



PSYCHOLOGICAL AND CULTURAL FACTORS: DOES AN ACCOUNTING STUDY PROGRAM MATTER?

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ABSTRACT

The phenomenon of declining interest in accounting study programs has become a significant issue in Indonesian higher education. This study aims to analyze the influence of psychological, social, and cultural factors on students decisions to major in accounting at university "Y." The study sample consisted of 113 new students from the class of 2025 selected through accidental sampling. Data analysis used multiple linear regression with IBM SPSS 25. The study results indicate that psychological and cultural factors significantly influence students decisions, while social factors have no significant influence. These findings indicate that personality, interests, and cultural values are key considerations in choosing an accounting study program. The practical implications of this study are highly beneficial for accounting study program managers in designing more effective promotion and admission strategies in the digital era and serve as a reference for further research.

Keywords: *Psychological Factors, Social Factors, Cultural Factors, Decision to Choose a Study Program.*

ABSTRAK

Fenomena penurunan minat terhadap program studi akuntansi telah menjadi isu penting dalam pendidikan tinggi di Indonesia. Penelitian ini bertujuan untuk menganalisis pengaruh faktor psikologis, sosial, dan budaya terhadap keputusan mahasiswa dalam memilih program studi akuntansi di Universitas "Y". Sampel penelitian terdiri atas 113 mahasiswa baru angkatan 2025 yang dipilih menggunakan teknik accidental sampling. Analisis data dilakukan dengan regresi linier berganda menggunakan IBM SPSS 25. Hasil penelitian menunjukkan bahwa faktor psikologis dan budaya berpengaruh signifikan terhadap keputusan mahasiswa, sedangkan faktor sosial tidak berpengaruh signifikan. Temuan ini mengindikasikan bahwa kepribadian, minat, dan nilai-nilai budaya merupakan pertimbangan utama dalam pemilihan program studi akuntansi. Implikasi praktis dari penelitian ini sangat bermanfaat bagi pengelola program studi akuntansi dalam merancang strategi promosi dan penerimaan mahasiswa yang lebih efektif di era digital, serta dapat menjadi referensi bagi penelitian selanjutnya.

Kata Kunci: *Faktor Psikologis, Faktor Sosial, Faktor Budaya, Keputusan Memilih Program Studi.*

INTRODUCTION

Higher education plays a crucial role in improving the quality of human resources during the Industrial Revolution 4.0 era. Based on data released by BPS (2024), Indonesia has around 9.1 million active higher education students, showing an increase of 1.6% compared to the previous year. However, this increase is not uniform across all fields of study, especially the accounting major, which is experiencing a trend of declining interest. This declining trend is not only occurring in Indonesia but has also become a global concern in higher education. Myers et al. (2022) reported that although the demand for accounting professionals continues to increase globally, the number of students choosing accounting as their major has continued to decline due to the perception that accounting is a difficult and less appealing field for younger generations. Similar findings were also demonstrated by Rido et al. (2024) in Cambodia and Norizan et al. (2023) in Malaysia, who recorded a low level of student participation in professional accounting education. These results confirm that the decrease in interest in accounting study programs is a universal phenomenon and not an issue isolated to a single country.

In line with the global phenomenon, a similar situation is occurring in Indonesia. Although the number of higher education students nationally continues to increase, accounting study programs have shown a declining trend in the number of new students over the past three years. Enrollment data for new accounting students from PDDikti (2025) demonstrates a consistent downward trend, as presented in Table 1 below.

Table 1. New Students in Accounting Programs at Higher Education Institutions in Indonesia

| YEAR | NUMBER OF NEW STUDENTS |
|------|------------------------|
| 2022 | 93.824 |
| 2023 | 77.720 |
| 2024 | 77.527 |

Source: <https://pddikti.kemdiktisaintek.go.id/>

The decline in new accounting enrollments has been noticeable since 2022. Total admissions decreased from 93,824 students in 2022 to 77,720 in 2023, and slightly further to 77,527 in 2024. This reflects a cumulative drop of 16,297 students, or approximately 17.36% of the 2022 intake.

At the institutional level, the same pattern is observed. Data from seven universities in Semarang that consistently reported figures from 2020 to 2024 show a continued decline in new accounting student enrollments, as presented in Table 2.

Table 2. New Students in Accounting Programs at Several Universities in Semarang

| NAME OF UNIVERSITY | NUMBER OF NEW STUDENTS WHO CHOSE THE BACHELOR OF ACCOUNTING PROGRAM | | | | |
|------------------------------------|---|--------------|--------------|--------------|--------------|
| | 2020 | 2021 | 2022 | 2023 | 2024 |
| Universitas Semarang | 2.555 | 1.881 | 1.793 | 1.694 | 1.480 |
| Universitas Islam Sultan Agung | 1.212 | 1.210 | 1.104 | 950 | 823 |
| Universitas Stikubank | 1.134 | 973 | 697 | 515 | 408 |
| Universitas Katolik Soegijapranata | 997 | 993 | 915 | 877 | 826 |
| Universitas Wahid Hasyim | 584 | 518 | 476 | 390 | 341 |
| Universitas 17 Agustus 1945 | 409 | 365 | 312 | 299 | 272 |
| TOTAL | 6.891 | 5.940 | 5.297 | 4.725 | 4.150 |

Source: <https://pddikti.kemdiktisaintek.go.id/>

The data in Table 2 show that each university experienced a reduction in the number of incoming accounting students throughout the past five years. Overall, total enrollment across the seven institutions declined from 6,891 students in 2020 to 4,150 students in 2024, reflecting

a cumulative decrease of 40.5%. This steady downward trend across all campuses demonstrates that the waning interest in accounting programs is not only a national issue but is also evident at the institutional level. These results further emphasize that prospective students' enthusiasm for pursuing accounting continues to diminish from year to year.

A declining interest in the accounting study program is also evident at University Y. The development of new student admissions from the 2020/2021 to the 2025/2026 academic years is shown in Figure 1 below.

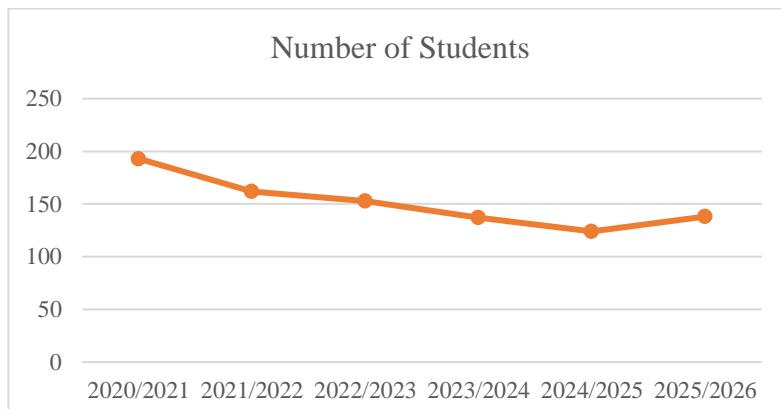


Figure 1. New Student Admissions Data at University "Y"

Source: New Student Admissions Data of University Y, 2025

The admissions data show a decline of approximately 17.6% in accounting students from 2020/2021 to 2021/2022, followed by further decreases of 5.6% in 2022/2023, 8.6% in 2023/2024, and 9.7% in 2024/2025. Although the 2025/2026 academic year recorded an 11.3% increase, the overall reduction over the six-year period reached 28.5%. The trend line indicates a consistent downward trajectory from 2020/2021 to 2024/2025 before a slight rise in 2025/2026. These results suggest that interest in the accounting major remains generally weak despite minor fluctuations in the final year. This phenomenon aligns with the findings of Minarso & Machmuddah (2020) at University X, who also found a similar declining trend. This pattern illustrates a change in the behavior and preferences of prospective students towards the field of accounting, thus requiring further study to identify the factors influencing the decision to choose this major.

Kotler & Armstrong (1996) state that consumer behavior is shaped by four main factors: cultural, social, personal, and psychological. In the field of education, this theory suggests that a students' choice of major is not solely driven by intrinsic motivation, but also by social aspects and cultural norms present in their environment. Research by Leri et al. (2020) shows that personal interest and institutional image contribute positively to students interest in choosing the accounting major, while parental support did not show a significant influence. Meanwhile, research by Evangeline & Lukman (2024) indicates that personal characteristics and the social environment play a major role in the decision to choose a major. Norizan et al. (2023) also highlight the importance of social factors and work motivation in encouraging students to pursue professional accounting studies. Research Hadi & Arif (2023) found that self-potential and peer influence also affect students interest in choosing the accounting major. Overall, these results confirm the complex interaction between internal and external factors in shaping academic decisions.

However, previous research results show differences in findings among researchers. Minarso & Machmuddah (2020) found that psychological factors significantly influence the decision to choose the accounting major, while social and cultural factors were not significant. Conversely, Hasni et al. (2021) showed a simultaneous influence between psychological and

social factors. Putri (2022) revealed that cultural and psychological factors have a significant influence, while social factors have no influence. Meanwhile, Anita & Anggara (2022) asserted that social factors and institutional image are stronger than personal motivation. Similar results were also shown by the research of Rahmania et al. (2025), which found that peer conformity (social factor) and career interest (psychological factor) have a positive and significant influence on the decision to choose the accounting Eeducation study program, although their contribution was only 15.5%. These differences in results indicate inconsistency in the influence among variables, thus requiring retesting to obtain more conclusive results. Furthermore, Sari (2022) highlights the characteristics of Generation Z, who are more autonomous, digital, and rational in making educational decisions, suggesting that their decision-making patterns are likely different from previous generations.

The inconsistency becomes even more evident when examining other studies that incorporate additional variables such as study costs, program image, and socio-economic considerations. Nuriatullah et al. (2022) found that the influence of peers and family differs among student groups, while Khasanah (2022) showed that study program reputation has a significant influence, but job prospects did not strengthen this relationship. Ananda et al. (2024) found that education costs were not significant, while social factors and study program image were the main determinants. Mardiani et al. (2021) emphasized career expectations and perceptions of the accounting profession, while Permata & Hardiningsih (2023) showed that education costs and motivation are the most significant factors. In line with this, research by (Rizki et al. (2024) also found that education costs, socio-economic background, reputation, and study program prospects have a positive and significant influence on students decision to choose the accounting major. These diverse findings further reinforce the existence of an empirical gap that needs to be re-examined with a more comprehensive approach.

Most previous studies still use a partial approach and have not integrated the three main factors simultaneously. Furthermore, many studies were conducted before the pandemic and have not adjusted to the changing behavior of students in the digital era. Thus, this study aims to close the empirical gap through simultaneous testing of the impact of psychological, social, and cultural factors influence the decision-making process of students in choosing the accounting study program. Furthermore, this study also seeks to replicate and develop the results of Minarso & Machmuddah (2020) in a different time and population context. Theoretically, this research enriches the consumer decision-making model in the context of higher education. Practically, the results are expected to help universities in designing academic marketing strategies and improving the image of the accounting major in the modern education era.

LITERATURE REVIEW

Consumer Behavior Change Theory

According to Kotler & Armstrong (1996), consumer behavior develops through the interaction between individuals and their environment as they select and use products to fulfill various needs and wants. The dynamic nature of this activity is evident from its capacity to continually evolve, triggered by various factors such as cultural, social, personal, and psychological factors. These factors then shape the way consumers think and their selection tendencies towards a product, forming consumer mindset and preferences for specific products. In the context of higher education, choosing a study program can be analogized as a process of purchasing educational services, where students act as consumers who perform rational and emotional considerations before making a decision. Thus, changes in consumer behavior can be understood as the process of individuals adapting to environmental changes and marketing stimuli that influence their purchasing decisions. This theory was applied in the research of Minarso & Machmuddah (2020), who examined the impact of cultural, social, and

psychological factors on the behavior of new students when choosing an accounting study program.

Psychological Factors

Psychological factors refer to internal drives that shape an individual's decision in choosing a major, which include motivation, perception, learning, as well as beliefs and attitudes Nuriatullah et al. (2022). Based on the consumer behavior change theory by Kotler & Armstrong (1996), this factor explains how a person responds to stimuli through motivational and cognitive processes leading to a decision. Motivation drives action, perception shapes the way information is viewed, learning changes behavior through experience, while beliefs and attitudes determine tendencies towards a choice. In the context of choosing a major, students tend to choose a study program that aligns with their inner drives and positive perceptions of future prospects. Thus, psychological factors become the primary mechanism linking external stimuli with the student's final decision.

Social Factors

Putri (2022) states that social factors function as external elements involving the influence of family, reference groups, and social roles and status in the process of shaping an individual's behavior. According to the consumer behavior change theory outlined by Kotler & Armstrong (1996), the determinants of a person's choice are not limited to personal factors but also include social dynamics in their environment. The family acts as a provider of basic values and norms, reference groups serve as a benchmark for evaluating an option, while social roles and status reflect a position that also shapes the direction of behavior. In the field of education, these social factors can motivate students to align their choice of major with the views of family or peers. This indicates that consumer behavior is shaped through a complex social process, where individuals adapt to their social environment. Thus, Kotler & Armstrong's (1996) theory affirms that behavioral change is the result of evolving social influences around the individual.

Cultural Factors

Based on research by Nuriatullah et al. (2022), the process of learning values, norms, and habits in society is the root that underlies the emergence of desires and behavior in an individual. Culture functions as a guide in determining behavior acceptable to society and provides identity for a person. According to the consumer behavior change theory by Kotler & Armstrong (1996), culture is the fundamental foundation that influences the formation of an individual's desires and behavior through the process of learning values, norms, and habits in society. Cultural factors include elements of core culture, subculture, and social class, which collectively influence an individual's perception and preference towards a choice. In the context of higher education, the cultural values held by the family and social environment can influence students' views on majors considered relevant and prestigious. Therefore, cultural factors become an important consideration for understanding the behavior and decision-making mechanisms of students in choosing the accounting major.

Decision Making

Decision making is the process of selecting the best alternative considered most appropriate and efficient to achieve a specific goal Nuriatullah et al. (2022). According to Kotler & Armstrong (1996), this process is influenced by four main factors: cultural, social, personal, and psychological. Procedurally, this mechanism develops through structured stages, starting from need identification, information gathering, evaluation of various options, decision making, to post-decision evaluation. This reality confirms that an individual's decision is not formed instantly but through mature consideration. In the context of choosing a major in

university, a student's decision reflects an assessment of alternatives based on personal values, social influences, and future perceptions. Therefore, a deep understanding of this decision-making process and its determining factors becomes a strategic foundation for educational institutions to design effective strategies in attracting prospective students' interest in the accounting major.

Hypothesis Development

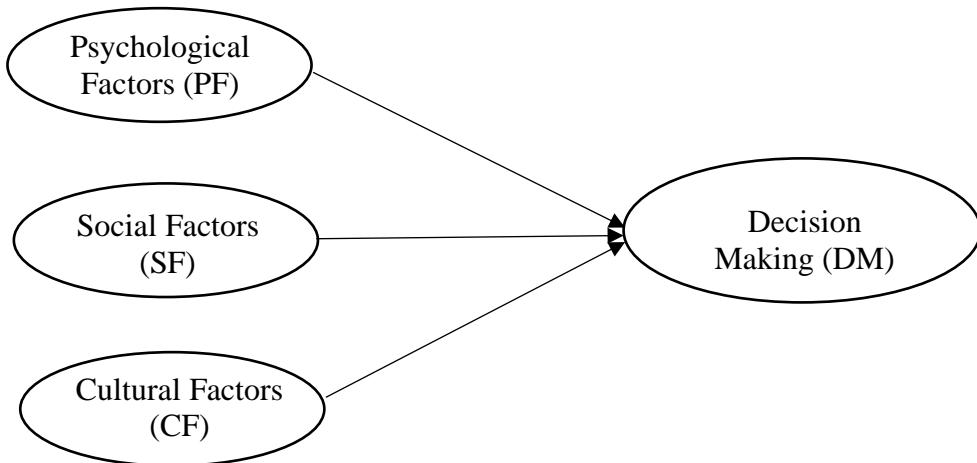


Figure 2. Conceptual Framework of the Research

Source: Research Data, 2025

The conceptual framework in this study describes how three independent variables, namely psychological factors, social factors, and cultural factors, are linked to the dependent variable, which is the decision to choose the accounting study program. Psychological factors refer to internal elements such as motivation, perception, learning experiences, beliefs, and attitudes that influence an individual's inclination when determining academic options. Social factors denote external influences arising from the surrounding environment, including family, peers, alumni, and social status, which can shape a person's study preferences. Cultural factors, on the other hand, include values, norms, traditions, social class, and societal perceptions that are transmitted through socialization and contribute to shaping individuals' perspectives toward a chosen major. These three variables are presumed to affect the student decision-making process regarding the selection of the accounting major, either jointly or individually. Overall, the model highlights that students' academic choices result from the interplay between internal motivations and external influences that jointly shape their educational preferences.

The Influence of Psychological Factors on the Decision to Choose the Accounting Major

In this study, psychological factors refer to motivation, perception, learning, beliefs, and attitudes, as adapted from Kotler & Armstrong (1996) and supported by Nuriatullah et al. (2022). Specifically, the higher the motivation (both intrinsic and extrinsic) towards the field of accounting, the more positive their perception of the major's prospects and reputation, and the stronger the belief in the benefits and outcomes to be gained, the more this will collectively form a more ideal attitude towards accounting. This set of psychological factors cumulatively increases the tendency and strengthens prospective students' decision to choose the accounting major. This mechanism aligns with the consumer behavior change theory by Kotler &

Armstrong (1996), which states that individual decisions are shaped through the interaction of cognitive and emotional processes in response to external stimuli. Various studies, such as those conducted by Nuriatullah et al. (2022), Hasni et al. (2021), and Minarso & Machmuddah, (2020), consistently confirm the significant positive influence of these psychological aspects on the academic decision-making process. These findings reinforce the view that internal desires and beliefs are a crucial foundation underlying and determining a person's educational trajectory. This affirms that psychological elements are the primary determinants driving the formation of a strong and directed decision in choosing a major. Based on this explanation, the first hypothesis is formulated:

H1: Psychological factors have a positive and significant influence on students decision to choose the accounting major.

The Influence of Social Factors on the Decision to Choose the Accounting Major

The choice of academic discipline, particularly for an accounting major, is fundamentally shaped not only by a prospective student's inherent interests but also by social factors that reflect their external environment. Consistent with the behavioral theory presented by Kotler & Armstrong (1996) and empirical evidence from Putri (2022), social influence impacts the major selection decision primarily through three channels. Family support and expectations constitute a fundamental driving force; given the pivotal role of parents in financing education and shaping future considerations, a stronger parental desire for their child to pursue accounting correlates directly with a higher likelihood of the student making that choice. Additionally, reference groups including peers, successful alumni, and industry professionals serve as critical role models. Peer influence is significant, as students often gravitate towards majors commonly chosen or recommended by their friends, driven by group solidarity and trust in shared experience. The decision to choose accounting is thus reinforced when the majority of their reference group supports it. Similarly, the positive impact of alumni and professionals is substantial; their strong influence fosters a clear, positive perception of career prospects, consequently escalating student interest. Finally, the perceived social role and status associated with the field act as a strong motivator. The accounting major is frequently linked to a respectable, stable profession capable of elevating one's social standing, and this perception further solidifies the student's motivation to choose it. Empirical studies, such as those by Ananda et al. (2024) and Hasni et al. (2021), consistently affirm that the interplay of these social elements significantly directs the academic decision-making process. Consequently, social factors are recognized as an essential external component in determining a student's educational path, providing the basis for the formulation of the second research hypothesis.

H2: Social factors have a positive and significant influence on students decision to choose the accounting major.

The Influence of Cultural Factors on the Decision to Choose the Accounting Major

Cultural factors play a fundamental role in shaping students' academic decisions, particularly in choosing the accounting major. Based on the consumer behavior theory of Kotler & Armstrong (1996) and the empirical study by Nuriatullah et al. (2022), the influence of cultural factors in the selection of the accounting major can be observed through three main aspects. First, the societal perception that views accounting as an honorable and prestigious profession also shapes prospective students' interest. When the surrounding environment perceives the accounting profession positively, students tend to internalize this value and choose accounting as a form of self-development. Second, cultural background such as ethnicity, religion, or region of origin also plays an important role. Certain communities that emphasize the importance of stable and professional careers often encourage their members to choose accounting, which is considered to provide future security. Third, the desire to improve

social status also motivates the choice of this major. Many students, especially those from middle class families, view accounting as a means to elevate their standard of living and improve their family's economic condition. Based on this mechanism of influence, it indicates that the stronger the internalization of cultural values supporting the accounting profession, the higher the probability of students choosing the accounting major as their academic choice. This finding strengthens the results of research by Putri (2022), which showed a significant influence of cultural factors, aligns with the research of Anita & Anggara (2022) on the influence of institutional image and public perception on the choice of sharia accounting study programs, and is consistent with the findings of Rido et al. (2024), which confirmed the role of school reputation and career expectations in the context of Cambodian students. Derived from this, the third hypothesis is formulated as follows:

H3: Cultural factors have a positive and significant influence on students decision to choose the accounting major.

RESEARCH METHOD

This investigation adopted a quantitative approach, utilizing the methodological framework outlined by Sugiyono (2023). This selection was essential for testing hypotheses derived from theoretical constructs against a specific sample. The study's design facilitates a thorough assessment of how psychological, social, and cultural factors influence a students decision to select the accounting major. The population consisted of 130 new students enrolled in the accounting study program at "Y" University during the 2025/2026 academic year. A sample of 113 respondents was obtained via an accidental sampling technique, relying on their accessibility and willingness to participate. Primary data collection involved a directly administered questionnaire employing a 5-point Likert scale (ranging from 1: Strongly Disagree, to 5: Strongly Agree), which allowed for the necessary quantification of respondent perceptions for subsequent statistical analysis.

The research instrument was constructed by adapting indicators from Minarso & Machmuddah (2020) and drawing upon the consumer behavior theory established by Kotler & Armstrong (1996). The independent variables include Psychological Factors (PF), measured by motivation, perception, learning, belief, and attitude; Social Factors (SF), encompassing family, peers, reference groups, and social status; and Cultural Factors (CF), covering cultural values, norms, traditions, and social class. The dependent variable, Decision to Choose a Major (DM), was operationalized through five stages of behavioral choice: need recognition, information search, evaluation of alternatives, decision to choose, and post-decision evaluation.

The data analysis was conducted using IBM SPSS Statistics 25 software, following the guidelines provided by Ghozali (2018). The analysis began with validity and reliability testing to ensure instrument accuracy, followed by checks on classical assumptions (normality, multicollinearity, and heteroscedasticity). Multiple linear regression was then applied to ascertain the collective and individual impact of the independent variables on the dependent variable. Statistical significance was verified using the t-test for partial influence and the F-test for simultaneous influence, with the coefficient of determination (R^2) used to measure relative contribution. Ultimately, this analytical process is expected to reveal the significant determinants involved in the accounting major selection process.

RESULTS AND DISCUSSION

Based on the analysis of the collected data, the outcomes are structured and displayed according to the various procedures applied: validity assessment, reliability analysis, classical assumption testing, individual (partial) hypothesis testing, and joint (simultaneous) hypothesis testing.

Validity Test

Table 3. Validity Test

| Variable | Item | Cronbach's alpha results | Cronbach's alpha | Criteria |
|-----------------------|------|--------------------------|------------------|----------|
| Decision making | Y1 | 0.796 | 0.184 | Valid |
| | Y2 | 0.722 | 0.184 | Valid |
| | Y3 | 0.648 | 0.184 | Valid |
| | Y4 | 0.832 | 0.184 | Valid |
| | Y5 | 0.812 | 0.184 | Valid |
| Psychological factors | X1.1 | 0.609 | 0.184 | Valid |
| | X1.2 | 0.630 | 0.184 | Valid |
| | X1.3 | 0.695 | 0.184 | Valid |
| | X1.4 | 0.652 | 0.184 | Valid |
| | X1.5 | 0.631 | 0.184 | Valid |
| | X1.6 | 0.675 | 0.184 | Valid |
| Social factors | X2.1 | 0.511 | 0.184 | Valid |
| | X2.2 | 0.614 | 0.184 | Valid |
| | X2.3 | 0.706 | 0.184 | Valid |
| | X2.4 | 0.665 | 0.184 | Valid |
| | X2.5 | 0.623 | 0.184 | Valid |
| | X2.6 | 0.677 | 0.184 | Valid |
| Cultural factors | X3.1 | 0.728 | 0.184 | Valid |
| | X3.2 | 0.746 | 0.184 | Valid |
| | X3.3 | 0.740 | 0.184 | Valid |
| | X3.4 | 0.718 | 0.184 | Valid |

Source: Output SPSS vers.25 (2025)

Validity testing was performed to verify that the measurement tool genuinely measures the construct it is designed to assess. The criterion for instrument validity is met when the computed correlation coefficient (r count) exceeds the critical value derived from the reference table (r table). As demonstrated in Table 1, it is concluded that all survey items—those used for the dependent variable (decision-making) and the independent variables (cultural, social, personal, and psychological factors) are valid. This determination is strictly based on the finding that the (r count) for every single item surpasses the necessary (r table) threshold.

Reliability Test

Table 4. Reliability Test

| Variable | Item | Cronbach's alpha results | Cronbach's alpha | Criteria |
|-----------------------|------|--------------------------|------------------|----------|
| Decision making | Y | 0.822 | 0.70 | Reliable |
| Psychological factors | X1 | 0.720 | 0.70 | Reliable |
| Social factors | X2 | 0.703 | 0.70 | Reliable |
| Cultural factors | X3 | 0.708 | 0.70 | Reliable |

Source: Output SPSS vers.25 (2025)

Reliability testing was conducted to evaluate the consistency of the measurement tools. The accepted standard for establishing reliability is a Cronbach's Alpha coefficient greater than 0.70. As presented in Table 2, all variables utilized in this study registered an Alpha value

exceeding this 0.70 threshold. Therefore, it is determined that all indicators are reliable and appropriate for use in subsequent analysis.

Classical Assumption Tests

Normality Test

Table 5. Normality Test

| | | Unstandardized Residual | |
|----------------------------------|----------------|-------------------------|--|
| N | | 113 | |
| Normal Parameters ^{a,b} | Mean | .0000000 | |
| | Std. Deviation | 2.19030044 | |
| Most Extreme Differences | Absolute | .058 | |
| Cultural factors | Positive | .039 | |
| | Negative | -.058 | |
| Test Statistic | | .058 | |
| Asymp. Sig. (2-tailed) | | .200 ^{c,d} | |

Source: Output SPSS vers.25 (2025)

A Kolmogorov-Smirnov test was applied to investigate the data's distribution. The results showed an asymptotic significance (two-tailed) value of 0.200. Since this value comfortably exceeds the required 0.05 threshold, the residuals are confirmed to exhibit a normal pattern. This finding ultimately proves that the normality assumption is sufficiently met by the regression model.

Multicollinearity Test

Table 6. Multicollinearity Test

| Coefficients ^a | | Collinearity Tolerance | Statistics VIF |
|---------------------------|-----------------------|------------------------|----------------|
| Model | | | |
| 1 | (Constant) | | |
| | Psychological factors | .810 | 1.235 |
| | Social factors | .822 | 1.216 |
| | Cultural factors | .696 | 1.438 |

Source: Output SPSS vers.25 (2025)

The multicollinearity test aims to detect strong correlations between independent variables. A statistical model is considered free of multicollinearity if the diagnostic tests yield a Tolerance value greater than 0.10 and a Variance Inflation Factor (VIF) less than 10. The Tolerance values are 0.810 with a VIF of 1.235 for the psychological factor variable, 0.822 with a VIF of 1.216 for the social factor variable, and 0.696 with a VIF of 1.438 for the cultural factor variable. The test results show that all independent variables meet these criteria. Therefore, this regression model is free from multicollinearity issues, and each variable can independently explain the dependent variable.

Heteroscedasticity Test

Table 7. Heteroscedasticity Test

| Coefficients ^a | | Unstandardized Coefficients | | Standardized Coefficients | | Collinearity Statistics | | |
|---------------------------|-----------------------|-----------------------------|------------|---------------------------|--------|-------------------------|-----------|-------|
| Model | | B | Std. Error | Beta | t | Sig. | Tolerance | VIF |
| 1 | (Constant) | 2.884 | 1.140 | | 2.529 | .013 | | |
| | Psychological factors | -.051 | .047 | -.115 | -1.084 | .281 | .810 | 1.235 |
| | Social factors | .002 | .036 | .006 | .054 | .957 | .822 | 1.216 |
| | Cultural factors | .000 | .066 | .001 | .005 | .996 | .696 | 1.438 |

Source: Output SPSS vers.25 (2025)

The heteroscedasticity test was performed to check for unequal variances in the regression models residuals. The Glejser test results showed that all independent variables (psychological factors at 0.281, social factors at 0.957, and cultural factors at 0.996) have significance values greater than the 0.05 threshold. This finding demonstrates the lack of any substantial effect from the independent variables upon the residual terms. Therefore, the regression model adheres to the assumption of homoscedasticity and avoids the problem of heteroscedasticity. The model is thus deemed appropriate for subsequent statistical examination.

Autocorrelation Test

Table 8. Autocorrelation Test

| Model Summary ^b | | | | | |
|----------------------------|-------------------|----------|-------------------|----------------------------|---------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Durbin-Watson |
| 1 | .658 ^a | .433 | .417 | 2.220 | 1.782 |

Source: Output SPSS vers.25 (2025)

The autocorrelation test determines if there's a correlation between the residuals of different observations. Based on the Durbin-Watson (DW) test results, a DW value of 1.782 was obtained. With a sample size (n) of 113, a lower bound (dl) of 1.639, and an upper bound (du) of 1.7480, the value 1.782 falls within the acceptance range (du to 4-du, or 1.7480 to 2.252). This means the regression model is free from both positive and negative autocorrelation. Consequently, the estimation results are unbiased and suitable for further analysis.

Multiple Linear Regression Analysis Coefficient of Determination Test (R²)

Table 9. Coefficient of Determination Test (R²)

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .658 ^a | .433 | .417 | 2.220 |

Source: Output SPSS vers.25 (2025)

The coefficient of determination, denoted as R^2 , assesses how effectively the independent variables account for the variability in the dependent variable. According to the test results, the R^2 value stands at 0.433. This indicates that psychological, social, and cultural factors together account for 43.3% of the variation in decisions to choose accounting as a major. The remaining 56.7% of the variation is attributed to factors not included in the research model.

Partial Test (t-test)

Table 10. Partial Test (t-test)

| Model | Unstandardized B | Coefficients Std. Error | Standardized Coefficients Beta | t | Sig. |
|-------|----------------------------|----------------------------|--------------------------------------|--------|------|
| 1 | (Constant) 4.912 | 1.841 | | 2.668 | .009 |
| | Psychological factors .477 | .076 | .501 | 6.253 | .000 |
| | Social factors -.075 | .057 | -.104 | -1.310 | .193 |
| | Cultural factors .366 | .107 | .297 | 3.434 | .001 |

Source: Output SPSS vers.25 (2025)

The t-test was used to examine the partial influence of each independent variable. Based on the analysis results:

- Psychological Factors: coefficient 0.477, $t = 6.253$, $Sig = 0.000$ (positive and significant)
- Social Factors: coefficient -0.075, $t = -1.310$, $Sig = 0.193$ (negative and not significant)
- Cultural Factors: coefficient 0.366, $t = 3.434$, $Sig = 0.001$ (positive and significant)

Thus, only psychological and cultural factors were proven to significantly influence the decision to choose an accounting major.

Simultaneous Test (F-test)

Table 11. Simultaneous Test (F-test)

| Model | Sum of Squares | df | Mean Square | F | Std. Error of the Estimate |
|-------|--------------------|-----|-------------|--------|----------------------------|
| 1 | Regression 409.911 | 3 | 136.637 | 27.718 | .000 ^b |
| | Residual 537.311 | 109 | 4.929 | | |
| | Total 947.221 | 112 | | | |

Source: Output SPSS vers.25 (2025)

The F-test was conducted to assess the collective influence of all independent variables. The analysis results obtained F -count = 27.718 with a significance of 0.000. Since the significance value is < 0.05 , it is concluded that psychological, social, and cultural factors collectively have a significant impact on the decision to select accounting as a major.

The Influence of Psychological Factors on the Decision to Choose the Accounting Major

The individual partial test provides strong statistical evidence that psychological factors positively and significantly affect a student's commitment to the accounting major, with the calculated t -value standing at 6.253 and the significance level being 0.000 (< 0.05). This result substantiates the first hypothesis (H1). H1 proposed that a combination of heightened intrinsic and extrinsic motivation, a more favorable outlook on the major's prospects and prestige, and a firm conviction in the expected returns and benefits would ultimately contribute to a more

positive disposition toward accounting. Collectively, this suite of psychological variables strengthens the conviction and increases the inclination of prospective students to choose this discipline. From a theoretical standpoint, this conclusion resonates with Kotler & Armstrong's (1996) theory of consumer behavior, which emphasizes that individual decisions emerge from the interplay of cognitive and affective (emotional) processes when reacting to external stimuli. Therefore, psychological factors are confirmed as the primary internal apparatus that guides academic decision-making. In practical terms, these findings align perfectly with the conclusions of several preceding studies (e.g., Nuriatullah et al., 2022; Hasni et al., 2021; Minarso & Machmuddah, 2020), all of which consistently attest to the positive and critical role of psychological components in educational choices. This implies that a person's inner desires and convictions form a fundamental base that determines their academic trajectory.

The Influence of Social Factors on the Decision to Choose the Accounting Major

The partial test established that social factors have an insignificant, negative effect on students choice to study Accounting ($t = -1.310$, $sig = 0.193$ which greater than 0.05). This evidence rejects the proposed second hypothesis (H2), which anticipated a positive and significant association. Although Kotler & Armstrong's (1996) behavior theory highlights the critical role of social groups (family, peers, reference groups) in shaping consumer decisions, this study found no significant influence among new students at University 'Y.' This discrepancy can be rationalized by the profile of the students Generation Z who, according to Sari (2022), are characteristically more rational and independent when making crucial educational decisions. They tend to prioritize individual reasoning and digital media consumption over external social pressures. Empirically, the result mirrors those of Putri (2022) and Minarso & Machmuddah (2020), both of which showed an insignificant influence of social factors on the selection of the accounting major.

The Influence of Cultural Factors on the Decision to Choose the Accounting Major

The outcomes from the partial test indicate that cultural factors exert a positive and significant effect on the students decision to select Accounting as their major. This finding is supported by a t-statistic of 3.434 and a significance level of 0.001 (< 0.05). Consequently, this result provides evidence for the acceptance of the third hypothesis (H3), which posited that cultural factors would have such an influence. Theoretically, this finding is consistent with Kotler & Armstrong's (1996) consumer behavior theory, which states that culture is the fundamental foundation that influences the formation of an individuals desires and behavior through the process of learning values, norms, and habits in society. In the context of this study, cultural factors such as societal perception that views accounting as a respectable and prestigious profession, cultural background that emphasizes the importance of stable and professional careers, and the desire to improve social status motivate students to choose the accounting major. Empirically, these results are in line with the research of Rido et al. (2024), Nuriatullah et al. (2022), and Putri (2022), which show the significant influence of cultural factors on the decision to choose the Accounting major. This indicates that cultural values upheld by the family and social environment can influence students' views on majors considered relevant and prestigious.

CONCLUSION

The research concluded that psychological and cultural factors significantly and positively influence students' decisions to choose the accounting major. In contrast, social factors were found to be insignificant in shaping these decisions. This indicates that internal drivers such as motivation, perception, and supportive cultural values remain the dominant determinants in academic choice. These findings align with Kotler & Armstrong's (1996) consumer behavior theory, which emphasizes the central role of psychological and cultural factors in shaping attitudes and preferences. The absence of a significant social effect suggests that external social pressures no longer hold strong influence over students' academic decisions. This situation signals the emergence of a behavioral shift toward more independent and rational decision-making among the current generation of students.

The behavioral shift identified in this study reflects a transition in how students, especially Generation Z that make academic choices with greater independence and rationality. Unlike previous cohorts who relied heavily on parental expectations or peer influence, today's students prioritize personal evaluation over external social pressures. This shift is supported by the insignificant effect of social factors, indicating that decisions are no longer primarily driven by family encouragement or group conformity. Instead, students increasingly base their choices on internal assessments such as motivation, perceived career prospects, and beliefs about the benefits of studying accounting, which is reflected in the significant influence of psychological factors. At the same time, their rational decision-making remains embedded within deeper and more stable cultural values that continue to shape preferences, demonstrating the significant role of cultural factors. These cultural considerations include perceptions of accounting as a respected profession, expectations for upward social mobility, and the desire for economic security. Moreover, students now rely heavily on digital information sources, independently comparing alternatives and evaluating programs based on objective indicators such as job stability and professional reputation.

Collectively, the three factors examined in this study account for 43.3% of the variation in students' decisions to choose the accounting major. This finding highlights the dominance of internal and culturally embedded considerations over direct social influences in academic choices. Given the study's limited scope conducted at a single university using accidental sampling, the results may not fully represent broader student populations. Therefore, future research should involve multiple institutions to improve generalizability. It should also consider additional variables such as career prospects, institutional image, and the influence of digital media. From a practical standpoint, universities can utilize these insights by designing promotional strategies that emphasize psychological motivations and align with cultural values to enhance the attractiveness of accounting study programs.

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