

Effort Regulation (Self-control) - seven-point likert scale from “not at all true of me” to “very true of me”

1. I often feel so lazy or bored when I study for this class that I quit before I finish what I planned to do.
2. I work hard to do well in this class even if I don't like what we are doing.
3. When course work is difficult, I give up or only study the easy parts.
4. Even when course materials are dull and uninteresting, I manage to keep working until I finish.

Self-esteem (Attributional style) - four-point likert scale from “strongly disagree” to “strongly agree”

[What I'm like]

1. Some university students feel like they are just as smart as others their age BUT Other university students aren't so sure and wonder if they are as smart.
2. Some university students are pretty slow in finishing their school work BUT Other university students can do their school work quickly.
3. Some university students do very well at their classwork BUT Other university students don't do very well at their classwork.
4. Some university students have trouble figuring out the answers in school BUT Other university students almost always can figure out the answers.
5. Some university students feel that they are pretty intelligent BUT Other university students question whether they are intelligent.
6. Some university students are often disappointed with themselves BUT Other university students are pretty pleased with themselves.
7. Some university students don't like the way they are leading their life BUT Other university students do like the way they are leading their life.
8. Some university students are happy with themselves most of the time BUT Other university students are often not happy with themselves.
9. Some university students like the kind of person they are BUT Other university students often wish they were someone else.
10. Some university students are very happy being the way they are BUT Other university students often wish they were different.

Goal orientation - seven-point likert scale from “strongly disagree” to “strongly agree”

1. The opportunity to do challenging work is important to me.
2. I prefer to do things that I can do well rather than things that I do poorly.
3. When I fail to complete a difficult task, I plan to try harder the next time I work on it.
4. I'm happiest at work when I perform tasks on which I know that I won't make any errors.
5. I prefer to work on tasks that force me to learn new things.
6. The things I enjoy the most are the things I do the best.
7. The opportunity to learn new things is important to me.
8. The opinions others have about how well I do certain things are important to me.
9. I do my best when I'm working on a fairly difficult task.
10. I feel smart when I do something without making any mistakes.
11. I try hard to improve on my past performance.
12. I like to be fairly confident that I can successfully perform a task before I attempt it.
13. The opportunity to extend the range of my abilities is important to me.
14. I like to work on tasks that I have done well on in the past.
15. When I have difficulty solving a problem, I enjoy trying different approaches to see which one will work.
16. I feel smart when I can do something better than most other people.

Attitudes towards mistakes – five-point likert scale from “strongly disagree” to “strongly agree”

1. When I make mistakes in group discussions, I am afraid that others look down upon me.
2. If I make mistakes in group discussions, I don't want others to notice them.
3. When I make mistakes answering classroom questions, I am overwhelmed with embarrassment.

4. I seldom feel bothered by the mistakes I make in group discussions.
5. When I make mistakes on my assignment, I am quite curious about where I went wrong.
6. When I make mistakes on an exam, I feel motivated to study harder.
7. If I make mistakes on my assignment, I will redo it.
8. When I see mistakes on an exam, I meet the instructor to review the errors.
9. When I make mistakes on an exam, I find similar exercises to practice.
10. When I make mistakes on my assignment, I try to find out why by checking the class notes.
11. I believe successful students make fewer mistakes during learning than others.
12. I believe it is smart to avoid making mistakes during learning.
13. I believe making mistakes is not an efficient way to learn academic materials.
14. I believe making mistakes may reduce my interest in learning.