



A Study on the Possible Effects of the Fear of Success and Rejection Sensitivity on Academic Success*

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Abstract

The current research attempted to investigate if there was a relationship between the academic achievement, the fear of success and rejection sensitivity of the students, and if they could be regarded as the predictors of each other. It was determined that no scales for classroom environment had been developed concerning this matter until this present study was conducted. 2 scales were adapted into classroom environment in order to conduct the related study and applied to the students in English language classrooms that were chosen as sampling. Unpaired t-test, one-way analysis of variance, Pearson correlation and multiple regression analyses were carried out in order to examine the possible effects of the forenamed psychological factors on each other and academic success. The findings statistically show that the students may have these feelings. Findings also indicate that there is a correlation between high fear of success and rejection sensitivity ($r=0.46$). A detailed commentary about the findings and limitations of the study was explicated in the discussion and conclusion parts of the study. Some recommendations related to the teachers, students, coursebook designers, curriculum designers, school management and organizations, and many trendy topics such as learning/teaching strategies, learner's autonomy self-efficacy, self-esteem, self-regulation, are presented.

Keywords: Academic achievement, the fear of success, rejection sensitivity, learner psychology, learning anxiety

Article Type: Research Article

Başarı Korkusu ve Reddedilme Hassasiyetinin Akademik Başarı Üzerine Olası Etkileri Üzerine Bir Çalışma

Öz

Mevcut çalışma, öğrencilerin akademik başarısı, başarı korkusu ve reddedilme hassasiyeti arasındaki ilişkiyi ve bu faktörlerin birbirlerinin yordayıcısı olup olmadığını araştırmayı hedeflenmektedir. Bu güncel çalışma yapılan kadar bu hususta sınıf ortamına uygun bir ölçek geliştirilmediği belirlenmiştir. İlgili çalışmanın yapılması için 2 ölçek sınıf ortamına adapte edilmiştir ve örneklem için seçilen İngilizce dil sınıflarındaki öğrencilere uygulanmıştır. Daha önce söz edilen psikolojik etkenlerin birbirleri ve akademik başarı üzerindeki olası etkilerini araştırmak için bağımsız örneklem t testi, tek yönlü varyans analizi, Pearson korelasyon analizi ve çoklu regresyon analizi yapılmıştır. Bulgular istatistiksel olarak, öğrencilerin bu duygulara sahip olabileceğini göstermiştir. Bulgular, yüksek başarı korkusu ile reddedilme hassasiyeti arasında bir ilişki olduğunu da belirtmektedir ($r=0.46$). Öğretmen, öğrenci, ders kitabı yazarları, okul yönetim ve organizasyonları, dil öğrenme/öğretme stratejileri, öğrenci özerkliği, öz yeterliliği ve öz denetimi gibi birçok popüler konu ile ilgili öneriler sunulmuştur.

Anahtar Kelimeler: Akademik başarı, başarı korkusu, reddedilme hassasiyeti, öğrenen psikolojisi, öğrenme kaygısı

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1. INTRODUCTION

1.1 The Language Learner's Psychology as an Indicator of Individual Differences

The field of psychology has two main objects: to figure out the general principles related to the human mind and to detect the unique of individual differences, and the latter is termed as “differential psychology” (Dörnyei, 2014: 4). Dörnyei (2014) defines individual differences (ID) as everything that identifies a person as a distinct and incomparable human being. The IDs have been considered important in L2 research areas (Cohen and Dörnyei, 2002). Furthermore, Michael Eysenck (2014) states that personality may have an important role in affecting human behaviour. Pervin and John (2001) mention that personality is a sub-dimension of the psychology field in which people are thought as individuals and complex human beings (as cited in Dörnyei, 2014). They also explain that personality means the characteristics that lead to consistent patterns of thinking, feeling, and behaving. Although the variables associated with personality are significant factors that affect human behaviour from an educational point of view, the question should be to what extent they affect learning (Dörnyei, 2014). Another important factor that affects human behaviour is temperament which is described as individual differences that are closely related to the biological substrate of behaviour, and that are heritable (Snow, Corno, and Jackson, 1996). Moreover, not much is known about how pervasive or long-lasting “moods” (another factor under the title of individual differences) are, or how they change according to the situations (Dörnyei, 2014).

“Cognitive Styles” are another significant issue that appears in the taxonomy of individual differences that are related to learner psychology. Dörnyei (2014: 124) explains in his study that cognitive styles are generally described “as an individual’s preferred and habitual modes of perceiving, remembering, organizing, processing, and representing information”. Another important issue is self-regulation. It is about how much active a person is in his/her own learning process to deal with his or her own success with the help of specific beliefs and processes (Zimmerman and Risemberg, 1997). Furthermore, Dörnyei (2014) includes other different learner characteristics such as ability, aptitude, intelligence, motivation, creativity, anxiety, self-esteem, and the beliefs of the learner to gain attention for the individual psychological difference.

1.2. Expectancy-value Theory and Fear of Success

Horner (1972) conceptualized the motive, the fear of success, in compliance with an "expectancy-value" theory of motivation of Atkinson and McClelland (Atkinson, 1958; McClelland, Atkinson, Clark and Lowell, 1955). Two important factors are mentioned in the expectancy-value theory. One of them is the expectations a person has about his/her possible consequences of his/her actions. The other one is the value of these consequences to him/her. When a person has anxiety, s/he thinks that the consequences of his/her action will be negative or unfavourable. The anxiety may prevent the person from going into that action (Atkinson and Feather, 1966). Horner (1972) argued that a lot of women might have a tendency of avoiding success as they think or expect unfavourable results (such as social rejection and feeling unfeminine) due to achievement. Horner (1972) does not claim that many women desire to fail as they expect positive outcomes from failing. Unlike this, her argument is that the fear of achievement implies the achievement-directed disposition. If not so, the positively motivated women would be hindered by their expectation of the possible negative outcomes of the desired achievement. Such a motive is also

defined as an internalization of the common social stereotypes, which regard the concepts such as independence, competence, competition, and intellectual achievement as conflicting with being feminine, but consistent with being masculine and mental health (Horner, 1972).

Hawkins and Pingree (1978) stated that "the fear of success" was a result of cultural expectations rather than an outcome of an intrapsychic motive of the women. The findings in the study were interpreted that sex-role expectations were related to some traits of the people, and that such expectations were established usually in third grade.

The study conducted by Tılfarlıoğlu and Ekler (2019) aimed to root out the problems related to the fear of success in EFL classrooms and the solutions offered by the instructors. It was mentioned that ten instructors at a state university in Turkey were interviewed. It was stated that only four of them tended to talk about their own or their friends' fear of success which they had when they were students rather than explain their observations about the fear of success of the students in the classrooms. The others said a little or nothing about the issue. It was concluded that the fear of success was not a concept that could be observed easily in the classrooms, but it did not mean that it did not exist since some of the instructors tended to talk about their own experiences or those of their friends. Moreover, the results of the study demonstrated students also had some negative expectations associated with academic success including extra burden that success could bring, affecting other people's relationships and emotions negatively, peer pressure, wishing not to graduate from school, superstition, and shyness. It was expressed that students' negative expectations about success could affect their behaviours, which could also influence their achievement. In the study, it was suggested that the instructors could make the students focus on the advantages of success instead of its negative results. In addition, it was explained that teachers' approach could affect the students positively. It was also stated that even the teachers' sharing his/her own experiences about the issue could help the students.

1.3. Conceptualizing Rejection Sensitivity as a Cognitive Affective Process Disposition

It is reported in the study of Staebler, Helbing, Rosenbach, and Renneberg (2011) rejection sensitivity is described as a cognitive-affective process disposition that contains readily and anxiously expecting, and overreacting to the cues of rejection. Feldman and Downey (1994) stated that rejection experiences that people had in their early lives shape the affective and cognitive processes, and lead to behaviours and attitudes in specific social situations. They point out the psychological heritage that results from parental rejection and some processing information variables that contain expectations about the results of actions of others, the value that a person places on different outcomes, biases, and scripting that regulate a person's behavioural and affective reaction to many experiences (Bandura, 1989; Mischel, 1973; Mischel and Shoda, 1995).

Rejection Sensitivity is also regarded as a defensive motivational system which may have different forms such as aggression and sarcastic comments in accordance with the imminence and intensity of the threat (Romero-Canyas et al., 2010; LeDoux, 2003). In addition, it is reported that rejection sensitivity has impacts on interpersonal relationships in many ways, so the perception of rejection may cause decreasing well-being of a person and affecting interpersonal functioning adversely (Downey and Feldman, 1996). Downey and Feldman (1996) point out that people who have this kind of sensitivity are usually unsatisfied with their relationships, and they have a tendency to readily perceive deliberate rejection in other people's ambiguous and insensitive behaviour.

The results of the study conducted on 150 middle school students by means of self-report measurements show angry and anxious expectations of the cues of rejecting can increase as a consequence of peer rejection in boys (London et al., 2007). In addition, it is also explained that there can be a decrease in anxious rejection expectations in girls and boys due to being liked by peers. Moreover, it is stated that anxious expectations of rejection bring about withdrawal and social anxiety. It is also explained that RS can be regarded to raise loneliness regardless of the sort of defensive effect (anxiety or anger), which is triggered along with the expectations of rejection.” (London et al., 2007).

The study of Tılfarlıoğlu and Ekler (2019) tried to examine the effects of rejection sensitivity in EFL classrooms and the solutions offered by the instructors at a state university for them. It was mentioned that the students who had a problem with their family (parental rejection) tended to draw the attention of the people (the teacher or the other students) in the classrooms to satisfy their emotional needs. The themes mentioned in their study contain developing strategies of the students. For example, it was explained that the student who had high rejection sensitivity could tend to help friends more. Namely, they incline to develop relations among interpersonal behaviour and their cognitive-affective variables (Downey et al., 1994; Feldman and Downey, 1994). It was also stated that those with rejection sensitivity behaved aggressively. Romeo-Canyas et al. (2010) also pointed out that those who had more rejection sensitivity tended to react more aggression and hostility. Furthermore, it was explicated that rejection sensitivity in EFL classrooms could cause “perception of other’s mocking him/her, feeling shy, behaving timid, keeping silent, demoralization, unwillingness to attend the classes, regret what s/he has done” (Tılfarlıoğlu and Ekler, 2019: 8). The findings of the researchers are parallel to those of the study of London at al. (2007) associated with the idea that anxious rejection expectations could lead to withdrawal and social anxiety. In their study, it was also stated that the teachers could help the students (with high RS) with their positive attitudes. In addition, it was mentioned that group studies (even a small role in a group study) in the classrooms could make such students feel as a member of the class more, which could make the students feel better. Moreover, enhancing self-responsibility was regarded as one of the solutions that could relieve such students and make them feel more confident. Furthermore, even a little force was suggested especially for the students who had the problems in performing in social interaction in EFL classrooms in order to make them overcome their shyness. It was suggested that manageable and easy social tasks could decrease their stress as a result of the feeling know-how.

Research Questions

The study intends to investigate the answers to the following questions in light of the information above.

Research Question 1 Is there a relationship between the fear of success and foreign language achievement in EFL classrooms?

Research Question 2 To what extent does the fear of success account for foreign language achievement in EFL classrooms?

Research Question 3 Is there a relationship between rejection sensitivity and foreign language achievement in EFL classrooms?

Research Question 4 To what extent does the fear of rejection sensitivity account for foreign language achievement in EFL classrooms?

Research Question 5 Is there a relationship between the fear of success, rejection sensitivity and foreign language achievement in EFL classrooms?

2. METHOD

2.1 Research Design

The study was carried out with a mixed-methods research design to root out the possible effects of the fear of success and rejection sensitivity on academic achievement of the students of different level (B1 (repeat group), B2, B2+) in EFL classrooms in 2018-2019 education year. "Mixed-methods research involves the use of both quantitative and qualitative methods in a single study" (Fraenkel et al., 2011: 557). Additionally, descriptive statistics define samples of subjects with regards to variables or combinations of variables (Tabachnick and Fidell, 2007). Dörnyei (2003) states in his seminal work that the main trait of quantitative research is that it provides viewpoints, categories and models which are described by the researcher beforehand, and he also adds that measurable and numeric data are gathered in order to identify the relation between the categories in order to examine the hypotheses of the research.

The study, firstly, intended to investigate the data collected to adapt Fear of Success Scale of Zuckerman and Allison (1976) and Rejection Sensitivity Scale of Berenson, Gyurak, Downey, Ayduk, Mogg, Bradley and Pine (2013) for EFL classrooms in order to prove its validity along with its reliability. Second, it intended to deal with the analysis of the data collected through the adapted scale that targets to root out the relation between the language learning

2.2. Context

The study was carried out in the School of Foreign Languages at Gaziantep University, a public university, in the southeast of Turkey after required permissions of the institution and consents of the participants were obtained in 2019(App. 3). English is the medium of instruction in the School of Foreign Languages at Gaziantep University. The students have 25-hour-education weekly in the intensive EFL programme. In this institution, the achievements of the students are evaluated with the help of many formative and summative assessments measuring writing, reading, listening, speaking skills as well as the use of English (GAUN, 2019)

2.3. Participants

The study was fourfold: focus group study (including three instructors), getting expert opinion (including three experts), pilot study (56 students), and actual study (including 342 students). All the study was carried out in the School of Foreign Languages at Gaziantep University. When the pilot and actual study was conducted, random cluster sampling was preferred as this kind of sampling was considered to be convenient to apply the scales to the sufficient number of the students which was expected to represent the target population, the students at School of Foreign Languages at Gaziantep University.

Table 1. Participants in the whole study

Gender	Focus Group Discussion	Expert Opinion	Pilot study	Actual Study
M	1	1	37	252
F	2	2	19	90

2.4. Data Collection Instruments

To find the answers of the research questions, pilot study (focus group study, semi-structured interview, and implementing the adapted scale) and actual study (reliability analysis (Cronbach's alpha value), factor analysis, correlation analysis, multiple regression analysis) were conducted.

2.4.1. Pilot Study

Focus group interview: One of the purposes of this study was to adapt scales (Berenson et al., 2013; Zuckerman and Allison, 1976) to measure students' level of the fear of success and rejection sensitivity in EFL classrooms. The researcher reviewed the literature for this purpose. Next, in the focus group interview, after the researcher informed three instructors about the literature associated with the fear of success and rejection sensitivity, a series of questions were asked to 3 instructors. They expressed their opinions about the items of the FOSS by Zuckerman and Allison (1976) and RSS by Berenson et al. (2013). The researcher worded the items that were offered to examine them in the subsequent phases.

Semi-structured interviews: After the scale was composed with a focus group study, three experts were consulted to take their opinions about the scales at different times. They were also asked to "review the items for logical validity" (Fraenkel, Wallen, and Hyun, 2011: 114). The opinions of two experts were taken especially about the way the items were written. One of the aims was to make sure that the scale did not contain any ambiguous or double-barrelled statements and any loaded words or sentences that could be responded in a similar way by a major part of the participants (Dörnyei, 2003). The third expert was consulted to evaluate the last version of the scale in respect of content and format (Fraenkel et al., 2011). It was recommended to simplify some words for better comprehension. The changes were made and the scales were reorganized accordingly.

Initial item generation and finalizing item writing: After the review of related literature and collecting the data from a focus group interview with instructors at a state university and individual interviews with experts, 70 items were determined totally for new fear of success scale (35 items) and new rejection sensitivity scale (35 items). After the content and format of the scale were determined, 5. Likert-type rating scale was preferred to evaluate the answers of the participants. The items were made short, clear and understandable as much as possible to prevent any confusion (Brown, 2001). After all of these steps, the items were proofread by an expert one more time.

Piloting the Scales: Bradburn, Sudman, and Wansink, (2004) draws attention to administering a pilot study with volunteer participants that represent the target population in order to correct, revise or eliminate the items in the scale. Thus, the researcher administered the piloting the scales in the final format to four classes that were chosen in the School of Foreign Languages randomly (Dörnyei, 2003). The consents of the participants were obtained. Then, the researcher of this study got valid data from 56 participants. After the data were collected from the final piloting, no major difference was made. Next, series means of the items were given to the missing values in data input. Later, the item analyses were made. After that, 16 items of FSS and 32 items of RS scale remained. The results showed that Cronbach's

alpha for fear of success scale was 0.76 and that that Cronbach's alpha for rejection sensitivity scale was 0.94. "Many classroom tests report reliability coefficients of .70 and higher" (Fraenkel et al., 2011: 157). Thus, it can be claimed that the actual scale was reliable.

Implementing the Actual Scales: Cluster Random Sampling Method was preferred for the actual study as it would be "more effective with larger numbers of clusters" (Fraenkel et al., 2011, p. 96). 23 classes were chosen randomly in the preparatory school at Gaziantep University to conduct the revised scales. The revised scales which were preferred in Turkish were implemented to 342 students in this school as it was considered to represent the whole population of Higher School of Foreign Languages at Gaziantep University.

In the actual study, Cronbach's Alpha for Fear of Success Scale was .67 and Cronbach's Alpha for fear of success scale was .90. Dörnyei (2003) mentioned that if the Cronbach Alpha of a scale did not reach 0.60, this could sound warning bells. Yet, the Cronbach's Alpha for Fear of Success Scale was close to .70, which shows the reliability of the scale (Dörnyei, 2003; Fraenkel et al., 2011). Thus, it can be claimed that the actual scales (App. 1 and 2) were reliable.

2.5 Data Analysis

The collected data were analysed on SPSS 24 program. One of the main purposes was to see the Cronbach's Alpha values for the scales. The reliability of Fear of Success Scale was .90 while the Cronbach's Alpha value for the Rejection Sensitivity Scale was .67. The second purpose was to conduct factor analyses for the scales to see the quality of the items and evaluate the intended constructs. Later, a principal component analysis was conducted to identify the factors. As the final step, Pearson Correlation and multiple regression analyses were carried out to root out the research questions.

3. FINDINGS

3.1. The Reliability and Validity of the RSS and FSS

The most significant digit was proving the reliability of the instrument, so the researcher calculated Cronbach's Alpha value for 30 items of RSS and 15 items of FSS after factor analyses. The scales showed that they had high reliability with a value of .93 of RSS and with a value of .73 of FSS (Dörnyei, 2003; Fraenkel et al., 2011). In this study, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy was .93, and Bartlett's Test of Sphericity was .000 for RSS, which is a precondition for factor analysis (Tabachnick and Fidell, 2007). Moreover, the Kaiser-Meyer-Olkin Measure of Sampling Adequacy was .77, and Bartlett's Test of Sphericity was .000 for FSS.

After these steps, the factors were identified. The results showed that the items of RSS gathered under one factor while the items of FSS were divided into two factors. The total variance of RSS was 10.22, and the percentage of variance was 34.08. Furthermore, the total variance of the first factor of FSS was 2.59 and, the total variance of the second factor of FSS was 2.43, so it is clearly seen that they are more than 1.0 which was the demarcation to identify a factor (Guris and Astar, 2019). Additionally, the percentage of the cumulative of the first factor was 17.26, while the percentage of the cumulative was 33.47. Moreover, the total variance of RSS was 10.225, which was also higher than 1.0 (Guris and Astar, 2019). In addition to that, the percentage of the cumulative of the factor was 34.1.

The factor analyses were made to prove the reliability and validation of the scales. There was only one factor for RSS. Factor analyses (which were explained in detail below) directed the researcher to form two different factors in the FSS.

After all the procedures were carefully analysed, there was one thing to be done. It was to give names to the factors of FSS, as there were two factors. The names of the factors and the related items were presented below. The Items of Factor 1 of FSS including the items #1, #4, #5, #6, #7, #10, #13, #14 were named as “Low Fear of Success”. The Items of Factor 2 of FSS including the items # 2, # 8, # 9, # 11, # 12, # 15, # 16 were named as “High Fear of Success”.

3.2. Analyses for Research Questions

The normal distributions of data sets were examined before data analyses for research questions. “A *z* score could be obtained by dividing the skew values or excess kurtosis by their standard errors.” (Fraenkel, Wallen and Hyun, 2011). The points of 29 participants were omitted as they exceeded ± 3 *z* points, or they had extreme values. It was observed that there were normal distribution and near-normal distribution of the data sets, so parametric tests were decided to be used. At this point, the tables for descriptive statistics were used for sample groups and scale points. There were 313 participants, including 236 male (75.4%) and 77 female (24.6%). The level of 126 participants (40.3%) was B1. The level of 154 participants (49.2%) was B2. The level of 33 participants (10.5%) was B2+.

Table 2. Descriptive statistics for the scales

Scales/Subdimensions	Min	Max	Skewness	Kurtosis	Median	Mean	SD
Rejection sensitivity Scale (RSS)	77	150	-0.26	-0.66	116	115.24	17.01
Fear of Success Scale (FSS)	20	62	0.19	-0.41	41	40.85	8.28
Low Fear of Success /subdimension	8	29	0.33	-0.72	16	16.74	5.38
High Fear of Success/subdimension	11	34	-0.08	-0.34	24	24.11	4.75

The table above presents the score intervals, the values for skewness, kurtosis, median, mean and standard deviation of the rejection sensitivity scale, fear of success scale, and its sub-dimensions used in the study. The values for skewness and kurtosis are -0.26 and 0.67 for RRS, 0.19 and -0.41 for FSS, 0.33 and -0.72 for low fear of success (a sub-dimension of FSS) and -0.09 and -0.34 for high fear of success (a sub-dimension of FSS) respectively.

The relationships between the point averages of the participants in the scales and their sub-dimensions and final grades were analysed with Pearson Correlation analyses. “The value of *r* ranges between + 1 and - 1, where values close to .00 represent no linear relationship or predictability between the X and Y variables. An *r* value of + 1.00 or - 1.00 indicates perfect predictability of one score when the other is known” (Tabachnick and Fidell, 2007: 56). It was observed that rejection sensitivity scale had a positive correlation with High Fear of Success Scale /Sub-dimension ($r=0.46$; $p<0.001$). Moreover, the table below shows that there was not a relationship between the final grades of the participants and their scores in rejection sensitivity and fear of success scale ($p>0.05$).

Table 3. The correlation between the point averages of the participants in scales and their sub-dimensions and their final grades.

Scales / Sub-dimensions	Rejection Sensitivity Scale	Fear of Success Scale	Low Fear of Success Scale /Sub-dimension	High Fear of Success Scale /Sub-dimension
Fear of Success Scale	0.33*			
Low Fear of Success Scale /Sub-dimension	0.10	0.84*		
High Fear of Success Scale /Sub-dimension	0.46*	0.79*	0.34*	
Final Grade	0.05	0.05	0.07	0.01

*p<0,001

“The term regression is often used when the intent of the analysis is prediction” (Tabachnick, and Fidell, 2007,p.117). Multiple regression analysis was used to find the predictor variables of the final grades of the participants. According to the results of the analyses, the regression models formed as the predictors of final grades were not significant statistically ($p>0.05$). The parameters in the models as the predictors of final grades were not meaningful statistically, as seen in the table below ($p>0.05$).

Table 4. Multiple regression analyses to find the predictors of language learning success of the participants

Dependent Variable	Independent Variable	B	sh	Beta	T	F	R Square
Final Grade	(Constant)	61.31	2.96	-	20.69	0.88	0.09
	RS	0.03	0.03	0.06	1.00		
	High FOS	-0.17	0.15	-0.12	-1.18		
	Low FOS	0.10	0.08	0.12	1.32		

Multiple regression analyses were used to find the predictors of the fear of success and rejection sensitivity. The results demonstrated high fear of success is a meaningful parameter that predicts rejection sensitivity ($p<0.05$). High fear of success accounts for 21% of rejection sensitivity. A one-unit increase in high fear of success will cause a 1.639-unit increase in rejection sensitivity. It was presented in the table below.

Table 5. Multiple regression analyses to investigate the predictors of the fear of success and rejection sensitivity

Dependent Variable	Independent variable	B	Std. Error	Beta	T	F	R Square
Rejection Sensitivity	(Constant)	75.73	4.44		17.06	82.32	0.21
	High Fear of Success	1.64	0.18	0.46	9.07		
High Fear of Success	(Constant)	9.40	1.64		5.73	82.32	0.21
	Rejection Sensitivity	0.13	0.01	0.46	9.07		

The results also showed that rejection sensitivity is a meaningful parameter that predicts high fear of success ($p < 0.05$). Rejection sensitivity accounts for 21% of high fear of success. A one-unit increase in rejection sensitivity will lead to a 0.13-unit increase in high fear of success.

4. DISCUSSIONS

In this part of the study, the findings of the researches in the literature will be examined with comparison to the findings of this research. Various studies related to the fear of success and rejection sensitivity in many fields will be reviewed. It also aims to show the originality of the study by bearing this discussion to the ELT field through different research tools.

Research Question # 1: Is there a relationship between the fear of success and foreign language achievement in EFL classrooms?

Research question # 2: To what extent does the fear of success account for foreign language achievement in EFL classrooms?

One of the purposes of Tılfarlıoğlu and Ekler (2019) was to analyse the effects of the fear of success on EFL classrooms. They interviewed ten instructors who taught at a public university about their observation about the fear of success in EFL classrooms. Then, they concluded that the fear of success could affect the students' behaviours, relationships and emotions negatively in EFL classrooms (such as peer pressure, shyness, etc.) as a result of negative expectation about success. Moreover, according to the findings of their study through the interviews with the instructors, it was explicated that negative expectations of the students about the results of success could also influence their achievements. Yet, the findings of this study prove statistically that even if the fear of success affect their behaviours, relationships and emotions, there was not a relationship between final grades and the fear of success of the students.

There is a significant point to be mentioned. There are some ways to stop or direct the fear of success such as exploring and counteracting negative beliefs, explaining the thoughts and feelings (for example by journalising), thinking about past successes, accepting the inevitability of discomfort of the fear of success, being aware of the ways a person sabotages oneself, noticing the root of the fear (Luna, 2018). People who have a fear of success may deal with it in a different way, which may affect achievement. Thus, the way(s) or ability that a person uses to overcome it may become more important than the level of the fear of success when s/he tries to succeed. Furthermore, it is important to consider how a person with the fear of success reacts when s/he comes face to face with achievement.

Research Question # 3: Is there a relationship between rejection sensitivity and foreign language achievement in EFL classrooms?

Research Question # 4: To what extent does rejection sensitivity account for foreign language achievement in EFL classrooms?

Tılfarlıoğlu and Ekler (2019) also searched the effects of rejection sensitivity on the students in EFL classrooms. The instructors that they interviewed explained that the students who had rejection sensitivity tended to feel shy, behave timidly, keep silent, demoralize, be unwilling to attend the class, regret what s/he has done and perceive that other people mock him/her. Their study showed that rejection sensitivity affected the students in many different ways in the classrooms. However, the findings of this

study showed that there was no relationship between rejection sensitivity and final grades of the participants according to the results of Pearson correlation analyses. Besides, rejection sensitivity was not the predictor of achievement in EFL classrooms according to the regression analyses.

It is worth mentioning that a person with RS may deal with it in different ways such as distancing oneself from negative thoughts, considering other peoples' perspective or ask them to explain their behaviours (Chernyak, 2019). This means that two people with the same level of RS may react to the same situations in different ways.

Research Question # 5: Are the fear of success, rejection sensitivity and foreign language achievement in EFL classrooms predictors of each other?

The results demonstrated that rejection sensitivity had a correlation with the high fear of success/sub-dimension of Fear of Success scale ($r= 0.46$; $p<0.001$). Moreover, the findings of multiple regression analyses demonstrated that high fear of success and rejection sensitivity account for 21% of each other. It can be concluded that while there was a relation between high fear of success and rejection sensitivity at a medium level, neither of them had a correlation with final grades of the students.

5. CONCLUSIONS AND RECOMMENDATIONS

The fear of success and rejection sensitivity are undoubtedly parts of human psychology. The fear of success and rejection sensitivity are those that take places among them even though the results of the study revealed that there were no significant correlations between the language learning achievement of the students and their level of the fear of success and rejection sensitivity. At this point, a crucial question comes to mind: If these factors do not affect the final score of the students, then how can they manifest themselves in the environments where the evaluation of success is important? As the evaluation of the achievement is important in EFL classrooms, then how can these concepts take place in the evaluation process? Here is an important point to be mentioned. The final grade of the participants composed of their writing (20%), speaking (15%), reading (30%) and listening (20%), language use marks (15%). Herein, some other important questions spring to mind. How do these concepts manifest themselves in the process of evaluation of productive and receptive skills? Or are they utterly irrelevant to language learning achievement? In the productive skills, the students are exposed to a more social environment. This situation may result in an increase or change at the levels of FOS or RS of the students. It can be useful to observe them. It can also be beneficial to ask the students to report their feelings related to FOS or RS that may change depending on the tasks in EFL classrooms. Their levels of FOS or RS can also be closely related to the skill(s) or task(s). At this point, RS and FOS, which are among the important psychological factors, can gain more significance in the ELT field. The point is how to name the obstacles that can hinder the students from doing the tasks or achieving in EFL classrooms. It has been reported that the performance of the individuals can change even for the same tasks in different situations or settings (Horner, 1972). For example, the students' perception of others' disdainful approaches towards them can be regarded as a reflection of RS or FOS in the classrooms. This kind of perception does not mean a desire to fail (Horner, 1972). Yet, it can make the students tend to avoid success as such a situation may trigger the RS in the students. As mentioned before, it is important how to name the obstacles as they may be intertwined.

The other point that should be taken into consideration may be how a person deals with FOS and RS. Even if people have RS and FOS, they can act differently, which may affect their achievement. At this point, a new question comes to mind. Does the way a person prefer to overcome RS and FOS has an impact on achievement? Even when a person has a high level of RS or FOS, s/he may go on trying to be successful. At this juncture, it can cross our minds that these factors can be overshadowed by the desire to succeed. The individual may find a way to cope with these feelings or they may just suppress them. How the students deal with their FOS or RS may affect the performances or achievements of the students positively or negatively. Their emotions and their ways to cope with them may have an effect on even their learning styles. To illustrate, some students may prefer social settings to learn more while others prefer being solitary. As RS and FOS may cause the students' social withdraw, it can be said that the students with high RS and FOS may tend to be more solitary.

In addition to the findings of these studies, the current study revealed that there was not a relationship between the fear of success and language learning achievement. However, the findings of Tılfarlıoğlu and Ekler (2019) revealed that the fear of success is an issue that affects the emotions and relationships of the students negatively. It was explicated in their study that such students could tend to feel extra burden that their academic success could bring. Furthermore, it was also mentioned that such students tended to feel shy.

Moreover, the findings revealed that there was not a correlation between them. However, the study of Tılfarlıoğlu and Ekler (2019) revealed that rejection sensitivity was an important issue that could affect the behaviours, emotions and relationships of the students in EFL classrooms. They mentioned that RS could appear in different forms such as shyness, perception of other's mocking him/her, keeping silent, demoralization, etc.

In light of such information, it can be concluded that these factors may manifest themselves in different forms, tasks, settings and situations. It can also be related to other concepts that are trendy topics in the ELT field, such as learning styles. With many questions in mind, there can appear new approaches to learning or teaching English.

6. IMPLICATION

The teachers should be aware of the fact that students may have RS or FOS, which can manifest themselves in different ways, such as avoiding extra burden that success may bring and behaving aggressively. In this respect, these factors should also be taken into consideration in the teacher training programs. Raising awareness of the teachers may get importance. There may be courses for the teachers that can include information about what these factors are, how they may manifest themselves in the classrooms, how the teachers should react when they meet the problems related to the students' fear of success and rejection sensitivity, and how the teachers can direct or guide the students in respect of fear of success and rejection sensitivity.

Additionally, if it is observed that a student has problems with these factors unwittingly, the awareness of the students can also be raised by the teachers in order to help them see their underlying reasons for their some kinds of behaviours such as avoiding performing in the classrooms because of their fear of success or rejection sensitivity. Such a student may have difficulty coping with these factors. S/he

can be informed about how s/he can deal with them in different ways, for example, by distancing himself/herself from negative thoughts.

Another point can be that the teachers may ask the students with high RS or FOS to do a task that will not trigger these factors. Or the teacher may ask the students to do tasks which can be optional and different from those of others. At this point, teachers can benefit from differentiated instructions with different and suitable tasks in the same classrooms.

Another important suggestion includes observing learning styles and strategies of the students with high RS or FOS. Having a fear of success or rejection sensitivity does not mean having a tendency to fail. Such students may also incline to be successful. Yet, they may develop strategies in order to gain their aims without meeting the negative sides of the aforementioned factors. Hence, the teachers may pay regard to their strategies in respect to why they develop them. Furthermore, the teachers may guide the students to develop suitable learning strategies for the students in respect to helping them become successful.

In addition, the teachers may guide the students in respect of many other issues including learner's autonomy, self-esteem, self-efficacy and self-regulation by helping them to deal with or canalise the feelings of the fear of success and rejection sensitivity. Such an approach may also lead the learners to have higher motivation, more positive belief and attitude towards learning English in EFL classrooms.

The school management and organizations should also take these concepts into consideration when they make needs analyses. The teachers teach students who may have different profiles with different sensitivities in the same classrooms. Needs analyses of the institutions may include items related to such concepts. The requirements of their programs and classroom environment can be organized.

Moreover, the coursebook designers may pay regard to these issues. The context of the books that they prepare may include these factors in order to raise awareness. For instance, a story of a student who has fear of success or rejection sensitivity unwittingly may be given a place in a reading text of a student's book. Such a story may contain the awareness process of the student about these factors, and the solution(s) that s/he may find in order to be successful.

Furthermore, when the learning process is identified and organized by the curriculum designers, these factors can be taken into consideration. The tasks, activities, and exercises can be diversified and clarified. It may provide the students with the opportunity of choosing the ones which they feel comfortable with. The indicative planning in the curriculum designs can help the teachers direct the students more encouragingly.

7. SUGGESTIONS FOR FURTHER STUDIES

Firstly, it is worth mentioning that the results of the replication of this study can vary in different settings such as private schools, high schools and ESP (English for Specific Purposes) classes with different EFL and ESL programs. Second, triangulation can increase reliability and validity "by combining different perceptions of the same event to provide a more robust and holistic picture" (Tritter, 1995 as cited in O'Donoghue, and Punch, 2003). Moreover, another study can be conducted to expand the awareness of the teachers. Later, these teachers may be consulted about their observations in their classrooms. Furthermore, there are some common and trendy concepts in ELT field such as learner's autonomy self-efficacy, self-esteem, self-regulation, motivation, attitude and belief. There may be a

Ekler, T. & Yalçın Tılfarlıoğlu, F. (2020). A Study on the Possible Effects of the Fear of Success and Rejection Sensivity on Academic Success. *KMÜ Sosyal ve Ekonomik Araştırmalar Dergisi*, 22(38), 164-186.

relationship between RS, FOS and them to some respect. The researchers may find a correlation between them. The most important point the researchers should take into consideration is that the replication of this study should be implemented for each skill (reading, listening, writing and speaking) separately. The reactions of the students with RS and FOS may change in receptive and productive skills.

Ethical Statement

It is hereby declared that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. It is also hereby declared that the data in this study was collected in 2018-2019 education year.

Contribution Rate Declaration

It is hereby declared that this study is the product of the joint effort of Instructor Tülin Ekler and Assoc. Prof. Filiz Yalçın Tılfarlıoğlu.

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APPENDIX

1. Revised Rejection Sensitivity and Fear of Success Scales in Turkish

Deđerli ođrenci,

Bu anket, Gaziantep Üniversitesi, Eğitim Bilimleri Enstitüsü, İngiliz Dili Eğitimi Anabilim dalında hazırlanmakta olan “Başarı Korkusu ve Reddedilme Hassasiyetinin İngilizce Öğrenimi Üzerine Etkileri” adlı tez çalışmasının bir bölümüdür. Bu anketten elde edilecek sonuçlar yukarıda belirtilen amaç dışında kullanılmayacaktır.

Tülin EKLER
Gaziantep Üniversitesi
Yüksek Lisans Öğrencisi

Bölüm 1

Lütfen size uyan seçeneđi işaretleyiniz.

Yaş: 17-19 () 20-22 () 23-25 () 25 üstü ()

Cinsiyet: Erkek () Kadın ()

Mezun olduğunuz okul türü:

Fen Lisesi ()

Sosyal Bilimler Lisesi()

Anadolu Lisesi ()

Anadolu Ticaret Meslek Lisesi ()

Anadolu Kız Meslek Lisesi

Sađlık Meslek Lisesi ()

Anadolu Otelcilik ve Turizm Meslek Lisesi ()

Çok Programlı Liseler ()

Anadolu İmam Hatip Liseleri ()

Öğretmen Lisesi ()

Özel Lise ()

Süper Lise ()

Açık Öğretim Lisesi ()

Mesleki ve Teknik Anadolu Liseleri ()

1. Anadolu Sađlık Meslek Liseleri ()

2. Ticaret Meslek Liseleri ()

3. Turizm Meslek Liseleri ()

4. Kız Teknik ve Meslek Liseleri ()

5. Teknik ve Endüstri Meslek Liseleri ()

6. Tarım Meslek Liseleri ()

7. Anadolu Güzel Sanatlar Liseleri ()

8. Spor Liseleri ()

Diđer (varsa belirtiniz).....

Ne kadar süredir İngilizce öğreniyorsunuz? :

0-6 ay ()

1 yıl ()

2 yıl ()

4 yıldan fazla ()

Devam etmekte olduğunuz kur:

A1 ()

A2 ()

B1 ()

B2 ()

B2+ ()

C1 ()

2. Bölüm

Lütfen, aşağıdaki durum ya da olaylarda bulunabileceğinizi **hayal ederek** size uygun seçeneği işaretleyiniz.

	Her zaman	Sık sık	Bazen	Nadire	Asla
1. Beni tanıdıkça benden hoşlanmayacaklarını düşündüğüm için arkadaşlık ilişkilerimde utangaç davranırım.					
2. Sınıfın fiziksel durumuyla ilgili bir problemi (örneğin; sınıfın ısınma sorunu gibi) yetkili bir kişiye söylerken tedirginimdir.					
3. Yakın bir arkadaşımı bir sözle kızdırdıktan sonra onunla tekrar aynı ortamda bulunmak benim için zordur.					
4. Bir hayalimi (örneğin; dünya turuna çıkmak gibi) gerçekleştirme kararımı değerli gördüğüm birine söylerken gergin hissederim.					
5. Bir arkadaşımdan borç istemem gerektiğinde gergin hissederim.					
6. Benim için önemli bir etkinliğe aile üyelerimi davet ederken endişeli hissederim.					
7. Benim için değerli biriyle aramda bir mesafe oluştuğunu fark ettiğimde, söz konusu durumun sebebini onunla konuşurken huzursuz hissederim.					
8. Tanışmak istediğim birisiyle konuşmaya başladığımda gergin hissederim.					
9. Benim için önemli bir etkinliğe arkadaşlarımı davet ederken endişeli hissederim.					
10. Gerçekten konuşmaya ihtiyacım olduğunda, bir arkadaşımı aradığımda tedirgin hissederim.					
11. Ders sırasında öğretmenin anlattığı konuyu anlamadığım zaman, eğer soru sormam gerekiyorsa tedirgin hissederim.					
12. Öğretmenin az önce anlattığı bir konuyu anlamadığım için bir sınıf arkadaşımdan tekrar anlatmasını rica ettiğimde kaygılı hissederim.					
13. Önemli gördüğüm bir konuyu gündeme getirmek benim için zordur.					
14. Bir arkadaşımın beni rahatsız eden bir davranışını bırakmasını istediğimde gergin hissederim.					
15. İnsanların benden hoşlanmadığını düşünürüm.					
16. Bir kişiden, kendi sorumluluğunu (örneğin; kirlettiği yeri temizlemek gibi) yerine getirmesini isterken huzursuz hissederim.					
17. Önemli gördüğüm bir etkinlikte giyinmek üzere henüz alamadığım bir kıyafeti arkadaşımdan ödünç isterken gergin hissederim.					
18. Bir iş mülakatında becerilerimi göstermek benim için zordur.					
19. Eğer aileme — “Benim hayallerim sizinkilerden farklı ve ben sizinkileri değil , kendi hayallerimi gerçekleştirmek istiyorum!” demem gereken bir durumda güvensiz hissederim.					
20. Hata yaptığım zaman arkadaşlarımdan bana güleceğini düşündüğüm için derse katılmak benim için zordur.					
21. Bir proje (örneğin; ödev) ile ilgili birinden yardım talep ederken kendimi tedirgin hissederim.					
22. Farklı bir arkadaş grubunun bir parçası olmak benim için zordur.					
23. Birisi ricamı geri çevirdiğinde kendimi kötü hissederim.					
24. Okulda yaşadığım bir sorunla ilgili bir arkadaşımdan yardım					

istediğimde tedirgin hissederim.					
25. Herkesi memnun etmeye çalışırım.					
26. Birisiyle tanıştığında reddedilme korkusu yaşarım.					
27. Sebebi ne olursa olsun, sözleştiğimiz yere gelemeyen biriyle ilgili durumun nedeni hakkında konuşurken zorlanırım.					
28. Yakın zamanda tanıştığım biriyle tekrar görüşmek istediğimde kaygılı hissederim.					
29. Eğer yakın bir arkadaşımı kızdıracak bir şey yapmışsam tekrar onunla bir arada olmak benim için zordur.					
30. Yeni bir şey yapmaya karar verdiğimde reddedilme korkusu yaşarım.					
31. Konuşma sınavında becerilerimi göstermek benim için zordur.					
32. Eğer bir düşüncemin kabul edileceğinden emin değilsem, onu bir topluluk içinde ifade etmek benim için zordur.					

3. Bölüm

Lütfen size uygun seçeneği işaretleyiniz.

	Her zaman	Sık sık	Bazen	Nadiren	Asla
1. Başkalarının iş yapabilme yeteneğini tam olarak takdir etmesini beklerim.					
2. Bir işte sadece bir kişinin başarılı olmasının diğer insanları mutsuz edebileceğine inanırım.					
3. Başarılarımın bana ağır sorumluluklar getirdiğine inanıyorum.					
4. Arkadaşlarıma çok iyi yaptığım bir işi anlatmaktan mutlu olurum.					
5. Bir yarışmada ne olursa olsun kazanmak için çaba gösteririm.					
6. Toplumumuzda başarılı olmaya çok önem verildiğine inanırım.					
7. Başkalarına değerli biri olduğumu kanıtlamak için, benden beklenen işi iyi yapmam gerektiğine inanırım.					
8. Başarılı kişilerin başkaları tarafından soğuk insanlar olarak algılandığını düşünürüm.					
9. Başarı gösteren insanların davranışlarının kötüleşmeye başladığı kanaatindeyim (örneğin; başarı gösterdikten sonra başkalarını küçümsemek gibi).					
10. İnsanların, zirvede olan kişilerle daha çok yakın arkadaşlık ilişkileri kurmak istediklerini düşünürüm.					
11. Bir işi iyi yapsam bile, kendimi kötü hissederim.					
12. Başarılı insanların üzgün olduğuna inanırım.					
13. Tanıdığım çoğu kişiden daha başarılı olacağıma inanırım.					
14. Bir kez başarılı olduğumda, insanların benden hep daha iyi olmamı beklemediklerine inanırım.					
15. Başarılı kişilerin başkaları tarafından havalı insanlar olarak algılandığını düşünürüm.					
16. Başarısız insanların mutsuz olduğuna inanırım.					

2. Revised Rejection Sensitivity and Fear of Success Scales in English

Dear student,

This questionnaire is a part of the thesis, titled as “A Study on the Possible Effects of the Fear of Success and Rejection Sensivity on Academic Success in EFL Classrooms” which was prepared in the English Language Teaching Department at the Institute of Educational Sciences, Gaziantep University. The results, obtained from this survey will only be used for the aforementioned goals.

Tülin EKLER
Gaziantep University
M.A. Student

Section 1

Please select the option that matches you.

Age: 17-19 () 20-22 () 23-25 () above 25 ()
Sex: Male () Female ()

The type of school you graduated

Science High School ()
Social Science High School ()
Anatolian High School ()
Anatolian Trade Vocational High School ()
Girls Vocational High School ()
Health vocational high School ()
Anatolian Hotel and Tourism Vocational High School ()
Multi-Program High Schools ()
Anatolian Imam Hatip High Schools ()
Teacher High School ()
Private high school ()
Super High School ()
Open Education High School ()

Vocational and Technical Anatolian High Schools ()
1. Anatolian Health Vocational High Schools ()
2. Trade Vocational High Schools ()
3. Tourism Vocational High Schools ()
4. Girls Technical and Vocational High School ()
5. Technical and Industrial Vocational High Schools ()
6. Agricultural Vocational High Schools ()
7. Anatolian Fine Arts High Schools ()
8. Sports High Schools ()
Others (if any).....

How long have you been learning English?:

0-6 months () 1 year () 2 years () more than 4 years ()

Your current course level:

A1 () A2 () B1 () B2 () B2+ () C1 ()



Section 2

Please tick the appropriate option by imagining that you may be in the following situations or events.

	always	often	sometime	seldom	never
1. I feel shy in my friendship relations because I think they won't like me once they know me.					
2. I feel uneasy when I tell the authorized person about a problem with the physical condition of the class (such as the heating system problem).					
3. It is difficult for me to be in the same environment with a close friend of mine after I have annoyed him/ her with what I have said					
4. I feel tense when I tell someone worthy for me about my decision to realize my dream such as taking a World tour.					
5. I feel uneasy when I need to borrow some money from a friend of mine.					
6. I feel worried when I invite my family members to one of the important events for me.					
7. When I realize that I have broken ties with a worthy friend of mine, I feel uneasy talking to him/her about this situation.					
8. I feel tense when I start talking to someone I want to meet.					
9. I feel worried when I invite my friends to one of the important events for me.					
10. When I am really in need to talk, I feel uneasy when I call a friend.					
11. When I don't understand the subject that the teacher told me during the lesson, I feel uneasy if I need to ask questions about it.					
12. I feel anxious when I ask a classmate to repeat the subjects the teacher has covered since I have not understood them.					
13. It is difficult for me to issue an important subject.					
14. I feel tense when I ask a friend to quit a behavior that bothers me.					
15. I think people don't like me.					
16. I feel uneasy when I ask a person to fulfill one's responsibility (for example, asking someone to clean the place where one has polluted).					
17. I feel nervous when I ask a friend to borrow one's outfit for an important event.					
18. Bir iş mülakatında becerilerimi göstermek benim için zordur.					
19. I feel insecure in a situation where I have to tell my family – “My dreams are different from yours and I want to realize my own dreams, not yours!”.					
20. It's hard for me to participate into activities because I think my friends will laugh at me when I make mistakes..					
21. I feel nervous when I ask for one's help concerning a project (eg. homework).					
22. It's hard for me to join in different groups of friends					
23. I feel bad when someone turns down my request.					

24. I feel uneasy when I ask for one of my friends' help about a problem in school.					
25. I try to please everyone.					
26. I experience the fear of rejection when I meet someone new					
27. It is hard for me to talk to someone who has not come to the meeting point about the reason why s/he has not showed up.					
28. I feel worried when I want to talk to someone I have met recently.					
29. It's hard for me to be with him/her again if I've done something to annoy a close friend of mine.					
30. I experience the fear of rejection when I decide to do something new.					
31. It is hard for me to demonstrate my skills in the speaking exam.					
32. If I'm not sure that my idea will be accepted, it is difficult for me to express it in a community.					

Section 3

Please select the suitable option for you.

	Always	Often	Sometimes	Seldom	Never
1. I expect others to fully appreciate my ability to do business.					
2. In my opinion, the fact that only one person is successful in a job can make other people unhappy.					
3. I believe that my success brings me heavy responsibilities.					
4. I feel happy when I tell my friends about the things at which I am good.					
5. I try to win in a competition no matter what it is.					
6. I believe that being successful is highly appreciated in our society.					
7. I believe that I have to do the assigned tasks given to me in order to prove that I am a worthy person to others.					
8. I think that others perceive successful people as cold people.					
9. I believe that as people get successful, their behaviors begin to deteriorate (eg, showing disdain to others after they get successful).					
10. I think that people try to establish some close ties with the successful people at the summit.					
11. I feel bad even if I have done a good job.					
12. I believe that the successful people feel sad.					
13. I believe that I can be more successful than most of the people I know.					
14. Once I succeed, I believe people always expect me to do better things.					
15. I think that others perceive the successful people as arrogant people.					
16. I believe that unsuccessful people are unhappy.					

Ekler, T. & Yalçın Tılfarlıođlu, F. (2020). A Study on the Possible Effects of the Fear of Success and Rejection Sensivity on Academic Success. *KMÜ Sosyal ve Ekonomik Arařtırmalar Dergisi*, 22(38), 164-186.

3. Permission of School Management

Evrak Tarihi ve Sayısı: 27/02/2019-12576



T.C.
GAZİANTEP ÜNİVERSİTESİ
Yabancı Diller Yüksekokulu

Sayı :35914063/108 99/
Konu :Ölçek Uygulama İzi

Sayın Öğr.Gör. Tülin EKLER

İliđi :26/02/2019 tarihli, 12300 sayılı ve "Ölçek Uygulama" konulu yazı

İliđi dilekçeye istinaden, Gaziantep Üniversitesi Eğitim Bilimleri Enstitüsü, İngiliz Dili Eğitimi Anabilim Dalında Yüksek Lisans programında yürütmekte olduğunuz, "Başarı Korkusu ve Reddedilme Hassasiyetinin İngilizce Öğrenimi Üzerine Etkileri" konulu tez çalışmanız kapsamında, Yüksekokulunuz öğrencilerine yönelik ölçek uygulama talebiniz uygun görülmüştür.

Bilgilerinize rica ederim.

Doç.Dr. Emrah ÇİNKARA
Yabancı Diller Yüksekokulu Müdürü

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