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The value of the Disney College Program internship and students' loyalty intentions

Disney College
Program
internship

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Abstract

Purpose – The purpose of this paper is to empirically examine student interns' experience by considering perceived value, satisfaction and loyalty in the context of the Disney College Program internship experience for international students. The study incorporates the perceived value of the learning experience based on the interrelationships with satisfaction and loyalty intentions for students from various hospitality colleges in Korea and China.

Design/methodology/approach – Asian university students who had completed an international internship experience responded to a post-internship survey. The survey gauged the students' perception of their internship experience, overall satisfaction, loyalty intentions and value dimensions. The proposed model was estimated by using partial least squares path modeling.

Findings – The findings of the hypotheses testing show that the value interns get and give is a significant indicator of satisfaction and loyalty intentions. The value of an international internship experience, especially the get component, has a significant effect on the students' loyalty intentions for their international internship experience and satisfaction with their experience. Overall, students demonstrate a high degree of attitudinal loyalty.

Originality/value – No other study has examined international student interns' value, satisfaction and loyalty intentions perceptions of the Disney College Program internship program. Students' loyalty is expressed mainly as favorable word of mouth for their university and the internship program. They recommend not only their university but also the international internship program in which they participated. They also recommend the internship university to other students.

Keywords Experiential learning, Satisfaction, Internship, Study abroad, Externship

Paper type Research paper

1. Introduction

Hospitality management education, a multidisciplinary field encompassing the areas of culinary, restaurant, lodging, recreation and tourism, has been in existence for more than 120 years fostering professionalism and managerial proficiency throughout the world (Barrows, 1999; Baum, 2012). Based on the European models of vocational training in restaurants and hotels, hospitality management higher education has evolved to include a variety of academic disciplines that emphasize the development of management theory and practice (Morrison and O'Mahony, 2003). Over the years, as the hospitality and tourism industry became more sophisticated, the demand for specialized instruction increased, which was ultimately supported by private industry stakeholders and has evolved into the current system of university education with industry-based experiential learning through externships and internships (Barrows, 1999).

Previous researchers recognized the various benefits that students gain through internship experiences. Hospitality internship programs train students to develop increased knowledge of tasks and practices performed by industry professionals, and to apply theories learned in school in real-world situations (Pauzé *et al.*, 1989; Zopiatis, 2007; Dickerson and Kline, 2008; Ko, 2008). After internship experiences, students have realistic perceptions of the skills that managers value when they recruit hospitality graduates (e.g. skills associated with interpersonal and problem solving; Raybould and Wilkins, 2005). Through internships, students develop job, problem-solving



and decision-making skills in the actual business setting and increase their professional competency (Marlin-Bennett, 2002).

Internships provide not only enhanced employment and professional growth opportunities but also the ability to network within the industry by creating personal contacts (Herrick, 1987). Internship experiences help students to improve their ability to get along with an assortment of employees in workplace circumstances and give students an opportunity to work with professionals in their chosen career field (Cook *et al.*, 2004). Gryski *et al.* (1987) recognized the benefits of socialization, the development of interpersonal skills, awareness of ethical concerns and a sense of efficacy. An internship experience on a résumé makes a student seem more marketable for post-graduation employment (Petrillose and Montgomery, 1997/1998).

Internships also help students increase their self-confidence and exposure to whether their career choice is compatible with their interests and personality (Herrick, 1987). More recently, Cook *et al.* (2004) argued that internships aid students to gain confidence in finding employment upon graduation from college. Students become more self-assured when looking for work than before their internship program because they have had real-world practice in their industry added to their university education (Simmons, 2006). In addition, industry professionals and institutions benefit by providing internship experiences (Cook *et al.*, 2004).

Hospitality employees typically work long hours that may include nights, weekends and holidays (Simmons, 2006). Similar to real positions in the industry, hospitality internship positions involve long work hours (Pavesic and Brymer, 1990). Moreover, students often function in highly visible positions that require frequent interaction with guests in hotels or restaurants during the internship period which may cause stress for students (Lam and Ching, 2007). The majority of internship positions are entry-level; interns are mostly placed in the front of the house, doing jobs such as housekeeping, serving food and beverages or working in kitchens (Chen and Shen, 2012). Often, students are in circumstances where they are required to interact with difficult people and work long hours, thus causing possible burnout (Pavesic and Brymer, 1990).

Hospitality educators have a mission to prepare students for hospitality operations. In response to the industry considering an internship important, many hospitality programs require students to complete an internship before they graduate. However, there is a lack of understanding of how students perceive their internship experience. Additionally, many hospitality programs now offer study abroad internship opportunities as part of the curriculum. This study attempts to discover different value dimensions of study abroad internships by looking at what is given and what is received from the student perspective.

To date, no study has measured the value of a study abroad internship in hospitality by considering what students receive vs what they provide. Therefore, the purpose of this study is to gain understanding of how hospitality interns evaluate value, satisfaction and loyalty after they finish an international internship program and to pinpoint which dimensions of the experience contribute significantly to the students' perception of the value of the study abroad educational experience. Thus, this study empirically examines student interns' experience by considering perceived value, satisfaction and loyalty in the context of the Disney College Program internship experience for international students from Asia. The study incorporates the perceived value of the learning experience based on the interrelationships with satisfaction and loyalty intentions for students at various hospitality colleges in Korea and China. Understanding the proposed model elucidates the perceived value of the internship for the students, the indirect value created for the hospitality program and the loyalty students feel toward their home university as expressed by their satisfaction and loyalty intentions. In the subsequent sections, a review of the literature regarding internships and value dimensions and the results of the internship study are discussed.

2. Literature review

2.1 *Experiential learning theory (ELT)*

ELT research dates back four decades, with a focus on organizational and management learning processes (Kolb and Kolb, 2008). Kolb (1984) developed and advanced a dynamic and holistic model depicting a four-stage learning process. The experiential element of ELT is an important differentiation from cognitive learning and behavioral learning theories, where the former emphasizes intellectual rather than affective processes, and the latter excludes the subjective aspect of the learning process (Kolb *et al.*, 2001). ELT is based on a set of six propositions: learning is a process, learning is continuous, learning requires conflict resolution, learning is a holistic process, learning is transactional and learning creates knowledge (Bos *et al.*, 2015; Boyatzis and Kolb, 1995). In the development of ELT, Kolb (1984) defined learning as “the process whereby knowledge is created through the transformation of experience” (p. 4). Furthermore, Kolb (1984) stipulated that “knowledge results from the combination of grasping and transforming experience” (p. 4).

Experiential learning has long been practiced in the hospitality management curriculum due to the vocational nature, with numerous examples of learning activities inside and outside the classroom; however, research with a focus on ELT is scarce in the discipline. Recently, Dewey’s version of ELT was applied to the creation and development of a 5K road race in a sport event management course (Bower, 2014). Kolb’s (1984) ELT was the basis for examining British children’s learning experiences while on vacation, contextualizing classroom learning through relearning on a holiday (Bos *et al.*, 2015). Kirkpatrick’s model of training evaluation was applied to the planning, organization and hosting of an event in Macau for students in an event management course (Lei *et al.*, 2015).

2.2 *Hospitality experiential learning*

Citing the research gap on learning theories in hospitality education, Green and Sammons utilized the Felder and Soloman (2001) index of learning styles to conceptualize the Green and Sammons (2013) hospitality learners model. This model is specific to the needs of hospitality management higher education and to hospitality industry organizational learning, training programs and employee development (Green and Sammons, 2014). Based on the requirements of the adult learner, the hospitality learners model (2013) incorporates instructional design, learning theories, technology and evaluation in order to facilitate learning and critical thinking for a diverse group of students who will work in the industry (Hsu and Wolfe, 2003).

The important work of Holbrook (1994) is a good place to begin to understand the construct of value and how it can be used in the context of hospitality experiential learning. Regardless of the many contributions to the hospitality literature about experiential learning programs, such as internships and study abroad, value and the idea of values are frequently used interchangeably without distinguishing the two concepts. Values have been defined in the literature as a representation of a preference valuation (Holbrook, 1994), as a consumption judgment (Lai, 1995) and as a representation of individual values (Huber *et al.*, 2001). Although personal values are perceived as a type of conduct that is preferred to a contrary way of conduct, values are also seen as customary rules, norms, ideals or goals (Holbrook, 1999). This view is traditionally the case of the hospitality internship experience.

Hospitality researchers have studied different values derived from experiential learning experiences, such as hospitality internship programs, externships, study abroad or other types of work experience that train students to apply academic theories from hospitality classes to a real context (Pauzé *et al.*, 1989; Zopiatis, 2007; Dickerson and Kline, 2008; Woo Ko *et al.*, 2007). Students who participate in internships gain skills from real work settings which increase the students’ business abilities (Marlin-Bennett, 2002). During a hospitality internship, students improve their confidence and can decide whether the job

choice fits with their interests and character (Herrick, 1987). The other benefits are an improved employment record and business growth chances, networking with industry professionals, expanded personal contacts, management exposure and association, and requisite skill development (Petrillose and Montgomery, 1997/1998; Gabris and Mitchell, 1989; Downey and DeVeau, 1988).

2.3 *Disney internship*

The Disney College Program is one of the largest intern programs in the USA. With more than 60,000 employees at Walt Disney World in Orlando, Florida, the resort is the largest single site employer in the state of Florida. Walt Disney World Resort operates a US national internship program, located in Lake Buena Vista, Florida. The Disney College Program recruits college students (18 years and older) from many different majors for a semester-long paid internship program working at the Walt Disney World Resort. Students are recruited from major universities both nationally and internationally. International students work under an educational visa and take classes at the same time.

A good internship program helps strengthen the link between the educational institution and the industry, which, in turn, helps raise the institution's profile as a recruiting tool, as well as facilitate student placement upon graduation (Chi and Gursoy, 2009; Yiu and Law, 2012; Walo, 2001). Furthermore, a strong link between industry and educational institutions allows educators and administrators to survey the industry and teach students content the industry deems relevant and important (Raybould and Wilkins, 2005; Stansbie *et al.*, 2013; Yiu and Law, 2012). Ultimately, a positive internship experience influences students' satisfaction with their selected degree and improves student retention (Stansbie *et al.*, 2013). A positive experience can also influence students' commitment to the industry and decision to work in the hospitality industry after graduation (Chen and Shen, 2012; Lee and Chao, 2013; Zopiatis and Theocharous, 2013).

One of the challenges of recruitment in the hospitality industry is high turnover; therefore, finding qualified employees is a strategic goal for most hospitality organizations. Internships have become an important recruitment tool by providing the industry with access to a pool of qualified workers (Chi and Gursoy, 2009; Petrillose and Montgomery, 1997/1998; Yiu and Law, 2012). In addition, internships allow for the assessment of potential candidates in the work setting without the cost of a permanent employee or a long-term commitment (Chi and Gursoy, 2009). Stansbie *et al.* (2013) explained that some of the benefits of a properly managed internship program include higher retention of employees as they appreciate the industry, appropriate skills development of the employees and enhanced loyalty to the organization.

2.4 *Value dimension*

This study proposes that to understand the hospitality internship experience, researchers should move from values to value. Value fully represents the real worth and importance that an internship experience adds to a hospitality education. Looking at it this way, value is based on the intern's perceptions of what is given vs what is received (Zeithaml, 1988). This represents a trade-off between the desirable attributes of what is given as opposed to what is received in accordance with the individual's goals and objectives (Woodruff, 1997).

2.4.1 The "get" dimensions. The first value dimension is functional value. The functional value of an alternative is the "perceived utility acquired from an alternative's capacity for functional, utilitarian or physical performance" (Sheth *et al.*, 1991, p. 160). Interns expect that their selected internship will help them gain employment or assist with career advancement (Stafford, 1994; LeBlanc and Nguyen, 1999). The second value dimension is social value. Social value represents the utility derived from association with reference groups, such as the benefits derived through interpersonal and group interactions with groups such as

family and friends (Stafford, 1994). In the intern context, social value can be exhibited by an internship selection based on friends' selection or family influences to work at a certain organization.

Third, the emotional value dimension relates to the "perceived utility acquired from an alternative's capacity to arouse feelings or affective states" (Sheth *et al.*, 1991, p. 161). Stafford (1994) explained that emotional value is measured based on a profile of feelings or affective state. In an internship, emotional value is displayed through an intern's sense of gladness and self-achievement about working at a particular company or in the intern's like or dislike of an internship (LeBlanc and Nguyen, 1999; Stafford, 1994). Fourth, conditional value refers to specific situations in which the alternative has value (Stafford, 1994). In the internship context, conditional value can be related to the value perceived by the intern from materials such as training manuals and specialized training (Unni, 2005) or organizational clothing retained after leaving the internship (Stafford, 1994).

Fifth, epistemic value comes from benefits resulting from inquisitiveness, novelty in learning and a longing for information (Sweeney *et al.*, 1999). Epistemic value has a place in the internship experience because even though an intern's expectations are formed before he or she arrives at the place of employment, the intern's perception of value relies on the actual internship experience (Darlaston-Jones *et al.*, 2003). Last, the image of the organization also symbolizes benefits resulting from the actual status of the internship in terms of reputation and the image projected by the organization. The image dimension represents the intern's belief that the image projected by the employer and the internship program is correlated to the value of the intern's experiential experience (LeBlanc and Nguyen, 1999; Lapierre, 2000; Nguyen and LeBlanc, 2001).

2.4.2 The "give" dimensions. In addition to the "get" consumption values scholars have proposed, other aspects must be considered in decision-making models. In the service literature, monetary sacrifices are only one aspect of what the consumer gives up or sacrifices to obtain a service (Zeithaml, 1988). Therefore, sacrifice is conceptualized as a broader construct that includes non-monetary costs, such as time, effort and risk associated with a particular purchase or service. Examining non-monetary costs is important in the education context, as students make many sacrifices while completing internships.

Non-monetary sacrifices are those sacrifices made by the intern such as time, energy and effort (Cronin *et al.*, 1997). In the educational context, this may take the form of loss of time spent with family and friends (Ledden *et al.*, 2007). Financial sacrifices are the monetary-related sacrifices made by an intern. They may include transportation fees, room and board, clothing and material purchases (Ledden *et al.*, 2007).

Ledden *et al.* (2007) proposed a model that incorporates the "give" and "get" aspects as factors which influence interns' perception of value, which, in turn, influences satisfaction. The authors added personal values, or terminal values (defined as an individual's goals in life) and instrumental values (defined as the individual's mode of conduct as an influencing factor in consumer value). They integrated image and functional value, social value, epistemic value, emotional value and conditional value as the "get" components of the model, and sacrifice as the "give" aspects which included monetary and non-monetary sacrifices, described in the service literature (Zeithaml, 1988). A similarity among these six value perceptions is that they are related to the "get" dimension of value. In addition to what a student gets from an educational experience, Ledden *et al.* (2007) posited that a "give" dimension exists, to name a few.

2.5 Satisfaction with hospitality experiential learning

Measuring internship satisfaction is an indicator of the overall experience (Lam and Ching, 2007). A variety of factors have been found to influence satisfaction with internship experiences,

such as job dimensions, social dimensions, knowledge, supervisor and skill accumulation (Kim and Park, 2013; Lam and Ching, 2007; Ruhanen *et al.*, 2013; Stansbie *et al.*, 2013).

Stansbie *et al.* (2013) examined the effects of internship characteristics on student satisfaction. The authors investigate the effects of job dimensions, psychological states and affective outcomes on student motivation and satisfaction with internships. Specifically, the authors measured intern satisfaction based on job characteristics, skill variety, task identity, meaningfulness of the job and feedback. The authors found that among US hospitality interns' job dimensions, feedback from co-workers and supervisors is related to increased levels of motivation and satisfaction. Furthermore, interns who were offered the opportunity to learn a variety of skills, found significance in the tasks assigned and received constructive feedback from supervisors found greater levels of meaningfulness in their work. In addition, the authors proposed that greater levels of meaningfulness of work are a precursor to general and growth satisfaction. Similarly, Lam and Ching (2007) examined hospitality students' perceptions of internships and the impact on internship satisfaction. The authors examined factors related to the intern's superior, job characteristics, team characteristics, résumé, peer relations and autonomy as factors that may influence students' satisfaction with the internship experience. Lam and Ching (2007) found that among tourism and hospitality students in Hong Kong three main factors influence overall internship satisfaction: "superior," "team spirit and involvement" and "autonomy and help from superior."

Ko (2008) examined the factors related to hospitality student satisfaction with internships and the relationships between training, job satisfaction and confidence about future hospitality careers. The five training factors examined in the study included the supervisor, training environment, learning, administration and relationship. The author found that among hospitality interns in Taiwan, training satisfaction has an impact on job satisfaction consequently impacting a future career in hospitality. The factor that exerted the most influence on job satisfaction was relationships with co-workers and consumers. The second factor impacting satisfaction was learning, such as learning professional and industry skills. The third factor affecting satisfaction was the supervisor; this is related to the characteristics of the supervisor, such as his or her knowledge and management style. The training space related to equipment and environmental characteristics was the fourth factor. The fifth factor was administration of the internship, which relates to the characteristics of the internship, such as internship time, mentor assignment and attention to the student's overall well-being. Furthermore, the authors examined the impact of training factors on job satisfaction. The authors stated that training is an important part of the internship experience and may have an impact on intern satisfaction and interns' confidence regarding a future in hospitality.

2.6 Loyalty intention

According to Lam and Ching (2007), student perceptions of satisfaction and expectations of an experiential learning opportunity quality program are crucial in terms of curriculum development and learning outcomes. At the same time, loyalty toward the institution is an important factor to understand. Internship students provide universities with funding opportunities through enrollment. According to Rodie and Kleine (2000), loyal students affect instructional quality through active involvement and dedicated behavior, and consequently, they may be promoters by recommending the university to peers. Consequently, student loyalty is considered one of the main goals of colleges to increase long-term affiliation with the institution.

The literature indicates that student loyalty is directly and strongly influenced by several value dimensions. For example, emotional value accounts for the affective commitment that results from the association with a university. Further, a social value is also evident, represented by the social benefits resulting from being part of a community during their internship. Therefore, in the context of an internship experience, loyalty can be conceptualized in terms of

referring the institution to friends or acquaintances, probability of attending the same college if they were to start all over and the desire to come back to take courses again (Dick and Basu, 1994; Patterson, 1997). For an academic institution, positive word of mouth constitutes good promotion for university and college programs. The essential point is that an internship experience can offer excellent returns to all parties involved (Knouse *et al.*, 1999).

2.7 Hypotheses and model

This study investigated the relationship between Disney internship students' perceived value and perceived sacrifice (monetary and non-monetary) and their overall satisfaction and loyalty intentions. The research model is presented in Figure 1. The following hypotheses are proposed:

- H1. Disney internship students' perceived value (get and give dimensions) of the work experience will have a positive impact on their overall satisfaction.
- H2. Disney internship students' perceived value (get and give dimensions) of the work experience will have a positive impact on loyalty intentions.
- H3. Disney internship students' overall satisfaction with the internship will have a positive impact on loyalty intentions.

In conclusion, it is worthwhile to examine students' perceived value of an internship experience and what students get from and give to the internship experience. After completing an international internship, students exhibit some interest in job opportunities in a foreign country. Overall, the students show interest in job positions that include traveling to foreign countries. Therefore, gaining insights into students' perceptions of their internship experience will help pinpoint what contributes the greatest to their evaluation of the internship experience. This study was intended to test three hypotheses. Figure 1 demonstrates the proposed model for the student internship experience.

3. Methodology

3.1 Model testing

The model was tested using structural equation modeling and partial least squares (PLS). The investigators used R software (R Core Team, 2017) with the plsdepot and plsmp

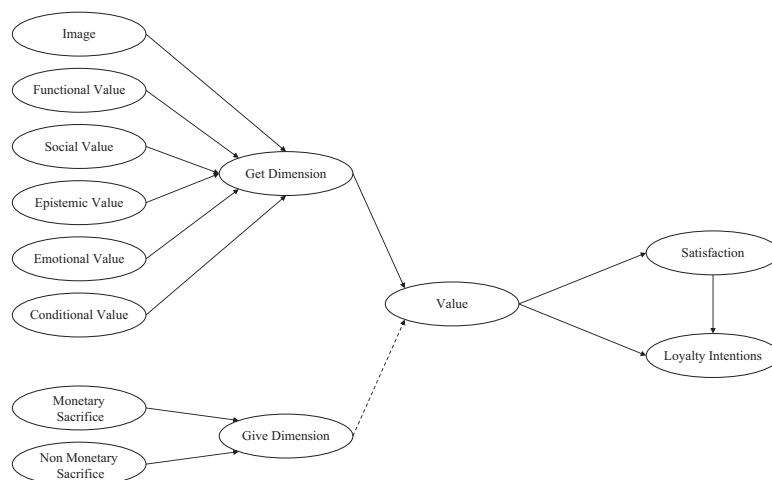


Figure 1.
Research model for
disney college
program experience

bundles to test each hypothesis. This procedure was used conform to the essential tenants of the theory of consumption value (Sheth *et al.*, 1991). Therefore, the model is less restrictive, and a normal distribution is not required because a bootstrapping test was used to estimate standard errors (Hair *et al.*, 2016).

3.2 Questionnaire design

The survey instrument was composed of three sections based on extant literature. The first section included questions related to the six value dimensions related to what students get from the study abroad internship learning experience and is formative. The internship value dimensions were operationalized with six dimensions that included functional value (four items), social value (three items), emotional value (four items), image value (four items), epistemic value (two items) and conditional value (two items; LeBlanc and Nguyen, 1999; Ledden *et al.*, 2007). The value dimensions for the students “give” component included two dimensions, monetary sacrifices (three items) and non-monetary sacrifices (three items; Cronin *et al.*, 1997). The second section, which was reflective, asked participants about the outcome variables of satisfaction and their intentions (loyalty). The satisfaction scale was modified to include four items that measured the student’s internship satisfaction, and behavior intentions (loyalty) were measured with four items (Halstead *et al.*, 1994). The last section of the survey contained questions about the students’ personal background and certain socio-demographic characteristics, such as gender, age and type of degree. All the dimensions used in the study were rated using a 7-point Likert scale, ranging from 1 (completely disagree) to 7 (completely agree).

3.3 Data collection

The study used a purposive sampling method. Questionnaires were distributed to students after they had completed their Disney College Program internship (or near the end) in order to assess their experiential learning experience. The sample included students from eight universities in Asia who participated in the Disney College Program internship in Orlando, Florida. By conducting the survey soon after the completion of their internship, the researchers avoided recall bias or influence from peers. This method relies on the judgment of the researcher when it comes to selecting the cases (e.g. students) that are to be studied and is considered a non-probability sampling technique. The main goal was to focus on particular characteristics of the population, Disney College Program internship students. Even though the sample is not representative of the overall internship population, this is not considered a weakness of this study.

A total of 149 students who had completed the Disney College internship program were contacted and invited to participate in an online survey. As an incentive to participate, they were entered in a drawing for an iPad Pro. The survey gauged the students’ perception of their Disney internship experience, satisfaction, loyalty intentions and demographic information. The online surveys were designed in Qualtrics. In total, 57 interns completed the surveys representing a 38 percent response rate.

4. Results

4.1 Disney college program intern profile

The Disney College Program interns were, on average, 22.72 years old. Women accounted for 75 percent the participants, and only 3.5 percent indicated they were married. The majority were pursuing a certificate (35.1 percent), a baccalaureate degree (31.6 percent) or an associate degree (8.8 percent), and 24.6 percent were pursuing a graduate degree. Most interns indicated that their area of specialization was hospitality management (80.7 percent). The complete profile is presented in Table I.

 Disney College
Program
internship

<i>Age</i>		<i>Gender</i>	
Average age (years)	22.72	Male	24.60%
SD	2.21	Female	75.40%
<i>Relationship status</i>		<i>Area specialization</i>	
Single	96.50%	Hospitality and tourism	80.70%
Married	3.50%	Other	19.30%
<i>Internship location</i>		<i>Internship duration</i>	
USA	100.00%	Months	5.91
<i>Number of internships</i>		<i>Place of work</i>	
One	36.80%	Hotel	26.30%
Two	31.60%	Restaurant	26.30%
Three	19.30%	Theme parks	28.10%
Four or more	12.30%	Other	19.30%
<i>Academic standing</i>		<i>Degree program</i>	
First year	3.50%	Certificate	35.10%
Second year	0.00%	Associate degree	8.80%
Third year	22.80%	Baccalaureate degree	31.60%
Fourth year	73.70%	Master's degree	24.60%

Table I.
Demographics of
interns from Asia

4.2 Outer measurement model (reflective)

The composite reliability measures were above 0.70, except for the non-monetary sacrifice which was 0.655; however, according to Fornell and Larcker (1981), it was above the suggested 0.60 cutoff. Convergent validity and average variance extracted (AVE) were evaluated according to Fornell and Larcker's (1981) guidelines. The results supported convergent validity, and the AVEs of all constructs exceeded the threshold of 0.50 (Table II). Accordingly, Fornell and Larcker's (1981) guidelines were used to test discriminant validity. The correlations between constructs, where the diagonal elements are the square root of the AVEs, are shown in Table III and demonstrated discriminant validity.

4.3 Inner measurement model (formative)

Give and get dimensions are second-order formative constructs presented in Figure 2. Table IV shows the weights of the second-order constructs, and their significance was examined to assess whether each first-order construct contributed to form the second-order constructs. All the weights in Table IV were statistically significant with the exception of the "give" component, which was not statistically significant. Multicollinearity results show that all tolerance values were higher than 0.1, thus further demonstrating validity.

4.4 Inner structural model and hypotheses results

The complete model testing results are shown in Figure 2. *H1* tested whether the relationship between students' perceived value (get and give dimensions) of the internship experience had a positive impact on the students' overall satisfaction with the Disney College Program internship. The value dimension of the internship experience was statistically significantly associated with the overall satisfaction. The path coefficient was 0.690, and it was significant at the 1 percent level (Table V).

H2 stated that the students' perceived value (get and give components) of the internship experience would have a positive impact on loyalty. *H2* was supported; the path coefficient was 0.521, and it was significant at the 1 percent level. These results indicate that the values that interns get and give are an appropriate and significant predictor of satisfaction and loyalty as demonstrated by *H1* and *H2*.

Table II.
Measurement
statistics of construct
scales

Items	Mean	SD	Loading	CR	AVE	Items	Mean	SD	Loading	CR	AVE
<i>IM</i>				0.872	0.797	<i>MS</i>				0.758	0.677
<i>Img1</i>	6.07	0.828	0.861			<i>Mntry1</i>	5.29	1.371	0.750		
<i>Img2</i>	5.79	1.091	0.935			<i>Mntry2</i>	5.14	1.368	0.884		
<i>Img3</i>	6.00	1.044	0.880			<i>Mntry3</i>	5.48	1.160	0.828		
<i>FV</i>				0.823	0.739	<i>NMS</i>				0.655	0.586
<i>Fnc1</i>	5.21	1.303	0.885			<i>Nomntry1</i>	4.45	1.525	0.679		
<i>Fnc2</i>	5.48	1.175	0.869			<i>Nomntry2</i>	5.48	1.452	0.895		
<i>Fnc3</i>	5.41	1.218	0.823			<i>Nomntry3</i>	4.75	1.598	0.705		
<i>SV</i>				0.776	0.695	<i>SAT</i>				0.852	0.771
<i>Scl1</i>	6.14	0.980	0.889			<i>Sat1</i>	6.16	0.910	0.870		
<i>Scl2</i>	6.04	0.873	0.867			<i>Sat2</i>	6.46	0.852	0.897		
<i>Scl3</i>	5.89	0.947	0.737			<i>Sat3</i>	6.27	1.168	0.866		
<i>EPV</i>				0.708	0.637	<i>EMV</i>				0.799	0.625
<i>Epstm1</i>	5.61	1.107	0.854			<i>Etm11</i>	6.25	0.858	0.846		
<i>Epstm2</i>	6.05	0.999	0.896			<i>Etm12</i>	5.93	1.219	0.814		
<i>Epstm3</i>	5.71	1.217	0.616			<i>Etm13</i>	6.18	0.834	0.816		
						<i>Etm14</i>	6.18	0.936	0.675		
<i>LOY</i>				0.765	0.580	<i>CV</i>				0.865	0.710
<i>Loy1</i>	5.98	1.300	0.569			<i>Cndm1</i>	5.70	0.952	0.860		
<i>Loy2</i>	5.91	1.240	0.842			<i>Cndm2</i>	5.54	1.235	0.811		
<i>Loy3</i>	5.79	1.217	0.902			<i>Cndm3</i>	5.52	1.362	0.867		
<i>Loy4</i>	5.09	1.431	0.687			<i>Cndm4</i>	5.21	1.461	0.830		
<i>Loy1</i>	5.98	1.300	0.569								

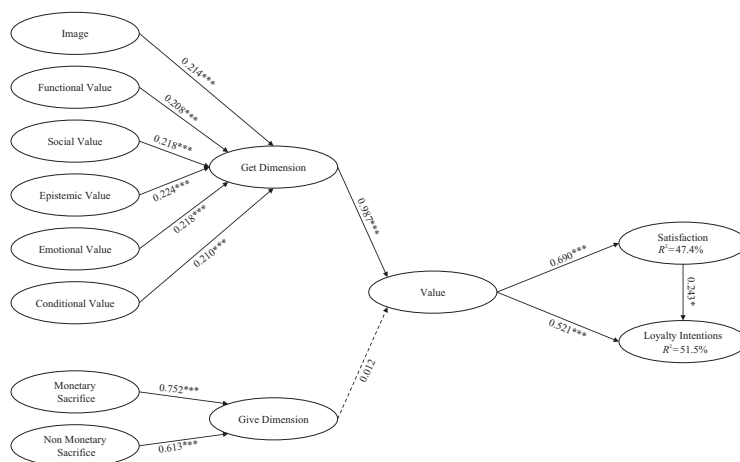
Notes: SD, standard deviation; CR, composite reliability; AVE, average variance extracted; IM, institutional image; FV, functional value; SV, social value; EPV, epistemic value; LOY, Loyalty; CV, conditional value; MS, monetary sacrifice; NMS, non-monetary sacrifice; SAT, satisfaction; EMV, emotional value

H3 tested the relationship between satisfaction and loyalty. Students' overall satisfaction with the Disney College Program internship would have a positive impact on the loyalty intentions of Asian internship students in the Disney College Program. The results indicated that the coefficient was relevant and significant at the 10 percent level. All the hypotheses results are presented in Table VI.

	Value	Satisfaction	Loyalty
Value	<i>0.000</i>		
Satisfaction	0.690	<i>0.878</i>	
Loyalty	0.689	0.603	<i>0.761</i>

Notes: The diagonal italic numbers represent square roots of AVEs. The third order construct of value is formative and, thus, no square roots of AVE

Table III.
Discriminant validity of the constructs and correlations between the constructs



Notes: GOF=0.717. *, **, ***Significant at the 0.1, 0.05 and 0.01 levels

Figure 2.
PLS model results

Higher-order constructs	Lower-order constructs	Weight	Loading	t-statistics	Tolerance
Give ^b	MS ^a	0.802	0.783	57***	0.999
	NMS ^a	0.622	0.598	46***	0.999
Get ^b	IM ^a	0.211	0.789	43***	0.468
	FV ^a	0.219	0.759	45***	0.529
	SV ^a	0.220	0.800	45***	0.476
	EPV ^a	0.225	0.788	48***	0.521
	EMV ^a	0.214	0.735	52***	0.613
	CV ^a	0.214	0.738	46***	0.548
Value ^c	Get ^b	0.983	0.995	53***	0.985
	Give ^b	0.099	0.099	0.641	0.985

Notes: ^aFirst order constructs; ^bsecond order constructs; ^cthird order construct. ***Significant at 0.01 level based on 2,000 bootstraps

Table IV.
Weights of the first-order constructs on the second-order constructs

5. Discussion and conclusion

5.1 Conclusion

This study sheds light on Disney College Program interns' perceived value, satisfaction and loyalty intentions when they completed an international internship program. In total, 57 students from China and Korea completed the surveys after or near the end of their internships. The results for the hypotheses testing showed that the value interns get and give was an appropriate and significant indicator of satisfaction and loyalty intentions. The value of an international internship experience, especially the get component, had a significant effect on the students' loyalty intentions to their international internship experience and satisfaction with their experience.

Overall, students demonstrated a high degree of attitudinal loyalty. Students' loyalty was expressed mainly as favorable word of mouth for their university and the internship program. They recommended not only their university but also the international internship program in which they participated. They also recommended the internship university to other students. The results also suggest that students might consider returning as full-time students to their internship university and are willing to foster a relationship with their international teachers. Some differences existed between students based on their nationality. Asian students showed their loyalty to the experience by expressing more interest in doing more international internship experiences.

5.2 Theoretical implications

This study bridges the gap between previous research on international study abroad experiences by exploring the impact of a highly structured internship for Asian students. The study found that the internship experience has a functional value, hospitality internships are perceived as a good investment by Asian students. The experience is seen as a way for the student to improve their personal development and future potential (salary, promotion, personal goals). The study found that the internship provides epistemic value to the students. Student definitely attained knowledge and this was acknowledged by all students. An internship experience also provides social value to the students. The internship experience also has an emotional component. All students feel very proud of their accomplishment and it provides a sense of self-achievement. The conditional value from the internship was rated as one of the lowest value dimensions.

Table V.
Coefficients of structural model (inner model)

Independent		Dependent	Coefficient	t-statistics
Value	→	Sat	0.690	7***
Value	→	Loy	0.521	3.91**
Sat	→	Loy	0.243	1.82

Notes: *, **, ***Significant at the 0.1, 0.05 and 0.01 levels, respectively, based on 2,000 bootstrap

Table VI.
Hypotheses results

Research hypothesis	Results
<i>H1:</i> Disney internship students' perceived value (get and give dimensions) of the work experience has a positive impact on overall satisfaction	Supported
<i>H2:</i> Disney internship students' perceived value (get and give dimensions) of the work experience has a positive impact on loyalty intentions	Supported
<i>H3:</i> Disney internship students' overall satisfaction with the internship has a positive impact on loyalty intentions	Supported

The last value dimension is image value. All students agree that their internship program and their university add great value in terms of image and they seem to get recognition from participating in such experience.

The hospitality industry is a dynamic and demanding industry with challenges that are difficult to grasp with only classroom instruction (Downey and DeVeau, 1988). Furthermore, studies have shown that students consider themselves not well prepared for the workforce and the requirements for working in the industry (Christou, 1999; Horng and Lu, 2006). To bridge the gap between classroom knowledge and industry exposure, internships have become an integral part of hospitality education by allowing students to apply what they have learned in the classroom (Petrillose and Montgomery, 1997/1998; Yiu and Law, 2012). Additionally, international internships have an additive impact in a global hospitality industry, and a successful international internship has proved effective in contributing to the development of industry-required management competencies, knowledge, skills and abilities (Walo, 2001; Yiu and Law, 2012). International internships provide familiarity with the cultural norms of a different country, host countries' professional practices, an increase in the graduate's labor-market value, enhancement of the individual's maturity and improvement in self-confidence (Yiu and Law, 2012). International internships also allow students to boost their potential for global career success by allowing them to network with potential overseas employers, contributing to employment and professional growth opportunities through the experiences gained (Ju *et al.*, 1998; Yiu and Law, 2012).

5.3 *Practical implications for hospitality programs*

The hospitality higher education curriculum is highly focused on balancing what is learned in the classroom with practical work experiences (Cho, 2006); thus, internships are an essential component (Cho, 2006; Yiu and Law, 2012). For educational institutions, enhancement of classroom learning is an important issue (Cho, 2006), and classroom learning can be reinforced through internships, case studies and simulation to enhance competency and management skills (Horng and Lu, 2006). The hospitality industry has identified that students should have some basic knowledge and skills when they enter the workforce (Horng and Lu, 2006; Kim and Park, 2013; Zopiatis, 2007), along with realistic expectations about work in the hospitality industry, which are imperative for the success of students' transition from school to the workforce (Kim and Park, 2013; Zopiatis, 2007). These goals can be achieved by the addition and proper administration of an internship program. In addition to enhancing classroom learning, properly administered internships provide educational institutions with a boost to their academic programs by demonstrating a more comprehensive curriculum that allows the institution to compete for student admissions (Yiu and Law, 2012).

The students' satisfaction with the international internship experience was time specific and entailed the comparison of the overall performance of the experience to some expectations, ideals or norms. The students' satisfaction with their internship was operationalized as an overall judgment of the education experience. Overall, the students' perceptions of their satisfaction with their Disney internships experience were positive. The students indicated they were very satisfied with the Disney College Program internship in terms of being a wise decision and satisfaction with the internship location. The satisfaction with the experience was reinforced by the high ratings students gave to the item related to repeating the internship experience, which references the feeling about the decision to complete the international internship.

5.4 *Future research and limitations*

The results from this study may not be generalizable beyond the scope of this study. The geographic location, internship program and nature of the internship for the students

who were surveyed were limited to Chinese and Korean students participating in the Disney College Program internship in Orlando, Florida, and are unlikely to be replicated outside these parameters. Possible future studies could consider the effect that the internship value has on students' overall satisfaction with the manner in which their collegiate education prepared them for internships, and whether the positive or negative contributions of that preparation would subsequently increase or decrease student loyalty to the collegiate institution, as well as how student interns in less structured programs respond to the value, satisfaction and loyalty dimensions.

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