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Career Calling and Work Motivation in Traditional and Non-Traditional College Students

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Career Calling and Work Motivation in Traditional and

Non-Traditional College Students

by

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Abstract

The purpose of this study was to help define career-related calling through the perception of traditional (18 to 24 years of age) and non-traditional (25 and older) college students and identify what variables of motivation are related to calling. Three hundred and fifty-one participants completed an online survey that measured calling through The Career and Vocational Questionnaire (CVQ), and motivation through the Work Preference Inventory (WPI). Pearson Correlation and independent t-test were used in statistical analysis. Correlational analysis revealed that presence of calling and search for calling are significantly related to intrinsic motivation. Analysis also showed that level of presence of calling differed between traditional and non-traditional college students, with traditional students endorsing a slightly higher level of calling related to their career. Lastly, the analysis indicated that level of intrinsic motivation did not differ between the two groups.

Keywords: Career Development; Calling; Intrinsic motivation and Extrinsic motivation; Traditional and Non-traditional college students

Table of Contents

Calling and Motivation

List of Tables

Table

Career Calling and Work Motivation in Traditional and Non-Traditional College Students

Introduction

With the start of each new semester, there are a large number of students who walk on to a university campus as a first year freshman with the objective of having a productive and positive college experience. Some hope this rite of passage will lead them to discover their new independence and help them achieve their goals for the future. Most importantly, many come with the intent to follow an academic major that will ultimately lead them down a career path and into a promising, yet fulfilling life. In recent years, a first year college student is not always an individual directly out of high school and around the age of 18. Now as many as one-third of all students who enrolled in higher education each semester are non-traditional college students at the age of twenty-five years or older (Luzzo, 1993).

With the majority of non-traditional students being out of school, that is high school or college, for five or more years, a reoccurring motivation for their return is to further their occupational exploration and develop career self-esteem (Luzzo, 1993). Nevertheless, a number of both traditional and non-traditional students will not complete their college education. A survey conducted in 2008 showed that for both public and private four-year institutions of higher education, combined data shows approximately 57.2% of students graduate from college (Schneider, 2010). Yet, some students who do graduate will still leave college unsure that they choose the right academic major and find themselves in career options that are not appealing to them.

However, there are those who will graduate feeling they have found their purpose in a certain career and occupation. A number of students may conceptualize this feeling

as having found their "calling"; a term nicknamed by vocational psychology theorists. The word "calling" was originally used in a religious context referring to people being called by God to do social and moral work (Wrzesniewski et al., 1997). Today, calling is still commonly used in a pious context. The modern sense of the term calling also has a secular connection that may lead people to feel called to do something usually seen as socially valuable and also involve activities that may, but need not be, pleasurable (Wrzesniewski et al., 1997).

A question to be considered is what influences sets those students, both traditional and non-traditional, who find their calling apart from students who are still in searching for their purpose? Previous studies have investigated the concepts of calling and also the variables associated with calling. The present study will additionally seek to expand on past efforts to explore the concept of calling. In order to study what it means to be "called" to a particular career, there must be an established description of calling. A past study by Dik and Duffy (2009) defined calling as "a transcendent summons, experienced as originating beyond the self, to approach a particular life role in a manner oriented toward demonstrating or deriving a sense of purpose or meaningfulness and that holds other-oriented values and goals as primary sources of motivation". With this specific definition of calling, there is much that can be gathered and discovered.

The first part of the definition represents how much an individual may perceive his or her motivation within a particular life role comes from an external source. The second component involves not only being aware of the purpose of one's activity within particular life role as a part of calling, but also how one's efforts to fit into the framework of purpose and meaningful life leads them to a calling (Dik& Duffy, 2009). The last part

of the definition that assumes the purpose of a particular life role was to contribute positively to a common good or well-being of a society (Dik & Duffy, 2009). Currently, no studies have been found that have investigated differences in calling perceptions between traditional and non-traditional students. As there are a growing number of non-traditional college students, this study will explore how perception of calling differs between traditional and non-traditional students. Another gap in the research is how career-related motivation relates to calling, thus additional research question will explore the relationship between calling and motivation.

The motive behind this study is to help define calling through the perception of traditional and non-traditional college students and identify what variables of motivation are related to calling. The results of this study may benefit advisors, counselors, and others in higher education in clarify information about how traditional and non-traditional college students may take calling into account in their career choice and how motivation may be related to that calling. This study may possibly assist in guiding formulations and implementation of academic programs that support students in their search for a major and a career that is agreeable for them. Determining how an individual is motivated is a key component in making a decision, especially when it pertains to one's career. A search for meaning in life, or a calling, is something that can be seen frequently happening to individuals once they enter college, so any additional research on this topic will be beneficial to many.

Literature Review

Dispute about Calling

Historically calling is a term that involves some debate, specifically questioning what the true connotation of the word is. The earliest evidence for calling is listed in detailed pieces about monks who described a feeling of being "pulled" into monastic life (Hunter et al., 2010). Later during the Protestant Reformation, in the 16th and 17th centuries, the perceptions of calling broadened and many religious leaders, such as Martin Luther and John Calvin, argued that any occupation could hold spiritual significance. Both agreed that "earthy" occupations can hold spiritual virtue as well (Dik and Duffy, 2009). Keeping with its religious origin, calling has been defined in a number of distinct ways: (1) a summons by God to pursue a certain type of work, (2) work motivated by a quest for fulfillment and a desire to impact society and (3) a sense of passion, giftedness and direction God places on one's heart (Hunter et al., 2010).

In recent decades western scholars have started to investigate vocations and the career decision-making process. Thus, the research started the search for a formal definition that would tie both religious context of calling and a more general, secular concept of calling together. Throughout the years many attempts at defining calling have been far too vast, under detailed, and lacking in clarity. As mentioned previously, finally Dik and Duffy (2009) have analyzed much of the literature on calling and vocations and created a widely accepted, working definition. The definition managed to explain calling to be a sign from an outside source to do a specific duty in life and lead individuals to a feeling of meaningfulness.

Never losing its religious significance the first part of Dik and Duffy's definition of calling shares a common theme with the original interpretation, in that both characterizes calling to come from some force outside of the individual (Duffy &

Sedlacek, 2007). Sources can range from God, the needs of society and even to a

serendipitous fate. As mentioned previously, the second dimension denotes being

mindful of the purpose and meaningfulness of one's activities and how one's effort fits

into their purpose and meaning in life (Dik & Duffy, 2009). This just means to help

individuals become secure and intelligible in life. The rest of the definition comes from

the authentic meaning of calling in that the whole purpose of one's life is to contribute to

the "common good". Along with the relationship between calling and vocation it can be

asserted that an individual can be called to more than one purpose in their life.

In 2007, Duffy and Sedlacek completed a relevant study that explored the

relationship among presence of calling, the search for calling, and the career development

of 3,091 first year college students. The presence of calling was strongly correlated to

career decidedness, choice comfort, self-clarity, and moderately correlated to choice-

work salience. These findings suggested that individuals who have a career calling are

likely to be mature in the career development process and have a better sense of their own

abilities and interests. As for choice-work salience, it shows that a career is seen as

meaningful and more important to those who recognized the presence of calling.

Duffy and Sedlacek (2007) also found that a search for calling was negatively

correlated with life satisfaction, self-esteem, and a purpose in life. Additionally, search

of meaningfulness was found to be positively related to indecisiveness and lack of

educational information. The study suggests that students who are in the process of

searching for a calling are less comfortable at making a career choice. Consequently, if

the student had already decided on a major or career, they are less likely to continue to

search for a calling. Duffy and Sedlacek (2007) implied that those who have found their

calling and those who are still in the search for calling are at different points in their career development process. Also, it was suggested that the two are moving at a different pace in their career development process. These findings suggest at the fact that presence of calling and search for calling are dissimilar, and yet important for career and vocational studies.

The Components of Motivation

A constant area under discussion within the field of psychology and counseling is the subject of motivation. Specifically, what is the value of motivation's presence in an individual? There are many who believe that motivation is the core of biological, cognitive, and social regulation and concerns matters such as energy, direction, and persistence (Ryan & Deci, 2000). Often motivation is thought to be a single concept, but individuals are shown to be motivated by either their own internal values or by means of an external source. This is the reason why Deci (1971) split motivation into two broad, important orientations, intrinsic and extrinsic.

Ryan and Deci (2000) stated that no other single phenomenon can reflect the positive potential of human nature than that of intrinsic motivation. Intrinsic motivation is one's own internal drive, their self-determination, to take on challenges, explore and learn. Also, individuals who are intrinsically motivated are coined as being autonomy oriented (Kiener, 2006), or in other words, recognizably independent. Intrinsically motivated individuals are seen as having innate enjoyment or interest in environmental things and have no outside stimulus that is able to bring about certain reactions. For example, an adult who goes to work for the sole reason of the fulfillment they get out of their job or a student choosing a major that interest him or her exclusively. Intrinsic

motivation is an orientation where an individual finds satisfaction and personal achievement. This is similar in some ways to how calling was previously defined and discussed (e.g., Duffy and Sedlacek, 2007).

On the other side, extrinsic motivation refers to the performance of an activity in order to attain some separable outcome, which is a contrast with framework of intrinsic motivation (Ryan & Deci, 2000). Extrinsically motivated individuals are noted as being control oriented, or those that perform behaviors done at the encouragement of others and external pressures. An example is, a student who is persuaded to study a certain major by their parents; opposing the student's own actual desires. In this case, the student is controlled by their parents own request, therefore adding external demands. When it comes to motivation, it can be seen at an early age, for instance babies and young children, that intrinsic motivation is the main driving force. However, as an individual continues to grow social pressures and compliance with external forces are said to lead to the establishment of an extrinsic orientation (Ryan & Deci, 2000). It seems that recognizing the motivation process of a person aids in the understanding of thoughts and behaviors of that individuals.

A small amount of research can be found that relates motivation to career issues, but what is established is that individuals with a sense of calling find that separating their work from their lives impracticable. This may be because they are not working for financial gain or career advancement, but for the fulfillment the work brings to their life (Wrzesniewski et al., 1997). Such individuals' grasp of the calling concept goes along with the formal definition and religious context mentioned previously, in that the work they are doing is socially valuable to them. Past research prepared by Amabile et al.

(1994) assessed intrinsic and extrinsic work motivation and analyzed the extrinsic

orientation into two subfactors: compensation and outward orientation (e.g., a paycheck

or promotion). Intrinsic motivation was also evaluated and divided into the subfactors of

challenge and enjoyment. This seems to indicate that calling could be more closely

related to intrinsic motivation.

The Present Study

The purpose of this study is to better understand the construct of calling in

traditional and non-traditional college students, as well as identify the relationship calling

may have with intrinsic and extrinsic motivation. Therefore, the following research

questions and hypotheses are posed.

Research Question 1: What is the relationship between calling and motivation?

- Hypothesis a: Presence of calling will be related to intrinsic motivation. This is

    hypothesized based on the related nature of these constructs as outlined in the

    literature.

- Hypothesis b: Presence of calling will not be related to extrinsic motivation. This

    null hypothesis is based on the lack of relationships between these constructs

    indicated in the literature.

- Hypothesis c: Search for calling will not be related to intrinsic or extrinsic

    motivation. This null hypothesis is due to the exploratory nature of this

    hypothesis and lack of related literature support.

Research Question 2: Does level of presence of calling differ between traditional and

non-traditional college students?

- Hypothesis: Non-traditional college students will not indicate a higher level of

  presence of calling than traditional college students. This is hypothesized due to

  the exploratory nature of this research question and lack of support in the relevant

  literature.

Research Question 3: Does the level of intrinsic and extrinsic motivation differ between

traditional and non-traditional college students.

- Hypothesis: Traditional and non-traditional college students will not differ in their

  levels of intrinsic and extrinsic motivation. This null hypothesis is based on

  investigative type of this research question and absence of support in the

  literature.

Methodology

Participants

A power analysis was used to determine the appropriate number of participants

needed given the planned analysis. GPower 3.1 (Faul et al., 2007) indicated that 82 or

more participants per group are needed to detect a moderate effect with an 80 percent

power to detect differences. Cohen (1992) stated that a power level of .80 is suitable for

most research designs. In ensuring adequate power and sufficient complete data, 249

traditional and 102 non-traditional college students from the University of Southern

Mississippi agreed to participate. Participants from 18 years of age (18 to 24 for

traditional students and 25 and older for non-traditional students) completed the

questionnaires for the survey. No restrictions on race, sex, or socioeconomic status were

given for the study. Additionally, all majors were encouraged to participate in the

research. Table 1 specifies the participants' demographic information collected. The

psychology department's SONA online system was used for participation recruitment and

the measures were administered through PsychSurvey, a free online survey tool.

Participating students that completed the survey were given the opportunity to earn extra

credit points for their class as applicable.

Table 1

Participant Demographic Information

Characteristics	Traditional (n = 249)	Non-Traditional (n = 102)
Age		
Range	18-24	25-65
Average Age	19.2	35.2
Gender		
Men	12.9%	25.5%
Women	87.1%	74.5%
Ethnicity		
African-American	38.2%	16.7%
Asian/Pacific islander	.8%	1.0%
Chicano/Latino/Hispanic	1.6%	2.9%
Native American	.4%	0%
White Non-Hispanic/Caucasian	55.8%	78.4%
Other	3.2%	1.0%

Instrumentations

Calling

The Career and Vocational Questionnaire (CVQ), is a 24-item, self-report inventory which measures the degree to which each individual has a sense of calling or is searching for a calling related to his or her career (Dik & Steger, 2008) (see Appendices A for details). The questionnaire uses a four-point Likert scale with 1 representing "not at all true of me" and 4 meaning "absolutely true of me". The CVQ includes items such as, "My work helps me live out my life's purpose". The CVQ provides no total score but includes two subscales scores (1) presence of a calling (POC) and (2) search for calling (SFC); with both consisting of twelve items. Dik and Steger (2008) established the POC's test-retest reliability (r = .75; one-month interval) and internal consistency (α=.89). In a research study about college students and informants, Dik, Eldridge, Steger and Duffy (in press) has reported total scores internal consistency with α = .89 for the CVQ presence of calling subscale and α = .87 for CVQ search for calling subscale. The current sample produced an internal consistency of α = .89 for the CVQ presence of calling subscale and α = .87 for the CVQ search for calling subscale. Test-retest for subscales scores was reported as r = .66 for presence of calling and r = .67 for search for calling (Dik et al., in press).

Motivation

The Work Preference Inventory (WPI) is a 30-item, self-report-inventory (Amabile et al., 1994) (see Appendices B). The inventory yields no total score but has two subscales. The first subscale, Intrinsic Motivation Orientation (IMO), deals with

worker enjoyment and challenge. The second subscale, Extrinsic Motivation Orientation (EMO), addresses outward variables, such as compensation. There is a four-point Likert scale: 1 refers to "never true of me" and 4 representing "always true of me". The WPI includes items such as, "What matters most to me is enjoying what I do". In a sample of college students and alumni, Amabile et al. (1994) has reported adequate internal consistency for the WPI subscales, $\alpha = .79$ for intrinsic and $\alpha = .78$ for extrinsic motivation. In another sample of college students, Byrd et.al (2007) reported a 12-month test-retest reliability of .79, and an adequate internal consistency for the intrinsic subscale (i.e., $\alpha = .79$). The current sample produced an internal consistency of $\alpha = .81$ for intrinsic motivation and $\alpha = .65$ for extrinsic motivation. Due to the low level of internal consistency for the extrinsic motivation scale in this sample, this subscale will not be utilized in further analysis.

Procedures

To better understand calling and motivation in a sample of traditional and non-traditional college students, a survey comprised of a demographic form (see Appendices C for details) and two questionnaires was administered online to participants in order to gather data for this quantitative research. Once students signed up through an online recruitment system, SONA, they were given a link to PsychSurvey to begin participation. The initial page of the PsychSurvey provided participants a chance to read a brief, informed consent statement about the study before choosing to take the questionnaire. Proceeding from this page indicated their consent to participate in the research. The informed consent document and entire research project was approved by USM Human Subjects Internal Review Board (see Appendices D). Following the demographic form,

the CVQ and WPI were administered in alternating order to account for order effects. In order to gather more participants for the non-traditional group fliers and means of social media were implicated.

At the completion of the survey, there was a statement thanking the individual for their participation in this study. Indentifying information was not connected to the PsychSurvey results. Once participants completed the questionnaires, the resulting data was transferred into SPSS and analyzed through correlations and t-tests.

Results

The survey yielded participation from 249 traditional students and 102 non-traditional students. The sample's means, standard deviations, reliability information, and correlations were obtained and are displayed in Table 2. As stated earlier, the internal consistency reliability for the WPI's extrinsic motivation subscale (α=.65) did not meet the pre-set acceptability threshold (α=.70). Although, extrinsic motivation was included in hypotheses it was not included in the subsequent analyses used to test these hypotheses due to the lower alpha level of this subscale.

To analyze research question 1, the relationships among intrinsic motivation (as measured by the WPI), presence of calling (as measured by the CVQ), and search for calling (as measured by the CVQ) was investigated using one-tailed Pearson correlation coefficients. There was a moderate positive correlation found between presence of calling and intrinsic motivation (r=.32, p<.01) and a moderate positive correlation between search for calling and intrinsic motivation (r=.33, p<.01).

To assess research question 2, an independent-sample t-test was performed to compare the presence of calling scores for traditional and non-traditional students. There

was a significant difference in scores for traditional students (*M*=36.58, *SD*=7.84) and

non-traditional students (*M*=34.68, *SD*=7.99). The differences in the means produced a

small effect size (eta squared=.01), indicating small practical significance.

To assess research question 3, an independent-sample t-test was conducted to

compare level of intrinsic motivation between non-traditional and traditional students.

There was no significant difference in the mean scores for traditional (*M*=45.04,

SD=5.72) and non-traditional students (*M*=45.16, *SD*=5.71).

Table 2

Means, Standard Deviations, and Correlations

Variable	CVQ-P	CVQ-S	WPI-I
CVQ-P	—	.62*	.32*
CVQ-S	.62*	—	.33*
WPI-I	.32*	.33*	—
M- Trad.	36.58	37.35	45.04
SD-Trad.	7.84	7.16	5.72
Range-Trad.	13.00-48.00	12.00-48.00	21.00-58.00
M-Non-Trad.	34.68	33.82	45.16
SD-Non-Trad.	7.99	7.69	5.71
Range- Non-Trad.	15.00-48.00	19.00-48.00	27.00-58.00
Possible Range	12.00-48.00	12.00-48.00	15.00-60.00
Reliability-Trad.	.89	.87	.81
Reliability-Non-Trad.	.88	.86	.82

Note. CVQ-P = Career and Vocation Questionnaire - Presence; CVQ-S = Career and Vocation Questionnaire - Search; WPI-I = The Work Preference Inventory - Intrinsic;

* Correlation is significant at the 0.01 level (1-tailed).

Discussion

Summary

The goal of this study was to assist in defining calling, examine whether the variables of motivation are related to calling, and investigating the perception of calling by traditional and non-traditional college students. Results of the current study supported hypothesis A that presence of calling was significantly related to intrinsic motivation. The effort to establish a positive correlation between motivation and calling was established in this sample. However, findings showed that all components of calling were not related to motivation.

Unfortunately, there was no support from the results that showed search for calling had no relation to intrinsic motivation as stated in hypotheses c. In fact, the current data revealed that search for calling was significantly related to intrinsic motivation. In addition, results from this study cannot support the hypothesis for research question 2 stating that level of presence of calling differ between traditional and non-traditional college students. However, data did reveal a significant difference in presence of calling for traditional and non-traditional college students. What was found was that traditional students presented a higher level of presence of calling than non-traditional students. Of course, the practical difference between these groups was small, yet the distinction still existed.

In relation to research question 3, results supported the hypothesis that there would not be a significant difference in the level of intrinsic motivation between traditional and non-traditional college students. As for hypotheses b and research question 3, involving extrinsic motivation, no conclusion could be made due to the low level of reliability the subscale produced. Consequently, extrinsic motivation was excluding from analyses.

Regarding past research, these findings provide a challenge to the formal definition of calling that was established earlier in the literature review. Duffy and Sedlacek (2007) defined calling as a motivation from a particular life role to come from an external source (e.g., God or needs of society), yet from the present study, we find that both presence and search for calling had an apparent relation to intrinsic motivation. However, what source or sources of intrinsic motivation lead to a particular life role is still to be determined.

As hypothesized, the correlation between intrinsic motivation and calling suggests that calling is somewhat related to internal factors. Factors that Amabile et al. (1994) likes to refer to as self–determination, enjoyment and interest. Due to the incapacity to analyze extrinsic motivation scales only assumptions dealing with intrinsic motivation can be made from the results. Nevertheless, if calling is in fact related to internal factors this would lead to the idea that intrinsic motivation may increase subjective well being (e.g., satisfaction with life and purpose in life). Conclusively, there must be an assumption that the majority of those who feel called to a particular life role are solely intrinsically motivated. This also supports the findings in Byrd et.al (2007) which state that motivation to pursue religious, or non-religious goals enhance the sense of purpose,

16

increase self-efficacy (i.e. a person's belief in their own competency), and reduce negative affect or feelings. Those are characteristics that can be considered internal factors and could not have been produced from an outside source. This would also reinforce the interpretation made by Ryan and Deci (2000) about those who are intrinsically motivated being able to have better success in selecting a career path, or calling, based on their often fuller understanding of their competencies, as compared to those who are extrinsically motivated. This suggests that the more an individual knows about themselves and their qualities, the better chance they will have in finding their calling.

Previous research has not investigated the relationship between intrinsic motivation and calling. Because the present study findings revealed a positive correlation, further research between the two variables could be an important contribution. Knowing more about the nature of this relationship could aid in those wanting to achieve career satisfaction and fulfilling their career calling. College students and all other individuals will be able to understand what factors, externally or internally, has the most influence to their success in pursuit of a calling. Intrinsic motivation and calling's positive correlation indicate that in order to understand what one's calling is self-motivation and self-determination may be important factors.

Past research also suggested that college students are more secure in their career decision and thus have a stronger sense of presence of calling (Duffy and Sedlacek, 2007). There was a statistically significant difference in calling between traditional and non-traditional students, but the findings held little to what it could mean. It can then likely be assumed that a sense of presence of calling is potentially relevant to all students

17

and not just specifically to older or younger aged students. This could account for the reason no significant difference was found between the two groups in this study. In keeping with the conclusion made by Duffy and Sedlacek (2007), this would generalize that both groups show more decidedness, self clarity and less indecisiveness, because of the higher educational information in which they possess.

Although no former research was found that specifically examined the level of intrinsic motivation between younger and older groups of students, other studies did suggest that intrinsic motivation was a force that causes individuals to have a tendency to seek out novelty and challenges, explore, and learn (Ryan and Deci, 2000). This statement alone suggests that all higher education students hold some form of internal drive that leads them to take on the whole educational college experience, which is all about new challenges and discovery. Results of this study indicate no difference in level of intrinsic motivation between the groups of students. The two groups in this study may differ in age, yet, it seems there could be no difference in who has a higher level of presence of calling. The fact that they are all college students, whose reasons for pursuing a degree in higher education is to learn and explore, seemingly creates little or no variation in how they are motivated. With that said, an intrinsically motivated student might be more likely to achieve in college because they strive to discover their own capabilities and challenges rather than someone who attends college only to comply with others or an outside source.

Limitations and Future Research

While the present study provides some support for the research questions, limitations to this study should be taken into consideration in order to accurately

understand calling and motivation and for future use of the results. The study only allowed for participation from students at a single university. There was a disproportionate representation in the data collected from traditional students and female students made up majority of the participation. Lastly, in using the psychology department's SONA-system to recruit participants, it was largely advertised to students who were enrolled in psychology courses and used the survey to gain extra credit.

When the sample became increasingly disproportionately traditional students, additional recruitment methods were utilized and proved to be expediently helpful. Nevertheless, for the success of future studies using recruitment efforts that cast a wider net for collecting participation throughout all university departments may allow for a greater variety of involvement. This may also involve extending the collection of data over a longer period of time to include not only students currently enrolled, but also potential students who may start classes the following semester. Extending the time allowed to collect data could possibly gain more participation from those categorized as non-traditional students. Future studies might also examine presence and search for calling across different ethnic groups, majors, and college students versus working adults. Hence the reason for including additional demographic information of participants listed in Table 1 above. Also, classification (e.g. freshman vs. senior students) may also have implications for calling greater than those effects of traditional or non-traditional status. If these prospective studies are carried out and their findings prove to be valuable, the result could help in forming a more in-depth definition of career calling.

Also, other methods of data collecting, such as interviews, could be better suited for investigating a sense of calling. Such qualitative studies could benefit those in higher education to assist students in finding and or searching for their career calling.

Conclusion

In this study, presence and search for calling did in fact relate to motivation, specifically intrinsic motivation, and presence of calling did differ among an older and younger college students. Yet, the level of intrinsic motivation between traditional and non-traditional students did not significantly differ. With the continuing appearance of non-traditional students in higher education institutions it is important to see how similar and or dissimilar they compared to traditional students in relation to calling and motivation. Such research would better able college students of all ages to gain the right assistances from counselors and faculty as they pursue their career calling.

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Appendix A

Calling and Vocation Questionnaire (CVQ)

Instructions: Please indicate the degree to which you believe the following statements describe you, using the following scale. Please respond with your career as a whole in mind. For example, if you are currently working part time in a job that you don't consider part of your career, focus on your career as a whole and not your current job. Try not to respond merely as you think you "should" respond; rather, try to be as accurate and as objective as possible in evaluating yourself. If any of the questions simply do not seem relevant to you, "1" may be the most appropriate answer.

1 = Not at all true of me
2 = Somewhat true of me
3 = Mostly true of me
4 = Absolutely true of me

1. I believe that I have been called to my current line of work.
2. I'm searching for my calling in my career.
3. My work helps me live out my life's purpose.
4. I am looking for work that will help me live out my life's purpose.
5. I am trying to find a career that ultimately makes the world a better place.
6. I intend to construct a career that will give my life meaning.
7. I want to find a job that meets some of society's needs.
8. I do not believe that a force beyond myself has helped guide me to my career.
9. The most important aspect of my career is its role in helping to meet the needs of others.
10. I am trying to build a career that benefits society.
11. I was drawn by something beyond myself to pursue my current line of work.
12. Making a difference for others is the primary motivation in my career.
13. I yearn for a sense of calling in my career.
14. Eventually, I hope my career will align with my purpose in life.
15. I see my career as a path to purpose in life.
16. I am looking to find a job where my career clearly benefits others.
17. My work contributes to the common good.
18. I am trying to figure out what my calling is in the context of my career.
19. I'm trying to identify the area of work I was meant to pursue.
20. My career is an important part of my life's meaning.
21. I want to pursue a career that is a good fit with the reason for my existence.
22. I am always trying to evaluate how beneficial my work is to others.
23. I am pursuing my current line of work because I believe I have been called to do so.

24. I try to live out my life purpose when I am at work.

Calling and Vocation Questionnaire (CVQ) Subscales

Scale 1: Transcendent Summons—Presence

1. I believe that I have been called to my current line of work.
2. I was drawn by something beyond myself to pursue my current line of work.
3. I do not believe that a force beyond myself has helped guide me to my career. (R)
4. I am pursuing my current line of work because I believe I have been called to do so.

Scale 2: Transcendent Summons—Search

1. I'm searching for my calling in my career.
2. I yearn for a sense of calling in my career.
3. I am trying to figure out what my calling is in the context of my career.
4. I'm trying to identify the area of work I was meant to pursue.

Scale 3: Purposeful Work—Presence

1. My work helps me live out my life's purpose.
2. I see my career as a path to purpose in life.
3. My career is an important part of my life's meaning.
4. I try to live out my life purpose when I am at work.

Scale 4: Purposeful Work--Search

1. I am looking for work that will help me live out my life's purpose.
2. I intend to construct a career that will give my life meaning.
3. Eventually, I hope my career will align with my purpose in life.
4. I want to pursue a career that is a good fit with the reason for my existence.

Scale 5: Prosocial Orientation—Presence

1. The most important aspect of my career is its role in helping to meet the needs of others.
2. Making a difference for others is the primary motivation in my career.
3. My work contributes to the common good.
4. I am always trying to evaluate how beneficial my work is to others.

Scale 6: Prosocial Orientation—Search

1. I am trying to find a career that ultimately makes the world a better place.
2. I want to find a job that meets some of society's needs.
3. I am trying to build a career that benefits society.

4. I am looking to find a job where my career clearly benefits others.

(R) = reverse score.

Appendix B

Work Preference Inventory

1. I am not that concerned about what other people think of my work.
2. I prefer having someone set clear goals for me in my work.
3. The more difficult the problem, the more I enjoy trying to solve it.
4. I am keenly aware of the [goals I have for getting good grades.] [income goals I have for myself.]
5. I want my work to provide me with opportunities for increasing my knowledge and skills.
6. To me, success means doing better than other people.
7. I prefer to figure things out for myself.
8. No matter what the outcome of a project, I am satisfied if I feel I gained a new experience.
9.   I enjoy relatively simple, straightforward tasks.
10. I am keenly aware of the [GPA (grade point average)] [promotion] goals I have for myself.
11. Curiosity is the driving force behind much of what I do.
12. I'm less concerned with what work I do than what I get for it.
13. I enjoy tackling problems that are completely new to me.
14. I prefer work I know I can do well over work that stretches my abilities.
15. I'm concerned about how other people are going to react to my ideas.
16. I seldom think about [grades and awards.] [salary and promotions.]
17. I'm more comfortable when I can set my own goals.
18. I believe that there is no point in doing a good job if nobody else knows about it.
19. I am strongly motivated by the [grades] [money] I can earn.
20. It is important for me to be able to do what I most enjoy.
21. I prefer working on projects with clearly specified procedures.

22. As long as I can do what I enjoy, I'm not that concerned about exactly [what grades or awards I can earn.] [what I'm paid.]

23. I enjoy doing work that is so absorbing that I forget about everything else.

24. I am strongly motivated by the recognition I can earn from other people.

25. I have to feel that I'm earning something for what I do.

26. I enjoy trying to solve complex problems.

27. It is important for me to have an outlet for self-expression.

28. I want to find out how good I really can be at my work.

29. I want other people to find out how good I really can be at my work.

30. What matters most to me is enjoying what I do.

Note. Items 4, 10, 16, 19, and 22 are worded differently for students and adults; both are presented in brackets. Items 1, 9, 14, 16, and 22 are reverse scored. Items 3, 5, 7, 8, 9, 11, 13, 14, 17, 20, 23, 26, 27, 28, and 30 compose the Intrinsic Motivation Scale; items 1, 2, 4, 6, 10, 12, 15, 16, 18, 19, 21, 22, 24, 25, and 29 compose the Extrinsic Motivation Scale.

Appendix C

Demographic Form

1. Age: _____

2. Gender: ____Female

           ____Male

3. Ethnicity: (mark a choice below)

        ____African-American

        ____Asian/Pacific Islander

        ____Chicano/Latino/Hispanic

        ____East Indian

        ____Native American

        ____White Non-Hispanic/Caucasian

        ____Other_____

4. Classification: (mark a choice below)

  Freshman __   Sophomore __   Junior __   Senior __   Graduate Student __
Other __

5. Which USM Major is your first choice? (If undecided, write "undecided".)
_____

6. How well satisfied are you with your current major? (write in number from choices below) _____

    1. Well satisfied with choice

2. Satisfied, but have a few doubts

3. Not sure

4. Dissatisfied and intend to remain in my major

5. Dissatisfied and intend to change my major

6. Undecided about my future major/career

7. Have you ever declared a major at USM in the past?   Yes _____   No _____

8. What is the highest level of education achieved by your **mother**?

1. Doctoral or other Professional Degree (e.g., MD, JD, Aud. D, Pharm. D.)

2. Master's Degree or other graduate training

3. Bachelor's Degree

4. Associate's Degree

5. Some college

6. High school diploma

7. Some high school

8. Not sure

9. What is the highest level of education achieved by your **father**?

1. Doctoral or other Professional Degree (e.g., MD, JD, Aud. D, Pharm. D.)

2. Master's Degree or other graduate training

3. Bachelor's Degree

4. Associate's Degree

5. Some college

6. High school diploma

7. Some high school

8. Not sure

9. Are you completing this experiment for extra credit in a course?   Yes __   No__

10. Did you go straight from your high school/GED education into college? Yes __
No__

  If no, how long did you take off in between? ___ months ___ years

11. Before this enrollment in college, did you ever attend college before?

  If yes, when did you last attend college? _____ semester _____ year

  Did you receive a degree? Yes __   No__

Appendix D

THE UNIVERSITY OF
SOUTHERN MISSISSIPPI.

INSTITUTIONAL REVIEW BOARD
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NOTICE OF COMMITTEE ACTION

The project has been reviewed by The University of Southern Mississippi Institutional Review Board in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
- The risks to subjects are reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the "Adverse Effect Report Form".
- If approved, the maximum period of approval is limited to twelve months. Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: **11063003**
PROJECT TITLE: **Career Calling and Work Motivation in Traditional and Non-Traditional College Students**
PROJECT TYPE: **Undergraduate Honor Thesis**
RESEARCHER/S: **Cara Wells**
COLLEGE/DIVISION: **College of Education & Psychology**
DEPARTMENT: **Psychology**
FUNDING AGENCY: **N/A**
IRB COMMITTEE ACTION: **Expedited Review Approval**
PERIOD OF PROJECT APPROVAL: **07/25/2011 to 07/24/2012**

Lawrence A. Hosman

Lawrence A. Hosman, Ph.D.
Institutional Review Board Chair

7-26-2011
Date