

Does Career Development Learning Lead to Greater Job Search Intentions? Uncovering the Underlying Mechanisms

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ABSTRACT

Purpose: During the past couple of years, a great deal of study has been done on the intentions behind job searches, and this field continues to gain importance because millions of people worldwide do job searches every year. Therefore, the fundamental objective of this study is to investigate how the job search intentions of university students' could be predicted.

Methodology: Based on structured questionnaires, 306 data were collected from the university students of Bangladesh. Data were analyzed using structural equation modeling (SEM) with Smart-PLS.

Findings: The results showed that career development learning is significantly associated with human capital, perceived employability and career entry worries. Also, human capital positively affects job search intention but perceived employability and career entry worries don't affect it. Notably, human capital mediated the relationship between career development learning and job search intentions.

Practical Implications: This study adds value to the existing knowledge on job search intentions and human capital literature. In addition, the study's findings would provide higher education institutions with some insights into how to develop students' employability and how to reduce students' career entry worries through career development learning.

Value/Originality: This study is distinctive in that it has an applied focus. To measure job search intentions, human capital, career entry worries, perceived employability, and career development learning are used as striking variables in the study. Notably, the research also looked at the ways in which human capital, employability perception and career entry worries function as mediators.

Limitations: The study ends with discussing its key limitations and highlighting some directions for future research.

1. Introduction

Job search is a major employment concern, as millions of people look for work every year. The current global recession, which was characterized by unemployment, has contributed to the increased interest in this area. The Business Standard reported that Bangladesh's young unemployment rate was 8%,

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which is more than twice the country's 3.53% overall unemployment rate (Saif, 2023). And also, the unemployment rate of university graduate students increased by 15.13% from 2017 to 2022 (Zaman, 2023). Other reasons for increasing interest in job search intentions are individuals seeking employment after graduation, losing their job, or exploring career opportunities due to unstable employment relationships (Fernández-Valera, 2023). It follows that the desire to look for a job has grown to be a common aspect of both people's personal and professional situations (Zainal et al., 2020). The specific acts made with the intention of finding work are referred to as "job search intention" (JSI) (Faberman et al., 2022). The strategies and activities that job searchers use are the main focus of job search intention. In order to find possible positions, job searchers may, for instance, check job boards, newspapers, or get in touch with acquaintances who work there. To learn more about openings and submit an application, they can visit, call, or apply online with possible employers. The literature on job search has looked at a wide range of topics, including employed employees' intentions to search for a job, the degree of self-efficacy in searching for a job, and job search techniques (Fernández-Valera, 2023).

Though previous research studying the influence of predisposition characteristics on job search intention has been largely overlooked, these studies, with a few noteworthy exceptions, have significantly expanded our understanding of job search intention. Therefore, empirical tests on the effects of factors of predisposition, such as career development learning on job search intention have yet to be researched for further development. Career development learning broadly defined as "the acquisition of skills useful for the development and management of one's career throughout life based on an authentic process of continuous learning that enhances knowledge of the world of work and self" (Dean et al., 2022), can make an important contribution in linking career growth and the ability to be an employee. Unfortunately, as far as studies linking career development learning and job search intentions are concerned, there is currently a paucity of data.

The primary goal of this research is to investigate the association between career development learning (CDL) and job search intentions (JSI) by utilizing three potential mediators-human capital (HC), perceived employability (PE), and career entry worries (CEW) based on human capital theory and self-regulatory theory (Ren et al., 2023). Perceived employability illustrates a person's confidence in their ability to find work if needed (Acikgoz, 2019). Certain career academics have brought up the importance of perceived employability in career development learning; however, surprisingly little empirical research has specifically examined how career development learning and job search intentions are related, and how perceived employability plays a mediating role in this relationship. To increase our comprehension of job search, we must have a solid awareness of the roles played by career development learning and perceived employability (Tino & Fedeli, 2022).

Career development learning is positively correlated with scholastic capital, social capital, and cultural capital-all of which are parts of human capital-as well as perceived employability, according to past research (Ho et al., 2022). Another contribution to this field is that social capital helps improve job search behavior. Quantifying the extent to which human capital acts as a mediator between career development learning and job search intentions is thus another objective of this study. If we look at career entry worries, which can be lessened by career development learning. According to Ebner et al. (2021), the perceived quality of an internship reduce career entry worries and internship is a part of career development learning. So we may examine how career entry worries can intervene in the relationship between career development learning and job search intentions. As such, this study also aims to measure the relationship between career development learning and job search intention, using career entry worries as a significant mediating variable. In light of the previously indicated goals, the following specific research question (RQ) will be the focus of this study:

RQ. *How does career development learning affect job search intentions when considering human capital, perceived employability and career entry worries as potential mediators?*

This work significantly advances in the ways listed below. First, this study examines how university students' career development learning increases human capital, increases perceived employability and reduces career entry worries. Stronger career development learning is associated with stronger positive self-concepts (Chowdhury & Miah, 2019). Hence, those with higher career development learning are more likely to believe they are employable despite having fewer work possibilities. A closer connection between higher education and the workforce is necessary to increase students' employability because, frequently, a mismatch between graduates' attributes and employers' expectations leads to unemployment (Boo et al., 2021). Secondly, perceived quality of internship the study tries to find out how human capital, perceived employability and career entry worries can play an underlying role in the relationship between career development learning and job search intentions of university students.

2. Theoretical Background and Hypotheses

The theoretical framework that guided our work to predict the relationship between the study variables is as follows. Most of the proposed connections between the constructs came from the literature on the subject and the applications of various social theories, although some were based on the results of earlier research in the same area.

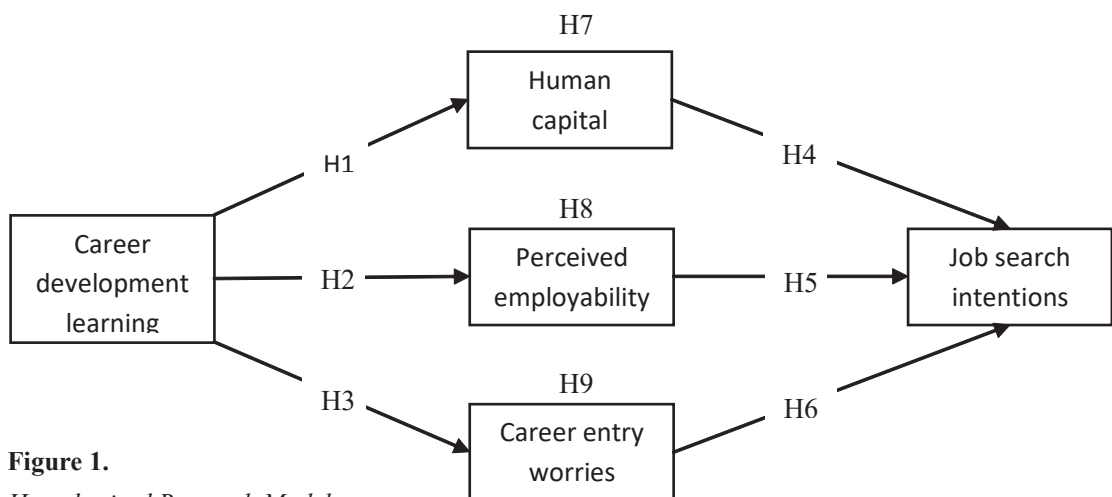


Figure 1.

Hypothesized Research Model

Source: Authors' development

2.1 Human Capital Theory

Human capital theory is an economic paradigm that regards people's knowledge, skills, abilities and other attributes as valuable capital that may boost their economic success and production (Carlbäck et al., 2023). It implies that enhancing an individual's earning potential and overall economic performance may be accomplished by investing in education, training and other types of human capital development issues. It expands on the idea that people may amass capital in a variety of ways, including intangible qualities like knowledge, experience, and health as well as real assets like buildings or machines. This theory suggests that students engaged in career development activities and learned from their academic coursework to boost their productivity and earn potential by investing in themselves via education, training, and gaining new skills. This investment in themselves in order to turn them into human capital increases their job search intentions by enhancing their employability.

2.2 Self-Regulation Theory

A well-known psychological theory known as "self-regulation theory" focuses on the techniques people employ to regulate and manage their thoughts, emotions and actions (de la Fuente et al., 2023).

Self-regulation theory asserts that people have the ability to control their behaviors and impulses in order to fulfill their objectives and conform to social expectations. Other names for it are self-determination theory and self-control theory. It asserts that students who are more anxious about starting their careers might lessen their fears by enrolling in or participating in career development learning activities like training, internships and other similar activities so that they can prepare themselves better to look for employment.

2.3 Career Development Learning and Human Capital

The process of gaining knowledge, skills and experience to improve one's career prospects and professional advancement is referred to as career development teaching (Carlbäck et al., 2023). And all of the resources that a person accumulates through various channels in order to guarantee future financial and nonfinancial returns are referred to as human capital (Carlbäck et al., 2023). These resources primarily consist of social capital, intellectual capital and human capital (Carlbäck et al., 2023). Through career development learning like mentoring programs, networking events with alumni, competitions with business challenges, career fairs and internships, universities are trying to connect current students with professionals in the industry, helping students build their networks and increase their social capital (Gilani, 2019). Additionally, career development learning may help students by giving them networking opportunities with others in the field as well as by addressing career development related subjects. Students build ties to develop their networks through networking behaviors which then embed them in insider social networks (Ho et al., 2022).

Furthermore, by affecting the size of their social network, the type and structure of their contacts, and the advantages of networking events and social networks, educators can increase students' social capital. As sites of cultural development, educational institutions assist students in accumulating cultural capital, which facilitates their transition out of the institution (Ho et al., 2022). As a result, career development learning activities at universities are becoming more diverse. Both academic and extracurricular activities are available to students in higher education when academic activities help students build their scholastic capital. Therefore, we propose the subsequent:

H1. *Career development learning positively affects students' human capital.*

2.4 Career Development Learning and Perceived Employability

Perceived employability can be broadly defined as the conviction that one has a high probability of finding employment in the open labor market. Recent studies in this field have shown that students' perceptions of their employability rise as soon as they enroll in university and are directly correlated with the development and ongoing enhancement of their expertise, confidence and self-worth—all of which are results of the personal development initiatives sponsored by their university's career development learning programs. CDL programs include a variety of initiatives aimed at helping individuals enhance their skills, abilities to advance in their careers. Like as training, workshop, professional development courses, mentorship programs, and leadership development programs (Bridgstock et al., 2019). In the framework of university students' personal development, career development learning tackles the crucial concerns of directionality and long-term viability. Through work-integrated learning and assisting students in determining if their abilities and skills match their career goals, career development learning fosters a supportive atmosphere for them (Chowdhury & Miah, 2019).

Previous research has shown that students understand the importance of career development learning for them. As per Bridgstock et al. (2019), students assert that career development learning boosts their employability by offering them career guidance from educators, employers, former students, and career services. However, students frequently call attention to the ineffectiveness of some provisions owing to a dearth of adequate involvement or distinctive, tailored assistance, demanding the creation of suitable solutions by institutions (Donald et al., 2021). With the labor market being so

competitive and events like the COVID-19 pandemic being unpredictable, it is clear that the university's role in educating students for the workplace and the transition from college to it is important. Hence, we propose that:

H2. *Career development learning positively affects students' perceived employability.*

2.5 Career Development Learning and Career Entry Worries

Worries or anxiety that people may experience before beginning their professional careers are referred to as career entry worries. These concerns may include doubts about landing a job whether they possess the necessary skills and credentials, if they will fit in with the workplace culture and what their career path would entail (Bridgstock et al., 2019). As they traverse the early phases of their careers, recent graduates and those moving into new fields frequently have these concerns. Students must have a realistic understanding of what their future careers will involve and the assurance that they can reasonably pursue those careers given their original interests and objectives. Additionally, they need to be certain that they will possess the fundamental skills needed to advance their careers and contribute value to their job.

We argue that concerns about entering a career could make someone feel less employable, while excellent career development learning is absent. In contrast, when someone has higher career development learning, they feel higher employability. Hence, one would be able to locate a suitable entry into the job market. That is, career development learning decreases career entry worries according to self-regulation theory. The literature on learning and training transfer and extracurricular activities as outcomes for career development served as the foundation for our hypothesis. However, a variety of organizational variables, such as the company's culture, atmosphere, or fit between the worker and the organization, will also affect how successfully learning and training activities are assessed. These qualities have a detrimental impact on the relationship between career development learning and career entry worries. That is, when someone has high career development learning, their career entry worries will be decreased. Based on the above premises, we hypothesize that:

H3. *Career development learning negatively affects career entry worries.*

2.6 Human Capital and Job Search Intention

The skills, knowledge, experience, and other qualities that people have and may use to increase their productivity and economic worth are addressed as human capital (Ho et al., 2022). However, in contrast, a person's desire and incentive to actively seek out new work prospects is referred to as their job search intention (Ho et al., 2022). According to studies, those who have greater levels of human capital such as a higher degree of education, relevant work experience, and specialized abilities are more likely to want to look for a job. This is due to the possibility that people with higher human capital may believe they have more choices in terms of jobs and chances for professional progression (Acikgoz, 2019). This shows that through work happiness and skill usage, human capital might indirectly influence job search intention.

Regardless of their degree of human capital, people may be more circumspect in their job search attempts during economic downturns or high unemployment rates. Conversely, individuals possessing higher levels of human capital might be more inclined to actively seek employment in order to take advantage of favorable market conditions during periods of economic expansion and low unemployment. Thus, external factors such as the status of the labor market may influence the relationship between human capital and the intention to hunt for a job. Thus, we predict that:

H4. *Human capital positively affects job search intentions.*

2.7 Perceived Employability and Job Search Intention

Perceived employability is defined as an individual's assessment of their likelihood of landing and keeping a job (Ren et al., 2023). Experiences that students have in their last years or after graduating

can be seen from the perspective of graduate identity on employability since it emphasizes how each student is creating an identity for themselves as they become ready for the workforce. Previous research demonstrates that a person's PE has a significant impact on their intention and patterns of job searching, as well as their capacity to adjust to changes in work (Ho et al., 2022).

The suggested relation between PE and JSI could be explained based on self-regulation theory and the theory suggests that people have the ability to control their behaviors in order to conform to objectives. As the student's objective is finding job so they will be able to search it if they have perceived employability (Gerçek, 2023). Therefore, if the results of earlier studies on perceived employability are any indication, we anticipate that perceptions of employability should encourage people to demonstrate appropriate job search intentions that might result in obtaining work (Dean et al., 2022).

H5. Perceived employability positively affects job search intentions.

2.8 Career Entry Worries and Job Search Intention

Concerns regarding locating acceptable jobs, job security, financial security, and general career possibilities are a few examples of career entry anxieties. On the other side, a person's tendency and desire to actively look for work prospects are referred to as their job search intentions. It demonstrates their commitment to aggressively pursue information about available positions, network, submit applications, attend interviews, and do other job search related activities. Job unhappiness or a mismatch in skills might have an impact on job search intentions. According to previous research, having a lot of career concerns might make people less likely to look for a job (Ebner et al., 2021).

People may feel discouraged or demotivated when they are overburdened with anxieties and concerns about their professional prospects, which decreases their intention to actively hunt for work. On the other side, having a lot of career entry worries may make people more motivated to look for work. Worries, though can also act as motivation. In order to ease their fears and locate suitable employment, those who are extremely concerned about their professional prospects may be inspired to search for jobs aggressively (Demirdelen Alrawadie, 2021). It's also conceivable that concerns about starting a career and intentions to look for a job are not always connected. Therefore, we propose that:

H6. Career entry worries negatively affect job search intentions.

2.9 Mediating Effect of Human Capital

Career development learning plays an important pedagogical and advisory role for university students. Future guidance or mentorship programs assist students in determining their future routes by enhancing their understanding of potential professional pathways (Carlbäck et al., 2023). This affects their intentions for their careers, their learning objectives, and the resources required to carry them out (Bridgstock et al., 2019). Students who have gained more information and experience are better equipped to develop professional goals and transform themselves into human capital. Individuals are hence more likely to acquire greater intellectual capital, which may be useful in the job market. Taking into account that students utilize their homework for professional growth as a chance to reflect on themselves.

According to Fernández-Valera (2023), career development education acts as a reflecting mirror. Studies in this field emphasize how important self-reflection is to one's employability. In order to offset their relative disadvantages in other areas, people who believe they are poorer than others are more inclined to invest in their cultural capital, according to the concept of cultural mobility. Through the advancement of cultural capital development, career development learning is intended to give students greater assurance over their future employment. Consequently, we postulate the following:

H7. Human capital mediates the relationship between career development learning and job search intentions.

2.10 Mediating Effect of Perceived Employability

According to Chowdhury & Miah, (2019), people tend to think that individuals with greater career development learning appear to be highly employable and more likely to participate in and make appropriate restitution for their job hunt. Subjective professional achievement, career dedication, and job happiness are positively connected with self-perceived employability. Ho et al. (2022) also observed that an individual's capacity to adjust to changes in their employment and job-seeking activities is significantly influenced by their sense of their employability.

More significantly, those who believe they are highly employable are more adaptable to changes in the labor market and conduct more innovative job searches (Gerçek, 2023). Accordingly, if the results of earlier studies on perceived employability are any indication, we anticipate that perceptions of employability should encourage people to engage in appropriate job-seeking activity, which might lead to employment. We therefore contend that the relationship between career development learning and job search intention is mediated by perceived employability.

H8. *Perceived employability mediates the relationship between career development learning and job search intentions.*

2.11 Mediating Effect of Career Entry Worries

The process of obtaining information, skills, and attitudes that support a person's professional growth and success is referred to as career development learning. These include possibilities for formal education, training courses, mentorship, networking, and hands-on learning. Concern or anxiety that people may have while starting a new job or transferring from university to employment is known as career entry worries (Ebner et al., 2021). These concerns could be caused by doubts about landing a good job, competition, a lack of experience, financial stability, and other relevant issues.

Career development learning has an indirect impact on job search intention by minimizing or lowering career entrance concerns. People may gain useful information, skills, and confidence through successful career development learning activities, which can help allay their concerns about entering the labor market. As a result, fewer career entrance concerns can increase their desire to look for a job since they will feel more prepared and secure about completing the process. Drawing on the aforementioned arguments, we formulate the following hypothesis:

H9. *Career entry worries mediate the relationship between career development learning and job search intentions.*

3. Research Methods

3.1 Participants and Procedure

This study sought to determine how career development learning and job search intentions were related, taking into account employability perception, human capital, and career entry worries. The target population of this study was all the students pursuing their graduation in public universities in Bangladesh. To reach our target respondents, we framed our samples with final year graduating students as they seem to be more concerned about their future careers. A non-probability sampling strategy that combines convenience and snowball sampling procedures was used to collect data through an online link.

The questionnaire link was sent to our target respondents through email, WhatsApp, Messenger, etc. Bangla was the second language used to translate the original English questionnaire. Our questionnaire was designed with just 25 question items based on five criteria. The study data was collected during April and May, 2023. The total number of sample size of this study was 306. A five-point Likert scale was used to evaluate each measurement, with 1 representing strongly disagree and 5 representing strongly agree. All measurements were taken from previous relevant studies.

3.2. Measures

3.2.1 Human Capital

The Baruch et al. (2005) paradigm, which encompasses the three types of capital that educational institutions may offer to students-academic, social, and cultural capital-was used to quantify the human capital of students. Scholastic capital was particularly measured using five questions developed by Jackson & Chapman, (2012); Baruch et al., 2005; and Jackson, 2013. Examples of questions are, 'I think my degree course improves my managerial competency'.The value of Cronbach's alpha was 0.630. To assess social capital, five questions developed by Baruch et al. (2005) and Steinfield et al. (2008) were employed. 'I believe my degree course has become a component of valuable networking,' for example. There was a 0.661 Cronbach's alpha. Five questions taken from Jaeger (2011) that assess a student's cultural capital in terms of their involvement in extracurricular activities or encouragement to pursue interests that the institution offers were used to quantify cultural capital(Jaeger, 2011). A sample item is "I believe that becoming involved in extracurricular activities will improve my employability." The value of Cronbach's alpha was 0.756.

3.2.2 Career Entry Worries

Five measures that were based on Borg and Elizur (1992) conceptions of work insecurity were used to assess career entry concerns. The original job insecurity items measure people's fear about losing their jobs as well as their assessments of their chances of doing so. We replaced sample items like "I think, I may not find my preferable job" with a continuous modification of this assessment utilizing the 5-item German version of Borg and Elizur's (1992) scale. The construct's Cronbach's alpha value was 0.884.

3.2.3 Career Development Learning (CDL)

Dacre Pool et al. (2014) created the five CDL assessment questions. Student responses to statements about CDL results were assessed in the first round of the poll. Items such as "I know what I want to do when I finish my degree" were examples. This variable had a Cronbach's alpha value of 0.686.

3.2.4 Perceived Employability

The assessment of students' employability was conducted using five items that were taken from the research of Rothwell et al. (2008). "I achieve high grades in relation to my studies" is one of the example items. 0.756 was the dependability coefficient (a).

3.2.5 Job Search Intention.

The intention of the respondents to look for work was gauged using five measures that were modified from Song et al. (2006). "I would accept a job offer from the company," for example. Throughout the five waves, the reliability coefficient was 0.712.

3.2.6 Control Variables.

Based on how important these control factors were to the job search or reemployment process, we included three demographic factors like gender, age, and educational attainment as control variables since prior research revealed that these might significantly affect job search intention. Gender (male = 63% and female = 37%), age (21-23 = 28%, 24-27 = 67%, and 30-32 = 5%), level of education (undergraduate = 36%, graduate = 56%, postgraduate = 8%).

3.3 Over View of Analyses

The data was analyzed, and the study model was evaluated using SmartPLS 4.0 software and the structural equation modeling approach. Early testing was done to make sure the measurement model had the proper validity and reliability (Fornell & Larcker, 1981). Using PLS-SEM, which enables the simultaneous analysis of numerous associations, and the bootstrapping approach with 5000 resamples, the second stage involved the evaluation of the structural model and hypothesis testing. (Hair et al., 2018).

4. Results

4.1 Test of CMV, Multicollinearity, Reliability, and Validity

We included a common latent factor (CLF) for each survey item to ensure that the measuring tools were not influenced by common method variance (CMV). The results revealed that CMV was not a significant problem in this investigation, demonstrating that the CLF had no effect on any of the measurement items' factor loadings since changes in beta coefficients did not exceed the 0.20 standard threshold value. Furthermore, no variance inflation factor (VIF) surpassed the traditional threshold value of 3.00, as shown in Table 1, indicating that there was no problem with divergence with the research items.

Well-fitting data were obtained by the measurement model employed for this study. Convergent validity was evaluated using three criteria proposed by Lin et al. (2011). The first indication that the research constructs had convergent validity was the fact that every factor loading in Table 1 was significant at $P < 0.001$. Secondly, all of the constructs' Cronbach's alphas were higher than 0.70, which validates the study instrument reliability criterion. Third, average variance extracted (AVE) values greater than 0.50 were found for every construct, suggesting that measurement error-related variation is not as large a contributor to the total measurement items' capture of the underlying construct variation as it is (Lin, 2012).

Overall, all three conditions for guaranteeing convergent validity were satisfied by the empirical data collected for this study (Lin et al., 2011). By analyzing each construct's square root of AVE and how it relates to other constructs, discriminant validity is examined (Shekhar et al., 2022). Table 2 shows that the study variables have appropriate discriminant validity because each construct's square root of the AVE and its correlation with other constructs are all bigger than their correlations with other constructs.

Table 1.
Reliability and Validity Statistics

Constructs	Items	CFA	Cronbach's alpha	CR	AVE	VIF
HC	SCL1	0.662	0.879	0.899	0.573	1.552
	SCL2	0.677				
	SCL3	0.651				
	SCL4	0.630				
	SCL5	0.568				
	SC1	0.668				
	SC2	0.529				
	SC3	0.565				
	SC4	0.521				
	SC5	0.547				
	CC1	0.651				
	CC2	0.667				
	CC3	0.588				
	CC4	0.667				
	CC5	0.567				
CEW	CEW1	0.884	0.920	0.939	0.754	2.125
	CEW2	0.878				
	CEW3	0.827				
	CEW4	0.876				
	CEW5	0.878				

CDL	CDL1	0.686				
	CDL2	0.647				
	CDL3	0.712	0.770	0.854	0.523	1.958
	CDL4	0.758				
	CDL5	0.802				
PE	PE1	0.756				
	PE2	0.671				
	PE3	0.729	0.750	0.833	0.500	1.628
	PE4	0.688				
	PE5	0.688				
JSI	JSI1	0.650				
	JSI2	0.712				
	JSI3	0.683	0.712	0.813	0.565	-
	JSI4	0.693				
	JSI5	0.669				

Notes: *** $p < 0.001$ indicates the significance of all CFA loadings, CDL = career development learning, CEW = career entry worries, HC = human capital, JSI = job search intention, PE = perceived employability.

Source: Authors' calculations.

Table 2.

Means, Standard Deviations, and Correlations of the Variables

Variables	Means	SD	CDL	CEW	HC	JSI	PE
CDL	3.254	0.419	(0.723)				
CEW	2.998	1.071	0.195*	(0.869)			
HC	4.133	0.427	0.573**	0.170*	(0.611)		
JSI	4.141	0.436	0.641**	0.170*	0.578**	(0.682)	
PE	4.126	0.482	0.684**	0.206*	0.581**	0.582**	(0.707)

Notes: CDL = career development learning, CEW = career entry worries, HC = human capital, JSI = job search intention, PE = perceived employability, SD = Standard deviations; the values enclosed in parentheses denote the respective construct's square root of AVE; ** $p < 0.01$; * $p < 0.05$.

Source: Authors' calculations

4.2 Hypotheses Testing

Structural models can assess the constituent relationships employed in theoretical models. In this work, SmartPLS bootstrapping was utilized to evaluate the hypothesis at the 5% level of significance. Additionally, path coefficients and p-statistics were used to analyze the connection between the dependent and independent variables. Table 3 displays the outcomes of the direct path hypothesis, the specific path hypothesis, the t-statistics, the p-values, and the status of the developed hypothesis.

In terms of the direct relationship, the results showed that a substantial correlation existed between CDL and HC ($b = 0.773$; t-statistics = 16.351; p-value = 0.000), CDL and PE ($b = 0.784$; t-statistics = 18.720; p-value = 0.000), CDL and CEW ($b = 0.195$; t-statistics = 3.752; p-value = 0.000), HC and JSI ($b = 0.572$, t-statistics = 5.406, p-value = 0.000), and HC and JSI ($b = 0.125$, t-statistics = 1.155, p-value = 0.248) were found to be insignificant.

For the indirect relationship, the effect of CDL on JSI due to HC's influence was found to be significant ($b = 0.240$, t-statistics = 4.724, p-value = 0.000), but the effects of CDL on JSI due to PE and CEW's influence were found to be insignificant ($b = 0.172$, t-statistics = 1.198, p-value = 0.247

and $b = 0.094$, t -statistics = 0.935, p -value = 0.350, respectively). H1, H2, H3, H4, and H6 were therefore supported, but H5, H7, H8, and H9 were not.

Table 3.
Hypothesis Test Results

Path	β	t-Statistics	p-Value	Decision
H1.CDL→HC	0.773	16.351	0.000	Supported
H2.CDL→PE	0.784	18.720	0.000	Supported
H3. CDL→CEW	0.195	3.752	0.000	Supported
H4.HC→JSI	0.572	5.406	0.000	Supported
H5. PE→JSI	0.125	1.155	0.248	Not Supported
H6.CEW→JSI	0.046	1.002	0.316	Not Supported
H7.CDL→HC→JSI	0.240	4.726	0.000	Supported
H8.CDL→PE→JSI	0.172	1.198	0.247	Not supported
H9.CDL→CEW→JSI	0.094	0.935	0.350	Not Supported

Source: Authors' calculations

5. Discussion

The main purpose of this research was to determine university students' job search intention by examining the relationship between career development learning and job search intention, with human capital, perceived employability, and career entry worries acting as mediators. The study confirms that career development learning has a long-term beneficial effect on HC in accordance with H1. This outcome is in line with the conceptual model that has been suggested and the findings of earlier research (Bridgstock et al., 2019). The results show how important it is for college students to enhance their human capital through a range of professional development learning opportunities, including career-guided courses, social events, and stimulating activities. They can develop their knowledge, skills, and abilities to maintain relationships with others and as a result, the student's job search intention is increased in this research in H4. According to the theory, human capital and job search intention have a positive relationship. Additionally, earlier studies demonstrated the significance of the link. According to the findings of previous studies, human capital also modifies the relationship between career development learning and job search intentions (Carlbäck et al., 2023).

The study discovered a consistent link between learning about career development and one's perception of employability. Although previous studies used the mediator to identify the relationship (Ebner et al., 2021). This study proved that learning about career development had a long-term, beneficial impact on employability perception. The outcome aligns with both the suggested conceptual model and previous research findings (Bridgstock et al., 2019). Research indicates that students can design individual career pathways, acquire knowledge about the education system and labor market, including details on the certifications required for their chosen fields, and actively seek out information on these topics through career development learning. This study's fifth premise was disproved by Demirdelen Alrawadieh, (2021), who found a significant link between job search intentions and perceived employability. This means that the relationship between career development learning and job search intentions was shown to have little moderating influence on perceived employability.

On the other hand, the study's findings supported past research (Gerçek, 2023) that showed a direct correlation between job search intents and perceived employability. The study also demonstrates how career development learning modifies human capital and employability perception. Examining the H7, we can see that the association between career development learning and job search intention is mediated by perceived employability, albeit in a very small way. Regarding this theory, there has never

been any controversy. Ho et al. (2022)'s studies, however, demonstrate that they provide meaningful outcomes. According to H3, the study demonstrates that career development learning significantly affects career entrance worry. This indicates that when students engage in activities related to their careers, the fear, worry, bewilderment, and other barriers that prevent them from finding employment are lessened or eliminated. It had a considerable impact on the earlier study as well (Ebner et al., 2021). But according to this study's H6, job search intention and anxieties about starting a career are significantly correlated. Which indicates that even if career entry worries decrease, job search intention will not increase. According to H9, there is no relationship between career development learning and job entrance concerns. Ebner et al. (2021) showed an indirect yet substantial relationship between professional advancement and perceived employability.

5.1 Theoretical Contributions

This study's initial contribution is that career development activities have improved human capital and this improved human capital increases the desire to look for a job in turn (Ho et al., 2022). In this context, human capital acts as a key mediating component and nobody has made any contributions to this aspect. The study's second contribution is that an increase in career development learning activities raises perceptions of employability as well (Ho et al., 2022). None the less, there is no correlation between increased job search intention and more job searches. It suggests that although students are capable of accepting jobs after participating in numerous career development learning activities, they do not effectively apply for or locate jobs.

This paper's final contribution is that career development learning reduces concerns about career entrance. If a person enrolls in various professional development courses, they may get rid of their nervousness and boost their confidence levels. Previous researchers have significantly advanced the subject of job search intention by applying the theory of planned behavior (TPB) or by incorporating new components into the TPB model. This research, however, offers fresh insights into the area of job search intention by utilizing variables beyond the TPB model. This research has further enhanced the validity of previous studies on career entrance issues.

5.2 Practical Implications

Firstly, the study shows that career development learning increases students human capital and increased human capital increases job search intention. So higher education institutions need to arrange the career development learning activities by providing and arranging different kinds of additional activities like short-term internship programs, training programs, job fairs, and job-related interviews that utilize portfolios or other contemplative tools for mentoring (Ren et al., 2023). Universities should not only provide these events but also make sure that all students may participate in them (Jackson & Bridgstock, 2020). According to Boo et al., (2021), students should actively engage in career development learning activities, including investigating the labor market, speaking with businesses about career needs and possibilities, and engaging in work integrated learning.

Secondly, the students should participate in career development programs to improve their employability and to increase job search intentions in the future. Initially, all the university students were not confident in their ability to hold a job according to this study. If career interests are broadened beyond requiring students to think about their employability, they may find it beneficial to spend their time in college creating their own career identities.

Thirdly, we think we can make a compelling case for colleges to pay attention to university students' concerns about entering the workforce. And this study suggests that learning activities related to job development can lessen concerns about entering the workforce. After reducing their worries, the university student will be able to find their preferred job in the job market.

5.3 Limitations and Future Research Directions

A number of restrictions apply to the study. Because the study's sample was limited to a single nation, the findings' applicability is constrained. This limitation highlights how important it is to use more diverse samples in future studies and make sure that the research approach takes culture into account. Furthermore, just three criteria-scholastic capital, social capital, and cultural capital-are used to describe human capital in this study. Further research will be able to take into account other characteristics like psychological capital etc.

Second, the study measured job search intention without using the theory of planned behavior. So the future researcher will be able to add more variables based on TPB theory and show the relationship with other variables. Furthermore, this study only examined employability from the perspective of students. Future studies should examine this topic from a variety of perspectives, such as those of educators and staff members.

Finally, based on the discussion above, we can draw the conclusion that learning about career development has a very important relationship with the intention to look for a job. It suggests that students should participate in or the educational setting should provide robust career development learning activities so that students can build their human capital to be viewed as employable and to lessen concerns about starting a career, which will boost their desire to look for jobs.

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