

The Relationship between Work Values and Some Variables of Faculty Members at Different Colleges in the Sultanate of Oman

Dr. Monther A. Al-Damen

Psychology Department-College of Education
Sultan Qaboos University

Abstract

This Study aims to find the relationship between work values and some variables, namely: gender, nationality, speciality, academic degree, and years of work experience.

Based on the literature on work values, a structured 46 item work values questionnaire has been developed to represent the various aspects of work values. The questionnaire was applied on a purposive sample of 183 faculty members drawn from different universities and colleges in the Sultanate of Oman.

Data were analysed through the use of different statistical analyses such as means, standard deviations, t-test and ANOVA. The study results showed significant differences between culture, work experience, and level of certificate with work values. However, there were no significant differences between variables such as gender and colleges in respect to work values. The study recommended a creation of good and rich environment that foster personal growth and job satisfaction of faculty members & staff, as well as to utilize culture diversity in work advancement and academic development.

Introduction

In recent years, there has been growing interest in the analysis of value systems in general and work values specifically. An enormous amount of research has been carried out to identify the sources of

differences in work values. Some workers may consider advancement opportunities to be of great importance; whereas other workers may place great value on pleasant working environment and job security.

Values are important elements in an individual frame of reference. They are considered a normative standard to judge and to choose among alternative modes of behavior.

Work values are addressed in vocational theory and defined as having cognitive, affective, and behavioral components. Cognitive aspects of values contain the information about the means and desired ends of achieving the value. The affect component of values occurs with introspective thinking. The behavioral component of values results when values are acted on, either by needs or by observed opportunities to satisfy values (Rokeach, 1973).

The impact of work values on outcomes may also be influenced by environmental conditions or situations. In so called weak situations, where the environment is unstructured and ambiguous goals are said to exist, the influence of work values is more critical. For example, in the organization where performance standards of behavior-reward contingency are not clearly defined, work values may bridge the gap and have a greater impact of work values can be divided into three main streams: (1) Structure, (2) Correlates, and (3) Cultural differences. The first stream of research focuses on identifying the basic components of the work values domain and testing hypothesis concerning its structure. The second method uses correlation techniques to study work values in relation to the other personal social or organizational variables. Finally, the impact of national culture on the pattern and level of work values has been analyzed in the literature (Sage and Elizar, 1996, p. 503).

Work values play an integral role in the process within organization. They direct and determine social attitudes on the one hand and social behavior on the other (Rokeach, 1973).

The formation of work values can be attributed to several variables; e.g, the historical, philosophical and religious experiences of a certain group of people (Sidani and Gardner, 2000, p. 597).

Some researchers such as: (Nord et al., 1988) stressed the need for cross cultural research regarding work values because of the rapid development and the global exchange in the world economy.

There is widespread agreement in the literature regarding five features of the conceptual definition of values: A value is (1) a belief (2) pertaining to desirable end states or modes of conduct that (3) transcends specific situations, (4) guides selection or evaluation of behavior, people, and events, and (5) is ordered by importance relative to other values to form a system of value priorities (Schawartz, 1992).

Values are reflected in attitudes and demonstrated in ways individuals perform. The work environment is enhanced and is more productive when positive attitudes, honesty, and integrity are displayed (Carolyn, 1998).

Definition of Terms

A value is defined as that which is desirable of, worthy of esteem for its own sake, a thing or quality having intrinsic worth (Webster, 1964, p.1609).

Milton Rokeach (1973) has defined values as beliefs that guide actions and judgment across a variety of situations. Values also affect the attitude, perception, needs and motivations of individuals at work. He argued that values are an enduring dimension to one's personality which provides the standard and criteria for behavior and personal evaluation. According to Rokeach, the value concept should be clearly distinguished from the concepts such as attitude, social norm, and need. However, all these other concepts are related to values. Rokeach identified five major assumptions regarding the nature of human values:

- 1) The total number of values that a person possesses is relatively small.
- 2) All men (women) everywhere possess same values to different degrees.
- 3) Values are organized into value systems.
- 4) The antecedents of human values can be traced to culture, society, its institutions, and personality.
- 5) The consequences of human values will be manifested in all phenomena that social scientists consider worth investigating and understanding (1973, p.3).

The operational definition for work values is what the instrument measures.

We believe that a person's values develop from cultural settings in which he or she lives in, in addition to parents, friends, teachers, and other external reference group. In addition, values are the principle that provides the basic guidance for our organizational and personal decision-making process. They provide us with meaning and purpose and give us strength to make decisions pertaining to life and career.

An examination of many definitions of values in the literature reveals five common features (Schwartz and Bilsky, 1987). Values (a) are concepts or beliefs, (b) are about desirable end states or behaviors, (c) transcend specific situations, (d) guide selection or evaluation of behavior and events, and (e) are ordered by relative importance.

The concept of work can be difficult to define. For some individuals, work provides a means of self-expression, a way of forming identity, and an apparatus for acquiring social status. For others, work is an instrumental method and a basic existential need.

People's values in general and their values related to work in particular have received increased attention in the past few decades. Widespread societal change, which is radically altering the traditional face and place of work (Offermann and Growing, 1990, P. 95) has simulated interest in empirical research into work-related values, addressing the question of possible changes in what people want from their jobs and careers.

Over the years, a great deal of research has been devoted to the study of values in relation to work. The fact that work has attracted relatively more research attention than other life domains, such as family, leisure, community, and religion, can be explained by the key role that work plays in social life, not only as the primary source of income, but also as a bare for social participation, social status, consumption, health, family life and so on. Work values can be defined as the importance individuals give to certain outcome obtained at work context (Elizar, 1984).

Research of work values can be divided into three main streams: (1) Structure (2) Correlates and (3) Cultural differences. Elizar (1984) distinguished between two basic facets of work values:

- a) Modality of the work outcome, i.e. whether it is instrumental (obtains a desired end such as pay for performance), cognitive (a belief system regarding appropriate behavior such as achievement), or affective (such as enjoyment of application).
- b) Performance contingency, i.e. whether the outcome is contingent upon performance or upon membership in the organization.

In their studies, organization structure of values (Crosby et al., 1990) indicated that instrumental values rating reflect the importance of three underlying unipolar dimensions: self-direction, confronting, and virtuousness. Meanwhile, terminal values ratings reflect the importance of one bipolar dimension, self-actualization versus hedonism, and two unipolar dimensions: idealism and security.

For thirty years, Rosenberg's concept of work values has been defined by others as work values, occupational values, and career values. Regardless of the descriptor career, work or occupational used in connection with values, there seems to be a common understanding that values generally describe an individual's belief about modes of conduct (instrumental values) and end states of existence (terminal values) (Rokeach, 1968). Gerald and Gail (1987) defined work values as an individual's needs and priorities and consequent personal dispositions and orientation to work roles that have the perceived capacity to satisfy those needs and priorities.

Work values are addressed in vocational theory and defined as having cognitive, affective, and behavioral components (Brown, Brooks and associates, 1996). Cognitive aspects of values contain the information about the means and desired ends of achieving the values. The affect component of values occurs with introspective thinking. The behavioral component of values results when values are acted on, either by needs or by observed opportunities to satisfy values (Rokeach, 1973). Values serve as standards that guide our behavior (Isaacson and Brown, 1997).

Most theories assume that work values are influenced by environmental factors. (Arvey et al., 1989) produced evidence showing that both genetic and environmental factors are related to job satisfaction. They determined that about 30% of the variation in general job satisfaction among individuals was associated with genetic differences.

Job satisfaction is thought to be a function of two primary components: What one wants in a job, and what one perceives oneself as receiving in a job.

Importance of the Study

Authors concluded that work values and motivation are related but distinct, and each occupies a separate region on the map. It appears that motivation is broader; it includes conscious and unconscious needs. Work values, on the other hand, is more specific and is concerned with the importance assigned to work outcomes (Elizar and Shye, 1992). Work values denote the degree of worth, importance and desirability of what happens at work (Knoop, 1991).

A major objective of the present study is to examine the most important and differential levels of faculty members' work values according to census variables. This study tries to answer these two main questions:

- 1) What are the most important work values of faculty members at different colleges in the sultanate of Oman?
- 2) Are there statistical differences between the means of the faculty members due to the variables of gender, nationality, colleges (humanities & scientific), academic degree obtained, and years of work experience?

Authors usually consider values as affecting behavior. Values are important elements in the individual's frame of reference. They are considered as normative standards to judge and to choose among alternative modes of behavior.

Limitation of the study

The study is limited by the sample that has been used. The sample was convenient because the faculty members from different cultures are not found in some colleges.

Literature review

Rounds (1990) found that work values showed significantly more of the variance in satisfaction than did interest. Eccles (1987) suggests that values consist of both rewards and costs. In regards to the former, research has shown that personal rewards and helping others are valued by females

more than males, whereas financial and status benefits are more important to males than females. Mannhelm (1993) in an Israeli survey of 209 men and 136 women (96 percent response) found women were less work centered than men of intermediate socioeconomic status (SES).

In her study of some work values of faculty members and administrators at Qatar University, Al-Subaee (1998) found no significant differences between males and females on work values. This study agrees with Orpen (1982) who did his study on a sample that consists of 172 male and female faculty members at one of the largest American universities and found that work responsibility is not related to gender, age, level of education and position.

Rhodes (1983), in a review of age related differences in work and work values, found that work attitudes, values and satisfaction change over time and are often different according to the career stage of the individual.

Concerning age level differences in work values, Yates (1985) did not find differences in values between high school students and college students. But in comparison to older adults, he found that individuals 17- 25 years old focused more on job challenging work values such as achievement, ability utilization and advancement. As individual aged, they tended to place a higher value on personal goals and satisfaction. Yates (1990) indicated that 18-25 year old individuals placed more value on physical activity, advancement and social interaction and tended to place less value on autonomy and working conditions.

Concerning the physical and work environment, (Wright et al., 1994) stated that there are some differences between men and women in their experience of the physical work environment. As far as single questions are concerned, indoor climate and noise have many more negative remarks among women. Women above the age of 40 were more contented with their physical work environment as apposed to women below the age of 40. The same pattern was observed for older men compared with younger men.

Gender is probably the most popular demographic variable in work-value studies. A consistent finding in the literature is that men tend to be more concerned about money and other economic rewards, as well as, independence, mastery, dominance, competitiveness, and long-term career goals. Women, on the other hand, tend to be

concerned with job affiliation, social approval, and short-term career goals (Lynn, 1993). Traditionally, we can say that men have been observed to be more concerned with instrumental values and women with affective ones.

Cherrington, Coude and England (1979) found that age, education and seniority were correlated with several work values including the moral importance of work, pride in one's craftsmanship, and the importance of money.

Concerning cultural differences in shaping work values, Elizur et al. (1991) found some differences exist in the rank order of importance of certain work-value items. For instance, while job interest was the most important value for western respondents from the United States, Holland, and Germany, it had only modest importance in the work value hierarchies of subjects from China and Hungary. Job security was found to be most important in Korea, but it had only marginal importance in China and Israel.

Bennet et al. (1997) compared gender trends for self-reported work values of 384 nontraditional college students in 1982 and 335 different nontraditional college students in 1992. The most significant finding was that similarities out-weighed differences in men's and women's values preferences for both years. Both genders stressed the importance of economic security, achievement, and ability utilization (p.246).

Method

Subjects:

This study was conducted on a convenience sample of 183 faculty members at Sultan Qaboos University and two other colleges in the Sultanate of Oman. A sample consisted of 125 (M) and 58 (F), 90 from colleges of humanities and 93 from scientific colleges. As for nationalities, 93 were Arabs, 41 were Asians, 37 Westerners, and 12 others. As for certificate holders, they consisted of 109 PhDs, 58 masters, 3 higher diplomas, and 11 bachelors or below.

The instrument:

The data relevant to this study were collected through a written self-report questionnaire that was filled by each of the subjects, individually. A questionnaire was developed and revised by the researcher. The version of

the questionnaire is provided in the Appendix. The questionnaire contained forty six items that describe work values. The face validity of the instrument was found by giving it to a specialist in the psychology department. The opinion of the judges showed that the items were suitable in the sense of language and content. The study reported a reliability coefficient of .86, by using Alpha Cronbach which indicated a high level of reliability and consistency. Work values are generally measured by asking people to rate the importance of work outcomes like pay or advancement. An example for such an item 'How important do you personally consider having an interesting job?' with the response scale from not important to very important. Participants were asked to indicate the values by using the four point Likert type scale: (not important at all, not very but somewhat important, reasonably important, and very important in my choice of career).

Results

To answer the first question (what are the most important work values according to the study sample?), means and standard deviations were calculated from the responses of the study sample. Table (1) shows the following means and standard deviations results for the ten most important work values:

Table (1)
Means and standard deviations for the ten most important work values

No.	Item	Mean	SD
1	Job interest	3.75	.54
2	Use of ability and knowledge in work	3.69	.55
3	Knowledge	3.68	.60
4	Achievement	3.64	.59
5	Opportunity for personnel growth	3.60	.61
6	Help society	3.56	.63
7	Work mastery	3.56	.66
8	Universalism	3.52	.65
9	Help others	3.51	.72
10	Supervisory relations	3.50	.73

According to table (1), job interest represented the most important work value for the sample. Job interest was explained in the questionnaire as doing work which is considered interesting to the person. The use of ability and knowledge was ranked as the next most important work value which indicates that workers are concerned about advancing their ability and knowledge in order to perform their work. Knowledge, achievement, and personal growth came in as the 3rd, 4th, and 5th most important values in the work place. In number six of the most important work values came helping society - which means the contribution to the world we live in. Work mastery came in at number 7 - which meant that a person was to become an expert at his or her work. Universalism (referring to appreciation, tolerance, and protection of the welfare of others) came at number 8. Helping others (while ranking at number 9) was also considered important. Finally, supervisory relations, which meant having a fair supervisor, was ranked number 10.

According to the least ten important work values, table (2) ranked the following means and standard deviation in a descending order:

Table (2)
Means and standard deviations for the least important work values

No.	Item	Mean	SD
1	Power	1.86	.92
2	Adventure	2.09	.91
3	Competition	2.21	1.01
4	Work under pressure	2.36	.97
5	Hedonism	2.38	1.01
6	Management (directing others)	2.42	.97
7	Fast pace (work done rapidly)	2.45	.92
8	Work alone	2.49	.92
9	Supervision	2.52	.98
10	Stability (routine)	2.53	1.02

In table (2), power was ranked as the least most important work value. That shows that people in the work place don't like to be controlled or dominated by others. Adventure, which refers to risk taking and competition, which pits workers against each other were unpopular with the respondents. It also seems that working under pressure, directing others, performing a job with rapid speed, working alone, and under supervision in a routine setting, were some of the least favorite work values according to the respondents of the study.

The second question discussed the relationship between work values and gender, nationality, speciality, academic degree, and years of work experience. To answer the second question, t-test analysis was used. The means and standard deviation of work values and gender is listed in table (3).

Table (3)
Means & Standard deviations of work values by gender

Sex	N	Mean	Std. deviation	Sig
Male	125	3.01	0.3998	0.084
Female	58	3.11	0.2827	
Total	183			

According to table (3) the differences between the means showed no significant relationship between work values and gender. This result complies with most of the other studies that discussed this issue.

To find the differences between the means of different cultures, such as Arabic, western & others on work values, the study used a one way analysis of variance. Table (4) lists the following results:

Table (4)
One-way analysis of variance regarding culture by work values

	Sum of Squares	df	Mean square	F	Sig
Between groups	3.785	3	1.262	10.758	0.000
Within groups	20.993	179	0.117		
Total	24.777	182			

The study found significant differences ($\alpha = .001$) between means of Westerners represented by American and European expatriates and Easterners represented by Asians and Arabs (significant difference for the favorite of Arabs). This result supports studies that consider cultural factors as important variables that influence work values.

Concerning the mean differences between the colleges (humanities & scientific) the study used means and standard deviation. Table (5) presented the following results:

Table (5)
Means & Standard deviations of colleges by work values

College	N	Mean	Std. deviation	Sig
humanities	90	3.05	0.4104	0.878
Scientific	93	3.04	0.3262	
Total	183			

The result of the study showed no significant differences between humanities & scientific colleges on work values.

With reference to the certificate holders and work values, the study used one-way analysis of variance. Table (6) showed the following:

Table (6)
One-way analysis of variance of certificate holders by work values

	Sum of Squares	df	Mean square	F	Sig
Between groups	1.1315	3	0.438	3.322	0.021
Within groups	23.352	177	0.132		
Total	24.666	180			

The results of the study showed a significant difference ($\alpha = .02$) between PhD, Masters, higher diploma, and bachelors degree holders and work values. This means that people that have different certificates have different work values.

Finally, the years of work experience and work values were examined by using a one-way analysis of variance. Table (7) showed the following:

Table (7)
One-way analysis of variance of years of work experience by work values

	Sum of Squares	df	Mean square	F	Sig
Between groups	1.058	3	0.353	2.852	0.04
Within groups	17.440	141	0.124		
Total	18.498	144			

The results of the study showed a significant difference ($\alpha = .04$) between the means of groups within the ages of 20 - 30, and 41 - 50 (significant difference for the sake of younger age respondents).

In conclusion, work values play an integral role in the production process within organization. In general, they direct and determine social attitudes on the one hand and social behavior on the other (Rokeach, 1973).

Recommendations of the study:

Greater emphasis should be placed on work values such as job interest, knowledge and achievement and motivation.

Employers should take into consideration the different cultures, educational levels and work experiences of employees, for they may greatly affect the work environment.

The study recommended a creation of good and rich environment that foster personal growth and job satisfaction of faculty members & staff. Moreover, it is recommended to utilize culture diversity in work advancement and academic development.

A further study is recommended to cover this wide and important subject.

العلاقة بين قيم العمل ومجموعة من المتغيرات لدى أعضاء هيئة التدريس في عدد من الكليات في سلطنة عمان

د. منذر عبدالحميد الضامن

قسم علم النفس - كلية التربية - جامعة السلطان قابوس - سلطنة عمان

الملخص

تهدف هذه الدراسة إلى تعرّف العلاقة بين قيم العمل ومجموعة من المتغيرات، كالجنس، والتخصص، والجنسية، والدرجة العلمية، وسنوات الخبرة. وبالرجوع إلى الأدب التربوي، تم بناء استبيان مكون من ٤٦ فقرة يمثل جوانب متعددة من قيم العمل. وتم تطبيق الأداة على عينة قصدية قوامها ١٨٣ عضو هيئة تدريس من الذكور والإناث من كليات مختلفة في سلطنة عمان.

ثم تحليل البيانات باستخدام المتوسطات، والانحرافات المعيارية واختبار (ت) وتحليل التباين. وأظهرت نتائج الدراسة وجود فروق ذات دلالة إحصائية بين قيم العمل، وسنوات الخبرة، والثقافة ومستوى الشهادة العلمية لدى أفراد العينة. ولم تظهر نتائج الدراسة فروقا دالة بين قيم العمل والجنس، والكليات. وأوصت الدراسة بمجموعة من التوصيات من بينها خلق بيئة جامعية تعمل على النمو والرضا المهني للعاملين فيها، واستغلال التنوع الثقافي في تقدم العمل والنمو الأكاديمي.

References

- 1 - Al-Subaee, Noura(1998). Some work values of faculty members and administrators at Qatar University. **Educational Research Centre Journal of Qatar**, 13, 245-276.
- 2 - Bennett, W.; Stadt, R. and Karmos, J. (1997). Values preferences by gender for nontraditional college students between 1992 and 1982. **Counseling and Values**, 41, 246.
- 3 - Carolyn, W.K. (1998). Mentoring work Values: Implications for Counselors. **Educational Gerontology**, 24, 349-358
- 4 - Cherrington, D.J.; Conde, S.J. and England, J.L.(1979). Age and work values. **Academy of Management Journal**, 22,617-623.
- 5 - Crosby, L.; Bitner, M. and Gill, J. (1990). Organizational Structure of Values. **Journal of Business Research**, 20, 123-134.
- 6 - Eccles, J.S. (1987). Gender Roles and Women's Achievement Related decisions. **Psychology of Women quarterly**, 11, 135-277
- 7 - Elizur, D. (1984). Facets of Work Values: A Structural Analysis of work outcomes. **Journal of Applied Psychology**, 69, 379-389
- 8 - Elizur, D.; Borg, I.; Hunt, R. and Beck, I.M.(1991). The structure of work values: a cross cultural comparison. **Journal of Organizational Behavior**, 12, 21-38.
- 9 - Elizur, D. and Sagie, A. (1999). Facets of personal values: A structural analysis of life and work values. **J. Applied Psychology: An International Review**, 48(1),73-87.
- 10 - Gerald, J.P. and Gail Innis (1987). Cultural and Individual work values. **The Career Development Quarterly**, June, 279-287.
- 11 - Isaacson, L.E., and Brown, D. (1997). **Career Information, Career Counseling, and Career development (6th ed.)**. Boston: Allyn and Bacon
- 12 - Knoop, R. (1991). Achievement of work values and Participative decision making. **Psychological Reports**, 86, 775-781.

- 13 - Locke, E.A. (1969). Job satisfaction: Genetic and environmental components. **Journal of Applied Psychology**, 74, 187-192.
- 14 - Lynn, R. (1993). Sex differences in competitiveness and the valuation of money in twenty countries. **Journal of Social Psychology**, 133, 507-511.
- 15 - Mannheim, B. (1993). Gender and the Effects of Demographic Status, and Work values on Work Centrality, Work and Occupations. **International Sociological Journal**, 20 (1),3-22
- 16 - Offerman, L.R., and Growing, M.K. (1990). Organizations of the future: Changes and Challenges. **American Psychologist**, 45, 92-108.
- 17 - Orpen, C. (1982). Correlates of academic job involvement: An Empirical Investigation. **Psychological Research Journal**, 6 (1),1-6
- 18 - Rokeach, M. (1968). Attitudes: Nature. In D.L. Sills (Ed.), **International Encyclopedia of the Social Sciences**. (Vol.1, 449-458). New York: Macmillan and Free Press.
- 19 - Rounds, J.D. (1990). The Comparative and Combined Utility of Work Values and Interest Data in Career Counseling with Adults. **Journal of Vocational Behavior**, 37, 32-45.
- 20 - Rowe, R. & Snizek, W.E. (1995). Gender and differences in Work Values: Prepetuating the Myth, Work and Occupations. **An International Sociological Journal**, 22 (3), 215-229.
- 21 - Sage, A.; Elizur, D. and Koslowsky, M. (1996). Work Values: A Theoretical Overview and a model of their effects. **Journal of Organizational Behavior**, 17, 503-514.
- 22 - Schwartz, S.H. (1992). Universals in the Content and Structure of Values: Theoretical advances and Empirical Tests in the 20 Countries. In M. Zann (Ed.), **Advances in Experimental Social Psychology**, 25, 1-65. Orlando Fl: Academic.
- 23 - Schwartz, S.H. and Bilsky, W. (1987). Toward a Universal Psychological Structure of Human Values. **Journal of Personality and Social Psychology**, 53, 550-562.

- 24 - Sidani, Munir & Gardner, William (2000). Work values among Lebanese workers. **The Journal of Social Psychology**, 140,597.
- 25 - Webster's New World Dictionary of the American Language (1964). College Edition. New York: The World publishing Company.
- 26 - Weick, K.E. (1996). Enactment in the boundaryless career :Organizing as we work; In: M.B Arther, and D.M. Rousseau (Eds.), **The Boundaryless Career: A New Employment Principle for a New Organizational Era**. Oxford, New York.
- 27 - Wright, I.; Bengtsson, C. and Frankenberg, K. (1994). Collar and Blue Collar Workers in a Big Swedish Industry. **Journal of Organizational Behavior**, 15 (2), 177-183.
- 28 - Yates, L. (1985). The Values Scale: Assessment of Adults Involved in Career Development. Unpublished Manuscript.
- 29 - Yates, L. (1990). A Note About Values of Occupational and Career Stage Age Groups. **Measurement and Evaluation in Counseling and Development**, 23, 39-43.
- 30 - Zytowski, D.G. (1970). The Concept of work values. **Vocational Guidance Quarterly**, 18, 176-186.

Appendix: The work values questionnaire

The Relationship between Work Values and some Variables of Faculty Members at Different Colleges in the Sultanate of Oman

This study aims to investigate the importance of personal and work values at work. Please read the information below and the questionnaire attached, and assess your self accordingly. This is a research paper, and all the information will be dealt with in confidence. I would like to thank you for your valuable contribution.

Researcher:

Dr. Monther Al-Damen
Psychology Department

Demographic Variables

Gender	Male	Female		
Nationality	Arab	Asian	Western	Other
Academic Department				
Certificate	PhD	Master	Higher Diploma	B.A or below
Age:				
Social Status	Married	Single	Other	
Years of Work Experience:				

The following list describes a wide variety of satisfactions that people obtain from their jobs. Print-out or copy down (just the value, not the description) the list below, then look at the definition of these various satisfactions and rate the degree of importance that you would assign to each for your self using the scale below:

- 1 = Not important at all
- 2 = Not very but somewhat important
- 3 = Reasonably important
- 4 = Very Important in my choice of career

Value No.	Grade	Value and Concept
1	1 2 3 4	Achievement: attain: mastery of a field, self-advancement growth
2	1 2 3 4	Help society: do something which contributes to improving the world we live in
3	1 2 3 4	Help Others: be directly included in helping other people, either individually or small groups
4	1 2 3 4	Work with others: work as a team member toward common goals.
5	1 2 3 4	Work alone: do projects by my self with limited contact with others
6	1 2 3 4	Competition: engage in activities which pit my abilities against others
7	1 2 3 4	Make decisions: have the power to decide courses of action and policies
8	1 2 3 4	Work under pressure: work in situations where time pressure is prevalent
9	1 2 3 4	Influence people: be in a position to influence the attitudes or opinions of other people
10	1 2 3 4	Knowledge: engage in the pursuit of knowledge and understanding
11	1 2 3 4	Work mastery: become an expert in whatever work I do
12	1 2 3 4	Artistic creativity: engage in creativity artistic expression
13	1 2 3 4	general creativity: have the opportunity to create new programs, materials or organizational structure
14	1 2 3 4	Aesthetics: participate in studying or appreciating the beauty of things, ideas etc.
15	1 2 3 4	Supervision: have a job in which I am directly responsible for the work of others
16	1 2 3 4	Change and variety: have work activities which frequently change
17	1 2 3 4	Precision work: work in situations where attention to detail and accuracy are very important
18	1 2 3 4	Stability: have a work routine and job duties that are largely predictable
19	1 2 3 4	Security: be assured of keeping my job and receiving satisfactory compensation
20	1 2 3 4	Recognition: be publicly recognized for the high quality of my work
21	1 2 3 4	Fast pace: work in circumstances where work must be done rapidly

Value No.	Grade	Value and Concept
22	1 2 3 4	Excitement: experience a high degree of excitement in the course of work
23	1 2 3 4	Friendship: develop close personal relationship with people
24	1 2 3 4	Altruism: work which enables one to contribute to the welfare of others
25	1 2 3 4	Independence: work which permits one to undertake tasks in one's own way and at one's own pace
26	1 2 3 4	Prestige: work which evokes respect in others' eyes
27	1 2 3 4	Management: work which involves directing others
28	1 2 3 4	Economic return: work which pays well
29	1 2 3 4	Surroundings: work which is carried out under pleasant conditions
30	1 2 3 4	Supervisory relations: work where the supervisor is fair and congenial
31	1 2 3 4	Way of life: work which allows one to live as one wishes to be the type of person one wishes to be
32	1 2 3 4	Variety: work which allows one to do different types of jobs
33	1 2 3 4	Time freedom: be able to work according to my own schedule
34	1 2 3 4	Moral fulfillment: feel that my work contributes to a set of moral standards
35	1 2 3 4	Adventure: have work duties which require frequent risk taking
36	1 2 3 4	Power: social status and prestige control or dominance over people
37	1 2 3 4	Hedonism: pleasure and sensuous gratification for oneself
38	1 2 3 4	Self-direction: independent thought and action, choosing, creating, and exploring.
39	1 2 3 4	Conformity: restraint of actions, inclinations and impulses likely to upset or harm others
40	1 2 3 4	Esteem: That you are valued as person
41	1 2 3 4	Feedback: Concerning the result of your work
42	1 2 3 4	Job interest: To do work which is interesting to you
43	1 2 3 4	Opportunity for personal growth
44	1 2 3 4	Use of ability and knowledge in work
45	1 2 3 4	Payment: amount of money you receive
46	1 2 3 4	Universalism: Understanding appreciation, Tolerance and protection for the welfare of all people and for nature