

Barriers to Effective Learning of High School Students in Turkey

Eda Gürten¹, Tuğba Cihan²

¹Assoc. Prof., Hacettepe University, Curriculum and Instruction, Ankara, Turkey

²PhD at Middle East Technical University, Curriculum and Instruction, Ankara, Turkey

Abstract

This study aims to present the development and validation process of a scale to explore the learning barriers of high school students in Turkey. For this purpose, a scale was developed and administered to 316 high school students studying in the different counties of Ankara in the spring term of 2014-2015 academic year. Gathering the data, an exploratory factor analysis was run through SPSS Package program to see the structure of the interrelationships among the variables under six tests. Furthermore, a reliability analysis was conducted to the items under each test in the scale. As a result, one factor appeared under each test when the eigenvalues and variance percentages were examined, making six factors in total. The Cronbach's Alpha Reliability Coefficient was calculated as to be significant for each test, which showed that the tests were reliable. Finally, some items were excluded from the scale.

Article Info

Received:
23 February 2016

Revised:
21 March 2016

Accepted:
5 May 2016

Keywords:
emotional learning
barriers, motivational
learning barriers, self-
regulation, self-efficacy,
motivation

1. INTRODUCTION

Identifying barriers to learning and finding ways to overcome them is a significant concept to ensure that all students benefit as greatly as possible from the learning experience. According to the Education White Paper 6 (2001), which suggests “building an inclusive education and training system” to expand the participation of all students in the culture and curriculum of educational organizations and minimize barriers to learning, “all children, youth and adults have the potential to learn within all bands of education and they all require support” (p.24). In a similar manner, the joint Report of the National Commission on Special Needs in Education (NCSNET) and Training and the National Committee on Education Support Services (NCESS) (1997) asserts that the primary objective of any educational institution in a democratic society is to supply all learners with quality education in order for them to attain their full potential and make useful contributions to the society throughout their lives. Therefore, it seems crucial to address the barriers to learning, which might be the first step to diminish or remove their potential effect on the national academic success levels.

There are a lot of factors that negatively affect academic achievement which is considered as a significant indicator of an education system. These factors are self-regulation skills; the level of self-efficacy; family; studying environment; learning environment and factors related to peers as well as motivational and emotional factors. Osterholt and Dennis (2011) identified four domains of learning as academic skill attainment, social and emotional influences, motivation and self-regulation. Accordingly, when students come across barriers in the academic skills domain, they might become passive or resistant to performing the school work while those having problems in the social and emotional domain might feel anxious or inconsistent during some learning processes and form barriers

* Corresponding Authors Phone: + 90 312 297 85 51 & +90 312 297 85 51

E-mail: edaerdem@hacettepe.edu.tr

tugbagunes@gmail.com

to success in such an environment. Likely, students who lack the required motivation may seem distracted or lack the necessary resoluteness to complete their work. Self-regulation, referred as the key domain, may turn out to be a serious barrier for students if not addressed properly.

Self-regulated learning can be defined as an active process where students define their learning objectives, regulate their own learning and control their motivation (Pintrich, 2000; Zimmerman, 1986). There is a strong correlation between self-regulation strategies and motivational beliefs and academic achievement (Young and Vrongistinos, 2002). Motivational beliefs are believed to be very influential on the motivation of students in self-regulation. According to Pintrich and De Groot (1990), motivational beliefs are students' opinions and beliefs regarding their own academic performance and cognitive activities in the classroom and the authors defined the main variables determining students' motivational beliefs as the belief of self-efficacy regarding their performance on a given task, their belief about the significance of the task and their emotions about the task, which also shows the important relationship among self-regulation, motivation and self-efficacy. Students' lack of confidence in their ability to learn and to achieve in addition to their disengagement, or lack of connection with the learning promotes low achievement (Arroyo, Rhoad and Drew, 1999). In other words, lack of self-efficacy, which can be defined as one's own belief that s/he has the power to be successful, can also lead to low achievement. (Brown, 1999). To raise the motivation level of students, Osherholt and Dennis (2014) suggests some strategies. Accordingly, guiding students to find relevance in the content could help them establish more interest. Moreover, setting attainable long and short-term goals and observing progress, can be reinforced during classroom instruction. Helping students set their own timeline for completing stages of tasks and forming small groups who work together can also strengthen autonomy. Furthermore, teachers who attempt to apply cognition retraining and coping strategies with their students can help students who suffer from poor effort, low expectations and frustration overcome their failure syndrome (Brophy, 1998).

In addition to the aforementioned self-efficacy and beliefs about achievement, family support for academic achievement, the fear of criticism or refusal experienced in the classroom or within the family and the distractors found in the studying and learning environment at school or home can also turn out to be significant barriers of learning. Especially families with high mobility, low level of parent education and poverty often become insuperable barriers for students, resulting in their detachment from the learning process and learning barriers to their achievement in schools (Arroyo, Rhoad and Drew, 1999). Inasmuch as recent research indicates that achievement does not only correlate with the cognitive domain but also the affective domain, before defining students with low levels of academic achievement as lazy or irresponsible, it is of high significance to determine the factors hindering the effective learning of them. Therefore, more research studies should be conducted regarding this issue.

1.1. Purpose of the Study

This study aims to provide a conceptual framework for identifying the emotional and motivational barriers to learning with regard to high school students in Turkey and make suggestions to support those experiencing barriers to learning within the education system so that all students can make the most of the learning process. Based on this, the following research questions are examined: 1) What are the emotional barriers to learning that hinder academic learning for high school students? (in terms of the emotion of fear, shame and stress). 2) What are the motivational barriers to learning that hinder academic learning for high school students? (in terms of self-efficacy, lack of a goal, self-regulation and learning environments).

2. METHOD

This is a descriptive study requiring a survey approach and aims to develop a 5-point Likert-scale to explore the barriers to effective learning of high school students in Turkey. For this purpose, first an in-depth analysis of the related literature was conducted by the authors. It required the analysis of a large literature with regard to the subjects of self-regulation, self-efficacy, motivation, academic success, professional and parental guide and support, fear of failure and shame. In the next stage, the

scale was developed, administered and data were gathered. The data were analyzed through the SPSS package program and the findings were reported with some suggestions.

3. ITEM WRITING

In the development process of the scale, first an item pool was created based on the related literature and the scales and questionnaires developed regarding the sub-dimensions of the scale. Accordingly, there were 108 items under the sub-dimensions which are; self-regulation, self-efficacy, professional/parental support and deficiency of guidance, learning environment, fear of failure/denial/criticism/judgment and shame.

3.1. Validity Studies

The 108-item scale went through an expert-opinion process, three faculties specialized in Assessment and Evaluation, three academicians from Curriculum and Instruction and two faculties in Psychological Counseling and Guidance Department. As a result, 12 items were excluded and some alterations were made in 14 items. The final version of the 5-point Likert-scale consisted 96 items written with a clear language and with an effort to avoid ambiguity.

3.2. Preparing Guidelines

The directions and instruction in the scale was clear enough for all students to understand how to answer the items in the scale. There was a 5-point Likert-scale pointed from Absolutely Agree to Absolutely Disagree. Furthermore, demographic information was gathered where respondents were asked to specify gender, age, high school type and grade, education status of their father and mother.

4. TRIAL APPLICATION

The scale called “Learning Barriers Scale” developed by the researchers was administered to 316 high school students studying in different counties of Ankara in the spring term of 2014-2015 academic year. The scales were distributed and collected by the researchers.

4.1. Population and Sample of the Study

The population of the study is the high school students in Ankara and random sampling strategy was adopted to gather information about the population. The scale was administered to a sample of 316 high school students studying in different counties of Ankara and their demographic information were gathered. Table 1 shows the frequencies and percentages of the detailed data gathered regarding the demographics of the sample. The demographic information of the students were grouped under age, gender, birth place, school, grade level, father’s and mother’s educational status and number of siblings.

Accordingly, as for age, 15-16 constituted the largest age group as 42% of the students were 15 and 39.7% were 16 years old. Furthermore, 30.8% were males and 68.9% were females. The greatest majority of the students (92.4%) were born in the Central Anatolian Region, which was not surprising as the scale was administered in Ankara. Likewise, most of the students (68.3%) were studying at Anatolian high schools while 31.1% were studying at vocational high schools. As for grade, Grade 9-10 made up the largest group as 44.1% of the students were in Grade 9 and 39.7% were in Grade 10. Only 15.6% were studying in Grade 11. The data also indicates that most students had parents with low educational status. Accordingly, mothers of 56.8% of students were elementary school graduates, 21.3% were middle school graduates and 16.5% were high school graduates. Only 10 students had mothers who graduated from university and 3 students had mothers with postgraduate education. Similarly, fathers of 35.9% of students were elementary school graduates, 27.9% were middle school graduates and 27.0% were high school graduates. Only 18 students had fathers who graduated from university and 10 students had fathers with postgraduate

education. Most of the students had one, two or three siblings as 26.7% had one, 41.9% had two and 18.1% had three siblings. None of the students had more than six siblings.

Table 1. Demographic information

Characteristics	<i>F</i>	%
Age		
14	4	1.3
15	133	42.2
16	125	39.7
17	48	15.2
18	4	1.3
Gender		
Male	97	30.8
Female	217	68.9
Birth Place		
Central Anatolian Region	291	92.4
Black Sea Region	11	3.5
Marmara Region	5	1.6
Aegean Region	3	1.0
Mediterranean Region	1	.3
East Anatolian Region	2	.6
South East Anatolian Region	1	.3
School		
Anatolian High School	215	68.3
Vocational High School	98	31.1
Grade		
9	139	44.1
10	125	39.7
11	49	15.6
Mother's Educational Status		
Elementary School	179	56.8
Middle School	67	21.3
High School	52	16.5
Graduate	10	3.2
Postgraduate	3	1.0
Father's Educational Status		
Elementary School	113	35.9
Middle School	88	27.9
High School	85	27.0
Graduate	18	5.7
Postgraduate	10	3.2
Siblings		
0	10	3.2
1	84	26.7
2	132	41.9
3	57	18.1
4	19	6.0
5	7	2.2
6	4	1.3

5. ITEM ANALYSIS

5.1. Exploratory Factor Analysis

For the purpose of data analysis, exploratory factor analysis was run to see the structure of interrelationships among the variables in the scale. Exploratory factor analysis (EFA) is a method of discovering the number and nature of latent variables that explain the variation and covariation in a set of measured variables (Preacher and MacCallum, 2003). Within this regard, correlation and pattern matrices were examined to understand whether there is a correlation and which item is loaded on which factor. The number of factors was determined through a series of measurements. The analysis was run using the SPSS Statistics package program and the proposed alpha level was determined as .05 for this study ($\alpha = .05$). Before running the EFA, some assumptions were checked as it is a prerequisite of such analyses.

5.2. Normality

To begin with, as there was a normal distribution in the data set according to Skewness-Kurtosis values which are between ± 2 , an exploratory factor analysis was performed within the context of the principle components analysis for the 96 items administered to the participants. Furthermore, the significance values obtained from Shapiro-Wilk's W test and Kolmogorov-Smirnov test indicate non-significance as they all seem to be under the alpha value ($p > .05$), which again proves the normality assumption. A close examination of the histograms shows that they distribute a normal shape in addition to the normal Q-Q plots, whose dots seem to be closely around the lines indicating that the assumption of normality has not been violated.

6. RELIABILITY STUDIES

6.1. KMO and Bartlett's Test of Sphericity and Reliability of the Scale

Another assumption in EFA is Kaiser-Meyer-Olkin (KMO) sampling adequacy test and Bartlett Test of Sphericity. It can be seen in Table 2 that KMO values are $> .60$ and Bartlett's tests seems to be significant ($p < .001$) in all six tests employed to the items in the scale. Therefore, it can be concluded that the assumptions were not violated. Furthermore, these tests prove that the sample size and the type of data in this study are appropriate for conducting exploratory factor analysis. The sample size, being 316 participants, also seems to be appropriate regarding the number of items in the scale.

Table 2. Results of KMO/Bartlett Tests and Reliability Analysis

	<i>KMO</i>	<i>Bartlett</i>	<i>Cronbach's Alpha</i>
Test 1	.78	P< .001	.78
Test 2	.88	P< .001	.89
Test 3	.89	P< .001	.93
Test 4	.74	P< .001	.77
Test 5	.78	P< .001	.73
Test 6	.90	P< .001	.92

Furthermore, following the Exploratory Factor Analysis, reliability analysis was conducted to the items under each test in the scale and as it can be seen in Table 2, the Cronbach's Alpha Reliability Coefficient was calculated as .78 for Test 1, .89 for Test 2, .93 for Test 3, .77 for Test 4, .73 for Test 5 and .92 for Test 6; therefore, the tests can be claimed

to be reliable. Finally, the number of items decreased from 11 to 8 in Test 1; from 24 to 17 in Test 2; from 23 to 20 in Test 3; 13 to 9 in Test 4; 13 to 8 in Test 5 and 11 to 8 in Test 6.

7. EVALUATION OF THE SCALE SCORES

Additionally, principal components were used as the factor extraction technique in this study. The number of factors for each test was determined using the eigenvalues and the percentages of variance. Accordingly, two criteria were taken into consideration in determining the number of factors for each test. First, it was checked whether the first eigenvalue was three times of the second eigenvalue or not and then it was checked whether the percentage of variance of the first eigenvalue was around 20 %. These two criteria were met perfectly for all six tests. The results of the analysis showed that the eigenvalue was 3.26 and the variance was 30 % for Test 1; the eigenvalue was 7.52 and the variance was 31.32 % for Test 2; the eigenvalue was 9.43 and the variance was 39.31 % for Test 3; the eigenvalue was 3.48 and the variance was 26.76 % for Test 4; the eigenvalue was 3.98 and the variance was 30.63 % for Test 5 and the eigenvalue was 5.94 and the variance was 54.01 % for Test 6. This showed that each test had one retained factor. Furthermore, looking at the variables loaded onto the tests, Test 1 can be named as “Self-Regulation”, Test 2 can be named as “Self-Efficacy”, Test 3 can be named as “Support and Guidance”, Test 4 can be named as “Learning Environment”, Test 5 can be named as “Fear” and Test 6 can be named as “Shame”.

8. CONCLUSION

Understanding barriers to learning and finding ways to overcome them becomes useful when applied to learning environments. Professors now are called upon to reach a huge variety of learners, and the ability to assess and address barriers to learning quickly is critical in an atmosphere of increased focus on student success and overall retention (Osterholt & Dennis 2014).

If we want to increase the opportunities for all students to take risks, improve critical thinking, and learn from both the positive and negative experiences they encounter along the way, then the most vulnerable population may have a lot to teach us. Understanding the barriers that new students experience and the pedagogical opportunities that exist for addressing them, educators are in a position to create a classroom climate that fosters social and emotional growth in tandem with academic knowledge (Osterholt & Dennis 2014).

This new measurement survey, Barriers to Effective Learning of High School Students that combines six dimensions (emotion of fear, self-efficacy, self-regulation, shame and stress, motivation, lack of a goal, learning environments) will be very beneficial in revealing learning barriers of high school students. Based on the evidence provided in this study, it appears to be a valid and reliable survey for Turkish students and teachers in practice.

This study has many implications for further research in Turkey as emphasis is increasingly placed on various factors such as emotion of fear, self-efficacy, self-regulation, shame and stress, motivation, lack of a goal, learning environments for learning to be as effective as possible. Awareness of learning barriers in training of high school students plays a vital role in education and for the future and development of countries.

9. REFERENCES

- Arroyo, A. A., Rhoad, R., & Drew, P. (1999). Meeting diverse student needs in urban schools: Research-based recommendations for school personnel. *Preventing School Failure, 43*, 145–153.
- Brophy, J. (1998). *Motivating students to learn*. New York: McGraw-Hill.
- Brown, B.L. (1999). Self-efficacy beliefs and career development. *ERIC Digest. Columbus: ERIC Clearinghouse on Adult, Career, and Vocational Education, Center on Education and Training for Employment, the Ohio State University*.
- Dennis, S. L. & Osterholt, D. A. (2011). Holistic support that promotes student learning. *The New England of Higher Education New England Board of Education at www.nebhe.org/thejournal/holistic-support-that-promotes-student-learning/*
- Dennis, S. L. & Osterholt, D. A. (2014) Assessing and addressing student barriers: implications for today's college classroom. *About Campus, 18(6)*, 18-24.
- Department of Education (1997). *Quality education for all: overcoming barriers to learning and development*. Report of the NCSNET & NCESS. Pretoria: Government Printer.
- Department of Education (2001). *Education White Paper 6: special needs education: building an inclusive education and training system*. Pretoria: Government Printer.
- Pintrich, P.R., & De Groot, E. (1990). Motivational and self regulated learning components of classroom academic performance. *Journal of Educational Psychology, 82(1)*, 33-40.
- Pintrich, P. R. (2000). The roal of goal orientation in self-regulated learning. In M. Boekaerts, P. R. Pintrich and M. Zeidner (Eds.), *Handbook of self-regulation* (pp. 451-502). San Diego, CA: Academic Press.
- Preacher, K. J. & MacCallum R. C. (2003). Repairing Tom Swift's electric factor analysis machine. *Understanding Statistics, 2(1)*, 13-43.
- Young, S. H., & Vrongistinos, K. (2002). In-service teachers' self-regulated learning strategies related to their academic achievement. *Journal of Instructional Psychology, 29(3)*, 147-154.
- Zimmerman, B. J. (1986). Development of self-regulated learning: which are the key subprocesses? *Contemporary Educational Psychology, 16*, 307-313.

English Version

Appendix 1.

LEARNING BARRIERS SCALE

Dear participant,

This study is being conducted to determine the factors than hinder your school achievement. You do not have to write your name and surname since the answers gathered will be used in scientific studies. The fact that you give sincere answers to the questions reflecting your real feelings is significant to the results of the study.

Thank you for your participation in the study.

PERSONAL INFORMATION

1. Age :

2. Gender :

3. Hometown :

1. () Central Anatolian Region
2. () Black Sea Region
3. () Marmara Region
4. () Aegean Region
5. () Mediterranean Region
6. () Eastern Anatolia Region
7. () Southeastern Anatolia Region

4. School : High School – Anatolian High School – Vocational High School

5. Grade Level : 9th Grade – 10th Grade – 11th Grade – 12th Grade

6. Mother's Level of Education: Primary School – Secondary School – High School –
Undergraduate – Graduate

7. Father's Level of Education: Primary School – Secondary School – High School – Undergraduate
– Graduate

8. Number of Siblings :

LEARNING BARRIERS SCALE						
<u>Self efficacy</u>		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	I can learn my school subjects easily.					
2	I can ask my teacher for help when I have a difficulty about my school subjects.					
3	I can ask my friends for help when I have a difficulty about my school subjects.					

4	I am good at learning.					
5	I get good grades in exams when I study.					
6	My teachers think that I am a responsible student.					
7	I am willing to learn.					
8	I trust myself about being successful at school.					
	<u>Self regulation</u>	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
9	I do my homework on time.					
10	I complete the tasks given by my teacher about school subjects on time.					
11	I prepare a study schedule for myself.					
12	I am a responsible student.					
13	Being successful at school is important to me.					
14	I go on studying even when I fail.					
15	I follow my progress in my school subjects.					
16	I try different study methods when I fail.					
17	I do my homework on time.					
18	I can focus on studying even when something attracts my attention.					
19	I know how to study social school subjects.					
20	I know how to study scientific school subjects.					
21	I listen to my teacher attentively in class.					
22	I aim to learn as much as possible at school.					
23	I set goals for myself to be successful at school subjects.					
24	I aim to be successful in school subjects.					
25	I ask for help when I have a difficulty about my school subjects.					
	<u>Deficiency of professional/parental/sibling support and deficiency of consultancy</u>	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
26	My parent helps me learn my school subjects.					
27	My parent helps me do my homework.					
28	My parent helps me value and care about school.					
29	My parent is pleased with my school achievement.					
30	My parent thinks that I am a responsible student.					
31	My parent trusts me to be successful in my school subjects.					
32	My parent encourages me to be successful in school subjects.					
33	My parent appreciates my achievement.					
34	My parent is closely interested in my school achievement.					
35	My teachers encourage me to be successful.					
36	My teachers appreciate my achievement.					
37	My teachers trust me to be successful in my school subjects.					
38	My teachers encourage me to be successful in school subjects.					
39	My teachers have a great role in my willingness to come to school.					
40	My teachers are closely interested in my school achievement.					
41	The consultancy teacher helps me if I need help in using effective study techniques.					
42	Members of my family help me with my homework.					
43	Members of my family help me study.					
44	Members of my family encourage me to be successful in school subjects.					
45	Members of my family are closely interested in my school life.					

	<u>Learning Environment</u>	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
46	I build a positive communication with my teachers.					
47	I build a positive communication with my friends.					
48	I build a positive communication with my parent.					
49	I have a positive communication with members of my family.					
50	The learning environment in the classroom motivates me to learn.					
51	I always study in a definite place at home.					
52	While I am studying, I put away the things (e.g. telephone, television, food, etc.) that will distract me.					
53	At home, I have the study environment that I exactly want.					
54	I want my study environment to be quiet.					
	<u>Fear of failure, rejection, criticism and judgment</u>	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
55	I feel nervous before exams.					
56	I feel discouraged when I get lower grades than my friends in exams.					
57	It is important to me not to be excluded by my friends.					
58	I feel discouraged when my teachers criticize me about my school subjects.					
59	I feel discouraged when my friends criticize me about my school subjects.					
60	What my friends think about me is important to me.					
61	I shy away from being teased by my friends.					
62	I shy away from being criticized by my parent about my school subjects.					
	<u>Embarrassment</u>	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
63	I am embarrassed to get a promise to speak in class.					
64	I have difficulty in expressing myself in front of my classmates.					
65	I have difficulty in meeting new people.					
66	I cannot find anything to say when I get a promise to speak in class.					
67	I think I look weird when I get a promise to speak in class.					
68	I feel anxious when I am in a social environment.					
69	I shy away from having eye contact with my teacher when I get a promise to speak in class.					
70	I shy away from having eye contact with my friends when I get a promise to speak in class.					

Türkçe Versiyonu

Ek 1:

ÖĞRENME ENGELLERİ ÖLÇEĞİ

Değerli katılımcı,

Bu çalışma, sizlerin okul başarınızı engelleyen faktörleri belirlemek amacıyla yürütülmektedir. Sizlerden gelecek cevaplar bilimsel çalışmalarda kullanılacağından, adınızı ve soyadınızı yazmanıza gerek bulunmamaktadır. Soruları, samimi ve gerçek duygularınızı yansıtarak içtenlikle cevaplamanız araştırmanın sonucu için çok önemlidir.

Çalışmaya verdiğiniz destek için çok teşekkür ederiz.

KİŞİSEL BİLGİLER

4. Yaşınız :
5. Cinsiyetiniz :
6. Doğup büyüdüğünüz yer :

1. () İç Anadolu Bölgesi
2. () Karadeniz Bölgesi
3. () Marmara Bölgesi
4. () Ege Bölgesi
5. () Akdeniz Bölgesi
6. () Doğu Anadolu Bölgesi
7. () Güneydoğu Anadolu Bölgesi

4. Devam ettiğiniz okul türü : Düz Lise – Anadolu Lisesi – Meslek Lisesi
5. Kaçınıcı sınıftasınız? : Lise 1 – Lise 2 – Lise 3 – Lise 4
6. Annenizin eğitim düzeyi : İlkokul – Ortaokul – Lise – Lisans – Lisansüstü
7. Babanızın eğitim düzeyi : İlkokul – Ortaokul – Lise – Lisans – Lisansüstü
8. Kaç kardeşiniz var? :

	<u>Öz yeterlik</u>	Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç Katılmıyorum
1	Okuldaki derslerimi rahatlıkla öğrenebilirim.					
2	Derslerimle ilgili zorlandığımda öğretmenimden yardım isteyebilirim.					
3	Derslerimle ilgili zorlandığımda arkadaşlarımdan yardım isteyebilirim.					
4	Öğrenme konusunda yetenekliyim.					

5	Çalıştığımında sınavlardan iyi puanlar alırım.					
6	Öğretmenlerim sorumluluk sahibi bir öğrenci olduğumu düşünür.					
7	Öğrenmek konusunda istekliyimdir.					
8	Okulda başarılı olmam konusunda kendime güvenirim.					
	<u>Öz düzenleme</u>	Tamamen Katlıyorum	Katlıyorum	Kararsızım	Katılmıyorum	Hiç Katılmıyorum
9	Ödevlerimi zamanında bitiririm.					
10	Derslerimle ilgili öğretmenimin verdiği görevleri zamanında tamamlarım.					
11	Kendime ders çalışma programı oluştururum.					
12	Sorumluluk sahibi bir öğrenciyim.					
13	Okulda başarılı olmak benim için önemlidir.					
14	Başarısız olsam da çalışmaya devam ederim.					
15	Derslerimde ne kadar ilerlediğimi takip ederim.					
16	Başarısız olduğumda farklı çalışma yolları denerim.					
17	Ödevlerimi zamanında yaparım.					
18	İlgimi çeken şeyler olsa bile ders çalışmaya odaklanabilirim.					
19	Sözel derslere nasıl çalışmam gerektiğini bilirim.					
20	Sayısal derslere nasıl çalışmam gerektiğini bilirim.					
21	Derste öğretmenin anlattıklarını dikkatle dinlerim.					
22	Okulda mümkün olduğunca çok şey öğrenmeyi hedeflerim.					
23	Derslerimde başarılı olmak konusunda kendime hedefler koyarım.					
24	Derslerimde başarılı olmayı hedeflerim.					
25	Derslerimde zorlandığımda yardım isterim.					
	<u>Profesyonel/ebeveyn/kardeş desteği ile rehberlik eksikliği</u>	Tamamen Katlıyorum	Katlıyorum	Kararsızım	Katılmıyorum	Hiç Katılmıyorum
26	Velim derslerimi öğrenmemde destek olur.					
27	Velim ödevlerimi yapmama yardımcı olur.					
28	Velim okula değer ve önem vermeme yardımcı olur.					
29	Velim derslerimdeki başarımdan memnundur.					
30	Velim sorumluluk sahibi bir öğrenci olduğumu düşünür.					
31	Velim derslerimde başarılı olmam konusunda bana güvenir.					
32	Velim derslerimde başarılı olmam konusunda beni cesaretlendirir.					
33	Velim başarıyı takdir eder.					
34	Velim derslerimdeki başarımla yakından ilgilenir.					
35	Öğretmenlerim başarılı olmam konusunda beni cesaretlendirir.					
36	Öğretmenlerim başarıyı takdir eder.					
37	Öğretmenlerim başarılı olmam konusunda bana güvenir.					
38	Öğretmenlerim başarılı olmam konusunda beni cesaretlendirir.					
39	Öğretmenlerim okula isteyerek gelmemde önemli rol oynar.					
40	Öğretmenlerim derslerimdeki başarımla yakından ilgilenir.					
41	Rehber öğretmen etkili çalışma tekniklerini kullanma konusunda ihtiyacım olursa bana yardımcı olur.					
42	Ailemdeki bireyler ödevlerimi yapmamda bana yardımcı olur.					

43	Ailemdeki bireyler ders çalışmam konusunda bana yardımcı olur.					
44	Ailemdeki bireyler derslerimde başarılı olmam konusunda beni cesaretlendirir.					
45	Ailemdeki bireyler okul hayatımla yakından ilgilenir.					
	<u>Öğrenme Ortamı</u>	Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç Katılmıyorum
46	Öğretmenlerimle olumlu bir iletişim kurarım.					
47	Arkadaşlarımla olumlu bir iletişimim kurarım.					
48	Velimle olumlu bir iletişim kurarım.					
49	Ailemdeki bireylerle olumlu bir iletişimim var.					
50	Sınıftaki öğrenme ortamı beni öğrenmeye motive eder.					
51	Evde her zaman belli bir yerde çalışırım.					
52	Ders çalışırken dikkatimi dağıtacak şeyleri (örneğin telefon, televizyon, yiyecek, vb.) ortadan kaldırıyorum.					
53	Evde istediğim gibi bir çalışmam ortamına sahibim.					
54	Ders çalışma ortamının sessiz olmasını isterim.					
	<u>Başarısızlık, reddedilme, eleştirilme ve yargılanma korkusu</u>	Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç Katılmıyorum
55	Sınavlardan önce gergin olurum.					
56	Sınavlarda arkadaşlarımdan daha düşük puanlar aldığımda cesaretim kırılır.					
57	Arkadaşlarımla beni dışlamaması benim için önemlidir.					
58	Öğretmenlerimin derslerimle ilgili beni eleştirmesi cesaretimi kırar.					
59	Arkadaşlarımla derslerimle ilgili beni eleştirmesi cesaretimi kırar.					
60	Arkadaşlarımla hakkımda ne düşündükleri benim için önemlidir.					
61	Arkadaşlarımla benimle alay etmesinden çekinirim.					
62	Velimin derslerimle ilgili beni eleştirmesinden çekinirim.					
	<u>Utanma</u>	Tamamen Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Hiç Katılmıyorum
63	Derste söz almaya utanırım.					
64	Sınıfta arkadaşlarımla önüme kendimi ifade etmekte zorlanırım.					
65	Yeni insanlarla tanışmada güçlük çekerim.					
66	Sınıfta söz aldığımda söyleyecek hiçbir şey bulamam.					
67	Sınıfta söz aldığımda tuhaf görüldüğümü düşünürüm.					
68	Sosyal bir ortama girdiğimde tedirgin olurum.					
69	Derste söz aldığımda öğretmenimle göz teması kurmaktan çekinirim.					
70	Derste söz aldığımda arkadaşlarımla göz teması kurmaktan çekinirim.					