


# **An Investigation of Interpersonal Problem Solving Approaches of Foreign Language Teacher Candidates in the Context of Locus of Control**

Mukadder SEYHAN-YÜCEL<sup>1</sup>

## **ABSTRACT**

The purpose of this study was to investigate the interpersonal problem solving approaches and locus of control levels on a basis of different variables, to determine whether or not there was a significant relationship between interpersonal problem solving approaches and locus of control, and to reveal whether or not locus of control and gender significantly predicted the interpersonal problem solving approaches. A total of 262 candidate teachers studying at university level constituted the study group of the research. Interpersonal Problem Solving Inventory and Locus of Control Scale were used while collecting research data. In the analysis, Pearson product-moment correlation coefficients technique, independent samples t-test technique and Simultaneous Multiple Regression Analysis test technique were applied. As a result of the research, it was found that there was a significant relationship between foreign language teacher candidates' interpersonal problem solving approaches and locus of control, and that the variable of gender differentiated at the lack of self-confidence sub-dimension of interpersonal problem solving approaches. Furthermore, it was revealed that locus of control predicted the approaching problems in a negative way. Constructive problem solving, lack of self-confidence, and insistent-persevering approach dimensions of the interpersonal problem solving approaches, and the variable of gender, in addition to locus of control, only had an explanatory effect on the lack of self-confidence dimension.

*Key Words:* Foreign language teacher candidates, Interpersonal problem solving approaches, Locus of control

 DOI Number: <http://dx.doi.org/10.12973/jesr.2015.51.6>

---

<sup>1</sup>Assoc. Prof. Dr. - Trakya University, Faculty of Education, Department of German Language Teaching, Edirne, Turkey  
- mukadderseyhanyucel@trakya.edu.tr

## INTRODUCTION

During the course of their life, it is very natural for an individual to face a number of problems in their social relationships. The fact that an individual is making efforts to eliminate problems that are faced in order to reach a target demonstrates that the process attributed as “problem solving” has begun. Problem solving has been defined as dealing with problems or problematic situations according to Heppner and Petersen (1982). The individuals’ communication, thinking styles, empathy skills, and critical, analytic and creative perspectives take an important place in initiating this process (Nacar, 2010; Isaksen, Dorval, & Treffinger, 2011), and therefore problem solving is also related to the personality characteristics of individuals.

As a social problem, the distinctive quality of interpersonal problem from the others is that there is an interaction between at least two people. According to Öğülmüş (2003, 10), interpersonal problem is defined as “a situation in which at least one individual of the parties who happen to be in an interaction perceives the difference between available and ideal interaction types, feels tension because of this difference, makes attempts to remove this tension, but their attempts are prevented”. Tisdelle and Lawrence (1986) expressed that interpersonal problem solving approach is a social behavioral skill, and individuals with higher interpersonal problem solving approaches are more successful in their social relationships. Interpersonal problem solving approaches are also expressed as people accommodating themselves socially and emotionally by solving problems that were created through thought, faith, and necessity differences (Pellegrini & Urban, 1985).

During the process of interpersonal problem solving which occurs as a result of the problems in human relationships (Horowitz, 2004), it is stated that different strategies such as retraction, conciliation, use of force, negotiation, and confrontation can be used because of individuals’ differences of tendencies and approaches (Johnson & Johnson, 1995). Çam and Tümkaya (2007, 2008) have investigated the process of interpersonal problem solving in the dimensions of approaching problems in a negative way, constructive problem solving, lack of self-confidence, unwillingness to take responsibility, and insistent-persevering approach with a sample of high school and university students. Approaching problems in a negative way is about intense emotions and thoughts such as desperation, pessimism and sorrow occurring as a result of facing an interpersonal problem. Constructive problem solving is related to emotions, thoughts, and behaviors which contribute to the solving of the problem effectively and constructively when an individual faces an interpersonal problem. Insistent-persevering approach refers to an individual making insistent attempts at solving problems in their interpersonal relationships. Lack of self-confidence approach demonstrates the lack of confidence that an individual possesses regarding problem solving; unwillingness to take responsibility refers to not taking responsibility for problem solving (Çam & Tümkaya, 2007). Individuals’ problem solving approaches reflect their personality characteristics, perceptions and efforts at the same time (D’Zurilla, Nezu & Maydeu-Olivares, 2004). In this sense, it was observed that the personality characteristics of individuals with higher skills of interpersonal problem solving included being less worried, more self-confident, and more effective in cognitive-behavioral processes (Heppner & Baker, 1997).

The individual uniquely perceives and comments on the reinforcements that they face as a result of their own behaviors. These behaviors and reinforcements are the reflections of their locus of control (Rossier, Dahourou & McCrea, 2005). Rotter (1966) qualifies locus of control which is defined in social learning theory as the behaviors of the individuals and as a result, their beliefs related to the cause-effect relationship between the results of such behaviors. Rotter (1966, 1990) classified locus of control as internal and external locus of control. While internal locus of control is defined as incidents that individuals go through and happen as a result of their own behaviors, external locus of control is defined as beliefs determined by external forces, namely beliefs in which there is no relationship between behaviors and reinforcements (Rotter, 1990; Twenge, Zhang & Im, 2004; Oliver, Jose & Brough, 2006). Dağ (2002) expresses that individuals possessing internal locus of control believe that their own behaviors lead to incidents, while individuals possessing external locus of control believe that incidents are determined by external factors such as luck or destiny.

Research shows that individuals with internal locus of control are academically more successful, make efforts to improve their knowledge and skills, and have personality characteristics such as enterprising, initiative and self-confident (Yeşilyaprak, 2000; Loosemore & Lam, 2004; Anderson, Hattie & Hamilton, 2005). Individuals with external locus of control are less confident, both about themselves and others, feel insufficient, less successful academically, and show dogmatic approaches (Loosemore & Lam 2004; Yeşilyaprak, 2000). In a research carried out with university students, it was pointed out that students' perceptions of themselves as being successful was an important factor in their problem solving skills and locus of control level (Yalçın, Tetik & Açıkgöz, 2010). The relevant literature discussed so far reveals that if individuals have positive tendencies about problem solving, they will use the appropriate problem solving approaches in this direction.

Considering that, as a social skill, developing interpersonal problem solving skills is a lifelong acquisition, it is crucial to develop these skills during school years (McCabe, Blankenstein & Mills, 1999). While students are developing these social skills, teachers also have important responsibilities during this process. In other words, the most important individuals who will improve, contribute to, and provide guidance on the interpersonal problem solving skills of the future generations are educators, namely teachers. Therefore, teachers and future teacher candidates firstly need to have these qualities in order to transfer these skills to other individuals.

Although several studies are available on the relationship between teacher candidates' problem solving skills and locus of control, studies which investigate the relationship between interpersonal problem solving approaches and locus of control could not be found. In this context, it is considered that this research will contribute to the related literature. Based on this thought, this study seeks to investigate foreign language teacher candidates' interpersonal problem solving approaches and locus of control levels on the basis of different variables, and puts forward the relationship between interpersonal problem solving approaches and locus of control. In accordance with this purpose, answers to the following questions have been sought:

1. Is there a relationship between foreign language teacher candidates' interpersonal problem solving approaches and locus of control?

2. Do foreign language teacher candidates' interpersonal problem solving approaches differ according to gender?
3. Do foreign language teacher candidates' interpersonal problem solving approaches differ according to their department of education?
4. Are foreign language teacher candidates' interpersonal problem solving approaches predicted significantly according to gender and locus of control?

## METHOD

### Research Model and Study Group

This research uses a general scanning model. The study group consists of teacher candidates studying at the German Language Teaching and English Language Teaching Departments of the Education Faculty at Trakya University, Turkey. The participants were chosen among candidate teachers studying in their first, second, third and fourth grades through sampling method. The study group consists of a total of 262 (German Language Teaching = 97, English Language Teaching = 165) candidate teachers whose ages vary from 19 to 32 ( $\bar{x}$ =21.86 and  $S$ =2.03). 86 students of the group study in the first grade, 56 in the second, 69 in the third and 51 in the fourth grade.

### Data Collection

Interpersonal Problem Solving Inventory was developed by Çam and Tümkaya (2007) to measure the problem solving approaches and skills of university students between the ages 18-30. The inventory consists of five sub-scales and fifty items in total. The items have a 5-Likert type scale ranging between 1 (strongly disagree) and 5 (strongly agree). The sub-scales are named as: Approaching Problems in a Negative Way, Constructive Problem Solving, Lack of Self-Confidence, Unwillingness to Take Responsibility, and Insistent-Persevering Approach. High scores obtained in each sub-scale demonstrates that the quality related to interpersonal problem solving is high. The numbers of items in each sub-scale are 16, 16, 7, 5, and 6 respectively. The Cronbach's alpha coefficients of the sub-scale scores of the inventory are .91, .88, .67, .74 and .70 respectively (Çam & Tümkaya, 2007). Lastly, the test re-test correlation values for the sub-scales, which were calculated as a result of the double application of the inventory with four week intervals to 60 students, are .89, .82, .69, .76 and .70 respectively (Çam & Tümkaya, 2007).

Locus of Control Scale was developed by Dağ (2002) to measure individuals' locus of control elements and used especially with samples of university students. This scale is a 47 itemed 5-Likert type scale, ranging from "strongly agree" to "strongly disagree". The Cronbach's alpha internal consistency coefficient of the scale is .92 and test re-test reliability coefficient is .88 (Dağ, 2002). The scale consists of five sub-factors. These sub-factors are Personal Control, Belief in Chance, Meaninglessness of the Effortfulness, Belief in Fate and Belief in an Unjust World. The Personal Control sub-factor refers to internal locus of control, while the other four sub-factors reflect external locus of control. The numbers of items in each sub-scale are 18, 11, 10, 3 and 5 respectively. The test re-test reliability coefficients of the sub-scales are .83, .81, .61, .89 and .74 respectively (Dağ, 2002). The lowest score obtainable from the scale is 47 and the highest is 235. High scores reflect

the tendency for external locus of control, whilst low scores show the tendency for internal locus of control (Dağ, 2002).

### Data Analysis

In accordance with the purposes of the study, Pearson product-moment correlation coefficients technique was used while determining whether or not there was a relationship between foreign language teacher candidates' interpersonal problem solving approaches and locus of control. Independent samples t-test technique was applied in order to test whether or not interpersonal problem solving approaches differentiated according to the variables of gender and department of education. Lastly, Simultaneous Multiple Regression Analysis test technique was used in order to demonstrate whether or not the variables of gender and locus of control significantly explained interpersonal problem solving approaches.

## FINDINGS

This section of the research report includes the findings obtained as a result of Pearson product-moment correlation coefficients which were used to test whether or not there was a significant relationship between foreign language teacher candidates' interpersonal problem solving approaches and locus of control (Table 1). Then, the results of Independent Samples t-test (Table 2, Table 3) are shown, which was carried out to determine whether or not foreign language candidates' interpersonal problem solving skills differentiated according to the variables of gender and department of education. The final findings (Table 4) are the results of Simultaneous Multiple Regression Analysis, used to show whether or not gender and locus of control variables explain the interpersonal problem solving approaches on a significant level.

Table 1. Relationship between teacher candidates' interpersonal problem solving approaches and locus of control

Variables	N	$\bar{x}$	S	1	2	3	4	5	6
Locus of Control	262	120.25	15.92	1					
Approaching Problem In A Negative Way	262	38.12	10.85	.29***	1				
Constructive Problem Solving	262	53.27	9.79	-.30***	-.003	1			
Lack Of Self-Confidence	262	12.29	4.09	.28***	.46***	-.24***	1		
Unwillingness To Take Responsibility	262	11.91	3.77	.14*	.44***	-.07	.39***	1	
Insistent-Persevering Approach	262	21.34	4.71	-.23***	.022	.71***	-.29***	-.10	1

\* p<.05, \*\* p<.01, \*\*\* p<.001

As a result of the Pearson product-moment correlation analysis carried out to determine whether or not there is a significant relationship between foreign language teacher candidates' interpersonal problem solving approaches (approaching problems in a negative way, constructive problem solving, lack of self-confidence, unwillingness to take responsibility, insistent-persevering approach) and locus of control scores, a positive significant relationship between "approaching problems in a negative way" and locus of

control scores ( $r = .29$ ) .001; “lack of self-confidence” and locus of control scores ( $r = .28$ ) .001; and “unwillingness to take responsibility” and locus of control scores ( $r = .14$ ) .05 was detected. On the other hand, a reverse linear relationship was found between the participants’ “constructive problem solving” and locus of control scores ( $r = -.30$ ) .001, and lastly, between “insistent-persevering approach” and locus of control scores ( $r = -.23$ ) .001. These results demonstrate that as the participants’ locus of control scores increase, their levels of approaching problems in their interpersonal relationships in a negative way, lack of self-confidence and unwillingness to take responsibility also increase. However, as their locus of control scores decrease, their constructive problem solving and insistent-persevering approach to interpersonal problems increase.

The results of the findings obtained from the independent samples t-Test, which was carried out to test whether or not male and female foreign language teacher candidates’ interpersonal problem solving approaches differ from each other are presented in Table 2.

Table 2. *Teacher candidates’ t-test results of interpersonal problem solving approaches, according to gender*

Interpersonal Problem Solving Approaches	Female (N=219)		Male (N=43)		df	t	p>.05
	$\bar{x}$	S	$\bar{x}$	S			
Approaching Problem In A Negative Way	38.48	11.15	36.27	9.10	260	1.22	
Constructive Problem Solving	53.21	9.73	53.60	10.21	260	.24	
Lack Of Self-Confidence	11.95	3.88	14.06	4.69	260	3.16**	
Unwillingness To Take Responsibility	11.95	3.80	11.69	3.66	260	.41	
Insistent-Persevering Approach	21.54	4.82	20.30	3.95	69.12 <sup>a</sup>	1.81	

\*\* p<.01; <sup>a</sup> since the variances are not homogenous, t-test and df have been arranged.

As Table 2 shows, as a result of the independent samples t-Test, which was carried out to test whether or not the scores of male and female foreign language teacher candidates’ interpersonal problem solving approaches differ from each other, the mean values of male and female participants regarding a lack of self-confidence is statistically significant ( $t_{(260)}=3.16$ ;  $p<.01$ ). On the other hand, their mean values of approaching problems in a negative way ( $t_{(260)}=1.22$ ;  $p>.05$ ), constructive problem solving ( $t_{(260)}=.24$ ;  $p>.05$ ), unwillingness to take responsibility ( $t_{(260)}=.41$ ;  $p>.05$ ), and insistent-persevering approach ( $t_{(69.12)}=1.81$ ;  $p>.05$ ) were not found to be statistically significant. When the mean values of the scores are investigated in terms of lack of self-confidence, male participants are higher than those of females, and thus, it is concluded that the male participants’ levels of lack of self-confidence among the interpersonal problem solving approaches are higher compared to the female participants. The results of the findings obtained from the independent samples t-test which was carried out to test whether or not foreign language teacher candidates’ interpersonal problem solving approaches differ based on their department of education (German Language Teaching and English Language Teaching) are presented in Table 3.

Table 3. Teacher candidates' t-test results of interpersonal problem solving approaches according to their department of education

Interpersonal Problem Solving Approaches	German Language Teaching (N=97)		English Language Teaching (N=165)		df	t	p>.05
	$\bar{x}$	S	$\bar{x}$	S			
Approaching Problems in a Negative Way	36.04	9.86	39.34	11.24	260	2.4**	
Constructive Problem Solving	54.09	9.01	52.78	10.21	260	1.0	
Lack of Self-Confidence	11.24	3.12	12.91	4.46	252.16 <sup>a</sup>	3.6***	
Unwillingness to Take Responsibility	11.87	3.79	11.93	3.77	260	.12	
Insistent-Persevering Approach	22.07	4.80	20.90	4.61	260	1.94	

\*\* p<.01, \*\*\* p<.001; a= since the variances are not homogenous, t-test and df have been arranged.

As Table 3 demonstrates, as a result of the independent samples t-test, which was carried out to examine whether or not foreign language teacher candidates' interpersonal problem solving approaches differ from each other according to their department of education, the difference between the mean values of the participants studying at the German Language Teaching and English Language Teaching departments for "approaching problems in a negative way" ( $t_{(260)}= 2.4$ ;  $p<.01$ ) and "lack of self-confidence" ( $t_{(252.16)}= 3.6$ ;  $p<.001$ ) were found to be statistically significant. When both groups' (German Language Teaching, English Language Teaching) arithmetic mean values are examined, it can be seen that the aforementioned differences are in favor of the group studying at the English Language Department. Table 3 also shows that the participants' mean score values do not differ according to their department of education regarding "constructive problem solving" ( $t_{(260)}=1.0$ ;  $p>.05$ ), "unwillingness to take responsibility" ( $t_{(260)}=.12$ ;  $p>.05$ ), and "insistent-persevering approach" ( $t_{(260)}=1.94$ ;  $p>.05$ ).

Lastly, this study aims to determine the predictor effect of gender and locus of control variables on foreign language teacher candidates' interpersonal problem solving approaches. In accordance with this purpose, "Simultaneous Multiple Regression Analysis" technique was used in the statistical analysis of the data, locus of control which is the constant variable in regression analysis and "gender" variable which is turned into the "dummy" variable are determined as predictor variables; and interpersonal problem solving approach scores (*approaching problems in a negative way, constructive problem solving, lack of self-confidence, unwillingness to take responsibility, insistent-persevering approach*) are determined as dependent variables. In this context, the results of the simultaneous multiple regression analysis carried out to determine the predictor effect of gender and locus of control variables on foreign language teacher candidates' interpersonal problem solving approaches are presented in Table 4.

**Table 4.** *Simultaneous multiple regression analysis of teacher candidates' interpersonal problem solving approaches according to gender and locus of control*

<i>Variables</i>	<i>B</i>	<i>Standard Deviation<sub>B</sub></i>	<i>â</i>	<i>t</i>	<i>R<sup>2</sup></i>	<i>F</i>
<b>Approaching Problems in a Negative Way</b>						
Constant	12.88	5.11	-	2.52	.087	12.38***
Locus of Control	.19	.04	.28	4.81***		
Gender	2.18	1.74	.07	1.26		
<b>Constructive Problem Solving</b>						
Constant	75.54	4.61	-	16.38	.088	12.56***
Locus of Control	-.18	.04	-.30	-5.01**		
Gender	-.38	1.56	-.01	-.24		
<b>Lack of Self-Confidence</b>						
Constant	5.56	1.90	-	2.92	.113	16.47***
Locus of Control	.07	.02	.28	4.71***		
Gender	-2.13	.65	-.19	-3.30***		
<b>Unwillingness to Take Responsibility</b>						
Constant	7.751	1.844	-	4.203	.020	2.62
Locus of Control	.033	.015	.138	2.25		
Gender	.253	.626	.025	.404		
<b>Insistent-Persevering Approach</b>						
Constant	28.412	2.251	-	12.620	.062	8.50***
Locus of Control	-.067	.018	-.228	-3.79***		
Gender	1.248	.764	.098	1.63		

\*\* p<.01, \*\*\* p<.001

As Table 4 points out, when the results are examined for the Simultaneous Multiple Regression Analysis, carried out to determine the predictor effect of gender and locus of control variables on foreign language teacher candidates' interpersonal problem solving approaches, it can be concluded that both gender and locus of control variables are statistically significant [ $F_{(2-259)}=12.38$ ;  $p<.000$ ] predictors on the participants' scores of "approaching problems in a negative way." It explains approximately 9% of the total variance of foreign language teacher candidates' scores of "approaching problems in a negative way" with the mentioned variables. When  $\beta$  and t-test results regarding the significance of the regression coefficients were examined, it can be seen that only locus of control has a predictor effect on the participants' approaching problems in a negative way ( $\beta= .28$ ;  $p<.000$ ); but on the other hand, gender variable has no such predictor effect ( $\beta= .07$ ;  $p>.05$ ).

As a result of the Simultaneous Multiple Regression Analysis for the foreign language teacher candidates' constructive problem solving scores, it is found that both variables have a statistically significant predictor power [ $F_{(2-259)}= 12.56$ ;  $p<.000$ ] on the participants' constructive problem solving scores. It explains approximately 9% of the total variance of foreign language teacher candidates' scores of "constructive problem solving" with the mentioned variables. When  $\beta$  and t-test results were examined regarding the significance of the regression coefficients, it can be seen that only locus of



control has a predictor effect on the participants' constructive problem solving approach ( $\beta = -.30$ ;  $p < .01$ ); but gender variable has no such predictor effect ( $\beta = -.01$ ;  $p > .05$ ).

When the results of the Simultaneous Multiple Regression Analysis are further examined, it can be seen that both variables are statistically significant predictors [ $F_{(2-259)} = 16.47$ ;  $p < .000$ ] on the participants' lack of self-confidence scores. It explains approximately 11% of the total variance of foreign language teacher candidates' scores of "lack of self-confidence" with the mentioned variables. When  $\beta$  and t-test results were examined regarding the significance of the regression coefficients, it can be seen that locus of control ( $\beta = .28$ ;  $p < .000$ ), and gender ( $\beta = -.19$ ;  $p < .000$ ) variables have a predictor effect on the participants' lack of self-confidence.

As a result of the Simultaneous Multiple Regression Analysis for the foreign language teacher candidates' unwillingness to take responsibility, it is concluded that both gender and locus of control variables have no statistically predictor effect [ $F_{(2-259)} = 2.62$ ;  $p > .05$ ] on the participants' unwillingness to take responsibility scores. Finally, the results of the Simultaneous Multiple Regression Analysis for the foreign language teacher candidates' insistent-persevering approach are shown in Table 4, it can be seen that both gender and locus of control variables have statistical predictor effects [ $F_{(2-259)} = 8.50$ ;  $p < .000$ ] on the participants' insistent-persevering approach scores. It explains approximately 6% of the total variance of foreign language teacher candidates' scores of "insistent-persevering approach" with the mentioned variables. The  $\beta$  and t-test results regarding the significance of the regression coefficients were examined, and it can be seen that only locus of control has a predictor effect on the participants' insistent-persevering approach scores ( $\beta = -3.79$ ;  $p < .000$ ), whereas on the other hand, gender variable has no such predictor effect ( $\beta = 1.63$ ;  $p > .05$ ).

## DISCUSSION AND CONCLUSION

According to the findings obtained as a result of the research, a significant relationship between foreign language teacher candidates' interpersonal problem solving approaches and locus of control was found. As it is well-known, high scores obtained from the Locus of Control Scale reflect the tendency to external locus of control, whilst low scores show the tendency to internal locus of control (Dağ, 2002). As the locus of control scores of foreign language teacher candidate's increase, the levels also increase for negative sub-dimensions of interpersonal problem solving approaches which are approaching problems in a negative way, lack of self-confidence and unwillingness to take responsibility. As the locus of control scores of foreign language teacher candidate's decreases, the levels increase for positive sub-dimensions which are constructive problem solving and insistent-persevering approach. This finding reflects what the approaches and behaviors that foreign language teacher candidates show are attributed to. In other words, individuals with internal locus of control believe that they have their own control in their interpersonal problem solving approaches and are constructive in problem solving, while individuals with external locus of control believe that external factors such as luck, destiny and meaninglessness of effortfulness are effective in their interpersonal problem solving approaches, and tend to negatively approach these problems. In this study, a significant relationship was found between the approaches of "approaching problems in a negative way", "lack of self-confidence", "unwillingness to take responsibility" and

external locus of control; and also “constructive problem solving”, “insistent-persevering approach” and internal locus of control. In this context, it is clear that locus of control plays an important role in interpersonal problem solving approaches, and in accordance with this perspective, individuals with internal locus of control adopt more positive and constructive approaches in their human relations and interpersonal problem solving processes. In studies around locus of control, individuals with internal locus of control are self-confident (Morry, 2003; Yeşilyaprak, 2000), more socially skilled (Lefcourt, Martin & Fick, 1985) and make active efforts in interpersonal problem solving processes (Doherty, 1981). On the other hand, some studies have put forward findings which state that individuals with external locus of control are more passive and do not have self-confidence in social relationships (Loosemore & Lam, 2004; Martin, Thomas, Charles, Epitropaki & McNamara, 2005). Findings of these studies support the significant relationship between foreign language teacher candidates’ interpersonal problem solving approaches and locus of control.

When previous studies about problem solving approaches related to gender are examined, while some studies show that the gender variable has no effects on problem solving skills (Genç & Kalafat, 2007; Nezu, 1985; Pehlivan & Konukman, 2004; Tavlı, 2009), other studies state that the gender variable is important in interpersonal problem solving skills and problem solving skills differ between males and females (De Wied, Branje & Meeus, 2007; Dora, 2003, Graf, 2003; Serin, 2006). In the findings of this study regarding foreign language teacher candidates’ interpersonal problem solving approaches, males’ lack of self-confidence levels are higher; however, there are no other significant differences regarding other interpersonal problem solving skills between males and females. Regarding the dimension of lack of self-confidence approach, the finding that males are much less confident when compared to females are similar to the findings of previous studies (Arslan, Hamarta, Arslan & Saygın, 2010; Çam & Tümkaya, 2006; Nacar, 2010). As Baltaş (2000) states, the self-confidence approach consists of the individuals’ knowing themselves, accepting their limits, being determined and trusting others on that basis. In other words, the self-confidence approach is the development of self-respect. Lack of self-confidence approach is the lack of trust that an individual possesses regarding solving a problem (Çam & Tümkaya, 2007). Individuals go through mental, personal and environmental changes during university education. Even though foreign language teacher candidates are young adults and in a university environment, male teacher candidates’ social interactions, in addition to personal, environmental and cultural differences, may be more different than female teacher candidates.

According to another finding obtained from the study, there is a significant difference between the dimensions of approaching problems in a negative way and lack of self-confidence, and the foreign language teacher candidates’ department of education. As a finding of the research, it is concluded that the participants from English Language Teaching Department tend to approach interpersonal problems that they face more negatively than those from German Language Teaching Department, and their lack of self-confidence is also higher. In the literature, there are several studies which show that university students’ problem solving skills are different according to the departments that they study in (Genç & Kalafat, 2007; Otacıoğlu, 2007). These studies have interpreted this difference occurring as a result of the content of undergraduate programs, types of high school that they graduated from, individual differences or the education that they

received. While the general knowledge and teacher training course contents of the intended population of this study, namely foreign language teacher candidates (English Language Teaching and German Language Teaching Departments), are consistent with each other, the contents of field courses are not parallel between departments. It is believed that the importance of course contents such as multiculturalism, intercultural country knowledge, intercultural communication in German Language Teaching Department undergraduate program and the use of materials and methods in accordance with this situation by the lecturers of German Language Teaching Department reflect positively to the attitudes and behaviors of German language teacher candidates as individuals. Recognizing other languages and cultures, trying to understand them, and comparing different cultures contribute to the development of broadening horizons, improves thinking without prejudices and encourages interrogating (Altmayer & Koreik, 2010). In their study, Bryan and Sprague (1997) came to the conclusion that intercultural experience positively affected teacher candidates. Including intercultural communication and tendencies in course subject and content plays an important role in individuals' interpersonal relationships, and therefore, attitudes and behaviors as well. In this context, German Language Teaching teacher candidates' having lower scores in approaching problems in a negative way, and lack of self-confidence compared to those of English Language Teaching Department may be interpreted according to the explanations presented above.

An important finding regarding whether or not the variables of gender and locus of control has a predictor effect on foreign language teacher candidates' interpersonal problem solving approaches is that locus of control is effective in dimensions of approaching problems in a negative way, constructive problem solving, lack of self-confidence and insistent-persevering approach; and the gender variable only shows causality in the dimension of lack of self-confidence with locus of control.

It has been found that locus of control is a predictor in the dimensions of approaching problems in a negative way and constructive problem solving of foreign language teacher candidates' interpersonal problem solving approaches; however, the gender variable has no such explanatory effect. Constructive problem solving is about emotions, thoughts and behaviors which contribute to individuals' solving a problem effectively and constructively when faced with an interpersonal problem (Çam & Tümkaya, 2007). Available research studies show that individuals' being sufficient in problem solving is related to their performing more enterprising, less hostile and negative behaviors (Dixon, Heppner & Anderson, 1991; Şahin, Şahin & Heppner, 1993). In this context, since locus of control is evaluated as a personality variable, individuals may have different problem solving approaches according to the situations they meet. Individuals with external locus of control are generally less constructive when evaluated regarding interpersonal relationships (Lefcourt et al., 1985), are insufficient regarding social skills (Marsh, Chanal & Sarrazin, 2006), and such qualities support the idea that locus of control variable is explanatory in the dimensions of approaching problems in a negative way and constructive problem solving among foreign language teacher candidates' interpersonal problem solving approaches.

It was also observed in this study that the locus of control has an explanatory effect on the insistent-persevering approach, and gender is not a predictor variable in this

approach. Insistent-persevering approach refers to an individual's making attempts on solving problems in their interpersonal relationships insistently (Çam & Tümkaya, 2007). In other words, candidate teachers' insistent-persevering approach in the interpersonal problem solving process means that they make efforts in problem solving. In the literature, it is pointed out that individuals with internal locus of control adopt the behavior of confrontation, exhibit their emotions and thoughts more, and make more active efforts in solving problems occurring in interpersonal relationships (Doherty, 1981; Morry, 2003). These results support why locus of control explains the candidate teachers' insistent-persevering approach. In accordance with this result, candidate teachers with internal locus of control will make more efforts in interpersonal problem solving, and the ones with external locus of control will make less efforts in interpersonal problem solving as they believe that they will not be effective in it and it happens as a result of luck or external factors that they cannot control.

Being one of the interpersonal problem solving approaches, the lack of self-confidence approach demonstrates the lack of confidence that an individual possesses regarding problem solving. It is important for individuals to have effective decision-making skills and have self-confidence about making these decisions so that they can overcome their problems (Deniz, 2011). This study shows that the variables gender and locus of control have an explanatory effect on the participants' lack of self-confidence approaches. In the studies on locus of control, when compared to individuals with external locus of control, the ones with internal locus of control make more efforts in the problem solving processes of their interpersonal relationships (Morry, 2003), approach these processes more positively (Köksal, 1991), and are more enterprising and self-confident (Loosemore & Lam, 2004; Yeşilyaprak, 2000), all of which support the fact that the locus of control variable has an explanatory effect on the dimension of lack of self-confidence. It should also be taken into consideration that the fact that foreign language candidate teachers with a mean age value of ( $\bar{x}=21.86$ ) being in a new friend group, accommodation and school environment, at the same time continuing their personal, environmental and cultural developments have a role in the gender and locus of control variables' having an explanatory effect on their interpersonal problem solving approaches. The cultural and social structures of societies put some responsibilities on individuals according to gender and age, and these variables are effective in the socializing process and personality development (Essau & Trommsdorff, 1995). In their study, which was aimed at presenting the problem solving approaches of American and Turkish university students, Şahin et al. (1993) pointed out that Turkish male students are less confident than Americans in problem solving, and the personal control of Turkish female students are also lower according to them. In this context, the responsibilities put on male and females regarding social and sociocultural identity development may be different in the dimension of lack of self-confidence, and locus of control may be effective as a variable of personality characteristics.

The findings and results obtained from this study are limited with the sample. In view of these limitations, the results of the study should be evaluated in terms of study group and procedural limitations. As mentioned in this study, considering the necessity of teachers' having positive tendencies in their interpersonal problem solving approaches, to obtain more generalizable results, studies should be carried out with samples having both qualitative and quantitative qualities. Also, it is suggested to conduct further studies

which may present cultural, social, and relational factors that may affect the interpersonal problem solving approaches of teachers and candidate teachers.

## REFERENCES

- Altmayer, C. & Koreik, U. (2010). Empirische Forschung zum landeskundlich-kulturbezogenen lernen in Deutsch als Fremdsprache. Einführung in den Themenschwerpunkt. *Zeitschrift für Interkulturellen Fremdsprachenunterricht* 15 (2), 1-6 [Available online at: <http://zif.spz.tu-darmstadt.de/jg-15-2/beitrag/AltmayerKoreik.pdf>] Retrieved on December 20, 2014].
- Anderson, A., Hattie, J. & Hamilton, R.J. (2005). Locus of control, self-efficacy, and motivation in different schools: Is moderation the key to success? *Educational Psychology*, 25 (5), 517-535.
- Arslan, C., Hamarta, E., Arslan, E. & Saygın, Y. (2010). An investigation of aggression and interpersonal problem solving in adolescents. *Elementary Education Online*, 9 (1), 379-388.
- Baltaş, A. (2000). *Ekip çalışması ve liderlik*. Remzi Kitapevi, İstanbul.
- Basım, H.N., Çetin, F. & Meydan, C.H. (2009). The role of locus of control in interpersonal conflict resolution approaches. *Selçuk University Journal of the Institute Social Sciences* 2, 57-69.
- Bryan, S.L. & Sprague, M.M. (1997). The effect of overseas internships on early teaching experiences. *The Clearing House*, 70 (4), 199-201.
- Çam, S. & Tümkaya, S. (2006). University students' interpersonal problem solving. *Çukurova University Journal of the Institute Social Sciences*, 15 (2), 119-132.
- Çam, S. & Tümkaya, S. (2007). Developing the interpersonal problem solving inventory (ipsi): the validity and reliability process. *Turkish Psychological Counseling and Guidance Journal*, 28 (3), 95-111.
- Çam, S. & Tümkaya, S. (2008). Development of interpersonal problem solving inventory for high school students: The validity and reliability process. *International Journal of Human Sciences*, 5 (2), 1-17.
- Dağ, İ. (2002). Locus of control scale: scale development, reliability and validity study. *Turkish Journal of Psychology*, 17 (49), 77-90.
- Deniz, M.E. (2011). An investigation of decision making styles and the five-factor personality traits with respect to attachment styles. *Educational Sciences: Theory & Practice*, 11, 97-113.
- De Wied, M., Branje, S.J.T. & Meeus, H.J. (2007). Empathy and conflict resolution in friendship relations among adolescents, *Aggressive Behavior*, 33, 48-55.
- Dixon, W.A., Heppner, P.P. & Anderson, W.P. (1991). Problem-solving appraisal, stress, hopelessness, and suicide ideation in a college population. *Journal of Counseling Psychology*, 38 (1), 51-56.
- Doherty, W.J. (1981). Locus of control differences and marital dissatisfaction. *Journal of Marriage and the Family*, 43 (2), 369-377.
- Dora, S. (2003). *Sosyal problem çözme envanteri (revize edilmiş formu)nin türkçe'ye uyarlaması: geçerlik ve güvenirlik çalışmaları*. Unpublished Master's Thesis. Hacettepe University Institute of Social Science, Ankara.
- D'Zurilla, T. J., Nezu, A.M. & Maydeu-Olivares, A. (2004). Social problem solving: Theory and Assessment. In E.C. Chang, T.J. D'Zurilla, & L.J. Sanna (Eds.), *Social problem*

- solving: Theory, research, and training. Washington, D.C., American Psychological Association.
- Essau, C.E. & Trommsdorff, G. (1995). Kontrollorientierung von Jugendlichen in individualistischen und gruppenorientierten Kulturen. [Available online at: [https://kops.ub.uni-onstanz.de/xmlui/bitstream/handle/urn:nbn:de:bsz:352-opus-98671/Kontrollorientierung\\_von\\_Jugendlichen\\_1995\\_KOPS9867.pdf?sequence=1](https://kops.ub.uni-onstanz.de/xmlui/bitstream/handle/urn:nbn:de:bsz:352-opus-98671/Kontrollorientierung_von_Jugendlichen_1995_KOPS9867.pdf?sequence=1)] Retrieved on December 21, 2014].
- Genç, S.Z. & Kalafat, T. (2007). The research on evaluation of prospective teachers' democratic attitudes and problem solving skills according as different variables. *Pamukkale University Journal of Education*, 22, 10-22.
- Graf, A. (2003). Psychometrische Überprüfung einer deutschsprachigen Übersetzung des SPSI-R. *Zeitschrift für Differenzielle und Diagnostische Psychologie*, 24 (4), 277-291.
- Heppner, P.P. & Baker, C.E. (1997). Applications of the problem solving inventory. *Measurement and Evaluation in Counseling and Development*, 29, 229-441.
- Heppner, P.P. & Petersen, C.H. (1982). The development and implications of a personal problem solving inventory. *Journal of Counseling Psychology*, 29 (1), 66-75.
- Horowitz, L.M. (2004). *Interpersonal foundations of psychopathology*. Washington, DC: American Psychological Association.
- Isaksen, S., Dorval, K. & Treffinger, D. (2011). *Creative approaches to problem solving, A Framework for Innovation and Change*, 3. Edition, SAGE Publication.
- Johnson, D.W. & Johnson, R.T. (1995). *Teaching Students to be Peacemakers*. Minnesota: Interaction Book Company.
- Köksal, F. (1991). *Denetim odağı ile saldırgan davranışlar arasındaki ilişkiler*. Unpublished doctoral dissertation, Atatürk University Institute of Social Science, Erzurum.
- Lefcourt, H.M., Martin, R.A. & Fick, C.M. (1985). Locus of control for affiliation and behavior in social interactions. *Journal of Personality and Social Psychology*, 48, 755-759.
- Loosemore, M. & Lam, A.S.Y. (2004). The locus of control: a determinant of opportunistic behavior in construction health and safety. *Construction Management and Economics*, 22, 385-394.
- Marsh, H.W., Chanal J.P. & Sarrazin, P.G. (2006). Self-belief does make a difference: a reciprocal effects model of the causal ordering of physical self-concept and gymnastics performance. *Journal of Sport Sciences*, 24 (1), 101-111.
- Martin, R., Thomas, G., Charles, K., Epitropaki, O. & McNamara, R. (2005). The role of leader-member exchanges in mediating the relationship between locus of control and work reactions. *Journal of Occupational and Organizational Psychology*, 78, 141-147.
- McCabe, R.E., Blankenstein, K.R. & Mills, J.S. (1999). Interpersonal sensity and social problem solving: relation with academic and social self-depressive symptoms and academic performance. *Cognitive Therapy and Research*, 23(6), 587-604.
- Morry, M.M. (2003). Perceived locus of control and satisfaction in same-sex friendships, *Personal Relationships*, 10, 495-509.
- Nacar, F. (2010). *Analysis of the relationship between the communication of the class teachers and their skills to solve interpersonal problems*. Unpublished Master's Thesis. Çukurova University Institute of Social Science, Adana.
- Nezu, A.M. (1985) Differences in psychological distress between effective and Ineffective problem solvers. *Journal of Counseling Psychology*, 32 (1), 135-138.

- Oliver, J.E., Jose, P.E. & Brough, P. (2006). Confirmatory factor analysis of the work locus of control scale, *Educational and Psychological Measurement*, 66, 835-851.
- Otacıoğlu, S.G. (2007). The comparison of problem solving skills of post graduate students in teacher's colleges in terms of their levels. *Eurasian Journal of Educational Research*, 29, 73-83.
- Öğülmüş, S. (2003). *Kişilerarası Sorun Çözme Becerileri ve Eğitimi*, Ankara, Nobel Yayın Dağıtım.
- Pehlivan, Z. & Konukman, F. (2004). Comparing the physical education teachers and the other branch teachers in the aspect of problem solving, *Spormetre Beden Eğitimi ve Spor Bilimleri Dergisi*, 55-60.
- Pellegrini, D.S. & Urban, E.S. (1985). An evaluation of interpersonal cognitive problem solving training with children, *Journal of Child Psychology and Psychiatry*, 26 (1), 17-41.
- Rossier, J., Dahourou, D. & McCrea, R.R. (2005). Structural and mean-level analyses of the five-factor model and locus of control: further evidence from Africa. *Journal of Cross-Cultural Psychology*, 36, 227-246.
- Rotter, J.B. (1966). Generalized expectancies for internal vs. external control of reinforcement. *Psychological Monographs*, 80, 1-28.
- Rotter, J.B. (1990). Internal vs. external control of reinforcement: A case history of a variable. *American Psychologist*, 45, 489-493.
- Serin, O. (2006). The examination of primary school teachers' problem solving skills in terms of various variables. *Education and Science*, 31 (142), 80-88.
- Şahin, N., Şahin, N.H. & Heppner, P.P. (1993). Psychometric properties of the Problem Solving Inventory in a group of Turkish University students. *Cognitive Therapy and Research*, 17(4), 379-396.
- Tavlı, O. (2009). *Lise öğretmenlerinin problem çözme becerileri ile tükenmişlikleri arasındaki ilişkinin incelenmesi*, Unpublished Master's Thesis, Yeditepe University Institute of Social Science, Istanbul.
- Tisdelle, D. & Lawrence, J. (1986). Interpersonal problem-solving competency: Review and critique of the literature. *Clinical Psychology Review*, 6, 337-356.
- Twenge, M.J., Zhang, L. & Im, C. (2004). It's beyond my control: a cross-temporal meta-analysis of increasing externality in locus of control, *Personality and Social Psychology Review*, 8(3), 308-319.
- Yalçın, B., Tetik, S. & Açıkgöz, A. (2010). A study on the determination of the perceptions of problem solving skills and the levels of locus of control of high school students, *Journal of organization and management sciences*, 2(2), 19-27.
- Yeşilyaprak, B. (2000). *Eğitimde Rehberlik Hizmetleri*. Ankara: Nobel Yayın Dağıtım.

# Yabancı Dil Öğretmen Adaylarının Kişilerarası Problem Çözme Yaklaşımlarının Kontrol Odağı Bağlamında İncelenmesi

Mukadder SEYHAN-YÜCEL<sup>2</sup>

## Giriş

Bireyin, yaşam boyunca sosyal ilişkilerinde bir takım problemlerle karşılaşması son derece doğaldır. Bireyin bir hedefe ulaşabilmek için karşılaştığı sorunlara yönelik çaba sarf etmesi, problem çözme sürecinin başladığı anlamına gelmektedir. Bununla birlikte, bireyin kişilik özellikleri ve problem durumuna bakış açısına göre problem çözme eğilimleri de farklı olabilir. Problem çözme, Heppner ve Petersen (1982) tarafından problemlerle veya problem durumu ile başa çıkmak olarak tanımlanmaktadır. Problem çözme sürecinde, bireyin iletişimi, düşünme stilleri, empati kurma becerisi, eleştirel, analitik ve yaratıcı bakış açıları önemlidir (Isaksen, Dorval & Treffinger, 2011; Nacar, 2010). İnsan ilişkilerinde ortaya çıkan sorunların sonucunda ortaya çıkan kişilerarası problemlerin (Horowitz 2004) çözüm sürecinde, bireylerin yönelim ve yaklaşım farklılıklarından dolayı, kişilerarası problem çözme sürecinde, bireylerin geri çekilme, yatıştırma, güç kullanma, uzlaşma ve yüzleşme şeklinde farklı stratejiler kullanabilecekleri belirtilmektedir (Johnson ve Johnson, 1995). Çam ve Tümkaya (2007, 2008) kişilerarası problem çözme sürecini lise ve üniversite öğrencileri örneğinde, probleme olumsuz yaklaşım, yapıcı problem çözme, kendine güvensizlik, sorumluluk almama ve ısrarcı-sebatkâr yaklaşım boyutlarında incelemektedirler. Probleme olumsuz yaklaşım, kişilerarası bir problemle karşılaşıldığında yaşanan çaresizlik, karamsarlık ve üzüntü gibi yoğun olumsuz duygu ve düşüncelerle ilgilidir. Yapıcı problem çözme, kişilerarası bir problem yaşandığında bireyin etkili ve yapıcı biçimde problemi çözmesine katkı sağlayan duygu, düşünce ve davranışlarla ilişkilidir. İsrarcı-sebatkâr yaklaşım bireyin kişilerarası ilişkilerinde problem çözümü için ısrarla çaba harcamasını ortaya koymaktadır. Kendine güvensiz yaklaşım bir problemi çözebilmek konusunda bireyin sahip olduğu güven eksikliğini; sorumluluk almama ise problem çözme konusundaki sorumluluk üstlenmemeyi ifade etmektedir (Çam & Tümkaya, 2007).

Bireyin problem çözme yaklaşımı aynı zamanda bireyin kişisel özelliklerini, algılarını ve çabasını da yansıtmaktadır (D’Zurilla & Maydeu-Olivares, 2002; D’Zurilla, Nezu & Maydeu-Olivares, 2004). Birey kendi davranışlarının sonucunda karşı karşıya kaldığı pekiştirenleri kendine özgü biçimde algılar ve yorumlar. Bireyin bu davranış ve pekiştirenleri, kontrol odağının yansımasıdır (Rossier, 2005). Rotter (1966) sosyal öğrenme kuramı içinde tanımlanan kontrol odağını, bireylerin davranışları ve bu davranışların sonuçları arasındaki neden-sonuç bağıntısına ilişkin inançları olarak nitelemektedir. Dağ (2002), iç kontrol odağına sahip bireylerin, kendi davranışlarının olaylara yol açtığına inanırken, dış kontrol odağına sahip bireylerin ise, olayların şans ya da kader gibi dış faktörler tarafından belirlendiğini ifade etmektedir.

Öğretmen adaylarının problem çözme becerileri ile kontrol odağı arasındaki ilişkilere dair çeşitli araştırmalar bulunmasına rağmen, kişilerarası problem çözme

<sup>2</sup>Doç. Dr. - Trakya Üniversitesi Eğitim Fakültesi - mukadderseyhanyucel@trakya.edu.tr



yaklaşımları ile kontrol odağı arasındaki ilişkiyi inceleyen çalışmalara rastlanmamıştır. Bu bağlamda bu araştırmanın ilgili alan yazınına katkı sağlayacağı düşünülmektedir. Bu çalışmanın amacı, yabancı dil öğretmen adaylarının kişilerarası problem çözme yaklaşımlarını ve kontrol odağı düzeylerini farklı değişkenler temelinde incelemektir. Çalışmanın diğer bir amacı kişilerarası problem çözme yaklaşımları ile kontrol odağı arasında anlamlı bir ilişkinin olup olmadığının belirlemek ve kontrol odağının cinsiyet ile birlikte kişilerarası problem çözme yaklaşımlarını anlamlı bir şekilde yordayıp yordamadığını ortaya koymaktır.

## Yöntem

Bu araştırma genel tarama modelinde bir çalışma olup, araştırmanın çalışma grubunu, bir devlet üniversitesinde öğrenim görmekte olan toplam 262 yabancı dil (Alman Dili Eğitimi ve İngiliz Dili Eğitimi) öğretmen adayından oluşmaktadır. Araştırmanın çalışma grubu belirtilen fakültenin birinci, ikinci, üçüncü ve dördüncü sınıflarında öğrenim görmekte olan öğretmen adayları arasından örnekleme yöntemi ile seçilmiştir. Araştırmanın çalışma grubu yaşları 19-32 ( $\bar{x}$ =21.86 ve S=2.03) arasında değişen toplam 262 (Alman Dili eğitimi=97, İngiliz Dili Eğitimi=165) öğretmen adayından oluşmaktadır.

Araştırma verilerin toplanmasında Çam ve Tümkaya (2007) tarafından geliştirilen *Kişilerarası Problem Çözme Envanteri*, Dağ (2002) tarafından geliştirilen Kontrol Odağı Ölçeği ve yabancı dil öğretmen adaylarının kişisel verilerin elde edilebilmesi amacıyla bir *Kişisel Bilgi Formu* oluşturulmuş ve araştırmada kullanılmıştır. *Kişilerarası Problem Çözme Envanteri*: Bu envanter, 18-30 yaşları arasındaki üniversite öğrencilerinde problem çözme yaklaşım ve becerilerini ölçmek için Çam ve Tümkaya (2007) tarafından geliştirilen bir araçtır. Envanter beş alt ölçekten ve toplam elli maddeden oluşmaktadır. Maddelerin 1 (hiç uygun değil) ile 5 (tamamıyla uygun) arasında olmak üzere beşli değerlendirme seçenekleri vardır. Alt ölçekler Probleme Olumsuz Yaklaşma (POY), Yapıcı Problem Çözme (YPC), Kendine Güvensizlik (KG), Sorumluluk Almama (SA) ve Israrcı-Sebatkâr Yaklaşım (I-SY) olarak adlandırılmıştır. Her bir alt ölçek için elde edilen yüksek puan kişilerarası problem çözümeyle ilgili özelliğin yüksek olduğunu göstermektedir. Her bir alt ölçekte yer alan madde sayısı şu şekildedir: POY (16), YPC (16), KG (7), SA (5) ve I-SY(6)'dır. Envanterin alt ölçek puanlarının iç tutarlılık Cronbach Alfa kat sayıları POY=.91, YPC=.88, KG=.67, SA=.74 ve I-SY=.70'tir (Çam & Tümkaya, 2007). Envanterin dört hafta ara ile 60 öğrenciye iki defa uygulanması sonucunda hesaplanan test tekrar test korelasyon değerlerinin ise alt ölçekler için sırasıyla .89, .82, .69, .76 ve .70 olduğu gözlenmiştir (Çam & Tümkaya, 2007).

*Kontrol Odağı Ölçeği*: Bu ölçek, özellikle üniversite öğrencileri örnekleminde kullanılan, bireylerin kontrol odağı öğelerini ölçmek amacıyla Dağ (2002) tarafından geliştirilmiş; "tamamen uygun" ve "hiç uygun değil" arasında yer alan beşli derecelendirme ile yanıtlanan 47 maddelik bir ölçektir. Cronbach Alfa iç tutarlılık katsayısı .92, test tekrar test güvenilirlik katsayısı ise .88'dir (Dağ 2002). Ölçek beş alt faktör oluşmaktadır. Alt faktörler Kişisel Kontrol (KK), Şansa İnanma (Şİ), Çabalamanın Anlamsızlığı (ÇA), Kadercilik (K) ve Adil Olmayan Dünya inancıdır (AOD) olarak adlandırılmaktadır. Bu alt faktörlerden kişisel kontrol, iç kontrol odağını ifade ederken, diğer dört alt faktör ise dış kontrol odağını yansıtmaktadır. Her bir alt ölçekte yer alan madde sayısı sırasıyla .18, .11, .10, .3 ve .5'dir. Ölçeğin alt ölçeklerinin test tekrar test

güvenirlilik katsayıları ise sırasıyla, .83, .81, .61, .89 ve .74 olarak bulunmuştur (Dağ 2002). Ölçekten alınabilecek en düşük puan 47, en yüksek puan 235'tir. Ölçekten alınan yüksek puan dış denetim odağı yönelimini, düşük puan ise iç denetim odağı yönelimini göstermektedir (Dağ, 2002).

Kişilerarası problem çözme yaklaşımları ile kontrol odağı arasındaki ilişkinin belirlenmesinde Pearson momentler çarpımı korelasyon katsayısı tekniğinden; kişilerarası problem çözme yaklaşımlarının değişkenlerine göre farklılıkların test edilmesinde bağımsız grup t-testi tekniğinden ve kişilerarası problem çözme yaklaşımlarını yordayan değişkenler için Eşzamanlı Çoklu Regresyon Analizi test tekniğinden yararlanılmıştır.

## **Bulgular**

Araştırmaya katılan yabancı dil öğretmen adaylarının kişilerarası problem çözme yaklaşımları (probleme olumsuz yaklaşma, yapıcı problem çözme, kendine güvensizlik, sorumluluk almama, ısrarcı-sebatkar yaklaşım) ile kontrol odağı puanları arasında anlamlı bir ilişki olup-olmadığını belirlemek üzere yapılan Pearson Çarpım Moment Korelasyon analizi sonucunda katılımcıların kişilerarası problem çözme yaklaşımlarından probleme olumsuz yaklaşma ile kontrol odağı puanları arasında ( $r=.29$ ) .001 düzeyinde; kendine güvensizlik ve kontrol odağı puanları arasında ( $r=.28$ ) .001 düzeyinde ve sorumluluk almama ile kontrol odağı puanları arasında ise ( $r=.14$ ) istatistiksel açıdan .05 düzeyinde pozitif yönde anlamlı bir ilişki olduğu sonucuna ulaşılmıştır. Buna karşın katılımcıların yapıcı problem çözme ve kontrol odağı puanları arasında ( $r=-.30$ ) .001 düzeyinde ve son olarak ısrarcı-sebatkâr yaklaşım ve kontrol odağı puanları arasında ise ( $r=-.23$ ) .001 düzeyinde ters yönlü doğrusal bir ilişkinin olduğu sonucuna ulaşılmıştır. Elde edilen bu sonuçlar, katılımcıların kontrol odağı puanları arttıkça kişilerarası ilişkilerinde karşılaştıkları problemlere olumsuz yaklaşma, kendilerine güvensizlik duyma ve sorumluluk almama düzeylerin de arttığını; buna karşın kontrol odağı puanları azaldıkça katılımcıların kişilerarası problemlerini yapıcı olarak çözme ve probleme ısrarcı-sebatkâr yaklaşım düzeylerinde arttığı görülmektedir.

Bay ve bayan yabancı dil öğretmen adaylarının kişilerarası problem çözme yaklaşım puan ortalamalarının birbirlerine göre anlamlı bir şekilde farklılaşp farklılaşmadığını belirlemek amacıyla gerçekleştirilen bağımsız grup t testi sonucunda; bay ve bayan katılımcıların kendine güvensizlik puan ortalamaları arasındaki farkın istatistiksel açıdan anlamlı ( $t_{(260)}=3.16$ ;  $p<.01$ ) olduğu; buna karşın probleme olumsuz yaklaşma ( $t_{(260)}=1.22$ ;  $p>.05$ ), yapıcı problem çözme ( $t_{(260)}=.24$ ;  $p>.05$ ), sorumluluk almama ( $t_{(260)}=.41$ ;  $p>.05$ ) ve ısrarcı-sebatkar yaklaşım ( $t_{(260)}=1.81$ ;  $p>.05$ ) tarzları puan ortalamaları arasındaki farkın ise istatistiksel açıdan anlamlı olmadığı sonucuna ulaşılmıştır. Kendine güvensizlik puan ortamları gruplar bazında incelendiğinde ise bay katılımcıların puan ortalamalarının bayan katılımcılara kıyasla daha yüksek olduğu ve dolayısıyla bayların bayanlara kıyasla kişilerarası problem çözme yaklaşımlarında kendilerine güvensizlik düzeylerinin daha yüksek olduğu sonucuna varılmıştır.

Alman Dili Eğitimi ve İngiliz Dili Eğitiminde öğrenim görmekte olan katılımcıların probleme olumsuz yaklaşma puan ortalamaları ( $t_{(260)}=2.4$ ;  $p<.01$ ) ile kendilerine güvensizlik puan ortalamaları ( $t_{(252.16)}=3.6$ ;  $p<.001$ ) arasındaki farkın istatistiksel açıdan anlamlı olduğu sonucuna ulaşılmıştır. Grupların (Almanca Dili Eğitimi - İngilizce Dili Eğitimi) aritmetik ortalama değerleri incelendiğinde ise söz konusu farklılıkların İngiliz Dili Eğitiminde öğrenim görmekte olan grubun lehine gerçekleştiği görülmektedir.

Yabancı dil öğretmen adaylarının kişilerarası problem çözme yaklaşımları üzerinde cinsiyet ve kontrol odağının açıklayıcı etkisini belirlemek için yapılan Eşzamanlı Çoklu Regresyon Analizi sonuçları sırasıyla incelendiğinde; cinsiyet ve kontrol odağı değişkenlerinin birlikte katılımcıların probleme olumsuz yaklaşma puanları üzerinde istatistiksel açıdan anlamlı açıklayıcılığının olduğu [ $F_{(2-259)}=12.38$ ;  $p<.000$ ] sonucuna ulaşılmıştır. Adı geçen değişkenlerle birlikte yabancı dil öğretmen adaylarının probleme olumsuz yaklaşım puanlarının toplam varyansının yaklaşık % 9'unu açıklamaktadır. Regresyon katsayılarının anlamlılığına ilişkin  $\beta$  ve t-Testi sonuçları incelendiğinde ise katılımcıların probleme olumsuz yaklaşım puanları üzerinde yalnızca kontrol odağının açıklayıcı bir etkisinin ( $\beta=.28$ ;  $p<.000$ ) buna karşın cinsiyet değişkeninin açıklayıcı bir etkisinin ( $\beta=.07$ ;  $p>.05$ ) olmadığı sonucuna ulaşılmıştır.

Eşzamanlı Çoklu Regresyon Analizi ile elde edilen bulgularına göre, cinsiyet ve kontrol odağı değişkenlerinin birlikte katılımcıların kendine güvensizlik puanları üzerinde istatistiksel açıdan anlamlı açıklayıcılığının olduğu [ $F_{(2-259)}=16.47$ ;  $p<.000$ ] sonucuna ulaşılmıştır. Adı geçen değişkenler birlikte yabancı dil öğretmen adaylarının kendine güvensizlik puanlarının toplam varyansının % 11'ini açıklamaktadır. Regresyon katsayılarının anlamlılığına ilişkin  $\beta$  ve t-testi sonuçları incelendiğinde ise sırasıyla kontrol odağı ( $\beta=.28$ ;  $p<.000$ ) ve cinsiyet ( $\beta=-.19$ ;  $p<.000$ ) değişkenlerinin katılımcıların kendine güvensizlik puanları üzerinde açıklayıcı bir etkisinin olduğunu göstermektedir. Yabancı dil öğretmen adaylarının sorumluluk almama puanları için yapılan Eşzamanlı Çoklu Regresyon Analizi sonucunda ise cinsiyet ve kontrol odağı değişkenlerinin birlikte, katılımcıların sorumluluk almama puanları üzerinde istatistiksel açıdan yordayıcılığının [ $F_{(2-259)}= 2.62$ ;  $p>.05$ ] olmadığı sonucuna ulaşılmıştır.

## Tartışma ve Sonuç

Araştırmanın sonucunda elde edilen bulgulara göre, yabancı dil öğretmen adaylarının kişilerarası problem çözme yaklaşımları ile kontrol odağı arasında anlamlı bir ilişki olduğu ortaya çıkmıştır. Bilindiği gibi kontrol odağı ölçeğinden alınan yüksek puan dış denetim odağı yönelimini, düşük puan ise iç denetim odağı yönelimini göstermektedir (Dağ, 2002). Yabancı dil öğretmen adaylarının kontrol odağı puanı arttıkça kişilerarası problem çözme yaklaşımlarının olumsuz alt boyutları olan problemlere olumsuz yaklaşma, kendine güvensizlik ve sorumluluk almama düzeylerinin arttığı, kontrol odağı puanı azaldıkça ise kişilerarası problem çözme yaklaşımlarının olumlu alt boyutları olan yapıcı problem çözme ve ısrarcı-sebatkâr düzeylerinin arttığı görülmektedir. Bu çalışmada yabancı dil öğretmen adaylarının problemlere olumsuz yaklaşma, kendine güvensizlik ve sorumluluk almama ile dış kontrol odağı arasında ve yapıcı problem çözme ve ısrarcı-sebatkâr ile iç kontrol odağı arasında anlamlı bir ilişki olduğu görülmektedir. Bu bağlamda kontrol odağının kişilerarası problem çözme yaklaşımlarında önemli bir rol oynadığı ve iç kontrol odaklı kişilerin insan ilişkilerinde ve kişilerarası problem çözme süreçlerinde daha olumlu ve yapıcı yaklaşımlar benimsedikleri sonucuna ulaşılmıştır.

Bu çalışmada cinsiyet değişkenine göre yabancı dil öğretmen adaylarının kişilerarası problem çözme yaklaşımlarına ilişkin bulgular incelendiğinde, bayların bayanlara kıyasla kişilerarası problem çözme yaklaşımlarında kendilerine güvensizlik düzeylerinin daha yüksek olduğunu, ancak kişilerarası problem çözme yaklaşımlarının diğer düzeylerinde bay ve bayanların arasında yaklaşım farklılığı olmadığı sonucuna

varılmıştır. Cinsiyet ve kontrol odağı değişkenlerinin yabancı dil öğretmen adaylarının kişilerarası problem çözme yaklaşımları üzerindeki açıklayıcı etkisi olup olmadığı konusunda elde edilen önemli bir sonuç, kontrol odağının kişilerarası problem çözme yaklaşımlarının probleme olumsuz yaklaşım, yapıcı problem çözme, kendine güvensizlik ve ısrarcı-sebatkâr yaklaşım boyutlarında etkili olduğu, cinsiyet değişkeninin ise kontrol odağı ile birlikte sadece kendine güvensizlik boyutunda nedensellik açıkladığı görülmüştür. Yabancı dil öğretmen adaylarının kişilerarası problem çözme yaklaşımlarından probleme olumsuz yaklaşım ve yapıcı problem çözme yaklaşım boyutunda, kontrol odağının yordayıcı olduğu, cinsiyet değişkeninin ise açıklayıcı bir etkisi olmadığı ortaya çıkmıştır.

Yabancı dil öğretmen adaylarının kişilerarası problem çözme yaklaşımlarından probleme olumsuz yaklaşım ve yapıcı problem çözme yaklaşım boyutunda, kontrol odağının yordayıcı olduğu, cinsiyet değişkeninin ise açıklayıcı bir etkisi olmadığı ortaya çıkmıştır. Yapıcı problem çözme, kişilerarası bir problem yaşandığında bireyin etkili ve yapıcı biçimde problemi çözmesine katkı sağlayan duygu, düşünce ve davranışlarla ilişkilidir (Çam & Tümkaya, 2007). Yapılan araştırmalarda, bireyin problem çözmede yeterli görmesinin kişilerarası ilişkilerinde daha girişken, daha az düşmanca ve olumsuz davranışlar ortaya koymayla ilişkili olduğu bulunmuştur (Dixon, Heppner & Anderson, 1991; Şahin, Şahin & Heppner, 1993). Bu bağlamda kontrol odağı bir kişilik değişkeni olarak değerlendirildiğinden, birey karşılaştığı durumlara göre problem çözme yaklaşımları farklı olabilir. Basım, Çetin ve Meydan (2009) ve Skinner (1996) kontrol odağı ile ilgili yaptıkları araştırmalarında, bireyin kontrol algısının, davranış ve yaklaşımlar üzerinde belirleyici etkisi olduğunu, iç kontrol odaklı kişilerin, daha fazla çaba ve olumlu ve yapıcı yaklaşımlar sergilediklerini belirtmişlerdir. Dış kontrol odaklı kişilerin genel olarak kişilerarası ilişkiler açısından değerlendirildiğinde daha az yapıcı (Lefcourt, Marin & Fick; 1985) ve sosyal becerileri daha yetersiz (Mark ve ark. 2005) olması gibi özellikler, öğretmen adaylarının kişilerarası problem çözme yaklaşımlarında probleme olumsuz yaklaşım ve yapıcı problem çözme yaklaşım boyutunda kontrol odağının yordayıcı olması konusunu desteklemektedir.

Bu çalışmada ayrıca kişilerarası problem çözme yaklaşımlarından biri olan ısrarcı-sebatkâr yaklaşımın kontrol odağın açıklayıcı bir etkisi olduğu, cinsiyetin ise bu yaklaşımda yordayıcı bir değişken olmadığı görülmüştür. İsrarcı-sebatkâr yaklaşım, bireyin kişilerarası ilişkilerinde problem çözümü için ısrarla çaba harcamasını ortaya koymaktadır (Çam & Tümkaya, 2007). Diğer bir ifade ile öğretmen adayın kişilerarası problem çözme sürecinde ısrarcı-sebatkâr yaklaşması, onun problem çözümünde çaba sarf etmesi anlamına gelmektedir. Alanyazında iç kontrol odaklı kişilerin yüzleşme davranışını benimsedikleri, duygu ve düşüncelerini daha fazla sergilediklerini, dış kontrol odaklı kişilerin ise, kaçınmacı tutumlar benimsedikleri ( Basım, Çetin & Meydan, 2009) ve iç kontrol odaklı kişilerin kişilerarası ilişkilerde ortaya çıkan problemleri çözmede daha aktif çabalar gösterdikleri (Doherty, 1981; Morry, 2003) ortaya konulmuştur. Bu sonuçlar kontrol odağının neden öğretmen adayların ısrarcı-sebatkâr yaklaşımı yordadığını bulgusunu desteklemektedir. Bu sonuç doğrultusunda iç kontrol odaklı öğretmen adayın kişilerarası problem çözme sürecinde daha fazla çaba göstereceği, dış kontrol odaklıların ise kişilerarası problem çözmede kendilerin etkili olamayacağını ve şansının ya da kendisinin kontrol edemediği dış koşulların sonucu olarak

algıladıklarından, kişilerarası problem çözmede daha az çaba sarf ettikleri düşünülebilir.

Bu çalışmada elde edilen bulgu ve sonuçlar seçilen örneklem ile sınırlıdır. Bu sınırlılıklar çerçevesinde araştırmanın sonuçları, çalışma grubu ve yöntemsel sınırlılıklar çerçevesinde değerlendirilmelidir. Mevcut çalışmada da belirtildiği gibi, öğretmenlerin kişilerarası problem çözme yaklaşımlarında olumlu yönelimlere sahip olması gerekliliği ve önemi göz önüne alarak, nicel ve nitel olarak farklı özelliklere sahip örneklemlemlerle yapılacak çalışmalar daha genellenebilir sonuçlara ulaşılabilmesi açısından önem taşımaktadır. Ayrıca öğretmen ve öğretmen adaylarının kişilerarası problem çözme yaklaşımlarını etkileyebilecek kültürel, toplumsal ve ilişkisel faktörlerin de ortaya koyacak çalışmaların da yapılması önerilmektedir.

*Anahtar Sözcükler:* Yabancı dil öğretmen adayları, Kişilerarası problem çözme yaklaşımları, Kontrol odağı

**Atıf için / Please cite as:**

Seyhan-Yücel, M. (2015). An investigation of interpersonal problem solving approaches of foreign language teacher candidates in the context of locus of control [Yabancı dil öğretmen adaylarının kişilerarası problem çözme yaklaşımlarının kontrol odağı bağlamında incelenmesi]. *Eğitim Bilimleri Araştırmaları Dergisi - Journal of Educational Sciences Research*, 5 (1), 93-113. <http://ebad-jesr.com/>