

Perception of the Millennial Generation on Quality of Life and Motivation Career in Accounting

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ABSTRACT

The objective of this study is to recognize accounting students' perception on quality of life and motivation, which is divided into three groups based on gender, university types, and student's decision whether they choose a career as a public accountant or a private accountant. The data were collected from several universities in Java Island. The survey was distributed online and obtained a total of 445 valid questionnaires used to test the research model. The results of this study found that all students need a quality of life and motivation for a career in accounting. The implication of this study which are for universities, professional accounting institutions, and companies in general, is to provide a more specific understanding of the perceptions of male and female students, public and private universities students, and also students' decision in choosing their careers as public or private accountants, about quality of life and motivation in accounting careers.

Keywords: *Career path, Extrinsic motivation, Intrinsic motivation, Quality of life, Student perception*

1. INTRODUCTION

The accounting profession has a massive potential in the future; even now, accountants are much needed for both companies and individuals. In business activities, accountants are categorized into public and private accountants. Based on its duties, a public accountant works for accounting firms and performs audit, tax, consulting, and accounting services for other businesses or parties; meanwhile, a private accountant works in a company or general organization [1]. A public accountant serves the community, checks financial reports, compiles accounting systems, and provides management consultation services. On the other hand, a private accountant works in a company and becomes its employee; their tasks include setting the accounting system, writing financial reports for outside parties, budgeting, and managing firm taxes. Several standards, strengths, and weaknesses differentiate between these two professions [2].

In an article by ACCA's Professional Insights [3] the millennials will account for around 24% of the global workforce in 2020 and will bring forth changes from previous generations. References [4] stated that the majority of millennials like flexible jobs, which is supported by another article in ACCA's Professional

Insights [5] in that millennials are highly conscious of and would consider work-life balance and flexibility in a job. KPMG (Klynveld Peat Marwick Goerdeler), part of the Big Four accounting firms, reported that globally, 59% of its entire staff in 2016 is millennials. The survey result shows that millennials' interest in accounting career is fairly high, since they would choose a firm that provides a good work-life balance [6]. Working as an accountant can help foster good interactions in both organization and society [7]. Therefore, students are interested in an accounting career as accounting influences global economic decisions, and because they feel this career is interesting and dynamic [8]. This interest is supported by internship opportunities, which offer working experiences in accounting careers. The current accounting profession is increasingly supporting the balance between family and work, which interests students who are assessing their quality of working life [9], and exploring work-life flexibility. Additionally, [10] mentioned that students who plan to choose accounting careers feel that they would have a stable daily routine, developing skills, and collaborative relationships if they pursue this career. References [11] noted that accounting students specifically wish to work in public accounting as auditors. At the same time, [12] reported that accounting students are more interested in

being a private accountant, since in their opinion this career has less stress and is more flexible.

According to [13], in this global era Indonesian accountants are in danger of being unable to compete with foreign accountants because of the lack of awareness for professional certification. The head of Institute of Indonesia Chartered Accountants (*Ikatan Akuntan Indonesia*, IAI), said there are more than 35.000 accounting graduates each year, but only 22.000 certified accountants [13]. The number of accountants in Indonesia is low when compared to the number of micro, small, and medium enterprises; around 48.000 accountants are registered out of the 70.000 needed [14]. Based on an article by CNBC Indonesia [15], the amount of Indonesian accountants is lower when compared to other ASEAN countries, thus many accountants from ASEAN enter Indonesia. The head of Indonesian Institute of Public Accountants (*Institut Akuntan Publik Indonesia*, IAPI), Aria Kanaka, expressed that the Industrial Revolution 4.0 is an excellent opportunity for Indonesian accounting graduates to act, as the government has given legal protection by passing Act 5 Year 2011 on Public Accountants [16]. This act asserts that public accountants serve the society by providing assurance services and other services related to accounting, finance, and management, in accordance to rules and regulations.

References [17] proclaimed that a suitable career can decide a person's well-being, satisfaction in life, and work-life balance. Public accountant, private accountant, manufacturing companies, and the government are continuously trying to improve work-life balance. To do this, companies, especially accounting firms, take actions in order to draw students' interest in working in a particular field. Students choose a career in accounting with a motive to balance work and social issues [18]. According to [9], students would also get a better understanding of what a work-life balance actually is. References [2] identified quality of life as the factor influencing students in choosing a career. Moreover, both current and future accountants will choose a company that provides facilities such as leaves and part-time work, which impact their career decision [9].

The purpose of this study is to recognize accounting students' perception on quality of life and motivation. The students were divided into groups based on gender, university types, and whether they choose a career as a public accountant or a private accountant. The study was focused on accounting students in Indonesia, specifically on the provinces of East Java, Central Java, and West Java. Based on uniRank data [19], most of Indonesia's top universities are located in Java. Further supporting this is the data by National Accreditation Board for Higher Education (*Badan Akreditasi Nasional Perguruan Tinggi*, BAN-PT) [20], which stated that there are 334 undergraduate accounting majors in Java; 74 of

these are accredited "A" and 189 accredited "B". The data by Statistics Indonesia (*Badan Pusat Statistik*, BPS) [21] showed that 63.8% of the nation's total workforce is located in Java, meaning there is larger potential for work in Java.

2. LITERATURE REVIEW

2.1 Maslow's Hierarchy Theory

Maslow's hierarchy theory is a psychological theory proposed by Abraham Maslow, a renowned psychologist [22]. References [23] explained that Maslow's theory was specifically built upon the view that human behavior is highly motivated by the simple wish to fulfill a particular human need in society. Abraham Maslow developed this theory by assuming that a person will be motivated by five levels of needs: (1) physiological needs, (2) safety needs, (3) belongingness and love needs, (4) esteem needs, and (5) self-actualization needs [22]. According to [9], unfulfilled needs will push someone to act in order to meet their needs and generate satisfaction in their life.

2.2 MC Clelland

This theory, developed by David McClelland and his associates in 1961, summarized the three needs of life [24]. It explained that humans have needs that motivate them in life [25], [26], and defined these needs into three: (1) achievement, the desire to do better, more effective problem solving than other people; (2) power, the desire to control others, in order to influence their behavior so as to be responsible for their job and other people; (3) affiliation, the desire to build and maintain friendships with others. Based on this theory, the desire to affiliate leads to the development of personal relationships, which includes those outside of the workplace. Therefore, to achieve the balance of work-life, it is important to fulfill the needs of life [9].

2.3 Social Cognitive Career Theory (SCCT)

In 1977, Albert Bandura developed a theory called Social Learning Theory, which he then expanded and renamed into Social Cognitive Theory in 1986 [27]. It was upon this theory that [28] expanded the Social Cognitive Career Theory (SCCT), which is used to explain what variables affect someone's career choice [29]. SCCT was designed as a derivative of general social cognitive theory, which explains the intersection of intrinsic and extrinsic factors that influence psychosocial functioning [30]. According to Lent and Brown [31], SCCT is a connecting framework for the basic theoretical approaches on career choice and development, while also helping to understand how

certain aspects and social-economic standing are formed, to create a relevant learning experience in regards to certain careers.

SCCT argues that career choice and purpose are influenced by self-efficacy belief and career expectation and objective [32]. References [30] defined self-efficacy as a guideline to assess someone's ability to do specific tasks with different levels of beliefs. SCCT consists of five interrelated models, one of which focuses on determinants of performance aimed at career satisfaction and well-being [31].

2.4 Quality of Life

Quality of life was originally used in the United States in 1986 to describe the situation where workers allocate more of their time for work, while at the same time decreasing their allotted time to activities outside of work [9]. References [33] described quality of life as a relationship where work and life seems to actively affect employees' performance, while [34] and [35] defined quality of life as the distribution of time between work and family. When someone could not separate their job from family and begins to have both problems mixed, it causes stress and unproductive work attitudes. References [36] stated that successfully achieving work-life balance in a company can give many benefits to employers, as it creates motivated and productive employees with less stress.

2.5 Motivation

References [37] stated that generally, motivation is categorized into two, intrinsic and extrinsic motivation. Motivation affects someone to learn actively [38], and can be a deciding factor on a career path [39]. Intrinsic motivation refers to activities that help achieve personal satisfaction, such as liking and being interested in accounting [40]. Meanwhile, Bainbridge [41] explained that extrinsic motivation comes from outside an individual, and can encourage them to do a job they are hoping for. References [40] gave an example of students choosing accounting major because of the numerous jobs available after graduation.

2.6 Gender

Gender in this study is classified into two, male and female. According to [42], gender is an asexual phenomenon in which both males and females understand their own behavior. Gender theory talked on how men and women develop their individuality by speaking, thinking, acting, and shaping life patterns, as behaviors that continuously evolve with time [43]. Based on gender theory, gender differences have been identified relating to work-life balance and other work

problems [44]. By [45] report, both men and women feel the need for better quality of life when they have a family.

The connection between quality of life and gender has been researched by Smith et al. References [9] and the result showed a difference between male and female accountants. Smith et al. found that females tend to mark quality of life as significantly important, but both genders agreed that quality of life is essential and very much consider balancing work and taking care of children in the future. According to [46], education and workforce achievements have recently experienced a significant development especially in developed countries, since many working individuals, whether male or female, have reached balance between work and family. Based on this explanation, the following hypothesis is created:

H₁: Male accounting students have higher perception on quality of life compared to female accounting students.

The correlation between gender and extrinsic and intrinsic motivation as studied by [47] showed a significantly distinct perception between males and females. The result of that study identified four components that influence women's motivation: extrinsic motivation, personal goal, attitude, and the strength of the motivation; conversely, on men there is only one component: hope. As such, the following hypothesis is formed:

H₂: Male accounting students have higher perception of intrinsic motivation compared to female accounting students.

H₃: Male accounting students have higher perception of extrinsic motivation compared to female accounting students.

2.7 Type of Universities

According to [48], universities play an important role in economic growth by training and developing human resources. University types are grouped into private university and public university. References [49] and [50] argued that students graduating from private universities received plenty of job offers that lead to private universities having less unemployment rate after graduation. Private universities employ more face-to-face learning models to help students better understand the knowledge gained [51]. Meanwhile, public universities have higher quality of education in research and development [52] [53]. Based on the study by [54], what differentiates private and public universities are the supply and demand. Private universities still specialize in basic and applied sciences, and are only prepared to offer highly popular study programs. From the demand viewpoint, the gap between private and

public universities decreases because of similar criteria from students.

The association between quality of life and university types was studied by [55]. The results showed a significant difference in the perception of quality of life between private and public universities' students, no significant difference in dimension of tolerance in the workplace, but a significant difference in dimensions of comfort and coworkers' relationship in private and public universities.

H₄: Accounting students in public universities have higher perceptions on quality of life compared to those in private universities.

The relation between university types with extrinsic and intrinsic motivation as studied by [56] demonstrated differing perceptions between the two universities type. Results indicated that private university's students have higher perception than their peers in public universities. Based on this, the following hypothesis is formed:

H₅: Accounting students in public universities have higher perceptions on intrinsic motivation compared to those in private universities.

H₆: Accounting students in public universities have higher perception on extrinsic motivation compared to those in private universities.

2.8 Career Path

A career path is an individual's life-long journey that needs to be planned at the beginning of a career [29]. According to [57], identity is the key in achieving a successful career, and reasoned that having a clear identity understands what or who to prioritize in helping an individual makes a career decision, pursues a goal, and experiences a successful career. Career identity involves self-efficacy to coordinate motivation, cognitive resources, and activities that may help further the end goal [57]. A person's career path can be influenced by their own character [58]. References [1] told that attitude becomes the evaluation of accounting students' desire to choose a career in accounting.

The relation between career path and quality of life was studied by [59], who mentioned that the work to obtain a decent quality of life will be affected by those who have previously reached career paths. Likewise, [60] found that shaping a personality with the purpose of achieving a balance of life can be done by establishing and guiding its career and education paths. From this, the following hypothesis is formed:

H₇: Accounting students who choose to have a career as public accountants have higher perception on quality of life compared to accounting students who choose to become private accountants.

References [29], found that motivation is one of several important factors in choosing a career in accounting. Similarly, [61] noted that both intrinsic and extrinsic motivations are important factors that students use to consider choosing a career in accounting, a finding that was also shared by Byrne and Flood.

H₈: Accounting students who choose to have a career as public accountants have higher perceptions on intrinsic motivation compared to accounting students who choose to become private accountants.

H₉: Accounting students who choose to have a career as public accountants have higher perceptions on extrinsic motivation compared to accounting students who choose to become private accountants.

3. METHOD

This study used a quantitative study case approach, and employed primary data obtained from a questionnaire distributed in May 2020.

3.1 Method

Figure 1 depicted the analysis model in this study. It is used to analyze accounting students' perception on quality of life, extrinsic motivation, and intrinsic motivation. The necessary data was collected from the distribution of questionnaires, which was divided into two parts. The first part was composed of questions on gender, year of program/ batch, university type, and GPA. On this part, respondents' demographic was collected and data variability was ensured. The next part consisted of statements on students' perception on the three variables; these statements were measured using a seven-point Likert scale, where 1 is "Strongly disagree" and 7 is "Strongly agree".

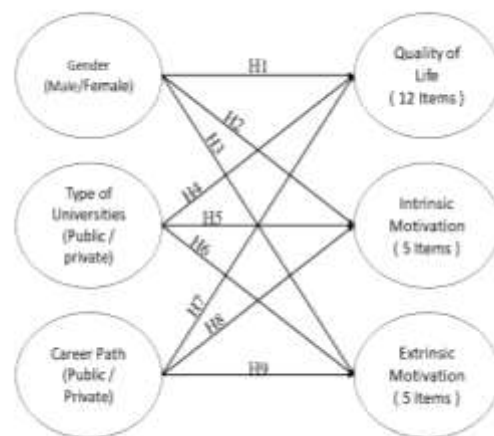


Figure 1. Research Model

Table 1. Demographic Profile of Respondents

Characteristics	Categories	Total	%
Gender	Male	114	25%
	Female	331	75%
Age	< 18	3	1%
	18 - 22	423	96%
	> 22	19	4%
University Types	Public University	170	38%
	Private University	275	62%
Year of Program	Freshman	42	9%
	Junior	65	15%
	Sophomore	224	50%
	Senior	114	25%
GPA	≤ 2.5	4	1%
	2.51 - 3.00	49	11%
	3.00 - 3.50	212	48%
	≥ 3.51	180	40%

3.2 Sample Size and Demographic

The sample for this study is accounting students from private and public universities in the island of Java. The target respondents were accounting students from semester 1 up to and over semester 8. The questionnaire was distributed online and earned 455 respondents, consisting of accounting students in East Java, Central Java, and West Java.

The sampling technique used was probability sampling, specifically, purposive-judgment sampling, which is a sampling technique used on certain groups that are expected to provide information for the study [62].

Table 1 showed respondents' demographic sample. The majority of respondents are female; most are within 18-22 years of age, and most are in semester five or six. The respondents are from both public and private universities in Java. Based on [63], more students are enrolled in private universities than public universities. In line with this, most respondents come from private universities. The average GPA reached is between 3.01 and 3.50.

3.3 Data Analysis

Analysis was done through several steps to avoid misinterpreting the results. The technique consisted of three tests for the outside model: validity test, reliability test, and normality test. Validity test aims to ensure the data is valid and accurate; it is valid if the value is >0.3 which comes from the score on the table. Reliability test is to guarantee the data reliability; it is reliable if the

Cronbach's alpha value is > 0.6. Normality test checks whether the data has a normal distribution or not. It is considered normal if the p-value is > 0.05 or 5%. After passing the three outside model tests, the data will be processed further using Mann-Whitney independent test.

4. RESULT AND DISCUSSION

There were 170 students from public universities and 275 students from private universities, 208 students chose a career as public accountants and 237 students chose to become private accountants. From the 114 male students, most studied at private universities and largely chose to become public accountants. From 331 female students, the majority also studied at private universities, but most chose a career as private accountants.

From Table 3, it is seen that all twelve items of quality of life, five items of extrinsic motivation, and five items of intrinsic motivation are valid, reliable or consistent, but not distributed normally. Table 4 exhibited no significant difference in perception for all variables between males and females, as all p-values are greater than 0.1. Based on Table 3, there are differing perceptions between private and public universities students on variables intrinsic motivation and extrinsic motivation, since p-value is < 0.1 and there are significant mean rank differences on items IM1, IM3, IM4, and EM1. All items' scores from the quality of life variable are >0.1, meaning there are no conflicting perceptions between private and public universities' students on quality of life.

The mean rank between private and public universities are quite equal with p-value >0.1. For variables intrinsic motivation and extrinsic motivation, p-value are smaller than 0.1 with large differences on mean rank values. It is concluded that there are diverging perceptions between students who choose a career as public accountants and those who choose to be private accountants on items IM2, IM3, IM4, EM1, and EM2 (see table 3).

This study showed that students already have an awareness on the importance of quality of life and motivation, whether from inside or outside, when choosing an accounting career. The study by AICPA [64] indicated that quality of life has become the main concern in the accounting profession.

Table 2. Crosstab of Category of Respondents' Demographic

Gender	University Type		Career Path	
	Public University	Private University	Private Accountant	Public Accountant
Male	38	76	53	61
Female	132	199	184	147
University Type			Career Path	
			Private Accountant	Public Accountant
Public University			86	84
Private University			151	124

Table 3. Validity, Reliability, and Normality Test Results

Variables	Items	Kolmogorov-Smirnov Z	Asymp. Sig. (2-tailed)	Corrected Item-Total Correlation	Cronbach's Alpha
Quality of Life	QL1	4.419	0.000	0.593	0.8562
	QL2	4.799	0.000	0.643	
	QL3	5.026	0.000	0.630	
	QL4	5.154	0.000	0.563	
	QL5	6.052	0.000	0.621	
	QL6	4.915	0.000	0.623	
	QL7	4.651	0.000	0.654	
	QL8	2.806	0.000	0.333	
	QL9	3.278	0.000	0.408	
	QL10	3.431	0.000	0.507	
	QL11	4.704	0.000	0.505	
	QL12	4.338	0.000	0.604	
Intrinsic Motivation	IM1	3.399	0.000	0.860	0.8984
	IM2	3.795	0.000	0.813	
	IM3	3.492	0.000	0.774	
	IM4	4.712	0.000	0.742	
	IM5	4.516	0.000	0.567	
Extrinsic Motivation	EM1	5.319	0.000	0.676	0.8794
	EM2	5.007	0.000	0.738	
	EM3	3.428	0.000	0.713	
	EM4	3.699	0.000	0.749	
	EM5	3.516	0.000	0.686	

There are no significant perception differences in quality of life in the gender group (Table 4), university type group (Table 5), and career path group (Table 6). This suggests that accounting students have similar understandings on the importance of job-sharing, work flexibility, healthy work-life balance, part-time work, work from home, special leaves, and technology-based work, and consider them in choosing an accounting career. This understanding does not differentiate whether it is male or female students, private or public universities students, or career choices as private or public accountants. The result corresponds with [9] study which stated that quality of life positively affects an accountant career choice. Based on Table 6, males are less aware of the need for quality of life at work, which is supported by [59] who declared that females have higher awareness on the need for quality of life since most females would consider family first as opposed to males. The study results also demonstrated that student motivation plays an important role in encouraging a successful accounting career. Maslow

theorized that humans surely have needs for a living, however they also are never satisfied with what they have. References [22] expressed a similar view that human needs are never fully satisfied as humans in general desire to achieve higher living standards. McClelland also claimed that motivation is part of human needs.

References [24] explained that a high motivation is necessary to attain higher status and successful career. In general, there are two kinds of motivation, one which comes from oneself and one which comes from outside influences. In this study, students have different perceptions of intrinsic motivation in choosing a career, marked by significant values in the university types category (Table 5). It indicates that more students from public universities like accounting than from private universities, and that there are more students who like to be an accountant and spend their time studying accounting in public universities than in private universities.

Table 4. Mean Rank Difference Based on Gender

Variables	Items	Mean Rank Gender		Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
		Male	Female				
Quality of Life	QL1	226.40	221.83	24038.00	45774.00	-0.474	0.635
	QL2	223.41	222.86	23441.50	45177.50	-0.937	0.349
	QL3	220.32	223.92	24245.00	45981.00	-0.315	0.753
	QL4	226.96	221.63	24523.50	52726.50	-0.098	0.922
	QL5	227.33	221.51	24516.50	52719.50	-0.105	0.916
	QL6	223.16	222.94	24033.50	52236.50	-0.485	0.627
	QL7	229.89	220.63	24321.50	52524.50	-0.255	0.799
	QL8	231.42	220.10	24620.00	52823.00	-0.021	0.983
	QL9	237.04	218.17	24304.00	46040.00	-0.260	0.795
	QL10	238.11	217.80	23906.50	45642.50	-0.562	0.574
	QL11	210.59	227.27	23289.50	51492.50	-1.045	0.296
	QL12	236.96	218.19	22750.50	50953.50	-1.458	0.145
Intrinsic Motivation	IM1	236.50	218.35	17327.500	72273.50	-1.345	0.179
	IM2	237.90	217.87	17168.000	72114.00	-1.485	0.138
	IM3	221.47	223.53	18693.00	25248.00	-0.151	0.880
	IM4	227.15	221.57	18394.00	73340.00	-0.413	0.680
	IM5	229.87	220.63	18084.00	73030.00	-0.689	0.491
Extrinsic Motivation	EM1	210.92	227.16	17490.00	24045.00	-1.214	0.225
	EM2	224.94	222.33	18646.00	73592.00	-0.195	0.846
	EM3	225.84	222.02	18543.00	73489.00	-0.282	0.778
	EM4	229.55	220.74	18120.00	73066.00	-0.651	0.515
	EM5	234.29	219.11	17580.50	72526.50	-1.121	0.262

Table 5. Mean Rank Difference Based on University Types

Variables	Items	Mean Rank University Type		Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
		Private	Public				
Quality of Life	QL1	223.40	222.35	23264.500	37799.500	-0.088	0.930
	QL2	225.64	218.73	22649.500	37184.500	-0.579	0.563
	QL3	225.83	218.43	22598.000	37133.000	-0.623	0.533
	QL4	225.69	218.65	22635.500	37170.500	-0.595	0.552
	QL5	217.21	232.36	21783.000	59733.000	-1.310	0.190
	QL6	222.34	224.06	23194.000	61144.000	-0.147	0.883
	QL7	229.52	212.46	21582.500	36117.500	-1.436	0.151
	QL8	227.08	216.41	22254.000	36789.000	-0.866	0.386
	QL9	220.55	226.96	22702.000	60652.000	-0.522	0.602
	QL10	229.82	211.96	21498.500	36033.500	-1.460	0.144
	QL11	218.99	229.49	22271.000	60221.000	-0.872	0.383
	QL12	227.52	215.69	22132.500	36667.500	-0.980	0.327
Intrinsic Motivation	IM1	214.55	236.66	21052.000	59002.000	-1.824	0.068*
	IM2	216.81	233.02	21672.000	59622.000	-1.337	0.181
	IM3	208.44	246.55	19372.000	57322.000	-3.121	0.002**
	IM4	212.56	239.89	20503.000	58453.000	-2.253	0.024**
	IM5	220.04	227.78	22562.000	60512.000	-0.643	0.520
Extrinsic Motivation	EM1	214.65	236.51	21079.000	59029.000	-1.818	0.069*
	EM2	218.65	230.03	22180.000	60130.000	-0.946	0.344
	EM3	219.22	229.11	22336.500	60286.500	-0.811	0.417
	EM4	219.45	228.74	22399.500	60349.500	-0.764	0.445
	EM5	228.34	214.36	21907.000	36442.000	-1.150	0.250

a. *, **, ***, mean the significant level is less than 10%, 5%, and 1%, respectively.

Table 6. Mean Rank Difference Based on Career Path

Variables	Items	Mean Rank Career Path		Mann-Whitney U	Wilcoxon W	Z	Asymp. Sig. (2-tailed)
		Private	Public				
Quality of Life	QL1	225.57	220.07	24038.000	45774.000	-0.474	0.635
	QL2	228.09	217.20	23441.500	45177.500	-0.937	0.349
	QL3	224.70	221.06	24245.000	45981.000	-0.315	0.753
	QL4	222.47	223.60	24523.500	52726.500	-0.098	0.922
	QL5	222.45	223.63	24516.500	52719.500	-0.105	0.916
	QL6	220.41	225.95	24033.500	52236.500	-0.485	0.627
	QL7	221.62	224.57	24321.500	52524.500	-0.255	0.799
	QL8	222.88	223.13	24620.000	52823.000	-0.021	0.983
	QL9	224.45	221.35	24304.000	46040.000	-0.260	0.795
	QL10	226.13	219.44	23906.500	45642.500	-0.562	0.574
	QL11	217.27	229.53	23289.500	51492.500	-1.045	0.296
	QL12	214.99	232.12	22750.500	50953.500	-1.458	0.145
Intrinsic Motivation	IM1	214.80	232.34	22705.000	50908.000	-1.485	0.137
	IM2	211.83	235.73	22000.000	50203.000	-2.024	0.043**
	IM3	206.12	242.23	20648.500	48851.500	-3.037	0.002**
	IM4	212.32	235.17	22117.500	50320.500	-1.933	0.053*
	IM5	217.76	228.97	23406.000	51609.000	-0.956	0.339
Extrinsic Motivation	EM1	213.62	233.69	22425.500	50628.500	-1.714	0.087*
	EM2	211.48	236.13	21917.000	50120.000	-2.104	0.035**
	EM3	220.78	225.52	24123.000	52326.000	-0.399	0.690
	EM4	220.85	225.45	24137.500	52340.500	-0.389	0.697
	EM5	219.73	226.72	23874.000	52077.000	-0.590	0.555

*, **, ***, mean the significant level is less than 10%, 5%, and 1%, respectively

Table 6, which displayed the result of the career path category, suggests that students from public universities have higher intrinsic motivation than private university students, are more interested in accounting, and like to be an accountant. Supporting this is [29] who found that intrinsic motivation heavily influences students' career path.

Further, this study discovered that extrinsic motivation has a significant relation towards students' career choice, as noted by significances in university type category (Table 5), in that students are interested in accounting because of the abundant job opportunities after graduation. Table 6 which exhibited the career path category signifies that students are interested in accounting as it has numerous job opportunities and demands. This result supported [39] who explained that extrinsic and intrinsic motivations have a positive association with career choice. Nevertheless, it is in contrast with the study by [9] who concluded that extrinsic motivation has no relation with career path.

5. CONCLUSION

This study examined the perception of millennials on quality of life and motivation as considerations in pursuing an accounting career. By comparing three variables with the three indicators, this study measured the perception of students from freshmen to seniors. It proved that all accounting students who are going to have an accounting career prioritize quality of life, evidenced by the lack of significant differences on

quality of life perception in gender, university type, and career path groups.

On the second and third variables, intrinsic motivation and extrinsic motivation respectively, there were significant differences only on two indicators, the university type group and the career path group. Students from public universities have higher perception on extrinsic motivation compared to those from private universities, since they think there would be many positions available after graduating. For intrinsic motivation, public university students also have higher perception than private university students. They enjoy accounting and so are motivated to become an accountant by studying for long periods of time. This reasoning also applies as to why they choose a career as public accountants. The conclusion is that public university students have higher intrinsic and extrinsic motivations to pursue an accounting career compared to private university students.

The results provide implications for universities especially for accounting programs. This study offers a reference point as to what accounting students consider when choosing a career, which are quality of life and work motivation. Additionally, the study provides significance for accounting institutions, which is increased awareness on students' considerations in choosing an accounting career. After knowing this, institutions should strive to fulfill a healthy quality of life and motivate students in picking an accounting career.

This study is limited in a number of ways. First, the sample collected was limited to certain regions only, which were three provinces in Java. Second, as the variables are dynamic, if these variables are applied to different regions, time, and objects, the respondents' perception will also likely change. It is suggested that further studies need to collect samples from wider territory, such as nationwide samples or from other nations. Future research should also analyze the cause and effect of students' perception on quality of life and motivation to pursue an accounting career.

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