



# The Effectiveness of Training Based on Rational-Emotional-Behavioral Therapy on Career Decision-Making Self-Efficacy

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## Abstract

**Background:** Career decision-making is a complex process and one of the most critical decisions of an individual which has long-lasting consequences on life in areas of psychological wellbeing, physical health, and financial status. The present research was designed and conducted by the aim of investigating the effectiveness of training based on rational-cognitive-behavioral therapy (REBT-based training) on career decision-making self-efficacy among personnel of Petroleum Company.

**Methods:** The present research was conducted by the quasi-experimental method and used a pretest-posttest-follow up with control group design. The statistical population of the current research was included all the organizational personnel of Pipelines and Telecommunication Company, north region, in the second half of 2017. The sample of the present research included 30 individuals from this population who, after their obtained scores in the questionnaire and on inclusion/exclusion criteria of the study, were selected by available sampling method and they were assigned into experiment and control groups (15 individuals per group) by random assignment method. The research tool was the Career Decision-Making Self-Efficacy Scale of Betz, Klein, and Taylor, which was completed by all participants in pretest, posttest, and one-month follow up stages. REBT-based training was provided for the experiment group subjects in eight 90-minute sessions, while the participants of the control group received no intervention until the end of the follow-up stage. The research data were analyzed by covariance analysis with repeated measurements and Bonferroni post hoc test through SPSS version 20.

**Results:** Findings indicated that REBT-based training had a positive and significant effect on career decision-making self-efficacy and all its components (self-appraisal, career information, goal selection, planning, and problem-solving) in posttest and follow up stages ( $P < 0.001$ ).

**Conclusion:** According to the study results, it recommended that an REBT-based training package would provide for the personnel of organizations and institutions to improve their career decision-making self-efficacy.

**Keywords:** Rational-emotional-behavioral therapy; Career decision-making self-efficacy; Training, Employees.

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Published online 29 June 2019



**Citation:** Khalili G, Zahrakar K, Kasaei A. The effectiveness of training based on rational-emotional-behavioral therapy on career decision-making self-efficacy. *Int Clin Neurosci J.* 2019;6(2):69-75. doi: 10.15171/icnj.2019.14.

## Introduction

Career decision-making is the most important choice in life.<sup>1</sup> Decision-making is a complex skill that gives good solves.<sup>2</sup> Self-efficacy is an important concept in career decision-making. By Bandura's opinion, self-efficacy is "person's beliefs about the ability to do definite levels of performance effect upon life events."<sup>3</sup> Self-efficacy believes in determining how to feel, think, behavior, and excitation.<sup>4,5</sup> Career decision-making self-efficacy is one of the effects of the basic components upon career decision-making.<sup>6</sup> Career decision-making self-efficacy concept means that a person has some abilities to success is career decision-making. It is related to self-

appraisal, career information, goal selection, planning, and problem-solving.<sup>7</sup> Career self-efficacy has two important fields; career choice content and career choice process.<sup>8</sup> Career choice content refers to content fields such as mathematics, calculation, sciences, and persons with low self-efficacy avoid from these occupations. Career choice process refers to a belief about career decision-making the process. Low self-efficacy in career decision-making results in avoiding career decision-making.<sup>9</sup> Different studies have shown career self-efficacy in career growth. Taylor and Popma found that there is an inverted between careers decision-making with control locus.<sup>10</sup> Furthermore, Betz and Vuyten results showed that self-

efficacy believes it may predict career no decision-making well.<sup>11</sup>

Rational-emotional-behavioral therapy (REBT) may improve career decision-making self- efficacy. REBT is one cognitive-behavioral psychotherapy by Ellis (12). Ellis believes that incorrect thoughts are the origin of problems because unintellectual beliefs that are unfunctional and damage emotionally and behaviorally are known as components of these thoughts.<sup>13</sup> REBT attitude assumes that cognition, emotion, and behavior are related to each other, and individual's interpretation way from life situations is important in creating cognitive and emotional problems.<sup>14</sup> REBT by Ellis emphasizes upon abandoning from irrational cognitive, emotional, and behavioral processes by using becoming rational techniques, intellectual thoughts creating.<sup>15</sup> Sava and colleagues state that REBT has low cost than medicinal and therapies and creates more positive thought and feeling for clients.<sup>16</sup> REBT stages follow to this order: Stage 1: becoming familiar with unintellectual opinions and separating intellectual beliefs from unintellectual beliefs. Stage 2: making knowledge clients about unintellectual (irrational) thinking effect in creating emotional disturbance and accepting their problem responsibility. Stage 3: helping clients to reform and abandon their unintellectual opinions.

Stage 4: challenging clients to create life intellectual philosophy in order to abandon from their unintellectual beliefs, the therapist should pay attention to unintellectual thought and teaches to the client about changing unintellectual beliefs into intellectual beliefs.<sup>17</sup> Ogbuanya and colleagues studied REBT effect upon negative career thoughts among Nigeria students. Results showed that negative career thoughts among REBT participants had significant decreasing than the control group. Also, follow-up after 3 & 6 months indicated this therapy effect constancy.<sup>18</sup> Wood and colleagues found REBT effect upon psychological and functional results in Paralympic athletes. Having one reason to work is essential motivation to continue, work is the essential meaning to create self-efficacy feeling and career satisfaction<sup>19</sup>; therefore, there is necessary to regard career decision- making self-efficacy variable to experience significant life and occupation. With regarding mentioned subjects and being limited controlled studies about career decision-making self-efficacy with regarding REBT has been used in family, educational, and individual fields. Little research has studied this intervention effect in improving career problems. Therefore, the present research was designed and conducted by the aim of investigating the effectiveness of training based on rational-cognitive-behavioral therapy (REBT-based training) on career decision-making self-efficacy among personal of a petroleum company.

## Methods

The present research was conducted by the quasi-

experimental method and used a pre-test- post-test follow up with control group design. The statistical population of the current research included all the organizational personnel of pipelines and telecommunication company, north region, in the second half of 2017. The sample of the present research was included 30 individuals from this population who, after their obtained scores in the questionnaire and on inclusion/exclusion criteria of the study, were selected by available sampling method and the assigned into experiment and control group<sup>15</sup> individuals per group by random assignment method. The research tool was career decision-making self-efficacy scale of Betz, Klein, and Taylor, which was completed by all participants in the pre-test, post-test, and one-month follow up stages. REBT-based training provided for the experimental group subjects in eight 90-minute session, while the participants of the follow up stage, inclusion criteria to research include: age between 25 and 45, having at least 2 years antecedent, at least diploma educations, having no psychiatry disorders, having satisfaction to participate in research, sessions. Exclusion criteria from the research include using psychiatry drugs and psychological, abed in psychiatry hospitals, drug using, alcohol and narcotics and participating in educational programs about REBT previous 6 months. After explaining about research aims, informed satisfaction received from all participated persons. The data were analyzed by covariance analysis with repeated measurements and Bonferroni post hoc test through SPSS version 20.

REBT sessions protocol was designed based on two books; rational-cognitive-behavioral therapy steps by Dryden & Neenan (translated by Jahanian Najaf Abedi).<sup>20</sup> Also, rapid guidance of rational-cognitive-behavioral therapy by Dryden & Neenan (translated by Hamidpuor) .<sup>21</sup> After finishing therapy sessions, both 2 groups responded to career decision-making self-efficacy questionnaire (post-test). Participants attended to define intervention therapy effects constancy one month after last therapy session and doing posttest from 2 groups and appraised by career decision-making self-efficacy questionnaire. Also, therapy sessions were executed for control group participants to regard moral subjects of research and to appreciate them for their cooperation after finishing research. The summary of therapy design (REBT) has presented at Table 1.

## Career Decision Self-efficacy

Career decision self-efficacy scale was used by Betz and colleagues to evaluate people believe about his/her ability to do necessary works for career decision- making.<sup>22</sup> This scale consists of 25 items; every 5 items has known as one subscale. These 5 subscales consist of: self- appraisal, gathering career information, goal selection, planning, and problem- solving, person's opinions scored by 5- degrees scale from "I'm not sure at all" until "I'm sure completely" the scores range have been 25-125 and 5-25 for all scale

**Table 1.** Contents of REBT Sessions

Sessions	Sessions Explanation Sessions
Session 1	Executing pretest, elementary communication, stating sessions rules & principles, making familiar with REBT frame, principles its goals
Session 2	Stating subjects about individual annoyance, general changing, introducing ABC theory, intellectual believes and home works
Session 3	Stating explanations about cognitive distortion, cognitive errors, kinds of cognitive distortions and home works
Session 4	Discuss homework, becoming familiar with functional, experimental, logical & philosophical asking techniques about emotional believes, becoming familiar with confrontal methods, modeling, referring by asking, making the reference of narration character and homework
Session 5	Studying home works and responding to questions, becoming familiar with emotional/ experimental techniques, teaching intellectual imagination, emotional confrontal talks, role-playing, indirect role-playing, jokes, and homework
Session 6	Studying home works and responding to questions, becoming familiar with unconditional self- instruction, un-conditioning acceptance model, encouragement, encountering exercises, stopping & reviewing, repeated frame, becoming familiar with behavioral punishments reinforcement, behavioral reinforcements, behavioral punishments, overcoming shame exercise and homework
Session 7	Studying homework and responding to questions, becoming familiar with conflicts techniques skills, and alive sensitization, interpersonal skills, stopping at difficult situations and homework
Session 8	Studying homework and responding to questions, becoming familiar with preventing from recurrent, acting to intellectual beliefs, habiting to new interventions, resisting against unintellectual believes, reviewing and concluding, appreciating from members to participate at sessions, executing post-test, coordinating to execute follow up session for one month later.

& subscales, respectively, the more score indicates better performance. Internal conformity coefficient of subscales and all test have reported 0.73-0.83 & 0.94 by Betz and colleagues, respectively.<sup>22</sup> Bavi and colleagues<sup>23</sup> reported internal conformity coefficient of this test by Cronbach  $\alpha = 0.93$ . Sadeghi stated questionnaire reliability coefficient by Cronbach  $\alpha = 0.89$ .<sup>24</sup> The whole questionnaire, Cronbach  $\alpha$  rate was calculated 0.78 in the present study.

## Results

With regarding participants age, mean and standard deviation of the age for the experimental group (REBT) and control group were  $35.7 \pm 6.60$  and  $36.07 \pm 6.36$ , respectively. Table 2 indicates subjects educations frequency distribution for experiment and control groups. Based on this table data, 5 persons with the diploma, 8 persons with BC and 2 people with MA were in the experimental group (REBT), and 4 persons with the diploma, 9 persons with BC and 2 persons with MA were in control group.

Based on Table 3 data, the most frequency of work experience is related to persons with 6-10 years' work experience experimental group. Also, most frequency of work experience is related to persons with 1-5 years' work experience (control group).

Table 4 indicates the mean and standard deviation of career decision-making self-efficacy at pre-test, post-test,

and follow up stages for experimental and control groups. The score means for the experimental group (REBT) at pretest was 48.46 that changed to 94.43 and 96.06 at post-test and follow up, respectively. The mean values of career decision-making self-efficacy components have presented at this table. Variance analysis with repeated measurements test was used to study acquired changes at pos-ttest and follow- up stages. For using this test, the presumption being normal of scores distribution by Kolmogorov-Smirnov test, two group's variances homogeneity presumption by Levin test and Covariance's matrix homogeneity presumption by Mauchly's test were studied. No being significant ( $P > 0.05$ ) of these three tests indicated presumptions correctness.

Table 5 indicates the variance analysis test results with repeated measurement to study intergroup and outside group effects. With regarding table data and being significant career decision-making self-efficacy variable and it is all components ( $P < 0.01$ ) there are significant difference among three pre-tests, post-test and follow-up stages. Also, there is a significant difference between the two experimental groups (REBT) and control group in career decision-making self-efficacy and all its components ( $P < 0.01$ ). Based on effect value at the table, therapy effect upon career decision-making self-efficacy, upon self-appraisal, upon career information, upon goal selection, upon planning and problem-solving were

**Table 2.** Subjects Educations Frequency Distribution for the Experimental and Control Groups

Group	Educations	Frequency	Frequency Percentage	Cumulative Frequency Percentage
Experimental group (REBT)	Diploma	5	33.3	33.3
	BC	8	53.4	86.7
	MA	2	13.3	100
	Sum	15	100	-
Control group	Diploma	4	26.7	26.7
	BC	9	60	86.7
	MA	2	13.3	100
	Sum	15	100	-

**Table 3.** Subjects Work Experience Frequency Distribution for the Experimental and Control Groups

Group	Work Experience (y)	Frequency	Frequency Percentage	Cumulative Frequency Percentage
The experimental group (REBT)	1-5	3	20	23
	6-10	5	33.4	53.4
	11-15	3	20	73.4
	16-20	2	13.3	86.7
	21-25	2	13.3	100
	Sum	15	100	-
Control group	1-5	4	26.7	26.7
	6-10	3	20	46.7
	11-15	3	20	66.7
	16-20	3	20	86.7
	21-25	2	13.3	100
	Sum	15	100	-

**Table 4.** The Mean and Standard Deviation Of Career Decision-Making Self-efficacy Variable and its Components for Studied Groups

Variables		The Experimental Group (REBT)		Control Group	
		Mean	SD	Mean	SD
Self-appraisal	Pre-test	10.13	3.56	10.15	4.48
	Post-test	20.13	3.54	10.60	4.01
	Follow-up	20.67	3.06	10.40	4.23
Career information	Pre-test	9.13	2.16	9.40	2.47
	Post-test	17.73	2.18	9.60	2.26
	Follow	18.33	2.16	9.67	2.49
Goal selection	Pre-test	9.60	2.19	9.93	2.08
	Post-test	18.53	2.35	9.73	1.53
	Follow-up	18.67	2.41	9.80	1.42
Planning	Pre-test	9.40	2.26	9.07	2.65
	Post-test	18.13	2.35	9.20	2.42
	Follow-up	18.27	2.12	9.27	2.05
Problem-solving	Pretest	10.20	1.97	11.53	2.16
	Post-test	20.40	2.32	11.73	1.75
	Follow-up	20.13	2.07	11.47	1.84
Career decision-making self-efficacy	Pre-test	48.46	10.41	50.06	8.63
	Post-test	94.93	10.70	50.86	7.45
	Follow-up	96.06	9.56	50.60	7.66

73%, 45%, 62%, 70%, 66% and 63%, respectively. With regarding result, REBT effectiveness upon career decision-making self-efficacy improving and its components (self-appraisal, career information, goal selection, planning, and problem-solving is confirmed.

Based on Table 6 data, there is a significant difference between pretest, post-test, and pretest and follow-up stages for career decision-making self-efficacy, and it is all components ( $P < 0.01$ ). Also, these variables means have been increased at post-test and follow up stages.

**Discussion**

The present research designed and conducted by the aim of investigating the effectiveness of training based on rational- cognitive-behavioral therapy (REBT-based training) on career decision-making self-efficacy among personnel of Petroleum Company. Findings indicated that REBT-based training has had a positive and significant

effect on career decision-making self-efficacy and all its components (self-appraisal, career information, goal selection, planning, and problem-solving) in post-test and follow up stages ( $P < 0.001$ ) this research result is favorable with some previous studies. Turner and Barker studied REBT effects upon irrational believes among blue-chip professional's base on results, post-test stage indicated significant decreasing in irrational believes, need to achievement and justice demand than pre-test stage.<sup>25</sup> Ellis and Joffe found that by participating at REBT sessions, 40 persons stated that their thought. The disturbance was improved, 48 persons responded better to their problems, 58 persons stated that have disturbance feeling, 26 persons have found more risk ability, 23 persons stated that success in their days' affairs and 24 persons showed their feelings and reactions.<sup>26</sup> Turner and Barker found that than REBT decreased irrational believes and cognitive anxiety among cricket athletes,<sup>27</sup>

**Table 5.** Variance Analysis Test Results with Repeated Related to Intergroup and Outside Group

Effects	Source	Variable	Sum Squares	Df	MS	F	P	Effect Value
Inter-subject	Time	Self-appraisal	569.26	2	284.63	489.28	0.01	0.94
		Goal selection	397.88	2	198.94	330.68	0.001	0.92
		Planning	406.67	2	252.53	5430.05	0.001	0.95
		Problem-solving	505%6	2	252.53	543.05	0.001	0.95
		Career decision-making self-efficacy	11448.09	2	5724.04	1755.04	0.001	0.98
	Error	Self-appraisal	32.57	56	0.582			
		Career information	30.30	49.04	0.618			
		Goal selection	33.69	56	0.602			
		Planning	28.63	56	0.511			
		Problem-solving	26.04	56	0.465			
		Career decision-making self-efficacy	182.64	56	3.26			
Outside subject group	Time	Self-appraisal	1033.23	1	1033.23	23.51	0.001	0.45
		Career information	657.22	1	657.22	47	0.001	0.62
		Goal selection	730.66	1	730.66	61.60	0.001	0.70
		Planning	833.82	1	833.82	54.41	0.001	0.66
		Problem solving	542.14	1	542.14	47.91	0.001	0.63
		Career decision-making self-efficacy	18761.14	1	18761.14	79.46	0.001	0.73
	Error	Self-Appraisal	123.58	28	13.98			
		Career information	391.50	28	13.98			
		Goal selection	302.62	28	10.80			
		Planning	429.06	28	15.32			
		Problem-solving	316.78	28	11.31			
Career decision-making self-efficacy	6610.64	28	236.09					

**Table 6.** Bonferroni Test Results to Compare the Measurement Stages for Dependent Variables

Variable	Stage 1	Stage J	Mean Difference (I-J)	Standard Error	P
Self-appraisal	Pre-test	Post-test	-5.40	0.179	0.001
	Pre-test	Follow up	-5.40	0.232	0.001
	Post-test	Follow up	-0.121	0.179	1
Career information	Pre-test	Post-test	-4.41	0.137	0.001
	Pre-test	Follow up	-4.79	0.220	0.001
	Post-test	Follow up	-0.384	0.204	0.213
Goal selection	Pre-test	Post-test	-4.40	0.198	0.001
	Pre-test	Follow up	-4.53	0.204	0.001
	Post-test	Follow up	-0.134	0.200	1
Planning	Pre-test	Post-test	-4.45	0.160	0.001
	Pre-test	Follow up	-4.58	0.216	0.001
	Post-test	Follow up	-0.134	0.174	1
Problem-solving	Pre-test	Post-test	-5.13	0.160	0.001
	Pre-test	Follow up	-4.93	0.195	0.001
	Post-test	Follow up	0.201	0.172	0.760
Self-efficacy	Pre-test	Post-test	-23.68	0.396	0.001
	Pre-test	Follow up	-24.25	0.535	0.001
	Post-test	Follow up	0.571	0.461	0.676

also results of this study are consistent with Ogbuanya et al,<sup>18</sup> Wood et al,<sup>28</sup> Saelid and Nordahl,<sup>29</sup> Kim et al,<sup>30</sup> and Xu and Liu.<sup>31</sup> In explaining this study, it can state that REBT by Ellis pays attention to persons interpretation way about life situations in creating mental problems, this attitude assumes that cognition, emotion and behavior effect upon each other significantly. The main goal of REBT is to attain to actual philosophy about life by clients, overcoming upon unintellectual believes in decreasing

emotional disturbances and destructive behaviors.<sup>32</sup> Persons with irrational believes about themselves, choose irrational goals, and feel inefficient. REBT states a person's irrational believes and emphasizes to create rational beliefs. Therefore, given strategies to the client helps to identify inefficient thought models and alternating it with rational and efficient thought models. Each research has some limitations. This research has executed upon the personnel of pipelines and telecommunication

company. Therefore we should be careful about its results generalization the other limitation of this research is being self-reported of used tools. Being different subjects educations level may be effective upon interventions efficacy. In most behavioral research, annoying variables effect upon dependent variables simultaneously. These variables identified hardly, and their effects removing is very difficult. Therefore, ignoring the effects of these factors may result in results repetition decreasing,

### Conclusion

The present study findings may use to provide educational programs. This therapy package (REBT) may improve career decision-making self-efficacy among organizations and institutions. Different organizations may use this technique to improve personnel career problems and career satisfaction.

### Conflict of Interest Disclosures

The authors declare that they have no conflict of interests.

### Ethical Statement

Before executing research and giving questionnaire, the necessary information has given to all students about the research subject, and all stated their satisfaction. Also, all of them became assured of being secretive about their information.

### Acknowledgment

We appreciate from the manager and all personnel of pipelines and Telecommunication Company of the north region. This article is the result of the first author's Ph.D. thesis at Tehran University, Kharazmi, and international Pardis, which has been approved by psychological and training sciences college association.

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