

# A Study on the Employment Intentions and Influencing Factors of Accounting and Finance Majors in the Context of Digital Intelligence

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**Abstract:** *In the context of digital intelligence, the employment landscape for accounting and finance graduates has undergone substantial transformation. Additionally, the phenomenon of "slow employment" and "gap year" among university graduates in recent years has attracted considerable societal attention. Thus, investigating the determinants of employment intentions among accounting and finance majors in the context of digital intelligence is of paramount importance. Drawing from a sample of 366 survey responses, this study employs linear regression analysis to examine the factors shaping employment intentions among accounting and finance majors. The findings reveal that both personal and familial factors significantly impact the employment intentions of accounting and finance majors within the digital intelligence context. Grounded in the research findings, this paper provides recommendations from the perspectives of individuals, families, and educational institutions.*

**Keywords:** Digital intelligence, Accounting and finance majors, Employment intentions, Influencing factors, Linear regression analysis.

## 1. Introduction

The employment of university graduates is pivotal for public welfare, societal stability, and the advancement of high-quality development. Fostering employment among university students has emerged as a central societal concern. In recent years, the number of students choosing "slow employment" and taking "gap years" has steadily risen, garnering widespread attention. Concurrently, with the swift advancement of technology, digital intelligence has emerged as a pivotal trend in the transformation and upgrading of diverse industries. In this context, the accounting industry is undergoing unprecedented changes, with traditional financial and accounting tasks being progressively supplanted by automated systems and intelligent algorithms.

This shift necessitates that majors in accounting, financial management, auditing, and financial accounting education not only possess traditional accounting knowledge but also acquire specific digital intelligence skills to meet the evolving demands of the job market. Thus, investigating the factors shaping the employment intentions of accounting and finance majors within the context of digital intelligence holds substantial significance.

## 2. Research Methods and Data Sources

### 2.1 Research Methods

This study explores the determinants of employment intentions among accounting and finance majors utilizing a questionnaire survey method and employing linear regression analysis through SPSS software.

#### 2.1.1 Questionnaire Design

The questionnaire design was meticulously crafted through consultations with educators possessing more than five years of professional experience and a comprehensive review of pertinent literature to ensure its methodological rigor. The

questionnaire is structured into three distinct sections.

The first segment captures fundamental demographic information, encompassing variables such as gender, academic year, and area of specialization. The second part assesses employment intentions using a Likert scale with five options: very willing to work, somewhat willing, neutral, somewhat unwilling, and very unwilling, scored from 5 to 1, respectively. The third part examines the factors influencing employment intentions, also using a Likert scale with five options: strongly agree, agree, neutral, disagree, and strongly disagree, scored from 5 to 1, respectively.

#### 2.1.2 Variables Explanation

Dependent Variable: Employment intention.

Independent Variables: Four independent variables were selected: personal factors, school factors, family factors, and social factors. Each factor includes five dimensions.

Personal Factors: Obtaining digital intelligence-related professional certificates, academic performance participation in various activities and competitions, experience as a student leader, and internship experience.

School Factors: Faculty strength, digital intelligence-related course offerings, employment guidance, internship arrangements, and school-enterprise cooperation resources.

Family Factors: Family economic status, family employment expectations, understanding of the employment environment, employment support, and family atmosphere.

Social Factors: Economic conditions, employment demand, skill requirements, industry development trends, and employment-related policies.

### 2.2 Data Sources

The survey targeted students affiliated with the author's

institution, employing a meticulously planned stratified random sampling approach to ensure representativeness. Over a focused period of 24 hours, a robust total of 393 responses were meticulously gathered through an online questionnaire platform. To uphold data integrity and reliability, responses completed in under 60 seconds and those displaying consistent answer patterns throughout were meticulously filtered out. This stringent quality control process resulted in 366 valid responses eligible for comprehensive analysis, representing an impressive effective response rate of 93.13%.

### 3. Data Analysis and Survey Results

#### 3.1 Data Analysis

##### 3.1.1 Sample Characteristics

The demographic composition of the surveyed samples is detailed in Table 1. Notably, due to the predominant presence of females within accounting and finance majors, 75.14% of the respondents identified as female. Furthermore, the distribution of respondents across different academic years and fields of study exhibited a commendable equilibrium. This balanced representation highlights the diverse academic backgrounds and interests within the participant group, contributing to the richness and breadth of perspectives captured in the study.

**Table 1: Sample Characteristics**

Category	Option	Frequency	Percentage
Gender	Male	91	24.86%
	Female	275	75.14%
Grade	Freshman	91	24.86%
	Sophomore	90	24.59%
	Junior	95	25.96%
	Senior	90	24.59%
Major	Accounting	93	25.41%
	Financial Management	92	25.14%
	Auditing	90	24.59%
	Financial Accounting Education	91	24.86%

##### 3.1.2 Validity Test

**Table 2: KMO and Bartlett's Test**

KMO		0.932
Bartlett Test	Approx. Chi-Square	4788.61
	df	190
	<i>p</i>	0.000

Table 2 presents the results of the validity test, conducted using the Kaiser-Meyer-Olkin (KMO) measure and Bartlett's test of sphericity. The KMO value obtained was 0.932 > 0.8, indicating excellent sampling adequacy. Additionally, the Bartlett's test yielded a significant *p*-value of 0.000 < 0.05, affirming the presence of relationships among variables

**Table 5: Linear Regression Analysis Results**

	Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	<i>p</i>	Collinearity Diagnostics	
	<i>B</i>	Std. Error	<i>Beta</i>			VIF	Tolerance
Constant	2.403	0.357	-	6.738	0.000**	-	-
Personal Factors	0.264	0.099	0.185	2.681	0.008**	1.842	0.543
School Factors	0.011	0.115	0.008	0.093	0.926	2.622	0.381
Family Factors	0.267	0.107	0.175	2.504	0.013*	1.897	0.527
Social Factors	-0.128	0.11	-0.084	-1.159	0.247	2.042	0.49
<i>R</i> <sup>2</sup>				0.069			
Adjusted <i>R</i> <sup>2</sup>				0.058			
<i>F</i>				F (4,361)=6.666, <i>p</i> =0.000			
D-W				2.04			

Dependent Variable: Employment intention

\* *p* < 0.05 \*\* *p* < 0.01

suitable for further analysis.

##### 3.1.3 Reliability Test

The reliability test employed the Cronbach's alpha coefficient method, presented in Table 3. The overall Cronbach's alpha of 0.933 > 0.8, indicates high reliability. The alpha coefficients for personal, school, family, and social factors are also exceed 0.8, indicating high reliability for all variables.

**Table 3: Cronbach's Alpha Reliability Analysis**

Variable	Items	Cronbach's Alpha
Personal Factors	5	0.83
School Factors	5	0.876
Family Factors	5	0.865
Social Factors	5	0.914
Overall	20	0.933

##### 3.1.4 Correlation Analysis

The correlation analysis employed Pearson's correlation coefficient, presented in Table 4. The correlation coefficients between employment intention and personal factors (0.226, *p* < 0.01), school factors (0.182, *p* < 0.01), family factors (0.199, *p* < 0.01) and social factors (0.110, *p* < 0.05) suggest substantial correlations, demonstrating their suitability for further analysis.

**Table 4: Pearson Correlation Coefficient Analysis**

		Employment Intention
Personal Factors	Correlation Coefficient	0.226**
	<i>p</i>	0.000
School Factors	Correlation Coefficient	0.182**
	<i>p</i>	0.000
Family Factors	Correlation Coefficient	0.199**
	<i>p</i>	0.000
Social Factors	Correlation Coefficient	0.110*
	<i>p</i>	0.036

\* *p* < 0.05 \*\* *p* < 0.01

### 3.2 Survey Results

The results of linear regression analysis are presented in Table 5. The regression model formula is: Employment Intention = 2.403 + 0.264 × Personal Factors + 0.011 × School Factors + 0.267 × Family Factors - 0.128 × Social Factors. The R-squared value of 0.069 indicates that 6.9% of the variance in employment intentions can be explained by these four variables.

Further F-test results (F=6.666, *p*=0.000 < 0.05) suggest that at least one of the four independent variables significantly influences the dependent variable. The VIF values below 5 indicate no multicollinearity issues, and the D-W value near 2 suggests no autocorrelation.

## 4. Conclusions and Suggestions

### 4.1 Conclusions

The detailed analysis through linear regression reveals the following:

Firstly, the regression coefficient for school factors is 0.011 ( $t=0.093$ ,  $p=0.926>0.05$ ), and the regression coefficient for social factors is  $-0.128$  ( $t=-1.159$ ,  $p=0.247>0.05$ ), indicating that neither school factors nor social factors have an impact on employment intentions. Secondly, the regression coefficient for personal factors is 0.264 ( $t=2.681$ ,  $p=0.008<0.01$ ), and the regression coefficient for family factors is 0.267 ( $t=2.504$ ,  $p=0.013<0.05$ ), indicating that personal factors and family factors have a significant positive impact on employment intentions.

Through the investigation and analysis of the factors influencing the employment intentions of accounting and finance majors in the context of digital intelligence, it is found that their employment intentions are mainly affected by personal factors and family factors. Further analysis of the mean values across different dimensions of these two factors reveals the following findings:

Key personal factors include experience as a student leader (mean: 2.689), participation in diverse activities and competitions (mean: 2.541), and academic performance (mean: 2.511).

Leading family factors comprise family atmosphere (mean: 2.331), comprehension of employment environments (mean: 2.328), and family expectations towards employment (mean: 2.257).

### 4.2 Suggestions

#### 4.2.2 For Student

Firstly, it is crucial to consolidate the foundational aspects of one's major, rigorously study professional knowledge, and actively respond to the requirements of the context of digital intelligence. Embrace new technologies actively to enhance proficiency in data integration and analysis, the utilization of automation and intelligence technologies, and the capacity to resolve practical issues with digital tools.

Secondly, during their academic years, individuals should aim to assume leadership roles as student cadres to accumulate pertinent experience, cultivate organizational and coordination skills, foster managerial capabilities, and bolster team cohesion, thereby establishing a groundwork for future employment.

Concurrently, active involvement in diverse activities and competitions such as professional skills contests, innovation and entrepreneurship challenges, and cultural and athletic events is advisable. Such engagements facilitate ongoing learning, accumulation of experience, and enhancement of personal employability. Furthermore, it is essential to comprehend the industry landscape pertinent to one's field of study, monitor industry trends, adopt proper career

perspectives, delineate career aspirations, and actively seek employment intelligence.

#### 4.2.2 For Family

Firstly, it is imperative for parents to foster close and amiable communication with their children, aiming to comprehend their career aspirations and professional ambitions. Offering essential guidance and support within a nurturing and encouraging family milieu unquestionably bolsters students' confidence and motivation in pursuing employment opportunities.

Secondly, parents should acquaint themselves with the prevailing employment landscape and job market trends pertinent to their children's selected fields of study. It is advantageous for parents to remain informed about industry dynamics and advancements in financial and accounting technologies, alongside their children. This knowledge will empower them to provide informed guidance regarding career decisions.

Furthermore, it is crucial for parents to establish realistic expectations concerning their children's employment prospects. Maintaining an objective outlook on job opportunities and refraining from undue comparisons or pressure related to workplace settings, company profiles, or salary expectations is essential. Instead, parents should actively nurture and bolster their children's efforts in seeking employment opportunities.

#### 4.2.3 For University

Universities serve as a crucial bridge connecting students, their families, and society at large.

Firstly, in terms of curriculum design, continuous optimization of talent development programs is paramount. This involves offering courses tailored to meet the evolving demands of the digital age. Encouraging students to actively pursue relevant professional certifications further enriches their skill set. Concurrently, universities should proactively offer career planning courses, workshops, employment support services, and psychological counseling. These initiatives aim to cultivate a pragmatic outlook on employment among students, foster proactive attitudes towards job-seeking, and equip them to navigate challenges during the job search process effectively.

Secondly, in terms of home-school communication, establishing a durable and close "family-school" communication mechanism is imperative. This approach fosters collaborative efforts in nurturing and supporting students, thereby collectively enhancing their employment prospects.

Thirdly, concerning school-enterprise collaboration, universities should enhance partnerships with enterprises. This collaboration should prioritize ongoing feedback from enterprises, ensuring prompt communication, follow-up actions, and necessary adjustments. Efforts should focus not only on expanding the scope of cooperation through initiatives like company visits and enhanced internship

programs but also on deepening the collaboration. This approach enhances students' access to internship and employment opportunities, fostering mutual benefits for both universities and enterprises.

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