THE INVESTIGATION OF WORK VALUES ON PYSCHOLOGICAL COUNSELING AND GUIDANCE STUDENTS

Mehmet BİLGİN

Doç. Dr., Çukurova Üniversitesi Eğitim Fakültesi Psikolojik Danışma ve Rehberlik ABD.
mbilgin@cu.edu.tr

ABSTRACT

Work values or work goals play a crucial role in peoples' lives and career development as these can affect not only the choice of education and career but also the person's commitment to learning and work. People tend to select careers that are consistent with their work values, or they change their work values to suit the dominant values in their chosen employment field. Work values have been defined not only as desired outcomes or behaviors in the work environment but also as positive job satisfaction reinforcement. The aim of this study was to identify the work values of counseling students at the undergraduate level. The participants were 439 undergraduate students. Super's Work Values Inventory–Revised was used in the study. The results show that students feel their most important work values are lifestyle, achievement, independence, variety and workplace. Both male and female students expressed their most important values as lifestyle, success, and independence. Furthermore, female students stated that they cared about the variety and workplace values while male students stated that they cared about the prestige and coworkers values. In addition, for the co-workers value there were significant differences between the first and fourth undergraduate students.

Keywords: Counseling and guidance, undergraduate students**,** work values.

PSİKOLOJİK DANIŞMA VE REHBERLİK ÖĞRENCİLERİNİN MESLEKİ DEĞERLERİNİN İNCELENMESİ

ÖZ

Mesleki değerler, bireyin yaşamı ve kariyer gelişimi için çok önemli bir rol oynamaktadır. Bu değerler, eğitim ve kariyer seçimlerini etkileyebilir ve kişinin öğrenme ve çalışma potansiyeli üzerinde etkili olabilir. İnsanlar mesleki uygulamalarında memnuniyet oranının artmasında kişinin değerleri ile mesleki değerlerin uyuşmasının etkili olduğu ifade edilmektedir. Bu araştırmanın amacı psikolojik danışma ve rehberlik eğitimi alan öğrencilerin meslek değerlerinin belirlenmesidir. Bu araştırma 439 lisans öğrencisi ile yürütülmüştür. Katılımcılara Super's Works Values Inventory-Revised (SWVI-R) ölçeği uygulanmıştır. Bu çalışmada psikolojik danışma ve rehberlik lisans öğrencilerinin mesleki değerleri incelemiş ve danışman adayları için yaşam biçimi, başarı, bağımsızlık, çeşitlilik ve İş ortamı değerlerinin diğer değerlere göre daha önemli olduğu bulunmuştur. Hem erkek hem de kız öğrenciler yaşam biçimi, başarı ve bağımsızlık değerleri açısından benzerlik göstermişlerdir. Buna ek olarak, kız öğrencileri için çeşitlilik ve iş ortamı değerleri daha önemliyken, erkek öğrencileri için prestij ve iş arkadaşları değerlerinin daha önemli olduğunu belirtilmiştir. Sınıf düzeyi açısından incelendiğinde birinci ve dördüncü sınıf öğrencileri için başarı, bağımsızlık ve yaşam biçimi ilk üç önemli değer olarak vurgulanmıştır.

Anahtar Kelimeler: Psikolojik danışma ve rehberlik,, lisans öğrencileri, mesleki değerler.

1. INTRODUCTION

Counseling educators generally agree that counseling trainees are aware of values and recognize the effect these value systems may have on therapeutic relationships. Although scholars have outlined the typical motivations and needs of professionals in the caring professions (Corey and Corey, 2003; Henriksen and Trusty, 2005), the value orientations of entry-level counseling trainees and how they can assist trainees to prepare themselves for counselor roles have rarely been discussed. An awareness of value orientations is important as students begin to question their self-concepts and the personal characteristics required for the counseling profession (Ronnestad and Skovholt, 2003). A profile of counseling trainees' value preferences, therefore, could expand the discourse as to why values recognition should be a viable component in counselor preparation (Busacca, Beebe and Toman, 2010).

Values have long been viewed as an important determinant in guiding human behavior. An elaborated definition of values by Schwartz (1992) described them as "desirable states, objects, goals, or behaviors, transcending specific situations and applied as normative standards to judge and choose among alternative modes of behavior" (p.2). As a motivational construct, values play an important role in the establishment of personal goals and work-related motivation and have also been empirically linked to organizational behavior, academic performance, career decision-making, marital satisfaction, and various demographic variables (Busacca et al., 2010).

Work values, or the goals people seek from work, play a crucial role in life and career development (Super, 1990) as they can affect education and career choices as well as the commitment to learning and work. People tend to select careers that are consistent with their work values or alter their work values to fit the dominant values of their chosen employment field (Super, 1990). Monica (2005) emphasized that work values were beliefs about the desirability of various work features and were usually applied by referencing the potential rewards derived from working (e.g., pay, prestige, opportunities to learn). Brown (2002) defined work values as beliefs as to why people should be satisfied with the outcome of their professional work.

For individuals, a work value can be defined as the importance of the outcomes arising out of the work context (Elizur, 1984). Work-related values refer to the goals or rewards people seek through their work and are expressions of more general human values in a work context (Schwartz, 1999). Work values have also been seen as individual evaluation and vocational choice standards (Jin and Li, 2005). Liu and Zhao (2001) defined work values as a person's evaluation and viewpoints on the meaning and importance of objective things. Yu and Li (2003) considered work values to be an information system with the stable, generalized, and dynamic functions necessary for work needs, work behavior, and work results and concluded that general career life values appeared to be an estimation of people's social and vocational needs.

Work values have been defined not only as the desired outcomes or behaviors in a work environment but also as positive reinforcers for job satisfaction (Zytowski, 1994). Therefore, work values can be conceptualized as

areas of importance that add to the realization of job satisfaction, such as income, the opportunity to use skills, or the ability to help others. Furthermore, work values have been found to be central to basic life values, highlighting the importance of considering work values while seeking to explain what motivates and creates meaning in a person's life (Ros, Schwartz, and Surkiss, 1999; Schwartz, 1999).

As a vocational construct, values play a major role in work-related motivation and the establishment of personal goals. Because work values represent goals that individuals wish to achieve or pursue, they can lead toward or away from a particular role. Looking for a job, participating in training, performing in an organizational role, and balancing work and family life depend more on work values than on general values (Roe and Ester, 1999). As such, gender differences in work values have been examined (Super, Sverko, and Super, 1995), but there has been no evidence of racial/ethnic differences (Worthington, Flores, and Navarro, 2005).

A few notable studies have investigated the value orientations of doctoral trainees and practicing counselors. These studies focused on how relationship values and theoretical orientation affect doctoral study motivation. Through comparisons of major demographic factors showing significant differences across gender, Hoskins and Goldberg (2005) found that some of the personal motivations for pursuing a doctorate degree were achievement, fulfillment, challenge, and the power to control their destiny. For example, men were found to value tradition and power more than women, whereas women valued security more than men. Dissimilarities in women's and men's motivations and orientations were found to be expressed as different value priorities. Gender differences have revealed that the supervision, workplace, and lifestyle work values were more likely to be valued by women than men (Busacca et al., 2010).

Group mean-level value examinations have also highlighted gender differences in work values, with men placing more importance on extrinsic values and women placing more importance on intrinsic, altruistic, and social values (Beutell and Brenner, 1986; Johnson, 2001; Konrad, Ritchie, Lieb, and Corrigall, 2000; Lindsay and Knox, 1984; Marini, Fan, Finley, and Beutel, 1996). However, examinations of the rank order data has suggested that such gender differences tend to be small, with men and women similarly ranking the most important values (Bennett and Stadt, 1997; Beutell and Brenner, 1986; Rowe and Snizek, 1995).

Schwartz found that education is most negatively related with traditional values. This may be because counseling students are more likely to experience rewards and encouragement for independent thinking, the questioning of accepted truths, and intellectual flexibility (Busacca et al., 2010).

The measurement of work values has been stagnant over the past few decades despite the recent increase in research on basic values and the continued use of work value assessments in career counseling contexts (Rounds and Armstrong, 2005). The use of the Minnesota Importance Questionnaire (Rounds, 1990) and Super's Work Values Inventory (SWVI; Super, 1970) work value assessments in particular seem to have endured.

The literature review revealed that there has been little empirical research on the value orientations of undergraduate level counseling trainees in Turkey. Therefore, to explore these counseling trainee values, the following research questions were formulated: (1) What is the ranking of counseling students' work values? (2) Is there any difference among students in terms of gender and grade level? In an effort to respond to these questions, first and fourth grade student work values were examined. The goal was to create a work value counseling trainee profile.

2. METHOD

2.1 Research Design

Singular screening model from the survey method was used in this study. For this purpose the counseling students' work values were examined according to the same variables. Variables examined in terms of type or amount of singular screening model (Karasar, 1986).

2.2 Participants

The research was conducted with 439 undergraduate students 288 (65.6%) women and 151 (34.4%) men). Of the participants, 104 (23.7%) were first grade, 120 (7.3%) were second grade, 121 (27.6%) were third grade, and 94 (21.4%) were fourth grade. Forty-two (9.6%) participants were 18 years old, 86 (19.6%) were 19 years old, 140 (31.9%) were 20 years old, and 171 (39.0%) were 21 years old. All participants completed Super's Works Values Inventory—Revised (SWVI-R-Turkish version) (Zytowski, n.d.). The Turkish version of the SWVI-R (Zytowski, n.d.) was completed by the participants. For this purpose, the scale was administered to 291 undergraduate students. This scale had been applied by the researcher for two weeks. This research was started with 498 participants. But the scale of the 59 participants came invalid. Therefore, in this research has been used 439 participants for SPPS.

2.3 Research Instruments

2.3.1 Super's work values inventory—revised (SWVI-R; Zytowski, n.d.). The SWVI-R was used as a domain-specific measure to assess counseling trainee work values and is a revised version of the Work Values Inventory (WVI; Super, 1973). The original WVI was developed to assess the values that motivate people to work and had 45 items to measure a set of 15 intrinsic and extrinsic work values. Through continuous research, the WVI has been recently revised and expanded to a 72-item instrument as a result of an increase in the number of items in each of the scales, providing a 12-work value scale (Zytowski, n.d.). The SWVI-R has several possible jobs and occupational features and characteristics. Respondents rate the importance of each work value item as to the degree they think each value is or will be important in their future job or career. Each item is rated on a 5-point Likert-type scale: 5 = crucial, 4 = very important, 3 = important, 2 = somewhat important, and 1 = not important at all. Research by Robinson and Betz (2008) suggested that there was acceptable evidence of convergent and discriminant validity in the SWVI-R scale scores. The manual reports for the internal consistency reliability

coefficients (Cronbach's alpha) for the 12-item scale ranged from .72 to .88 (Zytowski, 2006). As part of the current protocol, participants were also asked to rank the 12 values from 1 to 12, thus allowing for a collection of rank order scores for the values independent of the values scores calculated by the sum of the 6 items for each value scale. Therefore, although a participant's calculated score on one scale may have placed that value as the third most important value of the 12, they may have ranked that value as the fifth most important (Leuty, 2013).

Each item is related to one of the twelve work value scales. The Achievement scale relates to having feelings of success in the workplace. The Creativity scale relates to being able to be resourceful and inventive in the workplace. The Co-worker scale relates to having co-workers who are helpful and trustworthy and are enjoyable to work with. The Income scale relates to being paid a high wage and living in a desired manner. The Independence scale relates to being independent or working in an environment wherein a person is trusted to make their own decisions. The Lifestyle scale relates to having a job that does not compete with personal time. The Challenge scale relates to having a job that tests current knowledge and provides ongoing learning opportunities. The Prestige scale relates to being respected in the workplace or in a social setting. The Security scale relates to working for a company that is stable. The Supervision scale relates to having a supervisor who is fair and who recognizes the subordinate's value. The Variety scale relates to a job that allows for a wide range of duties. Finally, the Workplace scale relates to being able to have a job where safety is not a concern (Busacca et al., 2010).

Adequate reliability and validity have been reported for the SWVI-R (Zytowski, n.d) with sub scale alpha coefficients as follows: .84 for Achievement, .87 for Creativity, .85 for Coworkers, .88 for Income, .72 for Independence, .83 for Lifestyle, .80 for Challenge, .81 for Prestige, .86 for Security, .87 for Supervision, .83 for Variety, .80 for Workplace, and a median of .86 for all the 12 scales. Busacca, Beebe, and Toman (2010) reported that the SWVI-R alpha coefficients had the following reliabilities: .82 for Achievement, .90 for Creativity, .85 for Coworkers, .90 for Income, .81 for Independence, .84 for Lifestyle, .80 for Challenge, .76 for Prestige, .92 for Security, .91 for Supervision, .90 for Variety, and .82 for Workplace.

The manual reports that internal consistency reliability coefficients (Cronbach's alpha) for the 12 item scale range from .69 to.70. Within this study, the SWVI-R alpha coefficients had the following reliabilities: Achievement .69, Creativity .70, Coworkers .70, Income .70, Independence .69, Lifestyle .70, Challenge .69, Prestige .70, Security .68, Supervision .70, Variety .70, and Workplace .68 with alpha coefficients of .72 for the total scales. Item-total score correlations were examined, and it was found that they fluctuated between .28 and .48.

2.4 Procedure and Data Analysis

For this study, the SWVI-R (Zytowski, n.d.) was adapted into Turkish. To ensure the Turkish version was suitable, 291 students were chosen to complete SWVI-R (Zytowski, n. d.), and Cronbach's alpha coefficients and

item-total score correlations were calculated. With data obtained for the validity of the scale, the scale was applied to the original research. To obtain a ranking of the student work values, the SWVI-R score was averaged based on the importance and severity of the work values. This was then multiplied by the two averages and a work values importance sequence was determined. Work values with a low average value were deemed more important. From the results, the arithmetic mean and standard deviation for all 439 student values were calculated. Additionally, gender and grade level arithmetic means and standard deviations for the work values were calculated. To examine the differences between the male and female and first and fourth grade work values, a one-way analysis of variance (ANOVA) was conducted. In this study, the significance level was set at 0.05.

3. RESULTS

Descriptive statistics were calculated for sex and grade levels for each of the 12 work values. Table 1 shows the work values' means, standard deviations, and differences for gender and grade level.

Table 1. *Means, Standard Deviations, and Differences for Gender and Grade Level for the Work Values Inventory—Revised Scales*

	General M SD	Female M SD	Male M SD	First Grade M SD	Fourth Grade M SD
Lifestyle	**17.73** **13.87**	**16.18** **13.73**	**20.84** **13.73**	**16.99** **13.48**	**18.57** **14.32**
Achievement	**19.34** **12.22**	**18.70** **12.17**	**20.61** **12.33**	**18.12** **12.86**	**20.70** **11.39**
Independence	**20.18** **12.81**	**20.60** **12.43**	**19.35** **13.60**	**19.08** **12.39**	**21.42** **13.22**
Variety	**22.69** **10.85**	**22.60** **11.07**	22.86 10.47	**21.85** **10.53**	23.63 11.18
Workplace	**23.13** **12.80**	**22.57** **12.71**	24.24 13.02	**22.33** **12.64**	24.03 12.99
Prestige	23.40 12.21	23.69 12.50	**22.83** **11.69**	24.22 11.02	**22.48** **13.42**
Co-workers	23.48 11.96	24.12 11.96	**22.21** **11.95**	25.08 11.74	**21.69** **12.01**
Income	23.65 11.33	23.66 10.80	23.64 12.41	23.49 10.50	23.83 12.25
Security	24.20 12.54	24.51 11.82	23.56 13.93	23.66 13.29	24.80 11.68
Supervision	24.48 11.83	23.70 11.54	26.04 12.34	25.14 11.71	23.73 11.99
Creativity	24.49 11.47	24.81 11.71	23.86 11.02	23.41 10.76	25.70 12.15
Challenge	24.67 11.86	24.31 11.38	25.38 12.84	24.28 11.82	25.10 11.96

Table 1 shows the highest ranking values' scores for counseling students in general, by gender and by grade level. The SWVI-R (Zytowski, n.d.) rankings for the five most important values were as follows: Lifestyle (M = 17.73), Achievement (M = 19.34), Independence (M = 20.18), Variety (M = 22.69), and Workplace (M = 23.13).

For both the male and female students, the highest SWVI-R scores were for Lifestyle, Achievement, and Independence. However, the female students felt that Variety (M = 22.60) was more important than the male students (M = 22.86); they also ranked the Workplace value (M = 22.57) higher than the male students (M = 24.24). However, the male students ranked Coworkers (M=22.21) and Prestige (M = 22.83) higher than the female students (Coworkers (M = 24.12) and Prestige (M = 23.69) values). Lifestyle, Achievement, and Independence received the highest ranking SWVI-R scores in the first and fourth grade level student results. However, the first grade students ranked Variety (M=21.85) and Workplace (M = 22.33) higher, while fourth grade students ranked Prestige (M = 22.48) and Co-workers (M=21.69) higher. When both gender and grade-level variables were evaluated together, similarities in the highest ranked five work values between the female students and first grade students and between the male students and fourth-grade students were found. The lowest ranked values were Creativity (M = 24.49) and Challenge (M = 24.67). The female students ranked Security (M = 24.51) and Creativity (M = 24.81) the lowest, while the male students ranked Supervision (M = 26.04) and Challenge (M = 25.38). The first grade students ranked Supervision (M = 25.14) and Co-workers (M = 25.08) the lowest, whereas the fourth grade students saw Creativity (M = 25.70) and Challenge (M = 25.10) as the least important.

Table 2. *Univariate F test and Significance of Mean Work Values Inventory—Revised Scale Scores by Gender*

	Female		Male			
	M	SD	M	SD	F	Sig
Lifestyle	16.18	13.73	20.84	13.73	**4.99**	**.027**
Achievement	18.70	12.17	20.61	12.33	1.05	.306
Independence	20.60	12.43	19.35	13.60	.413	.521
Variety	22.60	11.07	22.86	10.47	.024	.878
Workplace	22.57	12.71	24.24	13.02	.735	.392
Prestige	23.69	12.50	22.83	11.69	.215	.644
Co-workers	24.12	11.96	22.21	11.95	1.10	.295
Income	23.66	10.80	23.64	12.41	.000	.993
Security	24.51	11.82	23.56	13.93	. 246	.621
Supervision	23.70	11.54	26.04	12.34	1.70	.193
Creativity	24.81	11.71	23.86	11.02	.299	.585
Challenge	24.31	11.38	25.38	12.84	.350	.555

Table 2 provides the one-way analysis of variance (ANOVA) results by gender. The one-way ANOVA was used to investigate whether there were any significant gender differences. However, a significant difference was found for only one value—lifestyle (F(198) = 4.99, p < .05). The mean scores for the female students' Lifestyle value were lower (M = 16.18) than those of the male students' (M = 20.84). This may mean that lifestyle is more important for female students than it is for male students.

Table 3. *Univariate F test and Significance of Mean Work Values Inventory—Revised Scale Scores by Grade Level*

	First Grade		Fourth Grade			
	M	SD	M	SD	F	Sig
Lifestyle	**16.99**	**13.48**	**18.57**	**14.32**	.634	.427
Achievement	**18.12**	**12.86**	**20.70**	**11.39**	2.17	.142
Independence	**19.08**	**12.39**	**21.42**	**13.22**	1.62	.205

Variety	**21.85**	**10.53**	23.63	11.18	1.30	.255
Workplace	**22.33**	**12.64**	24.03	12.99	.858	.355
Prestige	24.22	11.02	**22.48**	**13.42**	.979	.324
Co-workers	25.08	11.74	**21.69**	**12.01**	**3.96**	**.048**
Income	23.49	10.50	23.83	12.25	.044	.834
Security	23.66	13.29	24.80	11.68	.403	.526
Supervision	25.14	11.71	23.73	11.99	.685	.409
Creativity	23.41	10.76	25.70	12.15	1.94	.165
Challenge	24.28	11.82	25.10	11.96	.235	.628

Table 3 shows the results of a one-way ANOVA by grade level. The one-way ANOVA was used to investigate if there were any significant differences by grade level. However, a significant difference was only found in the Co-workers value (F(195) = 3.96, p<.05), with the fourth grade students' mean scores being lower (M = 21.69) than those of the first grade students (M = 25.08). This could indicate that when compared with the first grade students, fourth grade students felt the Coworkers value to be more important.

4. DISCUSSION AND CONCLUSION

This study examined the work values of undergraduate counseling students and found that Lifestyle, Achievement, Independence, Variety, and Workplace values to be the most important. Both male and female students thought the most important values were Lifestyle, Success, and Independence. In addition, female students felt that Variety and Workplace values were also important, whereas male students expressed a higher preference for Prestige and Coworker values. Some similarities were also found between first and fourth grade students, with both groups feeling that Achievement, Independence, and Lifestyle were important. However, while first grade students felt that the Variety value was also important, the Workplace was more important for the female first grade students. However, the Prestige value was most important for students, with the Co-workers value being more important for the male fourth grade students.

In Turkey, students are enrolled into universities according to their university entrance exam scores, which means that students select their careers based on these scores. Therefore, understanding the undergraduate students' expectations for those who chose to study counseling and guidance is important. Busacca et al. (2010) stated that career choice and academic performance were associated with work values. Corey and Corey (2003) and Henriksen and Trusty (2005) also noted that values were important in counseling training to guide the students as they develop therapeutic relationships. The data analyses found that the students valued lifestyle and independence at the beginning of their professional lives. Furthermore, students felt that Variety, Workplace, Co-workers, and Prestige values were also important for success.

The importance of these values was emphasized for counseling training, and the significant relationship between job satisfaction and academic performance was highlighted (Busacca et al., 2010; Zytowski, 1994; Yu and Li, 2003). Job satisfaction has been found to be one of the more important variables when estimating burnout levels (İkiz, 2010; Gündüz, 2012; Cankara, 2008). From this perspective, as school counselors gain more experience over time, their burnout levels increase (İkiz, 2010; Özer, 1998). The results of this study indicated that counseling and guidance students' expectations may determine their future level of job satisfaction. Roe

and Ester (1999) found that values significantly impacted the expectation of success and work performance. Previous research has shown that if counselors are given social support (Ross and Altamier, 1989) and if they have a high sense of achievement (Mills and Huebneri 1998), they experience less burnout. In this study, it was found that Achievement was important for counseling candidates. The Workplace values for female students and the value of Coworkers for male students were found to be important, both of which could be seen as social support values.

This study indicated that there were many similarities between male and female students. This was in keeping with the results found in previous studies (Busacca et al., 2010; Bennett and Stadt, 1997; Beutell and Brenner, 1986; Rowe and Snizek, 1995). No significant differences were found between the male and female students' work values based on the definition of a counselor in Turkey. However, Super, Sverko, and Super (1995) found that there could be a difference between male and female work values. Additionally, Hoskins and Goldberg (2005) and Busacca et al. (2010) found that the Workplace value was more important to female students than male students, which is similar to the findings of this study. The results of this study found that the Workplace value was very important for female students. However, the only significant difference in terms of rank value between the male and female students was the Lifestyle value, which was found to be more important for female students when compared with male students; this aspect was different from previous research findings (Busacca et al., 2010). The reason for this may be that the female students in Turkey have a lifestyle involving religious values that cannot be applied at work, but there are less religious value limitations for male students.

Furthermore, this study aimed to examine the values of first and fourth grade students, with the fourth grade students specifying Prestige as the most important value. Busacca et al. (2010) stated that according to Schwartz, there was a negative relationship between traditional values and training duration. In this study, the fourth grade students' ranking of the Prestige value supported Schwartz's findings. Busacca et al. (2010) examined the relationship values—Coworkers, Prestige, Security, Supervision, Workplace, and Lifestyle—of young counselors, and a comparison of the findings with those in this study reveals significant differences, with the only similarity between the two research data sets being the importance of the Lifestyle value. Busacca et al. (2010), however, found that the Security and Supervision values were important, which directly contrasted the findings in this study. The most likely reason for these differences was the research participant group. Our study was conducted on undergraduate students, and Busacca et al. (2010) conducted their study on Master's and Doctoral students; hence, there was a significant difference in both age and experience between the two participant groups. Therefore, it could be concluded that age may be important in determining the way a counselor expresses work values. Busacca et al. (2010) found the important values to be Coworkers, Prestige, and Workplace, so from this, it could be said that there are some universal work values in the counseling profession.

In this study, it was found that there was a significant difference between the first and fourth grade students concerning the Co-workers value, with the fourth grade students placing higher importance of this value when

compared with the first grade students. Busacca et al. (2010) found that as counselors get older, they begin to care more about traditional values. This finding could be explained as a result of the mental and emotional development that occurs in young adults from first to fourth grade. This was evidenced in the results that indicated fourth grade students highly ranked the Co-workers value, which could be surmised to be the result of the development over time of a greater understanding of working with colleagues in a workplace.

Moreover, in this study, due to the nature of the academic and professional performance of counselors, the knowledge of work values could increase counseling education awareness. The results demonstrated that counseling candidates develop their personal expectations from exposure to the requirements of the profession. However, Lifestyle, Independence, and Achievement values are primarily personal values; hence, as the goal of the counseling profession is to assist others, these results indicate that the counseling students in this study may not have been exposed to the appropriate lessons to acquire the knowledge, skills, and values necessary for the counseling profession. This means that the students' motivation to learn and their academic performance(s) may be reduced. It can also be concluded from this study that the most important problem we face in this country is students' motivation for counseling training. This study has shown that undergraduate and graduate students' values are different.

These are the limitations of the study. First, the number of participants was limited. A similar study should be conducted with a higher number of participants. In addition, the research should be conducted with Master's and Doctoral students. The most significant limitation was the discussion of the findings because of the counseling training inefficiencies provided at the undergraduate level in Turkey. Therefore, the research results were discussed by considering the findings of studies conducted with counselors-in-training at different levels of their training.

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