



Chaplin School of Hospitality & Tourism Management  
FLORIDA INTERNATIONAL UNIVERSITY

# Callings and satisfaction among hospitality students: A moderated- mediation model



**Be Worlds  
Ahead**

Lisa Cain PhD, Andrew Moreo PhD, FIU  
Imran Rahman PhD, Auburn University  
Christopher Cain PhD, UNLV

# Introduction

- Individuals have expressed a willingness to earn less income in order to attain work-life balance and meaningful or fulfilling work
- It is important for colleges to help their students understand what type of work will help to generate meaning and satisfaction in their lives.



# Purpose

- Examine the relationships of calling, and academic and life satisfaction among hospitality undergraduate students.
- Living one's calling will be tested as a moderator of the calling- satisfaction relationship.
- Thriving will be tested as a mediator the calling- satisfaction relation.
- Social cognitive career theory (SCCT) will serve to underpin the study.



# Literature Review: Social Cognitive Career Theory (SCCT)

- Individuals who have more positive expectations of their education will set more challenging work-related goals, which have been shown to lead to harder work and greater academic performance
- Students who have more fully developed skills in a certain discipline perform better academically and in the workplace



# Literature Review: Having a Calling

- Something that is inherently meaningful, invocative of passion toward a specific line of work, and is central to the identity of the individual
- Leads to positive outcomes for the individual and the organization



# Literature Review: Linking Perceiving a Calling with Living a Calling

- Exploring the nuanced difference between perceiving a calling and living a calling is of interest
- Those individuals who are able to perceive a calling are capable of finding and creating opportunities that enhance their well-being



# Literature Review: Thriving

- Thriving is a psychological state that is comprised of an individual's perception of learning, or improvement, and their feeling of vitality, or feeling energized.
- Represents both cognitive (learning) and affective (vitality) engagement one has in a specific environment (e.g. academia), the result of which is personal growth.



# Literature Review: Academic Satisfaction

- Academic satisfaction
  - “a pleasurable or positive emotional state resulting from the appraisal of one’s (education or educational) experiences.”
  - Associated with ability and intention to persist.
  - Beneficial for educators and administrators in academia to understand.





# Literature Review: Life Satisfaction

## – Life satisfaction

- An individual's appraisal of their own self-assessed ideal of how life should be and whether or not their own life meets or exceeds that expectation
- Denotes an individual's overall well-being.
- Important to understand how antecedents positively or negatively influence this desired outcome.



# Hypotheses

- H1: Having a calling will positively influence thriving
- H2: Living a calling will moderate the relationship between having a calling and thriving.
- H3: Having a calling will positively influence academic satisfaction
- H4: Having a calling will positively influence life satisfaction
- H5: Thriving will positively influence academic satisfaction
- H6: Thriving will positively influence life satisfaction
- H7: Thriving will mediate the relationship between having a calling and academic satisfaction.
- H8: Thriving will mediate the relationship between having a calling and life satisfaction



# Methodology

## Data Collection and Sample

- Undergraduate and graduate students
- paper and online survey
- 300 unique students asked to participate
- 250 completed surveys
- 220 usable responses

# Methodology

## Measures

- **Having a calling:** 12-items adopted from Dobrow & Tosti-Kharas (2011); 7-point Likert type scale ranging from 1 = strongly disagree to 7 = strongly agree.
- **Living a calling:** 6-items adopted from Duffy et al., (2012); 8-point scale where 1 = strongly disagree, 7 = strongly agree, and 8 = I do not have a calling, does not apply.
- **Thriving:** from Porath et al., (2012) measured using a 7-point Likert type scale ranging from 1 = strongly disagree to 7 = strongly agree.
- **Academic satisfaction:** 7-item measure adapted from Lent et al. (2007); 5-point Likert scale ranging from 1= strongly disagree to 5 = strongly agree.
- **Life Satisfaction:** 15-item scale adopted from Sirgy et al., (2001); 7-point Likert response scale ranging from 1 = Strongly Disagree to 7 = Strongly Agree.

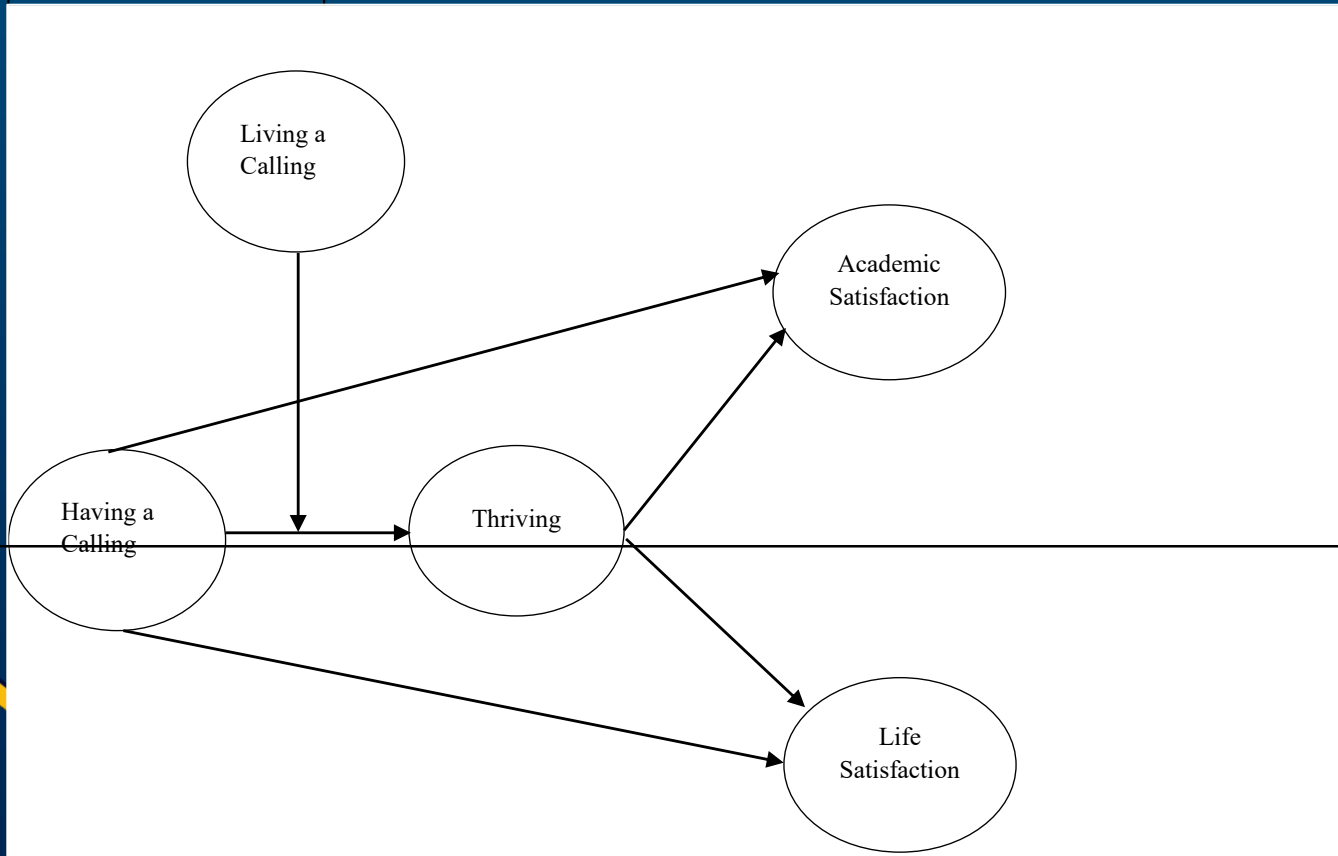
# Methodology

## Data Analysis

- Structural Equations Modeling used to carried out to test the direct relationships between variables.
- Moderation effect of living a calling on the relationship between having a calling and thriving was tested using Process Macro.
- Descriptive analysis, Cronbach's alpha, Composite reliability, Correlations analysis, and Average Variance Extracted (AVE) were also undertaken.
- IBM SPSS and AMOS were used to analyze the data.

# Results

**FIGURE 1**  
**Conceptual Model**



# Results: Demographics

|   | n   | %    |
|---|-----|------|
| <b>Gender (N = 219)</b>                                   |     |      |
| Male  | 63  | 28.8 |
| Female  | 156 | 71.2 |
| <b>Ethnicity (N = 219)</b>                                |     |      |
| Caucasian/White   | 40  | 18.3 |
| African American/Black                                    | 36  | 16.4 |
| Asian/ Pacific Islander/Indian                            | 36  | 16.4 |
| Hispanic/Latino   | 99  | 45.0 |
| Other   | 8   | 3.6  |
| <b>Type of Student (N = 220)</b>                          |     |      |
| Freshman  | 3   | 1.4  |
| Sophomore   | 7   | 3.2  |
| Junior  | 50  | 22.7 |
| Senior  | 103 | 46.8 |
| Graduate (Master's)                                       | 56  | 25.5 |
| Graduate (Ph.D.)  | 1   | 0.5  |
| <b>Age (N = 220)</b>                                      |     |      |
| 21 and Below  | 8   | 3.6  |
| 22  | 33  | 15.0 |
| 23  | 29  | 13.2 |
| 24  | 26  | 11.8 |
| 25  | 25  | 11.4 |
| 26  | 21  | 9.5  |
| 27  | 21  | 9.5  |
| 28  | 9   | 4.1  |
| 29  | 7   | 3.2  |
| 30 and Above  | 41  | 18.6 |
| <b>Current Hospitality Industry Work Status (N = 218)</b> |     |      |
| Working   | 151 | 69.3 |
| Not Working   | 67  | 30.7 |
| <b>Work Experience (N = 208)</b>                          |     |      |
| Less than 1 year  | 64  | 30.8 |
| 1-2 years   | 44  | 21.2 |
| 3-5 years   | 58  | 27.9 |
| 6-9 years   | 26  | 12.5 |
| 10 years and more   | 16  | 7.7  |
| <b>Concentration (N = 219)</b>                            |     |      |
| Lodging   | 73  | 33.3 |
| Food and Beverage   | 46  | 21.0 |
| Event   | 46  | 21.0 |
| Cruise  | 12  | 5.5  |
| Airline   | 7   | 3.2  |
| Finance/Accounting  | 6   | 2.8  |
| Other   | 29  | 13.2 |

# Results

**TABLE 2**

**Correlations (Squared), Composite Reliability, Average Variance Extracted, and Descriptive Statistics**

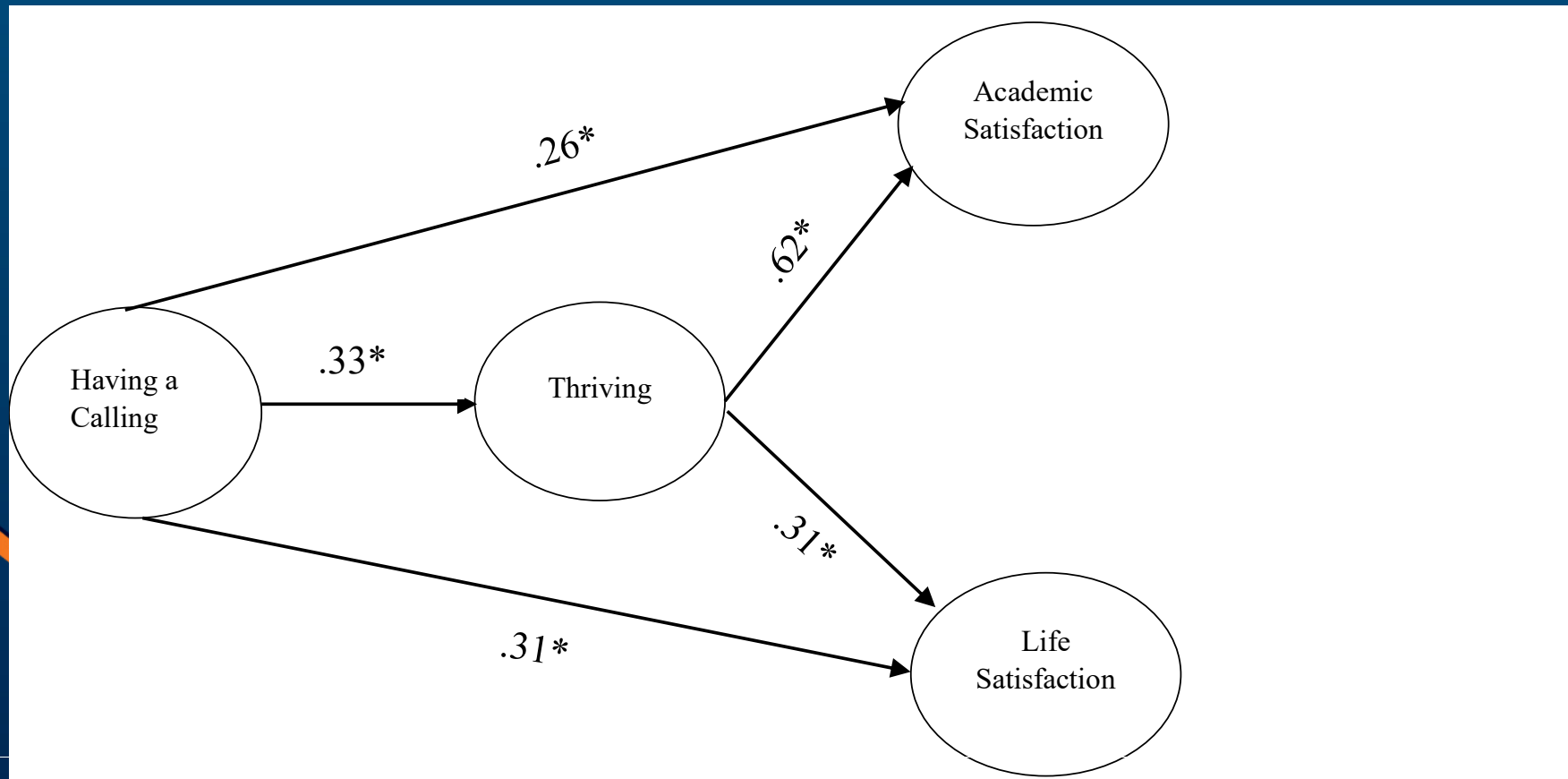
Note, HC = Having a calling; TR = Thriving; AS = Academic satisfaction; LS = Life satisfaction; \*measured on a 5-point Likert scale

| Measure               | HC          | TR         | AS          | LS          | AVE | MSV |
|-----------------------|-------------|------------|-------------|-------------|-----|-----|
| HC                    | 1           |            |             |             | .85 | .22 |
| TR                    | .32 (.10)   | 1          |             |             | .68 | .48 |
| AS                    | .47 (.22)   | .69 (.48)  | 1           |             | .77 | .48 |
| LS                    | .41 (.17)   | .38 (.14)  | .51 (.26)   | 1           | .72 | .26 |
| Mean (SD)             | 5.35 (1.67) | 6.19 (.99) | 4.36 (.77)* | 5.55 (1.37) |     |     |
| Composite Reliability | .96         | .86        | .91         | .93         |     |     |





# Results: Structural Model



# Results: Moderation

**TABLE 3. Moderating effect of living a calling on the relation between having a calling and thriving**

| Predictor              | $\beta$ | t     | p     | 95% CI |       |
|------------------------|---------|-------|-------|--------|-------|
| Having a Calling       | .092    | 2.02  | .045  | .002,  | .182  |
| Living a Calling*      | .111    | 2.55  | .012  | .025,  | .196  |
| Interaction (HC x LC)* | -.08    | -3.79 | .0002 | -.122, | -.038 |

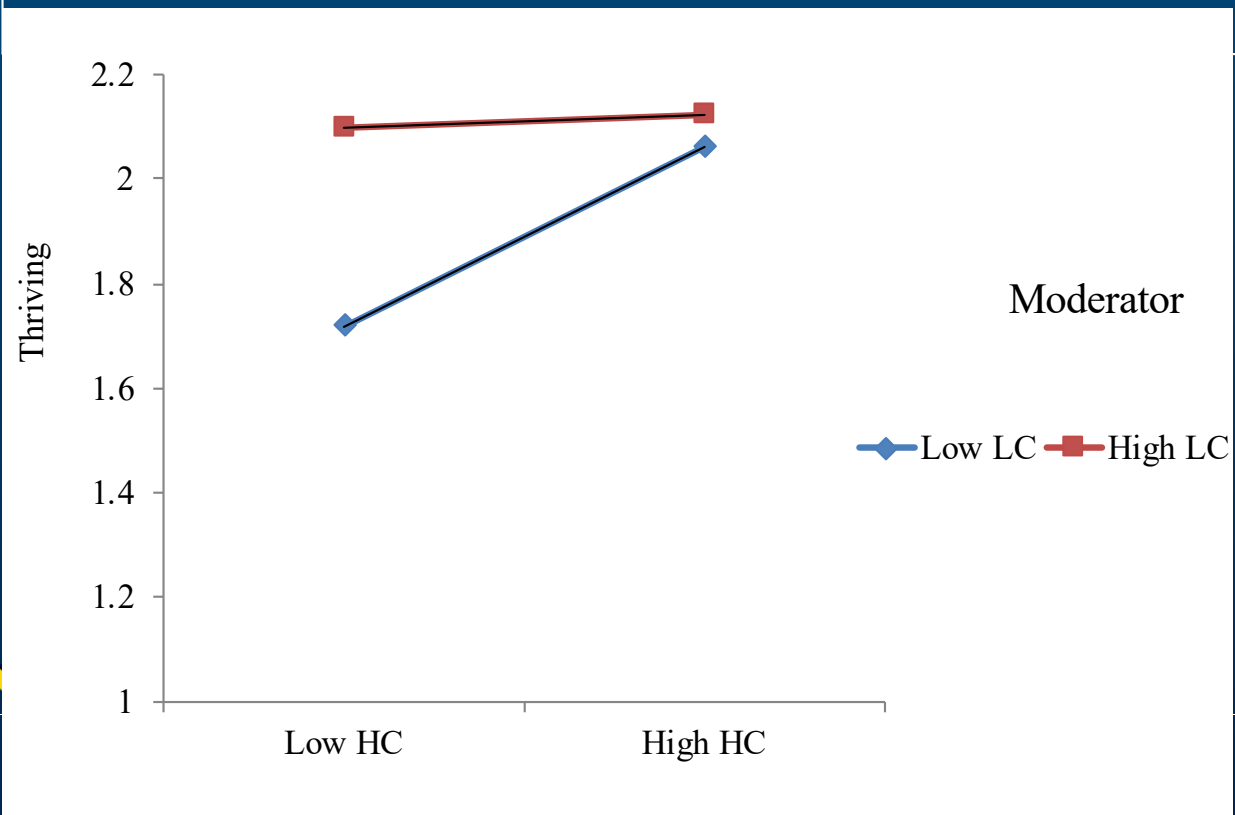
HC = Having a calling; LC = Living a calling



# Results: Moderation

FIGURE 3

Moderation effect of living a calling on the relation between having a calling and thriving



# Results: Mediation

**TABLE 4**  
**Conditional Effects of Living a Calling on Thriving**

| Having a Calling  | $\beta$ | p      | 95% CI |      |
|-------------------|---------|--------|--------|------|
| One SD below mean | .219    | < .001 | .125,  | .313 |
| At the mean       | .086    | .07    | -.006, | .177 |
| One SD above mean | -.048   | .48    | -.180, | .085 |



# Discussion: Theoretical Implications

- Students who have more fully developed skills (through having a calling and living a calling) in a certain discipline demonstrate more positive outcomes (academic and life satisfaction).
- Thriving, as demonstrated through vitality and knowledge, served to support the idea that this type of growth positively influenced satisfaction in both the academic and life realms.
- The link between having a calling and thriving was not significantly influenced by living a calling, unless students reported lower levels of having a calling.
- A lack of the perception of one's calling negatively influence's one's ability to thrive in an academic setting if they are working in that industry, but do not feel called to it.

# Discussion: Practical Implications

- Implementing courses/opportunities for students to explore the different aspects of the hospitality industry in a meaningful and hands-on way, as well as through dynamic industry speakers.
- Customizable educational experiences ensuring that the program provides the highest possible degree of relevance to the individual student.
- Provide ample opportunity explore, discover, and find inspiration.



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Thank you!  
And Stay Healthy Friends!



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