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The Hong Kong Polytechnic University
School of Hotel and Tourism Management

**THE INTER-RELATIONSHIP OF CORE JOB CHARACTERISTICS AND
WORK-LIFE BALANCE TOWARDS JOB SATISFACTION AND
FUTURE CAREER INTENTION OF HOTEL INTERNS**

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A thesis submitted in partial fulfillment of the requirements for the degree of
Master of Philosophy

June, 2012

CERTIFICATE OF ORIGINALITY

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Siu Tsz Ying, Grace

Abstract

Many hotel management students show negative attitudes towards entering the hotel industry. Such attitudes are likely the result of a negative internship experience that may cause a young person to quickly turn away from the industry. At present, work-life imbalance is identified as one of the possible reasons for turnover as well as health and mental problems of employees. Work-life balance (WLB) is recognized as one of the top five important challenges in human resource management which needs to be further addressed and researched. Thus, it is imperative to investigate the WLB of hotel management students during their internship. Additionally, different hotel job characteristics would lead to different internship experiences. The Job Characteristics Model (JCM) developed by Hackman and Oldham (1976) was employed by many researchers to study employees' job satisfaction in different job positions such as engineers, teachers and sales representatives (Behson, Eddy, & Lorenzet., 2000). Thus, this study adopts hotel internship as a study background to apply JCM in examining hotel management students' internship experience.

The present study aims at establishing a conceptual framework by reviewing extensive literature to further investigate the inter-relationship of both internship core job characteristics (CJC) and WLB towards hotel interns' general job satisfaction (GJS) and future career intention (FCI). It is worthwhile to build up this conceptual framework since both aspects of working experience and emotional experience are represented. CJC are related to job nature and WLB is related to the trade-off between personal issue and work; whereas GJS is related to the emotional issue of the interns at work. When these issues are investigated together in a conceptual framework, the students' career interests, competency, and expectation of the industry in the future can be revealed.

The main survey was conducted from November 8, 2011 to December 7, 2011 by targeting hotel management undergraduates who had at least one month of hotel internship experience as research sample. A total of 470 valid data were collected by using purposive sampling method. After conducting the exploratory factor analysis (EFA)

and confirmatory factor analysis (CFA), a group of scales designed to specifically measure the perceived CJC and WLB in hotel internship had been verified. Structural equation modeling (SEM) was then employed to test the conceptual framework. The findings indicated that the measurement model and structural model both fit the data fairly well; and all the eight hypotheses among the four constructs (CJC, WLB, GJS and FCI) were supported. The present results demonstrated that when hotel management students perceived better CJC and WLB in their internship, they were more satisfied and were more likely to select the hotel industry as their future career. Additionally, when the students experienced greater job satisfaction, they scored higher on the intention to choose a hotel job in the future. Interestingly, a higher score on perceived CJC was a good predictor of a higher degree of WLB during internship. Finally, theoretical implications of the research findings and practical recommendations were offered for hotel management's consideration.

Key Words: Core Job Characteristics, Future Career Intention, Hotel Internship, Job Characteristics Model, Job Satisfaction, Work-life Balance

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CHAPTER 1: INTRODUCTION

This chapter firstly provides related research background of the present study, which covers an overview of tourism and hotel development, definition of intern and explanation of importance of internship, and information of hospitality education in Hong Kong. Then the objectives and significance of the study are outlined, followed by the discussion of the problem statement. The definition of the main terms related to the study is set out in the next section. The final section outlines the organization of the study.

1.1. Background of Study

1.1.1. Overview of Hotel Development in Hong Kong

China has experienced an extraordinary increase of its economy in the past two decades. The rapid economic development of China has at the same time contributed to the development of hotel and tourism industry in Hong Kong. The tourism industry is the fundamental and major pillar of the economy of Hong Kong. The total number of inbound visitors to Hong Kong has been rising incessantly for each year. In the first eleven months in 2010, the number of inbound visitors to Hong Kong was around 32 million (HKTB, 2010b) which already exceeded the total number of the whole year in 2009 which was around 30 million (HKTB, 2010c). The hotel industry is closely associated with tourism industry. The main source of income of the hotel industry is from overnight visitors. The total tourism expenditure of overnight visitors was around HK\$98 billion in 2009, among which around HK\$16 billion was related to tourism expenditure of hotel industry where it occupied 16.7% of the total amount (HKTB, 2010a). It reflects that the hotel industry is booming and flourishing.

Other than the continual rising up of hotel revenue, the number of hotel rooms, the occupancy rate and the actual average room rate also reflect the booming development of hotel industry. The average occupancy rate for the first eleven months in 2010 reached 86% which was in average 8% more than 2009 (HKTB, 2010d). The actual

average room rate also resumed to the level prior to the financial crisis. Up to September 2010, the confirmed new hotel projects from 2011 to 2012 are 47 which is expected to create around 4,600 new positions (HKTB, 2010e). It indicates that hotel industry will continue to develop in the coming future.

1.1.2. Overview of Hotel Labor Market in Hong Kong

The hotel industry is both a labor and capital-intensive industry where employees are the major assets. The expenditure on wages of employees is the greatest expenditure in the hotel industry which occupies over a quarter (27.7%) of the total expenditure in 2009 (HKTB & Horwath HTL, 2010). As there are many new hotel projects in the future, new posts will be provided immensely (HKTB, 2010e). Besides, the trend of recruiting more qualified employees has emerged in hotel industry in recent years. According to a report from Vocational Training Council (VTC) (2010), there is a rise in recruiting the posts of manager, supervisor and technician; whereas there is a downturn for recruiting junior posts. Other than the post of manager which requires Bachelor Degree or above, the educational level of Form 5 to Form 7 is qualified for other posts. However, it is definitely an advantage if one can attain the academic qualification of Diploma or Certificate (VTC, 2010). It reflects that more and more hotel employers put greater emphasis on the educational level requirement of their employees nowadays.

1.1.3. Overview of Internship Program in the Hotel Industry

The hotel industry highly depends on hospitality education institutions to educate and foster students to join the industry as professionals for the continuous support of its growth (Williams, 1990). The curricula provided by hospitality education institutions are different in terms of programs. There are two strategies implemented by the universities and colleges. Firstly, education institutions have begun to differentiate themselves by creating niches of specialization and focusing on their curricular emphasis (Goodman & Sprague, 1991). For example, Virginia Polytechnic Institute has taken a research focus (Virginia Polytechnic Institute and State University, 2011) while University of Macau

has a strong specialization in hospitality and gaming management (University of Macau, 2010). Secondly, internship is an important component in the hospitality curriculum. Most hospitality programs require students to take internship before graduation (Foucar-Szocki, 1992; Petrillose & Montgomery, 1998; Taylor, 1988; The Hong Kong Polytechnic University, 2009). For example, the School of Hotel and Tourism Management in the Hong Kong Polytechnic University has adopted a unique teaching approach by having established a fully-integrated teaching and research hotel - Hotel ICON. Hotel ICON provides a "real-world" hotel environment as a training platform for the hotel management students. A group of elite students are chosen to be management trainees in each year as the future hospitality leaders (Hotel ICON, 2012).

Internship is defined as “structured and career relevant work experiences obtained by students prior to graduation from an academic program” (Taylor, 1988, p.393). It is also considered to be a “realistic job previews” (RJPs) (Ko, Chun, & Murdy, 2007, p.29). The implementation of internship by offering RJPs for students is viewed as a potential employee selection tool for hotel practitioners (Ko, Chun, & Murdy, 2007). According to the Department of Justice in Hong Kong, “interns” are the individuals who undergo a period of work arrangements during internship, which is a compulsory or elective component of the program requirement (Department of Justice Bilingual Laws Information System, 2009). Different posts will be arranged for interns by the hotel according to its conditions such as waiter, front-desk agent or housekeeper etc.; where the job is carried out under supervision by mentor(s) or supervisor(s) in the form of on-job training. These training experiences consist of a variety of actual job assignments (Jauhari & Manaktola, 2007).

1.1.4. Importance of Internship Program in the Hotel Industry

To ensure the quality and effectiveness of internship program, most of the hospitality education institutions have organized certain training plans for students. A mentor or supervisor from the school will be assigned to the students to ensure that students’ work and performance during internship is mentored and assessed. Besides, students are

required to submit reports on their progress and to receive feedback from their supervisors on a regular basis, where the students' views on their internship experience and learning outcome can be revealed and reviewed. Thus, the factors of effectiveness on the students' learning during internship, the functional support from school to students, and the fruitful outcome of internship itself on the working experience of students, should be considered in the perspective of a comprehensive internship program. These three factors which determine the effectiveness of an internship program correspond squarely with the result of Narayanan, Olk, and Fukami's (2010) research.

The hospitality education institutions, the students and hotel practitioners can all be benefited if comprehensive internship program is implemented (Burnett, 2003; Teed & Bhattacharya, 2002). For students, internship programs are the means to improve their career prospects (Burnett, 2003; Teed & Bhattacharya, 2002; Thorpe-Dulgarian, 2008). They are able to better clarify their career objectives before graduation and acquire additional input to have better informed career decisions before graduation (Schmutte, 1986). Many researches revealed that internship provides students with opportunities to apply what they have learnt in classroom in real-life situations, to gain a better understanding of the industries' requirements, to test career choices, and to develop important hands-on workplace skills (Barron, 1996; Barron & Maxwell, 1993; Beard, 2007; Burnett 2003; Casado, 1991; Emenheiser, Clayton, & Tas, 1997; Petrillose & Montgomery, 1998; Swindle & Bailey, 1984).

Furthermore, other than acquiring more knowledge about the reality of the industry through the provision of work-based learning, it helps students develop a range of valuable generic abilities including development of their management competencies during internship (Knight, 1984; LeBruto & Murray, 1994; Mariampolski, Spears, & Vaden, 1980; Tas, 1988). For example, they can learn certain management skills about leadership, human resource, oral and written communication, interpersonal communication, problem solving, teamwork, planning and decision-making during their internship; on top of what they have been educated in a classroom setting (Bell & Schmidt, 1996; LeBruto & Murray, 1994; McMullin, 1998; Tas, 1988).

For hotel practitioners, they can have an opportunity to develop stronger links with the universities and colleges in coordinating internship programs and enhance the image of organizations in the community (Beard, 1998; Beard, 2007; Burnett, 2003; Teed & Bhattacharya, 2002). Moreover, interns are usually enthusiastic and dedicated to the industry who will bring fresh ideas to the workplace. It is also an investment to hire future employees, because it provides them the opportunity to screen potential employees without making long-term commitments and to have direct involvement in training of the industries' future managers and professionals (Ju, Emenheiser, Clayton, & Reynolds, 1999; Pauze, Johnson & Miller, 1989; Petrillose & Montgomery, 1998).

The universities and colleges coordinating internship programs procure benefits in a number of different areas including strengthening the different links with the industry and future students. This can enhance the collaborative research opportunities, implement curriculum improvements, raise the profile of the institutions, and establish long-term working relationship between the industry and the institutions to optimize future graduate employment opportunities (Beard, 1998; Beard, 2007; Bell & Schmidt, 1996; Burnett, 2003; Schmutte, 1986; Walo, 1999).

1.1.5. Overview of Hospitality Education in Hong Kong

According to the leading information available from the HKTB (HKTB, 2010f) where a list of institutions coupled with course information are disclosed, Table 1.1. hereinbelow is then compiled which shows the various full-time hospitality management programs provided by the different educational institutions in Hong Kong. There are a total of around 20 educational institutions which provide about 40 programs consisting of Diploma, Higher Diploma, Associate Degree and Bachelor Degree. It is common for the majority of the programs where students are required to undergo internship. A hotel internship program usually ranges from 1 month to 1 year and the average length of internship is 2 to 3 months.

According to the report from VTC (2010), as there will be new hotels projects being constructed in recent years, the demand for manpower in the hotel industry will be rising up. Presumption on projected manpower for 2011 to 2012 for the demand of new blood of the industry in 2012 is nearly 1,600 persons (VTC, 2010). According to certain institutions who are willing to disclose information, it is anticipated that the number of graduates from Hospitality Management Programs in 2012 is around 1,400 persons (see Table 1.1.). Coupled with certain institutions which are not willing to disclose information, it can be assumed that the number of graduates from Hospitality Management Programs in each year would be able to fulfill the demand of more manpower in the hotel industry. However, the factual circumstances are not that idealistic. As it is mentioned before, many hotel management students show negative attitudes towards entering the hotel industry after graduation as they feel dissatisfied during internship. As such, the aim of this research is to recommend certain constructive measures to how to retain the students in working in the hotel industry after graduation.

Table 1.1. Major Full-time Hospitality Management Programs in Hong Kong

Institutions	Programs	Duration	Length of Internship	Planned Places of Internship
Caritas Bianchi College of Careers (CBCC)	BA (Hons) Hospitality Management	1 Year	Nil	Nil
	Diploma in Hospitality and Tourism Management	1 Year	1-1.5 Months	N/A
	Associate Degree in Hospitality Management (Hotel Business)	3 Years	2-3 Months	80
	BTEC Higher National Diploma in Hospitality Management	2 Years	2-3 Months	80
	BTEC Higher National Diploma in Hospitality Management (Foundation Programme)	1 Year	Nil	Nil
College of International Education, Hong Kong Baptist University	Associate Degree Tourism and Hospitality Management	2 Years	2 Months	N/A
HKU School of Professional and Continuing Education (HKU SPACE)	Higher Diploma in Hotel Management	2 Years	6 Months	N/A
	Higher Diploma in Tourism and Hospitality Management	2 Years	6 Months	N/A
Hong Kong College of Technology (HKCT)	Higher Diploma in Tourism Management (Hospitality)	2 Years	2.5 Months	N/A
	Diploma in Hospitality Management	1 Year	2 Months	N/A
Hong Kong Hospitality & Tourism Academy	Nil Bachelor Degree in Hotel Management	14 Months	8 Months	N/A

	Professional Diploma in Hospitality & Tourism Management	10 Months	3 Months	N/A
	Diploma in Advanced Hospitality & Tourism Management	10 Months	3 Months	200
	Diploma in Hospitality & Tourism	5 Months	Nil	Nil
Hong Kong Institute of Hotel Management	Bachelor of Arts (Honours) in Business Management (Hospitality & Tourism Management)	1 Year	1-2 Months	N/A
	Higher Diploma in Hotel and Tourism Management	2 Years	1-2 Months	N/A
	Diploma in Hotel and Tourism Management	8 Months	1-2 Months	N/A
Hong Kong Institute of Technology (HKIT)	Associate Degree of Business - Hospitality Management, Tourism Management, Hospitality/Tourism Management	2 Years	N/A	N/A
Hong Kong Institute of Vocational Education (IVE)	Higher Diploma in Hotel and Catering	3 Years	1.5 Months	90
	Higher Diploma in International Hospitality Management	3 Years	1.5 Months	75
	Diploma in Hotel and Catering	2 Years	1 Month	60
	Foundation Diploma (Hospitality)	1 Year	Nil	Nil
Institute of Advanced Learning	Advanced Diploma of Hospitality	18 Months	N/A	N/A
School of Continuing and Professional Education (SCOPE) City University of Hong Kong	Bachelor of Arts in Hospitality and Service Management	2 Years	3 Months	100
	Diploma in Hospitality Management	2 Years	3 Months	100
School of Continuing and Professional Studies (SCS) - The Chinese University of Hong Kong (CUHK)	Full-time Top-Up Undergraduate Degree Program for Bachelor of Business (Hotel Management) Program	1 Year	1 Month	100
	Higher Diploma in Tourism and Hospitality Management	2 Years or 3 Years	3 Months	200
School of Professional Education and Executive Development (SPEED)	Bachelor of Arts in Hospitality Management	1.5 Years	2 Months	N/A
The Chinese University of Hong Kong (CUHK)	BBA in Hotel and Tourism Management (HMG) Program	3 Years	4 Months	66
The Chinese University of Hong Kong - Tung Wah Group of Hospitals Community College (CUTW)	Associate of Business Programme in Hotel and Catering Management	2 Years	2 Months	N/A
The Community College at Lingnan University	Higher Diploma in Tourism and Hotel Operations	2 Years to 3 Years	3-4 Months	N/A
The Hong Kong Community College (HKCC)	Associate Degree in Business (Hospitality Management)	2 Years	N/A	N/A

The Hong Kong Polytechnic University	Bachelor of Science (BSc) (Hons) in Hotel Management	3 Years	2.5 Months or 1 Year	50
	Bachelor of Science (BSc) (Hons) in Hotel Management (Conversion)	1.5 Years	2.5 Months	50
	Higher Diploma (HD) in Hotel Management	2 Years	6 Months or 1 Year	150
The Open University of Hong Kong	Higher Diploma in Tourism and Hospitality Studies	2 Year	Nil	Nil
Young Men's Christian Association (YMCA) College of Careers	Advanced Diploma in Hotel Management	1 Year	6 Months	N/A
	Diploma in Hotel Management	1 Year	6 Months	N/A
Young Men's Christian Association (YMCA) College of Continuing Education	Diploma in Hotel Operations and Management	10 Months	Nil	Nil
	TAFE NSW Advanced Diploma of Hospitality	2 Years	2-2.5 Months	N/A

1.2. Problem Statements

The global hotel industry is having problems attracting and retaining quality employees, creating a shortage of skilled personnel at all staff levels including experienced senior staff and junior staff (Andorka, 1996; Bonn & Forbringer, 1992; Breiter, 1991; Deery & Shaw, 1999; Dermady & Holloway, 1998; Emenheiser, Clay, & Palakurthi, 1998; Ferris, Berkson, & Harris, 2002; Freeland, 2000; Heraty & Morley, 1998; Hinkin & Tracey, 2000; McDermid, 1996; Powell, 1999). Pavesic and Brymer (1989) demonstrated that internship experiences influence the future career intention (FCI) of students. In particular, a bad internship experience can cause a young person to quickly turn away from the industry (Fox, 2001). Therefore, constructive and positive internship experiences are a crucial factor in attracting students to the hotel industry. However, previous studies have reported that hotel management students find the working conditions and work environment of internship disappointing, and these experiences negatively influence their intention to seek employment in the hotel industry after graduation (Jenkins, 2001; VTC, 2008; Waryszak, 1999).

Academic researchers have pointed out that the problem of attracting and retaining young professionals to the hotel industry is the most important issue that needs to be aware of (La Lopa & Ghiselli, 2003; Stalcup & Pearson, 2001; Walsh & Taylor, 2007). As young and well educated employees are critical to an organisation's future

development and a source of creativity in this highly competitive industry, there is clearly an urgent need to take care of not only existing full-time hotel employees, but also students who may be considering joining the industry. If the younger generation has no interest in joining the hotel industry, the shortage of manpower will become much more serious, adversely affecting the entire industry. Hotels organise internship program to fulfil their corporate social responsibility by providing training opportunities for students (Amaeshi, Adi, Obgechie, & Amao, 2006; HeadlineJobs.hk, 2010a, 2010b). However, the internship also has a more important goal of fostering potential employees.

Internship is vitally important to the future development of the hotel industry. It is of high value and paramount necessity to conduct an in-depth study of internship experience. When evaluating a job, its characteristics are the most objective and fundamental measurement (Hackman & Oldham, 1980). Different job characteristics can lead to different internship experiences. The internship experience, the perception and expectation of interns have been studied in various countries/regions including the United Kingdom, India, Turkey, Australia and Hong Kong (Kelley-Patterson & George, 2001; Kusluvan & Kusluvan, 2000; Lam & Ching, 2007; Singh & Dutta, 2010; Waryszak, 1999). These studies have confirmed that job characteristics are important factors in interns' perception and expectation towards their internship. One of the job characteristics was related to the issue of autonomy, many interns emphasized that they expected to have high autonomy for better performance (Kusluvan & Kusluvan, 2000; Lam & Ching, 2007; Waryszak, 1999). Also, relating to the issue of job feedback, interns expected that they could get feedback from supervisors about their job performance to identify self-strengths and weaknesses (Kelley-Patterson & George, 2001; Kusluvan & Kusluvan, 2000; Lam & Ching, 2007; Singh & Dutta, 2010). It is evident that job characteristics are fundamental and crucial to measure what really influence students' thoughts and consideration about internship experience. Thus, a generic model - the Job Characteristics Model (JCM) (Hackman & Oldham, 1976) has been employed in present study for measuring the hotel internship. The JCM is based on five core job characteristics (CJC), including skill variety, task identity, task significance, autonomy, and job feedback, that are used to describe and measure the nature of a job. It

is used to demonstrate how different job characteristics influence employees' motivation and job satisfaction (Hackman & Oldham, 1976).

Among the hotel academic scholars, Lee-Ross (1995, 1998a, 1998b, 1999, 2002, 2005) conducted a number of studies on the application of JCM to the hotel industry. However, JCM has not been applied to hotel interns. There are in fact differences between interns and full-time employees, even though they are both performing jobs. The major objectives and intentions between them at work are very different. The major objectives of interns at work are learning practical skills and exploring the reality of the industry, to facilitate them to consider their career planning via the experience of internship (Jauhari & Manaktola, 2007). However, the major objectives of full-time employees at work are earning salary, aspiring promotion opportunity and job security (Chris & Philip, 2002). Therefore, their expectations and needs from the job are different, and so as the criteria or factors which influence their job satisfaction and future career choice. For example, since generally the employment period of full-time employees is on a long-term basis, they usually expect to be promoted later on to develop a promising career path in the company they are working; whereas internship job is on a short-term basis with temporary employment period, they are usually assigned to junior posts and required to work under guidance and supervision (Che & Wang, 2009). They would not consider promotion during internship and their objectives concentrate on learning. Hence, even though interns and full-time employees both perform jobs practically, their intrinsic working objectives and intentions are indeed diversely different.

According to Fargher, Kesting, Lange, and Pacheco (2008), the differences in cultural values and beliefs between Eastern Europe and Western Europe influenced employees' job satisfaction. Their study demonstrated that traditional cultural values exhibited a stronger influence on employees' job satisfaction in Western Europe than in Eastern Europe. Although both contexts in this study were Western countries, the differences in the social context affected the outcome of the research. The differences between Western and Eastern countries should be even greater. In addition, Geert Hofstede's theory of cultural dimensions indicated that cultures can be classified as either individualist or

collectivist, according to the degree to which individuals are integrated into groups (Hofstede, 2009). For example, in individualist cultures such as America, individuality, independence and self-determination are valued, whereas in collectivist cultures such as Hong Kong, people are expected to work cooperatively in groups (Hofstede, 2009). Therefore, the JCM that has been developed and tested in Western job contexts can serve as references for researchers, its suitability for applying in Asian countries should be empirically test.

Work-life balance (WLB) is another factor that can affect the internship experience of students. WLB is defined as the balance between work life and personal life. Axelsson (2000) asserted that WLB should be an ergonomic consideration in the design of workplaces as it supports productivity, enhances quality, promotes the health of employees, and attracts new employees. Members of Generation Y, young people born in the 1980s or later, are highly concerned with their lifestyle, fun and relaxation (Benckendorff, Moscardo, & Pendergast, 2009). Members of Generation Y grew up in a more prosperous and stable environment than their parents. As a result, their attitudes towards life and work are different than those of the previous generation (Community Business, 2011). They place great emphasis on WLB. They do not expect to devote all of their time to work; they also want to pursue quality of life. According to the State of Work/Life Balance Survey conducted in Hong Kong in 2010, employees in the Generation Y spent 13.3 hours per week on personal activities. This was three hours more (about 27%) than older employees. Furthermore, 61.5% of the employees in the Generation Y indicated that they would consider leaving their present jobs to pursue better WLB. This percentage was twice as many (30.3%) as in the older generations (Community Business, 2011). This survey showed that WLB has a strong influence on young employees. This would include the hotel management students joining the workforce after graduation.

Previous research has strongly emphasized that WLB is an important and necessary practice in today's workplace (Community Business, 2011). An imbalance will have a negative influence on employee performance (Allen, Herst, Bruck & Sutton, 2000). An

exploratory study concluded seven factors which were perceived by full-time hotel employees to attain better WLB in the dynamic hotel environment (Wong & Ko, 2009) served as a reference for this study. These seven factors consisted of thirty indicators that were extracted from the literature to measure hotel employees' WLB. However, study on whether WLB has any influence on other variables such as job satisfaction and commitment on hotel internship has been scarce. In order to promote the development of WLB initiatives in the strategic human resource management arena in hotel internship, the study aims to reveal the applicability and implementation of these WLB's indicators in hotel interns.

In summary, the problem of fewer hotel management students intending to pursue careers in the hotel industry is urgent. Thus, the present study aims to establish a conceptual framework by reviewing extensive literature to investigate the inter-relationship of both CJC and WLB towards hotel interns' general job satisfaction (GJS) and FCI. A better understanding of CJC and WLB will lead to better job design and arrangement of internship program that can counter the negative impression of working conditions in hotels. The future prosperity and growth of the hotel industry largely depends on well-educated human talents; that is, people who are able to think, weigh and judge critical issues in addition to being competent and able to provide quality service (Grönroos, 1989).

1.3. Research Objectives

The conceptual framework for the study of the inter-relationship of internship's CJC and WLB towards GJS and FCI of hotel interns is presented in Figure 3.1. The objectives of the present study are:

- I. to identify the factors of CJC and WLB in hotel internship;
- II. to construct and test a conceptual framework for understanding the inter-relationship of internship's CJC and WLB towards hotel interns' GJS and FCI;
- III. to investigate the relationship among the following four constructs: CJC of internship, WLB in internship, interns' GJS, and FCI; and

IV. to make recommendations for improving internship program that satisfy the hotel interns' needs.

1.4. Significance of Study

The present study aims to find out the inter-relationship of internship's CJC and WLB towards GJS and FCI of hotel interns since both aspects of working experience and emotional experience are represented. CJC are related to job nature, WLB is related to the tradeoff between personal issue and work; whereas GJS is related to the emotional issue of interns at work. When these issues are investigated together in a conceptual framework, the students' career interests, competencies, and expectation of the industry in the future can be revealed. The foundation of this conceptual framework can provide valuable insights to hotel practitioners and hospitality educators on research as well as to future training and development of hotel interns.

1.4.1. Theoretical Contributions

The study can enrich the literature that is related to job characteristics, WLB, interns' job satisfaction and FCI. It can provide a new direction and meaningful reference to subsequent researches in the areas of hospitality curriculum and hotel internship. This study is a first attempt to explore the application of JCM to hotel interns. The original three-stage model would be simplified into a two-stage model (excluding Critical Psychological States (CPS)) in this study, which supported the existing literature on modification of JCM. More explanation on this modified two-stage model is provided in Chapter 2 - Literature Review. The direct relationship between CJC and job satisfaction was tested by adopting hotel interns as target sample. The results of the study can provide a piece of new supporting literature to the modification of JCM.

In addition, stay healthy physically and mentally is added as a new dimension in WLB. This can enrich the measurement of WLB which enhances its comprehensiveness and reliability. Furthermore, since a lack of previous research has been conducted on WLB of hotel internship, the influence of different dimensions of WLB towards internship

experience in hotel can be tested and observed via the practical application of the measurement items in this study. To conclude, by establishing this conceptual framework to investigate the inter-relationship of both CJC and WLB towards hotel interns' GJS and FCI, this study contributes to a new direction and preliminary theoretical prototype for scholars who are interested in conducting further studies. The majority of theories are based on fundamental assumptions to conduct research studies and testimony on a continuous basis with the result of constructing a complete and sound model.

1.4.2. Practical Contributions

The practical contributions of this study are to provide valuable insights to hospitality educators and hotel practitioners. This study is significant to hospitality educational institutions which organize and administer internship programs for hospitality curriculum. The findings suggest directions and recommendations for the planning of an effective and efficient structure of internship and maximize the potential benefits that the students can gain from internship. Furthermore, the results of this study arouse the awareness of the hotel practitioners to realize which dimensions can contribute to hotel management students' satisfaction towards internship experience. Upon discovery of these specific dimensions, the study has shown the way for the industry practitioners to consider what actions to take to ensure that the needs of the students can be satisfied during internship. For the hotel practitioners, the objectives of organizing internship programs are not only to fulfill corporate social responsibility, it is also to their great benefits to foster new blood for the future development and success of the industry. Hence, by referring to the outcomes of the study, recruiters of hotel interns can figure out what incentives they should offer to attract talented students to join this industry after graduation.

1.5. Definition of Terms

Job Characteristics Model (JCM): The model predicts that where jobs are higher in skill variety, task identity, task significance, autonomy, and job feedback, will create greater

experience of meaningfulness, responsibility and awareness of quality of work in Critical Psychological States (CPS). The enhancement of CPS is in turn predicted to result in greater job satisfaction, higher internal work motivation, better work performance, lower levels of absence and labor turnover (Hackman & Oldham, 1976).

Skill Variety: The degree that the job requires an employee to use a variety of different skills (Hackman & Oldham, 1980).

Task Identity: The extent of an employee's responsibility is, whether he/she is responsible for certain parts only or to perform the whole working process of work from beginning till end with visible outcome (Hackman & Oldham, 1980; Sims, Szilagyi, & Keller, 1976).

Task Significance: The degree that whether a lot of other people could be affected significantly by how the work is done by an employee (Hackman & Oldham, 1980).

Autonomy: The degree of freedom and independence in making judgment in performing the task of an employee (Hackman & Oldham, 1980).

Job Feedback: The extent of clarity that an employee knows about his/her job performance whether he/she can receive comments from his/her colleagues and supervisors about the effectiveness of his/her job performance (Hackman & Oldham, 1980).

Facet Satisfaction: It covers the principal areas within a more generalized domain. Each of the items is homogenous and discriminable with another (Ironson, Smith, Brannick, Gibson, & Paul, 1989). For example, Job Descriptive Index (JDI) consists of five facets---Work, Pay, Promotion, Supervision and Coworkers (Smith, Kendall, & Hulin, 1969).

General Satisfaction: It is used to determine the overall level of job satisfaction where

single-item measures are utilized such as the Job in General Scale (JIG) (Ironson et al., 1989).

Work-life Balance (WLB): WLB means personal resources including energy, time and commitment which are distributed throughout the life of an individual on a sound basis to achieve and satisfy one's experience in work life and personal life (Kirchmeyer, 2000).

1.6. Organization of the Thesis

The present study proposes that different job characteristics and achieved balance between work life and personal life influence hotel management student's internship experience, which in turn affect his/her satisfaction during internship, and which then have substantial impact towards his/her intention to seek employment in the hotel industry after graduation. After Chapter 1 has provided the related background and the practicability of the research, a more in-depth discussion of the literature on previous studies related to hotel internship, JCM, WLB, GJS, and FCI are presented in Chapter 2.

Thereafter, Chapter 3 shows the proposed conceptual framework and further elaborates the hypotheses of the causal relationships among the four constructs with literature references. Chapter 4 then explains the scale development procedures and presents the results of pilot study. In addition, the methodology related to sample selection, data collection, and data analysis method of the main survey are also introduced in the last section of Chapter 4.

Regarding the statistical results of the main survey and model testing, which include the individual measurement model test, overall measurement model, structural model, and hypothesis testing are all illustrated in Chapter 5. Sequentially, Chapter 6 covers the discussion and analysis of the research findings with relevant literature. The implications of the findings are also discussed. For the summary of the achievement of the research objectives, limitation of the study and direction for future study are covered in the final Chapter 7.

CHAPTER 2: LITERATURE REVIEW

This chapter reviews the previous literature related to job characteristics, maintaining WLB, job satisfaction and FCI. The first section covers the description of JCM and analyses of the theoretical researches by adopting JCM. Then the second section contains the introduction of WLB, explanation of the importance of WLB and its programs, while WLB associating with quality of life and research on WLB are also discussed. Thereafter, the concept and importance of job satisfaction are presented. The next section discusses the FCI of interns with the Theory of Planned Behavior (TPB). Finally, the elaboration of the hypotheses proposed between variables with supportive literature is presented in the last section.

2.1. Job Characteristics Model (JCM)

2.1.1. Definition and Overview of Job Characteristics Model (JCM)

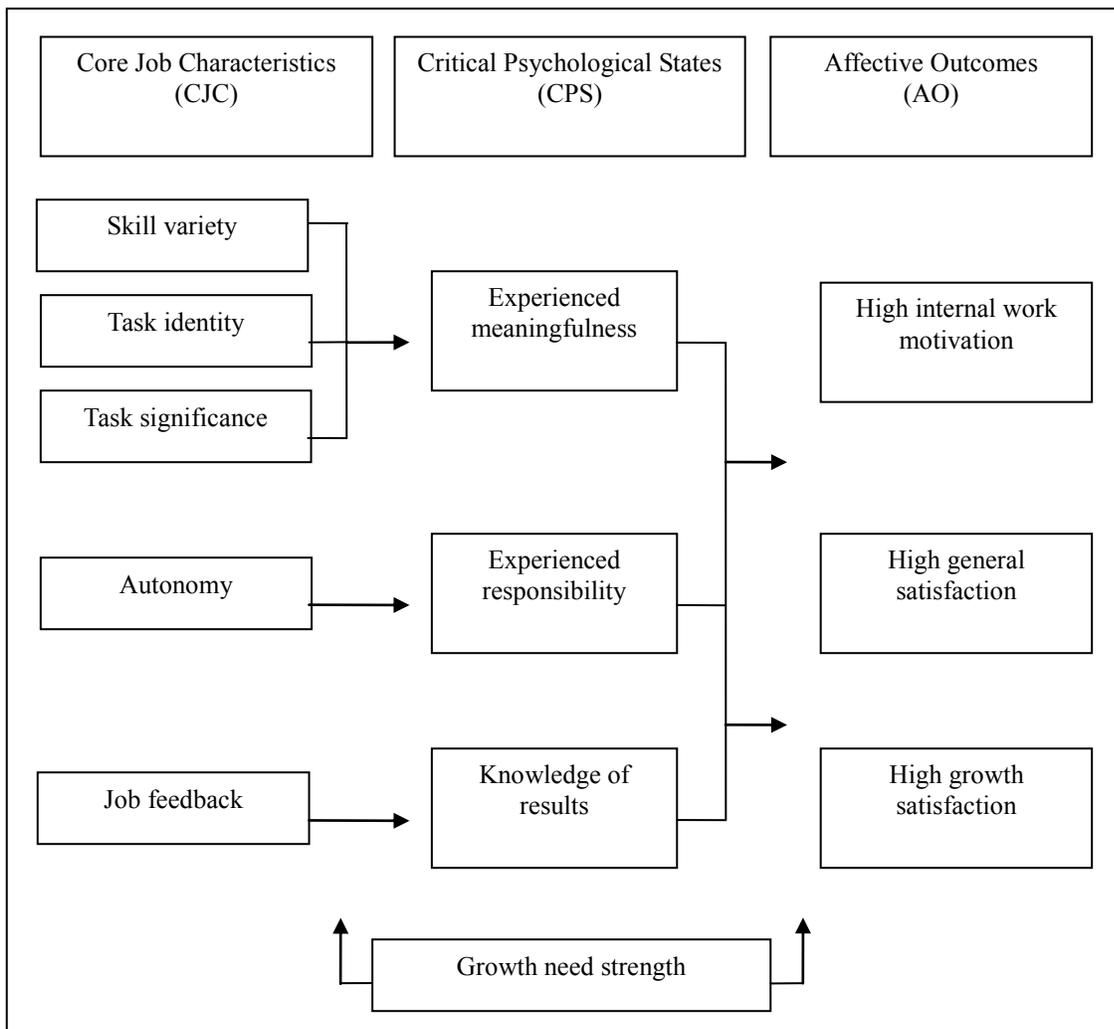
Job Characteristics Model (JCM) was developed by Hackman and Oldham in 1976. This model provides a comprehensive approach to work redesign and revealing the job itself is part of the total compensation factor (Mondy, 2010). These two scholars did a series of researches studies to find out the relationship between job characteristics and employees' reaction to their jobs. The development of this model was originally based on previous studies on motivation theory and satisfaction theory (Hackman & Oldham, 1976). Hence, this model is able to demonstrate different job characteristics which may influence employee's motivation and job satisfaction.

The contribution of JCM can be revealed by the number of citation of dissertation and academic journal. By utilizing Google Scholar, the first article for JCM was found to be "Motivation through the design of work: test of a theory" (Hackman & Oldham, 1976) which has been cited for more than 2,500 times (Google Scholar, 2011a). This is a strong supportive model which serves as the basis to investigate job satisfaction of employees in the recent three decades. The model has been applied in different industries such as nursing (Jansen, Kerkstra, Abu-Saad, & van der Zee, 1996), tertiary education

(Lawrence, 2001), hospitality (Lee-Ross, 1998a) and a broad cross-section of job types in several industries (Piccolo & Colquitt, 2006).

Job Characteristics Model (JCM) is an influential model that shows the three-stage process beginning from how a core set of job characteristics affects a number of psychological states, and then leading to specific related outcomes in the work environment (Nakhata, 2010). Figure 2.1. shows the linkage of the three-stage process and the measurement of JCM (Hackman & Oldham, 1976).

Figure 2.1. Linkage and Measurement of Job Characteristics Model (JCM)



Source: Hackman & Oldham (1976)

Core Job Characteristics (CJC) is the first stage of JCM and consists of five dimensions namely (i) Skill Variety, (ii) Task Identity, (iii) Task Significance, (iv) Autonomy and (v) Job Feedback (Hackman & Oldham, 1980).

Firstly, (i) Skill Variety is defined as the degree that the job requires an employee to use a variety of different skills (Hackman & Oldham, 1980). Secondly, (ii) Task Identity is about the extent of an employee's responsibility is, whether he/she is responsible for certain parts only or carries out the whole working process of work from beginning till end with visible outcome (Hackman & Oldham, 1980; Sims et al., 1976). Thirdly, (iii) Task Significance means whether there are a lot of other people could be affected significantly by how the work is done by an employee (Hackman & Oldham, 1980). Fourthly, (iv) Autonomy means the degree of freedom and independence in making judgment in performing the task of an employee (Hackman & Oldham, 1980). The last one is (v) Job Feedback meaning the extent of clarity that an employee knows about his/her job performance whether he/she can receive comments from his/her colleagues and supervisors about the effectiveness of his/her job performance (Hackman & Oldham, 1980).

Hackman and Oldham (1976) stated that these five CJC would cause an employee to experience CPS. It is an internal psychological reaction of an employee. CPS consists of (i) experienced meaningfulness which means the extent that the work is seen as making a difference to others; (ii) experienced responsibility which means the extent that an employee assumes responsibility for his/her work; and (iii) knowledge of results which means the extent that an employee is aware of the quality of his/her work. For instance, if there is high autonomy in the job, an employee will have greater sense of responsibility towards his/her job, he/she will then deem that they have good quality of working life.

The final stage of JCM is Affective Outcomes (AO) which is the results of CJC and CPS. The AO consist of (i) internal work motivation which means the extent that an employee is motivated by doing good work; (ii) GJS which means the extent that an employee is

generally satisfied with his/her job; and (iii) growth satisfaction which means the extent that an employee is satisfied with the opportunity to learn new things from the job and the intention to quit. There is also a moderator known as “Individual Growth Need Strength” which is included in JCM. It is interpreted as the readiness of an individual to respond to enriched jobs. As such, the interactions and interrelations in JCM are expected to be significantly stronger for those individuals who are eager to learn to sustain continuous growth from the job (Hackman & Oldham, 1980).

Accompanying with JCM, Job Diagnostic Survey (JDS) is a measurement tool used to measure all the variables in JCM (Hackman & Oldham, 1976). JDS has been applied in a variety of employees in different industries which include engineers (Arnold & House, 1980), teachers (Barnabe & Burns, 1994), sales (Becherer, Morgan, & Richard, 1982; Wall, Clegg, & Jackson, 1978), state agency (Champoux, 1991), and employees in Financial Company (Kiggundu, 1980). Indeed, Pierce and Dunham (1976) stated that JDS had been the most commonly used item for measuring work attitudes and motivation since the 19th century. JDS contains many useful and reliable survey questions to measure CJC, CPS and AO. The JDS questionnaire consists of 87 randomly distributed questions and is divided into eight sections. Items in each core dimension consist of one positively worded question and one negatively worded question which are designed to reduce response bias. Respondents are asked to rate how accurately each statement can describe their jobs.

2.1.2. Researches on Job Characteristics Model (JCM)

As mentioned before, JCM is a well developed model which has been applied to prior studies in various industries. Over 200 published empirical studies and certain studies on comprehensive literature review were composed based on this model (Renn & Vandenberg, 1995). Comparing to other newly established theories, the value of JCM being reference is higher. It can provide a stronger support to the research design framework of this proposed study. According to Fried and Ferris’ (1987) comprehensive research for testing of JCM, when an employee feels that he/she scores high in the five

CJC, it is predicted that his/her satisfaction, motivation and performance will be higher. This result is consistent with Hackman and Oldham's (1976) original study.

In the first part of JCM - the five CJC serve as measurement dimensions for job characteristics. Supported by a number of scholars, these five CJC should be the most suitable and representative measurement dimensions for measuring job characteristics (Cooper, Dewe, & O'Driscoll, 2001; Nakhata, 2010; Parker & Wall, 1999). Besides, after a composite review on the literature by Taber, Beehr, and Walsh (1985), it is discovered that research is seldom conducted to develop new measurement dimension(s) for investigation of job characteristics. Thus, the original five well-developed CJC was retained and employed in this study to measure job characteristics.

Critical Psychological States (CPS) is the second stage of JCM. The proposed conceptual framework in this study focuses on the direct effect of CJC on GJS where the mediation of CPS is excluded. A number of studies have examined whether CPS could mediate the relations between CJC and AO and whether the requirements that all of the three CPS must be experienced (Behson, Eddy, & Lorenzet, 2000; Fried & Ferris, 1987; Renn & Vandenberg, 1995). Bacharach (1989) pointed out that excluding the mediator from tests of the theory would be acceptable in modifying a theory. Thus, the mediating role of CPS can be excluded as warranted by the accumulated evidence (Renn & Vandenberg, 1995).

Hackman and Oldham (1976) claimed that even though CPS was viewed as important in JCM, they also admitted that the effect of mediation was less than half of the hypothesized linkages between CJC and AO. Johns, Xie, and Fang (1992) further proved that meaningfulness and responsibility (the second stage of JCM - CPS), did not completely mediate the relations between skill variety and autonomy (the first stage of JCM - CJC), towards work outcomes (the third stage of JCM - AO). Johns et al.'s (1992) study is empirical evidence which indicates that the total effects of CJC may not be fully transmitted through CPS. Moreover, Fried and Ferris' (1987) research had included 76 studies for their meta-analysis of JCM. Their findings indicated that "experienced

meaningfulness” and “knowledge of actual results” (in CPS) did not have mediate effect between the relation of task identity (in CJC) towards the influence of job performance (in AO), as well as between the relation of job feedback (in CJC) towards the influence of job performance (in AO).

A recent research conducted by Behson et al. (2000) is also a comprehensive research for the literature review and test of JCM. Behson et al. (2000) had reviewed several researches which were related to investigating the full JCM, among which particular emphasis was placed on CPS, and with utilized sophisticated analytic techniques such as structural equations modeling, as opposed to bivariate correlation analysis in investigating JCM. The result of their study concluded that even though the original JCM was an adequate model, it was not comprehensive enough. It is because CPS can only be a mediator on a partial basis and it cannot completely reflect CJC - AO relationship. In addition, the inclusion of CPS would make the outcome measures in JCM more complicated. These conclusions are consistent with Fried and Ferris’ (1987) study.

The inclusion of CPS will make the research framework more complex. Previous researchers agree that there are analytical difficulties associated with testing of the mediation hypothesis of CPS (Hogan & Martell, 1987). Hence, for modification of JCM, CPS is excluded in the proposed framework of this study. Only the two-stage JCM with CJC and GJS is adopted.

Affective Outcomes (AO) is in the final stage of JCM, which consists of internal work motivation, GJS and growth satisfaction. In this study, only general satisfaction is adopted in the research framework as there are few researches studying the internal work motivation and growth satisfaction in JCM when the CPS part is excluded. There are quite a number of researches conducted to investigate the direct relationship between CJC and job satisfaction (Fried & Ferris, 1987; Loher, Noe, Moeller, & Fitzgerald, 1985; Nakhata, 2010; Schjoedt, 2009). These researches provide empirical support to the adoption of job satisfaction. For example, Nakhata’s (2010) study is a recent research in

investigating the relationship between CJC and job satisfaction of SME entrepreneurs in Thailand. Based on the result of the study, it is found that all the five CJC have significant relationship with job satisfaction. Moreover, Fried and Ferris (1987) reaffirmed the validity of JCM which supports that CJC have significant direct effect on AO. Fried and Ferris' (1987) research further pointed out the feasibility of the direct effect of CJC towards job satisfaction.

2.1.3. Study of Job Characteristics Model (JCM) in the Hotel Industry

Job Characteristics Model (JCM) is a well developed model which has been applied in researches on various industries. Generally, only part of the JDS questionnaire section is adopted for methodology items in these previous researches. The full model application of JCM is seldom utilized in hotel industry. For example, many hotel researches adopted and modified JDS questionnaire to measure job satisfaction for their own samples (Choi & Sneed, 2006; Lam, Lo, & Chan, 2002; McDonald, 2004; Puah & Ananthram, 2006).

Among the hotel academic scholars, Lee-Ross (1995, 1998a, 1998b, 1999, 2002, 2005) conducted a number of studies on the application of JCM to the hotel industry. One of these studies (Lee-Ross, 1998b) was to investigate the employees in seasonal hotels, which closed during off-season, to examine the validity of JCM and the reliability of Hackman and Oldham's JDS (Lee-Ross, 1998b). The results of his study correspond with the relationship as originally set out in the JCM. Thus, it is supported that JCM can be applied in hotel industry. However, the sample of Lee-Ross' (1998b) study is limited to seasonally employed hotel employees. So it is unknown whether it is representative enough for the entire hotel industry. Nevertheless, its reference value cannot be ignored. In this proposed study, it is presumed that JCM may also be applicable to hotel interns. JCM has been modified to investigate the relationship between CJC in internship and interns' GJS which is a new trial on the application of JCM.

2.2. Work-life Balance (WLB)

2.2.1. Definition of Work-life Balance (WLB)

The terminology of WLB first appeared in the late 1970s to describe the balance between an individual's work life and personal life (Bonnier Corp, 1981). Much more different popular press articles and books have also promoted the importance of WLB after this new term has emerged. “Work/family balance” has become the prevalent career issue since the 19th century (Hall, 1990). An article “The Young Exec as Superdad” indicated that the balance had become a buzzword among baby-boomers and its elusiveness caused disturbance (Leinster & Brody, 1988). Though analysis on the importance of WLB has been conducted and commented on many articles since 1970s, there is still no common consensus on the definition and meaning of the term up until the date hereof.

In the academic perspective, there are various definitions for WLB. According to Clark (2000, p. 751), WLB is defined as “satisfaction and good functioning at work and at home, with a minimum of role conflict”. In a more all-round definition by Kirchmeyer (2000), WLB means personal resources including energy, time and commitment, which are distributed throughout the life of an individual on a sound basis to achieve and satisfy one’s experience in work life and personal life.

Not only the researchers and organizations concern about WLB, the government also pays particular attention to it. The government of United Kingdom defined WLB as an individual of whatever age, race or gender to adjust his/her working patterns where he/she can coordinate his/her work and responsibilities or aspirations to a fine rhythm (Doherty, 2004). All in all, it simply says that WLB is a thought to consider an individual’s best interests to live a balanced life (Kofodimos, 1993).

2.2.2. Importance of Work-life Balance (WLB) and Work-life Balance (WLB) Programs

At present, poor working condition is a specific feature for many types of jobs. An article in *Harvard Business Review* revealed that the phenomenon of “extreme jobs” was a big problem in the United States and caused imbalance in employees’ working lives and personal lives (Hewlett & Luce, 2006). Such extreme jobs are characterized by grueling working hours, unpredictable workflows, fast work pace with tight deadlines, and work-related tasks outside working hours etc. The employees need to spend much time to work and they do not have enough time to handle their own personal affairs. They also suffer from these extreme works due to facing challenges, pursuing recognized status and higher wages. These are the reasons why the job can cause imbalance in their working lives and personal lives.

When work-life is imbalance, much drawback will be caused. Employees are unable to handle their own affairs, such as family life, meeting with friends and furthering their own interests. Based on the literature review, it is learnt that imbalance in work-life is related to deterioration of one’s psychological and physical well-being and health where a brief summary of the causes and health problems is shown in Table 2.1. hereinbelow (Frone, Russell & Cooper, 1997; Karasek, Gardell, & Lindell, 2007; Martens, Nijhuis, Van Boxtel & Knottnerus, 1999; Mauno & Kinnunen, 1999; Sparks, Cooper, Fried, & Shirom, 1997; Thomas & Ganster, 1995). Hence, the imbalance in work-life is a serious problem that has adverse influence on different aspects of employees.

Table 2.1. Brief Summary of Studies Related to Work-life Balance (WLB) and Health Problems

Authors	Issues	Samples	Health Problems
Frone, Russell, and Cooper (1997)	Family-work conflict and work-family conflict	Random community sample of 267 parents	Heavy alcohol consumption, depression, poor physical health and hypertension
Karasek, Gardell, and Lindell (1987)	Stressors and stress moderators from work and family life	8,700 full-time white-collar males and females	Psychological strain and physical illness symptoms
Martens, Nijhuis, Van Boxtel, and Knottnerus (1999)	Rotating shifts, compressed weeks, and irregular changing of working hours	480 patients between 20-60 years old	Problems with psychological performance and quality of sleep
Mauno and Kinnunen (1999)	Time pressures at work, work-family conflict and poor relations with leadership	215 dual earning couples	Job exhaustion and psychosomatic health problems
Sparks, Cooper, Fried, and Shirom (1997)	Long work hours	Meta analysis for 21 samples including white- and blue-collar	Overall health symptoms, physiological and psychological health symptoms
Thomas and Ganster (1995)	No supervisory support and inflexible schedules	398 health professionals who had children	Work-family conflict, job dissatisfaction, depression, somatic complaints and high blood cholesterol

In Europe, human resource managers rank WLB among the top five important challenges that they encounter nowadays and in the coming future (Caye, Strack, Leicht, & Villis, 2007). Other than Europe, the Asian region places enormous importance on WLB. For example, activities for WLB Day were launched in Hong Kong during the past 3 years, from 2008 to 2010, to promulgate the importance of WLB (Community Business, 2011). It is expected that the awareness of the enterprises towards WLB can be raised. Moreover, the Employment Act enacted in Singapore has, inter alia, ensured that the employees can acquire WLB to a certain degree through stipulated regulations such as Child Care Leave (Government of Singapore, 2010). After thorough investigation, employers play a critical role for improvement of employees' WLB. Nowadays, many organizations in different regions have started to place considerable concern on WLB of employees. It is because the employers could benefit from the employees' remarkable and devoted performance resulting from their commitment to the organization when they have quality WLB (Scholarios & Marks, 2004).

To support WLB, the organization implements different policies or mechanisms such as more flexible working schedule and teleworking etc. to maintain and enhance the employees' WLB (City of Chesapeake, 2009). Work-life balance programs (WLB programs) are about organizational initiatives aiming at enhancing employees' experience in their working lives and personal lives (McCarthy, Darcy, & Grady, 2010). WLB programs are defined as an employer who sponsors and organizes activities and/or alternative ways of discharging duties by employees exclusively with a view to improve their working condition where they can strike a balance between their work and non-work demands. The programs are usually related to certain special arrangements and practices (Cascio, 2000). One of the most frequently used programs for WLB is job sharing arrangements in which many organizations take part (City of Chesapeake, 2009; East Midlands Ambulance Service, 2009; McCarthy et al., 2010). During the sharing arrangement, two or more people voluntarily share the duties and responsibilities of one's designated post on a full-time basis where they receive pay and other fringe benefits in proportion to their actual working hours. Besides, for specific type of organization like software developers, they also have its specific WLB programs. Tele-working/home-working/e-working is common arrangement. The employees can complete their work at home or any other suitable places they deem fit. This arrangement can generate high employees' productivity and satisfaction (City of Chesapeake, 2009).

Based on review of different studies, it appears that greater concern and emphasis have been placed on the importance of WLB by many organizations. They launch different WLB programs to encourage employees to strike a balance between work and life where job satisfaction of employees can then hopefully be enhanced.

2.2.3. Work-life Balance (WLB) and Quality of Life

Work-life Balance (WLB) consists of working life and personal life. There is no definite proportional ratio for the combination between quality of working life and quality of

personal life. WLB is unique to each and every individual. Not all the employees need to have an equal, fifty-fifty combination in their balance between working life and personal life. Some of them may perceive that WLB tilts to work more such as the workaholic. WLB consists of (i) working lives and (ii) personal lives and it is indeed influenced by their preference.

For (i) working life, it is governed by the organizational rules and supervision by manager. The majority of the employees can only follow the organization's human resource policy passively. The employees' working life is mainly affected by organizational factor and not under their control.

The other part of WLB is an employee's (ii) personal life. It is absolutely and completely devised by an employee according to his/her own character and particular background. Generally, what an employee wants for his/her quality of life depends very much on the effect of his/her unique WLB. According to Greenhaus, Collins, and Shaw's (2003) study, work-family balance was associated with quality of life. The results were supported by White, Hill, McGovern, Mills, and Smeaton's (2003) study which further indicated that WLB was a broad definition for work-family balance. Hence, WLB was closely linked and associated with quality of life (European Foundation for the Improvement of Living and Working Conditions, 2009). The two terms of quality of life and WLB are interrelated and they have both appeared in the early 1970s literature (Moons, Budts, & Geest, 2006).

Quality of life is defined as people who will put emphasis on the affairs which they think are important to their individual axiom and it is unique to each and every individual (Liu, 1976). Quality of life contains six categories, (i) normal life, (ii) natural capacities, (iii) social utility, (iv) achievement of personal goals, (v) happiness/affect, and (vi) satisfaction with life (Ferrans, 1990, 1992, 1996).

Except for the categories of (i) normal life and (ii) natural capacities, all the other categories are basically closely related to the concept of WLB (European Foundation for

the Improvement of Living and Working Conditions, 2009). For (i) Normal life is defined as the ability to be satisfied with basic needs (Leidy, 1994); and (ii) natural capacities deal with very fundamental needs: for instance, being able to interact with the environment etc. (Farsides & Dunlop, 2001).

For (iii) social utility, it is similar to the concept of social needs from Maslow's needs theory. Family is one of the social utilities. The work-family issue appears frequently in recent studies on WLB (Greenhaus et al., 2003; Judge, Boudreau, & Bretz, 1994; Saltzstein, Ting, & Saltzstein, 2001; White, 1999). Several of them focus on the role of the relationship between parenthood and working life. Work-family conflict is one of the examples (Zhao, Qu, & Ghiselli, 2011). Some scholars proved that work-family conflict affected the job satisfaction of an employee (Huang, Hammer, Neal, & Perrin, 2004) and in turn influenced his/her performance in the organization (Allen et al., 2000). Besides, previous studies have also examined the relationship between social support and stress. When an employee is satisfied with his/her family relationship, the supportive family generates positive energy for him/her to bear stress and shoulder responsibilities of work. The Eaton's (1978) study similarly reported that unmarried individual and those living alone would feel more stressful compared to individuals who were married or not living alone.

Moreover, friendship is a social context which is indeed a social need to an employee. It is also a kind of social support that can minimize the stress of a person which makes an individual believes that he/she is being loved, valued and cared for (Cobb, 1976). All in all, when the social need of an employee is fulfilled, the positive perception of quality of life may lead to WLB.

Other than the part of social support in personal life, (iv) personal interest and achievement desire are also very important on influencing WLB of an employee (Moons et al., 2006). Generally, most people want to be successful and be respected by others as self-esteem is one of the important needs for human (Maslow, 1943). For esteem need, different people have different points of view. Normally, an employee desires for higher

income, authority and recognized status in an organization to fulfill his/her esteem need which is of paramount importance to him/her. He/She will definitely devote himself/herself in his/her work to attain such fulfillment. According to Maslach and Leiter (2006), some employees worked hard to try to satisfy their desires, even the working condition was very harsh and had exhausted them. When one has been indulged in striving for higher income, authority and recognized status, one will perceive that one never works hard enough. It shows the power of desire to attain fulfillment in an employee's mindset.

There are employees who have more concern on how to live by a cheerful and comfortable personal life rather than incessantly chasing for higher income, authority and recognized status in the organization. It is the highest need of human - self-actualization (Maslow, 1943). Based on this perspective, it is not focused on materialism and standard of living. The purpose of this fulfillment is related to employees' goals for life. For example, they will make use of the time after-work to materialize and enhance their interests either in sports or arts. Without the role of being workers, many employees can be amateurs of any professional fields such as a computer expert which is termed as a professional amateur. They pursue what they are really interested in and they also want to achieve the professional standard in that particular aspect (Leadbeater & Miller, 2004). These professional amateurs may not earn much but they are determined to carry on with dedication and commitment (Leadbeater & Miller, 2004). In the WLB perspective, pursuing these activities is a fulfillment of one's life orientation.

According to Ferrans (1992), (v) satisfaction with life is similar to (vi) happiness/affect and the difference is the duration of time. Happiness/affect means the balance of positive and negative emotions which is part of WLB (Ferrans, 1992). However, emotional imbalance is a mental problem to many employees nowadays. When the imbalance of emotion continues for a long period of time, it will create emotional problems such as emotional exhaustion.

Emotional exhaustion is a significant topic of interest and has been studied extensively by organizational researchers. Emotional exhaustion is a chronic state of physical and emotional depletion which is a result of excessive job demands and continuous stress (Shirom, 1989; Wright & Cropanzano, 1998; Zohar, 1997). Previous studies revealed that emotional exhaustion was associated with a host of somatic difficulties, such as colds, gastro-intestinal problems, headaches and sleep disturbances (Belcastro, 1982; Belcastro & Hays, 1984). Moreover, according to Jackson and Maslach's (1982) study, which was related to employees' work stress and family, found out that if the symptoms of emotional exhaustion persisted, the relationship between an employee and his/her family was always sour such as unsatisfactory marriage. Certain prior researches further revealed that those relationships between emotional exhaustion and such attitudinal and behavioral appearance correlated as turnover intentions (Jackson, Schwab, & Schuler, 1986), work attitudes (Leiter & Maslach, 1988; Wolpin, Burke, & Greenglass, 1991), counterproductive work behavior (Jones, 1981; Quattrochi-Tubin, Jones, & Breedlove, 1983) and poor job performance (Wright & Bonett, 1997). Hence, great emphasis should be put on the mental and physical health of an employee which has a direct impact on his/her WLB.

2.2.4. Measurement of Work-life Balance (WLB)

The measurement of WLB covers two major domains of quality of working life and quality of personal life and the ramifications of which have been reviewed and described hereinbefore. From the recent study of Wong and Ko (2009), a great deal of literature have been reviewed and a very comprehensive summary of WLB measurement is revealed. After performing factor analysis and reliability test, the 30 indicators are grouped under seven major categories; namely, "Enough Time-off from Work", "Workplace Support on Work-life Balance", "Allegiance to Work", "Flexibility on Work Schedule", "Life Orientation", "Voluntary Reduction of Contracted Working Hours to Cater Personal Needs" and "Upkeep Work and Career". Wong and Ko's (2009) study indeed consisted of the majority of the major determinants of WLB as revealed in a large number of literature which were related to quality of working life and personal life.

However, there is limitation of the Wong and Ko's (2009) study which fails to consider employees' health as one of the influencing factors of WLB. Various studies' findings revealed that too much work pressure could lead to physical and psychological problems, which in turn affected WLB (Frone et al., 1997; Karasek et al., 2007; Martens et al., 1999; Mauno & Kinnunen, 1999; Sparks et al., 1997; Thomas & Ganster, 1995). Apart from the literature that support physical and mental health is a very important factor for WLB, the questions put forth in the surveys by different organizations on WLB all show that physical and mental health is one of the significant measurements of WLB. For example, the questions relating to "health effects due to long work hours on regular basis" (Welford, 2008, p.10) and "perception of health condition" (European Foundation for the Improvement of Living and Working Conditions, 2010, p.81) have been included in recent surveys for measuring the WLB of employees. Thus, in addition to the major determinants of WLB by referring to Wong and Ko's (2009) study, physical and mental health of employees is included as a new factor in the present study (i.e. "Stay Healthy Physically and Mentally") to measure WLB of interns.

All in all, the WLB measurement observed from relevant literature and current surveys are mainly related to three aspects. Firstly, the organizations often place emphasis on time, including actual working hours and time spent on personal activities. Secondly, it concerns about the employees' feelings with satisfaction towards their work and life. Lastly, focusing on the importance and availability of flexible work arrangements implemented by the organizations (Chung, Pang, & Tong, 2010; Community Business, 2011).

2.2.5. Work-life Balance (WLB) in the Hotel Industry

Pocock, Skinner, and Williams (2007) emphasized that long hours of work is consistently associated with poor work-life outcome on all work-life measures. Their study revealed that working hour was a dominated factor of WLB. The working condition in a hotel is indeed demanding, and it is unavoidable for employees to have

long work hours. Kandasamy and Ancheri (2009, p.334) conducted a survey about the quality of work life of hotel employees. The result of their study indicated that almost all respondents including students and employees agreed that an imbalance of working life and social life was common in the hotel industry. The responses from the respondents to the open-ended questions of the questionnaire included, “I dislike the workplace”; where they also expressed their frustration about the long work hours, with comments such as “This industry spares no time for my family life” and “no life”. It revealed that hotel employees wanted to maintain WLB, which was indeed important to them.

WLB is a relatively new concept but there is a dearth of research on this subject in hospitality. The relationships between employees’ work lives and performance of the organization (Lau & Bruce, 1998) or problems associated with WLB such as work-family conflict (Olson, 1989) have been rarely examined. However, few studies have been conducted to investigate the WLB of internship. Addressing the above gap is the key of this study to investigate WLB in hotel industry particularly from the interns’ perspective.

2.3. Job Satisfaction

2.3.1. Definition of Job Satisfaction

Job satisfaction is a theory that has been established long ago probably since in 1976. There are 3,350 articles related to this particular area (Ironson et al., 1989) and the total is still rising up today. Hoppock (1935) reviewed 32 prior studies, after that he made a well-known definition for job satisfaction in 1935. Job satisfaction is defined as any combinations of psychological, physiological and environmental circumstances that cause a person truthfully to say, “I am satisfied with my job” (Hoppock, 1935, p.47). Job satisfaction is an overall affective orientation on the part of individuals towards work roles (Kalleberg & Sørensen, 1973; Ivancevich & Donnelly, 1968). Employees can balance the specific satisfactions against specific dissatisfactions themselves to have composite job satisfaction as a whole. Even though there is no consensus on the definition of job satisfaction, it is generally considered to be an employee’s attitude and

perception of how well his/her job provides him/her with appreciable WLB (Locke & Lathan, 1990).

2.3.2. Measuring Job Satisfaction

Job satisfaction is attributed to many factors, and the importance varies from individual to individual (Nash, 1985). The sense of having acquired job satisfaction is unique to each and every individual. Basically, there are two types of method used to measure job satisfaction: (i) facet satisfaction and (ii) general satisfaction.

For (i) facet satisfaction, it is also known as a specific scale measure. According to Ironson et al. (1989), facet satisfaction intended to cover the principal areas within a more generalized domain. Each of the items is homogenous and discriminable with another. Job Descriptive Index (JDI) is a well-known measurement for facet job satisfaction (Smith et al., 1969). It consists of five facets - Work, Pay, Promotion, Supervision and Coworkers. More than 50% of the articles published in management related journals employed JDI as the measuring item (Ramayah, Jantan, & Tadisina, 2001). Certain scholars even stated that there was no doubt that JDI was the most carefully constructed measurement for job satisfaction today (Vroom, 1964).

However, what are the reasons behind to use (ii) general satisfaction? Firstly, general satisfaction is employed to estimate the respondent's general overall feelings about the job (Ironson et al., 1989). Certain important behavior of an employee can be predicted by these feelings such as quitting and being absent. Compared with the facet satisfaction scale, the general satisfaction scale covers all areas that may be important to an individual (Scarpello & Campbell, 1983), but the facet satisfaction scale may include some unrelated items for a particular person (Ironson et al., 1989). Moreover, it is for the interviewees easier to understand general satisfaction than facet satisfaction. The easiest way to obtain general satisfaction is to ask an individual directly about his/her overall feelings about the job. The respondent will then be asked to combine his/her reactions to various aspects of his/her job in a single integrated response. It is assumed that certain

process has been taken place and the end result will be asked. During this process, the respondent may incorporate other aspects that have not been measured in facet satisfaction. The respondent is also being asked "All in all, how do you feel about your job most of the time? Brayfield and Rothe (1951), Hackman and Oldham (1975), Hoppock (1935), and Quinn and Staines's (1979) studies are the examples that have employed general satisfaction.

2.3.3. Job Satisfaction in the Hotel Industry

Different kinds of relationship concerning job satisfaction in the hotel industry have been studied. For example, hospitality academics have great interests in studying the issue of enhancing employees' job satisfaction, which can reduce employees' discontent and subsequent turnover (Ghiselli, LaLopa, & Bai, 2001). In the hotel owners' perspective, the organization performance and profitability are their major concern (Hinkin & Tracey, 2000). According to Enz and Siguaw (2000), competent and loyal employees are the most important elements to contribute towards hotel profits as they are responsible for maintaining smooth daily operation of the hotel. Even though the hotel industry has full knowledge of the advantages of retaining loyal and competent employees, it has still been a challenge for the industry to attract and retain talented human resources in recent years (Kandasamy & Ancheri, 2009). Hence, studying how to maintain job satisfaction of hotel employees become a popular topic for scholars.

After reviewing the literature, it is discovered that many different aspects can be connected to job satisfaction of full-time employees in hotel industry such as organization performance, employees' involvement, commitment and employees' health problems etc. Many studies focus on the effectiveness of hotel internship program; however, the study about job satisfaction of hotel interns is comparatively less. Hence, it is worthwhile to conduct a research to investigate the GJS of interns in hotel industry.

2.4. Future Career Intention (FCI) of Interns

Career is important to everyone as it occupies a large part of an individual's life where the identity and value of an individual are designated (Inkson, 2007). The Career Stage model proposed by Super (1980) is one of the most influential theories of adult career development. It posits four stages of adult career development, including: (i) exploration, (ii) establishment, (iii) maintenance, and (iv) disengagement. Super (1980) argued that the timing of transitions between career stages was determined by an individual's personality and life circumstances more than a fixed period of chronological age. Normally, a person may complete the developmental tasks associated with his/her first stage of exploring career alternatives and selecting a vocation between the ages of 14 and 25 years. The person will then have an awareness of vocational interest and realities and will then attempt to undertake career-related tasks to understand current occupational choice with which he/she can construct his/her FCI (Super, 1980).

Berlew and Hall (1966) further emphasized that initial career success may lead to positive career consequences at later career stages. For example, a successful internship experience will enhance the interns' confidence towards their future career (Ko, 2008). Hence, the experience acquired during an internship is critical to students. Through an internship, students have more chances to explore their future career, to figure out the perception of jobs in mind, and to start thinking about their future career based on their internship experience (Andrews, Brodie, & Andrews, 2005; Nelson, 1994). The process of career selection and stabilization can be called as vocational exploratory behavior. This kind of behavior mainly focuses on self-appraisal and external search activities that provide information to affect the selection of, entry into, and adjustment to an occupation or an industry (Blustein, 1989; Stumpf, Colarelli, & Hartman, 1983)

However, several researchers stated that some interns were disappointed with their internship experience and alleged that they would not join the hotel industry in the future because of heavy workload, long work hours, high pressure and abnormal workflow during their internship (Che & Wang, 2009; Liu, Song, & He, 2010). It is indeed a serious problem because not having the FCI may lead to their reluctance to join the

industry in the future. According to the Theory of Planned Behavior (TPB) (Ajzen, 1988), a person's intention is a good predictor of his/her behavior; the stronger the intention to show a particular behavior, the more likely the person is to show that behavior. The said intention which would likely be materialized in action elaborated in the TPB, has been proven by different studies empirically. Prior studies have been conducted in various aspects including the decisions of high school students on whether to further their studies, donation of blood, perseverance to a low-fat diet, consuming illegal drugs and career choice (Ajzen, 2001; Armitage & Conner, 2001; Davis, Ajzen, Saunders, & Williams, 2002; Fagan, Diamond, Myers, & Gill, 2008; Sutton, 1998). By utilizing Google Scholar search engine, the article titled "The Theory of Planned Behavior" (Ajzen, 1991) concerning the TPB has been cited for more than 10,000 times (Google Scholar, 2011b). It reveals the fact that its reference value is remarkably high.

Moreover, extensive literature show that many different aspects such as attitude, personality and subjective norms affect the intention and in turn the behavior (Ajzen, 1991; Rhodes, Blanchard, & Matheson, 2006; Richardson, 2009; Teng, 2008). Even in a statistical perspective, a meta-analysis report on the TPB also confirmed that it was efficacious to use the TPB as a predictor of intentions and behavior (Armitage & Conner, 2001). Referring to the result of Richardson's (2008) study, the relative quantitative survey showed that the TPB was probably applicable in hotel industry. The said survey reported that 46% of the undergraduate hospitality students who had internship experience in the hospitality industry claimed that they would not pursue a career in this industry; among this group, almost all of them (96.3%) put forward the unfavorable internship experience as the main reason for such a decision (Richardson, 2008). It can be deduced that the outcome of the survey report echoes with the application of the TPB. It follows that the students' working experience in hotels is the major factor that affects the interns' FCI and possibly affects their decision of whether to work in the industry after graduation. Hence, it is significant and meritorious to study the FCI of interns.

2.5. Explication of Constructs and Hypotheses

2.5.1. Relationship between Core Job Characteristics (CJC) and General Job Satisfaction (GJS)

The five CJC in JCM are a well-known measurement for job characteristics and the relationship between CJC and job satisfaction have already been verified in the original JCM (Hackman & Oldham, 1976). Different studies have consistently and empirically reaffirmed that there is a significantly positive relationship among these five CJC and job satisfaction (Fried & Ferris, 1987; Nakhata, 2010; Schjoedt, 2002).

This study focuses on the direct effect from CJC on GJS where the mediation-CPS is excluded. The result of a quantitative study from Behson et al. (2000) revealed that the inclusion of CPS would make the research framework more complex. The researchers further verified that a two-stage model (excluding CPS) could attain greater model fit, as indicted by goodness-of-fit indices (GFI), comparative fit index (CFI), and Chi-square indices, compared with a three-stage model of JCM. This type of research has been replicated or modified by a number of academics. Some studies have employed the whole or part of CJC to measure job characteristics, and the results showed that CJC would affect short term employees' job attitude such as job satisfaction (Sverke, Hellgren, & Naswall, 2002). Recently, in Nakhata's (2010) survey, all five CJC were found to be positively related to job satisfaction among Thailand's small and medium enterprise entrepreneurs. Nevertheless, some scholars proved that only part of CJC were related to job satisfaction. For instance, Behson et al. (2000) indicated that autonomy (in CJC) and job feedback (in CJC) had a significant effect on job satisfaction. In addition, Renn and Vandenberg (1995) examined three of the dimensions of CJC namely, skill variety, task significance, and job feedback, and found a significant effect on job satisfaction. Hence, analyzing from the above literature, it can be certainly recognized that there exists a close relationship between CJC and job satisfaction. However, all the samples used in the above previous studies are not from hotel industry, it cannot be strictly implying that positive relationship between CJC and job satisfaction exists in hotel industry.

Lee-Ross (1998b) also tested the validity and reliability of JCM for application in hotel industry, the result of which corresponded with the relationship as originally set out in the proposed JCM. Thus it is assumed that the original JCM could be applied to hotel interns. Nevertheless, there are several limitations in the Lee-Ross' (1998b) study. Firstly, the questionnaire for his study consisted of 87 questions; its sample size was small with 163 respondents. This was much less than the original JCM, which had administered questionnaires to more than 650 participants, with high reliability of model establishment (Hackman & Oldham, 1975). According to Hair, Black, Babin, and Anderson (2010), when multiple regression is used, the requirement is to select five observations per variable to set lower boundaries for the adequacy of sample size. In addition, the target sample of Lee-Ross' (1998b) study was restricted to employees working in seasonal hotels which operated only during high season. Hence, the sample size of his study may not be representative enough for the entire hotel industry.

To sum up, there is a lack of comprehensive study in the literature to explore the relationship between CJC and GJS of hotel interns. Hypothesis 1 is thus postulated in the conceptual framework:

H1: CJC of internship are positively associated with interns' GJS.

2.5.2. Relationship between Work-life Balance (WLB) and General Job Satisfaction (GJS)

Work-life Balance (WLB) means that an employee can strike a balance between his/her work and life properly and there is no conflict between the two. Job satisfaction pinpoints at the degree of content in the work level. Published articles revealed that when work-life is imbalance and there is dissatisfaction in job, it can cause biological and psychological problems to an employee (Faragher, Cass, & Cooper, 2005; Thomas & Ganster, 1995). It shows that these two concepts, WLB and job satisfaction, are associated with each other. Most people instinctively perceive that when employees can

sustain WLB, the degree of content in their work level will be higher (McCarthy et al., 2010).

However, Kandasamy and Ancheri (2009) argued that even though work-life was imbalanced, employees could still be satisfied with their jobs due to other factors. The result of Kandasamy and Ancheri's (2009) study revealed that when hotel employees fail to sustain WLB because of long work hours and overtime work, it will generate job dissatisfaction. Nevertheless, when the organization is willing to pay extra wages to the staff as a form of compensation for overtime work, no employees would indicate that there exists job dissatisfaction, even though the problem of imbalance in work-life remains unresolved.

Greenglass and Burke (1988) supported that there was a negative relationship between the attitude and behavior in work and family domains. Their study revealed that when family life was unpleasant, an employee would devote all his/her efforts, whether mentally or physically, in the job which the employee would have devoted in his/her family affairs initially. An employee will then concentrate on his/her job in order to acquire fulfillment to compensate his/her loss of family support. It can be shown that because compensation can be procured from job satisfaction, the situation of imbalance at work and family will not emerge. As there are different results as revealed from previous studies, it is warranted to further investigate the relationship between WLB and job satisfaction. Also, the investigation can add literature to the limited empirical studies on the relationship between WLB and job satisfaction of a hotel intern. Hypothesis 2 is thus postulated in the conceptual framework:

H2: WLB in internship is positively associated with interns' GJS.

2.5.3. Relationship between General Job Satisfaction (GJS) and Future Career Intention (FCI)

A review of the literature shows that career development is a whole life issue to an individual (Inkson, 2007). It is particularly important for young people in choosing their first career. If there is promising development in their first career, the chance of achieving success in the future will be comparatively higher (Berlew & Hall, 1966). In practical, the working experience they learn prior to their full-time career has a profound influence in their mindset on how they choose their career in the future (Andrews et al., 2005). Internship indeed serves as a platform to students on a work trial basis, which includes acquiring more knowledge about the reality and requirement of the industry and the job nature of hotels (Feldman, 2003). Compared to certain unstructured part-time job, internship is a systematic and structured program for interns to be instilled with the correct attitude and manner at work. It can provide a much more comprehensive learning platform to students (Feldman, 2003). Thereby, this study is to investigate the interns' GJS to reflect their internship experience and further examine how such internship experience affects their FCI in the hotel industry.

Most prior studies were conducted to examine the career expectation of graduates in the hotel industry and the effectiveness of an internship program by analyzing the differences between pre-internship and post-internship experiences (Altman & Brothers, 1995; Cho, Erdem, & Johanson, 2006; Kusluvan & Kusluvan, 2000; O'Leary & Deegan, 2005; Walsh & Taylor, 2007); and different determinants of employees' retention (Boles, Ross, & Johnson, 1995; Pavesic & Brymer, 1989). Pavesic and Brymer (1989) pointed out that interns' job satisfaction might influence their FCI. The results of their study supported that hotel management students had pre-established perception and expectation of the industry according to their education and internship experience; and then in considering whether to join the industry. Ko (2008) echoed that satisfactory internship experience would enhance the interns' confidence to have future career development in the hotel industry. Additionally, Chuang and Dellmann-Jenkins (2010) and Jenkins (2001) claimed that studies on hotel management students' career decision

making, such as FCI were still insufficient. It can be seen that the relative relationship between interns' GJS and their FCI needs further examination. Hypothesis 3 is thus postulated in the conceptual framework:

H3: Interns' GJS is positively associated with interns' FCI.

2.5.4. Relationship between Core Job Characteristics (CJC) and Future Career Intention (FCI)

Core Job Characteristics (CJC) have been applied in various studies in measuring job nature, which in turn affects job satisfaction (Kandasamy & Ancheri, 2009), and then with dissatisfaction of job would further affects the turnover intention (Porter & Steer, 1973; Vroom, 1964). After reviewing the literature, it is discovered that studies that focus on investigating job characteristics of internship affecting the career intention of hotel interns have so far been scanty. So, it is worthwhile to explore research on this aspect. There are similarities in the nature of the turnover intention of full-time employees and the FCI of interns. Full-time employees can evaluate whether a job can satisfy their own needs by their job experience and decide whether to stay or not; whereas as it is mentioned before, the FCI of interns would be affected by their experience during an internship. So, both full-time employees and interns make their assessment of job and internship on the basis of their respective working experience and internship experience. Thus, if it can be verified that CJC are related to turnover intention, it is highly likely that CJC have a certain relationship towards FCI. Results of prior studies related to the hotel industry indicated that autonomy and feedback (two of the dimensions in CJC) of full-time employees could affect their satisfaction of job (Kandasamy & Ancheri, 2009). When they had generated job dissatisfaction, it would affect their turnover intention (Porter & Steer, 1973; Vroom, 1964). Thus, it is possible that there is a relationship between CJC and FCI of interns. Hypothesis 4 is thus postulated in the conceptual framework:

H4: CJC of internship are positively associated with interns' FCI.

2.5.5. Relationship between Work-life Balance (WLB) and Future Career Intention (FCI)

Regarding prior research on WLB, some studies assessed that WLB has an influence on one's performance and intention to change jobs. The results of these studies revealed that when an employee could maintain WLB, it had a positive influence on his/her performance (Allen et al., 2000). However, when there is imbalance in an employee's work and life, the employee will have the intention to change jobs (Allen et al., 2000; Boyar, Maertz, Pearson, & Keough, 2003; Karatepe & Sokmen, 2006; Netemeyer, Brashear-Alejandro, & Boles, 2004; Zhao et al., 2011). Kandasamy and Ancheri (2009) emphasized that when a hotel employee has sufficient quality of work and life, he/she will be more than willing to stay in the hotel industry. On the contrary, work stress can have a great adverse impact on the mood and health of an employee which causes emotional exhaustion (Jackson et al., 1986) and burnout (Rainey, 1995; Um & Harrison, 1998; Weisberg, 1994), which in turn make an employee consider leaving the organization.

As mentioned earlier, a WLB survey disclosed that members of the Generation Y place a greater emphasis and concern on WLB. They pursue a high quality of life in which they would like to spend more time on their personal affairs, and more than half of them would consider leaving their present jobs for better WLB (Community Business, 2011). It can be seen that WLB is an important factor that influences young people on whether to stay in the company or not. Thus, WLB also has a great impact on hotel management students who intend to join the workforce of the community after graduation. It is possible that WLB in internship could affect hotel management students' FCI to join the industry.

After reviewing the literature, it is revealed that the majority of prior studies only focus on examining the relationship of whether WLB would affect employees' intention to stay in the organization or not. Such as the nursing industry places the highest concern to WLB. There are abundant researches on how to help nurses achieve WLB in order to

reduce the turnover rate and maintain good performance among nurses (Gilboa, Shirom, Fried, & Cooper, 2008; Hayes, O'Brien-Pallas, Duffield, Shamian, Buchan, Hughes, Laschinger, North, & Stone, 2006). However, previous studies have failed to consider whether maintaining WLB in internship could have an influence on hotel management students' FCI to join the hotel industry. Hypothesis 5 is thus postulated in the conceptual framework:

H5: WLB in internship is positively associated with interns' FCI.

2.5.6. Relationship between Core Job Characteristics (CJC) and Work-life Balance (WLB)

Sverke et al. (2002) deemed that there was a long term influence from job characteristics on employees' quality of life satisfaction. However, researchers have overlooked the possibility that there may be a relationship between these two aspects of CJC and WLB. The reason may attribute to the fact that WLB is a comparatively new theory.

The hotel industry is a service industry that requires direct contact with customers on a frequent basis. As such, organizations demand their employees to possess a higher degree of skill variety to provide quality service to customers. Emotional labor skill is one of the specific personal skills that is important in serving customers in all service industries (Glomb, Kammeyer-Mueller & Rotundo, 2004). Emotional labor skill is a type of "skill variety" for measuring job characteristics; where "skill variety" is one of the CJC. According to Grandey (2000), emotional labor skill is in the form of emotional regulations where employees are expected to display certain emotions as part of their job and to promote organizational goals. It requires employees to manipulate their emotions and expressions when serving customers. For example, an employee in a hotel is expected to show emotional appearance, such as smiling, conveying friendliness and expressing positive emotion towards customers. A frequent scenario occurs when customer lodges complaint, whether the customer is right or wrong, the employee must keep up with a positive attitude to handle the unpleasant situation. Bitner, Booms, and

Mohr (1994) found that dealing with problematic and grumbling clients was one of the most unpleasant incidents for hotel, restaurant and airline employees.

From an organization perspective, emotional labor skill is valuable because employees' display of positive emotions is indeed positively associated with customers' positive effect, such as intention to return, perception of overall service quality and enhancement of customer satisfaction (Grandey & Brauburger, 2002; Parasuraman, Zeithaml, & Berry, 1988; Pugh, 2001; Tolich, 1993). However, empirical evidence reveals that high demand on the stringent requirement of emotional labor skill may lead to some negative effects on employees' work life. Examples of these effects including employees' emotional exhaustion, job-related stress, burnouts, and estrangement between self and true feelings (Brotheridge & Grandey, 2002; Grandey, 2000; Grandey, Fisk, & Steiner, 2005; Hochschild, 1983; Jackson & Maslach, 1982; Morris & Feldman, 1996; Pugliesi, 1999; Wharton, 1993). Even though demanding employees perform emotional labor skill will cause imbalance in their work and lives, it is inevitable in the service industry.

Some scholars have carried out certain case studies that are related to the degree of autonomy of employees at work. In some case studies, it is revealed that too much job autonomy, which is one of the dimensions for measuring job characteristics, will have a negative effect on employees and cause them to have a feeling of constant pressure and stress (Barker, 1993; Danford, 1998; Graham, 1995; Parker & Slaughter, 1988). However, Kim, Shin, and Umbreit (2007) argued that more job autonomy could alleviate the level of hospitality employees' emotional exhaustion. Morris and Feldman (1996, 1997) further demonstrated that employees who had less autonomy over their behavior feel more emotive dissonance; whereas those who had more autonomy will have less emotive dissonance.

According to Batt and Valcour (2003), they also echoed that employees who enjoyed greater autonomy at work experienced lower work-family conflict since they were allowed to have more time and efforts to handle their family affairs. The employees could then integrate work and family responsibilities harmoniously. In addition, the

result of Kandasamy and Ancheri's (2009) study concluded that employees could work efficiently and experience a sense of fulfillment when they had more liberty to handle customers' complaints without approaching the duty manager. These previous studies proved that a certain degree of autonomy is positively related to job fulfillment and, in return, the ability to attain WLB (Kandasamy & Ancheri, 2009).

In summary, previous studies about the two of the dimensions in CJC which were skill variety and autonomy showed that they had an influence on WLB. It indicates the possibility that there are some relationships between CJC and WLB. However, few studies have been conducted to investigate this issue. Thereby, in this study, hotel interns are to be used as the sample to empirically test the relationship between CJC and WLB. Hypothesis 6 is thus postulated in the conceptual framework:

H6: CJC of internship are positively associated with WLB in internship.

2.5.7. Mediating Role of General Job Satisfaction (GJS)

Although GJS can directly influence FCI, they may be better conceived as variables that mediate the effects of other variables on FCI; that is, GJS work as the carriers or transporters of information along the causal chain linking of WLB, CJC and FCI.

Job characteristics is a term describing the specific job nature of a piece of job from an objective angle. It has been mentioned that job characteristics may have direct effect to FCI. However, an indirect relationship between job characteristics and FCI may also exist. Many researchers have empirically proved that job characteristics are associated with job satisfaction (Fried & Ferris, 1987; Nakhata, 2010; Schjoedt, 2002). Then, Pavesic and Brymer's (1989) study supported that interns' job satisfaction might influence their FCI. For example, some interns who have the knowledge of what the nature of job is in the hotel field would consider directly on their choice of future career. On the other hand, for some other interns, the perception of direct linkage between job characteristics and FCI does not preexist in their mind. They need a parameter about job

satisfaction to evaluate the job and then further consider their future career choice. Hence, Hypothesis 7 is postulated in the conceptual framework:

H7: CJC of internship have positive and indirect effects on interns' FCI, mediated by interns' GJS.

Similarly, even though WLB is the subjective feelings of an individual, it is mentioned hereinbefore that WLB may have direct effect to interns' FCI. Besides, the literature also revealed that there may exist indirect relationship between WLB and interns' FCI. Previous studies proved that WLB can affect employees' job satisfaction (Faragher et al., 2005; Kandasamy & Ancheri, 2009; Thomas & Ganster, 1995), which in turn affects their career decision (Pavesic & Brymer, 1989). For example, WLB is one of the considerations for interns to decide their future career choice. During the consideration process, students may not recognize what degree of balance is between work life and personal life which will cause their change in their decision on their future career. Similar to hypothesis 7, a parameter is also needed to explain WLB. Interns' GJS will therefore provide practical recognition to students for how WLB can affect their FCI. Hypothesis 8 is thus postulated in the conceptual framework:

H8: WLB of internship have positive and indirect effects on interns' FCI, mediated by interns' GJS.

2.6. Chapter Summary

To conclude, this chapter provides a comprehensive literature related to the conceptualization of the four main focused areas in the study. After reviewing the literature, the possible determinants of CJC, WLB, GJS, and FCI are discussed. In summary, the concept of CJC consists of five dimensions including Skill Variety (opportunity to use various skills), Task Identity (the extent of whole job involvement), Task Significance (effect on others), Job Autonomy (freedom and independence in making judgment), and Job Feedback (comments on job performance) (Udo, Guimaraes, & Igbaria, 1997).

While six dimensions are identified for determining of WLB, including Enough Time-off from Work (enough time for relaxation, family and friends), Workplace Support on Work-life Balance (support from company's policy and supervisors), Allegiance to Work (enthusiasm in work), Flexibility on Work Schedule (convenient schedule to fulfill personal needs), and Life Orientation (maintain interns' own attitude towards life) (Wong & Ko, 2009). Apart from literature, recent surveys have considered the health issue as an important measuring factor to employees' WLB (European Foundation for the Improvement of Living and Working Conditions, 2010; Welford, 2008, p.10). Therefore, the last dimension is added which is known as "Stay Healthy Physically and Mentally" (effect of work pressure to interns' emotion, mood and health). After measuring the CJC and WLB, the interns' overall feelings about internship will be indicated and then interns' future career intention in hotel industry will be finally measured by using general scales measure with multi-measurement items.

Nevertheless, this literature review chapter demonstrates that there is a lack of prior research by integrating these four components (CJC, WLB, GJS and FCI) to study hotel internship. With the support of a wide range of published articles, the interrelationships among CJC, WLB, GJS, and FCI of hotel interns can be discovered. The elaborations of the hypotheses proposed among these four main constructs are presented in the last section of this chapter with supportive literature.

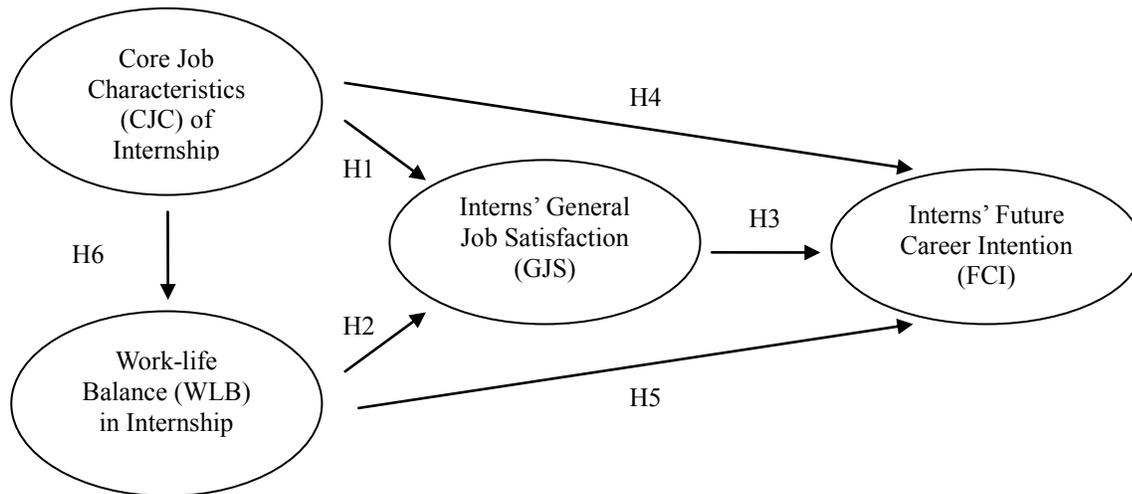
CHAPTER 3: RESEARCH METHODOLOGY

This chapter first displays the conceptual framework of this study. A description of the procedures for research design and the target sample in this study are then presented. Thereafter, the process of measurement scale development, including arranging focus group interviews and content validity analysis are discussed. The results of the pilot study are then analyzed. Finally, a detailed elaboration regarding the sampling method, sample size requirement, data collection process, and data analysis method of the main survey are provided in the last section.

3.1. Proposed Conceptual Framework

Figure 3.1. shows the conceptual framework and hypotheses of this study. The model consists of four major constructs, including: (i) “CJC of internship”, (ii) “WLB in internship”, (iii) “interns’ GJS” and (iv) “interns’ FCI”. Eight hypotheses are deduced based on theoretical support. CJC are proposed to be exogenous variables. CJC are hypothesized to have positive direct effect on GJS, FCI and WLB; and positive indirect effect on FCI through its impact on GJS. Similarly, WLB is hypothesized to have positive direct effect on GJS, FCI; and positive indirect effect on FCI through its impact on GJS. On the other hand, GJS is hypothesized to play a mediating role between CJC/WLB and FCI. Thus, GJS is influenced by CJC and WLB, and it also exerts a direct effect on FCI.

Figure 3.1. Proposed Conceptual Framework



H1: CJC of internship are positively associated with interns' GJS.

H2: WLB in internship is positively associated with interns' GJS.

H3: Interns' GJS is positively associated with interns' FCI.

H4: CJC of internship are positively associated with interns' FCI.

H5: WLB in internship is positively associated with interns' FCI.

H6: CJC of internship are positively associated with WLB in internship.

H7: CJC of internship have positive and indirect effects on interns' FCI, mediated by interns' GJS.

H8: WLB in internship has positive and indirect effects on interns' FCI, mediated by interns' GJS.

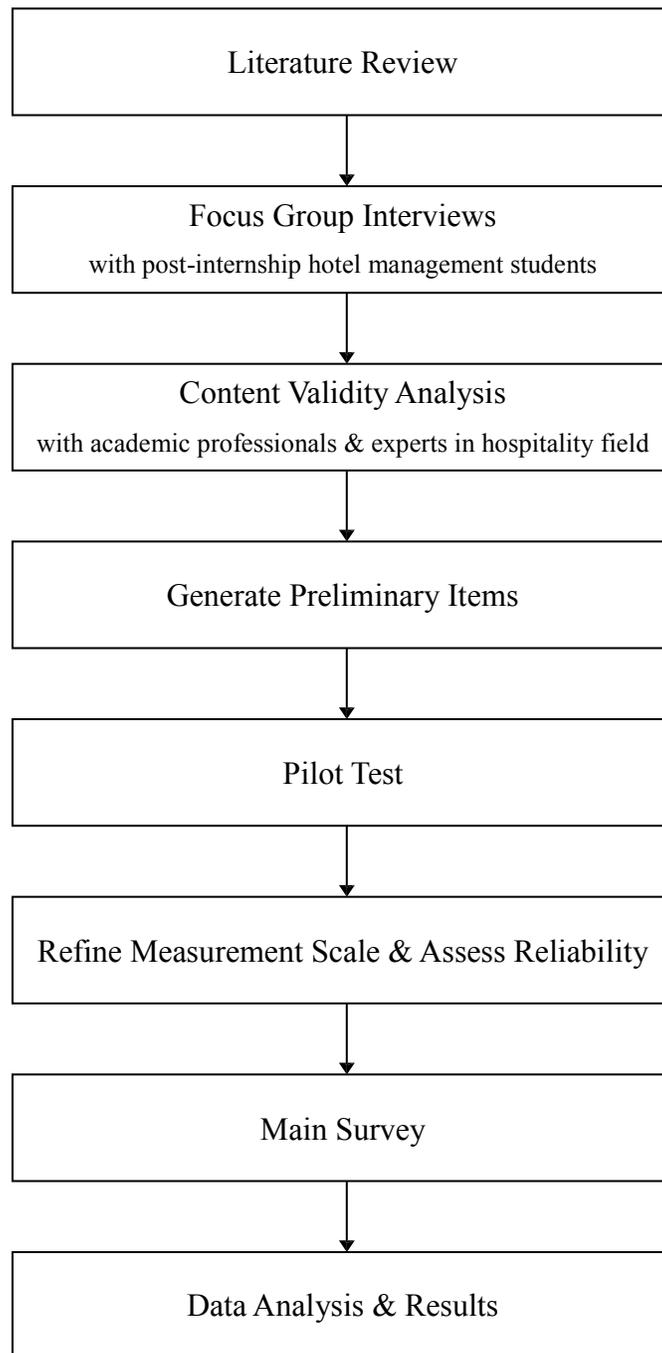
The conceptual framework aids in explaining the research objectives of examining the inter-relationship of internship's CJC and WLB towards GJS and FCI of hotel interns. Firstly, the hotel management students' perceived CJC and WLB during internship experience are measured. General job satisfaction perceived by the students is then measured. Finally, the degree of the students' intention towards entering the hotel industry in the future can be identified.

3.2. Research Design

This study is to empirically test the established conceptual framework with hotel management undergraduate students who have hotel internship experience, in order to investigate how job characteristics and WLB of hotel internship influence interns' satisfaction towards their internship experience and further examine how such internship experience affects their FCI in the hotel industry. The qualitative and

quantitative research methods were both adopted. Figure 3.2. outlines the research design of this study.

Figure 3.2. Research Design



By following the scale development procedure suggested by Churchill (1979), the author first specified the domain of each construct. An item pool for measuring each specific construct was generated by conducting a comprehensive review on literature. The original items extracted from literature were then shifted to the hotel internship setting through slight modification of the wordings by the author.

As suggested by Churchill (1979), focus groups can be used to advantage for item-generation, two focus group interviews with a total of 13 post-internship hotel management students were conducted. More up-to-date information and opinions regarding job characteristics and WLB in hotel internship were obtained. A list of measurement items of the four constructs was handed to the interviewees to procure their opinions on whether the items were representative to its corresponding construct or not. In addition, a total of five academic professionals and experts in the hospitality field were invited for further review on the content validity of the preliminary items to assess the applicability and representativeness of the items towards corresponding constructs. According to the experts' opinions, the items were recompiled and a draft questionnaire for pilot study was then composed.

The next step is to purify measurement by assessing the data collected from the pilot study. An exploratory factor analysis (EFA) with a varimax rotation was performed to determine the dimension of the scales and to ensure the internal reliability of each construct by using Cronbach's alpha. The measurement items that were retained after the pilot test were further assessed with the data collected from the main survey. Finally, the data collected from the main survey were analyzed undergoing EFA, confirmatory factor analysis (CFA) and Structural equation modeling (SEM) for assessing scales' reliability and validity, and examining hypothesized relationships among constructs.

The target sample of this study is the Hong Kong hotel management undergraduates who have had internship experience in hotel. An undergraduate is defined as a student studying in a university or college who has not yet taken his or her first degree,

especially a Bachelor's degree (Dictionary.com, LLC, 2011). Thus, the target sample of this study includes the post-internship students studying Associate Degree or Higher Diploma or Bachelor Degree in hotel management programs which are organized by vocational institutions, community colleges and universities in Hong Kong. Referring to Table 1.1. in Chapter 1, the majority of the full-time hospitality management programs require students to undergo internship and the length of internship ranges from 1 month to 1 year. Since the average length of internship is 2 to 3 months, the target participants of this research were hotel management undergraduates who had at least 1 month of internship experience in hotel and were studying Associate Degree, Higher Diploma, Diploma or Bachelor Degree in vocational institutions, community colleges or universities in Hong Kong.

3.3. Development of Measurement Items

3.3.1. Measurement Items from Literature

There is a total of four major constructs used in the proposed conceptual framework which include (i) “CJC of internship”, (ii) “WLB in internship”, (iii) “interns’ GJS” and (iv) “interns’ FCI”. Multi-measurement items rather than single item are used in all these four constructs. The deficiency in single item is that it is normally too specific to capture the considerable attributes of a construct where people are likely to be categorized into too few groups and there may be high measurement errors (Gilbert & Churchill, 1979). With multi-measurement items, researchers can average out the specificity and make fine distinctions among people, where reliability can be enhanced and measurement errors can be minimized. Practically, it is recommended that four measurement items should be used whenever possible in multi-measurement items rather than to use fewer than three items (Hair et al., 2010).

The multi-measurement items which are being used in these four constructs are all extracted from extensive literature. The items in the construct of (i) “CJC of internship” are mainly extracted from JDS, which are designed to measure the key elements of job characteristics theory. In Lee-Ross’ (1998b) study where seasonal hotel employees were

used as sample, it revealed that internal consistency of scale and discriminant validity of the items in JDS were satisfactory. The results also support the rationale of Hackman and Oldham's JCM (Lee-Ross, 1998b). Thus, this proposed study has adopted JDS as the items to measure job characteristics and general satisfaction of hotel interns.

Moreover, the thirty items developed by Wong and Ko's (2009) exploratory study were used as reference to measure the construct of (ii) "WLB in internship". These thirty items were extracted from literature review and based on a comprehensive qualitative method (i.e. 24-individual in-depth interviews), in achieving WLB in workplace as perceived by hotel employees (Wong & Ko, 2009). In Wong and Ko's (2009) study, the Cronbach's alpha was ranged from 0.65-0.86, which satisfied the requirement of reliability for an exploratory study at 0.6 (Hair et al., 2010). The higher the score, the higher degree of WLB is indicated.

Furthermore, the items for the construct of (iii) "interns' GJS" mainly adopt the general satisfaction from JDS as well (Hackman & Oldham, 1975). It is reported that the internal reliability of these items is 0.76 (Hackman & Oldham, 1975) and 0.8 (Adams, King, & King, 1996). Finally, the items for the construct of (iv) "interns' FCI" are retrieved from the review of previous studies and relative literature.

3.3.2. Focus Group Interviews

Having extracted all the measuring items from existing literature, these items were modified to measure the distinctive characteristics of hotel internship. In order to gather opinions from interns and acquire more up-to-date information of internship in hotel industry, two focus group interviews were conducted by using a purposive sampling design through email invitation to post-internship hotel management students of the Hong Kong Polytechnic University. A total of 13 post-internship hotel management students were invited to attend. The items which appeared to be misleading or confusing were revised to a more accurate, precise and clear manner to ensure validity.

The focus group interviews were conducted on 16th November 2010 and 27th December 2010 respectively. Certain information about the proposed study, a list of measurement items and questions which would be put forward to interviewees were included in the materials. Translation was carried out to acquire bilingual version of the whole set of materials so that the interviewees could have better understanding of the measurement items.

At the beginning of the interview, the aims of the research and research model were first introduced to interviewees. Then, certain comparatively conceptual and abstract open-ended questions on the aspects of CJC and WLB were asked. General ideas and thoughts of the interviewees on their own towards different factors of CJC and WLB were gathered. Brain-storm discussion was held among interviewees to encourage them to come up with new ideas and constructive recommendations other than those published in the literature. The reason not to explain the concept of CJC and WLB as defined in journals and the literature too extensively at the very beginning is to avoid interviewees to have preconception in their mindset and influence their ways of thinking.

Thereafter, the meanings of all the five dimensions of CJC and WLB were briefly explained to the interviewees. Subsequently, a list of measurement items of the four constructs (i.e. “CJC of internship”, “WLB in internship”, “interns’ GJS” and “interns’ FCI”) was handed to them to procure their opinions on whether the items were representative or not. A 7-point Likert-type scale had been utilized for the items (7=Very Representative, 6=Representative, 5=Somewhat Representative, 4=Neutral, 3=Somewhat Unrepresentative, 2=Unrepresentative, 1=Very Unrepresentative, and 0=Not Sure). Consequently, the unrepresentative items, which scored below 4, were discussed one after the other in order to eliminate any misunderstanding or inappropriate items. The interviewees were also encouraged to voice out any new ideas and recommendations which would be appropriate to be included in measuring these dimensions. Finally, the interviewees were asked to provide demographic information for the purpose of seeking further clarification from them later on.

The course of the focus group interviews was recorded and notes were taken. Since the focus group interviews were conducted in Chinese, translation of the Chinese dialogue into English was carried out thereafter immediately. Data coding and content analysis were employed to perform analysis of the data which was obtained from the two focus group interviews. Data coding was conducted which consists of tags and labels for data where there were similar phrases, patterns, relationship, commonalities and disparities (Miles & Huberman, 1994). The data and information compiled as a result of the focus group interviews are descriptive and inferential. The transcripts and summary of the two focus group interviews on 16th November 2010 and 27th December 2010 are shown in Appendix 1 and Appendix 2 respectively.

3.3.3. Content Validity Analysis

Subsequently, the content validity of the items was examined by a total of five academic professionals and experts in the hospitality field. The meetings with these professionals and experts were conducted on 10th January 2011, 17th January 2011 and 21st January 2011 respectively. The sample profile of the professionals and experts is provided in Table 3.1. Content validity refers to the degree of which elements of a research instrument are relevant to and representative of the targeted constructs (Haynes, Richard, & Kubany, 1995). Thus, the professionals were asked to assess the applicability and representativeness of the items towards the associated constructs. In addition, they were also asked to identify any misleading and inappropriate items so as to confirm that all the items were specific and could accurately express the corresponding construct. The summary of comments of the five academic professionals and experts is shown in Appendix 3.

Table 3.1. Sample Profile of Professionals and Experts in Hospitality Field

Respondent	Position	Major Field	Areas of Teaching Expertise
A	Assistant Professor	Hospitality and Hotel Management	Training and Development, Service Quality, Hotel Employment, Labor Relations, Performance Management, and Employee Motivation
B	Assistant Professor and Program Director (Industry Partnerships)	Tourism Management	Service Quality Management, China's Outbound Tourism, Destination Marketing, Aviation Policy, and Marketing Communication
C	Executive Officer (Student Placement)	Hospitality and Hotel Management	N/A
D	Executive Officer (Student Placement)	Hospitality and Hotel Management	N/A
E	Assistant Professor	Hospitality and Hotel Management	Creativity, Motivation, Employee Relations, Cross-cultural Management, Service Employee Ethics, and Strategic Human Resource Management

At the end of each focus group interview and the interview with the five professionals, a question of “Do you think whether there are any related issues between CJC and WLB in hotel industry, and why?” was asked. The purpose is to further explore whether there are possible relationships between CJC and WLB, as really few previous researches have touched on this particular aspect.

Surprisingly, all of the interviewees agreed that there was the chance that CJC might influence WLB. For instance, “Skill Variety” (in CJC) might be the cause for more “Allegiance to Work” (in WLB), since some interns might be of the view that it was beneficial to them to spend more time to learn different skills for their future career development. Thus, it raised their allegiance to work. Besides, the interviewees commented that “Job Feedback” (in CJC) might be related to “Workplace Support on Work-life Balance” (in WLB) and “Allegiance to Work” (in WLB). They expressed that when constructive comments and recommendations were given from supervisors on their job performance whilst working as interns, they would feel that they had the support and encouragement. The interviewees were also of the view that whilst they had acquired job feedback from their supervisors, it appeared that they had the recognition that they were an important part of the organization and hence they would be more allegiance to work.

However, most of the interviewees pointed out that WLB could hardly affect CJC. They expounded that there existed the relationship of cause and outcome between CJC and WLB. They deemed that WLB was the outcome whereas CJC were the cause, since CJC were considered as objective and factual issues. They concluded that it was not reasonable for the outcome (WLB) to influence the facts (CJC). Accordingly, being supported by the findings of qualitative research, there are possible causal effects between CJC and WLB in hotel internship. Hypothesis 6 was thereby postulated.

3.3.4. Amendment of Measurement Items

After having conducted the focus group interviews with post-internship undergraduate hotel management students and the content validity analysis with academic professionals, all the items had been adjusted and rectified to suit the distinctive characteristics of hotel internship. The reasons for amendment of items are shown in Appendix 4 and explained in details as follows.

There are a total of four major constructs in the proposed conceptual framework. The construct of “CJC of internship” consists of five dimensions: (i) Skill Variety, (ii) Task Identity, (iii) Task Significance, (iv) Autonomy and (v) Job Feedback. In (i) Skill Variety, double barreled question such as “The work is quite simple and repetitive” is being used in the original JCM. Thereby, these kinds of item which consist of double barreled meaning have been separated. There are a total of three items for measuring this dimension, such as “During my hotel internship, I have to use a variety of different skills”.

There are five items in (iii) Task Significance. One of the original items says that a lot of people could be affected significantly by how interns perform the work. However, the term “a lot of people” is too broad and is not clear enough; so a total of four items have been developed to formulate the question to make it more identifiable and clear. For instance, “During my hotel internship, the tasks that I am responsible for have significant influence on the work of colleagues in my department”; and the other three

items are related to “colleagues in other departments”, “supervisors”, and “organization’s reputation”.

In (iv) Autonomy, the two original items being used are of very similar wordings which are “personal initiative”, “personal judgment”, “independence” and “freedom” to measure the same issue about the extent of freedom for interns to decide how to carry out their work. Thereby, these two items have been modified into one item. Further, two new items have been added. One is about the autonomy for interns to make decisions. According to Hackman and Oldham (1980), when autonomy of an employee increases where he/she can make decision and take up responsibility on his/her own, he/she tends to have personal success and sees himself/herself to be more valuable. The other newly added item in autonomy comes from the concept of “dealing with others”, which is supplementary information for JDS. It is the degree to which the job requires an employee to work closely with other people in the course of carrying out the work activities (Hackman & Oldham, 1980). Comments gathered from the interviewees show that if an intern always needs to cooperate with and work together with others, the degree of autonomy on how he/she can decide to carry out his/her work is reduced to a certain extent.

Only certain minor amendments are made to the items of (ii) Skill Identify and (v) Job Feedback. The items have been modified to suit the distinctive characteristics of hotel internship and the items which consist of double barreled problem have been separated.

The construct of “WLB in internship” consists of five dimensions: (i) Enough Time-off from Work, (ii) Workplace Support on Work-life Balance, (iii) Allegiance to Work, (iv) Flexibility on Work Schedule, and (v) Life Orientation. In (i) Enough Time-off from Work, the item - “During my hotel internship, I can finish work within working hours and do not need to work overtime.” originally comes from the dimension of (iv) Flexibility on Work Schedule which is being transferred to this dimension. It is based on the interviewees’ comments that if interns do not need to work overtime, they will certainly have enough time-off from work.

In (ii) Workplace Support on Work-life Balance, the item - “During my hotel internship, I can take time off easily at short notice for contingent circumstances (e.g. Family member has accident)” has been added. It is suggested by the interviewees that it shows the support from the organization and their care to employees.

In (iii) Allegiance to work, the original item - “I find it easy to concentrate at work because of family support.” has been deleted. The interviewees emphasized that with the support of family, only the emotion or mood at work of an employee may be affected; however, it does not prove that one has enthusiasm in one’s job. Thus, most of the interviewees commented that this item could not measure this dimension.

In (iv) Flexibility on Work Schedule, the original item - “I have personal discretion over my starting and finishing times.” has been deleted as this kind of situation is not possible in hotel industry.

In (v) Life Orientation, the original item - “I have different responsibilities to meet during different life stages” has been amended. Since “different life stages” cover a long period of time whereas most internship only lasts for a short period ranging from three months to one year. Therefore, this item has been modified to “During my hotel internship, I can still fulfill other goals in life”; as one can achieve one’s goal(s) even in a short period of time. Another original item - “I feel happy when I have quality time for my family life” has also been amended. Since it is hard to define or measure “quality time” and it is possible that quality of life of an intern could not be said to be good prior to internship. Thereby, it has been modified to “During my hotel internship, I can all along maintain my own attitude towards life.” Moreover, the item - “During my hotel internship, I find new goals in life.” has been added. The interviewees commented that new development or new interests could have been stimulated and triggered off during their internship.

Apart from the above five dimensions, there are two other dimensions in the original Wong and Ko's (2009) study and they are "Voluntary Reduction of Contracted Hours to Cater for Personal Needs" and "Upkeep the Work and Career". However, these two dimensions are not applicable on hotel interns and have been excluded from this proposed study. "Voluntary Reduction of Contracted Hours to Cater for Personal Needs" means that an employee chooses to work for fewer hours at a pro-rated salary in exchange for more free personal time. However, this kind of work arrangement is not common in the hotel industry in Hong Kong (Wong & Ko, 2009). Besides, internship requires interns to complete a fixed number of working hours before they can pass internship. So, this dimension is not applicable in this proposed study.

Moreover, the Cronbach's alpha of "Upkeep the Work and Career" was loaded at 0.5 (Wong & Ko, 2009) which is considered to be insignificant and unreliable. According to Hair et al. (2010), the acceptable values of Cronbach's alpha test should be equalled to or greater than 0.7. Thus, this dimension is also eliminated in this proposed study.

One new dimension has been added to further measure WLB in hotel internship which is - "Stay Healthy Physically and Mentally". All of the interviewees pointed out that maintaining healthy is a very crucial determinant of whether having WLB or not. For instance, "During my hotel internship, I have enough time to take rest after work in order to maintain a healthy life."; and other items are about "enough time for one to do exercises", "influence from work pressures" and "influence on interns' emotion". There are a total of four items to measure this new dimension which are shown in Appendix 4.

For the construct of "interns' GJS", apart from the original three items which are drawn from general satisfaction, there are two more new items which have been added. Finally, for the construct of "interns' FCI", all the items have been modified to suit the distinctive characteristics of hotel internship.

To conclude, there are a total of 47 items which were modified to measure the distinctive characteristics of hotel internship and they are listed out below.

Core Job Characteristics (CJC)

During my hotel internship,

1. I have to use complex skills.
2. I have to use various skills repeatedly.
3. I have to use a variety of different skills.
4. I have a chance to be responsible to complete almost all the procedures of an entire task from beginning till end.
5. the result of the tasks that I am responsible for are easy to identify.
6. the tasks that I am responsible for have significant influence on the work of colleagues in other/my departments.
7. the tasks that I am responsible for have significant influence on the work of supervisors.
8. the tasks that I am responsible for have significant influence on organization's reputation.
9. the tasks that I am responsible for have significant influence to the daily operations of the organization.
10. I have great autonomy on how to carry out my duties.
11. I have autonomy in making decisions.
12. many of the tasks that I am responsible for have to work closely with other people in order to have them accomplished.
13. I can receive feedback from my colleagues about my job performance periodically.
14. I can receive feedback from my supervisors about my job performance periodically.
15. the result of the tasks itself that I am responsible for indicates how well I have been doing.

Work-life Balance (WLB)

During my hotel internship,

1. I have enough time for my friends.
2. I have enough time for my family.
3. I have enough time to deal with my personal matters.
4. I do not need to work overtime as I can finish work within working hours.

5. my colleagues understand me and are supportive when I talk about personal or family issues that affect my work.
6. my supervisors understand me and are supportive when I talk about personal or family issues that affect my work.
7. it is smooth to handover the job to the next shift as there is a sound system of handing over of job between shifts.
8. I can take time-off easily at short notice for contingent circumstances, (e.g. Family member has accident).
9. I look forward to working with my colleagues each day.
10. I am enthusiastic at my work.
11. I accept working overtime each day because I am committed to my job.
12. I always have perseverance in my work even encountering difficulties.
13. I can change my roster with my supervisors' permission and support from my colleagues in order to satisfy my needs.
14. I can request to have my preferred days off with my supervisors' permission and support from my colleagues.
15. I can still pursue my interests.
16. I can still fulfill different goals in life.
17. I find new goals in life.
18. I can all along maintain my own attitude towards life.
19. I have enough time to rest after work in order to maintain a healthy life.
20. I have enough time to exercise in order to maintain a healthy life.
21. I have been arranged to have certain time to take rest whilst on duty (e.g. sufficient time for lunch / breaks).
22. pressures from my internship do not influence my personal life.
23. when I am off duty, my internship does not have any negative influence on my emotion or mood.

General Job Satisfaction (GJS)

1. I like the nature of my hotel internship.
2. I never think of lodging complaints to the university concerning my hotel internship.

3. I never think of quitting this intern job from a hotel.
4. I feel delighted during my hotel internship.
5. All in all, I am satisfied with my intern job in hotel.

Future Career Intention (FCI)

1. I am interested in working in the hotel industry in the future.
2. I have strong intention to start my first career in the hotel industry in the future.
3. I will choose a career in the hotel industry in the future.
4. I have thought seriously to start my first career in the hotel industry in the future.

3.4. Compile Questionnaire

After all the appropriate items had been selected and finalized, a draft questionnaire was compiled. As the target sample was the hotel management undergraduates in Hong Kong, a bilingual version questionnaire was designed for better comprehension. Back translation method was used to translate the original English language version of the items into Chinese by two professionals to ensure its accuracy. One translator was awarded with qualified translation certificate, and the other translator was awarded with Doctor Degree who has resourceful knowledge of the hospitality field. They both speak fluent Chinese and English and possess solid background in English to Chinese translation and vice versa. Thereafter, the author consulted the supervisor and five research students to see whether the items in Chinese version could squarely represent the English counterparts so as to ensure the reliability and clarity of the bilingual version questionnaire. The questionnaire was divided into six sessions. The first session consists of two screening questions, which are “Are you a full-time undergraduate?” and “Did you have at least 1 month internship experience in hotel?”.

The second and third sessions consist of questions about internship’s CJC and WLB respectively. The purpose of these two sessions is to find out how interns measure their internship experience in hotel towards the aspects of CJC and WLB. Internship’s CJC and WLB are measured by 16 items and 21 items respectively. A 5-point Likert-type scale was utilized for the items ranging from 1 (strongly disagree) to 5 (strongly agree).

The fourth session and fifth session consist of questions about interns' GJS and FCI respectively. There are a total of 5 items for measuring interns' GJS and 4 items for measuring interns' FCI. A 5-point Likert-type scale was also utilized for the items ranging from 1 (strongly disagree) to 5 (strongly agree). The last session consists of questions about the demographic information of the interns. The questionnaire for pilot test is shown in Appendix 5.

3.5. Pilot Test

A pilot test was conducted to purify the draft questionnaire instruments through investigation of measurement errors, reliability, and construct validity (convergent and discriminant validity), so as to create a more compact instruments. It involves conducting a preliminary test of data collection procedures and technique, as well as administering instruments to a group of around 200 people who possess similar characteristics of the target population. It aims to identify and remedy problems of the initial instruments, questionnaire design and data collection tool prior to carrying out the main survey. EFA was used in the pilot test to identify the structure among a set of variables, and the group of variables that were highly interrelated (known as factors) were assumed to represent dimensions within the data (Hair et al., 2010). In the final questionnaire, those items with low Cronbach's coefficient alpha (α) and low factor loadings were removed based on the preset criteria.

3.5.1 Data Collection

The pilot test was conducted from September 4, 2011 to September 30, 2011. The target participants were hotel management undergraduates who had at least 1 month of internship experience in hotel and were studying Associate Degree, Higher Diploma, Diploma or Bachelor Degree in vocational institutions, community colleges or universities in Hong Kong. First, e-mail invitations were sent to all hospitality educational institutions which offered hotel management program (Table 1.1.) at the beginning of August, 2011, briefly informing them the purpose of the survey and to cordially invite

their students to take part in the survey. However, none of the institutions rendered response. It might be due to the fact that the commencement of semesters of most of the educational institutions started in September. As such, it would be quite difficult to arrange students to take part in the survey.

In order that the study can be proceeded to the next step of data collection for the main survey, hotel management students studying their final year at the Hong Kong Polytechnic University (the institution that the author is studying) were invited to fill out the questionnaire as it could be ensured that they should have internship experience. A type of purposive sampling on a convenience basis was adopted. The questionnaires were handed out in the classroom to the students before lesson and the purpose of the survey was briefly explained to them. The questionnaires were then collected after lesson. As regards to the requirement of sample size for pilot test, generally factor analysis would not be conducted by the researchers to a sample of less than 50. It is preferable that the sample size should be 100 or larger (Hair et al., 2010). Hence, altogether 180 questionnaires were distributed. In return, a total of 136 questionnaires were collected with the response rate of around 76%.

3.5.2. Data screening

The data screening process was performed to ensure that the data were clean, valid and reliable for conducting further statistical analysis. The screening process involves checking raw data and remedying missing data. The raw data acquired from the questionnaires were input by the author. Those questionnaires with repetitive answers under all items and those questionnaires with same handwriting were considered as invalid and void during the course of data input. Listwise deletion was then adopted to deal with the missing values, which meant that when a single value was missing, the entire record was excluded from analysis (Allison, 2003). There was a total of 8 cases with incomplete data which had to be considered as void where it accounted for around 6% of the whole dataset. Furthermore, typing errors were found in 6 cases where amendments had been made. Finally, there were 128 questionnaires which were

considered to be qualified for statistical analysis. Tables 3.2., 3.3., 3.4. and 3.5. show the descriptive statistics of all variables among the four constructs after the data cleaning process.

Table 3.2. Descriptive Statistics for Core Job Characteristics (CJC) of Internship (N=128)

Item	Min.	Max.	Mean	S.D.	Skewness	Kurtosis
I can receive feedback from my colleagues about my job performance periodically.	1	7	4.61	1.199	-0.374	-0.088
I can receive feedback from my supervisors about my job performance periodically.	1	7	4.62	1.13	-0.429	0.21
I have a chance to be responsible to complete almost all the procedures of an entire task from beginning till end	1	7	5.19	1.128	-0.779	1.566
I have autonomy in making decisions.	1	7	4.1	1.379	-0.459	-0.142
I have great autonomy on how to carry out my duties.	1	7	4.63	1.203	-0.608	0.382
I have to use a variety of different skills.	1	7	4.77	1.433	-0.491	-0.187
I have to use complex skills.	1	7	4.66	1.481	-0.333	-0.552
I have to use various skills repeatedly.	1	7	5.09	1.511	-0.802	-0.146
Many of the tasks that I am responsible for have to work closely with other people in order to have them accomplished.	1	7	5.05	1.225	-0.81	1.502
The result of the tasks itself that I am responsible for indicates how well I am doing.	2	7	4.84	1.264	-0.437	-0.202
The result of the tasks that I am responsible for are easy to identify.	2	7	5.09	1.125	-0.759	0.633
The tasks that I am responsible for have significant influence on organization's reputation.	1	7	4.71	1.198	-0.343	0.595
The tasks that I am responsible for have significant influence on the work of colleagues in other/my departments.	2	7	4.89	1.117	-0.47	0.325
The tasks that I am responsible for have significant influence on the work of supervisors.	1	7	4.61	1.117	-0.624	0.64
The tasks that I am responsible for have significant influence to the daily operations of the organization.	1	7	4.86	1.228	-0.661	0.375

Statistics based on listwise deletion of variables.

All the items were measured with 7-point Likert scales (7=strongly agree, 1=strongly disagree).

Table 3.3. Descriptive Statistics for Work-life Balance (WLB) in Internship (N=128)

Item	Min.	Max.	Mean	S.D.	Skewness	Kurtosis
I accept working overtime each day because I am committed to my job.	1	7	4.42	1.59	-0.422	-0.431
I am enthusiastic at my work.	2	7	4.91	1.255	-0.248	-0.228
I can all along maintain my own attitude towards life.	1	7	4.77	1.283	-0.551	0.252
I can change my roster with my supervisors' permission and support from my colleagues in order to satisfy my needs.	1	7	4.75	1.334	-0.561	0.166
I can request to have my preferred days off with my supervisors' permission and support from my colleagues.	1	7	4.88	1.418	-0.413	-0.254
I can still fulfill different goals in life.	1	7	4.63	1.286	-0.305	0.112
I can still pursue my interests.	1	7	4.87	1.249	-0.598	-0.013
I can take time-off easily at short notice for contingent circumstances (e.g. Family member has accident).	1	7	4.9	1.209	-0.345	0.174
I do not need to work overtime as I can finish work within working hours.	1	7	4.63	1.636	-0.608	-0.263
I find new goals in life.	1	7	4.58	1.314	-0.363	-0.218
I have been arranged to have certain time to take rest whilst on duty (e.g. sufficient time for lunch / breaks).	1	7	4.95	1.351	-0.887	0.523
I have enough time for my family.	1	7	4.58	1.525	-0.462	-0.541
I have enough time for my friends.	1	7	4.57	1.499	-0.473	-0.531
I have enough time to deal with my personal matters.	1	7	4.42	1.343	-0.573	-0.375
I have enough time to exercise in order to maintain a healthy life.	1	7	4.37	1.254	-0.192	-0.42
I have enough time to rest after work in order to maintain a healthy life.	1	7	4.58	1.221	-0.514	-0.482
I look forward to work with my colleagues each day.	1	7	4.7	1.401	-0.576	-0.162
It is smooth to handover the job to the next shift as there is a sound system of handing over of job between shifts.	1	7	4.56	1.309	-0.663	0.402
My colleagues understand me and are supportive when I talk about personal or family issues that affect my work.	1	7	4.84	1.111	-0.314	0.213
My supervisors understand me and are supportive when I talk about personal or family issues that affect my work.	1	7	4.72	1.163	-0.529	0.527
Pressures from my internship do not influence my personal life.	1	7	4.57	1.373	-0.502	-0.194
When I am off duty, my internship does not have any negative influence on my emotion or mood.	1	7	4.68	1.452	-0.505	-0.447

Statistics based on listwise deletion of variables.

All the items were measured with 7-point Likert scales (7=strongly agree, 1=strongly disagree).

Table 3.4. Descriptive Statistics for Interns' General Job Satisfaction (GJS) (N=128)

Item	Min.	Max.	Mean	S.D.	Skewness	Kurtosis
All in all, I am satisfied with my intern job in hotel.	1	7	4.77	1.237	-0.344	-0.004
I feel delighted during my hotel internship.	1	7	4.81	1.362	-0.395	-0.103
I like the nature of my hotel internship.	2	7	4.92	1.233	-0.489	-0.351
I never think of lodging complaints to the university concerning my hotel internship.	2	7	5.29	1.275	-0.699	0.112
I never think of quitting this intern job from the hotel.	2	7	5.3	1.154	-0.652	0.439

Statistics based on listwise deletion of variables.

All the items were measured with 7-point Likert scales (7=strongly agree, 1=strongly disagree).

Table 3.5. Descriptive Statistics for Interns' Future Career Intention (FCI) (N=128)

Item	Min.	Max.	Mean	S.D.	Skewness	Kurtosis
I am interested in working in hotel industry in the future.	1	7	4.65	1.233	-0.604	0.084
I have strong intention to start my first career in hotel industry in the future.	1	7	4.62	1.311	-0.302	-0.266
I have thought seriously to start my first career in hotel industry in the future.	1	7	4.5	1.298	-0.033	-0.47
I will choose a career in hotel industry in the future.	2	7	4.84	1.176	0.029	-0.435

Statistics based on listwise deletion of variables.

All the items were measured with 7-point Likert scales (7=strongly agree, 1=strongly disagree).

3.5.3. Participants' Profile

Table 3.6. shows the demographic profile of the 128 participants, where 58.6% were female and 41.4% were male. The percentage of the age groups of 19-22 and 23-26 were the same which was 40.6%, and only less than 20% of the participants were aged 18 or below. The education level of the participants was generally high in that 60% of the participants were studying Bachelor Degree programs and around 40% were studying Higher Diploma or Associate Degree programs. More than half of the participants were Year 4 students (53%) and had more than half year of internship experience in hotel (50.8%); whereas 28.9% of the participants had 1-3 months internship experience and 20.3% of the participants had 3 months to half year internship experience in hotel. The duties of the participants varied greatly that they served in various divisions. It was the most common for them to work in the food and beverage department (30.5%) and front

office department (21.1%), because manpower was greatly required in these two departments. The other departments that the participants worked for also included accounting, housekeeping, human resources, public relations, purchasing, and sales and marketing. There were 3.2% of the participants who had internship experience for more than one departments which were grouped under “Others”. The monthly salary was mostly between HK\$3,001- HK\$5,000 (43%) and just less than 5% of them could earn more than HK\$7,000. As shown in Table 3.6., more than half of the participants were on 5-day work, but still 41.4% of the others were required on 6-days work, and the working hours of almost all of them were 8 to 10 hours per day.

Table 3.6. Participants' Profile of Pilot Study (N=128)

Item	Characteristics	Frequency (%)
Gender	Male	41.4
	Female	58.6
Age	18 or below	18.8
	19-22	40.6
	23-26	40.6
Current education level	Higher Diploma / Associate Degree	40.6
	Bachelor Degree	59.4
Year of study in this program	Year 1	14.1
	Year 2	15.6
	Year 3	17.2
	Year 4	53.1
Length of internship	1-3 months	28.9
	more than 3 months to half year	20.3
	more than half year to 1 year	41.4
	more than 1 year	9.4
Department worked during internship	Accounting	7.0
	Food & beverage	30.5
	Front office	21.1
	Housekeeping	11.7
	Human resources	10.2
	Public relations	2.3
	Purchasing	0.8
	Sales & marketing	13.3
	Others (more than one department)	3.2
Monthly Salary	None	22.7
	HK\$1,000 or below	14.1
	HK\$3,001-\$5,000	43.0
	HK\$5,001-\$7,000	15.6
	HK\$7,001 or above	4.7
Average number of days needed to work in a week	2	4.7
	5	53.9
	6	41.4
Average working hours per day	Less than 5 hours	0.8
	8 hours	29.7
	9 hours	39.9
	10 hours	26.6
	11 hours	2.3
	12 hours	0.8

3.5.4. Criteria for Exploratory Factor Analysis (EFA)

The purpose of EFA is for structuring among variables by grouping a set of variables under defined factors (Hair et al., 2010). Individual measurement model testing for each construct was performed with EFA to reveal construct dimensionality, validity and reliability of the variables. Several approaches were adopted to ensure that the data matrix had sufficient correlations for the application of factor analysis.

Kaiser-Meyer-Olkin index (KMO) is used to measure the sampling adequacy and to assess the appropriateness of using factor analysis on data (Kaiser, 1974). The value of KMO less than 0.5 indicates the correlation matrix is not suitable for factor analysis; values between 0.5 and 0.7 are mediocre; values between 0.7 and 0.8 are good; and values above 0.8 are meritorious (Hair et al., 2010; Kaiser, 1974). A statistically significant Bartlett's test of Sphericity (p -value < 0.05) further indicates that sufficient correlations exist among variables (Hair et al., 2010).

The author has employed principal component analysis with varimax rotation in the EFA since this method can minimize the number of variables that contain high factor loading on a factor, hence a clearer separation of the factors can be obtained (Field, 2005; Hair et al., 2010). The number of factors is extracted based on Eigenvalues of 1 or above, as all factors with Eigenvalues less than 1 are considered insignificant which are disregarded (Hair et al., 2010; Kaiser, 1960). In addition, factor loading of less than 0.4 was marginally acceptable as cut-off point for interpretation of structure, and the value greater than 0.5 was generally considered significant (Field, 2005; Hair et al., 2010). In order to avoid cross loadings, variables with high factor loadings (> 0.4) on two or more factors are deleted (Hair, Abderson, Tatham, & Black, 2002). Another set of criteria for factor selection is based on the communalities of variables, which should generally be greater than 0.5 (Hair et al., 2010; Raubenheimer, 2004). Field (2005) further emphasized that average communality should exceed or equal to 0.6 if the sample size is more than 250. At last, the extracted factors account for at least 60 percent of the total variance which is deemed to be satisfactory (Hair et al., 2010).

The reliability of scale is most widely measured by Cronbach's alpha to assess the internal consistency among the measurements. The Cronbach's alpha should be greater than 0.7; whereas 0.6 is deemed acceptable in exploratory research (Hair et al., 2010). The correlations among items can also be taken into consideration, in which the corrected item-total correlation value should exceed 0.3 (Hair et al., 2010).

3.5.5. Exploratory Factor Analysis (EFA) Results for Pilot Study

EFA Results for Core job Characteristics (CJC) of Internship

EFA with the principal component method was employed to test the dimensionality of the 15-item CJC scale. Eigenvalues greater than 1 was used as the cut-off point for the number of factor extraction (Kaiser, 1960), and a four-component structure was formed as a result, which accounted for 64.872% of the overall variance. The KMO measure of sampling adequacy was 0.771 implying that the data were validated by applying factor analysis (Field, 2005). In addition, the Bartlett test of sphericity was highly significant ($\chi^2=761.291$, $df=105$, $p<0.000$) and the average communality of the variables was 0.649. Besides, all the item factor loadings were higher than 0.4, ranging from 0.502 to 0.860, which met the standard requirement (0.4) and indicated that all the items were important (Field, 2005). Therefore all of the 15 items of CJC were retained.

As regards to the reliability of the CJC scale, the scale reliability of each dimension ranged from 0.739 to 0.814, which was above Hair et al.'s (2010) suggested standard (0.7) for reliability. The item “Many of the tasks that I am responsible for have to work closely with other people in order to have them accomplished.” in factor 2 – “Scope of Work and Job Feedback” remained, even though the Cronbach’s alpha for that dimension would be slightly improved from 0.787 to 0.792 if the item was removed. It was because the factor loading of this item (0.502) was still within the acceptable level, and the overall KMO value and the average community would both decrease after its deletion. Thus, all items were kept at this point. The corrected item-total correlation values of all variables were greater than 0.3 which further ensured the internal consistency of the CJC scale.

It should be noted that this four-factor structure differed from the five-factor structure developed by Hackman and Oldham (1980), in which two dimensions of “Task Identity” and “Job Feedback” were merged into one dimension, where it was relabeled as (2) Scope of Work and Job Feedback; whereas all the other three dimensions, namely (1) Task Significance, (3) Skill Variety, and (4) Autonomy remained consistent with the literature. The EFA results for CJC of internship are shown in Table 3.7.

Table 3.7. EFA Results for Core job Characteristics (CJC) of Internship (N=128)

Item	FL	Eigen -value	% of Var.	I-T Co.	α if item deleted	α
Factor 1: Task Significance						
The tasks that I am responsible for have significant influence on the work of colleagues in other/my departments.	.818	4.824	32.163	.611	.776	.814
The tasks that I am responsible for have significant influence to the daily operations of the organization.	.766			.624	.771	
The tasks that I am responsible for have significant influence on the work of supervisors.	.717			.670	.750	
The tasks that I am responsible for have significant influence on organization's reputation.	.697			.630	.768	
Factor 2: Scope of Work and Job Feedback						
The result of the tasks itself that I am responsible for indicates how well I am doing.	.740	2.277	15.177	.582	.743	.787
I can receive feedback from my colleagues about my job performance periodically.	.730			.638	.729	
I can receive feedback from my supervisors about my job performance periodically.	.647			.524	.758	
I have a chance to be responsible to complete almost all the procedures of an entire task from beginning till end.	.627			.573	.746	
The result of the tasks that I am responsible for are easy to identify.	.625			.534	.755	
Many of the tasks that I am responsible for have to work closely with other people in order to have them accomplished.	.502			.383	.792	
Factor 3: Skill Variety						
I have to use complex skills.	.860	1.421	9.476	.636	.762	.809
I have to use various skills repeatedly.	.849			.656	.741	
I have to use a variety of different skills.	.832			.684	.714	
Factor 4: Autonomy						
I have autonomy in making decisions.	.783	1.209	8.057	.592	---	.739
I have great autonomy on how to carry out my duties.	.748			.592	---	

Overall KMO=0.771

Bartlett's Test of Sphericity: Chi-square=761.291, df=105, p<0.000

FL=Factor loading

% Var.=Percentage of variance explained

I-T Co.=Item-total correlation

α if item deleted=Cronbach's alpha if item deleted

α =Cronbach's alpha

EFA Results for Work-life Balance (WLB) in Internship

Similarly, the 23-item WLB scale was also tested by principal component method with varimax rotation. A five-component structure, which was accumulatively at 61.600% of the variance explained, was obtained by adopting Kaiser's (1974) criterion of Eigenvalues where greater than 1 was treated as the cut-off point for factor extraction.

The KMO value was good which was equaled to 0.794 and the average community was 0.616; while the Bartlett test of sphericity was significant ($\chi^2=1297.738$, $df=231$, $p<0.000$). Hence again, it confirmed that factor analysis was deemed to be proper for analyzing the data. All factor loadings of WLB items were greater than 0.5, ranging from 0.563 to 0.866, indicating that the variables were important.

However, after having conducted a reliability test on each component, the item “I always have perseverance in my work even encountering difficulties.” should be deleted. It was because Cronbach’s alpha for factor 2 – “Allegiance to Work with Work Schedule Flexibility” could be improved from 0.718 to 0.786 after deletion. In addition, the KMO value and average community could also be enhanced. KMO value from 0.793 was increased to the current value of 0.794 and the average community from 0.603 was increased to the current value of 0.616 respectively. Thus, the deletion of this item improved the reliability of the scale, higher KMO and average community could be obtained. As a result, the scale Cronbach’s alpha of each component ranged from 0.677 to 0.888, which still satisfied the minimum requirement as 0.6 was deemed to be acceptable in exploratory research (Hair et al., 2010). The corrected item-total correlation values of all variables exceeded 0.3 implying internal consistency of WLB scale was achieved.

It should be noted that this five-factor structure differed from the six-factor structure which was initially proposed by the author based on review of relevant literature. Two dimensions of “Allegiance to Work” and “Flexibility on Work Schedule” were combined into one dimension and was relabeled as (2) Allegiance to Work with Work Schedule Flexibility. Additionally, based on the rotated component matrix of the EFA result, two of the items, “I have enough time to rest after work in order to maintain a healthy life.” and “I have enough time to exercise in order to maintain a healthy life.” originally itemized under the dimension of “Stay Healthy Physically and Mentally” was rotated to the dimension of “Enough Time-off for Work”. Therefore, these two dimensions were relabeled as (5) Away from Work Pressure and (1) Enough Time to Maintain Healthy Life” respectively. Only the other two dimensions, namely (3) Life Orientation and (4)

Workplace Support on Work-life Balance remained which were consistent with previous research. The EFA results for WLB in internship are shown in Table 3.8.

Table 3.8. EFA Results for Work-life Balance (WLB) in Internship (N=128)

Item	FL	Eigen -value	% of Var.	I-T Co.	α if item deleted	α
Factor 1: Enough Time to Maintain Healthy Life		6.820	31.000			.888
I have enough time for my family.	.866			.773	.854	
I have enough time to deal with my personal matters.	.849			.767	.855	
I have enough time for my friends.	.836			.752	.859	
I have enough time to rest after work in order to maintain a healthy life.	.685			.689	.873	
I have enough time to exercise in order to maintain a healthy life.	.636			.676	.876	
Factor 2: Allegiance to Work with Work Schedule Flexibility		2.511	11.412			.786
I am enthusiastic at my work.	.742			.622	.731	
I look forward to work with my colleagues each day.	.726			.599	.734	
I accept working overtime each day because I am committed to my job.	.689			.471	.782	
I can change my roster with my supervisors' permission and support from my colleagues in order to satisfy my needs.	.632			.559	.748	
I can request to have my preferred days off with my supervisors' permission and support from my colleagues.	.581			.589	.738	
Factor 3: Life Orientation		1.648	7.493			.778
I can still pursue my interests.	.738			.617	.707	
I find new goals in life.	.709			.628	.700	
I can all along maintain my own attitude towards life.	.669			.529	.752	
I can still fulfill different goals in life.	.563			.557	.738	
Factor 4: Workplace Support on Work-life Balance		1.436	6.527			.677
My supervisors understand me and are supportive when I talk about personal or family issues that affect my work.	.719			.499	.601	
My colleagues understand me and are supportive when I talk about personal or family issues that affect my work.	.702			.503	.602	
It is smooth to handover the job to the next shift as there is a sound system of handing over of job between shifts.	.674			.423	.630	
I can take time-off easily at short notice for contingent circumstances (e.g. Family member has accident).	.550			.406	.637	
I do not need to work overtime as I can finish work within working hours.	.460			.377	.668	

Factor 5: Away from Work Pressure	1.137	5.169		735
Pressures from my internship do not influence my personal life.	.726		.613	.584
When I am off duty, my internship does not have any negative influence on my emotion or mood.	.602		.528	.688
I have been arranged to have certain time to take rest whilst on duty (e.g. sufficient time for lunch / breaks).	.575		.538	.672

Overall KMO=0.794

Bartlett's Test of Sphericity: Chi-square=1297.738, df=231, p<0.000

FL=Factor loading

% Var.=Percentage of variance explained

I-T Co.=Item-total correlation

α if item deleted=Cronbach's alpha if item deleted

α =Cronbach's alpha

EFA Results for Interns' General Job Satisfaction (GJS)

The five-item job satisfaction scale was also examined by the principal component analysis test and reliability test. The result produced a one-component structure with an Eigenvalues of 2.088. The KMO measure of sampling adequacy was 0.733, which was greater than the suggested value of 0.5 (Hair et al., 2010; Kaiser, 1974). The Bartlett test of sphericity was significant ($\chi^2=73.697$, df=10, p<0.000) which accounted for 41.752% of the overall variance possibly due to small sample size. The factor loadings of job satisfaction ranged from 0.508 to 0.734, which exceeded the minimum standard (0.4) as recommended by Field (2005).

The Cronbach's alpha for this construct was 0.642, which reached the minimum criteria for reliability; since 0.6 was deemed to be acceptable in exploratory research (Hair et al., 2010). Although the corrected item-total correlation value of the item "I feel delighted during my hotel internship." (0.290) was slightly less than 0.3, it was still retained; since the current KMO value (0.733) would be decreased to 0.707 if the item was deleted. As this was the first stage of factor analysis, the item was kept for further investigation in the main survey. The EFA results for interns' GJS are shown in Table 3.9.

Table 3.9. EFA Results for Interns' General Job Satisfaction (GJS) (N=128)

Item	FL	Eigen -value	% of Var.	I-T Co.	α if item deleted	α
		2.088	41.752			.642
I like the nature of my hotel internship.	.734			.490	.542	
I never think of lodging complaints to the university concerning my hotel internship.	.720			.459	.556	
All in all, I am satisfied with my intern job in hotel.	.673			.420	.576	
I never think of quitting this intern job from the hotel.	.564			.328	.618	
I feel delighted during my hotel internship.	.508			.290	.643	

Overall KMO=0.733

Bartlett's Test of Sphericity: Chi-square=73.697, df=10, p<0.000

FL=Factor loading

% Var.=Percentage of variance explained

I-T Co.=Item-total correlation

α if item deleted=Cronbach's alpha if item deleted

α =Cronbach's alpha

EFA Results for Interns' Future Career Intention (FCI)

Factor analysis was conducted to test the four-item FCI scale. By using Eigenvalues greater than 1 as the cut-off point for the number of factor extraction, only one-component structure was emerged with an Eigenvalues of 2.585, which accounted for 64.629% of the overall variance. The Bartlett test of Sphericity demonstrated high significance ($\chi^2=168.382$, df=6, p<0.000) and the KMO measure of sampling adequacy was 0.794. The average community was equaled to 0.646 and all the factor loadings of FCI scale were well above the minimum requirement of 0.4 (Field, 2005), ranging from 0.763 to 0.848.

In addition, the corrected item-total correlations of all items were acceptable (in excess of 0.3). The Cronbach's alpha for this construct was also satisfactory with the value of 0.817 and there was no noticeable enhancement being observed in the component reliability when an item was being deleted. The EFA results for interns' FCI are shown in Table 3.10.

Table 3.10. EFA Results for Interns' Future Career Intention (FCI) (N=128)

Item	FL	Eigen -value	% of Var.	I-T Co.	α if item deleted	α
		2.585	64.629			.817
I have strong intention to start my first career in hotel industry in the future.	.848			.700	.739	
I will choose a career in hotel industry in the future.	.813			.649	.765	
I have thought seriously to start my first career in hotel industry in the future.	.790			.620	.778	
I am interested in working in hotel industry in the future.	.763			.585	.793	

Overall KMO=0.794

Bartlett's Test of Sphericity: Chi-square=168.382, df=6, p<0.000

FL=Factor loading

% Var.=Percentage of variance explained

I-T Co.=Item-total correlation

α if item deleted=Cronbach's alpha if item deleted

α =Cronbach's alpha

3.5.6. Summary of Pilot Study

To conclude, the four construct items of CJC, WLB, GJS, and FCI have been refined after having conducted the pilot study. The results revealed that the four-factor structure, namely (1) Skill Variety, (2) Task Significance, (3) Autonomy, and (4) Scope of Work and Job Feedback, with a total of 15 items were used to measure the construct of CJC. While a five-factor structure namely, (1) Enough Time to Maintain Healthy Life, (2) Workplace Support on Work-life Balance, (3) Allegiance to Work with Work Schedule Flexibility, (4) Life Orientation, and (5) Away from Work Pressure was formed to measure the construct of WLB. The item "I always have perseverance in my work even encountering difficulties." of WLB was deleted because Cronbach's alpha for that factor could be improved after its deletion. Thus, there were a total of 22 items being employed in WLB. Besides, both the five items for measuring the construct of GJS and the four items for measuring the construct of FCI have been retained. As a result, there were a total of 46 purified instruments and the modified questionnaire used in the main survey is shown in Appendix 6.

3.6. Main Survey

3.6.1. Sampling Method

The objective of this study is to examine the influence of internship's CJC and WLB of hotel interns on their GJS and FCI in the hotel industry. A hotel internship program usually ranges from 1 month to 1 year. As the average length of internship is 2 to 3 months (see Table 1.1.), the target participants of this study should be hotel management undergraduates who have at least 1 month of hotel internship experience. In the prior pilot test, the author encountered the inevitable difficulty in approaching institutions to invite eligible participants to join in the survey. Thus, the purposive sampling method on a convenience basis was used, though there was likely bias in the sample. However, it is an efficient way to collect the desirable data from target respondents, as random sampling method may appear to be not applicable in this case.

First, same as the pilot test, e-mail invitations together with brief explanation of the research objectives were sent out to all hospitality educational institutions which offered hotel management programs in early October 2011, to cordially invite their students to take part in the survey (the list of hospitality educational institutions which offered hotel management programs was provided in Table 1.1.). As anticipated before, only few of the institutions were willing to take part in the survey. They were the Hong Kong College of Technology, the Hong Kong Community College (HKCC), the Hong Kong Institute of Vocational Education (IVE), the Professional Education and Executive Development (SPEED), and School of Continuing and Professional Studies, CUHK (CUSCS). In order to glean more data, the author sought help from lecturers and professors in the institution that the author is studying, i.e. the School of Hotel and Tourism management of the Hong Kong Polytechnic University; where the author was permitted to dispatch the questionnaires to the students during lecture time. As a result, there were a total of six hospitality educational institutions taking part in this survey.

3.6.2. Sample Size

Sample size is another issue that needs to be taken into consideration before data collection. Sample size is determined by analysis technique adopted and model complexity (Hair et al., 2010). SEM was employed in this study to test the conceptual model and it required a larger sample size (Hair et al., 2010). However, estimation becomes more sensitive to the differences which may cause a poor fit in goodness-of-fit indices with a large sample size; so researcher should not always maximize sample size without profound consideration (Hair et al., 2010).

The opinions on the minimum sample size are different. Kline (2005) stated that sample size was considered as small when less than 100, viewed as medium when between 100 to 200, and considered as large when more than 200 in SEM; whereas Steven (1996) claimed that in order to avoid model misspecification, sample size should be over 400. As a general rule, the minimum sample size is to have at least five observations per each variable (Bentler & Chou, 1987; Hair et al., 2010), and a ratio of 10:1 is viewed as more acceptable (Hair et al., 2010). Thus, the author has selected 10 observations per indicator to set a lower bound for the adequacy of sample size. As there were a total of 46 purified instruments used in the main survey after conducting the pilot test, the sample size was targeted at around 500.

3.6.3. Data Collection

The main survey was conducted from November 8, 2011 to December 7, 2011 and the survey data were collected by two methods. One of the distribution methods used was by way of handing the questionnaires by the author herself to students face-to-face during lecture time. After acquiring approval from the respective lecturers, the author proceeded to the Hong Kong Community College (HKCC), the Professional Education and Executive Development (SPEED), and the School of Hotel and Tourism management of the Hong Kong Polytechnic University to visit the academic staff thereat to give them introduction of the survey in advance. Thereafter, the author dispatched the self-administered questionnaires to students in classrooms in person and the

questionnaires were collected on the spot. Before filling out the questionnaire, a briefing was given to students about the purpose of the survey to enhance their understanding. In addition, for the purpose of raising the response rate, an incentive gift, consisting of a file (with questionnaire inserted) and sweets, were rendered to the participants to express appreciation and encouragement.

Regarding the academic staff in the other three institutions, which included Hong Kong College of Technology, the Hong Kong Institute of Vocational Education (IVE), and School of Continuing and Professional Studies, CUHK (CUSCS); they preferred to print out and distribute the questionnaires by themselves for better time management and efficiency. Thus, the questionnaire was emailed to them, together with a brief explanation of the survey such as the target sample and the purpose of this study etc. Once the completed questionnaires were available for collection, the author proceeded to the institutions to collect them and a box of chocolate being a token of thankfulness was then presented to the academic staff who had rendered assistance in dispatching the questionnaires. It is a gesture to show appreciation for their support and maintain rapport relationship. Altogether 750 questionnaires were dispatched and in return a total of 514 questionnaires were collected with a 69% response rate. The number of questionnaires distributed to and collected from institutions for the main survey is shown in Table 3.11.

Table 3.11. Distribution and Collection of Questionnaire

Institutions	Distributed Questionnaires	Collected Questionnaires
The Hong Kong College of Technology	50	19
The Hong Kong Community College (HKCC)	120	86
The Hong Kong Institute of Vocational Education (IVE)	50	18
The Professional Education and Executive Development (SPEED)	90	51
School of Continuing and Professional Studies, CUHK (CUSCS)	130	92
The School of Hotel and Tourism management of the Hong Kong Polytechnic University	310	248
Total	750	514

3.6.4. Data Analysis Method

A new set of data had been collected from the main survey and it was analyzed according to the following procedures. First, individual measurement model testing for each construct was performed with EFA to purify the measurement items and to reveal the dimensions underlying each construct (Statistical package for the social sciences SPSS 17.0 software was used). Then, SEM was employed to statistically examine the relationships among the four constructs in the proposed model - CJC, WLB, GJS, and FCI. The goal of SEM is by utilizing a combination of statistical data and theoretical causal assumptions to test and estimate the causal relations (Wright, 1921). This statistical technique is powerful in that the extent to which the model fits the data and the level of statistical significance of the hypothesized relationships can be examined. A comprehensive means of model assessment and model modification can then be acquired by the researchers (Bentler, 1983).

In the present study, Analysis of Moment Structure (AMOS 17.0), a SEM program, was used to test the measurement model and structural model. The individual measurement model for each construct was tested by using CFA. The relationships between the observed indicators and their posited underlying factors can be specified via CFA. The construct convergent validity and discriminant validity can also be assessed (Hair et al., 2010). The overall measurement model was then tested where all the constructs were being treated as if they had correlation with each other. Finally, the structural model was evaluated through path analysis, where the casual relationships were then specified among the latent variables as posited by the underlying theories (Segars & Grover, 1993).

3.7. Chapter Summary

This chapter presents the conceptual framework, which is to investigate the inter-relationship of both CJC and WLB towards hotel interns' GJS and FCI by using hotel management undergraduates who had at least 1 month of hotel internship experience as sample. After having conducted literature research, focus group interviews

and content validity analysis with the preliminary items, a bilingual questionnaire was compiled for pilot study. As a result, a total of 128 valid questionnaires were collected. After having examined the pilot data through EFA, there were a total of 46 purified instruments being retained for the main survey. In the last section of this chapter, the sampling method, data collection process and method of data analysis of the main survey were addressed. SEM was employed to statistically examine the data of the main survey and the results were presented in the next chapter.

CHAPTER 4. RESULTS

This chapter presents the results of the main survey including the data screening process, descriptive analysis of respondents' profile, and reliability of the measurement scale. The next two sections outline the criteria for assessing model fit and construct validity. Thereafter, EFA and CFA are performed to assess the individual measurement model. The overall measurement model is then tested with all constructs. After evaluating the structural model in the next section, the results of hypothesized model testing are also produced.

4.1. Data Screening

In the main survey, a total of 514 questionnaires were collected with a 69% response rate. The data screening process with checks for missing data and outliers was performed to ensure that the data were clean, valid and reliable for conducting further statistical analysis. There were a total of 23 cases with incomplete data which were considered as invalid. As the proportion of missing data (4%) was less than 10% of the whole dataset, the occurrence of such missing data was assumed to be at random (Kline, 2005). Listwise deletion was adopted to handle the missing data, which meant that when a single value was missing, the entire case would then be removed from the dataset as to exclude it from analysis (Allison, 2003). There shall be no bias in the parameter estimates or flaws in the standard error estimates by utilizing this deletion method (Allison, 2003).

On the other hand, outliers were also needed to be distinguished before conducting the data analysis. According to Hair et al. (2010), outliers are defined as certain observations with a unique combination of characteristics which are distinguishable from other observations. From the collected questionnaires, it was discovered that 6 respondents chose response "1" and 3 respondents chose "7" for all items. As the mean would be biased and the normal distribution would be influenced by these 9 cases, they were treated as outliers and void during the course of data input. In addition, from the descriptive statistical analysis, there were 6 cases where the scores particularly exceeded

the top of the measurement scale, such as 44 or 66. Since a 7-point Likert scales was adopted for all items measuring, these outliers were considered to be caused by typo errors during data entry and the scores for these cases were rectified accordingly. Thereafter, box plots were also used to identify the outliers. It was revealed that there were 12 cases where the scores were extremely high on more than one variable, they were then removed. To summarize, after the deletion of the 23 missing data and 21 outliers, a total of 470 eligible sample size were obtained.

Next, the data were checked for normality, as normal distribution of the observed variables is one of the most vital assumptions of applying SEM. If the data set is in nonnormal distribution, inflated goodness-of-fit statistics and underestimated standard errors may be generated (MacCallum, Roznowski, & Necowitz, 1992). The common rule of thumb in testing data normality consists of both the skewness and the kurtosis of the variables which should be within the absolute values of 3 and 8 respectively, as recommended by Kline (2005). Thus, the absolute values of skewness for the variables which are greater than 3 and kurtosis greater than 8 are to be considered as extremely nonnormal. SPSS descriptive statistics analysis was employed to examine the normality of the data set in this study. For the CJC construct, skewness values ranged from -0.795 to -0.083, whereas kurtosis values ranged from -0.903 to 0.275 (see Table 4.1.). For the WLB construct, skewness values ranged from -0.704 to 0.632, whereas kurtosis values ranged from -0.865 to 0.493 (see Table 4.2.). For the GJS construct, skewness values ranged from -0.824 to -0.246, whereas kurtosis values ranged from -0.826 to 0.741 (see table 4.3.). Lastly, for the FCI construct, skewness values ranged from -0.326 to -0.117, whereas kurtosis values ranged from -0.329 to -0.177 (see Table 4.4.). To conclude, the values of skewness for all variables ranged from -0.824 to 0.632, while those of kurtosis values ranged from -0.903 to 0.741; indicating that the data set was distributed normally. Tables 4.1., 4.2., 4.3. and 4.4. show the normality and descriptive statistics of all variables among the four constructs after data cleaning process.

**Table 4.1. Descriptive Statistics for Core job Characteristics (CJC) of Internship
(N=470)**

Item	Min.	Max.	Mean	S.D.	Skewness	Kurtosis
CJC1: I can receive feedback from my colleagues about my job performance periodically.	1	7	4.23	1.301	-.436	.051
CJC2: I can receive feedback from my supervisors about my job performance periodically.	1	7	4.22	1.342	-.356	-.151
CJC3: I have a chance to be responsible to complete almost all the procedures of an entire task from beginning till end.	1	7	4.85	1.620	-.784	-.086
CJC4: I have autonomy in making decisions.	1	7	3.62	1.580	-.083	-.903
CJC5: I have great autonomy on how to carry out my duties.	1	7	4.35	1.522	-.501	-.352
CJC6: I have to use a variety of different skills.	1	7	4.86	1.225	-.761	.955
CJC7: I have to use complex skills.	1	7	4.52	1.177	-.475	.512
CJC8: I have to use various skills repeatedly.	1	7	5.05	1.349	-.594	.145
CJC9: The result of the tasks itself that I am responsible for indicates how well I am doing.	1	7	4.70	1.331	-.795	.384
CJC10: The tasks that I am responsible for have significant influence on organization's reputation.	1	7	4.93	1.414	-.683	.239
CJC11: The tasks that I am responsible for have significant influence on the work of colleagues in other/my departments.	1	7	4.76	1.405	-.581	.084
CJC12: The tasks that I am responsible for have significant influence on the work of supervisors.	1	7	4.51	1.371	-.437	-.035
CJC13: The tasks that I am responsible for have significant influence to the daily operations of the organization.	1	7	4.89	1.370	-.647	.275

S.D.=Standard Deviation

All the items were measured with 7-point Likert scales (7=strongly agree, 1=strongly disagree).

Table 4.2. Descriptive Statistics for Work-life Balance (WLB) in Internship (N=470)

Item	Min.	Max.	Mean	S.D.	Skewness	Kurtosis
WLB1: I accept working overtime each day because I am committed to my job.	1	7	4.29	1.507	-.268	-.432
WLB2: I am enthusiastic at my work.	1	7	4.49	1.365	-.447	-.279
WLB3: I can all along maintain my own attitude towards life.	1	7	4.25	1.517	-.512	-.221
WLB4: I can change my roster with my supervisors' permission and support from my colleagues in order to satisfy my needs.	1	7	4.87	1.304	-.704	.493
WLB5: I can request to have my preferred days off with my supervisors' permission and support from my colleagues.	1	7	4.68	1.494	-.383	-.450
WLB6: I can still fulfill different goals in life.	1	7	4.03	1.461	-.274	-.445
WLB7: I can still pursue my interests.	1	7	4.12	1.462	-.223	-.662
WLB8: I can take time-off easily at short notice for contingent circumstances (e.g. Family member has accident).	1	7	4.41	1.359	-.286	.311
WLB9: I find new goals in life.	1	7	4.16	1.528	-.339	-.238
WLB10: I have been arranged to have certain time to take rest whilst on duty (e.g. sufficient time for lunch / breaks).	1	7	4.18	1.627	-.470	-.644
WLB11: I have enough time for my family.	1	7	3.04	1.545	.500	-.652
WLB12: I have enough time for my friends.	1	7	3.26	1.580	.308	-.811
WLB13: I have enough time to deal with my personal matters.	1	7	3.23	1.491	.392	-.595
WLB14: I have enough time to exercise in order to maintain a healthy life.	1	7	2.78	1.513	.632	-.285
WLB15: I have enough time to rest after work in order to maintain a healthy life.	1	7	3.24	1.511	.239	-.687
WLB16: I look forward to work with my colleagues each day.	1	7	4.43	1.486	-.514	-.028
WLB17: It is smooth to handover the job to the next shift as there is a sound system of handing over of job between shifts.	1	7	4.19	1.380	-.367	-.386
WLB18: My colleagues understand me and are supportive when I talk about personal or family issues that affect my work.	1	7	4.35	1.359	-.661	.227
WLB19: My supervisors understand me and are supportive when I talk about personal or family issues that affect my work.	1	7	4.26	1.363	-.597	.292
WLB20: Pressures from my internship do not influence my personal life.	1	7	3.73	1.554	.009	-.762
WLB21: When I am off duty, my internship does not have any negative influence on my emotion or mood.	1	7	3.68	1.669	.090	-.865

S.D.=Standard Deviation

All the items were measured with 7-point Likert scales (7=strongly agree, 1=strongly disagree).

Table 4.3. Descriptive Statistics for Interns' General Job Satisfaction (GJS) (N=470)

Item	Min.	Max.	Mean	S.D.	Skewness	Kurtosis
GJS1: I feel delighted during my hotel internship.	1	7	4.81	1.388	-.824	.741
GJS2: I like the nature of my hotel internship.	1	7	4.47	1.481	-.310	-.588
GJS3: I never think of lodging complaints to the university concerning my hotel internship.	1	7	4.74	1.541	-.424	-.622
GJS4: I never think of quitting this intern job from the hotel.	1	7	4.67	1.504	-.246	-.826

S.D.=Standard Deviation

All the items were measured with 7-point Likert scales (7=strongly agree, 1=strongly disagree).

Table 4.4. Descriptive Statistics for Interns' Future Career Intention (FCI) (N=470)

Item	Min.	Max.	Mean	S.D.	Skewness	Kurtosis
FCI1: I am interested in working in hotel industry in the future.	1	7	4.52	1.347	-.117	-.329
FCI2: I have strong intention to start my first career in hotel industry in the future.	1	7	4.51	1.349	-.246	-.177
FCI3: I have thought seriously to start my first career in hotel industry in the future.	1	7	4.54	1.367	-.326	-.236
FCI4: I will choose a career in hotel industry in the future.	1	7	4.61	1.377	-.303	-.278

S.D.=Standard Deviation

All the items were measured with 7-point Likert scales (7=strongly agree, 1=strongly disagree).

4.2. Participants' Profile

Table 4.5. shows the demographic profile of the participants in the main survey. Of the 470 participants, 58.7% were female and 41.3% were male. Regarding age groups, half of the participants were aged between 19 to 22 years old (51.9%), followed by the groups of 23-26 years old (34.9%) and 18 or below (13.2%). With respect to education, more than half of the participants were studying Bachelor Degree programs (57.7%) and 38.3% were studying Higher Diploma or Associate Degree programs. Only 4% of the participants were studying Diploma. In the main survey, many of the participants were in Year 2 (58.3%). Students were studying in Year 1, Year 2 and Year 3 accounted to 18.9%, 16.2%, and 6.6% correspondingly. The majority of them had more than 3 months to half year internship experience in hotel (61.6%); whereas 24.5% of the participants had 1-3 months internship experience and 11.9% of the participants had more than half year to 1 year internship experience. Only less than 3% of the participants had more than 1 year of

hotel internship experience. In terms of their served departments, a large number of the participants had worked in the Food and Beverage Department (48.3%), followed by Front Office (22.3%), Housekeeping (11.7%), Sales and Marketing (5.3%), Human Resources (3%), Accounting (2.6%), Public Relations (1.3%), and Engineering Department (0.4%). There were 3.2% of the participants who had internship experience for more than one departments were grouped under “Others”. Regarding the monthly wages, most of them could earn between HK\$3,001- HK\$5,000 (56.6%). However, nearly 20% of the participants were without pay, while a small proportion of 1.7% could earn more than HK\$7,000 per month. Finally, a vast majority of the participants were on 6-day work (61.5%) per week, only less than 30% of them were on 5-day work. Same as in the pilot test, almost all of the participants worked 8 to 10 hours per day (89%).

Table 4.5. Participants' Profile of Main Survey (N=470)

Item	Characteristics	Frequency	Percentage (%)
Gender	Male	194	41.3
	Female	276	58.7
Age	18 or below	62	13.2
	19-22	244	51.9
	23-26	164	34.9
Current education level	Diploma	19	4.0
	Higher Diploma / Associate Degree	271	57.7
	Bachelor Degree	180	38.3
Year of study in this program	Year 1	89	18.9
	Year 2	274	58.3
	Year 3	76	16.2
	Year 4	31	6.6
Length of internship	1-3 months	115	24.5
	more than 3 months to half year	287	61.1
	more than half year to 1 year	56	11.9
	more than 1 year	12	2.6
Department worked during internship	Accounting	12	2.6
	Engineering	2	0.4
	Food & beverage	227	48.3
	Front office	109	23.2
	Housekeeping	55	11.7
	Human resources	14	3.0
	Public relations	6	1.3
	Sales & marketing	25	5.3
	Others (more than one department)	20	4.3
	None	82	17.4
Monthly Salary	HK\$1,000 or below	25	5.3
	HK\$1,001-\$3,000	15	3.2
	HK\$3,001-\$5,000	266	56.6
	HK\$5,001-\$7,000	74	15.7
	HK\$7,001 or above	8	1.7
	1	8	1.7
Average number of days needed to work in a week	2	18	3.8
	3	14	3.0
	4	6	1.3
	5	135	28.7
	6	289	61.5
	Less than 5 hours	4	0.9
Average working hours per day	6 hours	8	1.7
	7 hours	4	0.9
	8 hours	107	22.8
	9 hours	234	49.8
	10 hours	77	16.4
	11 hours	22	4.7
	12 hours	14	3.0

4.3. Scale Reliability

The purpose of scale reliability is used to measure the internal scale consistency of the measurements of CJC, WLB, GJS and FCI. It shows how well consistency of the measurement item reflects the corresponding construct (Field, 2005). The most frequently used indicator for reliability is Cronbach’s coefficient alpha (α). According to Hair et al. (2010), the cut-off point of the Cronbach’s alpha should be 0.7. As shown in Table 4.6., the Cronbach’s alpha of the four constructs range from 0.835 to 0.941, all of them are over the minimum requirement. It means that all the scales are highly consistent which reflect the corresponding constructs (Kline, 1999). For the individual test, the “Cronbach’s alpha if item deleted” can be used to identify which item is redundant and how the reliability can be improved. Almost all the deletion of any items would not improve the reliability except the item “FCI1: I am interested in working in the hotel industry in the future.” in the construct of “Interns’ FCI”. However, after deletion of this item, there was only slight contribution of 0.001 increase for the Cronbach’s alpha and the corrected item-total correlation value was 0.796 which was higher than the threshold value of 0.3 (Hair et al., 2010). Therefore, this item still has a high correlation with other items and should be acceptable for further analysis.

Table 4.6. Reliability of the Constructs (N=470)

Item	I-T Co.	α if item deleted	α
Core Job Characteristics (CJC)			.908
CJC1: I can receive feedback from my colleagues about my job performance periodically.	.607	.902	
CJC2: I can receive feedback from my supervisors about my job performance periodically.	.563	.903	
CJC3: I have a chance to be responsible to complete almost all the procedures of an entire task from beginning till end.	.672	.899	
CJC4: I have autonomy in making decisions.	.554	.905	
CJC5: I have great autonomy on how to carry out my duties.	.582	.903	
CJC6: I have to use a variety of different skills.	.649	.900	
CJC7: I have to use complex skills.	.596	.902	
CJC8: I have to use various skills repeatedly.	.673	.899	
CJC9: The result of the tasks itself that I am responsible for indicates how well I am doing.	.668	.899	
CJC10: The tasks that I am responsible for have significant influence on organization’s reputation.	.588	.902	

CJC11: The tasks that I am responsible for have significant influence on the work of colleagues in other/my departments.	.685	.898	
CJC12: The tasks that I am responsible for have significant influence on the work of supervisors.	.665	.899	
CJC13: The tasks that I am responsible for have significant influence to the daily operations of the organization.	.644	.900	
Work-life Balance (WLB)			.941
WLB1: I accept working overtime each day because I am committed to my job.	.550	.940	
WLB2: I am enthusiastic at my work.	.644	.938	
WLB3: I can all along maintain my own attitude towards life.	.738	.937	
WLB4: I can change my roster with my supervisors' permission and support from my colleagues in order to satisfy my needs.	.523	.940	
WLB5: I can request to have my preferred days off with my supervisors' permission and support from my colleagues.	.550	.940	
WLB6: I can still fulfill different goals in life.	.715	.937	
WLB7: I can still pursue my interests.	.721	.937	
WLB8: I can take time-off easily at short notice for contingent circumstances (e.g. Family member has accident).	.633	.938	
WLB9: I find new goals in life.	.583	.939	
WLB10: I have been arranged to have certain time to take rest whilst on duty (e.g. sufficient time for lunch / breaks).	.619	.939	
WLB11: I have enough time for my family.	.623	.938	
WLB12: I have enough time for my friends.	.655	.938	
WLB13: I have enough time to deal with my personal matters.	.717	.937	
WLB14: I have enough time to exercise in order to maintain a healthy life.	.625	.938	
WLB15: I have enough time to rest after work in order to maintain a healthy life.	.717	.937	
WLB16: I look forward to work with my colleagues each day.	.633	.938	
WLB17: It is smooth to handover the job to the next shift as there is a sound system of handing over of job between shifts.	.628	.938	
WLB18: My colleagues understand me and are supportive when I talk about personal or family issues that affect my work.	.635	.938	
WLB19: My supervisors understand me and are supportive when I talk about personal or family issues that affect my work.	.675	.938	
WLB20: Pressures from my internship do not influence my personal life.	.603	.939	
WLB21: When I am off duty, my internship does not have any negative influence on my emotion or mood.	.611	.939	
General Job Satisfaction (GJS)			.835
GJS1: I feel delighted during my hotel internship.	.683	.785	
GJS2: I like the nature of my hotel internship.	.661	.793	
GJS3: I never think of lodging complaints to the university concerning my hotel internship.	.614	.815	
GJS4: I never think of quitting this intern job from the hotel.	.706	.772	
Future Career Intention (FCI)			.941
FCI1: I am interested in working in hotel industry in the future.	.796	.942	
FCI2: I have strong intention to start my first career in hotel industry in the future.	.889	.913	
FCI3: I have thought seriously to start my first career in hotel industry in the future.	.891	.913	
FCI4: I will choose a career in hotel industry in the future.	.862	.922	
<hr/>			
I-T Co.=Item-total correlation			
α if item deleted=Cronbach's alpha if item deleted			
α =Cronbach's alpha			

4.4. Assessing Model Fit

Goodness-of-fit (GOF) is used to test the validity of the proposed model based on theory and how well the consistency of the model is with the actual data (Diamantopoulos & Siguaw, 2000). Assessing the model fit is based on the comparison of the estimated covariance matrix (Σ_k) and the observed covariance matrix (S). In an ideal case, if the proposed model perfectly matches with the reality, the two covariance matrices should be equal. Hence, the higher the similarity between the observed and estimated covariance matrices, the better convinced model has been developed (Hair et al., 2010). However, there is no sole indicator which can be used independently to justify a model that is said to be a good model fit (Nadeau, Heslop, O'Reilly, & Luk, 2008). The accuracy of goodness-of-fit indices can be affected by sample size, estimation procedure, model complexity and any influencing assumption in the analysis (Hair et al., 2010; Nadeau, Heslop, O'Reilly, & Luk, 2008). According to Joreskog (1993), there are three major types of fit indices for assessing model fit: (a) absolute fit indices, (b) incremental fit indices, and (c) parsimony fit indices (Hair et al., 2010).

4.4.1. Chi-square Value (χ^2)

Ahead of the three major types of model fit indices, Chi-square is the basic traditional method to measure the model fit. This value shows the differences between the observed (S) and estimated (Σ_k) covariance matrices directly. However, according to Byrne (2001), using Chi-square alone would lead to the problem of fit and it was suggested not to use it in the most SEM empirical research. It is because Chi-square value is highly sensitive to the sample size. The equation of the Chi-square value is: Chi-square = (number of sample size -1) multiplies (observed sample covariance matrix - SEM estimated covariance matrix) $\Rightarrow \chi^2 = (N-1) (S-\Sigma_k)$. If the difference between the two covariance matrices (S- Σ_k) is constant, the Chi-square value will also be changed according to different sample size (e.g. when the sample size is great, (N-1) will also be great, in turn resulting in a greater Chi-square). Hence, if the Chi-square value must be used as the model fit measure, it should be associated with the degree of freedom (df). It is termed as normed Chi-square (CMIN/df) (Hair et al., 2010). The common ratio of the

Chi-square and its degree of freedom should be approximately 3:1 (Marsh, Balla, & McDonald, 1988) and the minimal acceptable level of this ratio should be at 5:1 (Kelloway, 1998).

4.4.2. Absolute Fit Measure

Absolute fit measure directly assesses how well the proposed model reproduces the actual observed data which do not compare the fit of a proposed model with any other model (Hair et al., 2010). The goodness-of-fit index (GFI) is an absolute index which is less sensitive to the sample size. The possible range of GFI is 0 to 1 and the higher value represents better fit. It is desirable that GFI is greater than 0.9 which could be considered to be good fit (Hair et al., 2010). Another absolute fit measure is Root Mean Square Error of Approximation (RMSEA), which is one of the most commonly used measurement. It not only focuses on the sample used for estimation, but also indicates how well the model fits a population (Hair et al., 2010). When RMSEA value is less than 0.05, it is classified as excellent fit, from 0.05 to 0.08 indicates as good fit, between 0.08 to 0.1 indicates to be mediocre fit and greater than 0.1 indicates to be poor fit (MacCallum, Browne, & Sugawara, 1996). The third absolute fit measure is Standard Root Mean Residual (SRMR). The value shows the badness-of-fit which signifies that the lower the SRMR value, the better fit is represented; whereas higher value represents worse fit. The cut-off point of SRMR is 0.1, and over 0.1 indicates that there is a problem with the model fit (Hair et al., 2010).

4.4.3. Incremental Fit Measures

Incremental fit indices are different from the absolute fit indices. It can assess the relative fit of the proposed model compared with an alternative baseline model (e.g. null model); so it is also termed as comparative fit indices. Comparative Fit Index (CFI) is a widely used measure for incremental fit. It is an improved version measure from the original incremental fit (Hair et al., 2010). The advantage of this measure is insensitive to the model complexity. The value ranges from 0 to 1, with higher value indicating

better fit. Generally, when the CFI value is above 0.9, then the model is classified as well model fit (Hair et al., 2010).

4.4.4. Parsimony Fit Indices

Parsimony fit indices can compare model fit among a set of competing models, taking into account the model complexity (e.g. degree of freedom). Parsimony Normal Fit Index (PNFI) is the most frequently used measure in research analysis. The range of value is from 0 to 1, where high value reflects the better model fit. The cut-off point of PNFI is 0.5 and closer to 1.0 indicates a perfect fit (Hair et al., 2010).

4.5. Assessing Construct Validity

After assessing the model goodness-of-fit, the validity of the measurement models were then being assessed. Construct validity is defined as “the extent to which a set of measured items actually reflect the theoretical latent constructs those items are designed to measure” (Hair et al., 2010, p.708). It is examined by convergent validity and discriminant validity. Regarding convergent validity, it means that “the items that are indicators of a specific construct should converge or share a high proportion of variance in common” (Hair et al., 2010, p.709) and it can be accessed through several ways: factor loading, Squared Multiple Correlations (SMC), Average Variance Extracted (AVE) and Composite Reliability.

Firstly, a high standardized factor loading represents the factor converges on a common point, which is the latent construct (Hair et al., 2010). According to Hair et al. (2010), a good rule of thumb for the standardized loading estimates should exceed 0.5, and ideally 0.7 or even higher. Furthermore, the factor loading estimate should also be statistically significant (Anderson & Gerbing, 1988), which means that the absolute value of the t statistic critical ratio (C.R.) should be higher than 1.96 (Byrne, 2001).

Besides, the square of the standardized factor loading, which is termed as Squared Multiple Correlations (SMC), should also be taken into consideration for assessing

convergent validity. This value represents the extent of a measured variable's variance which is explained by a latent factor (Hair et al., 2010). That means how well a construct is measured by an item. If a value is 0.6, it means that the factor explains 60% of the variation in the item and the remaining 40% being the error variance. The suggested threshold value is 0.5 or above (Hair et al., 2010).

According to Fornell and Larcker (1981), Average Variance Extracted (AVE) is a summary indicator of convergence and it is calculated as the mean variance extracted for the items from standardized factor loading on a construct. Adequate convergent validity of the data is established when the AVE is greater than 0.5 (Hair et al., 2010).

Generally, Cronbach's alpha is a common indicator to assess the reliability, but it may understate the reliability in SEM model (Hair et al., 2010). For the SEM model, the Composite Reliability value would also be adopted for assessing the convergence. The value above 0.7 means that there is high consistency in the measurement item representing the construct (Hair et al., 2010).

On the other hand, discriminant validity is another component to explain construct validity, it is an indicator to show the extent of distinction and uniqueness of a construct when compared with other construct (Hair et al., 2010). There are two ways to assess the discriminant validity. First, the correlation of the constructs can be used to examine the discriminant validity. However, this test does not provide strong evidence of discriminant validity (Hair et al., 2010). A better alternative to assess discriminant validity is to compare the AVE for any two constructs with the squared correlation (R^2) estimate between these two constructs (Hair et al., 2010). It is concluded that when the value of AVE is greater than R^2 ($AVE > R^2$), there is good discriminant validity.

4.6. Cross Validation

In the present study, EFA and CFA techniques were both conducted before testing the structural model. According to Kline (2005), the specification of CFA models on the basis of EFA results using the same sample was not recommended. In order to assess the

generalizability of the statistical results of a model to the population, a cross validation technique was adopted (Hair et al., 2010). As recommended by Hair et al. (2010), the entire sample in the main survey (N=470) was randomly split into two subsets of 235 each. One subset is subject to EFA for calibration while the other subset is subject to CFA for validation.

4.7. Individual Measurement Model Test

With a total of 470 eligible data collected, the entire data set was randomly split into two subsets for factor analysis. Procedurally, with half of the samples (235), individual measurement model for each construct was first tested using EFA to assess construct dimensionality, validity and reliability of the variables. The criteria of EFA and reliability of scale (e.g. KMO, Bartlett's test of Sphericity, Eigenvalues, factor loading, communalities, percentage of total variance, Cronbach's alpha and corrected item-total correlation) were set out in section 3.5.4. The other half of the samples (235) was then tested using CFA to assess the model fit, construct convergent validity and discriminant validity of the individual measurement model (Hair et al., 2010).

4.7.1. Measurement Model for Core job Characteristics (CJC) of Internship

EFA Results for Core job Characteristics (CJC) of Internship

EFA with the principal component method was employed to test the dimensionality of the 15-item CJC scale. By using Eigenvalues greater than 1 as the cut-off point for the number of factor extraction, a four-component structure was obtained, namely, (1) Task Significance (2) Job Feedback (3) Autonomy, and (4) Skill Variety. Based on the rotated component matrix of the EFA result, "Task Identity" and "Autonomy" were merged into one dimension as "Autonomy". The item "I have a chance to be responsible to complete almost all the procedures of an entire task from beginning till end." originally itemized under the dimension of "Task Identity" was rotated to the dimension of "Autonomy". The said item was referring to the degree of participation. Supported by Spector (1986) who was of the view that participation at work was often correlated to the autonomy of work; thus, "Autonomy" was used to represent the merged dimension.

According to Hair et al. (2010), one of the criteria for factor selection is the communalities of variables which should be generally greater than 0.5. However, the communalities of the two items “Many of the tasks that I am responsible for have to work closely with other people in order to have them accomplished.”, and “The results of the tasks that I am responsible for are easy to identify.” were both largely below the minimum requirement (0.5). The communalities of these two items equaled to 0.251 and 0.35 respectively. Besides, the corrected item-total correlation of the former item was only 0.237, which was lower than the required standard (0.3) (Hair et al., 2010). In addition, the result of the reliability test on factor 4 showed that the Cronbach’s alpha could also be improved if the items were deleted. Thus, these two items had been deleted.

The final results disclosed that the KMO measure of sampling adequacy was improved from 0.881 to 0.884. The Bartlett test of Sphericity was highly significant ($\chi^2=1717.829$, $df=78$, $p<0.000$), which indicated that sufficient correlations existed among variables. The total variance explained amounted to 75.848% and the average communality reached a satisfactory level of 0.758, which exceeded the minimum statistical standards (0.6) (Field, 2005). The factor loadings of all the remaining 13 items also passed the minimum standard (0.4) (Field, 2005), ranging from 0.68 to 0.872, indicated that all of them were important.

As regards to the reliability of the CJC scale, the scale Cronbach’s alpha of each component reached the minimum criteria (0.7) (Hair et al., 2010), ranging from 0.823 to 0.87. In addition, the corrected item-total correlation values of all variables exceeded 0.3 implying internal consistency of CJC scale was achieved. The EFA results for CJC of internship are shown in Table 4.7.

Table 4.7. EFA Results for Core job Characteristics (CJC) of Internship (N=235)

Item	FL	Eigen -value	% of Var.	I-T Co.	α if item deleted	α
Factor 1: Task Significance						
CJC12: The tasks that I am responsible for have significant influence on the work of supervisors.	.855	6.255	48.116	.809	.799	.870
CJC13: The tasks that I am responsible for have significant influence to the daily operations of the organization.	.781			.716	.837	
CJC10: The tasks that I am responsible for have significant influence on organization's reputation.	.759			.664	.858	
CJC11: The tasks that I am responsible for have significant influence on the work of colleagues in other/my departments.	.740			.707	.840	
Factor 2: Job Feedback						
CJC1: I can receive feedback from my colleagues about my job performance periodically.	.871	1.375	10.579	.796	.739	.857
CJC2: I can receive feedback from my supervisors about my job performance periodically.	.861			.729	.802	
CJC9: The result of the tasks itself that I am responsible for indicates how well I am doing.	.706			.671	.855	
Factor 3: Autonomy						
CJC4: I have autonomy in making decisions.	.872	1.204	9.261	.730	.703	.823
CJC5: I have great autonomy on how to carry out my duties.	.815			.679	.757	
CJC3: I have a chance to be responsible to complete almost all the procedures of an entire task from beginning till end.	.680			.630	.806	
Factor 4: Skill Variety						
CJC7: I have to use complex skills.	.832	1.026	7.892	.702	.793	.844
CJC6: I have to use a variety of different skills.	.797			.728	.766	
CJC8: I have to use various skills repeatedly.	.739			.708	.791	

Overall KMO=0.884

Bartlett's Test of Sphericity: Chi-square=1717.829, df=78, p<0.000

FL=Factor loading

% Var.=Percentage of variance explained

I-T Co.=Item-total correlation

α if item deleted=Cronbach's alpha if item deleted

α =Cronbach's alpha

CFA Results for Core job Characteristics (CJC) of Internship

Based on the results of EFA of half of the samples, a four-factor construct has been identified. Then, another half of the samples would be used to conduct the CFA to test the model fit and cross-validation. As the proposed model has a complex structure which involves more than one level of latent variable structures, it is important to check them separately to ensure that the different levels of latent variable structure also achieve the acceptable level of model fit (Byrne, 2001). Hence, the CFA of CJC would be conducted

separately in first-order and second-order.

First-order

The first-order CFA of CJC is used to test the construct's multidimensionality, which consists of four factors: (1) Task Significance, (2) Job Feedback, (3) Autonomy, and (4) Skill Variety. All the model fit indices of first-order CFA ($\chi^2=120.42$, $df=59$, $p=0.000$, $CMIN/df=2.041$, $CFI=0.963$, $GFI=0.933$, $RMSEA=0.067$, $SRMR=0.055$, $PNFI=0.704$) fulfilled the corresponding measure criteria, which indicated that the sample data has accessed a good model fit. Moreover, no further specification was required to be performed, since there was no substantive signal in the modification indices indicating the existence of any problem in the measurement model.

The convergent validity of CJC was firstly assessed by the standardized factor loading and the corresponding critical ratio (C.R.). Then, the Squared Multiple Correlations (SMC), Average Variance Extracted (AVE) and Composite Reliability would also be checked. As shown in Table 4.8., the standardized factor loadings ranged from 0.719 to 0.888 were greater than the cut-off point (0.5); and the statistics of all the C.R. values were significant (C.R. value: $Z>1.96$). Besides, the values of SMC ranged from 0.517 to 0.789, AVE ranged from 0.613 to 0.679, and Composite Reliability ranged from 0.826 to 0.874 (see Tables 4.8. & 4.9.), were all greater than their corresponding lowest acceptance levels. Therefore, the convergent validity of CJC could be identified as satisfactory. In addition, as AVE values of all factors were greater than the corresponding inter-factor squared correlation, it represented that the model successfully assessed the discriminant validity.

Table 4.8. CFA Results for Core job Characteristics (CJC) of Internship (N=235)

	Estimate	C.R.	Std. FL	SMC
Factor 1: Task Significance				
Task Significance→CJC11	1.000		.806	.649
Task Significance→CJC12	1.067	14.844	.882	.777
Task Significance→CJC13	.940	12.767	.773	.598
Task Significance→CJC10	.893	11.652	.719	.517
Factor 2: Job Feedback				
Job Feedback→CJC1	1.000		.888	.789
Job Feedback→CJC2	.948	14.336	.816	.666
Job Feedback→CJC9	.880	13.236	.764	.583
Factor 3: Autonomy				
Autonomy→CJC3	1.000		.764	.583
Autonomy→CJC4	1.028	11.417	.805	.649
Autonomy→CJC5	.959	11.336	.780	.609
Factor 4: Skill Variety				
Skill Variety→CJC7	1.000		.766	.587
Skill Variety→CJC8	1.247	12.365	.836	.699
Skill Variety→CJC6	1.078	11.863	.795	.631

All are significant at the 0.01 level.

C.R.=Critical ratio

Std. FL=Standardized factor loading

SMC=Squared multiple correlations

Table 4.9. Correlations (Squared Correlation), Reliability, AVE, and Mean

Factor	Task Significance	Job Feedback	Autonomy	Skill Variety
Task Significance	1.000			
Job Feedback	.522 (.272)	1.000		
Autonomy	.571 (.326)	.559 (.312)	1.000	
Skill Variety	.670 (.449)	.586 (.343)	.611 (.373)	1.000
Composite Reliability	.874	.864	.826	.842
AVE	.636	.679	.613	.639
Mean	4.770	4.382	4.272	4.809
S.D.	1.181	1.170	1.355	1.093

AVE=Average Variance Extracted

S.D.=Standard Deviation

Second-order

As CJC is a multidimensional construct, a second-order CFA should be processed to measure the model fit of the higher order portion. According to the results of a set of model fit indices ($\chi^2=120.94$, $df=61$, $p=0.000$, $CMIN/df=1.999$, $CFI=0.964$, $GFI=0.932$, $RMSEA=0.065$, $SRMR=0.055$, $PNFI=0.728$), it illustrated a better fitness of model when compared with the results of the first-order CFA. The Normed Chi-square

(CMIN/df) improved to less than 2 (from 2.041 decreased to 1.999) and PNFI from 0.704 improved to 0.728. As shown in Table 4.10., all the standardized factor loadings were statistically significant and the effects of CJC on Skill Variety, Autonomy, Task Significance, and Job Feedback were 0.843, 0.746, 0.775, and 0.702 respectively.

Table 4.10. Second-order CFA Results for Core job Characteristics (CJC) (N=235)

	Estimate	C.R.	Std. FL	SMC
CJC→Skill Variety	1.000		.843	.710
CJC→Autonomy	1.214	7.496	.746	.556
CJC→Task Significance	1.153	7.970	.775	.600
CJC→ Job Feedback	1.065	7.830	.702	.493

All are significant at the 0.01 level.

C.R.=Critical ratio

Std. FL=Standardized factor loading

SMC=Squared Multiple Correlations

4.7.2. Measurement Model for Work-life Balance (WLB) in Internship

EFA Results for Work-life Balance (WLB) in Internship

The 22-item WLB scale was also examined by the principal component analysis test and reliability test. The result was the same as the pilot test where a five-component structure was produced which accounted for 74.673% of the overall variance. The KMO value was good which was equaled to 0.91, implying that the data were validated by applying factor analysis. The Bartlett test of sphericity was significant ($\chi^2=3644.174$, $df=210$, $p<0.000$) and the average community was equaled to 0.747. Besides, the factor loadings of WLB scale ranging from 0.628 to 0.84, had exceeded the minimum standard (0.4) as recommended by Field (2005).

However, the result of the reliability test on factor 2 - “Workplace Support on Work-life Balance” showed that the item “I do not need to work overtime as I can finish work within working hours.” should be deleted. It was because the Cronbach’s alpha for factor 2 could be improved from 0.837 to 0.863 after the deletion of the item. Additionally, the community of this item was 0.423, which was lower than the minimum criteria (0.5).

Therefore, this item was deleted, and as a result the reliability of the scale improved, and higher average community could be obtained (average community from 0.728 was increased to the current value of 0.747). Consequently, the scale reliability of each dimension ranging from 0.82 to 0.924, which were above Hair et al.'s (2010) suggested standard (0.7) for reliability. The corrected item-total correlation values of all variables were greater than 0.3 which further ensured the internal consistency of the WLB scale. The EFA results for WLB in internship are shown in Table 4.11.

Table 4.11. EFA Results for Work-life Balance (WLB) in Internship (N=235)

Item	FL	Eigen -value	% of Var.	I-T Co.	α if item deleted	α
Factor 1: Enough Time to Maintain Healthy Life		9.717	46.271			.924
WLB12: I have enough time for my friends.	.840			.816	.903	
WLB13: I have enough time to deal with my personal matters.	.834			.855	.896	
WLB11: I have enough time for my family.	.792			.748	.917	
WLB14: I have enough time to exercise in order to maintain a healthy life.	.779			.771	.912	
WLB15: I have enough time to rest after work in order to maintain a healthy life.	.778			.818	.903	
Factor 2: Allegiance to Work with Work Schedule Flexibility		2.128	10.133			.872
WLB2: I am enthusiastic at my work.	.776			.763	.830	
WLB1: I accept working overtime each day because I am committed to my job.	.762			.670	.852	
WLB4: I can change my roster with my supervisors' permission and support from my colleagues in order to satisfy my needs.	.749			.685	.848	
WLB16: I look forward to work with my colleagues each day.	.748			.739	.834	
WLB5: I can request to have my preferred days off with my supervisors' permission and support from my colleagues.	.684			.644	.858	
Factor 3: Life Orientation		1.382	6.581			.907
WLB9: I find new goals in life.	.799			.710	.907	
WLB6: I can still fulfill different goals in life.	.798			.849	.858	
WLB7: I can still pursue my interests.	.748			.810	.872	
WLB3: I can all along maintain my own attitude towards life.	.705			.792	.878	
Factor 4: Workplace Support on Work-life Balance		1.330	6.332			.863
WLB18: My colleagues understand me and are supportive when I talk about personal or family issues that affect my work.	.824			.764	.804	
WLB19: My supervisors understand me and are supportive when I talk about personal or family	.775			.786	.794	

issues that affect my work.					
WLB17: It is smooth to handover the job to the next shift as there is a sound system of handing over of job between shifts.	.645			.633	.858
WLB8: I can take time-off easily at short notice for contingent circumstances (e.g. Family member has accident).	.628			.667	.843
Factor 5: Away from Work Pressure		1.125	5.356		.820
WLB21: When I am off duty, my internship does not have any negative influence on my emotion or mood.	.830			.764	.655
WLB20: Pressures from my internship do not influence my personal life.	.739			.645	.781
WLB10: I have been arranged to have certain time to take rest whilst on duty (e.g. sufficient time for lunch / breaks).	.674			.619	.807

Overall KMO=0.91

Bartlett's Test of Sphericity: Chi-square=3644.174, df=210, p<0.000

FL=Factor loading

% Var.=Percentage of variance explained

I-T Co.=Item-total correlation

α if item deleted=Cronbach's alpha if item deleted

α =Cronbach's alpha

CFA Results for Work-life Balance (WLB) in Internship

After having conducted the EFA, the five-factor solution of WLB was then processed under CFA using another half of the samples to ensure cross validity. As the WLB construct is complex with more than one level of latent variable structures, the CFA of WLB would also be processed in first-order and second-order.

First-order

The first-order CFA of WLB was conducted to specify the relationship between the 21 observed measurement items and the five factors extracted from EFA results, namely, (1) Enough Time to Maintain Healthy Life, (2) Allegiance to Work with Work Schedule Flexibility, (3) Life Orientation, (4) Workplace Support on Work-life Balance and (5) Away from Work Pressure. The overall model fit indices of the initial model ($\chi^2=533.15$, df=179, p=0.000, CMIN/df=2.979, CFI=0.901, GFI=0.825, RMSEA=0.092, SRMR=0.060, PNFI=0.732) exhibited a poor fit between the model and the sample data. It is because the RMSEA should be lower than 0.08 and the GFI should reach 0.9. Therefore, the model may need several modifications to specify a better model structure to represent the sample data.

Following the examination of modification indices (MIs) in AMOS, it revealed that there was a misspecification associated with the pairing of WLB4 and WLB5. According to Brown (2006), the misspecified error covariances might derive from the similarly worded items. The pairing of WLB4-WLB5's modification index (MI) was 79.738, which showed that if this parameter was to be freely estimated, the overall Chi-square value would drop by at least 79.738 in a subsequent model (Byrne, 2001). The model re-specification in practice would be conducted by free up the two measurement error covariances (e4-e5). After the modification by establishing the correlation linkage between the two measurement error covariances, the final overall model fit has been improved ($\chi^2=439.84$, $df=178$, $p=0.000$, $CMIN/df=2.471$, $CFI=0.927$, $GFI=0.849$, $RMSEA=0.079$, $SRMR=0.060$, $PNFI=0.749$).

However, the model fit has been improved by correlating the WLB4-WLB5, the modification indices still indicated that pairing of WLB14 and WLB15 had a high modification index of 48.091. Hence, the model was further re-specified establishing a correlation linkage between the two measurement error covariances (e14-e15). Subsequently, the final model has been improved that fits the data fairly well ($\chi^2=383.03$, $df=177$, $p=0.000$, $CMIN/df=2.164$, $CFI=0.942$, $GFI=0.866$, $RMSEA=0.071$, $SRMR=0.060$, $PNFI=0.757$).

The convergent validity of WLB was assessed based on the standardized factor loading and the C.R.. Table 4.12. shows that all the standardized factor loadings were greater than 0.5 and C.R. were greater than 1.96, which indicated a high level of convergent validity. Additionally, the AVE value and Composite Reliability of the five factors (see Table 4.13.) were both greater than the minimum requirements (AVE should be greater than 0.5 whereas Composite Reliability should be greater than 0.7), which further verified the high convergent validity. On the other hand, as all the AVE values of WLB were greater than the corresponding inter-factor squared correlation, the discriminant validity of WLB was confirmed.

Table 4.12. CFA Results for Work-life Balance (WLB) in Internship (N=235)

	Estimate	C.R.	Std. FL	SMC
Factor 1: Enough Time to Maintain Healthy Life				
Enough Time to Maintain Healthy Life→WLB13	1.000		.910	.829
Enough Time to Maintain Healthy Life→WLB12	1.008	19.034	.866	.749
Enough Time to Maintain Healthy Life→WLB11	.919	16.575	.807	.652
Enough Time to Maintain Healthy Life→WLB15	.913	17.084	.821	.674
Enough Time to Maintain Healthy Life→WLB14	.848	14.806	.761	.579
Factor 2: Allegiance to Work with Work Schedule Flexibility				
Flexibility				
Allegiance to Work with Work Schedule Flexibility→WLB1	1.000		.758	.575
Allegiance to Work with Work Schedule Flexibility→WLB16	1.101	13.273	.846	.716
Allegiance to Work with Work Schedule Flexibility→WLB2	1.076	14.005	.901	.812
Allegiance to Work with Work Schedule Flexibility→WLB5	.760	8.775	.581	.338
Allegiance to Work with Work Schedule Flexibility→WLB4	.696	9.246	.610	.372
Factor 3: Life Orientation				
Life Orientation→WLB9	1.000		.726	.527
Life Orientation→WLB6	1.210	13.933	.918	.843
Life Orientation→WLB7	1.183	13.637	.897	.804
Life Orientation→WLB3	1.132	12.560	.827	.685
Factor 4: Workplace Support on Work-life Balance				
Workplace Support on Work-life Balance→WLB17	1.000		.682	.465
Workplace Support on Work-life Balance→WLB19	1.287	11.848	.889	.790
Workplace Support on Work-life Balance→WLB18	1.233	11.533	.854	.729
Workplace Support on Work-life Balance→WLB8	1.042	9.985	.722	.521
Factor 5: Away from Work Pressure				
Away from Work Pressure→WLB21	1.000		.854	.730
Away from Work Pressure→WLB20	.830	12.119	.761	.580
Away from Work Pressure→WLB10	.824	11.416	.721	.519

All are significant at the 0.01 level.

C.R.=Critical ratio

Std. FL=Standardized factor loading

SMC=Squared multiple correlations

Table 4.13. Correlations (Squared Correlation), Reliability, AVE, and Mean

Factor	Enough Time to Maintain Healthy Life	Allegiance to Work with Work Schedule Flexibility	Life Orientation	Workplace Support on Work-life Balance	Away from Work Pressure
Enough Time to Maintain Healthy Life	1.000				
Allegiance to Work with Work Schedule Flexibility	.480 (.230)	1.000			
Life Orientation	.651 (.424)	.592 (.350)	1.000		
Workplace Support on Work-life Balance	.561 (.315)	.592 (.350)	.597 (.356)	1.000	
Away from Work Pressure	.594 (.353)	.535 (.286)	.645 (.416)	.620 (.384)	1.000
Composite Reliability	.920	.862	.909	.869	.823
AVE	.700	.562	.715	.627	.609
Mean	3.111	4.552	4.139	4.304	3.865
S.D.	1.339	1.167	1.320	1.151	1.383

AVE=Average Variance Extracted

S.D.=Standard Deviation

Second-order

As the WLB is a multidimensional construct, a second-order CFA would be conducted to test the model fit of the higher order portion. The overall model fit ($\chi^2=389.96$, $df=182$, $p=0.000$, $CMIN/df=2.143$, $CFI=0.942$, $GFI=0.862$, $RMSEA=0.070$, $SRMR=0.063$, $PNFI=0.777$) showed that the proposed model fit the data reasonably well. Table 4.14. shows that all standardized factor loadings were statistically significant, which were all above the cut-off point 0.5 (Hair et al., 2010), and the effects of WLB on Enough Time to Maintain Healthy Life, Away from Work Pressure, Life Orientation, Allegiance to Work with Work Schedule Flexibility, and Workplace Support on Work-life Balance, were 0.750, 0.786, 0.828, 0.704, and 0.763 respectively.

Table 4.14. Second-order CFA Results for Work-life Balance (WLB) (N=235)

	Estimate	C.R.	Std. FL	SMC
WLB→Enough Time to Maintain Healthy Life	1.000		.750	.562
WLB→ Away from Work Pressure	1.102	9.171	.786	.618
WLB→Life Orientation	.903	8.780	.828	.685
WLB→Allegiance to Work with Work Schedule Flexibility	.792	8.057	.704	.495
WLB→Workplace Support on Work-life Balance	.706	7.965	.763	.582

All are significant at the 0.01 level.

C.R.=Critical ratio

Std. FL=Standardized factor loading

SMC=Squared Multiple Correlations

4.7.3. Measurement Model for Interns' General Job Satisfaction (GJS)

EFA Results for Interns' General Job Satisfaction (GJS)

The five-item GJS scale was also investigated by EFA. According to Kaiser's (1974) criterion of Eigenvalues where greater than 1 was treated as the cut-off point for factor extraction, a one-component structure with an Eigenvalues of 2.683 was obtained. The factors explained 67.069% of the total variance and the Bartlett test of sphericity was highly significant ($\chi^2=351.176$, $df=6$, $p<0.000$). The KMO measure of sampling adequacy was 0.809, which was greater than the suggested value of 0.5 (Hair et al., 2010; Kaiser, 1974). However, the communality of the item "All in all, I am satisfied with my intern job in hotel." did not reach the minimum criteria (0.5), which equaled to 0.437. After this item was removed, the average community was increased from 0.605 to 0.67. All the factor loadings of GJS scale were well above the minimum requirement of 0.4 (Field, 2005), ranging from 0.778 to 0.848.

The Cronbach's alpha for this construct was satisfactory with the value of 0.835, and the corrected item-total correlations of all items were also acceptable (in excess of 0.3). The EFA results for interns' GJS are shown in Table 4.15.

Table 4.15. EFA Results for Interns' General Job Satisfaction (GJS) (N=235)

Item	FL	Eigen -value	% of Var.	I-T Co.	α if item deleted	α
		2.683	67.069			.835
GJS4: I never think of quitting this intern job from the hotel.	.848			.706	.772	
GJS1: I feel delighted during my hotel internship.	.832			.683	.785	
GJS2: I like the nature of my hotel internship.	.817			.661	.793	
GJS3: I never think of lodging complaints to the university concerning my hotel internship.	.778			.614	.815	

Overall KMO=0.809

Bartlett's Test of Sphericity: Chi-square=351.176, df=6, p<0.000

FL=Factor loading

% Var.=Percentage of variance explained

I-T Co.=Item-total correlation

α if item deleted=Cronbach's alpha if item deleted

α =Cronbach's alpha

CFA Results for Interns' General Job Satisfaction (GJS)

The GJS construct is a uni-dimensional construct, which is different from CJC and WLB constructs. Therefore, only first-order CFA was needed to conduct to test the covariance between the measurement items, which explained the single latent variable structure. After having conducted the EFA, there were four items being retained to conduct the CFA. The overall model fit indices were as follow: $\chi^2=1.936$, df=2, p=0.380, CMIN/df=0.968, CFI=1, GFI=0.996, RMSEA=0.000, SRMR=0.012. It showed a great model fit between the model and the sample data. As the GJS construct is a simple latent variable structure, the PNFI (a measurement index which will usually be used in complex model) would not be used for assessing GJS measurement model fit.

The convergent validity of GJS would first be assessed by the standardized factor loading. The standardized factor loadings of the four items ranged from 0.680 to 0.801 exceeded 0.5 and their critical ratios were greater than 1.96 (see Table 4.16.), indicating a satisfactory convergent validity. Besides, the AVE and Composite Reliability of GJS were 0.563 and 0.837 respectively (see Table 4.17.), which fulfilled the criteria of their corresponding minimum acceptance (Hair et al., 2010). It also demonstrated a high level of convergent validity. On the other hand, AVE is also an indicator for the discriminant validity. As shown in Table 4.17., the AVE (0.563) was higher than the squared

correlation between the four measurement items, which could be concluded that the discriminant validity was satisfied.

Table 4.16. CFA Results for Interns' General Job Satisfaction (GJS) (N=235)

	Estimate	C.R.	Std. FL	SMC
General Job Satisfaction→GJS4	1.000		.801	.641
General Job Satisfaction→GJS2	.911	10.916	.740	.548
General Job Satisfaction→GJS1	.894	11.353	.775	.600
General Job Satisfaction→GJS3	.870	10.020	.680	.462

All are significant at the 0.01 level.

C.R.=Critical ratio

Std. FL=Standardized factor loading

SMC=Squared multiple correlations

Table 4.17. Correlations (Squared Correlation), Reliability, AVE, and Mean

Factor	GJS1	GJS2	GJS3	GJS4
GJS1	1.000			
GJS2	.574 (.329)	1.000		
GJS3	.527 (.278)	.503 (.253)	1.000	
GJS4	.620 (.384)	.593 (.352)	.544 (.296)	1.000
Composite Reliability	.837			
AVE	.563			
Mean	4.810	4.470	4.740	4.670
S.D.	1.389	1.483	1.542	1.505

AVE=Average Variance Extracted

S.D.=Standard Deviation

4.7.4. Measurement Model for Interns' Future Career Intention (FCI)

EFA Results for Interns' Future Career Intention (FCI)

EFA was conducted to test the four-item FCI scale. The result produced a one-component structure with an Eigenvalues of 3.416, which accounted for 85.395% of the overall variance. The KMO value was good which was equaled to 0.857 and the Bartlett test of sphericity was significant ($\chi^2=890.906$, $df=6$, $p<0.000$). Hence again, it supported that factor analysis was deemed to be proper for analyzing the data. Besides, the average community was equaled to 0.854, which was well above the minimum requirement of 0.6, and factor loadings of FCI scale were ranging from 0.886 to 0.942.

The results of the reliability test showed that there was no noticeable enhancement being observed in the component reliability when an item was being deleted. The Cronbach's alpha for this construct was 0.943 and the corrected item-total correlations of all items were satisfactory in excess of 0.3. It can be concluded that the items comprising FCI construct are internally consistent and together form a reliable scale. The EFA results for interns' FCI are shown in Table 4.18.

Table 4.18. EFA Results for Interns' Future Career Intention (FCI) (N=235)

Item	FL	Eigen -value	% of Var.	I-T Co.	α if item deleted	α
		3.416	85.395			.943
FCI3: I have thought seriously to start my first career in hotel industry in the future.	.942			.893	.916	
FCI2: I have strong intention to start my first career in hotel industry in the future.	.941			.891	.916	
FCI4: I will choose a career in hotel industry in the future.	.926			.865	.925	
FCI1: I am interested in working in hotel industry in the future.	.886			.804	.943	

Overall KMO=0.857

Bartlett's Test of Sphericity: Chi-square=890.906, df=6, p<0.000

FL=Factor loading

% Var.=Percentage of variance explained

I-T Co.=Item-total correlation

α if item deleted=Cronbach's alpha if item deleted

α =Cronbach's alpha

CFA Results for Interns' Future Career Intention (FCI)

Similar to GJS construct, FCI is a simple structure and uni-dimensional construct, so only the first-order CFA has been performed. As a result thereof, the goodness-of-fit indices ($\chi^2=0.843$, df=2, p=0.656, CMIN/df=0.421, CFI=1, GFI=0.998, RMSEA=0.000, SRMR=0.004) exhibited a high degree of satisfaction of the model fit.

As shown in Table 4.19., the standardized factor loadings ranged from 0.809 to 0.933 while SMC ranged from 0.654 to 0.870. In addition, all the C.R. were greater than 1.96, disclosing a high level of convergent validity. As regards the value of AVE and Composite Reliability which were computed as 0.798 and 0.94 respectively (see Table

4.20.), they also demonstrated satisfactory convergence. Besides, the AVE (0.798) was higher than the squared correlation between the four measurement items (ranging from 0.521 to 0.757); thus exhibiting that the model achieved the acceptable level of discriminant validity.

Table 4.19. CFA Results for Interns' Future Career Intention (FCI) (N=235)

	Estimate	C.R.	Std. FL	SMC
Future Career Intention →FCI4	1.000		.893	.797
Future Career Intention →FCI1	1.012	22.747	.932	.869
Future Career Intention →FCI2	.991	22.778	.933	.870
Future Career Intention →FCI3	.869	16.685	.809	.654

All are significant at the 0.01 level.

C.R.=Critical ratio

Std. FL=Standardized factor loading

SMC=Squared multiple correlations

Table 4.20. Correlations (Squared Correlation), Reliability, AVE, and Mean

Factor	FCI1	FCI3	FCI2	FCI4
FCI1	1.000			
FCI3	.754 (.569)	1.000		
FCI2	.870 (.757)	.754 (.569)	1.000	
FCI4	.832 (.692)	.722 (.521)	.833 (.694)	1.000
Composite Reliability	.940			
AVE	.798			
Mean	4.530	4.500	4.500	4.600
S.D.	1.347	1.335	1.318	1.391

AVE=Average Variance Extracted

S.D.=Standard Deviation

4.8. Overall Measurement Model

Given an acceptable fit of each individual measurement model (CJC, WLB, GJS, and FCI) in the previous sections, it was then to test the overall measurement model. As CJC and WLB are multi-dimensional constructs, partial aggregation models were chosen to represent these two constructs. The distinctiveness of abstract constructs can be examined and the complication of the model can be reduced by applying the partial aggregation model (Bagozzi & Edwards, 1998). Practically, partial aggregation involves using the composite scores to represent the underlying dimensions of the constructs.

Thus, the items affiliated with each dimension (Skill Variety, Autonomy, Task Significance, and Job Feedback) of the CJC construct was computed by simple arithmetic average (sums of scores divided by number of items) to create a composite indicator for each dimension (Yim, Tse, & Chan, 2008; Yoon & Uysal, 2005; Yuan & Wu, 2008). Similarly, composite scores (sums of scores divided by number of items) for each dimension of the WLB construct (Enough Time to Maintain Healthy Life, Away from Work Pressure, Life Orientation, Allegiance to Work with Work Schedule Flexibility, and Workplace Support on Work-life Balance) were also performed, where a composite indicator for each dimension was then computed.

The entire sample (N=470) was used to test the overall measurement model via the process of CFA (see Appendix 7). The goodness-of-fit indices ($\chi^2=317.88$, $df=113$, $p=0.000$, $CMIN/df=2.813$, $CFI=0.955$, $GFI=0.926$, $RMSEA=0.062$, $SRMR=0.054$, $PNFI=0.775$) indicated the high degree of satisfaction of the model fit. Table 4.21. shows the AVE and Composite Reliability were greater than 0.5 and 0.7 respectively, which indicated that the convergent validity was satisfied. Besides, the AVE of the four constructs were also greater than the corresponding inter-construct squared correlation. It can be concluded that the discriminant validity is satisfactory.

Table 4.21. Correlations (Squared Correlation), Reliability, AVE, and Mean

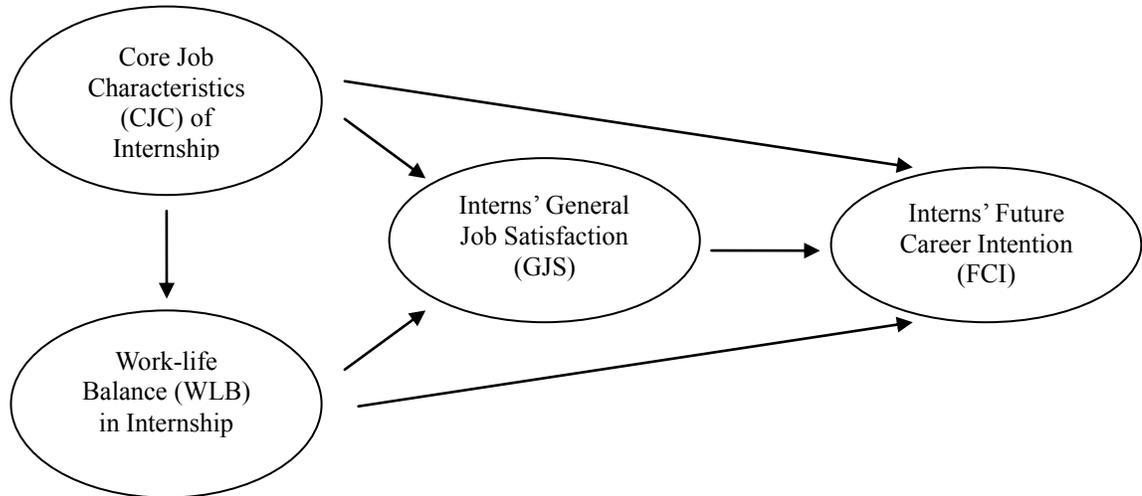
Construct	CJC	WLB	GJS	FCI
CJC	1.000			
WLB	.582 (.339)	1.000		
GJS	.523 (.274)	.606 (.367)	1.000	
FCI	.419 (.176)	.423 (.179)	.402 (.161)	1.000
Composite Reliability	.812	.855	.836	.942
AVE	.519	.542	.562	.803
Mean	4.558	3.995	4.781	4.485
S.D.	.958	1.013	1.196	1.148

AVE=Average Variance Extracted

S.D.=Standard Deviation

4.9. Structural Model Test

Figure 4.1. Structural Model



After the overall measurement model was found to be acceptable, the proposed structural model was then analyzed to determine the path relationships among the four constructs. The structural model was tested using entire sample data (N=470) (see Appendix 8). The structural relation is shown in Figure 4.1., where CJC was proposed to be exogenous variables whereas, WLB, GJS and FCI were proposed to be endogenous. The proposed structural model was tested using AMOS and the results are shown in Table 4.22. The model fit indices ($\chi^2=317.88$, $df=113$, $p=0.000$, $CMIN/df=2.813$, $CFI=0.955$, $GFI=0.926$, $RMSEA=0.062$, $SRMR=0.054$, $PNFI=0.775$) indicated that the structural model represented an adequate fit to the sample data. Table 4.22. further shows that all factor loadings are statistically significant at 0.01 levels and range from 0.668 to 0.929, which are well above the cut-off point of 0.5.

Table 4.22. Results of Structural Model Estimates (N=470)

	Estimate	C.R.	Std. FL	SMC
Construct: CJC				
CJC→ Job Feedback	1.000		.698	.487
CJC→ Autonomy	1.175	13.142	.708	.501
CJC→ Skill Variety	1.042	14.089	.778	.605
CJC→ Task Significance	1.005	12.940	.695	.483
Construct: WLB				
WLB→Away from Work Pressure	1.000		.723	.523
WLB→Life Orientation	1.036	15.652	.781	.610
WLB→Enough Time to Maintain Healthy Life	.910	13.694	.679	.461
WLB→Workplace Support on Work-life Balance	.901	15.683	.783	.613
WLB→Allegiance to Work with Work Schedule Flexibility	.828	14.297	.710	.504
Construct: GJS				
General Job Satisfaction→GJS4	1.000		.775	.600
General Job Satisfaction→GJS2	.977	16.084	.768	.590
General Job Satisfaction→GJS1	.932	16.362	.782	.612
General Job Satisfaction→GJS3	.883	13.931	.668	.446
Construct: FCI				
Future Career Intention →FCI4	1.000		.901	.811
Future Career Intention →FCI1	1.024	32.766	.929	.863
Future Career Intention →FCI2	1.009	32.670	.928	.861
Future Career Intention →FCI3	.893	24.755	.822	.676

All are significant at the 0.01 level.

C.R.=Critical ratio

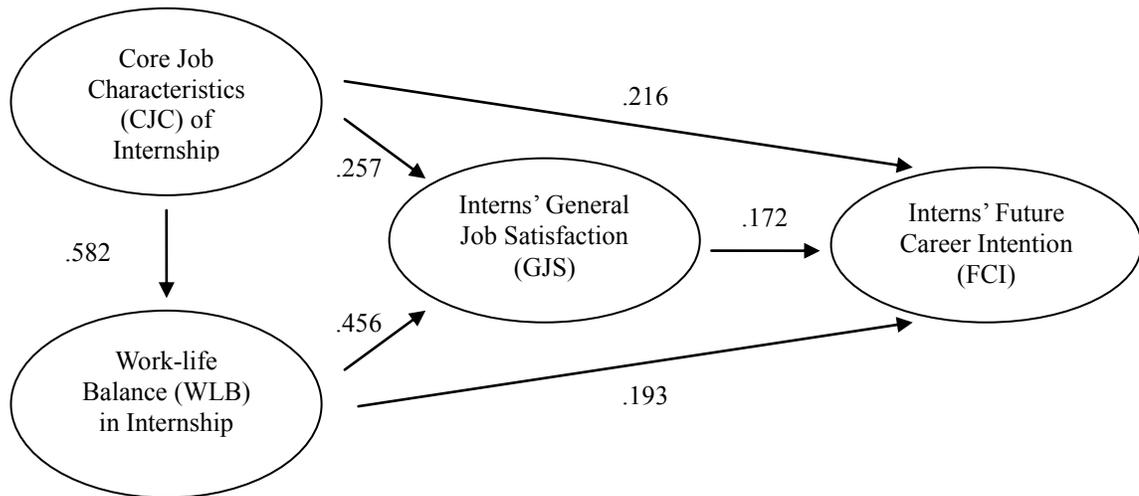
Std. FL=Standardized factor loading

SMC=Squared multiple correlations

4.10. Hypothesis Testing

Table 4.22. shows that the parameter estimates of the path relation and corresponding significance levels. The C.R. (critical ratio) used to show the tested statistics, which indicated whether the parameter estimate is statistically significant or not (Byrne, 2001). As shown in Table 4.23., all structural path estimates were statistically significant in either 0.01 significant level (C.R.>2.58) or 0.05 significant level (C.R.>1.96) correspondingly. In addition, the structural model in association with standardized parameter estimates is shown in Figure 4.2.

Figure 4.2. Final Structural Model with the Estimated Path Coefficients



Note: $\chi^2=317.88$, $df=113$, $CFI=0.955$, $GFI=0.926$, $RMSEA=0.062$

Table 4.23. Path Results for the Structural Model (Hypothesis Testing) (N=470)

Hypotheses/Path	Coefficient	t-value	results
H1: CJC→GJS	.257	4.039**	Supported
H2: WLB→GJS	.456	6.923**	Supported
H3: GJS→FCI	.172	2.626**	Supported
H4: CJC→FCI	.216	3.305**	Supported
H5: WLB→FCI	.193	2.784**	Supported
H6: CJC→WLB	.582	9.364**	Supported
H7: Mediating effect of GJS between CJC and FCI	.044	2.19*	Supported
H8: Mediating effect of GJS between WLB and FCI	.078	2.45*	Supported

* Parameter estimates significant at $p < 0.05$,

** Parameter estimates significant at $p < 0.01$

Hypothesis 1: CJC of internship have a positive effect on interns' GJS.

Hypothesis 1 was tested by evaluating the path coefficient between the exogenous variable CJC and the endogenous variable GJS. As shown in Table 4.23., the path coefficient from CJC to GJS was 0.257, while the C.R. was 4.039 (greater than 2.58). The path coefficient value and significance level both demonstrated that the influence of CJC on GJS was both positive and significant at 0.01 level; thus Hypothesis 1 was supported.

H2: WLB in internship has a positive effect on interns' GJS.

Hypothesis 2 was tested by examining the path coefficient between WLB and GJS. The path coefficient was found to be positive (0.456) and statistically significant at 0.01 level (C.R.= 6.923); thus Hypothesis 2 was supported.

H3: Interns' GJS has a positive effect on interns' FCI.

Hypothesis 3 was tested by examining the path coefficient between GJS and FCI. The path coefficient from GJS to FCI was 0.172, while the C.R. was 2.626 (at 0.01 significant level). The path coefficient value and significance level both illustrated that the influence of GJS on FCI was both positive and significant; thus Hypothesis 3 was supported.

H4. CJC of internship have a positive effect on interns' FCI.

Hypothesis 4 was tested by evaluating the path coefficient between the exogenous variable CJC and the endogenous variable FCI. The path coefficient from CJC to FCI was found to be positive (0.216) and significant (C.R.=3.305 > 2.58); thus Hypothesis 4 was supported.

H5. WLB of internship has a positive effect on interns' FCI.

Hypothesis 5 was tested by examining the path coefficient between WLB and FCI. The path coefficient from WLB to FCI was found to be positive (0.193) and significant at 99% confidence level (C.R.=2.784); thus Hypothesis 5 was supported.

H6. CJC of internship have a positive effect on WLB in internship.

Hypothesis 6 was tested by examining the path coefficient between the exogenous variable CJC and the endogenous variable WLB. The path coefficient from CJC to WLB was found to be positive (0.582) and significant at 99% confidence level (C.R.=9.364); thus Hypothesis 6 was supported.

H7. CJC of internship have a positive indirect effect on interns' FCI, mediated by interns' GJS.

According to the proposed model structure, GJS was hypothesized to mediate the

relationship between CJC and FCI. For assessing the mediation effect, Sobel test is the simplest method and is popular to the researchers which is developed to find out the statistic estimation of the mediation effect (Baron & Kenny, 1986; Sobel, 1982). Based on the formulae from MacKinnon, Warsi, and Dwyer (1995), the indirect effect was computed as follows: Indirect effect = $a \times b$ (a is the path coefficient between the exogenous variable and the mediator, while b is the path coefficient between the mediator and the endogenous variable). The results of the analysis of the mediating effect of GJS on the relationship between CJC and FCI were as follows: indirect effect coefficient=0.044, t-value=2.19, and p-value=0.028. As the indirect effect coefficient was positive and significant ($p < 0.05$), indicating that Hypothesis 7 was supported.

H8. WLB of internship has a positive indirect effect on interns' FCI, mediated by interns' GJS.

Similar to Hypothesis 7, the results of the analysis of the mediating effect of GJS on the relationship between WLB and FCI were as follows: indirect effect coefficient=0.078, t-value=2.45, and p-value=0.014. As the indirect effect coefficient was positive and significant at 95% level ($p < 0.05$), it can be concluded that Hypothesis 8 was supported.

In summary, all the eight hypotheses are supported and the results are statistically significant. The paths reflect the effects of CJC and WLB on GJS and FCI; and the effects of CJC on WLB. In addition, GJS is also found to mediate the relationship between CJC and FCI, and so as between WLB and FCI.

4.11. Chapter Summary

A total of 470 valid questionnaires are collected in the main survey. The entire data set is randomly split into two subsets for EFA and CFA respectively. The results indicate that the reliability and validity of the data are satisfactory. It further affirms that all the measurements are valid and reliable to apply on hotel interns' setting. Finally, the findings show that both the measurement model and structural model fit the data fairly well and all the eight hypotheses are statistically significant, indicating that the proposed model is supported and effective.

CHAPTER 5. DISCUSSION AND IMPLICATIONS

This chapter discusses the data analysis results of the present study with reference to relevant studies in the literature and is divided into three parts. First, the overall model performance is reviewed. Then, the structural relationships proposed by the author are discussed. The chapter concludes with a discussion of the contributions and practical applications of the study findings.

5.1. Overall Model Performance

The statistical findings of this study fully support the proposed model, which consists of eight causal relationships among the following four constructs: “CJC of Internship”, “WLB in Internship”, “Interns’ GJS”, and “Interns’ FCI”. The present study followed Churchill’s (1979) scale development procedure, the four-dimensional measurement of CJC and the five-dimensional measurement of WLB were developed, and the uni-dimensional measurement scale of job satisfaction and FCI were also purified after the preliminary test and the EFA. All these measurements have been verified with statistical analysis, which show that they are valid and reliable to apply on hotel interns’ setting.

Structural equation modeling (SEM) was employed in this study to test the conceptual model. The findings indicate that the measurement model and structural model both fit the data fairly well, indicating that the model is supported and effective. In summary, all the eight hypotheses are supported and the results are statistically significant at either the 95% or 99% confidence levels. As a result, the proposed model has strong statistical ability to predict hotel interns’ GJS and the outcome of their FCI in the hotel industry.

5.2. Effect of Core job Characteristics (CJC) of Hotel Internship on Interns’ General Job Satisfaction (GJS)

Following the procedures for scale development proposed by Churchill (1979), a total of 13 items were identified to measure the CJC construct, which were specifically applied in the context of hotel internship. All of the items have a high level of internal

consistency with Cronbach's Alpha values above the cut-off point of 0.7. The CJC of hotel internship have four principal aspects: opportunity to use various skills (Skill Variety), effect on others (Task Significance), independence in making decisions and job involvement (Autonomy), and feedback on job performance (Job Feedback). The AVE values for these four dimensions ranged from 0.613-0.679, which were over the 0.5 cut-off point, thus convergent validity was confirmed (Fornell & Larcker, 1981). In addition, the discriminant validity of the data is established, as all the AVE values are greater than the squared correlation coefficients of the four corresponding dimensions. Therefore, the proposed scale for measuring job characteristics in hotel internship is both reliable and valid.

The four dimensions of CJC can be viewed as a job performance process. First, through the internship program, hotel management students have an opportunity to practice and develop the various skills that they have learnt in the classroom or during the internship. Second, during the internship, a certain degree of autonomy is granted to students, allowing them to decide how to handle their job tasks and the extent of their participation in the job. In addition, students learn the significance of their tasks to others. Finally, hotel interns obtain feedback after the completion of their tasks for assessing their job performance and whether recognition can be gained. The results of this study indicated that the CJC of hotel internship were positively related to interns' satisfaction with their internship experience. The estimated standardized path coefficient for the direct effect of CJC on GJS was 0.257. It represented that a level of CJC one full standard deviation above the mean predicted a GJS level of 0.257 standard deviation above the mean. In other words, a high value for the CJC variable is a good predictor of higher job satisfaction. These findings correspond with previous researches (Fried & Ferris, 1987; Nakhata, 2010; Schjoedt, 2002), which have found a significantly positive relationship between CJC and job satisfaction. This study provides further empirical support for the importance of the four dimensions and their effects on GJS. In the descriptive analysis of the research findings, the mean values of the measurement items are all greater than the 3.5 mid-point of the 7-point Likert-type response scale, showing that hotel management students' perceptions of all four CJC are above average.

Furthermore, more than 70% of the respondents in this study gave neutral to positive responses for the dimension of “Skill Variety”, representing that most of the respondents recognized the necessity of practicing various skills during hotel internship. This result is congruent with previous research. Narayanan et al. (2010) stated that internship require students to be well-equipped with the relevant problem-solving techniques for their job. Internship has been identified as a challenging stage for students, as they are required to apply a variety of skills to perform the job (Brooks, Cornelius, Greenfield, & Joseph, 1995). For example, they need to acquire practical job skills (Garavan & Murphy, 2001), writing skills (Freedman & Adam, 1996; Winsor, 1990), and social and interpersonal skills (Cook, Parker, & Pettijohn, 2004). Internship provides hotel management students with a valuable opportunity to use the skills, techniques and text-book knowledge they learn in the classroom and during on-the-job training; interns can build up their confidence and achieve job fulfilment. This in turn generates job satisfaction (Morrison, Cordery, Girardi, & Payne, 2005).

This study reveals that most interns perceive their jobs as high in task significance. According to previous studies, the job performance of an employee heavily depends on how he/she perceives his/her job (Herzberg, Mausner, & Snyderman, 1959; Turner & Lawrence, 1965). Numerous researchers emphasized that when employees perceive that their tasks are significant, they regard their work as more meaningful and they are motivated to invest additional time and energy into completing their assigned tasks (Fried & Ferris, 1987; Hackman & Oldham, 1976; Herzberg et al., 1959; Parker & Wall, 1998; Turner & Lawrence, 1965; Zalesny & Ford, 1990). Similarly, the findings demonstrate that the hotel management students believe they have been assigned important tasks and have been given the autonomy to make decisions and to carry out the duties. As the students are empowered to perform their jobs, they believe that they have the trust and recognition of their seniors and colleagues. This job fulfilment motivates them to work harder at their jobs.

Finally, after finishing their tasks, interns are assessed by others. The results of this study demonstrate that most of the interns need to receive feedback on their job performance

from their supervisors and colleagues. As suggested by Brooks et al. (1995), job feedback is an important job characteristic as it is part of the evaluation process in internship experience. Once the students have credible feedback about their job performance, they can regulate their performance (Pritchard, Jones, Roth, Stuebing, & Ekeberg, 1988). Therefore, it is good practice for supervisors or colleagues to provide regular task-specific assessments to the interns. This will guide the interns in the direction of their own goals. A clear goal is also an important part of job satisfaction (Lent, Nota, Soresi, Ginevra, Duffy, & Brown, 2011).

To conclude, all four dimensions of CJC are important and have significant effects on job satisfaction. The internship experience allows hotel management students to use their skills and demonstrate their abilities. They also learn the significance of their tasks, receive feedback and acquire the recognition of others. Consistent with previous studies (D'Abate, Yount, & Wenzel, 2009; Feldman & Bolino, 2000; Hackman & Oldham, 1976; Renn & Vandenberg, 1995; Zalesny & Ford, 1990), and in line with what Hackman and Oldham (1976) advocated, CJC are good determinants of job satisfaction and also have direct effects on job satisfaction. This means that the higher the perceived CJC, the higher the resulting job satisfaction. The empirical results of this study demonstrate the feasibility of applying the JCM to hotel internship. It provides initial evidence that CJC have a positive effect on interns' GJS. Hypothesis 1 is therefore supported.

5.3. Effect of Work-life Balance (WLB) in Hotel Internship on Interns' General Job Satisfaction (GJS)

The results of the EFA and CFA analyses indicate that five factors can account for hotel management students' perceptions of WLB during hotel internship. They are "Enough Time to Maintain Healthy Life", "Away from Work Pressure", "Life Orientation", "Workplace Support on Work-life Balance", and "Allegiance to Work with Work Schedule Flexibility"; together these five factors include 21 items. Previous studies of WLB in the hospitality industry have focused on work-family conflict, which is only part of WLB (White et al., 2003). Little attention has been given to the effects of WLB on hotel internship. This study explores the effects of WLB on interns' job satisfaction

and career intention in the hotel industry. The results show that WLB has a significant positive effect on GJS, which is consistent with findings in the engineering field (Scholarios & Marks, 2004). This study further suggests that there is a causal effect between WLB and job satisfaction in the hotel internship sector. The estimated standardized path coefficient for the direct effect of WLB on GJS was 0.456. It represented that a level of WLB one full standard deviation above the mean predicted a GJS level of 0.456 standard deviation above the mean. This study reveals that the five WLB dimensions listed above are all positively related to interns' job satisfaction. In other words, when students experience a higher degree of WLB during internship, their job satisfaction is also higher.

In the descriptive analysis of the dimension "Enough Time to Maintain Healthy Life", the mean scores of its five measurement items ranged from 2.78 to 3.26. These were all below the mid-point of 3.5 on the 7-point Likert-type scale, anchored with from 1=strongly disagree to 7=strongly agree used in the study, implying that most of the hotel management students felt they had insufficient spare time to deal with personal matters and see friends and relatives during their internship. The results suggest they do not even have enough time to exercise or take part in sports activities to maintain their physical health. The long work hours in the hotel industry have been recognised as a problem for a long time (Bohle, Quinlan, Kennedy, & Williamson, 2004; Pavesic & Brymer, 1990). The working conditions in a hotel commonly involve heavy workloads, long work hours, high work pressure and abnormal workflow (Che & Wang, 2009; Liu, et al., 2010). A number of scholars have shown that the difference between an individual's expectations regarding the hours he/she devotes to his/her job and the actual hours spent in working has a significant relationship with WLB (Duxbury, Higgins, & Lee, 1994; Greenhaus & Beutell, 1985; Gutek, Searle, & Klepa, 1991). Greenhaus and Beutell (1985) further explained that time-based conflict is an influential factor in personal life satisfaction, as it is one of the major sources of work-life conflict. The results of this study illustrate that the long work hours required in hotel internship lead to a lack of time for social and personal matters and for maintaining good health. This demanding work schedule dominates interns' lives and generates a sense of work-life

imbalance, leading to job dissatisfaction among hotel management students. These results are consistent with Gibson and Klein's (1970) findings. They demonstrated the existence of a negative and linear relationship between job satisfaction and work hours. The job dissatisfaction of hotel interns will therefore increase when their work hours are prolonged. Hotel management needs to seriously consider this problem and devise ways to improve the overtime situation and to reduce the possibility of generating dissatisfaction among hotel interns.

Another problem related to long work hours and abnormal workflow is the issue of work pressure (Sparks et al., 1997). Referring to two of the items for measuring the dimension of "Away from Work Pressure" in this study, where the hotel management students were asked whether work pressure generated by the internship would negatively influence their personal life and create negative influence on their emotion or mood after work. The mean scores of these two items were 3.73 and 3.68 respectively, showing that hotel interns experienced work pressure even after work. They felt that they suffered from high work pressure during their internship, and this adversely affected their emotion and life, resulting in work-life imbalance. Previous research has shown that work pressure can have tremendous adverse effects on an individual's physical and mental health (Sparks et al., 1997), and can lead to depression, anxiety (Cooper, Rout, & Faragher, 1989; Hayes et al., 2006), sleep disturbance, fatigue and disrupted exercise (Bohle et al., 2004; Totterdell & Smith, 1992). Bambra, Whitehead, Sowden, Akers, and Petticrew (2008) have suggested that organisations should implement WLB measures to help employees maintain WLB and thus lower the risk of suffering employees in generating health problems. In a similar vein, when hotel interns are able to maintain WLB, the risk of contracting mental illness and generating job dissatisfaction can accordingly be reduced.

There are also generational differences in attitudes towards work. People in the older generation advocate "living to work" (Maccoby, 1995; Zemke, Raines & Filipczak, 2000); their life is their work and they are willing to make great sacrifice for their careers. However, members of Generation Y, although they devote themselves

wholeheartedly to work, feel that work is only part of their life and they aim to achieve WLB; they advocate “working to live” (Maccoby, 1995; Zemke et al., 2000). Most of the hotel management students of Generation Y seek to fulfil personal goals and pursue their own interests during their hotel internship. Life orientation is a critical factor in maintaining WLB as it represents quality of life (Ferrans, 1990, 1996, 1992). Several previous studies also pointed out that there are positive effects on job satisfaction when an individual is succeeded in pursuing his/her goal of life and has life satisfaction (Judge, Bono, Erez, & Locke, 2005; Schmitt & Mellon, 1980; Tail, Padgett, & Baldwin, 1989). Likewise, this current study suggests that hotel management students are able to gain job satisfaction when their own goals of life are fulfilled and their own attitude towards life is sustained during internship.

The three dimensions discussed above, “Enough Time to Maintain Healthy Life”, “Away from Work Pressure” and “Life Orientation” focus on personal issues. According to Forsyth and Polzer-Debruyne (2007), social support for WLB in the workplace enhances employees’ job satisfaction, reduces work pressure and consequently minimises employee turnover. Workplace social support is commonly categorised into two types: support from supervisors and support from coworkers (Shimazu, Shimazu, & Odahara, 2004). This study shows that hotel management students were generally provided with effective workplace social support for WLB from both colleagues and supervisors. Colleagues and supervisors were understandable and supportive when the interns were facing personal or family issues that affect their work. The interns were allowed to take time off at short notice for contingent circumstances. Previous studies have indicated that supervisors’ support is one of the prominent dimensions in generating job satisfaction among students (Waryszak, 2000). It is particularly important that hotel interns who have just begun to work are given effective support for WLB. It has a positive effect on their internship experience (Cho, 2006; Teng, 2008).

In addition to support from colleagues and supervisors, company policy towards interns’ WLB is also important. According to this study, a flexible work schedule was the most common method for hotel interns to achieve WLB. Being able to request a specific day

off, or reschedule the roster with the consent of co-workers and supervisors, created a positive attitude towards internship experience. In their study, Russo and Waters (2006) found that flexible scheduling reduces employees' level of work-family conflict, especially among employees who are enthusiastic at work. The findings of this study show that hotel interns were committed to their internship. When an individual enjoys his/her work, he/she will have a less negative attitude towards the process of gaining working experience (Burke & MacDermid, 1999). Therefore, an enjoyable internship with a flexible work schedule will lead to job fulfilment and job satisfaction.

In summary, this study provides a comprehensive profile of WLB practices in hotel internship. The refined list of valid and reliable WLB measurement scales in the context of the hotel internship sector can supplement the existing literature. The empirical results are consistent with the idea (Faragher et al., 2005; Thomas & Ganster, 1995) that WLB has a direct effect on job satisfaction. As there are few studies focusing on hotel interns' WLB, the findings of this study provide some empirical evidence for a positive relationship between WLB during internship and a positive attitude towards acquiring work experience during internship. It also reinforces the importance of enhancing hotel interns' WLB as part of enhancing their job satisfaction. Hypothesis 2 is therefore supported.

5.4. Effect of Interns' General Job Satisfaction (GJS) on Future Career Intention (FCI)

According to the path analysis, the estimated standardized path coefficient for the direct effects of GJS on FCI was 0.172. This means that a one point increase in GJS will result in a 0.172 point increase in FCI. This finding is consistent with previous studies (Ko, 2008; Pavesic & Brymer, 1989) and further confirms that greater job satisfaction in internship is related to a higher intention of joining the hotel industry after graduation. According to the theory of planned behavior (TPB) (Ajzen, 1988), the main determinant of actual behavior is behavioral intention. Previous research has shown that experience affects the performance of target behavior (Millar & Shevlin, 2003). Experience should therefore be included in TPB as it contributes significantly to behavioral intention and

accordingly to actual behavior (Norman, Conner, & Bell, 2000; Rise, Astrom, & Sutton, 1998).

Previous studies have shown that acquiring career information is an essential element of the career choice process (Crites, 1976; Hartung, 1996). Through internship experiences, students can learn what an occupation is actually like while gaining practical skills and technique, and transferring their text-book knowledge to the workplace. It also assists their growth in maturity and build up their confidence; which ultimately influences their career goal (Cook et al., 2004). Similarly, an internship experience can help hotel management students determine whether they intend to pursue a career in the hotel industry upon graduation. Echoed with the study of Paulins (2008), the findings of the present study demonstrate that a positive internship experience will generate positive feelings towards future career in the hotel industry. Hypothesis 3 is therefore supported.

5.5. The Effect of Core job Characteristics (CJC) and Work-life Balance (WLB) in Hotel Internship on Interns' Future Career Intention (FCI)

This study demonstrates that in internship's CJC and WLB have direct, significant positive effects on FCI. The estimated standardized path coefficients for the direct effect of CJC and WLB on FCI were 0.216 and 0.193 respectively. This means that an increase of one point in CJC and WLB, will result in an increase of 0.216 point and 0.193 point in FCI respectively. In other words, when hotel management students experience more positive CJC and or WLB during an internship, they are more likely to select a future career in the hotel industry. A number of studies have confirmed that an internship experience can crucially influence hospitality students' decisions regarding what occupation or career they will choose in the future (Chen, Ku, Shyr, Chen, & Chou, 2009; Cho, 2006; Ko, 2010). However, not much attention has been given to identifying the causal relationships between CJC and FCI, and between WLB and FCI by conducting empirical tests in the hotel internship sector.

Cho (2006) ranked hotel management students' expectation of internship. In his research, task orientation and future career development were ranked as the two most important

elements that hotel management students expected to acquire during an internship. It means that students have high expectation on being given clear guidance for performing the job. They also expect to experience the reality of the hotel industry so that they can make an informed decision about their future career. So, internship experience can be a predictor of the FCI of hotel management students. In this study, CJC and WLB are the two important elements in the evaluation of internship experience and they in turn affect the post-graduation career intention of students. A number of other studies have supported that job attributes determine students' job selection (Browne, 1997; Bundy & Norris, 1992; Butler, Sanders, & Whitecotton, 2000; Carpenter & Strawser, 1970; McGinty & Reitsch, 1992; Turban, Eyring, & Campion, 1993), especially when the nature of the work (including job responsibility, job variety, job flexibility, and job complexity) is one of the most important attributes for students to consider in their job selection process (Carpenter & Strawser, 1970). Consistent with Murmann and Vest's (1990) study, the current study further confirms the importance of the four CJC dimensions of internship (Skill Variety, Task Significance, Autonomy and Job Feedback) and their effects on hotel interns' future job selection. The findings also support the idea that WLB in internship directly affects the FCI of hotel interns. Some studies have noted that the attributes of WLB, which are related to social support, personal value and flexible schedule, are also the factors that students will consider when choosing their career path (Aycan & Fikret-Pasa, 2003; Iacovou et al., 2004). To conclude, this study provides further evidence for the existence of significant casual relationships between CJC-FCI and WLB-FCI in the hotel internship sector.

5.6. Effect of Core job Characteristics (CJC) on Work-life Balance (WLB) in Hotel Internship

The research findings also provide empirical support for the idea that CJC directly and positively influence hotel management students' WLB. The estimated standardized path coefficient for the direct effect of CJC on WLB was 0.582. It represented a level of CJC one full standard deviation above the mean predicted a WLB level of 0.582 standard deviation above the mean. In other words, a higher perceived value of CJC is a good predictor of a higher degree of WLB during an internship. After reviewing the literature,

the author asserted the assumption that CJC of hotel internship could explain a significant amount of the variance in WLB of hotel interns. Important job characteristics for hotel interns include the opportunity for their skill utilization, participation in decision making, being assigned significant tasks, and obtaining effective performance evaluations. Hotel interns will commit themselves to a job with these attributes. They will be much more involved in such a job and will develop positive attitudes towards work and the internship experience. The result is job fulfilment and balance in their work life and personal life. These empirical findings are supported by the qualitative results in this study. In the interviews, the post-internship hotel management students, academic professionals and experts in the hospitality field expressed the view that the job characteristics of hotel internship might influence hotel interns' perceived WLB. However, few previous studies have explored the causal effect of CJC on WLB. This study expands this research by linking the CJC of hotel internship to interns' WLB. Accordingly, the experimental data support Hypothesis 6.

5.7. Mediating Effect of General Job Satisfaction (GJS)

A mediating effect is created when a third variable intervenes between two other related constructs (Hair et al., 2010). According to the results of the hypothesis testing, in addition to having a direct effect on FCI, GJS also mediates the relationship between perceived CJC/WLB and FCI. As the proposed model is a newly developed model, this study introduces the first step in empirical research into the inter-relationship of CJC and WLB towards hotel interns' GJS and FCI. By integrating these four components in the study of hotel internship, this study provides initial evidence for the mediating effect of job satisfaction. The results show that the two indirect relationships between CJC/WLB and FCI are mediated by GJS (H7, H8) and both are statistically significant. That means through the mediation of experiencing job satisfaction, hotel management students' perceptions of the CJC and WLB in internship could influence their intention to join the hotel industry in the future. With these findings, this study contributes to the literature by confirming the mediating effect of GJS on the relationships between CJC-FCI and WLB-FCI in the hotel interns' sector.

5.8. Theoretical Contributions

5.8.1. Filling Research Gaps in the Existing Literature

Although the awareness of WLB has been rising in recent decades, WLB studies are still scattered and incomplete, especially in the hotel internship setting. An extensive review of the existing WLB literature reveals that the relationships between WLB and other variables have been examined disjointedly. Guest (2002) noted that the conceptual framework should be broadened in future studies of WLB, so that a better understanding of the relationships between work life and personal life could be incorporated into the model. This study extends the research on WLB in a hotel internship-specific framework by integrating CJC, GJS and FCI. To the best of the author's knowledge, there does not appear a single theoretical framework incorporates all of these latent variables. The current study constructs an integrated conceptual model and empirically investigates the structural paths between the four latent constructs. This process not only fills in some research gaps it lays the foundation for future research on WLB.

5.8.2. Exploring Hotel Interns' Future Career Intention (FCI) from a Core Job Characteristics (CJC) and Work-Life Balance (WLB) Perspective

The other main theoretical contribution of this research is revealing the role of CJC and WLB in hotel interns' FCI. The findings of this study substantiate all of the hypotheses associated with the direct effects of CJC and WLB on hotel interns' GJS and FCI. The empirical evidence supports the existence of relationships among the four elements, as outlined in the conceptual model. The current research also suggests that CJC and WLB studies could be extended to hotel interns. Previous investigations of CJC and WLB have been largely conducted in Western contexts. Few studies have examined these variables in an Eastern context, and even fewer have focused on the Asian hospitality industry. The study by Fargher et al. (2008) on the effects of differences in cultural values and beliefs revealed that theories developed in one country can only serve as a reference for researchers in another country. Therefore, studies of CJC and WLB in

Western contexts should be empirically tested before being applied in other contexts. The findings of this research successfully point out that the application of job characteristics in JCM is feasible in the Eastern social contexts. Even though part of the measurements therein have been amended to fit in the hotel interns setting of this study, the original concept of JCM can be applied in this Asian city – Hong Kong on an entire basis. Furthermore, there has been a lack of research on CJC and WLB in internship in the hotel industry regardless of the fact that the intern students are the new blood for the future development and success of the hotel industry. Thus, this study provides valuable insight into the effect of CJC and WLB on students' intention to join the industry after graduation.

5.8.3. Verifying the Measurement Scales for Core Job Characteristics (CJC) and Work-Life Balance (WLB)

The verification of a group of scales designed to specifically measure the perceived CJC and WLB in hotel internship is a major contribution of this study. Additionally, after reviewing the related literature in hospitality field, the author discovered that the existing researches on WLB have paid little attention to the physical and mental issues of an individual in relation to WLB; even though health is a crucial factor to be considered in terms of personal life. The current study considers health to be one of the determinants of WLB in hotel internship. After carrying out EFA to purify the measurements of WLB and CFA was also performed to ensure the reliability and validity of the measurement items. It is encouraging that the statistical findings confirm the suggestion that the perception of WLB is affected by hotel interns' ability to maintain physical and mental health during their internship. The result demonstrates that there is a high correlation between maintaining sound physical health and enough time off from work. Furthermore, work pressure generated during an internship has adverse effects on mental health. Therefore, this study not only verifies the measurement scales for CJC and WLB, it also broadens our understanding of WLB by including the new element "health" into the hotel internship setting, which can enrich the measurement of WLB and enhance its comprehensiveness.

5.8.4. Uncovering a New Relationship between Core Job Characteristics (CJC) and Work-Life Balance (WLB)

By reviewing the past literature, the author has postulated six direct effect hypotheses in the conceptual model. In particular, a positive and significant effect of CJC on WLB has been confirmed in the current study, which is a remarkable finding as existing literature rarely touch on the relationship between CJC and WLB. Only a number of researches centered on how job characteristics affect work-family balance. For example, Butler, Grzywacz, Bass, and Linney's (2005) study revealed that there is relationship between job characteristics and work-family balance, especially with regards to skill level and job control. However, work-family balance just relates to matters between work and family, it is only a subset of WLB (White et al., 2003) since broader perspectives including life orientation, workplace support and personal health should also be considered. This study takes a broader view of WLB and finds support for a new causal relationship between CJC and WLB. This empirical result is consistent with the findings of the qualitative research in this study. When hotel interns perceive higher CJC, they achieve better WLB during internship. Such result provides a piece of substantiated evidence that not only do job characteristics have effect on work-family balance; it also has the effect of a broader concept of WLB. This is a valuable implication for future study.

5.9. Managerial Implications

5.9.1. Implications for Hotel Practitioners

Core Job Characteristics (CJC) and Work-life Balance (WLB) are the two major focuses of this research. The findings will help hotel management understand interns' needs in these two areas. When interns feel satisfied of these two aspects, they may be attracted to join this industry in the future. Specific practical and feasible suggestions are set out below for hotel management's consideration. The hotel interns are generally dissatisfied with the long work hours in the hotel industry. They do not have sufficient time to rest or deal with their personal lives. This lowers their desire to pursue a career in the industry. However, long work hours are a permanent feature of the hotel industry. There is no

absolute solution to resolve this thorny issue, but it can be dealt with by various means. This research demonstrates that different CJC have a strong influence on hotel interns' job satisfaction and FCI. Thus, employers should provide a better job design to minimise student dissatisfaction with the internship experience.

Dong's (2012) study revealed that interns regard hotel work as dull, simple and repetitive. This is a result of majority hotels not providing interns with job rotations. It easily turned out to be routine for those interns who occupied the same post working for several months. The reaction from the interns working in the food and beverage department was the strongest (Dong, 2012). In the circumstances, hotels should consider offering job rotations. They could arrange for students to have on-the-job training in at least in two different departments during a six month internship period. This would expose students to a wider variety of job duties in different departments. Students participate in internship to learn important and practical hands-on workplace skills, and to gain a more comprehensive knowledge of the industry (Barron, 1996). Job rotation gives interns more opportunities to learn and to apply various skills. When interns can acquire practical skills and have opportunities to use these skills they will achieve job satisfaction. As a matter of fact, job rotation will involve higher coordination of various departments which will be costly. Furthermore, certain hotel management students only have short-term internship period (e.g. 2 months), it will be quite difficult to implement job rotation. As such, certain suggestions which are easier to implement are provided hereinbelow for reference which is less costly and timely.

Even though supervisors cannot assign significant tasks to junior interns, they can permit interns to attend managerial meetings and have them assist in compiling the minutes of meetings. Through observation, interns can gain knowledge about the duties of managerial staff. This provides interns with an overview of management skills. Once interns are familiar with their daily duties, managers can give them a certain degree of autonomy to build their confidence. Finally, it is recommended that supervisors consider providing job performance reviews to interns regularly within a shorter cycle, such as on a monthly basis, rather than waiting until the end of the internship period. With better

guidance, students can improve their job performance and reduce their confusion at work.

Improvement of WLB is another motivating factor for students considering joining the hotel industry. Hotel management should compensate interns for long work hours by implementing flexible work schedules. For example, management could schedule part-time employees in a manner that allows full-time interns more rest time. More frequent breaks should also be arranged during a long shift so that interns can have a brief respite. Furthermore, if interns are required to work overtime, reasonable compensative measures, such as extra leave or early departures from work, should be provided. Flexible work schedules give interns more time to deal with their personal lives. Reduced job anxiety can lower their work pressure and have sound mentality to pursue their own life goal and to contrive their plan. As a result, a balance can be procured between an individual and work. These proposals are expected to improve both the interns' abilities at work and also their job satisfaction. The final result may be to enhance their intention to join the hotel industry in the future.

5.9.2. Implications for Hospitality Educators

Schools play an important role in organising and implementing internship programs. For students, the support of their school, especially when they encounter difficulties and problems, is a crucial influence on their feelings about the internship experience. Hospitality educators are the bridge connecting students with hotel industry practitioners and should conduct regular constructive communication with the hotel industry practitioners on behalf of their students. For instance, using the findings of this study, a school could provide hotel industry practitioners with valuable information with regards to designing quality internship positions that will strengthen students' intention to join the hotel industry. Together the school and the hotel industry practitioners could formulate appropriate and effective management measures for the interns. For example, educators could suggest that hotel industry practitioners not treat the interns and their formal employees on the same footing. The aim of an internship is to encourage interns

to build careers in the hotel industry.

The school could also help students adapt to internship jobs. As internship usually occur shortly before graduation, they have a considerable influence on the interns' choice of career. Dong (2012) revealed that there was a great disparity between the interns' expectations about internship and the actual internship. This disparity decreases students' intention to join the hotel industry. In view of this, the school should provide students with an overview of the specific jobs in the hotel industry prior to their internship. Schools could arrange field trips for new students. They could visit the hotels and gain a better understanding of a hotel's work environment, work schedule and welfare etc. The students could also benefit from advance discussions of problems they may face during internship, so that they will be well-prepared for an apt expectation and attitude to go through the course of internship. This reduces the extent of the disparity between the interns' expectations and the actual experience of the internship.

5.10. Chapter Summary

This chapter reviews the overall model performance. All eight casual relationships proposed in the model are fully supported by the statistical findings. After a thorough review of the results, the theoretical implications of the research findings are discussed and several practical implications are offered to hotel industry practitioners and hospitality educators for their reference and consideration.

CHAPTER 6. CONCLUSION

The first section of this chapter provides an overview of this study by discussing the achievement of the research objectives. The study's limitations and suggestions for future study are then analyzed.

6.1. Overview of the Study

This study investigated the inter-relationship of internship's CJC and WLB towards GJS and FCI of hotel interns. The study had four objectives: (1) to identify the factors of CJC and WLB in hotel internship; (2) to construct and test a conceptual framework for understanding the inter-relationship of internship's CJC and WLB towards hotel interns' GJS and FCI; (3) to investigate the relationship among the following four constructs: CJC of internship, WLB in internship, interns' GJS, and FCI; and (4) to make recommendations for improving internship programs that satisfy the hotel interns' needs. The outcomes of the research purposes that have been achieved are demonstrated in the following discussion.

To address the first research purpose, this study used an extensive literature review and focus group interviews to define groups of measurement items for CJC and WLB. A purifying instrument process (EFA) was used to derive distinctive factors to explain the CJC and WLB in internship. A total of four factors for CJC and five factors for WLB were identified. The factors used to measure the perceived CJC of hotel interns were "Skill Variety", "Task Significance", "Autonomy", and "Job Feedback"; whereas the WLB in hotel internship was measured by "Enough Time to Maintain Healthy Life", "Allegiance to Work with Work Schedule Flexibility", "Life Orientation", "Workplace Support on Work-life Balance" and "Away from Work Pressure". Thus, the first objective was achieved and it was confirmed that all of the above factors affect the students' internship experience in the hotel industry.

The second research objective was to construct a conceptual model to explain the relationship among the four constructs, i.e., CJC, WLB, GJS and FCI, during the

internship experience. A literature review established different linkages between the corresponding variables. Beginning with the conceptual framework, the first stage of the model measured the hotel management students' perceived CJC and WLB during internship experience, general job satisfaction perceived by the students was then measured. The last stage of the model identified the degree of the students' intention towards entering the hotel industry in the future. The model was tested with the SEM process. The set of model fit indices indicated that the structural model represented an adequate fit to the sample data. So, the second objective was achieved.

The third research objective was to determine the association among the four main constructs, namely CJC, WLB, GJS, and FCI. Path analysis of the data supported all eight hypothesized paths in the conceptual framework. Specifically, both CJC and WLB were positive and had direct effects on GJS and FCI; the positive relationship between GJS and FCI was also verified. Finally, the path coefficient from CJC and WLB was again found to be positive and significant. In other words, when hotel management students perceived better CJC and WLB in their internship, they were more satisfied and were more likely to select the hotel industry as their future career. Additionally, when the students experienced greater job satisfaction, they scored higher on the intention to choose a hotel job in the future. Interestingly, a high score on perceived CJC was a good predictor of a high degree of WLB during an internship. Thus, the third research objective of understanding the relationships between these factors was achieved.

The last objective was to put forward recommendations for improving internship programs to best satisfy the needs of the hotel interns. As this study has confirmed that CJC and WLB are determinants of internship experience, hotel industry practitioners and educators should consider the practical implications of these two factors. For example, job rotations would give interns exposure to a greater variety of job skills. Additionally, regular reviews of hotel interns' job performances would guide them to a better job performance. Regarding WLB, the hotel industry practitioners could formulate certain policies such as flexible work schedules for the interns so that they could maintain balance between their work life and personal life. To conclude, this empirical

study has filled several theoretical gaps relating to CJC and WLB, and provided valuable practical advice for improving the effectiveness of internship programs in the hotel industry.

6.2. Study Limitations

Despite the importance and potential contributions of the present study, there are certain limitations that must be acknowledged. First, the present study focuses on job characteristics and WLB and their influence on job satisfaction and the future career intention of hotel interns. Although CJC and WLB are two major factors affecting the internship experience and future career intention, there may be other significant factors, such as organisational cultures, salary, benefits, and workplace environment.

Another limitation is that this is a cross-sectional study. Thus, this study investigated the hotel interns' intention regarding their future career, but not their actual behavior. If a longitudinal study is conducted which requires a long period of time and where the same research sample is being kept track to collect data, it is not feasible to adopt such methodology in this study due to the limitation on costs and time.

Lastly, the sample for this research is entirely made up of Hong Kong hotel management students. Different social contexts may affect the applicability of the theory and the established conceptual framework of this study may not be generalisable to other social contexts. Moreover, the purposive sampling method on a convenience basis was employed in this study, bias in the sample may exist. The collected sample may also not be representative of the entire population, in which the generalisability of the findings is restricted.

6.3. Suggestions for Future Study

The present study focuses on how job characteristics and WLB influence hotel interns' job satisfaction and career intention. As an individual's perception of his/her internship experience is partly dependent on his/her own personality (Teng, 2008), there may be

other factors that significantly affect the internship experience. Thus, further studies are needed to explore other possible factors that may influence the future career intention of interns. As existing studies on WLB in the hotel internship context are limited, WLB is recommended to be the main driver of attributes in internship for a future exploratory study.

Second, the cross-sectional study design means that changes in variables over time could not be observed. Future studies should include a well-planned longitudinal analysis to examine the changing attitudes of hotel management students. It should test whether the decision to choose the hotel industry as their career after graduation can be predicted by the career intention generated during an internship.

Third, future studies may expand the research results by using a more diverse sample such as in an Asian or Eastern perspective. A wider sample will permit more generalised outcomes and wider applicability.

**Appendix 1 Transcript and Summary of Focus Group Interview on 16th November
2010**

Transcript of Focus Group Interview on 16th November 2010

I: Interviewer

A: Interviewee A

B: Interviewee B

C: Interviewee C

D: Interviewee D

E: Interviewee E

F: Interviewee F

G: Interviewee G

- I: First of all, thank you very much for attending this focus group interview. I first introduce myself. I am Grace and a research student and I am the student of Dr. Cheung. I need to do a research within these two years. So, I wish to acquire more opinions through this group interview. I shall perform recording during the interview so that I can hear your opinions once again for convenience sake.

First of all, let me briefly talk about this research. The targets of this research are the interns who have worked in hotel industry. You can have a look on the conceptual framework as shown below. Actually, there are two major elements in this research. First, core job characteristics, i.e. different job characteristics. The second element is placement work-life balance meaning whether interns can maintain balance between their job and daily life during internship. Therefore, the purpose of this research is to see whether these two aspects would influence the job satisfaction and future career intention of interns in this hotel industry.

After having a general idea of what this research is about, we can start to discuss the first major element - core job characteristics. Its definition is different job characteristics or features which are objective attributes. I want to ask you certain questions which are rather conceptual or abstract. You can give your opinions on a simple basis.

In general, when you heard me talking about the noun “job characteristics”, what is in your mind?

A: About hotel industry?

I: We first discuss it on a general basis for the time being. We shall then discuss this noun in the context of hotel industry, its job characteristics. What will be in your mind?

I: Yes. Yes.

B: Would it be about what to do? To guests? Or it would be different in doing back

- office work and operation; front desk means encountering guests. It's also different when doing clerical work at the back.
- I: Um. Um.
- F: I think it would be about job of low level, or management level; that means jobs that need supervision.
- I: Um. Um. Understood.
- C: I think it's more about group basis, which means putting more emphasis on team work, or whether doing one's job on one's own.
- I: Um. Um.
- D: Is it necessary to require specific skills? E.g. is it necessary to possess specific technical knowledge, or is it general? It can be done when one possesses certain academic qualification.
- I: Oh! Understood.
- E: Also, what characteristics are required of a person to do this job?
- I: OK!
- A: Whether the working environment and the job responsible for are physical or mental?
- I: That means job characteristics. You think it should include working environment?
- A: Um. Um.
- I: **Good! Next question. When talking about hotel, what do you think about the job characteristics in hotel?**
- A: It usually requires shift duty. That means the working hours would not be stable. Moreover, it would not be fixed to be off on Saturdays and Sundays. It may be necessary to cope with the time. It would be encountering guests more.
- I: Um. That means it's service industry more.
- B: Yes! I deem that the factor of "people" is very important. No matter it's internal or external. It's the same when encountering guests. Its emphasis is on team work, and interpersonal relationship is also important. It talks about cooperativeness. It also involves many staff of different levels. That means people of different levels where there are people in hotel who mop the floor, pick the rubbish up to the highest level of being the General Manager. However, the hierarchy in other industries is not so conspicuous and not so wide.
- I: That means the aspect of the concept of ranking is very conspicuous in job characteristics in hotel.
- D: Yes! Actually, it should say that it's clearer in terms of organization structure. That means it's very easy to discern the level, which post belongs to which level. Yes, this means very clear. It's very easy to be seen in hotel industry. But, suppose in other industries, such as finance. Take for an example, the levels would probably more or less the same even though holding different titles.
- I: Um. Um.
- F: I feel that their division of labor is very clear. That is you do housekeep, then you would only do housekeep and tidy up the rooms and cleaning. If you are a sales, you only do the selling of rooms or things connected with sales catering. There is seldom overlap. It wouldn't be like certain clerical duties which you need to give a hand to do this and do that.
- I: Um. That means job characteristics of hotel can be categorized by departments?
- F: Um. Yes.

I: **Understood. Understood. Then, let's be more focus. During your internship in hotel, what are your job characteristics? That is, what are the job characteristics being an intern?**

Um. That is the major duties of an intern and the degree of it. Would you be responsible for important tasks? May be the emphasis is on learning. E.g. What is the degree of autonomy? Would you think about it in relation to this aspect?

F: Let me relate to my experience first. I worked in the Personnel Department during my internship responsible for something connected to quality. As this quality section was newly set up and my supervisor had just joined in one month before me. No subordinate had been hired yet. So, I was treated as a full-time employee to perform the duties once I joined in. So, my working hours were long. He would teach me a lot of things to make me pick up my job the soonest. But may be after having taught me for three to four months, I need to handle a lot of works. On the contrary, I see that many other interns are majoring in learning.

I: Um. Um. Understood.

A: Respecting the hotel that I was an intern, may be it's not too big. That is in terms of manpower, the trainees were actually the same as full-time employees, doing the same job and also needed to work overtime. Sometime during my internship, a new manager reported duty who sometimes asked us how to do. So, there's not much specific difference.

I Oh! Actually to sum up, the job characteristics of interns in hotel are basically more or less the same as the job characteristics of full-time employees working in a hotel (which are very similar).

D: I feel that there is a specific feature of being an intern. For instance, if an intern has a very good training program; e.g. one month in front office, in a certain section, being transferred to another section after a few months. That is the duties could be shifted, then different things could be learnt. But, if you are a permanent staff, compared with the experience during internship; that means you would not have the opportunity to be transferred to different working posts.

I: That means one more chance for them to rotate to work in different departments.

G: I worked in the front office. I was later transferred to Business Centre to perform the duties in Business Centre to encounter VIP guests.

I: Fully understood. After having finished talking about your conceptual opinions, I would like to tell you that there are actually five major elements in core job characteristics under the Hackman and Oldham (1980) model. I now run through quickly about their definitions. First, "skill variety" means that the degree to which a job requires different skills in carrying out the work. Second, "task identity" means that the degree of the job which involves the whole piece of work and the result of the job is obvious. Respecting "task significance", it means that the degree that how the job influences the others confined in the workplace. Fourth, "autonomy" means that the degree of freedom and independence for the job. Lastly, "job feedback" means that the degree that interns can clearly know about their job performance.

Then, you can turn to the page at the back. There are many different statements at the back. The statements are extracted from different literature. The statements shall be included in my questionnaire in the future. I've made certain revision to the

statements to suit the targets of this research, the interns. **I wish you could help me have a look on whether these statements are effective or not?** That is, e.g., there are 3 statements measuring the first element “skill variety”. E.g. the first statement, if you are of the view that this statement can measure this element, then you can put a tick at “7”. That means this statement is very representative. But if you are of the view that it fails to measure, then put a tick at “1”. You can do the same for the rest. Please take some time to put the ticks.

If you find that certain statements are not clear enough or you don’t understand or you deem that certain ideas should be appropriate to be put in to measure these elements, please mark down at the blanks below. I shall later peruse your opinions. Each statement should be viewed on an independent basis and no comparison among them is necessary.

(After they have finished with their marking)

- I: I would like to ask you whether there are any statements which are comparatively extreme and whether there are any statements which are very unrepresentative?
- D: I am of the view that statement 3 in “skill variety”, the same statements should ask one thing only. Here, “simple” and “repetitive” should be separated into two statements. Because I use simple technical skills, but it could not be repetitive. It could be complex, but it could also be repetitive. It appears that the statement is asking two things.
- I: Um. Asking for two things? Good! Um.
- D: May be they have different opinions! You ask them first. Ha Ha!
- A: More correct. More correct.
- I: OK. Ar. I feel... Any other problems or not so representative?
- G: I don’t quite understand the first statement in “task identity”.
- I: Oh. Good! Actually, there are mainly three circumstances in “task identity”. Actually, in the course of the whole working process, interns may know how to do. The second one says, I have known it already, but do I know how to do it through out the course of the whole process? So, it says “completely know how to finish with it”. The third one is I know how to do it all, but whether it is necessary for me to be responsible for the whole process? That is “recognize it”, “know it” and meaning “do” it as well.
- G: Oh! Understood!
- I: Tina, whether you have ticked one statement that is not so representative any more?
- C: Yes. I have put a tick to the statement 3 of “task significance” in which my job has great influence towards my supervisor. Because I feel that being an intern, it’s difficult to have great influence towards the supervisor.
- I: Oh! Understood. May be the way of expressing the question is not clear enough. Actually, what I mean is whether after having done something wrong, would it cause troubles to the supervisor? May be there is something wrong with the interpretation of the Chinese and English of this statement.
- F: “Task identity” only focuses on procedures. I deem that “responsible” is one thing that should be counted as scope of the work.
- I: Um. “Responsible” is also one thing that should be counted as scope of work?

Actually, the Chinese is translated by me. But actually the definition of “task identity”, as I said before, whether during the course of the whole working process, he/she is responsible for certain parts or the whole piece of work? So there may be some problems in the translation into Chinese of “task identity”. I will collect yours for my later perusal. Besides, after reviewing the literature, a statement which comes from the concept of “dealing with others” is to be used as supplementary information for Job Diagnostic Survey, “During my hotel internship, many of the tasks that I am responsible for have to work closely with other people in order to have them accomplished.”. What do you think under which category this statement should be put?

E: I think this statement should belong to “autonomy”, since if intern always needs to cooperate with and work together with others, the degree of autonomy on how he/she can decide to carry out his/her work is reduced to a certain extent.

B: Yes, I agree.

I: Um.Um.

Now, we can discuss the second important element which is “placement work-life balance”. I briefly talk about its definition: Work-life balance is a state where the needs and requirements of work are weighed together to create an equitable share of time that allows for work to be completed and personal private life to get attention. Certain comparatively abstract questions would be asked.

When you heard of the noun of “work-life balance”, what comes up to your mind or what do you feel about it?

B: That is whether there is enough time for you to do what you desire to do other than working?

I: Um. That is in terms of “time”.

E: And also whether it is necessary to often work overtime in terms of working hours?

I: Um. Um.

F: And also whether your job could affect your relationship between your family and friends?

I: Um. Um.

C: And also talking about work stress. Whether stress would affect your daily life?

I: Um.

E: Would it be possible that you could put down everything of your job duties and do not think about it after you are off-duty? Whether there is still phone call looking for you and troubling you asking anything about your job duties? That is there could not be any division between your job and own life.

I: That is you could not distinguish between the two aspects, work and life.

D: I feel that it’s whether the company that you are working with care about you, being an employee. That means whether they treat you as a production tool or a “human being”.

All: Hahaha. Hehehe.

I: That is during your internship in hotel, you’ve got such feelings that they basically don’t treat you as a “human being”?

All: Um. Um. Ha. Ha.

I: The above is generally speaking. Well, what do you think about the aspect of life balance in hotel industry? Whether there is or there is not? Whether it's difficult?

G: I feel that it's more difficult for frontline. Because the roster is issued on a weekly basis.

I: That is your days off may not be the same with your family members due to shift.

G: Yes. Yes. Because the colleagues of front office have got overnight shift. They cannot see their family members when they return home because they are too tired and they need to go to sleep at once. Sometimes, being in afternoon shift, you still couldn't do it since no friends could wake up so early to see you.

All: Hahaha!

I: Understood. Understood.

B: Also it is required to report duty during public holidays.

A: Talking about shift, e.g. the restaurant, you would only know what shift you are at one day before. Thus, you couldn't plan anything. I feel that it's not very humanized.

All: Haha.

D: Further, the restaurant in hotel is opened for 365 days and the business hours of hotel are also round the clock. Thus, work-life balance in hotel industry is difficult to achieve. For example, the operation staff have no choice to which shift they need to report duty as operation needs manpower.

F: Even though for the administrative staff, since the hotel needs to keep on running round the clock, say I worked for human resources before, I would still receive phone calls in the middle of the night asking whether I could render help. So even though you work in the back office, due to the issue of operation, it would also affect you. Also you would slowly discover that the longer you work for hotel, you would have no friends. Your friends become your colleagues.

I: Um. Understood. That is what you said there is insufficient manpower in hotel industry which results in such influence.

F: Um. Yes.

I: Um. So what does work-life balance mean to you during your internship? Whether there is and whether there is not?

All: Haha...

G: It's better than the full-time guys because I don't need to work overnight.

A: But I need to.

I: That is there is no special treatment. But some have.

B: I'm quite lucky. It is fixed for me to report duty in morning shift. But it's really very early. I report duty at 6am and off duty at 3pm. Thus I can still go out with friends after work. But I'll return home early since I need to report duty tomorrow at 6am.

I: Um. Um.

B: Also the friends are mostly my colleagues. E.g. I would go to have "high tea" with the colleagues who report duty in morning shift. But other classmates would not go. May be you report duty in the morning shift and they have to report night shift duty. Basically, we can't see each other.

I: Oh. Understood. Understood. Whether there is any privilege for others? Or it's the

- same for interns and full-time guys?
- C: I feel that it's better than the full-time guys. I feel that it's the problem of job nature which poses difficulty in the balance of life. Just like what I have just mentioned. I only know about the roster of my shift duty just a few days before. Even though you've got holiday, you can't plan it in advance. Thus, it's difficult to make appointment with friends at such a late stage. Um. It's not so good to health as well because the shifts keep on changing.
- I: Um. Understood. Are you the same?
- E: At the time, the treatment of interns in terms of shift duty is better. Because the permanent staff need to report from 6am to 3pm or 3pm to 12am; but interns report duty from 8am to 5pm or 12noon to 9pm. It's actually rather good treatment.
- F: Not for me. My working hours are even longer than the permanent staff.
- D: I report duty to office. But because I feel that the responsibility of interns is less than full-time staff. Because I have witnessed certain senior staff who are required to keep on checking emails during their holidays. So I feel that work-life balance of interns is better. That is other than working hours and the flexibility of changing shifts, the responsibility makes their work-life balance better.
- I: Um...Better! Now I wish to tell you that theoretically speaking, there are also 5 elements to measure work-life balance according to Wong and Ko (2009). The first one is "enough time-off from work" meaning "I have enough time after work to carry out personal matter?" The second is "workplace support on work-life balance" meaning "whether the company encourages or supports their employees to strike a balance between their job and life?" The third is "allegiance to work" meaning "whether interns would expect to do a day's work? Whether they like this job?" The fourth is "flexibility on work schedule" meaning "do you have personal discretion over your own starting and finishing times?" The last one is "life orientation" meaning "whether life orientation can be reached?" **There are certain measure statements at the back. Just like what you have done before and mark down your opinions.**
- G: It's better to put the third statement in "workplace support" into "allegiance to work", because of good departmental management that one is committed to one's job.
- I: Um. Um. The meaning of this statement is the arrangement of job for each staff by the manager has been arranged in a very good manner, i.e. the meaning of good departmental management. Thus, each staff would not leave certain unfinished work to the next round of staff which would confuse them.
- A: I feel that "I work very smoothly" and "can handover to the next round of colleagues on time" at the back are two different things. That is may be even I work very smoothly; I may still need to work overtime. It is better to split these two aspects into two statements.
- I: Um. Whether you think there is any problem with this statement?
- D: Because I think that this statement is not measuring this element. Because having got good departmental management, the efficiency of work would be better. But its purpose may not be encouraging staff to strive for work-life balance.
- A: I agree.
- D: That means this statement is not representative.
- A: But if it's actually managed in a very good manner, objectively, it would help them

- achieve work-life balance psychologically or in terms of time.
- B: Actually they are related. But may be it's not expressed clearly in this statement.
- C: That is e.g. good departmental management is actually supporting employees to achieve work-life balance.
- I: That means this statement can actually measure work-life balance. But it shouldn't be under this element and it needs to be clearly explained.
- D: Yes. Yes.
- B: Actually this statement could be kept under this element but with clearer explanation. Because having good departmental management can show that the company supports employees to have work-life balance and care about their feelings. E.g. a little bit of overlap of time when compiling the roster. Then, staff of prior shift can have the opportunity to handover the work to the colleagues of next shift and can be off-duty on time.
- I: Um. Understood.
- G: I am of the view that the third statement under "flexibility" should be put under the element of "enough time-off from work", because you said "I can finish work within working hours."
- I: Um. Whether you agree to it?
- B: Yes. If interns do not need to work overtime, they will certainly have enough time-off from work
- All: Agree.
- A: I feel odd for the first statement "I have personal discretion over my own starting and finishing time" under "flexibility of work schedule". That is you've got fixed working hours in hotel each day. This statement seems to say there are no rules and regulations. I feel that each and every person has no choice on that.
- I: That is it would not be possible to happen for interns in hotel?
- B: It would be possible for managers, but not for interns.
- I: Um. Yes. Yes.
- D: Actually an example can be given. I have freedom to choose which shift or which date I want to report duty.
- I: This statement is about which shift and the next statement is about which day. Um. Um. One statement is about time and one statement is about day.
- D: Yes.
- A: I want to ask whether the first statement of "life orientation" mentions that I have extra time to do the things that I am interested during my internship. I don't quite understand.
- I: That means after you are off-duty whether you can put off your working mentality? Whether you can strike a balance to pursue your own interests?
- A: The second statement meaning whilst working?
- I: Yes. Whether the work you are performing at could make you have job satisfaction?
- A: I feel that the first statement meaning there is sufficient time after working. The second statement is whether you can pursue "life orientation" during working hours.
- I: Um. Um. What do the others think?
- D: It's very odd for the first statement of "life orientation". Because there is no reason that there is still extra time for me to pursue my aspiration and interests during my

- working hours.
- I: Actually, the statement should be whether one can still have time to accomplish one's wishes or interests during one's internship in hotel?
- G: The word "more" appears to be odd.
- I: Oh! Yes!
- B: Actually, I don't quite understand "needs in different life stages."
- D: That is I guess you initially do the jobs of filing, coping; then during your internship, you are able to take up more responsibility. Then your self-confidence would be increased. Then you would discover at the last stage that not only you can be a follower, you can also be a leader. Do you feel that the third statement under "life orientation" should be put under "enough time-off from work"?
- G: It's a little bit so.
- I: It's a little bit so. But this statement is talking about on the whole, good quality of life includes whether one can feel satisfactory and happy during working hours and at the same time after work. Thus, the academics do not put this statement under this specific element of "enough time-off from work". This statement is speaking "on the whole".
- E: Actually, it shouldn't only mention family as the aspect of friends is also involved; as some people may not deem that family is the most important.
- I: That means change it to "good quality of life"?
- E: Yes. Yes. It's better.
- D: Yes! Also, we can add one more statement. Because the interests of certain interns prior to internship is "back office". But during internship and after having come into contact with different works, he/she may discover other interests or new directions and goals of life. That is he/she has dug out his/her own interests and found out his/her job direction.
- I: I agree.
- F: Aso, I feel that health may probably be included under "enough time-off from work". E.g. there is enough time to take rest.
- I: Um. Whether you all agree?
- All: Agree.
- D: Can you briefly explain the third statement under "allegiance to work"? Because I focus at work, there is not much relationship in relation to support of family; and it is not very related to the understanding of this element. Because I need to concentrate in my job, but it doesn't mean I get the support of my family.
- I: Let me give an example. If you've just got a dispute with your family members and then you go to work. Would it affect your work?
- C: Whether it would have influence on the emotional aspect?
- I: May be more explanation is to be added in this statement. That is under the support of your family, it can cause you to concentrate in your job more easily in terms of emotion and mentality.
- A: Why it must be family members? As support can be in various forms. This statement can be re-phrased as there is support by my side generally, no matter it's from colleagues, family members, friends which could make me concentrate in my work.
- I: Ok. If you feel so, you can raise up your hand and vote. How many would give over 4 marks to this statement? One. Below 4 marks? Um. Four. That means most

- of you deem that this statement is not representative.
- D: I feel that it's the problem of the statement, not measuring "allegiance to work".
- I: Good! I'll think about it again to put it under other elements. Then, at the back, actually, **my model also includes "job satisfaction" and "future career intention". You can do the same as before.**
- A: I don't quite understand the difference between statement 1 and statement 3.
- I: Statement 1 is I like the characteristics of the job. Statement 2 is I like to work in here.
- F: That means the first statement is "I like my job nature of my internship". The second statement is "I like working in this hotel".
- B: "Job satisfaction" should be included in the working environment and interpersonal relationship. Just using "job" would be too general.
- D: That means it's not just overall speaking. It's more targeted, e.g. environment.
- I: Because actually this research model wishes to talk about "general job satisfaction" generally. I won't go into it too profoundly. I only conduct the research on an overall basis.
- F: It would be clearer. Because actually many different aspects would affect "job satisfaction".
- D: Because you have asked questions about different departments, colleagues and supervisors etc hereinabove.
- I: Um. May be a few more statements are needed.
- D: Um. Because two to three more statements would not be too many.
- I: Understood.
- D: One more statement can be added. During internship, I have thought of lodging complaints to the University. It has indicated that I am not satisfied.
- I: Um. Um.
- All: Yes.
- I: Whether the statement of future career intention is OK?
- B: Could it be asked more in-depth? After internship, would interns return to the department that they have worked for during internship?
- I: Um. Um. All the measure statements have been discussed already. Now, it's the last part - "interview".
- All of you can look at this diagram. I want all of you to discuss whether Hypothesis 6 ("H6") and Hypothesis 7 ("H7") can be established?
- I: H6 means whether you feel that different job characteristics in "core job characteristics" would affect "placement work-life balance"? For example, in "skill variety" as there are different skills needed to be learned, some intern students may be of the view that it is beneficial to them to spend more time to learn different skills for their future career development. Thus, it raises their "allegiance to work". However, some intern students are of the contrary view and have negative feeling that the workload is too heavy for them which downgrades their "allegiance to work". **You feel that there is relationship between "core job characteristics" and "placement work-life balance" for H6?** Would they have interacted influence? You can put forward certain examples.
- F: I am of the view that "skill variety" and "task significance" can affect "life orientation".
- I: For example?

- F: For example, I am responsible for many works. When the work I am responsible for is very important and its influence is comparatively great. May be I feel that I've actually got such capability. May be when I plan my career path in the future, I would set a higher goal and aim at higher.
- I: That means you deem that there is relationship between the two theories and interact with each other.
- F: Yes.
- A: "Autonomy" should have influence on "flexibility of work schedule".
- I: Understood. Yes.
- E: May be when the supervisor gives job comments, you would feel that you've got the support and encouragement, resulting in you putting greater efforts to perform your job.
- I: That means "job feedback" may be related to "workplace support"?
- E: Yes.
- G: And more to "allegiance to work".
- I: That means "job feedback" from supervisor to show that oneself has got recognition of importance and one would be more allegiance to work.
- E: Yes.
- G: Yes.
- I: That means all of you agree that "core job characteristics" may have the opportunity to influence "work-life balance"?
- F: There is the chance. But it wouldn't affect all of us.
- I: Yes. It must be tested before we know.
- F: "Autonomy" would also affect "enough time-off from work".
- I: Um. Um.
- A: I want to ask whether "autonomy" includes empowerment?
- I: Yes. Because you can have freedom in making decisions.
- A: Then I am of the view that "autonomy" would affect "allegiance to work". Because employment allows them to try and to have more exposure. It would make you like your intern job more.
- I: That means the majority agree that "core job characteristics" would affect "work-life balance". Daniel, what do you think?
- D: Also agree.
- I: Or whether they could be swapped, which is **H7 that "work-life balance" affects "core job characteristics"?**
- A: I think it would be more difficult.
- I: "Core job characteristics" appears to be certain objective factor. But actually when the interns were doing the questionnaire, they ticked it based on their own perception. That is I feel that the job I'm responsible for is important, so "core job characteristics" is actually also perception. Thus, work-life balance can have the opportunity to influence interns' perception towards the job characteristics (core job characteristics).
- A: I wish to ask whether students who did the questionnaire had completed their internship?
- I: Yes.
- A: Then I feel that work-life balance actually appears to be an outcome. That is I also quite have work-life balance after finishing with it. But it's difficult for the outcome

to have influence on the prior job characteristics (core job characteristics). It's quite odd to think backward in this way.

I: That means you feel that core job characteristics are also objective and it's a matter of fact. If the outcome (work-life balance) is used to influence the fact (core job characteristics), it would be not that reasonable. How do others feel about it?

L: I quite agree what he says.

I: How about Daniel and Joyce?

D: Yes. I don't agree.

E: Yes.

I: That means you are all of the view that H7 is unsustainable?

All: Um. Um. Yes. Yes.

I: Any other opinions? That means to this research.

I: Then thank you very much to all of you. The interview of today is now concluded. Please write down your name and telephone number on the questionnaire so that it would be convenient for me to ask you questions in the future. Thank you to all of you.

Summary of Focus Group Interview on 16th November 2010

Core Job Characteristics (CJC)
<p>Section 1 Part B - Question 1: In general, what is the meaning of job characteristics in your mind?</p> <ul style="list-style-type: none">- what to do- different in doing back office work and operation- encountering guests- job of low level, or management level- group basic, emphasis on team work or doing one's job on one's own- require specific skills- require certain level of academic qualification- characteristics are required of a person- working environment- the job responsible for is physical or mental
<p>Section 1 Part B - Question 2: What are the job characteristics in hotel industry?</p> <ul style="list-style-type: none">- shift duty- unstable working hours- encountering guests more- service industry- the factor "people" is very important- team work- interpersonal relationship- cooperativeness- involves many staff of different levels- hierarchy is very conspicuous- it is clearer in terms of organization structure- division of labor is very clear- job characteristics of hotel can be categorized by departments
<p>Section 1 Part B - Question 3: What are the job characteristics in your internship?</p> <ul style="list-style-type: none">- treated as a full-time employee to perform the duties- long work hours- learn a lot of things- need to handle a lot of works- interns are majoring in learning- trainees are actually the same as full-time employees, doing the same job- also needs to work overtime

- not much specific difference with full-time employees
- job characteristics of interns in a hotel are basically more or less the same as job characteristics of full-time employees in hotel (which are very similar)
- there is a specific feature of being an intern, since if you have good training program, then duties could be shifted and different knowledge could be learnt
- permanent staff would not have the opportunity to be transferred to different working posts
- more chance for them to rotate to work in different departments

Section 1 Part C - Opinions on the statements of Core Job Characteristics (CJC)	
Statement	Opinions
2,3	<ul style="list-style-type: none"> - asking two things - “simple” and “repetitive” - “complex” and “high-level”
10	<ul style="list-style-type: none"> - being an intern, it is difficult to have great influence towards the supervisors - interpretation of the Chinese and English of this statement does not match
Add	<ul style="list-style-type: none"> - one more statement could be added in “autonomy” - “During my hotel internship, many of the tasks that I am responsible for have to work closely with other people in order to have them accomplished.”, which comes from the concept of “dealing with others” (used as supplementary information for Job Diagnostic Survey) - if intern always needs to cooperate with and work together with others, the degree of autonomy on how he/she can decide to carry out his/her work is reduced to a certain extent
Others	<ul style="list-style-type: none"> - problem in the translation into Chinese of “task identity”

Work-life Balance (WLB)
<p>Section 2 Part B - Question 1: In general, what is the meaning of WLB in your mind?</p> <ul style="list-style-type: none"> - enough time for you to do what you desire to do other than working - often necessary to work overtime - your job could affect your relationship between your family and friends - work stress - could you put down everything of your job duties? and do not think about it after you are off-duty - could not distinguish between your job and own life - the company treats you as a production tool or a “human being”

Section 2 Part B - Question 2:

What is your point of view about WLB in hotel industry?

- more difficult for frontline
- days off may not be the same with your family members due to shift
- need to report duty during public holidays
- you would only know what shift you are at one day before. Thus, you couldn't plan anything.
- the longer you work in hotel, you would have no friends. Your friends become your colleagues
- since insufficient manpower in hotel industry, work-life balance in hotel industry is difficult to achieve

Section 2 Part B - Question 3:

What is your point of view about WLB of hotel interns?

- interns are better than the full-time guys, don't need to work overnight
- no special privilege treatment
- friends are mostly my colleagues
- better than the full-time guys
- the problem of job nature which poses difficulty in the balance of life
- it is not so good to health because the shifts keep on changing
- only know about the roster of my shift duty just a few days before. Even though you've got holiday, you can't plan it in advance
- the treatment of interns in terms of shift duty is better, it is actually rather good treatment
- Not for me. My working hours are even longer than the permanent staff
- the responsibility of interns is less than the full-time staff
- work-life balance of interns is better

Section 2 Part C - Opinions on the statements of Work-life Balance (WLB)

Statement	Opinions
25	<ul style="list-style-type: none">- not expressed clearly in this statement- "I work very smoothly" and "can handover to the next round of colleagues on time" are two different things, better split these two sentences into two statements
28	<ul style="list-style-type: none">- not measuring "allegiance to work"- I focus at work, there is not much relationship in relation to the support of the family- may be more explanation is to be added in this statement- under the support of your family, it can cause you to concentrate on your job more easily in terms of emotion and mentality- this statement can be re-phrased as "there is support by my side"

	generally”, not just to emphasize on support by family members only
29	<ul style="list-style-type: none"> - delete it - every person has no choice on that, not possible to happen on interns - only may have the freedom to choose which shift or which date - change this statement to about which shift and the next statement is about which day
31	<ul style="list-style-type: none"> - should be put under the element of “enough time-off from work” - because “I can finish work within working hours.” - if interns do not need to work overtime, they will certainly have enough time-off from work
32	<ul style="list-style-type: none"> - delete the word “more” - the word “more” appears to be odd
34	<ul style="list-style-type: none"> - it shouldn’t only mention family, as the aspect of friends is also involved - change it to “good quality of life”
Add	<ul style="list-style-type: none"> - one more statement could be added in “life orientation” - may discover other interests or new directions and goals of life
Add	<ul style="list-style-type: none"> - one more dimension could be added - health may probably be included under “enough time-off from work” - there is enough time to take rest

Section 3 - Opinions on the statements of General Job Satisfaction (GJS)	
Statement	Opinions
35, 37	- there appears to be of no difference between these two statements
Add	<ul style="list-style-type: none"> - during internship, I have thought of lodging complaints to the university. - It has indicated that I am not satisfied.

Section 5 - Opinions on whether there are any related issues between CJC and WLB in hotel industry	
Do you feel that “core job characteristics” affects” “work-life balance” - H6?	
<ul style="list-style-type: none"> - skill variety” and “task significance” can affect “life orientation”. <p>→The work that I am responsible for is very important, I’ve actually got such capability. When I plan my career path in the future, I would set a higher goal and aim at higher.</p>	

- “autonomy” should have influence on “flexibility of work schedule”.
- “job feedback” may be related to “workplace support on work-life balance”
→when the supervisor gives job comments, you would feel that you’ve got the support and encouragement
- “job feedback” may cause more “allegiance to work”.
→“job feedback” from supervisor shows that oneself has got recognition of importance and one would be more allegiance to work
- “autonomy” would also affect “enough time-off from work”.
- “autonomy” would affect “allegiance to work”
→because employment allows them to try and to have more exposure.
- all of you agree that “core job characteristics” may have the opportunity to influence “work-life balance”?
→there is the chance. But it wouldn’t affect all of us.
→all agree

Do you feel that “work-life balance” affects “core job characteristics” - H7?

- it would be more difficult
→I feel that work-life balance actually appears to be an outcome. That is I also quite experience work-life balance during the course of my work. But it is difficult for the outcome to have influence on the prior job characteristics (core job characteristics).
→it is quite odd to think backward in this way
→core job dimensions are also objective and it is a matter of fact. If the outcome (work-life balance) is used to influence the fact (core job characteristics), it would be not that reasonable.
→all agree H7 is not quite reasonable

Appendix 2 Transcript and Summary of Focus Group Interview on 27th December

2010

Transcript of the Focus Group Interview on 27th December 2010

I: Interviewer

A: Interviewee A

B: Interviewee B

C: Interviewee C

D: Interviewee D

E: Interviewee E

F: Interviewee F

I: First of all, thank you very much for attending this focus group interview. I first introduce myself. I am Grace Siu and a research student and I am the student of Dr. Cheung. I need to do a research within these two years. So, I wish to acquire more opinions through this group interview. I shall perform recording during the interview so that I can hear your opinions once again for convenience sake.

First of all, let me briefly talk about this research. The targets of this research are the interns who have worked in the hotel industry. You can have a look on the conceptual framework as shown below. Actually, there are two major elements in this research. First, core job characteristics, i.e. different job characteristics. The second element is placement work-life balance meaning whether interns can maintain balance between their job and daily life during internship. Therefore, the purpose of this research is to see whether these two aspects would influence job satisfaction and future career intention of interns in this hotel industry.

After having a general idea of what this research is about, we can start to discuss the first major element - core job characteristics. Its definition is different job characteristics or features which are objective attributes. I want to ask you certain questions which are rather conceptual or abstract. You can give your opinions on a simple basis.

In general, when you heard me talking about the noun of “job characteristics”, what is in your mind?

C: It may be divided into two aspects; for example, it’s divided into operational and back office in hotel.

I: Understood. We are talking about it generally now. Then a much in-depth discussion regarding hotel would follow.

E: For example, we’ll think about the working hours; either externally or internally, which means encountering guests or encountering internal staff; and the job duties.

I: Understood, job duties. **Then, when talking about hotel, what do you think about the job characteristics in hotel?**

- C: Long work hours and jobs relating to encountering guests are comparatively more.
- D: It would be more no matter it's related to internal staff or related to guests.
- I: Um. Um.
- B: Also it may be necessary to report duty by shift round the clock.
- I: Um. Um.
- F: The job nature of hotel is extensive. Even though the position may be the same, the jobs carried out by each individual may be different.
- I: Um. Um.
- E: Also there is one specific feature of hotel which is you may have the chance to develop yourself by working in different departments since there are many different departments in hotel. That means your career development would be more extensive by working in different department and wouldn't be confined to only one department.
- E: Yes. Yes.
- I: Understood. **Then, during your internship in hotel, what are your job characteristics?**
- E: Let's talk about one after the other.
- B: I was working in the club-house at the time, mainly doing food and beverage and frequently encountering guests. There are a lot of foreigners of different nationalities.
- C: I was doing marketing communication before. There were not many colleagues in my department. There were only three. It would be much more frequent to encounter internal staff of different departments as different marketing materials were required by different departments. So it's necessary to communicate with them much more often.
- I: Um. Um. Understood.
- D: During my internship, I was assigned to three different departments. So the groups that I had come into contact were different. The first one was catering which mainly involved administrative works. Then as working longer, it's necessary to encounter guests more, for example, the guests in wedding and meeting. A lot of phone calls making enquiry were received daily. Then later I needed to do reservation. It mainly involved administrative and filing works. The last one was marketing and communication department. I came into contact with suppliers, designers and printers more. It also included coming into contact with internal staff of different departments.
- I: Um. Um.
- A: I was trained in two departments at that time. One was food and beverage and human resources for the latter half year. For food and beverage, I felt that I was on-job training once I joined in. There was no theory. The other thing was encountering guests and I needed to learn how to receive phone calls. Besides, the working culture was also very different, for example, colleagues in food and beverage would have gathering once off-duty. In human resources, I was mainly responsible for administrative works and also rendered help in recruitment and organizing annual dinner etc. It mainly involved more paper work. The specific features in the two departments were very different.
- I: That means you would use department to categorize the specific features of jobs.
- A: Yes, Um. Um.

- D: I deem that the jobs in different departments of a hotel are divided very clearly. So each individual is repeatedly doing one's job one is responsible for on a continuous basis.
- A: I think not only interns, the specific features of the jobs in hotel itself are also continuously repetitive.
- I: Um. Understood.
- F: I was having my training in the food and beverage. The workload was very heavy and very hurry. I needed to work overtime all the times and it's really very hard for me.
- E: I was doing the lounge job in food and beverage before and mainly encountering guests. As the staff in the lounge were different, so each colleague would be responsible for the entire job and it wouldn't be divided too clearly.
- I: Fully understood. After having finished talking about your conceptual opinions, I would like to tell you that there are actually five major elements in core job characteristics under the Hackman and Oldham (1980) model. Actually, there is certain similarity with what you have said. I now run through quickly about their definitions. First, "skill variety" means that the degree to which a job requires different skills in carrying out the work. Second, "task identity" means that the degree of the job which involves the whole piece of work and the result of the job is obvious. Respecting "task significance", it means that the degree that how the job influences the others confined in the workplace. Fourth, "autonomy" means that the degree of freedom and independence for the job. Lastly, "job feedback" means that the degree that interns can clearly know about their job performance.

Then, you can turn to the page at the back. There are many different statements at the back. The statements are extracted from different literature. The statements shall be included in my questionnaire in the future. I've made certain revision to the statements to suit the targets of this research, the interns. **I wish you could help me have a look on whether these statements are effective or not?** That is, e.g., there are 3 statements measuring the first element "skill variety". E.g. the first statement, if you are of the view that this statement can measure this element, then you can put a tick at "7". That means this statement is very representative. But if you are of the view that it fails to measure, then put a tick at "1". You can do the same for the rest. Please take some time to put the ticks.

If you find that certain statements are not clear enough or you don't understand or you deem that certain ideas should be appropriate to be put in to measure these elements, please mark down at the blanks below. I shall later peruse your opinions. Each statement should be viewed on an independent basis and no comparison among them is necessary.

(After they have finished with their marking)

- I: Is/Are there any wording(s) that you don't understand or you deem not appropriate?
- A: May I ask you what is the definition of technique?
- I: For example, if you work in the administrative department, you need to know computer skill, communication skill or certain specific system that you may need to

use whilst working.

- A: Um. Um. I have certain doubts on the “working procedures” in “task identify”. For example, if I work as a waiter in the food and beverage, I certainly need not be involved in the part relating to making of food in the kitchen. You said it’s necessary to be responsible for the procedures of the entire job (the work from beginning till end), so where to start computation?
- I: Um.
- F: These three statements are very confused.
- E: A little bit more of explanation would be required.
- I: Um. Um. Understood.
- A: In the question of “job feedback” where it says, “the job itself provides chances for me to figure out how well I am doing”, this question is very hard to understand.
- I: For example, if you have made a poster which is very beautiful. That is “the job itself shows how well you are doing”. Do you have other questions that you feel not representative? As I see that most of you tick the marks above “4”. That means you all agree that these questions are representative and could express those elements.
- F: I deem that certain questions in the first part “skill variety” are repetitive. i.e. Simple skills and complex skills, you are asking the same meaning.
- B: Because if it is not simple, then it would be complex.
- I: Understood. Actually, the purpose of these questions is “double checking” to test whether people would just fill out the questionnaire wantonly. For example, if he/she ticks 5 marks (very agree) to Question 2 “my intern job requires me to use a number of simple skills”, but also ticks 5 marks (very agree) to Question 4 “my intern job requires me to use a number of complex skills”, then it shows that this guy is just filling out the questionnaire wantonly. Of course, there would not be too much this type of questions in the questionnaire.
- F: Um. Understood.
- A: I feel that Question 5 in “task significance” which says “my intern job performance has significant influence on the organization’s revenue” doesn’t make sense.
- E: I am of the same view. As interns usually occupy low positions and the responsibility is correspondingly less, so the job performance of interns would hardly have any significant influence to the organization’s revenue.
- I: Um. Um. What you say is reasonable.
- E: Whereas “the significant influence on the organization’s reputation” is reasonable since for example, if the service attitude of interns is extremely bad, it will definitely have adverse influence to the reputation of the hotel.
- I: Um. Um. Understood.
- F: Besides, the “task significance” in Question 1 where it says “has significant influence on a lot of other people’s work”, I want to ask to which people are you referring? Because there are already two other questions below which refer to “colleagues’ work in other departments” and “colleagues’ work in my department”. I deem that question 1 is repetitive.
- A: I also deem that Question 1 is repetitive and it is very hard to define which people when you talk about “a lot of other people”.
- I: Um. Understood. I would consider whether to delete it or not.
- A: Moreover, I want to ask about “task identity” in Question 4 where it says “the result of my job is obvious”. Actually, what do you want to ask? Is it meaning that if the

achievement of my job is obvious, then my job satisfaction would be greater?

I: Yes.

F: Is the achievement here referring to whether you can learn something?

A: Or whether to quantify my job? For example, I have served 10 guests, and then the number of guests is to be used to weigh my job achievement?

I: Um. Um. That means you feel that the wordings used in this question are not clear enough?

F,A: Yes.

D: But as to me, this question is easy to understand. It depends on what job you are responsible for. For example, you are responsible to finish photocopying this set of information and replying all the guests today. Then after having accomplished all those jobs, it already shows your job achievement. For example, people ask you to photocopy ten sets, but you finish with having photocopied nine sets or eleven sets, then it obviously shows that you do not do your job well and do it wrongly. Thus, whether you do your job well and what the achievement is, you could easily spot it out.

E: Would you ask which department the interns are working at prior to conducting the interview?

I: I will. As the job characteristics in different departments are different.

E: Oh I see.

I: Any other suggestion or question?

All: No.

I: Now, we can discuss the second important element which is “placement work-life balance”. I briefly talk about its definition: Work-life balance is a state where the needs and requirements of work are weighed together to create an equitable share of time that allows for work to be completed and a personal private life to get attention. Certain comparatively abstract questions would be asked.

A: This topic is very interesting. Ha Ha.

B: There is none. Ha Ha.

I: Ha Ha. **When you heard of the noun of “work-life balance”, what comes up to your mind or what do you feel about it?**

C: It must be that I can be off-duty punctually.

F: There is private life and private time.

A: My job wouldn't affect my original life. I wouldn't be without friends.

C: There wouldn't be no resting time and recreation time for my own self.

E: There is time for me to develop my own interests. For example, to continue to further my studies.

D: Also, besides taking rest physically, we should also strike a balance psychologically. For example, don't let the stress of working affects my personal emotion.

I: Um. Um. **The above is generally speaking. Well, what do you think about the aspect of life balance in hotel industry? Whether there is or there is not? Whether it's difficult?**

E: Work is much more important.

A: It's not balanced.

C,F: Work and life are not in balance.

A: Even working in the back office, the proportion of working overtime is much more than other industries.

- E: I had been working in human resources during my internship before. I know that human resources actually very much want to put on emphasis on work life balance and they promote it very much. But it's very difficult to implement it because of the operational style of hotel industry.
- B: It operates for 24 hours and it is hard to understand why the manpower is constantly not sufficient.
- A: The rate of losing staff is very fast and high.
- C: And also everything needs to be completed in an urgent basis.
- D: If "urgent" is not enough, then "top urgent" it.
- C,A: Ha Ha.
- I: Um. Um. Understood. **So, what does work life balance mean to you during your internship?** Would treatment for interns are better than the permanent employees?
- C,B: Yes, it would.
- C: Yes, it would. I could be off-duty punctually.
- A: It wouldn't be.
- F: I feel that I am not accustomed to be an intern. Because you are not accustomed to the operational style of hotel, so you feel that you cannot strike a balance. But if you are a permanent employee, you would be accustomed to such life style and may feel that you can strike a balance.
- A: I feel that when I worked in food and beverage in the beginning, the physical demand was very great. It's totally different from my life style before. So, it was indeed extremely imbalance in the very beginning. Once I returned home, I slept and then went to work, and then slept and then went to work again.
- I: Would it be better after you had accustomed to it?
- A: It's a little bit better. But the working hours were too long. The time spent with my family was much much lesser. Respecting the holiday, as I was unable to be off on public holiday, it's difficult for me to be together with my family and friends.
- I: Um. Um.
- A: But it's better when I worked in human resources.
- I: Then, it depends on which department you are working at?
- E: But it's only a little bit better. It's just that the working hours and the resting time tend to be normal.
- I: Understood.
- C: I feel that the treatment of interns is a little bit better. Because people would treat you like "little sister" who comes to learn.
- D: The responsibility is comparatively less.
- E: And the wages is also comparatively low, it's only \$2,500.
- B: Yes. Ha Ha. People would not expect too much from you.
- E: Ha Ha. Would wages affect work life balance?
- A: It's very imbalance. Only \$2,500 which is worse than doing part-time job and it always needs to work overtime.
- I: Actually, would it be true that whether the hotel could provide you with a good training plan and schedule?
All(?)All along, there are no training plan and schedule. They just treat you as one more helper.
- A: After having worked for 4 months long, they would treat you as a permanent employee. But it's only \$2,500, so it's really very imbalance.

I: Thus, all of you agree that being interns, the low wages is one of the factors which makes you feel that there is imbalance between work and life.

All: Yes. Yes.

A: Because at the end of the day, you are doing what the permanent employees do but your wages is 4/5 less than theirs. It's very unfair.

I: Um. Now I wish to tell you that theoretically speaking, there are also 5 elements to measure work-life balance according to Wong and Ko (2009). Actually, you have talked about many similar elements before. The first one is "enough time-off from work" meaning "I have enough time after work to carry out personal matter?" The second is "workplace support on work-life balance" meaning "whether the company encourages or supports their employees to strike a balance between their job and life?" The third is "allegiance to work" meaning "whether interns would expect to do a day's work? Whether they like this job?" The fourth is "Flexibility on work schedule" meaning "do you have personal discretion over your own starting and finishing times?" The last one is "life orientation" meaning "whether life orientation can be reached?" In "theory", there are 5 elements. But having done the first group interview and having gathered different opinions, I have added one more element, i.e. "stay healthy physically and mentally". There are certain measure statements at the back. Just like what you have done before and mark down your opinions.

C: I deem that the element of "workplace support on work-life balance" in Questions 1 and 2 does not belong to the support of work-life balance from the company, it's merely the good relationship and communication among colleagues and the supervisors.

A: Should it be said that whether the company has taken the initiative to help employees to adjust their work-life balance?

C: But the communication among colleagues and understand you, this may not come from the perspective of the company. That means you may need to say whether human resources have contacted the interns on a regular basis and communicate with them, concern about whether the relationship among the colleagues is good or not; or concern whether there are any family problems that affect their performance. I feel that such would be coming from the perspective of the company to support the work-life balance of interns.

B: Or there may be certain outing gathering to encourage work-life balance on an intermittent basis.

I: May be the wordings of the question need to be amended. For example, if it is amended to "whether the company would care and concern about the relationship among colleagues or whether there are certain family problems etc that would affect your job?"

E: Whether the company has indeed implemented and encouraged the seniors to communicate with you and understand your problems?

I: Um. Understood. I would amend the wordings of the question.

E: I also feel that it is hard to define "good system of shift duty" in the following question.

I: Actually, it means, for example, the colleagues in the morning shift are off-duty at 3pm, and the colleagues in the afternoon shift report duty at exactly 3pm; then the colleagues in the morning shift may have to stay for 10 to 15 minutes more to hand

over their jobs at hand to the colleagues in the afternoon shift. This in another way of requiring the colleagues in the morning shift to work overtime for about 10 to 15 minutes. But if there is a good system of shift duty, for example, requiring the colleagues in the afternoon shift to report duty at 2:45pm, then it would be fairer to the colleagues in the morning shift where they need not work overtime. This obviously is the good system of shift duty implemented by the company to support the work-life balance of employees.

E: Oh. Understood.

B: I think a statement about whether the interns can take time off easily at short notice for contingent circumstances, for example, family member has accident, can be added.

F: Yes, it shows the support from the company and their care to employees.

I: Um. Um. Thank you.

C: I feel that the company should be considerate from the perspective of employees to compute a good roaster for shift duties of employees which allows them to have sufficient time to take rest.

A: That means whether interns can adapt to the working hours easily.

C: Yes.

I: Um. Um. Understood.

A: Um. In “allegiance to work” in Question 3 where it says “since support is acquired from people around”. You mean the support from friends or family or both?

I: “Both”. Let me give an example. If you have just got a dispute with your family members and then you go to work, would it affect your work?

A: What does it relate to “allegiance to work”?

C: I also feel that it is not much related to “allegiance to work”. It would only affect your performance and your emotion at work.

I: So I point out at the back that it would affect me whether I could concentrate in my job.

C: But even if you are very concentrated in your job, it doesn’t mean that you like your job very much and you have enthusiasm in your job.

B: I am also of the view that this question does not relate to this element.

I: Understood. That means all of you are of the same view that this question cannot measure this element.

C,Y: Yes.

A: Besides, I deem that if I am enthusiastic at my work, I’ll be more allegiant to my job.

F: Well, yes I agree. Furthermore, I sometimes feel frustrated when facing difficulties. But as I quite like my job, I’ll try my very best to figure out how to solve the problems.

I: Um...I know that working in hotel may encounter different sorts of difficulties sometimes. But if you are enthusiastic in this service industry you will certainly try your best to tackle all these thorny issues during our internship. Um... I’ll consider this aspect as well.

E: In “flexibility on work schedule” in Question 1, I deem that it is difficult for interns to choose the rest day on his/her own. It could possibly be adjusted very little only.

I: That means it’s the question of the wordings.

E: Yes.

- C: It's arranged by the senior and not decided on your own. For example, it may be that permission has to be given by the senior before the time could be adjusted.
- I: Um. Um.
- C: In Question 2, what is the meaning of "what I need could be satisfied"?
- I: That means you can report duty to the shift that you want to.
- C: Oh. I see.
- B: I want to ask what "duty" does it refer to in "life orientation" in Question 2?
- A: I also feel that this question is a bit odd. It may be that more explanation is needed in this question, so the interns can understand.
- D: Since "different life stages" cover a long period of time whereas most of the internship only lasts for a short period ranging from three months to one year.
- I: Um. Um. Understood.
- E: I also agree.
- A: Thereafter, in Question 3 which says "During my internship, I still can enjoy good quality of life". It may be that a high standard of quality of life could not be said to be good prior to my internship. Would it be better to amend this question a bit?
- F: Yes. For example say, since having tried to work in hotel industry, I witness how the guests enjoy in hotel and enjoy their life. It motivates me and coaches me I should enjoy a high standard of quality of life.
- I: Um. Um. I would consider your suggestions. How about this last newly added element - "stay healthy physically and mentally". Do you agree?
- All: Agree.
- F: I feel that one more question could be added which is directly related to health. For example, "have sufficient time to rest or to do exercises to maintain a healthy life".
- A: Also I feel that whether the relationship among colleagues is good or not would have great impact on the interns' psychological aspects such as emotion and stress. It would in turn affect the work-life balance.
- E: I also deem the same.
- I: Thank you very much for your suggestions. I would consider possibly adding certain questions relating to this aspect. Good! I'll think about it again to put it under other elements. Then, at the back, actually, **my model also includes "job satisfaction" and "future career intention"**. You can do the same as before.
- E: I feel that one more question would be added. For example, "I like the job nature of my internship job."
- B: The factor of "culture" may also be added.
- I: Um. Um. Do you have any other suggestions?
- A: I feel that the Chinese wordings of "將來" instead of "未來" should be used in "future career intention".
- E: Or it would be better to use "after graduation".
- I: Um. Um. Thanks. Um. Um. All the measure statements have been discussed already. Now, it's the last part - "interview". All of you can look at this diagram. I want all of you to discuss whether Hypothesis 6 ("H6") and Hypothesis 7 ("H7") can be established? H6 means whether you feel that different job characteristics in "core job characteristics" would affect "placement work-life balance"? For example, in "skill variety", as there are different skills needed to be learned, some interns may be of the view that it is beneficial to them to spend more time to learn different skills for their future career development. Thus, it raises their "allegiance to

work”. However, some interns are of the contrary view and have negative feeling that the workload is too heavy for them which downgrades their “allegiance to work”. **You feel that there is relationship between “core job characteristics” and “placement work-life balance” for H6. Would they have interacted influence?** You can put forward certain examples.

- D: I think “skill variety” is different that can affect the elements of work-life balance.
- I: For example, some interns may be of the view that it is beneficial to them to spend more time to learn different skills for their future career development. Thus, it raises their allegiance to work. Do you feel that it’s reasonable?
- D: Um. It’s quite reasonable.
- E: Yes. I feel that “skill variety” may affect “life orientation”, because new interests may be dug out.
- B: I feel that “task significance” would affect my “flexibility on work schedule”, because if the job that I am responsible for is more important, then it would be harder for me to apply for leave.
- A: Um. Um. I agree. I agree.
- I: Um. Um. Thanks. Or whether they could be swapped, **which is in H7 that “work-life balance” affects “core job characteristics”?**
- B: I don’t agree. I feel that work-life balance can hardly affect “job characteristic”, because “job characteristics” is very objective.
- E: Yes. I agree with Vincy. It is because work-life balance is related to our feelings and it can hardly affect “job characteristic”.
- I: Um. Um. What is/are the opinion(s) of others?
- F: I also feel that it’s very difficult.
- C: Me too.
- I: Then thank you very much to all of you. The interview of today is now concluded. Please fill in your demographic information on the last page of the questionnaire so that it would be convenient for me to ask you questions in the future. Thank you to all of you.

Summary of Focus Group Interview on 27th December 2010

Core Job Characteristics (CJC)	
<p>Section 1 Part B - Question 1: In general, what is the meaning of job characteristics in your mind?</p> <ul style="list-style-type: none"> - operational and back office - working hours - externally or internally, which means encountering guests or encountering internal staff - job duties 	
<p>Section 1 Part B - Question 2: What are the job characteristics in hotel industry?</p> <ul style="list-style-type: none"> - long work hours - encountering guests and encountering internal staff - report duty by shift round the clock - job nature of hotel is extensive - career development would be more extensive by working in different departments 	
<p>Section 1 Part B - Question 3: What are the job characteristics in your internship?</p> <ul style="list-style-type: none"> - frequently encountering guests - encounter internal staff of different departments - administrative works - contact with outsourcing companies (e.g. suppliers, designers and printers) - on-job training - working culture and job features were very different in different departments - categorize different job characteristics by individual department - jobs in different departments of hotel are divided very clearly - the specific features of the jobs in hotel itself are continuously repetitive - workload was very heavy and very hurry in food and beverage department - need to work overtime all the times and it is very hard for interns 	

Section 1 Part C - Opinions on the statements of Core Job Characteristics (CJC)	
Statement	Opinions
5, 6, 7	<ul style="list-style-type: none"> -these three statements are very confused - more explanation is needed in these statements

13	<ul style="list-style-type: none"> - this statement doesn't make sense - interns usually occupy low positions and the responsibility is correspondingly less - job performance of interns would hardly have any significant influence to the organization's revenue
21	<ul style="list-style-type: none"> - more explanation is needed in this statement - the wordings of "the result of my job" used in this question are not clear enough - referring to whether you can learn something or whether to quantify the interns' job

Work-life Balance (WLB)	
	<p>Section 2 Part B - Question 1: In general, what is the meaning of WLB in your mind?</p> <ul style="list-style-type: none"> - off-duty punctually - there is private life and private time - job wouldn't affect interns' original life - wouldn't be without friends - enough resting time and recreation time for interns own selves - there is time for interns to develop their own interests - don't let the stress of working affects interns' personal emotions
	<p>Section 2 Part B - Question 2: What is your point of view about WLB in hotel industry?</p> <ul style="list-style-type: none"> - work is much more important - work and life are not in balance - working overtime is much more than other industries - operates for 24 hours - manpower is constantly not sufficient - everything needs to be completed on an urgent basis
	<p>Section 2 Part B - Question 3: What is your point of view about WLB of hotel interns?</p> <ul style="list-style-type: none"> - treatment for interns is better than permanent employees - people would treat intern like "little sister" - The responsibility is comparatively less - the wages was also comparatively low (i.e. HK\$2,500) - people would not expect too much from interns - could be off-duty punctually - not accustomed to be an intern, not accustomed to the operational style of hotel, so

cannot strike a balance.

- physical demand was very great in food and beverage department and it was totally different from student's life style before, so extremely imbalance in the very beginning
- working hours were too long
- the time spent with family was much less
- especially during public holidays, interns were unable to be off on public holidays, it was difficult to be together with family and friends
- always need to work overtime
- no training plan and schedule, just treat an intern as one more helper
- all agree that the low wages is one of the factors which makes interns feel that there is imbalance between work and life

Section 2 Part C - Opinions on the statements of Work-life Balance (WLB)

Statement	Opinions
26, 27	<ul style="list-style-type: none"> - the wordings of these statements need to be amended - these statements do not belong to the support of work-life balance from the company, it is merely the good relationship and communication among colleagues and the supervisors - amend to whether human resources have contacted interns on a regular basis and communicate with interns, concern about whether the relationship among the colleagues is good or not; or concern whether there are any family problems that affect their performance.
28	<ul style="list-style-type: none"> - more explanation is needed in this statement - it is hard to define "good system of shift duty" -company should be considerate from the perspective of employees to compile good roaster for shift duties of employees which allows them to have sufficient time to take rest
31	<ul style="list-style-type: none"> - delete it - cannot measure this element - "since support is acquired from people around", it would only affect the performance and the emotion at work and it can't prove that one has the enthusiasm in one's job.
32	<ul style="list-style-type: none"> - wordings of this statement need to be amended - it is difficult for interns to choose the rest day on their own - it may be that permission has to be given by the supervisor before the date and time could be adjusted
35	<ul style="list-style-type: none"> - the wordings of "fulfill different responsibilities" used in this question are not clear enough - this statement seems quite odd. - since "different life stages" cover a long period of time whereas most of

	the internship only lasts for a short period ranging from three months to one year.
36	<ul style="list-style-type: none"> - the wordings of this statement need to be amended - it may be that a high standard of quality of life could not be said to be good prior to internship - e.g. since having tried to work in hotel industry, I witness how the guests enjoy in hotel and enjoy their life. It motivates me and coaches me that I should enjoy a high standard of quality of life
Add	<ul style="list-style-type: none"> - one more statement could be added in “workplace support on work-life balance” - see whether interns can take time off easily at short notice for contingent circumstances, for example, family member has accident, can be added. - it shows the support from the company and their care to employees.
Add	<ul style="list-style-type: none"> - two more statements could be added in “allegiance to work” - enthusiastic at work represents allegiant to the job - try their best to tackle difficulties due to their allegiance.
Add	<ul style="list-style-type: none"> - one more statement could be added is “stay healthy physically and mentally” - directly related to health; e.g. “have sufficient time to rest or to do exercises to maintain a healthy life” - whether the relationship among colleagues is good or not would have great impact on interns’ psychological aspect such as emotion and stress. It would in turn affect their work-life balance.

Section 3 - Opinions on the statements of General Job Satisfaction (GJS)	
Statement	Opinions
Add	<ul style="list-style-type: none"> - one more statement could be added - “I like the job nature of my internship job.”
Add	The factor of “culture” may also be added

Section 5 - Opinions on whether there are any related issues between CJC and WLB in hotel industry	
Do you feel that “core job characteristics” affects” “work-life balance” - H6?	
<ul style="list-style-type: none"> - skill variety” may be the cause to more “allegiance to work” →e.g. some interns may be of the view that it is beneficial to them to spend more time to learn different skills for their future career development. Thus, it raises their 	

allegiance to work

- “skill variety” may affect “life orientation”

→new interests may be dug out

-“task significance” would affect “flexibility on work schedule”

→if the job that interns are responsible for is more important, then it would be harder for interns to apply for leave

- all of you agree that “core job characteristics” may have the opportunity to influence “work-life balance”?

→all agree

Do you feel that “work-life balance” affects “core job characteristics” - H7?

- work-life balance can hardly affect “job characteristics”

→“job characteristics” is very objective

→ work-life balance is related to our feelings and it can hardly affect “job characteristics”

→all agree H7 is not quite reasonable

Appendix 3 Summary of Content Validity Analysis with Five Academic Professionals and Experts in Hospitality Field on 10th January 2011, 17th January 2011, and 21st January 2011

Summary of Content Validity Analysis with Interviewee A
on 10th January 2011

Format of the questionnaire:

- Use back translation;
- Includes demographic information (age, gender, educational level - Associate Degree/ Higher Diploma/ Bachelor Degree, Department of internship, internship period etc.);
- “Not sure=0” is deleted in the final questionnaire in the likert scale, since “0” in SPSS is not useful.

Measurement statements:

- Explain clearly why only 5 factors are adopted from the work-life balance model (Wong and Ko, 2009) instead of 7 factors;
- Explain clearly the measure statements and which one(s) has/have been amended, deleted or added and indicate the references;
- It may not be sufficient that there are only 2 measurement statements in some of the factors. Especially for the construct of "future career intention". It is because after the reliability test, these 2 measurement statements may both need to be deleted, so by that time that factor may also need to be deleted and then it will affect the whole model;
- So it is more secured to have at least 3 measurement statements under each factor;
- May be one or two more measurement statement(s) is/are to be added for the dependent variable (y) - “Interns’ Future Career Intention” to make the result more convincing.

Other issues:

- May consider to use quota sampling to extract certain percentages of interns in different universities in Hong Kong;
- For the methodology part, may need to use SEM, CFA, T-test ANOVA etc.;
- Be aware of the target sample is in which academic year? (only final year student?).

Hypothesis 6:

Do you feel that “core job dimensions” affect “work-life balance” - H6?

- Agreed that “core job dimensions” may have the opportunity to influence “work-life balance”

Summary of Content Validity Analysis with Interviewee B, Interviewee C, and Interviewee D on 17th January 2011

Cob Job Characteristics (CJC):

- Statements in “Skill variety”:

Skill variety 工作技能的多樣性
1. During my hotel internship, I have to use a variety of different skills. 在酒店實習期間，我需要使用各種不同的技能。
2. During my hotel internship, I have to use a number of simple skills. 在酒店實習期間，我需要使用簡單的技能。
3. During my hotel internship, I have to use various skills repeatedly. 在酒店實習期間，我需要重覆使用各種技能。
4. During my hotel internship, I have to use a number of complex skills. 在酒店實習期間，我需要使用複雜的技能。

Comment: Some of the statements are quite similar.

→ However all these statements are actually measuring different things, no amendment is necessary.

- Statements in “Task significance”:

Task significance 工作的重要性
7. During my hotel internship, the tasks that I am responsible for have significant influence on <i>colleagues’ work in other departments</i> . 我在酒店負責的實習工作對其他部門同事的工作有重大影響。
8. During my hotel internship, the tasks that I am responsible for have significant influence on <i>colleagues’ work in my department</i> . 我在酒店負責的實習工作對同部門同事的工作有重大影響。
9. During my hotel internship, the tasks that I am responsible for have significant influence on <i>supervisors’ work</i> . 我在酒店負責的實習工作對主管的工作有重大影響。
10. During my hotel internship, the tasks that I am responsible for have significant influence on <i>organization’s reputation</i> . 我在酒店負責的實習工作對公司的聲譽有重大影響。
11. During my hotel internship, the tasks that I am responsible for have significant influence on the <i>broader scheme of things in the organization</i> . 酒店實習生的工作表現對公司有廣泛影響。

Comment: Interns are usually responsible for simple tasks. They are usually not assigned with significant tasks. So it is difficult to say “the tasks that the interns are responsible for have significant influence on colleagues’ work.”

→ If I follow the interviewees’ point of view, I need to delete this whole factor, because interns are usually not assigned with significant tasks. However, this is one of the important factors of the model, and it may be possible that the tasks that interns are responsible for have significant influence on colleagues’ work. So I shall not make any

amendment to this factor at this stage. I will do the reliability test first to see whether it is really necessary to delete this factor.

- Statements in “Autonomy”:

Autonomy 自主性
12. During my hotel internship, I have the freedom in making decisions. 在酒店實習期間，我有決策的權力。
13. During my hotel internship, I have the autonomy to make judgment independently in carrying out my work. 在酒店實習期間，我對如何執行工作有很大的自由度。

Comment: The meanings of these two statements in the English version are similar.
→ The English wordings have been amended.

Autonomy 自主性
12. During my hotel internship, I have the freedom in making decisions. 在酒店實習期間，我有決策的權力。
13. During my hotel internship, I have great autonomy on how to carry out my duties. 在酒店實習期間，我對如何執行工作有很大的自由度。

- Statements in “Job feedback”:

Job feedback 工作表現的評價
15. During my hotel internship, I can receive a great deal of information from my <i>colleagues</i> about my job performance. 在酒店實習期間，我能清楚了解同事們對我的工作表現作出的評價。
16. During my hotel internship, I can receive a great deal of information from my <i>supervisors</i> about my job performance. 在酒店實習期間，我能清楚了解主管對我的工作表現作出的評價。

Comment: Need to emphasize whether the feedback is to be reflected in the performance appraisal at the end of internship, or whether feedback from supervisors and colleagues on a periodical basis.

→ The statements have been amended.

Job feedback 工作表現的評價
15. During my hotel internship, I can receive feedback from my <i>colleagues</i> about my job performance periodically. 在酒店實習期間，我能定期收到同事們對我的工作表現作出的評價。
16. During my hotel internship, I can receive feedback from my <i>supervisors</i> about my job performance periodically. 在酒店實習期間，我能定期收到主管對我的工作表現作出的評價。

Work-life Balance (WLB):

- Statements in “Enough time-off from work”

Enough time-off from work 工作後有足夠的時間
18. During my hotel internship, I have enough time for my <i>friends</i> . 在酒店實習期間，工作後我有足夠的時間與朋友相聚。
19. During my hotel internship, I have enough time for my <i>family</i> . 在酒店實習期間，工作後我有足夠的時間與家人相聚。
20. During my hotel internship, I have enough time after work to deal with my <i>personal matters</i> . 在酒店實習期間，工作後我有足夠的時間處理個人事務。

Comment: How to measure “enough”?

→ Since work-life balance is very subjective which is one’s own perspective. So, the word “enough” is dependent upon one’s unique perception.

- Statement in “Enough time-off from work”

Enough time-off from work 工作後有足夠的時間
21. During my hotel internship, I can finish work within working hours and do not need to work overtime (e.g. 8 hours per shift). 在酒店實習期間，我可以在上班時間內完成我的工作，不需要超時工作（如每8小時輪班）。

Comment: The e.g. (8 hours per shift) is meaningless.

→ Delete the e.g.

- Statement in “Life orientation”

Life orientation 能夠追尋人生價值及人生方向
33. During my hotel internship, I can still enjoy a high quality of life. 在酒店實習期間，我仍可享受優質的生活。

Comment: It may be that a high standard of quality of life could not be said to be good prior to the intern’s internship.

→ The statement has been amended.

Life orientation 能夠追尋人生價值及人生方向
33. During my hotel internship, I can all along maintain my own attitude towards life. 在酒店實習期間，我仍能貫徹我的生活態度。

- Add statement in “Stay Healthy Physically and Mentally”

Stay healthy physically and mentally 生理和心理上的健康
During my hotel internship, I have been arranged to have certain time to take rest whilst on duty (e.g. sufficient time for lunch / breaks). 在酒店實習期間，在上班時間我能被安排一些休息的時間。（如足夠的午飯時間 / 小休）

Hypothesis 6:

Do you feel that “core job dimensions” affect “work-life balance” - H6?

- all of you agree that “core job dimensions” may have the opportunity to influence “work-life balance”?

→all agree

→there is the chance. But it would not affect all of us.

Summary of Content Validity Analysis with Interviewee E
on 21st January 2011

Measurement statements:

Statement 2 and statement 4 in “Skill variety”

Skill variety 工作技能的多樣性
2. During my hotel internship, I have to use a number of simple skills. 在酒店實習期間，我需要使用簡單的技能。
4. During my hotel internship, I have to use a number of complex skills. 在酒店實習期間，我需要使用複雜的技能。

Comment: Statement 2 and statement 4 are repeated questions. It is understood that the purpose of these questions is “double checking” to test whether people would just fill out the questionnaire wantonly. However, you need to consider the consistency of question style. If this type of checking questions appears in this factor, it may be necessary to add such kind of checking questions in other factors in order to maintain consistency. Besides, it may also be necessary to do an analysis setting out the rationale to include such type of checking questions in your report.

→ Maybe considering to delete the repeated questions in order to maintain consistency.

Other issues:

- Since the job characteristics of regular employees are different from the job characteristics of interns, so you need to emphasize that you are investigating the interns in the topic title.
- Use “agree to disagree” as the likert scale is more suitable than using “representative” in the final questionnaire.
- Other statements are fine, no amendment is necessary.

Hypothesis 6:

Do you feel that “core job dimensions” affect “work-life balance” - H6?

- Agreed that “core job dimensions” may have the opportunity to influence “work-life balance”
- There is the chance. But it would not affect all of us.

Hypothesis 7:

Do you feel that “work-life balance” affects “core job dimensions” - H7?

- There exists the relationship of cause and outcome between “job characteristics” and “work-life balance”.
- Work-life balance is the outcome whereas job characteristics are the cause, so “work-life balance” can hardly affect “job characteristics”.
- Agreed that “job characteristics” is very objective.
- Agreed that work-life balance is related to our feelings.
- H7 is not quite reasonable.

Appendix 4 Reasons for Amendment of Items

Reasons for Amendment of Items

Core Job Characteristics (CJC)		
<u>Items from Literature</u>	<u>Items Finalized after Interviews & Experts' Screening</u>	<u>Reasons for Amendments</u>
Skill variety		
The job requires me to use a number of complex or high-level skills. (Hackman & Oldham, 1980; Sims et al., 1976)	1. During my hotel internship, I have to use complex skills.	- double barreled question - “complex” is similar to “high-level”, so “high-level” is deleted
The work is quite simple and repetitive. (Hackman & Oldham, 1980; Sims et al., 1976)	2. During my hotel internship, I have to use various skills repeatedly.	- double barreled question - “simple” is just the opposite of “complex” in instrument 1, so “complex” is deleted
The job requires me to use a variety of different skills. (Hackman & Oldham, 1980; Sims et al., 1976)	3. During my hotel internship, I have to use a variety of different skills.	- modified to suit the distinctive characteristics of hotel internship
Task identity		
The job provides me the chance to completely finish the pieces of work I begin. (Hackman & Oldham, 1980; Sims et al., 1976)	4. During my hotel internship, I have a chance to be responsible to complete almost all the procedures of an entire task from beginning till end.	- modified to suit the distinctive characteristics of hotel internship
The job is arranged so that I do not have the chance to do an entire piece of work from beginning till end. (Hackman & Oldham, 1980; Sims et al., 1976)	Deleted	- just opposite to instrument 4, so deleted
The result of job is with a visible outcome so can clear identity my efforts. (Hackman & Oldham, 1980; Sims et al., 1976)	5. During my hotel internship, the results of the tasks that I am responsible for are easy to identify.	- composition of this instrument is based on the definition of task identity
Task significance		
The job is one where a lot of other people can be affected by how well the work gets done. (Hackman & Oldham, 1980)	6. During my hotel internship, the tasks that I am responsible for have significant influence on the work of colleagues in	- the term “a lot of people” is too broad and not clear enough - a total of four instruments

	other/my departments.	have been developed to formulate the question to make it more identifiable and clear - instruments related to “colleagues in other/my departments”, “supervisors”, and “organization’s reputation”
	7. During my hotel internship, the tasks that I am responsible for have significant influence on the work of supervisors.	
	8. During my hotel internship, the tasks that I am responsible for have significant influence on organization’s reputation.	
The job itself is not very significant or important in the broader scheme of things. (Hackman & Oldham, 1980)	9. During my hotel internship, the tasks that I am responsible for have significant influence to the daily operations of the organization.	- modified to suit the distinctive characteristics of hotel internship
Autonomy		
The job denies me any chance to use my personal initiative or judgment in carrying out the work. (Hackman & Oldham, 1980; Sims et al., 1976)	10. During my hotel internship, I have great autonomy on how to carry out my duties.	- “personal initiative”, “personal judgment”, “independence” and “freedom” in the two original instruments are measuring the same issue (the extent of freedom for interns to decide how to carry out the work) - two instruments have been modified into one instrument i.e. instrument 11.
The job gives me considerable opportunity for independence and freedom in how I do the work. (Hackman & Oldham, 1980; Sims et al., 1976)		
Newly added instrument	11. During my hotel internship, I have great autonomy in making decisions.	- when the autonomy of an employee increases where he/she can make decision and take up responsibility on his/her own, he/she tends to have personal success and sees himself/herself to be more valuable (Hackman & Oldham, 1980).
To what extent are you able to do your job independently of others. (Sims et al., 1976)	12. During my hotel internship, many of the tasks that I am responsible for have to work closely with other people in order to have them accomplished.	- the concept of “dealing with others “ has been added by scholars in measuring CJC (used as supplementary information for JDS) - comments gathered from interviewees showed that if an intern always needs to cooperate with and work together with others, the autonomy on how he/she can decide to carry out his/her

		work is definitely affected to a great extent.
Job feedback		
Supervisors and coworkers often let me know how well they think I am performing the job. (Hackman & Oldham, 1980; Sims et al., 1976)	13. During my hotel internship, I can receive feedback from my colleagues about my job performance periodically. 14. During my hotel internship, I can receive feedback from my supervisors about my job performance periodically.	- double barreled question (i.e. supervisors and coworkers) - double barreled instruments which have been separated
The supervisors and coworkers of this job almost never give me any feedback about how well I am doing in my work. (Hackman & Oldham, 1980; Sims et al., 1976)	Deleted	- just opposite to instrument 15 and instrument 16, so deleted
Just doing the work required by the job provides many chances for me to figure out how well I am doing. (Hackman & Oldham, 1980; Sims et al., 1976)	15. During my hotel internship, the result of the tasks itself that I am responsible for indicates how well I am doing.	- modified to suit the distinctive characteristics of hotel internship
The job itself provides very few clues about whether or not I am performing well. (Hackman & Oldham, 1980; Sims et al., 1976)	Deleted	- just opposite to instrument 14, so deleted

Work-life Balance (WLB)		
<u>Items from Literature</u>	<u>Items Finalized after Interviews & Experts' Screening</u>	<u>Reasons for Amendments</u>
Enough time-off from work		
I have enough time for my friends. (Wong & Ko, 2009)	16. During my hotel internship, I have enough time for my friends.	- modified to suit the distinctive characteristics of hotel internship
I have enough time for my family. (Wong & Ko, 2009)	17. During my hotel internship, I have enough time for my family.	- modified to suit the distinctive characteristics of hotel internship
I have enough time after work to carry out personal matters. (Wong & Ko, 2009)	18. During my hotel internship, I have enough time to deal with my personal matters.	- modified to suit the distinctive characteristics of hotel internship
I can finish work within my	19. During my hotel internship,	- this instrument originally

contracted hours (e.g. 8 hours per shift). (Wong & Ko, 2009)	I do not need to work overtime as I can finish work within working hours.	comes from the dimension of “flexibility on work schedule” - It is based on the interviewees’ comments that if interns do not need to work overtime, they will certainly have enough time-off from work.
Workplace support on work-life balance		
My coworkers are supportive when I talk about personal or family issues that affect my work. (Wong & Ko, 2009)	20. During my hotel internship, my colleagues understand me and are supportive when I talk about personal or family issues that affect my work.	- modified to suit the distinctive characteristics of hotel internship
My supervisor is understanding when I talk about personal or family issues that affect my work. (Wong & Ko, 2009)	21. During my hotel internship, my supervisors understand me and are supportive when I talk about personal or family issues that affect my work.	- modified to suit the distinctive characteristics of hotel internship
I work very smoothly to handover to the next shift because of a good management system. (Wong & Ko, 2009)	22. During my hotel internship, it is smooth to handover the job to the next shift as there is a sound system of handing over of job between shifts.	- comments gathered from interviewees indicated that there should have been more detailed description and explanation in this instrument
Newly added instrument	23. During my hotel internship, I can take time-off easily at short notice for contingent circumstances (e.g. Family member has accident).	- It is based on the interviewees’ comments that it shows the support from the company and their care to employees
Allegiance to work		
I look forward to being with the people I work with each day. (Wong & Ko, 2009)	24. During my hotel internship, I look forward to work with my colleagues each day.	- modified to suit the distinctive characteristics of hotel internship
I accept working overtime each day because I am committed to my job. (Wong & Ko, 2009)	25. During my hotel internship, I accept working overtime each day because I am committed to my job.	- modified to suit the distinctive characteristics of hotel internship
I find it easy to concentrate at work because of family support. (Wong & Ko, 2009)	Deleted	- this instrument fails to measure this dimension - the interviewees emphasized that with the support of family, only the emotion or mentality at work of an employee may be affected; however, it does not

		prove that one has the enthusiasm in one's job
Newly added instrument	26. I am enthusiastic at my work.	- the interviewees pointed out that if they were enthusiastic at work, they would be more allegiant to their job
Newly added instrument	27. I always have perseverance in my work even encountering difficulties.	-the interviewees stated that if they liked the nature of their job during internship; even if they encountered difficulties, they did have the courage to tackle them
Flexibility on work schedule		
I have personal discretion over my starting and finishing times. (Wong & Ko, 2009)	Deleted	- this situation is not possible in hotel industry
I can change my roster if the daily working hours are not consistent. (Wong & Ko, 2009)	28. During my hotel internship, I can change my roster with my supervisors' permission and support from my colleagues in order to satisfy my needs.	- modified to suit the distinctive characteristics of hotel internship
I can schedule my preferred days off supported by my team. (Wong & Ko, 2009)	29. During my hotel internship, I can request to have my preferred days off with my supervisors' permission and support from my colleagues.	- modified to suit the distinctive characteristics of hotel internship
I can finish work within my contracted hours (e.g. 8 hours per shift). (Wong & Ko, 2009)	Deleted	Transferred to the dimension of "Enough Time-off from Work"
Life orientation		
I want to spend more time to fulfill my aspiration/interest. (Wong & Ko, 2009)	30. During my hotel internship, I can still pursue my interests.	- modified to suit the distinctive characteristics of hotel internship
I have different responsibilities to meet during different life stages. (Wong & Ko, 2009)	31. During my hotel internship, I can still fulfill different goals in life.	- "different life stages" cover a long period of time whereas most of the internship only lasts for a short period - modified to "fulfill other goals" as one can achieve one's goal(s) even in a short period of time
Newly added instrument	32. During my hotel internship, I find new goals in life.	- the interviewees commented that after their internship in hotel industry, new development or new interests

		may have been stimulated and triggered off
I feel happy when I have quality time for my family life. (Wong & Ko, 2009)	33. During my hotel internship, I can all along maintain my own attitude towards life.	- hard to define or measure "quality time" - it is possible that the quality of life of an intern could not be said to be good prior to internship
Voluntary reduction of contracted hours to cater for personal needs		
I would consider working few hours per shift each day at a pro-rated salary. (Wong & Ko, 2009)	Deleted	- it means that an employee opts to work for fewer hours at a pro-rated salary in exchange for more free personal time
I will consider changing from working full time to part time for a time frame, say 6 months, 1-2 years to fulfill my personal needs. (Wong & Ko, 2009)	Deleted	- this dimension is not applicable for internship since internship requires the interns to have finished contractual work for a fixed number of hours before they can pass the internship
Upkeep the work and career		
I accept working at least 10 hours a day to keep up my workload. (Wong & Ko, 2009)	Deleted	- the Cronbach's alpha of this dimension was loaded at 0.50 which is considered to be insignificant and unreliable
I accept working extra hours each day because it is essential to progress in my career. (Wong & Ko, 2009)	Deleted	
Stay healthy physically and mentally	Newly added dimension	
Newly added instrument	34. During my hotel internship, I have enough time to rest after work in order to maintain a healthy life.	- all of the interviewees pointed out that maintaining healthy is a very crucial determinant of whether having WLB or not
Newly added instrument	35. During my hotel internship, I have enough time to exercise in order to maintain a healthy life.	
Newly added instrument	36. During my hotel internship, I have been arranged to have certain time to take rest whilst on duty (e.g. sufficient time for lunch / breaks).	

Newly added instrument	37. During my hotel internship, pressures from my internship do not influence my personal life.	
Newly added instrument	38. When I am off duty, my internship does not have any negative influence on my emotion or mood.	

General Job Satisfaction (GJS)		
<u>Items from Literature</u>	<u>Items Finalized after Interviews & Experts' Screening</u>	<u>Reasons for Amendments</u>
I am generally satisfied with the kind of work I do in this job. (Hackman & Oldham, 1980)	39. I like the nature of my hotel internship.	- modified to suit the distinctive characteristics of hotel internship
Newly added instrument	40. I never think of lodging complaints to the university concerning my hotel internship.	- Recommended by the interviewees
I frequently think of quitting this job. (Hackman & Oldham, 1980)	41. I never think of quitting this intern job from the hotel.	- modified to suit the distinctive characteristics of hotel internship
Newly added instrument	42. I feel delighted during my hotel internship.	- Recommended by the interviewees
Generally speaking, I am very satisfied with this job. (Hackman & Oldham, 1980)	43. All in all, I am satisfied with my intern job in hotel.	- modified to suit the distinctive characteristics of hotel internship

Future Career Intention (FCI)		
<u>Items from Literature</u>	<u>Items Finalized after Interviews & Experts' Screening</u>	<u>Reasons for Amendments</u>
I intend to work with IT more increasingly in the future. (Lam, Cho, & Qu, 2007)	44. I am interested in working in hotel industry in the future.	- modified to suit the distinctive characteristics of hotel internship
I have thought seriously to start my own business after completing my study. (Pihie, 2009)	45. I have thought seriously to start my first career in hotel industry in the future.	- modified to suit the distinctive characteristics of hotel internship
I have a strong intention to start a business someday. (Pihie, 2009)	46. I have strong intention to start my first career in hotel industry in the future.	- modified to suit the distinctive characteristics of hotel internship

I will choose a career as an entrepreneur. (Pihie, 2009)	47. I will choose a career in hotel industry in the future.	- modified to suit the distinctive characteristics of hotel internship
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Appendix 5 Pilot Questionnaire

School of 
Hotel & Tourism Management
酒店及旅遊業管理學院



HOTEL STUDENTS' INTERNSHIP SURVEY 酒店實習學生調查研究

Dear Sir/ Madam,

The School of Hotel and Tourism Management of the Hong Kong Polytechnic University is conducting a study on **hotel students' internship experience**. This survey focuses on the investigation of the inter-relationship of internship job characteristics and work-life balance towards general job satisfaction and future career intention of hotel interns. I would like to seek for your help in answering the following questions.

Please indicate your level of agreement with each of the following statements by *circling* the corresponding number. [1] = "Strongly Disagree" to [7] = "Strongly Agree". Please choose ONE answer only for each statement.

This questionnaire will take about **10-12** minutes to complete. All your responses will be used by the university for research purposes only and will be kept strictly confidential.

Thanks for your co-operation and participation and with best wishes!

Yours sincerely,
Grace Siu
Research Student
School of Hotel and Tourism Management
The Hong Kong Polytechnic University
Hung Hom, Kowloon, Hong Kong SAR, China
Tel: (852) 3400-2325
Fax: (852) 2362-9362
E-mail: grace.siu@

尊敬的先生/女士，

香港理工大學酒店及旅遊業管理學院正在進行一項關於修讀**酒店管理的學生在酒店實習時**的調查研究。本調查是研究酒店實習生在不同工作特性及工作與生活平衡的相互關係下，實習生的整體工作滿意度及未來從事酒店業的意向。希望您能幫助回答以下問題。

請認真考慮，圈出您對以下各句子的認同程度。由 [1] = “非常不同意” 到 [7] = “非常同意”。每一個選項請只選一個答案。

這份問卷可在 **10-12** 分鐘內完成。所有調查內容將被嚴格保密並僅作研究用途。

僅此致謝閣下的參與及支持。祝生活愉快!

此致

蕭梓盈

研究生

酒店及旅遊業管理學院

香港理工大學

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Section I. Screening Questions 第 1 部分. 篩選問題

Please indicate your answer by a tick (✓). 在適當位置用✓號來表明。

1. Are you a full-time Undergraduate? (Which includes students who are studying Diploma/ Higher Diploma/ Associate Degree/ Bachelor Degree currently?)

您是否一個尚未取得學士學位的全日制學生? (包括現正修讀文憑/高級文憑 /副學士學位/學士學位的學生。)

<input type="checkbox"/> Yes 是	<input type="checkbox"/> No (End of survey) 不是 (終止调查)
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2. Did you have at least 1 Month internship experience in Hotel?

您有至少 1 個月的酒店實習經驗嗎?

<input type="checkbox"/> Yes 是	<input type="checkbox"/> No (End of survey) 不是 (終止调查)
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Section II. Core Job Characteristics 第 2 部分. 核心工作特性

In this part, there are 15 statements measuring different job characteristics during your hotel internship. Core job characteristics include five factors — Skill Variety, Task Identity, Task Significance, Autonomy, and Job Feedback.

這一部分包括 15 個小項，每項描述不同的工作特性。核心工作特性包括 5 方面 — 工作技能的多樣性、所負責的工作範圍、工作的重要性、自主性及工作表現的評價。

	Strongly Agree 非常同意	Agree 同意	Slightly Agree 部份同意	Neutral 中立的	Slightly Disagree 部份不同意	Disagree 不同意	Strongly Disagree 非常不同意
Skill Variety 工作技能的多樣性							
During my hotel internship, 在酒店實習期間，							
1. I have to use <i>complex</i> skills. 我需要使用複雜的技能。	1	2	3	4	5	6	7
2. I have to use various skills repeatedly. 我需要重覆使用各種技能。	1	2	3	4	5	6	7
3. I have to use a <i>variety of different</i> skills. 我需要使用各種不同的技能。	1	2	3	4	5	6	7
Task Identity 所負責的工作範圍							
During my hotel internship, 在酒店實習期間，							
4. I have a chance to be responsible to complete almost all the procedures of an entire task from beginning till end. 我有機會負責完成整個工作的大部分程序 (從開始到結束)。	1	2	3	4	5	6	7

5. the result of the tasks that I am responsible for are easy to identify. 我所負責的工作的最終結果顯而易見。	1	2	3	4	5	6	7
Task Significance 工作的重要性							
During my hotel internship, 在酒店實習期間，							
6. the tasks that I am responsible for have significant influence on the work of <i>colleagues in other/my departments</i> . 我在酒店負責的實習工作對其他/同部門同事的工作有重大影響。	1	2	3	4	5	6	7
7. the tasks that I am responsible for have significant influence on the work of <i>supervisors</i> . 我在酒店負責的實習工作對主管的工作有重大影響。	1	2	3	4	5	6	7
8. the tasks that I am responsible for have significant influence on <i>organization's reputation</i> . 我在酒店負責的實習工作對公司的聲譽有重大影響。	1	2	3	4	5	6	7
9. the tasks that I am responsible for have significant influence to the <i>daily operations of the organization</i> . 我在酒店負責的實習工作對公司的日常運作有重大影響。	1	2	3	4	5	6	7
Autonomy 自主性							
During my hotel internship, 在酒店實習期間，							
10. I have great autonomy on how to carry out my duties. 我對如何執行工作有很大的自由度。	1	2	3	4	5	6	7
11. I have autonomy in making decisions. 我有決策的權力。	1	2	3	4	5	6	7
12. many of the tasks that I am responsible for have to work closely with other people in order to have them accomplished. 我有很多工作都是需要與其他人緊密合作才能完成。	1	2	3	4	5	6	7
Job Feedback 工作表現的評價							
During my hotel internship, 在酒店實習期間，							
13. I can receive feedback from my <i>colleagues</i> about my job performance periodically. 我會定期收到同事們對我的工作表現作出的評價。	1	2	3	4	5	6	7

14. I can receive feedback from my <i>supervisors</i> about my job performance periodically. 我會定期收到主管對我的工作表現作出的評價。	1	2	3	4	5	6	7
15. the result of the <i>tasks itself</i> that I am responsible for indicates how well I am doing. 工作本身能顯示出我的工作表現。	1	2	3	4	5	6	7

Section III. Work-life Balance 第 3 部分. 工作與生活平衡

In this part, there are 23 statements measuring work-life balance during your hotel internship. Work-life balance includes six factors — Enough Time-off from Work, Workplace Support on Work-life Balance, Allegiance to Work, Flexibility on Work Schedule, Life Orientation, and Stay Healthy Physically and Mentally.

這一部分包括 23 個小項，每項描述不同情況的工作與生活平衡。工作與生活平衡包括 6 方面 — 有足夠的公餘時間、公司支持工作與生活平衡、對工作的熱誠、工作時間的靈活性、能夠追尋人生方向及生理和心理上的健康。

	Strongly Disagree 非常不同意	Disagree 不同意	Slightly Disagree 部份不同意	Neutral 中立的	Slightly Agree 部份同意	Agree 同意	Strongly Agree 非常同意
Enough Time-off from Work 有足夠的公餘時間							
During my hotel internship, 在酒店實習期間，							
16. I have enough time for my <i>friends</i> . 我有足夠的時間與朋友相聚。	1	2	3	4	5	6	7
17. I have enough time for my <i>family</i> . 我有足夠的時間與家人相聚。	1	2	3	4	5	6	7
18. I have enough time to deal with my <i>personal matters</i> . 我有足夠的時間處理個人事務。	1	2	3	4	5	6	7
19. I do not need to work overtime as I can finish work within working hours. 我不需要超時工作，因我可以在上班時間內完成我的工作。	1	2	3	4	5	6	7
Workplace Support on Work-life Balance 公司支持工作與生活平衡							
During my hotel internship, 在酒店實習期間，							
20. my <i>colleagues</i> understand me and are supportive when I talk about personal or family issues that affect my work. 當我因個人或家庭事務影響實習工作時，同事們能體諒我及支持我。	1	2	3	4	5	6	7
21. my <i>supervisors</i> understand me and are	1	2	3	4	5	6	7

supportive when I talk about personal or family issues that affect my work. 當我因個人或家庭事務影響實習工作時，主管能體諒我及支持我。							
22. it is smooth to handover the job to the next shift as there is a sound system of handing over of job between shifts. 因為酒店有良好的換班制度，我移交工作給下一更的同事時很順利。	1	2	3	4	5	6	7
23. I can take time-off easily at short notice for contingent circumstances (e.g. Family member has accident). 在突發情況下(如家人發生了意外)，我能夠很快獲得批准提前下班。	1	2	3	4	5	6	7
Allegiance to Work 對工作的熱誠							
During my hotel internship, 在酒店實習期間，							
24. I look forward to work with my colleagues each day. 我每一天都期待著與我的同事一起工作。	1	2	3	4	5	6	7
25. I am enthusiastic at my work. 我熱衷於我的工作。	1	2	3	4	5	6	7
26. I accept working overtime each day because I am committed to my job. 我接受超時工作，因為我忠於我的工作。	1	2	3	4	5	6	7
27. I always have perseverance in my work even encountering difficulties. 縱使遇到困難，我仍會堅持用心工作。	1	2	3	4	5	6	7
Flexibility on Work Schedule 工作時間的靈活性							
During my hotel internship, 在酒店實習期間，							
28. I can change my roster with my supervisors' permission and support from my colleagues in order to satisfy my needs. 經主管的批准及同事的互相遷就下，我能夠改動我的更期表，以滿足我的需要。	1	2	3	4	5	6	7
29. I can request to have my preferred days off with my supervisors' permission and support from my colleagues. 經主管的批准及同事的互相遷就下，我能夠自由選定例假的日子。	1	2	3	4	5	6	7
Life Orientation 能夠追尋人生方向							
During my hotel internship, 在酒店實習期間，							
30. I can still pursue my interests. 我仍可追求我的興趣。	1	2	3	4	5	6	7

31. I can still fulfill different goals in life. 我仍可滿足不同的人生目標。	1	2	3	4	5	6	7
32. I find new goals in life. 我找到新的人生目標。	1	2	3	4	5	6	7
33. I can all along maintain my own attitude towards life. 我仍能貫徹我的生活態度。	1	2	3	4	5	6	7
Stay Healthy Physically and Mentally 生理和心理上的健康							
During my hotel internship, 在酒店實習期間，							
34. I have enough time to rest after work in order to maintain a healthy life. 我能夠有充足的公餘時間休息，以保持健康體魄。	1	2	3	4	5	6	7
35. I have enough time to exercise in order to maintain a healthy life. 我能夠有充足的公餘時間做運動，以保持健康體魄。	1	2	3	4	5	6	7
36. I have been arranged to have certain time to take rest whilst on duty (e.g. sufficient time for lunch / breaks). 在上班時間內我能有一些休息的時間。(如足夠的午飯時間 / 小休)。	1	2	3	4	5	6	7
37. pressures from my internship do not influence my personal life. 工作壓力不會影響我的私人生活。	1	2	3	4	5	6	7
38. when I am off duty, my internship does not have any negative influence on my emotion or mood. 下了班後，實習工作不會為我帶來負面的情緒。	1	2	3	4	5	6	7

Section IV. General Job Satisfaction 第 4 部分. 整體工作滿意度

In this part, there are 5 statements measuring general job satisfaction during your hotel internship.

這一部分包括 5 個小項，每項描述你對酒店實習工作的整體滿意度。

	Strongly Agree 非常同意	Agree 同意	Slightly Agree 部份同意	Neutral 中立的	Slightly Disagree 部份不同意	Disagree 不同意	Strongly Disagree 非常不同意
39. I like the nature of my hotel internship. 我喜歡我在酒店實習工作的性質。	1	2	3	4	5	6	7

40. I never think of lodging complaints to the university concerning my hotel internship. 我從沒有想過向大學投訴有關我於酒店內的實習工作。	1	2	3	4	5	6	7
41. I never think of quitting this intern job from the hotel. 在酒店實習期間，我從來沒有想過辭職。	1	2	3	4	5	6	7
42. I feel delighted during my hotel internship.. 在酒店實習期間，我感到開心。	1	2	3	4	5	6	7
43. All in all, I am satisfied with my intern job in hotel. 總括而言，我對我在酒店實習的工作感到滿意。	1	2	3	4	5	6	7

Section V. Future Career Intention 第 5 部分. 未來職業意向

In this part, there are 4 statements measuring your future career intention towards hotel industry.
這一部分包括 4 個小項，每項描述你對未來從事酒店業的意向。

	Strongly Disagree 非常不同意	Disagree 不同意	Slightly Disagree 部份不同意	Neutral 中立的	Slightly Agree 部份同意	Agree 同意	Strongly Agree 非常同意
44. I am interested in working in hotel industry in the future. 我對未來從事酒店行業的工作感興趣。	1	2	3	4	5	6	7
45. I have strong intention to start my first career in hotel industry in the future. 我有強烈的意向以酒店工作作為我未來的首份職業。	1	2	3	4	5	6	7
46. I will choose a career in hotel industry in the future. 我將會在未來選擇酒店業的工作。	1	2	3	4	5	6	7
47. I have thought seriously to start my first career in hotel industry in the future. 經過我的詳細考慮，酒店工作將會是我未來的首份職業。	1	2	3	4	5	6	7

Section VI. Personal Information 第 6 部分. 個人資料

Please indicate your answer by a tick (✓). 在適當位置用✓號來表明。

Gender 性別

Male 男

Female 女

Age 年齡

18 years or below
18 歲或以下

19 - 22 years
19 - 22 歲

23 - 26 years
23 - 26 歲

27 - 30 years
27 - 30 歲

31 years or above
31 歲或以上

Current Education Level 現時教育程度

Diploma 文憑

Higher Diploma 高級文憑 /
Associate Degree 副學士學位

Bachelor Degree 學士學位

Year of Study in this Program 就讀年級

Year 1 一年級

Year 2 二年級

Year 3 三年級

Year 4 四年級

Length of Internship 實習期

1 to 3 months
一個月至三個月

More than 3 month
to half year
多於三個月至半年

More than half year
to 1 year
多於半年至一年

More than 1 year
多於一年

Department you had worked for during your internship 任職部門

Accounting
財務部

Engineering
工程組

Food & Beverage
餐飲部

Front Office
前廳部

Housekeeping
客房部

Human Resources
人力資源部

Public Relations
公關部

Purchasing
採購部

Recreation
康樂部

Sales & Marketing
市場營銷部

Security
保安部

Others 其他:

Monthly Salary 月薪

None
無薪

\$1,000 or below
\$1,000 或以下

\$1,001 -
\$3,000

\$3,001 -
\$5,000

\$5,001 -
\$7,000

\$7,001 or above
\$7,001 或以上

Average number of days you needed to work in a week 每星期的平均工作日數

1 Day
一天

2 Days
兩天

3 Days
三天

4 Days
四天

5 Days
五天

6 Days
六天

7 Days
七天

Average working hours per day 每天的平均工作時數

This is the end of the questionnaire. Thank you very much!

調查結束。謝謝!

Appendix 6 Main Survey

School of 
Hotel & Tourism Management
酒店及旅遊業管理學院



HOTEL STUDENTS' INTERNSHIP SURVEY 酒店實習學生調查研究

Dear Sir/ Madam,

The School of Hotel and Tourism Management of the Hong Kong Polytechnic University is conducting a study on **hotel students' internship experience**. This survey focuses on the investigation of the inter-relationship of internship job characteristics and work-life balance towards general job satisfaction and future career intention of hotel interns. I would like to seek for your help in answering the following questions.

Please indicate your level of agreement with each of the following statements by *circling* the corresponding number. [1] = “Strongly Disagree” to [7] = “Strongly Agree”. Please choose ONE answer only for each statement.

This questionnaire will take about **10-12** minutes to complete. All your responses will be used by the university for research purposes only and will be kept strictly confidential.

Thanks for your co-operation and participation and with best wishes!

Yours sincerely,
Grace Siu
Research Student
School of Hotel and Tourism Management
The Hong Kong Polytechnic University
Hung Hom, Kowloon, Hong Kong SAR, China
Tel: (852) 3400-2325
Fax: (852) 2362-9362
E-mail: grace.siu@

尊敬的先生/女士，

香港理工大學酒店及旅遊業管理學院正在進行一項關於修讀酒店管理的學生在酒店實習時的調查研究。本調查是研究酒店實習生在不同工作特性及工作與生活平衡的相互關係下，實習生的整體工作滿意度及未來從事酒店業的意向。希望您能幫助回答以下問題。

請認真考慮，圈出您對以下各句子的認同程度。由 [1] = “非常不同意” 到 [7] = “非常同意”。每一個選項請只選一個答案。

這份問卷可在 10-12 分鐘內完成。所有調查內容將被嚴格保密並僅作研究用途。

僅此致謝閣下的參與及支持。祝生活愉快!

此致

蕭梓盈

研究生

酒店及旅遊業管理學院

香港理工大學

中國香港特別行政區九龍紅磡

電話: (852) 3400-2325

傳真: (852) 2362-9362

電郵: [grace.siu@](mailto:grace.siu@polyu.edu.hk)

Section I. Screening Questions 第 1 部分. 篩選問題

Please indicate your answer by a tick (✓). 在適當位置用✓號來表明。

3. Are you a full-time Undergraduate? (Which includes students who are studying Diploma/ Higher Diploma/ Associate Degree/ Bachelor Degree currently?)
 您是否一個尚未取得學士學位的全日制學生? (包括現正修讀文憑/高級文憑 /副學士學位/學士學位的學生。)

<input type="checkbox"/> Yes 是	<input type="checkbox"/> No (End of survey) 不是 (終止調查)
--------------------------------	---

4. Did you have at least 1 Month internship experience in Hotel?
 您有至少 1 個月的酒店實習經驗嗎?

<input type="checkbox"/> Yes 是	<input type="checkbox"/> No (End of survey) 不是 (終止調查)
--------------------------------	---

Section II. Core Job Characteristics 第 2 部分. 核心工作特性

In this part, there are 15 statements measuring different job characteristics during your hotel internship. Core job characteristics include four factors — Skill Variety, Task Significance, Autonomy, and Scope of Work and Job Feedback.

這一部分包括 15 個小項，每項描述不同的工作特性。核心工作特性包括 4 方面 — 工作技能的多樣性、工作的重要性、自主性及工作範疇與工作表現評價。

	Strongly Agree 非常同意	Agree 同意	Slightly Agree 部份同意	Neutral 中立的	Slightly Disagree 部份不同意	Disagree 不同意	Strongly Disagree 非常不同意
Skill Variety 工作技能的多樣性							
During my hotel internship, 在酒店實習期間，							
1. I have to use <i>complex</i> skills. 我需要使用複雜的技能。	1	2	3	4	5	6	7
2. I have to use various skills repeatedly. 我需要重覆使用各種技能。	1	2	3	4	5	6	7
3. I have to use a <i>variety of different</i> skills. 我需要使用各種的技能。	1	2	3	4	5	6	7
Task Significance 工作的重要性							
During my hotel internship, 在酒店實習期間，							
4. the tasks that I am responsible for have significant influence on the work of <i>colleagues in other/my departments</i> . 我在酒店負責的實習工作對其他/同部門同事的工作有重大影響。	1	2	3	4	5	6	7

5. the tasks that I am responsible for have significant influence on the work of <i>supervisors</i> . 我在酒店負責的實習工作對主管的工作有重大影響。	1	2	3	4	5	6	7
6. the tasks that I am responsible for have significant influence on <i>organization's reputation</i> . 我在酒店負責的實習工作對公司的聲譽有重大影響。	1	2	3	4	5	6	7
7. the tasks that I am responsible for have significant influence to the <i>daily operations of the organization</i> . 我在酒店負責的實習工作對公司的日常運作有重大影響。	1	2	3	4	5	6	7
Autonomy 自主性							
During my hotel internship, 在酒店實習期間，							
8. I have great autonomy on how to carry out my duties. 我對如何執行工作有很大的自由度。	1	2	3	4	5	6	7
9. I have autonomy in making decisions. 我有決策的權力。	1	2	3	4	5	6	7
Scope of Work and Job Feedback 工作範疇與工作表現評價							
During my hotel internship, 在酒店實習期間，							
10. I have a chance to be responsible to complete almost all the procedures of an entire task from beginning till end. 我有機會負責完成整個工作的大部分程序(從開始到結束)。	1	2	3	4	5	6	7
11. many of the tasks that I am responsible for have to work closely with other people in order to have them accomplished. 我有很多工作都是需要與其他人緊密合作才能完成。	1	2	3	4	5	6	7
12. I can receive feedback from my <i>colleagues</i> about my job performance periodically. 我會定期收到同事們對我的工作表現作出的評價。	1	2	3	4	5	6	7
13. I can receive feedback from my <i>supervisors</i> about my job performance periodically. 我會定期收到主管對我的工作表現作出的評價。	1	2	3	4	5	6	7
14. the result of the <i>tasks itself</i> that I am responsible for indicates how well I have been	1	2	3	4	5	6	7

doing. 工作本身能顯示出我的工作表現。							
15. the result of the tasks that I am responsible for are easy to identify. 我所負責的工作的最終結果顯而易見。	1	2	3	4	5	6	7

Section III. Work-life Balance 第 3 部分. 工作與生活平衡

In this part, there are 22 statements measuring work-life balance during your hotel internship. Work-life balance includes five factors — Enough Time to Maintain Healthy Life, Workplace Support on Work-life Balance, Allegiance to Work with Work Schedule Flexibility, Life Orientation, and Away from Work Pressure.

這一部分包括 22 個小項，每項描述不同情況的工作與生活平衡。工作與生活平衡包括 5 方面 — 有足夠公餘時間維持健康生活、公司支持工作與生活平衡、工作熱誠與工作時間的靈活性、能夠追尋人生方向及能遠離工作壓力。

	Strongly Agree 非常同意	Agree 同意	Slightly Agree 部份同意	Neutral 中立的	Slightly Disagree 部份不同意	Disagree 不同意	Strongly Disagree 非常不同意
Enough Time to Maintain Healthy Life 有足夠公餘時間維持健康生活							
During my hotel internship, 在酒店實習期間，							
16. I have enough time for my <i>friends</i> . 我有足夠的時間與朋友相聚。	1	2	3	4	5	6	7
17. I have enough time for my <i>family</i> . 我有足夠的時間與家人相聚。	1	2	3	4	5	6	7
18. I have enough time to deal with my <i>personal matters</i> . 我有足夠的時間處理個人事務。	1	2	3	4	5	6	7
19. I have enough time to rest after work in order to maintain a healthy life. 我能夠有充足的公餘時間休息，以保持健康體魄。	1	2	3	4	5	6	7
20. I have enough time to exercise in order to maintain a healthy life. 我能夠有充足的公餘時間做運動，以保持健康體魄。	1	2	3	4	5	6	7
Workplace Support on Work-life Balance 公司支持工作與生活平衡							
During my hotel internship, 在酒店實習期間，							
21. my <i>colleagues</i> understand me and are supportive when I talk about personal or family issues that affect my work. 當我因個人或家庭事務影響實習工作時，同	1	2	3	4	5	6	7

事們能體諒我及支持我。							
22. my supervisors understand me and are supportive when I talk about personal or family issues that affect my work. 當我因個人或家庭事務影響實習工作時，主管能體諒我及支持我。	1	2	3	4	5	6	7
23. it is smooth to handover the job to the next shift as there is a sound system of handing over of job between shifts. 因為酒店有良好的換班制度，我移交工作給下一更的同事時很順利。	1	2	3	4	5	6	7
24. I can take time-off easily at short notice for contingent circumstances (e.g. Family member has accident). 在突發情況下(如家人發生了意外)，我能夠很快獲得批准提前下班。	1	2	3	4	5	6	7
25. I do not need to work overtime as I can finish work within working hours. 我不需要超時工作，因我可以在上班時間內完成我的工作。	1	2	3	4	5	6	7
Allegiance to Work with Work Schedule Flexibility 工作熱誠與工作時間的靈活性							
During my hotel internship, 在酒店實習期間，							
26. I look forward to working with my colleagues each day. 我每一天都期待著與我的同事一起工作。	1	2	3	4	5	6	7
27. I am enthusiastic at my work. 我熱衷於我的工作。	1	2	3	4	5	6	7
28. I accept working overtime each day because I am committed to my job. 我接受超時工作，因為我忠於我的工作。	1	2	3	4	5	6	7
29. I can change my roster with my supervisors' permission and support from my colleagues in order to satisfy my needs. 經主管的批准及同事的互相遷就下，我能夠改動我的更期表，以滿足我的需要。	1	2	3	4	5	6	7
30. I can request to have my preferred days off with my supervisors' permission and support from my colleagues. 經主管的批准及同事的互相遷就下，我能夠自由選定例假的日子。	1	2	3	4	5	6	7
Life Orientation 能夠追尋人生方向							
During my hotel internship, 在酒店實習期間，							
31. I can still pursue my interests. 我仍可追求我的興趣。	1	2	3	4	5	6	7

32. I can still fulfill different goals in life. 我仍可滿足不同的人生目標。	1	2	3	4	5	6	7
33. I find new goals in life. 我找到新的人生目標。	1	2	3	4	5	6	7
34. I can all along maintain my own attitude towards life. 我仍能貫徹我的生活態度。	1	2	3	4	5	6	7
Work Pressure 能遠離工作壓力							
During my hotel internship, 在酒店實習期間，							
35. pressures from my internship do not influence my personal life. 工作壓力不會影響我的私人生活。	1	2	3	4	5	6	7
36. when I am off duty, my internship does not have any negative influence on my emotion or mood. 下了班後，實習工作不會為我帶來負面的情緒。	1	2	3	4	5	6	7
37. I have been arranged to have certain time to take rest to relax whilst on duty (e.g. sufficient time for lunch / breaks). 在上班時間內我能有一些休息時間放鬆自己。(如足夠的午飯時間 / 小休)。	1	2	3	4	5	6	7

Section IV. General Job Satisfaction 第 4 部分. 整體工作滿意度

In this part, there are 5 statements measuring general job satisfaction during your hotel internship.

這一部分包括 5 個小項，每項描述你對酒店實習工作的整體滿意度。

	Strongly Disagree 非常不同意	Disagree 不同意	Slightly Disagree 部份不同意	Neutral 中立的	Slightly Agree 部份同意	Agree 同意	Strongly Agree 非常同意
38. I like the nature of my hotel internship. 我喜歡我在酒店實習工作的性質。	1	2	3	4	5	6	7
39. I never think of lodging complaints to the university concerning my hotel internship. 我從沒有想過向大學投訴有關我於酒店內的實習工作。	1	2	3	4	5	6	7
40. I never think of quitting this intern job from a hotel. 在酒店實習期間，我從來沒有想過辭職。	1	2	3	4	5	6	7
41. I feel delighted during my hotel internship.	1	2	3	4	5	6	7

在酒店實習期間，我感到開心。							
42. All in all, I am satisfied with my intern job in a hotel. 總括而言，我對我在酒店實習的工作感到滿意。	1	2	3	4	5	6	7

Section V. Future Career Intention 第 5 部分. 未來職業意向

In this part, there are 4 statements measuring your future career intention towards hotel industry. 這一部分包括 4 個小項，每項描述你對未來從事酒店業的意向。

	Strongly Disagree 非常不同意	Disagree 不同意	Slightly Disagree 部份不同意	Neutral 中立的	Slightly Agree 部份同意	Agree 同意	Strongly Agree 非常同意
43. I am interested in working in the hotel industry in the future. 我對未來從事酒店行業的工作感興趣。	1	2	3	4	5	6	7
44. I have strong intention to start my first career in the hotel industry in the future. 我有強烈的意向以酒店工作作為我未來的首份職業。	1	2	3	4	5	6	7
45. I will choose a career in the hotel industry in the future. 我將會在未來選擇酒店業的工作。	1	2	3	4	5	6	7
46. I have thought seriously to start my first career in the hotel industry in the future. 經過我的詳細考慮，酒店工作將會是我未來的首份職業。	1	2	3	4	5	6	7

Section VI. Personal Information 第 6 部分. 個人資料

Please indicate your answer by a tick (✓). 在適當位置用✓號來表明。

Gender 性別

- Male 男 Female 女

Age 年齡

- 18 years or below 19 - 22 years 23 - 26 years 27 - 30 years 31 years or above
 18 歲或以下 19 - 22 歲 23 - 26 歲 27 - 30 歲 31 歲或以上

Current Education Level 現時教育程度

- Diploma 文憑 Higher Diploma 高級文憑 / Bachelor Degree 學士學位
 Associate Degree 副學士學位

Year of Study in this Program 就讀年級

- Year 1 一年級 Year 2 二年級 Year 3 三年級 Year 4 四年級

Length of Internship 實習期

- 1 to 3 months More than 3 month More than half year More than 1 year
 一個月至三個月 to half year to 1 year 多於一年
 多於三個月至半年 多於半年至一年

Department you had worked for during your internship 任職部門

- | | | | |
|--|---|--|--|
| <input type="checkbox"/> Accounting
財務部 | <input type="checkbox"/> Engineering
工程部 | <input type="checkbox"/> Food & Beverage
餐飲部 | <input type="checkbox"/> Front Office
前廳部 |
| <input type="checkbox"/> Housekeeping
客房部 | <input type="checkbox"/> Human Resources
人力資源部 | <input type="checkbox"/> Public Relations
公關部 | <input type="checkbox"/> Purchasing
採購部 |
| <input type="checkbox"/> Recreation
康樂部 | <input type="checkbox"/> Sales & Marketing
市場營銷部 | <input type="checkbox"/> Security
保安部 | <input type="checkbox"/> Others 其他:
_____ |

Monthly Salary 月薪

- None \$1,000 or below \$1,001 - \$3,001 - \$5,001 - \$7,001 or above
 無薪 \$1,000 或以下 \$3,000 \$5,000 \$7,000 \$7,001 或以上

Average number of days you needed to work in a week 每星期的平均工作日數

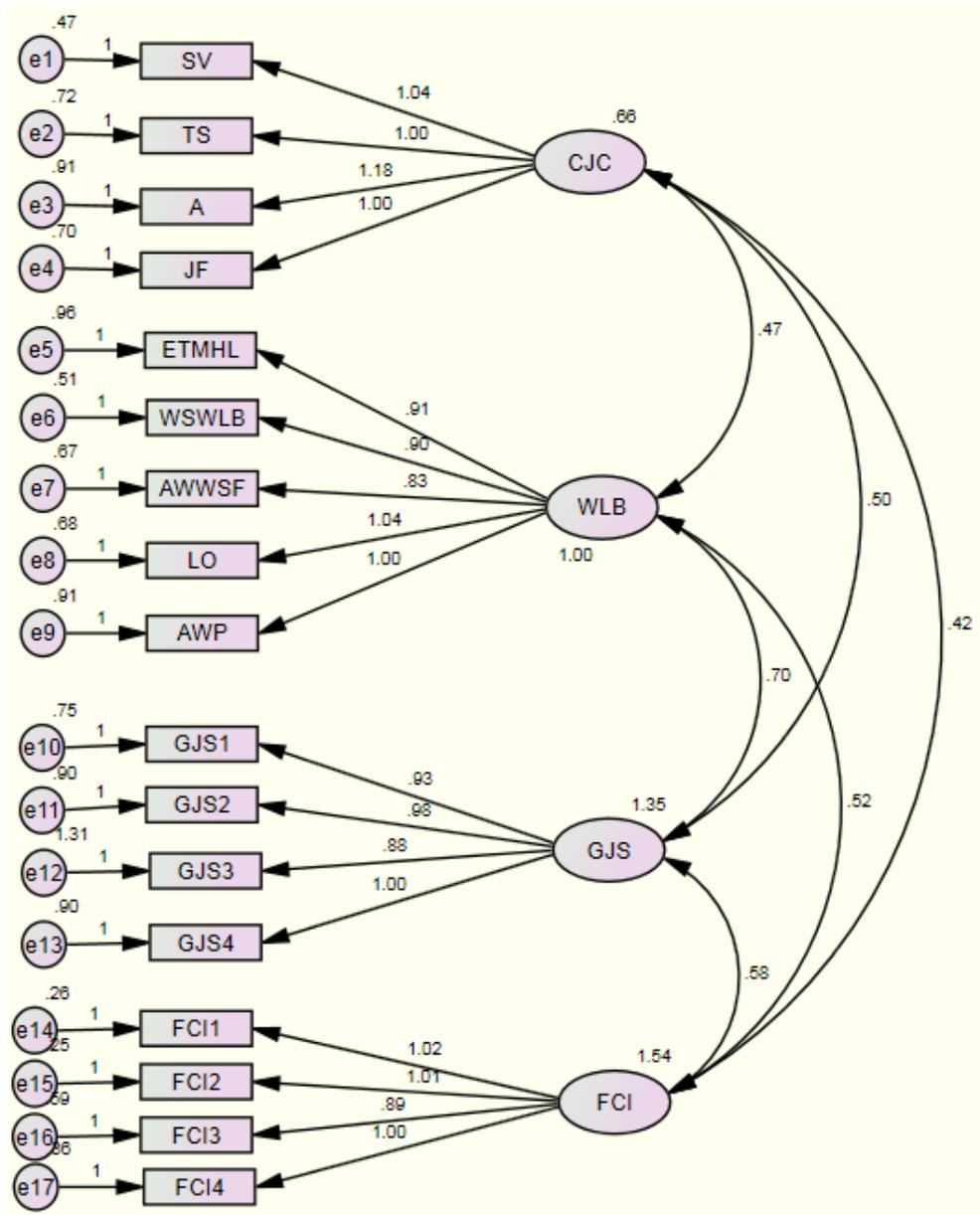
- 1 Day 2 Days 3 Days 4 Days 5 Days 6 Days 7 Days
 一天 兩天 三天 四天 五天 六天 七天

Average working hours per day 每天的平均工作時數

This is the end of the questionnaire. Thank you very much!

調查結束。謝謝!

Appendix 7 Measurement Model - Confirmatory Factor Analysis



Notes:

CJC = Core Job Characteristics

SV = Skill Variety

TS = Task Significance

A = Autonomy

JF = Job Feedback

WLB = Work-life balance

ETMHL = Enough Time to Maintain Healthy Life

WSWLB = Workplace Support on Work-life Balance

AWWSF = Allegiance to Work with Work Schedule Flexibility

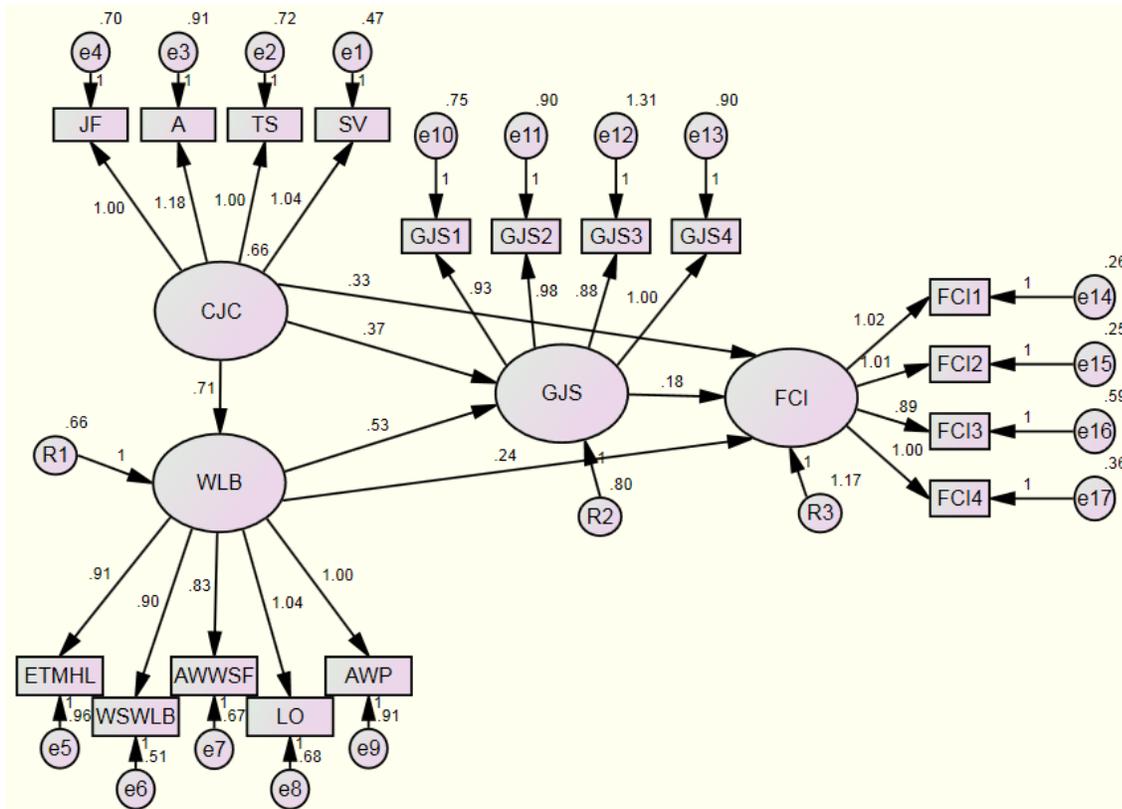
LO = Life Orientation

AWP = Away from Work Pressure

GJS = General Job Satisfaction

FCI = Future Career Intention

Appendix 8 Structural Model



Notes:

CJC = Core Job Characteristics

SV = Skill Variety

TS = Task Significance

A = Autonomy

JF = Job Feedback

WLB = Work-life balance

ETMHL = Enough Time to Maintain Healthy Life

WSWLB = Workplace Support on Work-life Balance

AWWSF = Allegiance to Work with Work Schedule Flexibility

LO = Life Orientation

AWP = Away from Work Pressure

GJS = General Job Satisfaction

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