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The Relationship between Teachers' Locus of Control and Job Satisfaction: A Mixed Method Study*

Rıza Akkaya[1], Bertan Akyol[2]

[1]*Ministry of National Education, Teacher of Mathematics, Tire, İzmir,* [2]*Adnan Menderes University, Faculty of Education, Aydın, Turkey*

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ABSTRACT

The aim of this study is to reveal the relationship between locus of control and job satisfaction perceptions of teaches working in state schools of Tire/İzmir through both qualitative and quantitative perspective. Study group pf the study is the teachers working in Tire/İzmir in 2015-2016 academic calendar. The quantitative data of the research have been obtained through 'Personal Information Form' and 'Multidimensional Locus of Control Scale' developed by Levenson (1974) and adapted to Turkish by Kıral (2012). Qualitative data of the research is gathered via semi-structured interview form developed by the researchers and it includes questions related to the internal locus of control, external locus of control, locus of control based on luck and faith, and job satisfaction (internal, external) perceptions in order to be able to get deeper information about the relationship between locus of control and job satisfaction perceptions of the teachers working at state schools. The quantitative and qualitative results of the study show that teachers' perception of internal locus of control is lower than their perception of locus of control based on others and luck/faith; their perception of internal job satisfaction is also lower than external job satisfaction. Moreover, another result of the study is that teachers' perception of internal job satisfaction is high and external job satisfaction is low. The relationship between teachers' perception of locus control and job satisfaction is the final result of the study. As a suggestion considering the results of the study, it can be suggested that teachers should be given more responsibility for taking decisions related to their profession, especially in their fields.

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Keywords:
Locus of Control, Job Satisfaction, Teacher

Introduction

Locus of control concept, which was first put forward with the experimental study of E. Phares (1957) and was later enhanced by Rotter (1966), has been the field of study for plenty of researches and has been analyzed with many personality variables since its first appearance (Dağ, 2002; Dilmaç, 2008). Locus of control scale which was developed by Rotter (1976) has provided this concept to be a subject for many researches of such fields as educational sciences and social sciences (Kıral, 2012). Locus of control is a concept related to whom the responsibility of the reasons why the events encountered have shown up are attributed. It expresses the assessments with respect to directing the life of the individuals, the events they encounter and the conclusions of these events (Özmen et al. 2008; Çınar & Karcıoğlı, 2012).

Job satisfaction is perceived as the affective reactions of the individuals towards their work and work life. However, there is no common idea about how individuals form these affective reactions. The fact that there is no consensus has led to different definitions of job satisfaction as a concept (Balcı, 1985). The

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[2] Corresponding author's address: Adnan Menderes University, Faculty of Education, Efeler/Aydın, Turkey
Telephone: +90 256-2142023
Fax: +90 256 2141061
e-mail: bertanakyol@yahoo.com
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definition of job satisfaction as a concept was made by Taylor and Gilbert in 1911 as working in a factory with an appropriate method, minimum stress and fatigue (Çevik, 2010, p.29). Definitions made later are as follows: Job satisfaction can be defined as the pleasure the employees feel as a result of evaluating their work and work life (Anderson et al., 2014, p.30; Telman & Ünsal, 2004, p.13; cited in Arasan, 2010, p.23). According to another definition, it expresses the affective reactions given to the variations between the individuals' expectation of wage, work conditions, promotion and development opportunities and the present work conditions (Balcı, 1985). Moreover, job satisfaction is the individuals' creation of a work together with their colleagues in a joyful environment and material and nonmaterial pleasure they feel accordingly (Akıncı, 2002, p.2). According to Spector (1997) job satisfaction is related to the situations that make the employees love their professions. Some employees put their jobs into the center of their lives. They try to carry out their jobs faithfully. On the contrary, some employees hate their jobs and carry out by necessity. Organizational psychology and organizational behavior focus on the causes and effects of the differences between these two groups of employees (Çevik, 2010). Some studies and researchers state that job satisfaction is shaped by many dimensions. These are wage, satisfaction from the wage increase, satisfaction from the promotion, satisfaction from the administrative actions, satisfaction from the social rights, rules and procedures, colleagues and communication in the organization (Ekşi, 2013).

Locus of control expresses the beliefs related to the individuals' attribution of the responsibilities of the events they come across during their lives to themselves, to other more powerful people and to factors such as luck and faith. Job satisfaction is the individuals' affective reactions those they give to the differences between what they expect from their work and what they get. Having high level of job satisfaction is a positive feature and individuals with high level of job satisfaction serve in a more qualified way compared to the ones having low level of job satisfaction (Sardoğan et al., 2006, p.185; Akbolat et al., 2011, p.27). In this study which aims to analyze the relationship between the teachers' locus of control and job satisfaction levels, it is noticed that teachers with internal locus of control have higher levels of job satisfaction compared to teachers with external locus of control (Uslu, 1999). For this reason, this study is expected to reveal the relationship between teachers' locus of control and job satisfaction levels and find the underlying reasons of their perceptions.

Teachers with internal locus of control struggle so as to be able to change the factors which cause their job satisfaction to be low. If they cannot make any change and this situation affects their lives in a negative way, these teachers tend to leave their jobs and transfer to the other jobs by which they will be happier (Czubaj, 2000). When job satisfaction of the teachers with external locus of control, which attribute the responsibilities of the events they experience to other powers, to other more powerful people and to factors such as luck and faith, is low; they either ignore the situation or they bear with it and expect that it will be solved by external powers (Kıral, 2012). As the literature on locus of control and job satisfaction is reviewed, it is possible to face various researches on these topics. The results of study by Küçükkaragöz (1998) 'Locus of control for primary school teachers and the effects of students on locus of control of teachers' show that locus of control of teachers directly affect the locus of control of students, which is directly related to the working atmosphere of teachers and their pleasure taken from the profession. In another study by Uslu (1999), it was found that the job satisfaction of counselor teachers with internal locus of control is higher than the counselor teachers with external locus of control. Canbay (2007) also reveals that teachers with internal locus of control feel the satisfaction from the teaching profession more than the teachers with external locus of control in the study titled as 'the relationship between job satisfaction and locus of control of teachers working in primary schools'. In the study by Şekerli (2013) it is also stated that locus of control affect many points in the professional lives of teachers and it was found that the teachers with external locus of control has difficulty of communication, which is directly related to the job satisfaction level of teachers. Joo, Lim and Kim (2013) declares that internal locus of control has an effect of increasing the satisfaction taken from the profession. In addition to these studies, it can be possible to see many studies focusing on the relation of locus of control and job satisfaction between different variables (Ertürk, 2012; Kıral, 2012). As it can be seen from the examples of studies on locus of control and job satisfaction, the studies focus on both the relation between these two topics and their relations with the other organizational variables. As a different point from the studies on the literature, this study aims to reveal the relation between the locus of control perceptions and job satisfaction levels of teachers both quantitatively and qualitatively to analyze the topic

in a deep perspective and put forward to underlining reasons of the perceptions of teachers with the intention of enrich the related literature.

Method

Research Model

In this research, which is performed in survey model in order to put forth the relationship between locus of control and job satisfaction of the teachers working in state schools, quantitative and qualitative research methods are used in a combined way. The reason why mixed model is used in the study is to collect multiple data by using different strategies, methods and approaches and to be able to analyze the research problem better (Creswell, 2005).

Study Group

The study group of the research is composed of 825 teachers working in state schools of Tire town in İzmir city in 2014-2015 academic year.

Table 1. The number of scales handed in, returned, and put into evaluation and the percentages of the scales according to school levels of the teachers on which the research is conducted in the state schools of Tire town of İzmir

School Level	Number of Teachers	Number of Scales Handed in	Number of Scales Delivered	Percentage of Scale Return (%)	Number Scales Put Into Evaluation	Percentage of Scale Put Into Evaluation (%)
Primary School	197	197	166	84.26	166	84.26
Secondary School	234	234	184	78.63	184	78.63
High School	394	394	267	67.76	254	64.46
Total	**825**	**825**	**617**	**74.78**	**604**	**73.21**

For the quantitative part of the research, all the teachers forming the scope of the research are accessed but 617 of them filled in the scale. As a result of the controls made, 13 inappropriate scales were taken out of the data group and 604 scales were evaluated. From the point of view of the data put into evaluation, the rate of accessing the scope is found as 73.21%. The distribution of the group of teachers from whom the data is collected for the quantitative part of the research is given in Table 1. Additionally, the qualitative part of the data was gained from 11 teachers working in state schools in Tire.

Table 2. The features of the teacher group from whom qualitative data is gathered

Teacher code	Gender	Specialty	Seniority	Length of service at the school
T1	Female	Turkish	24	17
T2	Female	English	7	4
T3	Male	Math's	25	1
T4	Male	Religious Culture and Moral Knowledge	16	8
T5	Male	Math's	8	5
T6	Male	Guidance	15	1
T7	Female	Pre-school	4	1
T8	Male	Guidance	8	2
T9	Female	History	15	5
T10	Male	Religious Culture and Moral Knowledge	22	12
T11	Male	Turkish	9	3

When the Table 2. is analyzed, most of the participants are male, but only 4 of the teachers are female. The specialty of teaching field of the teachers is a large variety. The seniority of teachers changes from 4 years to 25 years. Additionally, length of service of the teachers at the school also ranges from 1 year to 17 years.

Instruments

Quantitative data of the research is gathered via Multidimensional Locus of Control Scale developed by Levenson (1974) and adapted to Turkish by Kıral (2012) and Minnesota Job Satisfaction Questionnaire developed by Weiss, Davis, England and Lofguist (1967) and adapted to Turkish by Baycan (1985). Multidimensional Locus of Control Scale is formed of three sub-dimensions which are internal locus of control with the items 1, 2, 3, 6, 14, 15, 17, 19; locus of control based on others with the items 5, 8, 10, 13, 16, 18; and locus of control based on luck/faith with the items 4, 7, 9, 11, 12. Cronbach Alpha Coefficient is found as .78 for this scale. Minnesota Job Satisfaction Scale includes two sub-dimensions which are internal job satisfaction with the items 1, 2, 3, 4, 7, 9, 10, 11, 12, 18, 19, 20 and external job satisfaction with items 5, 6, 8, 13, 14, 15, 16, 17. Cronbach Alpha Coefficient is found as .77 for this scale.

Qualitative data of the research is gathered via semi-structured interview form developed by the researchers. Semi-structured interview form that is used in the qualitative part of the research, which is conducted in order to get deeper information about the relationship between locus of control and job satisfaction perceptions of the teachers working at state schools, includes questions related to the internal locus of control, external locus of control, locus of control based on luck and faith, and job satisfaction (internal, external) perceptions. The ultimate shape of the questions is given by surveying the related literature and by taking the views of 3 academic members from the Department of Educational Sciences, and 1 academic member from the Department of Turkish Education. The interviews that are recorded are computerized and reported. In reporting the qualitative part of the research, the teachers interviewed are coded as T1, T2, T3 … and by quoting from the interviews; it is aimed to increase the reliability of the research. In order to ensure the validity of the study, the questions in the interview form that were given its last shape with the views of experts were prepared serving the aim of the study in frame of the principle of clarity. Before starting the interviews with the teachers, a pre-interview was done with two teachers in frame of the principle of completeness, which helps to prepare the last shape of interview. Additionally, the reliability of the research was also tested with Miles and Huberman (1994) equation (Reliability=Agreements/Disagreements+ Disagreements x 100). Accordingly, the reliability of the present research was calculated as 95%.

Data Analysis

In the analysis of the data gathered in the quantitative part of the research, SPSS 21 (Statistical Package Program for Social Sciences) is used. Through this program, descriptive data taken from the teachers on locus of control and job satisfaction perceptions were given. For the analysis of the qualitative data of the research, content analysis is used because the data gathered in that kind of analysis approach is summarized and interpreted in order to give the underlying reasons of the topics which are studied (Yıldırım & Şimşek, 2006). The interviews are made with teachers working in the state schools at Tire town center. The schools and the teachers in these schools which form the qualitative part of the study are determined with maximum variation sampling method. The aim of choosing this method is to provide a sample and reveal the views of the people in this sample from various perspectives (Yıldırım & Şimşek, 2000). Considering the principles of this method, 11 teachers from different schools (3 from primary schools, 4 from secondary schools and 3 from high schools) were selected in order to get the qualitative data of the study using the interview technique. Each of these interviews has lasted for approximately 30 minutes and they are recorded by means of a voice recorder. The interviews recorded were computerized and reported.

Findings

This part of the study includes both quantitative and qualitative data related to the locus of control and job satisfaction perceptions of teachers and the relationship between their locus of control and job satisfaction.

Quantitative and Qualitative Findings Regarding the Teachers' Locus of Control

In this section, findings regarding the sub-dimensions of the teachers' locus of control are given both quantitatively and qualitatively, respectively.

The mean of the answers given by the teachers to the items measuring the teachers' locus of control perception is (=3.56). When Table 3 is analyzed, it is observed that among the internal locus of control items,

the item that the teachers perceive at the highest level is "15" (=4.14). The mean of the answers given by the teachers to the items measuring the teachers' locus of control based on others is (=2.86). As it can be understood from Table 3, among the locus of control based on others items, the item that is perceived at the highest level is "18" (=3.33). Lastly, the mean of the answers given by the teachers to the items measuring the teachers' locus of control based on luck and faith is (=2.62). As it can be understood from Table 3, the item that is perceived at the highest level is "7." (=3.55). The descriptive analysis given in Table 3. shows that teachers perceive locus of control at "moderate" level.

Table 3. Descriptive statistics regarding the teachers' locus of control

Dimension of Locus of Control	Item Number	$\bar{X}$	S
Internal Locus of Control	1	3.83	1.22
	2	2.80	1.23
	3	3.38	1.07
	6	3.14	1.39
	14	3.43	1.14
	15	4.14	.99
	17	4.04	.93
	19	3.73	.98
Locus of Control Based on Others	5	3.07	1.32
	8	2.48	1.26
	10	2.89	1.16
	13	2.30	1.21
	16	3.13	1.00
	18	3.33	1.12
Locus of Control Based on Luck/Faith	4	2.05	1.1
	7	3.55	1.2
	9	2.46	1.2
	11	2.43	1.2
	12	2.64	1.2

In order to get the teachers' views regarding internal locus of control, they are asked the question "How much do you think you have impact on the events happening around you and involving you?" Almost all of the 11 teachers have indicated that the events involving them happen in accordance with their own control. Only 2 teachers have stated all the events are evolving outside of their own controls. The teachers' views with regard to this part are given below;

T2: "*I think that my personal decisions are effective at most of the events that happen to me. The behaviors of every individual affect his or her own life and every individual should take the responsibility of his or her behaviors."*

T9: "*People are social beings. The individual living in the society affects that society unavoidably. The individual has impact on plenty of areas from themselves to his or her far environment. That's why, the individual is responsible for the behaviors done and for most of the events that happen to themselves*."

T11: "*I think that in most of the events involving me, my own decisions and behaviors are effective. The individual affects the march of the events that happen to them by means of their own behaviors and the behaviors that he or she ignores*."

In order to get the views of the teachers with related to their locus of control based on others, they are asked the question "How much impact do you think others have on the events happening around and involving you?" The answers have put forth the fact that the teachers' views are gathered in three different dimensions. While some of the teachers have stated that other people have no impact on the events happening around, some others say that there is such an impact. A group of teachers have indicated that others have impact on the events around them but the boarders of this impact are drawn by themselves. The views of the teachers regarding this part are given below;

T1: "*I think that on most of the events about my life, the people around me are effective because in spite of my personal efforts, I have to accept many unwanted events arising from the people around me. For example, I wanted my*

daughter not to stay in a boarding school. When I was studying, I used to stay in a boarding school, too and during my stay there I had promised to myself that if I had a kid in the future, I would never send him or her to a boarding school."

T7: "*I think that in almost all the events that has happened to me recently, stronger individuals or institutions are effective. That's why; I think that in most of the events happening in my life, others have impact.*"

T8: "*I think that no other people are effective on the events including me. The God gets his revenge from his serf via another one. The ones who do not know anything about the secret wisdom of the God think that they are done by others*."

For the last dimension of locus of control, the question "How much do you think luck and faith are effective as a factor in the events happening around and involving you?" was asked in order to put forth the teachers' views regarding their locus of control based on luck and faith. When the answers are analyzed, it is concluded that the teachers' perceptions regarding locus of control based on luck and faith are gathered in three points. While some of the teachers think that the events involving them have nothing to do with luck or faith, some others have stated that they think these events are totally related with luck and faith as a factor. A group of teachers have mentioned that luck and faith are important parts of their lives but they themselves make the most logical decisions among the opportunities that luck and faith present them. The teachers' views regarding this section are given below.

T1: "*I think that luck and faith as a factor is really effective on the events I experience. I get precautions but for inadvertent reasons I accept. We lost our first baby. I had never got sick during my pregnancy. I was really careful about it. However our baby was born handicapped and after a while, died. We have seen many doctors. The professor we saw last said that it is faith and we just encountered it*."

T5: "*All the events those people experience during their lives are about their behaviors. Luck and faith are definitely not effective on the events involving people. Faith is a life road formed for every individual separately as a result of their individual choices…*"

T10: "*Faith does not sweep away our responsibility. People should do what their responsibilities require; they should not put the blame on faith. They shouldn't forget that their willpowers and minds are in charge of carrying out the responsibilities within their power.*"

Quantitative and Qualitative Findings Regarding the Teachers' Job Satisfaction

In this section, findings regarding the sub-dimensions of the teachers' job satisfaction are given both quantitatively and qualitatively, respectively.

Table 4. Descriptive statistics regarding the teachers' job satisfaction

Dimensions of Job Satisfaction	Item Number	$\bar{X}$	S
Internal Job Satisfaction	1	3.58	1.10
	2	3.28	1.20
	3	3.34	1.21
	4	3.35	2.05
	7	3.99	.93
	9	4.25	.87
	10	4.14	.91
	11	3.89	.97
	12	3.01	1.2
	18	3.27	1.12
	19	3.85	.91
	20	3.75	.98
External Job Satisfaction	5	2.66	1.22
	6	2.43	1.28
	8	3.70	1.14
	13	1.77	1.06
	14	1.95	1.16
	15	2.74	1.29
	16	3.25	1.07
	17	3.65	1.02

The mean of the answers given by the teachers to the items measuring the teachers' job satisfaction is (=3.64). When Table 4. is analyzed, the item, among the items of internal job satisfaction of the teachers

perceived at the highest level is "9" (=4.25). The mean of the answers given by the teachers to the items measuring the teachers' external job satisfaction is (=2.76). When Table 7 is analyzed, the item that teachers experience job satisfaction at the highest level in term of their external job satisfaction is "8" (=3.70). The descriptive analysis given in Table 4. shows that teachers perceive job satisfaction at "moderate" level.

In order to be able to get the teachers' views regarding their internal job satisfaction, they are asked the question of "What is the internal job satisfaction that teaching gives you and at what level is it?" All of the 11 teachers have stated that their internal job satisfaction related to teaching as a profession is high. It is especially emphasized by all these teachers that being able to do something for others, which teaching brings in as a profession, has a positive impact on their internal job satisfaction. The teachers' views regarding this section are given below.

T4: "*Teaching is a profession which has a high level of job satisfaction for me but active trivialization policy followed lately against teachers has somehow decreased this job satisfaction level*."

T5: "*When I take its professional features and my experiences into consideration, for me teaching is a profession with high level of job satisfaction. Our main subject is human and these people will be the leaders of our country in the future.*"

T9: "*For me, teaching is a profession that includes high level of job satisfaction. I love my job and students, and I am happy to be able to be beneficial to them*."

In order to be able to get the teachers' views regarding their external job satisfaction, they are asked the question of "What is the external job satisfaction that teaching gives you and at what level is it?" The answers related to his question put forth the fact that the teachers' external job satisfaction is really at a low level. The subject that teachers complain about the most is the fact that the wage they get is low. Together with this, most of the teachers have indicated that as there is no such mechanism of promotion in which they can proceed, so their external job satisfaction is damaged. The teachers' views regarding this question are given below.

T2: "*Teaching is not a profession that can be done for money. However, we have families. Of course, these can only be possible by means of material gains. I am a teacher with no additional course at school, trying to survive only with my salary and married a housewife. The money I get is only enough for our necessities.*

T4: "*The fact that the salary of the teachers is the lowest among civil service salaries, that there is no such setting in which we can proceed, and that there is no distinction between the teachers who work efficiently and who don't decrease my external satisfaction level towards my occupation*."

T7: "*My external job satisfaction level towards my occupation is really high, too. Being respected by the society, flexible working hours, abundant holidays, relatively higher wage compared to other civil servants increase my external job satisfaction towards my occupation*."

Quantitative and Qualitative Findings Regarding the Relationship between the Teachers' Locus of Control and Job Satisfaction

In this section, findings regarding the relationship between the teachers' locus of control and job satisfaction are given both quantitatively and qualitatively, respectively.

Table 5. Pearson product moment correlation coefficient results for the relationship between the teachers' locus of control and job satisfaction levels

	ILC	LCBO	LCBLF	IS	ES	GJS
ILC	-	-.143**	-.251**	.273**	.135**	.225**
LCBO		-	.528**	-.193**	-.070	-.144**
LCBLF			-	-.146**	-.012	-.087*
IS				-	.645**	.907**
ES					-	907**
GJS						-

ILC: Internal Locus of Control; **LCBO:** Locus of Control Based on Others; **LCBLF**: Locus of Control Based on Luck and Faith; **IS**: Internal Satisfaction; **ES**: External Satisfaction; **GJS**: General Job Satisfaction; p value meaningful at .05*level; p value is meaningful at .01** level.

As can be understood from Table 8, the teachers' locus of control has a negative low level meaningful relationship with their locus of control based on others (r= -.14; p< .01); a negative meaningful relationship with their locus of control based on luck and faith (r= -.25; p< .01); a positive meaningful relationship with internal satisfaction (r= .27; p< .01); a positive low level meaningful relationship with external satisfaction (r= .13; p< .01); and a positive meaningful relationship with general locus of control (r= .22; p< .01). The teachers' locus of control based on others has a positive meaningful relationship with their locus of control based on luck and faith(r= .52; p< .01); a negative low level meaningful relationship with internal satisfaction(r= -.19; p< .01); a negative low level but non-significant relationship with external satisfaction(r= .07; p> .05); and a negative low level meaningful relationship with general job satisfaction(r= -.08; p< .05). The teachers' locus of control based on luck and faith has a negative low level meaningful relationship with internal satisfaction(r= -.14; p< .01); a negative low level but non-significant relationship with external satisfaction(r= .01; p> .05); and a negative low level meaningful relationship with general job satisfaction(r= -.08; p< .05). Together with all these, there is a positive medium level meaningful relationship between internal satisfaction and external satisfaction of the teachers(r= .64; p< .01); a positive high level meaningful relationship between internal satisfaction and general job satisfaction of the teachers(r= .90; p< .01). On the other hand, there is a positive high level meaningful relationship between external satisfaction and general job satisfaction of the teachers(r= .90; p< .01).

In order to be able to get the teachers' views regarding the relationship between their locus of control and job satisfaction levels, they are asked the question of "How do other people, yourself or factors such as luck and faith, which are effective at the events in your profession including you, affect your job satisfaction?". Most of the teachers have stated that at the events related with their profession and affecting them, their decisions have more impact on their job satisfaction. However, some of the teachers have indicated that the quality of the decisions made by others may have impact on their job satisfaction either positively or negatively. It is not emphasized much by the teachers that at the decisions about their profession affecting them, the fact that the factor of luck and faith is effective will have whether positive or negative impact on their job satisfaction. The views of the teachers related to this subject are given below.

T3: "*When the system of Ministry of National Education is analyzed, today, it can be clearly understood that almost all the decisions that will directly affect the teachers are made by others without asking any of the teachers. This situation affects my job satisfaction negatively*."

T5: "*The fact that other people are effective on the decisions about my job and me, have a negative impact on my job satisfaction. I always want my decisions to be effective on the events affecting mw; this makes me happier. However, almost all the decisions in the system those affect me are unfortunately made by other people. This situation makes me unhappy*."

T7: "*That other people, I or factors such as luck and faith are effective on the decisions about my job and affecting me does not have a positive or negative contribution to my job satisfaction. There are such decisions that you make, and such other decisions that are out of you and made by others. You also live such events that faith is effective, you may have no impact on*."

Conclusion, Discussion and Suggestions

This study aims to analyze the relationship between the teachers' locus of control and job satisfaction levels. The findings gathered though mixed method indicates that there is a significant relation between teachers' locus of control and the satisfaction they get from the teaching profession. According to the results gathered from the quantitative findings of the research, among the internal locus of control perception levels of the teachers, while the item that is perceived at the highest level is "It is my decision to carry on the activities related to my interests", the item perceived at the lowest level is "Whether I will be involved in a car accident depends on how good a driver I am". The findings of the research are compatible with the study of Kıral (2012). In the qualitative part of the research, the answers received are parallel to the results gathered from the quantitative part. In order to be able to get the teachers' views regarding internal locus of control, they are asked the question "How much do you think you have impact on the events happening around you and involving you?" Almost all of the 11 teachers have indicated that the events those involve them happens in accordance with their own control and initiatives. Only 2 of the teachers have stated that all the events happening are evolving outside of their own controls.

Among the locus of control perception levels of the teachers based on others, while the item that is perceived at the highest level is "In order to be able to make my plans functional, I look out for the fact that the demands of the people that have impact on me and my plans are in harmony"; the item perceived at the lowest level is "If more important people decide that they do not like me, I possibly cannot meet many friends". In order to be able to get the views of the teachers with related to their locus of control based on others, they are asked the question "How much impact do you think others have on the events happening around and involving you?" The given answers have put forth the fact that the teachers' views related to the mentioned dimension of locus of control are gathered in three different dimensions. While some of the teachers have stated that other people have no impact on the events happening around, some others say that there is such an impact. A group of teachers have indicated that others have impact on the events happening around them but the boarders of this impact are drawn by themselves.

Among the locus of control perception levels of the teachers based on luck and faith, while the item that is perceived at the highest level is "My experiences have shown me that I cannot prevent the things that will happen", the item perceived at the lowest level is "I usually obtain the things I want by chance". The findings of our research are compatible with the findings of Kıral's (2012) study. The teachers' life experiences might have led them to perceive the item "My experiences have shown me that I cannot prevent the things that will happen" relatively more. In this section which is the last dimension of locus of control, the question "How much do you think luck and faith are effective as a factor in the events happening around and involving you?" was asked in order to put forth the teachers views' regarding their locus of control based on luck and faith. When the given answers are analyzed, it is concluded that the teachers' perceptions regarding locus of control based on luck and faith are gathered in three points. While some of the teachers think that the events involving them have nothing to do with luck or faith, some others have stated that they think these events are totally related with luck and faith as a factor. A group of teachers have mentioned that luck and faith are important parts of their lives but they themselves make the most logical decisions among the opportunities that luck and faith present them.

In a study which aims to analyze the impact of locus of control perceptions on in-class applications, Cook (2012) has concluded that external locus of control perceptions of almost all of the teachers that have participated in the study are high. In the same way, in another study which analyzes the relationship between the application of school rules and the teachers' locus of control perceptions, Demirkasımoğlu et al. (2012) have revealed that teachers with external locus of control perceptions are exposed to more work load by the school administrators in the name of not flouting the school rules.

Among the internal satisfaction levels of the teachers, while the item that is perceived at the highest level is "In terms of being able to feel that I can do things for others", the item perceived at the lowest level is "In terms of putting the decisions made related to my work into practice". In order to be able to get the teachers' views' regarding their internal job satisfaction, they are asked the question of "What is the internal job satisfaction that teaching gives you and at what level is it?" All of the 11 teachers have stated that their internal job satisfaction related to teaching as a profession is high.

Among the teachers' external satisfaction levels, while the item that is perceived at the highest level is "From the point of providing me a guaranteed future", the item perceived at the lowest level is "In terms of the wage I get for the work I do". As a result of the researches by Sarpkaya (2000), Başaran (2000), Tunacan and Çetin (2009), it is revealed that wage as a factor, is the one which is at the lowest level among the job satisfaction levels of the teachers. It is seen that the income the individuals earn in return of the jobs they do is directly effective on their job satisfaction levels.. In order to be able to get the teachers' views regarding their external job satisfaction, they are asked the question of "What is the external job satisfaction that teaching gives you and at what level is it?" The answers related to his question put forth the fact that teachers' external satisfaction is really at a low level. The subject that teachers complain about the most is the fact that the wage they get is low. Not only is wage seen as a tool that meets the necessities of the employees, but it also increases their respectability and honor within the society (Sabuncuoğlu & Tüz, 1998). An employee should get his payment in exchange of his labor to the organization. Payment includes all kind of material, social and psychological returns from the organization. When wage is the point as a factor, the feeling of balance and imbalance shows up. (Başaran, 2008). As a result of another research Cheng and Chen (2011) have found that external prize is the most significant factor in the teacher's job satisfaction.

There is a positive meaningful relationship between the teachers' internal locus of control and their internal, external and general satisfactions. There is a positive meaningful relationship between the teachers' locus of control based on others and their locus of control based on luck and faith. Besides, there is a negative low level meaningful relationship between the teachers' locus of control based on others and their internal, external and general satisfactions. There is a negative low level meaningful relationship between the teachers' locus of control based on luck and faith and internal and external job satisfactions, and a negative but meaningless relationship with external job satisfaction.

Finally, there is a positive meaningful relationship between the teachers' internal satisfaction and external satisfaction, and a positive high level meaningful relationship with general job satisfaction. On the other hand, there is a positive high level meaningful relationship between the teachers' external satisfaction and their general job satisfaction. In order to be able to get the views of the teachers regarding the relationship between their locus of control and job satisfaction levels, they are asked the question of "How do other people, yourself or factors such as luck and faith, which are effective on the events in your profession including you, affect your job satisfaction?". Most of the teachers have stated that at the events related with their profession and affecting them, their decisions have more impact on their job satisfaction. Locus of control is a personal feature which has a significant impact on the individuals' personalities (Yeşilyaprak, 1988; Conley & You, 2014; Yeşilyaprak, 2006; Cook, 2012).

It is thought that in-service training courses have a positive impact on the teachers' locus of control features. Based on this, by detecting what kind of in-service training course activities have positive impact on the teachers' locus of control features, the participation of all the teachers in such kind of an in-service training can be provided. Besides, individuals, who are powerful in terms of personality and academics, can be directed to select teaching as a profession by increasing social and economic status of teaching. In addition to this, as the sample of the research only involves the teachers working in the state schools of Tire town in İzmir city, it can be evaluated that there are some restrictions in terms of applying the findings of the study to all the teachers around Turkey. That's why, in the event that the sample of the research is expanded so that it includes all the teachers in Turkey, it is estimated that more generalizable conclusions can be attained. For another suggestion regarding the results of the study, teachers should be given more responsibility for taking decisions related to their profession, especially in their fields. This situation can be realized by the applications of school administrators. For this way, it is clear for teachers to feel more satisfied for teaching. Teachers should also be given the opportunity for professional development in different ways for feeling satisfied in teaching and be more effective in the class. Lastly, the economic and social conditions of teachers should be developed in order to create a more positive atmosphere to teach and directly be more efficient in teaching.

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