

國立澎湖科技大學應用外語系

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

大學生海外度假打工：
風險或附加價值？

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摘要

本研究主要在探討大學生打工度假的動機、前往打工度假前的態度以及打工度假後態度上是否有轉變、打工度假的優缺點以及他們在海外可能會遇到的問題。本樣本是由 45.8% (93 名男性) 和 54.2% (110 名女性) 組成, 其中 161 名受訪者年齡介於 21 歲至 30 歲之間 (80%)。

本問卷是使用李克特量表的五等選項並針對來自台灣及在當地打工度假的學生進行問卷調查。在定量研究中, 李克特量五等表中 35 個項目的內部一致性信度 (Cronbach's Alpha) 為 $0.86 > 0.75$ 。在迴歸分析中顯示, 結交各國朋友 ($\beta = .229, t=3.545, p < .05$)、提升自我競爭力與信心 ($\beta = .174, t=2.903, p < .05$)、進行深度旅遊與遊覽風景名勝 ($\beta = .187, t=3.410, p < .05$)、到國外打工度假是他們的夢想 ($\beta = .164, t=2.747, p < .05$)、追求與他人不同經歷與體驗 ($\beta = .149, t=2.547, p < .05$)、能與同伴建立更好的情誼 ($\beta = .130, t=2.037, p < .05$)。根據配對 t 檢定中 $p = .002 < .05$ 的結果, 顯示前測的標準分數 (4.4465) 是大於後測的標準分數 (4.3571) 的。大約有 97% 的參與者在本研究中表明, 打工度假對他們來說是有附加價值的 (Mean score=4.66, Sd=.628)。相較之下, 有 120 個參與者 (59.1%) 覺得打工度假對他們來說是有風險存在的。無論如何, 有 99% 的參與者認為打工度假是他們一生中相當珍貴的經歷之一。

通過打工度假之計畫約有 87% 的人提高了他們自身的英語水平。並有 191 名參與者 (94.1%) 表示, 打工度假計畫開啟了他們的世界觀。總體來說, 雖然有 120 名參與者 (49.1%) 認為打工度假計畫可能會有風險存在, 但也有 95.6% 的人同意參與此計畫是有附加價值的。他們認為打工度假計畫是值得去做的, 換句話說根據前測與後測之結果在統計上是有顯著性的。總結上述之結論, 研究結果包含對於參與者的推拉因素之動機以及深入訪談。在本研究中, 參與打工度假的們認為把握年輕時的黃金時間, 提高自身語言的技巧, 變得獨立, 享受在海外國家之旅程是打工度假的主要核心。總的來說, 體驗打工度假可以為參與者帶來對工作及旅行上有所新的認知。

關鍵字: 打工度假計畫 附加價值 風險 文化適應 誘因 夢想

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

Abstract

This paper is to explore college students' motivation, their pre-attitudes and post-attitudes towards working holidays in overseas countries, the benefits and drawbacks of working holidays, and the problems they encountered in the overseas countries. The sample consisted of 45.8% (93 males) and 54.2% (110 females). One hundred and sixty-one respondents were aged between 21 to 30 years old (80%).

Questionnaire was administered to 203 working holiday travelers from different parts of Taiwan, and locals. The questionnaire used 5-point Likert Scale. In the quantitative study, the internal reliability coefficient (Cronbach's Alpha) of 5-point Likert Scale of 35 items in the questionnaire was $0.86 > 0.75$. The regression model indicates that making friends ($\beta=.229, t=3.545, p<.05$) upgrading confidence and self-competition ($\beta=.174, t=2.903, p<.05$), in-depth traveling and sightseeing ($\beta=.187, t=3.410, p<.05$), working holidays as their dream ($\beta=.164, t=2.747, p<.05$), pursuing different experiences ($\beta=.149, t=2.547, p<.05$) and good relationship with their company ($\beta=.130, t=2.037, p<.05$). The result also shows that mean score of post attitudes (4.4465) were larger than that of pre-attitudes (4.3571) based upon paired t-test on account of $p\text{-value}=.002 < .05$. Almost 97% participants in this study stated that working holidays were valued added (Mean score=4.66, Sd=.628). By contrast, 120 participants (59.1%) said that working holidays were also risky for them. However, 99% participants agreed that working holidays were one of the most precious experiences in their lifetime.

Through the working holiday program, almost 87% improved their English language proficiency skills a lot. One hundred and ninety-one participants (94.1%) stated that working holiday program opened their world views. Overall, although 120 (49.1%) college students felt that working holiday program could be risky, 96.5% agreed that was value-added for them. It was worth trying for them to do so. In other words, the post-attitudes and pre-attitudes towards working holidays are statistically significant. To conclude the above results, the findings include push factor and pull factors of motivation and in-depth interview with respondents. Seizing the gold time of youth, improving language skills, being independent, and enjoying the whole journey in the overseas countries are the core of the working holiday travelers in this study. Overall, the working holidays can bring the respondents to get the new feeling and understanding of work and travel as well.

Keywords: working holiday program, value-added, risky, acculturation, pull factor, push factor, dream

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Table of Contents

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 摘要 | i |
| Abstract | ii |
| Acknowledgements | iii |
| List of Tables | vi |
| List of Figures | vi |
| Chapter 1 | 1 |
| Introduction | 1 |
| Background | 1 |
| The Purpose of the Present Study | 1 |
| Research Questions | 1 |
| The Significance of This Study..... | 2 |
| Chapter 2 | 3 |
| Literature Review | 3 |
| The Origin of Working Holidays | 3 |
| The Definition of Working Holidays | 3 |
| The Motivation of Working Holidays..... | 4 |
| Working Travelers' Attitudes towards Working in the Overseas Countries | 4 |
| The Advantages and Disadvantages of Working Holidays | 5 |
| Chapter 3 | 7 |
| Methodology | 7 |
| Participants..... | 7 |
| Instrumentation | 8 |
| Validity and Reliability | 9 |
| Data Collection Procedures..... | 9 |
| Data Analysis | 9 |
| Chapter 4 | 10 |
| Results | 10 |
| Question 1: What are the initiating factors of motivating college students to do working holidays?..... | 10 |
| Question 2: Were the travelers' pre-attitudes and post-attitudes towards working holidays in overseas countries statistically significant? | 11 |
| Question 3: Do the advantages outweigh the disadvantages of working holidays? | 12 |
| Question 4: What are the major problems of working holiday | |

| | |
|-----------------------------------------------------------------------------|-----------|
| travelers encountered during their stay in the overseas countries? | 12 |
| Chapter 5..... | 14 |
| Discussion and Conclusions | 14 |
| Discussion | 14 |
| Conclusions..... | 15 |
| Implications of Educators | 16 |
| The Limitation of This Study..... | 16 |
| Recommendation for Future Research..... | 16 |
| Reference..... | 17 |
| Questionnaire 1 (Appendix 1) | 20 |

List of Tables

| | | |
|-------------|-----------------------------------------------------------------------|----|
| Table 3.1 | Participants..... | 8 |
| Table 4.1 | Regression Analysis for the Motivation of Working Holidays..... | 10 |
| Table 4.2 | Pair samples statistics (pre-attitudes vs. post- attitudes)..... | 11 |
| Table 4.2.1 | The correlation of pair t-test..... | 11 |
| Table 4.2.2 | Paired t- test..... | 11 |
| Table 4.3 | Value-added Working Holidays vs. Risky Working Holidays..... | 12 |
| Table 4.4 | The difficulties travelers encountered in the overseas countries..... | 13 |

List of Figures

| | | |
|----------|-----------------------------------------|---|
| Figure 1 | The Theoretical Framework of This Study | 6 |
|----------|-----------------------------------------|---|

Chapter 1

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 has no certain schedule, the travelers would like to explore the adventures and work temporarily and seasonally. Travel is a part of education for the young is also a part of experience for the old. This aspires the young generation to see the world and learn to know how to survive there.

The number of working holiday travelers has been increasing in overseas countries. According to the Ministry of Foreign Affairs (2012), there were 51,761 Taiwanese young people going to Australia from 2004 to 2011, 5,200 people going to Japan, and then 4,800 people going to New Zealand. 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 of this paper is to explore if the advantages outweigh the disadvantages of working holidays in overseas countries. The paper is also to explore working holidays for college students' motivation, their pre-attitudes and post-attitudes towards working holidays in overseas countries, the benefits and drawbacks of working holidays, and the problems they encountered in the overseas countries.

The Purpose of the Present Study

Australia has been a country where young Taiwanese people want to go for working holiday. Recently, the news TVBS (2015) has reported that many people went to working holiday in Australia and became illegal workers. This issue triggers those who would like to go working holidays to think that working holidays is risky or value-added. 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

There were four research questions addressed in this study as follows:

- 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. Overall, this study can also shows the directions to activate students' motivation and what kind of skills they need to get prepared for while they are ready to go abroad to work.

Chapter 2

Literature Review

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 tourism and hospitality industry throughout the world, especially in Australia, has been appealing to young people from the overseas countries to be working holiday travelers due to the shortage of skilled workers (Richardson, 2010).

The Origin of Working Holidays

The concept of working holiday originated from the Kibbutz village, which was formed in 1990s in Israel, a village common system that provided the residents to own and manage the village. This system gradually developed into a working holiday system to young people. Till the First World War, France and Germany youth group the task force to help the reconstruction of the French farm after the destruction of the severely damaged. In 1970s attracted many Europe and America backpackers to participate in such activities. Therefore, it gradually prevailed the trend of working holiday all over the world (Tsai, 2008).

The Definition of Working Holidays

Pape (1965) proposes that working holiday: Through working holiday experience, the travelers can relieve both stress and gain self-worth. Cohen (1973) also maintains that the working holiday is a unique tourist style; young people can use their summer vacation to travel abroad to engage in short-term unskilled labor to work at the local and take labor work as a kind of tourism experience. Therefore, it is the combination of work and tourists consumer behavior. 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 system of working holiday has been in the world for more than 30 years of history. The Working Holiday Program is designed to promote for exchanging and understanding of youth between our country and other countries.

Working holiday is a form, and a new type of leisure. Participating in the farm, community and ecological environment the labor work willingly is unlike the experience of holiday (Yu, 2009). The demand of the early development in working holiday is a volunteer service. Participants have different motivations such as the service of the community, the pursuit of emotional exchange and interaction with the local to understand local culture and lifestyle. Getting relaxed and leisure functions can be developed into the depth of tourism and tourism types. This urges several college graduates who could both earn money for living and travel around the world.

A working holiday, generally speaking, allows a person to visit a country longer than the average tourist with the ability to take on short-term jobs to fund the trip. Many people find a number of short-term jobs in multiple regions as a way to see the depth and width of a country. In some cases working holiday programs also

refers to the type of visa needed to do this. The idea is to have an adventure, make a million friends from all over the world, and try new things (Bridge, 2016).

From a hospitality industry perspective for working holiday travelers, students are an important temporary human resource: The majority of hospitality industry employers desire students to complete a certain number of hours of industry experience before graduation (Griffith University, 2008; Queensland Institute of Business Technology, 2008; South Bank Institute, 2008).

One of the major reasons for international students, especially for Asian students to study abroad is because they can gain work skills during or after their study (Le, 2006) on account of previous working experience in an overseas country. However, the international students in Australia can be allowed to work up to 20 hours per week during the semester period (Shin and Lee, 2011).

The Motivation of Working Holidays

Alderfer (1972) maintains that human behavior can be affected by three human needs: existence (safety/physiological needs), relatedness (social), and growth (self-esteem/self-actualization). In addition, company policies, administration, supervision, working conditions, interpersonal relations, money, status, and security fall into maintenance factors (Shin & Lee, 2011). 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. Pan (2012) advocates that working holiday travelers' motivations fall into two categories: pull and push factors. Pull factors include challenges, personal perceptions of a new place, getting to know local cultures and being aware of local people and their life styles. Push factors are identified into self-exploration, making friends, traveling at the low cost, good communication skills, coping strategies of their work stress and appreciating what they have, and learning how to respect different voices and mutual trust. Likewise, Llewellyn-Smith and McCabe (2008) also examined students' motivations of becoming international exchange students in Australia. The results indicated that 'the desire to travel' and 'opportunity for fun and excitement' were important push factors for students joining the program and the full factor was 'to enjoy Australian seas, sun and surf.' In other words, the travelers would like to accumulate experience and knowledge in addition to formal education or working holidays. Naturally, "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

Based upon Huang et al. (2013)'s study, behavior intention is involved in perceived willingness of individuals to demonstrate their specific behaviors. They also mention that the attitudes refer to the belief in a specific behavior. 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, develop their independent and mature personality traits. As a result, positive attitudes towards their working holiday program may be beneficial to the travelers in the overseas countries.

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 host country and home country. The program is aimed at urging young people to go abroad and explore adventures of the world. Three advantages in joining the work scheme are shown as follows (Kang Wen Culture and Education Foundation, 2010). First of all, the program can be educational to young people. Secondly, young adults can earn money. Thirdly, the program has a positive influence on diplomatic development. Besides, Ruhanen et al. (2013) emphasize the importance of students' opportunities to strengthen their skills in exotic places and great exposure of diverse cultures and races. If the youth have work responsibilities, they will become skilled, well-organized, independent, and adaptable while traveling (Harding and Webster, 2001; Clarke, 2004).

Today's working holiday programs involve more and more young people who would like to see the world, and are willing to follow their curiosity and search for their employment they need. This possibly arises from cheap international travel expense and media exposure that draws young people to explore new cultures and experience working abroad so as to make more money than they do in their home countries. Lin, Lee and Wang (2012) also point out that working holiday programs offer young people ample opportunities to make themselves exposed to exotic cultures, accumulate their working experience and enhance their self-directed travel and have themselves become mature in their personality traits. Moreover, 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 such as seizing the day, improving their language proficiency, being independent, broadening their world views, cheap expenses, experiencing new cultures and inspiring a new culture. Next, they would like to be immersed in cross-cultural understanding such as being immersed in something fresh, experiencing local life, exploring the ways of travel, cultural shock and cultural accommodation. After that, the final stage is to explore new adventures, get away from general tourism, and control the travel tempo. Surely, sometimes risks and unexpected accidents come along with adventures. The latter may turn their glorifying culture into adventurous as well as risky life experience. If the holiday travelers can experience these three life stages in new cultures and transform novel life and foreign culture shock into their challenges during their work and travel. They have learned how to deal with everything that is uncertain in their daily lives. On the whole, they enjoy the whole journey and transform it into the growth of knowledge (Li and Liu, 2013, p. 112).

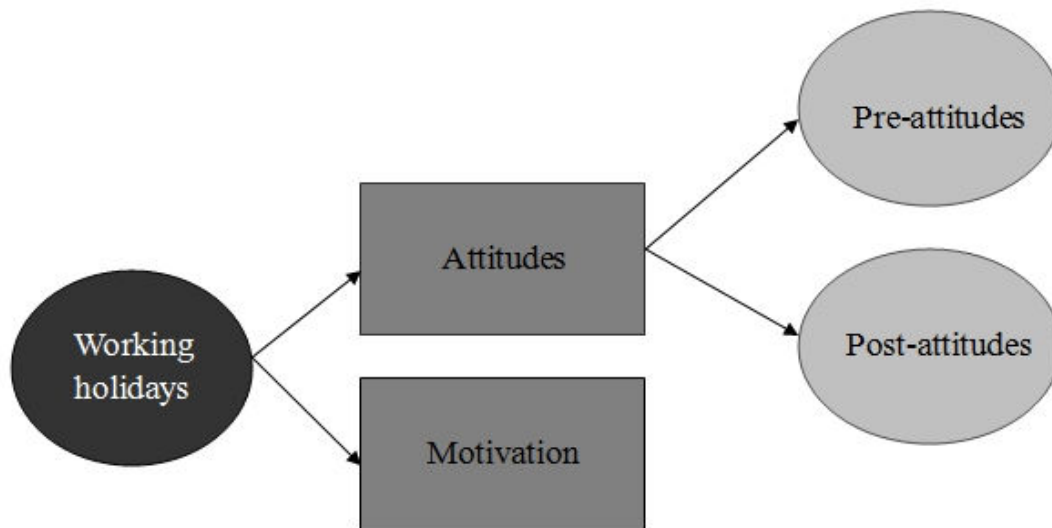


Figure 1 The Theoretical Framework of This Study

Chapter 3

Methodology

Participants

As shown in Table 3.1, the sample consisted of 45.8% (93) male participants and 54.2% (110) female participants. One hundred and sixty-one respondents were aged between 21 to 30 years old (80%). 9.2% were young people with 20-year-old (and under 20). More than 10% participants were 31 years old up. Among the participants, seventy-six participants (37.4%) stayed in an overseas country for more than one year. Next, fifty-one participants (25.1%) stayed in the overseas country from six months to one year.

Besides, thirty-five participants (17.2%) stayed from 3 months to 6 months. Forty-one participants stayed for less than 3 months. As to the salary, sixty-seven participants (33%) had their salary up to NTD 51,000. Most of the participants got their salary with less than NTD 30,000.

Most of the respondents (27.6%) were engaged in catering industry. The others were engaged in hotels (17.7%), agriculture (16.3%), husbandry (3.4%), processing (7.4%), butchers (7.4%) and any other work (up to 21.2%).

Table 3.1 Participants

| Description | Frequency | Percent (%) |
|---------------------------|-----------|-------------|
| 1. Gender | | |
| Female | 110 | 54.2 |
| Male | 93 | 45.8 |
| 2. Age | | |
| Under 20 | 20 | 9.2 |
| 21-25 | 114 | 56.6 |
| 26-30 | 47 | 23.4 |
| 30 up | 22 | 10.8 |
| 3. Working Holiday's time | | |
| Under 3 months | 41 | 20.2 |
| 6 months | 35 | 17.2 |
| 12 months | 51 | 25.1 |
| 12 months up | 76 | 37.4 |

4. Week hours

| | | |
|----------------|----|------|
| Under 20 hours | 20 | 9.9 |
| 21-30 hours | 41 | 20.2 |
| 31-40 hours | 71 | 35.0 |
| 41 hours up | 71 | 35.0 |

5. Salary

| | | |
|---------------------------|----|------|
| Under NT\$30,000 | 62 | 30.5 |
| NT\$31,000- NT\$40,000 | 40 | 19.7 |
| NT\$41,000- NT\$50,000 | 34 | 16.7 |
| NT\$51000 up | 67 | 33.0 |

6. 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 |

Instrumentation

Questionnaire was administered to 203 working holiday travelers from different parts of Taiwan, and locals. The questionnaire used 5-point Likert Scale. The questionnaire was divided into four parts. There were 8 closed questions for the pre-attitude of doing working holidays in overseas countries in the first part, 8 closed questions encountering the difficulties during working holidays in the second part, 11 closed questions for the motivation of doing working holidays in the third part and 8 closed questions for their post-attitude of working holidays in the overseas countries.

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.

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 $0.86 > 0.75$. The nearer the result was above 0.75, the more internally reliable was the scale. In order to analyze the validity, exploratory factor analysis was utilized in this study. In this questionnaire, there are four parts for the 5-point Likert Scale. In the first part, there were 7 items which were good enough except item a1 on account of $KMO = .674 > .50$ as well as total analysis of variance $= 60.545 > .50$. And then, in the second part, there were six items which were good enough except items b4 and b8 because of $KMO = .721 > .50$ as well as total analysis of variance $= 67.933 > .50$. After that, in the third part, there were 11 items which were good enough thanks to $KMO = .848 > .50$ as well as total analysis of variance $= 60.545 > .50$. At last, in the fourth part, there were 11 items which were good enough due to $KMO = .878$ as well as total analysis of variance $= 61.44 > .50$. This indicates that the construct validity of this questionnaire was good.

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. In order to check if the questionnaire was highly reliable, the members collected forty copies to do a pilot study this April. The reliability of this pilot study was Cronbach's Alpha was 0.86. After the preliminary questionnaire was highly reliable, the group members began to set up an online survey. The members tried to contact with their friends who had been to the other countries for working holidays. After that, their friends forwarded their questionnaire to their colleagues and classmates. Finally, 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 to experience their working holidays to do the field observation and recorded what they had seen at their leisure time and work. 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.

Data Analysis

The data from the questionnaire employed Statistical Package for the Social Sciences (SPSS). Their responses to the open-ended questions were analyzed using a content analysis procedure. 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.

In addition to the quantitative study, informal interviews with those who are willing to get interviewed were made so as to check whether what they told was consistent with what they answered on the questionnaire. All of the participants voluntarily participated in a recorded interview. Each interview was 5 minutes.

Chapter 4

Results

Question 1: 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

- Predicted variables: (constant), making friends, expanding social circles
- Predicted variables: (constant), making friends, expanding social circles, upgrading self-competition, and confidence
- Predicted variables: (constant), making friends, expanding social circles, upgrading self-competition, and confidence, in-depth traveling and sightseeing
- Predicted variables: (constant), making friends, expanding social circles, upgrading self-competition, and confidence, in-depth traveling and sightseeing, working holidays as my dream
- Predicted variables: (constant), making friends, expanding social circles, upgrading self-competition, and confidence, in-depth traveling and sightseeing, working holidays as my dream, pursuing different experiences
- Predicted variables: (constant), making friends, expanding social circles, upgrading self-competition, and confidence, in-depth traveling and sightseeing, working holidays as my dream, pursuing different experiences, good friendship with my company
- Dependent variable: Pre-attitudes

Regression Model Y (the motivation of working holidays) = 2.151 + .229* **making friends, expanding social circles** + .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**

Table 4.1 summarize the results of the regression model for motivation of working holidays, the model indicates that making friends ($\beta=.187, t=2.761, p<.05$) upgrading confidence and self-competition. ($\beta=.209, t=3.439, p<.05$), working holidays as their dream ($\beta=.196, t=3.281, p<.05$), and exploration and curiosity ($\beta=.143, t=2.390, p<.05$),

in-depth traveling and sightseeing ($\beta=.140, t=2.3851, p<.05$) and good relationship with their company ($\beta=.136, t=2.077, p<.05$). The above determinants of motivation for working holiday were important factors for pre-attitudes of working holidays.

Code #1

“Living abroad and working is not easy. But these experiences become the best part of my life, and also search different for which I am. However, without travel partners that you will feel really lonely.”

Code #2

“Going abroad helps me to think outside of the Box, think in different ways. It becomes easier to express what I think. However, plans can never catch up with changes. You never know what challenge comes to you. That’s the difficult and the thing makes you stronger. You can be yourself there, and enjoy the life.”

Question 2: Were the travelers’ pre-attitudes and post-attitudes towards working holidays in overseas countries statistically significant?

The result shows that post-attitudes were better than pre-attitudes for the respondents due to $t(202) = -3.100, p\text{-value} (.002) < .05$. Please refer to Table 4.2.2.

Table 4.2 Pair Samples Statistics (Pre-attitudes v.s. Post-attitudes)

| Description | Mean | N | Std. deviation | Std. error of mean score |
|----------------|--------|-----|----------------|--------------------------|
| Pre-attitudes | 4.3571 | 203 | .42806 | .03004 |
| Post-attitudes | 4.4465 | | .41534 | .02915 |

Table 4.2.1 The Correlation of Pair t-test

| | Numbers | Correlation | Sig. |
|-----------------------------------|---------|-------------|------|
| Pre-attitudes v.s. 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 | | | | |
| | | | | Upper | lower | | | |
| Pre-attitudes-Post-attitudes | -.08934 | .41059 | .02882 | -.14616 | -.03252 | -3.100 | 202 | .002 |

Code #3

“After going working holidays, I think the lifestyles and the attitudes of my countless foreign friends let my thinking become more mature than I am.”

Code #4

“I realize that work is not everything of my life and also I understand that we should cherish our families and friends more. And the happiest thing is that I can talk to strangers easily and I am not scared anymore.”

Code #5

“Working holidays improve my knowledge, organizational capacity and my language skill. This kind of working experience lets my dreams come true. And I know that I can have many different choices in my life. There will be better understanding of the policies and benefits of each country. In fact, I feel that not every country has a reasonable salary.”

Question 3: Do the advantages outweigh the disadvantages of working holidays?

Table 4.3 Value-added Working Holidays vs. Risky Working Holidays

| Description | Numbers | Mean score | Sd |
|-----------------------------------|---------|------------|-------|
| value-added working holidays v.s. | 203 | 4.66 | .628 |
| risky working holidays | | 3.69 | 1.037 |

The mean score of value-added holidays was 4.66. However, the mean score of risky working holidays was 3.69.

Code # 6

“Not only do I experience a new culture, but also I improve my English skills and make a lot of friends. Stepping out of my comfort zone, I go through many setbacks and I learn from them. Learning how to solve the problems, changing myself to adapt the new environment, altering my outlook on my life and also thinking about the direction of my future these are very praiseworthy.”

Code # 7

“This trip let me know how tiny I am in the world. I think I am bold enough to do almost everything, and I realize I am so far from it. I learn how to accept the world and accept myself. Every time I move, I get a new start. I learn how to say goodbye to people, and I’m ready to adapt anywhere or anyone at anytime.”

Code # 8

“I learn a bunch of skills such as cooking skill and swimming skill. Although my boss exploits his workers with long hours and low pay, and some colleagues don’t treat me friendly, I still think the trip worth it. Not only because it gives me more confidence, but also lets me know the value of myself.”

Question 4: What are the major problems of working holiday travelers encountered during their stay in the overseas countries?

Table 4.4 The Problems Travelers Encountered in the Overseas Countries

| Description | % | Numbers | Mean score | Sd |
|----------------------------------------|-------|---------|------------|-------|
| difficulty changing jobs | 56.6% | 115 | 3.61 | 1.100 |
| no sufficient money | 43% | 87 | 3.23 | 1.239 |
| too expensive house rent | 50.7% | 103 | 3.50 | 1.179 |
| working long hours | 31% | 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 |

The problems they encountered were difficulty in changing jobs (Mean score = 3.61), no sufficient money (Mean score = 3.23), too expensive house rent (Mean score = 3.50), language barrier (Mean score = 3.04).

Code # 9

"In the beginning, I am alone. My life is lonesome. I have to spend a lot of time going through my lonely. Moreover, language is the biggest obstacle. I try to understand what they say. But I can't do anything."

Code # 10

"My co-workers are almost same ages with me. I can realize how difference system of values between us. They make me improve my mistaken ideas. Besides, I meet various walks of life people. They give me ideas about my future career. But don't flatter Australia exceedingly and into foreigners and foreign cultures too over. Taiwan is still very good."

Code # 11

"The problems I need to face are: finding jobs, seeking an accommodation and purchasing an automobile. Because I am in unfamiliar places, these problems are very difficult for me to settle. I don't have any friends that can help me, so I only have myself."

Code # 12

"When I go abroad, you may need to face racism and language barrier. But at the same time, you may also expand your vision, explore yourself and find out the goals of your life."

Code # 13

"It's not easy to find jobs. And it's not easy to go anywhere if you don't have a driver's license. But you will definitely become more independent, you know how to solve problems by yourself, and you'll be more cherishing about the things that you have."

Chapter 5

Discussion and Conclusions

Discussion

There were 203 participants in this study 93 (45.8%) female and 110 (54.20%) males. In terms of motivation, 195 participants (96.1%) stated that they would like to explore a new world to satisfy their curiosity of a new country. Almost 89% agreed that they would like to do in-depth traveling and take a trip to local tourist attractions. By means of working holiday program, 174 participants (85.8%) said they working in overseas countries could improve their English language proficiency. Furthermore, almost 80% participants desired to upgrade their self-competition and confidence. Through the program, they could restructure the direction of their future career. Meanwhile, 74% also felt that they could establish good relationship with their peers or colleagues. Almost 83% would like to make a lot of friends with different nationalities so as to expand their interpersonal skills. Undoubtedly, almost 70% participants stated that working holidays in the overseas countries are their dreams. Likewise, almost 70% travelers said that they would like to see what they had read from magazines or books. 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. Above all, all of the above statements urge them to explore their new adventures and increase their working experience in the overseas countries. Naturally, this initiates the travelers to work abroad from 3 months to more than one year.

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 country. Before working holiday travelers are going to a new host country, they are required to learn cross-cultural communication skills so that they can develop positive attitudes towards a new host country. Above all, the living cost, the destination or geographical preference and level of socio-economic development can urge students to have great desire to learn, experience, and explore new adventures which are unexpected (Nyaupane, et al., 2011).

Those who participated in the program would like to promote world-mindedness and international understanding, increasing competitiveness and career opportunities (Nyaupane, et al., 2011). Jarvis and Peel (2008) found that most people participated in a short-term study or work abroad so as to gain broadened global awareness, to experience new and citing cultures, to have social interaction cultures and meet new people and to get away from their home country lives. This is the reason why working holiday programs are attracted by the college students.

In addition, behavioral intentions are major process of performances since the intentions depend on the consumers' attitudes and preferences which are affected by internal and external factors (Fishbein and Ajzen, 1975). The factors can also have a great impact on consumers' satisfaction and determine whether consumers would like to have repeated visit or repurchase the products.

Conclusions

The attitude change toward a destination or a group of people as a result of tourism experience has been examined by previous studies (Gomez-Jacinto et al., 1999; Milman et al., 1990; Nyaupane et al., Pizam et al., 1991). Nyaupane (2008) investigated how attitudes are influenced by two components (cognitive or affective) of destination image. Their study showed that only affective image had an impact on tourist attitude. Ajzen (1975) also maintains that the more positive past experiences lead to a more positive belief, which in turn creates a more positive attitude towards a particular destination. In a nutshell, the development of attitudes occurs over time through a learning process (Assael, 1984).

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. One hundred and ninety-one participants (94.1%) stated that working holiday program opened their world views. One hundred and eighty-nine participants also explicitly stated that working holiday program could make them more independent than they used to be. Similarly, 191 (94.1%) college students supposed that they made a lot of friends from different nationalities. Meanwhile, 186 participants (91.6%) clearly stated that they were aware of the local cultures in the overseas countries. Overall, although 120 (49.1%) college students felt that working holiday program could be risky, 96.5% agreed that was value-added for them. It was worth trying for them to do so. In other words, the post-attitudes and pre-attitudes towards working holidays are statistically significant.

Brewster (1991) also reported that the travelers on self-directed foreign experiences were generally optimistic about the effects of travel on their future careers. In this study, most respondents indicated that they had experienced major changes in a positive direction. For instance, they became different people. Before they left for a host country, they were shy, insecure, and lacking confidence. Now, they have great confidence and have a good sense of what is right and wrong for them. They could think globally on personal and work issues and also become independent. I also have close relationship with other people. Their mind has been broadened beyond the way before they left.

Almost 97% participants in this study stated that working holidays were valued added (Mean score=4.66, Sd=.628). By contrast, 120 participants (59.1%) said that working holidays were also risky for them. However, 99% participants agreed that working holidays were one of the most precious experiences in their lifetime. In other words, working holiday programs are the combination of work and travel. The findings include push factor and pull factors of motivation and in-depth interview

with respondents. Seizing the gold time of youth, improving language skills, being independent, and enjoying the whole journey in the overseas countries are the core of the working holiday travelers in this study. Overall, the working holidays can bring the respondents to get the new feeling and understanding of work and travel as well.

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 ethics for the undergraduates, asking for advice from advisors or supervisors plays a key role in determining the graduates' departure for working abroad.

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 present situations for working holiday travelers. This is the limitation of this study.

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.

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Questionnaire 1 (Appendix 1)

A Study of Working Holiday for College Students: Risky or Value-added?

Dear Sirs,

In order to understand the benefits and drawbacks of working holidays for college graduates we want to know about your motivation and problems etc. You don't need to write down your name. We guarantee that we will keep a secret of your personal information. Thanks for your best cooperation.

Sincerely yours,
Team members: Pei-Jhen Chen, Yi-Ting Li,
Ruo-Jie Huang, Ya-Min Hsu,
Yi-Hsuan Chen, Ya-Hsuan Wu,
Yi-Wen Hung

Our supervisor: Dr. Yueh-chiu Wang
The Department of Applied Foreign
Languages,
National Penghu University of Science and
Technology

(5=Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree Agree, 1= Strongly Disagree)

1. Pre-attitude:

| | | | | | |
|---------------------------------------|----|----|----|----|----|
| 1.widen the horizon | 5□ | 4□ | 3□ | 2□ | 1□ |
| 2.being independent | 5□ | 4□ | 3□ | 2□ | 1□ |
| 3.combining work with pleasure | 5□ | 4□ | 3□ | 2□ | 1□ |
| 4. widen social relationship | 5□ | 4□ | 3□ | 2□ | 1□ |
| 5.earnip travel cost | 5□ | 4□ | 3□ | 2□ | 1□ |
| 6.seeing the world in youth | 5□ | 4□ | 3□ | 2□ | 1□ |
| 7.experiencing other living styles | 5□ | 4□ | 3□ | 2□ | 1□ |
| 8.learning exotic culture and customs | 5□ | 4□ | 3□ | 2□ | 1□ |

2. The problems encountered during working holidays.

| | | | | | |
|------------------------------------------------------------|----|----|----|----|----|
| 1. difficulty in changing jobs | 5□ | 4□ | 3□ | 2□ | 1□ |
| 2. no sufficient pocket money | 5□ | 4□ | 3□ | 2□ | 1□ |
| 3. too expensive house rent | 5□ | 4□ | 3□ | 2□ | 1□ |
| 4. working long hours | 5□ | 4□ | 3□ | 2□ | 1□ |
| 5. difficulties in getting along with peers and colleagues | 5□ | 4□ | 3□ | 2□ | 1□ |
| 6. language barriers | 5□ | 4□ | 3□ | 2□ | 1□ |
| 7. cultural adaptation | 5□ | 4□ | 3□ | 2□ | 1□ |
| 8. difficulty in exotic food | 5□ | 4□ | 3□ | 2□ | 1□ |

3. Motivation of participating in working holiday programs.

| | | | | | |
|------------------------------------------------------------------------------|----|----|----|----|----|
| 1. exploring the world, satisfying curiosity | 5□ | 4□ | 3□ | 2□ | 1□ |
| 2. in-depth traveling and sightseeing | 5□ | 4□ | 3□ | 2□ | 1□ |
| 3. increasing language proficiency | 5□ | 4□ | 3□ | 2□ | 1□ |
| 4. upgrading self-competition and confidence | 5□ | 4□ | 3□ | 2□ | 1□ |
| 5. thinking about the direction of life | 5□ | 4□ | 3□ | 2□ | 1□ |
| 6. establish good relationship with peers and company | 5□ | 4□ | 3□ | 2□ | 1□ |
| 7. making friends from different countries and extending social relationship | 5□ | 4□ | 3□ | 2□ | 1□ |
| 8. working abroad as my dream | 5□ | 4□ | 3□ | 2□ | 1□ |
| 9. seeing the tourist attractions from the magazines and textbooks | 5□ | 4□ | 3□ | 2□ | 1□ |
| 10. pursuing different experiences with others | 5□ | 4□ | 3□ | 2□ | 1□ |
| 11. earning money in my life | 5□ | 4□ | 3□ | 2□ | 1□ |

4. Post-attitudes towards working holidays.

- | | | | | | |
|------------------------------------------------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| 1. increasing adaptability | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| 2. cross-cultural understanding | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| 3. improving language expression | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| 4. extending global views | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| 5. being independent | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| 6. making friends from different cultures and knowing different cultures. | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| 7. working holidays are one of my precious experiences in my lifetime. | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| 8. Understanding of the local culture | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| 9. my physical conditions can accommodate local climates | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| 10. working holiday is value-added for me | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> |
| 11. working holiday is risky for me | 5 <input type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> |

Basic information:

1. Gender: male female
2. Age: under 20 21~25 26~30 30 up
3. Working holiday's time: under 3 months 6 months 12 months 12 months up
4. Week hour: under 20 hours 21~30 hours 31~40 hours 41 hours up
5. Country (ticks the checkbox & fills in country):
 - North America (Canada, America...) _____
 - European (UK, Germany, Belgium...) _____
 - Oceania (New Zealand, Austria...) _____
 - Southeast Asia(Taiwan, Singapore, Thailand, Viet Nam...) _____
 - Northeast Asia(Korea, Japan) _____
 - other _____
6. Job: catering aviation hotel agriculture husbandry processing forestry
fisheries butcher other _____
7. Salary: under NT\$30,000 NT\$31,000~NT\$40,000 NT\$41,000~NT\$50,000
NT\$51,000 up

Open questions:

1. What do you think the advantages of working holidays? What are the disadvantages?
Please describe briefly.

2. What do you gain from working holidays? Please describe briefly.

3. What are the problems you encountered during your stay in the overseas countries?
Please describe briefly.

4. What changes and differences of you after participating in working holidays?
Please describe briefly.