



Working Holidays for College Students: Risky or Value-added?

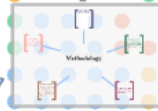
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Literature Review



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Introduction

Background

Working holidays provide students ample opportunities to explore the world. Simultaneously, students are required to put some money in their pocket. Even though working holidays that combine both tourism and work have no certain schedule, the travelers would like to explore the adventures and work temporarily and seasonally.

Working holiday programs aim to promote mutual exchanges and understanding of the youth in Taiwan and other countries. Obviously, going to Australia is No. 1 choice for Taiwanese young people.

The Statement of the Problem

This paper is to explore if the advantages outweigh the disadvantages of working holidays in overseas countries.

The Purpose of the Present Study

A large number of studies focus on individual growth and abilities, the relationship among behavioral intentions, perceived values, cross-cultural adaptation, and satisfaction, motivation, little study focuses on working holiday travelers' pre-attitudes and post-attitudes towards their work and motivation of doing working holidays in overseas countries.

Research Questions

Q1: What are the initiating factors of motivating college students to do working holidays?

Q2: Were the travelers' pre-attitudes and post-attitudes towards working holidays in overseas countries statistically significant?

Q3: Do the advantages outweigh the disadvantages of working holidays?

Q4: What are the major problems of working holiday travelers encountered during their stay in the overseas countries?

The Significance of This Study

This study can illustrate what working holiday travelers' scenario is. Furthermore, through this study, educators and parents can be made aware of how the young people coped in this global market.

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Part-time working rate has been doubled in Australia over the past two decades (Ruyter and Burgess, 2000). Globalization has a great impact on Australia due to the increase in international tourism and in international trade and finance.

The Definition of Working Holidays

Pape (1965) proposes that working holiday: Through working holiday experiences, the travelers can both relieve stress and gain self-worth. Working holiday is to enjoy the holidays in their work. This interprets that working holiday is the use of leisure participating in the labor work to gain cultural adaptation, to gain money to support travel so as to carry out their dreams.

The Motivation of Working Holidays

Motivator factors are made up of achievement, recognition for accomplishment, challenging work, increased responsibility, and growth and development (Herzberg et al., 1959). Motivator factors can positively affect job output capacity when people are satisfied.

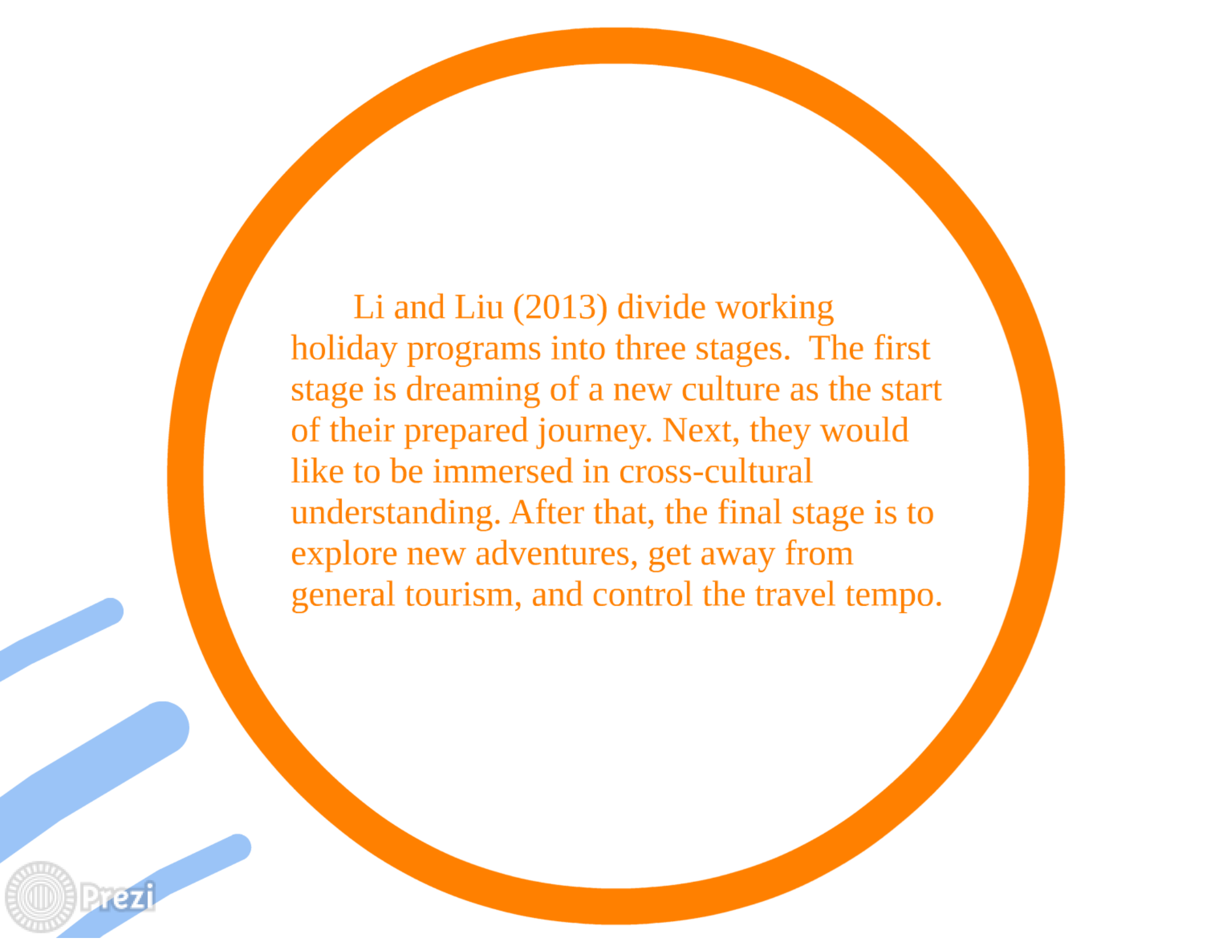
Motivation is the need that drives an individual to act in a certain way to achieve the desired satisfaction” (Beerli and Martin, 2004, p. 626).

Working Travelers' Attitudes towards Working in the Overseas Countries

The more positive the youth perceive towards their working holidays, the more they believe that working holidays can enrich their lives, teach them to accommodate multiple cultures, and develop their independent as well as mature personality traits (Huang et al., 2013).

The Advantages and Disadvantages of Working Holidays

Clarke (2004) maintains that a working holiday program can build up travelers' cultural exchange, individual development, and cross-cultural understanding between their host country and home country. The program is aimed at urging young people to go abroad and explore adventures.



Li and Liu (2013) divide working holiday programs into three stages. The first stage is dreaming of a new culture as the start of their prepared journey. Next, they would like to be immersed in cross-cultural understanding. After that, the final stage is to explore new adventures, get away from general tourism, and control the travel tempo.

Participants

As shown in Table 5.1, the sample consisted of 89 (85.8%) male participants and 150 (54.2%) female participants. 163 respondents were aged between 21 to 30 years old (92%). Most of the respondents (27.26%) were engaged in catering industry.

Table 5.1 Participants

Demographics	Frequency	Percentage (%)
Gender		
Male	89	85.8
Female	150	54.2
Age		
21-30	163	92
31-40	12	6.6
41-50	14	7.4
51-60	10	5.8
61-70	10	5.8
71-80	10	5.8
81-90	10	5.8
91-100	10	5.8
101-110	10	5.8
111-120	10	5.8
121-130	10	5.8
131-140	10	5.8
141-150	10	5.8
151-160	10	5.8
161-170	10	5.8
171-180	10	5.8
181-190	10	5.8
191-200	10	5.8

Data Analysis

The data from the questionnaire employed Statistical Package for the Social Sciences. Apart from this, to check the relationship between two or more variables, paired t-test, stepwise regression model and descriptive statistics were utilized in this study. Interviews were recorded, transcribed, and analyzed with the method of content analysis.

Instrumentation

The questionnaire used 5-point Likert Scale. The questionnaire was divided into four parts. After the respondents completed the questionnaire, the open-ended questions were voluntarily completed. Based upon their opinions and feedback, the content was transcribed and analyzed.

Methodology

Data Collection Procedures

After the design of this questionnaire was completed, the project members asked for help from two or three experts to examine whether the contents were consistent with the topic. The reliability of this pilot study was Cronbach's Alpha was 0.88. After the preliminary questionnaire was highly reliable, the group members began to set up an online survey.

203 copies were collected in their websites from early May to late June. Besides, two of the members went to America for summer working holidays. The field observation can be a good evidence to figure out what the majority of working holiday travelers' attitudes towards their satisfaction with their work and salary during their stay there.

Validity and Reliability

In the quantitative study, the internal reliability coefficient (Cronbach's Alpha) of 5-point Likert Scale of 35 items in the questionnaire was 0.86>0.75.

Participants

As shown in Table 3.1, the sample consisted of 93 (45.8%) male participants and 110 (54.2%) female participants. 161 respondents were aged between 21 to 30 years old (80%). Most of the respondents (27.6%) were engaged in catering industry.

Table 3.1 Participants

Description	Frequency	Percent (%) ^a
Gender		
Female	110	54.2
Male	93	45.8
Age		
Under 20	20	9.2
21-25	114	56.6
26-30	47	23.4
30 up	22	10.8
Jobs		
catering	56	27.6
hotel	36	17.7
agriculture	33	16.3
processing	15	7.4
butcher	13	7.4
husbandry	7	3.4
others	43	21.2

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Results

Q1: What are the initiating factors of motivating college students to do working holidays?

Table 4.1 Regression Analysis for the Motivation of Working Holidays

Model	R	R ²	Adjusted square	F(Sig.)	F constant (2.151)	t(Sig.) (3.287)(.000)
1	.550*	.303	.304	51.018(.000)	.279 (making friends, expanding social circles)	3.545(.000)
2	.619*	.403	.397	69.578(.000)	.187* (upgrading confidence and self-competence)	2.903 (.004)
3	.679*	.459	.451	87.986 (.000)	.164 (in-depth traveling and sightseeing)	3.418 (.001)
4	.702*	.485	.485	100.852(.000)	.149 (working holidays as my dream)	2.747 (.007)
5	.713*	.498	.497	115.082(.000)	.130 (pursuing different experiences)	2.547 (.012)
6	.720*	.514	.505	130.312(.000)	.115 (good friendship with my company)	2.027(.045)

Durbin Watson 1.593
Regression Model 1 (the motivation of working holidays) = 2.151 + .229* making friends + .174* upgrading confidence and self-competence + .157* in-depth traveling and sightseeing + .164* working holidays as my dream + .145* pursuing different experiences + .130* good friendship with my company

Q2: Were the travelers' pre-attitudes and post-attitudes towards working holidays in overseas countries statistically significant?

Table 4.2 Pair samples statistics (pre-attitudes vs. post-attitudes)

Description	Mean	Numbers	Sd	Sd. error of mean score deviation
Pre-attitudes	4.3571	203	.42806	.09004
Post attitudes	4.1165		.41534	.02915

Table 4.2.1 The correlation of pair t-test

	Numbers	Correlation	Sig.
Pre-attitudes v.a. post-attitudes	203	-.526	.000

Table 4.2.2 Paired t-test

	Paired Differences						t	df	Sig. (2-tailed)	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Lower				Upper
				Lower	Upper					
Pre-attitudes- Post attitudes	-.08034	.41059	.02882	-.14616	-.01252	-3.100	202	.002		

t (202) = -3.100, p-value (.002) < .05

Q3: Do the advantages outweigh the disadvantages of working holidays?

Description	Numbers	Mean score	Sd
Value-added working holidays	V.S. 203	4.66	.628
Risky working holidays		3.69	1.037

Q4: What are the major problems of working holiday travelers encountered during their stay in the overseas countries?

Table 4.3 the difficulties travelers encountered in the overseas countries.

Description	%	Numbers	Mean score	Sd
difficulty in changing jobs	56.6%	115	3.61	1.100
no sufficient money	43%	87	3.25	1.239
too expensive house rent	50.7%	103	3.50	1.179
working long hours	51%	64	2.94	1.159
difficult to get along with colleagues	22%	46	2.59	1.188
language barrier	36%	73	3.04	1.236
cultural accommodation	32%	64	2.98	1.119
difficult to adjust exotic food	19%	39	2.53	1.411

Q1: What are the initiating factors of motivating college students to do working holidays?

Table 4.1 Regression Analysis for the Motivation of Working Holidays

Models	R	R ²	Adjusted square	F(Sig.)	β constant (2.151)	t(Sig.) 13.267(.000)
1	.555 ^a	.308	.304	91.988(.000)	.229 (making friends, expanding social circles)	3.545(.000)
2	.635 ^b	.403	.397	69.578(.000)	.174 (upgrading confidence and self-competition)	2.903 (.004)
3	.678 ^c	.459	.451	57.986 (.000)	.187 (in-depth traveling and sightseeing)	3.410 (.001)
4	.703 ^d	.495	.485	49.895(.000)	.164 (working holidays as my dream)	2.747 (.007)
5	.713 ^e	.509	.497	42.092(.000)	.149 (pursuing different experiences)	2.547 (.012)
6	.720 ^f	.519	.505	36.312(.000)	.130 (good friendship with my company)	2.037(.043)

Durbin-Watson 1.898

Regression Model Y (the motivation of working holidays) = 2.151 + .229* making friends + .174* upgrading confidence and self-competition + .187* in-depth traveling and sightseeing + .164* working holidays as my dream + .149* pursuing different experiences + .130* good friendship with my company

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Value-added working holidays V.S.	203	4.66	.628
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difficult to adjust exotic food	19%	39	2.53	1.411

Discussion and Conclusions

Discussion

Almost 90% participants would like to pursue their different experiences and adventures at work. At work, some of them (41%) could also earn money in the overseas countries. Understanding the goals of students who work overseas is important. It's working abroad experience. The desire of learning foreign knowledge and experience will give them an advantage in their future careers (Lu, 2016).

The travelers would like to perfect their skills in a foreign language and gain a better understanding of a foreign culture. Besides, they also seek freedom and adventure that comes with while they are getting away from their home country. Mostly importantly, they can meet a lot of friends from diverse cultures which urges them to learn how to accommodate themselves in different cultures, especially in the overseas countries.

Those who participated in the program would like to promote multiculturalism and international understanding, increasing interpersonal and career opportunities (Wardana, et al., 2023).

In this study, 173 participants (88.7%) felt that their adaptive abilities were stronger than they used to be. Almost 66% participants reported that they learned more about cross-cultural differences between their home countries and host countries. Through the working holiday program, almost 57% improved their English language and skills. In total, 103 participants (54.1%) stated that working holiday program enriched their world views.

Almost 97% participants in this study stated that working holidays were valued added (Mean score=4.66, Sds=.628). By contrast, 120 participants (63.1%) said that working holidays were also risky for them. However, 98% participants agreed that working holidays were one of the most precious experiences in their lifetime.

Implications of Educators

Since working abroad is what the youth dream of, before the undergraduates would like to go, they require some help from their educational institutes. If the institutes can offer rich and abundant knowledge and work activities for the undergraduates, asking for advice from advisors or supervisors plays a key role in determining the graduates' departure for working abroad.

Recommendation for Future Research

The empirical findings are built upon future research. Future studies are recommended to include the Taiwanese working holiday travelers' and non-Taiwanese students' attitudes towards working holiday programs in the overseas countries, exploration of cultural accommodation for working people and students in overseas countries, and examining personal growth and acculturation of working holiday travelers in different tourists settings.

The Limitation of This Study

There were 203 participants in this study. Since the number of the sample was more than 200, they cannot represent the whole population. However, they can be a typical case of general situations for working holiday travelers. This is the limitation of this study.

Discussion

Almost 90% participants would like to pursue their different experiences and adventures at work. At work, some of them (41%) could also earn money in the overseas countries.

Understanding the goals of students who work overseas is important in working abroad experience. The desire of learning foreign knowledge and experience will give them an advantage in their future careers (Lu, 2016).

The travelers would like to polish their skills in a foreign language and gain a better understanding of a foreign culture. Besides, they also seek freedom and adventure that comes with while they are getting away from their home country.

Mostly importantly, they can meet a lot of friends from diverse cultures which urges them to learn how to accommodate themselves in different cultures, especially in the overseas countries.

Those who participated in the program would like to promote world-mindedness and international understanding, increasing competitiveness and career opportunities (Nyaupane, et al., 2011).

In this study, 179 participants (88.2%) felt that their adaptive abilities were stronger than they used to be. Almost 95% participants supposed that they learned more about cross-cultural differences between their home countries and host countries. Through the working holiday program, almost 87% improved their English language proficiency skills a lot. 191 participants (94.1%) stated that working holiday program opened their world views.

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