

Effort Regulation - five-point likert scale from “strongly disagree” to “strongly agree” [1 – strongly disagree, 3 – somewhat agree, to 5 – strongly agree]

1. I often feel so lazy or bored when I study that I quit before I finish what I planned to do.
2. I work hard to do well even if I don't like what we are doing in classes.
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.

Domain-Specific Self Esteem - four-point likert scale [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.

Learning Goal orientation - five-point likert scale from “strongly disagree” to “strongly agree” [1 – strongly disagree, 3 – somewhat agree, to 5 – strongly agree]

1. The opportunity to do challenging work is important to me.
2. When I fail to complete a difficult task, I plan to try harder the next time I work on it.
3. I prefer to work on tasks that force me to learn new things.
4. The opportunity to learn new things is important to me.
5. I do my best when I'm working on a fairly difficult task.
6. I try hard to improve on my past performance.
7. The opportunity to extend the range of my abilities is important to me.
8. When I have difficulty solving a problem, I enjoy trying different approaches to see which one will work.

Attitudes towards mistakes – five-point likert scale from “strongly disagree” to “strongly agree” [1 – strongly disagree, 3 – somewhat agree, to 5 – strongly agree]

1. When I make mistakes, I am afraid that others look down upon me.
2. If I make mistakes, 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.
5. I believe successful students make fewer mistakes during learning than others.
6. I believe it is smart to avoid making mistakes during learning.
7. I believe making mistakes is not an efficient way to learn academic materials.
8. I believe making mistakes may reduce my interest in learning.