

Full Length Research Paper

Investigation on practical training participation intentions of technical and vocational college students through trust perceptions

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Practical trainings are internship programs provided by business enterprises that combine academic theories and practical application to promote the professional skills of students and to provide students opportunities to get acquainted with their possible future workplaces. This study explores on the practical training participation intentions of students through their views on practical training system and trust toward the company where they are doing their practical training. The results found that the expertise and performance of the practical training and the satisfaction with previous training improve the cognitive trust of the technical and vocational college students and the satisfaction with previous training can improve the affective trust of the students. This study also found that the interpersonal trust and practical training effectiveness significantly affect the future participation intentions of students in practical trainings. In the future, universities should consider conducting internship programs with high technology and large-scale companies to promote the participation intention of the students and their training results.

Key words: Practical training, implementation performance, interpersonal trust.

INTRODUCTION

In the recent years, it is very common to find different courses in technical and vocational colleges emphasizing on the combination of learning and life in their teaching methods. Letting students have practical trainings in the business world could serve as the bridge for students to learn how to apply the theories they learn in class to their work. The employers from the business world can teach students on how to apply what they learn in class into action through the work experiences of the employers. Student can then take the challenges and opinions at work back to the school for further analysis and introspection (WACE, 2000). Practical trainings let students understand their future work environment and occupational characteristics. Because students now have personal experiences on the business world, they can understand the efforts of the business people better. Practical trainings can nurture student's correct work attitude and service techniques, increase student's work experiences and promote their self-confidence.

Using practical training as a teaching method gives technical and vocational colleges a niche space which is different from ordinary universities (Taylor, 2001). Higher technical and vocational education should train middle and higher technical and management talents needed by the industry to strengthen the competitiveness of the industry and the country. Practical training can also let teachers and students demand more attention in the performance and responsibilities of the curriculum, teaching quality and management practices of the school. Under the circumstances where the cost of education increases continuously, the values on education changes as well. People nowadays emphasize on systematic learning from work to promote their employability and investment return in education. This method of learning connects what the students learn and the needs of the industry so to help create an "instant career after graduation" path for students and create an educational partnership in order to implement industry-academia

cooperation and strengthen the practical effectiveness of this cooperation.

Luhmann (1979) divided trust into two types: personal trust and system trust. Personal trust is the trust formed from the interaction between individuals, for example, friends, colleagues and family members. The foundation of this type of trust is mostly developed from everyday interactions and whether the personal characteristics of the trustee are trustworthy enough. As for system trust, the foundation of this type of trust is based from the trust toward society's legal systems (for example, judiciary, government and economy) and systematic regulations (for example, currency, laws and authority). Because technical and vocational college students are willing to participate in the practical training program planned by their schools, it shows in some level that they trust the encouragement of their school, the industry and their professors.

Past researchers of practical training mostly emphasize their studies on the types of practical training (Brewer, 1990) the exploration of the practical effectiveness of the training (Laycock et al., 1992) and the evaluation of the training (Chapman et al., 1999). Many of these researchers emphasized their study on the outcome after the students participate in the practical training (satisfaction on practical training) and very few explore on the angle of student's participation intention. This study believed that to increase the intention of the students to participate in practical trainings, the school should let the students understand and believe the importance of practical training and see the outstanding learning environment provided by the school and the industry.

Based from the research background and motivation as stated, the purposes of this study are the following:

- (1) Explore the factors that affect the participation of students on practical training through trust.
- (2) Investigate the effect of the factors that would affect the participation of students on practical training and trust toward the participation of student on practical training.
- (3) Present concrete proposals to serve as references to the schools, industries, students, government and future researchers.

LITERATURE REVIEW

Evans (1978) believed that the cooperative education under the cooperative arrangements of the school and the employer is a type of vocational education program where students are subjected to vocational teaching while receiving on-the-job training within a period of time. Practical training can help master operational skills, is conducive to strengthening interpersonal relationship ability, can provoke professional interests and develop healthy personality. The industry shows a positive attitude on practical training and confirms its contribution

to the industry. By providing right choices for students and strengthening the establishment of the different work sample selection of practical training, the broad practical training units can be more contributive to the development of the effectiveness of practical training.

THE PURPOSE OF PRACTICAL TRAINING

Schools utilizes the industry's resources to promote their teaching activities making the academic environment of the students expand to their relevant working environment and can hopefully remote a type of education program for learning effectiveness. For example, internships, work experiences, part time jobs and professional internships. Narrow practical training uses technical and vocational education as a direction and has clear cooperative education schemes of training programs. Practical training does not only require corporations' on-the-job training to maintain close ties with schools' education, there should also be teachers and on-the-spot trainers responsible for the coordination, execution, supervision and learning assessment jobs of the whole education-training program.

TYPES OF PRACTICAL TRAINING PARTICIPATED BY TECHNICAL AND VOCATIONAL COLLEGES

The purpose of implementing sandwich-teaching method in Taiwan is to let students "learn through work and apply what you learn", unifying learn and work. In this type of teaching method, the teachers and students are both required to have a certain level of knowledge on theories and should improve their skills training enabling the teaching of theories and skills training to be combined together. In actual implementation, the students would take classes for the first semester and do their practical training the next semester. This type of system was first introduced in industries such as hotel and restaurant management, health and beauty and cosmetics. These industries would require students to take classes in the first semester of their freshman year and do their practical training in actual hotels, restaurants and travel agencies in the second year but the schools usually provide venues or classrooms where students can have hands-on training in the first year. During their sophomore year, students would then go back to class in the first semester to investigate the advantages and disadvantages they encountered during the training and learn new theories and then would go back to training and so on. From the operation of the sandwich-teaching method, it can be seen that the characteristic of the sandwich teaching method is that there is a close interaction between theories and actual practice, also called rotational system.

The ladder-type practical training views education as

an accumulating function where the curriculum is divided into three parts, fundamental, professional and training. After the students are admitted, they have to accept extensive fundamental education then professional education and should go to business institutions in their senior year to accept practical trainings in an actual work environment. Work experience is then occurred in the last semester of the curriculum for the idea of "an instant career after graduation" to become a possibility. This type of practical training is very suitable for technical and vocational colleges especially during the last semester of their senior year where student can rapidly integrate with their workplace.

Interpersonal trust

Interpersonal trust is a special type of trading partner relationship. It is formed over a long period, and results from the accumulated experiences of both parties that gradually form a trust system (Dwyer, 1987). Zucker (1986) termed it as process-based trust. She emphasized that this type of trust is based from the information of exchange partners accumulated from a series of transaction process. Aside from the first-hand information obtained from the interaction between exchange partners, the information also includes second-hand information that is related with exchange partners (for example, the transaction reputations of the partner). This is also an important information of trust. In marketing researches, scholars believed that the subjects of narrow scope trust include individuals and organizations. Even though trust is created based from the different information collected from both parties of transaction dealers, people would use the information to create their trust toward individuals and companies. This information, at the same time, creates different levels of trust toward each individual and company they encountered in the transactions.

McAllister (1995) divided interpersonal trust into cognition-based trust and affective-based trust. Cognition-based trust is the trust produced from the reliability, justness and ability of the trustee while affective-based trust is the trust produced from the emotions felt from the care and concern of the trustee. Lewis and Wiegert (1985) observed that cognitive and emotional trust underlie interpersonal trust. Cognitive trust is produced when a trustor analyzes the evidence regarding the trustworthiness of a trustee while emotional trust is the emotional attachment of the trustor to the trustee, and their willingness to trust another party.

Practical training expertise

The expertises of practical trainings are knowledge and techniques that cannot be taught in a classroom. It can

provide students an opportunity to practice. Busby et al. (1997) believed that the satisfaction of the students toward practical training is because they can obtain the professional techniques and knowledge of the business world. The study of Emenheiser et al. (1997) showed that majority of the people are satisfied with practical training because in the hotel and restaurant management, they notice the increase in their ability in solving problems. Practical training with more expertise can promote the trust and participation of students in practical training. This study anticipate that perceived practical training expertise should have a direct effect on cognitive, but not affective trust, because assessments of expertise and cognitive trust both employ an attribute evaluation process (Johnson and Grayson, 2005).

Practical training performance

For students, combining school-taught theories and industry-taught training is very helpful in the integration and application of their academic experience, therefore, they would have more creativity to do their theses or projects and future studies which made them have a better performance than the students who did not do any practical training (Blair and Millea, 2004). Schools can treat the work environment in corporations as an extension of the school through practical training to stimulate students' learning intention. Moreover, industry-academia cooperation can serve as a channel for students to understand the requirements of supervisors on human resource quality. The structure and content of this type of innovative curriculum can enrich student's learning opportunities and enhance learning quality (Weisz and Chapman, 2004). Therefore, practical training performance can positively affect the cognitive trust.

Firm reputation

Doney and Cannon (1997) define firm reputation as the belief of the customer that the service provided by the firm is fair and honest. Reputation is both symbol of value reciprocation and an expression of empathy of the customer (Johnson and Grayson, 2005). Firms provide a training environment for students thus; it plays an important role in the system. However, majority of the middle and small scale enterprises do not have a very good reputation. They lack cognition in the education and training of the students and are not willing to spend their resources in this area (Cooper and Shepherd, 1997). Generally, well-known large-scale enterprises have a set of a complete training program for the implementation of vocational training courses to provide students a complete education and training which is the favorite of most intern students. The study of Ahearne et al. (2005) discovered that the company image is important for

customer identification and trust. Doney and Cannon (1977) pointed out that the company reputation will positively affect the trust of customer toward the company's employees.

Satisfaction with previous training

Domer et al. (1983) believed that the satisfaction of a student's learning depends on the difference after comparing an individual's "expectation level" and "actual results". The smaller the difference between the "expected level" and "actual results" means the student is more satisfied. The larger the difference between the "expected level" and "actual results" means the student is less satisfied. Kidd (1973) believed that the experiences of students in the past that let them have good performance in the course of learning activities can make them feel satisfied. If the young students have a bad training experience, he/she will not stay in this industry. For students, internships with unpleasant experiences often discriminates the hospitality industry in the future which is also the biggest reason for the low ratio of the current graduates from the hospitality-related industries. It can be seen that a good internship experience can improve student confidence and willingness to participate in the internship.

Practical training system similarity

Similarity between a service provider and a customer connotes the presence of common values and interests (Johnson and Grayson, 2005). Psychologists found that the similarities and attractions between people are connected. It is because people always like to obtain the approval of others and being with people similar to them is a method of giving approval to oneself. Byrne (1969) believed that this link is caused by the detection of similarity (attitudes) in others confirming the interpretation of an individual toward the environment. Therefore, this study assumed that students trust practical training systems similar to the past systems.

The dimensions of practical training effectiveness

The satisfaction of students on practical training is used by the industry-academia cooperation to measure the service quality of the practical training provided by the administrative units, academic units and the industry including coordination measures of the administration, counseling before training, student's training, supervision and visits of responsible units and departments with the industry (Chapman et al., 1999). Another study conducted a satisfaction analysis of the industry-academia cooperation as a whole including the satisfaction on the faculty, facilities and curriculum. The

implementation benefit is determined by the promotion of the student's ability including work ability, employability and self-improvement. Also, practical training benefits and quality are important dimensions in measuring the identification, career advancement and development of the industry-academia cooperation (Chapman et al., 1999).

Factors affecting students' participation on practical training

Johnson and Grayson (2005) used interpersonal trust as the moderator variable and used the variables service expertise, product performance, firm reputation, satisfaction with past interaction and familiarity to measure the possibility for future transactions between consumers and companies. The results proved that service expertise, product performance and firm reputation positively affects cognitive trust and interaction satisfaction and familiarity positively affect affective trust. In addition, affective trust and cognitive trust significantly and positive affects the possibility for future transactions between consumers and companies. Obtaining a high interpersonal trust from the customer can improve the possibility for future transactions between consumers and companies.

RESEARCH METHODOLOGY

Research model

As mentioned above, interpersonal trust (affective trust and cognitive trust) is used as moderator variables. This study referred to the model of trust in service providers of Johnson and Grayson (2005) and used "practical training expertise", "practical training performance", "firm reputation", "satisfaction with previous training" and "the similarity of students on practical training system" to measure the future participation intention of technical and vocational college student's on practical training. The research model is shown in Figure 1.

Hypotheses

The hypotheses of this study are:

- H₁: Practical training expertise positively affects cognitive trust.
- H₂: Practical training performance positively affects cognitive trust.
- H₃: Firm reputation positively affects (a) cognitive trust and (b) affective trust.
- H₄: Satisfaction with previous training positively affects (a) cognitive trust and (b) affective trust.
- H₅: Practical training system similarity positively affects affective trust.
- H₆: Cognitive trust positively affects affective trust.
- H₇: Cognitive trust positively affects practical training effectiveness.
- H₈: A student's (a) cognitive and (b) affective trust in a practical training system are positively related to a student's future participation.
- H₉: Practical training effectiveness positively affects student's future participation.

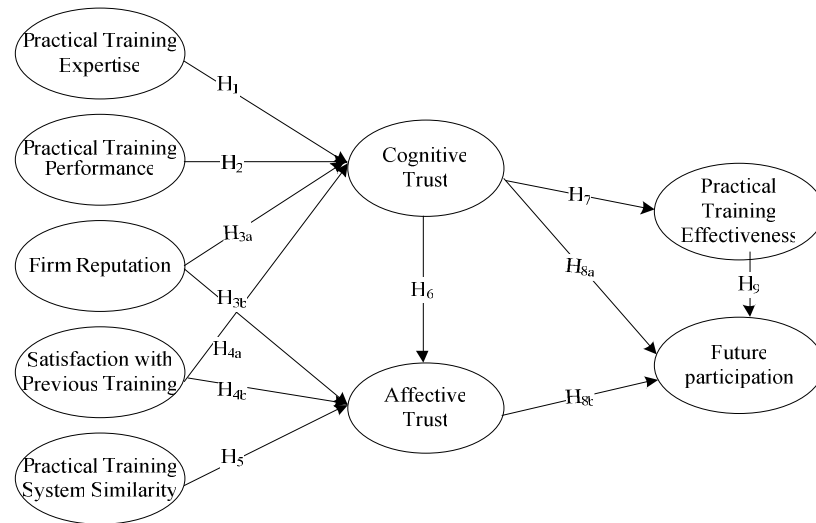


Figure 1. A model of college student trust in practical training system.

Questionnaire and sampling

A questionnaire was used to collect the data for this study. The questionnaire was designed with references from related publications (Johnson and Grayson, 2005) and modifications were made to fit the present study. The respondents are requested to answer questionnaire according to the actual situation of the practical trainings implemented by their department/colleges. As for the pilot test, this study distributed 50 questionnaires to public and private technical and vocational college students from northern, central and southern Taiwan and requested the respondents to assess the appropriateness of the content of the questionnaire. This study partially adjusts the content of the questionnaire according to the suggestions from the pilot test and corrects the unclear sentences to improve its reliability. The students of technical and vocational colleges whose departments organize practical training for their students were used as the sample of this study. These students were from different departments and year levels. At present, Taiwan has a total of 78 technical and vocational colleges including public and private technical and vocational universities and institutes of technology. Stratified sampling is used to obtain the samples. This study distributed the questionnaires first according to the total number of students in the school, in the departments and the different year level and then according to the majority of the type or level of the total number of students.

Data analysis

This study used SPSS for the descriptive analysis and partial least squares (PLS) method was used for other analyses. This method by Wold (1966) has been widely used for management studies (Wixom and Watson, 2001). PLS is considered to be a mature estimation method, especially in estimating the path coefficient in causal models (Fornell et al., 1990). PLS can avoid the limit of small samples and overcome the collinearity problems in the multivariate data analysis. It can make the cause-and-effect relationships among potential variables into a model. PLS is a very practical statistical analysis technique. It can analyze the cause-and-effect model and at the same time, it has reflective and formative indicators unlike LISREL which only has the technique to handle analysis of reflective indicators. Furthermore, researchers should conform to requirements such as normality, randomness and large

sample when adopting LISREL or multiple regression analysis in the study but the requirements in adopting PLS is more lenient (Wold, 1982). During PLS analysis, a structural model and the hypotheses regarding constructs are first established. Every indicator or construct comprises a group of measures. Therefore, the forecasting ability of the structural model is examined using composite reliability, discriminate validity, and explanatory capability of the model (R^2).

As PLS does not have a default data distribution, there is no need for data to conform to a normal distribution. Similarly, PLS does not provide an estimation of the path coefficient of trust intervals and statistical significance. To estimate the significance of the path coefficient, Bollen and Stine (1992) recommend using the BootStrap method to estimate the significance of the path coefficient and this method was applied to test the significance of the model coefficients.

RESULTS AND DISCUSSION

Descriptive statistics

After almost six months of conducting the survey, a total of 1560 questionnaires were distributed. The final valid number of questionnaires obtained is 256 questionnaires representing a return rate of 16.4% from 36 technical and vocational colleges. There are more female students than male students who answered the questionnaire. There are 158 female respondents (61.7%) and 98 male respondents (38.3%). The students' age concentrates on 21~26 years old which the highest percentage is in 21-23 years of age (40.6%). As shown in Table 1, all kinds of technical and vocational colleges have systems promoting students to participate in practical training already have a certain level of achievement.

Measurement model analysis

This study adopted structural equation model (SEM) in

Table 1. Respondents' age and educational background.

Age	% of age	Year	% of year	Department/College	% of year
18-20	8.4	1	18.4	Commerce and Management	37.5
21-23	40.6	2	17.6	Design and Engineering	25
24-26	34.6	3	14.4	Medicine and Nursing	22.3
27 above	16.4	4	49.6	Education and Language	15.2

Table 2. Reliability analysis of constructs.

Construct	Item	Mean	Std. Dev.	Composite reliability
Practical training expertise	4	4.24	0.76	0.875
Practical training performance	4	3.96	0.79	0.896
Firm Reputation	3	3.66	0.83	0.838
Satisfaction with previous training	4	3.96	0.67	0.917
Practical training system similarity	4	3.91	0.74	0.907
Cognitive trust	4	3.79	0.78	0.889
Affect trust	3	4.04	0.71	0.868
Practical training effectiveness	3	4.11	0.76	0.905
Future participation	2	3.89	0.79	0.794

Table 3. Correlations between constructs.

Latent variable	X ₁	X ₂	X ₃	X ₄	X ₅	Y ₃	Y ₃	Y ₃	Y ₄
X ₁ Practical training expertise	0.80								
X ₂ Practical training performance	0.67	0.83							
X ₃ Firm reputation	0.37	0.38	0.80						
X ₄ Satisfied with previous training	0.42	0.54	0.35	0.86					
X ₅ Practical training system similarity	0.45	0.45	0.31	0.54	0.85				
Y ₁ Cognitive trust	0.53	0.57	0.29	0.50	0.39	0.82			
Y ₂ Affective trust	0.54	0.61	0.33	0.51	0.40	0.75	0.83		
Y ₃ Practical training effectiveness	0.61	0.66	0.41	0.53	0.48	0.47	0.50	0.87	
Y ₄ Future participation	0.58	0.66	0.34	0.50	0.48	0.68	0.65	0.69	0.81
Average variance extracted (AVE)	0.64	0.68	0.64	0.74	0.71	0.67	0.69	0.76	0.66

Diagonal elements are square roots of the average variance extracted.

the data analysis. SEM includes two stages: measurement model analysis and structural model analysis. The measurement model verifies whether the measuring variable can accurately measure other latent variables in the research model. The measurement model includes reliability (individual item reliability and composite reliability of the latent variables) and validity (construct validity) tests.

The composite reliability is between 0.794~0.917 which is greater than the suggested value of 0.7 of Hair et al. (1998). This shows that the results measured from the questionnaires has an acceptable stability and consistency (Table 2). To assess the reliability of the single measure, we note the correlation of the indicator and the construct. The factor loading measures the

reliability as a score that should be greater than 0.7. Factor loadings less than 0.5 are not acceptable and therefore are excluded from the analysis (Chin 1998). In the final model, all the factor loadings of the indicators are greater 0.6, so the constructs achieve reliability.

The average variance extracted (AVE) measures the variance of the measuring variables of the latent variables. High AVE shows that the latent variable has high convergent validity. Fornell et al. (1990) and Hair et al. (1998) suggested that the value should be greater than 0.5. The AVE value of the constructs listed in the last low of Table 3 all between 0.64~0.76. Thus, the model exhibits good convergent validity. Table 3 lists the discriminant validity of all of the study constructs. The average variance extracted root mean square (the boldface

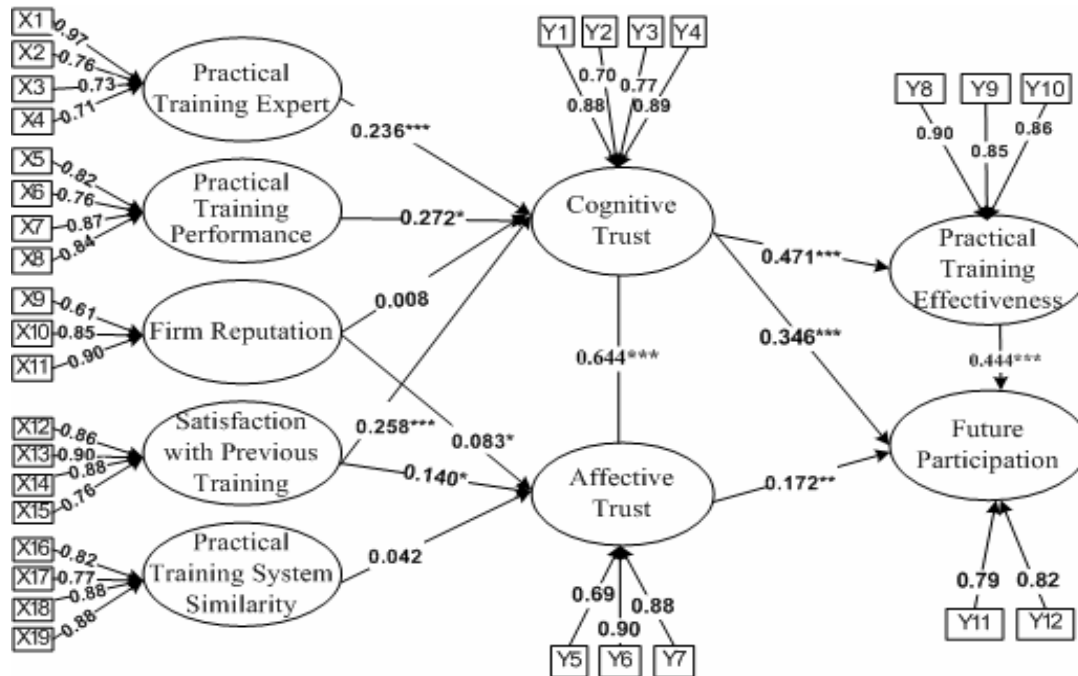


Figure 2. The verification model path diagram of the research framework.

statistics in Table 3 shown in diagonal form) of all constructs exceeded the correlation coefficients among constructs; therefore, the constructs in the model have sufficient discriminant validity (Fornell and Larcker, 1981). Similarly, the correlated forecasting and explanation variables were integrated into the model to avoid errors associated with deleting the wrong principal component that cannot be induced by traditional principal component analysis. By combining principle component analysis and path analysis, errors in identifying the most appropriate regression coefficient assemble of the forecasting and explanation variables are avoided.

Common method variance

Common method variance (CMV) refers to the amount of spurious covariance shared among variables as a result of the common method used for data collection (Buckley et al., 1990). Such method biases are problematic because the actual phenomenon under investigation becomes hard to differentiate from measurement artifacts. This study took various precautionary measures to prevent CMV. With regard to measuring tools and questionnaire layout, this study used methods such as concealing respondent information and random distribution questions to reduce the likelihood of CMV. Additionally, this study referred to the suggestion of Andersson and Bateman (1997) and adopted Harman's single-factor test. Through exploratory factor analysis, the results of the un-rotation factor loading showed no

existence of single factor and centralization in the proportion of factor explanation. Therefore, the possibility of same source bias in preliminary determination is low.

Examination of hypothesized relationships

The PLS method emphasizes the possibility of establishing formative indicators. Because PLS is different from using the covariate of samples as the estimation method, the goodness of fit index (GFI) was not determined. Thus, R^2 and path coefficients were the main indices used to determine the model goodness of fit (Chin, 1998). The explanatory capability (R^2) of latent independent variables towards the overall model was divided among cognitive trust (0.415), affective trust (0.604), and future participation (0.658). All latent independent variables were greater than 0.69 which means that they have high explanatory abilities (Figure 2).

As shown in Figure 2, practical training expertise, practical training performance and satisfaction with previous training significantly and positively affects cognitive trust. Providing expert training, good training results and satisfaction with past experiences can earn student's cognitive trust on practical training. Thus, hypotheses H_1 , H_2 and H_{4a} are accepted. In addition, students don't believe that doing practical trainings only in reputable firms can they learn professional skills. Therefore, hypothesis H_{3a} is rejected. As for affective trust, reputable firms and satisfaction with past experiences can earn the affective trust of students. Thus, hypotheses H_{3b} and H_{4b}

are accepted. Practical training system similarity would not affect the affective trust of students on practical training, thus, hypothesis H_5 is rejected. The result of this study on the effect of cognitive trust on affective trust is similar with the result of Johnson and Grayson's (2005) study. The cognitive trust of students would significantly and positively affect their affective trust. Therefore, hypothesis H_6 is accepted.

Cognitive trust of students significantly and positively affects practical training effectiveness and practical training effectiveness positively affects future participation of students. High cognitive trust can improve student's practical training effectiveness. Furthermore, high practical training effectiveness can affect student's intention for future participation. Thus, hypotheses H_7 and H_9 are accepted. Cognitive trust and affective trust significantly and positively affect future participation intention of students. Good interpersonal trust between the students and their training colleagues can improve their future participation intention. Also, the path coefficient of cognitive trust is 0.346 which is greater than 0.172, the path coefficient of affective trust. This shows that the effect of cognitive trust on student's future participation intention is greater than affective trust which means that students use rational thinking in measuring whether to participate in practical training. Therefore, hypotheses H_{8a} and H_{8b} are accepted.

Conclusion

Due to the increase in the unemployment rate of newly graduates, more students are now doing part time jobs while they study. Practical trainings, which can improve resumes, broaden personal networks and at the same time earn money, became a very popular activity among students. Cooperative education is a job-preparation type of education applied through industry-academia cooperation. The students learn school-taught theories and industry-taught training from the school and the industry hoping to install a new system between technical and vocational universities and the industries connecting the "last mile" between the industry and the school. The final goal is to help students have "an instant career after graduation".

This study referred to the viewpoint of Johnson and Grayson (2005) on interpersonal trust using cognitive trust and affective trust to measure the future participation intention of student on practical training. The variables practical training expertise, practical training performance, firm reputation and satisfaction with previous training were used as the antecedent variables of cognitive trust and the variables firm reputation, satisfaction with previous training on practical training system similarity were used as the antecedent variables of affective trust. The findings showed that firm reputation insignificantly affect the cognitive trust (H_{3a}) of students which obviously means that students do not consider the

company where they are doing their practical training as the company for future employment. The reason might be connected with their past experiences on practical training. Because many companies that provide practical training have a limit on hiring of new employees, they can't hire outstanding practical training students. Thus, cognitive trust of students can't take shape but with regards to affective trust, the students agree with the reputation of the company (H_{3b}). In addition, practical training expertise, practical training performance and satisfaction with previous training positively affects student's cognitive trust (H_1 , H_2 and H_{4a}), thus, promoting the intention of student for future participation (H_6 , H_{8a} and H_{4a}) and practical training effectiveness (H_7). Firm reputation and satisfaction with previous training positively affects student's affective trust (H_{3b} and H_{4b}), thus, promoting the intention of student for future participation (H_8). Past practical training effectiveness is also an important factor students used in measuring their intention for future participation (H_9). Good practical training effectiveness is usually used by the students as the basis for their participation and also the development focus of technical and vocational colleges.

The expert, performance and satisfaction of practical training are the factors considered by technical and vocational college students. Due to the fast development of the service industry in the recent years, the opportunity for students to do their practical training or even work part-time in the service industry (ex., fast food industry) increased. The work flow of a general service industry can be handled with ease when a person already has a previous experience. Therefore, the intention of students to do their practical training in companies with similar characteristics gradually decreases. The schools are suggested to cooperate with high technology corporations or corporations with a certain level of scale when planning the practical training curriculum in the future to improve the future participation intention of students. The school can design a system that can measure the practical training performance for students to understand how much skills and ability they have learned during the training process to confirm the practical training. Moreover, the host corporation should provide outstanding trainers to guide the students and gaining their cognitive and affective trust reaching the real benefit of practical training while increasing the work experience of the students and promoting their self-confidence and ability.

LIMITATION

Due to the limitations in the time and cost of data collection, this study used cross section data. The results of this study are more suitable for the practical training strategies for modern students. With regards to whether the future participation of students on practical training will adjust according to seasonal change, continuous investigations and researches should be done. This study

used Likert Scales in measuring the variables. The respondents used a subjective judgment and cognition, thus, some of the collected data might have a level of deviation or contort. This, more or less, will cause limitations toward this study's measurement but this study still has a certain level of content validity.

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