

RESEARCH ARTICLE**THE EFFECTS OF THE FEAR OF SUCCESS AND REJECTION SENSITIVITY ON LEARNING ENGLISH**

Filiz Yalçın Tılfarlıoğlu^a, Tülin Ekler^{b,}*

ABSTRACT

There have been different studies that have been conducted over the psychological hindrances that can impede the students' learning skills. These studies/researches helped to shed light on the possible psychological factors that might block the students' learning process. As it is, most studies have developed their focal points on the anxiety as psychological barrier before the students' learning potentiality in this context. However, fewer studies have been carried out on delving into deeper sides of the issue that lead to the students' learning failures. Two factors have come into prominence here: fear of success and rejection sensitivity. Horner (1972), a pioneer researcher, highlights the fear of success as a tendency of a person to feel anxious about the possible disadvantages of achievement. Moreover, Downey, Feldman, and Ayduk (2000) argue rejection sensitivity as an impending factor that makes a person "anxiously expect, readily perceive and intensely react to rejection". Taking both factors into account, this study will be twofold. Firstly, it aims to show how both factors manifest themselves in an EFL classroom environment. Moreover, it attempts to figure out what sort of variables can reduce/increase the impact rate of both aforementioned psychological factors on the learning failures of the students in an EFL classroom. This study has the humble hope to make a contribution on further analysis of these concepts which are unaddressed in ELT field to embark on a discussion over their possible effects on the students' language learning process.

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Keywords: Academic Achievement, Fear of Success, Rejection Sensitivity, English Language Teaching.

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ARAŞTIRMA MAKALESİ

BAŞARI KORKUSU ve REDDEDİLME HASSASİYETİNİN İNGİLİZCE ÖĞRENİMİ ÜZERİNE ETKİSİ

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ÖZET

Öğrencilerin öğrenme becerilerini engelleyebilecek psikolojik etkenler üzerine birçok çalışma yapılmıştır. Bu çalışmalar öğrencilerin öğrenme süreçlerini olumsuz yönde etkileyecek olası psikolojik faktörlere ışık tutmuştur. Bu içerikteki çoğu çalışmanın odak noktası, öğrencilerin öğrenme potansiyeli önündeki psikolojik bariyer olarak kaygı olmuştur. Fakat, öğrencilerin öğrenme başarısızlıklarına sebep olan konuların daha derin yanlarını araştıran çok az çalışma olmuştur. Burada, iki faktör, önem arz etmiştir: başarı korkusu ve reddedilme hassasiyeti. Öncü araştırmacılardan Horner (1972) başarı korkusunu, bir kişinin, başarının olası dezavantajları ile ilgili kendisini kaygılı hissetmeye meyilli olması olarak tanımlar. Buna ek olarak, Downey, Feldman ve Ayduk (2000) reddedilme hassasiyetini, bir kişinin, reddedilmeyi kaygılı bir şekilde ummasına, istekli bir şekilde algılamasına ve reddedilmeye yoğun bir şekilde tepki göstermesine sebep olan faktör olarak tanımlarlar. Bu iki faktörü dikkate alarak mevcut çalışma iki kademede gerçekleştirilecektir. Öncelikle, her iki faktörün İngilizcenin yabancı dil olarak öğretildiği sınıflarda nasıl kendini gösterdiklerini açıklamayı amaçlar. Buna ek olarak, İngilizcenin yabancı dil olarak öğretildiği sınıflarındaki öğrencilerin öğrenme başarısızlıklarıyla ilgili daha önce belirtilen her iki psikolojik faktörün etki oranını azaltabilecek ya da arttırabilecek ne çeşit değişkenler olduğunu araştırmayı hedefler. Bu çalışmanın bir amacı da, öğrencilerin dil öğrenme sürecine olası etkileri üzerine tartışma ortamı başlatarak İngilizce dili eğitimi alanında değinilmemiş olan bu kavramlar üzerine daha detaylı analiz yapılmasına katkıda bulunmaktır.

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Anahtar Kelimeler: Akademik Başarı, Başarı Korkusu, Reddedilme Hassasiyeti, İngilizce Dil Öğretimi

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Introduction

Fear of success and rejection sensitivity are two concepts that lead to differences in personality and behaviour of human being (Horner, 1972; Downey and Feldman, 1996). Firstly in this section, the literature review related to fear of success was presented. Then, studies on rejection sensitivity were explained.

Fear of Success

Horner (1972) conceptualized the motive, fear of success, in accordance with an “expectancy-value” theory of motivation that was developed by Atkinson and McClelland (e.g., Atkinson, 1958; McClelland, Atkinson, Clark and Lowell, 1955). According to expectancy-value theory, there are two important factors. The first one is the expectations a person has about the results of his/her actions. The other is the value of these results to that person. When one has anxiety, s/he expects that the results of his/her action will be negative. The anxiety withholds that person from that action (Atkinson and Feather, 1966). Likewise, Horner (1972) argued that most women have tendency to avoid achievement as they expect negative consequences (such as social rejection and/or feelings of being unfeminine) as a result of achievement. Horner (1972) also explains the fear of success as a tendency to feel nervous about success because of the expectation of negative results of achievement. She says that women usually have anxiety about the disadvantages of success in competitive situations. The motive to avoid success was conceptualized by Horner (1972) as a latent, stable, personality disposition acquired early in life associated with standards of sex-role identity.

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Fear-of-Success studies conducted after Horner have failed to replicate her findings consistently. For example, Hoffman (1974) did a study nearly identical to Horner's. Yet, unlike the findings of Horner, fear-of-success of the males was higher more than that of females (77% vs. 65%). It can be said that the frequencies of fear-of-success for females in the studies of Horner (1972) and Hoffman (1974) were the same. Hoffman expected that there would be a decline in fear of success (FOS) among women, but there was not decrease, but a rise in fear-of-success of males after the women's liberation movement. A review of fear-of-success studies by Tresemer (1974) showed that the percentage of fear-of-success imagery of women ranged from 11% to 88% (median 47%) while the percentage for men ranged from 14% to 86% (median 43%). These results cannot be taken as legitimate for males and females. However, it can be claimed that males also have fear-of-success, and sometimes even more than women.

Two objective questionnaires (Pappo, 1972; Zuckerman and Alison, 1976) were also developed. While Pappo (1974) did not find significant differences between males' and females' scores, the scores of the females were significantly higher than the males' in the Fear of Success Scale (FOSS) developed by Zuckerman and Allison (1976). The correlation between the scale of Horner, and the one of Zuckermann and Wheeler (1976) was low, but significant. Zuckerman and Wheeler (1975) emphasized the necessity of sound and replicable body of research.

Brown, Jennings and Vanik (1974) expressed that there was marginally more fear of success in college men than in college women. Furthermore, Hawkins and Pingree (1978) explored “fear of success” as a function of cultural expectations rather than as an intrapsychic motive held by women. In this study, the participants (including 3rd, 6th, 9th, and 12th graders) preferred to rate a successful one as a much happier person than a person who failed. However, when a man and a woman succeeded, a woman was somewhat less nice than a man, but when they both failed, a man was much less nice. The findings are interpreted that sex-role expectations are related to some attributes of individuals, and that these expectations are well-established as early as third grade.

Rejection Sensitivity

Downey and Feldman (1996) state that early rejection experiences of people shape the cognitive and affective processes that lead to behaviour in specific social situations. They point out the psychological legacy of parental rejection and key information processing variables (Feldman and Dow-



ney, 1994). These variables contain expectancies about the results of one's actions, the value that a person places on different outcomes, biases, and scriptings that regulates a person's affective and behavioural response to many experiences (Bandura, 1986; Mischel and Shoda, 1995). Downey and Feldman (1996) conceptualizes early rejection experience in childhood in cognitive-affective processing terms. Exposing of a child to family rejection is highly associated with heightened sensitivity to rejection (Feldman and Downey, 1994; Downey, Lebolt, and Rincon, 1995). They state that early rejection experiences form the expectations, values and concerns, interpretative biases, and self-regulatory strategies that lie behind the behaviour in particular interpersonal contexts. They also mention that it also shapes the relations among these cognitive-affective variables and interpersonal behaviour (Feldman and Downey, 1994). Furthermore, according to the attachment theory Bowlby (1969), there is a link between early rejection and later interpersonal functioning (Bowlby, 1969). Bowlby states children form mental models of themselves and of relationships that have impact on their relationships in their future. Behind these working models are expectations related to their thoughts about whether their significant others will satisfy or meet their needs or whether they will be rejecting. Meeting their needs sensitively and consistently can help children form working models including the anticipation that others will support and accept them. If the caretakers tend to respond the needs of children with rejection, this may lead to children's developing working models containing doubts about whether others will accept and support them. Such insecure working models are considered to give rise to mistrustful or ambivalent orientations to adult relationships (Hazan and Shaver, 1994).

Avoiding rejection is one of the human motives (Homey, 1937; McClelland, 1987). Rejection sensitivity is reported that it has impacts on interpersonal relationship in many ways (Downey and Feldman, 1996). The perception of rejection may lead to decreasing well-being of a person and affecting interpersonal functioning adversely. These people are inclined to react more with reactive aggression and hostility toward other people compared to those who have less rejection sensitivity in a similar situation (Romero-Canyas, Downey, Berenson, Ayduk, and Kang, 2010). Horney (1999) pointed out that people who are anxious about abuse, desertion, betrayal, and humiliation may have a sensitivity "to any rejection or rebuff no matter how slight, such as a change in an appointment, having to wait, failure to receive an immediate response" (Horney, 1999, pp. 135-136). Moreover, it is also reported that people who have high rejection sensitivity are at risk for personal and interpersonal distress (Ayduk, Mendoza-Denton, Mischel, Downey, Peake, Rodriguez, 2000). Furthermore, it is found by the researchers that the delay of gratification ability of people with high rejection sensitivity protects these people from interpersonal difficulties such as peer rejection and aggression, and they have decreased interpersonal problems. On the other hand, this ability decreases well-being, which can result in higher drug use and low self-worth.

The results of the study conducted with 150 middle school students by means of self-report measures show that peer rejection causes a rise in anxious and angry expectations of rejection for boys. Furthermore, being liked by peers leads to a decrease in anxious rejection expectations in girls and boys. Moreover, anxious expectations of rejection bring about the withdrawal and social anxiety (London, Downey, Bonica and Paltin, 2007).

It has been also stated that there are high correlations between borderline-specific cognitions (Questionnaire of Thoughts and Feelings) and rejection sensitivity. The study that was applied to the patients with borderline personal disorders proved that these people had very high scores on related concept (Staebler, Helbing, Rosenbach, and Renneberg, 2011).

In the light of the studies above, it can be concluded that fear of success and rejection sensitivity come into prominence in respect of the differences of personality. Michael Eysenck (1994) states that personality may have an important role in affecting human behaviour. There is an unexplored territory in the literature in English language field. This study aims to investigate the possible effects of fear of success and rejection sensitivity on the students in language learning classrooms and possible solutions. In line with the purposes of the study, the following research questions were constructed:

1. What kind of problems related to fear of success do the teachers observe in the classroom?
2. What kind of problems related to rejection sensitivity do the teachers observe in the classroom?

3. What solutions do the teachers come up with for fear of success?
4. What solutions do the teachers come up with for rejection sensitivity?

Method

Context

This research was conducted with required permission in the School of Foreign Languages in Gaziantep University in Turkey. The institution has nearly 1500 students every year. There are 80 experienced instructors who teach in day and evening classes. As the education language is English in Gaziantep University, the students need to be at proficiency level to attend the lessons in their departments. If they do not have required language skills, they are supposed to take 24-hour intensive English program in a week. Moreover, there are 4 modules every year, each of which lasts 7 or 8 weeks. The language program in the institution ranges from A1 to B2 levels. Furthermore, if the student who starts in B1 level becomes successful in all modules, s/he can reach C1 level. The students are supposed to have 65 or more points in order to finish the programme successfully. Their average scores are calculated by taking the average of their scores from different assessment tools, including 24 quizzes, 4 exit exams and 1 final exam, which assess all the language skills.

Case Study

The purpose of the study was to root out the observations of the teachers about fear of success and rejection sensitivity of the students and their suggestions related to the problems that may arise as a result of these concepts in the classes. That's why, case study, a qualitative method, was chosen to gather data in detail. There were many cases that the instructors mentioned, which makes the study a multi-case study.

Participants

Purposive Sampling: The study included 10 instructors in School of Foreign Languages in Gaziantep University in Turkey. All the instructors had more than ten-year teaching experiences. 4 of them had experiences between 10 and 20 years. The rest of them had experiences between 20 years and more. The instructors were deliberately chosen from those who were experienced for more than 10 years in order to collect the data from their observations over the years. The aim of choosing experienced teachers was to benefit from the knowledge of the experiences that the teachers have had through long ages.

Data Collection

Semi-structured (face-to-face) interviews with the participants: Semi-structured (face-to-face) interview tool was used to gather data about the possible effects of fear of success and rejection sensitivity on students in language learning classrooms after the instructors were informed about what fear of success and rejection sensitivities meant. The questions were as follows:

- Have you ever observed that your students have had fear of success/rejection sensitivity? If yes, what kind of problems related to this concept have you observed in the classrooms?
- What are your suggestions or solutions associated with the problems?

Data Analysis

The data were collected from 10 instructors. Semi-structured interview questions were used in order to root out the opinions and observations of the instructors. Coherent and strict discourse analysis was used in order to underlie the speech of the interviewees at the micro and macro level. As Gee defines, it is the systematic study "the language in use" and it helps cope with meaning in social and cultural levels (Gee, 2010, p. ix). Content analysis was performed under themes and sub-themes in the line with what the instructors said. Moreover, the credibility of the study was provided with mem-



ber checking. The participants checked the accuracy of the experiences of the participants and the results. Additionally, transcripts were coded separately by two researchers to measure the reliability of the study. There was more than 85 % correlation between coding of the researchers.

Findings

As a result of the requirements of content analysis, the themes were formed after the instructors were interviewed. The theme tables are as follows:

Table 1. Themes

Themes Associated with Fear success	
Theme 1	extra burden
Theme 2	affecting other people's relationship
Theme 3	affecting others' emotions negatively
Theme 4	feeling peer pressure
Theme 5	wishing not to graduate from school
Theme 6	bad luck
Theme 7	shyness
Themes Associated with Rejection Sensitivity	
Theme 1	feeling outsider
Theme 2	developing strategies to satisfy their emotional needs
Theme 3	aggressive behavior
Theme 4	drawing people's attention
Suggestions of the Instructors Related to Fear of Success	
Theme 1	Pointing out the disadvantages of failure
Theme 2	Sharing teacher's own experiences
Suggestions of the Instructors Related to Rejection Sensitivity	
Theme 1	The teacher's positive attitude
Theme 2	Group study
Theme 3	Boosting self-responsibility
Theme 4	Relieving the students' shyness with a little force

The Themes and Sub-themes Associated with Fear of Success

There is an important point worth mentioning. After given information about the concept "fear of success", four of instructors tended to talk about their own experiences that they had when they were students rather than tell their observations in the classes as teachers. They also talked about their friends' experiences when they were students. Two of them did not want to say anything about that. Four of them preferred to touch upon that briefly.

Analyzing the data from the interview with the instructors, the themes and sub-themes were identified. The sub-themes are explained with the sentences of the instructors. The themes and sub-themes related to this concept are as indicated below.

Research question 1: What kind of problems related to fear of success do the teachers observe in the classroom?

Theme 1: Extra burden

The instructors reflected that such a fear could bring in the idea of extra burden in the students' minds.

Sub-theme 1: Having to help friends

“Such students may feel that they have to help when their friends study. This means that they have to study more.” (Participant 1)

Sub-theme 2 : Figh expectation of the teacher

“When I was a student, I did not try to do “very” good homework deliberately because I thought that if I had done very good homework, my teacher would have expected me to do a better one next time.” (Participant 1)

Sub-theme 3: Fear of sustaining success

“Sometimes I did not attempt to be successful as I thought that when I became successful, I would have the responsibility to sustain it.” (Participant 1)

Theme 2: Affecting other people’s relationship

It was also reflected that such a fear could result in the idea of affecting other people’s relationships.

Sub-theme 1: Causing a rift between my friend and his/her family

“When the families of a successful and an unsuccessful student know each other, the family of the unsuccessful one can humiliate their son or daughter as they compare them. I have met such a family.” (Participant 2)

Sub-theme 2: Disturbing the class as the teacher pays his/her attention to the successful student

“Some teachers may tend to pay attention to those who are more successful, so the others can feel that they are ignored. This can make a student withdraw from seeming successful as such students may not like disturbing their friends.” (Participant 2)

Sub-theme 3: Resulting in the teacher’s humiliating attitude towards my friends (as they are not successful.)

“When I was a student, some teachers humiliated the unsuccessful students by comparing them with the successful ones, which irritated the successful student.” (Participant 2)

Theme 3: Affecting others’ emotions negatively

Affecting others’ emotions negatively was another theme. It was stated that success of a person could upset his/her friends.

“As a student I thought my achievement could sadden my friend because it could make her feel less successful.” (Participant 1)

Theme 4: Feeling peer pressure

The instructors also explained that success could cause their friends to become their rivals (not friends).

“As a graduate student now, I feel that as a result of my achievement, the friends in the class start to become my rivals. This creates pressure on me.” (Participant 1)

Theme 5 : Wishing not to graduate from school

Wishing not to graduate from school was another theme that was reflected.

“I had friends who did not want to graduate from school. They did not try to be better. The reason was that they really liked being a university student.” (Participant 3)



Theme 6: Superstition

One of the findings was related to the superstitions.

"I know a person who had a superstition. He believed that if he had been successful, he would have been affected by the evil eye." (Participant 4)

Theme 7: Shyness

Shyness was regarded as one of the highly important outcomes of fear of success.

"Such kind of a fear or anxiety can make a student withdraw from participating in the lesson actively. They can feel shy as they may think that their success can bring about a negative situation or event. (Participant 3)

Research Question 2: What kind of problems related to rejection sensitivity do the teachers observe in the classroom?

Theme 1: Feeling outsider

Feeling outsider was the one that was most dwelled upon by the instructors.

Sub-theme 1: Perception of other's mocking him/her

"The students are usually afraid of making mistakes such as grammar or spelling mistakes with the fear that their friends can laugh at them, so they do not want to speak English, I mean, not to make a mistake. What their friends think about them is really important to them." (Participant 5)

Sub-theme 2: Being introvert

"When a student feels outsider because of any reasons, s/he is usually shy, timid and introvert. It can be difficult to motivate such a student as s/he prefers to be in his/her own world" (Participant 6)

Sub-theme 4: Keeping silent

"I had a student who had a problem with his family. The problem was learnt by the class. The student started to become silent. Whenever there happened something which could remind him the problem in the class, he bowed his head. I think he thought that he was different from their friends because of his problem." (Participant 5)

Sub-theme 5: Demoralization

"Feeling rejected makes the students demoralized." (Participant 5)

Sub-theme 6: Unwillingness to attend the classes

"One of my successful students said that he did not want to come to school. He asked if he had a problem with absenteeism. I asked him about the reason why he did not want to come to school. He said that when he participated in the lesson, he sometimes made mistakes, and his friends laughed at them. (Participant 7)

Theme 2: Developing strategies to satisfy their emotional needs

It was touched upon the emotional needs of the students, and their strategies to satisfy them.

Sub-theme 1: Helping friends

"When a student wants to have a friend, or does not want to lose friends, they try to help their friends. Sometimes they help them when their friends do homework, or sometimes they tend to give money to them. They can even say " I have to help my friends during exam because we are friends." (Participant 8)

Theme 3: Aggressive behaviour

Aggressive behaviours of the students who had high rejection were also brought up.

"Such students can behave aggressively when they cannot get what they want." (Participant 2)

Theme 4: Drawing people's attention

Drawing people's attention was another theme that was handled as a reflection of a problem.

"Usually those who have weak family relationships try to get the attention of the teacher or their friends. I think they unconsciously do that." (Participant 5)

Research Question 3: What solutions do the teachers come up with for fear of success?

Theme 1: Pointing out the advantages of success

Directing the attention of the students to the advantages of success and disadvantages of failure was one of the solution for fear of success.

"I think I can help such a student by pointing out the advantages of the success and disadvantages of failure." (Participant 9)

Theme 2: Sharing teacher's own experiences

The experiences of the teachers were also mentioned as pathfinder.

"I like to share my own experiences related to the problems in the class. I believe this can also work for fear of success." (Participant 9)

Research Question 4: What solutions do the teachers come up with for fear of success?

Theme 1: The teacher's positive attitude

The positive attitude of the teacher was emphasized.

"Teacher's attitude toward a student is highly important. I once remember a teacher responding to a student, "Your answer is Ok, but I am looking for a better one" even though the student's answer was incorrect. She truly stayed positive." (Participant 10)

Theme 2: Group study

The significance of group study was accentuated.

"In a group study, students feel that they are a part of a group. This makes them feel better." (Participant 5)

Theme 3: Boosting self-responsibility

Boosting self-responsibility was considered as an important factor that can make the student feel better.

"I usually give such a student responsibility which requires doing something for the class such as preparing the projector for the lesson. This makes them feel valuable in the class with sense of belonging. I always observed that such students tend to feel behave better when I behave so." (Participant 5)



Theme 4: Encouraging the students' shyness with a little force

The attempt to encourage shy students with a little force was considered as a necessity especially in speaking tasks.

"Our students can feel shy as especially when they do a speaking task, so sometimes it is necessary to push a shy student a little bit as s/he really needs that." (Participant 10)

Discussion

First of all, this study was conducted to root out the answers to the research questions: "What kind of problems related to fear of success do the teachers observe in the classroom?", "What kind of problems related to rejection sensitivity do the teachers observe in the classroom?", "What solutions do the teachers come up with for fear of success?", and "What solutions do the teachers come up with for rejection sensitivity?" Firstly, the findings associated with fear of success were discussed in order to find answers to the research questions. Then, findings associated with rejection sensitivity were analyzed with the same purpose.

Fear of Success

The finding of the study proves that the findings associated with fear of success could differ according to gender, situations and the times when the studies were carried out (Horner, 1972; Hoffman, 1974; Tresemer, (1974). The studies could not provide consistent results.

As mentioned before, only four of the instructors tended to explain eagerly their own experiences or those of their friends when they were students rather than stating their observations about the students in the classrooms. While two of them did not want to mention anything about the fears of the students with regard to success, the others touched upon their observations concerning this concept briefly. This can evidence that while some of them are aware of the fact that there can be some negative expectations of the students about the consequences of achievement, the others are blind to or to some extent cognizant of that. Moreover, in this study, it is possible to observe that the themes differ by the answers of the instructors. The findings in this study show that fear of success may not be observed easily, but it does not mean that it does not exist as some of the instructors tended to talk about their own experiences or those of their friends. Moreover, the study shows that the students may also fear from facing the negative outcomes of being successful. They may feel nervous about them. Horner (1972) corroborates this argument by explaining that many women have tended to avoid achievement as they expect negative consequences such as social rejection and/or feelings of being unfeminine as a result of success. Yet, according the findings of this study, the negative expectation of the disadvantages of the academic achievement of the students in language learning classrooms included extra burden, affecting other people's relationship, affecting others' emotions negatively, peer pressure, wishing not to graduate from school, superstition, and shyness.

While many studies tried to investigate the differences between genders in college (Brown, Jennings and Vanik, (1974), one of the purposes of this study was to figure out if the teachers observe such a concept and the problems related to that in language classrooms generally without considering about the differences between the genders. The findings showed that the negative expectations of the students about success affect their behaviour, which may also influence their achievement.

Rejection Sensitivity

In the literature, it is mentioned that Downey and Feldman (1994) point out the psychological legacy of parental rejection respecting rejection sensitivity. Moreover, according to Bowlby's attachment theory, early rejection may lead to later interpersonal functioning (Bowlby, 1969, 1973, 1980). Likewise, in this study, three of the instructors also stated that especially those who had problems with their family relationships, tried to draw other peoples' attention in order to meet their emotional needs.

It was also reported in previous studies that a child's exposure to rejection in family relationship is highly correlated with high rejection sensitivity which may bring about the expectations, values and concerns, interpretative biases, and self-regulatory strategies (Feldman and Downey, 1994; Downey, Lebolt, and Rincon, 1995). Similarly, the themes associated with rejection sensitivity indicate that the

students develop strategies in their relationships such as helping friends, cheating during exams. In other words, they develop the relations among their cognitive-affective variables and interpersonal behaviour (Feldman and Downey, 1994).

In addition, one of the findings in this study was that the students with rejection sensitivity also behaved aggressively. In the same way, it was also mentioned in the literature that those who have less rejection sensitivity in a similar situation react less aggression and hostility than those who have more rejection sensitivity in a similar situation (Romero- Canyas, Downey, Berenson, Ayduk, and Kang, 2010).

As instructors in this study also explained that rejection sensitivity could lead to 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. It gives support the findings of the study of London, et al. (2007) related to the idea that anxious rejection expectations may result in the withdrawal and social anxiety.

Conclusion and Implications

The aim of the study was to root out the possible effects of fear of success and rejection sensitivity on language learners and the teachers' possible solutions. The study showed us only four instructors explained the problems associated with fear of success that they or their friends had when they were students. Two instructors did not talk about it. The rest of them preferred to touch upon their observations briefly. Thus, it can be concluded that fear of success is not observed easily, but it does not mean that it does not exist as some of the instructors talked about their or their friends' experiences. The teachers were more aware of the effects of rejection sensitivity. It can be said that rejection sensitivity could be observed more easily.

In the line with the suggestions of the instructors, when the instructors observe students with fear of success may help them focus on the advantages of success rather than its possible negative outcomes. Moreover, they may also help them by reflecting their own experiences related to the problems of such students. In other words, the instructors may help them enable to solve their problems in their minds, so the teachers' approaches can be pathfinder for them. In addition, the instructors may relieve the students with rejection sensitivity with their positive attitudes. Furthermore, group studies can make such students feel better as they may feel as a member of a community. Even if such students have a small role in a group study, the teacher may encourage such students by emphasizing their cooperation. Besides, motivating them to boost their self-responsibility by conferring some in- class responsibilities (such as being assistant of the teacher or having an important role in a group task) to them could be a good approach since such kind of responsibilities can make them feel as a part of the class. As a result, they may feel more confident. Last but not least, relieving the students' shyness with a little force gains importance as some students have difficulties in performing especially in their productive skills that require social interaction. Maybe starting with giving easy tasks may diminish the stress of such students as they may have the feeling "know-how" due to the manageable social tasks.

All in all, this study is a preliminary study which may humbly pave the way for more researches to root out psychological hindrances that can impede the students' learning skills in ELT field. The findings of the study show that fear of success and rejection sensitivity manifest themselves differently in the consciousness of the language students. For example, fear of success may appear in the form of feeling extra burden, affecting other people's relationship and emotions negatively, feeling peer pressure, wishing not to graduate from school, bad luck and shyness while rejection sensitivity may reveal itself in the form of feeling outsider, developing strategies to satisfy their emotional needs, aggression, and drawing people's attention. Moreover, the solutions, such as pointing out the disadvantages of failure, sharing teacher's own experiences, the teacher's positive attitude, group study, boosting self-responsibility, relieving the students' shyness with a little force are expressed in accordance with the statements of the instructors. The study also aims to shed more light on the possible psychological factors that might block the students' learning process by drawing attention towards fear of success and rejection sensitivity which are unaddressed topics in English Language Teaching (ELT) field. Further studies including various methods should be conducted on a wider range of participants in EFL context to better observe the impact of the aforementioned psychologi-



cal barriers on the language students. The findings of the study should not be generalized as it has included ten interviewees in only one preparatory school. The findings are mainly based on their observations. By extending the variables in further studies, it is possible to reach more decisive judgment over the impact rate of both aforementioned psychological factors on the students' learning failures in an EFL classroom.

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