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The Effectiveness Instruction of the Savikas Career Construction Theory (SCCT) on the Career Decision-Making Self-Efficacy of the Unemployed Jobseekers Supported by Unemployment Insurance

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The purpose of this study was to determine the effectiveness of training Savikas career construction on career decision making self-efficacy by the unemployed jobseekers covered by unemployment insurance. The statistical study group of this research consisted of all unemployed jobseekers with diploma that were referred to job centers in Tehran. 30 of these people were selected randomly as the sample group and were randomly divided into two groups of 15 participants (experiment group using the SCCT educational approach and the control group). To collect our data, a career decision-making self-efficacy scale (Betz et al., 1996) was utilized. This research was an experimental study with pre-test and post-test and was followed along with the control group. The experimental group underwent six 90-minute training sessions based on the study approach. The career decision-making self-efficacy of the participants was measured before and after the intervention, and also after 1 month. The statistical analysis of data using multivariate analysis of covariance showed the adequate stability of

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the training program on the career decision-making self-efficacy even after 1 month. The participants in the experiment group had a significantly higher performance with a greater self-assessment than the control group based on all the components of the career decision-making self-efficacy, except for the planning component.

Keywords: Savikas Career Construction Theory (SCCT), career decision-making self-efficacy, unemployed jobseeker

Having a job is one of the determining factors in the identity formation of people and their active and effective participation in the society. It helps people not only in satisfying their economic needs, but also in creating a sense of security and stable identity, developing their personality, gaining experience and developing communication skills (Shafiabadi, 2010). The occupational identity of everyone makes up a major part of a collection of an individual's identity.

Employment is more than just a means to earn a living. It improves the social status and physical and mental activity. It brings order and structure to life times and develops human endeavor and creates a sense of common purpose. In the case of lack of a good job and the incidence of unemployment phenomenon, individuals will face many problems (Fadaei, Ali Begay, 2011).

Unemployment process as one of the major social phenomena in the world today is caused by the difficulty of finding a suitable job and keeping it. Unemployment, by definition, is the absence or lack of adequate employment opportunities for job seeker population and the imbalance between supply and demand for workforce and its subsequent consequences, which is one of the main problems of any society (Seidaiy, Bahari and araee, 2011).

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There are a lot of consequences associated with the unemployment phenomenon in different aspect of life, including economic problems such as poverty, inflation and creation of pseudo jobs, social consequences such as social stress, loss of occupational identity and verified social role, job-related social contacts and an increase in crime, in the family dimension consequences such as difficulty to procure living for the family and sometimes the loss of a spouse or parental role. Furthermore, unemployment predisposes us to mental disorders such as depression, lack of self-confidence, feelings of worthlessness, and aggravated health problems like diabetes, blood pressure and the like (Fadaei and A. Begay, 2011).

The unemployed and job seekers experience a wide range of psychological pressures in the search for new jobs, including the stress for procure living for the family, stress related to the search for new jobs, lack of confidence, indecision in choosing a suitable job, and the like (Zunker, 2006).

In general, we can say that unemployment has deleterious effects on physical and mental health of the individuals. One of the problems from which unemployed people are suffering, is the career decision-making inability. Career decision-making is an important step in life**.** By choosing a career one also determines the status/quality of his/her life. When an individual chooses a career, (s) he consciously or unconsciously chooses his/her position and post, the need for continuing education, type of spending leisure time and people with whom (s) he must communicate (Bavi, Karimi, Shiraliniya and Imani, 2009).

According to Hackett and Betz (1981), the effect of career decision-making in a person's life is more than any other decisions, not only because most people spend almost all their

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time at work, but also because selecting a career greatly affects a person's lifestyle and his/her future choices. Selecting a career also will determine which of the abilities and talents of the individual should be utilized and which should be ignored.

Self and its related beliefs play a constructive and important role in making career decisions. Career decision-making self-efficacy is used in order to describe the individual's beliefs about the ability to perform various career path tasks and behaviors related to the career decision-making (Sadeghi, 2015). Career decision-making self-efficacy is the extent to which one believes in being successful in carrying out the tasks necessary for career decision-making (Betz and Taylor, 2001).

High levels of career decision-making self-efficacy can lead to increased participation in tasks and behaviors related to career decision-making, while low levels of it leads to avoidance and withdrawal from these activities (Creed, Patton, Watson, 2002).

Dawis, Brown and Lent (2005) suggest that low self-efficacy, limits the career path development and weakens the career decision-making. In fact, career decision-making self-efficacy can affect the amount of time taken to find a job and subsequent success in that job (Hackett, Betz and Doty, 1985). O'Brien et al (2000) believes that lack of career decision-making, self-efficacy in individuals may cause them to refrain from performing exploration activities, to give up easily, and it may encumber people to obtain the jobs they are talented in.

The results of research show that the career decision-making self-efficacy is inversely associated with career indecisiveness (Bergeron and Romano, 1994; Betz, Kelino Taylor, 1996). Career decision-making self-efficacy is inversely related to low job identity (Robbins, 1985) and fear of job commitment (Betz

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and Serling, 1993). Previous studies in the field of teaching how to train students improve self-employment decisions (Wang, Zhang and Shao, 2010) and improve the career decision-making self-efficacy of the young workers (De Raaf, Dawie and Vincent, 2009) reflect the effect of intervention programs in this field. In addition, the effects of career counseling interventions on career decision-making self-efficacy of woman students (Sullivan, 2000) and increase in career decision-making self-efficacy among students (O'Brien, et al., 2000) further demonstrate the same point. Hackett and Betz (1981) concluded that there is a significant positive relationship between career decision-making self-efficacy beliefs and the scope of jobs which people select. Promoting career decision-making self-efficacy of unemployed job seekers could equip them with capabilities to confidently make appropriate and realistic career decisions. Betz and Taylor (2006), based on the components of career maturity, believe that career decision-making self-efficacy consists of five components. The first component is the accurate self-appraisal which includes self-recognition, through awareness of one's abilities, occupational interests, needs and values and self-concept. The second component includes occupational information about the individual's knowledge of jobs. In fact, this component includes the individual recognition of tasks related to different occupations. Goal selection is the third component of career decision-making self-efficacy scale, which means choosing a job. It states whether individual's characteristics are in compliance with the selected job. Prospective planning is the fourth component i.e. the person goes ahead with proper planning for, choosing a job. Problem-solving is the fifth component in the career decision-making

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self-efficacy scale which means what a person should do to make a good choice and indicates the ability to overcome the existing difficulties and obstacles in the career decision making process.

Previous studies show that job-losers and unemployed people should reassess their goals and skills and needs to acquire the ability to logically evaluate the circumstances and events they are placed in. They may need all the personal abilities to realistically and reasonably resolve the crisis that threatens their lives. This may lead them to a totally different career so that they finally make the appropriate decision for finding a new job. Therefore, empowering the unemployed jobseekers' skills is very important for proper career decision-making. (Zunker, 2006).

So, in this regard, career counseling and guidance is necessary and important. Career counseling and guidance helps unemployed job seekers better understand themselves, being aware of the needs of the community and different kind of occupations, being informed of their qualifying conditions and being more capable of doing their occupational affairs. Today, despite the increase in unemployment rate and social problems associated with it in communities, a greater need is felt for career guidance and counseling. Hence, it is clear that teaching career decision-making self-efficacy can play an important and constructive role in appropriate career decision-making. Although the importance of this issue is widely accepted in societies, there are variations regarding the optimal procedures for the implementation of these trainings among experts and researchers of different approaches**.** In the meantime, Savickas career construction theory (SCCT), which belongs to

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postmodern approaches, was greatly welcomed. In this study, the Savickas career construction theory was used to promote career decision-making self-efficacy of unemployed job seekers supported by unemployment insurance in Tehran. This theory, which was first introduced in 2001 and the first and most important career path development theory in the 21st century, reflects the society needs by offering a theory according to the present century (Patton and McMahon, 2006). Savickas career construction theory is a Structure-oriented and holistic perspective, which conceptualizes human development in a form of adapting or compromising with the social environment and with the aim of integrating the person and the environment. It considers "social adaptation and competence" along with a cultural and contextual perspective (Savickas and Porfeli, 2012).

This theory states that people by patterning their life experiences in the form of a coherent whole, turn them into a meaningful story. Career path consultants can discover occupational personality, career path adaptability and life themes or topics of their clients by listening to their stories (Lent and Brown, 2005). SCCT has connected theory and practice in the field of career counseling. This theory simply states that people create their own jobs by their occupational behaviors. This theory considers three important aspects of occupational behaviors: differential, developmental and dynamism. Savakis proposes confidence in the discussion on career adaptability which can conform to a sense of self-efficacy in relation to one's ability to successfully perform an activity. Moreover, lack of confidence in the career path can lead to a sense of inefficacy and deter the individual from continuing the career path. In this theory, Savakis emphasizes on factors related to career

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adaptability and states that career adaptability includes four dimensions of concern, control, curiosity and confidence. Concern makes the real sense of the future and helps the individual considers the current state of career path by focusing on his/her past and predicts his/her future career path (Lent and Brown, 2005). Control enables people to be responsible for shaping or making themselves and their environment in order to face what happens next through self-regulation, effort and persistence. A person who has control over his/her career path, makes right decisions and won't get involved in indecision and irresponsibility toward his/her future career (Salehi, Abedi, Baghban and Nilforooshan, 2014). Curiosity makes people think about themselves in different roles and situations and examine other possible scenarios (Savikas and Porfeli, 2012). In fact, with a sense of control, creativity and interest emerge in learning types of jobs or roles, and help people make decisions consciously and adapt themselves to the surroundings (Lent and Brown, 2005). Confidence means a sense of sufficiency and self-efficacy in sucessfully preforming an activity or role. At this stage, a person can materialize his/her choices for the execution of his/her life's project (Salehi, Abedi, Baghban and Nilforooshan, 2014).

This research seeks to answer the question of does teaching the Savikas career instruction theory have any effect on the career decision-making self-efficacy of the unemployed job seekers?

Method

Given that the main objective of this study was to determine the effectiveness of teaching the intervention approach of Savikas

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Career Construction Theory (SCCT) on the career decision-making self-efficacy of the unemployed job seekers supported by unemployment insurance the experimental design was used. In order to improve the accuracy of the results and control factors threatening the internal validity of the research, pretest-posttest control group design was used. That is, after selecting the subjects, they were randomly divided into experimental and control groups. Participants in the experimental group were trained using SCCT intervention method and the control group received no intervention.

The statistical population of this research consisted of all those unemployed job seekers who had degrees higher than a diploma and were supported by unemployment insurance in Tehran. They were required for monthly attendance to the departments of labor in this city. The approximate number of the unemployed job seekers who referred to departments of labor of Tehran was about 110,000. The age range of them was between 21 to 45 years, and the number of men was more men than women. Among 176 people who express their willingness in the initial interview to participate in the research, 30 people were randomly selected. The researcher considers the level of post-diploma education and their job seeking (status) in the future for selecting the sample group. The sample group was divided randomly into two groups of 15 subjects, including a group to which SCCT approach was taught and a control group. The sample group was aged between 25 to 45 years and mean of age 31.70, medain 30 and standard deviation was 4.907.

To collect data, the Career Decision-Making Self-Efficacy Scale (CDMSE-SF) was used which was designed in 1996 by Betz et al. The scale consists of five subscales and includes 25

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questions and 5 statements are written for each subscale, which are accurate self-appraisal, gathering occupational information, goal selection, making plans for the future and problem solving. In this scale, people are asked to express their level of agreement or disagreement on a 5-point scale from (1) No Confidence At All to (5) Complete Confidence. The range of total scale scores and sub-scores are 25-125 and 5-25, respectively. Having a high score indicates a greater level of measured component. Betz, Klein and Taylor (1996) reported the internal consistency coefficient of the subscales and consistency coefficients of the total test between .73 to .83 and .94, respectively. Karimi (2008) obtained the internal consistency of this test .92 using Cronbach's alpha. In a study on 50 students of Islamic Azad University of Ahvaz, Bavi, Karimi, Shiralinia and Imani (2009) obtained the internal consistency of this test .93 using Cronbach's alpha. The validity was investigated simultaneously through correlating subclasses of this test and occupational uncertainty test (Betz, Klein and Taylor, 1996). Bavi, Karimi, Shiralinia and Imani (2009) obtained agreement coefficient of .76 by studying the opinion of 5 counseling and psychology professors. In this study, the reliability of the test was estimated using the test-retest method after an interval of one month and observing the correlation between the total scores of scale and subscales. The reliability of the total scale and subscales was .944 and ranged from .870 to .913, respectively. Also, the Cronbach's alpha of the total scale was equal to .964. The opinion of Professors of psychology and counseling be used for validity this test.

Initially, literature of the training content, proportionate to fundamental concepts of Savikas Career

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Constructionó Approach was studied and its related research background and its constituent factors were later investigated. Finally, by asking experts' view, the final form of educational content was prepared. SCCT by having a developmental attitude towards the job selection issue emphasizes the purposefulness of life, the self-appraisal and gathering information for recognizing and selecting one's favorite career and attaches importance to the discussion of self-appraisal and its role in the selection of a suitable job**.** In addition, concepts such as self-concept, life stories, confidence in career adaptability which is among effective elements constituting this approach, were considered in the construction of educational content. After sampling and forming experimental and control groups, the former underwent six 90-minute sessions.

Under the right circumstances, participants answered career decision-making, self-efficacy scale before and after the intervention, as well as after a month of training.

Summary of training program sessions (SCCT) is as follows:

Participants were justified first session briefing the: Giving information about sessions and arranging discussions with participants and performing the pre-test. Second session: familiarity with the respective approach, expression of partial and total objectives of the educational program, the introduction of the educational model and to assign duties, the third session: self-concept: purposeful recognition of occupational personality, explaining the concept of self-concept, its components and to assign duties; Fourth session: career path structures and life themes, identifying individuals' career structures and explaining the concept of life themes, identifying life issues that must be resolved and to assign duties; Fifth session: adaptability in the

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course of choosing an occupation, explaining the concept of adaptability in the course of choosing an occupation and its dimensions, explaining the concept of control and existing concerns in the career decision-making path and to assign duties; And sixth session: adaptability in the course of choosing an occupation, explaining the concept of curiosity and confidence in the career path.

To analyze the data, descriptive and inferential statistics were used (multivariate analysis of covariance and repeated measures).

Results

In this study, data obtained from 30 unemployed individuals referred to the Department of Labor were analyzed. Table 1 shows the Participants' gender.

Table 1

Frequency Distribution of Participants' Gender

Gender	Frequency	Frequency Percentage
Male	17	56.70
Female	13	43.30
Total	30	100.00

Table 1 shows, from 30 people participating in the study, 17 (56.7 percent) and 13 individuals (43.3 percent) were male and female, respectively.

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Table 2
Frequency Distribution of the Marital Status of Participants

Gender	Frequency	Frequency Percentage
Single	15	50.00
Married	15	50.00
Total	30	100.00

Table 2 shows the marital status of the participants. It can be seen in Table 2 that half of the participants have announced that they are single and the other half have stated that they are married. So, we tried to equally take into account the gender and marital status of participants in the experiment and the control groups. As mentioned in the tool introduction part, scale of CDMSE-SF not only determines the total score but also measures the status of each person in 5 subscales of accurate self-appraisal, occupational information collection, goal selection, future plans and problem-solving skill.

Mean and standard deviation of subscales in the experimental group and control are presented in Table 3 separately based on pre- and post-test and follow-up classifications.

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Table 3
Mean and Standard Deviation Subscales of Career Decision-making Self-efficacy

Stages	Pre-test		Post-test		Follow-up	
Groups	**M**	**SD**	**M**	**SD**	**M**	**SD**
Accurate Self-appraisal						
Experimental(SCCT)	7.866	2.799	23.00	1.890	20.26	1.791
Control	11.866	1.884	11.46	2.23	11.27	.884
Occupational Information Collection						
Experimental(SCCT)	6.800	2.396	21.27	3.305	20.47	1.407
Control	10.800	2.956	10.80	2.111	10.33	1.447
Goal Selection						
Experimental(SCCT)	7.666	3.199	19.75	2.090	20.00	2.236
Control	11.800	3.322	11.20	2.305	11.80	1.521
Planning						
Experimental(SCCT)	7.333	1.543	16.40	3.019	19.20	1.897
Control	10.466	1.767	10.27	2.463	10.20	2.077
Problem-solving Skill						
Experimental(SCCT)	7.933	2.548	18.30	2.534	20.00	1.773
Control	10.400	2.131	10.87	2.722	10.33	1.397

*: M= Mean SD= Standard Deviation

As shown in Table 3, the mean and standard deviation score of accurate self-appraisal subscale at pre-test for the experiment group were 7.866 and 2.799 and for the control group were 11.866 and 1.884. In the post-test, mean and standard deviations in the experiment group include 23 and 1.89 and for the control group 11.46 and 2.23, and in the follow-up stage, the deviations for the experiment group were 20.26 and 1.79 and for the control group were 11.27 and .884. In the occupational information collection subscale, mean and standard deviation scores at pre-test for the experiment group were 6.80 and 2.396

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and for the control group were 10.80 and 2.95. In the post-test, these values for the experiment group were 21.27 and 3.305 and for the control group were 10.80 and 2.111. In the follow-up stage, the scores for the experiment group were 20.47 and 1.407 and for the control group were 10.33 and 1.447. In the goal selection subscale, mean and standard deviation score at pre-test for the experiment group were 7.666 and 3.199 and for the control group were 11.800 and 3.322. In the post-test, these values for the experiment group were 19.75 and 2.090 and for the control group were 11.20 and 2.305. In the follow-up stage, these scores for the experiment group were 20.00 and 2.236 and for the control group were 11.80 and 1.521. In the future plan subscale, mean and standard deviation scores at pre-test for the experiment group were 7.333 and 1.543 and for the control group were 10.466 and 1.767. In the post-test, these values for the experiment group were 16.40 and 3.019 and for the control group were 10.27 and 2.463. In the follow-up stage, the related scores for the experiment group were 19.20 and 1.897 and for the control group were 10.20 and 2.077. In the problem-solving skill subscale, mean and standard deviation scores at pre-test for the experiment group were 7.933 and 2.548 and for the control group were 10.400 and 2.131. In the post-test, these values for the experiment group were 18.30 and 2.534 and for the control group were 10.87 and 2.722. In the follow-up stage, the related scores for the experiment group were 20.00 and 1.773 and for the control group were 10.33 and 1.397.

So, there are differences between the experiment and control groups in the pre-test, post-test and follow-up separately in terms of career decision-making self-efficacy subscales. Therefore, multivariate analysis of variance (MANCOVA) was

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employed to determine whether the difference between the average scores in the two groups regarding the career decision-making self-efficacy subscales and in the three stages of measurement, is influenced by teaching methods or is caused by the sampling and measurement error. First, to analyze the data, covariance test assumptions were approved indicating the normality of dependent variable scores and homogeneity of variances and confirmed the correlation between the dependent variables. Table 4 shows a summary of the results of levene's test for of equality of error variances.

Table 4
Levene's Test of Equality of Error (homogeneity) Variances

	F	df_1	df_2	Sig
Accurate Self-appraisal	.008	1	28	.930
Occupational Information Collection	1.677	1	28	.206
Goal Selection	.938	1	28	.341
Planning	.751	1	28	.394
Problem-solving Skill	.289	1	28	.595

One of the assumptions of the analysis of covariance is homogeneous error variance that is performed by Levin. Table 4 shows, the amount of F for Levene's test is not significant. Lack of significance Levene's test shows the error variance between control and experimental groups do not have much difference together. So important assumptions covariance has been created. Also Box's test of equality of covariance matrices showed, the amount of F is 1.465 that at levels .109 is not significant. These two test indicate that the homogeneity of variances between variables.

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Table 5 shows a summary of the results of multivariate analysis of covariance related to pre- and post-test scores in the control and experiment groups for each component of the career decision-making self-efficacy.

Table 5

The Summary of the Results Obtained from the Multivariate Analysis of Covariance (MANCOVA) about the Effect of Intervention on Career Decision-Making Self-Efficacy Components

	F	df	Error df	Eta	Level of significance
Pre-test (covariant)	.981	5	23	.176	.451
Intervention	19.096	5	23	.806	.000

*: df: Degrees of freedom, Eta: Partial Square

F multivariate relative is same at proportions of Pillai's trace (test) Wilks' Lambda, Hotelling's Trace, and Roy’s Largest Root. Table 5 shows, F ratio of variables between the experimental and control groups were 19.069 which is statistically significant at the .000 significance level. In other words, there is a significant difference between career decision-making self-efficacy in the experimental and control groups, after adjusting the mean pretest scores and removing the pre-test effect. It should be noted that the amount of correlation between the pre-test variable and the dependent variables and the variance amount are equal to .176 and .030 respectively, that is, a small percentage of the dependent variables is explained by the effect of pre-test. In other words, there is not a significant difference between the posttest scores and the modified pretest

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scores. The correlation between the experimental group (that received intervention) with the dependent variable and the variance amount are equal to .806 and .649 respectively, that is, about 65% of the dependent variables is explained by the intervention effect. In other words, there is a significant difference between the experimental groups after adjustment to post-test scores. Univariate analysis of covariance was used in Table 6 in order to clarify the nature of these differences.

Similar to multivariate analysis of covariance, the amounts of univariate analysis of covariance showed that all the components or subscales of career decision-making self-efficacy were significant in the experimental group subjects who received the intended teaching. The amount of the effect of the self-appraisal component or subscale in the experimental group is more than the other components or subscales. In other words, teaching method of SCCT positivity affects the career decision-making self-efficacy. These results can be seen in Figure 1. Figure 1 the graph related to the mean scores of career decision-making self-efficacy components in the studied groups.

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Table 6
The Summary of the Results Obtained from the Univariate Analysis of Covariance (MANCOVA) about the Effect of Intervention on the Career Decision-Making Self-Efficacy Components

	Source	df	SS	MS	F
Accurate Self-appraisal	Pretest	1	1.541	1.541	0.352
	Intervention	1	413.599	413.599	94.483**
	Error	27	118.192	4.377	
Occupational Information Collection	Pretest	1	.007	.007	.001
	Intervention	1	310.835	310.835	38.976**
	Error	27	215.327	7.957	
Goal Selection	Pretest	1	10.400	10.400	2.205
	Intervention	1	179.591	179.591	38.081**
	Error	27	127.334	4.716	
Planning	Pretest	1	5.048	5.048	.657
	Intervention	1	72.555	72.555	9.442**
	Error	27	207.485	7.685	
Problem-solving Skill	Pretest	1	.442	.442	.061
	Intervention	1	167.558	167.558	23.293**
	Error	27	194.225	7.194	

*: SS= Sum of Squares, MS= Mean Square **p< .001

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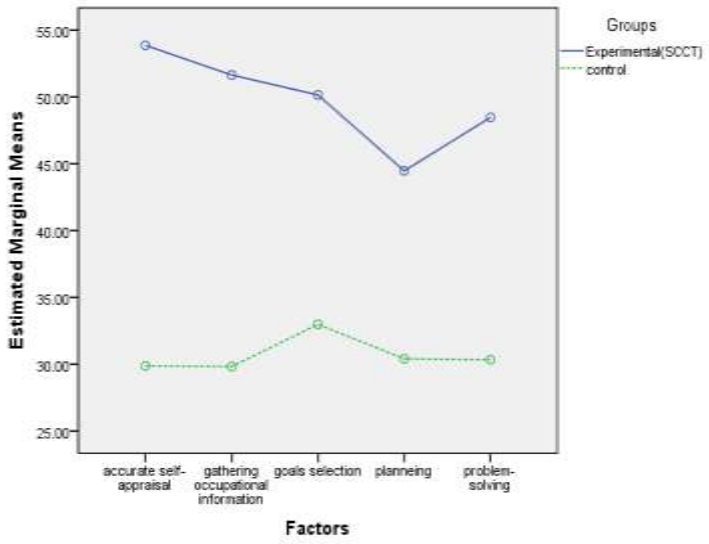


Figure 1. Digram of Mean Score of Components of Career Decision Making Self-Efficacy in the Studied Groups

As seen in Figure 1, there is a difference between the mean scores of the career decision-making self-efficacy components in three stages of measurement and also in two experimental and control groups. The mean score of components in the control group is low which is caused by a lack of training. In the experimental group, the mean scores of self-appraisal and occupational information components are more than the other components. The mean score of planning component is lower than other components. So we can say that the teaching approach used in career decision-making self-efficacy was effective. After confirming the assumptions of sphericity and compound symmetry Box's test of equality of covariance

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matrices showed, the amount of F is 1.239 that at levels .234 is not significant. This test indicates that the homogeneity of variances between variables, repeated measures multivariate analysis test was used to determine the effectiveness the teaching based on the SCCT one month after completing the training course for both groups (control and experimental) and to determine the significance of mean score of career decision-making self-efficacy components in the follow-up stage.

Table 7

The Summary of the Results Obtained from Multivariate and Univariate Tests and Repeated Measures of Five Components Related to the Career Decision-Making Self-Efficacy in the Studied Groups

	Multivariate Tests		Univariate Tests			
Source	**Df**	**F**	**SS**	**df**	**MS**	**F**
Accurate self-appraisal	(4,20)	6.872**	21.525	1	21.525	6.589
Gathering occupational information	(4,20)	14.441**	124.562	1	124.562	38.130
Goals selection	(4,20)	11.745**	213.631	1	213.631	40.865
Planning	(4,20)	2.283	23.328	1	23.328	4.462
Problem-solving	(4,20)	7.351**	90.150	1	90.150	9.330
Group	(4,20)	3.156*				

*: **p< .001 , **p<.05

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Table 7 shows the F ratios related to Pillai's trace research dependent variables, except the planning component, are statistically significant at the level of .001 and .05 in the three stages of measurement. In other words, there is a significant difference among the components of the career decision-making self-efficacy in three stages of measurement except for the planning component. It should be noted that the F ratio for the experimental and control groups in three stages of measurement is equal to 3.156, which is statistically significant at .05. That is, there is a difference between the experimental and control groups in three stages of pre-test and posttest and follow-up. The results of the univariate tests show all subscales of career decision-making self-efficacy had remained stable until the follow-up stage.

Discussion

The results showed that there is a difference among the career decision-making self-efficacy components in the experimental and control groups, after adjusting the mean scores and removing the pre-test effect. In other words, the effect of teaching Savikas career construction theory on the career decision-making self-efficacy of the unemployed jobseekers was significant. Also, the amount of effect of self-assessment component in the experimental group received SCCT was more than the other components. Also, the mean score of the planning component is lower than other components. The measurement results revealed that after one month of completion of training i.e. the follow-up stage, there was a significant difference between the career decision-making self-efficacy components in the experimental and control groups and the mean score for all

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components had remained stable until the follow-up stage. In general, it can be said that the interventional approach (SCCT) had a positive effect on the career decision-making self-efficacy.

Some of the relevant researches conducted in this area somewhat confirmed the results of the present study. For example Soltanzadeh (2012), in a study concluded that there is a significant positive relationship between psychological capital components, including hope, self-efficacy, resiliency and optimism and career adaptability. Kasai Esfahani (2012), in a study compared and examined the effect of educational patterns of traditional, modern and postmodern career path consulting on the career adaptability of students, and concluded that teaching career counseling based on the postmodern approach contains the most areas of different from other training patterns and this approach can be used to increase the career adaptability of students and other segments of society. Bavi et al (2009) in a study titled "Evaluation of the effectiveness of teaching career decision-making skills on career decision-making self-efficacy and occupational indecision of Isfahan students" concluded that teaching career decision-making skills significantly affected career decision-making self-efficacy. Karimi (2008) found that teaching career decision-making skills self-efficacy significantly affected career decision-making self-efficacy improvement and reduced occupational indecision among Ahvaz students. Wang, Zhang and Shaw (2010) in a study titled " Group education to improve career decision-making self-efficacy of students" found that teaching programs can effectively contribute to the promotion of career decision-making self-efficacy of people. D Raff, Dewey and Vincent (2009) in a study titled "Promoting career decision-making self-efficacy of young workforce: The

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random experimental design showed that interventions were effective in the field of career decision-making self-efficacy of a large sample of graduates with more than 12 months and less than 5 years after receiving their degree. Bollman (2009) in a study titled "Investigating the effect of teaching occupational exploration on career decision-making self-efficacy of student s undecided when selecting a major" came to the conclusion that this course significantly affected the career decision-making self-efficacy. Sullivan and Mahalik (2000) in a study titled "Effectiveness of career counseling interventions on the career decision-making, self-efficacy of women students" found that the intervention program could increase the career decision-making self-efficacy of them. To explain this result, we can say that teaching based on the Savikas Career Construction Theory (SCCT) can change the occupational behavior in individuals.

This pattern has favorable effects on lifestyle and the occupational behaviors of the unemployed people in the future and has a significant role in improving confidence, mental health of the unemployed persons. These training programs help the unemployed people cope with problems and give them the motivation to try to find their perfect job. The results show that that SCCT teaching method affects the two components of self-appraisal occupational information more significantly than other components. According to this result, some the previous studies demonstrate the effect of the career decision-making self-efficacy on job seeking behaviors and show that that people with higher self-efficacy are more successful in finding appropriate jobs. It should be noted that the probability of obtaining a job is reduced because unemployment is associated with a lot of problems such as psychological disorders including stress,

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depression, low self-confidence, low self-esteem and changes in expectations, all of which affect the job seeking behavior (Zandipour, 2003). These results point out the important role of career counseling. If the necessary skills are taught to the unemployed job seekers, they know themselves, their strengths and limitations, and how to properly collect occupational information, job opportunities, they can make appropriate and realistic career decisions. Moreover, by receiving social support, the unemployed will come up with strategies which help them deal successfully with the consequences of the job loss**.** Career decision-making self-efficacy include skills such as accurate self-appraisal, occupational information, goal selection, planning and problem solving components which can support job seekers in selecting their favorite jobs. So if a person's level of career decision-making, self-efficacy is high, (s) he will act more efficiently (Solberg et al., 1995). Since on the one hand, unemployment is a complex phenomenon in the society and imposes widespread impacts on individuals and their personal and social interactions, and on the other hand scientific research requires limiting the subject of the research and conducting a review from a specific angle and point of view, in this study, the unemployment was considered and evaluated only with regard to some personal factors and variables i.e. career decision-making self-efficacy. Although maximum efforts were done to investigate the effect of having this feature on finding and staying in a job, it is necessary to consider the dimensions and complexities of unemployment as a social problem in interpreting the results of this research. The population of unemployed jobseekers is composed of various groups. Since a condition for doing a research is data collection and collecting

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data is not possible without access to the participants, the researcher inevitably used unemployed people referred to the Department of Labor in order to implement the research process. While all unemployed people, neither refer to this department and nor have the motivation and confidence to solve their problems; therefore, to generalize the results of the study, characteristics and conditions of the participants should be taken into account**.** Participants' personal reports were used to collect information on the status of their career decision-making self-efficacy. Although efforts were made to convince the participants to answer questions openly, honestly and accurately, participants' honest answers to questions is one of the most serious challenges in all Humanities Research, which should be considered in generalizing the results. Given that in this study, the issue of the effectiveness of teaching the Savikas career construction theory on career decision-making self-efficacy of the unemployed job seekers was mentioned, thus it is recommended to scientifically deal with and assess other issues faced by the unemployed people.

In this study, we studied the Savikas career construction theory (SCCT) approach in selecting jobs for the unemployed people. It is recommended to conduct other studies to compare the effectiveness of this approach with other approaches of selecting careers. Considering the fact that the researcher collected data from the unemployed people referred to the Department of Labor; therefore, it is recommended to conduct such research on various groups of the unemployed people so that the results can be generalized to all various groups of unemployed people. Given the fact that the level of honesty and openness of participants in all Human Sciences Studies is not

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complete, thus this research is not excluded from the governing rule. In order for research participants to be honest and open enough, it would be better to further study the participants' conditions and characteristics. The results of this study showed that research participants have established a good relationship with the content of this study; therefore, it is recommended to use the educational project of this study for a high school diploma unemployed job seekers at all labor departments . In general, we can say that Savikas career construction theory (SCCT) approach positively affects career decision-making self-efficacy of the unemployed job seekers. In other words, career counseling and teaching this pattern plays an important role in the decision-making process during the selecting of new jobs and creating confidence in the unemployed people.

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