

PUBLICATION MANUSCRIPT

THE FACTORS AFFECTING INTEREST OF ACCOUNTING STUDENTS

CAREER SELECTION AS AN ACCOUNTANT

(A Case Study of Accounting Students 2016 at Universitas Muhammadiyah

Yogyakarta)



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ABSTRACT

This research is aimed to know and understand what factors that affecting the interest of accounting students in career selection as an accountant (Public Accountant, Corporate Accountant, Government Accountant, Educator Accountant) and Non-Accountant viewed by factor Professional Training, Prospect, Personal Interest, and Family Influence in Universitas Muhammadiyah Yogyakarta. The subjects of this research were 273 Accounting Students of Universitas Muhammdiyah Yogyakarta, which drawn by purposive sampling technique. Data were collected by questionnaires. Descriptive statistics and logistic regression were employed to analyzed the data and test the hypothesis. Results of this research show: 1) The professional training factor does not have a positive influence on the interest of accounting student's career selection as an

accountant. 2) The prospect factor does not have a positive influence on the interest of accounting student's career selection as an accountant. 3) The personal interest factor has a positive influence on the interest of accounting student's career selection as an accountant. 4) The family influence factor does not have a positive influence on the interest of accounting student's career selection as an accountant.

Keywords: Professional Training, Prospect, Personal Interest, Family Influence, Career Selection.

INTRODUCTION

In this era, the development of the business world in Indonesia grows very rapidly. It can be seen from many businesses that exist and from the high level of competition. It has an impact on the variety of open job fields for the workforce. One of the workforces is graduate of the economic and business faculty, especially from the Accounting department (Chairunnisa, 2014). The Accounting profession is a profession that has an important role in the business world. The Accounting profession is a job that not only relates to fulfill life needs but also requires quality of standard professional ethics so that the integrity of the Accounting profession is always maintained, and accountants should always maintain good relations with the community

environment (Harris, 2011). This profession has responsibility for what it does, including its work, organization, society and itself. It makes the accountant is required to be able to act professionally and to be more expertized in accounting fields.

To act professionally and to be more expertized in Accounting, an accountant depends on the profession to be chosen. In career selection, someone needs to plan which career to choose (Asmoro, 2016). Planning in career selection is very important for achieving success. It is one of the complex things and involves big decisions that must be considered before deciding. Choosing a career is not an easy thing (Yusran, 2017). Students who have taken undergraduate education can make choices to join the world of work that

they are interested in. From the many scholars, especially graduates of Accounting department are faced with career selections tailored to the education they have taken. If they choose a careers based on interests, they will feel they can carry out the tasks that have been given and entrusted to them (Putra, 2017).

According to *Pusat Pembinaan, Akuntan Jasa dan Penilai* (PPAJP), the development of accountant in Indonesia is still low at 4% per year (Febriyanti, 2019). Harianti (in Febriyanti, 2019) explains that this phenomenon indicates a lack of interest in Accounting students to become accountants. This interest is a desire of students to work as public accountants. The data of ASEAN Federation of Accountants (AFA) on website ASEANaccountants.org

(Ari, 2017) show that Accounting students who graduate in Indonesia every year in the 2014 period reached 35,000 people (mostly in ASEAN). However, when compared to the number of professional accountants in ASEAN countries, Indonesia only occupies the 5th position with 20,000 people. The data shows that there is no synergy between the profession and academics. That is why Indonesia has the largest number of graduate every year, but only a few have interest in becoming professional accountants. Every year, the university approves Accounting graduates who obtain accounting degree (S.E), but only a few of them are willing to practice as accountants, while others prefer in the other professions (Ari, 2017).

At present, the Accounting department is one of the departments that are in high demand. Most students choose the Accounting department because their desire are motivating themselves to become accountant (Benny, 2006). There are several types of accountant professions: Public Accountant (An accountant who works in public accounting firms), Government Accountant (An accountant who works in government agencies), Corporate Accountant (An accountant who works in companies), and Educating Accountant (An accountant who works in educational institutions as an educator). Every Accounting profession has different roles and responsibilities (Asmoro, 2016).

The factors that influence the career selection of students and the

types of careers they will undertake are interesting things to study. It is because, with the knowledge of career selections that students are interested in, people are able to know the reason why a student chooses the career (Rahayu, 2003).

Professional training is a consideration for students, especially from Accounting who choose the accountant as a profession (Stolle, 1976). Professional training is important for a company, that is why several companies conduct training in advance for their employees. This aims to support them in doing their tasks because they need to follow the standards of professional that exist in the company. So, they can increase their potential and skills (Widiatami, 2013).

Future job opportunities play the most important role in

determining the major of the students. It is because someone will choose a career in the future that will bring him success (Francisco, 2003).

Prospects are the power of encouraging students to pursue career selections in Accounting (Umar, 2014). Chong *et al.* (2013) explain that prospects define career development as a long-term career prospect that relates to employee development, which is how companies provide opportunities for progress and promotion for their employees.

Personal interest means the interests of students in their chosen profession. Personal interest can be learned from parents, from friends, at school, and from life experience. In motivating people to do the right thing and do what they like, interest plays a very important role. How

strong the interest and motivation are, they will encourage someone to do so wholeheartedly (Humayon, 2018).

The influence of parents on career selections in students is a big decision of parents for students. In this case, parents play an important role because they suppress their children's career selections in many ways, such as direct inheritance, apprenticeship, and role models. Parents want their children to have safe and luxurious careers. When parents want their children to succeed, they will also become depressed if their children choose the wrong career. That is why parents do their best to find careers that will be right for their children (Humayon, 2018).

METHOD

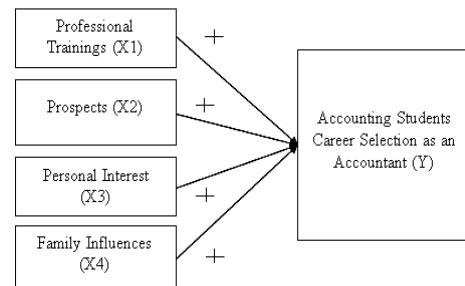
The primary data used in this research were obtained from a questionnaire. The population of this study was accounting students batch 2016 totaling 273 people.

The independent variables of this research are Professional Training, Prospect, Personal Interest, and Family Influence. The dependent variable of this research is Interest of Accounting Students Career Selection. The instrument scale usage in this research is Likert instrument which is determined as follows:

Table 1. Likert Scale

| Explanation | Valuation |
|-------------------|-----------|
| Strongly disagree | 1 |
| Disagree | 2 |
| Neutral | 3 |
| Agree | 4 |
| Strongly Agree | 5 |

The research model can be seen as follows:



RESULT AND ANALYSIS

Hypothesis in this research are:

H₀₁: Professional Training does not have a positive influence on the interest of accounting students career selection as accountants.

H₁: Professional Training has a positive influence on the interest of accounting students career selection as accountants.

H₀₂: Prospect does not have a positive influence on the interest of accounting students career selection as accountants.

H₂: Prospect has a positive influence on the interest of accounting

students career selection as accountants.

H₀₃: Personal interest does not have a positive influence on the interest of accounting students career selection as accountants.

H₃: Personal interest has a positive influence on the interest of accounting students career selection as accountants.

H₀₄: Family influence does not have a positive influence on the interest of accounting students career selection as accountants.

H₄: Family influence has a positive influence on the interest of accounting students career selection as accountants.

Descriptive Statistics

Table 8. Descriptive Statistic Test

| | PT | P | PI | FI |
|-------------|-----------|----------|-----------|-----------|
| N | 77 | 77 | 77 | 77 |
| Min | 14 | 11 | 7 | 9 |
| Max | 20 | 25 | 25 | 25 |
| Mean | 17.31 | 19.49 | 18.08 | 15.78 |
| Std. | 1.656 | 2.624 | 3.077 | 3.239 |

Source: Primary Data Processed, 2019

Explanation:

PT : Professional Training

P : Prospect

PI : Personal Interest

FI : Family Influence

The table indicates the total sample in this research is 77 respondents. The variable of Professional Training (PT) indicates that the minimum value is 14. It means that the minimum value chosen by respondents in 4 statements of Professional Training

variable with the range of 1-5 is 14. The variable of Professional Training (PT) indicates that the maximum value is 20. It means that the maximum value chosen by respondents in 4 statements of Professional Training variable with the range of 1-5 is 20. The mean value of Professional Training variable is 17.31. It means the average value chosen by the respondents is 17.31. The standard deviation is 1.656 which is rounded into 2. It means that the difference between mean and the value of each respondent chosen from its original number is around 2.

The table indicates the total sample in this research is 77 respondents. The variable of Prospect (P) indicates that the minimum value is 11. It means that the minimum value chosen by

respondents in 5 statements of Prospect variable with the range of 1-5 is 11. The variable of Prospect (P) indicates that the maximum value is 25. It means that the maximum value chosen by respondents in 5 statements of Prospect variable with the range of 1-5 is 25. The mean value of Prospect variable is 19.49. It means the average value chosen by the respondents is 19.49. The standard deviation is 2.624 which is rounded into 3. It means that the difference between mean and the value of each respondent chosen from its original number is around 3.

The table indicates the total sample in this research is 77 respondents. The variable of Personal Interest (PI) indicates that the minimum value is 7. It means that the minimum value chosen by respondents in 5 statements of

Personal Interest variable with the range of 1-5 is 7. The variable of Personal Interest (PI) indicates that the maximum value is 25. It means that the maximum value chosen by respondents in 5 statements of Personal Interest variable with the range of 1-5 is 25. The mean value of Personal Interest variable is 18.08. It means the average value chosen by the respondents is 18.08. The standard deviation is 3.077 which is rounded into 3. It means that the difference between mean and the value of each respondent chosen from its original number is around 3.

The table indicates the total sample in this research is 77 respondents. The variable of Family Influence (FI) indicates that the minimum value is 9. It means that the minimum value chosen by respondents in 5 statements of

Family Influence variable with the range of 1-5 is 9. The variable of Family Influence (FI) indicates that the maximum value is 25. It means that the maximum value chosen by respondents in 5 statements of Family Influence variable with the range of 1-5 is 25. The mean value of Family Influence variable is 15.78. It means the average value chosen by the respondents is 15.78. The standard deviation is 3.239 which is rounded into 3. It means that the difference between mean and the value of each respondent chosen from its original number is around 3.

Validity Test

Based on the data that can be seen in the attachment, all the statements are considered valid if the r-count is greater than the r-table at a significant level of 0.05.

The obtained R-table is 0.2242 calculated from $N-2$ ($df = 77-2 = 75$ (N is the amount of data)). All of the r counts on the questionnaires that have been filled by the respondents are above the r table (5%). It shows that the questionnaires are valid.

Reliability Test

Table 13. Reliability Test

| No | Variable | Croanbach Alpha | N of item | Explanation |
|----|-----------------------|-----------------|-----------|-------------|
| 1 | Professional Training | 0.639 | 4 | Reliable |
| 2 | Prospect | 0.743 | 5 | Reliable |
| 3 | Personal Interest | 0.727 | 5 | Reliable |
| 4 | Family Influence | 0.693 | 5 | Reliable |

Source: Primary Data Processed 2019

Based on the table, the value of Croanbach alpha for all of the variables are more than its significant value (0.60) so that it could be concluded that all of the variables in this research are reliable.

Logistic Regression Test

Table 17. Model Summary Test

| Cox & Snell R Square | Nagelkerke R Square |
|----------------------|---------------------|
| 0.266 | 0.395 |

Source: Primary Data Processed, 2019

Based on the table results this calculation gets a Cox and Snell value of 0.266 and Nagelkerke R Square of 0.395. It is indicated the ability of the independent variable in explaining the dependent variable is equal to 0.395 or 39.5%. All the independent variables influence the dependent variable simultaneously in the range of 39.5% while the other 60.5% (100%-39.5%) are influenced or explained by variables not included in this study. The value of 39.5% is small value and do not close to 1.0. It means the ability of independent variables to explain the dependent variable is very limited.

Table 18. Hosmer and Lemeshow Test

| Chi-Square | df | Sig. |
|------------|----|-------|
| 3.748 | 8 | 0.879 |

Source: Primary Data Processed, 2019

This calculation yields a significance of 0.879 and since the value is > 0.05 , then H_0 is accepted. This shows that the model is acceptable and has a sufficient explanation of the data.

Table 19. Variables in Equation Test

| No. | Item Variable | Nilai Sig. |
|-----|-----------------------|------------|
| 1 | Professional Training | 0.163 |
| 2 | Prospect | 0.341 |
| 3 | Personal Interest | 0.001 |
| 4 | Family Influence | 0.882 |

Source: Primary Data Processed, 2019

This calculation is used to determine the effect of the independent variable on the dependent variable using the sig value.

Hypotheses Testing

| No. | Item Variable | Nilai Sig. |
|-----|-----------------------|------------|
| 1 | Professional Training | 0.163 |
| 2 | Prospect | 0.341 |
| 3 | Personal Interest | 0.001 |
| 4 | Family Influence | 0.882 |

Source: Primary Data Processed, 2019

From the test results of the variables in the equation, it can be decided that:

- 1) The professional training variable shows Sig of $(0.163 > 0.05)$, so H_0 is accepted. This shows that the professional training variable does not have a positive influence on the interest of accounting students career selection as accountants.
- 2) The prospect variable shows Sig of $(0.341 > 0.05)$, so H_0 is accepted. This shows that the prospect variable does not have a positive influence on the interest

of accounting students career selection as accountants.

- 3) The personal interest variable shows Sig of ($0.001 < 0,05$), so H_0 is rejected. This shows that the personal interest variable has a positive influence on the interest of accounting students career selection as accountants.
- 4) The family influence variable shows Sig of ($0.882 > 0.05$), so H_0 is accepted. This shows that the family influence variable does not have a positive influence on the interest of accounting students career selection as accountants.

DISCUSSION

The results of this study indicate that one hypothesis is supported. It could be seen from each equation that after being tested it has a sig value < 0.05 . Then, three hypothesis was rejected. It could be

seen from each equation that after being tested it has a sig value > 0.05 .

The explanation of each variable is as follows:

1) Professional Training

Professional training does not have a positive influence on the interest of accounting students career selection as accountants. These results indicate that accounting students at Universitas Muhamadiyah Yogyakarta do not consider the professional training factor in their future career selection.

The results of this study are in line with research conducted by Trihutama (2015) who also states that professional training does not have significant influence on the accounting students career selection. Trirorania (2004) also states that professional training

does not have influence in the accounting students career selection as accountants.

2) Prospect

Prospect does not have a positive influence on the interest of accounting students career selection as accountants. These results indicate that accounting students at Universitas Muhamadiyah Yogyakarta do not consider the prospect factor in their future career selection.

The results of this study are in line with research conducted by Ahmed (2017) who states that prospect does not have influence on the career selection of accounting students.

3) Personal Interest

Personal interest has a positive effect on the interest of accounting students career

selection as accountants. These results indicate that accounting students at Universitas Muhamadiyah Yogyakarta consider the personal interest factor in their future career selection.

The results of this study are in line with the research conducted by Umar (2014) who states that the personal interest is the factor influencing the accounting students career selection as accountants. Humayon (2018) also states that personal interest significantly and positively influences the career selection of accounting students.

4) Family Influence

Family influence does not have a positive influence on the interest of accounting students career selection as accountants.

These results indicate that accounting students at Universitas Muhamadiyah Yogyakarta do not consider the family influence factor in their future career selection.

The results of this study are in line with the research conducted by Wally (2013) who states that family influence does not have significant influence on accounting students career selection. Wally says that family is less significant and also unimportant.

SUGGESTIONS

The following are suggestions given by researcher for future research:

1. Adding other variables than the four variables that have been tested. It is intended that the

independent variables can explain the dependent variable with more extensive.

2. Adding and collecting more sample from other universities that will be examined, both public and private universities in Special Region Yogyakarta. It makes the research results can be used at the provincial level.
3. Not only collecting data through questionnaires distributed to respondents, but also by conducting interviews so that the data obtained is more accurate.

LIMITATIONS

This study has several limitations as follows:

1. In answering the problem of what factors influence accounting students' interest in a career as accountant, researcher only focus

on 4 variables, namely professional training, prospect, personal interest, and family influence.

2. This research was conducted only at one private university, Universitas Muhammadiyah Yogyakarta.
3. The technique used is a survey technique using a questionnaires. This study did not use interview techniques so that the conclusions were the results of questionnaires filled out by respondents only and allows the respondents filled out the questionnaires nothing serious and can lead to mislead results.

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ATTACHMENT

A. PROFESSIONAL TRAINING

1. VALIDITY

Correlations

| | | PT1.1 | PT1.2 | PT1.3 | PT1.4 | TOTAL |
|-------|---------------------|----------|----------|----------|----------|----------|
| PT1.1 | Pearson Correlation | 1 | ,432(**) | ,388(**) | ,204 | ,726(**) |
| | Sig. (2-tailed) | | ,000 | ,000 | ,075 | ,000 |
| | N | 77 | 77 | 77 | 77 | 77 |
| PT1.2 | Pearson Correlation | ,432(**) | 1 | ,271(*) | ,285(*) | ,731(**) |
| | Sig. (2-tailed) | ,000 | | ,017 | ,012 | ,000 |
| | N | 77 | 77 | 77 | 77 | 77 |
| PT1.3 | Pearson Correlation | ,388(**) | ,271(*) | 1 | ,262(*) | ,685(**) |
| | Sig. (2-tailed) | ,000 | ,017 | | ,022 | ,000 |
| | N | 77 | 77 | 77 | 77 | 77 |
| PT1.4 | Pearson Correlation | ,204 | ,285(*) | ,262(*) | 1 | ,630(**) |
| | Sig. (2-tailed) | ,075 | ,012 | ,022 | | ,000 |
| | N | 77 | 77 | 77 | 77 | 77 |
| TOTAL | Pearson Correlation | ,726(**) | ,731(**) | ,685(**) | ,630(**) | 1 |
| | Sig. (2-tailed) | ,000 | ,000 | ,000 | ,000 | |
| | N | 77 | 77 | 77 | 77 | 77 |

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

2. RELIABILITY

Case Processing Summary

| | | N | % |
|-------|-------------|----|-------|
| Cases | Valid | 77 | 100,0 |
| | Excluded(a) | 0 | ,0 |
| | Total | 77 | 100,0 |

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,639 | 4 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|-------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| PT1.1 | 12,95 | 1,681 | ,478 | ,529 |
| PT1.2 | 13,06 | 1,614 | ,455 | ,543 |
| PT1.3 | 13,03 | 1,762 | ,416 | ,572 |
| PT1.4 | 12,90 | 1,857 | ,331 | ,630 |

B. PROFESSIONAL TRAINING

1. VALIDITY

Correlations

| | | P2.1 | P2.2 | P2.3 | P2.4 | P2.5 | TOTAL |
|-------|---------------------|----------|----------|----------|----------|----------|----------|
| P2.1 | Pearson Correlation | 1 | ,290(*) | ,300(**) | ,099 | ,160 | ,481(**) |
| | Sig. (2-tailed) | | ,010 | ,008 | ,392 | ,165 | ,000 |
| | N | 77 | 77 | 77 | 77 | 77 | 77 |
| P2.2 | Pearson Correlation | ,290(*) | 1 | ,775(**) | ,302(**) | ,459(**) | ,819(**) |
| | Sig. (2-tailed) | ,010 | | ,000 | ,007 | ,000 | ,000 |
| | N | 77 | 77 | 77 | 77 | 77 | 77 |
| P2.3 | Pearson Correlation | ,300(**) | ,775(**) | 1 | ,403(**) | ,399(**) | ,823(**) |
| | Sig. (2-tailed) | ,008 | ,000 | | ,000 | ,000 | ,000 |
| | N | 77 | 77 | 77 | 77 | 77 | 77 |
| P2.4 | Pearson Correlation | ,099 | ,302(**) | ,403(**) | 1 | ,406(**) | ,634(**) |
| | Sig. (2-tailed) | ,392 | ,007 | ,000 | | ,000 | ,000 |
| | N | 77 | 77 | 77 | 77 | 77 | 77 |
| P2.5 | Pearson Correlation | ,160 | ,459(**) | ,399(**) | ,406(**) | 1 | ,727(**) |
| | Sig. (2-tailed) | ,165 | ,000 | ,000 | ,000 | | ,000 |
| | N | 77 | 77 | 77 | 77 | 77 | 77 |
| TOTAL | Pearson Correlation | ,481(**) | ,819(**) | ,823(**) | ,634(**) | ,727(**) | 1 |
| | Sig. (2-tailed) | ,000 | ,000 | ,000 | ,000 | ,000 | |
| | N | 77 | 77 | 77 | 77 | 77 | 77 |

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

2. RELIABILITY

Case Processing Summary

| | | N | % |
|-------|-------------|----|-------|
| Cases | Valid | 77 | 100,0 |
| | Excluded(a) | 0 | ,0 |
| | Total | 77 | 100,0 |

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,743 | 5 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| P2.1 | 15,44 | 5,724 | ,275 | ,768 |
| P2.2 | 15,65 | 4,099 | ,668 | ,632 |
| P2.3 | 15,49 | 4,280 | ,693 | ,628 |
| P2.4 | 15,31 | 5,007 | ,421 | ,728 |
| P2.5 | 16,08 | 4,336 | ,501 | ,705 |

C. PERSONAL INTEREST

1. VALIDITY

Correlations

| | | PI3.1 | PI3.2 | PI3.3 | PI3.4 | PI3.5 | TOTAL |
|-------|---------------------|----------|----------|----------|----------|----------|----------|
| PI3.1 | Pearson Correlation | 1 | ,315(**) | ,249(*) | ,167 | ,284(*) | ,608(**) |
| | Sig. (2-tailed) | | ,005 | ,029 | ,147 | ,012 | ,000 |
| | N | 77 | 77 | 77 | 77 | 77 | 77 |
| PI3.2 | Pearson Correlation | ,315(**) | 1 | ,547(**) | ,414(**) | ,451(**) | ,759(**) |
| | Sig. (2-tailed) | ,005 | | ,000 | ,000 | ,000 | ,000 |
| | N | 77 | 77 | 77 | 77 | 77 | 77 |
| PI3.3 | Pearson Correlation | ,249(*) | ,547(**) | 1 | ,496(**) | ,359(**) | ,731(**) |
| | Sig. (2-tailed) | ,029 | ,000 | | ,000 | ,001 | ,000 |
| | N | 77 | 77 | 77 | 77 | 77 | 77 |
| PI3.4 | Pearson Correlation | ,167 | ,414(**) | ,496(**) | 1 | ,364(**) | ,702(**) |
| | Sig. (2-tailed) | ,147 | ,000 | ,000 | | ,001 | ,000 |
| | N | 77 | 77 | 77 | 77 | 77 | 77 |
| PI3.5 | Pearson Correlation | ,284(*) | ,451(**) | ,359(**) | ,364(**) | 1 | ,700(**) |
| | Sig. (2-tailed) | ,012 | ,000 | ,001 | ,001 | | ,000 |
| | N | 77 | 77 | 77 | 77 | 77 | 77 |
| TOTAL | Pearson Correlation | ,608(**) | ,759(**) | ,731(**) | ,702(**) | ,700(**) | 1 |
| | Sig. (2-tailed) | ,000 | ,000 | ,000 | ,000 | ,000 | |
| | N | 77 | 77 | 77 | 77 | 77 | 77 |

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

2. RELIABILITY

Case Processing Summary

| | | N | % |
|-------|-------------|----|-------|
| Cases | Valid | 77 | 100,0 |
| | Excluded(a) | 0 | ,0 |
| | Total | 77 | 100,0 |

a Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| ,727 | 5 |

Item-Total Statistics

| | Scale Mean if Item Deleted | Scale Variance if Item Deleted | Corrected Item-Total Correlation | Cronbach's Alpha if Item Deleted |
|-------|----------------------------|--------------------------------|----------------------------------|----------------------------------|
| PI3.1 | 14,40 | 6,691 | ,330 | ,751 |
| PI3.2 | 14,57 | 6,353 | ,608 | ,638 |
| PI3.3 | 14,17 | 6,616 | ,577 | ,653 |
| PI3.4 | 14,70 | 6,239 | ,481 | ,684 |
| PI3.5 | 14,47 | 6,463 | ,502 | ,675 |

D. PERSONAL INTEREST

1. VALIDITY

Correlations

| | | FI4.1 | FI4.2 | FI4.3 | FI4.4 | FI4.5 | TOTAL |
|-------|---------------------|----------|----------|----------|----------|----------|----------|
| FI4.1 | Pearson Correlation | 1 | ,461(**) | ,301(**) | ,151 | ,092 | ,593(**) |
| | Sig. (2-tailed) | | ,000 | ,008 | ,189 | ,427 | ,000 |
| | N | 77 | 77 | 77 | 77 | 77 | 77 |
| FI4.2 | Pearson Correlation | ,461(**) | 1 | ,271(*) | ,442(**) | ,364(**) | ,776(**) |
| | Sig. (2-tailed) | ,000 | | ,017 | ,000 | ,001 | ,000 |
| | N | 77 | 77 | 77 | 77 | 77 | 77 |
| FI4.3 | Pearson Correlation | ,301(**) | ,271(*) | 1 | ,321(**) | ,249(*) | ,581(**) |
| | Sig. (2-tailed) | ,008 | ,017 | | ,004 | ,029 | ,000 |
| | N | 77 | 77 | 77 | 77 | 77 | 77 |
| FI4.4 | Pearson Correlation | ,151 | ,442(**) | ,321(**) | 1 | ,466(**) | ,728(**) |
| | Sig. (2-tailed) | ,189 | ,000 | ,004 | | ,000 | ,000 |
| | N | 77 | 77 | 77 | 77 | 77 | 77 |
| FI4.5 | Pearson Correlation | ,092 | ,364(**) | ,249(*) | ,466(**) | 1 | ,664(**) |
| | Sig. (2-tailed) | ,427 | ,001 | ,029 | ,000 | | ,000 |
| | N | 77 | 77 | 77 | 77 | 77 | 77 |
| TOTAL | Pearson Correlation | ,593(**) | ,776(**) | ,581(**) | ,728(**) | ,664(**) | 1 |
| | Sig. (2-tailed) | ,000 | ,000 | ,000 | ,000 | ,000 | |
| | N | 77 | 77 | 77 | 77 | 77 | 77 |

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

RESULT OF LOGISTIC REGRESSION TEST OUTPUTS

Model Summary

| Step | -2 Log likelihood | Cox & Snell R Square | Nagelkerke R Square |
|------|-------------------|----------------------|---------------------|
| 1 | 62,278(a) | ,266 | ,395 |

a Estimation terminated at iteration number 6 because parameter estimates changed by less than ,001.

Hosmer and Lemeshow Test

| Step | Chi-square | df | Sig. |
|------|------------|----|------|
| 1 | 3,748 | 8 | ,879 |

Variables in the Equation

| Step | Variable | B | | S.E. | | Wald | | df | | Sig. | | Exp(B) | | 95,0% C.I.for EXP(B) | |
|------|----------|---------|-------|--------|-------|-------|-------|-------|-------|-------|-------|--------|-------|----------------------|-------|
| | | Lower | Upper | Lower | Upper | Lower | Upper | Lower | Upper | Lower | Upper | Lower | Upper | Lower | Upper |
| 1(a) | TOTAL1 | ,325 | ,233 | 1,946 | 1 | ,163 | 1,384 | ,877 | 2,184 | | | | | | |
| | TOTAL2 | -,132 | ,139 | ,905 | 1 | ,341 | ,876 | ,667 | 1,151 | | | | | | |
| | TOTAL3 | ,550 | ,167 | 10,777 | 1 | ,001 | 1,732 | 1,248 | 2,405 | | | | | | |
| | TOTAL4 | ,017 | ,117 | ,022 | 1 | ,882 | 1,018 | ,809 | 1,280 | | | | | | |
| | Constant | -11,512 | 4,800 | 5,751 | 1 | ,016 | ,000 | | | | | | | | |

a Variable(s) entered on step 1: TOTAL1, TOTAL2, TOTAL3, TOTAL4.