via SAMRTPLS-SEM software. Partial Least Square method and Structural Equation Modeling (PLS-SEM) was applied to test the hypotheses **Table 8** (Denham, 2010; Anderson et al., 2012 and Wen et al., 2018).

Table 7 : Heterotrait-Monotrait ratio test

Constructs	1	2	3	4	5	6
Accounting career choice (ACC)						
Benefits and cost effect factors (BCF)	0.759					
Cultural factors (CF)	0.744	0.717				
Demographic factors (DF)	0.843	0.581	0.655			
Economic benefit factors (EBF)	0.895	0.683	0.663	0.884		
Parents and peers influence factors (PPIF)	0.82	0.647	0.618	0.883	0.817	
Social factors (SF)	0.662	0.68	0.596	0.575	0.588	0.519

This article used PLS bootstrapping with 5000 bootstraps and 311 cases with the motive to enlighten the path coefficients and their significance (Henseler et al. 2009). Table 7 and Figure 1 demonstrate the comprehensive depiction of evaluations of the structural.

In order to evaluate the variance of the measures, PLS-SEM suggest evaluating the R^2 coefficient which also called coefficient of determination (Joe F Hair et al. 2011). According to (Cohen 1998), the value of R^2 0.60, 0.33 and 0.19 respectively set as rule of thumb and these values described as substantial, moderate and weak. In contrast, the value of 0.75, 0.5, and 0.25 respectively set as a rule of thumb (Henseler et al. 2009). (Joseph F Hair et al. 2010), proposed that R^2 coefficient is subject to the situation where a specific study is conducted. Yet, as per (Falk and Miller 1992), recommendation R^2 coefficients of 0.10 is also acceptable. Meanwhile, as reflected in Table 9 the present study R^2 noted was 0.734. This proposes that six independent variables determine 73.4% percent of the variance in the accounting career choice. According to (Chin 1998), suggestion the obtained value of R^2 is substantial.

Furthermore, this study employed the full collinearity approach, specifically the variance inflation factor (VIF), to detect evidence of CMB (Kock and Hadaya 2018). The results revealed that CMB was not a concern since the VIFs were less than 3 (Hair et al. 2011) (refer Table 8). Moreover, all the relationships supported based on criterion (*p*-value <0.05, and *t*-value > 1.96).
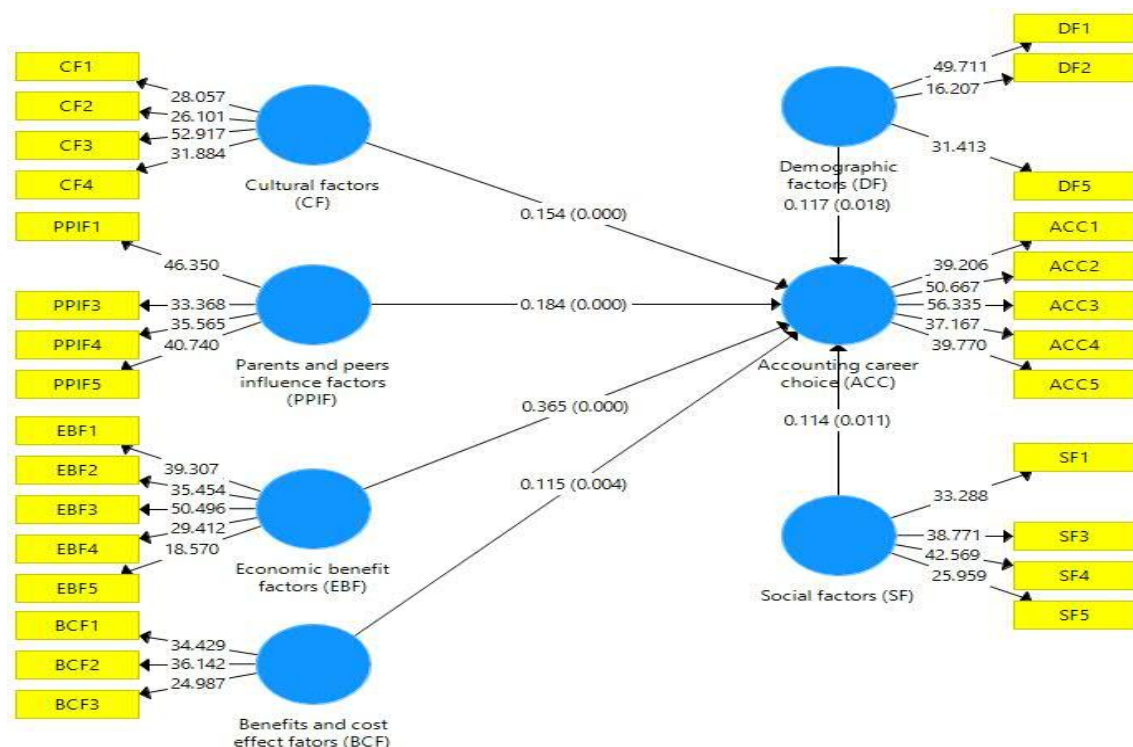

Figure 3: Structural equation modeling

Table 8: Relationships path coefficient their level of significance and tolerance, and common method bias test

Relationship	Path coefficient	SD	t-value	p-value	Tolerance	VIF	Decision
CF -> ACC	0.154	0.039	3.919	0.001	0.548	1.832	Supported
PPIF -> ACC	0.184	0.047	3.922	0.001	0.417	2.511	Supported
EBF -> ACC	0.365	0.05	7.349	0.001	0.387	2.702	Supported
BCF -> ACC	0.115	0.04	2.893	0.004	0.522	1.877	Supported
DF -> ACC	0.117	0.049	2.36	0.018	0.5	2.356	Supported
SF -> ACC	0.114	0.045	2.553	0.011	0.6	1.664	Supported

The most common measure used to examine the validity of structural equation model is coefficient of determination. According to previous studies it's used to judge the model's predictive power. The value of 0.75, 0.5, and 0.25 set as rule of thumb for these values described as substantial, moderate and weak. The **table 9** indicates that values of the study fall in substantial range.

Table 9: Models/ coefficient of determination

Model	R	R^2	Adjusted R^2	Std. Error of the estimate	Durbin-Watson test	Explanation of model
1	.856[a]	.734	.728	1.98336	1.854	a. Predictors: (Constant), BCF, DF, SF, CF, PPIF, EBF
2	.858[a]	.735	.729	1.97930	1.853	a. Predictors: (Constant), Education level, BCF, DF, SF, CF, PPIF, EBF
3	.857[a]	.735	.729	1.98151	1.868	a. Predictors: (Constant), Work experience, EBF, SF, DF, CF, BCF, PPIF
4	.858[a]	.737	.731	1.97443	1.813	a. Predictors: (Constant), exposure of Accounting in high school, SF, DF, BCF, CF, PPIF, EBF

In order to examine the R^2 values of all endogenous constructs, the change in the R^2 value when a specified exogenous construct is omitted from the model can be used to evaluate whether the omitted construct has a substantive impact on the endogenous constructs. This measure (f^2) is mostly preferred by editors and reviewers. In addition, the values of 0.02, 0.15, and 0.35, respectively, represent small, medium, and large effects. If the value of f^2 is < 0.02, it indicates that there is no effect. The results of the study reflected in table 10 proved that there is effect.

Predictive relevance of the model
Keeping in view the reflective nature of measures, this study employed cross-validated redundancy measure Q^2, for evaluating the model as per suggestions of (Ringle et al. 2012). It is an indicator of the model's out-of-sample predictive power or predictive relevance given by (Geisser 1974; Stone 1974) Q^2 value. In the structural equation model, Q^2 values larger than zero for a specific reflective endogenous latent variable indicate the path model's predictive relevance for a particular dependent construct. Moreover, As a relative measure of predictive relevance, q^2 values of 0.02, 0.15, and 0.35, respectively, indicate that an exogenous construct has a small, medium, or large predictive relevance for a certain endogenous construct. Hence, as reflected in Table 10 the results of the study shows that model has large predictive relevance.
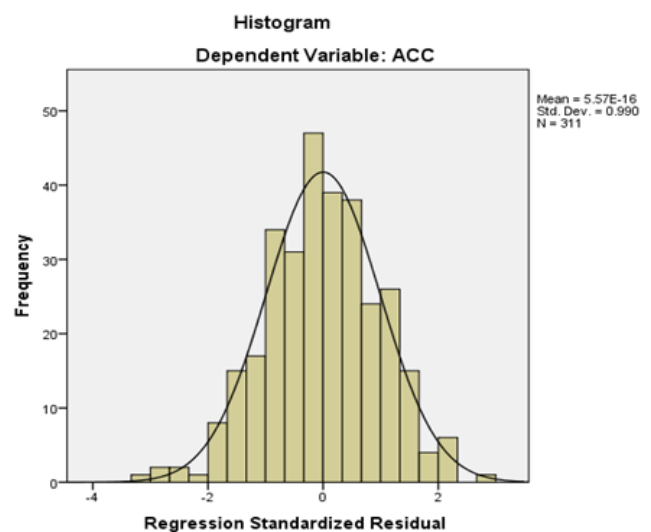
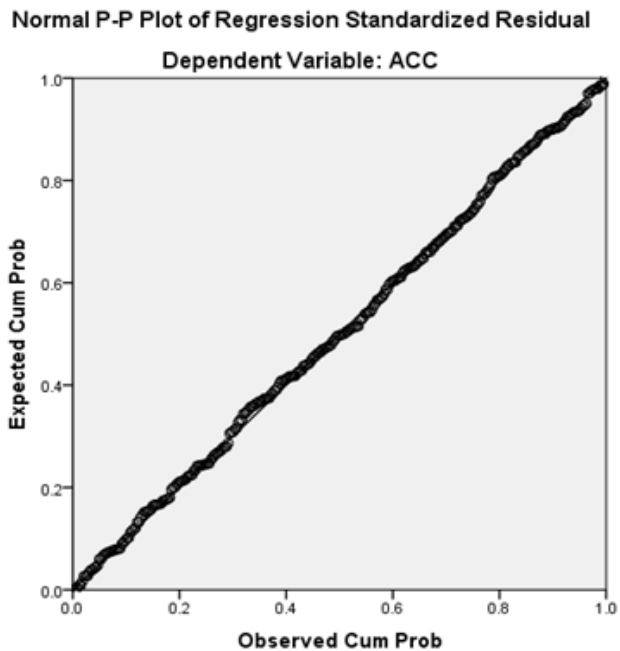**Table 10:** Effect size (f^2) and redundancy (Q^2)

Constructs	ACC	SSO	SSE	Q^2 (=1-SSE/SSO)
Accounting career choice (ACC)		1,555.00	829.867	0.466
Benefits and cost effect factors (BCF)	0.027	933	933	
Cultural factors (CF)	0.049	1,244.00	1,244.00	
Demographic factors (DF)	0.022	933	933	
Economic benefit factors (EBF)	0.186	1,555.00	1,555.00	
Parents and peers influence factors (PPIF)	0.05	1,244.00	1,244.00	
Social factors (SF)	0.029	1,244.00	1,244.00	

There is no global measure of goodness of fit in SAMRTPLS-SEM (Hair et al. 2011). Therefore, standardized root mean square residual (SRMR) was used to assess the goodness of fit (Hardcastle et al. 2018). SRMR is an absolute measure of fit: a value of zero indicates perfect fit and a value less than 0.08 is considered good fit (Hu and Bentler 1999).

Table 11: Model fit

	Saturated Model	Estimated Model
SRMR	0.065	0.065
d_ULS	1.733	1.733
d_G	0.6	0.6
Chi-Square	1,116.68	1,116.68
NFI	0.797	0.797

Normality Graph of the study

Histogram
Dependent Variable: ACC

Mean = 5.57E-16
Std. Dev. = 0.990
N = 311

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: ACC

study can be conducted to determine which accounting career interest most accounting students.

5. Conclusion

This paper analyse the effects of key factors on students accounting career choice. The results displays in Table 8 and Table 10 suggest that all six key factors we selected for our study do affect students accounting career choice. Four of our six hypotheses (H2, H3, H4 and H6) were verified which is in line with inman et al. 1989, Felton et al. 1994, Ahmedd et al. 1997 findings on the effect of financial reward hereby H2; Odia, J.O 2013, J.E Myburgh 2005 and Satoshi sugahara 2009 findings on the reference factor, the person's influence factor and friends or peers' influence respectively hereby H3; Eleni et al. 2009 finding on social status attribute hereby H4; and Ahmed et al 1997 findings on Benefit cost ratio hereby H6.

The surprising finding of our research is the two factors (demographic factors and Cultural factors) we believed do not affect students accounting's career choice actually do. Our hypotheses H1 and H2 were not supported. Base on this finding further study can be conducted to determine the perception of accounting career between different cultures.

Like every research our study has some limitations, first our data was collected in only one Chinese university which reduce the number of accounting student participant, secondly our Demographic factors was measured by only asking a question about Gender, age, and marital status further research can conduct the same study by adding more items such as part time occupation and size of the family. Thirdly almost half of our respondents were students from non accounting major and lastly half of our participants in the beginning of the study did not know what accounting was and this may be due to the fact that half of our participants were students from non accounting major. However this show that accounting is not known from non-accounting students and this information can be useful to accounting institutions and universities. These later may try to sensitized non-accounting students about accounting by inviting them in major accounting conferences. Further

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Appendices

Questionnaire
TITLE: THE EFFECTS OF KEY FACTORS ON STUDENTS' PROFESSIONAL ACCOUNTING CAREER CHOICE: A CROSS-CULTURAL STUDY

Dear Sir/Madam,

I am a Master scholar majoring in accounting from School of Finance and Economics, Jiangsu University. I am undertaking a research on the topic: "The Effects of Key Factors on Students' Professional Accounting Career Choice: A Cross-Cultural Study". Kindly help me in filling the questionnaire with fair and frank responses. Information supplied will be kept strictly confidential and used for research purposes only.

Thank you!

Carrer choice - factor Questionnaire

Please tick the option that best describes your answer.		
1. Gender	☐ Male	☐ Female
2. Age	☐ Under 18 ☐ 18-24 ☐ 25-33	☐ 34-40 ☐ 40 and above
3. Nationality (Country)	☐Africa (country) ☐ Asia ☐America	☐ Oceanic
4. Marital status	☐ Single ☐ Married ☐ Divorced	☐ Widowed
5. Level of Education	☐ Community College/ High school ☐ Undergraduate	☐ Master ☐ Ph.D.
6. Do you know what Accounting is?	☐ Yes ☐ No	☐ Not sure
7. What is your Major?	☐ Accounting ☐ Accounting-related (Business Major)	☐ Other (Non- Accounting major)
8. What career are you interest in?	☐ CPA (Certified Public Accountant) ☐ Acc - Ph.D. ☐ Other Accounting Career	☐ Business Career ☐ Other
9. How long is your work experience?	☐ Under 1 year ☐ 1-2 years	☐ 3-4 years ☐ 5 years and above
10. Have you been exposed to Accounting in High School?	☐ Yes ☐ No	☐ Not sure

Note: Please tick any number from 1 to 5 on the basis of your knowledge and the question. Here 1 means strongly disagree, 2 means disagree, 3 means neutral, 4 means agree, 5 means strongly agree.

Number	Demographic factors (DF)	1	2	3	4	5
DF1	11. you think age influences student accounting career choice					
DF2	12. you think High school & Undergraduate students have more chances to pursue Accounting careers than Postgraduate students					
DF3	13. you think female students are more likely to pursue an accounting career than male students					
DF4	14. you think Accounting is a female-oriented career					
DF5	15. you think single students are more likely to pursue an accounting career than married students					
Source:						

Number	Economic Benefits factors (EBF)	1	2	3	4	5
EBF1	16. you think a high initial salary does influence students accounting career choice					
EBF2	17. you think high financial remuneration does influence students' accounting career choice					
EBF3	18. you think Job availability in accounting does influence students accounting career choice					
EBF4	19. you think opportunities for advancement does influence students accounting career choice					
EBF5	20. you think self-employment opportunities in accounting do influence student accounting career choice					
Source:						

Number	Parental and Peers influence factors (PPIF)	1	2	3	4	5
PPIF1	21. you think parent (father, mother, uncles, brothers…) does influence students accounting career choice					
PPIF2	22. you think friends and colleagues do influence students accounting career choice					
PPIF3	23. you think high school teachers and counselors do influence students accounting career choice					
PPIF4	24. you think professional practitioners and University teachers do influence students accounting career choice					
PPIF5	25. you think parent's occupation (father and mother) does influence students accounting career choice					
Source:						

Number	Social factors (SF)	1	2	3	4	5
SF1	26. you think family income does influence students accounting career choice					
SF2	27. you think family structure (number of children) does influence students accounting career choice					
SF3	28. you think government financial support does influence student accounting career choice					
SF4	29. you think family financial support does influence students accounting career choice					
SF5	30. you think country Economical and Political policies d influence students accounting career choice					
Source:						

Number	Cultural factors (CF)	1	2	3	4	5
CF1	31. you think ethnic groups do influence students' accounting career choice					
CF2	32. you think community believe do influence students accounting career choice					
CF3	33. you think country believes and values do influence students accounting career choice					
CF4	34. you think career prestige does influence students accounting career choice					
Source:						

Number	Benefit/Cost-Effort factors (CEF)	1	2	3	4	5
BCF1	35. you think accounting education cost (money) does influence students accounting career choice					
BCF2	36. you think the amount of time (years) spend in a study to become an accountant does influence students accounting career choice					
BCF3	37. you think the level of difficulty of accounting major does influence student accounting career choice					
Source:						

Number	Accounting Career Choice	1	2	3	4	5
ACC1	38. Are you planning to pursue accounting career					
ACC2	39. Accounting career allow me to succeed in well-paying job					
ACC3	40. Accounting career allow me to succeed in a job I like doing					
ACC4	41. Accounting career allow me to achieve a balance in my personal and professional life					
ACC5	42. Accounting career provide me with opportunities for entrepreneurship (investment and business)					
Source:						

Accounting or accountancy is the measurement, processing, and communication of financial and non financial information about economic entities such as businesses and corporations.