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Exploring the relationship between personality and work values with emerging adults

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Exploring the Relationship between Personality and Work Values With Emerging Adults

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Abstract

This study used archival data and analyzed the work values and personality traits of 20 high school juniors and seniors and 25 undergraduates with disabilities. 40 undergraduate students without disabilities were also included in this study. These measures were collected to explore the extensiveness of overlap between personality measurements and work values in emerging adults who are in the transition process and those who have recently transitioned to post-secondary education. A secondary purpose was to see if similar relationships exist between personality and work values in individuals with disabilities as in those without disabilities. Pearson correlations indicate there were significant positive correlations between all seven work value domains when looking at the overall sample. Three personality traits had significant positive correlations with a work value domain. Looking solely at those without a disability, seven of the 16PF primary factors showed relationships with some of the work values. When looking specifically at students with disabilities, only three of the primary factors showed relationships indicating that students with disabilities are seeing themselves and work differently than those without disabilities.

CHAPTER ONE

Introduction

The transition from secondary to post-secondary education is a critical time period for all students, especially those with disabilities. It is imperative to provide support for individuals with disabilities as these students are more likely than those without a disability to be unemployed, underemployed, or employed only part time after secondary education without support (Rusch & Phelps, 1987 as cited in Dowdy, Jade, Carter & Smith, 1990).

Often postsecondary education is targeted as an important transition outcome for students with and without disabilities. This is because of the impact of a college degree on future adult outcomes. Students with disabilities who graduate from a postsecondary institution have been found to have comparable employment rates, levels of income and levels of benefits earned to the general workforce in the United States (Madaus, 2006).

The Individuals with disabilities Education Improvement Act of 2004 (IDEIA) mandates that schools engage in transition planning for all students who have a disability. The career exploration process is something that should be included as part of a thorough transition plan. If students leave high school without exploring career options and receiving information regarding finding a job, they will be lacking the skills crucial for job acquisition and retention (Farley & Johnson, 1999). As part of a completed transition plan, IDEIA requires that assessment for transition planning is required by schools. Career assessment is one area that is essential for guiding transitions for all students and should be included within the career exploration process. Assessing a student's career interests can help with career explorations and smooth the transition from secondary education. Several factors are often examined in a complete and thorough career assessment. Two of these factors include personality, and work values.

There has been limited research on information regarding the relationship between personality traits and work values in emerging adults, specifically those beginning post-secondary education. This relationship has also not been examined with those with disabilities. Research that has been done in this area has primarily focused on adults and has not focused on individuals transitioning out of secondary education or those with disabilities. If personality and work value are going to be used in a comprehensive career assessment, it is important to know if there is a relationship between these factors. If so we can assume instruments measuring these factors are working together. The purpose of this study is to explore the extensiveness of overlap between personality measurements and work values in emerging adults who are in the transition process and those who have recently transitioned to post-secondary education. Because there has been limited research looking at work values of students with disabilities, a secondary purpose of this study is to see if similar relationships exist between personality and work values in individuals with disabilities as in those without disabilities. This is important to know because of the extreme significance of guiding transitions for students with disabilities. Hypotheses of this study are that there will be a relationship between personality and work values and that this relationship will be similar for those with disabilities.

Definition of Terms

Personality: For the purpose of this study, normal range personality traits will be assessed as measured by the 16 Personality Factor Questionnaire Fifth Edition (16PF-5). The 16PF-5 provides scores on 16 primary personality scales and five global scales. These global scales provide a brief summary of an individual's overall personality style. Global scales include Extraversion/Introversion, Anxiety, Tough-Mindedness/Receptivity, Independence/Accommodation, and Self-Control.

Work Values: Work values are defined as the importance attached to the various rewards to working (Johnson, 2002) and refer to what a person wants out of work and which components of a job are important to their work satisfaction (Dawis, 2001 as cited in Duffy & Sedlacek, 2007). These values often pertain to desirable end states (such as high pay) or behavior (working with people) (Ros, Swhwartz, & Sukiss, 1999).

Delimitations of the Study

For the purpose of this study, personality will only be looked at as defined by the 16PF-5 and only normal personality traits will be assessed. Another limitation of this study is that work values is a vast area of study that can be examined in several ways, however, for the purpose of this study work values will only be looked at in their relation to personality.

Further restrictions are that many participants in this study were chosen from the same technical institute in western New York. This may be a limit to the present study as these results may not be able to be generalized across the entire population of emerging adults.

CHAPTER TWO

Review of the Literature

Understanding the process of transitioning out of secondary education is vital to the success of all students. Many factors are taken into account when planning a successful transition. This is especially true for those with disabilities. Successful transition programs are essential for these students. Compared to individuals without a disability, individuals with disabilities are often more likely to be unemployed, underemployed, or employed only part time after secondary education (Rusch & Phelps, 1987 as cited in Dowdy, Jade, Carter & Smith, 1990). Because students with disabilities are increasingly choosing postsecondary education as an option (Eckes & Ochoa, 2005), it is necessary to support students with adequate transitioning programs.

Transitioning programs are governed by laws enacted to protect individuals with disabilities. These programs have been created to assist students with disabilities with the transition process. The Individuals with Disabilities Act of 2004 (IDEA) mandates that schools engage in transition planning for all students who have a disability. IDEA requires all students with disabilities to have an individualized education program (IEP). Specific actions involving transitions must be included in the IEP. The transition component of the IEP must be in place by age 16 and requires the IEP to include appropriate measurable goals based upon age-appropriate transition assessments. These assessments must promote movement to training, education, employment, and where appropriate, independent living skills. The transition services provided, including courses of study, need to assist the child in reaching these goals (US department of Education, 2007). The transition activities must be based upon the student's preferences and interests (Rowe, 2004 as cited in Eckes & Ochoa, 2005).

Often postsecondary education is targeted as an important transition outcome for students with and without disabilities. This is because of the impact of a college degree on future adult outcomes. Students with disabilities who graduate from a postsecondary institution have been found to have comparable employment rates, levels of income and levels of benefits earned to the general workforce in the United States (Madaus, 2006). After looking at a sample of university graduates with learning disabilities, Madaus found that the percentage of respondents who were unemployed and looking for work represented 5% of the total sample. This percentage is equal to the unemployment rate in the United States at the time of the final data collection (Madaus, 2006). The sample also reported annual earnings that are consistent with those of nondisabled peers. The median income range of these individuals was $40,000-$50,000, which is almost identical to the median salary of college graduates in the U.S. workforce (Madaus, 2006). This study by Madaus supports the statement that earning a college degree is beneficial for the employment outcomes of adults with learning disabilities.

The Individuals with disabilities Education Improvement Act of 2004 (IDEIA) requires that assessment for transition planning is required by schools. Sitlington and Clark (2007) highlight some specific areas listed by Clark that should be looked at when assessing a child in order to completely assess their academic and functional performance while also including their interests and preferences. One main area is to focus on the student's interests. When looking at an individual's interests, it is important to center on what the student enjoys doing, or what that particular student might be curious about. Focusing on a person's interest requires looking at what is satisfying to that person or what he or she may see as a benefit (Clark, 2007 as cited in Sitlington & Clark, 2007). A second area to focus on is student preferences. Preference involves the student making decisions based on informed choices among interest-related options.

Depending on the student's level and abilities, family involvement is often important in preferences.

Cognitive development and academic achievement performance is another area that is important to assess when planning for transition. This can help determine strengths and identify any areas in need of intervention when preparing for postsecondary education, or work. Often, cognitive skills and academic functioning are high expectations in postsecondary academic programs. The next area that should be assessed is adaptive behavior. This includes adaptive and daily living skills, including dressing skills, personal hygiene skills, basic food preparation, care of clothing, and driving or use of public transportation. Adaptive behaviors should include areas of daily living at home, in the community and employment. Emotional development and mental health is also important in transition assessment to help the student understand their own self-esteem, fears, anger, and any feelings of hopelessness. Behavioral assessment may also be important to plan for future environmental demands. Another area to assess is employability and vocational skills. This includes ability to be self-directed, speed, accuracy and precision, acceptance of authority and policies relative to work and dependability in attendance and punctuality. Lastly, assessments should be done in community participation. This involves looking at students' activities outside of home and school setting as well as independence and self-determination. It is also important to assess self-awareness and self-knowledge of abilities, needs and rights (Clark, 2007 as cited in Sitlington & Clark, 2007).

Once students leave high school, the laws stated in the Individuals with Disabilities Act are no longer applicable. Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) allow postsecondary students to continue to receive services. Unlike IDEA, these laws do not focus solely on special education. They do, however, act as anti-

discrimination laws, stating that institutions cannot discriminate against students with disabilities (Eckes & Ochoa, 2005). Section 504 and ADA are civil rights acts that allow access to education. In order to receive services from an institution, students are required to submit documentation to the post-secondary institution if they wish to access protections and services under Section 504 of the Rehabilitation Act (Maudaus & Shaw, 2006). Once the university has received notice from the student of their disability, the school must make "academic adjustments" that are necessary to ensure an opportunity to participate (Eckes & Ochoa, 2005).

Career Exploration

Among the many areas that are important to focus on when guiding a student's transition from high school, career explorations should be a top priority for all students, including those with disabilities. If students leave high school without exploring career options and receiving information regarding finding a job, they will be lacking the skills crucial for job acquisition and retention (Farley & Johnson, 1999).

Farley, Johnson, & Parkerson (1999) looked at the effects of a career assessment and planning intervention on the vocational development of students with disabilities. They hoped to see if career assessment and intervention would increase vocational self-awareness. This means students receiving career intervention would demonstrate a greater degree of self and work knowledge, when compared to students receiving only regular classroom instruction. Vocational Self-Awareness was measured in this study by the Vocational Self-Awareness Scale (Farley, 1988 as cited in Farley, Johnson, & Parkerson, 1999). This measure allows respondents to identify their knowledge of vocational personal characteristics, such as interest, aptitudes, and work values, and their knowledge of work, including available jobs, requirements, and duties. A second hypothesis was that career assessment and intervention would lead to a greater degree of

confidence in their vocational decision making ability. Confidence was measured using the My Vocational Situation scale (Holland, Daiger, & Power, 1980 as cited in Farley, Johnson, & Parkerson, 1999). Next, researchers predicted that the effects of the career assessment and intervention would lead to the students having a greater degree of career decisiveness as measured by the Career Decision Scale (Osipow, 1980 as cited in Farley, Johnson, & Parkerson, 1999). Finally, it was hypothesized that students involved in the career assessment and planning intervention would demonstrate a greater degree of perceived involvement in their vocational orientated program.

Results of the study indicated that participants demonstrated significantly more vocational self-awareness, confidence, and decisiveness than nonparticipants. Participants also perceived themselves as significantly more involved in their program compared to nonparticipants (Farley, Johnson, & Parkerson, 1999). Overall, allowing students to learn about their career interests as well as providing training to prepare for transitions has a positive effect on vocational knowledge. Students who are involved in this type of process are better prepared to deal with the transition process. This can be beneficial to all students, especially those with disabilities.

Farley, Johnson, and Parkerson (1999) covered specific topics when conducting their career assessment and planning intervention. The intervention used for their study was part of a larger school-to-work preparation program. The entire program included an experimental intervention, vocational evaluation, and occupational skills training. The intervention was implemented in a series of individual and group sessions designed to develop self-knowledge in areas such as interests, aptitudes, work values, and personal strengths and weaknesses. Work knowledge was also taught and students learned about available jobs, their requirements,

educational prerequisites, and future outlook. Lastly, career planning allowed students to select a vocational goal and plan to achieve the goal. These areas were found to be beneficial for these students in smoothing their transition process.

Another study by Farley and Johnson (1999) found similar results in regards to the effectiveness of an intervention program designed to enhance the career exploration and job acquisition of secondary special education youth. Their program was designed to enhance the school-to work process by improving specific behaviors associated with career decision-making and job acquisition. The portion of the program that focused on career exploration was designed to impact vocational self-awareness, career decisiveness, and confidence in decision making. Another portion of this program focused on job acquisition. This was designed to promote the development of effective self-presentation skills on a job application and in a job interview. Results of the study indicated that the instructional program allowed students to demonstrate greater confidence in their vocational decision-making ability, demonstrate more career decisiveness, present themselves better on a job application and perform better in an employment interview (Farley & Johnson, 1999).

More specifically, looking at students thinking about entering post-secondary education, Dalke and Schmitt (1987) implemented a transition program for students with disabilities who just graduated high school. The program was designed to allow students to become familiar with the college process and become aware of educational opportunities offered in college. By familiarizing students with opportunities available to them, they allowed them to explore different educational programs offered and therefore allowed them to explore possible careers. Results of this study showed that students were very satisfied with this program and had higher first-semester grade point averages than first-semester students who did not attend the program

(Dalke & Schmitt, 1987). A program such as this is beneficial in assisting students with the transition process and introducing them to possible career choices.

Career Assessment

An essential and beneficial approach to guiding transitions for all students that should be included in the career exploration process is career assessment. Assessing a student's career interests can help with career explorations and smooth the transition from secondary education. Several factors are often examined in a complete and thorough career assessment. Some of these factors include interest, personality, and work values. There are currently several different measures designed to assess these areas.

Career Interests Assessment

A common tool used to assess career interest is the Self-Directed Search (SDS) (Holland, Powell, & Fritzsche, 1994). This measure is a self-administered, self-scored, and self-interpreted interest inventory. The SDS can be used for individual career counseling, coaching groups of people about career options, confirming career choices, or for estimating the degree of fit or misfit between an individual's personality and career or educational environment (Prince & Heiser, 2000). The instrument consists of an Occupational Daydream section and four sets of scales including Activities, Competencies, Occupations, and Self-Estimates. Users calculate a three letter Summary Code using scores from all of the scales except the Occupational Daydream section. Holland designed the SDS based on his theory that people can be categorized according to six personality types (Prince & Heiser, 2000). These personality types include Realistic (R), Investigative (I), Artistic (A), Social (S), Enterprising (E), or Conventional (C). Holland's theory also assumes that people search for environments that allow them to express their skills, abilities, attitudes, and values and their behavior is determined by an interaction between the

characteristics of personality and environment. Holland formed a hexagonal model that estimates the degree of congruence, or agreement, between a person and an environment (Prince & Heiser, 2000). Users of the SDS can compare their Summary Code with a code derived from the Occupational Daydreams section and search for occupational or education options listed in the support materials. The SDS has been found to result in an increase in the number of career options a person considered, an increase in satisfaction with vocational aspiration, and an increase in self-understanding (Prince & Heiser, 2000).

Personality

Different measures have been designed to assess personality. One commonly used measure is the 16 Personality Factor Questionnaire Fifth Edition (16PF-5) (Cattell, Cattell, & Cattell 1994). The 16 PF-5 is a comprehensive measure of normal-range personality. A broad range of normal behaviors are assessed by asking test takers about their behavior in specific situations. The test provides scores on 16 primary personality scales and five global scales. There are three response style scales included to aid in distinguishing unusual response patterns that may affect the validity of scores. Each primary scale on the 16 PF-5 contains 10-15 items and has a three-choice answer format (Cattell & Schierger, 2003).

The five global (Big Five) scales measures by the 16PF-5 are broad, overarching traits that are comprised of four or five more specific primary traits and are defined by the primary traits that make them up. Comparisons between the five 16PF-5 global scales and other Big Five scales, such as the NEO-FFI (Costa & McCrae 1992), have shown a high level of correlation (Cattell & Schierger, 2003). These global scales provide a brief summary of an individual's overall personality style. Global scales include Extraversion/Introversion, Anxiety, Tough-Mindedness/Receptivity, Independence/Accommodation, and Self-Control. Each of these scales

are scored on a range and an individual can be high or low on any of these scales. The test includes descriptions of what it means to be high or low on any particular scale. The 16PF-5 has been found to be an objective, comprehensive, and efficient source of information in employment and career settings. It is frequently used in the areas of career development, and career counseling.

Another commonly used measure of personality is the NEO-Five Factor Inventory (NEO-FFI) (Costa & McCrae 1992). This inventory assesses five major personality domains including Neuroticism, Extraversion, Openness to Experience, Agreeableness, and Conscientiousness. The test consists of 60 multiple choice questions and offers a general description of personality. This inventory is a shortened version of the NEO Personality Inventory (Maddox, 1997). Similar to the 16PF, these scales are scored on a range and scoring high or low on each factor indicates something about your personality (Maddox, 1997).

Work Values

Work values are another important factor that should be included when conducting a comprehensive career assessment. It is beneficial to identify work values when conducting a career assessment, as values such as these have been found to have an important influence on job seekers' decisions (Judge & Bretz, 1992). Work values are often defined as the importance attached to the various rewards to working (Johnson, 2002). Work values refer to what a person wants out of work and which components of a job are important to their work satisfaction (Dawis, 2001 as cited in Duffy & Sedlacek, 2007a). Ros, Swhwartz, and Sukiss (1999) defined work values as beliefs pertaining to desirable end states (such as high pay) or behavior (working with people). Work values are often based on orientations towards work that underlie people's ideas of what is important to them when making occupational choices (Ros, Swhwartz, & Sukiss,

1999). Duffy and Sedlacek (2007a) looked specifically at group differences in the work values of first year college students. They found that 47% of first year students, at a large mid-Atlantic university, were seeking careers in line with their values, or outcomes they desired from that career (Duffy & Sedlacek, 2007a). Based on results of this study, conclusions were able to be made that indicate the power that work values may have on decision making. They concluded that knowing and understanding work values can be quite useful in conjunction with traditional measures of interests, skills and personality (Duffy & Sedlacek, 2007a). This is evidence for the importance of identifying work values in a career assessment. This also gives evidence that in order to have a comprehensive career assessment; work values should be assessed in conjunction with other areas, such a personality.

Work values have been organized within several dimensions. Previous researchers have defined several different work values and researchers have utilized these domains to assess and measure work values (Johnson, 2002; Marini, Fan, Finley & Beutel, 1996). The present study will focus on seven types of work values outlined by Marini et al. (1996). These seven work values include intrinsic, extrinsic, security, influence, altruistic, social, and leisure. Intrinsic values refer to an importance placed on autonomy and interest as well as accomplishment and achievement. Those with intrinsic work values value work for its own sake. These individuals value work that is inherently interesting and important and provides autonomy (Lindsay & Know, 1984). People who place an importance on intrinsic values enjoy a job in which they have the opportunity to be creative and learn new things (Johnson, 2002; Marini et al., 1996).

Extrinsic work values involve importance placed on income, comfortable life, and job security (Ros, Swhwartz & Sukiss, 1999; Furnham, Petrides, Tsaousis, Pappas, & Garrod, 2005). Those with extrinsic work values see work as a means to attaining instrumental resources that are

separate from the meaning of the work activities themselves (Lindsay & Knox, 1984). These individuals are interested in a job in which the chances for advancement and promotion are good and one which has high status and prestige (Johnson, 2002; Marini et al., 1996). Security refers to those who value having a predictable, secure future and look for a job that will provide them with a stable location to live (Marini et al., 1996). Those who value influence place an importance on decision making and dealing with difficult and challenging problems (Marini et al., 1996). Altruistic work values involve directly helping and doing things for others and having a job that is worthwhile and meaningful to society (Johnson, 2002; Marini et al., 1996). Social values refer to placing an importance on working with people and interpersonal relationships. Those with social work values enjoy making positive social relations with coworkers and making friends (Johnson, 2002). Individuals who place an importance on work values involving leisure value having time for other things in life, freedom from supervision, vacation time, and having a job that allows you the freedom to work slowly (Johnson, 2002; Marini et al., 1996).

A longitudinal study by Lindsay and Knox (1984), analyzed the influence of work values on educational selection, the effect of education on occupational placement, and the socializing impact of education on work values. High school seniors across the nation were given surveys in 1972 and again in 1979 to examine their work values, work characteristics, educational attainment, and social status. Lindsay and Knox found that the characteristics of a job are direct consequences not only of prior existing values, but also of educational attainment. Based on the results of this study, researchers concluded that those attaining higher levels of education are not only considerably more likely than those attaining lower levels to have jobs with intrinsically rewarding characteristics, but also somewhat more likely to be have extrinsically rewarding jobs (Lindsay & Knox, 1987). They also found that educational selection was based on previous

values, and subsequent occupational selection was based on education. Therefore, previous values have both direct and indirect effects on occupation (Lindsay & Knox, 1987).

There has also been research to support the idea that group membership may influence what students' value in making their career decisions (Duffy & Sedlacek, 2007b). Men have reported significantly more extrinsic work vales than women, while women report significantly more social work values than men. White students report significantly greater intrinsic work values than students from minority groups. African Americans and Asian Americans reported higher extrinsic work values than white students (Duffy & Sedlacek, 2007b). This is beneficial to know when conducting career assessments with a diverse population of students. Due to group membership or background, students may have different values.

Work values have also been linked to job satisfaction. Knoop (1993) looked at this in adults working in secondary schools. Job satisfaction and work values were assessed in these adults to see how separate work values are from job satisfaction, and which set of values can predict different aspects of job satisfaction. Knoop found that job satisfaction was correlated with work values. Satisfaction with work itself related to extrinsic work values and pay was found to be related to extrinsic work values. This is evidence that work value congruence is related to job satisfaction (Knoop, 1993).

There has been limited research on the relationship between personality traits and work values in emerging adults, specifically those beginning post-secondary education. This relationship has also not been examined with those with disabilities. Arnett (2000) defines emerging adulthood as the time period between the late teens through the twenties, focusing specifically on ages 18-25. According to Arnett, emerging adulthood is a time when a variety of possible life directions are explored in love, work, and world view (Arnett, 2000).

Much of the previous research in this area has focused on working adults. Furnham et al. (2005) suggested that people with different personalities sort themselves into jobs. Furnham et al. (2005) used the NEO-FFI to look at personality and The Work Values Questionnaire to look at work values in adults. Researchers aimed to see if personality traits have specific and consistent influences on people's work values. They found Extraversion and Openness to be positively related to the motivator/intrinsic scale. Conscientiousness was found to be a positive predictor for intrinsic values, while Agreeableness was a negative predictor. Agreeableness was thought to be a negative predictor because agreeable people value cooperativeness over competitiveness. Extraversion and Agreeableness were found to be significant positive predictors of Work Relationships. Neuroticism and Conscientiousness were positive predictors of the extrinsic factor (Furnham et al., 2005). It was assumed that Conscientiousness was a positive predictor of extrinsic work values because conscientious people are likely to value extrinsic work aspects that are necessary to perform their job in a careful manner. Openness was a negative predictor, indicating those who were high on this dimension, rated factors related to financial and working conditions as low importance (Furnham et. al. 2005)

In a similar study, Furnham, Forde, and Ferrari (1999) looked at the work values of job applicants for middle-management positions. Applicants completed the Eysenck Personality Profile and rated 24 work values. 18 of these work values were classified as either hygiene/extrinsic or motivator/intrinsic. Furnham et al. (1999) found Extraversion to be associated with the motivator/intrinsic composite. They also found that Neuroticism was associated with the hygiene/extrinsic composite. These results are consistent with previous findings (Furnham et al., 2005).

Hirschi, (2008) looked at personality traits, interests, work values, and self-evaluations in adolescents in secondary school. He looked at four dimensions of work values in adolescents including extrinsic, intrinsic, prestige, and social values. He also looked at personality traits using the NEO-FFI. Although the study included other factors besides personality and work values, including interests and self-evaluations, some conclusions were able to be made regarding personality and work values. Hirschi found openness to be related to social work values (Hirschi, 2008).

If personality and work value are going to be used in a comprehensive career assessment, it is beneficial to know if there is a relationship between these factors. If so we can assume instruments measuring these factors are working together. There has not been a great amount of research that has specifically addressed this issue. There has been some research to show that certain personality traits are related to work values (e.g., Furnham et al.,1999; Furnham et al., 2005; Hirschi, 2008). These studies however, have not focused on emerging adults in transition to post-secondary education. Studies that did focus on work values in those who have made this transition, did not specifically relate these work values to personality (Duffy & Sedlacek, 2007a). Also, studies that looked at career explorations have not specifically addressed work values and personality. Many of these studies place an emphasis on job acquisition or vocational skills without giving much attention to the aspect of work values and personality (Dalke & Schmitt, 1987; Farley & Johnson, 1999; Farley, Johnson, & Parkerson, 1999).

The purpose of this study was to explore the extensiveness of overlap between personality measurements and work values in emerging adults who are in the transition process and those who have recently transitioned to post-secondary education. Much of the research that has touched on this issue has used the NEO to assess personality and not focused on the 16PF-5.

This study used the 16PF-5 to measure personality. Work values were measured to see if there was a relationship between these two aspects. If these measure do in fact work together, they can effectively be used together to guide student transitions from secondary to post-secondary education.

A secondary purpose of this study was to see if similar relationships exist between personality and work values in individuals with disabilities as in those without disabilities. There has been limited research looking at work values of students with disabilities who have transitioned to post-secondary education. This is important to know because of the extreme significance of guiding transitions for students with disabilities. It is known that individuals with disabilities often are likely to be unemployed, underemployed, or employed only part time after secondary education (Rusch & Phelps, 1987 as cited in Dowdy, Jade, Carter & Smith, 1990). Since schools are required by IDEA to provide transition plans for students with disabilities, including information regarding personality and work values in the transition can possibly have a positive effect for these students. Previous studies have found that students often choose a career path in line with their work values (Duffy & Sedlacek, 2007a). Giving students as much information as possible regarding work values and personality may greatly impact their decisions regarding career choice. If we are able to see that these instruments do in fact work together, we can help create a more thorough career assessment for these students by allowing them to understand their own values and personalities better.

One hypothesis of this study was that there will be a significant relationship between personality and work values. It is expected that a significant relationship will be found among the various aspects of personality measured by the 16PF-5 and the seven types of work values.

A second hypothesis was that this significant relationship will be similar for those with disabilities.

CHAPTER THREE

Method

Participants

Archival data was collected from 20 high school juniors and seniors with disabilities who participated in a previous study to investigate the relationship between work values and personality in those with disabilities. These individuals were used because they were classified as having a disability and were in transition out of secondary education. All students attended a public suburban high school in western New York and ranged in age from 16 to 18 years. Specific disabilities included Learning Disabilities, Other Health Impairments, Emotional Disturbances, and Autism Spectrum Disorder. All students were previously classified under one of 13 IDEA categories based on a comprehensive evaluation. Students included in this study were chosen by a transition specialist in the school. All participants were volunteers and parental permission was obtained. All participants were informed they had the freedom to withdraw at any time without penalty. Confidentiality was maintained as all names were eliminated from assessment results.

This study included 65 undergraduates from a technical institute in western New York were used to measure the relationship between personality and work values in students with and without disabilities. The status was that 40 students did not have a disability and 25 students had a disability. These students ranged from freshmen to seniors and range in age from 18 to 25 years. Undergraduate students were chosen to look at the relationship between personality and work values in those who have recently transitioned from secondary to post-secondary

education. All students volunteered to participate and consent was obtained. All participants had the freedom to withdraw at any time without penalty. All names were removed from data to maintain confidentiality. The data used in this study was previously approved by the Institutional Review Board.

Measures

Personality

Personality was measured in both the high school and undergraduate participants using the 16PF 5th edition (Cattell, Cattell, & Cattell 1994). The 16 PF-5 is a comprehensive measure of normal personality traits and is used with people ages 16 and older. A broad range of normal behaviors are assessed by asking test takers about their behavior in specific situations. The test provides scores on 16 primary personality scales and five global scales. These personality factors were developed through factor analysis by Cattell (Cattell, Cattell, & Cattell, 1994). There are three response style scales included to aid in distinguishing unusual response patterns that may affect the validity of scores. Each primary scale on the 16 PF-5 contains 10-15 items and has a three-choice answer format (Cattell & Schierger, 2003). Scores on the 16PF are presented on a 10-point scale called a "sten" or standard ten scale, with a mean of 5.5 and a standard deviation of 2.

The five global (Big Five) scales measured by the 16PF-5 are broad, overarching traits that are comprised of four or five more specific primary traits and are defined by the primary traits that make them up. Comparisons between the five 16PF-5 global scales and other Big Five scales, such as the NEO Five Factor Inventory (NEP-FFI) (Costa & McCrae, 1992), have shown a high level of correlation (Cattell & Schierger, 2003). These global scales provide a brief summary of an individual's overall personality style. Global scales include

Extraversion/Introversion, Anxiety, Tough-Mindedness/Receptivity, Independence/Accommodation, and Self-Control. Each scale is scored on a range from 1 to 10 and an individual can be high or low on any of these scales. The test includes descriptions of what it means to be high or low on any particular scale. The 16PF-5 was chosen for this study because it has been found to be an objective, comprehensive, and efficient source of information in employment and career settings. It is frequently used in the areas of career development, and career counseling (Cattell, Cattell, & Cattell, 1994).

The 16PF-5 has been found to be comparable to other personality measures and was found to have high internal reliability and high test-retest reliability. Construct validity was provided by confirming its factor structure through factor analysis. Extensive research has found the 16PF-5 to have applied validity in many settings including counseling, clinical, career development, personnel selection and development, educational, and research settings (Cattell & Schuerger, 2003).

Work Values

The scale measuring work values was developed by Marini, Fan, Finley & Beutel, 1996. There are seven domains of work values that are measured in this scale. The work values scale has been supported by exploratory and confirmatory analyses and has demonstrated structural invariance over time (Marini et al., 1996). The scale contains seven domains including intrinsic, extrinsic, security, influence, altruistic, social, and leisure. Participants were administered a survey with directions that stated "listed below are 22 statements regarding work values. Rate each statement on a scale of importance from 1 (not important) to 4 (very important)." A measurement of work values score sheet was designed that separated each of the seven categories of work values. The total score for each category will be added up and divided by the

number of questions pertaining to that specific category to obtain a score for each type of work value.

Procedures

To look at the relationship between personality and work values in the students with disabilities in high school, data was used from a previous study of a group of students attending a suburban high school in Western New York who voluntarily participated in a career assessment battery. Part of the assessment battery included an individually administered assessment of work values using the work values measurement scale and personality using the 16PF-5. This assessment was administered by a school psychology faculty member and his research assistants, who were school psychology graduate students trained in using these measures. Data from the previous study was used for the current study to investigate any relationships among personality and work values in students with disabilities preparing to transition out of high school.

To look at the relationship between personality and work values in college students both with and without disabilities, data was used from a sample of undergraduate students at a technical institute in Western New York who were administered the work values measure to assess work values and the 16PF-5 to assess personality as part of a previous study. Assessments were administered during student's class time and were scored and assessed by a school psychology faculty member and school psychology graduate students trained in using and scoring these measures. All participants volunteered to participate and the measures were administered in a group setting. Because all names were removed from assessment results, ambiguity was maintained for all participants involved in this study.

Data Collection and Analysis

After all the archival data was collected, it was compiled and entered into SPSS version 14.0, which was used to analyze the data. Pearson correlations (α=.05) were used to determine if any relationship exists between the personality scores, as measured by the 16PF-5, and work values scores, as measured by the work values measurement scale. These results of the correlations of the high school students with disabilities' scores on the 16PF-5 and the work values scale were used to determine if there was any relationship between personality and work values in those with disabilities transitioning out of secondary education. Correlations were also looked at with the scores on the 16PF-5 and the work values scale in the college students to see if there was any relationship between personality and work values in emerging adults with and without disabilities that have recently made the transition from secondary to post-secondary education. Each of the seven work values were compared to the 16 factors of the 16PF-5 to determine if any of the work values correlated with the factors measured on the 16PF-5.

CHAPTER FOUR

Results

Pearson correlations were used to determine if any relationships exist in the overall sample between all seven work values domains, as measured by the work values measurement scale. Table 1 shows the Pearson correlations of the seven work values. There were significant positive correlations among all work values, the highest being between Extrinsic and Intrinsic (r = .92, p =.01), and the lowest between Security and Influence (r =.68, p = .01).

Shown in Table 2 are the Pearson correlations from the overall sample between all seven work values scores and all 16 personality scores as measured by the 16PF-5. There were three personality traits that had significant positive correlations with a work value domain. Openness to Change was positively correlated to all seven work values with the strongest value being Intrinsic Rewards (r=.31, p=.01). Six out of the seven work values were positively correlated with Social Boldness with the strongest value being Altruistic and Social Rewards (r= .32, p= .01). Five out of seven were positively correlated to Vigilance with the strongest value being Security (r=.27, p= .05). All other traits showed no relationships.

Table 3 shows the Pearson correlations for the overall sample of the five global factors from the 16PF-5 and the seven work values. There was a significant positive correlation between Independence and all seven work values with the strongest correlations being between both Intrinsic and Independence and Intrinsic and Social rewards (r=.36, p= .01). Extraversion was also positively correlated to both Altruistic and Social rewards. There were no other significant relationships.

In order to look more specifically at those with disabilities, Table 4 shows the Pearson correlations between all seven work values scores, as measured by the work values measurement

scale. There was a significant positive correlation between all work values except for Extrinsic and Influence. The highest correlation was between Intrinsic and Leisure (r = .93, p =.01), and the lowest between Influence and Leisure (r =.34, p = .05).

Table 5 represents the correlations between the seven work values and the 16PF-5 Primary Factors for students with disabilities. There were only three personality traits with a significant positive correlation with a work value. There was a significant positive correlation for Extrinsic Rewards and Tension (r = .42, p <.05), Altruistic Rewards and Tension (r = .36, p <.05) and Social Rewards and Social Boldness (r = .38, p <.05). There was a significant negative correlation between Leisure and Liveliness (r = -.35, p <.05).

Pearson correlations for the five global factors from the 16PF-5 and the seven work values for those with disabilities are shown in Table 6. There were no significant correlations between the Global factors of the 16PF-5 and work values when looking specifically at those with disabilities.

For those without disabilities, Table 7 shows the correlations among all seven work values domains, as measured by the work values measurement scale. There was a significant positive correlation between all work values except for Security and Influence and Security and Altruistic. The strongest relationships were between Intrinsic and Altruistic and Intrinsic and Social (r=.75, p= .01), while the weakest was between Security and Leisure (r=.38, p= .01).

Table 8 shows the Pearson correlations between all seven work values scores and the 16 personality scores as measured by the 16PF-5 for those without disabilities. Eight of the 16PF-5 primary factors showed relationships with some of the work values. The most occurred for Vigilance in which there were four significant positive relationships including, Influence (r=.33, p= .05), Intrinsic Rewards (r=.34, p= .05), Social Rewards (r=.48, p= .01), and Leisure (r=.39,

p= .05). There was a significant negative relationship between Warmth and Extrinsic Rewards (*r*=-.37, *p*=05) and Leisure (*r*=-.43, *p*=05). Emotional Stability was negatively correlated with Altruistic (*r*=-.39, *p*=05) and Social Rewards (*r*=-.37, *p*=05). Rule Consciousness was negatively correlated with both Extrinsic Rewards (*r*=-.39, *p*=05) and Intrinsic Rewards (*r*=-.35, *p*=05). Abstractedness showed a significant positive correlation with Influence (*r*=.35, *p*=05) and Social Rewards (*r*=.35, *p*=05). Self-Reliance was positively correlated with both Influence (*r*=.37, *p*=05) and Intrinsic Rewards (*r*=.35, *p*=05). Privateness was positively correlated with Leisure (*r*=.39, *p*=05) and lastly, Perfectionism was positively correlated with Security (*r*=. 32, *p*=05).

Shown in Table 9 are the correlations between the global factors from the 16PF and the seven work values for those without disabilities. Two of the five global factors were associated with work values. Extraversion was negatively correlated with both Extrinsic Rewards (*r*= -.34, *p*=.05) and Leisure (*r*= -.39, *p*= .05). Anxiety was positively correlated with Social Rewards (*r*=.35, *p*= .05).

CHAPTER 5

Discussion

The purpose of this study was to explore the extensiveness of overlap between personality measurements and work values in emerging adults who are in the transition process and in those who have recently transitioned to post-secondary education. Work values and personality was measured to see if there were any relationships between these two constructs. Further, this study sought to assess whether a similar relationships exist between personality and work values in individuals with disabilities as compared to those without disabilities. Results suggest that when looking at the overall sample, which included both those with and without disabilities, there were significant positive correlations between all seven work value domains, as measured by the work values measurement scale.

When looking at the relationship between all seven work values scores and personality scores as measured by the 16PF-5, three personality traits had significant positive correlations with a work value domain. Openness to change (Factor Q1) was positively correlated to all seven work values, with the strongest being Intrinsic Rewards. This may be due to the fact that individuals high in Openness value learning and achieving and often find creative and new ways to learn. This is consistent with previous research which found that Openness was positively related to intrinsic values (Furnham et. al., 2005). Prior findings have also suggested that Openness is positively related to Social Work Values (Hirschi, 2008). Social Boldness (Factor H) was positively correlated with six of the work values (except Security). The strongest relationships for Social Boldness were Altruistic and Social Rewards. Those who are high in social boldness tend to be socially bold and venturesome. They tend to have a high motivation to move towards others and seek attention and stimulation. Because they have this type of

personality, they favor work values in which they are directly helping and doing things for others, and they place an importance on working with people and in interpersonal relationships. The third personality trait from the overall sample that was positively correlated with some of the work values was Vigilance (Factor L). Vigilance was positively correlated to all the work values except Extrinsic Rewards and Altruistic Rewards.

Because the 16PF-5 yields five global factors as well as the 16 personality traits, the relationship between these five factors and the seven work values was examined. Independence was positively correlated with all seven work values and Extraversion was positively correlated with both Altruistic and Social Rewards. Previous research has found Extraversion to be significant positive predictors of Extrinsic values (Furnham et al.,2005). The current study found that there was not a significant relationship between Extraversion and Intrinsic values, which is contrasting with previous research findings (Furnham et al., 1999). These findings are consistent with an initial hypothesis; some relationships between personality and work values were found. These findings, although varying slightly, are similar to the limited research in this area. Possible explanations for the variations in the results from this study and previous studies may be due to the fact that different instruments were used. Another reason that may contribute to the varying findings may be because different populations were used in this study than in most previous research examining this topic.

A secondary purpose of this study was to see if similar relationships exist between personality and work values in individuals with disabilities as in those without disabilities. When looking solely at those without a disability, seven of the 16PF-5 primary factors showed relationships with some of the work values. Warmth (Factor A) was a negative predictor for Extrinsic Rewards and Leisure, Emotional Stability (Factor C) was a negative predictor for

Altruistic Rewards and Social Rewards and Rule Consciousness (Factor G) was a negative predictor for Extrinsic Rewards and Intrinsic Rewards. Vigilance (Factor L) was related to the most work values, including a positive relationship with Influence, Intrinsic Rewards, Social Rewards, and Leisure. Two of the five Global Factors from the 16PF were also correlated with work values.

Results of this study found that this relationship is not the same with those with disabilities. For those with disabilities, there were only three personality traits with a significant correlation and there were no significant correlations between the Global Factors of the 16PF-5 and work values. These findings suggest that the relationship between personality and work values in students without disabilities varies from students with disabilities. This is inconsistent with an initial hypothesis that there will be a similar relationship between the various aspects of personality, measured by the 16PF-5, and the seven types of work values in students with and without disabilities.

These results suggest that overall, there is a correlation between work values and personality however, when looking specifically at students with disabilities, this same relationship is not evident. They are different not only in terms of the personality factors and work values that correlate but also the extensiveness in which certain factors are related. This is indicative that these students with disabilities are seeing themselves and work not only differently, but separately.

This is pertinent to take into consideration when working with students with disabilities who are transitioning out of secondary education. Research has shown that individuals with disabilities are often more likely to be unemployed, underemployed, or employed only part time after secondary education (Rusch & Phelps, 1987 as cited in Dowdy, Jade, Carter & Smith,

1990). It also has been shown that allowing students to learn about their career interests as well as providing training to prepare for transitions has a positive effect on vocational knowledge (Farley, Johnson, & Parkerson, 1999). This means it is imperative to provide thorough career assessments and interventions for students with disabilities. This study has indicated that there is a relationship between personality and work values however, it is not as apparent in those with disabilities. It has been shown than it is beneficial to identify work values when conducting a career assessment, as values such these have been found to have an important influence on job seekers' decisions (Judge & Bretz, 1992). Because students with disabilities are showing a disconnect from themselves and their work, it is crucial to help these students better understand themselves and their values before leaving high school. Career assessment tools such as the Self-Directed Search (SDS) (Holland, Powell, & Fritzshe, 1994) should be used to help students increase their number of career options, increase their satisfaction with their vocational aspiration, and increase their self-understanding.

Limitations

One limitation of this study is that personality was only assessed through the use of the 16PF and only normal personality traits were assessed. This is just one method of assessing personality traits. Many of the previous researchers in this area have used a wider variety of tools to assess personality. A second limitation is that work values are a vast area of study that can be examined in several ways however, for the purpose of this study, work values were only looked at in their relation to personality.

A third limitation is this study was the uneven distribution of the samples. There were no high school students without disabilities in the sample. Also, there were only 20 high school students compared to 65 undergraduates. In this case, age may have played a factor in the results

and therefore may limit generalization. Lastly, many of the participants in this study were chosen from the same technical institute in Western New York. This may be a limit to the present study as these results may not be able to be generalized across the entire population of individuals this age.

Future Implications

The findings of this study will be beneficial for anyone working with students preparing for the transition out of secondary education or students who have recently made that transition. Despite these findings, future research is still needed in this area. As previously mentioned, there has been limited research looking at the specific relationship between personality and work values with this population, especially in those with disabilities. There has however been much research showing students with disabilities have a need for immense support during this time of transition. Researchers therefore need to continue to explore and research this area in order to support this population.

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Table 1

Pearson Correlations among Work Value domains

	Work Value Domains						
Work Value Domains	Extrinsic	Security	Influence	Intrinsic	Altruistic	Social	Leisure
Extrinsic	---						
Security	.84**	---					
Influence	.80**	.68**	---				
Intrinsic	.92**	.79**	.84**	---			
Altruistic	.86**	.69**	.76**	.89**	---		
Social	.84**	.74**	.78**	.89**	.83**	---	
Leisure	.89**	.75**	.78**	.93**	.82**	.84**	---

**$p<.01$
n=73-78

Table 2

Pearson Correlations of 16PF and Work Values

	Work Value Domains						
16PF Primary Factors	Extrinsic Rewards	Security	Influence	Intrinsic Rewards	Altruistic Rewards	Social Rewards	Leisure
Warmth	.11	.11	0.7	.06	.15	.11	.02
Reasoning	.10	-.00	.13	.18	.14	.22	.20
Emotional Stability	.10	.03	.12	.11	-.01	.03	.15
Dominance	.16	.17	.10	.18	.11	.19	.12
Liveliness	.12	.08	.14	.10	.14	.15	.06
Rule Consciousness	-.03	.00	.02	-.04	.03	.07	-.03
Social Boldness	.24*	.19	.25*	.28*	.32**	.32**	.24*
Sensitivity	.06	.12	.07	.06	.04	.08	.01
Vigilance	.21	.27*	.26*	.23*	.16	.24*	.26*
Abstractedness	-.18	-.16	-.00	-.09	-.09	-.01	-.14
Privateness	-.03	-.01	.06	-.05	-.12	-.11	-.00
Apprehension	-.07	-.07	-.01	-.09	-.05	.01	-.09
Openness to Change	.27*	.25*	.26*	.31**	.26*	.25*	.29*
Self-Reliance	-.09	-.03	.01	-.03	-.12	-.15	-.08
Perfectionism	.19	.22	.15	.16	.12	.16	.17
Tension	.03	-.03	-.11	-.01	.08	.08	.04

*p< 0.05, **p<.01, n= 63-88

Table 3

Global factors and work values based on overall sample

	Work Value Domains						
16 PF Global Factors	Extrinsic Rewards	Security	Influence	Intrinsic Rewards	Altruistic Rewards	Social Rewards	Leisure
Extraversion	.19	.13	.09	.15	.25*	.23*	.15
Anxiety	.03	.07	-.01	.00	.08	.10	.02
Tough-Mindedness	-.13	-.18	-.16	-.16	-.14	-.16	-.12
Independence	.31**	.29*	.29*	.36**	.32**	.36**	.32**
Self-Control	.13	.16	.07	.10	.11	.14	.14

*p< .05
**p< .01
n=73-88

Table 4

Pearson Correlations of work values for students with disabilities

	Work Value Domains						
Work Value Domains	Extrinsic	Security	Influence	Intrinsic	Altruistic	Social	Leisure
Extrinsic	---						
Security	.48**	---					
Influence	.18	.39*	---				
Intrinsic	.54**	.57**	.41*	---			
Altruistic	.71**	.61**	.51**	.72**	---		
Social	.58**	.49**	.50**	.72**	.74**	---	
Leisure	.74**	.55**	.34*	.93**	.55**	.593**	---

*p<.05
**p<.01
n=35-37

Table 5

Correlations of 16PF and Work Values for students with disabilities

	Work Value Domains						
16PF Primary Factors	Extrinsic Rewards	Security	Influence	Intrinsic Rewards	Altruistic Rewards	Social Rewards	Leisure
Warmth	.10	-.04	-.09	-.29	-.03	.08	-.28
Reasoning	.05	-.15	-.26	.14	-.02	.19	.17
Emotional Stability	-.02	-.15	.19	-.21	-.28	-.14	-.11
Dominance	-.09	-.04	.09	.04	.09	-.02	.04
Liveliness	-.09	-.08	.00	-.29	.03	.14	-.35*
Rule Consciousness	.26	.11	.14	.12	.20	.20	-.09
Social Boldness	-.12	-.02	.03	.00	.15	.38*	-.02
Sensitivity	-.19	-.14	-.19	-.21	-.09	-.09	-.18
Vigilance	-.20	.11	-.03	-.14	-.23	-.17	-.08
Abstractedness	-.19	-.07	-.02	.03	-.07	-.04	.06
Privateness	-.06	-.10	.23	-.20	-.22	-.13	-.16
Apprehension	.23	.19	-.10	.16	.01	.08	.19
Openness to Change	-.17	-.15	-.01	-.13	-.17	-.14	-.07
Self-Reliance	-.08	.06	.14	.24	-.08	-.19	.26
Perfectionism	.19	-.02	-.04	-.02	-.06	-.04	-.02
Tension	.42*	.31	-.10	.33	.36*	.24	.31

*p< 0.05 **p< .01 n= 26-35

Table 6

Global factors and work values for students with disabilities

	Work Value Domains						
16PF Global Factors	Extrinsic Rewards	Security	Influence	Intrinsic Rewards	Altruistic Rewards	Social Rewards	Leisure
Extraversion	.13	-.01	-.15	-.17	.14	.21	-.18
Anxiety	.19	.32	-.21	.25	.21	.12	.22
Tough-Mindedness	-.23	.15	.14	.26	.17	.14	.16
Independence	-.27	-.10	.04	-.05	-.02	.03	-.03
Self-Control	.31	.13	.02	.14	.14	.12	.14

*$p < .05$
**$p < .01$
n=33-35

Table 7

Pearson Correlations of work values for students without disabilities

	Work Value Domain						
Work Value Domains	Extrinsic	Security	Influence	Intrinsic	Altruistic	Social	Leisure
Extrinsic	---						
Security	.69**	---					
Influence	.56**	.29	---				
Intrinsic	.76**	.49**	.65**	---			
Altruistic	.61**	.19	.46**	.75**	---		
Social	.62**	.47**	.52**	.75**	.58**	---	
Leisure	.65**	.38**	.48**	.73**	.55**	.65**	---

*p<.05
**p<.01
n=35-38

Table 8

Pearson Correlations of 16PF and Work Values for students without disabilities

	Work Value Domains						
16PF Primary Factors	Extrinsic Rewards	Security	Influence	Intrinsic Rewards	Altruistic Rewards	Social Rewards	Leisure
Warmth	-.37*	-.13	-.24	-.32	-.17	-.33	-.43*
Reasoning	-.07	-.16	.11	.09	.08	.08	.12
Emotional Stability	-.15	-.12	-.15	-.06	-.39*	-.37*	-.09
Dominance	.09	.17	-.14	.07	-.12	.09	-.10
Liveliness	-.21	-.13	-.12	-.20	-.31	-.33	-.29
Rule Consciousness	-.39*	-.15	-.12	-.35*	-.14	-.07	-.21
Social Boldness	-.19	-.19	-.08	-.15	-.11	-.21	-.26
Sensitivity	-.18	.07	-.05	-.14	-.16	-.08	-.28
Vigilance	.29	.26	.33*	.34*	.27	.48**	.39*
Abstractedness	-.00	-.07	.35*	.18	.17	.35*	-.04
Privateness	.20	.20	.24	.24	.12	.11	.39*
Apprehension	-.13	-.16	.15	-.13	.17	.11	-.13
Openness to Change	.21	.23	.12	.28	.18	.11	-.15
Self-Reliance	.31	.24	.37*	.35*	.26	.26	.18
Perfectionism	.18	.32*	.15	.16	.16	.24	.25
Tension	.04	-.14	-.08	-.02	.10	.16	.09

*p< 0.05 **p< .01 n=34-38

Table 9

Global factors and work values for students without disabilities

	Work Value Domains						
16PF Global Factors	Extrinsic Rewards	Security	Influence	Intrinsic Rewards	Altruistic Rewards	Social Rewards	Leisure
Extraversion	-.34*	.23	-.29	-.31	-.25	-.33	-.39*
Anxiety	.08	.02	.15	.01	.27	.35*	.12
Tough-Mindedness	-.06	-.13	-.05	-.06	-.02	-.04	.14
Independence	.13	.15	-.02	.16	.08	.13	.00
Self-Control	-.06	.13	-.03	-.04	.03	.08	.12

*$p < .05$
**$p < .01$
n=35-38