



ARTS & SCIENCES
DEPARTMENT of PSYCHOLOGY



**RELATIONSHIP BETWEEN INTERNAL-EXTERNAL LOCUS OF CONTROL
AND AGE, GENDER, PERCEIVED SCHOLASTIC SUCCESS
AND EXPRESSION ANGER AND STATE ANGER**

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INTRODUCTION

In this research, it was examined whether there is/are relation(s) between internal-external locus of control (LOC) and expression anger(anger-in, anger-out, anger control) and state anger or not , and also, it was aimed to examine whether there is/are relation(s) between locus of control and age, gender, perceived scholastic success, birth place or not. Although topics of locus of control and anger are very interesting personality traits for psychologists, and there are many investigations searching relations between them, it have not yet examined relationships between them sufficient in Turkish Republic of North Cyprus on university students.

If somebody wants you to write down ten statements that describe yourself or someone you know very well. Some of these statements probably refer to sex, occupation, or collage major, physical characteristics and perhaps abilities. These are very important qualities, but we do not ordinary think of them as the person's personality. Personality is something more - it involves how the person differ from other people, in other words, the unique style that is theirs. (15)

Psychologists differ among themselves as to the meaning of personality. Most agree the word "personality" originated from Latin persona , which referred to a theatrical mask worn in Greek drama by Roman actors before the birth of Christ. A persona (mask) was used to project a false appearance to others; that is, the role one plays in life. This surface views of personality, however , is not an acceptable definition. When psychologists use the term "personality", they are referring to what one really is, not to mere surface appearance. (11)

It is not easy to give a formal definition of personality because the concept is actually some what vague. However, a few classic definitions might give a clearer idea of how the term is used. Gordon Alport described personality

as “the dynamic organization within the individual of those psychophysical systems that determine his characteristic behavior and thought” (1961) . A typical textbook definition defines personality as “the most characteristic integration of an individual’s structures, modes of behavior, interests, attitudes, capacities, abilities and aptitudes. (Munn 1966) (15)

Although no single definition is acceptable to all personality theorists, we can say that personality is a pattern of relatively permanent traits, dispositions or characteristic within the individual that give some measure of consistency to that person’s behavior. These traits may be unique, common to some group, or shared by the entire species, but their pattern is different for each individual. Thus everyone, although like others in some ways, has a unique personality. (11)

GENERAL INFORMATION

Originally developed within the framework of Rotter’s(1954) social learning theory, the locus of control construct refers to the degree to which an individual believes the occurrence of reinforcements is contingent on his or her own behavior. The factors involved with reinforcement expectancy are labeled “external” and “internal” control. In short, internal locus of control refers to the perception of positive or negative events as being a consequence of one’s own actions and thereby under one’s own personal control. In contrast, external locus of control refers to the perception of positive or negative events as being unrelated to one’s own behavior in certain situations and thereby beyond personal control. As general principle, the locus of control variable may be thought of as effecting behavior as a function of expectancy and reinforcement within a specific situation (Carlise- Frank,1991). (7)

Rotter’s social learning theory rest on five basic assumptions First, he assumes that human interact with their meaningful environment (Rotter,1982). Rotter belives that human stems from the interaction of environmental and personal factors. People’s reaction to environmental stimuli depends on the

meaning or importance that they attach to an event. A second assumption of Rotter's theory is that human personality is learned (Rotter,1982). Although our accumulation of earlier experiences gives our personalities some stability, we always amenable to change through new experiences. Rotter's third assumption is that personality has a basic unity, which means that our personalities possess relative stability (Rotter,1982). As we become more experienced, we learn to evaluate new experiences on the basis of previous reinforcement. This relatively consistent evaluation leads to greater stability and unity of personalities. Rotter's fourth basic assumption is that motivation is goal directed (Rotter,1982).he rejects the notion or seek pleasure, insisting that the best explanation , for human behavior lies in people's expectations that their behaviors are advancing them goals. Rotter's fifth assumption is that people are capable of anticipating events. Moreover, they use their perceived movement in the direction of the anticipated events as a criterion for evaluating reinforcers(11).

More recently ,the internal-external locus of control (I-E) scale has been used in cross-cultural investigations. Studies have found important differences among samples from a variety of nations and cultures,generally demonstrating a higher degree of internality among men than among women (Mc Ginnies et al, 1974) and among people from industrialized nations than those from developing nations (Nagelschmidt & jakob,1977). Samples from Eastern nations usually display greater externality than those from western nations (Hsieh et al.,1969; Rietz and Groff,1974; Lao et al., 1977). (16)

Researchs and Findings About Locus of Control

There is some e evidence that even within nations the I-E scale acts as an imposed etic . although several studies have found that U.S. Blacks, especially in young, non-college-educated, lower-class samples , tend to score more externally than White samples (Battle and Rotter, 1963; Lefcourt, 1965; Lefcourt and Ladwig, 1965). (3)

Recently, social scientist (Inkeles and Smith, 1974; Kahl, 1968) have argued that a sociopsychological concept which permits differentiations to be made between "modern" and "traditional" individuals within a culture undergoing social change is the concept of decreased "fatalism" and an increased "sense of personal efficiency." (2) The idea here is that modern individuals are less likely to believe that life is essentially a game of chance and that man has little control over his fate.

It is generally believed that traditional is a characteristic of many developing societies. Inkeles and Smith (1974) argue that in cultures experiencing social change differentiation between individuals is found in the extent of their belief in fatalism as opposed to a "sense of personal efficiency." (13)

A number of authors suggested that locus of control of reinforcements construct (Rotter, 1966) may be an effective way to operationalize the powerlessness or helplessness aspect of depression. With the Rotter Internal-Externals Scale (I-E), Abramowitz (1969) found that externals scored significantly higher than internals on the Guilford Depression Scale. Parallel results were reported by Goss and Morosko (1970) using the depression subscale of Minnesota Multiphasic Personality Inventory (MMPI). These findings are consistent with other studies that have found external to be higher than internals on a variety of measures of maladaptive and psychopathological behavior. (21)

Results from research on stopping smoking have shown that internals are far more likely than externals to be affected by the Surgeon General's report and are more likely to stop smoking (James et al., 1965). (14). In other study, internals were found to profit more from a stop smoking program using a saturation technique than externals (Best and Steffy, 1975). (5)

Patient who were classified as internal from Rotter's Internal- External Locus of Control Scale (Rotter, 1966) were rated by the professional staff as being more cooperative and less depressed than were externals throughout their stay in the intensive care unit. On three highly intercorrelated physiological measures (sedimentation rates, serum glutamic oxaloacetic transaminase levels, and lactate dehydrogenase levels), externals were found to have worse prognoses than internals. Additionally, externals had higher peak temperatures during intensive care and remained longer in the unit, and in the hospital, than did internals. Rather than, becoming distressed with all of the personal and physiological consequences of distress, internals showed greater hope in the struggle for survival. It is plausible that responses to life-endangering threats such as myocardial infarction may be at least partially determined by personality characteristics such as locus of control." (Lefcourt and Davidson-Katz, 1991). (7)

A large literature exists that focuses on the relationship between locus of control and psychological disorder. Originally, a curvilinear relationship was posited (Phares, 1976; Rotter, 1966); however, a clear linear relationship has been found between greater externality and higher degrees of psychological disturbances (Archer, 1979; Brannigan, Rosenberg, & Loprete, 1977). In general, clinical populations such as psychiatric patients are more external than mildly disturbed patients (Brannigan et al., 1977; Levenson, 1973). Archer (1980) found that external psychiatric inpatients showed more evidence of psychopathology on the MMPI than did internal patient. (19)

Internal perform better on tasks in which success is dependent on skill, while externals perform better on tasks whose outcome is controlled by chance (Petzel & Gynther, 1970; Watson & Baumal, 1967). Internal can be expected to seek and find more information relevant to control over situations in which they find themselves than do externals (Seeman, 1963; Evans, 1962) and to initiate more controlling action in those situation (Gore & Rotter, 1963; Strickland, 1965). (8)

Research findings also showed that Internal locus of control is associated with greater academic achievement than is external (Coleman, Campbell, Habson, Mcpartland, Mood, Wienfeld, and York, 1966). (9)

Anger is also an interesting matter in psychological research and there are many researches that had been made by researchers on anger.

What Is Anger?

Anger is a normal, universal and healthy emotion and that people become when they frustrated, and treated unfairly. Anger is also a natural, adaptive response to threats; it inspires powerful, often aggressive, feelings and behaviors, which allows us to fight and defend ourselves when we are attacked (1)

Anger is completely normal, usually healthy human emotion. We've all felt anger; perhaps as a fleeting annoyance or as a full-fledged rage. But when it gets out of control and turns destructive, it can lead to problems: problems at work, in your personal relationships and in the overall quality of your life. It can make you feel as though you are at the mercy of an unpredictable and powerful emotion. (22)

Anger is the strong emotion you feel about an action or situation which you consider unacceptable, unfair, cruel, or, insulting, and about the person responsible for it. (10)

Researchs and Findings about anger

Personality and social psychologist have mainly studied anger in connection with aggression. Berkowitz (1962) defined anger in terms of the tendency to become aggressive following frustration. Averill (1982) concluded, however, that such a definition is theoretically inadequate in that it avoids central issues such as the relation between frustration and subjective responses, and he pointed out that frustration does not invariably lead to anger. Tavis (1982) concluded forcefully

from a literature review that anger is neither necessary nor sufficient to cause aggression. (4)

Booth-Kelly & Friedman (1987), in their quantitative review of the psychological predictors of heart disease, concluded that anger and hostility do seem predictive of coronary heart disease. (18)

Kopper and Epperson (1991) investigated the relationship of gender and sex role identity to the expression of anger and found consistent relationships between sex role identity and anger expression but no significant gender differences. Their results indicated that persons with a masculine sex role were more prone to anger, more likely to express anger outwardly toward other people or objects in the environment, and less likely to attempt to control or modulate the expression of anger. Persons with a feminine or undifferentiated sex role were least likely to express anger outwardly. Feminine and androgynous types were most likely to control the expression of anger. (17)

Bilge and Sayin (1993) investigated relationship between university student's level of adjustment and anger, and their relations each other and with gender and age. Their result showed that students' level of anger state and expression anger who had low level of personal, social and general adjustment had was high meaninfully others. (6)

A study showed that there was relation between university students' psychotic, neurotic points and their state anger and hostility points (Schill, Thomsen & Wang, 1987). (25)

Another research that was made by Schill and Thomsen (1987) showed that the university students who have high ego strength have less tendency to become angry compared to low ego strength and it was seen that they exhibited less hostile attitude and behavior. (24)

The first purpose of the study are to examine whether there is(are) relationship(s) between locus of control (I-E) and percieved scholastic performance, gender , age and birth place of participants

And second purpose of the study is to examine whether there is(are) relationship(s) I-E locus of control, and expression anger (anger-in, anger-out anger- control) and state anger.

The researcher hypothesized that a positive correlation would be found between percieved scholastic performance and internal locus of control. Also , it was predicted that as age increases, so too would the avarage level of internals. Although past research findings (e.g., McGinnies et. al.,1974) showed that men were more internal than women,(5) , researcher hypothesized that there would not be a meningful difference between male's and female's externality and internality locus of control points and a negative correlation would be found between level of internality and expression anger and state anger.

METHOD

Participants

In this study that was made on 12 May 2000, there were 76 participants, 39,5% , (n=30) men and 60,5%, (n=46) women , with age ranging from 17 to 25 years. M=21,157. All of the participants were undergraduate students at neareast university in the Turkish Republic of North Cyprus, and it was devided from department of Turkish Language Literature students, 56,6%, (n= 43) and department of psychology students 43,4% , (n=33). 55,3%, (n= 42) of subjects were Cypriot, and, 44,7% (n=34) of subjects were citizen of Turkish. While 55,3%, (n=42) of participants' perceived scholastic performance about themselves was normal, 22,4%, (n=17) of participants' perceived scholastic performance was negative , and, 22,4%, (n=17) of participants' perceived scholastic performance about themselves was positive.

Measures and Procedures

In addition to a demographic questionnaire which had prepared by researcher's himself, all subjects were given to the Rotter's Locus of Control Scale I-E), and Spielberg's The State Trait Anger Scale (STAS).

Demographic questionnaire: The demographic questionnaire was designed for this study for the purpose of collecting information on gender,age, perceived scholastic performance,department, Cypriot or sitizen of turkey etc.

The I-E measure: a 23-item, forced –choice scale,has become an unusually popular and extensively employed research instrument (Phrases,1973), possibly because the concept of locus of control intersects social, clinical, and

political realms with its direct relevance to such experiences as social alienation, feeling of powerlessness, lack of personal control, and desire for self-determination. (3)

To assess internal and external control of reinforcement, or locus of control, Rotter (1966) developed the Internal-External control of Reinforcement Scale, based on the doctoral dissertations of two of his students. E. Jerry Phares (1955) and William H. James (1957). The I-E scale consists of 29 forced-choice items; 23 pairs that are scored for either internal or external control and 6 filler statements designed to disguise the purpose of the scale. The scale is scored in the direction of external control so that 23 is the highest possible external score and 0 is the highest possible internal score. (11) Its adaptation from Turkish culture had been made by İhsan Dağ, (1991). (23)

State Trait Anger Scale: had been developed by C.D. Spielberger, (1983), and its adaptation into Turkish culture had been made by A. Kadir Özer, (1994). Because of studying about Trait Anger Scale have not yet completed, it was only used State Anger Scale, and anger expression scale. For this reason number of items in the scale is 34. When studying complete, the number of items are going to be 44, and it is original number of items. (23)

It is a scale consists of 34 items, each rated on a 4-point scale. Anger expression scale consists of 24 items and each rated on a 4-point scale. Spielberger designed this instrument to assess anger expression as a personality trait, that is, to measure how people generally react or behave when feeling angry. The following subscales were used in this study: (a) Anger-Out, which measures the tendency to express anger toward other people or objects in the environment; (b) Anger-In, which measures the tendency to experience anger but hold it in or suppress it; and (c) Anger Control, which measures the tendency to control the experience and expression of anger. The score for each subscale is computed by summing the scores for the 8 items making up each scale. Thus, possible scores range from 8 to 32. State anger scale consists of 10 items, each rated on a 4-point scale. The scale

score is computed by summing the scores for the 10 items . Possible scores range from 10 to 40. (18)

While Locus of Control Scale included items such as; many of the unhappy things in people's lives are partly due to bad luck, there will always be wars , no matter how hard people try to prevent them, or most student do not realize the extent to which their grades are influenced by accidental happenings, State Anger-Anger Expression scale included items like; I control my anger, I control my behavior, I try to be tolerant and understanding, I can not control my anger etc.

The scales and demographic questionnaire were given the participants by researcher in the classroom setting and after giving necessary information like basic purpose of study, and there is no right or wrong items etc. ,the subjects started filling questionnaire. At that time before giving questionnaire form to the students, it was made a request from the lesson teacher to out of the classroom. All questionnaires were filled by participants in 25-30 minutes.

The findings on hand were evaluated by descriptive and chi-square statistic method by using SPSS (Statistic Programmes for Social Sciences).

FINDINGS

In this section, statistical results of findings was explained by using tables.

1.1- Effect of subjects' age on internal-external locus of control

Results of statistical analysis that was made for measuring whether there is effect of age on internal-external locus of control or not showed that there is meaningful relationship between age and I-E locus of control . While it was found that subjects' , 17-21 years old , 51,1 % , (n= 24) has internal locus of control beliefs, 48,9 % ,(n= 23) have external locus of control beliefs and it was found that subjects' , 22-25 years old, 51,7 % n(n=15) had internal locus of control, 48,3 % (n=14) had external locus of control. It was found that there is meaningful relationship between age and I-E locus of control. ($P<.05$) (Table 1).

TABLE 1

Results of statistical analysis between locus of control and age

		Locus of Control		2 X	P
		Internal	external		
A G E	Between 17-21	51,1% (24)	48,9% (23)	,003	,955
	Between 22-25	51,7% (15)	48,3% (14)		

1.2- Effect of gender on internal locus of control

Results of statistical analysis that was made for measuring whether there is relationship between gender and internal locus of control showed that 58,7% (n=27) females had internal , 41,3% (n=19) females had external locus of control, and 40,0%(n=12) males had internal and 60,0% (n=18) males external locus of control. Although it is found it was no found meaningful relationship between gender and internal locus of control, it was interesting to see that females are more internal than males. ($P<.05$) (Table 2).

TABLE 2

Results of statistical analysis between locus of control and gender

	Locus of Control		2 X	P
	Internal	Exteranl		
Female	58,7 (27)	41,3 (19)	2,540	,111
Male	40,0 (12)	60,0 (18)		

1.3- Effect of Internal locus of control on perceived scholastic success

Results of statistical analysis that was made for measuring whether there is relationship between internal locus of control and perceived scholastic success showed that the subjects' with 36,8% (n=7) internal and 63,2% (n=12) external locus of control was negative (unsuccessful), the subjects' with 57,5% (n=23) internal and 42,5 (n=17) external locus of control was perceived their scholastic performance normal, and other subjects, 52,9 (n=9) internal and 47,1% (n=8), perceived their scholastic success positive (successful). According to these findings, it was not found that relationship between perceived scholastic success and internal locus of control. ($P < .05$) (Table 3).

TABLE 3
Relationship between perceived scholastic success and I-E locus of control

	Locus of Control		2 X	P
	Internal	External		
Unsuccessful	36,8%	63,2%	2,224	,329
Normal	57,5%	42,5%		
Successful	52,9%	47,1%		

1,4- Relationship between I-E locus of control and birth place

Results of statistical analysis that was made for measuring there was relationship between birth places and locus of control showed that subjects who were from Turkiye 50,0% (n=17) had internal and 50,0% (n=17) had external locus of control beliefs, and subjects' who were from T.R.N.Cyprus 52,4% (n=22) had internal and 47,6% (n=20) had external locus of control beliefs. It was found that a meaningful relationship between birth place and locus of control. ($P<.05$) (Table 4).

TABLE 4
Statistical findings about subjects' birth place and Internal- external locus of control

	Locus of Control		χ^2	P
	Internal	External		
TURKEY	50,0%	50,0%	,043	,0836
T.R.N. CYPRUS	52,4%	47,6%		

1.5- Standart deviations and means of subjects' anger expression and state anger grades.

Results of statistical analysis that was made for measuring whether there is /are relationship/s between internal- external locus of control beliefs and anger expression and state anger level showed that there was negative relationship between internal locus of control beliefs and ,expression anger and state anger. As it was seen that table 5, both groups of subjects' state anger mean scores were higher than other scores. Subjects' ,who had internal locus of control, mean score that was taken from state anger scale was 20,641+- 5,90 and external locus of control mean score taking from state anger was 21,108+- 5,78. Anger –out scores for subject who had internal locus of control was 15,769 +-4,379 and for other group of subjects it was 16,324 +- 3,972. (Table 5)

TABLE 5

Results of statistical analysis between internal- external locus of Control and anger expression and state anger

L O C U S o F C O N T R O L			M	SD	N
	Internal	State anger	20,641	5,900	39
		Anger-in	16,359	4,874	39
		Anger- out	15,769	4,379	39
		Anger-control	20,102	5,641	39
	External	State anger	21,108	5,781	37
		Anger- in	16,648	4,380	37
		Anger-out	16,324	4,167	37
		Anger-control	20,270	5,093	37

DISCUSSION and EXPLANATION

Discussion and interpretation related with findings was made on relationship between internal - external locus of control and age, gender, subjects' birth places perceived scholastic performance and expression anger and state anger.

Although researcher's hypothesis regarding the relationship between age and internal locus of control was supported, it was seen that this relationship was not a powerful relation. Despite past research findings and Rotter's social learning theory claim that there is such and powerful relationship between age and internal locus control, in the present study, findings showed that there was such a relationship but , age was not one of the direct causes of internal locus of control. The cause of such a results can be related with subjects' ages range , 17-25 years old, was not so wide, It can be also related with both group of subjects were students and their experiences are almost same.

The findings of this study regarding the relationship between gender and level of internal-external locus of control was not supported the researcher's hypothesis and it was seen that females have high level of internal locus of control beliefs than males.

The causes of such a result about females can be concerning with that the participants in this study were all university students and population sample is not necessarily project general population of society.

The hypothesis about the relationship between perceived scholastic success and internal locus of control was not supported by findings in the present research. This unexpected result can be explain that participants with internal locus of control minimize their success because of the educational quality of Near East University.

RESULTS

The results of statistical analysis showed that there was relationship between I-E locus of control and birth place. According to findings, it was seen that Cypriot subjects had higher level of internal locus of control than subjects who were citizen of Turkey. It was also an interesting findings and , possibly, it can be related with citizens of Turkiye were more traditionalist than Cyriot.

The findings of the study regarding relationship between locus of control and expression anger and state anger was supported that there was such a relationship between anger and I-E locus of control. Although findings showed that there was such a relationship between I-E locus of control, because there was no excessive differences , it was thought of that relation was a moderate relationship. It was interesting to see that both groups of subjects' levels of state anger and anger control grades were high, and levels of anger-in and anger-out grades was low.

RESULTS

In this study, it was examined that whether there was relationship between internal-external locus of control and age, gender, perceived scholastic performance. Also it was examined that whether there was relationship between internal-external locus of control and expression anger (anger-in, anger-out, and anger control), and state anger. And it was found that there was relationship between internal locus of control and age , females are more external than males , Subjects that was Cypriot was more internal than subjects who were from Turkey. And also it was found that ,although levels of anger of subjects with external locus of control was more higher than subjects with internal locus of control, it was thought of that relation can be a moderate relationship.

By taking note the results of the study, it could be proposed future researchers who made research on the same topics to take more wide sample sizes both number of subjects ,age and also it could be proposed the future researchers to take different groups of people (i.e, university students and their peers that was not university student).

SUMMARY

In the present research, it was examined that whether there was relationship between internal-external locus of control and age, gender, perceived scholastic success, birth place and expression anger and state anger.

In these study that was made on 12 may 2000, there were 76 participants in this study, 46 females and 30 males, with ages ranging 17 to 25 years old. All participants were undergraduate students at the Private Near East university in the Turkish Republic of North Cyprus. While 43 of participants were students at the department of Turkish Language Literature, 33 of participants were psychology student. 34 of subjects were citizen of Turkey, 42 of them were Cypriot.

In this research, the assessment tools were Turkish forms of Rotter's Internal – External locus of control scale and State trait anger scale. Because studying had not finished on trait anger scale in turkish form, it was only used expression anger and state anger scale were used.

The research findings were showed that there was relationship between internal locus of control beliefs and age (as age increases, so too would the average level of internals) , females were more internal than males and perceived scholastic success of subjects' with internal locus of control was higher than subjects' with external locu of control.

When subjects' levels of state anger and expression anger (anger-in, anger-out, and anger-control) compared, it was seen that levels of state anger and anger control were high for both group but means of state anger and expression anger of externals were higher than internals

APPENDIX



ANKET FORMU

YAKINDOĞU ÜNİVERSİTESİ

PSİKOLOJİ BÖLÜMÜ

İçten-dıştan denetimlilik ile öfke arasında bir ilişki olup olmadığı üzerine bir araştırma yapılmaktadır. Araştırma sonucunda sağlıklı veriler elde edilebilmesi için sorulara mümkün olduğunca açık ve net cevap verilmesi gerekmektedir. Bu sebeple mümkün olduğunca açık ve net cevap vermenizi rica eder ve yardımlarınız için teşekkür ederiz. Not: adınız ve soyadınızı yazmanıza gerek bulunmamaktadır.

- 1) YAŞ
- 2) CİNSİYET a) bayan b) erkek
- 3) BÖLÜM a) Türk dili ve edebiyatı b) Psikoloji
- 4) Medeni hali:
a) Bekar b) Nişanlı c) sözlü d) evli e) diğer
- 5) Doğum yeri : a) T.C b) T.R.N.C c) Diğer
- 6) Yaşadığı yer: a) T.C b) T.R.N.C c) Diğer
- 7) Annenizin eğitim durumu
a) okumamış b) ilkokul c) ortaokul d) lise e) diğer
- 8) Annenizin mesleği
a) ev hanımı b) işçi c) memur d) serbest e) emekli f) diğer
- 9) Babanızın eğitim durumu
a) okumamış b) ilkokul c) ortaokul d) lise e) diğer
- 10) Babanızın mesleği
a) okumamış b) ilkokul c) ortaokul d) lise e) diğer

- 11) Ailenizin ortalama aylık geliri ?
- 12) Kaç kardeşsiniz? a) 1 b) 2 c) 3 d) 4 e) diğer
- 12) Siz kaçınıcı kardeşsiniz? a) 1. b) 2. c) 3. d) 4. e) diğer
- 13) Şu anda kiminle yaşamaktasınız?
- a) Tek başıma b) Ev arkadaşım ile c) Ailemle d) diğer
- 14) Sigara kullanıyor musunuz? a) evet b) hayır
- 15) Alkol kullanıyor musunuz ? a) evet b) hayır
- 16) Eğer kullanıyorsanız günlük tüketim miktarınız
- a) bir paketten az b) bir paket c) bir paketten çok
- 17) Eğer tüketiyorsanız son bir aydaki alkol tüketim miktarınızı (bardak sayısı cinsinden) belirtiniz
- 18) Şu anda okumak istediğiniz bölüm demi okumaktasınız
- a) evet b) hayır
- 19) Eğer okumak istediğiniz bölümde okumuyorsanız nedenini belirtiniz
-
-
- 20) Okul başarınızı nasıl değerlendiriyorsunuz?
- a) Başarısız b) normal c) başarılı

I.BÖLÜM

YÖNERGE: Aşağıda kişilerin kendilerine ait duygularını anlatırken kullandıkları bir takım ifadeler verilmiştir. Her ifadeyi okuyun , sonrada genel olarak nasıl hissettiğinizi düşünün ve ifadelerin sağ tarafındaki sayılar arasında sizi en iyi tanımlayan seçenek üzerine (x) işareti koyun. Doğru yada yanlış cevap yoktur. Herhangi bir ifadenin üzerinde fazla zaman sarf etmek- sizin , genel olarak nasıl hissettiğinizi gösteren cevabı işaretleyin.

1.Hiç

2,Biraz

3.Oldukça

4.Tümüyle

Sizi ne kadar tanımlıyor?

Hiç

Tümüyle

1. Çabuk parlarım.

(1) (2) (3) (4)

2. Kızgın mizaçlıyım.

(1) (2) (3) (4)

3. Öfkesi burnunda bir insanım

(1) (2) (3) (4)

4. Başkalarının hataları yaptığım işi yavaşlatınca kızarım.

(1) (2) (3) (4)

5. Yaptığım iyi bir işten sonra takdir edilmemek canımı sıkar.

(1) (2) (3) (4)

6. Öfkelenince kontrolümü kaybederim.

(1) (2) (3) (4)

7. Öfkelenildiğimde ağızıma geleni söylerim.

(1) (2) (3) (4)

8. Başkalarının önünde eleştirilmek beni çok hiddetlendirir.

(1) (2) (3) (4)

9. Engellendiğimde içimden birilerine vurmak gelir.

(1) (2) (3) (4)

10. Yaptığım iyi bir iş kötü değerlendirildiğinde çılgına dönerim

(1) (2) (3) (4)

II. BÖLÜM

YÖNERGE: Herke zaman zaman kızgınlık ve öfke duyabilir. Ancak, kişilerin öfke duyguları ile ilgili tepkileri farklıdır. Aşağıda kişilerin öfke ve kızgınlık tepkilerini tanımlarken kullandıkları ifadeleri göreceksiniz. Her bir ifadeyi okuyun ve öfke ve kızgınlık duyduğunuzda genelde ne yaptığınızı düşünerek o ifadenin yanında sizi en iyi tanımlayan sayının üzerine (x) işareti koyarak belirtin. Doğru veya yanlış cevap yoktur. Herhangi bir ifadenin üzerinde fazla zaman kaybetmeyin

- 1) Hiç
- 2) Biraz
- 3) Oldukça
- 4) Tümüyle

ÖFKELENDİĞİMDE VEYA KIZDIĞIMDA ...

	Sizi ne kadar tanımlıyor?			
	Hiç			Tümüyle
11. Öfkemi kontrol ederim.	(1)	(2)	(3)	(4)
12. Kızgınlığımı gösteririm.	(1)	(2)	(3)	(4)
13. Öfkemi içime atarım.	(1)	(2)	(3)	(4)
14. Başkalarına karşı sabırlıyım.	(1)	(2)	(3)	(4)
15. Somurtur ya da surat asarım.	(1)	(2)	(3)	(4)

ÖFKELENDİĞİMDE VEYA KIZDIĞIMDA.....

29. Kötü şeyler yaparım

30. Hırslandığım olur

16. İnsanlardan uzak dururum.

17. Başkalarına iğneli sözler söylerim.

18. Soğukkanlılığımı korurum.

19. Kapıları çarpmak gibi şeyler yaparım.

20. İçin için köpürürüm ama göstermem.

Sizi ne kadar tanımlıyor

Hiç Tümüyle

(1) (2) (3) (4)

(1) (2) (3) (4)

(1) (2) (3) (4)

(1) (2) (3) (4)

(1) (2) (3) (4)

ÖFKELENDİĞİMDE VEYA KIZDIĞIMDA...

31. Sizi ne kadar tanımlıyor

21. Davranışlarımı kontrol ederim

22. Başkalarıyla tartışırım.

23. İçimde, kimseye söyleyemediğim kinler beslerim.

24. Beni çileden çıkaran herneyse saldırırım.

25. Öfkem kontrolden çıkmadan kendimi durdurabilirim.

Sizi ne kadar tanımlıyor?

Hiç Tümüyle

(1) (2) (3) (4)

(1) (2) (3) (4)

(1) (2) (3) (4)

(1) (2) (3) (4)

(1) (2) (3) (4)

ÖFKELENDİĞİMDE VEYA KIZDIĞIMDA...

32. Sizi ne kadar tanımlıyor

26. Gizliden gizliye insanları epeyce eleştiririm.

Sizi ne kadar tanımlıyor?

Hiç Tümüyle

(1) (2) (3) (4)

27. Belli ettiğimden daha öfkeliyimdir. (1) (2) (3) (4)

28. Çoğu kimseye kıyasla daha çabuk sakinleşirim. (1) (2) (3) (4)

29. Kötü şeyler söylerim. (1) (2) (3) (4)

30. Hoşgörülü ve anlayışlı olmaya çalışırım. (1) (2) (3) (4)

ÖFKELENDİĞİMDE VEYA KIZDIĞIMDA...

Sizi ne kadar tanımlıyor?

Hiç

Tümüyle

31. İçimden insanların farkettiğinden daha fazla sinirlenirim. (1) (2) (3) (4)

32. Sinirlerime hakim olamam. (1) (2) (3) (4)

33. Beni sinirlendirene ne hissettiğimi söylerim. (1) (2) (3) (4)

34. Kızgınlık duygularımı kontrol ederim. (1) (2) (3) (4)

Bu anket, bazı önemli olayların insanları etkileme biçimini bulmayı amaçlamaktadır. Her madde de 'a' ya da 'b' harfleriyle gösterilen iki seçenek bulunmaktadır. Lütfen, her seçenek çiftinde sizin kendi görüşünüze göre gerçeği yansıttığına en çok inandığınız cümleyi (yalnız bir cümleyi) seçiniz ve yuvarlak içine alınız.

Seçiminizi yaparken, seçmeniz gerektiğini düşündüğünüz veya doğru olmasını arzu ettiğiniz cümleyi değil, gerçekten daha doğru olduğuna inandığınız cümleyi seçiniz. Bu anket kişisel inançlarla ilgilidir; bunun için ' doğru' ya da 'yanlış' cevap diye bir durum söz konusu değildir.

Bazı maddelerde her iki cümleye de inandığınızı ya da hiç birine inanmadığınızı düşünebilirsiniz. Böyle durumlarda, size en uygun olduğunu inandığınız, cümleyi seçiniz. Seçim yaparken her bir cümle için bağımsız karar veriniz; önceki tercihlerinizden etkilenmeyiniz.

1. a. Ana-babaları çok fazla cezalandırdıkları için çocuklar problemlili oluyor.
b. Günümüz çocuklarının çoğunun problemi, ana-babaları tarafından aşırı serbest bırakılmalarıdır.
2. a. İnsanların yaşamındaki mutsuzlukların çoğu, biraz da şanssızlıklarına bağlıdır.
b. İnsanların talihsizlikleri kendi hatalarının sonucudur.
3. a. Savaşların başlıca nedenlerinden biri, halkın siyasetle yeterince ilgilenmemesidir.
b. İnsanlar savaşı önlemek için ne kadar çaba harcarsa harcasın, her zaman savaş olacaktır.
4. a. İnsanlar bu dünyada hak ettikleri saygıyı er geç görürler.

- b. İnsan ne kadar çabalarsa çabalsın ne yazık ki değeri genellikle anlaşılmaz.
5. a. Öğretmenlerin öğrencilere haksızlık yaptığı fikri saçmadır.
- b. Öğrencilerin çoğu, notlarının tesadüfi olaylardan etkilendiğini fark etmez.
6. a. Koşullar uygun değilse insan başarılı bir lider olamaz.
- b. Lider olamayan yetenekli insanlar fırsatları değerlendirememiş kişilerdir.
7. a. Ne kadar uğraşsanız da bazı insanlar sizden hoşlanmazlar.
- b. Kendilerini başkalarına sevdiremeyen kişiler, başkaları ile nasıl geçinileceğini bilmeyenlerdir.
8. a. İnsanın kişiliğinin belirlenmesinde en önemli rolü kalıtım oynar.
- İnsanları nasıl biri olacaklarını kendi hayat tecrübeleri belirler.
9. a. Bir şey olacaksa eninde sonunda olduğuna sık sık tanık olmuşumdur.
- Ne yapacağıma kesin karar vermek kadere güvenmekten daima daha iyidir
- 10.a. İyi hazırlanmış bir öğrenci için, adil olmayan bir sınav hemen hemen söz konusu olamaz
- b. Sınav soruları derste işlenenle çoğu kez o kadar ilişkisiz oluyor ki, çalışmanın anlamı kalmıyor.
- 11.a. Başarı olmak çok çalışmaya bağlıdır, şansın bunda payı ya hiç yoktur yada çok azdır.
- b. İyi bir iş bulmak, temelde, doğru zamanda doğru yerde bulunmaya bağlıdır.
- 12.a. Hükümetin kararlarında sade vatandaş da etkili olabilir.

- b. Bu dünya güç sahibi birkaç kişi tarafından yönetilmektedir ve sade vatandaşın bu konuda yapabileceği fazla bir şey yoktur
- 13.a. Yaptığım planları yürütebileceğimden hemen hemen eminimdir.
- b. Çok uzun vadeli planlar yapmak her zaman akıllıca olmayabilir, çünkü bir çok şey zaten iyi ya da kötü şansa bağlıdır.
- 14.a. Hiçbir yönü iyi olmayan insanlar vardır.
- Herkesin iyi bir tarafı vardır.
- 15.a. Benim açımdan istediğimi elde etmenin talihle bir ilgisi yoktur.
- b. Çoğu durumda, yazı-tura atarak da isabetli kararlar verebiliriz.
- 16.a. Kimin patron olacağı, genellikle, doğru yerde ilk önce bulunma şansına kimin sahip olduğuna bağlıdır.
- b. İnsanlara doğru şeyi yaptırmak bir yetenek işidir. Şansın bunda payı ya hiç yoktur ya da çok azdır.
- 17.a. Dünya meseleleri söz konusu olduğunda, çoğumuz anlayamadığımız ve kontrol edemediğimiz güçlerin kurbanıyızdır.
- b. İnsanlar siyasal ve sosyal konularda aktif rol alarak dünya olaylarını kontrol edebilirler
- 18.a. Bir çok insan rastlantıların yaşamlarını ne derece etkilediğinin farkında değildir.
- b. Aslında 'şans' diye bir şey yoktur.
- 19.a. İnsan, hatalarını kabul edebilmelidir.
- Genelde en iyisi insanın hatalarını örtbas etmesidir.
- 20.a. Bir insanın sizden gerçekten hoşlanıp hoşlanmadığını bilmek zordur.

- b. Kaç arkadaşınızın olduğu ne kadar iyi olduğunuza bağlıdır.
- 21.a. Uzun vadede, yaşamınızdaki kötü şeyler iyi şeylerle dengelenir.
- Çoğu talihsizlikler yetenek eksikliğinin, ihmalin, tembelliğin yada her üçünün birden sonucudur.
- 22.a. Yeterli çabayla siyasal yolsuzlukları ortadan kaldırabiliriz
- b. Siyasetçilerin kapalı kapılar ardında yaptıkları üzerinde halkın fazla bir kontrolü yoktur.
- 23.a. Öğretmenlerin verdikleri notları nasıl belirlediklerini bazen anlamıyorum.
- b. Aldığım notlarla çalışma derecem arasında doğrudan bir bağlantı vardır.
- 24.a. İyi bir lider ne yapacaklarına halkın bizzat karar vermesini bekler.
- b. İyi bir lider herkesin görevinin ne olduğunu bizzat belirle
- 25.a. Çoğu kez başıma gelenler üzerinde çok az etkiye sahip olduğumu hissedirim.
- b. Şans yada talihin yaşamımda önemli bir rol oynadığına inanmam.
- 26.a. İnsanlar arkadaşça olmaya çalışmadıkları için yalnızdırlar.
- b. İnsanları memnun etmek için çok fazla çabalamanın yararı yoktur, sizden hoşlanırlarsa hoşlanırlar.
- 27.a. Liselerde atletizme gereğinden fazla önem veriliyor.
- b. Takım sporları kişiliğin oluşumu için mükemmel bir yoldur.
- 28.a. Başıma ne gelmişse kendi yaptıklarımdandır.
- b. Yaşamımın alacağı yön üzerinde bazen yeterince kontrolümün olmadığını
- 29.a. Siyasetçilerin neden öyle davrandıklarını çoğu kez anlamıyorum.
- b. Yerel ve ulusal düzeydeki kötü idareden uzun vadede halk sorumludur.

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