Journal of
Hotel & Business Management

Chen, Hu, Lu, J Hotel Bus Manage 2014, 4:1
DOI: 10.4172/2169-0286.1000110

Research Article Open Access

Factors of the Employment Behavioral Intention of Leisure and Hospitality Management College Students in Taiwan

Chin-Tsu Chen[1], Jin-Li Hu[2] and Wei-Ting Lu[2]

[1]*Department of Commercial Design and Management, National Taipei University of Business, Taiwan*

[2]*Institute of Business and Management, National Chiao Tung University, Taiwan*

Abstract

This study examined the factors of the employment behavioral intention of leisure and hospitality management college students in Taiwan. The research framework was based on a literature review and relevant research variables. This study added an additional construct (perceived behavioral control) and a moderator (individual difference) into the theory of reasoned action (TRA) model. The subjects were college students in Taiwan. Questionnaires were administered and a total of 450 valid samples were collected. This study adopted two-step structural equation modeling (SEM), and both SAS and AMOS were adopted as the tools for analyzing the data for reconfirmation. A conceptual model was then proposed, in which the employment behavioral intention was influenced by positive internship experiences and negative internship experiences. Moreover, the relationship between positive internship experiences and employment behavioral intention was moderated by the internship system. A moderating test revealed that the influence of internship experiences on employment behavioral intention was stronger for leisure and hospitality management students working shorter hours than for students working longer hours.

Keywords: Internship system; Attitude; Employment behavioral intention; Leisure and hospitality management

Introduction

Over the past decade, the total number of colleges and universities in Taiwan has increased every year. According to the statistical information from the Census and Statistics Department of the Ministry of Education, the number of colleges and universities increased from 155 in the academic year of 2001 to 163 in the academic year of 2010. Moreover, the number of universities nearly doubled, from 57 to 112, and the number of universities (institutes) of science and technology increased from 67 to 77. In addition, the number of students in colleges and universities increased from 1,084,012 in the academic year of 2001 to 1,124,425 in the 9 academic year of 2010, which was a growth of nearly 4% (National Statistics, Taiwan).

The above statistics indicated that it is a popular trend to pursue college or university education. However, according to the national statistics of Taiwan, the unemployment rate of individuals with a college degree or above from 2007 to 2011 was 4.51%, 4.78%, 5.98%, 5.62% and 5.18%, respectively, which was higher than the average unemployment rate. Moreover, according to the statistical information of the Directorate-General of Budget, Accounting and Statistics of the Executive Yuan (National Statistics, Taiwan) the youth unemployment rate was higher than that in neighboring Asian countries, such as Japan and South Korea. Therefore, the Ministry of Education has begun promoting school internship programs as an important policy to enhance the employability of college graduates. The National Youth Commission and individual colleges have also devoted themselves to similar programs. For example, the Ministry of Education has set industry-academy cooperation information to specially deal with internship programs, in order to connect schools and industries.

According to a survey of college youth employability investigated by the National Youth Commission in 2009 (National Youth Commission, Executive Yuan, The 2009 Survey on the employability of College Students), up to 67.6% of college students believed that internship experiences could effectively cultivate employability, followed by professional licenses and part-time jobs. In addition, the students believed that internship experiences could enhance their stability, resistance to stress, working attitude and communication skills. A good working attitude, stability, resistance to stress, and communication skills are the traits that are valued by employers. The results of previous showed that internship experiences during study periods can enhance employability to a certain extent. The main purpose in this study is to explore how internship experiences affect youth employability and whether internship experiences would significantly enhance youth employability or not. In addition, this study attempted to find if there are other mediators or moderators in this process, and confirm the value of internship experiences.

Literature Review

Internship

According to the Industry-Academy Cooperation Program implemented by the Ministry of Education, there are five types of internship programs: 1) summer courses; 2) semester courses; 3) academic year courses; 4) healthcare-related department courses; and 5) overseas internships (Industry-Academy-Cooperation-Information). The purpose of an internship is to enable students to integrate academic theory and practical work in order to understand the actual operational status of each department, confirm their learning, enhance their professional knowledge, and develop a correct understanding of workplace and professional ethics, which are all necessary job-finding skills.

After internship experiences, students can shorten the time required to explore the atmosphere of the workplace, and understand their own SWOT, learning lacking capacity to develop employability.

***Corresponding author:** Jin-Li Hu, Institute of Business and Management, National Chiao Tung University, 118, Sec. 1, Chung-Hsiao W. Road, Taipei City 100, Taiwan, Tel: +886-2-23812386; E-mail: jinlihu@gmail.com

Received November 04, 2014; **Accepted** December 29, 2014; **Published** January 05, 2015

Citation: Chen CT, Hu JL, Lu WT (2014) Factors of the Employment Behavioral Intention of Leisure and Hospitality Management College Students in Taiwan. J Hotel Bus Manage 4: 110. doi:10.4172/2169-0286.1000110

Moreover, they can explore their future career development direction through internship programs.

Internships are not only useful to students. For parents, internship programs can set their minds at ease, as the host organizations are chosen by the school in order remove unsafe and unsound environments. Moreover, after the internship experience, students will become more mature and appreciate the hard work of their parents.

For schools, internship programs can help to understand the industry's current situation and enable them to adjust teaching styles to closely integrate with the enterprise environment. On the budget side, programs can save some money, as they may not have enough money to purchase the modern equipment that is used in the industries. In sum, internship programs can help schools become more efficient in both teaching and budget usage.

Internship programs also benefit the industry. Cooperative firms can cultivate the required human capital early, thereby reducing staff training costs and the time needed to find talented people. The schools' huge R&D power and human resources can also become the solid backing of the industry technology research and development. All in all, internship programs benefit each of the parties involved, including students, parents and industry.

Cannon et al. [1] stated that students are increasingly viewing internships as being less as a vehicle for augmenting their education, and more as a means of gaining a competitive edge in the marketplace for new jobs.

Brooks et al. [2] indicated that internship experiences, whether alone or in combination with previous work experience, are associated with higher levels of self-concept crystallization. In addition, the job characteristics of feedback, task variety, and opportunities to deal with others are positively related to changes in several career development constructs.

Knouse et al. [3] found that college internships offer a variety of benefits to students, both for improving performance while in college and for increasing opportunities for finding a job upon graduation. While students are still in college, internships can help them develop immediate skills that can improve their course performance, such as better time management, better communication skills, better self-discipline, heightened initiative and an overall better self-concept. In addition, internships allow students to directly access job sources, impress potential employers, build confidence in their job search, hone their work values, and build social skills that are beneficial during employment interviews.

Margolis et al. [4] concluded that five factors might influence post-graduation attrition: 1) feeling prepared to pursue an engineering career; 2) internship experiences; 3) senior capstone project course experiences; 4) satisfaction with the quality of instruction in engineering programs; and 5) career values related to financial rewards and enjoying co-workers.

However, there is literature that holds a different view. Aggett et al. [5] proposed that although students are expected to take the opportunity to enhance their competitive advantages via an internship, this was not the case (Table 1). Their study was aimed at hospitality, tourism and events management undergraduates at a British university. According to the data, the number of students who had undertaken an internship had progressively decreased since 2007. The student's reasons for being unwilling to take part in an internship included already having acquired industry experience, a desire to complete their degrees sooner, a contact having already been made in the industry, and no longer wanting to work in the industry.

Many student lack an understanding of the value of work experience and determination, and this precondition will decide whether the internship experience will provide a benefit or not.

Theory of Planned Behavior

The theory of reasoned action (TRA), developed by Fishbein et al. [6] is an attempt to explain volitional behaviors.

Ajzen extended TRA into the theory of planned behavior (TPB) in 1985. Ajzen [7] concluded that the attitude toward the behavior, the subjective norm with respect to the behavior, and the perceived control over the behavior can usually predict behavioral intention with a high degree of accuracy. These intentions, in combination with the perceived behavioral control, can account for a considerable proportion of variance in behavior.

Attitude toward the behavior refers to the degree in which a person has a favorable or unfavorable evaluation of the behavior in question. Attitudes are more important when people are action-oriented. Concepts referring to behavioral dispositions, such as social attitude and personality trait, have played an important role in attempts to predict and explain human behavior [8-10]. However, attitude does not refer to the attitude towards general things, but the evaluation of an individual on positive and negative engagements in certain behaviors [6].

Subjective norm refers to the perceived social pressure to perform or not to perform the behavior. It is concerned with the likelihood that the specific individuals or groups (referents) with whom the individual is motivated to comply will approve or disapprove of the behavior [11].

Perceived behavioral control refers to people's perception of the ease or difficulty of performing the behavior of interest, or other factors defined as the perceived probability of succeeding at a given task [7]. Zhang et al. [12] assessed individuals' perceived competence to respond to novel or difficult situations and to deal with any associated obstacles or setbacks. Perceived behavioral control is a key variable that refers to beliefs about access to resources and the opportunities needed to perform a behavior [13].

Behavioral intention refers to the inclination to take action in the future based on personal subjective judgments, which can be used to predict the behaviors of an individual. Behavioral intention can find expression in behavior only if the behavior in question is under volitional control, i.e., if the person can decide at will to perform or not perform the behavior [6].

Finally, intentions are assumed to capture the motivational factors that influence a behavior. They are indications of how hard people are willing to try and how much of an effort they are planning to exert, in order to perform the behavior.

Experience

Fazio et al. [14,15] and Regan et al. [16] provided support for the

Academic Year	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
% of students being placed	25.9	27.2	37.2	26.7	12.9	10.4

Source: Aggett Mandy & Busby Graham (2011)

Table 1: Total Percentage of Tourism, Hospitality and Events Students Being Placed Per Year.

	Chi-square	GFI	AGFI	SRMR	RMSEA	CFI	NFI	NNFI
Criteria model	<3	≥0.9	≥0.8	≥0.1	≤0.08	≥0.9	≥0.9	≥0.9

Table 2: Criteria of Goodness of Fit.

Traits	Items	Percentage
School system	University of technology	83.6%
	General college	16.4%
Year of study during the internship	Freshman	0%
	Sophomore	1%
	Junior	55.4%
	Senior	43.6%
Gender	Male	54.7%
	Female	45.3%
Age	18 years old	0.0%
	19 years old	0.6%
	20 years old	6.5%
	21 years old	44.0%
	22 years old	35.6%
	23 years old	10.5%
	Over 24	2.8%
Pre-admission educational background	Graduate from department of leisure management	30.7%
	Graduate from department of hospitality management	17.3%
	Graduate from non-leisure-related departments	52%
Working experience before the internship	None	45.8%
	Less than three months	12.7%
	More than three months and less than six months	10.8%
	More than six months and less than one year	15.2%
	More than one year	15.5%
Location of the internship	Northern Taiwan	29.1%
	Central Taiwan	23.8%
	Southern Taiwan	46.1%
	Eastern Taiwan	0.3%
	Off-island	0.6%

Table 3: Percentage of Individual Differences.

Traits	Items	Percentage
Type of internship unit	Hotel industry	14.2%
	F&B industry	22.6%
	Travel agency	5.3%
	Airline company	0.0%
	Leisure club	27.9%
	Leisure farm	4.0%
	National park	0.9%
	Theme park	5.6%
	Other	19.5%
Internship system	Below 200 hours	0%
	Between 201~ 500 hours	0%
	Six months	51.7%
	One year	48.3%
	Other	0%
Type of job	Rotational job	38.7%
	Fixed job	59.8%
	Other	1.5%

Table 4: Percentage of Individual Differences (continued).

notion that the attitudes formed through direct behavioral experience with the attitude object are more predictive of later behavior toward that object than are attitudes based upon indirect, non-behavioral experience. In other words, attitudes come from direct behavioral experience.

The classification of experiences can be divided into the five aspects of affective experiences, sensory experiences, physical experiences, relational experiences, and creative cognitive experiences [17].

Affective experiences are the emotions of individuals. Sensory experiences refer to perceptual experiences from the senses of sight, hearing, touch, taste and smell. Physical experiences are received by taking action and interacting with others. Creative cognitive experiences refer to cognitive experiences from rational thinking, and relational experiences are the module that contains aspects of the above four experiences.

The attitudes formed through direct behavioral experience with the attitude object are more predictive of later behavior toward that object than are attitudes based upon indirect, non-behavioral experiences [18].

Attitude-Behavior Relation

Individual difference variables that have been found to moderate

Aspects of factors of positive experiences	Mean	SD
Factor 1: Affective experiences		
The internship enabled me to make many friends, expanded my vision, and made me feel that the effort was worth it.	4.06	0.81
The memories that the internship gave me made me feel that the hard work was worth it.	3.95	0.80
The results of the internship made me feel that it was worth it to spend the time and effort.	3.80	0.84
As a whole, I was interested in the internship.	3.78	0.82
As a whole, the internship made me feel happy.	3.75	0.79
Factor 2: Sensory experiences		
The affirmation of customers from the internship made me feel a strong sense of accomplishment.	4.11	0.77
The internship cultivated my spirit of service for the leisure industry.	3.87	0.71
The internship made me feel satisfied because I could apply what I had learnt.	3.75	0.85
I believe that the internship can help me obtain employment.	3.74	0.80
The internship aroused my interest in the expertise of the leisure industry.	3.60	0.80
The internship enabled me to apply the theories that I had learnt at school.	3.42	0.87
Factor 3: Physical experiences		
The internship made me face the reality of society.	4.20	0.75
The internship increased my social experiences.	4.20	0.77
The internship increased my tolerance and patience for the management of tasks and work.	4.03	0.74
The internship helped me improve my personal words and deeds.	3.78	0.75
The internship changed my original living habits.	3.60	0.87
Factor 4: Relational experiences		
The internship gave me the desire to influence the people around me to improve their level of understanding of the leisure culture.	3.61	0.77
The internship gave me the desire to change the viewpoints of those who had a negative opinion of the leisure industry.	3.57	0.82
The internship gave me the desire to think like the employers in the leisure industry regarding how to improve the overall quality of the leisure industry.	3.56	0.74
Factor 5: Creative cognitive experiences		
The internship helped me to reflect on my career planning.	3.94	0.78
The internship inspired me to strengthen my own abilities and improve my own values.	3.90	0.76
The internship aroused my intention to live a better life.	3.88	0.79
The internship made me think whether I should continue staying in leisure industry to obtain employment.	3.69	0.82
The internship aroused my ambition to gain an in-depth understanding of knowledge relevant to the leisure industry.	3.51	0.82

Table 5: Analysis on the Extent of Agreement on the Factors of Positive Experiences.

Aspects of factors of negative experiences	Mean	SD
Factor 1: Sensory experiences		
The internship made me feel that I was low-cost labor, which made me feel unpleasant.	3.12	1.02
I felt unpleasant because my position as an intern made it possible to be ordered around by others.	3.06	0.95
I felt unpleasant because my position as an intern made it possible to be treated unequally.	2.96	0.94
The job content of the internship failed to make me learn more.	2.59	0.96
I could not adapt to the environment of the internship.	2.55	0.87
I could not adapt to the life of the internship.	2.52	0.90
I could not adapt to the work of the internship.	2.50	0.85
I could not bear the workload of the internship.	2.48	0.89
The internship made me feel that it was simply work, and that I could not learn knowledge or skills from it.	2.48	0.95
The internship made me have a negative opinion of the leisure industry.	2.44	0.96
To me, participating in the internship was simply for obtaining credits and meeting the requirements of the school.	2.38	1.02
The internship made me feel that it was a waste of time.	2.33	0.95
Factor 2: Physical experiences		
The internship changed my work values.	3.50	0.86
The internship made me disapprove of the payment and fringe benefits of the leisure industry.	3.07	0.98
The internship made me disapprove of the vacation system of the leisure industry.	2.92	0.88
The internship made me disapprove of the frequent overtime work of the leisure industry.	2.91	0.91
The internship made me disapprove of the work environments of the leisure industry.	2.70	0.84
Factor 3: Affective experiences		
As a whole, the internship made me feel nervous.	2.79	1.02
As a whole, internship made me feel stressed.	2.59	0.99
As a whole, the internship made me feel frustrated.	2.53	0.94
As a whole, the internship made me feel miserable.	2.49	1.00
Factor 4: Creative cognitive experiences		
The internship made me feel that my work ability could not meet the needs of the leisure industry.	3.27	0.97
The internship made me feel that I still lacked the ability to enter the workplace.	3.12	1.00
Factor 5: Relational experiences		
The internship made me learn the inveteracy of society.	2.52	1.02
The internship made me feel that I was not socialized for early exposure to society.	2.38	0.93

Table 6: Analysis on the Extent of Agreement on the Factors of Negative Experiences.

Aspects of perceived behavioral control and employment behavioral intention	Mean	SD
Employment behavioral intention		
1. I was satisfied with the overall internship experience.	3.54	0.86
2. After experiencing the internship, I am still willing to return to the original internship unit for employment if there is an opportunity.	3.30	1.00
3. After experiencing the internship, I am still willing to engage in the leisure industry.	3.52	0.85
4. After experiencing the internship, I will recommend other people to engage in the leisure industry.	3.42	0.80
Perceived behavioral control		
1. After experiencing the internship, my internship unit caused me to have thoughts of changing my internship unit.	3.85	1.15
2. After experiencing the internship, I had thoughts of dropping out of school.	2.90	1.12
3. After experiencing the off-campus experiences, I would like to have a career transition (e.g. pursuing further education, switching my career to work as teaching staff, etc.)	2.89	1.01
4. When I faced a problem during the internship, I would complain to the supervisor or my colleagues.	3.19	0.99

Table 7: Analysis on the Extent of Agreement on Employment behavioral intention.

attitude-behavior correspondence include the degree of affective-cognitive consistency [19]. Similarly, a number of situational variables appear to moderate the attitude-behavior relation.

For example, Warner et al. [20] found that the public versus private nature of behavior interacts with attitude in influencing attitude-behavior consistency. Snyder et al. [21] demonstrated that situations that increase the relevance of salient attitudes as guides to actions also increase the correspondence between attitude and action. Fazio et al. [22] indicated that the manner of attitude formation and self-monitoring has been shown to moderate the attitude-behavior relation. Lin et al. [23] proposed that peer-reporting intentions are influenced simultaneously by the subjective norm, ethical judgments, and attitudes. Additionally, the relationships are moderated by a joint moderator, which combines ego strength and ethical climate.

In summary, several personal and situational factors have been found to affect the attitude-behavior relation [18]. The workings of the aggregation principle show that general attitudes and personality traits do in fact predict behavioral aggregate much better than they predict specific behaviors [8]. Therefore, according to the above literatures, this study assumed that the attitude toward internship experiences and the perceived behavioral control will affect employment behavioral intention. Moreover, individual differences will moderate the relation between attitude and employment behavioral intention (Table 12).

Construct	Cronbach's α	Measurement Item	Standardized loadings	(t-value)
Positive Experiences	0.89	X1	0.93	18.21
		X2	0.75	14.37
		X3	0.64	12.45
		X4	0.72	12.82
		X5	0.68	12.94
Negative Experiences	0.83	X6	0.81	16.88
		X7	0.90	19.79
		X8	0.64	12.25
		X9	0.66	12.98
		X10	0.37	6.56
Perceived behavioral control	0.71	P1	0.74	12.61
		P2	0.59	10.46
		P3	0.56	9.30
		P4	0.42	6.93
Employment behavioral intention	0.78	B1	0.77	14.68
		B2	0.75	15.06
		B3	0.55	10.10
		B4	0.48	8.49

Table 8: Standardized Loadings of the Indicators and Cronbach' α.

Constructs	Unconstrained (d.f.=98)	Constrained (d.f.=99)	Chi-Square difference (d.f.=99-98)	Conclusion
F1 F2	142.62	430.67	288.05	Supported
F1 F3	142.62	267.99	125.37	Supported
F1 F4	142.62	262.32	119.70	Supported
F2 F3	142.62	194.99	52.37	Supported
F2 F4	142.62	322.03	179.41	Supported
F3 F4	142.62	267.42	124.80	Supported

Table 9: Discriminant Validity by the Chi-Square Difference Test.

	Chi-square/df	GFI	NFI	NNFI	AGFI	SRMR	RMSEA	CFI
Model fitness	1.46	0.95	0.95	0.98	0.92	0.06	0.04	0.98
Criteria	<3	≥ 0.9	≥ 0.9	≥ 0.9	>0.8	<0.1	<0.08	≥ 0.9

Table 10: Goodness of Fit.

	Path coefficient	t-value	Result
PF1F4	0.61	4.59	Significant
PF2F4	-0.44	-2.35	Significant
PF3F4	-0.16	-0.90	Not significant

Table 11: Path Analysis.

Research Methodology

Conceptual framework

Differing from the original model in Chen et al. [24], this study divided positive and negative attitudes toward internship experiences into two different constructs, added the internship system as a moderator, and tried to classify another independent variable (perceived behavioral control) from the original questionnaire in Chen et al. [24] (Figure 3).

Research hypotheses

According the above conceptual framework, this study proposed the following hypotheses:

H1: Positive attitudes toward the internship experience have a positive influence on employment behavioral intention.

H2: Negative attitudes toward the internship experience have a negative influence on employment behavioral intention.

H3: The perceived behavioral control of the internship has a positive influence on employment behavioral intention.

H4: The internship system moderates the relation between positive attitudes and employment behavioral intention.

H5: The internship system moderates the relation between negative attitudes and employment behavioral intention (Tables 13 and 14) (Figure 4).

Operational Definition

There were four constructs in the conceptual model: positive attitude, negative attitude, perceived behavioral control and employment behavioral intention. Based on the theory of planned behavior [14-16], this study measured attitude through experiences. Moreover, this study categorized all experiences as being either positive or negative. Such experiences included affective experiences, sensory experiences, physical experiences, relational experiences, and creative cognitive experiences [19,24].

In Figure 3, the measurement item X1 denotes positive affective experiences, X2 denotes positive sensory experiences, X3 denotes positive physical experiences, X4 denotes positive relational experiences, X5 denotes positive creative cognitive experiences, X6 denotes negative affective experiences, X7 denotes negative sensory experiences, X8 denotes negative physical experiences, X9 denotes negative relational experiences, and X10 denotes negative creative cognitive experiences.

Since the background theory was based on the theory of reasoned action and the theory of planned behavior, the rest of the constructs were perceived behavioral control and employment behavioral intention. This study reused the questionnaire of Chen et al. [24] to extend the previous findings; however, there were no items in the questionnaire that could be classified into the subjective norm construct (Figure 1).

According to Ajzen [7], Zhang et al. [12], and Kang et al. [13], this study classified P1~P4 into perceived behavior control, in which P1 refers to "After experiencing the internship, my internship unit caused me to have thoughts of changing my internship unit," P2 refers to "After experiencing the internship, I had thoughts of dropping out from school," P3 denotes "After experiencing the off-campus experiences, I would like to have a career transition," and P4 denotes "When I faced a problem during the internship, I would complain to the supervisor or my colleagues."

According to Fishbein et al. [6], employment behavioral intention is measured by Y1 to Y4, in which Y1 denotes "I was satisfied with the overall internship experience," Y2 denotes "After experiencing the internship, I am still willing to return to the original internship unit for employment if there is an opportunity," Y3 refers to "After experiencing the internship, I am still willing to engage in the leisure industry," and Y4 refers to "After experiencing the internship, I will recommend other people to engage in the leisure industry."

Hypothesis Results for Moderating Effects (Positive attitude→employment behavioral intention)				
Hypothesis	Unconstrained (d.f.=217)	Constrained (d.f.=216)	Coefficients	Conclusion
X→Y	χ^2 =485.5	χ^2 =495.1 (9.6)	(A,B): (0.66, 0.48)	Supported

Note: A denotes 201~500 hours; B denotes six months

Table 12: The Moderation Effect of Positive Attitudes toward Internship Experience and Employment Behavioral Intention.

Hypothesis Results for Moderating Effects (Negative attitude→employment behavioral intention)				
Hypothesis	Unconstrained (d.f.=217)	Constrained (d.f.=216)	Coefficients	Conclusion
X→Y	χ^2= 485.5	χ^2 = 486.7 (1.2)	(A,B): (-0.60, -0.61)	Not supported

Table 13: The Moderation Effect of Negative Attitudes toward Internship Experience and Employment Behavioral Intention.

Hypotheses	Results
H1: Positive attitudes toward the internship experience will have a positive influence on employment behavioral intention.	Supported
H2: Negative attitudes toward the internship experience will have a negative influence on employment behavioral intention.	Supported
H3: The perceived behavioral control of the internship will have a positive influence on employment behavioral intention.	Not supported
H4: The internship system will moderate the relation between positive attitudes and employment behavioral intention.	Supported
H5: The internship system will moderate the relation between negative attitudes and employment behavioral intention.	Not supported

Table 14: Summary of Hypotheses Test.

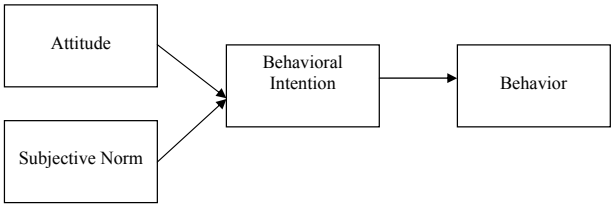

Figure 1: Theory of Reasoned Action (TRA).

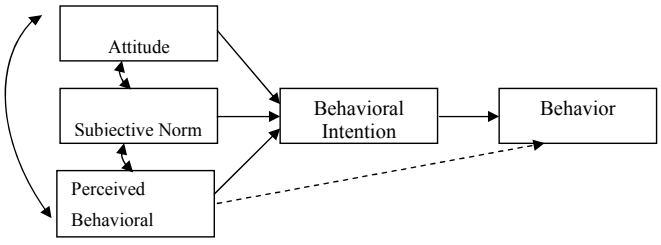

Figure 2: Theory of Planned Behavior.

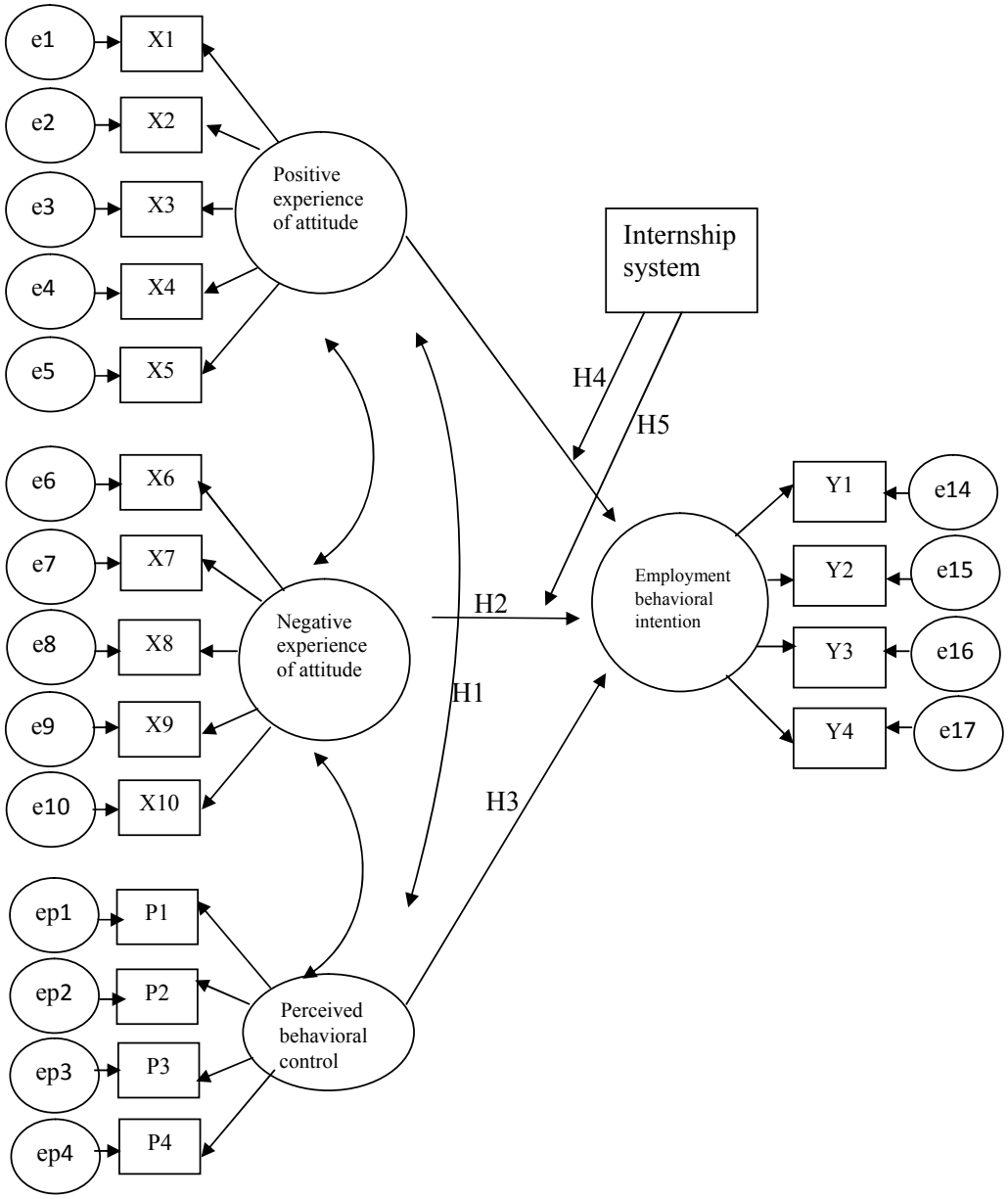

Figure 3: Conceptual Framework.

Finally, based on Davidson et al. [18], Norman et al. [19], and Lin et al. [23], many kinds of individual differences can moderate the path between attitude and employment behavioral intention. Therefore, this study defined the internship system as a moderator.

Source of the Questionnaire

This study used the questionnaire of Chen et al. [24] in an attempt to extend the previous findings. Positive and negative attitudes were divided into two different constructs, adding one more independent variable and moderate variable to the model.

Chen et al. [24] collected data through a questionnaire survey. The participants were leisure and hospitality management college students in 2009 that had already completed an internship program. The participants came from four universities/colleges in northern, central and southern Taiwan, including Vanung University, National Taiwan University of Physical Education and Sport, Tajen University, and Yung Ta Institute of Technology and & Commerce. The questionnaire survey was conducted during October 2009. A total of 500 questionnaires were distributed and 490 were returned, showing a return rate of 98%. After eliminating 40 invalid questionnaires, there were a total of 450 valid questionnaires for analysis.

The contents of the questionnaire were categorized into four parts. The first part was positive experiences, which were divided into sensory experiences, affective experiences, creative cognitive experiences, physical experiences, and relational experiences. The second part was negative experiences, which were divided in the same way as positive experiences. The third part was employment behavioral intention and perceived behavioral control, and the final part was individual differences.

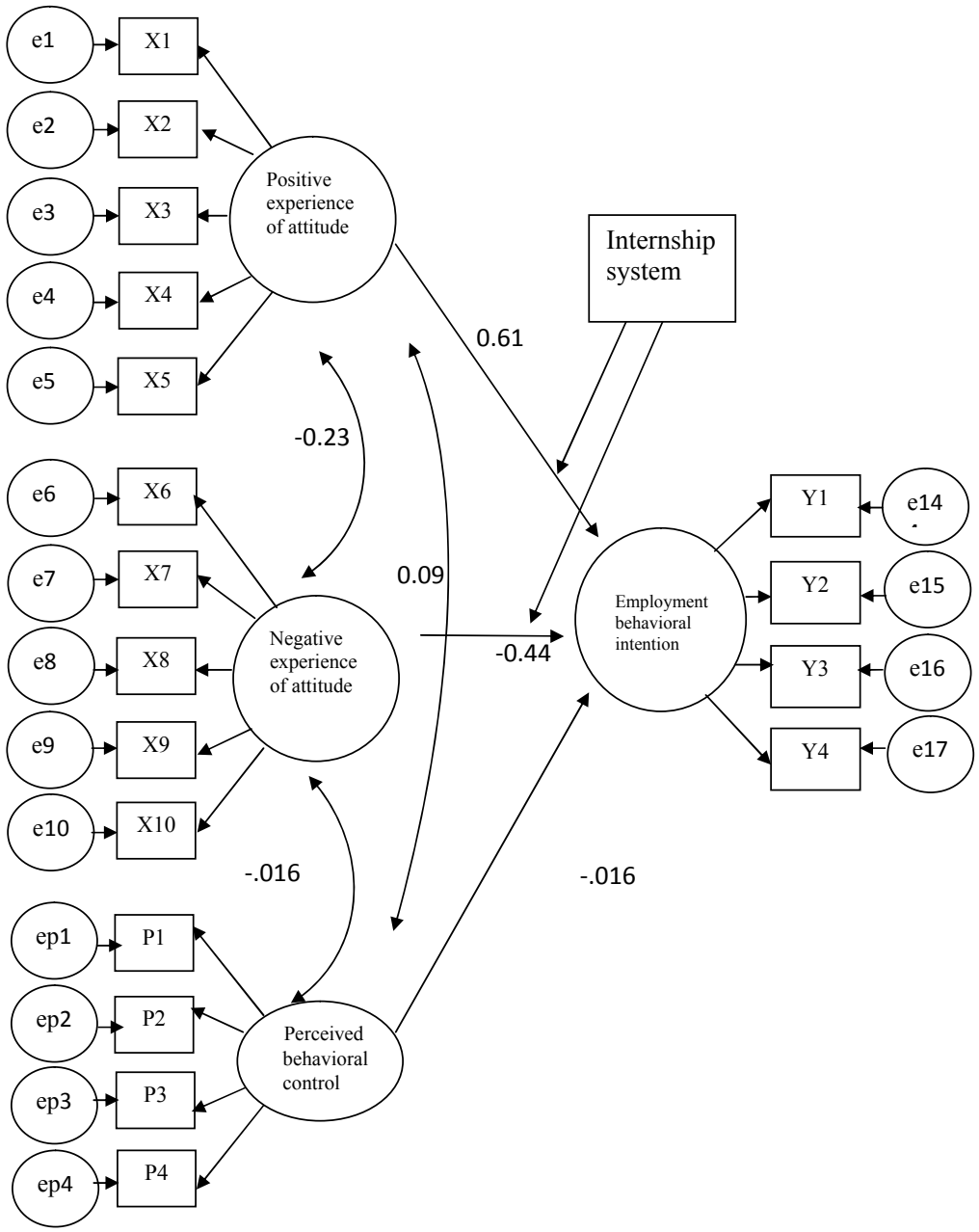

Figure 4: Hypotheses Testing of the Conceptual Model.

Analysis Methods

After data collection, SEM was applied for data analysis. Following the instructions of Anderson et al. [25], this study adopted two-step structural equation modeling (SEM). Both SAS and AMOS were adopted as the tools for analyzing the data for reconfirmation.

Descriptive statistics, such as percentage, mean, and standard deviation, were used to find out the distribution of the valid samples for each variable. Structural equation modeling (SEM) was then conducted to do confirmatory factor analysis (CFA), path analysis and goodness of fit. Finally, the chi-square difference test was adopted to analyze the moderation effect.

Descriptive statistics analysis

Regarding the valid returned samples, the frequency distributions and percentages of the data of students' individual differences were analyzed.

Reliability analysis

This study used Cronbach's α and composite reliability (CR) to measure the reliability. Nunnally [26] argued that Cronbach's α should greater than 0.7 (Table 8).

Validity analysis

The convergent validity and discriminant validity are usually

recommended to measure validity. As for the convergent validity, composite reliability (CR) and average variance extracted (AVE) are usually used for analysis. This study compared the chi-square value under both the constrained model and the unconstrained model to test the discriminant validity.

Structural equation modeling analysis

In adopting structural equation modeling (SEM), the sample data was as suggested by the literatures:

(1) Bentler et al. [27]

If the data is normally distributed, there should be five samples of the items; otherwise, there should be ten samples..

(2) Anderson et al. [25]

The number of sample data should be at least 100~150.

(3) Hair et al. [28]

The sample data should be at least five times the estimators, and ten times is even better.

Goodness of fit

According to Hair et al. [28] the value of GFI, AGFI, NFI, and CFI should be above 0.9. A value of RMR and RMSEA that is less than 0.05 suggests a nice fit between the model and data [29]. A value of SRMR that is less than 0.08 indicates an acceptable model [30], and χ^2/d.f. is recommended to be below 3 [31]. Finally the value of NNFI is also recommended to be greater than 0.9 [32].

Chi-square difference test for the moderating effect

This study used the chi-square test to examine the moderation effect. Under the criteria of α=0.1, if the chi-square difference between the unconstrained model and the constrained model is greater than 2.706, the moderating effect is significant. Under the criteria of α=0.05, if the chi-square difference between the unconstrained model and the constrained model is greater than 3.84, the moderating effect is significant (Table 9).

Data Analysis

Descriptive statistics analysis

Regarding the valid returned samples, the percentages of the individual differences (Table 3) are analyzed. A total of 83.6% of the students came from universities of technology, and seniors accounted for 55.4% of the total, followed by juniors (43.7%). Females accounted for 54.7% and males accounted for 45.3% of the total. Most of the students were 21 or 22 years old, accounting for 46.2% and 33.8%, respectively. As for the pre-admission educational background, most of the students had non-leisure-related majors (52%), followed by leisure-related majors (30.7%). As for working experiences in leisure industries before the internship, 44% of the students did not have relevant experiences. Most of the internships were located in southern Taiwan (43.1%), followed by northern Taiwan (39.6%). Most of the internship units were food and beverage industry-related (28.9%), followed by leisure clubs (20.7%). Most of the internships lasted for six months (51.7%), followed by one year (48.3%). Finally, fixed jobs accounted for 62.2% of the total, followed by rotational jobs (36%). An overview of the total individual differences, positive experiences, negative experiences, perceived behavioral control and employment behavioral intention is as follows (Tables 4-7).

Structural equation modeling analysis

After moderating the goodness of fit, this study checked each item to see whether the absolute t-value exceeded 1.96 or not (under α=0.05). If the absolute t-value was below 1.96, the convergent validity did not pass, the items would be deleted, and the analysis would be run again. The result showed that all t-values of the measurement items met the criteria (Table 10).

Regarding the discriminant validity, chi-square difference needed to exceed 3.841 under the criteria of α=0.05. The result showed that all constructs met the criteria.

Goodness of fit

After adjusting, the GFI, NFI, NNFI, AGFI, SRMR, RMESA and CFI all passed the criteria. The result showed that this model had an acceptable goodness of fit (Table 2).

Path analysis

Under the criteria of $|t| \geq 1.96$ (α=0.05), the path between positive and negative attitudes from experience and employment behavioral intention was significant. However, the path between perceived behavioral control and employment behavioral intention was not significant (Table 11).

Chi-square difference test for moderating effect

The questionnaire contained two individual difference items answered with the two categories of school system and internship system. School system referred to the regulations of school organization, the curriculum, learning, and age restrictions. The options were two-year universities of technology, universities of technology, and general colleges. Of the total number of schools, 77% were universities of technology and 23% were general colleges.

Internship system referred to the working hours at the students' internship locations. The options were below 200 hours, 201-500 hours, six months, one year, and other. Of the total, 52% were 201-500 hours and 48% were six months.

The school system as not suitable as moderator, but it was suitable as a control variable. Therefore, the moderator in this study was the internship system. Under the criteria of α=0.1, a chi-square difference greater than 2.706 indicated a significant moderating effect. As Table 12 shows, the moderating effect between positive attitudes toward the internship experience and employment behavioral intention was significantly supported. As Table 13 shows, the moderating effect between negative attitudes toward the internship experience and employment behavioral intention was not supported.

The result showed that more working time would lead to antipathy. The students whose working time was between 201-500 hours were more willing to continue being engaged in the tourism and leisure industry than the students whose working time was six months. As to why the moderating effect between negative attitudes toward the internship experience and employment behavioral intention was not significant, this study inferred that negative experiences would lead to disappointment and tiredness; therefore, a longer or shorter internship period would not matter. The hypotheses testing of the conceptual model was as follows, and a summary is shown in Table 13.

Conclusions

The study expanded the findings of Chen et al. [24] by separating

the positive and negative attitudes toward internship experiences as well as by adding the independent variable of perceived behavioral control and a moderator to the structure model.

This study investigated the formation of attitudes formed through direct behavioral experiences. Perceived behavioral control refers to people's perception of the ease or difficulty of performing the behavior of interest, or other factors defined as the perceived probability of succeeding at a given task. Employment behavioral intention in this study referred to the willingness to engage in the leisure industry after experiencing an internship.

Just as Ajzen [7] indicated, the results showed that the behavioral intention to perform a behavior can be predicted with high accuracy from the attitudes toward the behavior and the perceived behavioral control. In this study, both positive and negative attitudes toward internship experiences had a significant effect on employment behavioral intention. As to why the perceived behavioral control of the internship did not have a significant influence on employment behavioral intention, the study inferred that the measurement items of perceived behavioral control were not direct enough.

In addition, a moderating effect was found to exist. The internship system will moderate the path between positive attitudes toward the internship experience and employment behavioral intention. The moderation result showed that students whose working time was between 201-500 hours were more willing to continue to engage in the tourism and leisure industry than were the students whose working time was six months. As to why the moderating effect between negative attitudes toward the internship experience and employment behavioral intention was not significant, this study believed that the attitude toward the internship experiences made students feel disappointment and tiredness, and that the length of the internship would therefore have no effect on their employment behavioral intention.

Managerial Implications

Attitudes about the experience will affect employment behavioral intention significantly. Among the five kinds of experiences, affective experiences and sensory experiences account for most of the experiences. Affective experiences are mainly feelings and emotions that touch an individual; sensory experiences impact the pattern of stimuli, processes and consequences, such that these are most of the sources of overall experience. Therefore, when promoting internship programs, students, schools and cooperative companies should pay attention to affective experiences and sensory experiences, so that the internship experience will be effective.

None of the literature has empirically investigated the moderating effect between the internship experiences and employment behavioral intentions of students majoring in the leisure-related fields. The result of this study showed that the students whose working period was between 201-500 hours had more willingness to continue to engage in the tourism and leisure industry after their internship experience.

It could be inferred that the students whose internship systems were shorter did not understand the tourism and leisure industry sufficiently. Therefore, they held more expectations for the hospitality and leisure industry than the students whose internship systems were longer. In addition, the more working hours they had, the more tiredness they would feel, while more working hours also brought with more understanding of the job. The results were perhaps related to job burnout. Overall, students whose working hours were six months had less willingness to engage in the tourism and leisure industry than were students whose working hours were below six months after experiencing the internship.

Future studies could discuss job burnout during internship experiences in the tourism and leisure industry to improve the phenomenon. Moreover, future studies could also discuss the real behavior and extent the model to complete the theory of planned behavior (Figure 2).

Acknowledgment

Partial financial support from Taiwan's Ministry of Science and Technology is gratefully acknowledged (MOST-103-2410-H-141-007 and MOST-103-2410-H-009-036).

References

1. Cannon JA, Arnold MJ (1998) Student expectations of collegiate internship programs in business: A 10-year update, Journal of Education for Business 73: 202-205.
2. Brooks L, Cornelius A, Greenfield E, Joseph R (1995) The relation of career-related work or internship experiences to the career development of college seniors, Journal of Vocational Behavior 46: 332-349.
3. Knouse SB, Tanner JT, Harris EW (1999) The relation of college internships, college performance and subsequent job opportunity, Journal of Employment Counseling 36: 35-43.
4. Margolis J, Kotys SV (2010) The post-graduation attrition of engineering students: an exploratory study on influential career choice factors, ASME International Mechanical Engineering Congress and Exposition 7: 449-446.
5. Aggett M, Busby G (2011) Opting out of internship: Perceptions of hospitality, tourism and events management undergraduates at a British University, Journal of Hospitality Leisure Sport & Tourism Education 10: 106-113.
6. Fishbein M, Ajzen I (1975) Belief, Attitude, Intention, and Behavior: An Introduction to Theory and Research. Addison-Wesley, Reading, MA.
7. Ajzen I (1991) The theory of planned behavior, Organizational Behavior and Human Decision Processes 50: 179-211.
8. Ajzen I (1988) Attitudes, personality, and behavior, Chicago: Dorsey Press.
9. Campbell DT (1963) Social attitudes and other acquired behavioral dispositions. In Koch S (ed) Psychology: A study of a science. McGrawóHill, New York.
10. Sherman SJ, Fazio RH (1983) Parallels between attitudes and traits as predictors of behavior. Journal of Personality 51: 308-345.
11. Armitage CJ, Conner M (2001) Efficacy of the theory of planned behaviour: A meta-analytic review, British Journal of Social Psychology 40:471-499.
12. Zhang JX, Schwarzer R (1995) Measuring optimistic self-beliefs: A Chinese adaptation of the General Self-Efficacy Scale. Psychologia: An International Journal of Psychology in the Orient 38: 174-181.
13. Kang H, Hahn M, Fortin DR, Hyun YJ, Eom Y (2006) Effects of Perceived Behavioral Control on the Consumer Usage Intention of E-coupons. Psychology & Marketing 23: 841-864.
14. Fazio RH, Zanna MP (1978) Attitudinal qualities relating to the strength of the attitude-behavior relationship, Journal of Experimental Social Psychology 14: 398-408.
15. Fazio RH, Zanna MP, Cooper J (1978) Direct experience and attitude-behavior consistency: An information processing analysis. Personality and Social Psychology Bulletin 4: 48-51.
16. Regan DT, Fazio R (1977) On the consistency between attitudes and behavior: Look to the method of attitude formation, Journal of Experimental Social Psychology 13: 28-45.
17. Schmitt B (1999) Experiential marketing, Journal of Marketing Management 15: 53-67.
18. Davidson AR, Jaccard JJ (1979) Variables that moderate the attitude-behavior relation: results of a longitudinal survey, Journal of Personality and Social Psychology 37: 1364-1376.
19. Norman DA, Bobrow DG (1975) On data-limited and resource-limited Processes. Cognitive Psychology 7: 44-64.

20. Warner LG, DeFleur ML (1969) Attitude as an interactional concept: Social constraint and social distance as intervening variables between attitudes and action. American Sociological Review 34: 153-169.

21. Snyder M, Swann WB (1976) When actions reflect attitudes: The politics of impression management. Journal of Personality and Social Psychology 34: 1034-1042.

22. Fazio RH, Williams CJ (1986) Attitude Accessibility as a Moderator of the Attitude-Perception and Attitude- Behavior Relations: An Investigation of the 1984 Presidential Election. J Pers Soc Psychol 51: 505-514.

23. Lin CP, LL Tang, YB Chiu, Hsiao CY (2005) Testing a joint moderator of ego strength and ethical climate: a study of the process of peer reporting intentions in IT ethics, Asian Pacific Management Review 10: 145-153.

24. Chen CT, Chen CF (2011) The influence of internship experiences on the behavioral intentions of college students in Taiwan, The Asia-Pacific Education Researcher 20: 73-92.

25. Anderson JC, Gerbing DW (1988) Structural Equation Modeling in Practice: A Review and Recommended Two - Step Approach. Psychological Bulletin 103: 411-423.

26. Nunnally JC (1978) Psychometric theory. (2ndedn), McGraw-Hill, New York.

27. Bentler PM, C-P Chou (1987) Practical issues in structural modeling. Sociological Methods & Research 16: 78-117.

28. Hair JF Jr, Anderson RE, Tatham RL, Black WC (1998) Multivariate Data Analysis. (5thedn), Prentice Hall, Upper Saddle River, NJ.

29. Joreskog KG, Sorbom D (1982) Recent Developments in Structural Equation Modeling. Journal of Marketing Research 19: 404-416.

30. Hu L, Bentler PM (1999) Cutoff criteria for fit indexes in covariance structure analysis: Conventional criteria versus new alternatives. Structural Equation Modeling: A Multidisciplinary Journal 6: 1-55.

31. Carmines EG, McIver JP (1981) Analyzing Models with Unobserved Variables: Analysis of Covariance Structures. In Bohrnstedt GW, Borgatta EF (eds) Social Measurement: Current Issues. Sage Publications, Beverly Hills, CA.

32. Tucker LR, Lewis C (1973) A reliability coefficient for maximum likelihood factor analysis. Psychometrika 38: 1-10.