A survey on efficiency of instructing the decision-making and self-esteem skills on career Self-Efficacy, career indecision and self-esteem of students

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Abstract:
This research is a semi empirical research (pretest - posttest design with a control group) which was conducted with aim to survey on efficiency of instructing the decision-making and self-esteem skills on career Self-Efficacy, career indecision and self-esteem of students in Azad University of Neyshabur in the academic year 89-90. In this study, first we developed educational packages and then the students of the humanity department (accounting, industrial and commercial management, tourism management, insurance management) 100 person were randomly selected. Then, randomly assigned to experimental and control groups. At this stage the desired tests (Taylor and Betz self-efficacy, Osiepour et al. career indecision and Rosenberg self-esteem) has conducted for both groups. After the pre-test, instructing sessions of career decision-making and self-esteem skills (15 sessions of 2 hours and one session in a week) was held for the experimental group, but control group received only classroom teaching. At the end of the training period, both groups reassessed (post-test). For data analysis, inferential statistics (T-test for independent groups, Levine equality of variance test) was used. These analyzes were performed using SPSS software. Results indicate a significant effect of instructing the decision-making and self-esteem skills on increasing the level of career decision-making self-efficacy and decreasing indecision career of students (P>0/05) respectively.

Key Words: Decision-making skills, career self- efficacy, career indecision, self- esteem.

Introduction
Enormous changes in the world of careers have caused people change their career in their lifetime. Changes that people makes at their careers are important for both individuals and society. Individuals with decision-making career not only choose their own careers but also their style of life (Cross, 1997). Unlike many other life decisions , career decisions have the greatest effect on life because most people spend most of their time at workplace, life condition and their future careers will be severely affected on their career, and using their capability and capacity depends on their future career ( Hackett and Betz , 1995; quoted from Cross and Hoggy , 1999). Choosing occupation spread some interests in many aspects of life and ignoring the other aspects. It is believed that people who know their career characteristics are more satisfied. Holland believes that if person's career fits his personality will effect on his motivation, progress and career satisfaction (Haley, 1997; quoted from Panbehchi, 1378).
Bundara proposed a theory about human performance and emphasized his believes in understanding the motivations, emotion and human behavior. Bundara believes that people develop a system that enables them to control their thoughts, feelings and actions (Bundara, 2006). According to Bundara (2000) people construct their self-efficacy believes through interpreting and evaluating principle information derived from multiple sources (dominant trade, substitutive trade, verbal or social persuasion and emotional physiological states) are constructed. Hence, Self-Efficacy is an important construction in social consciousness theory. According to this standpoint, people who have self-efficacy beliefs can control over their actions and feelings and their behavior can be expected.

Self-efficacy of career decision-making is the individual's confidence in performing specific behaviors and tasks related to career decisions. Goodstein & Lanyon (2005) stated that self-efficacy beliefs are corresponding with academic performance of students such as semester and year-end grades. Greenberg (2001) in a research concluded that there is a significant relationship between general self-efficacy, depression, anxiety, sensitivity and hostility.
Researchers such as Graham & cockerel (2006) have shown that self-efficacy of individuals in areas that specific activity are low (even if they are interested in) would be inclined to stay away from participating in certain activities. Gurney (2007) showed that low levels of self-efficacy associated with high levels of trait anxiety, mental irritation anxiety disorders and depression symptoms. This information indicates the importance of choosing a career appropriate to interest, desire, talent and life values in development of society. On the other hand, the increasing demands for career counseling show the significance of choosing occupation and its stress on current situation it is estimated that more than 50 percent of students have no idea for their future career. (Dickinson&Taker, 2004). Lopez and Andrews (1997) states several inefficiency factors of family relationships that effect on Indecision (quoting from Mostafapur, 1376). Gilano (2002) reported that there is an inverse relationship between the level of self-esteem and feeling Self-Efficacy with workplace problems. Wells & Webiler (2000) concluded in a research that self-esteem is considered as a very important factor in career self-efficacy. Also, Yauss (2001) described self-esteem reduction as an effective factor in career indecision. Skicher et al (2000) endorsed the relationship between anxiety disorders and self-esteem reduction with increasing career indecision (quoting from Kalantari, 1370).

Career indecision is a term which used to refer to the problems that people have about career decisions. Career indecision is a reason in individual's disability in making decisions about their future career. Due to its significance, career indecision is one of the most important issues in career counseling (Getty & Osipu, 1996). Career indecision has different characteristics. For example, cognitive career indecision includes lack of career goals, lack of information about themselves and lack of information about the environment. Career indecision emotional characteristics include anxiety, hesitancy and lacking sense of control (quoting from Cross & Haggy, 1999). Career indecision has always studied in relation to career Self-Efficacy decision-making. It is believed that there is a positive relationship between personality traits (e.g. perfectionism, fear of commitment and anxiety) and career indecision but there is a negative relationship in rational decision-making style and self-efficacy beliefs with career indecision (Guay, et al, 2003). Lucas (1993) examined the characteristics of individuals with career indecision and found these people are more nervous, less confidence and more depressed (quoted from Kord et al, 2005). Hornak and Gingham (quoted from Lee, 2005) knows career indecision as a doubt that is accompanied by those who take away responsibility. Several researchers examined the relationship between personality type of administrators, teachers and students with their career. The results indicated a consonant relationship between personality characteristics (artistic-social personality and social-explorer) and their career (Gholami 1380; Farahshirazy 1377; Jannati 1379; Hosseynian and Yazdi 1377; Panbehchy, 1378; Hamidi 1378; Barati 1374; Golshani, 1380 and Hormozinezhad 1380).

It seems that Career indecision have different paradigms. Guay and colleagues (2006) have proposed two types of career indecision including chronic and developmental indecision. Lack of information about people and the world around them have seen in people with developmental career indecision but people with chronic career indecision doesn't have this lack of information and are anxious toward decision-making career and are in worse situation toward previous group. For example, students who suffer from spread anxiety are unable to properly carry out their duties and responsibilities in career growth. Hence, the need to reduce inefficiency and empowering career in this field are (Foco and Hartmann 1983 quoting from Creed, Prideks and Patton 2005).

Different methods about paradigms of reducing career indecision and increasing self efficacy of decision-making career are proposed. In the meantime, instructing the self-esteem skills and career decision-making self-efficacy is stressed. For example, Creed, Prideks, Patton (2005) and Landesman et al (2002) reported the effectiveness of instruction the cognitive restructuring skills, self-esteem and career decision-making skills on Career indecision. Striet (1998) reported the effectiveness of career counseling workshops on increasing the self-efficacy of decision-making career of students. Wang, Zhang, and Shaw (2010 ) Increasing self-efficacy in decision- making career is subject to receiving interpersonal skills, familiarity with new attitudes and behavior styles and decision-making skills. Similarly Lee (2005) reported that the effectiveness of instructing the social adjustment skills on increasing self-efficacy of students decision making career. Reid, Oscar and Parson (2009) reported the effectiveness of instructing of self-efficacy decision-making career skills in reducing self-destructive thoughts and increasing self-efficacy of decision-making career of students. In addition, Reid and Oscar (2010) approved the efficiency of career counseling based on the hybrid approach (self-knowledge and problem solving skills) in reducing career indecision and increasing self-efficacy of student's decision-making career. This study aims to evaluate the effectiveness of instructing self-esteem skills and decision-making career on reducing career indecision and enhancing self-efficacy in decision-making career of students. Therefore, by considering these variables and approval of their role in reducing the career indecision, increasing self-efficacy in decision making, self-esteem and social adjustment it can be proposed as an intervention model.
Materials and Methods
This is a quasi-experimental research (pretest-posttest design with control group). In this study, from within the students of the humanities fields of Islamic Azad University of Neyshabour (accounting, industrial and commercial management, tourism management, and insurance management), 100 individuals were randomly selected. Then they were divided randomly into two experimental (50 female and male) and control (50 female and male) groups. At this point, the desired tests were implemented (career self-efficacy, career indecision and self-esteem) for both groups. After the pre-test, training sessions of self-esteem skills and decision-making career (15 sessions of 2 hours) for the experimental group were held. The first two sessions were assigned to the pre-test. At the end of the training session (fifteenth session), both groups were evaluated with the tests again. In this research inferential statistics indexes for data analysis (e.g., analysis of covariance, Levine test and t-test in independent groups) were used. These analyses were performed using SPSS software.

The research population
The research population consisted of all students (1176 students) humanities fields (accounting, industrial and commercial management, tourism management, insurance management), Islamic Azad University of Neyshabour in the 89-90 academic year.

The sample and sampling method
The first group was about those who received decision-making and self-esteem skills during 2hr fifteen sessions’ group decision-making skills and self-esteem in those who received fifteen sessions of two hours but the second group was given no psychological training. At the beginning of the sample, those who willing not to participate in this research or predict would not be able to continue training sessions or were not include above conditions excluded from the sample. In addition, those who were in a very low level of confidence and self-esteem were excluded from the study design.

Data collection tools
Self-efficacy of decision-making career questionnaire: This questionnaire was used to measure career self-efficacy of people in career counseling and was developed by Taylor and Betz (1983). The questionnaire evaluates five competencies about career selection base on Kraitz model (1978). So, the questions of the questionnaire are pertained to the fields of self-assessment, gathering occupational information, goal selection, planning for the future and problem solving. The questionnaire grade on a self-confidence scale to complete self-confidence. This questionnaire has 25 questions. Taylor and Betz (1983) obtained 97% reliability through Cronbach's alpha for this questionnaire. In this study, the questionnaire Cronbach's alpha was about 0/91. In addition, content validity of the questionnaire was confirmed by four professors of psychology and consultation and agreement factor was 72% and in Bavi and colleagues (1388) was 76% respectively (quoting from Taghizadeh 1378). Career indecision questionnaire: The questionnaire was developed in 1996 by Osipour et al. Included 18 questions that measure the level of career indecision between students. Questions 1 and 2 measure the individual selection of education and employment; questions 3 to 18 measure the career indecision. The questionnaire is graded on a scale from strongly agree (4) to completely disagree (0). The minimum score is 16 and maximum is 64. Higher scores on this scale indicate higher career indecision. Ossipour et al obtained 95% reliability through Cronbach's alpha for this questionnaire. Cronbach's alpha for the current study is 0/88. Content validity of the questionnaire was confirmed by four professors of psychology and the consultation and agreement factor was 69% and in Bavi and colleagues (1388) was 72% (quoting from Taghizadeh 1378).

Rosenberg self-esteem scale: This scale consists of 10 questions with multiple choice answers that actually will measure self-esteem. At this scale, the total scores represent the individual's self-esteem. Agreed responses to each statement receive a score of 1 to 4. Therefore scores will be between 10 and 40 (Rosenberg 1978, quoted from Ganji, 1380). In research that already carried out, the validity of this scale with Cronbach’s alpha reported 0/88 (Rosenberg, 1978; Fleming and Courtney, 1984; quotes from Khojasteh Mehr 1372). Also, within country the validity of the test based on Cronbach’s alpha is 0/81.

Research method
To doing this research, at the beginning the necessary coordination with university officials was done and we negotiated about current research. Then, training package related to career decision-making and self-esteem skills was prepared. After selection of sample and pretest, instructing sessions of decision-making and self-esteem skills (fifteen two-hour sessions and per week one session) was held for the experimental group. At the end of training
period both groups were reassessed (post-test) with the desired tests. Instruction of decision-making and self-esteem skills were discussed as follows:

**The first and second sessions:** According to the large number of tests and questionnaires used in this study, the first session was given to the pretest.

**Third session:** was held in order to acquaintace group members. After introducing the consultant and members and also a general definition about decision-making career skills for experimental group, the generalities stated. In these sessions, decision-making career skills are taught and meetings are in a group. In every session because of headings; titles and objectives are stated by the meeting director and the policy will be determined. Sessions will be held one to two hours, once a week. The meetings are task-oriented and almost in all meetings some tasks shall be appointed for members and at the next session this tasks will be reviewed.

**Fourth session:** In this session, various decision-making styles were introduced. Eight modes of decision-making career: impulsive mode, fatalism, debilitating, prolonged, submittal, wisely and objective was introduced and given concrete examples of these styles helped to members understanding. Then, members were asked to identify their decision-making styles as a duty. Also, group members were asked to identify which one of these modes can result to a suitable selection in choosing career. At the end of this session the group feedback was received and most of the people stated that these subjects can be used in personal and family life.

**Fifth Session:** This session for reviewing the ideas and beliefs of the good and bad decision-makers, and the career indecision was held. First, feedback was received from the previous session. Then, the tasks of members were reviewed and members introduced effective decision-making style in choosing career. Inefficient career thoughts were identified and evaluated. Testees were asked to state thoughts that cause decision-making career and describe in which three groups that discussed and what can do for being a good decision-maker in career issue?

**Sixth session:** The sixth session identified personality types. First, the feedback received from the previous session and tasks were reviewed. Next, personality types were introduced based on Mayerzbrig paradigm and concrete examples of these types was discussed to members. After that members were asked to identify their personality type and some explanations about personality typology in the career selection and its role in career satisfaction was presented. Testees were asked to specify their personality type and at least two of their family as a session task and according to their personality type specify in what career are more successful and find career choices that can satisfy them.

**Seventh session:** identifying the work value and talent of the group's member and also optimism test were seventh session subjects. First, the feedback received from the previous session. Then, career suitable to any personality type reviewed. Next people became familiar with the work values and prioritize their work values. After that, career abilities of members were discussed and at the end of optimism on careers was discussed and its instructions was given to the group members. Participants were asked to prioritize their work values and determine what skills they have.

**Eighth session:** The main theme of the eighth session was goal setting. First, the feedback received from the previous session and member's task was reviewed. Next goal setting skills (knowledge of the purpose, procedures and ways of understanding the purpose, focus and thinking, study and consultancy) was discussed and group members were asked to identify their career goals as a task.

**Ninth session:** linked self-knowledge, marketing and effective ways were the main topics of ninth session. First, the feedback received from the previous session. Then, tasks pertained to previous session was analyzed. At this meeting, barriers to employment, placement formulation design and implementation of placement formula were discussed. At the end, tasks such as completion of three booklets: self knowledge, career knowledge and placement in addition considering placement as a career and finalizing one day job seeker was presented.

**Tenth session:** In the tenth Session subject of "I am a job founder" were studied. The feedback received from the previous session and then the assignments of the previous session was analyzed. In this session, the rate of achieving the goal, hypothesis testing design in placement process, motivation and amount of placement was considered. Next, a summary of the meeting was expressed and about holding meetings feedback received from members and suggestions for better holding meetings for other members of the group were received.

**Eleventh session:** The purpose of this meeting was to express a general definition of self-esteem and assertiveness and its benefits in human life. Then, some tasks about situations provided that testees without self-esteem have operated and after that their reaction was assessed in that situation.

**Twelfth session:** Last session tasks were reviewed and the testees were given feedback. Then, about increasing self-esteem, considering rights and respect to others right was discussed and tasks about encountering with new situations and diagnosing suitable reaction in that situations war provided. Also, in the case of the causes that leads to anger and how to control anger and in what situations and how to express it some issues was presented.
Thirteenth session: The purpose of this session was to examine the factors that reduce self-esteem, creating fear and lack of assertiveness on the career social situation. Also, testees were familiar with tasks to deal decisively with the Affairs of everyday life. Testees were asked to recall the items that couldn’t resist in front of illogical request of others and examine its causes and provide as a task. Introduction of testees with skills such as increasing self-esteem, communication skills, proper and effective in communicating in the social and occupational situations was also considered.

Fourteenth session: The testees were asked to consider stressful positions and examine ways to deal with those situations. About stress and ways of deal with them in real life situations, career tasks were presented in this case and why should we criticize? How do we criticize? And how to use from others criticizes. At the end of the session, some tasks for the effectiveness of criticism were presented. In this session, the overall conclusion of provided contents on self-esteem were taken.

Fifteenth session: During the instructing self-esteem skills, various subjects were discussed as follows: Familiarity with the term self-confidence, examining individual characteristics with high self-confidence career, assessment of barriers in self confidence in career, what we know about happenings(documents), what we say, way of solving the career-related trends, methods of effective relationship in business affairs, methods of career planning, study and contrast with evasion in placement and career. The main theme of fifteenth session was to summarizing and concluding the trainings and holding post-test.

Data analysis methods: In this study, data analysis is based on Levine test, t test in independent groups and analysis of covariance. Above analysis was performed using SPSS software.

Table 1. Average and standard deviation of post-test scores of self-efficacy questionnaire in the experimental and control group

<table>
<thead>
<tr>
<th>Groups Questionnaire and subscales</th>
<th>Experimental group post-test</th>
<th>Control group post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Standard deviation</td>
<td>Average</td>
</tr>
<tr>
<td>Self-assessment</td>
<td>1/59</td>
<td>19/60</td>
</tr>
<tr>
<td>Career Information</td>
<td>0/36</td>
<td>19/30</td>
</tr>
<tr>
<td>Selecting target</td>
<td>0/91</td>
<td>20/44</td>
</tr>
<tr>
<td>Planning</td>
<td>0/89</td>
<td>20/30</td>
</tr>
<tr>
<td>Problem Solving</td>
<td>0/99</td>
<td>19/62</td>
</tr>
<tr>
<td>Total score of Efficacy Scale Decision-making career</td>
<td>2/18</td>
<td>99/26</td>
</tr>
</tbody>
</table>

Table 2. Summarized results of Leuven and t-test in independent groups for comparison of averages of experimental and control groups in post-test scores of career self-efficacy questionnaire.

<table>
<thead>
<tr>
<th>Tests for equality averages (t-student)</th>
<th>Leuven test (equal variances)</th>
<th>Tests Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidence interval 95% for differences</td>
<td>t</td>
<td>F</td>
</tr>
<tr>
<td>Upper limit</td>
<td>Lower limit</td>
<td>Degree of freedom</td>
</tr>
<tr>
<td>43/604</td>
<td>45/716-000</td>
<td>98</td>
</tr>
<tr>
<td>43/603</td>
<td>45/717-000</td>
<td>88/566</td>
</tr>
</tbody>
</table>

The results of table 2 indicate that the assumption of equal variances is not accepted by the Leuven test because Fisher statistics (220/7) are larger than the corresponding value in Fisher table (93/3). Since the t-statistic value is calculated (t=83/935) and it is larger than the corresponding value in the table t-Student (t=1/98), therefore, it can be concluded that there is a significant difference between the variables which are under examining. According to gathered data, and regarding to meaningless of null hypothesis and lack of uniqueness in groups, it can be conclude
that researcher claims based on “impressions of instructing the decision making career and self esteem on self efficacy of testees decision making career (total score of scale).

Table 3. The average and standard deviation of post test scores on career indecision questionnaire in the experimental and control group

<table>
<thead>
<tr>
<th>Groups</th>
<th>Control group post test</th>
<th>Experimental group post test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>standard deviation</td>
<td>Average</td>
</tr>
<tr>
<td>Career indecision</td>
<td>2/13</td>
<td>47/52</td>
</tr>
</tbody>
</table>

Table 4. Summarized test results of Leuven test and t-test in independent groups in order to comparing experimental and control groups in scores of career indecision questionnaire

<table>
<thead>
<tr>
<th>Tests for equality averages (t-student)</th>
<th>Leuven test (equal variances)</th>
<th>Tests Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidence interval 95% for differences</td>
<td>p</td>
<td>Degree of freedom</td>
</tr>
<tr>
<td>Upper limit</td>
<td>Lower limit</td>
<td>p</td>
</tr>
<tr>
<td>14/937</td>
<td>13/103-</td>
<td>/000</td>
</tr>
<tr>
<td>14/937</td>
<td>103/13-</td>
<td>/000</td>
</tr>
</tbody>
</table>

The results in Table 4 indicate that the assumption of equal variances is not accepted by the Leuven test. Because Fisher statistics value (4/481) is larger than the corresponding value in Table (3/93). Since the t-statistic is calculated (t=30/345) and it is larger than the corresponding value in the table t-Student (t=1/98), therefore, it can be concluded that there is a significant difference between the variables. According to gathered data and regarding to meaningless of null hypothesis and lack of uniqueness in groups, it can be conclude that researcher claims based on “impressions of instructing the decision making career and self esteem on career indecision of testees has been approved.

Table 5. The average and standard deviation of post test scores on Rosenberg self-esteem questionnaire in the experimental and control group

<table>
<thead>
<tr>
<th>Groups</th>
<th>Control group post test</th>
<th>Experimental group post test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>standard deviation</td>
<td>Average</td>
</tr>
<tr>
<td>Career indecision</td>
<td>2/21</td>
<td>22/50</td>
</tr>
</tbody>
</table>

Table 6. Summarized test results of Leuven test and t-test in independent groups in order to comparing experimental and control groups averages in scores of Rosenberg self-esteem questionnaire

<table>
<thead>
<tr>
<th>Tests for equality averages (t-student)</th>
<th>Leuven test (equal variances)</th>
<th>Tests Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidence interval 95% for differences</td>
<td>p</td>
<td>Degree of freedom</td>
</tr>
<tr>
<td>Upper limit</td>
<td>Lower limit</td>
<td>p</td>
</tr>
<tr>
<td>10/765</td>
<td>12/444-</td>
<td>/000</td>
</tr>
<tr>
<td>10/765</td>
<td>12/444-</td>
<td>/000</td>
</tr>
</tbody>
</table>

The results in Table 4 indicate that the assumption of equal variances is not accepted by the Leuven test. Because Fisher statistics value (4/665) is larger than the corresponding value in Table (3/93). Since the t-statistic is calculated (t=27/280) and it is larger than the corresponding value in the table t-Student (t=1/98), therefore, it can be concluded that there is a significant difference between the variables. According to gathered data and regarding to meaningless of null hypothesis and lack of uniqueness in groups, it can be conclude that researcher claims based on
‘impressions of instructing the decision making career and self-esteem on self-esteem of testees has been approved.

Discussion and Conclusion

Enormous changes in the world of careers have caused people change their career in their lifetime. These changes are important for both individuals and society. Anyway, decision-making career is an important issue. Although it may be easy for some people to decide on their future career, but obviously there are many people who face difficulties when choosing a career and they try to getting help from career counselors. (Getty and Ossipour, 1996). Therefore, choosing career is a very important factor in the life of every man. According to Betz, a small number of making decisions will impact on people's lives like choosing a career (quoting from Cross, 1997).

Research hypotheses state that "decision-making career and self-esteem skills are effective on increased levels of decision-making career self-efficacy, self-esteem and lessen career indecision. The findings reveal that the distinctions of score averages related to connection of instructing the decision-making career skills, self-esteem and self-employment decision-making in experimental group as compared to the control group are significant. Hence, we can say that instructing decision-making career and self-esteem skills on increasing the level of career self-efficacy and self-esteem as well as lessen the level of career indecision between testees in the experimental group (in comparison with control group) in posttest level than the pre-test level was effective. The findings are coordinated and aligned with the research results of Bundara (2000); Godastion and Lanion (2005), Greenberg (2001), Graham and Kokril (2004), Goyerni (2007), Dickens and Tucker (2004), Elias (2001), Cross and Hoggie (1999), Gay and colleagues (2003), Lucas (1993; quoted from Kord et al 2005), Foucault and Hartmann, 1983 quoting from Creed, Pridecs and Patton 2005), Landsman et al (2002), Streit (1998), Wang, Zang, and Shaw (2010), Lee (2005) and Reed and Oscar (2010), Reed, Oscar and Parson (2009); Gholami (1380); Farahshirazy (1377); Jannati(1379); Hosseinian and Yazdi (1377); Panbehchy (1378); Hamidi (1378); Barati (1374); Golshani (1380) and Houshangi (1382).

The underlying philosophy of instructing decision-making career and self-esteem skills is based on the premise that "we are all capable and efficient." Because of this efficiency and capability, we have certain basic human rights (Powell and Anrait, 1995, quoted from Touzandehjany, Nejat and Tafazoli, 1383). Our discussion about decision-making career and self-esteem skills suggests that this phenomenon can be strengthened through training and specific interventions and increase its measure. According to Bundara (2000) people instruct their self-efficacy beliefs through multiple sources, the dominant trade, business succession, Persuasion, verbal or emotional, social and physiological states interpretation and evaluation of major information obtained from multiple sources, the dominant trade, business substitution, verbal or social persuasion and physiological emotional states. Several factors affect the nature, extent and effectiveness of decision-making career and self-efficacy skills. Among these factors we can mention to gender, status, cultural basis, social relationships and etc. Regarding to the fact that decision-making career in a particular social context is discussed; most researchers agree that it is relative. So, we can say that decision-making career appropriate to the type of behavior, skills in behavior and opponent's conditions and his influence, behavior, contacts gender and culture of interpersonal relations is variables and different. The same situation in all certain situation neither can indicate the ability to choose a career and self-esteem, nor the individual in all situations and the situations can do the same behavior to decision-making career and self-esteem. According to Teedman and Miller – Teedman, decision-making career and other life decisions are interrelated and cannot consider them separately (Yazdi and Hosseini 1383).

According to social-cognitive pattern of Lent and colleagues (1994), self-efficacy increases when people in a given time consider a specific purpose. Goal Setting and mechanisms such as wishes and career preferences, plans and career decisions reinforce human career behaviors and creates interest and commitment. Therefore, setting and shaping goals in the interaction with environment events led to the formation and increase self-efficacy. On the other, thoughts and cognitions of every person has an important role in his self-efficacy. Hence, cognition and persist on inefficient recognitions can be effective on changing individuals view toward his capabilities. Therefore, trying to decision-making and having skills in this basis can lessen negative effects of indecisions. Since in instructing decision-making career and self-esteem skills also cognitive skills are considered, effectiveness of skills has been increased to a great extent (Zandipour, 1375).

In recent years, career indecision in many studies have been proposed and studied. These researches indicate that career indecision is a complex and multidimensional phenomenon and has different forms. It is believed that rational decision-making style and self-efficacy beliefs are negatively correlated with career indecision (Gay et al, 2003). Hornak and Gingham (quoted from Lee, 2005), knows career indecision a doubt that is with people who take responsibility for their own career decision. Lozo and colleagues (1996) states several inefficiency factors that cause indecision career. Some researchers have concluded in their research that enhancing self efficacy and self-esteem
cause decreasing career indecision, because increase in conceptual and real self-efficacy, raise the levels of self-esteem and self-concept. Also, the results of research conducted by Flourshim (1993) and Falsafinezhad (1372) represents that effectiveness of instructing decision-making career and self-efficacy skills on the career indecision and increasing self-esteem and social adjustment that is consistent with the results of the study.

The results of past researches in this area is so strong that cant doubt in the lack of relationship between decision-making and self-esteem and some of other variables but Branden believes that self-esteem and the ability to make decision pertained to choose our will choosing and cannot be separated from family effectiveness, race, color, skin or success of our ancestors. These are evaluations that sometimes people are hanged on till refuse from responsibility to getting self esteem and right decision-making. Anyway, if we accept that self esteem and ability to decide are not caused by these issues, we must accept that these factors can go up or come down the self-esteem and effect on the ability to –make decision (Branden, quoted from Hashemi, 1370).

Perhaps one of the reasons of effectiveness the group methods is instructing decision-making career and self-esteem skills as a cognitive-behavioral it's educational reconstruction because in the method both cognitive and behavioral basis are emphasized. In this approach, first, the recognition of people toward the problem changing then behavioral instructions such as solving method is given to them to experience a behavior and new understanding simultaneously. Estenhause (quoted from Maleki, 1376) performed a research entitled survey of effect of instructing decision-making and self-esteem skills on social adjustment and concluded that teaching these skills can leads to social adjustment level of testees. Perhaps more time is needed for more effective training. On the other hand, lack of control the effective factors such as social adjustment level and previous social conditions of testees, lack of control on economic and social family conditions, impact on training family approaches on self-esteem and decision-making ability, Parental marital style, social relations between the testees with their peers, Educational paradigms of teachers and university social system, the lack of control mental status of testees and like that can reduce the effectiveness of the training.

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