

CHAPTER 1

INTRODUCTION

1.1. Research Background

Public accountants are accountants who provide audit services based on permission from the Indonesia Ministry of Finance No. 443 / KMK.01 / 2011. Every public accountant must be registered as a member of the professional association of the Indonesian Institute of Certified Public Accountants (IAPI). They can carry out their profession in Indonesia by obtaining the title "Indonesian CPA" after following the Public Accountant Certification Exam (USAP).

It is not an easy decision to pursue a career as a public accountant. Students understand that in order to become a public accountant, they must meet strict standards. This includes knowledge of accounting, auditing, internal control, information systems, taxation, macro and microeconomics, financial management, and company law (iapi.or.id).

Research conducted by Reigle (2008) found the fact that only less than 50% of accounting students have the goal of becoming public accountants. This result is supported by data from the AFA Secretariat of the Worldbank (2013), which publishes the number of accountants in ASEAN. Indonesia has 14,735 people who are members of IAI (Indonesian Institute of Accountants), and 1,511 people are members of IAPI (Indonesian Institute of Certified Public Accountants) (AFA Secretariat Worldbank, 2013). It means CPA certified accountants are only 9.3% of all accountants in Indonesia. In Indonesia, the demand and supply of accountants'

professionals have not been balanced. Data from the Ministry of Finance's Accountant and Appraisal Development (PPAJP) Development Center (2014), shows the need for accountants as many as 452,000 people, while the availability of professional accountants is less than 16,000 people. That number is still under other ASEAN countries, such as Malaysia which has 29,654 accountants under the auspices of MIA, the Philippines which has 21,031 accounts under the auspices of PICPA, Singapore which has 26,572 accountants under the auspices of ISCA, and Thailand which has 52,805 accountants under the auspices of the FAP (AFA Secretariat) Worldbank, 2013). The data shows that the opportunity to become an accountant in Indonesia is still huge, it means the opportunity to become a public accountant is undoubtedly even more significant considering that CPA certified accountants only contribute 9.3% of the number of accountants in Indonesia.

The lack of accountants who become public accountants in Indonesia has encouraged many researchers to analyze this phenomenon further. Some researchers take the research viewpoint from the decision making process. Many theories try to explain how a person's process of making decisions in choosing a particular career, such as Myers-Briggs Type Indicator (MBTI), Theory of Reasoned Action (TRA), and Social Cognitive Career Theory (SCCT).

Myers - Briggs Type Indicator (MBTI) Theory tries to identify a person's characteristics into 4 scales, namely Extraversion (E) or Introversion (I), Sensing (S) or Intuition (N), Thinking (T) or Feeling (F), Judging (J) or Perceiving (P), into 16 personality types. It's vital to note, according to the Myers & Briggs Foundation, that all personality types are the same. Recognizing personal strengths can be very

helpful in estimating personal compatibility in a line of work. Swain and Olsen (2012) used MBTI to examine student career choices in accounting. As a result, students who are interested in a career in accounting have good Judging (J) and Sensing (S) skills. Students who do not choose a career in accounting tend to rely on the ability of Perceiving (P) and Intuition (I).

Two components, according to the Theory of Reasoned Action (TRA), establish or cause behavioral intentions: our attitude and our subjective norms. An attitude, like Information Integration theory, includes two components: appraisal and strength of conviction (Ajzen & Fishbein, 1980; Fishbein & Ajzen, 1975 in Trafimow, 2009). Subjective norms, the second factor that determines behavioral intentions, are made up of two parts: normative views (what other people want or expect of me) and motivation to comply (how essential it is for me to do what others want) (Ajzen & Fishbein, 1980; Fishbein & Ajzen, 1975 in Trafimow, 2009). Attitudes and norms, according to TRA, are the key influences on intentions, which are the primary motivators of a person's behavior. This idea assumes that people think about the consequences of their actions. This prediction holds true in a variety of scenarios, including consumer behavior, voting, and so on (O'Keefe, 1990). Felton, Dimnik, and Northey (1995) used TRA to investigate accounting students' decisions to become qualified accountants in Canada. Students' decisions to become certified accountants were based on the ratio between certain beliefs and specific outcomes (job variation, income potential, and career path) that could be achieved when becoming a certified accountant compared to the costs incurred to become a certified accountant, according to Felton, Dimnik, and Northey (1995).

Unlike the MBTI and the TRA, which focus solely on psychological (non-economic) aspects, the Social Cognitive Career Theory takes into account both non-economic (self-efficacy) and economic (outcome expectations) factors. This theory examines how people make professional decisions based on their scientific majors and can be applied to a variety of academic subjects. SCCT (Social Cognitive Career Theory) was created to explain career development by focusing on socio-cognitive formation (Lent, Brown, & Hackett, 1994). Self-efficacy beliefs, outcome expectancies, and goals are the three primary factors in SCCT. Self-efficacy is a state of mind in which a person believes in his or her own ability to achieve a goal. The outcomes that are expected to be received as a result of doing particular actions are known as outcome expectations. A goal is anything that someone desires to attain, whether it comes from within or outside of themselves. The more self-efficacy and expected outcomes a person has, the more committed they are to their chosen career goals. A high level of self-efficacy will also lead to a high level of predicted outcomes. The Social Cognitive Career Theory (SCCT) was used in the research of Lent, Sheu, Gloster, & Wilkins (2010) of engineering students, Blanco (2010) of psychology students, Lent, Lopez, Lopez, & Sheu (2008) of computer students, and Jerry Schoenfeld et al. (2017) of accounting students.

Schoenfeld, Gerry Segal, and And Borgia (2017) do not employ the variable of interest that should exist before the goal is specified, unlike Lent, Sheu, Gloster, & Wilkins (2010), Blanco (2010), Lent, Lopez, Lopez, & Sheu (2008). Lent et al. (1994) state that the tendency to pick a goal is the outcome of one's interests, just as the TRA states that a person's interest in executing a behavior is the key predictor

of whether or not they perform the activity. Lent et al. (1994) found that interest reflects self-efficacy and result expectancies. In addition, interest will act as a mediating factor in the relationship between self-efficacy and goal outcomes (Lent et al., 2003). Interest is a person's fondness or hate for something, such as a job, other people, a task, an idea, or an activity (Layton, 1958 in Hansen) (1984). Interest in becoming a public accountant will grow as self-efficacy and outcome expectations increase. The higher one's level of interest, the more likely they are to pursue and stick to their chosen career goals.

The various considerations are behind the author to conduct further research on variables interest in the SCCT in the scientific and career majors related to accounting. This research will contribute both theoretically and practically. Theoretically, this research will add to the Social Cognitive Career Theory's explanation of interest variables in accounting science majors. The university needs to arrange an interesting lecture curriculum because it will affect the tendency of students to have a career in a similar field. Students can also make their interest in certain subjects as a basis for him to choose a similar career field. So, the title of this study is "Relationship Between Accounting Students and Certified Public Accountant Using A Perspective of Social Cognitive Career Theory."

1.2. Formulation of The Problem

The formulation of the problem from this research are:

1. Is there a positive effect of self-efficacy on goals?
2. Is there a positive effect of self-efficacy on outcome expectations?

3. Is there a positive effect of outcome expectations on goals?
4. Does outcome expectations mediate the relationship between self-efficacy on goals?
5. Is there a positive effect of self-efficacy on interests?
6. Is there a positive effect of outcome expectations on interests?
7. Is there a positive effect of interests on goals?
8. Does interest mediate the relationship between self-efficacy on goals?
9. Does interest mediate the relationship between outcome expectations against goals?

1.3. Research Purposes

The purpose of this study is:

1. To analyze whether there is a positive effect of self-efficacy on goals
2. To analyze whether there is a positive effect of self-efficacy on outcome expectations
3. To analyze whether there is a positive effect of outcome expectations on goals
4. To analyze whether outcome expectations mediate the relationship between self-efficacy on goals
5. To analyze whether there is a positive effect of self-efficacy on interests
6. To analyze whether there is a positive effect of outcome expectations on interests
7. To analyze whether there is a positive effect of interests on goals

8. To analyze whether interest mediates the relationship between self-efficacy on goals
9. To analyze whether interest mediates the relationship between outcome expectation and goal

1.4. Benefits of Research

This research is expected to be beneficial for:

1. Theory

By include interest variables as mediators between self-efficacy measures and goal outcome expectations, this study is expected to provide more insight into the link between SCCT variables.

This research about the relationship between accounting students and CPA helps strengthen the Social Cognitive Career Theory; this is indicated by the acceptance of all existing hypotheses.

2. Practice

This research is expected for the university to arrange an interesting lecture curriculum because it will influence the tendency of students to pursue careers in similar fields. Student interest in the subject will arise when he has confidence. Teachers can maintain and develop student confidence with verbal persuasions, such as praise, and avoid words that can reduce student confidence. Also, student interest will increase if the lecturer gives an overview of economic factors that can be obtained if continuing a career in the subject concerned (the audit practicum course has a relationship with the work of public accountants).

1.5. Framework for Thinking

Lack of Goal Becoming Certified Public Accountants
and Social Cognitive Career Theory

1

Few of accounting students who after graduation want to become certified public accountants

<50%

2

Jerry Schoenfeld, Gerry Segal & Dan Borgia (2017)

The variables of self-efficacy, result expectations, and goals describe the Social Cognitive Career Theory model.

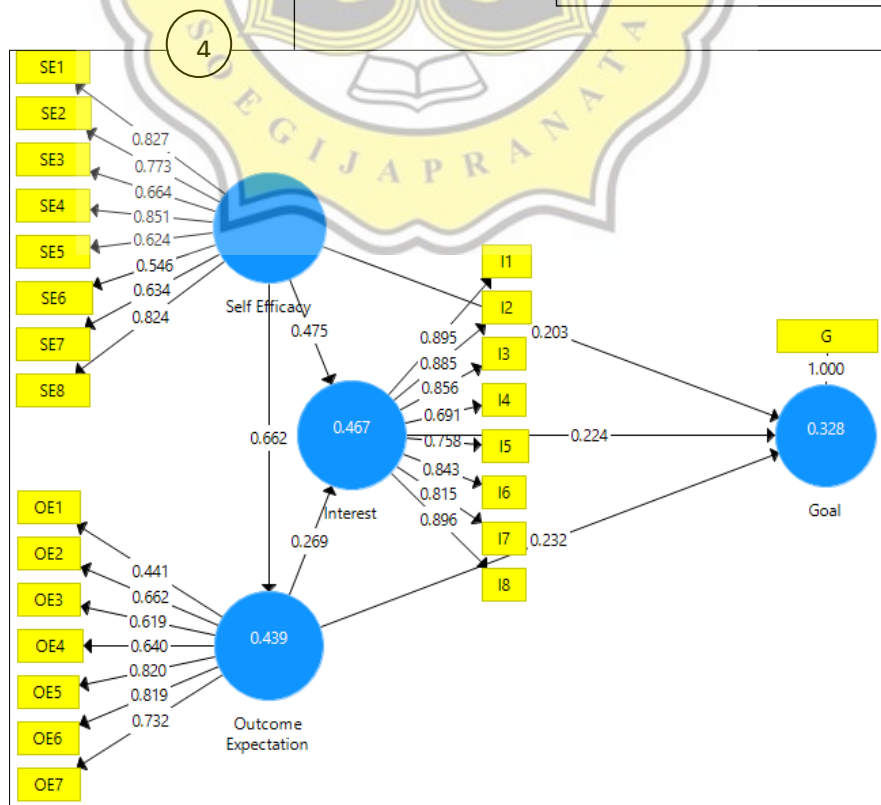
Lent et al. (2003)

The relationship between self-efficacy and goal expectations is mediated by interest.

3

SCCT is a theoretical framework that expresses the process and mechanism of students making career decisions based on the chosen science majors

(Lent, Brown, & Hackett, 1994)



This research is motivated by the small number of certified public accountants in Indonesia. Indonesia has 14,735 people who are members of IAI (Indonesian Institute of Accountants), and 1,511 people are members of IAPI (Indonesian Institute of Certified Public Accountants). This number is still minimal when compared with other ASEAN countries. The lack of certified public accountants encourages various studies to find out why this can happen.

The Social Cognitive Career Theory is frequently used to examine how people make career options based on their scientific majors. This idea can be used by students in a variety of professions, including accounting. Jerry Schoenfeld, Gerry Segal, and Dan Borgia conducted the most recent study on accounting students (2017). According to the study, high self-efficacy and outcome expectations increased students' desire to become certified public accountants.

In order to build on past research, this study will incorporate interest variables that should exist before goals are formed in order to provide more information on the SCCT. Interest is a reflection of self-efficacy and outcome expectations, whereas the tendency to choose a goal is the result of someone's interest. That is, interest will act as a mediating factor in the link between self-efficacy and goal expectations.

1.6. Writing System

The following are the writing systematics used in this study:

CHAPTER I is an introduction that includes the backdrop, problem formulation, research aims, and advantages, as well as writing in a structured manner.

CHAPTER II is a review of the center and the formation of hypotheses, describing numerous theories, concepts, relevant past research, hypotheses generated in this study, research frameworks, definitions, and variable measurement.

CHAPTER III is a research method that includes information on the data source and type to be used, the population and sample size, the definition and measurement of variables required for this study, and data analysis procedures.

CHAPTER IV is the outcome and data analysis section, which details the computations used to solve the study's problem.

CHAPTER V contains the analyses' results, recommendations, and limits.