

The Relationship between Self-awareness and Learners' Performance on Different Reading Comprehension Test Types among Iranian EFL Elementary Learners

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Abstract—This research was conducted on the basis of emotional intelligence in Goleman's model in which the correlational relationship between self-awareness as one of the variables consisted of three clusters: emotional self-awareness, accurate self-assessment, and self-confidence, and learners' performance on different reading comprehension test types including true & false, cloze test, multiple-choice, and wh-question form, as another variable was investigated. According to the results of data analysis through the regression and ANOVA tests, the null hypotheses were rejected and the correlation of the variables was proved.

Index Terms—affective domain, Emotional Intelligence (EQ), self-awareness, reading comprehension test, EFL learners

I. INTRODUCTION

Despite the more emphasis on cognitive aspects of learning, it is a multi-dimensional process with three domains: cognitive, behavioral and affective. According to some researchers, "The affective domain, arguably the most complex, is rooted in the emotional life of the student" (Friedman, 2008; Friedman & Neuman, 2001; Picard, et. al., 2004). Neuman and Friedman (2010) referred to critical components of affective domain as; values, attitudes, ethics, and self-awareness (para. 2-3). Corcoran and Tormey (n.d.), compared the Gardner's model of Multiple Intelligences to

Goleman's model of Emotional Intelligence in terms of affective domain and pointed that "work on Emotional Intelligence is more focused on the affective domain than that of Gardner" (p. 3). According to Daniel Goleman (1995), "emotional competence (or competency) is the ability to manage our emotions in a positive manner in any situation by thinking before we react, by recognizing the emotions and strengths of others, and by using this knowledge in a productive manner" (as cited in Honigsfeld & Lupeke, 2010, p. 19). According to Honigsfeld and Lupeke (2010), "the development of the four language skills — listening, speaking, reading and writing — through meaningful, learner-centered activities may be enhanced by addressing emotional competencies as well." (p. 19).

Some disabilities in reading comprehension success according to Logsdon (n.d.), were the written material beyond their current independent reading skill level, having limited prior knowledge about the content or having limited vocabulary knowledge, and the lack of awareness of how the reading material is structured (para. 1). Although it is obvious that reading ability especially reading comprehension is a multifactor process which required investigating the affective aspects especially learners' emotion and self-awareness as much as cognitive aspects, unfortunately there were not sufficient researches studying emotional domain. In other words, to study learning as a metalevel of human mind which according to Hannula (n.d.), considers cognition and emotion "as two sides of the same coin" (para. 5), the way ends in cognition or a little different; thinking about cognition or metacognition. To consider above studies with more emphasis on affective domain of reading comprehension, the researcher discussed the problem of present study: the relationship between learners' self-awareness and their performance on different reading comprehension test types.

Since the researcher worked on one of the emotional competencies on the basis of Goleman's Model; self-awareness with three components: emotional self-awareness, accurate self-assessment, and self-confidence, in relation to learners' performance on different reading comprehension test types, the research findings must answer these questions and reject the null hypotheses appropriately:

Q₁. Is there any relationship between learners' emotional self-awareness and their performance on different reading comprehension test types among Iranian EFL elementary learners?

Q₂. Is there any relationship between learners' accurate self-assessment and their performance on different reading comprehension test types among Iranian EFL elementary learners?

Q₃. Is there any relationship between learners' self-confidence and their performance on different reading comprehension test types among Iranian EFL elementary learners?

H₀ 1. There is not any relationship between emotional self-awareness and learner's performance on different reading comprehension test types among Iranian EFL elementary learners.

H₀ 2. There is not any relationship between accurate self-assessment and learner's performance on different reading comprehension test types among Iranian EFL elementary learners.

H₀ 3. There is not any relationship between self-confidence and learner's performance on different reading comprehension test types among Iranian EFL elementary learners.

According to Rinkevičienė and Zdanytė (2002), "It is important for teachers to make learners aware of the processes involved in language learning and to help them find environments that suit their needs best" (p. 96). Rinkevičienė and Zdanytė (2002) believed that raising the learners' awareness through the processes of learning is a crucial key for the development of autonomous learning. Candy Lawson believed that "our thoughts and emotions can strongly affect motivation" (para. 8). According to Illinois State Board of Education, self-awareness "enables individuals to handle their stress, control impulses, and motivate to persevere in overcoming obstacles to goal achievement". As this study focused on self-awareness which is according to Goleman (1998), "key to realizing one's own strength and weakness" (p. 6), one of the significance of this study was emphasizing the important role of self-awareness in learners' self-assessment, as well as dealing with the relationship between learners' self-awareness and their autonomy and motivation in learning environments.

The most crucial limitations and delimitations of present study mentioned below.

1. This research is solely conducted for Iranian EFL elementary learners, and all of them are studying English in Garmsar IranMehr institute in Iran and not other institutes or other cities.

2. In this study, the researcher considered English language as foreign, instead of second language because learning English language in Iran is limited to scholastic environments like institutes and schools and is not utilized for communication in the society.

3. The researcher opted for adult learners in elementary level because they have a larger expanse of population in comparison with adolescent elementary learners in IranMehr institute (Garmsar, Iran), and also they are more capable to participate in psychological procedures, for example filling out a self-awareness questionnaire.

4. The design of this study is descriptive because the writer could not find any valid treatment for it.

5. There were a limited amount of peer reviewed articles and related to or discussed the proper aspects of self-awareness and reading comprehension. Therefore, the researcher utilized the relevant information about the variables of this study.

II. MAIN TEXT

A. Review of the Literature

What is emotion? According to Jenkins et al. (1998), "Emotions are central to human life; they are subjective and are made up of short-term emotions, long term moods and very long term emotional dispositions of personality" (Jenkins, Oatley & Stein, 1998, as cited in Erasmus, 2007, p. 6).

Emotion and Learning. Hammond et al. believed that "It is critical to recognize the important link between emotions, thought, and action. Moreover, it is important to teach our students that emotions can be managed, regulated, and controlled to some degree (p. 90). According to Hammond et al., learning how to manage emotions are important in the classroom in terms of their impact on learning and on the other hand raising learners' emotional intelligence to make them successful. They also believed that teachers can support students "in developing their self-confidence by helping them learn to identify what they are thinking and how they are feeling when they make decisions" (p. 92) and they "should be aware of and sensitive to the different ways children respond to and display emotion" (p. 92).

According to Candy Lawson, "Emotions and learning occur in the brain. Learning means acquiring knowledge or skills. Learning requires thinking. Our thoughts influence how we feel. How we feel influence how we think. The connections between emotion and learning are bi-directional and complex" (para. 25). Lawson quoted from Priscilla Vail, an expert of learning that "emotion is as on-off switch to learning" (para. 3).

Emotional intelligence competencies. Self-awareness is one of these emotional competencies which consisted of three components: emotional awareness, accurate self-assessment, and self-confidence. Boyatzis, Goleman, and Rhee (1999) believed that "The organization of the competencies under the various constructs is not random; they appear in synergistic clusters or groupings that support and facilitate each other" (as cited in Stys & L. Brown, p. 15). According to Honigsfeld and Lupeke (2010), "The aligned summary of three theoretical constructs related to emotional intelligence is presented in Table I" (p. 19).

TABLE I.
ALIGNMENT OF THEORIES ON EMOTIONAL COMPETENCE

Gardner's Multiple Intelligences (2 out of 9) Intrapersonal Intelligence Understanding oneself and having insights into one's own thoughts, actions and emotions (self-understanding)	Goleman's Emotional Competencies Self Awareness (Recognition): Developing emotional self awareness, accurate self assessment, self confidence	Six Seconds Self Science Know Yourself Legitimizing self knowledge as subject matter Becoming aware of multiple feelings
	Self Management (Regulation): Developing self control, trustworthiness, conscientiousness, adaptability, achievement drive, initiative	Choose Yourself Developing a trusting attitude towards others. Enhancing self-esteem
Interpersonal Intelligence Understanding of others and one's relationships to others — social skills	Social Awareness (Recognition): Showing empathy, service orientation, organizational awareness	
	Relationship Management (Regulation): Developing others, influence, communication, conflict management, leadership, change catalyst, building bonds, teamwork and collaboration	Give Yourself Disclosing thoughts and feeling

Self-awareness and its components. Daniel Goleman, maintained that self-awareness (i.e., knowing one's emotions) is foundational to emotional intelligence and described it as being "aware of both our mood and our thoughts about that mood." and consisted of three components: emotional self-awareness, accurate self-assessment, and self-confidence.

Emotional self-awareness, according to Goleman (1998) defined as: "Recognizing one's emotions and their effects", accurate self-assessment means "Knowing one's strengths and limits", and self-confidence described as: "Sureness about one's self-worth and capabilities". According to Grayson (n.d.) "Emotional self-awareness is *the ability to recognize one's feelings*. It is not only the ability to be aware of one's feelings and emotions, but also to differentiate between them, to know what one is feeling and why, and to know what caused the feelings" (p. 6).

Anderson and Lux (2004) argued that "an adequate account of autonomy must include a distinct requirement of *accurate self-assessment*, which has been largely ignored in the philosophical focus on agents' ability to evaluate the desirability of acting on certain impulses or values" (p. 279). According to Anderson and Lux (2004) "there is a distinct requirement of *accurate self-assessment*, which is connected more with executing a task than with evaluating its desirability" (p. 279).

According to Hargreaves (n.d.), "To become effective learners, young people need to develop a strong sense of self-worth and confidence in their abilities. They need to learn to take responsibility for their own learning and performance, and demonstrate persistence and resilience in the face of obstacles or setbacks (para. 32).

Reading comprehension test types. According to R. Day and Park (2005), there are six different types of comprehension: Literal comprehension, Reorganization, Inference, Prediction, Evaluation, and Personal response.

R. Day and Park (2005) believed that there are five forms of reading comprehension questions: Yes/no questions, Alternative questions, True or false, Wh- questions, Multiple-choice. According to Fletcher (2006), "the measurement issues are complicated, reflecting the complex, multidimensional nature of reading comprehension" (p. 323).

Self-Awareness and Reading Comprehension. Regarding these studies, the researcher administered four different types of reading comprehension tests to a group of Iranian EFL elementary learners. The reading comprehension tests of this study consisted of: Multiple-choice, True or False, Cloze- test, and Wh-question. Goleman (1998) referred to the relationship between self-awareness and performance and claimed that "The first of the three Self-Awareness competencies, Emotional Self-Awareness, reflects the importance of recognizing one's own feelings and how they affect one's performance" (p. 6). According to Alexander and Jetton (2000); Biancarosa and Snow (2004), "Reading ability is multidimensional, influenced by many cognitive, affective, physiological, psychological, social, and emotional factors (as cited in Yribarren, n.d., p. 1). Some researchers believed that good readers have confidence in their ability to read and understand what they read and they have a sense of themselves as good readers and enjoy reading (Ylvisker, Hibbard & Feeney, n.d.). Barton (Sep., 1996) in terms of the relationship between reading and emotional awareness claimed that "Readers learn about emotions from stories and emotional awareness helps readers understand stories." Hisken (2011) regarding the role of self-esteem and self-confidence in reading ability believed that:

Students with low self-esteem tend to have lower reading abilities because they do not feel confident enough to take risks in their reading. They are not confident enough in themselves or their ability to try new genres, authors, or types of reading materials. (p. 7)

B. Material and Method

Participants. The subjects of this investigation were English language elementary learners. The participants of the study were 50 adult Elementary Iranian EFL learners at the age of 15 to 30 selected from English language learners of IranMehr institute (Garmsar, Iran).

Instrumentation

- *Placement test.* The English Unlimited placement test (Written test, Cambridge University Press, 2010) consisted of 120 multiple-choice questions, 20 at each level from Starter to Advanced was administered to 70 learners at the age of 15 to 30 who registered in adult elementary level of IranMehr Institute. 50 subjects with appropriate scores (16-35), were selected as participants by the researcher.

- *Self-awareness questionnaire.* The self-awareness questionnaire consisted of 39 close questions (13 questions for each cluster) adapted from online questionnaires developed by some researchers (Silver & Claret, B. Davies, Downing, T. Ziv, and self-analysis questionnaire retrieved from www.ev.org.uk) that translated to Persian and must be answered by the respondents. All measures in this self-awareness questionnaire used a 5point Likert scale from 0 = Never to 5 = Always.

- *Reading comprehension tests.* The researcher administered four different reading comprehension test types: Multiple-choice, True or False, Cloze- test, and Wh-question. These tests, each one consisted of 20 questions, adapted from online standardized tests developed by some organizations (university of Victoria: English Language Centre, Cambridge ESOL Reading Comprehension Exercise: Key Test of English (KET), *English File 1*, extra reading material: Oxford University Press).

Procedure. Firstly, the English Unlimited placement test was given to 70 learners who registered in IranMehr Institute (Garmsar, Iran) and 50 elementary subjects at the age of 15-30 and with average scores of 16-35 were selected. After homogenizing the subjects, and estimating the reliability of the self-awareness questionnaire and four different reading comprehension test types by piloting the tests with 10 elementary subjects, the researcher conducted the Persian self-awareness questionnaire and four different reading comprehension tests to the 50 participants. Finally, the data gathered from these two scores (reading comprehension tests and self-awareness questionnaire) were analyzed for each person.

Design. The design of this study was quantitative and descriptive and a correlational relationship between variables instead of causal relationship was investigated. Since the researcher worked on one of the competencies of EQ in Goleman's model, the method of this research was ex post facto.

C. Results and Discussion

Testing Assumptions. The research questions raised in this study have been analyzed through the regression analysis, thus the assumptions of interval data, normality, linearity and homoscedasticity should be met (Field, 2009). The data are measured on an interval scale. The assumption of normality is also met. The ratios of skewness and kurtosis over their respective standard errors are within the ranges of +/- 1.96 (Field, 2009).

TABLE II.
TESTING NORMALITY ASSUMPTION

	Skewness				Kurtosis		
	N	Statistic	Std. Error	Ratio	Statistic	Std. Error	Ratio
SC	50	-.354	.337	-1.050	-.495	.662	-0.748
ASA	50	-.320	.337	-0.950	.948	.662	1.432
ESA	50	.239	.337	0.709	.255	.662	0.385
Cloze	50	-.452	.337	-1.341	-.605	.662	-0.914
Wh-question	50	-.196	.337	-0.582	-.920	.662	-1.390
TF	50	-.178	.337	-0.528	-.137	.662	-0.207
MC	50	-.761	.337	-2.258	-.275	.662	-0.415

According to the regression model, ANOVA test (Table II & Table III), and the existent assumption of linearity and homoscedasticity (Scatter Plot 1 & 2), learners' scores on the Cloze test could predict about 50 percent of their emotional self-awareness ($R = .70$, $R^2 = .49$), but the other types of reading comprehension tests were not entered into the regression model and the assumptions.

TABLE III.
MODEL SUMMARY EMOTIONAL SELF-AWARENESS THROUGH READING COMPREHENSION TESTS

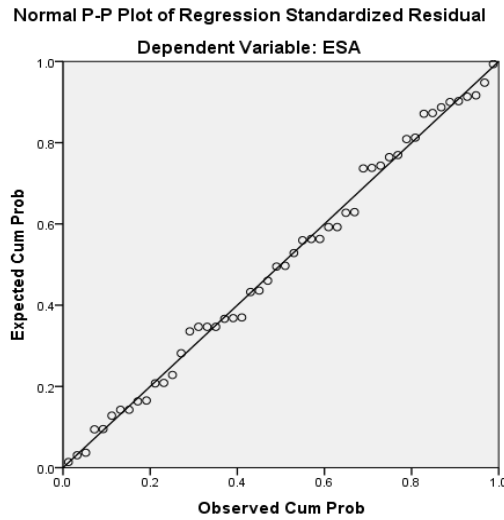
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.702 ^a	.492	.482	6.162
a. Predictors: (Constant), Cloze				
b. Dependent Variable: ESA				

TABLE IV.

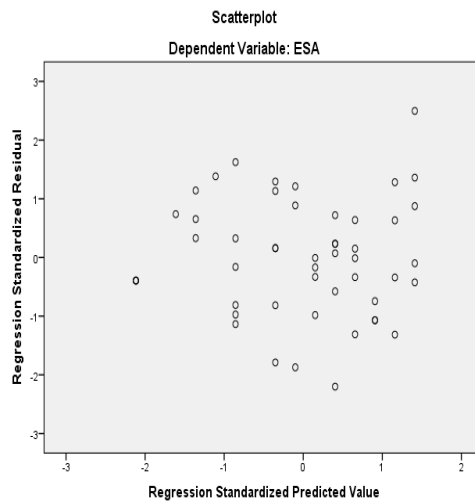
ANOVA TEST OF SIGNIFICANCE OF REGRESSION MODEL EMOTIONAL SELF-AWARENESS THROUGH READING COMPREHENSION

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1767.735	1	1767.735	46.563	.000 ^b
	Residual	1822.285	48	37.964		
	Total	3590.020	49			

a. Dependent Variable: ESA
b. Predictors: (Constant), Cloze



Q-Q Plot 1. Emotional self-awareness through reading comprehension tests.



Scatter Plot 2. Assumption of homoscedasticity self-awareness through reading comprehension tests.

As displayed in Table V and Table VI, the MC test, TF, and Cloze test, in order, were the best predictors of learners' accurate self-assessment, in other words, MC, TF and Cloze together could predict 73 percent of learners' accurate self-assessment but the assumptions of linearity and homoscedasticity were not met (Scatter Plot 3 & 4), which means the results can only be applied to the population from which the sample is selected. In research question 2, Wh-q was not entered into the regression model.

TABLE V.

MODEL SUMMARY ACCURATE SELF-ASSESSMENT THROUGH READING COMPREHENSION ESTS

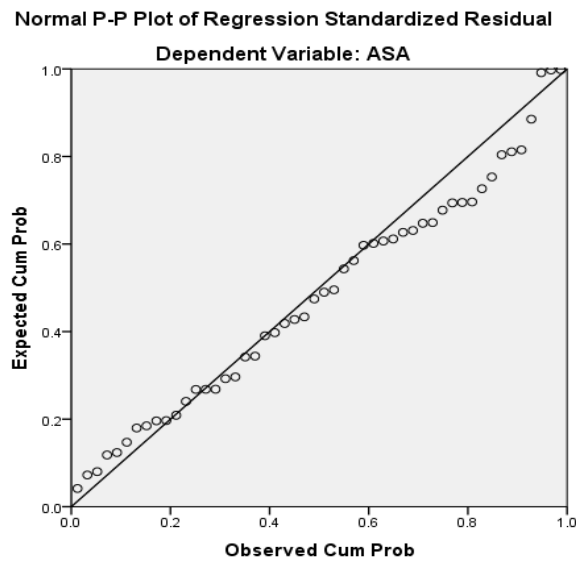
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.778 ^a	.605	.597	5.512
2	.842 ^b	.709	.696	4.785
3	.858 ^c	.736	.719	4.603

a. Predictors: (Constant), MC
b. Predictors: (Constant), MC, TF
c. Predictors: (Constant), MC, TF, Cloze
d. Dependent Variable: ASA

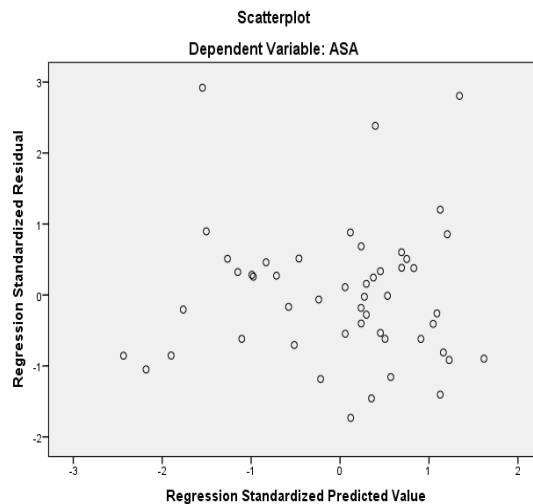
TABLE VI.
ANOVA TEST OF SIGNIFICANCE OF REGRESSION MODEL ACCURATE SELF-ASSESSMENT THROUGH READING COMPREHENSION TESTS

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2235.312	1	2235.312	73.572	.000 ^b
	Residual	1458.368	48	30.383		
	Total	3693.680	49			
2	Regression	2617.735	2	1308.867	57.175	.000 ^c
	Residual	1075.945	47	22.892		
	Total	3693.680	49			
3	Regression	2718.955	3	906.318	42.772	.000 ^d
	Residual	974.725	46	21.190		
	Total	3693.680	49			

a. Dependent Variable: ASA
b. Predictors: (Constant), MC
c. Predictors: (Constant), MC, TF
d. Predictors: (Constant), MC, TF, Cloze



Q-Q Plot 3. Accurate self-assessment through reading comprehension tests.



Scatter Plot 4. Assumption of homoscedasticity accurate self-assessment through reading comprehension tests.

According to regression model and ANOVA test (Table VII & Table VIII), learners' scores on Wh-q, TF, and MC tests, in order, were the best predictors of their self-confidence, in other words, MC, TF and Cloze together could predict 73 percent of learners' self-confidence, and Cloze test was the only excluded variable. The assumptions of linearity were not met which means the results can only be applied to the population from which the sample is selected but the assumptions of homoscedasticity were met (Scatter Plot 5 & 6).

TABLE VII.

MODEL SUMMARY SELF-CONFIDENCE THROUGH READING COMPREHENSION TESTS

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.777 ^a	.604	.596	6.490
2	.838 ^b	.702	.689	5.695
3	.857 ^c	.734	.717	5.431

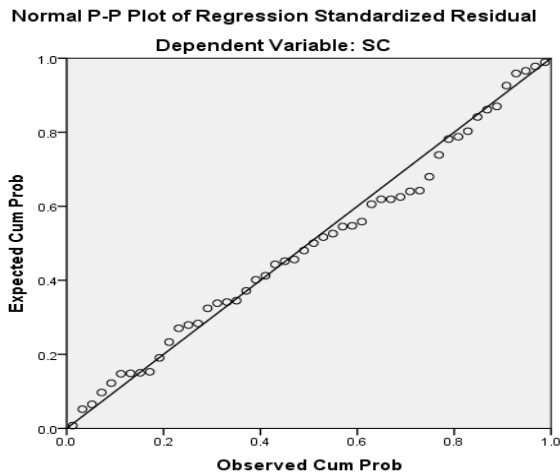
a. Predictors: (Constant), Whq
 b. Predictors: (Constant), Whq, TF
 c. Predictors: (Constant), Whq, TF, MC
 d. Dependent Variable: SC

TABLE VIII.

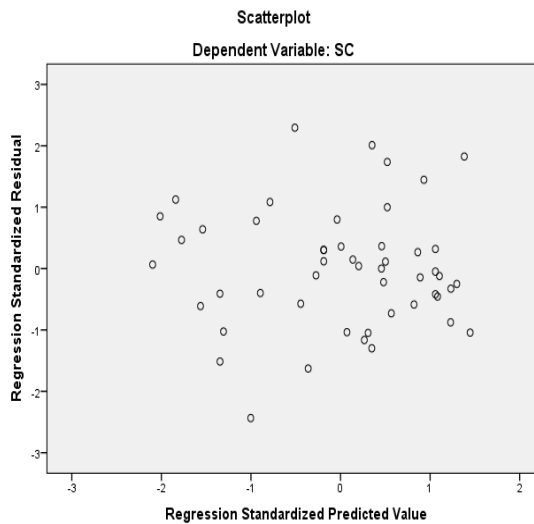
ANOVA TEST OF SIGNIFICANCE OF REGRESSION MODEL SELF-CONFIDENCE THROUGH READING COMPREHENSION TESTS

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3088.444	1	3088.444	73.332	.000 ^b
	Residual	2021.556	48	42.116		
	Total	5110.000	49			
2	Regression	3585.887	2	1792.943	55.290	.000 ^c
	Residual	1524.113	47	32.428		
	Total	5110.000	49			
3	Regression	3753.043	3	1251.014	42.409	.000 ^d
	Residual	1356.957	46	29.499		
	Total	5110.000	49			

a. Dependent Variable: SC
 b. Predictors: (Constant), Whq
 c. Predictors: (Constant), Whq, TF
 d. Predictors: (Constant), Whq, TF, MC



Q-Q Plot 5. Self-confidence through reading comprehension tests.



Scatter Plot 6. Assumption of homoscedasticity self-confidence through reading comprehension tests.

Reliability Indices. The K-R21 reliability indices of the tests employed in this study are displayed in this study. They range from a high of .97 for the cloze test to a low of .56 for the MC test (Table IX).

TABLE IX.
K-R 21 RELIABILITY INDICES

	N	Mean	Variance	K-R21
Self-Confidence	50	43.00	104.286	0.96
Accurate Self-Assessment	50	42.08	75.381	0.93
Emotional Self-Awareness	50	41.14	73.266	0.92
Cloze	50	13.40	15.755	0.97
Whq	50	13.64	7.092	0.88
TF	50	12.54	6.539	0.73
MC	50	14.34	8.637	0.56

III. CONCLUSIONS

According to the results of data analysis which were drawn from this study, it can be claimed that the findings were in agreement with theoretical framework of this study which was on the basis of Goleman's model of EQ (1995), and because of focusing on self-awareness as one of the important component of Goleman's theory and its association with reading skill, the present study might help to extend the previous studies in this domain. Also it might be claimed that the findings of this study predicted and indicated that there was a correlational relationship between self-awareness and reading comprehension. However, there were some exceptions, such as lack of assumptions of linearity and homoscedasticity in data analysis of research question 2 and 3 which according to Field (2005) means that the regression model can be perfectly used to draw conclusions about the data gathered from the present sample and it cannot be generalized to other populations.

Despite the previous studies which dealt more with all of the competencies of EQ as a whole concept, in present study, the focus is more on self-awareness competency of EQ in Goleman's model and investigating its relationship with reading comprehension. In present study, self-awareness as a personal and emotional competence was described in terms of affective domain of learning rather than cognitive domain. The results might lead to an appropriate example of association between learners' competence (self-awareness) and their performance through learning English language. Since this study focused on self-awareness which is according to Goleman (1998) a key to becoming aware of one's own strength and weakness, another benefit of this study might be for learners to accurately assess their own performance and recognize their abilities and disabilities through learning process. The crucial aim of this study was to discuss the importance of the role of learners' self-awareness in development of autonomous learning, since according to Kohonen (1991), "Raising the awareness of one's own learning and gaining an understanding of the processes involved is thus another important key for the development of autonomous learning". One of the best implication of this research is for teachers to support the learners' emotions and feelings in addition to improve their cognitive ability, in order to make a motivational environment of learning in their classes.

Suggestions for Further Research

Regarding the result of this study which supported the purpose of investigating the relationship between self-awareness and learners' performance on different reading comprehension test types, according to findings which showed that there is a relationship between variables of the study, and considering the limitations of present study, the researcher suggested some related topics for future research directions.

1. According to this study, it may be claimed that learners' self-awareness is related to their performance in reading comprehension tests. It seems that more researches are required to investigating the significant effect of different levels of self-awareness on learners' performance on reading comprehension tests.
2. The researcher proposes the investigation of the role of emotional self-awareness in reading comprehension of different genres of short stories.
3. The procedures of this study can be utilized in other settings such as universities and schools.
4. Replication of this study can be done for Iranian EFL learners at different levels of language proficiency.
5. The line of this research may be followed on the role of self-awareness in speaking or writing tasks, because this paper was done only in reading comprehension tests.
6. The researcher calls for implementing another study with larger numbers of participants who include genders, males, and females.

APPENDIX. SELF-AWARENESS QUESTIONNAIRE

	Emotional Self-Awareness-	Always = 5	Almost Always= 4	Often = 3	Sometimes = 2	Rarely = 1	Never = 0
1	I always know which emotions I am feeling and why						
2	I realize the links between my feelings and what I think, do, and say						
3	I recognize how my feelings affect my performance						
4	I can recognize the situations that trigger my emotions						
5	I have a good understanding of what are my values and my goals						
6	I am aware of situations that cause me to think negatively						
7	I am aware of the impact my moods have on other people						
8	I am able to express my emotions in an appropriate manner						
9	I do not lose control when I am angry						
10	I always know whether or not I am happy						
11	I can say when I get upset						
12	I accept my emotions as my own						
13	I am realistic about myself and others						
	Accurate Self-Assessment						
14	I am aware of my strengths and weaknesses						
15	I am reflective and try to learn from experience						
16	I am open to candid feedback, new perspectives, continuous learning, and self-development						
17	I am able to show a sense of humour and perspective about myself						
18	I am not defensive in receiving new information or perspectives about myself						
19	I compensates for my limitations by working with others with the necessary strengths						
20	I make career choices to leverage opportunities to learn new things or broaden my Experiences						
21	I seek out opportunities to broaden my repertoire of capabilities						
22	when I encounter a challenging problem, I try to solve it by myself						
23	I solicit honest critiques						
24	I can set personal goals and monitor progress toward these goals						
25	I am open to ongoing growth and development by learning from my mistakes and experiences						
26	I am introspective						
	Self-Confidence						
27	I feel confident to work without the need for direct supervision						
28	I believes myself to be among the most capable for a job and likely to succeed						
29	I present myself in an assured, forceful, impressive and unhesitating manner						
30	I assume significant personal or professional risk to accomplish important goals (e.g. challenging powerful others with an unpopular point of view)						
31	I speak out for a course of action I believe in even when others disagree						
32	I can voice views that are unpopular and go out on a limb for what is right						
33	I am decisive, and able to make sound decisions despite uncertainties and pressures						
34	I consider myself an effective person, capable of taking on challenges and master new tasks						
35	I have personal presence (i.e. I stand out in a group)						
36	I am the best student in my reading class I appreciate what I have						
37	I stick to my principles						
38	I do not worry about what others think about me						
39	I speak positively about myself						

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