

The Relationship between Locus of Control and Job Teachers Satisfaction

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Abstract: The goal of the present research is to examine the relationship between locus of control and job teachers satisfaction. The method of this research is descriptive one and of correlation kind. A sample of 200 teachers was selected from of city Babol in, Iran. The tools used were locus of control scale and job satisfaction scale. For data analyzed the different statistical techniques like Pearson's product moment coefficient of correlation, Mean, Standard error of difference between means and T- test were used for the study. The findings showed that, there is a significant relationship between locus of control and job satisfaction of teachers. Also, there is a significant difference between the female teachers with high job satisfaction and male teachers with low job satisfaction in locus of control. The present study did not find a significant difference between the male teachers with low job satisfaction and female teachers with low job satisfaction in locus of control.

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Introduction

History reflects stories and myths on events which are controlled by gods, fate, and people's own behaviors (Rotter, 1990). Locus of control construct is one of the most popular concepts in related studies. Rotter (1990) claims that, as a personality variable, the locus of control construct can be best understood in social learning theory of personality from which the concept is originated. According to Rotter (1964) studying personality is the study of learned behavior which can be modified and can change with experience. Although accepting that personality becomes more stable by age, social learning theory emphasizes the change able nature of the personality. It is suggested that, personality has a unit, in other words, an individual's experiences influence each other. Similarly, person's behaviors, needs and goals have a relationship with each other which is determined by previous experiences. Acquired learning can be changed by new experiences and learning, however, on the other hand, new learning are affected by acquired learning. In order to truly understand, explain and predict the behavior, the preceding conditions such as past experiences and events must be investigated. As a result, from the view of the social learning theory of personality, it can be said that personality continuously changes because the person always have new experiences, on the other hand, however, it is relatively stable since the individual's previous learning and experiences affect his new learning (Rotter, 1964; Rotter &

Hochreich, 1975). In the social learning theory, occurrence of a behavior is controlled by previous learning experiences which are followed by previous reinforcements and may be more importantly the person's expectancy of the forthcoming reinforcements (Rotter, 1964; Rotter & Hochreich, 1975). As a result, in the social learning theory of personality, the construct "expectancy" is specifically emphasized (Rotter & Hochreich, 1975). An expectancy is defined as "the probability held by the individual that a particular reinforcement will occur as a function of a specific behavior on his part in a specific situation or situations" (Rotter & Hochreich, 1975, p.96). Occurrence of a behavior is not determined by the nature and importance of reinforcement, but also the expectancy that if the person behaves in a particular way he can reach the desired goals. In addition, persons have generalized expectancies which is believed to be the result of generalizations of accumulated experiences on similar situations. Internal and external control expectancies are between these generalized expectancies (Rotter & Hochreich, 1975). In social learning theory, perceived control is defined as a "generalized expectancy of internal or external control of reinforcement" (Lefcourt, 1976, p.29). People who have internal control expectancies believe that events that they encounter are results of their own actions; however, people with external control expectancies attribute the causes of events to external forces such as luck, fate, chance, or powerful

others. Clearly, persons with internal or external control orientations differ from each other (Rotter & Hochreich, 1975).

Although locus of control is such a popular variable, there have been ambiguities in the conception and measurement of locus of control construct. It is noted that, there are several variables similar to locus of control such as hopelessness, helplessness, personal causation and causal attribution (Lefcourt, 1976). Some researchers regard the locus of control construct as a generalized expectancy, however, some regard it as a domain – specific construct (Lefcourt, 1982, 1991; cited in Marks, 1998). There have also been debates on the unidimensionality of locus of control. For example, some researchers have supported the multidimensionality of locus of control by factor analyses and showed different constructs in external locus of control dimension such as control by powerful others, fate and chance control (e.g., Levenson, 1974, 1981; cited in Marks, 1998). After reviewing several investigations on locus of control construct, Lefcourt (1976) stated that, deprived or punishing environments such as lower socioeconomic status and being a member of a minority group might result in external locus of control by leading fatalism and minimizing the contingency between effort and reward. Author also states that, external control oriented persons don't perceive any contingency between their actions and outcomes, in contrast, internal control oriented persons easily perceive the contingencies. Research offers many results that are related to locus of control, specifically internal and external locus of control constructs. External locus of control was reported to be related with high psychological symptom levels (Lefcourt, 1976; Ormel & Schaufeli, 1991), poor coping with difficult events and situations (Ross, 1991), lower states of well-being (Lefcourt, 1976) experiencing higher anxiety symptoms in the process of adjustment to severe illness (Astan, 2001) and poorer adjustment to cancer (Thompson, et al., 1993). On the other hand, internal locus of control is reported as relevant to persist under difficulty; greater academic and occupational performance, trying to prevent health problems; more satisfactory interpersonal relationships, better psychological adjustment (such as higher self-esteem, less anxiety, and less depression) and greater life satisfaction (Crandall & Crandall, 1983; cited in Carton & Nowicki Jr., 1994). Research also indicates that, locus of control is a significant predictor of both job performance and job satisfaction (Judge & Bono, 2001). Gender differences on locus of control are also took place in the literature. Reviewing gender differences in personality in the relevant literature between the

years of 1958 and 1992, Feingold (1994) reported that there were no consistent sex difference in locus of control. On the other hand, although internal locus of control generally seems to be related to positive outcomes, researchers' emphasize on the benefits associated with internal locus of control is criticized by some researchers. Some researchers caution the practitioners not to regard the internality as totally good and wanted but externality is totally bad and unwanted. Lefcourt (1976) states that, although an individual's locus of control is relatively consistent, it is not a trait or characteristic to be discovered within individuals. It is also not connected to every aspect of a person's life. It is only a working tool in social learning theory which is used in order to study the people's perceptions on causality. Author also stated that, an inference that "being an internalizer is always good" is not realistic. Similar to Lefcourt (1976), Marks (1998) cautioned the practitioners that, applying the idea that having an internal locus of control is always the most beneficial may be inappropriate. Practitioners should pay attention to the personal meaning of a given control belief for an individual. In addition, Rotter & Hochreich (1975) claimed that to assume all the characteristics of internals as positive and all the characteristics of externals as negative is wrong. Similarly, Burger (1989) states that, the belief in increased perceived control results in positive reactions and decreased perceived control results in negative reactions is not always realistic. Following a review of relevant literature, Burger (1989) concluded that, personal control is less desirable and might lead to negative responses when the increase in perceived control leads to an uncomfortable level of concern for self – presentation, when the person perceives a decrease in the likelihood of achieving desired outcomes and when the person perceives that this increased control leads to an increase in person's attention to the aversive aspects of the situation. In the light of these findings, author cautioned the clinicians that, in cases like depression or education difficulties, increasing the individual's perceived control may be useful, however, it does not mean that it is always beneficial in any cases and for any individual.

Related to the debate on internality and externality, Lefcourt (1976) suggests that, people do not have totally internal or totally external control expectancies. The terms "internal" and external" are only marks not traits or topologies. Similarly, as an alternative classification, Wong & Sproule (1984; cited in Marks, 1998) labeled the individuals who have both internal and external beliefs as "bilocals". They suggest that, the bilocals strike a healthy balance between the internal and external beliefs. They criticize the ignorance of this group of persons.

To summarize, it is believed by some researchers that it is an effective approach to balance internal and external beliefs as the "Alcoholics Anonymous" state: "O God, give us serenity to accept what cannot be changed, courage to change what should be changed, and wisdom to distinguish the one from the other" (Lefcourt, 1976, p.94). As a personality variable, it is likely that locus of control orientation reflect to the behaviors. Marks (1998) defines the locus of control construct as a type of learning process and claim that people with internal locus of control are more likely to change their behavior following a reinforcement, because they believe that they can control the reinforcements. On the contrary, individuals with an external locus of control are less likely to change their behaviors since they believe that changing their behavior can not affect the reinforcements. Similarly, Lefcourt (1976) claims that, externalizers generally don't need to make self-evaluations after outcomes since they don't believe that they have a responsibility on them. However, following a failure, internalizers might be affected negatively which might lead defending themselves against the failure. In a similar way, Osborne (1996) claims that if an individual make internal interpretations for the failures, his self-esteem level is affected negatively. The fluctuations or changes in the locus of control beliefs across the life span and across different life domains are also examined in different studies. One finding is that internality increases with age (Knoop, 1981). However, Nurmi, Pulliainen, & Salmela-Aro (1992) posit that, the findings concerning the relationship between age and locus of control are inconsistent. They also suggest that, when considering the control beliefs, it is crucial to state the personal importance of a specific life domain. The extent to which internality related to a specific life domain influences overall internality may be related to its value to the person. In the light of these suggestions, Nurmi, et al. (1992) examined the role of personal interests in this study. Results revealed that, subjects' control beliefs become more external with age possibly as a result of changed interests of the subjects on different life domains. In other words, as people become older, they become more interested in the areas which are generally considered uncontrollable such as health, childrens' lives and property-related goals. As a result, part of the increase in externality may be resulted from this shift of interest to another life domains. Analyses also showed that, correlations between control beliefs and age did not differentiated between men and women, however, level of education relates control beliefs by indicating there is a positive association between higher levels of education and internality.

Similarly, Lachman & Weaver (1998), examined the variability of locus of control across different life domains on a large range of age groups. Results indicated that, control over work, finances and marriage increases, however, control over relationship with children and over sex life decreases with age. Beliefs hold for health did not varied across the age groups. As a gender difference, men reported higher general control and mastery as well as lower perceived constraints. It is also suggested that, locus of control construct might be an element of a higher-order construct. After series of reviews and analyses looking for an association between locus of control and other variables, some researchers claimed that, self-esteem, locus of control, neuroticism and generalized self-efficacy were strongly related and these constructs may be the markers of a same higher order concept (Judge, et al., 2002). Similarly, on the relationship between locus of control and self-esteem, Lefcourt (1976) suggests that, locus of control and self-esteem are not same constructs but they might be relevant. That is, holding internal control beliefs might affect self-esteem positively. Literature indicates that locus of control is relevant with gender (Lachman & Weaver, 1998) and education level (Nurmi, Pulliainen, & Salmela-Aro, 1992). That is, being a male and having higher levels of education were found to be positively related to internal locus of control. Additionally, internal locus of control is found to be related to more satisfactory interpersonal relationships (Crandall & Crandall, 1983; cited in Carton & Nowicki Jr., 1994). Another variable that is important to this study is job satisfaction. In general satisfaction is defined as fulfillment or gratification of desires, feelings, contentment, happiness and optimism. So, Job satisfaction refers to in nercontentment or happiness for an employee engaged in any job. It can be described as a positive emotional state resulting from evaluating one's job experiences and job dissatisfaction occurs when these expectations are not. It is a source of satisfaction of physiological, psychological and sociological needs of an individual in his work. Job satisfaction is overall a feeling about one's job or carrier (compensation, autonomy, co-workers) which can be related to specific outcomes such as productivity. Robbins (2001) described job satisfaction as an individual's general attitude towards the job. A person with a high level of job satisfaction holds positive attitude towards the job. Locke (1976) defined job satisfaction as employee's affective response to various aspects of the job or job situations. According to Cranny et (1992) , job satisfaction is an effective reaction that results from the incumbents' comparison of actual outcomes with those that are desired. Stansbury and Zimmerman[10]

concluded from their studies that job satisfaction is related to working conditions and level of professionalism is the key to success. Different researchers co-relates teacher autonomy to their job satisfaction[11,12]. Locus of control is a very important parameter for understanding the job satisfaction of a teacher. It may be understood as bipolar construct hanging from external to internal locus of control. Those who make choices primarily on their own and believe that control of future outcomes resides primarily in oneself are said to have internal loci or internal control while those who make decisions based more on what others desire and believe in the expectancy that control of events is outside oneself, either in the hands of other powerful persons or due to fate and chance, the decisions of their life are said to have external loci or external control. Generally stated, persons with a strong belief in internal control are more confident and assertive and are active searchers for information that help them to achieve their own objectives and are attracted to situations that offer opportunities of achievement. Spector (1988) found that individuals with an internal locus of control should be more job satisfied because they were less likely to stay in a dissatisfying jobs and were more likely to be successful in organizations. Similarly, Kinick and Vecchio (1994) reported that individuals who have internal loci are likely to be more committed to their organization than those who have external loci. Cumins(1989) conducted a study to examine the relationship between social support and locus of control in determining job satisfaction levels and stress. He found that the individuals with an internal loci were shown to be more satisfied with their jobs regardless of the stress levels while those with an external loci tended to be less satisfied with their job and relied upon supervisory support to reduce stress. Kasperson (1982) completed a study of hospital employees, which revealed a high positive correlation between negative attitude and external locus of control which resulted in a low satisfaction level with the job while those with positive attitude were generally more satisfied with outcomes because of the amount of control they had to make thing happen. Bruno (2011) studied the influence of locus of control and job satisfaction on organizational commitment and found that the combination of work locus of control and job satisfaction could significantly influence the organizational commitment of medical records personnel in university teaching hospitals. Coleman et al (1999) conducted a study on the relationship between work locus of control and organizational commitment. The results revealed that internal work locus of control were related to affective commitment, while external work locus of control

was associated with continuance commitment. Relationship between job characteristics, internal locus of control and job satisfaction of teachers was also studied by others (kohar,2006). Judge et al (2000)] explored the effect of core evaluations on job satisfaction and life satisfaction. They found a significant relationship between self-esteem, generalized self-efficiency, locus of control, neuroticism and work outcomes. Even though one's actions may not have anything to do with an outcome, the belief that one can do greatly aid one's psychological well-being. The psychological well-being of a teacher is all the more important as he is the corner stone of entire educational arch. If teacher is satisfied with his job, only then he will be happy, stable and leads a contented life but if he is unwell, all the time remains depressed and disturbed then he will do more harm than any good. So, locus of control seems to play an important role in the job satisfaction of a teacher. It is said "No one can rise above the level of a teacher." These words stress the need to pay attention towards the fact that if we want to have a good educational program, we must have competent and contented teachers.

Research Hypotheses

1. There is a significant relationship between locus of control and job satisfaction of teachers.
2. There is a significant difference between the male teachers with high job satisfaction and male teachers with low job satisfaction in locus of control.
3. There is a significant difference between the female teachers with high job satisfaction and male teachers with low job satisfaction in locus of control.
4. There is a significant difference between the female teachers with high job satisfaction and female teachers with low job satisfaction in locus of control.
5. There is a significant difference between the male teachers with low job satisfaction and female teachers with low job satisfaction in locus of control.

Method and Material

Participants and Research design: The method of study is descriptive and of correlation kind. A sample of 200 teachers was selected from the different of City Babol in, Iran.

Instruments:

The tools used were locus of control scale and job satisfaction scale. For data analyzed the different statistical techniques like Pearson's product moment coefficient of correlation, Mean, Standard

error of difference between means and T- test were used for the study. All statistical analyses in this study were conducted through different functions of SPSS program.

Result

Statistical analysis of data by testing tow hypotheses of research at confidence level of 0.95 was led to the following results.

As can be seen in Table 1, it was found that a total of 120 education teachers (60 male and 60female) fall in the category of average job satisfaction whereas 60 male and 60 female college teachers belong to high and low groups respectively. However, it was observed that teachers having average level of job satisfaction, possessed average locus of control and according to manual of locus of control, persons having average locus of control, are regarded to have balanced personality.

Hypothesis 1: There is a significant relationship between locus of control and job satisfaction of teachers. As can be seen in Table 2, hows correlation coefficient i.e. r-value of 0.68 and 0.63 for the male and female teachers respectively on the variable of locus of control and job satisfaction, which come out to be significant at 0.01 level. This result clearly indicates that there exists a significant relationship between locus of control and job satisfaction of male and female teachers. Thus, locus of control and job satisfaction are related to each other.

Hypothesis 2: There is a significant difference between the male teachers with high job satisfaction and male teachers with low job satisfaction in locus of control. As can be seen in Table 3, shows that, mean values of locus of control of male teachers with high and low job satisfaction are 69.4 and 63.7 respectively. The calculated t-value of 7.8, among male teachers with high and low job satisfaction on the variable locus of control was found significant at 0.01 level leading to the acceptance of hypothesis no. 2. This indicates that male teachers with high job satisfaction differed significantly in respect of locus of control from male teachers with low job satisfaction. Also, higher mean score in favour of male teachers with high job satisfaction signified that this group possesses locus of control internal in the present sample as compared to male teachers with low job satisfaction.

Hypothesis 3: There is a significant difference between the female teachers with high job satisfaction and male teachers with low job satisfaction in locus of control. As can be seen in Table 4, shows that mean values of locus of control

of female teachers with high job satisfaction and male teachers with low job satisfaction are 68.34 and 61.58 respectively. Also, the calculated t-value of 2.3 as embodied in above table came out to be highly significant. It can, therefore, be inferred that above hypothesis is not confirmed implying that there exist a significant difference among male teachers with high job satisfaction from their female counterparts with low job satisfaction in respect of locus of control. So, in the present sample, higher mean score in favour of female teachers with high job satisfaction reveal that this group possess a locus of control internal as compared to male teachers with low job satisfaction.

Hypothesis 4: There is a significant difference between the female teachers with high job satisfaction and female teachers with low job satisfaction in locus of control. As can be seen in Table 5, among females with high and low job satisfaction on the variable of locus of control, is. Also, the mean values of locus of control of females with high and low job satisfaction on the variable of locus of control are found to be 69.21 and 51.1 respectively. Thus, the fourth hypothesis is accepted, indicating that there exists a significant difference among females with high and low job satisfaction in respect of locus of control. This implies that their level of job satisfaction is affected if there is an increase or decrease in the level of locus of control. As mean score of female teachers with high job satisfaction is more than female teachers with low job satisfaction, so the above difference pointed out that female teachers with high job satisfaction possess a locus of control internal.

Hypothesis 5: There is a significant difference between the male teachers with low job satisfaction and female teachers with low job satisfaction in locus of control.

As can be seen in Table 6, among females and males with low job satisfaction on the variable of locus of control, which is insignificant. The mean value in both groups is almost similar. However, the insignificant t-value justify the assumption of the investigator that there exists no significant difference in the locus of control of female and male teachers having low job satisfaction. So, in case of group with low job satisfaction, locus of control is independent of sex differences.

Table 1. Number of education teachers in different categories of job satisfaction

Gender	Lower Job Satisfaction	Higher Job Satisfaction	Average job Satisfaction	Total Satisfaction
Female	30	30	40	100
Male	30	30	40	100
Total	60	60	80	200

Table 2. R-value on the variable of locus of control and job satisfaction

Sample	N	R	Level of Significance
Female Teacher	100	0.68	Significance at 0.1
Male Teacher	100	0.63	Significance at 0.1
Total	200	0.6	Significance at 0.1

Table 3. R-value on the variable of locus of control and job satisfaction

Sample	N	R	Level of Significance
Female Teacher	100	0.68	Significance at 0.1
Male Teacher	100	0.63	Significance at 0.1
Total	200	0.6	Significance at 0.1

Table 4. Mean, standard deviation and t-ratio on the variable of locus of control of male teachers with high job satisfaction and female teachers with low job satisfaction

Gender	N	M	SD	T-Ratio
Male teachers with high job satisfaction	30	61.58	2.6	2.3**
Female teachers with low job satisfaction	30	68.34		
	0.05	0.01		

Table 5. Mean, standard deviation and t-ratio on the variable of locus of control of female teachers with high and low job satisfaction

Gender	N	M	SD	T-Ratio
Female teachers with high job satisfaction	30	69.21	2.97	2.4**
Female teachers with low job satisfaction	30	60.55		
	0.05	0.01		

Table 6. Mean, standard deviation and t-ratio on the variable of locus of control of female and male teachers with low job satisfaction

Gender	N	M	SD	T-Ratio
Male teachers with high job satisfaction	30	65.7	1.92	1.27
Female teachers with low job satisfaction	30	66.93		

Discussion

In this research, the relationship between locus of control and job teachers satisfaction. The findings showed that, there exists a significant relationship between locus of control and job satisfaction of male and female teachers i.e. it was inferred that locus of control and job satisfaction of teachers were related to each other. Research also indicates that, locus of control is a significant predictor of both job performance and job satisfaction (Judge & Bono, 2001).

Male teachers with high job satisfaction differ significantly in respect of locus of control from male teachers with low job satisfaction and higher mean score in favour of male teachers with high job satisfaction signifies that this group possess a locus of control internal in the present sample as compared to male teachers with low job satisfaction.

There exists a significant difference among female teachers with high job satisfaction from their male counterparts with low job satisfaction in respect of locus of control. Higher mean score in favour of female teachers with high job satisfaction reveals that this group possess a locus of control internal as compared to female teachers with low job satisfaction. There exists a significant difference among females with high and low job satisfaction in respect of locus of control. This implies that their level of job satisfaction is affected if there is an increase or decrease in the level of locus of control. As mean score of female teachers with high job satisfaction is more than female teachers with low job satisfaction, the female teachers with high job satisfaction possess a locus of control internal.

Among low group of job satisfaction, it is found that locus of control is independent of sex differences. Gender differences on locus of control are also took place in the literature. Reviewing gender differences in personality in the relevant literature between the years of 1958 and 1992,

Feingold (1994) reported that there were no consistent sex difference in locus of control.

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