The Relationship Between Irrational Beliefs And Locus of Control of The University Students (Sample of Kyrgyzstan)

Asoc.Prof.Dr.Murat GÖKALP
Ondokuzmayız University
Faculty of Educational Sciences
gokalpm@omu.edu.tr

Asoc.Prof.Dr. Sabit MENTESE
Gülsara CAKŞILIKOVA
Ast.Volkan DURAN

Abstract
The purpose of this study was to investigate the relationship locus of control and irrational beliefs. The population of the research consisted from 179 students studying in Kyrgyzstan-Turkey Manas University. In this study, relational scanning model was used. Rotter Internal-External Locus of Control Scale and Irrational Beliefs Scale was used in this research. In the analysis of the data, descriptive analyses (percent, frequency analysis) and correlation and regression analyzes were used. According to the results of analyses students hate to fail in most cases. Most of them believed that there is no perfect solution in real life. They tried to consult someone who is more experienced about a particular subject when they make an important decision.
Key Words: *Non-Rational Beliefs, Control Locus, , Rational Beliefs, Audit Office,*

1.   Introduction
People strive to achieve certain goals such as to survive, to be happy throughout their lives. It depends on the structures of thought that people can not realize their goals, that is, their rational and unreasonable beliefs. While rational beliefs help people to realize these basic goals, non-rational beliefs prevent people from achieving these basic goals and sabotage them. Whether that people can not realize their goals depends on the structures of thought, that is, their rational and irrational beliefs. According to Sampson et al. (1998), irrational beliefs affect students' perceptions about themselves and their future career; the negative feelings of making a professional decision are moving; obstruct their actions for their professional purposes (Roll and Arthur, 2002).
The distinction between rational and irrational beliefs can be classified as Table 1 below:

Table 1. Comparison between rational and irrational beliefs (Dryden ve Mytton, 1999, s. 103).

Rational Beliefs	Irrational Beliefs
Self-contained and logical	Logically inconsistent.
Can be verified experimentally.	It is inconsistent with experimental facts.
They are not solid, they can change in according to situations, they are contextual.	Solid and dogmatic.
They are pragmatic. They help people to fulfill their goals.	They are not pragmatic. They interfere with people's realization of their goals.

Ellis and Dryden (1997) defined irrational beliefs as feelings including necessity and willingness, causing that an individual causes harm to himself / herself and his / her environment, as well as inappropriate feelings in an individual, and prevents an individual from achieving life goals. Some common characteristics of irrational beliefs are; demanding, over-generalizing, self-rating, worsening of the situation and loading mistakes (Nelson, 1982). The irrational beliefs expressed by Ellis (1995) are:
>   1. The person must be approved and loved by everyone who is important in society.
>   2. The person needs to be thorough, competent and successful in order to see himself as a worthy person.
>   3. Some people are evil, sinful, so they must be blamed and punished.
>   4. It will be a terrible catastrophe when there is nothing that the person wants.
>   5. Unhappiness is caused by environmental conditions and the person can not control them.
>   6. Danger and fearful things cause great anxiety, and their possibilities must be constantly emphasized.
>   7. Avoiding certain difficulties and responsibilities is much easier than facing them.
>   8. The person must be dependent on others and always have a friend who is stronger than him to trust.
>   9. Past experiences and events are the determinants of immediate behavior; the influence of the past can not be dismantled.
>   10. The person should be sad about the problems and troubles of others.
>   11. Every problem has a perfect solution or a line and it must be found.

Rotter (1966) has proven that the concept of locus of control described in Social Learning Theory can be measured and evaluated as a personality dimension as a result of many researches, and as a result of these studies, control focus has become one of the fundamental variables of personality research. Individuals are inclined to one of two general trends about the source of positive or negative events they encounter. The expectation that individuals who perceive positively negative events as a result of their individual behavior are internally supervised and that the events are led by forces outside the individual and that personal efforts are not so effective in avoiding punishment and reaching the rewards Is called "external supervision". In this case, the externally supervised individuals become individuals whose events are predominantly anticipated to be controlled by chance, fate, luck, or stronger, independent of their own behavior (Dibekoğlu,2006). According to the literature; internally and externally supervised individuals differ from each other in terms of their personal characteristics. For example, internally supervised individuals spend more time thinking about themselves, are not satisfied with the information they have, and are more interested in cognitive activities than they desire to reach more information in curiosity. On the other hand, externally supervised individuals are more likely to face difficulties in dealing with life events, act in the direction of public expectation, become more inclined to comply with social pressure and prefer to live under an authority (Keleş, 2000, 18). ☐ They attribute the consequences of their behavior to them.

- Their, self-perceptions are positive.
- They are entrepreneurial individuals.
- They act according to themselves when making a decision.
- They are positive, sincere and coherent towards the external environment.
- They are organized and planned.
- They areopen minded individuals who can take risks.
- They are confident regarding their decision makings.
- They are persistent and resistant.
- They can easily defend their views against the possible pressure.
- They try to correct bad situations.
- They react against the limitation of their freedom.
- They make long-term plans.
- They seek out the causes of failure in individual errors.
- They do not worry about problems and seek solutions.
- They are more resistant to negativity.
- They have a high level of self - respect.
- They are emotionally balanced.
- They can look at the events more objectively. (Yesilyaprak, 2006; Altınkurt, 2012).

When the locus of control and irrational beliefs are taken into account, it is thought that they at least conceptually are related in theoratical sense. Hence, in this study, it is aimed to investigate the relationship locus of control and irrational beliefs.

2.   Model
In this study, relational scanning model was used. Correlational (Relational) Research tries to determine the degree of relationship between two or more variables using statistical data. In this design, the relationship between a number of phenomena is investigated and interpreted. This type of research takes into account data trends and patterns, but does not go into deep analysis to prove the causes of observed patterns. There is no cause or effect on the basis of such observational studies. Only data, relations and distributions of variables are studied. Variables are not manipulated; they are only identified and examined as they grow in a natural environment.

3.   Data Collection
The data includes 45 items on the personal information form prepared by the researcher, including the faculty, class, gender, level of family income, parental education level, parental livelihood status, number of siblings and place of residence . The data were gathered with the 'Irrational Beliefs Scale' and 'Rotter's Internal-External Audit Locus' scales and obtained by performing correlation, regression, percentages and frequencies in the SPSS 16 program. Test-retest reliability coefficient of the scale was found to be $r = .83$, reliability coefficient calculated by KR-20 technique was. 68, Cronbach alpha as the internal consistency coefficient was found to be. 71 respectively. The construct validity of the audit scale was examined by factor analysis. The load values of the items in the measurement result as the result of the analysis. It varies from 33 to .61. Rotter (1966) stated that internal compliance calculations ranged from .69 to .73. It was reported that The item-total score correlations of the scale varied between .11 and .48, the two-half test reliability coefficient was reported to be between .65 and .79 in various samples. (Savaşır Ve Sahin, 1997, 94-95).

4.   Population
The population of the research consisted from 175 students studying in Kyrgyzstan-Turkey Manas University.

Table 2. The Distributions of Students in terms of Faculty and Departments

Departments	Numbers
Literature	59
Communication	27
Science	13
Engineering	16
Fine Arts	22
Veterinary Science	6
Agriculture	8
Economics	16
Physical Training And Sports	4
Theology	4

5. Findings

In the analysis of the data, descriptive analyses (percent, frequency analysis) and correlation and regression analyzes were used (Table 3). According to the results of analyses (percent, frequency analysis), students hate to fail in most cases. Most of them believed that there is no perfect solution in real life. They tried to consult someone who is more experienced about a particular subject when they make an important decision. They believed that it is not possible to erase the effects of the past, they believe that people need a support apart from themselves. They liked to achieve things and be successful but they don't feel obliged to do thi. They thought that people value too much of the effects of the past. They believed that a person can not stay angry and sad for a long time unless he wants to. They stated that they are seldom worried about the future. They believed that the more problems one has, the less happy. They also believed that the perfect solution rarely exists. They didn't care the death or the nuclear war. They also believe that the search for a practical solution was better than seeking perfect one. The fear of punishment wouldn't help people to be good. They said that there is no reason to stay very sad, a person would create his own hell himself. They believed that it was very important for them to be successful in everything they do.

Table 3. Distributions of the views of the students for each item.

		Never Agree	Not Agree	Undecided	Agree	Absolutely Agree
1	It is important to me to be approved by others.	17 9,5	48 26,8	43 24,0	54 30,2	17 9,5
2	I hate to fail on any subject.	6 3,4	24 13,4	51 28,5	79 44,1	19 10,6
3	The people who make mistakes are the rightful people.	11 6,1	28 15,6	57 31,8	59 33,0	24 13,4
4	If people want, they can be happy in almost every situation.	3 1,7	24 13,4	36 20,1	86 48,0	30 16,8
5	Everyone needs someone who can get help and advice.	4 2,2	16 8,9	32 17,9	101 56,4	26 14,5
6	Stay away from things I can not do well.	13 7,3	40 22,3	49 27.4	63 35,2	14 7,8

7	People are disturbed by the image they give to them, not from events.	5	35	39	77	22
		2,8	19,6	21,8	43,0	12,3
8	I am a little worried about unexpected hazards or future events.	6	30	41	84	18
		3,4	16,8	22,9	46,9	10,1
9	When I make an important decision, I try to consult someone who knows.	5	15	36	93	30
		2,8	8,4	20,1	52,0	16,8
10	It is almost impossible to delete the effects of the past.	2	28	47	80	22
		1,1	15,6	26,7	44,7	12,3
11	There is no perfect solution to anything.	14	25	45	71	23
		7,8	14,0	25,1	39,7	12,8
12	I want everyone to love me.	5	44	44	64	22
		2,8	24,6	24,6	35,8	12,3
13	I'm not bothered to race in jobs that are better than others.	6	33	45	78	17
		3,4	18,4	25,1	43,6	9,5
14	Those who make mistakes deserve blame.	15	39	45	56	24
		8,4	21,8	25,1	31,3	13,4
15	I am the cause of my spiritual condition.	17	26	46	70	20
		9,5	14,5	25,7	39,1	11,2
16	I usually do not throw some things in my head.	4	25	49	85	16
		2,2	14,0	27,4	47,5	8,9
17	People need a support other than themselves.	3	19	36	106	15
		1,7	10,6	20,1	59,2	8,4
18	I like to do some things, but I do not feel obliged to be successful.	8	24	54	75	18
		4,5	13,4	30,2	41,9	10,1

19	Immorality must be punished.	7	30	51	66	25
		3,9	16,8	28,5	36,9	14,0
20	Miserable people usually come to that situation themselves.	14	17	69	67	12
		7,8	9,5	38,5	37,4	6,7
21	People value the effects of the past.	5	25	46	80	23
		2,8	14,0	25,7	44,7	12,8
22	To be successful in everything I do is very important to me.	5	24	36	93	21
		2,8	13,4	20,1	52,0	11,7
23	I commit crimes against people for their wrongdoings.	14	36	48	58	23
		7,8	20,1	26,8	32,4	12,8
24	The person can not stay angry and sad for a long time unless he asks for it himself.	6	28	38	88	19
		3,4	15,6	21,2	49,2	10,6
25	If I had experienced different experiences, I was more like what I wanted to be.	8	30	52	75	14
		4,5	16,8	29,1	41,9	7,8
26	I do it because the activities are activity, it does not matter how well I make them.	12	42	59	57	9
		6,7	23,5	33,0	31,8	5,0
27	Fear of punishment helps people to be good.	10	38	37	74	20
		5,6	21,2	20,7	41,3	11,2

28	The more trouble a person has, the less he will be happy.	7 21 43 86 22
		3,9 11,7 24,0 48,0 12,3
29	I rarely worry about the future.	9 38 42 67 23
		5,0 21,2 23,3 37,4 12,8
30	I do not think of the silk that past experiences have affected me now.	9 38 42 67 23
		5,0 21,2 23,5 37,4 12,8
31	Although I do not like being approved, it is not an important need for me.	10 28 62 63 16
		5,6 15,6 34,6 35,2 8,9
32	Nothing is sad in itself, only your interpretation makes it sad.	11 24 39 84 21
		6,1 13,4 21,8 46,9 11,7
33	I'm very worried about some things in the future.	9 29 54 70 17
		5,0 16,2 30,2 39,1 9,5
34	We're all a bunch of our past.	12 37 51 61 18
		6,7 20,7 28,5 34 10,1
35	There is rarely a perfect solution of something.	5 39 49 70
		2,8 21,8 27,4 39,1
36	I worry about how much people approve and accept me.	11 39 49 65 15
		6,1 21,8 27,4 36,3 8,4
37	Many people should bravely accept the bad aspects of life.	8 23 53 77 18
		4,5 12,8 29,6 43,0 10,1
38	Seeking a practical solution is better than perfection.	6 30 52 65 26
		3,4 16,8 29,1 36,3 14,5
39	I care very much what people think about me.	8 43 38 73 16
		4,5 24,0 21,2 40,8 8,9
40	There is no reason to stay very sad for a long time.	15 28 41 71 24
		8,4 15,6 22,9 39,7 13,4
41	I hardly think of things like death or nuclear war.	16 27 45 67 24
		8,9 15,1 25,1 37,4 13,4
42	I'm not afraid of doing things I can not do well.	8 26 40 80 24
		4,5 14,5 22,3 44,7 13,4
43	Man creates his own hell himself.	11 19 38 80 31
		6,1 10,6 21,2 44,7 17,3
44	I find myself often planning what to do in various dangerous situations.	7 31 51 76 14
		3,9 17,3 28,5 42,5 7,8
45	It is unthinkable that conditions are ideally combined.	9 31 54 62 23
		5,0 17,3 30,2 34,6 12,8

In the analysis of the correlation between locus of control and irrational beliefs, P value was found to be ,029 and the correlation was found to be -163. It seems that there is a low level inverse relationship between locus of control and irrational beliefs.

Table 4. Correlation Analysis Between Non-Rational Beliefs and Locus Of Control

		Irrational beliefs	Locus Of Control
Irrational beliefs	Pearson Correlation	1	-,163[*]
	P	.	,029
	N	179	179

The Durbin-Watson (D-W) test was used to determine if there was autocorrelation in the model. The D-W value was found to be 1,872 and this value is close to 2, so it can be said that there is no autocorrelation. For the the multicollinearity problem, the tolerance values were investigated and all tolerance values (1 - R2) were found to be large. The analysis was continued after the autocorrelation and the multicollinearity problem were not found. According to results, irrational beliefs have a low level of significant relationship with locus of control (R = .154, R2 = .024, p <0.05). Their irrational beliefs account for 5% of the total variance of locus of control. According to the standardized regression coefficient (β), non-rational beliefs are influential on locus of control. When the results of the t test on the significance of the regression coefficients are examined, it appears that irrational beliefs are a significant predictor of locus of control at low level.

Table 5. Results of Simple Linear Regression Analysis on the Prediction of the Total Points of the Control (Control) Locus with Non-Rational Beliefs

Locus Of Control R=,,154[a]	,965	,467	,154	2,069	,040
	R^2=,024				
$F_{(1, 321)}$=16,449	p=,000				

6. Results and Discussion

It was found in this research that, students irrational beliefs were diverse. Secondly, there is is a low level inverse relationship between locus of control and irrational beliefs, and it means that their irrational beliefs are independent of their locus of control to some extend. This is also supported by the regression analysis as well.
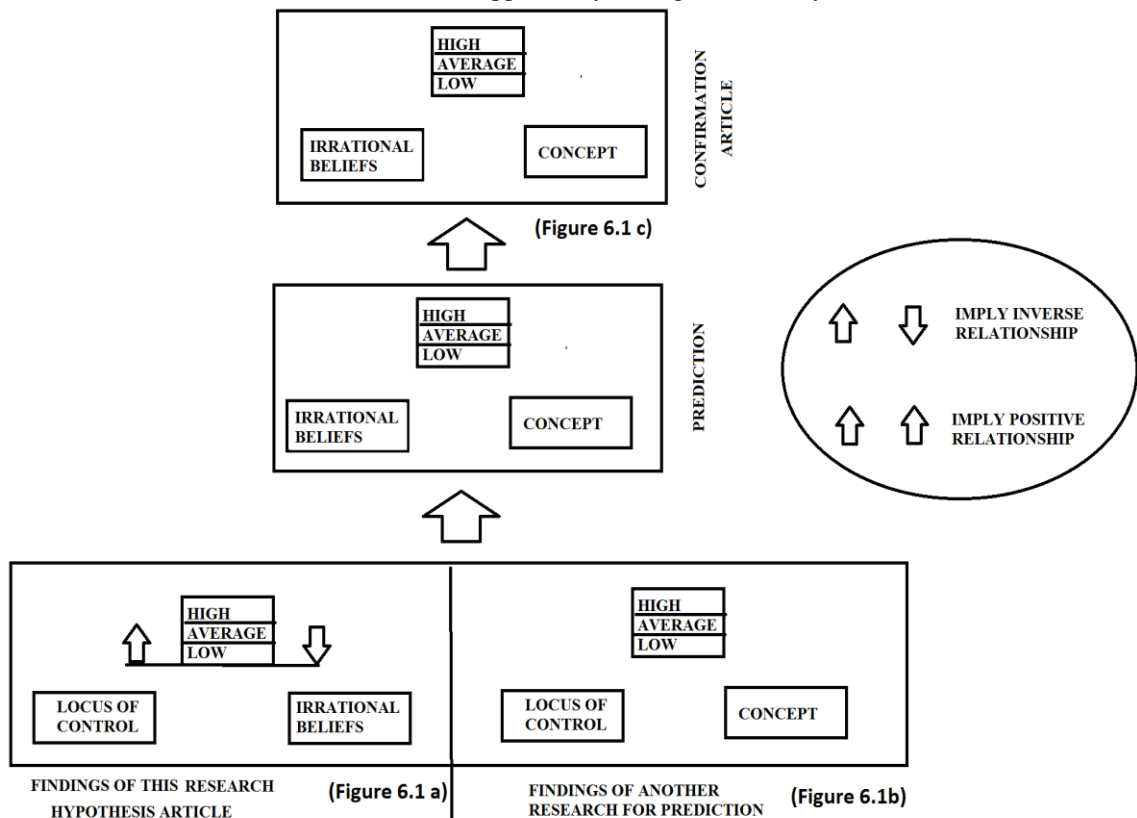

Figure 6.1 The procedure of the discussion of the results (Modified from Figure 12 in (Duran, 2014)).

The procedure will be created based on the model Figure 6.1. In order to investigate our model is compatible with the literature, it will be investigated the findings of the research based on the literature. In order for this, the following procedure will be used;

a- The result of the study is used as a hypothesis for the literature view (Figure 6.1 a).

b- The results of research investigating locus of control and another concept rather than irrational beliefs is used for prediction of the correlation between irrational beliefs and the concept in the prediction article (Figure 6.1 b)

c- The results of research investigating he correlation between irrational beliefs and the concept in the prediction article is used for confirmation of the results of this article hypothesis (Figure 6.1 c)

d- The articles for comparisons were chosen based on the criteria that they should be conducted to the similar populations in terms of demographic characters.
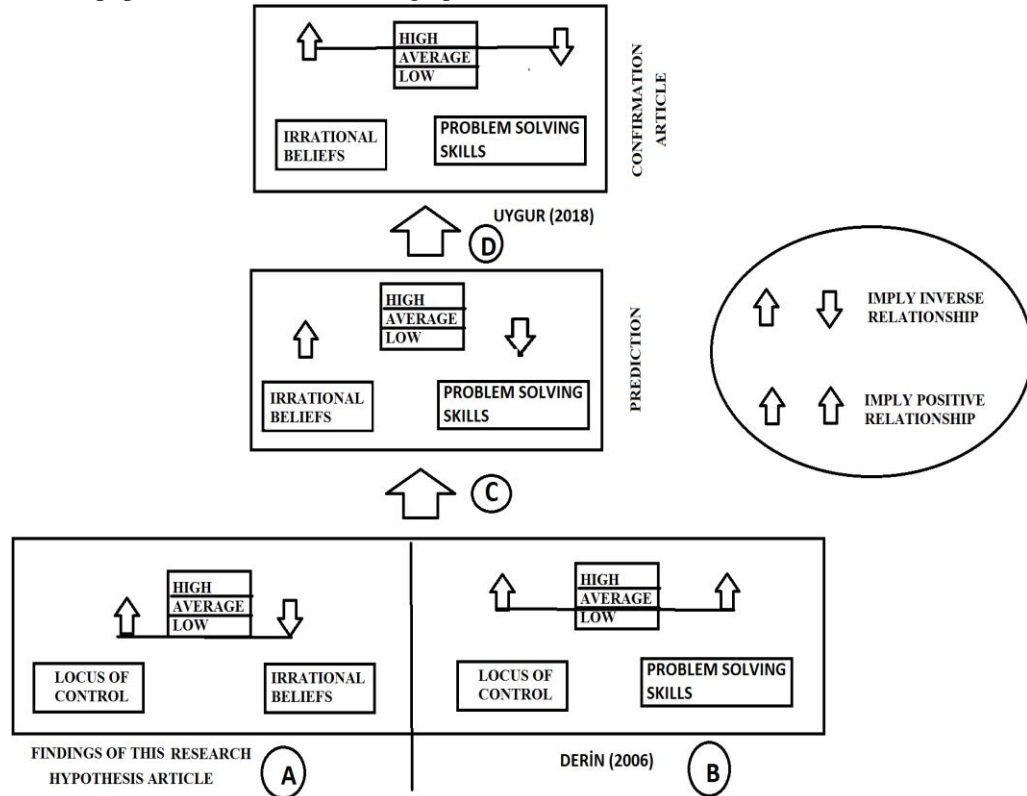
Figure 6.2 The results of our study is compatible with the results of Derin (2006) and Uygur (2018).

The results of this research implies that there is a low level inverse relationship between locus of control and irrational beliefs (Figure 6.2 a). When the literature is examined regarding the relationship between locus of control and problem solving skills. Derin (2006) found a positive relationship between problem solving ability and locus of control of high school students ($r = 0.38$ p <0.01) (Figure 6.2 b). Accordingly, as internal control increased, the perception of problem solving skills increased positively. Our research in this respect implies that irrational thoughts prevents individuals to make a reasonable decisions, to determine the problems correctly and to think systematically. When viewed from this perspective; there should be a negative correlation between irrational belief level and problem solving skills. Hence, it is predicted that there should be is a low level inverse relationship between irrational beliefs and problem solving skills (Figure 6.2 c). This prediction is verified by the study of Uygur (2018) in which it was found a significant, negative high correlation between problem solving skills and irrational beliefs of high school students ($r = -. 88$, p <.05) (Figure 6.2 d).
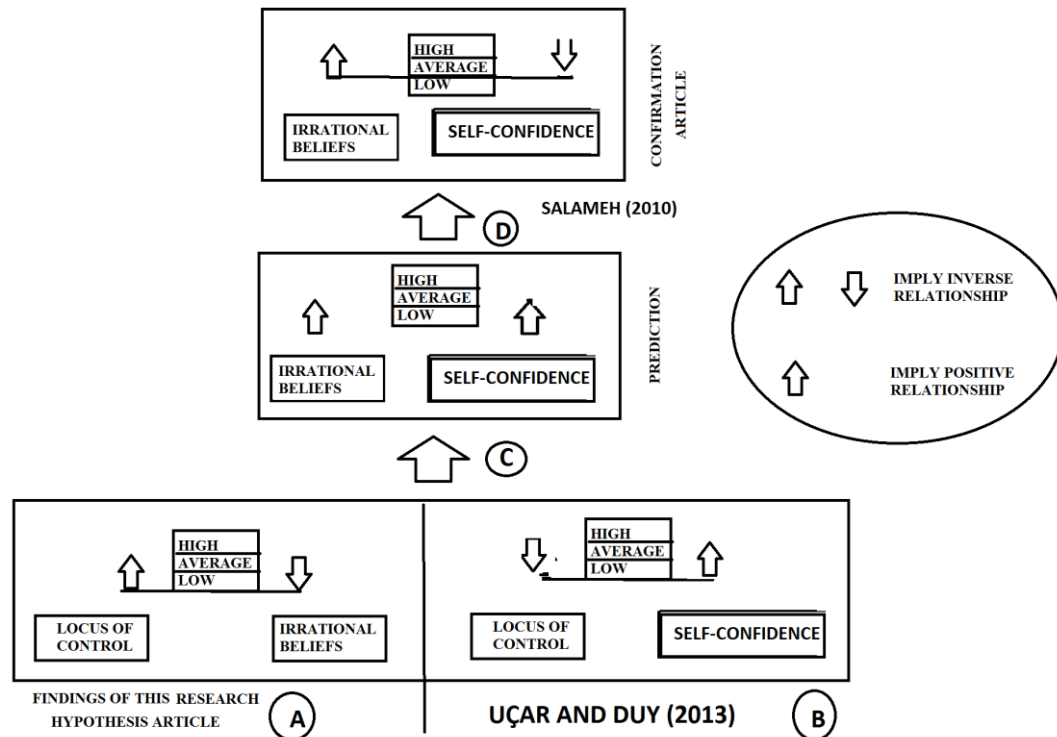
Figure 6.3. The results of our study is not compatible with the results of Uçar and Duy (2013) Salameh (2010). The results of this research implies that there is a low level inverse relationship between locus of control and irrational beliefs (Figure 6.3 a). When the literature is examined regarding the relationship between locus of control and self-confidence levels of college students, Uçar and Duy (2013) found a negative relationship between self-confidence and locus of control of high school students (r = 0.38 p <0.01) (Figure 6.2 b). Hence, it is predicted that there should be a low level positive relationship between irrational beliefs and self-confidence levels of college students (Figure 6.2 c). This prediction is not verified by the study of Salameh (2010) in which it was found a significant, negative average correlation between problem solving skills and irrational beliefs of high school students (r = -. 88, p <.05) (Figure 6.2 d). As a result of this research, it was determined that irrational beliefs have a detrimental effect on self-confidence. In other words, individuals with high self-confidence have less of irrational beliefs.
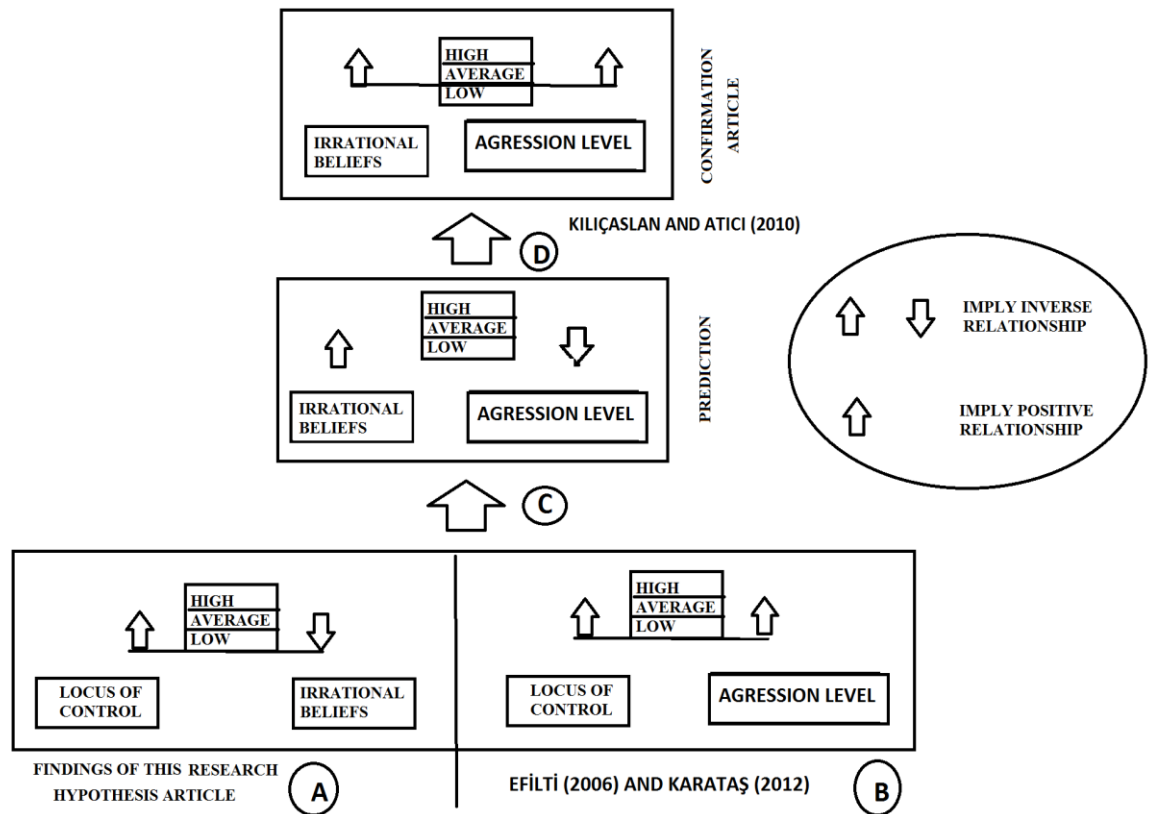
Figure 6.4. The results of our study is not compatible with the results of Efilti (2006), Karataş (2012) , Kılıçaslan and Atıcı (2010).

The results of this research implies that there is a low level inverse relationship between locus of control and irrational beliefs (Figure 6.4 a). When the literature is examined regarding the relationship between high school students' aggression level and locus of control. Efilti (2006) and Karataş (2012) found a significant and low positive relationship at 0.05 level between locus of control and high school students' aggression level (r=0.164)) (Figure 6.4 b). Hence, it is predicted that there should be a low level negative relationship between irrational beliefs and high school students' aggression levels (Figure 6.4 c).). This prediction is not verified by the study of Kılıçaslan and Atıcı (2010) in which it was found a significant, positive average correlation between aggression levels and irrational beliefs of high school students (Figure 6.4 d).
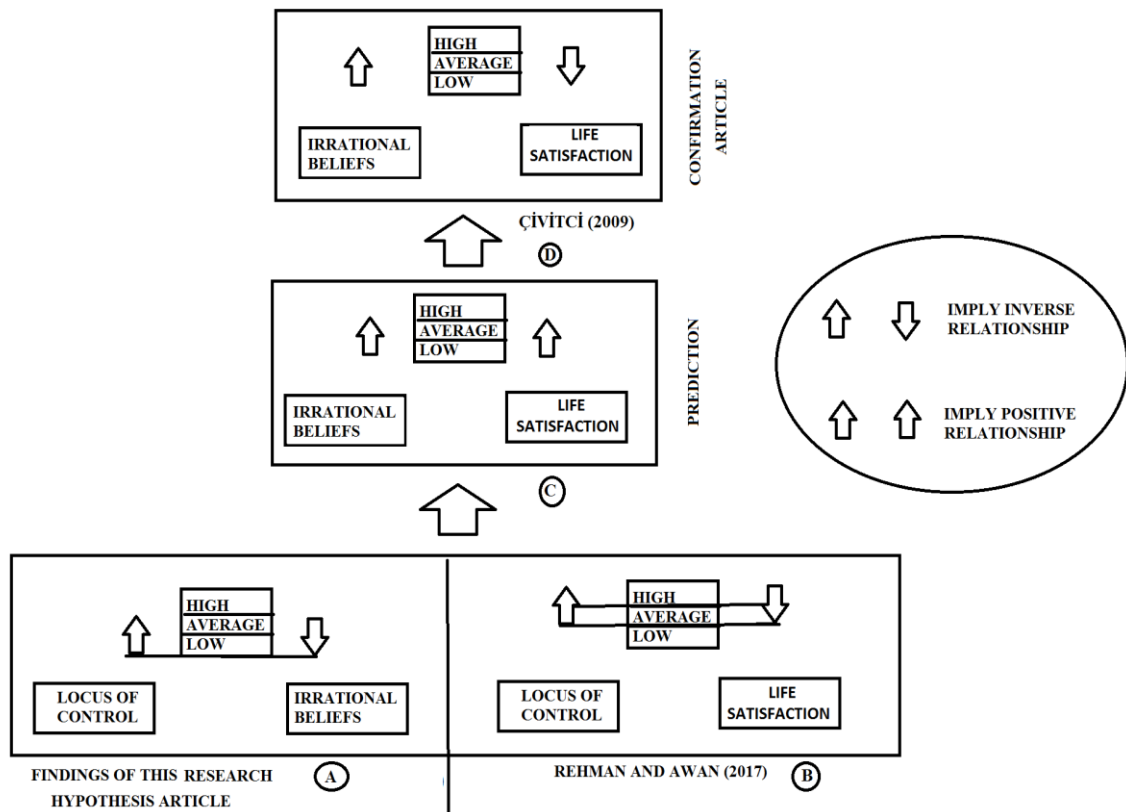
Figure 6.5. The results of our study is not compatible with the results of Rehman and Awan (2017) and Çivitci (2009).

The results of this research implies that there is a low level inverse relationship between locus of control and irrational beliefs (Figure 6.5 a). When the literature is examined regarding the relationship between high school students' life satisfaction and locus of control. Rehman and Awan (2017) found a significant, negative, high and moderate relationship among internal locus of control, external locus of control and university students' life satisfaction level (Figure 6.5 b). Hence, it is predicted that there should be either moderate or high level positive relationship between irrational beliefs and university students' life satisfaction (Figure 6.5 c). This prediction is not verified by the study of Çivtci (2009) in which it was found generally negative relationship between life satisfaction domains and total irrational beliefs (Figure 6.5 d).
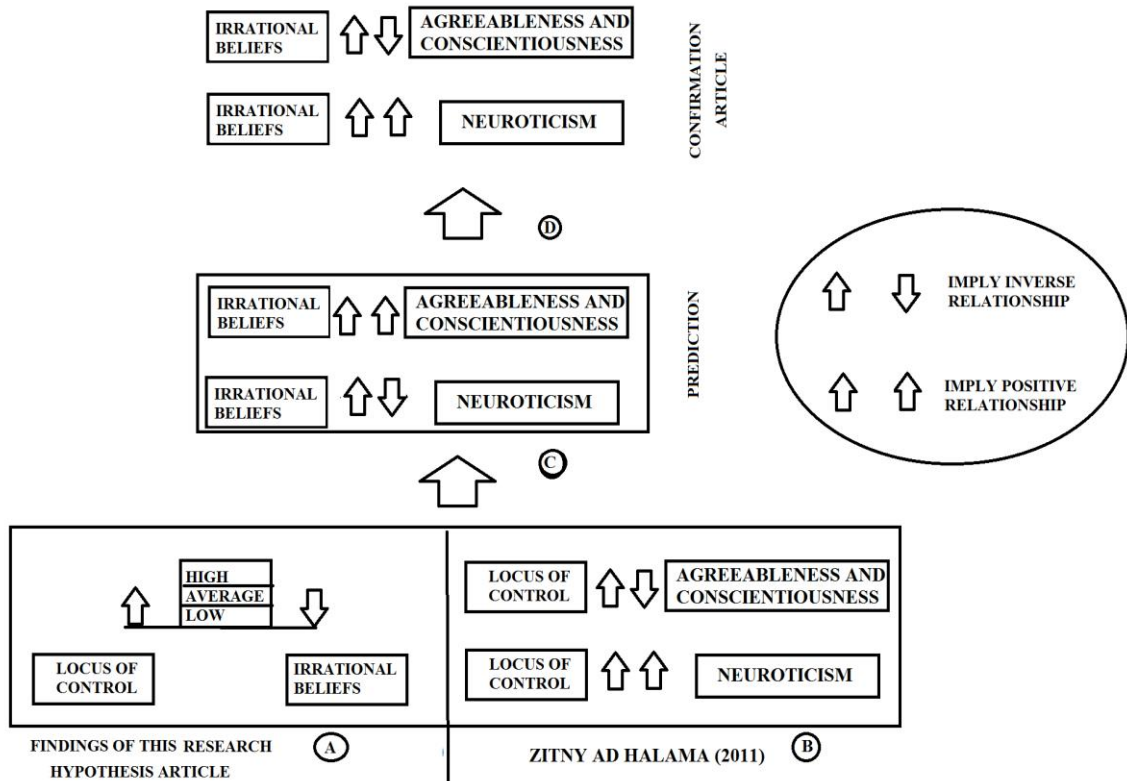
Figure 6.6. The results of our study is not compatible with the results of Zitny ad Halama (2011) and Ghumman and Shoaib (2013).

The results of this research implies that there is a low level inverse relationship between locus of control and irrational beliefs (Figure 6.6 a). When the literature is examined regarding the relationship between high school students' personality traits and locus of control. Zitny ad Halama (2011) found a significant and negative relationship among locus of control and high school students' level of Openness, Conscientiousness, Extraversion, Agreeableness and positive correlation with their level of Neuroticism (Figure 6.6 b). Hence, it is predicted that there should be a positive relationship between irrational beliefs and high school students' level of Openness, Conscientiousness, Extraversion, Agreeableness and negative correlation with their level of Neuroticism (Figure 6.6 c). This prediction is not verified by the study of Ghumman and Shoaib (2013) in which it was found that Agreeableness and Conscientiousness showed a significant negative relationship while Neuroticism showed a significant positive relationship with irrational beliefs (Figure 6.6 d).
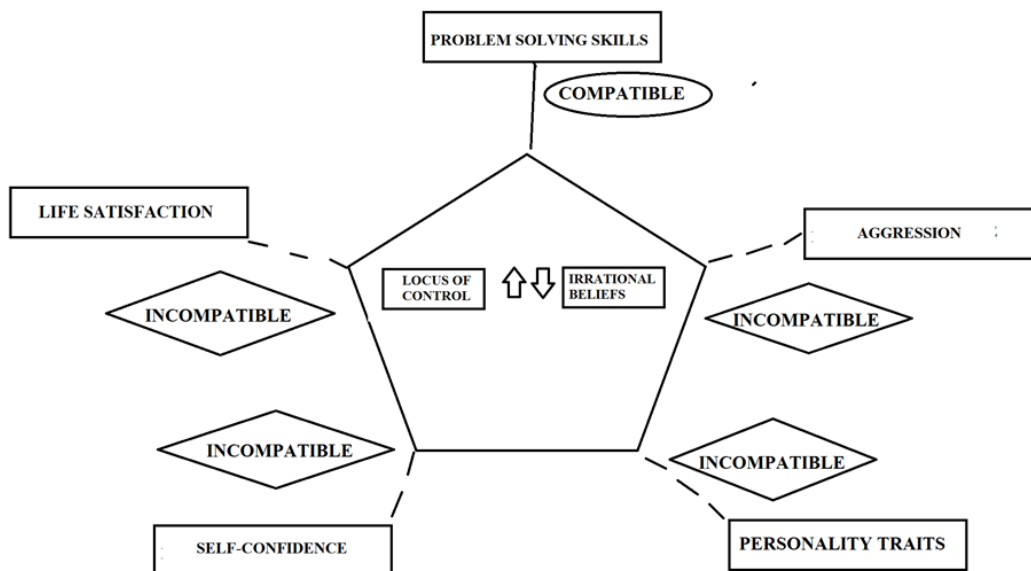

Figure 6.7. The results and prediction of our study is not compatible with the results of most of the results

Altough there are many researches regarding locus of control and irrational beliefs, it is very difficult to find researches investigation the relationship between locus of control or irrational beliefs conducted to the similar

populations. The reason of the incompatible results of might be that they were used in a different time samples with different student population in the similar educational level. The other reason might be fact that there are other hidden variables to make choices even though they are contrary in terms of theoratical sense. For this reason it is important to investigate those subjects in qualitative designs and collect data by mixed research models. However, the important implication of these results regarding incompatiblity is that that the locus of control and irrational beliefs could be domain specificc attitudes implying that one might have many independent, specialized attitudes, rather than one cohesive structure.

As for the other recommedations for the subsequent researches,

- Locus of control of high school students can be investigated by different samples and via different measurement tools.
- Irrational beliefs can be investiagted with demographic variables such as gender, ages etc.
- The relationship between irrational beliefs and locus of control for adolescents and adults can be investigated.
- The relationship between irrational beliefs and locus of control for children exposed to violence can be investigated.

7.   References

Altınkurt, Y. K. (2012). Üniversite Çalışanlarının Psikolojik Yıldırma Algıları ile Denetim Odağı Arasındaki İlişki. Yayımlanmamış Yüksek Lisans Tezi, Balıkesir Üniversitesi Eğitim Bilimleri Enstitüsü, Balıkesir.

Bağlum-Keleş, O. (2000). Eğitim yöneticilerinde sorun çözme ve denetim odağı ilişkisi (İstanbul ili örneği).Yayınlanmamış yüksek lisans tezi, Ankara Üniversitesi, Ankara.

Çivitci, A. (2009). Relationship between Irrational Beliefs and Life Satisfaction in Early Adolescents, Eurasian Journal of Educational Research (EJER) . Oct2009, Issue 37, p91-109

Derin, R. (2006). İlköğretim 8. Sınıf Öğrencilerinin Problem Çözme Becerileri Ve Denetim Odağı Düzeyleri İle Akademik Başarıları Arasındaki İlişki (İzmir İl Örneklemi), Yüksek Lisans Tezi. Dokuz Eylül Üniversitesi Eğitim Bilimleri Enstitüsü Eğitim Bilimleri Anabilim Dalı, İzmir.

Dibekoğlu, Ziya (2006). Okul Yöneticilerinin Denetim Odaklarına Göre Tükenmişlik Düzeyleri (Sakarya İli Örneği). Yüksek Lisans Tezi. Sakarya Üniversitesi Sosyal Bilimler Enstitüsü, Sakarya.

Dryden, W. ve Mytton, J. (1999). Four approaches to counselling and psychotherapy. London: Routledge.

Duran, V. (2014). The Development of Hypothetico-Creative Reasoning Skills' Inventory Presented at ICEFIC (The International Congress on Education for the Future: Issues and Challenges) May 13-15, https://www.academia.edu/19775202/The_Development_of_Hypothetico-Creative_Reasoning_Skills_Inventory,

Efilti, E. (2008). Orta Öğretim Kurumlarında Okuyan Öğrencilerin Saldırganlık Ve Denetim Odağı'nın Karşılaştırmalı Olarak İncelenmesi, Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, sayı 19.

Ellis, A. (1995). Cognitive and Constructive Psychotherapies: Theory, Research and Practice. (Ed. Michael J. Mahoney), ABD: Springer Publishing Company.

Ellis, A. ve Dryden, W. (1997). The Practice of Rational Emotive Behavior Therapy. Springer Publishing Company, New York, 2–14.

Ghumman, A. Shoaib, M. (2013) Personality Traits Linked with Irrational Beliefs: A Case of Adults, Gujrat-Pakistan, Middle-East Journal of Scientific Research 16 (4): 496-501,

Karataş, Z. (2012). Kontrol Odağının Yordayıcıları Olarak Saldırganlık ve Çok Boyutlu Mükemmeliyetçilik, Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi (KEFAD) Cilt 13, Sayı 3, Sayfa 245-260.

Kılıçarslan, S. Atıcı, M. (2010). İlköğretim 7. Ve 8. Sınıf Öğrencilerinin Akılcı Olmayan İnançları İle Saldırganlık Düzeyleri Arasındaki İlişkinin İncelenmesi, Ç.Ü. Sosyal Bilimler Enstitüsü Dergisi, Cilt 19, Sayı 3, Sayfa 113-130.

Kızılyar, L. (2010). İlköğretim 7. Ve 8. Sınıf Öğrencilerinin Empatik Eğilim Düzeylerine Göre Denetim Odağı Boyutları Ve Akılcı Olmayan İnançlarının İncelenmesi. Yüksek Lisans Tezi. Sakarya Üniversitesi. Sosyal Bilimler Enstitüsü.

Martin et. All (1991). The Relationship among Internal-External Locus of Control and Rational-Irrational Beliefs [microform], https://catalogue.nla.gov.au/Record/5538737

Rehman, Z. and Awan, A.G. (2017).Relationship Between Locus Of Control, Life satisfaction And Self-Esteem Among university Students In Pakistan, Global Journal of Management, Social Sciences and Humanities, Vol 3 (4) Oct-Dec, 2017 pp: 594-619

Roll, T. ve Arthur, N. (2002). Beliefs in career counselling. www.contactpoint.ca/natconconat/2002/pdf/pdf-02-03.pdf. Erişim tarihi: 05.08.2006.

Rotter, J.B., (1966). "Generalized expectancies for internal versus external control of reinforcement" Psychological Monographs, 80, 1-28.

Salameh, E. M. (2010). Irrational beliefs among jordian college students and relationship with self-confidence. Al-Balqa Applied University. November 8 .7(5)

Savaşır I.& Şahin, H. N, Bilişsel-Davranışçı Terapilerde Değerlendirme: Sık Kullanılan Ölçekler, Türk Psikologlar Derneği Yayınları, No.:9, Özyurt Matbaacılık, Ankara, 1997.

Uçar, T. Duy, B. (2013). The Relationship between Locus of Control and Self-Confidence with Problem Solving Skills of Midwifery and Nursing Students, TAF Preventive Medicine Bulletin, 2013: 12(6)

Uygur, S. S. (2018). Predıctıng The Problem Solvıng Skılls Of Hıgh School Students Accordıng To Irratıonal Belıefs And Decısıon Makıng Styles, Electronic Journal of Social Sciences, Summer-2018 Volume:17 Issue:67

Yeşilyaprak, B. (2006), "Denetim Odağı", Eğitimde Bireysel FarkWıklar, (Edt. Yıldız Kuzgun ve Deniz Deryakulu), Ankara: Nobel Yay

Zinty, P. Halama,P. (2011). Self-Esteem, Locus Of Controland Personality traits As Predictors Of Sensitivity To Injustice, Studia Psychologica, 53, 1, 27-40