CAREER INDECISION: A POSSIBLE EXPLANATION

FOR LOW RETENTION RATES

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ABSTRACT

This study surveyed undergraduate students in order to examine the relationships between career indecision and a number of different variables to see if certain characteristics led students to be more likely to experience career indecision. Then, we examined the relationships between four factors of career indecision and multiple dependent variables: academic fit, turnover cognitions, occupational commitment, and organizational commitment. Correlation analyses were used to determine relationships among the previously listed variables. Next, using the significant relationships, we created two regression equations, one for academic fit, and one for turnover cognitions. The variables that significantly predicted academic fit were three career indecision variables, neuroticism, openness to experience, and three vocational identity variables. The variables that significantly predicted turnover cognitions were the four career indecision variables, extroversion, three vocational identity variables, and satisficing. This research should add to the current body of research about career indecision, turnover and fit. It should also help academic advisors tailor their advising efforts to reach individual students in a more efficient and effective way.

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CHAPTER I: Introduction and Literature Review

Career indecision has become a widely studied topic in higher education. At 18 years old, students are asked to make a life-long career decision. For some, this may be an easy decision, but for others, this can be an incredibly daunting task, especially since there are now nearly 1,500 academic programs to choose from across the colleges and universities of the United States (Simon, 2012). Paired with the increasing costs of continuing education, the necessity for students to stick with their decision increases, even if it is not what they want to do. In order to help students in the most effective and efficient way, this research seeks to understand the different facets that make up career indecision.

Another rising issue in higher education is that of turnover/retention. In 2013, according to a report from ACT, Inc., the overall mean retention rate from the first year to the second year of college is 65.8 percent (ACT, Inc., 2013). Universities have become more concerned with the issue of retention, and are implementing initiatives in order to increase retention among their students. Educators and career counselors are seeking to help students choose a career/major, especially since declared students have higher retention rates than undeclared students. At Penn State, 80 percent of freshmen say they are not decided about their major, even if they have declared a major. According to Dr. Fritz Grupe, 50 percent of students who declare a major change their major at least one time, and according to the College Board, around 40 percent of students who begin a four year degree program are still working on that degree in their fifth and sixth year (Ronan, 2005). These numbers are startling, and have universities all

over the country talking about how to increase retention. This research will seek to find a link between career indecision and organizational commitment and turnover intentions. If universities are able to decrease students' career indecision, students may be more likely to persevere through school.

Career indecision can come in many different forms. It does not necessarily mean that a student cannot find a career of interest. It could mean that they are interested in too many options, or that they do not feel the need to decide on a career at this point in time. They may feel that their friends and family would not accept a career they are most interested in. Due to the complexity of career indecision, it is important to dig deeper to understand students on an individual level.

Career decision-making has been a commonly studied topic for quite some time (Brown & Rector, 2008). Researchers have studied multiple factors that relate to career indecision including personality (Burns, Morris, Rousseau, & Taylor, 2013), interest inventories (Tracey, 2008), the presence of a calling (Dik & Duffy, 2009; Duffy & Sedlacek, 2007), vocational identity (Porfeli, Lee, Vondracek, & Weigold, 2011), and maximization (Dahling & Thompson, 2012), in order to try to explain or predict it. This research will seek to find a relationship between a certain *type* of person based on personality, interests, decision-making style, vocational identity, and career decidedness. If career counselors are able to identify possible characteristics that inhibit the ability to make a career decision, they will be able to tailor their counseling techniques toward offering solutions to help those individuals struggling with career indecision.

Personality

Many researchers have sought to understand the link between different personality characteristics and level of career decidedness. According to Burns et al., (2013) career indecision is the inability to choose between the many choices of careers or majors. Burns et al. (2013) sought to understand why previous research yielded conflicting results regarding the relationship between each of the Big Five personality characteristics and career indecision. These researchers postulated that the only consistent finding among past research was a negative relationship between neuroticism and career indecision. Burns et al. (2013) posited that with a multidimensional view of career indecision (as opposed to the previously held unidimensional view), results would support a relationship between some of the other personality factors and career indecision.

In order to test their hypothesis, Burns et al (2013) tested three different models of the Career Decision Scale (CDS). The first model was unidimensional, the second was multidimensional with four factors, and the third was multidimensional with three factors. The second model identified the four factors as: (a) diffusion; (b) support; (c) approach-approach; and (d) external barriers. The third model identified three factors: (a) identity diffusion; (b) positive choice conflict; (c) and tentative decision. Results indicated that the model with three factors significantly improved upon the unidimensional model. The researchers then used this model to determine the relationships between personality and those three factors of career indecision and career indecision as a whole. Results indicated interesting significant results. Neuroticism had

a significant positive relationship with the overall career indecision measure, identity diffusion, and tentative decision. Openness was significantly negatively related to identity diffusion and tentative decisions, and significantly positively related to positive choice conflict. Agreeableness and conscientiousness were significantly negatively related to identity diffusion. Extraversion, agreeableness, conscientiousness, and openness were unrelated to overall career indecision.

Interests

Similar to personality, researchers also have sought to understand the combination of interests, based on Holland's RIASEC interest inventory, which leads an individual to experience higher levels of career indecision. Burns et al. (2013) sought to correlate the three dimensions of the CDS with the different interest categories. Results of this study indicated that enterprising, conventional, and realistic were significantly positively related to overall career indecision. Enterprising also was positively related to positive choice conflict and tentative decisions. Realistic and conventional were significantly positively related to all three of the career indecision factors. Artistic was significantly positively correlated with positive choice conflict. Social was significantly negatively related to identity diffusion.

Tracey (2008) also was interested in determining how the RIASEC model affected students' career decidedness. He studied students' level of commitment to the normative RIASEC model, and found that students who showed a stronger adherence to the normative RIASEC model showed higher levels of career decidedness and lower levels of career indecision. This means that individuals who did not organize their

thinking about interests and careers according to the RIASEC model were more likely to experience career indecision, and vice versa with students who showed higher levels of commitment to the normative model. Also, those who showed lower adherence to the normative model showed lower levels of career decidedness and higher levels of career indecision.

Career Indecision

Brown and Rector (2008) recognized the trend of attempting to find the combination of variables that explain why students experience career indecision. In order to consolidate the previous efforts, they sought to create a measure that combined all of the significant previous research. They realized that even though a plethora of research has been done on career indecision, that research was not making the impact it should in practical settings. By analyzing past research and combing the different variables, these authors consolidated the variables to create a more comprehensive measure. After performing a factor analysis on 35 different instruments, they discovered four underlying factors, and after refinement and continued research, the four factors were as follows: (a) Neuroticism/Negative Affectivity; (b) Choice/Commitment Anxiety; (c) Lack of Readiness; and (d) Interpersonal Conflicts. The variables that make up these four factors are presented in Table 1.

Table 1

CIP-65 Factors and Corresponding Variables

Neuroticism/Negative Affectivity	Trait Anxiety and Worry
	Self-Consciousness
	Vulnerability
	Depressive Affect
	Dependent Decision-Making Style
Choice/Commitment Anxiety	Need for Occupational Information
	Need for Self-Information
	Choice Anxiety and Discouragement
	Approach-Approach Conflict
	Inability to Commit
Lack of Readiness	Career Decision-Making Self-Efficacy Beliefs
	Planfulness and Conscientiousness
	Rational Decision-Making Style
Interpersonal Conflicts	

Adapted from "Career Indecision Profile-65 Supplement: Scoring instructions and normative information" by Carr, A. & Brown, S. D. (Manuscript not published).

The Neuroticism/Negative Affectivity factor covered facets of trait neuroticism that included the following: (a) trait anxiety and worry; (b) self-consciousness; (c) vulnerability; (d) and depressive affect (Carr & Brown). Items that addressed dependent decision-making style also loaded onto this factor. Participants who scored high on this factor probably deal with a negative view of themselves. Participants who score low on

this probably feel that they have some level of control over their situation and feel that they can handle stressful events such as choosing a career.

The second factor was Choice/Commitment Anxiety. This scale was made up of the following variables: (a) need for occupational information; (b) need for self-information; (c) choice anxiety and discouragement; (d) approach-approach conflict; (e) and inability to commit (Carr & Brown). Participants that score high on this factor had a difficult time making a decision because they felt their situation or interests may change in the future. Brown et al. (2012) posited that this scale may be related to the maximizing versus satisficing decision-making styles.

The third factor was Lack of Readiness, which was characterized by the variables (a) career decision-making self-efficacy beliefs; (b) planfulness and conscientiousness; (c) and rational decision-making style (Carr & Brown). High scorers on this scale most likely believed they cannot make a good career decision or have the ability to persevere through difficulties. They made intuitive decisions and did not focus on goal setting or planning as much as low scorers do. High scorers may be encountering their first experience with independent decision-making when making a career decision.

The fourth factor was Interpersonal Conflicts. This scale represented external barriers that participants encountered in their career decision-making process (Carr & Brown, n.d.). This could include issues with family or friends. Those who scored high on this scale experienced lower levels of support from their friends and family, and may have even felt they were receiving contradictory messages.

Maximization

  The concept of maximization was based off of Herbert Simon's work on bounded rationality. Simon posited that humans are not able to make the *optimal* decision due to the inability to consider every possible alternative to a situation; therefore, people will use decision-making strategies. Schwartz (2000) recognized three problems that occur as an individual faced an increasing number of choices. First, as options were added, the individual obtained information about each of the options. Second, the individual's expectations continued to increase as their awareness of better choices came to their attention. Third, the individual felt pressure to make a favorable choice. Making a less than favorable choice would be seen as failure since the individual was exposed to so many good options.

  However, Schwartz et al. (2002) explained that people do not necessarily need to experience these negative psychological effects in response to an increasing number of choices. A person's response depends on whether they are a maximizer or a satisficer. Maximizing is the process whereby one attempts to consider all possible choices in order to select the best option. It may seem that maximizers would be more satisfied with their decisions since they took time to weigh all the possible options before determining which one was the absolute best, but research has shown this is not the case (Dahling & Thompson, 2012). Maximizers will most likely experience negative psychological effects since it is usually impossible to examine all options when making a decision. When they finally decide on an option, they will wonder if they should have searched more to find a better option. For the maximizer the "potential for regret is ever present,

because the question the maximizer is asking him- or herself is not 'is this a good outcome?' but 'is this the best outcome?'" (Schwartz et al., 2002, p. 1174). On the other hand, satisficing is choosing the first acceptable option that comes in the searching process. After the satisficer has made an acceptable decision, as more options become available, it will not have an effect on them. The potential negative side effects of more options seem to be relatively small for satisficers. In relation to career decision-making, the concepts of maximizing and satisficing are especially relevant. As mentioned before, students are choosing from among over 1,500 majors, and that number is continuing to grow. The decision-making strategy that students choose could determine their level of satisfaction with their chosen major.

With this in mind, Dahling and Thompson (2012) studied the effects of the maximizing decision-making style on academic and career related attitudes in both students and professionals. They found that maximization was significantly positively related to negative affect and major turnover cognitions, and significantly negatively related to satisfaction with major, perceived fit with major, and career decision self-efficacy. Results also indicated that negative affect fully mediated the relationships between maximization and academic major satisfaction, perceived fit with the major, and partially mediated the relationship between maximization and career decision self-efficacy. These results implied that students who employ a maximizing decision-making style were likely to experience challenges and were likely to have difficulty in deciding on a career while they are in college. The mediating relationship of negative affect also

indicated that students who chose this decision-making style were more likely to have feelings of regret and frustration after they made an academic decision.

Calling

Some individuals seek a practical career choice, but others feel that they have been "called" to their chosen career. According to Dik and Duffy (2009), a calling is "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." In relation to career decision-making, calling is an external factor to the individual.

Duffy and Sedlacek (2007) found that the presence of a calling was significantly positively correlated with decidedness, choice comfort, self-clarity, and choice-work salience. These findings indicated that students who said they had a career calling had a good sense of who they were and what their interests and abilities were, felt confident in making career-related decisions, and were firm in the areas they had chosen for their career. Students were also more likely to feel their career choice was meaningful. Galles and Lenz (2013) found that students who had a high vocational identity and low levels of negative thinking were more likely to indicate they had a calling. Based on this research, calling is seen as an important factor in relationship to career indecision.

Vocational Identity

The final variable is vocational identity. Research has shown that forming a vocational identity was an incredibly important factor for adolescents and young adults in industrialized countries (Porfeli et al., 2011), so much so that it played a key role in overall identity development. Most research on vocational identity development stems from Marcia's (1966) research. Marcia (1966) posited that there were four identity statuses and the two central processes that make up each status were exploration and achievement. The four identity statuses are: (a) achieved (high exploration, high commitment); (b) moratorium (high exploration, low commitment); (c) foreclosed (low exploration, high commitment); (d) and diffused (low exploration, low commitment).

The achieved status is most desirable since it denotes that one has found a role that they have explored and have a strong commitment to. Marcia (1966) explained that in order for one to reach the achieved status, one must have gone through a crisis, thoroughly explored alternative options, and come to a decision on their own. They are committed to their decision. On the opposite end of the spectrum is the diffused person. They lacked commitment to an occupation or ideology, and had not necessarily experienced a crisis. They had most likely done little research on potential occupations of interest, and had not decided on one. The person in the moratorium stage was in the crisis period. The difference between someone in this stage versus the diffused stage was an active effort to make a commitment. They were still likely to consider outside influences, like society or parental influences, when attempting to make their decision. In the foreclosure stage, there was high commitment, but the individual had not yet

experienced a crisis. Their decision was most likely based off someone else's expectations of them and what they should do. If they were faced with a crisis situation where their values were challenged, it was extremely difficult for them.

More recently, researchers identified a third factor to be added to the vocational identity dimensions of exploration and commitment: reconsideration of commitment. Reconsideration of commitment captures the process of letting go of current commitments, considering alternatives and once again committing to the in-breadth exploration (Crocetti, Rubini, Luyckx, & Meeus, 2008). After further research on the reconsideration of commitment variable, Porfeli et al. (2011) saw the need to expand it into two factors: career self-doubt and career commitment flexibility. Career self-doubt was characterized by worrying about a chosen career choice, and could hinder further career exploration. A person experiencing high levels of career self-doubt will most likely have a difficult time making a career decision. Career commitment flexibility was defined as, "an active and ongoing consideration of alternatives and a recognition and acceptance that one's career choice, interests, and values might change in the future as a consequence of learning and experience" (Porfeli et al., 2011, p. 857). Due to the increasing number of people who work multiple jobs throughout their career, individuals may need to take an adaptive approach to their vocational identity formation. Those who showed higher levels of career commitment flexibility were most likely younger people who were open to learning and gaining experience.

Based on this research we believe that certain types of students, based on their personality, interests, decision-making style, whether or not they claim to have calling,

and vocational identity will be more likely to experience higher levels of career indecision. Building on that, we believe that students who experience higher levels of career indecision will likely have higher turnover intentions, lower academic fit, and lower organizational and occupational commitment. See Figure 1 for the visual representation of these proposed relations.
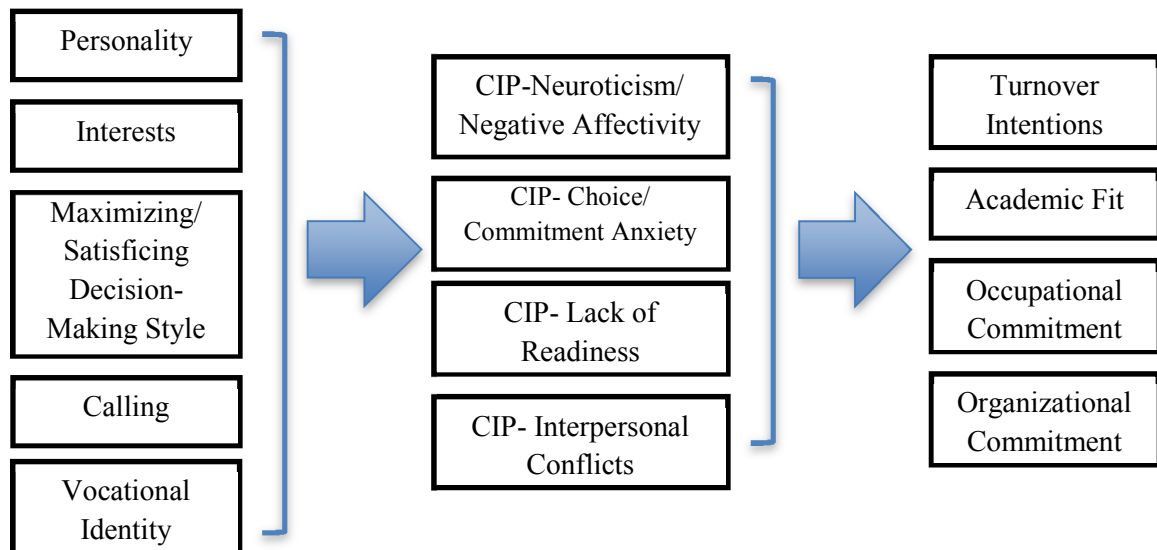
Figure 1. Visual Explanation of Hypothesized Relationships

As a result of this, the hypotheses include:

1. Students with lower levels of Conscientiousness (IPIP) will be more likely to experience career indecision.

2. Students with lower levels of Agreeableness (IPIP) will be more likely to experience career indecision.

3. Students with higher levels of Neuroticism (IPIP) will be more likely to experience career indecision.

4. Higher levels in the realistic area (RIASEC) will be more likely to experience career indecision.

5. Higher levels in the enterprising area (RIASEC) will be more likely to experience career indecision.

6. Higher levels in the conventional area (RIASEC) will be more likely to experience career indecision.

7. Students with higher levels of maximization (Maximization Inventory) will be more likely to experience career indecision.

    a. Satisficing

    b. Decision Difficulty

    c. Alternative Search

8. Calling (Brief Calling Scale)

    a. The presence of a calling will be positively related to career decidedness.

    b. The presence of a calling will be positively related to academic fit and negatively related to turnover intentions.

    c. The presence of a calling will be positively related to occupational and organizational commitment.

9. The Career Reconsideration factor of the Vocational Identity Status Assessment will be positively related to career indecision, negatively related to organizational and occupational commitment, positively related to turnover intentions, and negatively related to academic fit.

10. CIP- Neuroticism/Negative Affectivity

    a. High scores in this area will be negatively related to academic fit and positively related to turnover intentions.

    b. High scores will be negatively related to occupational and organizational commitment.

11. CIP- Choice/Commitment Anxiety

    a. High scores in this area will be negatively related to academic fit and positively related to turnover intentions.

    b. High scores will be negatively related to occupational and organizational commitment.

12. CIP-Lack of Readiness

    a. High scores in this area will be negatively related to academic fit and positively related to turnover intentions.

    b. High scores will be negatively related to occupational and organizational commitment.

13. CIP-Interpersonal Conflicts

    a. High scores in this area will be negatively related to academic fit and positively related to turnover intentions.

    b. High scores will be negatively related to occupational and organizational commitment.

14. High levels of career indecision will be negatively related to academic fit and positively related to turnover intentions.

15. High levels of career indecision will be negatively related to occupational and organization commitment.

CHAPTER II: Methods

Participants

The participants for this study were 446 students from Middle Tennessee State University (MTSU) in Murfreesboro, Tennessee. The participants were all recruited from the SONA system research pool at MTSU. Of the students who completed the demographics section of the survey, 40% were male (n=173) and 60% were female (n=263). The average age of participants was 19.97 (SD=3.79), 53% (n=236) were freshman, and 28% (n=124) were sophomores in college. Other demographic information was obtained from participants including race, GPA, major GPA, where they currently live, how decided they are about their career direction, how important making a career decision is, when they started at MTSU, educational goal, expected occupation, mother's and father's level of education, and mother's and father's occupation. In order to take this study, participants had to be a student at MTSU. The complete survey is in Appendix A.

Measures

Career Indecision Profile-65. The Career Indecision Profile-65 (CIP-65) (Hacker, Carr, Abrams, & Brown, 2013) was developed to measure four factors of career indecision: (a) Neuroticism/Negative Affectivity; (b) Choice/Commitment Anxiety; (c) Lack of Readiness; (d) and Interpersonal Conflicts. The original authors determined these four factors after combining 35 measures that measured a total of 37 different variables that relate to career indecision. The CIP-65 is an abbreviated version developed

by the original authors and has 65 items. Reliability studies yielded Cronbach alpha scores for all four scales ranging from .87 to .98. Hacker et al. (2013) also found that each of the four factors significantly correlated with a self-reported measure of career decidedness. The rating scale is a 5-point scale that ranges from 1 (*strongly disagree*) to 5 (*strongly agree*). A score was computed for each of the four factors by averaging the scores of the items in each factor.

Brief Calling Scale. The Brief Calling Scale (BCS) (Dik, Eldridge, Steger, & Duffy, 2012) is a 4-item scale that examines calling as a variable with two factors. According to the authors, this scale determines whether someone identifies the presence of a calling or someone who identifies they are searching for a calling. The BCS defines calling as "a person's belief that she or he is called upon (by the needs of society, one's own inner potential, by God, by a Higher Power, etc.) to do a particular kind of work" (Dik et al., 2012, pg. 260-261). Dik et al. (2012) reported Cronbach's alpha of .79 for the BCS. The rating scale is a 5-point scale that ranges from 1 (*not at all true of me*) to 5 (*totally true of me*). A score was computed for the two calling factors by summing the items in each factor.

Maximization Inventory. The Maximization Inventory (Turner, Rim, Betz, & Nygren, 2012) captures three facets of maximization: Satisficing, Decision Difficulty, and Alternative Search. The satisficing factor consists of 10 items, the decision difficulty factor consists of 12 items and the alternative search factor consists of 12 items. Satisficing has shown to be a positive behavior, and decision difficulty is a negative behavior. These three factors were identified through factor analysis. Turner, Rim, Betz,

and Nygren (2012) found Cronbach's alpha values of 0.89 for decision difficulty, 0.82 for alternative search and 0.72 for satisficing. The rating scale is a 6-point scale that ranges from 1 (*strongly disagree*) to 6 (*strongly agree*). The score is computed by averaging the items in each sub scale.

O*NET Interest Measure. The O*Net Interest measure is based off Holland's well-known RIASEC Interest measure, but is open for anyone to take it on the O*NET website. Participants are given a score based off their answers to a 60-question measure, which evaluates them on the basis of six interest areas: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The rating scale is a 5-point scale that ranges from 1 (*strongly dislike*) to 5 (*strongly like*). The score is computed by averaging the items in each sub scale (U.S. Department of Labor Employment and Training Administration, 2000).

IPIP. This is the 50-item IPIP (International Personality Item Pool, n.d.) representation of the Goldberg (1992) markers for the big-five personality structure, which are openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. The alpha coefficients for the five factors range from .77 to .86, respectively. Participants rate themselves according to their level of how much a statement describes them using a 5-point scale ranging from 1 (*very inaccurate*) to 5 (*very accurate*). The score is computed by averaging the items in each sub scale.

Vocational Identity Status Assessment (VISA). The VISA measure is based originally from Marcia's (1996) research on vocational identity. The three dimensions are career exploration, commitment, and reconsideration, totaling a number of 30 items.

There are also six sub-scales, two within each of the main three scales: career reconsideration (in-breadth career exploration and in-depth career exploration); career commitment (career commitment making and identification with career commitment); career reconsideration (career self-doubt and career flexibility). The rating scale is a 5-point scale that ranges from 1 (*strongly disagree*) to 5 (*strongly agree*). The coefficient alphas for the subscales range from .79 to .82. The scores for this scale are computed by averaging the scores for each scale and sub-scale.

Occupational and Organizational Commitment Scale. The Occupational and Organizational Commitment Scale (Meyer, Allen, & Smith, 1993) is comprised of three types of commitment: affective, continuance, and normative commitment. The affective commitment scale has an alpha of .85, the continuance commitment scale has an alpha of .83, and the normative commitment scale has an alpha of .77. There are 36 total items in this scale. The rating scale is a 7-point scale that ranges from 1 (*strongly disagree*) to 7 (*strongly agree*). The scores for this scale are computed by averaging the scores for the subscales.

Turnover Cognitions Scale. The Turnover Cognitions Scale (Bozeman & Perrewé, 2001) consists of 5 items, and participants rate their agreement on a scale of 1 (*strongly disagree*) to 5 (*strongly agree*). The intent is to determine students' intent to continue with their current major. The scale showed a reliability estimate of .90 and .94 in two studies done by the authors. The score is computed by averaging the items in the scale.

Academic Fit Scale. The Academic Fit Scale (Schmitt et al., 2008) determines how well a student feels they have chosen the right major based on their goals, interests, and strengths. The rating scale is a 5-point scale that ranges from 1 (*strongly disagree*) to 5 (*strongly agree*). It consists of 6 items and has an alpha coefficient of .75.

Procedure

Students provided informed consent in order to participate in the study. They were then directed to an online Qualtrics survey that included all the measures. Participants were asked to be completely honest, and were reassured that their information will be kept as confidential as possible. Five manipulation checks were used to establish more reliable data and discourage participants from rushing through. This study used only participants who got 4 or 5 of the 5 manipulation checks correct. The data were stored through Qualtrics and then analyzed in SPSS.

Analyses

The data were analyzed mostly using correlations. The analyses were used to determine relationships among the variables included in the hypotheses. Additional analyses were conducted using hierarchical linear regression to predict turnover cognitions and academic fit.

CHAPTER III: Results

Reliability

As a part of the analyses, reliabilities for each of the scales were calculated. Reliabilities were similar to previous research. See Appendix B for the table that outlines the reliabilities for the scales and subscales that were used in this research.

Personality

Hypothesis 1: Students with lower levels of Conscientiousness (IPIP) will be more likely to experience career indecision.

Hypothesis 2: Students with lower levels of Agreeableness (IPIP) will be more likely to experience career indecision.

Hypothesis 3: Students with higher levels of Neuroticism (IPIP) will be more likely to experience career indecision.

Correlation analyses were conducted to test if there was a significant relationship between three personality variables (conscientiousness, agreeableness, and neuroticism) and the four factors of career indecision. Table 2 lists the descriptive statistics for the personality variables and Table 3 lists the correlations for each of the relationships. The three personality variables all had significant correlational relationships with each of the four career indecision factors, which means these three hypotheses were fully supported. Conscientiousness was negatively related to career indecision, meaning that students who showed lower levels of conscientiousness were more likely to experience higher levels career indecision in all four factors. Similarly, agreeableness was negatively related to career indecision, meaning that students with lower levels of agreeableness were more

likely to experience higher levels of career indecision. Neuroticism was positively

related to career indecision, meaning that students exhibiting higher levels of neuroticism

also showed higher levels of career indecision.

Table 2
Descriptive Statistics for Personality Variables

	N	*M*	*SD*
Conscientiousness	440	3.62	.70
Agreeableness	443	3.80	.59
Neuroticism	442	2.55	.82

Table 3
Personality and Career Indecision (CIP) Correlations

	Neg. Affect	Choice Anx.	Lack of Readiness	Interp. Conflict
IPIP- Conscientiousness	-.428**	-.323**	-.549**	-.210**
IPIP-Agreeableness	-.259**	-.193**	-.232**	-.154**
IPIP-Neuroticism	.724**	.350**	.426**	.225**

** Signifies the relationship is significant at the .01 level

Interests

Hypothesis 4: Higher levels in the realistic area (RIASEC) will be more likely to

experience career indecision.

Hypothesis 5: Higher levels in the enterprising area (RIASEC) will be more likely to

experience career indecision.

Hypothesis 6: Higher levels in the conventional area (RIASEC) will be more likely to experience career indecision.

Correlation analyses were conducted to test if there was a significant relationship between the three interest variables and the four factors of career indecision. Table 4 shows the descriptive statistics for the RIASEC Interest variables and Table 5 lists the correlations for each of the relationships. These hypotheses were partially supported since there were significant relationships with choice/commitment anxiety; however, the correlations were weak and not noteworthy.

Table 4
Descriptive Statistics for O*NET RIASEC Interests

	N	M	SD
Realistic	446	2.38	.84
Enterprising	446	3.08	.80
Conventional	444	2.43	.73

Table 5
Interests and Career Indecision Correlations

	Neg. Affect	Choice Anx.	Lack of Readiness	Interp. Conflict
Realistic	-.072	.103*	.085	.021
Enterprising	-.049	.158**	-.072	-.007
Conventional	-.008	.176**	-.014	-.011

** Signifies the relationship is significant at the .01 level

Maximization

Hypothesis 7: Students with higher levels of maximization (Maximization Inventory) will be more likely to experience career indecision.

Correlation analyses were conducted to test if there was a significant relationship between the three factors of maximization (satisficing, decision difficulty, and alternative search) and the four factors of career indecision. Descriptive statistics for the three Maximization variables can be found in Table 6 and Table 7 lists the correlations for each of the relationships. The satisficing scale was significantly negatively related to three of the four career indecision scales. This indicates that students lower levels of career indecision also tended to use the satisficing decision-making style. Although this is contrary to the original hypothesis, satisficing is a healthy decision-making style, so it makes sense that it would be negatively related to the career indecision scales. Most notable are the negative relationship between satisficing and lack of readiness and the positive relationship between decision difficulty and neuroticism/negative affectivity. The relationship between satisficing and lack of readiness means that those who were more likely to use the satisficing decision-making style were more likely to feel that they could make a career decision and face the obstacles that come with making that decision. This supports the fact that students who chose a healthier decision-making style are more likely to feel ready to make a career decision. Next, the significant positive relationship between decision difficulty and the CIP-measure of neuroticism/negative affectivity means that students who are more anxious have a hard time making decisions.

Table 6

Descriptive Statistics for Maximization Factors

	N	M	SD
Satisficing	444	4.86	.52
Decision Difficulty	442	3.83	.79
Alternative Search	444	4.12	.77

Table 7

Maximizing Decision-Making Style and Career Indecision Correlations

	Neg. Affect	Choice Anx.	Lack of Readiness	Interp. Conflict
Satisficing	-.128**	-.077	-.496**	-.143**
Decision Difficulty	.663**	.467**	.246**	.258**
Alternative Search	.182**	.077	-.245**	.034

** Signifies the relationship is significant at the .01 level

Calling and Vocational Identity

Hypothesis 8a: The presence of a calling will be positively related to career decidedness.

Hypothesis 8b: The presence of a calling will be positively related to academic fit and negatively related to turnover cognitions.

Hypothesis 8c: The presence of a calling will be positively related to occupational and organizational commitment.

Hypothesis 9: The Career Reconsideration factor of the Vocational Identity Status Assessment will be positively related to career indecision, negatively related to

organizational and occupational commitment, positively related to turnover cognitions, and negatively related to academic fit.

Relationships with Career Indecision

Correlation analyses were conducted to test if there was a significant relationship between calling and the four factors of career indecision and career reconsideration and career indecision. Table 8 provides the descriptive statistics for the Brief Calling Scale, Table 9 includes the description statistics for the factors of vocational identity, and Table 10 lists the correlations for the relationships between calling and the four factors of career indecision and the 3 main factors and six sub factors of vocational identity and four factors of career indecision. Hypothesis 8a was partially supported. Higher scores on the presence of a calling were negatively related to three of the four factors of career indecision. This means that those who indicated they had a calling were less likely to experience career indecision, especially in the area of lack of readiness.

For hypothesis 9, career reconsideration (VISA) was positively related to all four factors of career indecision, meaning that those who have greater self-doubt and indicated they were likely to change their career choice were more likely to experience career indecision in all four areas and dimensions. The strongest relationship was with the choice/commitment anxiety career indecision factor, meaning that those with higher levels of choice/commitment anxiety were more likely to experience career indecision, or those considering changing their career had the most anxiety.

Table 8

Descriptive Statistics for Brief Calling Scale

	N	M	SD
BCS Presence	444	7.05	2.14
BCS Search	446	5.38	2.52

Table 9

Descriptive Statistics for VISA

	N	M	SD
Career Reconsideration	446	2.51	.76
Career Flexibility	446	2.77	.90
Career Self-Doubt	446	2.25	.78
Career Commitment	446	3.75	.67
Identification with Career Commitment	446	4.05	.63
Career Commitment Making	445	3.45	.85
Career Exploration	446	3.60	.61
In-Depth Career Exploration	446	3.95	.62
In-Breadth Career Exploration	446	3.24	.90

Table 10

Correlations between CIP and BCS and VISA

	Neg. Affect	Choice Anx.	Lack of Readiness	Interp. Conflict
BCS-Presence	-.139**	-.085	-.481**	-.162**
BCS- Search	.201**	.485**	.154**	.190**
VISA-Career Reconsideration	.398*	.795**	.372**	.409**
Career Flexibility	.310**	.739**	.263**	.301**
Career Self- Doubt	.423**	.706**	.426**	.454**
VISA-Career Commitment	-.204**	-.650**	-.415**	-.287**
Identification with Career Commitment	-.225**	-.508**	-.443**	-.307**
Choice Commitment Making	-.157**	-.651**	-.330**	-.227**
VISA- Career Exploration	-.028	.354**	-.236**	.078
In-Depth Career Exploration	-.122*	-.105*	-.421**	-.101*
In-Breadth Career Exploration	.047	.551**	-.028	.176**

* Signifies the relationship is significant at the .05 level

** Signifies the relationship is significant at the .01 level

Relationships with Academic Fit and Turnover Cognitions

Correlation analyses were conducted to test if there was a significant relationship between calling and career reconsideration and academic fit and turnover cognitions. Table 11 describes the correlations between turnover cognitions and academic fit and calling and vocational identity. Hypothesis 8b was fully supported. The presence of a calling was significantly positively related to academic fit and significantly negatively related to turnover cognitions. This means that students who indicated they have a

calling to their career were more likely to feel they fit at MTSU and were less likely to quit their major. Career reconsideration was also significantly positively related to turnover cognitions and significantly negatively related to academic fit. This means that students who showed higher levels of career reconsideration were more likely to think about changing their major and less likely to feel that they fit at MTSU and fit with their major.

Table 11

Correlations between Turnover Cognitions and Academic Fit and BCS and VISA

	Turnover Cognitions	Academic Fit
BCS-Presence	-.303**	.345**
BCS- Search	.293**	-.201**
VISA-Career Reconsideration	.560**	-.456**
Career Flexibility	.513**	-.356**
Career Self-Doubt	.506**	-.483**
VISA-Career Commitment	-.516**	.482**
Identification with Career Commitment	-.427**	.485**
Choice Commitment Making	-.502**	.404**
VISA- Career Exploration	.152**	.094*
In-Depth Career Exploration	-.181**	.375**
In-Breadth Career Exploration	.330**	-.131**

* Signifies the relationship is significant at the .05 level

** Signifies the relationship is significant at the .01 level

Relationships with Occupational and Organizational Commitment

Correlation analyses were conducted to test if there was a significant relationship between calling and occupational and organizational commitment and career reconsideration and occupational and organizational commitment. In their research, Meyer, Allen and Smith (1991) identified three aspects of commitment: affective, normative, and continuance commitment. Affective commitment refers to the desire to stay with an organization or occupation. Normative commitment refers to staying with an organization or occupation because they feel that they should. Continuance commitment describes the need to stay with an organization or occupation. Table 12 illustrates the correlations between occupational commitment and calling and vocational identity. The presence of a calling was positively related most notably with affective occupational commitment. This means that students who indicated they feel called to their career were more likely to want to stay with their major. Career reconsideration also had a strong significant relationship with affective occupational commitment. Since the relationship was negative, this means that students who showed greater self-doubt and career flexibility were less likely to show a strong desire to remain in their major. Table 13 shows the correlations between organizational commitment and calling and vocational identity.

The presence of a calling was significantly positively related to affective and normative organizational commitment, but the correlations were weak. Career reconsideration was also related to affective and continuance was also significantly

negatively related to both affective occupational and organizational commitment, but the correlations were weak for these relationships too.

Table 12
Correlations between Occupational Commitment and BCS and VISA

	Affective	Normative	Continuance
BCS-Presence	.351**	.107*	.048
BCS- Search	.-277**	.054	.070
VISA-Career Reconsideration	-.563**	-.043	.052
Career Flexibility	-.450**	-.075	.010
Career-Self Doubt	-.585**	.003	.090
VISA-Career Commitment	.592**	.233**	.105*
Identification with Career Commitment	.561**	.187**	.035
Choice Commitment Making	.521**	.229**	.140**
VISA- Career Exploration	.032	.058	-.020
In-Depth Career Exploration	.311*	.132**	.019
In-Breadth Career Exploration	-.172**	-.013	-.040

* Signifies the relationship is significant at the .05 level

** Signifies the relationship is significant at the .01 level

Table 13

Correlations between Organizational Commitment and BCS and VISA

	Affective	Normative	Continuance
BCS-Presence	.108*	.099*	.014
BCS- Search	-.006	.039	.102*
VISA-Career Reconsideration	-.145**	-.011	.138**
Career Flexibility	-.084	-.013	.119*
Career-Self Doubt	-.187**	-.007	.134**
VISA-Career Commitment	.193**	.174**	.041
Identification with Career Commitment	.231**	.168**	-.003
Choice Commitment Making	.134**	.151**	.067
VISA- Career Exploration	.247**	.176**	.118*
In-Depth Career Exploration	.240**	.186**	.107*
In-Breadth Career Exploration	.168**	.110*	.085

* Signifies the relationship is significant at the .05 level

** Signifies the relationship is significant at the .01 level

Career Indecision

Hypothesis 10a: High scores in the area of neuroticism/negative affectivity will be negatively related to academic fit and positively related to turnover cognitions.

Hypothesis 11a: High scores in the area of choice/commitment anxiety will be negatively related to academic fit and positively related to turnover intentions.

Hypothesis 12a: High scores in the area of lack of readiness will be negatively related to academic fit and positively related to turnover cognitions.

Hypothesis 13a: High scores in the area of interpersonal conflicts will be negatively related to academic fit and positively related to turnover cognitions.

Relationships with Academic Fit and Turnover Cognitions

Correlation analyses were conducted to test if there was a significant relationship between the four factors of career indecision and academic fit, turnover cognitions, and occupational and organizational commitment. The correlations are in Table 14 for the relationships between the factors of career indecision and academic fit and turnover cognitions. Neuroticism/Negative affectivity was significantly negatively related to academic fit, but not significantly related to turnover cognitions. This means that those who had higher levels of neuroticism/negative affectivity were less likely to feel they had chosen the right major based on their goals, interests, and strengths.

Choice/commitment anxiety was significantly negatively related to academic fit and significantly positively related to turnover cognitions. This means that students who have anxiety about making a career decision were less likely to feel that they fit at MTSU and fit with their major, and more likely to think about changing their major.

Lack of Readiness was significantly negatively related to academic fit and significantly positively related to turnover cognitions. This means that students who do not have confidence in their ability to make a career decision or do not feel that they can persevere through obstacles were less likely to feel that they fit at MTSU or with their major. Similarly, those same students were more likely to think about changing their major.

Interpersonal conflicts were significantly negatively related to academic fit and significantly positively related to turnover cognitions. This means that students who reported they have conflict with significant others regarding their career choice were less likely to feel that they fit at MTSU and fit with their major, and more likely to think about changing their major.

Relationships with Occupational and Organizational Commitment

Hypothesis 10b: High scores in the area of neuroticism/negative Affectivity will be negatively related to occupational and organizational commitment.

Hypothesis 11b: High scores in the area of choice/commitment anxiety will be negatively related to occupational and organizational commitment.

Hypothesis 12b: High scores in the area of lack of readiness will be negatively related to occupational and organizational commitment.

Hypothesis 13b: High scores in the area of interpersonal conflicts will be negatively related to occupational and organizational commitment.

Correlation analyses were conducted to test if there was a significant relationship between the four factors of career indecision and occupational and organizational commitment. Table 14 describes the correlations between the career indecision factors and occupational and organizational commitment.

Although there were a few significant relationships, the most notable are the relationships with affective occupational commitment. Neuroticism/Negative affectivity

was significantly negatively related to affective occupational commitment. This means that students with higher levels of neuroticism/negative affectivity were less likely to feel the desire to stay with their chose major.

Choice/commitment anxiety was significantly negatively related to affective occupational commitment, meaning that students who reported having anxiety about making career decisions were less likely to want to stay with their major.

Lack of Readiness was also significantly related to affective occupational commitment. This means that those students who scored higher on the lack of readiness scale were less likely to feel satisfied to stay with their major.

Interpersonal conflicts also had a significant negative correlation with affective occupational commitment. This means that those who had higher levels of interpersonal conflicts were less likely to be satisfied with their major.

Table 14

Correlations between CIP and Academic Fit, Turnover Cognitions, Occupational Commitment, and Organizational Commitment

	Neg. Affect	Choice Anx.	Lack of Readiness	Interp. Conflict
Academic Fit	-.168**	-.415**	-.418**	-.242**
Turnover Cognitions	.088	.505**	.248**	.286**
Affective Occupational Commitment	-.246**	-.491**	-.354**	-.288**
Normative Occupational Commitment	.185**	-.036	.019	.109*
Continuance Occupational Commitment	.193**	.032	.054	.123*
Affective Organizational Commitment	-.170**	-.071	-.223**	-.066
Normative Organizational Commitment	.034	.010	-.079	.056
Continuance Organizational Commitment	.208**	.134**	.027	.125**

*Signifies the relationship is significant at the .05 level
** Signifies the relationship is significant at the .01 level

Perceived Career Indecision

Hypothesis 14: High levels of career indecision will be negatively related to academic fit and positively related to turnover cognitions.

Hypothesis 15: High levels of career indecision will be negatively related to occupational and organization commitment.

Correlation analyses were conducted to test if there was a significant relationship between perceived career indecision and academic fit, turnover cognitions, and occupational and organizational commitment. Table 15 describes the correlations between perceived career indecision and academic fit, turnover cognitions, and

occupational and organizational commitment. Perceived levels of career decidedness were significantly negatively correlated with turnover cognitions and significantly positively related to academic fit. This means that students who indicated that they were more decided about their career direction were less likely to want to leave their major and more likely to feel that they had chosen the right major based on their goals, interests, and strengths.

The most notable relationship between perceived career decidedness and occupational and organizational commitment was a strong positive relationship with affective occupational commitment. This means that those who indicated they were decided about their career choice were more likely to be satisfied with their major.

Predicting Academic Fit

In an attempt to predict academic fit, a hierarchical regression analysis was conducted. In this model, we imagined that career indecision would be the primary variable that predicted turnover cognitions, and the others may be mediating variables. The variables were entered in two blocks. Initially, the first block included the four factors of career indecision. The second block included the four factors of career indecision, five personality variables, three maximization variables, two calling variables, and six vocational identity variables. Of those variables, three of the career indecision factors were significant in the first block: neuroticism/negative affectivity, choice/commitment anxiety, and lack of readiness.

In the second block, the three career indecision variables were still significant, as well as neuroticism, openness to experience, satisficing, in-depth career exploration, and

career self-doubt. Total R square for the model was .394. Table 16 includes the model

summary, and Table 17 lists the information for each of the variables.

Table 15
Correlations between Perceived Career Decidedness and Importance of making a decision with Fit, Turnover, and CIP

	Perceived career decidedness	Importance of making a career decision
Academic Fit	.428**	.031
Turnover Cognitions	-.536**	-.038
Affective Occupational Commitment	.544**	.044
Normative Occupational Commitment	.170**	.176**
Continuance Occupational Commitment	.091	.131**
Affective Organizational Commitment	.115*	.112*
Normative Organizational Commitment	.087	.116*
Continuance Organizational Commitment	-.031	.118*
CIP- Neuroticism/Negative Affectivity	-.158**	.054
CIP- Choice/Commitment Anxiety	-.634**	.025
CIP- Interpersonal Conflict	-.211**	-.009
CIP- Lack of Readiness	-.289**	-.211**

* Signifies the relationship is significant at the .05 level
** Signifies the relationship is significant at the .01 level

In order to further investigate the positive relationship between

neuroticism/negative affectivity and academic fit, we performed a stepwise regression

with choice/commitment anxiety, IPIP neuroticism, and neuroticism/negative affectivity.

It was interesting that both neuroticism and neuroticism/negative affectivity remained in the model as significant predictors. Choice/commitment anxiety was the strongest predictor, followed by IPIP neuroticism, and then neuroticism/negative affectivity. It seems there must be something "positive" about negative affectivity to allow someone with a high score in this area to feel they fit with their choice of major.

Table 16
Model Summary for Academic Fit

Model	*R*	*R Square*	*Adj. R Square*	*Std. Error of the Estimate*	*Change Statistics*				
					R Square Change	*F Change*	*df1*	*df2*	*Sig. F Change*
1	.525[a]	.276	.271	.52811	.276	54.351	3	428	.000
2	.628[b]	.394	.383	.48596	.118	16.493	5	423	.000

a. Predictors: (Constant), CIP_LoR, CIP65_CCA, CIP65_NNA
b. Predictors: (Constant), CIP_LoR, CIP65_CCA, CIP65_NNA, IPIP_O, VISA_IDCE, Satisficing, VISA_IwCC, IPIP_N, VISA_CSD

Table 17
Coefficients for Academic Fit Regression Equation

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.418	.168		32.255	.000
	CIP65_NNA	.111	.040	.133	2.772	.006
	CIP65_CCA	-.228	.031	-.353	-7.474	.000
	CIP_LoR	-.503	.066	-.350	-7.613	.000
2	(Constant)	3.118	.413		7.557	.000
	CIP65_NNA	.213	.049	.256	4.388	.000
	CIP_CCA	-.156	.036	-.241	-4.279	.000
	CIP_LoR	-.209	.074	-.145	-2.838	.005
	SATIS	.118	.054	.098	2.160	.031
	IPIP_N	-.123	.043	-.161	-2.853	.005
	IPIP_O	.117	.035	.132	3.337	.001
	VISA_IDCE	.175	.043	.178	4.075	.000
	VISA_CSD	-.168	.045	-.212	-3.717	.000

a. Dependent Variable: Academic Fit

Predicting Turnover Cognitions

In an attempt to predict major turnover cognitions a hierarchical regression analysis was conducted. In this model, we imagined that career indecision would be the primary variable that predicted turnover cognitions, and the others may be mediating variables. The variables were entered in two blocks. Initially, the first block included the four factors of career indecision. The second block included the four factors of career indecision, five personality variables, three maximization variables, two calling variables, and six vocational identity variables. Total R square for the model was .385. Of those variables all four of the career indecision factors were significant in the first block, with neuroticism/negative affectivity having a negative relationship, and the other three having a positive relationship. In the second block, the neuroticism/negative affectivity and

choice/commitment anxiety were still significant, as well as satisficing, extroversion, ,

openness to experience, career flexibility, and career self-doubt. Table 18 includes the

model summary, and Table 19 lists the information for each of the variables.

Table 18
Model Summary for Turnover Cognitions

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.549[a]	.301	.294	.76537	.301	45.337	4	421	.000
2	.620[b]	.385	.372	.72236	.084	11.327	5	416	.000

a. Predictors: (Constant), CIP65_IC, CIP_LoR, CIP65_NNA, CIP65_CCA

b. Predictors: (Constant), CIP65_IC, CIP_LoR, CIP65_NNA, CIP65_CCA, IPIP_E, IPIP_O, Maximization Satisficing, VISA_CF, VISA_CSD

Table 19

Coefficients for Turnover Cognitions Regression Equation

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.736	.245		3.002	.003
	CIP65_NNA	-.285	.058	-.233	-4.890	.000
	CIP65_IC	.109	.043	.115	2.515	.012
	CIP65_CCA	.487	.047	.513	10.408	.000
	CIP65_LoR	.246	.097	.116	2.543	.011
2	(Constant)	1.518	.608		2.497	.013
	CIP65_NNA	-.255	.058	-.209	-4.434	.000
	CIP65_IC	.070	.042	.074	1.665	.097
	CIP65_CCA	.212	.063	.223	3.355	.001
	CIP65_LoR	.072	.106	.034	.685	.494
	SATIS	-.175	.081	-.099	-2.159	.031
	IPIP_E	.126	.048	.111	2.614	.009
	IPIP_O	-.112	.053	-.086	-2.122	.034
	VISA_CSD	.248	.073	.212	3.414	.001
	VISA_CF	.255	.061	.252	4.178	.000

a. Dependent Variable: Turnover Cognitions

CHAPTER IV: Discussion

Overall Findings

This research sought to understand the relationships among a number of variables related to career indecision. This study included quite a few variables to attempt to more accurately predict career indecision. Most of the hypotheses were partially or fully supported, but one area that did not yield significant findings was that of the RIASEC interests. Interestingly, students who indicated they had a presence of a calling were less likely to experience career indecision, especially neuroticism/negative affectivity and lack of readiness.

Since this topic is so prevalent in academic organizations, we decided to perform further analyses to predict academic fit and turnover cognitions. Our regression equations found multiple significant variables that were able to predict both academic fit and turnover cognitions. In this study, the academic fit measures capture a student's feelings about how well their current courses and major match their interests, goals, skills, and talents. Turnover cognitions measure a student's intent to quit their major.

Academic Fit

The variables that were negatively related to academic fit were: choice/commitment anxiety, lack of readiness, neuroticism, and career self-doubt. The variables that were positively related to academic fit were: neuroticism/negative affectivity, satisficing, openness to experience, and in-depth career exploration. Students with higher levels of choice/commitment anxiety show fear about making a career choice because they are uncertain about their future and may believe that their situation could

change. These students may feel that they need more information in order to make a decision.

Higher levels on the lack of readiness scale indicate that students do not feel confident in their ability to make a career decision and may not feel that they will be able to overcome obstacles. Those with higher scores on lack of readiness may also rely on intuition to make their decisions rather than logic or rational thought. Brown et al. (2012) suggested that this lack of readiness might be based on the fact that a career/major decision is the first decision that students have had to make independently.

Based on the vocational identity research, a profile of high in-depth career exploration and lower levels of career self-doubt would fall into the "achieved" status. This is considered to be the most desirable of the statuses since it describes someone who has thoroughly researched career options and paired with low career-self doubt means that they are confident in that choice. It makes sense that students in this status would exhibit higher levels of academic fit. It also helps point advisors in the right direction if students were to score lower on any of those vocational identity constructs, especially if students score lower on in-depth career exploration. Career exploration is an area that advisors can help students in fairly easily. If students are given the resources and guidance to explore career areas that may be of interest to them, they may be more likely to score higher on this scale, and therefore be more likely to be in the "achieved" status.

The relationship that seemed the most puzzling was the positive relationship between neuroticism/negative affectivity and academic fit. At first glance, this relationship seems counterintuitive, especially since the IPIP neuroticism measure stayed in the regression equation. In order further test this, we performed a stepwise regression

with choice/commitment anxiety, IPIP neuroticism, and neuroticism/negative affectivity. With the stepwise regression, even after the choice/commitment anxiety and IPIP neuroticism entered the equation, the neuroticism/negativity affectivity variable significantly added to the model. Brown et al. (2012) suggested that those with higher scores on the neuroticism/negative affectivity factor may prematurely make a career decision as an avoidance mechanism and yet, not be satisfied. This, in turn, may make them feel decided about their career, but still dissatisfied about what they have chosen.

Next, satisficing was positively related to academic fit. Those who scored higher on the satisficing scale were more likely to score high on academic fit, which means that those who used the satisficing decision-making style were more likely to feel that they fit at MTSU and fit with their major. This decision-making style is the most healthy, so if advisors can help students to use this style, students will be more satisfied.

Lastly, students with lower levels of neuroticism and higher levels of openness to experience are more likely to have higher levels of academic fit. Following this finding, a correlation analysis was run to determine the relationship between openness to experience and in-depth career exploration. The results showed a significant positive relationship ($r = .208$, $p < .001$) between openness to experience and in-depth career exploration. This means that those who have higher openness to experience are more likely to score higher on in-depth career exploration.

Knowing which variables are able to predict academic fit should aid in advising students to achieve higher levels of academic fit.

Turnover Cognitions

The variables that were negatively related to turnover cognitions were: neuroticism/negative affectivity, openness to experience, and satisficing. The variables that were positively related to turnover cognitions were: choice/commitment anxiety, lack of readiness, interpersonal conflicts, extroversion, career self-doubt and career flexibility.

Neuroticism/negative affectivity was negatively related to turnover cognitions. Similar to what was previously theorized regarding premature career decision-making, this may explain why those who score higher on this career indecision factor have lower turnover intentions. Changing majors may seem too stressful for those scoring high on this factor, or they may not feel they have the ability to successfully change majors.

Next, the vocational identity variables yield a more logical relationship. Lower levels of career commitment making, and higher levels of career self-doubt and career flexibility would lead a student to be more likely to think about changing their major. Helping students in this situation to find a career that suits their strengths and interests would most likely help them feel more confident about their career decision.

Similarly, the negative relationship between satisficing and turnover cognitions is also a logical relationship. Since satisficing is a considered a healthy decision-making style (Turner et al., 2012), it is encouraging to know that those students who used this decision-making style were less likely to think about changing their major. It supports the idea that this is a good decision-making style for making decisions about a major or career.

Lastly, the three other career indecision factors were positively related to turnover cognitions. Helping students feel less anxiety about their career choice, feel more ready

to make a career decision, and improve support from significant others in the student's life will lessen the student's turnover cognitions. A relationship that may need to be examined further is the relationship of lack of readiness and interpersonal conflicts in the regression model. Both of these variables became non-significant in the second block of the regression model indicating that either or both is mediated by other variables in the model.

Limitations and Future Research

The current study has strength in the fact that there is a relatively large sample size. Due to the large sample size, we were able to use participants who answered either four or five of the quality assurance questions correctly. Using such strict criteria should help limit the number of participants who may not have been paying close attention to the items on the survey.

Despite the strength of the sample size, this study is not without its limitations. The students were all from a southeastern public university, and the majority of the participants were freshman. Students at different levels may experience career indecision differently, so future research should seek to diversify the sample, and even test this at other types of universities.

One area of interest that future research could look at is the prevalence of a calling with students. Since students who indicated they had a calling were less likely to experience career indecision, it would be interesting to examine which students were more likely to indicate that they had a calling.

Future research may also want to include other variables to determine what their relationship is with career indecision, academic fit, and turnover cognitions. Finding

other relationships will help to lower career indecision and increase academic fit and turnover cognitions.

Conclusions

This study examined variables that are related to career indecision, turnover cognitions, and academic fit. Finding significant relationships between the factors of career indecision and turnover cognitions and academic fit is encouraging for anyone who advises and helps students. Breaking career indecision down into different factors allows advisors to tailor their advising efforts to individual students based on that student's needs. Adding the other variables of personality, decision-making style, and vocational identity status add to the ability to help those students. The more that an advisor knows about their students, the better they can help them.

This study also adds to the body of research about career indecision. Knowing the relationships among these variables helps to further understand the complexity of academic fit and turnover cognitions.

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APPENDICES

APPENDIX A

Survey

Principal Investigator: Haley Farrar
Study Title: Career Indecision: A Possible Explanation for Low Retention Rates
Institution: Middle Tennessee State University
The following information is provided to inform you about the research project and your participation in it. Your participation in this research study is voluntary. You are also free to withdraw from this study at any time.
Study Description: The purpose of this study is to study personality and interests in relation to choice of major. You will be asked to answer questions regarding your interests, personality, and career goals. This study should take approximately 30 minutes.
Compensation for Participation: Course credit may be given to participants.
Contact Information: If you should have any questions or concerns about this research study, please feel free to contact Haley Farrar at hmk2u@mtmail.mtsu.edu, or Dr. Judith Van Hein at Judith.VanHein@mtsu.edu, or the MTSU Office of Compliance at (615) 494-8918.
Restrictions: You must be at least 18 years of age and currently enrolled at MTSU to participate in this study. It is not required to participate in this survey, but to get credit in the SONA System, you MUST reach the end of the survey.
By clicking the button to Continue, I indicate that I am at least 18 and that I have read and understand this informed consent document and voluntarily choose to participate in this study.

Welcome! We are very excited you have chosen to take this survey. Not only will this benefit our research, but we believe this can also benefit you as a student and as an individual. You will answer questions to learn more about your interests, personality, and major/career choice. Take your time in answering the questions, and please answer honestly. In order to allow you to be as honest as possible, your name will not be associated with your results.
Please be advised: While it is possible to take this survey on a mobile device, we recommend that you take it on a laptop, desktop, or tablet with a large screen to ensure that you are able to see everything.
If you have any questions or are curious about the results of the study, feel free to contact me, Haley Farrar, hmk2u@mtmail.mtsu.edu, or my faculty advisor, Dr. Judith Van Hein, judith.vanhein@mtsu.edu. Thanks again!

Instructions for this section:
Try NOT to think about:
If you have enough education or training to do the work; or
How much money you would make doing the work.
Just think about if you would like or dislike doing the work.
There are no right or wrong answers!
Please take your time answering the questions. There is no need to rush!

Build kitchen cabinets
○ Strongly dislike
○ Dislike
○ Unsure
○ Like
○ Strongly like

Lay brick or tile
○ Strongly dislike
○ Dislike
○ Unsure
○ Like
○ Strongly like

Develop a new medicine
○ Strongly dislike
○ Dislike
○ Unsure
○ Like
○ Strongly like

Study ways to reduce water pollution
○ Strongly dislike
○ Dislike
○ Unsure
○ Like
○ Strongly like

Write books or plays
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Play a musical instrument
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Teach an individual an exercise routine
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Help people with personal or emotional problems
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Buy and sell stocks and bonds
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Manage a retail store
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Develop a spreadsheet using computer software
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Proofread records or forms
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Repair household appliances
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Raise fish in a fish hatchery
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Conduct chemical experiments
- ❍ Strongly dislike
- ❍ Dislike
- ❍ Unsure
- ❍ Like
- ❍ Strongly like

Study the movement of planets
- ❍ Strongly dislike
- ❍ Dislike
- ❍ Unsure
- ❍ Like
- ❍ Strongly like

Compose or arrange music
- ❍ Strongly dislike
- ❍ Dislike
- ❍ Unsure
- ❍ Like
- ❍ Strongly like

Draw pictures
- ❍ Strongly dislike
- ❍ Dislike
- ❍ Unsure
- ❍ Like
- ❍ Strongly like

Give career guidance to people
- ❍ Strongly dislike
- ❍ Dislike
- ❍ Unsure
- ❍ Like
- ❍ Strongly like

Perform rehabilitation therapy
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Operate a beauty salon or barber shop
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Manage a department within a large company
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Load computer software into a large computer network
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Operate a calculator
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Assemble electronic parts
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Drive a truck to deliver packages to offices and homes
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Examine blood samples using a microscope
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Investigate the cause of a fire
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Create special effects for movies
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Paint sets for plays
- ❍ Strongly dislike
- ❍ Dislike
- ❍ Unsure
- ❍ Like
- ❍ Strongly like

Do volunteer work at a non-profit organization
- ❍ Strongly dislike
- ❍ Dislike
- ❍ Unsure
- ❍ Like
- ❍ Strongly like

Teach children how to play sports
- ❍ Strongly dislike
- ❍ Dislike
- ❍ Unsure
- ❍ Like
- ❍ Strongly like

Start your own business
- ❍ Strongly dislike
- ❍ Dislike
- ❍ Unsure
- ❍ Like
- ❍ Strongly like

Negotiate business contracts
- ❍ Strongly dislike
- ❍ Dislike
- ❍ Unsure
- ❍ Like
- ❍ Strongly like

Keep shipping and receiving records
- ⭘ Strongly dislike
- ⭘ Dislike
- ⭘ Unsure
- ⭘ Like
- ⭘ Strongly like

Calculate the wages of employees
- ⭘ Strongly dislike
- ⭘ Dislike
- ⭘ Unsure
- ⭘ Like
- ⭘ Strongly like

Test the quality of parts before shipment
- ⭘ Strongly dislike
- ⭘ Dislike
- ⭘ Unsure
- ⭘ Like
- ⭘ Strongly like

Repair and install locks
- ⭘ Strongly dislike
- ⭘ Dislike
- ⭘ Unsure
- ⭘ Like
- ⭘ Strongly like

Develop a way to better predict the weather
- ⭘ Strongly dislike
- ⭘ Dislike
- ⭘ Unsure
- ⭘ Like
- ⭘ Strongly like

Work in a biology Lab
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Write scripts for movies or television shows
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Perform jazz or tap dance
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Teach sign language to people with hearing disabilities
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Help conduct a group therapy session
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Represent a client in a lawsuit
- ❍ Strongly dislike
- ❍ Dislike
- ❍ Unsure
- ❍ Like
- ❍ Strongly like

Market a new line of clothing
- ❍ Strongly dislike
- ❍ Dislike
- ❍ Unsure
- ❍ Like
- ❍ Strongly like

Inventory supplies using a hand-held computer
- ❍ Strongly dislike
- ❍ Dislike
- ❍ Unsure
- ❍ Like
- ❍ Strongly like

Record rent payments
- ❍ Strongly dislike
- ❍ Dislike
- ❍ Unsure
- ❍ Like
- ❍ Strongly like

Set up and operate machines to make products
- ❍ Strongly dislike
- ❍ Dislike
- ❍ Unsure
- ❍ Like
- ❍ Strongly like

Put out forest fires
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Invent a replacement for sugar
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Do laboratory tests to identify diseases
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Sing in a band
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Edit movies
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Take care of children at a day-care center
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Teach a high-school class
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Sell merchandise at a department store
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Manage a clothing store
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Keep inventory records
- ○ Strongly dislike
- ○ Dislike
- ○ Unsure
- ○ Like
- ○ Strongly like

Stamp, sort, and distribute mail for an organization
○ Strongly dislike
○ Dislike
○ Unsure
○ Like
○ Strongly like

Please mark strongly dislike for this question.
○ Strongly dislike
○ Dislike
○ Unsure
○ Like
○ Strongly like

Instructions for this section: Read each statement carefully and indicate how well it describes you Fill in the appropriate circle following each statement Use the disagree/agree scale to select your answer Although some items may seem similar, try to answer each without considering your other answers

How decided about your career direction are you at this point in time?
○ Completely Undecided
○ Moderately Undecided
○ Slightly Undecided
○ Slightly Decided
○ Moderately Decided
○ Very Decided

How important is making or remaking a career decision at this point in time?
○ Very Unimportant
○ Moderately Unimportant
○ Slightly Unimportant
○ Slightly Important
○ Moderately Important
○ Very Important

When I experience a setback, it takes me a long time to feel good again.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I often feel like crying.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I'd be going against the wishes of someone important to me if I follow the career path that most interests me.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I am uncomfortable committing myself to a specific career direction.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I strive hard to achieve my goals.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I often feel tired and worn out.
- ❍ Strongly Disagree
- ❍ Moderately Disagree
- ❍ Slightly Disagree
- ❍ Moderately Agree
- ❍ Strongly Agree

I frequently feel overwhelmed.
- ❍ Strongly Disagree
- ❍ Moderately Disagree
- ❍ Slightly Disagree
- ❍ Moderately Agree
- ❍ Strongly Agree

I am easily embarrassed.
- ❍ Strongly Disagree
- ❍ Moderately Disagree
- ❍ Slightly Disagree
- ❍ Moderately Agree
- ❍ Strongly Agree

I think I take failures and setbacks harder than a lot of people I know.
- ❍ Strongly Disagree
- ❍ Moderately Disagree
- ❍ Slightly Disagree
- ❍ Moderately Agree
- ❍ Strongly Agree

I really have a hard time making decisions without help.
- ❍ Strongly Disagree
- ❍ Moderately Disagree
- ❍ Slightly Disagree
- ❍ Moderately Agree
- ❍ Strongly Agree

I need to learn more about what I want from a career.
- ⭕ Strongly Disagree
- ⭕ Moderately Disagree
- ⭕ Slightly Disagree
- ⭕ Moderately Agree
- ⭕ Strongly Agree

My interests change so much that I cannot focus on one specific career goal.
- ⭕ Strongly Disagree
- ⭕ Moderately Disagree
- ⭕ Slightly Disagree
- ⭕ Moderately Agree
- ⭕ Strongly Agree

I often feel discouraged about having to make a career decision.
- ⭕ Strongly Disagree
- ⭕ Moderately Disagree
- ⭕ Slightly Disagree
- ⭕ Moderately Agree
- ⭕ Strongly Agree

I plan ahead when I have to make an important decision.
- ⭕ Strongly Disagree
- ⭕ Moderately Disagree
- ⭕ Slightly Disagree
- ⭕ Moderately Agree
- ⭕ Strongly Agree

I sometimes feel directionless.
- ⭕ Strongly Disagree
- ⭕ Moderately Disagree
- ⭕ Slightly Disagree
- ⭕ Moderately Agree
- ⭕ Strongly Agree

I always think carefully about decisions I have to make.
- ◯ Strongly Disagree
- ◯ Moderately Disagree
- ◯ Slightly Disagree
- ◯ Moderately Agree
- ◯ Strongly Agree

I worry about what other people think of me.
- ◯ Strongly Disagree
- ◯ Moderately Disagree
- ◯ Slightly Disagree
- ◯ Moderately Agree
- ◯ Strongly Agree

I'm having a hard time trying to decide between a couple of good career options.
- ◯ Strongly Disagree
- ◯ Moderately Disagree
- ◯ Slightly Disagree
- ◯ Moderately Agree
- ◯ Strongly Agree

I thoroughly consider the consequences of a decision before I make it.
- ◯ Strongly Disagree
- ◯ Moderately Disagree
- ◯ Slightly Disagree
- ◯ Moderately Agree
- ◯ Strongly Agree

I need a clearer idea about my abilities and talents before I can make a good career decision.
- ◯ Strongly Disagree
- ◯ Moderately Disagree
- ◯ Slightly Disagree
- ◯ Moderately Agree
- ◯ Strongly Agree

I'm conflicted because I find a number of different careers appealing.
- ❍ Strongly Disagree
- ❍ Moderately Disagree
- ❍ Slightly Disagree
- ❍ Moderately Agree
- ❍ Strongly Agree

I need to learn more about myself before I can make a good career decision.
- ❍ Strongly Disagree
- ❍ Moderately Disagree
- ❍ Slightly Disagree
- ❍ Moderately Agree
- ❍ Strongly Agree

When bad things happen in my life, I just keep going because I know things will get better soon.
- ❍ Strongly Disagree
- ❍ Moderately Disagree
- ❍ Slightly Disagree
- ❍ Moderately Agree
- ❍ Strongly Agree

It's difficult for me to choose a career because I like so many different things.
- ❍ Strongly Disagree
- ❍ Moderately Disagree
- ❍ Slightly Disagree
- ❍ Moderately Agree
- ❍ Strongly Agree

If something goes wrong, I have a hard time forgetting about it and concentrating on present tasks.
- ❍ Strongly Disagree
- ❍ Moderately Disagree
- ❍ Slightly Disagree
- ❍ Moderately Agree
- ❍ Strongly Agree

I often hope that my problems would just go away.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I usually am able to carry out the plans I make.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I like to keep myself open to various career opportunities rather than committing to a particular career.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

People who are important to me give me contradictory information about the career I should pursue.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I think I am a worthwhile person.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I feel very confident that I will be able to achieve my career goals.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I feel stuck because I don't know enough about occupations to make a good career decision.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

Important people in my life do not support my career plans.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I often get so sad that it's hard to go on.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I am familiar with my career options, but I'm just not ready to commit to a specific occupation.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

Given enough time and effort, I believe I can solve most problems that confront me.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I am a worrier.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

When making important decisions, I tend to focus on what will go wrong.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I often feel fearful and anxious.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

After I have made a decision about an important issue, I continue to think about the alternatives I didn't choose.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I have found myself sleeping a lot less or a lot more recently.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I need to learn more about the interests I have before I can make a good career decision.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

Important people in my life disagree about the career I should pursue.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

Mark moderately disagree for this question.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I often feel insecure.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

Stressful situations frequently make me ill.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I often feel ashamed of myself.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I'm concerned that my interests may change after I decide on a career.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I am quite confident that I will be able to overcome obstacles to getting the career I want.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I am not sure I can commit to a specific career because I don't know what other options might be available.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I'm concerned that my goals may change after I decide on a career.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I try to excel at everything I do.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I need more information about occupations in which I might be successful.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

Important people in my life have discouraged me from pursuing the career I want.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I will be able to find a career that fits my interests.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I always work productively to get the job done.
- ❍ Strongly Disagree
- ❍ Moderately Disagree
- ❍ Slightly Disagree
- ❍ Moderately Agree
- ❍ Strongly Agree

I don't have enough occupational information to make a good career decision.
- ❍ Strongly Disagree
- ❍ Moderately Disagree
- ❍ Slightly Disagree
- ❍ Moderately Agree
- ❍ Strongly Agree

I need a lot of encouragement and support from others when I make a decision.
- ❍ Strongly Disagree
- ❍ Moderately Disagree
- ❍ Slightly Disagree
- ❍ Moderately Agree
- ❍ Strongly Agree

I need to learn how to go about making a good career decision.
- ❍ Strongly Disagree
- ❍ Moderately Disagree
- ❍ Slightly Disagree
- ❍ Moderately Agree
- ❍ Strongly Agree

I am quite confident that I will be able to find a career in which I'll perform well.
- ❍ Strongly Disagree
- ❍ Moderately Disagree
- ❍ Slightly Disagree
- ❍ Moderately Agree
- ❍ Strongly Agree

I usually don't have a lot of confidence in my decisions unless my friends give me support for them.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I need more information about careers I might like.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I often feel nervous when thinking about having to pick a career.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I'm having a hard time narrowing down my career interests.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I verify my information to ensure I have all the facts before making a decision.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

I don't know much about the occupations I'm considering.
- ○ Strongly Disagree
- ○ Moderately Disagree
- ○ Slightly Disagree
- ○ Moderately Agree
- ○ Strongly Agree

Indicate your level of agreement to the following statements: Notice this is a 7-point scale that ranges from "Strongly Disagree" to "Strongly Agree."

My major is important to my self-image.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I regret having chosen my major.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I am proud to be in my major.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I dislike being in my major.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I do not identify with my major.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I am enthusiastic about my major.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I have put too much into my major to consider changing now.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

Changing my major now would be difficult for me to do.
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Somewhat Disagree
- ❍ Neither Agree nor Disagree
- ❍ Somewhat Agree
- ❍ Agree
- ❍ Strongly Agree

Too much of my life would be disrupted if I were to change my major.
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Somewhat Disagree
- ❍ Neither Agree nor Disagree
- ❍ Somewhat Agree
- ❍ Agree
- ❍ Strongly Agree

It would be costly for me to change my major now.
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Somewhat Disagree
- ❍ Neither Agree nor Disagree
- ❍ Somewhat Agree
- ❍ Agree
- ❍ Strongly Agree

There are no pressures to keep me from changing my major.
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Somewhat Disagree
- ❍ Neither Agree nor Disagree
- ❍ Somewhat Agree
- ❍ Agree
- ❍ Strongly Agree

If you are reading this closely, please mark agree for this question.
○ Strongly Disagree
○ Disagree
○ Somewhat Disagree
○ Neither Agree nor Disagree
○ Somewhat Agree
○ Agree
○ Strongly Agree

Changing my major now would require considerable personal sacrifice.
○ Strongly Disagree
○ Disagree
○ Somewhat Disagree
○ Neither Agree nor Disagree
○ Somewhat Agree
○ Agree
○ Strongly Agree

I believe people who have been trained in a profession have a responsibility to stay in that profession for a reasonable period of time.
○ Strongly Disagree
○ Disagree
○ Somewhat Disagree
○ Neither Agree nor Disagree
○ Somewhat Agree
○ Agree
○ Strongly Agree

I do not feel any obligation to remain in my major.
○ Strongly Disagree
○ Disagree
○ Somewhat Disagree
○ Neither Agree nor Disagree
○ Somewhat Agree
○ Agree
○ Strongly Agree

I feel a responsibility to my major to continue in it.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

Even if it were to my advantage, I do not feel that it would be right to leave my major now.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I would feel guilty if I left my major.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I am in my major because of a sense of loyalty to it.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I would be very happy to spend the rest of my academic career with MTSU.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I really feel as if MTSU's problems are my own.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I do not feel a strong sense of "belonging" to MTSU.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I do not feel "emotionally attached" to MTSU.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I do not feel like "part of the family" at MTSU.
- ◯ Strongly Disagree
- ◯ Disagree
- ◯ Somewhat Disagree
- ◯ Neither Agree nor Disagree
- ◯ Somewhat Agree
- ◯ Agree
- ◯ Strongly Agree

MTSU has a great deal of personal meaning for me.
- ◯ Strongly Disagree
- ◯ Disagree
- ◯ Somewhat Disagree
- ◯ Neither Agree nor Disagree
- ◯ Somewhat Agree
- ◯ Agree
- ◯ Strongly Agree

Right now, staying with MTSU is a matter of necessity as much as desire.
- ◯ Strongly Disagree
- ◯ Disagree
- ◯ Somewhat Disagree
- ◯ Neither Agree nor Disagree
- ◯ Somewhat Agree
- ◯ Agree
- ◯ Strongly Agree

It would be very hard for me to leave MTSU right now, even if I wanted to.
- ◯ Strongly Disagree
- ◯ Disagree
- ◯ Somewhat Disagree
- ◯ Neither Agree nor Disagree
- ◯ Somewhat Agree
- ◯ Agree
- ◯ Strongly Agree

Too much of my life would be disrupted if I decided I wanted to leave MTSU now.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I feel that I have too few options to consider leaving MTSU.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

If I had not already put so much of myself into MTSU, I might consider going elsewhere.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

One of the few negative consequences of leaving MTSU would be the scarcity of available alternatives.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I do not feel any obligation to remain with MTSU.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

Even if it were to my advantage, I do not feel it would be right to leave MTSU now.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I would feel guilty if I left MTSU now.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

MTSU deserves my loyalty.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Neither Agree nor Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I would not leave MTSU right now because I have a sense of obligation to the people in it.
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Somewhat Disagree
- ❍ Neither Agree nor Disagree
- ❍ Somewhat Agree
- ❍ Agree
- ❍ Strongly Agree

I owe a great deal to MTSU.
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Somewhat Disagree
- ❍ Neither Agree nor Disagree
- ❍ Somewhat Agree
- ❍ Agree
- ❍ Strongly Agree

When you explore careers, to what extent do you agree with the following statements? Right now I am...

Casually learning about careers that are unfamiliar to me in order to find a few to explore further.
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

Trying to have many different experiences so that I can find several jobs that might suit me.
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

Thinking about how I could fit into many different careers.
○ Strongly Disagree
○ Disagree
○ Neither Agree nor Disagree
○ Agree
○ Strongly Agree

Learning about various jobs that I might like.
○ Strongly Disagree
○ Disagree
○ Neither Agree nor Disagree
○ Agree
○ Strongly Agree

Keeping my options open as I learn about many different careers.
○ Strongly Disagree
○ Disagree
○ Neither Agree nor Disagree
○ Agree
○ Strongly Agree

Identifying my strongest talents as I think about careers.
○ Strongly Disagree
○ Disagree
○ Neither Agree nor Disagree
○ Agree
○ Strongly Agree

Learning as much as I can about the particular educational requirements of the career that interests me most.
○ Strongly Disagree
○ Disagree
○ Neither Agree nor Disagree
○ Agree
○ Strongly Agree

Learning what I can do to improve my chances of getting into my chose career.
- ○ Strongly Disagree
- ○ Disagree
- ○ Neither Agree nor Disagree
- ○ Agree
- ○ Strongly Agree

Trying to find people that share my career interests.
- ○ Strongly Disagree
- ○ Disagree
- ○ Neither Agree nor Disagree
- ○ Agree
- ○ Strongly Agree

Thinking about all the aspects of working that are important to me.
- ○ Strongly Disagree
- ○ Disagree
- ○ Neither Agree nor Disagree
- ○ Agree
- ○ Strongly Agree

Please rate your level of agreement to the following statements:

I know what kind of work is best for me.
- ○ Strongly Disagree
- ○ Disagree
- ○ Neither Agree nor Disagree
- ○ Agree
- ○ Strongly Agree

No other major/career is as appealing to me as the one I expect to enter.
- ○ Strongly Disagree
- ○ Disagree
- ○ Neither Agree nor Disagree
- ○ Agree
- ○ Strongly Agree

I have known for a long time what major/career is best for me.
- ○ Strongly Disagree
- ○ Disagree
- ○ Neither Agree nor Disagree
- ○ Agree
- ○ Strongly Agree

No one will change my mind about the major/career I have chosen.
- ○ Strongly Disagree
- ○ Disagree
- ○ Neither Agree nor Disagree
- ○ Agree
- ○ Strongly Agree

I have invested a lot of energy into preparing for my chosen major/career.
- ○ Strongly Disagree
- ○ Disagree
- ○ Neither Agree nor Disagree
- ○ Agree
- ○ Strongly Agree

My major/career will help me satisfy deeply personal goals.
- ○ Strongly Disagree
- ○ Disagree
- ○ Neither Agree nor Disagree
- ○ Agree
- ○ Strongly Agree

My family feels confident that I will enter my chosen career.
- ○ Strongly Disagree
- ○ Disagree
- ○ Neither Agree nor Disagree
- ○ Agree
- ○ Strongly Agree

Becoming a worker in my chosen major/career will allow me to become the person I dream to be.
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

I chose a major/career that will allow me to remain true to my values.
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

My major/career choice will permit me to have the kind of family life I wish to have.
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

Thinking about choosing a major/career makes me feel uneasy.
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

When I tell other people about my career plans, I feel like I am being a little dishonest.
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Neither Agree nor Disagree
- ❍ Agree
- ❍ Strongly Agree

People who really know me seem doubtful when I share my major/career plans with them.
- ○ Strongly Disagree
- ○ Disagree
- ○ Neither Agree nor Disagree
- ○ Agree
- ○ Strongly Agree

I doubt I will find a major/career that suits me.
- ○ Strongly Disagree
- ○ Disagree
- ○ Neither Agree nor Disagree
- ○ Agree
- ○ Strongly Agree

I may not be able to get the job I really want.
- ○ Strongly Disagree
- ○ Disagree
- ○ Neither Agree nor Disagree
- ○ Agree
- ○ Strongly Agree

My work interests are likely to change in the future.
- ○ Strongly Disagree
- ○ Disagree
- ○ Neither Agree nor Disagree
- ○ Agree
- ○ Strongly Agree

What I look for in a job will change in the future.
- ○ Strongly Disagree
- ○ Disagree
- ○ Neither Agree nor Disagree
- ○ Agree
- ○ Strongly Agree

I will probably change my career goals.
- ○ Strongly Disagree
- ○ Disagree
- ○ Neither Agree nor Disagree
- ○ Agree
- ○ Strongly Agree

My major/career choice might turn out to be different than I expect.
- ○ Strongly Disagree
- ○ Disagree
- ○ Neither Agree nor Disagree
- ○ Agree
- ○ Strongly Agree

I need to learn a lot more before I can make a major/career choice.
- ○ Strongly Disagree
- ○ Disagree
- ○ Neither Agree nor Disagree
- ○ Agree
- ○ Strongly Agree

Indicate your level of agreement to the following statements: Notice this is a 6-point scale that ranges from "Strongly Disagree" to "Strongly Agree"

I usually try to find a couple of good options and then choose between them.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

At some point you need to make a decision about things.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

In life I try to make the most of whatever path I take.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

There are usually several good options in a decision situation.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I try to gain plenty of information before I make a decision, but then I go ahead and make it.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

Good things can happen even when things don't go right at first.
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Somewhat Disagree
- ❍ Somewhat Agree
- ❍ Agree
- ❍ Strongly Agree

I can't possibly know everything before making a decision.
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Somewhat Disagree
- ❍ Somewhat Agree
- ❍ Agree
- ❍ Strongly Agree

All decisions have pros and cons.
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Somewhat Disagree
- ❍ Somewhat Agree
- ❍ Agree
- ❍ Strongly Agree

I know that if I make a mistake in a decision that I can go "back to the drawing board."
- ❍ Strongly Disagree
- ❍ Disagree
- ❍ Somewhat Disagree
- ❍ Somewhat Agree
- ❍ Agree
- ❍ Strongly Agree

I accept that life often has uncertainty.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I usually have a hard time making even simple decisions.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I am usually worried about making a wrong decision.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I often wonder why decisions can't be more easy.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I often put off making a difficult decision until a deadline.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I often experience buyer's remorse.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I often think about changing my mind after I have already made my decision.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

The hardest part of making a decision is knowing I will have to leave the item I didn't choose behind.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I often change my mind several times before making a decision.
○ Strongly Disagree
○ Disagree
○ Somewhat Disagree
○ Somewhat Agree
○ Agree
○ Strongly Agree

It's hard for me to choose between two good alternatives.
○ Strongly Disagree
○ Disagree
○ Somewhat Disagree
○ Somewhat Agree
○ Agree
○ Strongly Agree

Sometimes I procrastinate in deciding even if I have a good idea of what decision I will make.
○ Strongly Disagree
○ Disagree
○ Somewhat Disagree
○ Somewhat Agree
○ Agree
○ Strongly Agree

I find myself often faced with difficult decisions.
○ Strongly Disagree
○ Disagree
○ Somewhat Disagree
○ Somewhat Agree
○ Agree
○ Strongly Agree

I do not agonize over decisions.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I can't come to a decision unless I have carefully considered all of my options.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I take time to read the whole menu when dining out.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I will continue shopping for an item until it reaches all of my criteria.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I usually continue to search for an item until it reaches my expectations.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

When shopping, I plan on spending a lot of time looking for something.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

When shopping, if I can't find exactly what I'm looking for, I will continue to search for it.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I find myself going to many different stores before finding the thing I want.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

When shopping for something, I don't mind spending several hours looking for it.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I take the time to consider all alternatives before making a decision.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

If you are reading this closely, please mark somewhat disagree.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

When I see something that I want, I always try to find the best deal before purchasing it.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

If a store doesn't have exactly what I'm shopping for, then I will go somewhere else.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

I just won't make a decision until I am comfortable with the process.
- ○ Strongly Disagree
- ○ Disagree
- ○ Somewhat Disagree
- ○ Somewhat Agree
- ○ Agree
- ○ Strongly Agree

Indicate your level of agreement to the following statements: Notice this is a 5-point scale that ranges from "Strongly Disagree" to "Strongly Agree."

I will probably look for a new major in the near future.
- ○ Strongly Disagree
- ○ Disagree
- ○ Neither Agree nor Disagree
- ○ Agree
- ○ Strongly Agree

At the present time, I am actively searching for another major.
- ○ Strongly Disagree
- ○ Disagree
- ○ Neither Agree nor Disagree
- ○ Agree
- ○ Strongly Agree

I do not intend to quit my major.
- ◯ Strongly Disagree
- ◯ Disagree
- ◯ Neither Agree nor Disagree
- ◯ Agree
- ◯ Strongly Agree

It is unlikely that I will actively look into changing my major in the next year.
- ◯ Strongly Disagree
- ◯ Disagree
- ◯ Neither Agree nor Disagree
- ◯ Agree
- ◯ Strongly Agree

I am not thinking about quitting my major at the present time.
- ◯ Strongly Disagree
- ◯ Disagree
- ◯ Neither Agree nor Disagree
- ◯ Agree
- ◯ Strongly Agree

Indicate your level of agreement to the following statements:
The courses available at MTSU match my interests.
- ◯ Strongly Disagree
- ◯ Disagree
- ◯ Neither Agree nor Disagree
- ◯ Agree
- ◯ Strongly Agree

I know other students here whose academic interests match my own.
- ◯ Strongly Disagree
- ◯ Disagree
- ◯ Neither Agree nor Disagree
- ◯ Agree
- ◯ Strongly Agree

My current courses are not really what I would like to be doing.
○ Strongly Disagree
○ Disagree
○ Neither Agree nor Disagree
○ Agree
○ Strongly Agree

All things considered, my current major suits me.
○ Strongly Disagree
○ Disagree
○ Neither Agree nor Disagree
○ Agree
○ Strongly Agree

I feel that my academic goals and needs are met by the faculty at MTSU.
○ Strongly Disagree
○ Disagree
○ Neither Agree nor Disagree
○ Agree
○ Strongly Agree

I am able to use my talents, skills, and competencies in my current courses.
○ Strongly Disagree
○ Disagree
○ Neither Agree nor Disagree
○ Agree
○ Strongly Agree

Broadly speaking, a ''calling'' refers to a person's belief that she or he is called upon (by the needs of society, by a person's own inner potential, by God, by a Higher Power, etc.) to do a particular kind of work. The following questions assess the degree to which you see this concept as relevant to your own life and career. Please respond honestly, not according to what is socially desirable or what you feel you ''ought'' to think. Please indicate the extent to which each of the following statements currently describe you.

I have a calling to a particular kind of work.
- ❍ Not at all true of me
- ❍ Mildly true of me
- ❍ Moderately true of me
- ❍ Mostly true of me
- ❍ Totally true of me

I have a good understanding of my calling as it applies to my career.
- ❍ Not at all true of me
- ❍ Mildly true of me
- ❍ Moderately true of me
- ❍ Mostly true of me
- ❍ Totally true of me

I am trying to figure out my calling in my career.
- ❍ Not at all true of me
- ❍ Mildly true of me
- ❍ Moderately true of me
- ❍ Mostly true of me
- ❍ Totally true of me

I am searching for my calling as it applies to my career.
- ❍ Not at all true of me
- ❍ Mildly true of me
- ❍ Moderately true of me
- ❍ Mostly true of me
- ❍ Totally true of me

In the following section, there are phrases describing people's behaviors. Determine how accurately each statement describes you. Describe yourself as you generally are now, not as you wish to be in the future. Please read each statement carefully, and then choose the best response option.

Often feel blue.
- ❍ Very Inaccurate
- ❍ Moderately Inaccurate
- ❍ Neither Inaccurate or Accurate
- ❍ Moderately Accurate
- ❍ Very Accurate

Dislike myself.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Am often down in the dumps.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Have frequent mood swings.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Panic easily.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Rarely get irritated.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Seldom feel blue.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Feel comfortable with myself.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Am not easily bothered by things.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Am very pleased with myself.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Feel comfortable around people.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Make friends easily.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Am skilled in handling social situations.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Am the life of the party.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Know how to captivate people.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Have little to say.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Keep in the background.
- ⭕ Very Inaccurate
- ⭕ Moderately Inaccurate
- ⭕ Neither Inaccurate or Accurate
- ⭕ Moderately Accurate
- ⭕ Very Accurate

Would describe my experiences as somewhat dull.
- ⭕ Very Inaccurate
- ⭕ Moderately Inaccurate
- ⭕ Neither Inaccurate or Accurate
- ⭕ Moderately Accurate
- ⭕ Very Accurate

Don't like to draw attention to myself.
- ⭕ Very Inaccurate
- ⭕ Moderately Inaccurate
- ⭕ Neither Inaccurate or Accurate
- ⭕ Moderately Accurate
- ⭕ Very Accurate

Don't talk a lot.
- ⭕ Very Inaccurate
- ⭕ Moderately Inaccurate
- ⭕ Neither Inaccurate or Accurate
- ⭕ Moderately Accurate
- ⭕ Very Accurate

Believe in the importance of art.
- ⭕ Very Inaccurate
- ⭕ Moderately Inaccurate
- ⭕ Neither Inaccurate or Accurate
- ⭕ Moderately Accurate
- ⭕ Very Accurate

Have a vivid imagination.
- ❍ Very Inaccurate
- ❍ Moderately Inaccurate
- ❍ Neither Inaccurate or Accurate
- ❍ Moderately Accurate
- ❍ Very Accurate

Tend to vote for liberal political candidates.
- ❍ Very Inaccurate
- ❍ Moderately Inaccurate
- ❍ Neither Inaccurate or Accurate
- ❍ Moderately Accurate
- ❍ Very Accurate

Carry the conversation to a higher level.
- ❍ Very Inaccurate
- ❍ Moderately Inaccurate
- ❍ Neither Inaccurate or Accurate
- ❍ Moderately Accurate
- ❍ Very Accurate

Enjoy hearing new ideas.
- ❍ Very Inaccurate
- ❍ Moderately Inaccurate
- ❍ Neither Inaccurate or Accurate
- ❍ Moderately Accurate
- ❍ Very Accurate

Am not interested in abstract ideas.
- ❍ Very Inaccurate
- ❍ Moderately Inaccurate
- ❍ Neither Inaccurate or Accurate
- ❍ Moderately Accurate
- ❍ Very Accurate

Please mark very inaccurate for this question.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Do not like art.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Avoid philosophical discussions.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Do not enjoy going to art museums.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Tend to vote for conservative political candidates.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Have a good word for everyone.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Believe that others have good intentions.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Respect others.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Accept people as they are.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Make people feel at ease.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Have a sharp tongue.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Cut others to pieces.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Suspect hidden motives in others.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Get back at others.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Insult people.
- ○ Very Inaccurate
- ○ Moderately Inaccurate
- ○ Neither Inaccurate or Accurate
- ○ Moderately Accurate
- ○ Very Accurate

Am always prepared.
- ❍ Very Inaccurate
- ❍ Moderately Inaccurate
- ❍ Neither Inaccurate or Accurate
- ❍ Moderately Accurate
- ❍ Very Accurate

Pay attention to details.
- ❍ Very Inaccurate
- ❍ Moderately Inaccurate
- ❍ Neither Inaccurate or Accurate
- ❍ Moderately Accurate
- ❍ Very Accurate

Get chores done right away.
- ❍ Very Inaccurate
- ❍ Moderately Inaccurate
- ❍ Neither Inaccurate or Accurate
- ❍ Moderately Accurate
- ❍ Very Accurate

Carry out my plans.
- ❍ Very Inaccurate
- ❍ Moderately Inaccurate
- ❍ Neither Inaccurate or Accurate
- ❍ Moderately Accurate
- ❍ Very Accurate

Make plans and stick to them.
- ❍ Very Inaccurate
- ❍ Moderately Inaccurate
- ❍ Neither Inaccurate or Accurate
- ❍ Moderately Accurate
- ❍ Very Accurate

Waste my time.
○ Very Inaccurate
○ Moderately Inaccurate
○ Neither Inaccurate or Accurate
○ Moderately Accurate
○ Very Accurate

Find it difficult to get down to work.
○ Very Inaccurate
○ Moderately Inaccurate
○ Neither Inaccurate or Accurate
○ Moderately Accurate
○ Very Accurate

Do just enough to get by.
○ Very Inaccurate
○ Moderately Inaccurate
○ Neither Inaccurate or Accurate
○ Moderately Accurate
○ Very Accurate

Don't see things through.
○ Very Inaccurate
○ Moderately Inaccurate
○ Neither Inaccurate or Accurate
○ Moderately Accurate
○ Very Accurate

Shirk my duties.
○ Very Inaccurate
○ Moderately Inaccurate
○ Neither Inaccurate or Accurate
○ Moderately Accurate
○ Very Accurate

Age: _____

Gender:
- ❍ Male
- ❍ Female

GPA: _____

Major GPA: _____

Where are you currently living? Check all that apply.
- ❑ On-campus housing
- ❑ 5 miles or less from campus
- ❑ 5 miles or more from campus
- ❑ With parents/guardians
- ❑ Other _____

Race/Ethinicity
- ❍ African America/Black
- ❍ American Indian, Alaskan native
- ❍ Caucasian American/White
- ❍ Mexican American/Chicano
- ❍ Asian American, Pacific Islander
- ❍ Puerto Rican, Cuban, Other Hispanic Origin
- ❍ Other

How decided about your career direction are you at this point in time?
- ❍ Completely undecided
- ❍ Moderately undecided
- ❍ Slightly undecided
- ❍ Slightly decided
- ❍ Moderately decided
- ❍ Very decided

How important is making or remaking a career decision at this point in time?
- ○ Very unimportant
- ○ Moderately unimportant
- ○ Slightly unimportant
- ○ Slightly important
- ○ Moderately important
- ○ Very important

Your Year in School:
- ○ Freshman
- ○ Sophomore
- ○ Junior
- ○ Senior
- ○ Graduate

When did you start at MTSU?
- ○ As a Freshman
- ○ Transferred in as a Sophomore
- ○ Transferred in as a Junior
- ○ Transferred in as a Senior
- ○ As a Graduate student

Your Educational Goal:
- ○ Associate's Degree
- ○ Bachelor's Degree
- ○ Master's Degree
- ○ Doctoral Degree

What occupation do you expect to have when you complete school?

_____

Mother's Level of Education
- ○ Did Not Complete High School
- ○ GED
- ○ High School Diploma
- ○ Associate's Degree
- ○ Bachelor's Degree
- ○ Master's Degree
- ○ Doctoral Degree
- ○ Do not know

Father's Level of Education
- ○ Did Not Complete High School
- ○ GED
- ○ High School Diploma
- ○ Associate's Degree
- ○ Bachelor's Degree
- ○ Master's Degree
- ○ Doctoral Degree
- ○ Don't know

Mother's Occupation: _____

Father's Occupation: _____

Thanks again for completing this survey. Your results are valued in this research. Once again, if you have any questions or are curious about the results of the study, feel free to contact me, Haley Farrar, hmk2u@mtmail.mtsu.edu, or my faculty advisor, Dr. Judith Van Hein, judith.vanhein@mtsu.edu. If you would like more information about researching career options please visit the MTSU Career Development or talk to your academic advisor.

APPENDIX B

Reliability of Scales

Scale Name	N	Reliability
RIASEC-R	429	.896
RIASEC-I	426	.874
RIASEC-A	425	.874
RIASEC-S	427	.817
RIASEC-E	429	.839
RIASEC-C	425	.863
Affective Commitment to Occupation	437	.829
Normative Commitment to Occupation	439	.798
Continuance Commitment to Occupation	443	.894
Affective Commitment to Organization	439	.886
Continuance Commitment to Organization	434	.763
Normative Commitment to Organization	435	.854
CIP- Neuroticism/Negative Affectivity	424	.921
CIP- Choice/Commitment Anxiety	414	.966
CIP- Interpersonal Conflicts	436	.876
CIP- Lack of Readiness	430	.854
Career Exploration	424	.813
Career Exploration- In-Breadth Career Exploration	431	.878
Career Exploration- In-Depth Career Exploration	437	.745
Career Commitment	413	.874
Career Commitment- Career Commitment Making	429	.828
Career Commitment- Identification with Career Commitment	424	.800
Career Reconsideration	419	.895
Career Reconsideration- Career Self-Doubt	434	.806
Career Reconsideration- Career Flexibility	430	.873
Maximization Inventory- Satisficing	427	.768
Maximization Inventory- Decision Difficulty	413	.846
Maximization Inventory- Alternative Search	413	.870
Turnover Cognitions	438	.889
Academic Fit	435	.775
Brief Calling Scale- Presence	444	.828
Brief Calling Scale- Search	441	.868

APPENDIX C

IRB Approval Letter

MIDDLE TENNESSEE
STATE UNIVERSITY

10/8/2014

Investigator(s): Haley Farrar, Dr. Judy Van Hein
Department: Psychology
Investigator(s) Email Address: hmk2u@mtmail.mtsu.edu; Judith.Vanhein@mtsu.edu

Protocol Title: Career Indecision: A Possible Explanation for Low Retention Rates

Protocol Number: #15-087

Dear Investigator(s),

Your study has been designated to be exempt. The exemption is pursuant to 45 CFR 46.101(b)(2) Educational Tests, Surveys, Interviews, or Observations.

We will contact you annually on the status of your project. If it is completed, we will close it out of our system. You do not need to complete a progress report and you will not need to complete a final report. It is important to note that your study is approved for the life of the project and does not have an expiration date.

The following changes must be reported to the Office of Compliance before they are initiated:
- Adding new subject population
- Adding a new investigator
- Adding new procedures (e.g., new survey; new questions to your survey)
- A change in funding source
- Any change that makes the study no longer eligible for exemption.

The following changes do not need to be reported to the Office of Compliance:
- Editorial or administrative revisions to the consent or other study documents
- Increasing or decreasing the number of subjects from your proposed population

If you encounter any serious unanticipated problems to participants, or if you have any questions as you conduct your research, please do not hesitate to contact us.

Sincerely,

Lauren K. Qualls, Graduate Assistant
Office of Compliance
615-494-8918