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Application of Planned Behavior Theory on Post-Study Career Intention: The Influence of Internship Experience in Malaysia.

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Abstract

According to the Malaysian Economic Monitor in June 2018, unemployment rate among Malaysian youths remain 3 times higher compared to overall unemployment rate. It is also reported that, one-third of the fresh graduates in Malaysia quit their first job within 1 year or less. This implies that career intentions of fresh graduates are still unclear.

The purpose of this research is to investigate the factors that influence post-study career choice of graduating students who underwent internship training. Adopting the quantitative approach, and utilizing the non-probability approach, questionnaires distributed to the respondents. By using this, the researchers were able to describe the factors (attitude, subjective norm and perceived behavioural control) influencing intention to work and the moderating effects of internship experience on this relationship. Correlation analysis and multiple regression analysis will be used to identify the relationship among the variables and to investigate the influence of the mediating variable towards the proposed area of research.

Results indicated that only attitude and perceived behavioural control does influence the dependent variable. When the effect of the moderating variable (internship experience) is investigated, this study fails to prove that internship experience has a significant moderating effect towards post-study career intention.

Keyword: Theory of Planned Behaviour, Internship Experience, Intention to Work, Post-Study Career Intention.

Introduction

According to the Malaysian Economic Monitor in June 2018, unemployment rate among Malaysian youths between ages 20 – 24 years old remain 3 times higher compared to overall unemployment rate especially among youths with tertiary education. It is also reported that, one-

third of the fresh graduates in Malaysia quit their first job within 1 year or less. In addition to that, according to the IMD World Talent Ranking 2018, Malaysia is ranked 21st out of 63 countries in the aspect of brain drain.

Early career intention is very important as they will in return affect future turnover intention among employees (Flinkman & Salanterä, 2015). Past researches suggested the link between internship experience and future career intention among students (Bayerlein & Jeske, 2018; Jackson et al., 2017; Chang & Tse, 2015)

Significance of research

The purpose of this research is to investigate the factors that influence post-study career choice of graduating students who underwent internship training. Using the model of Planned Behavior Theory, this research will provide both the higher educational institution and companies offering internship opportunities and insight of factors that may lead to retention of fresh graduates in the future workforce.

Having an understanding on the factors that influence post-study career intention, organisations can anticipate the possible human resources trend in near future. Besides that, this study contributes to the Malaysia government such as the Ministry of Human Resources as it will provide a fresh insight into the antecedents of career intention among fresh graduates. The Malaysia governments should pay close attention to these fresh graduates and cultivate them because they are going to be the future workforce of the country.

In addition, this study contributes to closing these gaps in the literature as it improvises the Planned Behavioral Theory to see whether internship experience will moderate the influence between attitude, subjective norm, and perceived behavioural control towards career intention. It can also make a comparison whether experience aspects or social aspects are more influential towards affecting their perception.

Literature Review

Theory of Planned Behaviour

Theory of Planned Behaviour

The theory of planned behaviour (TPB) was developed by Ajzen in 1991 from the theory of reasoned action (Ajzen, 1991). Ajzen (1991) explained theory of planned behaviour predict an individual's intention to engage in a behaviour at a specific time and place and it intended to explain all behaviours over which people have the ability to exert self-control. Besides that, the difference between theory of reasoned action (TRA) and theory of planned behaviour (TPB) are intention is the immediate antecedent and perceived behavioural control is an additional factor (Ahmad, et al., 2014). Buhmann & Brønn (2018) also stated that the Theory of Planned Behaviour (TPB) was the best applied theories that widely used in the research area of human behaviours, particularly in the prediction of an individual's intention to behave and the actual behaviour.

The theory explained an individual's intention to perform a behaviour are determined by three basic determinants which are attitude towards behaviour (AB), subjective norm (SN) and perceived behavioural control (PBC) (Yakasai & Jusoh, 2015). Through connecting the three explicit determinants in TPB, it clearly explained about how human action is guided so it can be utilized to anticipate the occurrence of a specific conduct (Ahmad et al., 2014). Results indicate

that over 50% of variance in behavioural intention of students in a UK university to drop-out voluntarily can be explained using the Theory of Planned Behaviour (Dewberry & Jackson, 2018). In general, the more the individual possesses a positive attitude toward behaviour and subjective norms, the greater the perceived behavioural control will be and the stronger the individual's intention to perform a behaviour (Yakasai & Jusoh, 2015). Likewise, the more the individual possess a negative attitude toward the behaviour and subject's norms, the lesser the perceived behavioural control will be and the weaker the individual's intention to perform a behaviour (Yakasai & Jusoh, 2015).

Past research utilising the Theory of Planned Behaviour framework indicates that the framework is significant in explaining behavioural intentions among respondents across different countries, industries and populations (Utami, 2017; Wen et al., 2018; Mohammed, Fethi & Djaoued, 2017).

Attitude

Kim & James (2016) explained attitude in TPB model is defined as the degree to which an individual has a favourable or unfavourable assessment of a given behaviour which if an individual expects that the outcomes of the behaviour will positively influence their attitude towards performing the behaviour will be favourable. Moreover, attitudes are established from beliefs where individual who believes that performing a given behaviour will lead to mostly positive outcomes will hold a good attitude toward performing the behaviour, while individual who believes that performing the behavior will lead to mostly negative outcomes will hold a negative attitude (Bakar, Shahwahid & Eksan 2018).

According to Wiese & Sanne (2018), attitude is developed out of two sub-components, which are behavioural beliefs and subjective outcome evaluations. Behavioural beliefs believe that the consequences or outcomes will be incurred when performing a behaviour; subjective outcome evaluations is relating the negative or positive assessment towards every aspect of a behaviour (Wiese & Sanne, 2018). From this, it can conclude that individuals who have strong beliefs that performing a certain behaviour is likely to provide them good outcome will have strong willingness and possibility to perform the behaviour. Correspondingly, individuals who have strong beliefs that performing a certain behaviour is likely to provide them with a negative outcome will have less willingness and possibility to perform the behaviour. On the other hand, attitude is not only influence by the positive and negative assessment of behaviour but also can be influence by the past experiences that one's held (Chudzicka-Czupała, et al., 2015).

Relationship between Attitude and Career Intention

Obschonka, Silbereisen, Cantner & Goethner (2015) in their research concluded that there is a positive influence between attitude and career intention among entrepreneurs. In their research, self-identity is found to be moderating the influence between attitude and career intention and that attitude has the highest score among attitude, subjective norm and perceived behavioural control. In a research conducted in Indonesia, Utami (2017) also identified that attitude influences career intention among university students and their intention to be an entrepreneur. Similar results were found among Algerian students and entrepreneurship intention where attitude is found to be the most significant factor in the TPB that is influencing career intention (Mohammed, Fethi & Djaoued, 2017).

Jorgensen, Martin & Nursey-Bray (2018) however in their research conducted in Australia indicated that attitude does not have a significant influence towards behavioural intention. Results indicate that behavioural intention of managerial career choices is not significantly influenced by attitude (Jorgensen, Martin & Nursey-Bray, 2018).

Behavioural intention is found to be significantly influenced by attitude in a research conducted among university students of a United Kingdom university (Dewberry & Jackson, 2018). A research conducted in Taiwan, studying applicants career intention in Small and Medium Enterprises (SMEs) also has similar results (Tsang, Wang & Ku, 2015). Tsang, Wang & Ku (2015) found that the more positive the job seekers attitudes are towards Small and Medium Enterprises (SMEs), the higher their intention to apply for SMEs vacancies.

H₁: Attitude has a positive influence on students' career intention in previous place of internship.

Subjective Norm

Subjective norm (SN) in TPB model is defined as the perception of social pressures or expectations an individual has from significant others to perform or not perform in a given behaviour which whether the behaviour of an individual will be approved or disapproved by significant others (Goh, 2015). This signifies individuals tend to make the decision to perform or not to perform a behaviour by refers to the perceived social pressure from the family, colleagues, friends, siblings, and those that important for them to support the behaviour (Li et al., 2019). Those values, beliefs and norms from the social pressure that considered as important to the individual will influence their desire to comply with the norms and to perform or not perform a behaviour (Ng, Ahmad & Ibrahim, 2016).

Moreover, subjective norm is developed out of two sub-components, which are normative beliefs and motivation to comply (Ahmad et al., 2014). Normative beliefs are the individuals' beliefs about the degree to which other people who are critical to them like or dislike them to perform a specific behaviour; motivation to comply is individuals' willingness to comply to perform a behaviour is based on the positive or negative judgments about each belief from the perceived social pressure (Ahmad et al., 2014). From this, it can conclude that individuals that have perceived social pressure but have little motivation to comply will less likely to perform the behaviour. Conversely, individuals who have high motivation to comply, thence the perceived social pressure would influence the individuals to perform the behaviour (Wiese & Sanne, 2018). In short, individuals tend to act or perform a recommended behaviour as expected when they believe it is important or other deems it important and they have the motivation to comply (Buhmann & Brønn, 2018).

Relationship between Subjective Norm and Career Intention

In a research conducted in Indonesia among university students, social influence is found to be significant influence towards behavioural intention (Yakasai & Jusoh, 2015). Subjective norms integrate a person's belief in the extent to which important others feel that the individual should or should not participate in the behavior (Yakasai & Jusoh, 2015). Mohammed, Fethi & Djaoued (2017) also indicated that career intention among university students are significantly influenced by subjective norms in Algeria.

This however is not supported by the results found by Tsang, Wang & Ku (2015) in Taiwan. In their research, subjective norm does not significantly influence career intention among job seekers in Small and Medium Enterprises (SMEs) in Taiwan (Tsang, Wang & Ku, 2015). Wen et al. (2018) in their research also reveals that there is no significant relationship between subjective norm and career intention when university graduates choose between a career in a private or public accounting firm in China.

In a study conducted in Malaysia, Tan, Johari & Sukery (2015) found that intention to work among insured employees is found to be significantly influenced by subjective norm. Studying the intention to return to work, subjective norms are found to have a weak positive influence towards intention to work (Tan, Johari & Sukery, 2015).

H₂: Subjective norm has a positive influence on students' career intention in previous place of internship..

Perceived Behavioural Control

Hasbullah et al. (2014) explained that perceived behavioural control (PBC) in TPB model is referred as perceived belief of easiness or difficultness in performing behaviour which the individual will reflect of the beliefs on capacities like availability of resources, skills and abilities when perform the behaviour. According to Hardin-Fanning & Ricks (2016), the more the resources and fewer obstacles perceived by the individuals, the greater their perceived behavioural control will be and the stronger their intention to perform a certain behaviour. Individuals tend to make decision to perform or not perform an action by assumed a reflection of their past experience to anticipate the obstacles (Utami, 2017).

Moreover, Tan, Johari & Sukery (2015) asserts that perceived behavioural control also can be conceptualized as the ability of individuals to have control over their behaviour and their level of confidence in their ability to act or not to act. Therefore, an individual's belief will influence their behavioural intention and influence him or her to perform the target behaviour. On the other hand, Shin & Hancer (2016) stated that perceived behavioural control has two aspects which are control beliefs and perceived power. Control beliefs are how much an individual has control over the behaviour with the presence opportunities or resources that available; perceived power is how confident an individual feel about being able to execute or not execute the behaviour (Shin & Hancer 2016). From this, it can conclude that perceived behavioural control is the only component that has direct interaction to intention and the actual behaviour which will strongly influence individuals to execute the actual behaviour (Ahmad, et al., 2014).

Relationship between Perceived Behavioural Control and Career Intention

Tsang, Wang & Ku (2015) in their research on Small and Medium Enterprises (SMEs) in Taiwan also indicated that the higher the job seekers' PBC, the higher is the intention to apply for small and medium enterprises' job vacancies.

Wen et al. (2018) in their research conducted in China found that perceived behavioural control (measured using difficulty) scored the highest among the many factors that will affect career intention in an accounting firm. Despite this, Wen et al. (2018) revealed that there is no significant

difference between perceived behavioural control and university graduates' choice between a career in a private or public accounting firm in China.

Mohammed, Fethi & Djaoued (2017) in their study on career intention among Algerian university students indicates that perceived behavioural control has a negative influence on career intention as an entrepreneur. Similarly, Tan, Johari & Sukery (2015) also found that perceived behavioural control has a negative influence towards intention to work among insured Malaysian employees.

H₃: Perceived behavioural control has a positive influence on students' career intention in previous place of internship.

Internship Experience

Internship is a doorway for university students to understand and gain exposure to the industry. Internship experienced gained are often found to be the determinants of future career choice. Drewery, Nevison & Pretti (2016), suggested that internship placement programmes will enhance undergraduate students' vocational self-concept (VSC) and in return will influence their future career choice. A well-designed internship programme (irregardless of the mode of internship) will enhance the students' cognitive, skill-based and affective skills (Bayerlein & Jeske, 2018).

Internship is beneficial to both students and employers. Jackson et al. (2017) concluded that employers generally believed that internship placements are beneficial to the industry as they provide a suitable talent pool for future recruitment needs.

Chang & Tse (2015) in their research conducted among university students in Hong Kong indicated that internship experience is one of the most important components of their undergraduate studies that help graduates to acquire their first job after graduation. Besides that, Chang and Tse (2015) also mentioned that internship experience provided the most satisfaction in the program taken by the graduates. In the same research however, internship experience was found to be statistically not significant towards career choice (Chang & Tse, 2015).

Rothman & Sisman (2016) suggested that internship experience provided students with the opportunity to clarify their expectations on career fit. By gaining industrial exposure through internship, many students will be able to develop a clearer understanding of their preference in career and later on decide on a possible career path (Rothman & Sisman, 2016). Niles, Vuorinen & Siwec (2019) discussed that internship provides graduates with deeper understanding of the industry and working world before graduating from their programs.

H₄: Internship experience has a moderating effect towards students' intention to work in past internship organization.

Career Intention (Intention to Work)

Past researches indicate that there are many factors that will affect career intention. Murphy & Lambrechts (2015) discussed that career intention is heavily influenced by family involvement. In the same research, Murphy & Lambrechts (2015) also discussed that education is affecting career

choices. Besides that, many research in the past focused on career intention among university students (Utami, 2017; Wen et al., 2018; Mohammed, Fethi & Djaoued, 2017).

Gati, Levin & Landman-Tal (2019) discussed that career choices are among the most crucial decisions people may make during their lifetime. Hays et al. (2015) discussed that career intention is affected by both extrinsic and intrinsic factors. When discussing about career intention among medical students, Hays et al. (2015) revealed that the more intensive training periods, more competitive selection, higher income, and perceived greater societal status, the higher is the perceived prestige of the speciality choice of a medical student.

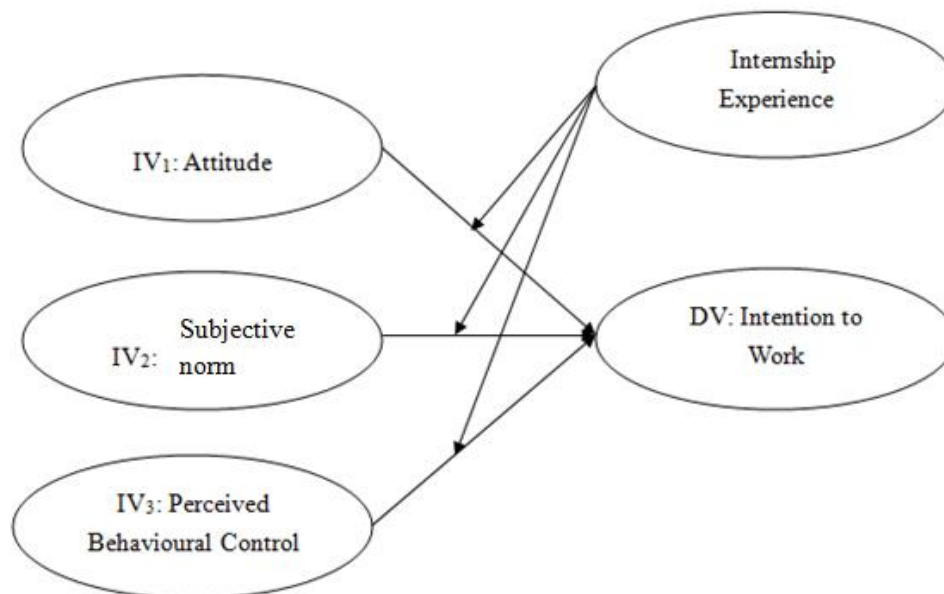
In a study adopting the TPB framework to study the career intentions among female postgraduates, Evers & Sieverding (2015) found that women have lower career intentions compared to their male counterparts but that early constructs in a women's career can help encourage employees to remain and stay in the industry.

Azis, Haeruddin & Azis (2018) in a separate study focusing on career intention among female students found that education plays a huge impact on career intention among female students in Indonesia. It is concluded that higher level education motivates the career intention among female student (Azis, Haeruddin & Azis, 2018).

Highlighting the importance of early career intention, Flinkman & Salanterä (2015) suggested that early career intention has an influence towards turnover intention among employees.

Research Framework

Figure 2.1 Area of Research



Research Methodology

Research Design

The nature of this study was a descriptive study. It was used to help investigating the variables' characteristics and describing relevant aspects of phenomenon of interest from a current

situation. By using this, researchers were able to describe the factors (attitude, subjective norm and perceived behavioural control) influencing intention to work and the moderating effects of internship experience on this relationship. Quantitative research method was used for data collection in this research.

Sampling Design

Non-probability sampling technique was used in this study. The researcher collected information randomly from members of the population who were convenient to provide the data. The first question of the questionnaire was asked to ensure respondents of the questionnaire have concluded their internship placement in the past 1 month. The target population for this research was students who just completed their internship training in the past 1 month.

Data collection was done through a paper-and-pen questionnaire whereby a questionnaire was developed and distributed to 257 respondents who have recent internship experience.

Instrumentation

Data for the study were obtained by distributing the set of questionnaires to the target sample group. Self-administered paper-and-pen questionnaire were used to conduct the study. It will consist of five sections. A 4-point Likert scale (1 = strongly disagree, 4 = strongly agree) were used to measure Section A, Section B, Section C, Section D and Section E of the questionnaire. Section A of the questionnaire consisted of questions related to attitude. Section B of the questionnaire were items used to measure internship experience. Section C of the questionnaire refers to the questions used to measure subjective norms. Section D of the questionnaire refers to questions used to measure perceived behavioural control. Section E of the questionnaire were items used to measure intention to work. Section F of the questionnaire refers to the questions used to obtain the demographic information and general information from the respondents.

The result revealed that the Cronbach's Alpha coefficients for all the variables tested were relatively high: attitude (0.820), internship experience (0.907), social influence (0.694), perceived behavioral control (0.811) and intention to work (0.871).

Assumptions of Parametric

Before choosing a statistical test to apply to the data collected, the researcher addressed the issue of whether the data are parametric or not. Statistical tests are used to analyse some aspect of a sample. The assumptions of parametric were met when: sample data are continuous and measurements met the minimum sample size requirement (Saunders, Lewis & Thornhill, 2016), the ratio of cases/samples (N) to variables (IV) exceeded 5:1 (Osborne & Costello, 2002), more than 70 percent of the questionnaire can be measured using scale, there was a linear relationship among the two variables and data collected were normally distributed based on the results obtained from the normality test conducted.

Statistical Analysis

The data collected from the questionnaires were analysed through a series of statistical test. The data collected were analysed using the SPSS statistical analysis software for Windows. The statistical procedures for quantitative research include reliability analysis, normality test and

descriptive statistics. Correlation analysis and multiple regression analysis will be used to identify the relationship among the variables and to investigate the influence of the mediating variable towards the proposed area of research. .

Results and Discussion

Descriptive Analysis

Descriptive analysis was used to analyse the targeted respondents' demographic information using frequency and percentage. The basic information of respondents was highly important because it helped us to know who were the ones contributing value to the research. The general information included: gender, enrolled programme, current level of education and place of internship. There were 160 male respondents who participated in this research which constituted a percentage of 62.3%; while there were 97 female respondents.

Majority of the respondents were enrolled in the hospitality programme. A total of 43.6% of the respondents were enrolled in the hospitality programme. 29.6% of the respondents were in the culinary arts and patisserie programme, 19.9% were from the events and tourism management programme, 3.5% were from the business and retail management programme, 3.1% were from the public relations programme and 1% were from the accounting and finance programme.

Among the respondents, most of the respondents are from the diploma level which consists of 63% or 162 respondents out of the total respondents. Further, respondents on the degree level of education consists of 37% or 95 respondents out of the total respondents.

The result shows that most of the respondents' place of internship were in Kuala Lumpur which consists of 65% or 167 respondents out of the 257 respondents. Next, respondents' internship in Kedah and Selangor consists of 6.6% or 17 respondents out of the total respondents. Further, respondents who did their internship overseas, have the second lowest proportion among the 257 respondents, consisting of 1.2% or 3 respondents. Lastly, respondents' internship in Perak and Sarawak has the lowest proportion among the 257 respondents, consisting of 0.4% or 1 respondents.

Pearson's Correlation Analysis

Table 4.1 Correlation Analysis

Variable	ATT	SN	PBC	CI
Attitude (ATT)	-			
Subjective Norm (SN)	.461**	-		
Perceived Behavioural Control (PBC)	.539**	.525**	-	
Career Intention (CI)	.570**	.463**	.646**	-

** . Correlation is significant at the 0.01 level (1-tailed).

(Sample of how this part can be: The result of Pearson's correlation was shown as in Table 4.1. Based on the table above, the correlation of each independent variable (attitude, subjective

norm and perceived behavioural control) is significant at 0.01 levels, toward career intention indicating that there is a positive relationship between all independent variables and career intention. There is a positive relationship between attitude and career intention ($r= 0.570$, $N= 257$, $p < 0.05$), between subjective norm and career intention ($r= 0.463$, $N= 257$, $p < 0.05$) and lastly between perceived behavioural control and career intention ($r= 0.646$, $N= 257$, $p < 0.05$). The result as above indicate that perceived behavioural control (PBC) and career intention (CI) has the strongest positive relationship while subjective norm (SN) and career intention (CI) shows the weakest relationship.

**Multiple Regression Analysis
Analysis of Variance**

Table 4.2 Regression Analysis: ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	55.503	4	13.876	66.851	.000 ^b
Residual	52.305	252	.208		
Total	107.808	256			
Regression	56.167	7	8.024	38.689	.000 ^c
Residual	51.641	249	.207		
Total	107.808	256			

a. Dependent Variable: Intention to Work

b. Predictors: (Constant), Internship Experience, Subjective Norm, Perceived Behavioural Control, Attitude
c. Predictors: (Constant), Internship Experience, Subjective Norm, Perceived Behavioural Control, Attitude, PBC*EXP, NORM*EXP, ATT*EXP

According to Table 4.2, the computed value for significance was shown. The significance regression equation for Model 1 was constructed as $[F (4, 252) = 66.851, P<0.05]$ and the model was fit for the analysis. Similarly, Model 2 is also significant $[F (7, 249) = 38.689, P<0.05]$

Model Summary

Table 4.3 Regression Analysis: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.718 ^a	.515	.507	.45559	.515	66.851	4	252	.000
2	.722 ^b	.521	.508	.45541	.006	1.067	3	249	.364

a. Predictors: (Constant), Internship Experience, Subjective Norm, Perceived Behavioural Control, Attitude

b. Predictors: (Constant), Internship Experience, Subjective Norm, Perceived Behavioural Control, Attitude, PBC*EXP, NORM*EXP, ATT*EXP

According to Table 4.3, the computed R Square for Model 1 is 0.515. This indicated that Internship Experience, Subjective Norm, Perceived Behavioural Control and Attitude accounted for 51.5% of the variation in post-study career intention.

In Model 2 with the interaction between internship experience and the antecedents of career intention - subjective norm, perceived behavioural control, attitude; does not accounted for significantly more variance than just internship experience, subjective norm, perceived behavioural control and attitude by themselves, R^2 change = 0.006, $p = .345$, indicating that there is no moderation between internship experience and the antecedents of career intention - subjective norm, perceived behavioural control, and attitude; on post-study career intention. Therefore **H₄ is rejected** and that internship experience does not have a moderating effect towards students' intention to work in past internship organization. This result is similar to the findings of Chang & Tse whereby internship experience does not have a significant influence towards immediate career choice of fresh graduates.

Coefficients**Table 4.4 Regression Analysis: Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-.656	.225		-2.922	.004
Attitude	.194	.088	.149	2.199	.029
Subjective Norm	.128	.077	.088	1.651	.100
Perceived Behavioural Control	.481	.071	..392	6.800	.000

a. Dependent Variable: Career Intention

According to Table 4.4, attitude ($\beta = 0.194$, $n = 257$, $p < 0.05$) has a positive significant influence towards career intention, therefore **H₁ is fail to be rejected**. Result of this research is similar with the findings of Mohammed, Fethi & Djaoued (2017) and Tsang, Wang & Ku (2015) whereby career intention is statistically influenced by the attitude of the respondents.

Results presented in Table 4.4 indicates that subjective norm ($\beta = 0.128$, $n = 257$, $p > 0.05$) is not statistically influencing post-study career intention. Therefore **H₂ is rejected**. Results of this research contradicts the findings of Mohammed, Fethi & Djaoued (2017), in which subjective norm does influence career intention among university students. On the other hand, the results of this study are however found to be identical with the findings of Tsang, Wang & Ku (2015) and Wen et al. (2018) whereby subjective norm does not influence career intention of job applicants or students.

Lastly, as shown in Table 4.4, perceived behavioural control ($\beta = 0.481$, $n = 257$, $p < 0.05$) has a positive significant influence towards career intention. Therefore **H₃ is fail to be rejected**. The results of this research can be supported by the results of Tsang, Wang & Ku (2015) and Wen et al. (2018) whereby perceived behavioural control (PBC) does have an influence on career intention. The results however contradicts the results of Tan, Johari & Sukery (2015) as they found that PBC has a negative influence on intention to work.

Conclusion**Conclusion and Suggestions**

The purpose of this research is to investigate the factors that influence post-study career choice of graduating students who underwent internship training. Through the series of data analysis conducted and the results found, both of the research objectives of this research have been met. The first objective is to identify the influence of attitude, subjective norm and perceived behavioural control (PBC) towards post-study career intention of university students. Results

indicated that both attitude and PBC has a positive significant influence towards career choice. Subjective norm however is found to be not significantly influencing post-study career choice. Results of this research indicated that the attitude of university students significantly influences their post-study career choice in their previous place of internship. Focusing on this point, organisations providing internship placement opportunities and vacancies for fresh graduates should enhance their effort to foster the good attitude among the job applicants towards the organisation. The more positive the applicant's attitude is towards the organisation, the higher the career intention at the organisation will be. Areas such as employee welfare and corporate governance should be well managed in efforts to enhance the positive attitude of applicants towards the organisation.

Besides that, perceived behavioural control (when compared with attitude) is found to be the more influential factor that will lead to an increase in career intention. This indicates that the higher the perceived behavioural control (career opportunity, personal capabilities), the higher is the intention to start a career in the organisation.

As such, this research suggests that organisations should be transparent in regards to the information disclosed to the public that is related to career opportunities, working conditions, job related information and employee welfare. This will allow applicants and fresh graduates alike to compare their personal attributes with the characteristics and requirements of the organisation. Aside from that practice of equal employment opportunity during the recruitment and selection process will also help increase PBC among applicants.

Subjective norm is found to be not significantly influencing career intention of university students. Tsang, Wang & Ku (2015) suggested that the possible reasons for subjective norm to be insignificant in influencing career intention can be due to the reason that career intention is not greatly affected by the important referent group of the respondents despite having high opinion on their suggestions and feedbacks. Insignificant of subjective norm can also be a result of high levels of influence perceived behavioral control and attitude has on career intention.

The second objective of the study was to identify the moderating effect of internship experience onto the existing framework. Results of the regression analysis however indicate that internship experience does not moderate the influence between attitude, subjective norm and perceived behavioural control (PBC) towards post-study career intention of university students.

Limitation and Future Research

In this research, there were several limitations that the researcher faced that may explored further by future researchers.

The first limitation in this research was that the R-square value computed was 0.515. This indicates that 51.5% of the dependent variable – career intention; can be explained using the current framework. The factors yet to be discovered in this framework can be a good lead for future researchers and they may look into them to have a more holistic picture and get deeper insights of post-study career intention.

Secondly, this research is designed using the quantitative approach. Results of this research indicates that internship experience does not moderates the influence of attitude, subjective norm and perceived behavioural control towards post-study career intention. This research suggest that a qualitative research can be instead designed to identify the perception of

university student on the learning aspects or learning outcome that can be obtained through internship placement that is considered to be important during the decision making of post-study career choice.

The third limitation in this research was that the research is conducted without the consideration of differences between diploma level and degree level internship programmes. As the differences in the types of internship may heavily affect the perception and attitude towards the internship programme, future research can be conducted to study the differences between types on internship program and their influence towards post-study career intention.

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