

## AN ANALYSIS OF PERSONALITY PREFERENCES AND LOCUS OF CONTROL CHARACTERISTIC OF STUDENTS WHO STUDY IN DIFFERENT EDUCATION PROGRAMS ACCORDING TO CERTAIN VARIABLES

© Ali Haydar ŞAR & © Mustafa KOÇ  
(Sakarya University, Sakarya, Turkey)

[ahaydarsar@hotmail.com](mailto:ahaydarsar@hotmail.com)

*The aim of this research is to identify whether high school students' locus of control features and personal preferences change in terms of some variables or not. The sample of the study consisted of 82 female and 192 male students attending different high schools in the centre of Aksaray province. In sample choice, random sampling method was used. In data analyses, F test and t test were used to see if there was any significant difference. According to the results of the study, students with different types of high school have different locus of control features. The results showed that students attending regular high schools had more locus of control than the ones who attend vocational high school. When examined in terms of personal preferences, there is significant difference between vocational high school students and regular high school students concerning conformity, regularity, autonomy, recognizing emotions and alteration. In addition, regular high school students' personal preferences such as success, drawing attention and dominance is significantly different than that of vocational high school students. When examined in terms of gender, girls were found to show outer locus of control and they there found a significant difference in personal preferences. The study also revealed that locus of control feature was an important factor in the differentiation of personal preferences.*

**Keywords:** Locus of Control, Internal of Control, External of Control, Personal Preference

Effects of environment on behaviors are important on the perceptions of the individuals about the control of environment. In various situations, individuals behave according to their perceptions on whether their behavior is influenced by their environment or by themselves. Some individuals tend to believe that their behaviors are controlled by the environment and some tend to believe that the environment is controlled by their behaviors (Dönmez, 1985). According to Rotter (1954), there are two main factors that affects individual's behaviors. If we accept that the positive events are

reward and negative events are punishment, one of these factors is the general expectation in which both rewards and punishments are driven, controlled or applied by forces other than the individual and personal efforts are useful in gaining the rewards and avoiding the punishments. The other one is the tendency in which rewards and punishments are seen as mostly individual's own creations and the individual's efforts are mostly influential in both rewards and punishments. The point in or out of which these forces are centered is called locus of control (Dönmez, 1985). The idea that the events are controlled not by the individual but by chance, fate or strong people is called external locus of control; the perception that the events are influenced by the behaviors and the traits of the individual is called internal locus of control (Dönmez, 1985).

Whether individual believes that he is the reason of whatever affects him or some other strong person cause these will affect his choices on how to behave. Researches show that internally-controlled persons are less dependent on the effects from the outside, aware of their emotions, self-sufficient, self-respected (Kuzgun, 1972), acknowledging problems easier, more effective and persistent in problem-solving, more successful academically (Coleman, 1996), accepting their own responsibility in both success and failure, taking more responsibility and trying more to solve their problems (Davis & Davis, 1972). On the other hand those who are externally-controlled are looking for causes for their successes and failures beyond themselves and in outer factors and more angry with negative feedbacks (Davis & Davis, 1972).

All behaviors are meaningful and purpose-oriented. Every behavior has a certain reason and an explanation. To help someone in the real sense is possible not by judging, but by understanding.

## Purpose

*The purpose of this research* is to show the effects of different education programmes and different sexes on the locus of control and the personal traits and whether the personal traits of the students change according to the locus of control.

*Sub-Cases.* For this purpose, following questions are searched for answers:

1. Does the type of school which students are in affect the locus of control?
2. Does the type of school affect the personality preferences points?
3. Does the locus of control change in accordance with sex?
4. Do the personal traits change in accordance with sex?

## Method

In the research which is based on scanning model, firstly different education programmes are selected from the schools which are associated with Aksaray Directorate of National Education by the method of cluster sampling, then, 274 students in which 82 of them are girls and 192 of them are boys are randomly selected as sample.

Two scales are used in the research:

1. Locus of control scale. This scale is developed by Rotter. Its translation into Turkish and its validity-reliability study was done by Dağ (1991). In the study, scale's KR-20 .60, its Cronbach alpha internal consistency coefficient was found as .70.
2. Edward's Personal Preference Schedule: Its validity-reliability study is done with test again test method and its correlation coefficient is found as 0.84.

The data which are obtained from scales are evaluated with F test for the comparisons between multiple groups and with t test for the comparisons of two groups.

## Findings

Students' mean scores obtained from Locus of Control Scale was tested by t test and it was found that there was significant difference between students enrolled in different high school programs. This result shows that students in different high schools differentiate from each other concerning locus of control levels.

*Table 1. Effect of different programs to locus of control scores*

Species Programs	N	$\bar{x}$	S	t	p
Normal Programs	77	8,85	3,09	3,39	,000
Occupation Programs	159	10,24	2,86		

*Table 2. The effect of different programs to personality preferences scores*

Personal Preference	Occupation Programs		Normal Programs		T	P
	$\bar{x}$	S	$\bar{x}$	S		
Achievement	14.70	3.05	16.18	3.50	3.28	,000
Deference	14.38	3.61	12.58	3.76	3.52	,000
Order	14.13	3.15	12.90	3.32	2.76	,000
Exhibition	12.01	3.35	12.05	3.99	0.07	,658
Autonomy	14.39	3.26	12.69	3.37	3.77	,000
Affiliation	15.38	3.77	15.14	3.88	0.46	,728
Interception	15.65	3.30	14.57	3.49	2.34	,001
Succorance	14.64	3.79	15.65	3.61	2.02	,000
Dominance	14.07	3.81	15.78	4.30	3.00	,000
Abasement	14.50	3.84	14.12	3.98	0.70	,852
Nurturance	15.73	3.82	15.08	3.68	1.27	,945
Change	16.43	3.68	15.00	3.37	3.04	,004
Endurance	14.43	4.40	15.36	4.28	1.57	,965
Heterosexuality	11.00	6.11	9.78	5.72	1.52	,638
Aggression	13.56	3.68	14.04	4.05	0.88	,563

When Table 2 examined it can be seen that there is significant difference between students enrolled in vocational programs and regular programs in terms of deference, order, autonomy, interception. The table also reveals that there is significant difference between regular programs and vocational programs regarding achievement, succorance, dominance ( $p < 0.05$ ).

Table 3. The effect of gender to locus of control mean scores

	Gender	N	$\bar{X}$	S	t	p
Locus of Control	Female	82	10.04	8.2	.97	.80
	Male	192	9.69	3.16		

Table 3 shows that there is not any significant difference between boys and girls in terms of locus of control mean scores ( $p > 0.05$ ).

Table 4. The effect of gender to personal preferences mean

Personal Preference	Female		Male		t	P
	$\bar{X}$	S	$\bar{X}$	S		
Achievement	11.13	3.28	14.98	3.22	0.34	,803
Deference	11.96	3.67	12.76	3.50	1.70	,709
Order	12.15	4.44	12.66	4.01	0.91	,834
Exhibition	11.18	4.44	12.26	3.52	2.70	,000
Autonomy	12.99	3.25	14.08	3.22	2.59	,003
Affiliation	15.70	3.38	15.03	3.73	1.34	837
Interception	15.95	3.92	14.54	3.13	3.43	,000
Succorance	16.80	3.68	14.68	3.54	5.04	,000
Dominance	13.00	3.58	14.82	3.53	3.79	,000
Abasement	14.01	4.26	14.79	3.63	1.50	,692
Nurturance	16.48	4.17	14.84	3.67	3.81	,000
Change	16.70	3.63	14.48	3.14	5.28	,000
Endurance	14.70	3.90	14.91	3.88	0.35	,683
Heterosexuality	8.89	4.86	12.33	5.53	4.41	,000
Aggression	13.77	6.27	13.67	3.57	0.20	,837

To see if there is any significant difference between gender in Personal Preferences mean scores, t test was done. The results pointed out that girls had higher mean scores than boys about interception, succorance, nurturance and change. In addition, boys had higher scores than girls about exhibition, autonomy, dominance and heterosexuality ( $p < 0.05$ ).

## Conclusions and Discussion

The degree of locus of control shows significant differences between students in regular programs and those in vocational programs. Students studying in regular programs display a higher degree of locus of control than those studying in vocational programs. Certain types of behavior such as following instructions, doing what they are expected to do and taking over tasks from others might be causing students in vocational programs to develop external locus of control. Yağışkan et al. (2007) found that students in the department of music teaching generally had internal locus of control, while Barış (2002) found in his study that compared fine arts high schools and regular high schools that students in art education mostly had greater internal locus of control.

It was found out that personality preferences of students in regular and vocational programs differed in some subcategories. Accordingly, personality traits of students in regular programs such as conformity, tidiness, autonomy, understanding emotions, and originality were found to be significant, whereas personality traits of students in vocational programs

such as achievement, attracting attention and dominance were found to be significant. Literature review showed that students in economics and administrative sciences and theology scored high in the subtests of conformity, tidiness and achievement (Kuzgun, 1985:24); students in faculty of pharmacy scored high in the subtests of understanding emotions, and originality (Kuzgun, 1985:24); nursing students scored high in the subtests of attracting attention, self-blame, and showing compassion Levitt (1962:80-82); students in technical education scored higher in the subtests of tidiness, achievement, conformity, and perseverance than students in social sciences, while students in social sciences scored higher in the subtests of understanding emotions, showing compassion, attracting attention, and intimacy than students in technical education (Moomay & Hayden 1969:306-309); people in accountancy scored highest in the subtests of conformity, tidiness, and perseverance (Gray, 1963).

Significant difference could not be found between males and females in terms of locus of control traits. Ören (1991) observed in his study about locus of control and gender that females had higher internal locus of control than males. Females were found to display greater external locus of control than males (Aydın & Canel, 2002; Dağ, 1991). However, Joice (1980) and Foulds and Warcehime (1971) found that women received internal support. In the study by Tümkaya (2000), female teachers revealed greater traits of external locus of control. Serin and Derin (2008), on the other hand, concluded that there was no significant difference between male and female students in terms of locus of control traits.

In this study significant differences were observed between certain personality traits of male and female students. Female students scored higher in the subtests of understanding emotions, attracting attention, showing compassion, and originality, while male students scored higher in the subtests of show-off, autonomy, dominance, relationships with the opposite sex. Edwards (1959) found that males scored higher than females in achievement, autonomy, dominance, relationships with the opposite sex and aggression, and females higher than males in conformity, intimacy, understanding emotions, attracting attention, self-blame, showing compassion, and originality. Kuzgun (1985:30) found that male students scored higher in the subtests of autonomy, dominance, relationships with the opposite sex, while females scored higher in intimacy, attracting attention, self-blame, and originality. In their study with male and female athletes, Kuru and Baştuğ (2006) found that females had greater need to show compassion, while males had greater need for relationships with the opposite sex and aggression. In their study with students in Physical Education department, Karabulut and Kuru (2009) concluded that male students had a greater need for relationships with the opposite sex, whereas females had a greater need for calling attraction.

## References

- AYDIN, B., & NİLGÜN, C. (2002): İlköğretim ikinci kademe seviyesindeki ergenlerin denetim odağı özelliklerinin yaratıcı düşünceye etkisi. *MÜ Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi*, Sayı: p. 15, Sayfa: pp. 71-84.
- BARIŞ, A. D. (2002): Müzik eğitimi alan ve almayan lise öğrencilerinin benlik tasarımı düzeylerinin çeşitli değişkenlere göre incelenmesi. *Yayımlanmamış Yüksek Lisans Tezi*. Gazi Üniversitesi, Ankara.
- COLEMAN, J. S. (1996): *Equality of education opportunity*. United States Government Printing Office, Washington, DC.
- DAĞ, İ. (1991): Rotter'ın İç-Dış Kontrol Odağı Ölçeğinin Üniversite Öğrencileri İçin Güvenirliği ve Geçerliliği. *Psikoloji Dergisi*, 26 (7), pp. 10-15, Aralık.
- DAVIS, V. L. & DAVIS, D. E. (1972): Internal control and attribution of responsibility for success and failure. *Journal of Personality*, 40 (1), 123-136.
- DÖNMEZ, Ali (1985): Denetim Odağı = Locus of Control. *A. Ü. Eğitim Bilimleri Fakültesi Dergisi*, 18 (1-2), pp. 31-43.
- EDWARDS, L. A. (1959): *Edwards Personal Preference Schedule: Manual*. The Psychological Corporation, New York.
- FOULDS, M. & WARCHIME, R. (1971): Relationship Between Repression-Sensitization and Measure of self Actualization. *Journal of Consulting and Clinical Psychology*, 36, 257-259.
- GRAY, J. T. (1963): Needs and Values in Three Occupations. *Personnel and Guidance Journal*. 42, pp. 238-244.
- JOICE, W. (1980): Sex Differences in Self Actualization of Black College Students. *Resourches in Education*. 15, p. 214.
- KARABULUT, E. O. & KURU, E. (2009): Ahi Evran Üniversitesi Beden Eşitimi Öğretmenliği Bölümü Öğrencilerinin Problem Çözme Becerileri ile Kişilik Özelliklerinin çeşitli değişkenler bakımından incelenmesi. *Ahi Evran Üniversitesi Eğitim Fakültesi Dergisi*, 10 (3), pp. 119-127.
- KURU, E. & BAŞTUĞ, G. (2006): Bayan ve erkek futbolcuların psikolojik ihtiyaçlarının cinsiyet değişkenine göre incelenmesi. *Spor Dergisi*, 4 (3), pp. 117-126.
- KUZGUN, Y. (1985): Adwards Kişisel Tercih Envanterinin Türkiye'de Geçerlilik ve Güvenirliği. *A. Ü. Eğitim Bilimleri Fakültesi Dergisi*, 17, pp. 69-85.
- KUZGUN, Y. (1972): *Ana-Baba Tutumlarının Kendini Gerçekleştirme Düzeyine Etkisi*. Yayımlanmamış Doktora Tezi. Hacettepe Üniversitesi, Ankara.
- LEVITT, E. E. & LUBIN, B. (1962): The Student Nurse, The College Woman and the Graduate Nurse: A Comparative Study. *Nursing Research*, 11, pp. 80-82.
- MOOMAY, Robert C. & HAYDEN, Charles E. (1969): Personality Differences Among Community College Students. *The Journal of Collage Student Personnel*, 10 (5), pp. 306-309.
- ÖREN, N. (1991): Denetim Odağı ve Kendini Kabul Arasındaki İlişkiler. *Psikolojik Danışma ve Rehberlik Dergisi*, 1 (3), pp. 21-27.
- ROTTER, J. B. (1954): *Social Learning and Clinical Psychology*. Prentice-Hall, Englewood Cliffs, NJ.
- SERİN, M. B. & DERİN, Rukiye (2008): İlköğretim öğrencilerinin kişiler arası problem çözme becerisi algıları ve denetim odağı düzeylerini etkileyen faktörler. *Uluslar arası İnsani Bilimler Dergisi*, 5 (1), pp. 1-18.
- TÜMKAYA, Songül (2000): İlkokul öğretmenlerindeki denetim odağı ve tükenmişlik ilişkisi. *PAÜ Eğitim Fakültesi Dergisi*, 8.
- YAĞIŞKAN, Nihan et al. (2007): Müzik bölümü öğrencilerinin benlik imgeleri ve denetim odaklarının incelenmesi. *Selçuk Üniversitesi, Sosyal Bilimler Enstitüsü Dergisi*, 22, pp. 243-262.