A Conceptual Model of Predicting the Effects of Motivational Factors on the Students' Career Decisions to join Hospitality Industry in China

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Abstract

The increase world tourism is generating numerous employment opportunities in the hospitality industry in China. However, the top challenge lies in the attraction and retention of skilled and qualified employees to join this industry and the mainland China has encountered with a serious mismatch between supply and demand for personnel. Due to the problem of a great proportion of Chinese Hospitality and Tourism Management (HTM) programme students are not making their career decisions to work for this industry after graduation. Therefore it is important and purposive for this paper to provide a value conceptual model that predicting the effects of three motivational factors: intrinsic, extrinsic and parental factors on HTM students' career decisions to enter the hospitality industry. Moreover, this study also examined the internship programme as moderating effects on such relationship which is filling the literature gap of hospitality management research.

Keywords: Career Decision, Extrinsic, Intrinsic, Hospitality Industry, Internship Programme, Parents

1. Introduction

The increase world tourism is generating numerous employment opportunities in the hospitality industry in China. To illustrate, this year (2016) China will have employment vacancies for a predicted 52,000 management professionals and 583,000 operational-level staff (China National Tourism Administration, 2015). However, there is a serious mismatch between the demand for personnel and its supply (Zhang & Gu, 2000). Based on statistics from the China National Tourism Administration (2015), in 2014 there were 565 universities with Hospitality and Tourism Management (HTM) programme, most offering four-year degrees. They recruited 53,386 students in 2014, an increase over the 45,353 graduating in the same year. However, not only does this number fail to meet the stated demand for hotel management professionals and staff, but a proportion of the graduates for whom the HTM programme were set up decide not to work in this industry (Brown *et al.*, 2014; Pizam *et al.*, 2013).

Although the employment opportunities and the number of educational institutions with HTM programme are increasing, relatively few of these institutions generate graduates who are potential managers for this booming industry, as stated by Chang and Tse (2015). This is disturbing since the students are the direct consumers of HTM education, and therefore are one of the most important stakeholders in the tourism and hospitality labour market (Bharwani & Butt, 2012). Moreover, since the problem of labour shortage in the tourism and hospitality industry begins at the recruitment stage, this research is motivated to evaluate the graduates who are yet to enter the labour market, while their interest to work in the industry is being developed (Kamau & Waudo, 2012; Yiu & Law, 2012).

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From this perspective, Felicen *et al.* (2014) argue that the hospitality labour market is characterized by severe shortages of personnel and a higher turnover of labour. Not only is it difficult for this industry to attract new staff and retain the HTM students as potential manpower, but a large number of HTM graduates will pursue their careers in other industries such as banking, the government sector and insurance companies (Chang *et al.*, 2014; Pizam *et al.*, 2013). Several factors to investigate why those talents are not motivated to choose a career in the hospitality industry are presented as below.

2. Literature Review And Theoretical Background

In this research, the development of a theoretical framework may enrich the literature with regard to influential factors and career decisions in the hospitality industry. Whilst many studies of students' satisfaction with internship programme and their career choices have been published (Bao & Fang, 2014; Blomme *et al.*, 2009; Fong *et al.*, 2014; Kim & Park, 2013), evaluation of the motivational factors which encourage students to make career decisions, combined with internship programme in the hospitality industry are limited (Chen & Shen, 2012). Therefore this research will enrich the literature by providing evidence for motivational factors influencing HTM programme students' decisions on their future career.

2.1 Intrinsic Motivational Factors

This study evaluates the intrinsic motivational factor from its definition, components and measurement so as to investigate its relationship with career decisions. Intrinsic motivation refers to certain positive values and rewarded experiences which a person can obtain directly from their job (Yousaf *et al.*, 2015). In the organizational workplace the intrinsic motivators will strengthen employees' efforts and make themselves fulfilling of their work (Lewis *et al.*, 2001). Ross (2005) concluded that the components of intrinsic motivations are intangible and invisible to others. In other words, Van Emmerik (2004) stated that intrinsic motivations are internally generated. However, Hirschi (2010) demonstrated that intrinsic motivation will result in individuals perceiving positive work values, in line with the task or job itself which is the foundation of the job context and contents characteristics. Thus, this study deployed the measurement of intrinsic motivational factors from the research by Randolph & Johnson (2005), which divided the intrinsic motivation into context and content factors. In particular, the results showed that the intrinsic content factors were significantly correlated with career satisfaction, while the intrinsic context motivators, including variety of task and realistic workload, were even more significant (Randolph & Johnson, 2005).

A large amount of the literature found the above intrinsic motivational factors characterized intrinsically motivated people to be happy and satisfied with their jobs (Post-Kammer, 1987; Ross, 2005; Ryan & Deci, 2000; Wiley, 1997; Yousaf *et al.*, 2015; Zhao & Zhu, 2014). However, many HTM programme students will not feel a sense of achievement as one kind of intrinsic content factors from repetitive tasks, and are bored with this daily work (Bloom *et al.*, 2009; Lam & Ching, 2007). The previous studies found that many HTM programme students lack an intrinsic willingness to enter this industry is one of the biggest challenges facing both the industry and educational institutions (Blomme *et al.*, 2009; Chen & Shen, 2012; Donina, 2015; Pizam *et al.*, 2013; Zopiatis & Constanti, 2012;). The major issues focus on the nature and characteristics of work in the hospitality industry: its labour intensiveness, long working hours, unsocial life, less-skilled jobs, less challenge, and uninteresting and repetitive work. All of the above characteristics are cited as part of intrinsic context factors in which students choose not to enter this industry (Chen & Shen, 2012; Ross, 2005). Consequently, they do not perceive recognition and responsibility from their jobs, and little evidence of promotion or advancement for their future career planning; they are thus unlikely to make a career decision to work in the hospitality industry after graduation (Chang & Tse, 2015; Ko, 2007; Larsson *et al.*, 2007; O'Reilly & Caldwell, 1980; Richardson, 2009).

2.2 Extrinsic Motivational Factors

Employee motivation is not only driven by intrinsic context and content factors, but also by extrinsic factors; for example, payment and benefits are the major effects on influencing employees' motivation and satisfaction with their work (Hirschi, 2010; Randolph & Johnson, 2005; Yousaf *et al.*, 2015). In the working environment of organizations, extrinsic motivators can be divided into two types: rewarded factors and regulated factors (Ryan & Deci, 2000; O'Reilly & Caldwell, 1980), which are usually involved with salary and remuneration, benefits and bonuses, working conditions, location, company policy, and regulations (Twenge *et al.*, 2010).

The previous extrinsic studies in literature (Lewis *et al.*, 2001; Randolph & Johnson, 2005; Ryan & Deci, 2000; Yousaf *et al.*, 2015) who stated that the extrinsic motivational factors had significant effects on the employees' job satisfaction and career decisions. Specifically, Lewis *et al.* (2001) stressed that extrinsic rewarded factors including pay and benefits, supervisor style, communication and discretion all play important roles in determining nurses' quality of working life, while salary and benefits were found to be the most significant positive extrinsic factors; working conditions, compensation, flexible schedule, and the work-life balance were the least satisfied extrinsic factors.

In the hospitality industry, Chuang *et al.* (2009) also examined the effects of extrinsic regulated factors on hotel chefs' job satisfaction. The chefs were happy with the supervisory style but not with the company policy. Moreover, Chuang and Dellmann-Jenkins (2010) stated that hotel employees perceived the extrinsic factors much more important than the intrinsic factors in motivating them to continue working on their jobs. Chang and Tse's (2015) study of Hong Kong hotel employees similarly suggested that extrinsic regulated factors do not guarantee actual satisfaction as opposed to rewarded factors. Job status, salary and compensation, working conditions and environment play more important roles in motivating employees to stay or leave the hospitality industry (Chen & Shen, 2012).

2.3 Parental Motivational Factors

China is considered as typical of collectivism cultural values (Chak-Keung Wong & Jin Liu, 2010; Jin *et al.*, 2009). Despite the critical part played by Chinese parents on their children's decision points (Bai, 1998), few studies have been conducted on parental influences on HTM programme students' career decisions especially within the context of mainland China. The exception is Chak-Keung Wong and Jin Liu's (2010) research into HTM students' perception of parental influence on career choices in China. This study therefore aims to examine the influence of parental factors on HTM programme students' career decisions to work in the hospitality industry. Based on Chak-Keung Wong and Jin Liu's (2010) research, it employs two major constructs, parental support and parental concern, to evaluate parental influence. In the study of Chak-Keung Wong and Jin Liu (2010), they examined parental support for children entering the hospitality industry; however this factor was rated by the students as of the lowest significance. The authors concluded that Chinese parents do not usually encourage their children to join the hospitality industry as career development. Many of them believed that HTM courses would lead to their children becoming tour guides or hotel operational staff, with no advancement or opportunities for promotion or career development (Zhang & Gu, 2000).

Parental concern refers to worries about their children making wrong decisions about a certain behavior (Salami & Oyesoji Aremu, 2007), for several reasons: unsatisfactory working conditions, low salary, and low social status in the eyes of relatives and friends (Salami & Oyesoji Aremu, 2007). Zhang et al. (2014) suggested that many Chinese parents' concern about their children's career choices prevents them from working or studying far away from home. Aldrich and Kim (2007) judged that a career decision in China seems to be made more to satisfy parents or family needs rather than an individual's own aspiration or interests. In related research within the hospitality context (Chak-Keung Wong & Jin Liu, 2010), the respondents placed the highest value on parental concern over welfare and prestige when choosing their career in the hospitality industry.

2.4 Internship Programme

In addition to the above intrinsic, extrinsic and parental motivational factors, the internship programme plays a significant role in influencing the students' career choices. Many researchers (Donina, 2015; Kamau & Waudo, 2012; Lam & Ching, 2007; Yiu & Law, 2012; Zopiatis & Constanti, 2012) identified the internship programme as a valuable solution to building a partnership with the hospitality and tourism industry, helping HR departments to retain the talents of graduates they would need in the future. Internship programme, providing workplace training, are employed by the industry as an important strategic technique to identify the talents and potential of future management for the industry (Ko, 2007; Lam & Ching, 2007).

Many researchers have pointed out that three related stakeholders of internship programme are the university, industry, and the students themselves, all playing important roles in students' decisions to stay within the hospitality industry after graduation. Some researchers (Blomme *et al.*, 2009; Chang & Tse, 2015; Ko, 2007; Maertz *et al.*, 2014; Pizam *et al.*, 2013) investigated students' perceptions of HTM programme curriculum structures and internship programme design by university educators, and concluded that a good internship programme structure design can strongly motivate their students to remain in the industry. Other researchers (Blomme *et al.*, 2009; Chang *et al.*, 2014; Chuang & Dellmann-Jenkins, 2010; Kim & Park, 2013; Zopiatis & Constanti, 2012) highlighted the industrial practitioners' provision of poor internship programme in terms of inadequate training and career development, insufficient support from supervisors and co-workers, low salary and benefits; such negative experiences convinced most intern students to leave the industry.

Meanwhile, other researchers such as Felicen *et al.*(2014), Bao and Fang (2014), Chen and Shen (2012) found the students themselves to be the most relevant stakeholders in internship programme; negative attitudes and dissatisfaction with the programme are the major reasons for not choosing to work in the hospitality industry after graduation.

To summarise, studies identifying negative motivation from internship programme can be classified into three categories: internship programme design and planning by the educators (Donina, 2015; Kamau & Waudo, 2012; Lam & Ching, 2007; Yiu & Law, 2012; Zopiatis & Constanti, 2012); industry involvement (Blomme *et al.*, 2009; Chang *et al.*, 2014; Kim & Park, 2013;) and intern students' experience (Bao & Fang, 2014; Chen & Shen, 2012; Felicen *et al.*,2014). However, few studies identified the internship programme as a moderator to influence students' career behaviour. Thus, based on the evidence of previous research, this study is going to examine the internship programme as a moderating effect on the relationship between the three motivators, intrinsic, extrinsic, parental factors and students' career decisions in the hospitality industry in the context of China, filling the literature gap of internship programme research.

2.5 Theories Related to Career Decisions

Career theory was initiated by Frank Parsons' trait-and-factor approach in which an individual's personality was matched for job selection (London, 1983). Other theories focused on a lifelong process of career development, such as Ginzberg's theory which asserted that a person's lifelong career process comprised three stages and four factors (Kosine & Lewis, 2008). Super's theory also considered adolescence as a critical period because students develop and prepare themselves for the future during this time (Germeijs & Verschueren, 2007). Holland's career theory highlights "person-environment fit", which claims that job satisfaction in an individual is connected to the congruence between personality and work environment (Katsikea *et al.*, 2011). Gottfredson's theory of career choice and development can be seen as a process of elimination or limitation, in which people gradually eliminate certain career alternatives from further consideration (Jin *et al.*, 2009).

Social Cognitive Career Theory (also referred to as the social cognitive theory of career development). SCCT has been widely used in studies on career choice (Kosine & Lewis, 2008; Rogers & Creed, 2011), which provides a broader context that could be used to examine career development (Lent *et al.*, 2002). Based on this theory, a variety of factors such as: personal inputs, learning experiences, self-efficacy, and outcome expectations illustrate career choice behaviours. However, career choice is also influenced by theories such as the Theory of Reasoned Action (TRA) and the Theory of Planned Behaviour. TRA, developed by Ajzen and Fishbein (1980), shows the links between attitude towards behaviour, subjective norms, behavioural intention, and individuals' behaviours. However, TRA failed to include perceived behavioural control that is individuals' perceptions about how much control they have over their own behaviours such as their past experience (Ajzen, 1985). TPB was developed to include behavioural control, which was considered as a determinant of behavioural intention and behaviour as stated by Ajzen (1985). It can not only predict behavioural intention, but can also influence an individual's actual behaviour (Ajzen, 1985). Thus, SCCT and TPB models are incorporated in the assumptions and research questions of this study. First, Rogers and Creed (2011) utilized SCCT as a framework to examine adolescent career planning and exploration by investigating the influence of the three main determinants: self-efficacy, outcome expectations and career goals.

The self-efficacy variables are similar to this study's intrinsic context factors (i.e. showing a strong leadership style, autonomy, interesting work), and such personal accomplishments can greatly increase adolescents' career decision making. Other self-efficacy variables perform in a similar way to this study's intrinsic content factors (i.e. strong belief in growing opportunity, high recognition, serious responsibility), and such psychological states of certain experiences engaged in particular tasks can also increase personal career choice and career goals (Hirschi, 2010; Rogers & Creed, 2011). Outcome expectation variables are similar to this study's extrinsic factors, indicating individuals' tendency to be involved with a certain behaviour or activity if they see more tangible rewards and benefits, such as an attractive working environment, extra payoffs, verbal appraisal and positive feedback; the higher these valued and positive outcomes to the higher the career intentions and career goals (Hirschi, 2010; Rogers & Creed, 2011).

Secondly, many studies utilize TPB to evaluate students' career behaviour (Bao & Fang, 2014; Chang & Tse, 2015; Chen & Shen, 2012; Felicen *et al.*, 2014; Kim & Park, 2013). For example, Bao and Fang's (2014) research found that a satisfactory internship experience with perceived behavioural control has a significant positive impact on students' career intentions to join the hospitality industry. Kim and Park (2013) also studied social experience factors such as co-workers' and supervisors' relationship and support as one type of social norm influencing internees' career decisions in this industry. Chak-Keung Wong and Jin Liu (2010) also researched parental factors as another kind of social norm affecting students' career choices in China, which strongly motivates this research to employ TPB to investigate the research questions.
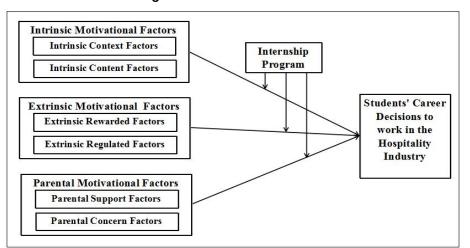
In summary, for the reasons and justification presented above, SCCT and TPB are most appropriate to this research context, as they incorporate variables and relationships relevant to solving the research problems. Furthermore, it has been suggested in many studies that SCCT and TPB can be applied in various contexts, especially exploration of career behaviours (Law, 2010; Millar & Shevlin, 2003; Rogers & Creed, 2011; Stringer & Kerpelman, 2010; Tolma *et al.*, 2006; Tsai, 2010). However, a few research studies have employed both theories together to evaluate different factors explaining students' career decisions within the tourism and hospitality context, particularly in China. Together they enable this study to propose a conceptual model in order to evaluate the research questions and objectives as described below.

3. A Conceptual Model and Hypotheses Development

Through the above discussion, the study proposed a conceptual model which combined SCCT and TPB theories to establish the basic theoretical framework. The purpose of this model is to investigate the logical sense of relationships between the independent and dependent as well as moderating variables and aims to establish whether the hypotheses for testing those relationships are meaningful or not, a critical part of any research (Ajzen & Fishbein, 1980).

3.1 Proposed Conceptual Model

The Social Cognitive Career Theory (SCCT) (Lent *et al.*, 2002; Rogers & Creed, 2011) and Ajzen's (1985) Theory of Planned Behavior (TPB) models are utilized to evaluate students' career decisions in this study. Within this research context, as Figure 1 shows, three independent variables are input: intrinsic factors (intrinsic context and content factors), extrinsic factors (extrinsic rewarded and regulated factors), parental factors (parental support and parental concern) to evaluate students' career decisions as the major dependent variable. Secondly, Figure 1 shows the internship programme as a moderating effect which will influence the relationship between the three independent variables and the dependent variable.

Figure1. Research Framework

A large number of researchers have found that students' career decisions were largely influenced by intrinsic, extrinsic and parental motivational factors (Chak-Keung Wong & Jin Liu, 2010; Hirschi, 2010; Lewis *et al.*, 2001; Randolph & Johnson, 2005; Van Emmerik, 2004; Zhao & Zhu 2014). And other literature revealed that a successful internship programme involved with three stakeholders can be the major determinants of students' career decisions to work in the hospitality industry (Abdullah *et al.*, 2015; Bao & Fang, 2014; Chen & Shen, 2012; Donina, 2015; Fong *et al.*, 2014; Ko, 2007). They all believed the internship programme was one of best learning experiences for career exploration and career decision-making process, obviously influencing the relationship between students' self-assessment of three motivational factors and their final career decision behaviour.

3.2 Hypotheses Development

Based on the above research framework and the literature review, six hypotheses were developed to test the model by examining the effects of three motivational factors on students' career decisions to work in the hospitality industry. The model also examines the moderating effect of internship programme on the relationship between three motivational factors and students' career decisions.

3.2.1 Intrinsic Motivational Factors and Career Decisions

In most of the career literature, intrinsic dimensions can be applied to evaluation of career success (Ballout, 2009; Heslin, 2005; Julien, 1999; Stringer & Kerpelman, 2010; Valcour & Ladge, 2008; Willis *et al.*, 2009). Little of the literature, however, related the intrinsic dimensions with career decisions, or put these two determinants into a study of hospitality students. Some studies, such as Yousaf *et al.* (2015), stressed that intrinsic motivation factors are the key predictors of employees' productivity, efficiency, absenteeism and turnover. This study applied intrinsic motivators from the inside context traits of job characteristics and psychological inside contents. In fact, many studies have acknowledged the intrinsic content factors that are positively associated with an individual's career success in terms of job satisfaction and fulfillment (O'Reilly & Caldwell, 1980; Ryan & Deci, 2000; Van Emmerik, 2004). According to Leat and El-Kot (2009), career satisfaction is determined largely by cognitive factors which can be perceived as intrinsic content factors such as achievement, enjoyable job activities and level of appreciation of good performance. Non-cognitive factors were also perceived as intrinsic context factors, such as job characteristics including task variety, autonomy and empowerment (Katsikea *et al.*, 2011).

Based on the SCCT (Rogers & Creed, 2011) which explain the relationship between intrinsic factors and career decisions, In Zhao *et al.*'s (2014) research showed that some of intrinsic context factors such as strong leadership style, autonomy, interesting work and personal accomplishments can improve adolescents' career decision making. Meanwhile, some of the intrinsic content factors like strong belief in growing opportunity, recognition, responsibility, and psychological states of experience engaged in particular tasks, can also largely increase personal career choice and career goals.

In line with this, Hirschi (2010) revealed that if individuals lack information about themselves, such as not having knowledge about their own intrinsic psychological content factors, all intervene in making the right career decision. Overall, it is important to find the relationship between intrinsic factors and career decisions that emphasize the importance of these two relationships. Unfortunately, there is little empirical research on intrinsic context and content factors as a single construct to investigate the relationship with students' career decisions (Lewis *et al.*, 2001). As a result of the above argument, intrinsic motivational factors can be said to lead to intrinsic career success and satisfaction. However, not many studies were found in which intrinsic factors were positively related to career decisions. Therefore, based on the SCCT model variables self-efficacy function and relationship, this study proposes the following hypothesis:

H1: Intrinsic motivational factors have an effect on students' career decisions to work in the hospitality industry.

3.2.2 Extrinsic Motivational Factors and Career Decisions

Among the literature on career research, extrinsic factors are always line with career success rather than with career decisions (Hirschi, 2010; Lewis *et al.*, 2001; O'Reilly & Caldwell, 1980; Post-Kammer, 1987; Randolph & Johnson, 2005). Thus, based on the literature reviewed, extrinsic factors represent personal objective components, in terms of payment, benefits, promotion, occupational status, respect and recognition by the organization, can lead directly to an individual's career success (O'Reilly & Caldwell, 1980).

However, Randolph and Johnson (2005) conducted research regarding the effect extrinsic job satisfaction factors on recruitment and retention of professionals. They concluded that there were several extrinsic rewarded factors, payment and benefits signified less with regard to career satisfaction and retaining the job. However, one extrinsic rewarded factor, flexible scheduling, was found to be strongly positively correlated with career satisfaction (Randolph & Johnson, 2005). Some studies (Kim & Park, 2013; Ryan & Deci, 2000) also revealed negative extrinsic regulated factors in the workplace, such as deadlines, specific dress requirements, company policies, stress. However, positive extrinsic regulated factors included good relationships with supervisors and co-workers, informal dress, decision-making participation, and international company culture, all of which positively affect employees' perceptions of career satisfaction (Ryan & Deci, 2000). In terms of extrinsic rewarded and regulated facets in the hospitality industry, again the study by Chuang *et al.* (2009) on extrinsic regulated factors affecting casino hotel chefs' job satisfaction found that the chefs were happy with their supervision style but not at all with the company policy, specifically sick leave days and paid-holiday policies.

SCCT (Rogers & Creed, 2011) explains the relationship between extrinsic factors and career decisions. One of the major determinants, the outcome expectations variable, supports this study's extrinsic factors relationship with career decisions. This indicates that individuals are more likely to be involved with a certain behaviour or activity if they perceive more tangible rewards and benefits, such as an attractive working environment, extra payoffs, verbal appraisal and positive feedback, where the most valued and positive outcomes can lead to stronger career intentions and career goals (Hirschi, 2010; Rogers & Creed, 2011). As a result of these arguments, and based on the SCCT relationship, this study proposes the following hypothesis:

H2: Extrinsic motivational factors have an effect on students' career decisions to work in the hospitality industry.

3.2.3 Parental Motivational Factors and Career Decisions

China, with its dominant collectivistic culture, has a strong relationship with parental influences. Chinese parents play a critical role in their children's decision points (Bai, 1998), and have a significant impact on their children's career behaviours, especially the first career choice (Salami & Oyesoji Aremu, 2007). However, few studies have been conducted into parental influences on HTM programme students' career decisions, apart from the work of Chak-keung Wong and Jin Liu (2010), already described. Their results showed three factors, parental support, parental concern about welfare and prestige, and parental barriers, which had a significant influence on students' career choices and intention to enter the hospitality industry. Their research persuaded this study to consider parental support and parental concern as two major variables to measure the effect of parental factors in the relationship with HTM students' career decisions.

Although a large number of studies have emphasized parental support having a positive and supportive effect on their children's career behaviour (Bai, 1998; Campbell & Uto, 1994; Salami & Oyesoji Aremu, 2007; Zhang *et al.*, 2014), few have investigated parental hindering factors or barriers in the relationship with their children's career development. According to social cognitive theory (Rogers & Greed, 2011) positive parental support has a significant positive effect on a young person's career decisions. Agarwala (2008) also noted that a supportive family environment is closely related to children's career development. Further effects of parental influence have already been examined. TPB has been used in many studies to evaluate parental influences as a major subjective norm having a significant relationship with certain behavioural intentions, such as making career decisions (Bao & Fang, 2014; Felicen *et al.*, 2014; Kim & Park, 2013). This study also utilizes TPB variables to explain the relationship between parental factors and students' career decisions. Thus, based on these arguments, the following hypothesis has been formulated:

H3: Parental motivational factors have an effect on students' career decisions to work in the hospitality industry.

3.2.4 The Moderating Effect of an Internship Programme on the Relationship between Intrinsic Motivational Factors and Career Decisions

This study employs SCCT relationships between variables to explain the role of internship programme as a moderating effect on the relationship between intrinsic factors and career decisions. The internship programme is the major learning experience for HTM students in the exploration stage of the career decision making process (Schermerhorn *et al.*, 2012), but the exploration process is a psychological black box (Ajzen, 1985). Which may change their self-efficacy beliefs (Rogers & Creed, 2011), and their views of the industry, all of which affect their career choices and goals.

The moderating effect of internship programme on the relationship between intrinsic factors and career decisions is also supported by TPB, which explains internship as the major determinant of behavioural perceived control. The learning experience and practice will directly influence individual's behavioural intentions in making career decisions, as well as changing personal attitudes to intrinsic context and content factors (Ajzen & Fishbein, 1980). Schermerhorn *et al.* (2012) also argued that the internship learning experience and practice can assist students to evaluate their career choices effectively and accurately (Ajzen & Fishbein, 1980).

Patall *et al.* (2008) studied the relationship between students' intrinsic factors and their career decisions under the effect of internship learning experiences. The findings suggested that students' positive internship learning experiences may result in positive effects on their intrinsic content factors, such as passion for work, willingness to serve, good attitudes towards customer services, stronger self-efficacy beliefs, and most importantly strong commitment to career development within the industry. Yiu and Law (2012) indicated that some positive intrinsic context factors like task significance and autonomy might also encourage interns to have a positive image of jobs in the hospitality industry, especially if they are given a certain degree of empowerment and autonomy. Fong *et al.*'s (2014) study suggested that students would also be satisfied with their internship programme if they were given more intrinsic context factors such as challenging and interesting tasks and opportunities for job rotation.

Bao and Fang (2014) also stated that students' participation in internship programme needs to be managed by intrinsic factors, such as their enjoyment and passion for work, their willingness to learn and broaden their horizons of this industry, experience new things and accept challenging tasks. On the other hand, Kamau and Waudo (2012) saw the employer's perspective, saying that each individual student has to keep in mind that they are responsible for their own learning experience during the internship programme, and without their own good faith and genuine hospitality career aspirations, no internship programme can be successful. Ko (2007) agreed that many employers paid much more attention to interns' soft intrinsic factors rather than hard technical skills such as passion for work and willingness to learn new things. The employers perceived students' lack of commitment to the job, lack of ability, and most importantly lack of willingness to adapt themselves to the task requirements, resulting in their dissatisfaction with the internship programme and ill-advised career decisions. Consequently, based on these arguments and SCCT and TPB support, this study formulated the following hypothesis:

H4: Internship programme moderates the relationship between intrinsic motivational factors and students' career decisions to work in the hospitality industry.

3.2.5 The Moderating Effect of an Internship Programme on the Relationship between Extrinsic Motivational Factors and Career Decisions

Similarly, SCCT explains how the learning experience is the major determinant in the relationship between outcome expectations and an individual's career goals and choices (Rogers & Creed, 2011). The moderating effect of the internship programme on the relationship between extrinsic factors and career decisions is also supported by TPB, directly influencing an individual's behavioural intentions in making career decisions, as well as changing personal attitudes towards extrinsic rewarded and regulated factors (Ajzen & Fishbein, 1980). The internship programme can assist the students to evaluate their career choices effectively and accurately (Ajzen & Fishbein, 1980).

Bharwani and Butt (2012) stated that employers should consider improving the extrinsic rewarded system with payment and fringe benefits, creating a more pleasant working environment, recognizing the internees as potential managers and providing career advancement opportunities, the students would be highly motivated to remain in the industry despite shortcomings in the nature and characteristics of hospitality jobs. Some studies (Fong *et al.*, 2014; Kim & Park, 2013; Yiu & Law, 2012) revealed that the students through their internship programme can not only get information about the company's extrinsic rewarded system, ranging from pay to benefits, but also the extrinsic regulated system, from company policy to supervision and management style. All of these evaluation the extrinsic factors through their internship program would largely affect their future career decisions to remain in the hospitality industry and keep the internship company as future career path development after graduation. Consequently, based on the above arguments and support from SCCT and TPB, this study formulates the following hypothesis:

H5: Internship programme moderates the relationship between extrinsic motivational factors and students' career decisions to work in the hospitality industry.

3.2.6 The Moderating Effect of an Internship Programme on the Relationship between Parental Motivational Factors and Career Decisions

Although Chinese parents play a critical role in their children's decision making, few studies have examined parental influences on HTM programme students' career decisions. Fortunately, Chak-Keung Wong and Jin Liu (2010) determined that parental support and parental concern together illustrate the relationship between parental factors and HTM students' career choices, in establishing the above hypotheses. Other studies (Zhang & Gu, 2000; Zhao, 1991) have recognized the moderating effects of the internship programme on the relationship between parental influences and career decisions, as parents with positive attitudes towards internship tend to allow their children to choose careers within the hospitality industry. These authors also stated that if the employer wanted to retain good interns as potential employees, it would be better to interact with their parents as they are the best persuaders to encourage the students to stay with the same company.

Moreover, the parents were becoming considerably less interested in making their children select hospitality and tourism jobs as their first career choice, if their children hold dissatisfaction attitudes toward their internship program (Bao & Fang, 2014). If they found students with negative extrinsic rewarded factors like poor salary and benefits during internship, the parents would largely dis-encourage their children to quit the career aspiration to leave this industry and move to higher-salary business sectors (Chak-Keung Wong & Jin Liu, 2010; Zhang *et al.*, 2014; Zhao, 1991). Thus, based on the SCCT and TPB support, this study assumes that internship program may moderate the relationship between parental factors and students career decision in working in hospitality industry. Consequently, this study formulates the following hypothesis:

H6: Internship programme moderates the relationship between parental motivational factors and students' career decisions to work in the hospitality industry.

4. Method and Pilot Test

This study therefore uses the quantitative method, which is designed to enhance primary data collection, to investigate the relationship between three motivational factors, internship programme and career decisions. General population in the present study is naturally the HTM programme students who finished their internship programme upon their graduation in the hospitality industry in China.

Ningxia province will be chosen as this research sample because the multiracial and multi-religion mix of graduates in this region will be beneficial to this research, since the impact of students' career decisions on social, cultural and religious aspects is an ongoing concern (Zopiatis & Constanti, 2012). A pilot test was conducted from six institutions of Ningxia Province. Generally, to satisfy the research design, a sample size with 40 questionnaires is suitable. The students who graduate in June 2016, having finished their internship programme, were asked to respond to the questionnaire and comment on it. Based on the data collected from the pilot study, Table 1 represents the results of the reliability performance for this questionnaire.

Table 1. Reliability Analysis of Pilot Study

Constructs	Number of Original Items	Cronbach's Alpha
Intrinsic Motivational Factors	10	0.885
Extrinsic Motivational Factors	11	0.863
Parental Motivational Factors	12	0.812
Internship Programme	21	0.932
Career Decisions	9	0.847

From Table 1 Cronbach's Alpha was found to be over 0.80 for each construct, indicating the reliability of the questionnaire. Following the modification, the final draft was used to collect data from the actual respondents.

5. Conclusion And Future Studies

Despite numerous studies on HTM internship programme and their influence on students' career development in the hospitality industry (Bao & Fang, 2014; Donina, 2015; Fong *et al.*, 2014; Kim & Park, 2013; Ko, 2007; Lam & Ching, 2007; Maertz *et al.*, 2014; Pizam *et al.*, 2013; Zopiatis & Constanti, 2012), few have examined the relationship with intrinsic, extrinsic and parental motivational factors, a gap which this study will fill. Based on SCCT (Lent *et al.*, 2002; Rogers & Creed, 2011) and TPB (Ajzen,1985) theories relationship, a conceptual framework for this study was proposed and a pilot test was conducted to prove the reliability of this model. Three motivational factors, intrinsic, extrinsic and parental factors were evaluated from the literature. The internship programme's three different stakeholders were also identified in order to justify the programme as a moderating effect on the relationship between three motivational factors and students' career decisions. Further empirical study in this area is in progress along with a follow-up of undergraduate students via survey to determine statistical findings.

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