

Function of Dysfunctional Career Thoughts, Procrastination and Career Indecision among Allameh Tabataba'i University Students

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Abstract

The goal of the present study was to investigate the factors related to students' career indecision. There are many different variables associated with career indecision. This study examined the role of dysfunctional career thoughts and procrastination in career indecision. The sample of this study consists of 127 university students including 52 female students and 75 male students who were selected from the population of Allameh Tabataba'i University students. Questionnaires on dysfunctional career thoughts (Kasayi & Bahrami, 2006), Career Indecision Inventory (Osipow, 1976) and A General Procrastination Scale (Lee, 1986) were administered to the sample. Research findings show that dysfunctional career thoughts and procrastination are highly correlated with the students' career indecision scores ($p < .01$). Secondly, it was found that the dysfunctional career thoughts and procrastination could significantly predict the students' career indecision scores ($p < .01$). According to the results, if dysfunctional career thoughts and procrastination increases, career indecision in the student would increase, too.

Keywords: career indecision, dysfunctional career thoughts, procrastination

Introduction

Decision-making is essential to everyday life. People are required to confront certain aspects of their life for which require important decision making, such as; job, selection, educational field selection and university selection. Decision- making is a moral, purposive and dynamic action, which occurs due to problem solving, (Shafiabadi, 2002).

There are not many decisions that affect human life, as much as career decision making (Hackett & Betz, 1995). Therefore, it is not surprising that the understanding of career indecision is one of the most important matters in career psychology (Brown, Rector, Brown, & Lent, 2008) and (Skorikov, 2007). According to Tidman and Ohara (1963), if someone doesn't have the power of proper and correct decision making, he confronts many problems. They believe that the capability and the skills of proper decision making are essential for human life. If someone has not learnt the decision making process in career selection - the most important decision of human life and he cannot decide properly and opportunely according to the social, economical, personal and political factors, then will have an unorganized life.

An increasing of the demand for career consulting among the university students is indicative of this matter, it demonstrates that preparing ones self and career decision making for the future has become a stressful and confusing matter. In career decision making, the students are divided into two groups: the students who have decided and the students who have met career indecision (Lee, 2005). It is estimated that more than 50 percentages of university students have met

career indecision (Dickinson & Tokar, 2004). The meaning of career indecision is the inability of the people in career decision making (Lee, 2005).

According to the studies, career indecision has positive relationship with the variants such as personality and emotional-cognitive traits (Gati, et al., 2011; Oztemel, 2012; Saka, Gati, & Kelly, 2008), temporal opportunity of the students (Taber, 2013), emotional intelligence and indecisiveness (Di Fabio, Palazzeschi, Asulin-Peretz, & Gati, 2013; Gaffner & Hazler, 2002), self-efficiency, family support and parents perfectionism (Khasmohammadi, Noah, Kadir, Baba, & Keshavarz, 2010; Nota, Ferrari, Solberg, & Soresi, 2007), career selection, coping style and cognitive style (Creed, Patton, & Bartrum, 2004), educational self esteem, the locus of career control and psychoneurosis (Stărică, 2012), identity diffusion, exploration, attachment style (Downing & Nauta, 2010).

Brown et al (2008) considered the research related to the identification of the relevant factors to career indecision. They identified more than 50 variants which were related to the problems of career decision making. They divided them into two groups: 1. inner factors (such as stress, self-esteem, psychological stubbornness, decision-making styles, shortage of motivation and social phobia...) 2. outer factors (such as discrimination, shortage of sources and inter-personal...).

One of the inner variants which are related to career indecision and career decision making is dysfunctional career thoughts (Sampson, Peterson, Lenz, Reardon, & Saunders, 1998; Saunders, Peterson, Sampson Jr, & Reardon, 2000; Walker & Peterson, 2012). It is one of the most important and effective factors in career decision making and purposes (Railey & Peterson, 2000). People with dysfunctional or negative career thoughts avoid confronting career selection and career decision making. For example, when someone has a negative attitude and thoughts about his inability in career selection, he may answer, "I cannot start this career". Also, it is possible that he avoids moving to progression and career decision making. In fact, dysfunctional thoughts limit the human ability in effective learning of solving of the career problems and decision making skills (Kleiman, et al., 2004). According to the research of Peng Aand Herr (1999), career course trainings have been effective in increasing dysfunctional career thoughts and improving career decision making of Formosa's students. Shortage of career data is an important and effective part in career indecision. According to the studies of Kelly & Shin (2009), dysfunctional career thoughts explain and clarify the huge part of the variance of career data shortage. Also, according to the studies of Creed et al (2004), people's cognitive style is one of the determiners of career indecision.

In addition to dysfunctional career thoughts, procrastination is another effective variant on students' career indecision (Beswick, Rothblum, & Mann, 1988). The researchers believe that procrastination is a kind of self regulating style which involves a delay in start and completion of an assignment (Blunt & Pychyl, 2005; Dewitte & Lens, 2000; Ferrari & Tice, 2000; Vohs & Baumeister, 2004; Wolters, 2003). According to Schouwenburg (2004), procrastination is the gap between the resolution of action and behaviour. In fact, it can be interpreted as delaying and substitution of the essential assignments with doing of another inessential activities. According to Van Eerde (2000), procrastination is avoiding of starting and continuing of an action. Lay (1986) defines procrastination as not doing what must be done to reaching an aim. The cognitive attitudes believe that procrastination is a kind of cognitive problem. In this attitude, the basis of procrastination is the wrong and illogical thoughts about the quality of the situations and the results of the activities. According to Ellis & Knaus (1977), procrastination is the tendency to avoiding of activity, assigning of action to the future and using of apology for excusing of delay in doing of the activity. They believe that procrastination is a kind of emotional disorder whose root is in illogical thoughts.

According to the estimates, 80 to 95 percentages of the university students are involved in procrastination (Ellis & Knaus, 1977) and more than 95 percentages of the procrastinators are willing to remove or modify it (O'Brien, 2002). The research on procrastination have been more in educational and training fields. According to Mohammed Beigy & etc(2013), dysfunctional and inefficient sketches have positive relationship with students' procrastination and sanity.

According to Aevazy et al(2012) procrastination has a relationship with students' motivation to achieve and their self-esteem. According to Fabio (Di Fabio, 2006), procrastination in decision making has positive relationship with the qualificative- personality variants, self esteem and cognitive fear. According to Ansar Hosseini et al (2013) , behavioral- cognitive trainings can lead to improving educational motivation and decreasing of stidents' educational procrastination. According to Zhu (2013), educational procrastination has positive relationship with educational success and compatibility.

As observed, much research has been conducted on procrastination, dysfunctional career thoughts and career indecision but there have been limited research about the relation of these three variants. Therefore, the aim of this study is to consider the role of dysfunctional career thoughts and procrastination in students' career indecision due to the importance of employment in different aspects of human life, especially university students. The hypotheses of this study are:

Hypothesis 1: there is a significant relationship Between Students' dysfunctional career thoughts and their procrastination.

Hypothesis 2: there is a significant relationship Between Students' dysfunctional career thoughts and their career indecision.

Hypothesis 3: there is a significant relationship Between Students' procrastination and their career indecision.

Hypothesis 4: Dysfunctional career thoughts is a predictor of Students' career indecision.

Hypothesis 5: procrastination is a predictor of Students' career indecision.

Research method

The Society and the sample

The society of this study is the whole university students of the faculty of psychology and political science and law of Alameh Tabataba'i University who have been studying in the educational year of 2013-2014. Sampling of this study is performed in three stages: Firstly, two out of eight faculties of Alameh Tabataba'i University were chosen. Secondly, university students' emails were collected and the questionnaires were sent to them. Thirdly, the returned questionnaires -which were responded- were analyzed.

Means of the study

Career Indecision Questionnaire

Career indecision questionnaire was framed by Osipow et al in 1976 (Osipow, et al. 1976). This questionnaire has eighteen questions, which measures the amount of students' career indecision. The questions #1 and #2 measure career and educational selection of the person. Also the questions #3 to #18 measure people's career indecision. The questionnaire is measured on the scale of totally agree (4) to totally disagree (0). The minimum score of this questionnaire is 16 and the maximum score is 64. The higher scores show the high amount of career indecision. Osipow et al. obtained reliability of 0.95 via Cronbach's alpha for this scale. In Iran, Bavi et al. (2009) obtained the content validity of 0.72 for this questionnaire, with the confirmatory method. In the present study, reliability coefficient of career indecision questionnaire was calculated through using of Cronbach's alpha, which is 0.90.

The professional dysfunctional thoughts questionnaire: in this study, the professional dysfunctional thoughts questionnaire of Kasaii and Bahrami (2006) has been used. This questionnaire has 36 premises and it has been made based on the sub-scales of the professional dysfunctional thoughts questionnaire of Petrsoun et al. and the researches. The scoring method is Likert scale from 1 to 5. The synchronic validity of this questionnaire has been performed with Beck's depression inventory synchronously on 50 people and the achieved correlation coefficient is positive (R: 0.73). Cronbach's alpha method and reliability have been used for determining test and re-test methods and the correlation coefficient are 0.93 and 0.73 (positive) respectively. In the present study, reliability coefficient of the professional dysfunctional thoughts questionnaire was calculated via Cronbach's alpha which was obtained 0.93.

Procrastination inventory (Lay): for measuring of procrastination, procrastination test or general procrastination scale of Lay and Lest (Lay, 1986) has been used in this study. This questionnaire has 20 questions and 5 scales. The scoring of negative items is performed in reverse. According to the reports, this scale has favorable reliability and validity. According to the study of Hoseini and Khayer (2008) the inner similarity of this test was calculated 73 percentages by using of Cronbach's alpha method. In the present study, reliability coefficient of procrastination inventory was calculated by using of Cronbach's alpha which obtained 0.89.

Results

According to the results of table 1, there are 52 women (40.1 percentage) and 75 men (59.1 percentages) out of 127 participated people. The average and standard deviation of the dysfunctional thoughts variant is 73.34 and 15.40 in women and 71.34 and 16.07 in men respectively and it is 72.18 and 15.67 totally. The average and the standard deviation of the procrastination variant is 57.86 and 14.93 in women and 53.78 and 15.35 in men respectively and it is 55.45 and 14.93 totally. The average and the standard deviation of the career indecision variant is 29.78 and 14.12 in women and 29.66 and 14.9 in men respectively and it is 29.60 and 13.83 totally.

Table 1: The Mean, Standard Deviation and Cronbach's alpha Dysfunctional Career Thoughts, and Career Indecision Procrastination Students.

Variables	Separation	N	Mean±Std. Deviation	Alfa	Skewness	kurtosis
dysfunctional career thought	male	75	71.37±16.07	0.92	1.01	3.03
	female	52	73.34±15.40	0.93	0.85	0.59
	total	127	72.18±15.76	0.93	0.93	1.98
Procrastination	male	75	53.78±15.34	0.90	0.37	0.13
	female	52	57.86±14.10	0.89	-0.60	0.08
	total	127	55.45±14.93	0.90	0.005	-0.16
Career Indecision	male	75	29.66±13.72	0.90	0.62	-0.29
	female	52	29.78±14.12	0.92	-0.06	-0.76
	total	127	29.60±13.83	0.91	0.32	-0.52

Table 2: Correlation Coefficient Matrix of the Variants of Dysfunctional Career Thoughts, Career Indecision and Procrastination Totally and in Segregation

Variables	Total(127)	Male(77)	Female(52)
	R	R	R
dysfunctional career thought & Procrastination	0.54**	0.54**	0.53**
dysfunctional career thought & Career Indecision	0.64	0.63**	0.68**
Career Indecision & Procrastination	0.53	0.54**	0.53**

Correlation is significant at the 0.01 level (2-tailed).

Table 2 is indicative of correlation coefficient matrix of the variants of dysfunctional career thoughts, career indecision and procrastination totally and in segregation. Observably, all obtained coefficients are positive in pairs among the variants in the surface ($p < .01$). Therefore, it can be said with 99% certainty, that there is a positive relationship among the variants of dysfunctional career thoughts, career indecision and procrastination.

Table 3: Simple Regression Analysis in Terms of Total and by Gender

Model	variables	group	R square	Beta	F	sig
1	dysfunctional career thought	Male	0.38	0.62	45.05	0.000
		Female	0.46	0.68	42.57	0.000
		Total	0.41	0.64	87.15	0.000
2	Procrastination	Male	0.29	0.53	20.00	0.000
		Female	0.29	0.54	29.89	0.000
		Total	0.28	0.53	49.44	0.000
3	dysfunctional career thought & Procrastination	Male	0.44	0.29	28.44	0.000
				0.46		
		Female	0.50	0.24	24.64	0.000
				0.55		
		Total	0.46	0.26	52.80	0.000
				0.50		

Correlation is significant at the 0.01 level (2-tailed).

According to table 3, among the anticipator variants of career indecision, dysfunctional career thoughts have been able to explain 41 percentage of career indecision variance totally and 46 percentages (in women) and 38 percentages (in men) of career indecision variance separately. Procrastination has been able to explain 28% of career indecision variance totally and 29 percentages (in women) and 29% (in men) of career indecision variance separately. Also, the procrastination variants and dysfunctional career thoughts have been able to explain 46% of career indecision variance totally and 50 percentages (in women) and 44% (in men) of career indecision variance separately.

Discussion and Conclusion

The aim of this study is considering of the effect of dysfunctional career thoughts and procrastination in university students' career indecision of Alame Tabatabaii University. One of the

assumptions of this study is considering of the relationship between dysfunctional career thoughts and procrastination of the students. According to the results, there is positive relation between these two variants. The result of this study is ipsilateral with the studies of Besvik & et al(1988). They showed in one of their studies that there is positive relation between the variants of irrational beliefs and procrastination of university students. The results of the researches of Ellis & Knaus (1977) are indicative of this matter. They believe that procrastination is an emotional disorder rooted in irrational beliefs. The results of this assumption can be ipsilateral with the researches of Mohammed Beygi (Mohamad Beigi et al. 2013) and Ansarol Hoseini (2013). According to the studies of Mohammed Beigi et al. (2013), inefficient sketches have positive relationship with procrastination and sanity of university students. According to Ansar ol Hossemi et al. (2013), cognitive –behavioral training can improve the educational motivation and decrease educational procrastination of the university students.

The other assumption of this study is considering the relationship between dysfunctional career thoughts and career indecision of the university students. According to the results, there is positive relationship between these two variants. The results of this assumption are coordinated with the results of the researches of Kliman et al. (2004) , Kely & Shin (2009) , Sanders et al. (2000) and Walker and et al. (2012). According to the result of their research, there is positive relationship between dysfunctional career thoughts and procrastination. One of the other assumptions of this research is considering of the relationship between procrastination and career indecision of university students. According to the results, there is positive relation between these two variants. According to the researches of Besvik et al. (1988), one of the determining factors in career indecision is their procrastination. According to Fabio (2006), procrastination of people in decision making is motivated by personal traits, self esteem and cognitive fears.

According to the results of the fourth and the fifth assumptions, dysfunctional career thoughts and procrastination have an important role in career indecision of university students. According to the assumption of the research, these two variants explain important part of the variance of career indecision variants in the university students.

According to the high rate of unemployment (15.5) in Iran and according to the new statistics of Labor and The Social Welfare Ministry, 43% of the job applicants of the country are from educated and academic people. Observably, one of the effective factors in unemployment is career indecision, which is common in the university students of the society. The results of this research provide background for intervention in decreasing of dysfunctional career thoughts, procrastination and career indecision of the university students.

It is suggested that this research be executed with a wider age range and more sampling population. In fact, it must include not only, the university students but also the educated unemployed population, the students and the other educated strata.

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