REPUBLIC OF TURKEY
ÇUKUROVA UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGUAGE TEACHING DEPARTMENT

STUDENTS' AND TEACHERS' PERCEPTIONS ON THE RELATIONSHIP BETWEEN LEARNER AUTONOMY AND THE PSYCHOLOGICAL WELL-BEING IN THE ELT CONTEXT

Gökçe DİŞLEN

MASTERS OF ARTS

ADANA, 2010

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To my dear mother…

ÖZET

İNGİLİZ DİLİ EĞİTİMİ BAĞLAMINDA ÖĞRENCİLERİN VE ÖĞRETİM ELEMANLARININ ÖĞRENCİ ÖZERKLİĞİ VE PSKİLOJİK İYİ OLMA DURUMU ARASINDAKİ İLİŞKİ KONUSUNDAKİ ALGILARI

Gökçe DİŞLEN

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Geleneksel öğretime olan eğilim özerk öğrenmeye engel teşkil etmektedir. Bununla birlikte, öğrenme ile ilgili bakış açılarında görülen değişimler özerk öğrenmeye hız kazandırmıştır. Ancak, öğrenme sadece bilişsel değil aynı zamanda duyuşsal bir süreçtir. Bu nedenle, çalışmamız özerk öğrenme ve psikolojik iyi olma durumu arasındaki etkileşime yoğunlaşmaktadır. Bu çalışma ilk olarak özerk öğrenme ve boyutlarını incelemektedir. Buna ek olarak, öğrencilerin sınıf içindeki psikolojik durumlarını ve bunun önemini ele almaktadır. Ayrıca, öğrencilerin özerk öğrenme ve psikolojik iyi olma durumları arasındaki ilişkiyi araştırmaktadır. Bu çalışma, Çukurova Üniversitesi İngiliz Dili Eğitimi Anabilim Dalı'nda okuyan hazırlık sınıfı, ikinci sınıf ve dördüncü sınıf öğrencilerinin ve aynı bölümdeki öğretim elemanlarının özerk öğrenme ve psikolojik iyi olma durumu arasındaki etkileşim konusundaki algılarını incelemektedir. Öğretim elamanlarının ve farklı gruplarda olan öğrencilerin konu hakkındaki farklı algılarını ortaya koymayı amaçlamaktadır. Çalışmaya 315 öğrenci ve sekiz öğretim elemanı katılmıştır. Öğrencilerle özerk öğrenme, psikolojik iyi olma durumu ve bu iki kavram arasındaki etkileşimi ölçen üç boyutlu bir anket çalışması yapılmıştır. Anket verilerini desteklemek amacıyla öğrencilerden bir bölümüyle yarı yapılandırılmış sözlü görüşme gerçekleştirilmiştir. Aynı şekilde, öğretim elemanları ile de yarı yapılandırılmış sözlü görüşme çalışması yapılmıştır. Bu yönüyle, bu çalışma hem nitel hem de nicel bir özellik taşımaktadır. Çalışma sonunda, hazırlık öğrencilerinin özerk öğrenme ile ilgili olumlu algıları olsa da diğer iki gruba göre özerk öğrenmeye daha az eğilim gösterdikleri ortaya çıkmıştır. Psikolojik durum açısından değerlendirildiğinde, baskı hissi hariç dördüncü sınıfların en fazla olumlu öz-kavram düzeylerine sahip oldukları bulunmuştur. En az olumsuz öz-kavram düzeyi ikinci

sınıflar arasında görülmüştür. Özerk öğrenme ve psikolojik iyi olma arasındaki etkileşim söz konusu olduğunda, olumlu algı düzeyi sırasıyla hazırlık sınıfı öğrencileri, ikinci sınıf ve dördüncü sınıf öğrencileri arasında giderek artmaktadır. Ayrıca, çalışma sonunda elde edilen bulguların olası sebepleri, ilgili çıkarımlar ve öneriler de sunulmuştur.

Anahtar Kelimeler: Öğrenci özerkliği, psikolojik iyi olma durumu, öğretmen eğitimi, öğrenci merkezli eğitim, öğretmen özerkliği, yaşam boyu öğrenme

ABSTRACT

STUDENTS' AND TEACHERS' PERCEPTIONS ON THE RELATIONSHIP BETWEEN LEARNER AUTONOMY AND THE PSYCHOLOGICAL WELL-BEING IN THE ELT CONTEXT

Gökçe DİŞLEN

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For years there has been a tendency to a traditional approach to language learning, which has constituted a major obstacle to learner autonomy. However, changes in the perspective of learning have given rise to learner autonomy, the essence of which is learner's assuming an active role in his/her own learning. Nevertheless, learning is such a complex process that it includes various dimensions. Learning is not just a cognitive process; it is based on learners' stance towards world and learning itself, their sense of self and willingness to learn (Benson & Voller, 1997, pp.134-136 in Thanasoulas, 2000). It is safe to say that learning is not only mental but also affective process. Therefore, together with students' autonomy, promoting their psychological well-being gains a great importance in learning process. As a matter of fact, there is a bond between learner autonomy and psychological dimension of the learning. As Scharle and Szabo (2005, p.7) suggest, "a feeling of responsibility and independence brings a sense of well-being and confidence". Nakamura (2000) supports this view by claiming that students' taking responsibility contributes to their empowerment and enhances positive climate in the classroom. For this reason, this study focuses on the interaction between learner autonomy and psychologically well environments in the classroom. To begin with, this study explores the description of learner-centeredness and its different dimensions. Next, it dwells upon the importance of the psychological well-being of the students in the classroom. This study further investigates the relationship between learner autonomy and psychological well-being of the students. The study aims at indicating the reasons of probable changes, if any, in students' perceptions on the relationship between learner autonomy and psychological well-being

throughout their education in the ELT Department as prospective teachers. The students who are at the beginning, in the middle and at the end of the educational process in this department and teachers in the same department were the participants of the study, and they were selected via "Purposive Sampling". Three hundred and fifteen students and eight teachers participated in this study. The data were collected through a questionnaire and a series of subsequent interviews which were held with students at different grades of the mentioned department. The data collected were analyzed in two terms. That is, the questionnaire administered was analysed through SPSS and the verbal data gained through interviews were subjected to content analysis. In this respect**,** this study bore both quantitative and qualitative features. At the end of the study, preparatory class students were found to incline to learner autonomy less than the second and fourth year students. As for psychological well-being, results indicated that fourth year students had the positive self-concepts most except for the sense of pressure in life. In terms of negative self-concept, second year students displayed the least level of negative self-concept. When it comes to the interaction between learner autonomy and psychological well-being, level of positive perceptions appeared to increase among preparatory class, second year and fourth year students respectively. Furthermore, probable reasons of findings, implications and suggestions were presented.

Key Words: Learner autonomy, psychological well-being, initial teacher education, student-centred education, teacher autonomy, lifelong learning

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LIST OF ABBREVATIONS

LA: Leaner Autonomy

TA: Teacher Autonomy

PSW: Psychological Well-Being

SDT: Self-Determination Theory

CET: Cognitive Evaluation Theory

I-PLOC: Internal Locus of Causality

E-PLOC: External Locus of Causality

ELT: English Language Teaching

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CHAPTER 1

INTRODUCTION

1.1. Background to the Study

"Give a man a fish and you feed him for a day. Teach him how to fish and you feed him for a lifetime"

Chinese Proverb

Human beings have a complex nature, with a number of distinctive features. Among these features is there personality factor, which is one of the important cores of humans. As we all know, human nature is multi-dimensional, which means that we have not only physical features but also psychological, cognitive and social features. All these features complete one another and constitute our whole nature. As complex creatures, human beings carry these characteristics to their learning environments; and language learning is one of them. As it is known, language learning is not an easy process, and it requires time and effort. However, it is not just a cognitive process. It leads us to bringing some affective factors to this process. Affective factors, which are related with the state of our emotions, play a big role in language learning, and they can even determine the level of success in learning because of the fact that when we develop positive feelings during the language learning process, the possibility of achievement will directly increase. However, students can take most out of these positive feelings such as sense of security, self-confidence, self-esteem and the like, when they find the opportunity to express themselves freely in the classroom. At this point, learner autonomy presents itself.

Learner autonomy gives students responsibility for their own learning, which makes them more active during the process. Unfortunately, there was a tendency towards teacher-directed learning, and the students were regarded as passive receivers of the information. However, with the entry of learner autonomy into the context of language learning, students have grasped more rights independent of teacher, and they have begun to take more active role in their own learning, which is the essence of learner autonomy. As the father of learner autonomy, Holec (1981) states, autonomous learning requires the skill of taking responsibility and control of learning process (in Burkert, 2008).Thus, the first thing for the teacher to attain is to comprehend autonomy

in real sense, and to volunteer to change their roles. Adopting a broader perspective and respecting students as individuals constitute crucial steps in making learner autonomy thrive in the context of language learning. For this reason, teachers should be open to constructing a good relationship with the students and also quitting the "know-it-all-role" as Nakamura (2000, p.119) suggests. It is important for the teachers not to try to become a superior figure in the classroom. This way, students feel more relaxed and secure in the lesson. When students actively participate in the lesson, they feel the sense of success. They begin to believe in their abilities which, in turn may increase their self-confidence and self-esteem. In the classrooms where teachers provide students with the chance to become active participants, students get more willing towards lesson. Hence, learner autonomy promotes their level of motivation to learn. Taking an active role during the learning process helps learners to get involved in the lesson both physically and mentally; hence, students begin to take more pleasure out of learning the language. Pleasure, fun and joy build a low-anxiety environment in the classroom, contributing to students' success.

All in all, giving responsibility to the students help them to use their potentials. This way, students get more aware of their own abilities. Through the sense of responsibility and success, students develop positive feelings towards themselves like self-confidence and self-esteem. Students may begin to feel more relaxed and psychologically secure in the classroom. Consequently, trying to promote learner autonomy so as to increase students' positive feelings gains importance in learning.

1.2. Statement of the Problem

Learner autonomy has been controversial because it is not something people have been accustomed to. At first glance, it may seem like learner autonomy decreases the roles of the teacher; thus, teacher-centered education will be more effective in ELT classrooms. This initial perception fails to take into account the role of the learner autonomy on psychological well-being of the students in ELT classrooms. Unless we change our perception, we will never understand the larger question of the relationship between learner autonomy and students' sense of psychological wellness in ELT classrooms at different stages.

Most of the times, at schools students are not provided with the situations in which they can get involved willingly in the learning process. Teachers' assuming

traditional roles decreases motivation to learn and interferes students' feeling secure. Moreover, not regarding students as independent learners and ignoring their potential causes anxiety, uneasiness and prevents secure atmosphere which helps effective learning.

Providing students with classrooms where autonomous learning is dominant establishes positive learning atmosphere. However, it is still a big problem for teachers to quit their traditional superior roles in the classroom. Furthermore, autonomy does not mean total independence from others, which forms another misperception relating to autonomy. "Autonomy involves being volitional, acting from one's integrated sense of self, and endorsing one's actions. It does not entail being separate from, not relying upon, or being independent of others" (Deci & Ryan, 2000, p.242). Such kind of misperception tends to affect learning environment negatively. Thus, I will explore the perceptions of both students and teachers on the relationship between learner autonomy and the positive and psychologically well climate in the classrooms, and the reasons of the probable changes, if any, in students' perceptions after the educational process they go through. Furthermore, university education is supposed to provide students with the opportunity to get more autonomous learners. Since students are accustomed to traditional teacher-centred system, they may have difficulties in assuming responsibility in their own learning and feel less motivated in the first year. To reveal their differing perceptions on the relationship between learner autonomy and psychological well-being during the educational process they go through in the department, participants will be from different grades as prep students, second and fourth grades in this study. It is assumed that students will experience changes in their views concerning the issue during the years they study in the department. Hence, the study will also dwell upon the effect of the university education on the students' perceptions on the learner autonomy and psychological well-being.

1.3. Purpose of the Study

The purpose of the study is to identify both ELT students' and teachers' perceptions on the relationship between autonomous learning and psychological well-being. The study also aims at revealing differing perceptions, if any, of the students who are at the different stages of their undergraduate programs. In accordance with this, the study intends to uncover the probable reasons for these changing perceptions. What is

more, exploring the impact of university education on students' perceptions on the connection between learner autonomy and psychological well-being is among the purposes of this study; therefore, it aspires to make a positive contribution to the improvement of English Language Teaching Program, which is in turn expected to lay the foundation for more conscious and fruitful learning process at university.

1.4. Research Questions

The purpose of the study is to investigate the relationship between learner autonomy and psychological well-being of the ELT students.

The following questions constitute the foundation of the study:

1) Do the ELT students perceive themselves as autonomous learners at the beginning, in the middle and at the end of the educational process they go through in the ELT department?
2) Do they consider themselves as psychologically well at the beginning, in the middle and at the end of the educational process they go through in the ELT department?
3) To what do the students attribute the probable changes, if any, concerning the issue?
4) What are their perceptions concerning the probable relationship between learner autonomy and psychological well-being of the students?
5) How do the instructors of ELT department view the probable relationship between learner autonomy and psychological well-being of the students?
6) Do they believe that they provide grounds for the student-teachers to become more autonomous in their learning? If so, how?

1.5. Operational Definitions

Psychological Well-being: Ryff (1989) summarizes psychological well-being as the dimensions of autonomy, self-acceptance, personal growth, purpose in life, environmental mastery and positive relations with others. In this study, as the reflections of these constructs, psychological well-being refers to students' having self-confidence, self-esteem, motivation to learn, low-level of anxiety and inhibition, positive self-concept as a learner, emotional wellness and self-worth as a learner.

Security: "Feeling safe and secure means that students feel they in control of their own learning within the classroom environment-they have mastery over their being" (Nakamura, 2000, p.143). In this study, security refers to students' feeling relaxed, motivated and self- confident during the learning process in accordance with their control in their own learning.

Traditional Teacher Role: According to Cohen, Manion and Morrison (2004, p.1).traditional teacher role refers to "teachers as providers of information and experts in all knowledge" and it includes "teacher control of learning and teacher-transmission to passive learners who obey and receive". In this study, it refers to the role of teacher who makes students passive receivers rather than active participants without considering their feelings and involvements.

Positive Psychology: Positive psychology studies on the human strengths and virtues that help people and institutions to flourish. It paves the way for a more meaningful life with higher hopes. The areas that positive psychology is concerned with are positive emotions, positive individual traits and positive institutions (Positive Psychology Centre, 2007). In this study, it refers to some positive feelings and characteristics that make learning process more effective, and it focuses on having positive attitudes in learning.

Student-Centered Teaching: Student-centered teaching, which makes teaching and learning process more dynamic, provides students with more responsibility, problem solving activities and group work (Tong, 2009). In this study, it refers to an approach in which students take responsibility of their learning and participate actively in the learning process without depending on the teacher all the time.

1.6. Potential Significance of the Study

This study aims at indicating the relationship between learner autonomy and the psychological well-being of the students; thus, it encourages teachers to support learner autonomy in their classrooms. Owing to the fact student-centered teaching is assumed to reduce the importance of the teacher's role as a superior figure in the classroom, teachers may not realize the value of autonomous learning; consequently, they continue following traditional teacher-centered teaching which does not give students enough opportunities to become independent learner. Furthermore, it is difficult for the teachers who pursue traditional teaching method to realize the role of learner autonomy in the

climate of the learning environment. From this aspect, this study holds significance in showing the relationship between learner autonomy and the students' sense of psychological wellness in ELT classrooms.

CHAPTER 2

REVIEW OF LITERATURE

2.1. Learner Autonomy (LA)

Autonomy is not a simple concept. It should not be regarded as just being alone in the process of performing a task at hand. It refers to learners' independence and control over the task. However, if it is looked beyond the literal meaning of this concept, it is possible to find out a more profound meaning. At this point, self-direction presents itself, which lays the foundation of understanding the meaning of autonomy. Lee (1998, p.282) notes that "learning to be self-directed involves taking responsibility for the objectives of learning, self-monitoring, self-assessing and taking an active role in learning". As understood from this definition, autonomy is a more complex process with further dimensions. It is significant for the learners to realize that they are responsible for their learning and they should not be dependent on the teacher in all phases of learning. Dafei (2007, p.2) posits two basic arguments in favour of trying to make learners more autonomous:

- If they are reflectively engaged with their learning, it is likely to be more effective and efficient, because more personal and focused, than otherwise; in particular, what is learned in educational contexts is more likely to serve learners' wider agendas.
- If learners are proactively committed to their learning, the problem of motivation is by definition solved; although they may not always feel entirely positive about all aspects of their learning, autonomous learners have developed the reflective and attitudinal resources to overcome temporary motivational setbacks.

When students begin to take an active part in their own learning and get rid of the dependence on teacher, learning in real sense appears, and their learning becomes permanent. "Responsible learners are learners who accept the idea that their own efforts are crucial to progress in learning, and behave accordingly"(Scharle and Szabo, 2000, p.3). Due to the fact that autonomous learners know to obtain and use knowledge, they break barriers against improvement in front of them, and the habit of assuming responsibility prepares them for all kinds of learning in life. When students learn how to learn, they do not have difficulty in dealing with learning after finishing school. As it is

known, learning is a continuous process; we, as human beings, need to learn anything throughout our lives. For this reason, getting accustomed to autonomous learning helps students to get equipped for the difficulties of life. As a Chinese proverb shows, "give a man a fish and you feed him for a day. Teach him how to fish and you feed him for a lifetime". In this respect, learner autonomy is related with the constructivist learning theory.

Constructivist theory adds new dimensions to learning, but what is important is to comprehend the essence of constructivism. As its name suggests, it is about constructing, building and forming. As a matter of fact, the verb "to construct" comes from "con struere", which means "to arrange or give structure" (Mahoney, 2004, p.2). In the context of learning, it means constructing knowledge and giving structure to what we have learned during the process. Constructivism suggests that learners build their own knowledge and make learning meaningful by getting involved in the process. Marlowe and Page (2005, pp.7-10) view constructivism from a broader perspective and records characteristics of constructivism as follows: "it is about

- Constructing knowledge, not receiving it
- Thinking and analyzing, not accumulating and memorizing
- Understanding and applying, not repeating back
- Being active not passive.

These characteristics establish the core of constructivism. It is obvious that constructivist theory encourages learners to work their minds and assume an active role in learning process. Students do not have the need of being taught; they have the need of learning. As a matter of fact, this active role makes learning valuable and permanent. The authors also mention one of Norton's quotations: "I tell you one thing, if you learn it by yourself, if you have to get down and dig for it, it never leaves you. It stays here as long as you live because you had to dig it out of the mud before you learned it." Then teaching should not be flow of information from the teacher's mouth into the head of student. It is obvious that both constructivism and learner autonomy require a role change between teachers and students, and as Little (2007, p.16) posits, "learner autonomy appears to sit comfortably with constructivist learning theory". Hence, it is important that "learners must no longer sit there and expect to be taught; teachers must no longer stand up there teaching all the time. Teachers have to learn to let go and learners have to learn to take hold (Page, 1992, p.84 in Kumaravadivelu). Therefore, it

is significant for students to learn how to learn. Bruner gives great importance to the term "learn to learn" and emphasizes the need of transferring the learnt item from one context to another (Williams and Burden, 1997). As it is clear, in constructivism both teachers and learners have important responsibilities. It is their efforts that keep learning process alive. Student-directed learning does not reduce teacher's responsibilities. Teachers should be more careful, patient and understanding since they are still valuable figure in the classroom. Once they raise awareness and teach how to learn, students begin to get most out of their learning process. Brooks& Brooks (2001, p.103-118) list several characteristics of constructivist teachers:

- "constructivist teachers encourage and accept student autonomy and initiative"
- "constructivist teachers use raw data and primary sources, along with manipulative, interactive and physical materials"
- "when framing tasks, constructivist teachers use cognitive terminology such as classify, analyze, predict, create"
- "constructivist teachers allow student responses to drive lessons, shift instructional strategies and alter content"
- "constructivist teachers inquire about students' understandings of the concepts before sharing their own understandings of those concepts"
- "constructivist teachers encourage students to engage in dialogue, both with teacher and with one another"
- "constructivist teachers encourage student inquiry by asking thoughtful, open-ended questions and encouraging students to ask questions of each other"
- "constructivist teachers seek elaboration of students' initial responses"
- "constructivist teachers engage students in experiences that might engender contradictions to their initial hypotheses and then encourage discussion"
- "constructivist teachers allow wait time after posing questions"
- "constructivist teachers provide time for students to construct relationships and create metaphors"
- "constructivist teachers nurture students' natural curiosity through frequent use of the learning cycle model"

As it is obvious from the first item, there is a close relationship between constructivism and learner autonomy. This learning theory gives importance to learner initiative. That is why constructivist teachers give their students opportunities to get involved the learning process autonomously.

Autonomy-supportive learning climate does not allow students to be passive receivers of information during the process, and it encourages them to get critical thinkers. Autonomy has a close bond with critical thinking due to the fact that autonomy does not accept being passive during the learning process just as critical thinking. VanderStoep and Pintrich (2003, p.212) list the components of critical thinking as follows:

- Understanding the problem or issue at hand
- Evaluating the evidence presented, and being curious about evidence not presented
- Considering multiple perspectives that people could have on an issue
- Taking a position in the light of the evidence while recognizing that others may disagree.

Lack of critical thinking habits damages autonomy in learners and leads to dependence on others without taking any initiatives for learning. This gets clearer by exploring the features of critical and uncritical thinking habits presented by VanderStoep and Pintrich (2003, p.212):

THINKING TYPE	
Critical	**Uncritical**
Motivated	Unmotivated
Sceptical, desires evidence	Accepting, gullible
Considers carefully, is open to alternate interpretations	Does not question validity
Recognizes that many problems have complex solutions	Solutions tend to be simplistic
Understands that not everyone will agree, forms opinion based on the evidence	May believe that there is only one right answer and the goal is to get the answer/ opinion from those who are smarter

Figure 2.1 Critical and Uncritical Thinking Habits
VanderStoep and Pintrich (2003, p.212).

Independent thinking and intellectual responsibility are very associated traits of critical thinking. When students get ready to take intellectual responsibility for their own thinking process, they get independent thinkers. As a matter of fact, what is important is their taking responsibility, which lays the foundations of autonomy. As

they get autonomous and active, they become more independent. Intellectual responsibility encourages them to get more active thinkers and get rid of narrow confines of passive thinking and to become self-regulated thinkers.

2.1.1. Teacher Roles in Autonomous Learning Context

Autonomous learning context does not reduce the responsibility of the teachers; in contrast, it assigns more significant and meaningful roles to them. In such contexts, students are accepted to be responsible for their own learning and an exchange of roles between students and teacher is expected. Longworth views such an exchange even within the essence of learning and defines learning as "giving ownership of learning to the learner him or herself and not to the teacher—a 180-degree shift of emphasis and power from provider to receiver" (2003, p.12). In other words, the author perceives learning as an agreement between student and teacher/lecturer which provides students the chance to voice their choices, insights and suggestions on lesson and the author believes that such an accord promotes commitment and motivation on both sides. Charles (1999, p.221) asserts that "teachers who want to empower students to make decisions and resolve their own problems will give students opportunities to think, act and take responsibility". Teachers try to provide students with the situations that make learning easy for the students in the classrooms where learner autonomy is dominant. In such classrooms, "Teachers serve as facilitators and guides rather than directors and moulders of children's learning" (Santrock, 2006 p.315). If we do not help students to work independently and take responsibility, they get accustomed to following other people's directions; they always need help and lack the critical thinking skills. If we, as teachers, always tell students what to do, they cannot broaden their perspectives. As Slavin (1997, p.270) notes, "...in student centered classrooms, teacher becomes '*the guide on the side'* instead of '*the sage on the stage'* helping students to discover their own meaning instead of lecturing and controlling all the classroom activities". As Piaget claims, teacher-dominant classrooms and memorising what is taught do not have effective results. Instead, teachers should support students' learning and students should form their meanings through interaction with the environment (in Gagnon & Collay, 2006). When students begin to take an active part in their own learning and get rid of the dependence on teacher, learning in real sense appears, and their learning becomes permanent. In addition to effective learning outcomes, the role of facilitator and

counsellor makes students feels relaxed and secure, encouraging them to take an active participatory role in the classroom. In accordance with that, Longworth (2003, p.30) propose new skills of the teacher:

Skills for learning counsellors – teachers of tomorrow	
Leadership skills	**C**reate the habit of learning in people through a thorough knowledge of how people learn and their individual learning styles
Technology skills	**O**ptimize the use of open and distance learning technologies to make the best use of their power to create interactive feedback between the learner and the learning programme(s)
Classroom management skills	**U**nderstand how to organize classrooms into hives of active personal learning using all the human resources available from parents and the community
Networking skills	**N**etwork learners with other learners on a local, national and international basis and develop all the ways of using communications technology to stimulate innovative learning.
Negotiating skills	**S**upport learning by developing and exploiting partnerships between industry, schools, higher and further education, local government and the informal education system
Counselling skills	**E**mpowers each learner by helping to act and monitor personal goals through personal learning plans, mentoring techniques and individualized learning modules
Research skills	**L**ift the vision of students by involving them in audits, surveys and studies which enhance their appreciation of the world around them and the value of critical analysis
Resource discovery skills	**L**ink the results to learning opportunities locally, nationally and internationally and make use of all funding sources
Resource management skills	**O**rganize information programmes and schemes to mobilize the skills and talents of the whole community for education and learning
Self-improvement skills	**R**espond to the new lifelong learning world by continuously updating personal skills, knowledge and competencies
Inspirational skills	**S**timulate learning into an enjoyable and creative experience through a thorough knowledge of psychology of learning motivation and how to overcome barriers to learning confidence

Figure 2.2 Skills for Learning Counsellors Longworth (2003, p.30)

As it is clear, new roles of teachers require them to possess more important and remarkable skills and to train students to be more independent, autonomous, motivated and reflective learners.

Giving students autonomy is not a simple process and it does reduce teacher's responsibility. Students need teacher on the road to becoming responsible and autonomous learners. "To acknowledge that learners have to follow certain paths to attain autonomy is tantamount to asserting that there has to be a teacher on whom it will be incumbent to show the way. Autonomous learning is by no means teacherless learning" (Thanasoulas, 2000, p.4). The author also quotes Sheerin (1997, in Benson & Voller, 1997, p. 63) that "teachers...have a crucial role to play in launching learners into self-access and in lending them a regular hand to stay afloat". Little (2007) remarks that

> It is important to recognize that teacher has a responsibility to intervene when her learners' choices are leading them into a blind alley, and especially when they are failing to set themselves optimal challenges. And she must provide suggestions and procedures that lie beyond their experience, cultivating a classroom dynamic that constantly lifts them to new levels of effort and achievement (p.24).

2.1.2. Stages in the Development of Learner Responsibility

Development of learner autonomy is a dynamic process. Learners need to go through a gradual process to become autonomous, which makes the course of development more meaningful and efficient. Little (2007) asserts that learner involvement is a process and adds that

> Learner involvement is not the result of a single pedagogical act but a process that requires constant attention from the beginning to the end of the course of learning. Few learners will arrive at their first class ready to take complete charge of their learning; for most, self-management in learning will be something they have to learn, to begin with, by taking very small steps (p.23).

Sharle and Szabo (2005, p.9) divide the development of learner responsibility into three stages as "raising awareness, changing attitudes and transferring the roles".

- Raising awareness: This is the initial stage. Students are provided with new perspectives, and they begin to get aware of the learning process. In addition, students realize different and interesting sides of the activities done in the classroom. However, the activities are often controlled by the teacher due to the fact that they are not ready enough for assuming responsibility. They need instructions from teacher.
- Changing attitudes: At this stage students put into practice the skills presented in the first stage, and this way they gain new attitudes. This stage may take more time since students get busy with comprehending and practising the new skills and habits. They adopt new patterns of behaviour; thus, they prepare for getting far away from traditional habits. Moreover, there is more place for student initiative at this stage. According to Wenden (1991, p.53 in Zhou & Chen, 2005, p.49) "two kinds of attitudes are crucial: attitudes learners hold about their roles in the learning process and their capacities as learners". Considering this fact, Zhou and Chen (2005, p.49) regard attitudes as "meta-cognitive knowledge". Thus, students get to know themselves as learners at this stage. They shape their perspectives towards learning and begin to take a step on assuming responsibility. However, since it is a process that requires time and effort, teachers should be helpful to students in terms of providing them with the opportunities to get ready to share responsibility with the teacher. "In the promotion of learner autonomy, the teacher's task is to bring learners to the point where they accept equal responsibility for co-production, not only at the affective level but also in their readiness to undertake organizational initiatives" (Zhou and Chen, 2005, p.50). Hence, through attitude change, students shape new believes and values concerning learning and prepare for taking more active roles in the learning process.
- Transferring roles: Role transfer is the last stage in the process of developing learner responsibility. As the name suggests, there is exchange of roles between student and teacher. It may seem more demanding because it is not easy to break away from old habits. This stage requires teachers to take the role of facilitator and counsellor. Thanasoulas (2000) quotes Little (1990, in Gathercole, 1990, p.11) that it is difficult for teachers to transfer their roles from the conveyer of knowledge to counsellor and manager of the learning sources. It is also hard for them to allow students to solve their own problems. Unlike in traditional

> classrooms managed only by teacher, students take more responsibilities to learn and become more active in the classrooms where there is role transfer. Owing to the fact that students do not just take in the information conveyed by the teacher in the classroom and they take active participatory role for their learning, activities are not tightly structured and students have more freedom in terms of activities. Zhou and Chen (2005) suggest three steps for the process of transferring roles. According to them, the first step has the purpose of encouraging the students to identify their weak and strong points and needs in an independent manner. In the second step, the teacher promotes autonomous learning not only inside but also outside the classroom. Students learn making decisions and working independently. In the last step, students are presented with choices about their learning process like deciding on which task to do.

In addition to these stages, Zhou and Chen (2005, p.51) propose another stage after transferring roles: positive interdependence. Although autonomy requires independent learning, teacher and students are connected to one another interdependently. They need each other during the learning process. They depend on each other to render this process more efficient, but this dependence, as it is obvious from its name, occurs in a positive way. Positive interdependence makes students and teacher both dependent and independent, which hints at general human relationship. Zhou and Chen (2005) explain this relation as follows:

> At one end, we have a need for autonomy, a need to become independent and responsible human beings, to increase our power of self-regulation, but at the other end we also have a need for dependence, for the thing that we belong to somewhere, for the feeling that we can rely on people and things to get through the demands of life, a need to feel secure in a safe, non-threatening environment. These two basic human needs can be seen as two symmetrical states, which we need to fully realize ourselves as individuals (p.51).

Positive interdependence concerns the relationship between teacher and students more; thus, affective side of learning process. From this aspect, it adds psychological dimension to the process.

As it is apparent from these stages, autonomous learning is a process. It requires time and effort. It is crucial that students get accustomed to the idea of autonomy and feel secure with it. It is also important to help students gain responsible attitudes and habits, which paves the way for lifelong learning. As its name suggests, lifelong learning does not cease; it continues throughout life, and it implies that learning cannot be confined to time or space. It is multidimensional, and autonomy constitutes one of its dimensions and it lays a sound foundation for lifelong learning. Concerning this issue, UNESCO (1973) published Faure Commission Report proposing the following items:

- the development of human skills and abilities as the primary objective of education at all levels
- support for situation-specific learning in the context of everyday life and work so that individuals could understand, and be given the competency, creativity and confidence to cope with the urgent tasks and changes arising throughout a lifetime
- the creation of the sort of learning society in which independent learning is supported and provides an essential part of the continuum of learning as people move into, and out of, education during their lives
- the involvement of the community in the learning process and the wider social role of education in understanding conflict, violence, peace, the environment and how to reconcile differences (in Longworth, 2003, p.7).

As the author suggests, there is a focus on individual responsibility for learning with the support of community. As a matter of fact, autonomy does not mean isolation from the community. In addition, autonomous learning habits are prerequisites for life-long learning; Wachob (1996) supports this notion by stating that students ought to develop learner autonomy so as to achieve in the lesson, then in different classes and later in future occupations. It seems that autonomy has an impact upon the various kinds of learning at different stages of people's lives, which reflects the core of life-long learning.

2.2. Teacher Autonomy (TA)

Teacher autonomy is a significant concept with the context of learner autonomy owing to the fact that without teacher's being autonomous it seems unlikely to instil autonomous learning habits into the students. These two concepts are very interrelated, as Thanasoulas (2000, p.8) states, "to posit ways of fostering learner autonomy is certainly to posit ways of fostering teacher autonomy, as teachers' autonomy permeates into learners' autonomy". Concerning the issue, Little (2007) sets forth that

> It is unreasonable to expect teachers to foster the growth of autonomy in their learners if they themselves do not know what it is to be an autonomous learner; and in determining the initiatives they take in the classroom, teachers must be able to exploit their professional skills autonomously, applying to their teaching those same reflective and self-managing processes that they apply to their learning (p.27).

Pearson and Moomaw (2005, p.41) depicts teacher autonomy as "the perception that teachers have regarding whether they have control themselves and their work environment". Smith (2003) describes teacher autonomy as the capability to develop proper abilities, knowledge and views regarding oneself as a teacher in collaboration with others. Aoki (2000 in Smith, 2003, p.2) defines teacher autonomy as "the capacity, freedom and/or responsibility to make choices concerning one's own teaching". Smith (2003, p.3) provides various definitions of teacher autonomy:

- Capacity for self-directed professional action: Teachers may be autonomous in the sense of having a strong sense of personal responsibility for their teaching, exercising via continuous reflection and analysis...affective and cognitive control of the teaching process (Little, 1995).
- Capacity for self-directed professional development: The autonomous is teacher is one who is aware of why, when, where and how pedagogical skills can be acquired in the self-conscious awareness of teaching practice itself (Tort-Moloney, 1997).
- It is the freedom from control by others over professional action or development (Anderson, 1987)

It seems significant to train university students, or future teachers, with an awareness of teacher autonomy concept in their initial teacher education programs, which makes them more complete graduates and sophisticated teachers. It also poses a positive impact upon their affective conditions. As Pearson and Moomaw (2005) propose, as the general teacher autonomy increases, empowerment and professionalism are enhanced. In accordance with it, the more empowerment, the less on-the-job stress. Hence, teacher autonomy constitutes a common bond that presents itself while exploring teacher motivation, job satisfaction, burnout, professionalism and empowerment (Brunetti, 2001; Kim & Loadman, 1994; Klecker & Loadman, 1996; Ulriksen, 1996 in Pearson & Moomaw, 2005). Concerning this relationship, some other views were put forward such as "constraints on autonomy like perceived lack of control and a sense of powerlessness are related to tension, frustration and anxiety among teachers" (Bacharach, Bauer, & Conley, 1986; Blase & Matthews, 1984; Cedoline, 1982; Dinham & Scott, 1992; Dworkin, Haney, Dworldn, & Telschow, 1990; Evers, 1987; Lortie, 1975; Natale, 1993; Woods, 1989; Yee, 1990 in Pearson & Moomaw, 2005, p.39). For this reason, inclusion of learner-teacher autonomy into the pre-service teaching education lays the ground for more sound teaching profession. "The enhancement of teacher-learner autonomy has an intrinsic value within teacher education programmes (aside from its value in preparing teachers to engage in pedagogy for autonomy with students) since teacher-learning is inevitably a largely self-directed process" (Smith, 2003, p.1). Vieira (nd.) counts the conditions for such kind of teacher development as personal-theory building, critical reflection, inquiry, self-regulation, dialogue, negotiation, cooperation, choice and self-direction. These conditions render teachers both autonomous learners and teachers, which hints at the close link between learner autonomy and teacher autonomy. Regarding the issue, Page (1992) and Voller (1997) cited in Smith assert that

> The rise to prominence of learner autonomy as a goal in classroom settings, in turn, has led to needs for retraining and an enhanced awareness both of the importance of the teacher in structuring or 'scaffolding' reflective learning and of the complex, shifting interrelationship between teacher and learner roles in a 'pedagogy for autonomy' (if students are to learn to 'take control', the teacher may need to learn to 'let go', even as she provides scaffolding and structure (p.2).

Vieira (nd., p.2) presents an autonomy triangulation, referring to the close relationship between learner and teacher autonomy:

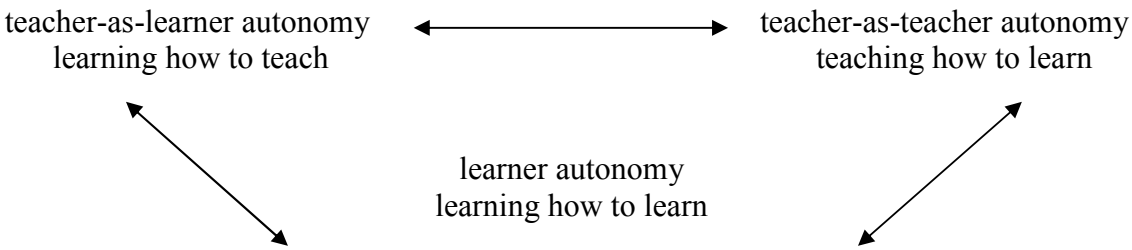


Figure 2.3 Autonomy Triangulation
Vieira (nd., p.2)

As it is obvious, learner and teacher autonomy is interrelated; this link holds a great value especially in teacher education/ professional development due to the fact that learning is a lifelong action.

2.3. Psychologically Secure Classroom Environments

Secure classroom environment refers to not only physical safety but also psychological well-being of the students. The sense of psychological security helps students improve themselves better; hence, makes them prepare for the real life. As Page & Page (2003, p.33) assert, "youth with emotional well-being are more likely to be successful in life because they are able to make responsible decisions, set and achieve goals, solve problems and effectively communicate feelings". Reflecting this to the classrooms, teachers can build positive learning environments.

Positive learning atmospheres foster students' motivation, self-confidence, self-esteem and sense of relaxation. Such classroom plays a big role in reducing students' anxiety, which constitutes a barrier in front of effective learning. As opposed to high anxiety hindering students' performance, low-anxiety opens the doors of efficient learning process. When teachers do not make students feel stressed, students feel more relaxed and get much opener to learning. Their sense success enhances self-confidence and self-esteem. When they develop positive attitudes towards themselves and lesson, they get more eager to learn and take sound steps on the road to learning in real sense. Regarding this, Leadbetter (2001) advises using psychology in the lesson. Especially, providing students with positive psychology enables them to get more appreciative and efficient learners. Students do not inhibit themselves from learning and get more willing towards language learning when teachers establish positive and psychologically secure

environments that appeal to students; as a consequence, they can achieve fruitful learning. As Charles (1999) suggests:

> Students will make mistakes in the process; therefore, they must be provided a safe and nurturing environment in which to learn and deal with consequences. Teachers should allow and respect student decisions even when they are clearly in error, and must let students experience the consequences of their decisions. Regardless of whether consequences are unpleasant, students learn from them and at the same time learn that they have control over their lives by means of the decisions they take. This process makes it unnecessary for teachers to nag, warn and constantly remind students of what they ought to be doing (p.221).

As it is obvious from Charles' remarks, teachers who try to develop supportive classroom climates not only contribute to students' sense of security while learning but enable them to take decisions for themselves and to gradually become autonomous learners. The author further claims that the role of the teacher is to provide students with the situations in which students are required to make decisions and allowed to proceed with no judgements against them. Situations that do not allow for continual negative criticism against students for each decision they make are more likely to nurture students' sense of security and wellness in the classroom and help students to develop positive views about themselves, which also paves the way for inner discipline.

2.4. Psychological Well-Being (PSW)

Wellness is multidimensional, and it has different perspectives. Nakamura (2000, p.5) defines wellness as "a process for the continuous self-renewal that is needed for fulfilling life. Wellness is judged from the standpoint of reaching or achieving human potential. Student wellness is another way of looking at the self-actualized person". Brylinsky and Hoadley (1991, in Nakamura, 2000) approach the concept of wellness as follows:

> Wellness reflects a feeling, a conscious perception, or the awareness by the whole person that his/her components and processes are not only under

> control, but are also working harmoniously as a unit. Wellness also reflects a person's attitude and his/he unique response to living (p.5).

Psychological well-being is the psychological dimension of wellness. Ryff (1989, in Harrington and Loffredo, 2007) summarizes psychological well-being as the dimensions of self-acceptance, autonomy, purpose in life, personal growth, positive relations with others and environmental mastery. Synder and Lopez (2002, p.49) shed light on these terms:

Self-acceptance: It is regarded with having a positive attitude towards self.

Autonomy: It is being self-determining, independent, and is regulating behaviour internally.

Purpose in life: It means having goals and a sense of direction in life, and holding beliefs that give reason to life.

Personal growth: It means having the feeling of continued development and potential, and being open to new experience, feeling increasingly knowledgeable and effective.

Positive relations with others: It is associated with having warm and satisfying relationships, and being capable of strong empathy, affection and intimacy.

Environmental mastery: It is concerned with feeling competent and able to manage a complex environment, and building personally suitable contexts.

Schmutte and Ryff (1997) regard these dimensions as the aspects of psychological health and explain them as:

> positive appraisals of oneself and one's past life (Self-Acceptance), the capacity to manage effectively one's life and environment (Environmental Mastery), the presence of high quality interpersonal ties (Positive Relations with Others), the belief that one's life is purposeful and meaningful (Purpose in Life), a sense of continued growth and development as an individual (Personal Growth), and a sense of self-determination (Autonomy) (p.551).

These are the constructs of psychological well-being. It is obvious from these constructs that psychological wellness has a strong bond with having self-worth, self-confidence, self-respect, self-efficacy and self-actualization. Lent (2004); Pollard and Davidson (2001); Pollard and Lee (2003); Ryff and Keyes (1995); Ryff and Singer

(1996) cited in Fraillon (2004) view autonomy, self-acceptance, resilience and self-efficacy as the aspects of well-being. Fraillon (2004, pp.5-6) describes well-being as the prevalence of positive attributes and lists features of well-being as the active pursuit of well-being, a balance of attributes, positive affect or life satisfaction, pro-social behaviour, multiple dimensions and personal optimisation. The author also provides some definitions of well-being from different sources:

- Wellness is an integrated method of functioning which is oriented toward maximising the potential of which an individual is capable (Dunn, 1961).
- An active process through which you become aware of, and make choices that you hope will lead to, a more fulfilling, more successful, more well life. As such, wellness is an approach that emphasizes the whole person, not just the biological organism (Hettler, 1984).
- The ability to successfully, resiliently, and innovatively participate in the routines and activities deemed significant by a cultural community. Well-being is also the states of mind and feeling produced by participation in routines and activities (Weisner, 1998).
- Wellness implies a lifestyle with a sense of balance. This sense of balance arises from a balance, or harmony within each aspect or "dimension" of life (Lowdon, Davis, Dickie & Ferguson, 1995).
- The striving for perfection that represents the realisation of one's true potential (Ryff, 1995).
- Wellness, or a sense of well-being includes one's ability to live and work effectively and to make a significant contribution to society (Corbin, 1997).
- Well-being is a complex construct that concerns optimal experience and functioning (Ryan & Deci, 2001).
- Well-being is the state of successful performance throughout the life course integrating physical, cognitive and social-emotional functions that results in productive activities deemed significant by one's cultural community, fulfilling social relationships, and the ability to transcend moderate psychosocial and environmental problems. Well-being also has a subjective dimension in the sense of satisfaction associated with fulfilling one's potential (Bornstein, Davidson, Keyes & Moore, 2003).

A person who is psychologically well is more likely to have such positive features inside. They can deal with their life successfully. Autonomy is also necessary for effective life management. Autonomous people possess these characteristics, as well. As a consequence, development of learner autonomy among students can foster their psychological well-being.

2.4.1. Self-Concept

How students perceive themselves occupies an important place in their learning since they describe their self from their perspectives. "Self-concept and identity refer to ideas about the self, to definitions placed on the self. The self-concept is the individual's beliefs about himself or herself, including the person's attributes and who and what the self is" (Derlage, Winstead & Jones, 2005, p.247). Reeve (2005) depict self-concept as the individuals' mental representations of the self, and adds that it is built from what they experience and how they reflect on these experiences. In addition to these definitions, Pajares and Schunk (2002, p.21) view self-concept as "self-descriptive judgment that includes an evaluation of competence and feelings of self-worth associated with the judgment in question". Polkinghorne (2001) identifies self-concept in a general sense and regards it as people's understanding of who and what they are. In educational context, students' self-concepts hold a great importance on account of the fact that their views about the self gives shape to their learning activities. The way they perceive themselves has an impact upon their performance, as well. As Polkinghorne (2001) notes, as they develop positive self-evaluations they perform well on various tasks. It is clear from this statement that students may build positive or negative self-concepts. That is why it is significant for students to have sound self-concepts. As Page and Page asserts (2003, p.40), "self-evaluation is helpful because it allows us to scrutinize the various aspects of our ideal self and pygmalion-self". Through a sound self-evaluation it is possible to eliminate the conflicts to occur between our own selves, which paves the way for better human development. Concerning the issues, Polkinghorne (2001) holds the belief that

> The goal of human existence is to fully actualize the potential inherent in one's humanness. The means to achieving this goal is to gain access to the

> inherent force that impels growth to full humanness. One gains access to this force when the self-concept allows its presence into awareness (p.84).

It seems that self-concept has an important value in students' life, for this reason helping students develop positive self-concepts appears to give rise to positive results. Regarding the issue, Wlodkowski (1999, pp-149-157) lists some strategies to contribute to construction of positive self-concepts among adult learners:

- Encouraging the learners
- Promoting the learner's personal control of the context of learning
- Helping learners accurately attribute their success to their capability, effort and knowledge
- Helping learners understand that effort and knowledge can overcome their failures when learning tasks are suitable to learner's capability

Perception of self plays a big role in fruitful learning outcomes, as well. Regarding the issue, Thanasoulas (2000) touches on the significance of learner beliefs and attitudes.

> Inasmuch as the success of learning and the extent to which learners tap into their potential resources in order to overcome difficulties and achieve autonomy are determined by such factors as learners' motivation, their desire to learn, and the beliefs they hold about themselves as learners and learning per se, it is manifest that changing some negative beliefs and attitudes is bound tofacilitate learning (p.11).

The way students perceive themselves constitutes a determinant in the way the feel. Positive self-concept gives the way to positive emotions such self-esteem, self-confidence, self-efficacy, self-worth and motivation.

2.4.2. Self-Esteem

Self-esteem is another dimension of psychological well-being. It is "the evaluative component of self-image, or the positive or negative manner in which a

person judges herself or himself" (Page & Page, 2003, p.34). The authors also add that self-esteem is "the product of what we perceive ourselves to be (self-image), how we want to be (ideal-self) and the expectations that we perceive others have for us (pygmalion-self)". Self-esteem "expresses attitude of approval or disapproval, and indicates the extent to which the individual believes himself to be capable, significant, successful and worthy" (Coopersmith,1967, pp.4-5 in Pascarella & Terenzini, 2005, p.219). Self-esteem lays the foundation for the sense of self-worth, which "follows from being open to experience and from valuing the self for who one is "(Reeve, 2005, p.283). That is to say, self-esteem is associated with how an individual regards himself/herself in relation to his/her life experiences and relation with others. The sense of self-esteem cultivates positive feelings and behaviours in people. Derlage, Winstead and Jones (2005) shed light into the concept of self-esteem from a general perspective

> High self-esteem denotes thinking well of oneself, which may include a healthy self-confidence and proper appreciation of one's genuine accomplishments and abilities. People with high self-esteem hold firm, highly favourable beliefs about themselves. In other words, people with high self-esteem have clear, consistent and definite ideas about themselves. When people with low self-esteem answer questions about themselves, they differ from people with high self-esteem in several key ways. They tend to give uncertain answers to say they do not know. They give contradictory or inconsistent answers to similar questions. They give different answers to the same questions on different occasions (p.257).

The authors also point out that individuals with high self-esteem are willing to take initiative and independent action whereas those with low self-esteem tend to give easily in the face of a difficulty. When considered within an educational framework, it is possible to remark that students with high self-esteem exhibit more favourable perceptions about themselves, school and learning. As Nakamura (2000) suggests, students with healthy self-esteem are more eager to undertake new challenges. Their positive beliefs also enable them to get more compassionate, responsible individuals. The author also views self-esteem as one of the building blocks of healthy classroom. Students' self-esteem is enhanced in a supportive learning climate. "Self-esteem is best nurtured by teachers when students are helped to achieve academic success and acquire

emotional skills, and through establishing an emotionally warm classroom where students feel capable, competent and accepted" (Page & Page, 2003, p.35). As a consequence, self-esteem helps students to develop positive personal beliefs and leads them to take responsible steps for their academic affairs.

2.4.3. Self-Confidence

Self-confidence constitutes an important aspect of psychological wellness. It refers to an individual's trust in his/ her capabilities. Students' self-confidence hints at their reliance on their qualities related to school and learning. Their level of self-confidence is a significant determinant for their getting successful at school. "If students feel good about themselves and have confidence that they can achieve success, they are well on their way to becoming capable in school" (Nakamura, 2000, p.55). Self-confident students form healthy perceptions about their proficiencies and make sound and reasonable attempts in their learning. Pajares and Schunk (2002) put forward characteristics of the confident students as follows:

> Confident students approach difficult tasks as challenges to be mastered rather than as threats to be avoided. They have greater intrinsic interest and deep engrossment in activities, set themselves challenging goals and maintain strong commitment to them, and heighten and sustain their efforts in the face of failure. Moreover, they more quickly recover their confidence after failures or setbacks, and they attribute failure to insufficient effort or deficient knowledge and skills which are acquirable.
> For confident students, failure is a healthy reminder that they need to work harder (p.19).

Self-confidence seems to result in positive outcomes. However, lack of confidence is sometimes inevitable even among adult learners. Pascarella and Terenzini (2005) support this idea by stating that some decline in academic self-confidence of these students in view of transition from high school to the more competitive college environment. Wlodkowski (1999, p.214) lists the reasons for dearth of self-confidence, independence and willingness among adult learners:

- These adults have not been socialized to see themselves as in control of their own learning
- Their experience in school or in the particular domain of learning has been generally negative or unsuccessful
- They do not believe they have a free choice as to whether or not they engage in the learning or training experience.

As it is apparent, shortage of autonomy results in lack of self-confidence. That is why individualized structures are more likely than traditional ones to nurture students' confidence and self-concept (Pajares & Schunk, nd.). Accordingly, opportunities to foster autonomy, thus self-confidence enable students to enjoy the fruits of efficient school life.

2.4.4. Self-Efficacy

Self-efficacy forms a remarkable facet of autonomy and well-being. It implies being self-sufficient. Bandura (1986, p.391 in Wlodkowski, 1999, p.161) defines self-efficacy as "people's judgements of their capabilities to organize and execute courses of action required to attain designated types of performance". Reeve (2005, p.228) also expresses that "self-efficacy is generative capacity in which the individual organizes and orchestrates his skills to cope with the demands and circumstances he faces. It is the capacity to use one's personal resources well under diverse and trying circumstances". In a sense, self-efficacy is about an individual's capability to complete tasks and fulfil his/her needs. It signifies trust in an individual's skill to think and in the process through which he/she reasons, selects and resolves (Nakamura, 2000). It holds a great value in educational context. Within this context, it is depicted as "a product of multiple personal and comparative factors, including students' conceptions of their intellectual and social abilities and their successes and failures in previous academic settings, all tempered by comparisons with others" (Pascarella & Terenzini, 2005, p.223). High self-efficacy enables students to approach the difficult tasks without feeling uneasy, to have less anxiety, and it enhances high self-esteem and resilience (Pajares & Schunk, 2002). Efficacy beliefs help identify how much effort they will exert on an activity, how long they will show perseverance in the face of barriers, and how they turn out to be in the condition of hard situations. The more self-efficacy, the more struggle (Pajares, 1996).

Adult students with low self-efficacy incline to quit a task while those with high self-efficacy tend to get involved. Efficacious learners display more persistence in times of difficulty (Wlodkowski, 1999). The sense of self-efficacy has also bond with the sense of autonomy. Derlage, Winstead and Jones (2005) refer to Bandura and state that people gain a sense of self-efficacy when they hold the belief that they can control the outcomes. Reeve (2005) also adds that perceived control is an essential premise for building conviction about an individual's competence, efficacy and ability. Hence, awareness of the strong connection between self-efficacy and autonomy helps construct more fruitful learning climate.

2.4.5. Motivation

Motivation has been centre of attention among teachers throughout the years because of the fact that it constitutes the backbone of learning process. Learning is a complicated and dynamic process, and learning in real sense gets completed through motivation. However, motivation is a multidimensional concept. For this reason, it has different definitions. Williams and Burden (1997, p.120) define motivation in general as follows:

- a state of cognitive and emotional arousal
- which leads to conscious decision to act and
- which gives rise to a period of sustained intellectual and/or physical effort
- in order to attain a previously set goal or (goals)

As it is clear, motivation is a process. It is not an aim, like a product. On the contrary, it is a tool that helps us to reach our aim. First, we feel an interest and set a goal and decide to take an action accordingly. Then, we try to maintain our interest and struggle to realize our purpose.. Slavin (1997, p.345) describes this process in a general sense: "...motivation is what gets you going, keeps you going and determines where you are trying to go". These aspects of motivation are supported by Brophy's approach to motivation (1998):

> Motivation is a theoretical construct used to explain the initiation, direction, intensity, and persistence of behaviour, especially goal-directed behaviour. In the classroom context, the concept of student motivation is used to

explain the degree to which students invest attention and effort in various pursuits, which may or may not be the ones desired by the teacher (p.3)

It is not always easy to foster students' motivation in lesson. As it is known, every person is a unique individual with a complex structure, so there are individual differences in every environment like classroom. That is why we need to know students well and approach them accordingly. In the case of motivation, it is better to search for the sources of students' motivation and ways they can be motivated during the lesson. According to the sources of their willingness, motivation can be divided into two groups like extrinsic and intrinsic motivation. "Extrinsic motivation is a motivation promoted by factors external to the individual and unrelated to the task of being performed" (Ormrod, 2006, p.367). In contrast, intrinsic motivation is a motivation that the learner feels inside himself/herself towards a certain activity (Katherina, 2004). There are affective and cognitive aspects of intrinsic motivation. Affective quality of student participation hints at the degree students take pleasure out of learning. Cognitive aspect emphasizes the degree students regard engagement in activity to be self-actualizing, competence-enhancing and meaningful (Brophy, 1998). Both types of motivation show learners a direction to go; however, the source they stem from follows a different path. Harter (in Williams and Burden, 1997, p.124) makes a clear distinction between the dimensions of intrinsic and extrinsic motivation, which puts them in a more comprehensible framework:

Intrinsic Motivation		**Extrinsic motivation**
• preference for challenge		• preference for easy work
• curiosity/interest		• pleasing teacher/getting grades
• independent mastery	VS	• dependence on teacher in figuring out problems
• independent judgement		• reliance on teacher's judgement about what to do
• internal criteria for success		• external criteria for success

Figure 2.4 Intrinsic and Extrinsic Motivations
Harter (in Williams and Burden, 1997, p.124)

As it is obvious, students with intrinsic motivation would like to deal with difficult task out of curiosity; they can decide what to do and set their own rules for success whereas those with extrinsic motivation would rather tackle non-challenging task to get a reward; wait for the teacher to direct them and give importance to rules of success set for them.

It is important to promote students' willingness when motivation is lacking in the classroom. Teachers can appeal to six levels of motivation to enhance students' eagerness towards lesson. The six levels of motivation are:

- the need for exploration
- the need for manipulation
- the need for activity
- the need for stimulation
- the need for knowledge
- the need for ego enhancement (Ausubel, 1968, pp.368-379, in Brown, 1987, p.114)

Exploration level refers to searching for what is not known and trying to learn new things. Manipulation level is related with making a difference by using the environment. Activity level, as its name suggests, concerns taking an action; being active both physically and mentally. Stimulation level is regarded with getting more alert and encouraged by external and internal factors like environment and emotions. Knowledge level is connected with the analysis of what has been gained through the levels mentioned above; acquisition of that knowledge. Ego enhancement concerns the desire to be respected and known by other people (Brown, 1987). All these levels constitute the core of motivation.

Ford (1992, in Brophy, 1998, pp.5-6) has developed a theory of human motivation that includes a taxonomy of 24 goals within six categories:

1) Affective goals: entertainment, tranquillity, happiness, pleasurable bodily sensations and physical well-being.
2) Cognitive goals: exploration to satisfy one's curiosity, attaining understanding, engaging in intellectual creativity and maintaining positive self-evaluations.

3) Subjective organization goals: unity (experiencing a spiritual sense of harmony or oneness with people, nature or a greater power) and transcendence (experiencing optimal or extraordinary states of functioning that go beyond ordinary experience)
4) Self-assertive social relationship goals: experiencing a sense of individuality, self-determination, superiority (in comparisons with others) and resource acquisition (obtaining material and social support from others)
5) Integrative social relationship goals: belongingness, social responsibility (meeting one's ethical and social obligations), equity (promoting fairness and justice), and resource provision (giving material and social support to others)
6) Task goals: mastery, creativity, management (handling everyday tasks with organization and efficiency), material gain and safety.
7)

As it is obvious, humans have various needs at different levels. Realizing these goals meets humans' need to feel motivated from different aspects. What is important is to reach optimal motivation at each category. "Optimal motivation is a state in which personal needs and others' expectations are coordinated. Such a state generally leads individuals to choose moderately difficult tasks and persist in completing such tasks" (Thorkildsen, 2002, p.231). This state enables individuals to nurture their personal needs while fulfilling other people's expectations, provides them a chance of choice and feeds their perseverance on the path to attain their both specific and general goals.

2.4.5.1. Self-Determination Theory

Self-determination theory is a theory of motivation and concerned with the satisfaction of some psychological needs. Ryan and Deci (2000) identify these needs as autonomy, competence and relatedness and add that "competence, autonomy and relatedness, when satisfied, yield enhanced self-motivation and mental health and, when thwarted, lead to diminished motivation and well-being" (p.68). Brophy (1998, p.7) describes these three innate psychological needs as follows: competence (developing and exercising skills for manipulating and controlling the environment), autonomy (self-determination in deciding what to do and how to do it), relatedness (affiliation with others through pro-social relationships) and the author adds that satisfaction of these needs contributes to promotion of learners' intrinsic motivation and dissatisfaction of

these needs makes them feel controlled rather than self-determined. Deci and Ryan (2008, p.128) notes the fundamentals of Self-Determination Theory and sheds light into SDT:

- Self-determination theory (SDT) is an empirically based theory of human motivation, development, and wellness.
- The theory focuses on types, rather than just amount, of motivation, paying particular attention to autonomous motivation, controlled motivation, and amotivation as predictors of performance, relational, and well-being outcomes
- It addresses the social conditions that enhance versus diminish these types of motivation, proposing and finding that the degrees to which basic psychological needs for autonomy, competence, and relatedness are supported versus thwarted affect both the type and strength of motivation.
- SDT examines people's life goals or aspirations, showing differential relations of intrinsic versus extrinsic life goals to performance and psychological health.
- As a macro-theory of human motivation, self-determination theory (SDT) addresses such basic issues as personality development, self-regulation, universal psychological needs, life goals and aspirations, energy and vitality, non-conscious processes, the relations of culture to motivation, and the impact of social environments on motivation, affect, behaviour, and wellbeing.

In addition to these conceptions, Gillard (nd, p.1) make reference to basic assumptions of self-determination theory as follows:

- Human beings are active (rather than passive) in their development
- They are naturally inclined toward growth and development
- They have a set of basic psychological needs that is universal for all people.

As it is apparent from these views, "satisfaction of the needs for competence, relatedness and autonomy does indeed predict psychological well-being in all cultures."

(Deci & Ryan, 2008, p.183). It is not confined to just one culture, country, environment or context. All human beings possess these fundamental needs and fulfilment of these needs gives rise to psychological wellness. As Deci and Ryan (2000) put forth:

> It seems that when people are more able to satisfy all three of their basic psychological needs the regulation of their behaviour will be characterized by choice, volition and autonomy, rather than pressure, demand and control, and the result will be higher quality behaviour and greater psychological well-being (p.243).

Humans show more sound progress and feel more complete. For this reason, self-determination theory "aims to specify factors that nurture the innate human potentials entailed in growth, integration, and well-being, and to explore the processes and conditions that foster the healthy development and effective functioning of individuals, groups, and communities" (Ryan & Deci, 2000, p.74). Especially identification of essential needs holds a great importance in human development due to the fact that, as Ryan and Deci (2000) posit, competence, autonomy and relatedness seem to be a ground for promoting optimal functioning of natural tendencies for growth and integration together with for constructive improvement both socially and personally. With all these features, self-determination theory proves to facilitate effective learning in classroom atmosphere. It constitutes a crucial stage for fruitful and meaningful learning in a positive climate; therefore, it appears to be useful to consider inclusion of this theory into classroom. Deci and Ryan, aware of the significance of STD, (1994, in Brophy, 1998, p.128) suggest three factors enhancing self-determination theory in classrooms:

- Providing students with meaningful rationales that will enable them to understand the purpose and personal importance of each learning activity.
- Acknowledging students' feelings when it is necessary to require them to do something that they do not want to do (i.e. by letting them know that you are aware of their feelings and taking time to explain why the requirement is needed); and
- Managing the classroom and instructing students using a style that emphasizes choice rather than control.

All these efforts are to make learning more meaningful, purposeful and conscious process. Self-determination theory deems autonomy as an innate need, which is a will to be self-initiating and self-regulating in terms of actions (Kanda & Beglar, 2004). That is why students are provided with more choice and autonomy, and they begin to take responsibility for their own decisions. This responsibility increases their level of motivation since "meaningful choice engenders willingness, and the willingness is the door to increased motivation (Harper, 2007, p.25). As it is obvious, motivation is an important concept in self-determination theory. Especially distinction between autonomous motivation and controlled motivation is a remarkable phenomenon.

In self-determination theory, autonomous motivation and controlled motivation constitute different stages of motivation level people have, and they are experiences as a process. In more general sense, "self-determination theory replaced the extrinsic/intrinsic dichotomy with a more differentiated continuum of autonomous versus controlled motivations" (Roth, Assor, Kanat-Maynon and Kaplan, 2007, p.761). Deci and Ryan (2008) make a clear distinction between autonomous and controlled motivations:

> Autonomous motivation comprises both intrinsic motivation and the types of extrinsic motivation in which people have identified with an activity's value and ideally will have integrated it into their sense of self. When people are autonomously motivated, they experience volition or a self-endorsement of their actions. Controlled motivation, in contrast, consists of both external regulation, in which one's behaviour is a function of external contingencies of reward or punishment, and introjected regulation, in which the regulation of action has been partially internalized and is energized by factors such as an approval motive, avoidance of shame, contingent self-esteem, and ego-involvements. When people are controlled, they experience pressure to think, feel, or behave in particular ways. Both autonomous and controlled motivation energize and direct behaviour, and they stand in contrast to amotivation, which refers to a lack of intention and motivation (p. 182).

Autonomous motivation allow people to actualize their authentic self, while controlled motivations are sensed as external or internal coercion (Deci & Ryan, 1985 in

Roth et al, 2007, p.761). Types of perceived motivation in STD can be viewed in five categories:

External motivation: As its name suggests, behaviour is regulated external factors. In classroom climate students are externally regulated when they attend lessons for the sake of getting rewards or avoiding punishment (Brophy, 1998). Behaviours controlled by external conditions lead to poor well-being (Grolnick & Ryan, 1989 in Roth et al, 2007).

Introjected motivation: This type of motivation implies that behaviour is regulated by the will to abstain from guilt, shame and unworthiness and to gain both self- and others' positive evaluations (Roth et al, 2007). Even though behaviour does not depend on external conditions, introjected regulation is accepted as controlled motivation since behaviour is performed out of an external pressure. To put it another way, "the source of coercion that was once external to the person has been introjected and resides within the person, so that he or she now feels controlled by internal contingencies that link feelings of self-esteem and social acceptance to the enactment of specific behaviours or attributes (Assor, Roth & Deci, 2004 in Roth et al, 2007, p.762).
Identified motivation: Identified regulation occurs when the activity is deemed as valuable and important by the self. In classroom atmosphere students show identified motivation when they perceive the activities to be significant for their self-chosen aims such as attending a college or pursuing a certain profession (Brophy, 1998). According to the author, "identified regulation is the most self-determined form of extrinsic motivation. It results from the integration of identified values and regulations into one's coherent sense of self (p.129).

Integrated motivation: This is the fourth type of motivation in self-determination theory. "Integrated motivation results from reciprocally assimilating the identifications with other aspects of the person's self. Both identified and integrated motivations are considered relatively autonomous, and when so regulated, people experience a sense of self-determination (Roth et al, 2007, p.762).

Intrinsic motivation: Roth et al (2007) assert that this is the most autonomous motivation among the others, and they add that "purely intrinsic motives involve engagement in an activity for its own sake. They are characterized by enthusiasm, spontaneity, excitement, intense concentration and joy." (p.762). Concerning the intrinsic motivation and self-determination theory, Brophy (1998, p.7) posits that "the shift in emphasis from motivation as response to felt pressures to motivation as self-

determination of goals and self-regulation of actions is most obvious in theories of intrinsic motivation". As it is apparent, intrinsic motivation does not accept pressure; it allows for self-regulation of the behaviours. Through the self-determination continuum Ryan and Deci (2000, p.72) summarize types of motivation with their regulatory styles, loci of causality and corresponding processes:

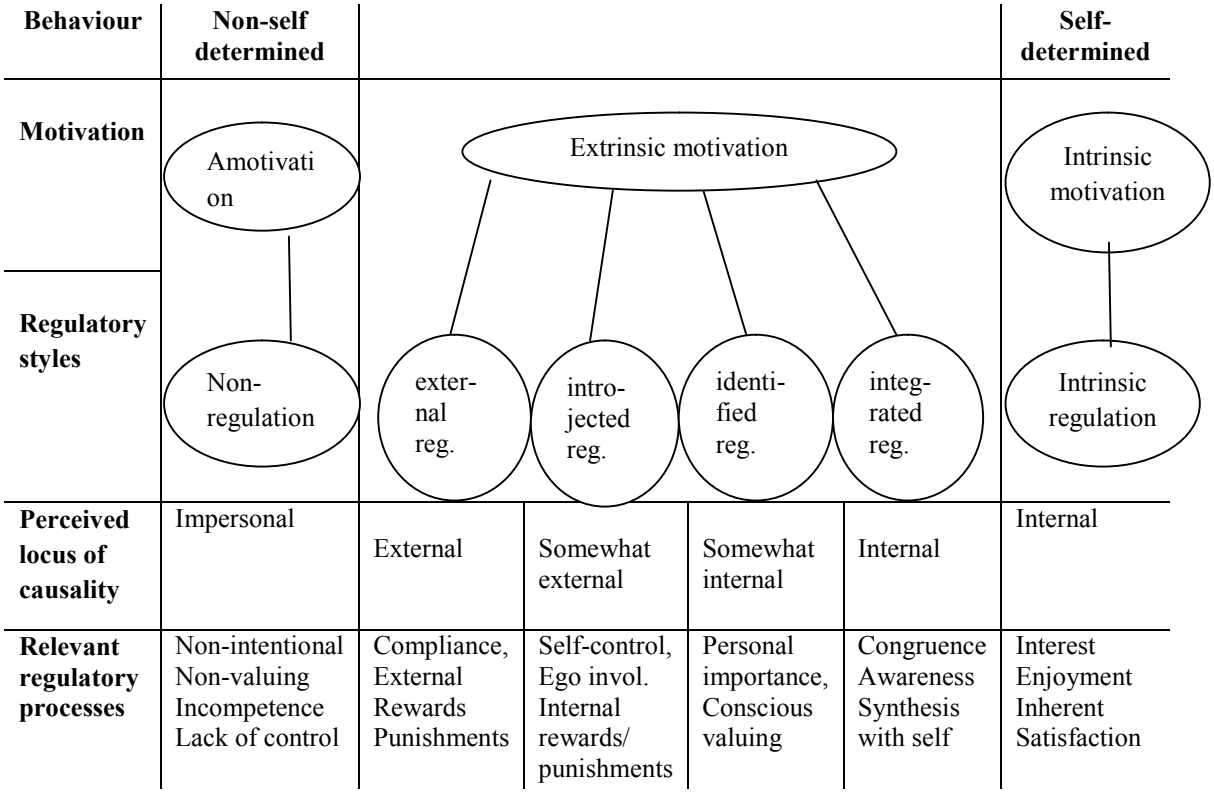


Figure 2.5 Types of Motivation Ryan and Deci (2000, p.72)

As it is clear from this figure, motivation is not a simple concept and it is divided into different categories in self-determination theory. The types of motivation are identified through the level of regulation/autonomy the person possesses. According to Harper (2007), being self-determined or controlled is a dichotomy, which depicts a continuum, and the author adds that autonomy refers to self-direction whereas being controlled implies being regulated by outside forces. Given this fact, the point a person stands at this continuum determines the kind of motivation.

2.4.5.2. Cognitive Evaluation Theory (CET)

Cognitive Evaluation Theory (CET) is a sub-theory of Self-Determination Theory (SDT) and it is a humanistic theory of intrinsic motivation. CET concentrates on the basic needs of autonomy and competence (Ryan & Deci, 2000). The researchers

(2000, p.70) quote deCharmes (1968) by stating "CET specifies that feelings of competence will not enhance intrinsic motivation unless accompanied by a sense of autonomy, or, in attributional terms, by an internal perceived locus of causality. As Boal and Cummings (1981, p.289) shed light into the purpose of CET put forth by Deci in 1975, "cognitive evaluation theory has been proposed as a viable theoretical framework for explaining the detrimental effects of performance contingent rewards on intrinsically motivated behaviours". Mandigo and Holt (1999, pp.6-9) touch upon the four main propositions of cognitive evaluation theory:

- Proposition I: When individuals participate in an activity in which they feel they have some choice and control over the process to reach personal goals, intrinsic motivation will be enhanced. Conversely, when individuals participate in an activity, but and feel controlled by some external factor, intrinsic motivation is likely to decrease. Thus, autonomous or self-determined activities promote intrinsic motivation.
- Proposition II: Intrinsic motivation is enhanced by feelings of competence and optimal challenge. When individuals take part in activities challenging them in a positive way (the activity is neither too hard nor too easy relative to their skill level) and they feel self-determined in the process, their competence is enhanced. This enhanced competence in turn leads to individuals feeling intrinsically motivated to participate.
- Proposition III: Extrinsic factors which are perceived as informational with respect to one's perceived competence (provides positive and constructive feedback in the context of choice) promotes intrinsic motivation, whereas extrinsic factors which are perceived as being controlling and amotivational (are perceived as conveying incompetence and helplessness) undermine intrinsic motivation.
- Proposition IV: Individuals' motivational states towards the activity influence their intrinsic motivation. Individuals who are task-involved are likely to be more intrinsically motivated because they take part in an activity for the enjoyment of the activity while those who are ego-involved are unlikely to be intrinsically motivated because they feel controlled by an internal pressure to satisfy their self-esteem.

All these propositions within the framework of CET indicate that students who are free of external control or force and who are self-determined, autonomous or self-regulated are expected to have high level of intrinsic motivation towards lessons, which lays the ground for effective learning.

2.5. The Interaction between Learner Autonomy and Students' Sense of Psychological Wellness

Learner autonomy presents students the chance to act responsibly for their learning. They get more aware of the fact that teachers cannot control all their learning and students themselves need to take some action in the learning process. "Through autonomy individuals better regulate their own actions in accord with their full array of felt needs and available capacities, thus coordinating and prioritizing processes toward more effective self-maintenance" (Deci & Ryan, 2000, p.254). This opportunity given to the students promotes their self-worth on account of the fact that they begin to recognize their role and importance in learning and they see they can manage to take part in the process. However, "people are likely to be amotivated when they lack either a sense of efficacy or a sense of control with respect to a desired outcome—that is, when they are not able to regulate themselves with respect to behaviour" (Pelletier, Dion, Tuson & Green-Demers, 1999 in Deci & Ryan, 2000, p.237). That is why in the classrooms where students and teachers share responsibility, students become more self-confident and motivated, showing a gradual improvement. Autonomy supportive environments providing students with choice and encouragement for personal initiative enhance autonomous motivation (Gagne, 2003). What is more, a study done by Grolnick and Ryan (1989) cited in Deci & Ryan (2000) revealed that environments supporting autonomy and involvement promote intrinsic motivation, internalized self-regulation for academic endeavours, enhanced performance and well-being. However, "classes that are kept rigidly under the teacher's control are more likely to lead to dissatisfaction and alienation and do no facilitate personal, social or academic growth" (Williams and Burden, 1997, p.197). Deci and Ryan (2000) refer to negative effects of controlling environment as follows:

> Controlling, chaotic, punishing and neglecting teaching environments makes autonomous regulation and need satisfaction less possible and result in costs

> such as inner conflict, alienation, anxiety, depression, and somatisation, as well as accommodations in the form of controlling regulatory processes and compensatory goals (p.249)

Quitting traditional teacher role paves the way for the multidimensional development of students. Giving students a power and offering them certain choices enhance their sense of "ownership" and willingness to learn within themselves (Brown, 2001). When students feel relaxed, motivated and enthusiastic, their psychological well-being is intensified. As Nakamura (2000, p.143) suggests, "Feeling safe and secure means that students feel they are in control of their own learning within the classroom environment-they have mastery over their being". This definition provides a clear connection between learner autonomy and psychological wellness.

Psychological well-being forms one of the major keys to success. Learners who can get rid of boundaries of negative feelings such as low self-confidence, lack of motivation and high anxiety can accomplish efficient learning. "The autonomy orientation has been positively related to psychological health and effective behavioural outcomes" (Deci & Ryan, 2008, p.183). Research carried out by Deci and Ryan (1985) cited in Deci & Ryan (2000) puts forward that autonomy orientation has a positive relationship with self-actualization, self-esteem, ego development and other indicators of well-being. At this point, giving students responsibilities, approving of their efforts and guiding rather than dominating them contribute greatly to the development of positive feelings. Choice, acknowledgement of feelings and a chance for self-direction foster intrinsic motivation since they grant students a greater feeling of autonomy (Ryan & Deci, 2000). In contrast to controlling teachers, autonomy supportive ones instil in their students higher intrinsic motivation, interest for learning and willingness for challenge (Deci, Nezlek & Sheinman, 1981; Flink, Boggiano & Barrett, 1990; Ryan & Grolnick, 1986 in Ryan & Deci, 2000). As Glasser (2001, p.88) advises teachers, quitting the "role of worker" and regarding themselves as "modern managers" make classroom environment more satisfying. Classrooms which appeal to not only academic but also emotional growth help students move further. Students can take more out of such sound learning environments. Traxon (2001, p.42) claims that students develop a positive view of themselves when they have some control over choices available them and proposes a "success cycle" as shown below regarded with this fact:

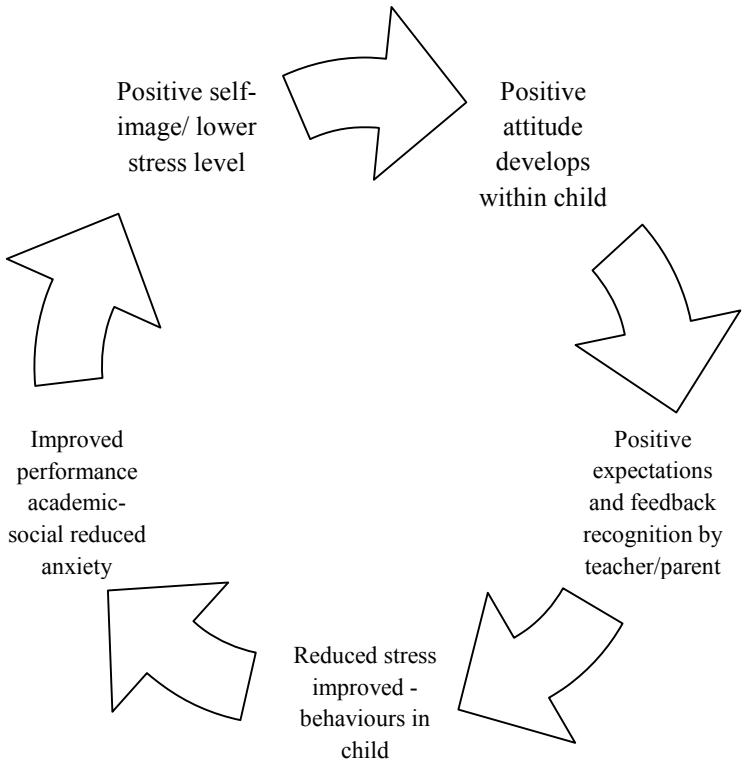


Figure 2.6 Success Cycle Traxon (2001, p.42)

As it is obvious, students' sense of control over themselves promotes their psychological well-being, thus their success. It is also worth mentioning that such kind of autonomy produces positive results for not only young learners but also adult learners. Even university students develop positive attitudes towards themselves and learning process through a sense of autonomy. When students become autonomous learners, they can control their own efforts. They become more aware of the learning process by planning, monitoring and evaluating their learning, which reflects the meta-cognitive side of autonomous learning. Autonomous learners are conscious of both their cognitive and meta-cognitive roles in learning, try to produce opportunities to learn and make active attempts to deal with their learning inside and outside the classroom (Holden & Usiki, 1999). However, psychological dimension of learning holds a great importance in learner autonomy together with meta-cognition. As Little (1989, p.1) posits, "accepting responsibility for our own learning is not only a matter of gradually developing meta-cognitive mastery of the learning process. It has an equally important affective dimension: in their commitment to self-management and their generally proactive approach, autonomous learners are motivated learners". Learner autonomy prevents students from being passive listener of the teacher always teaching the lesson.

A study conducted by Sheldon and Kasser (1998) cited in Deci & Ryan (2000) suggests that autonomously self-regulating students show more goal-attainment progress which is positively related to well-being outcomes. Assigning the students responsibility works in the situations where their interest level is low since learner autonomy increases students' sense of confidence and success. When they have their own responsibility, they feel like studying. While supporting autonomy if the teacher gives responsibilities that are suitable to students' interest, students will begin to have more fun in the lesson. Giving activities appropriate to their level and interest will make them feel reluctant against lesson. Learning in real sense cannot occur in classrooms in which there is only flow of information from teacher to the students. Hence, teaching should not be considered as a one-way process based on teacher's dominance. This way, teachers can allow their students to gain a positive view on themselves. Students trained in autonomy supportive learning climate display more positive emotionality and feelings (Patrick et al., 1993; Reeve, 2002 in Thuen & Bru, 2009). When students take a positive attitude towards themselves in their learning, it is possible for them to feel psychologically well in the classroom. "When people's goal-directed behaviour is autonomous rather than controlled, the correlates and consequences are more positive in terms of quality of their behaviour as well as their health and well-being" (Deci & Ryan, 2000, p.243). The type of control is an important determinant of the intrinsic motivation in students, as well. Events like rewards that promote E-PLOC (external-perceived locus of causality) tend to decrease intrinsic motivation while events like choice that enhance I-PLOC (internal-locus of causality) tend to nurture intrinsic motivation (Deci & Ryan, 2000). The authors also mention that autonomously regulated behaviour lead to more positive outcomes relative to controlled behaviour. For this reason, it is important for the teachers to provide help for their students by taking new and non-destroying roles. As Charles (1999, p. 244) puts forward, "teachers must monitor, guide, help and encourage their (students') work. This role enhances students' self-concept and sense of belonging". McDonough (2007, p.2) describes teacher's role in this matter as follows: "It involves providing a supportive and challenging learning environment, but also facilitating the development of the learners' own motivational thinking, beyond simply identifying their original orientation". As consequence, teachers' roles of facilitator and counsellor give students a chance to take responsibilities and become active in the process, and autonomous learning results in students with high sense of security, self-confidence, motivation and positive view of the self.

To sum up, the concept of learner autonomy is gaining more importance gradually. It suggests teaching should be like an interaction between teachers and students, leading to a positive environment. Deci and Ryan (2000, p.260) hints at the relationship between autonomy supportive context and well-being by stating "environments that are less evaluative and more supportive of the intrinsic desire to learn provide the basis for enhanced achievement and students' well-being". For this reason, in learner-centered classrooms, it is important that teachers make an effort to promote autonomous atmospheres since the inability to cross the borders of traditional classroom habits puts a barrier in front of learning autonomously. This way, students get more aware of their strong sides and take an important step on the path to using their inner potentials. When students feel the sense of success through being active in the process, self-confidence and self-esteem, motivation to learn, low level of anxiety and inhibition begin to appear within students. So, it is worth mentioning that learner autonomy influences the establishment of psychologically well classroom environments. Autonomy enhances student's inner discipline, which cultivates their empowerment. "Teaching self-control is a way of getting students actively involved, cognitively and affectively, in their own self-growth" (Kaufman, Mostert, Trent, Hallahan, 1998, p.59). All in all, fostering autonomy makes teaching and learning a conscious process, hence helping students enjoy the fruits of learning and teachers take further steps for effective teaching. Students show academic and emotional improvement during the learning process.

CHAPTER 3

METHODOLOGY

3.1. Overview

This chapter presents information about research design, participants, instrumentation and limitations of the research design.

3.2. Research Design

In this study, descriptive research design was applied. Perceptions of the students in ELT department on the relationship between learner autonomy and psychological well-being were dealt with. Regarding the issue, attitudes of the teachers in ELT department were also explored. The study has both quantitative and qualitative dimensions. Quantitative side of the study reflects the statistical part whereas qualitative side represents the interpretative face of the study. As McMillan and Schumacher (1997, p.40) remarks, "In qualitative research design each step depends on prior information collected during the study. Qualitative design typically investigates behaviour as it occurs naturally in non-contrived situations, and there is no manipulation of conditions or experience. The data consist of words in the form of rich verbal descriptions rather than numbers". Merriam (1998, p.6) compares quantitative and qualitative studies from a different aspect and states that "In contrast to quantitative research, which takes apart a phenomenon to examine component parts (which become the variables of the study), qualitative research can reveal how all the parts work together to form a whole. It is assumed that meaning is embedded in people's experiences and that this meaning is mediated through the investigator's own perceptions". The author also puts forth that research concentrated on discovery, insight and understanding from the angle of the ones being studied presents a chance of providing important contributions to the theory and practice base of education. Patton (1985, p.1 in Merriam, 1998) takes the qualitative study from a broader perspective and posits that

> Qualitative research is an effort to understand situations in their uniqueness as a part of a particular context and the interactions there. This understanding is an end in itself, so that it is not attempting to predict what

> may happen in the future necessarily, but to understand the nature of that setting- what it means for participants to be in that setting, what their lives are like, what is going on for them, what their meanings are, what the world looks like in that particular setting- and in the analysis to be able to communicate that faithfully to others who are interested in that setting (p.6).

Merriam (1998, p.9) suggests that qualitative and quantitative research differ in different respects and explains them as follows:

Characteristics of Qualitative and Quantitative Research		
Point of Comparison	**Qualitative Research**	**Quantitative Research**
Focus of research	Quality (nature, essence)	Quantity (how much, how many)
Associated phrases	Fieldwork, ethnographic, naturalistic, grounded, constructivist	Experimental, empirical, statistical
Goal of investigation	Understanding, description, discovery, meaning, hypothesis generating	Prediction, control, description, confirmation, hypothesis testing
Design characteristics	Flexible, evolving, emergent	Predetermined, structured
Sample	Small, non-random, purposeful, theoretical	Large, random, representative
Data collection	Researcher as the primary instrument	Inanimate instruments (scales, surveys, questionnaires)
Mode of analysis	Inductive (by researcher)	Deductive (by statistical methods)
Findings	Comprehensive, holistic, expansive, richly descriptive	Precise, numerical

Figure 3.1 Characteristics of Qualitative and Quantitative Research Merriam (1998, p.9).

Concerning the quantitative and qualitative research designs, McMillan and Schumacher (1997, p.17) present a description in a general framework, as well:

orientation	quantitative	qualitative
Assumptions about the world	A single objective reality, i.e., measured by an instrument	Multiple realities, i.e., interviews of principal, teachers and students about a social situation
Research purpose	Establish relationships between measured variables	Understanding a social situation from participants' perspectives
Research methods and process	Procedures (sequential steps) are established before study begins	Flexible, changing strategies; design emerges as data are collected
Prototypical study	Experimental design to reduce error and bias	Ethnography using "disciplined subjectivity"
Researcher role	Detached with the use of instrument	Prepared person becomes immersed in social situation
Importance of context	Goal of universal context-free generalizations	Goal detailed context-bound generalizations

Figure 3.2 General Framework of Quantitative and Qualitative Research McMillan and Schumacher (1997, p.17).

A mixed method design was used in this study, which means that "both quantitative and qualitative methods are used to answer research questions in a single study" (Mertens, 2005, p.292). Quantitative and qualitative data collection occurred in sequential form in this study. Questionnaire results provided a basis for the interview. Quantitative analysis of the questionnaire was followed by the content analysis of interview. Mertens (2005) depicts sequential mixed method as follows:

> A sequential-mixed design is one in which the conclusions that are made on the basis of the first strand lead to formulation of questions, data collection and data analysis for the next strand. The final inferences are based on the results of both strands of the study. In some cases, the second strand/ phase

> of the study is used to confirm or disconfirm the inferences of the first strand or to provide further explanation for unexpected findings in the first strand (p.298).

Mixed method aimed at enabling this study to gain sophistication and to yield multi-perspective results. As Patton (2002, p.558) posits, "Qualitative and quantitative data can be fruitfully combined to elucidate complementary aspects of the same phenomenon" and adds that this combination supplies relevant and useful information. When implemented in proper manner, quantitative and qualitative study tools can be both utilized accurately and combination of them can provide a support for stronger research interpretations than either is employed in isolation (Feuer, Towne and Shavelson, 2002 in Mertens, 2005). Since mixed-method designs combine techniques from both the quantitative and qualitative research traditions, they can be applied to find an answer to the questions not to be answered in any other way (Mertens, 2005). By using mixed-method design, this study benefitted from the fruits of both quantitative and qualitative methods. Patton (2002) describes one aspect of these fruits this way:

> The advantage of quantitative approach is that it is possible to measure the reactions of a great many people to a limited set of questions, thus facilitating comparison and statistical aggregation of the data. This gives a broad, generalizable set of findings presented succinctly and parsimoniously. By contrast, qualitative methods typically produce a wealth of detailed information about a much smaller number of people and cases. This increases the depth of understanding of the cases and situations studied (p.14).

"The intent of mixed-method is likely to seek a common understanding through triangulating data from multiple methods, or to use multiple lenses simultaneously to achieve alternative perspectives that are not reduced to single understanding" (Mertens, 2005, p.293). In this study triangulation was performed through using three data collection tools in order to make the collected data stronger and put forth multi-faceted findings. As Patton suggests (2002), triangulation strengthens a study via combining the methods, which can mean utilizing different kinds of methods or data inclusive of both quantitative and qualitative approaches. In this study, methodological triangulation was

carried out. “Methodological triangulation means checking out the consistency of findings generated by different data collection methods” (Patton, 2002, p.556). With respect to methodological triangulation, the author adds that:

> Methods triangulation often involves comparing and integrating data collected through some kind of qualitative methods with data collected through some kind of quantitative methods. Quantitative methods and qualitative methods are used in a complementary fashion to answer different questions that do not easily come together to provide a single, well-integrated picture of the situation (pp.556-557).

“Studies that use only one method are more vulnerable to errors linked to that particular method than studies that use multiple methods in which different types of data provide cross-data validity checks” (Patton, 2002, p.248).

3.3. Participants

Two parties from the higher education environment participated in the study. In other words, both the students from different grades of the ELT Department of Çukurova University and instructors of the same department took part in the study. To go in detail, the participant students were the members of preparatory-class students, second and fourth grades. Since students have been accustomed to traditional teacher-centred language education and exposed to conventional university entrance examination, preparatory students at university were chosen in this study, and to see the probable differing perceptions after the educational process they go through, second and fourth grade students in ELT department participated in this study. Student and teacher groups were chosen by “Purposive Sampling” since they were sampled with a purpose in mind. According to Merriam (1998), the most suitable sampling strategy is non-probabilistic—the most common form of which is purposive. Purposive sampling is based on the notion that the researcher is willing to discover, comprehend and acquire insight and thus has to choose a sample from which much can be learned. With regard to non-probabilistic sampling, Honigman (1982, p.84 in 1998) notes that

> Non-probability sampling is the method of choice for most qualitative research. Non-probability sampling methods are logical as long as the fieldworker expects mainly to use his data not to answer questions like how much and how often, but to solve qualitative problems such as discovering what occurs, the implications of what occurs, and the relationship linking occurrences (p.61).

The criteria built for purposive sampling is a direct reflection of the study aim and guidance for the identification of information-rich cases (Merriam, 1998). "The logic and power of purposeful sampling lies in selecting information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to purpose of the research"(Patton, 2002, p.46). McMillan and Schumacher (1997, p.397) attributes the logic and power of purposive sampling to the fact that "a few cases studied in depth yield many insights about the topic", and adds that such kind of sampling promotes the usage of information gathered from small samples. In purposive sampling the investigator chooses particular elements from the population which will represent or give information about the related topic. Based on the investigator's knowledge on the population, a judgement is put forward concerning which participants to be selected so as to supply the most appropriate information to address the aim of the study (McMillan & Schumacher, 1997). Regarding the purposive sampling, the following strengths can be counted (McMillan & Schumacher, 1997, p.175):

- It is less costly and time-consuming
- It has ease of administration
- It usually assures high participation rate
- Generalization is possible to similar subjects
- It assures receipt of needed information

Participants within each group were chosen by simple random sampling. The study did not take the gender of the students and teachers into account in order to precisely reflect the already existing student and teacher profile in the department.

3.4. Instrumentation

A questionnaire and a series of subsequent interviews were used for collecting the required data in this study. Questionnaire as a tool of data collection provides the opportunity to gather information from a big population without taking too much time. McMillan and Schumacher (1997, p.274) identify the strong points of questionnaire as follows:

- It is economical
- It can be anonymous
- There are standard questions and uniform procedures
- It is usually easy to score
- It provides time for subjects to think about the responses

Mertens (2005) mentions the advantage of questionnaire as getting lots of information from a lot people quickly and easily in a non-threatening way.

The questionnaire results were subjected to the statistical analysis, which constitutes the quantitative side of the study. To support the questionnaire results, the participants were interviewed about their perceptions on the relationship between learner autonomy and psychological well-being, which represents the qualitative side of the study. Merriam (1998) deems interviewing as the most common form of data collection in qualitative studies in educational contexts. Patton (1990, p.160 in Merriam, 1998) determines the justifications of interviewing as follows:

> We interview people to find out from them those things we cannot directly observe…we cannot observe feelings, thoughts and intentions. We cannot observe behaviours that took place at some previous point in time. We cannot observe situations that preclude the presence of an observer. We cannot observe how people have organized the world and the meanings they attach to what goes on in the world. We have to ask people questions about those things. The purpose of interviewing, then, is to allow us to enter into the other person's perspective (p.72).

Interviewing gives the researcher the chance to gather the required information that will shape the study from the participants themselves directly. It also enhances reflection on the perceptions in both the researcher's and the participants' sides. McMillan and Schumacher (1997, p. 274) lists up the advantages of interviewing:

- Interview is flexible and adaptable
- There is a chance to probe, clarify and include nonverbal behaviour
- There is high response rate
- It can be used with non-readers

Interviewing enables the researcher to get full range and depth of people's impressions, perspectives or experiences and to learn more about their responses to the questionnaire (Mertens, 2005).

3.4.1. Questionnaire to the Students

A questionnaire was administered to the ELT students at the beginning, in the middle and at the end of the education in their department. The questionnaire was developed from different scales and articles related to the subject. In this study, the questionnaire was comprised of three parts (See Appendix I). The first part deals with learner autonomy and includes questions exploring how autonomous learners they are. The second part consists of questions that reveal the extent of psychological well-being students have as learner. The third part of the questionnaire is concerned with the perceptions of the ELT students regarding the relationship between learner autonomy and psychological well-being. This instrument was a 5-point Likert scale questionnaire. On the Likert scale questionnaire, respondents identified their degree of agreement or disagreement with a statement by choosing one of five responses, which were strongly agree (5), agree (4), not sure/undecided (3), disagree (4) and strongly disagree (1). The items in each part of the questionnaire were categorized within themselves according to similar points they share with a view to making the questionnaire more meaningful, concise, systematic and organized. "Devising categories is systematic and informed by the study's purpose, the investigator's orientation and knowledge. Units of data—bits of information—are literally sorted into groupings that have something in common" (Merriam, 1998, p. 179). The author lists the features of categories as follows:

- Categories should reflect the purpose of the research
- Categories should be exhaustive: you should be able to place all the data that you decided were important or relevant to the study in a category or subcategory
- Categories should be mutually exclusive: A particular unit of data should fit into only one category.
- Categories should be sensitizing: The naming of the category should be as sensitive as possible to what is in the data
- Categories should be conceptually congruent: The same level of abstraction should characterize all categories at the same level (pp.183-184).

All these characteristics render the questionnaire more compact, expedient, consistent and coherent.

The questionnaire used in this study also aims at revealing the probable changes, if any, in students' perceptions after the educational process that they go through. Before the main study was conducted, a pilot study was implemented to determine and improve the quality of the research design and the effectiveness of the main study. Pilot study was conducted on approximately 30 non-participants of the main study. In pilot testing the questionnaire is tried out with a small sample similar to the target group of respondents (Mertens, 2005). The same procedure was followed in this research, and through pilot study, confusing words and terms that students had difficulty in comprehending were changed and adjusted so that the participants could yield more sound responses, which intended to contribute to study positively. The questionnaire was refined via pilot study. Cohen, Manion and Morrison (2007, p.341) list some of the goals of piloting the questionnaire as follows:

- to eliminate ambiguities or difficulties in wording
- to identify omissions, redundant and irrelevant items
- to check the time taken to complete the questionnaire
- to check whether the questionnaire is too long or too short, too easy or too difficult
- to identify commonly misunderstood or non-completed items
- to check the clarity of the questionnaire items, instructions and layout

Piloting the questionnaire in this study bore all these purposes, and within the light of these targets, necessary changes were applied to the main questionnaire, which was thought to increase the quality and practicability of the instrument. The participants for the pilot study were selected through "Convenience Sampling". A group of participants who are conveniently available for the research constitutes the ground of convenience sampling (Fraenkel & Wallen, 2006). Convenience sampling is regarded as appropriate for pilot studies as Bryman (2008, p.183) posits "it is highly desirable to pilot a research instrument before using it in an investigation, and administrating it to a group who are not a part of the main study may be a legitimate way of carrying out some preliminary analysis of whether respondents tend to answer in identical ways to a question, or whether one question is often omitted". The study also considered ethical issues in terms of confidentiality. The participants were ensured that their names would not be exposed without their consent.

3.4.2. Interviews with the Students

After the administration and analysis of the questionnaire, students in preparatory classes, second graders and fourth graders in ELT department were interviewed on the relationship between learner autonomy and psychological well-being taking the questionnaire results as a base (See Appendix II). During the interviews, they were also asked about the probable effect of educational process they go through in ELT department on their perceptions concerning the issue. The participants were subjected to a semi-structured interview. "In semi-structured interviews the question is phrased to allow for individual responses. It is an open-ended question but is fairly scientific in its intent" (McMillan & Schumacher, 1997, p.265). In interview, open-ended questions yield in-depth replies about the participants' perceptions, thoughts, emotions and points of views (Patton, 2002). "For most part, interviewing in qualitative investigations is more open-ended and less structured. Less structured formats assume that individual respondents define the world in unique ways. The format of semi-structured interviews allows the researcher to respond to the situation at hand, to the emerging worldview of the respondent and to new ideas on the topic." (Merriam, 1998, p.74). Interview questions were tried out with some students with a view to getting practice in interviewing process and identifying which questions are confusing and redundant and which ones need rewording. After this trial process, some additions and subtractions

were applied to the interview questions and necessary adjustments were done so as to render interview questions more coherent and meaningful. The interviews were tape-recorded and later transcribed in order to save time and not to miss any important points. According to Merriam (1998, p.87), "The most common way to record interview data is to tape-record the interview. This practice ensures that everything said is preserved for analysis. The interviewer can also listen for ways to improve his or her questioning technique". Tape-recording holds great significance since taking word-for-word notes takes up much time during the interview and causes information loss when the interviewers depend only on their memories to inscribe the responses after the interview (McMillan & Schumacher, 1997). "More than just increasing the accuracy of data collection, using a tape-recorder permits the interviewer to be more attentive to the interviewee. Word-for-word note taking can interfere with listening attentively, and the interviewer can get so focused on note-taking that the person speaking gets only secondary attention" (Patton, 2002, p.381).

3.4.3. Interviews with the Teachers

Eight teachers in ELT department were asked about the relationship between learner autonomy and psychological well-being. Furthermore, through interview they were asked questions about the probable influence of the university education students get on their perceptions of the learner autonomy and psychological well-being (See Appendix IV). The interviews were tape-recorded and later transcribed.

3.5. Data Analysis

In this study both quantitative and qualitative analyses were conducted. "Data interpretation and analysis involve making sense out of what people have said, looking for patterns, putting together what is said in one place with what is said in another place, and integrating what different people have said" (Patton, 2002, p.380). Similar processes occurred during the analysis phase after the data were collected in this study.

3.5.1. Analysis of the Questionnaire

The results of the questionnaire were analyzed through Statistical Packages for Social Sciences (SPSS) program (SPSS 17.0 version for Windows). The quantitative

data were shown in charts. Participants' responses were numerically coded, recorded and interpreted. ("3" was given for the blank answers).

3.5.2. Analysis of the Interview with the Students

The answers received through the interview with students were subjected to content analysis. Patton (2002, p.453) pictures the content analysis this way: "Content analysis usually refers to analyzing text rather than observation based field notes. Content analysis is used to refer to any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings".

3.5.3. Analysis of the Interview with the Teachers

Content analysis was used for the analysis of the qualitative data gathered through the interview with the teachers.

In the content analyses of interviews with both the students and the teachers, frequencies of occurrence of ideas were counted, recurring responses of different participants were noted and these data were interpreted. That is to say, emerging patterns and themes were identified, the data were reflected on and, interpretations and meanings were developed, the data were condensed and meaning inferences were made out of these data, which constitutes a process of content analysis suggested by Brenner et al. (1985) cited in Cohen, Manion and Morrison (2007).

3.6. Limitations of the Research Design

Since traditional teaching habits are still present at primary and high schools in our country, students are not much accustomed to learner autonomy. Moreover, because it is a new subject, more tools may be needed to collect adequate and valid data. This study also reflects the findings for the preparatory, second year and forth year students in ELT department at Çukurova University, that is why it is difficult to generalize the findings for all kinds of educational contexts; it may yield different results with a different sample in a different context.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.1. Introduction

This chapter presents the statistical analyses and the content analysis conducted on the data and the findings which aimed to reveal the students' and teachers' perceptions on the relationship between learner autonomy and psychological well-being in the ELT context, which constitutes one of the core points of the study. Another point of the study was to find out whether the teacher education they receive at university makes any difference to their perceptions of learner autonomy and psychological well-being.

4.2. Findings from the Learner Autonomy and Psychological Well-Being Questionnaire

Learner autonomy and psychological well-being questionnaire is comprised of three parts which intend to gauge "learner autonomy", "psychological well-being" and "the relationship between learner autonomy and psychological well-being" from the students' standpoints. Each main part was divided into categories within themselves to make the analyses more coherent and concise. Findings gathered from preparatory class students, second year students and forth year students are propounded respectively.

4.3. Findings from the Learner Autonomy and Psychological Well-Being Questionnaire from the Preparatory Class Students' Perspectives

4.3.1. Learner Autonomy

Learner autonomy part of the questionnaire was divided into four categories, which are teacher role, independent work, readiness for autonomous learning and academic self-awareness.

4.3.1.1. Teacher Role

The percentages and the number of preparatory class students' responses to the first category of learner autonomy, Teacher Role, are presented in Table 1.

Table 4.1 Preparatory Class Students' Perceptions of Teacher Role

	ITEMS	**Strongly agree**		**Agree**		**Not sure/ Undecided**		**Disagree**		**Strongly disagree**	
		f	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***
1	The role of the teacher is to tell me what to do	18	29,5	22	36,1	10	16,4	10	16,4	1	1,6
2	The role of the teacher is to set my learning goals	22	36,1	20	32,8	12	19,7	7	11,5	0	0
3	The role of the teacher is to provide opportunities for me to practice	30	49,2	25	41	6	9,8	0	0	0	0
18	Teacher should be fully responsible for my learning	16	26,2	14	23	14	23	12	19,7	5	8,2
25	I expect the teacher to tell me exactly what to do	17	27,9	16	26,2	15	24,6	9	14,8	4	6,6

Table 4.1, regarding the teacher role, indicates that students assign more responsibility for their learning to the teacher. 29,5 % of the students strongly believe that the role of the teacher is to tell them what to do, and in parallel with this approximately 55 % of the preparatory class students expect their teacher to tell them exactly what to do. Similarly, about 69 % of the prep students hold the belief that role of the teacher is to set their learning goals. The mean score of the second item is 3,93, which reflects their inclination to the idea that it is teacher's responsibility to establish students' learning goals. Furthermore, there are no students who strongly disagree that the role of the teacher is set student's learning goal. Concerning their beliefs about the role of the teacher, Table 4.1 shows that preparatory class students have a tendency to depend on their teachers for their own learning. What is more, 26,2 % of these students strongly agree that the teacher should be fully responsible for their learning. Only five students strongly disagree with the idea of full teacher responsibility. The median of the items 1,2,3 and 25 are 4 (agree) and this implies that preparatory class students agree that teacher possesses more responsible roles for students' learning. Table 4.1 indicates that preparatory class students are not ready to the student-teacher role exchange and

give more active roles to their teachers, and they incline to assume less passive roles relative to their teachers.

4.3.1.2. Independent Work

The percentages and frequencies of the preparatory class students' answers to the second category (independent work) of learner autonomy part of the questionnaire are given in Table 4.2.

Table 4.2 Preparatory Class Students' Perceptions of Independent Work

		Strongly agree		**Agree**		**Not sure/ Undecided**		**Disagree**		**Strongly disagree**	
	ITEMS	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***
5	I do my assignments because I want teacher to think I am a good student	17	27,9	18	29,5	7	11,5	12	19,7	7	11,5
7	I try to do well in school because that is what I am supposed to do	23	37,7	29	47,5	9	14,8	0	0	0	0
13	I study or try to learn new things without waiting for the teacher to ask me to do so	16	26,2	20	32,8	18	29,5	7	11,5	0	0
14	I work on new resources outside the classroom even when I don't have to	9	14,8	23	37,7	13	21,3	13	21,3	3	4,9
26	I will often choose to learn something even if is not assigned as homework.	11	18	19	31,1	22	36,1	5	8,2	4	6,6

Table 4.2 reveals that students have differing perceptions about independent work. Approximately 58 % of preparatory class students think that they do their assignments since they want the teacher to think they are good students. In a sense, they feel the need to complete their assignments to be regarded as good students by their teachers. In accordance with this, nearly half of the preparatory class students (47,5 %)

agree that they try to do well in school since that is what they are supposed to do. They view doing well in school as a necessary process. None of the students showed disagreement with this notion. No preparatory class students opposed to the idea of doing well in school because of necessity. Mean score of the Item 7 is 4,23 and this hints at that most of the preparatory class students think this way. However, when it comes to learning new things independently, students show a more tendency towards learner autonomy. Regarding the Item 13, nearly 33 % of the students agree that they study or try to learn new things without waiting for the teacher to ask them to do so. Likewise, 26,2 % of the students show a strong agreement with this idea. Nevertheless, 18 students are not sure about learning new things without waiting the teacher to ask for them. Additionally, even though nearly 52,5 % of the students work on new resources outside the classroom even when they do not have to, 26,2 % percent of them do not study on extra sources independently when they are not obliged to so. However, 36,1 % of the preparatory class students have unclear perceptions about learning something even if it is not assigned as homework. Nineteen students agreed that they would often choose to learn something even it was not given as assignment. Only 6,6 % of the students showed strong disagreement with learning something that is not homework. Mean score of this item is 3,46 and this implies an indecisiveness about the students' perceptions.

4.3.1.3. Readiness for Autonomous Learning

Table 4.3 below provides the percentages and the number of the preparatory class students' responses regarding the third category, readiness for autonomous learning.

Table 4.3 Preparatory Class Students' Perceptions of Readiness for Autonomous Learning

		Strongly agree		**Agree**		**Not sure/ Undecided**		**Disagree**		**Strongly disagree**	
	ITEMS	***f***	***%***	***f***	***%***	***f***	***%***	***F***	***%***	***f***	***%***
4	I can set my own learning goals	20	32,8	12	19,7	20	32,8	8	13,1	1	1,6
8	I enjoy participating classroom activities	20	32,8	22	36,1	12	19,7	4	6,6	3	4,9
10	I would like to decide on what I will learn	30	49,2	21	34,4	9	14,8	1	1,6	0	0
11	I prefer class-work that is challenging so that I can learn new things	33	54,1	16	26,2	9	14,8	2	3,3	1	1,6
12	Even when I do poorly on a test I try to learn from my mistakes	33	54,1	17	27,9	5	8,2	5	8,2	1	1,6
15	I can take the responsibility of my own learning	22	36,1	26	42,6	9	14,8	2	3,3	2	3,3
16	I make preparations before class	10	16,4	15	24,6	18	29,5	9	14,8	9	14,8
17	I prefer teacher-centred classrooms	19	31,1	13	21,3	15	24,6	9	14,8	5	8,2
20	I learn a lot studying by myself	19	31,1	17	27,9	15	24,6	9	14,8	1	1,6
21	I prefer classes where I can decide what will be learnt	11	18	30	49,2	14	23	5	8,2	1	1,6
27	I like selecting the content, methods and techniques to be used in the classroom	14	23	24	39,3	15	24,6	6	9,8	2	3,3

Table 4.3 presents preparatory class students' readiness for autonomous learning. 32,8 % of these students are not sure about setting their own learning goals.

Although one third of the students are undecided about establishing their own learning goals, nearly half of the students perceive that they can set their own learning goals. Even though most of the prep students believe that it is teacher's role to set their learning goals as in Table 4.1, they view themselves as capable of setting their own learning goals as in Table 4.3. Moreover, 32,8 % of the preparatory class students display a strong agreement with the joy of participating classroom activities whereas only 4,9 % percent of them show a strong disagreement with this idea. Thus, it is obvious that a majority of these students take pleasure out of getting involved in classroom activities. Items 10 and 21 are related to students' will of deciding on what to learn in the classroom. As the item 10 indicates, approximately 84 % of the students stated that they would like to decide on what they would learn. Only 1,6 % percent of them disagreed with the idea of deciding on what to learn. None of the students exhibited a strong disagreement with this decision right. Item 21 supported these results. 67,2 % of the prep students reported that they would prefer classes where they could decide what to be learnt. Only one student strongly disagreed with the notion of determining what to be learnt in the classroom. In terms of decision making process, these students show a readiness to autonomous learning. With respect to learning new things, Table 4.3 shows a parallel with Table 4.2 due to the fact that Item 11 in Table 4.3 reveals 54,1 % of the students strongly agree that they prefer class-work that is challenging so that they can learn new things. 26,2 % of them indicates an agreement with the preference of challenging works enabling them to learn new things. Only 5 % of the students would rather not have such kinds of class-works. In addition, 82 % of the preparatory class students noted that even when they do poorly on a test, they try to learn from their mistakes. While 8,2 % of these students have unclear perceptions about this idea, nearly 10 % of them do not try to learn from their mistakes even when they do poorly on a test. This implies that being unsuccessful on a test does not daunt these students; they keep on learning. Regarding the Item 15, out of 61 prep students 26 students agreed that they can take responsibility for their own learning and 22 students showed a strong agreement with this notion. That is why it is clear that approximately 79 % of these students display a propensity towards autonomous learning. 14,8 % percent of them are indecisive about their ability to take charge of their own learning, and 6,6 % percent of these students do not think they can assume responsibility for their learning. However, though a great deal of the prep students reported that they can take responsibility of their own learning, half of the students (54,2 %) prefer teacher-

centered classrooms as it is obvious from the Item 17. With regard to this, 23 % of the students do not prefer teacher-centered classrooms, and nearly 25 % are undecided about their preference of teacher-centered classrooms. In addition to these, the mean score of the Item 15 is 4,05 whereas that of Item 17 is 3,52. This contrast between the items 15 and 17 suggests that prep students' perceptions about learner autonomy have not been settled enough yet. The same conclusion can be drawn from Item 16, referring to students' preparations before class, which is an indicator of autonomous learning. 24,6 % of the students agree that they make preparation before class and 16,4 % percent of them point a strong agreement with the preparation before class. In contrast, roughly 40 % of the students do not make preparations before class, and nearly 30 % of them have imprecise perceptions about this indicator of autonomous learning. Even though most of the students prefer teacher-centered classrooms as in Item 17 above, 59 % of the prep students stated that they learn a lot by studying themselves in Item 20, which again hints at that their perceptions about learner autonomy have not been settled sufficiently. 26,4 % of these students do not hold the belief that they learn a lot by studying themselves, and a quarter of the students (24,6 %) are undecided about learning a lot by studying themselves. Furthermore, in terms of selecting the content, methods and techniques to be used in the classroom, preparatory class students show an inclination towards autonomous learning. 39,3 % of these students reported that they like selecting content, methods and techniques to be used in the classroom and 23% indicated an agreement with this idea. Although 13,1 % percent of them do not like selecting such things, 24,6 % of them are not sure about the issue. This item is consistent with items 10 and 21, referring to students' will to decide on what to learn in the classroom.

4.3.1.4. Academic Self-awareness

Concerning the preparatory class students' responses to the forth category, academic self-awareness, percentages and frequencies are presented through Table 4.4.

Table 4.4 Preparatory Class Students' Perceptions of Academic Self-awareness

		Strongly agree		**Agree**		**Not sure/ undecided**		**Disagree**		**Strongly disagree**	
	ITEMS	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***
6	I try to answer hard questions to find out if I am right or wrong	21	34,4	21	34,4	14	23	3	4,9	2	3,3
9	My own effort plays an important role in effective learning	46	75,4	9	14,8	5	8,2	0	0	1	1,6
19	If I don't learn, it is my fault	18	29,5	6	9,8	25	41	9	14,8	3	4,9
22	I know what I want to learn	25	41	19	31,1	9	14,8	5	8,2	3	4,9
23	I dislike questions with not just one right answer	18	29,5	16	26,2	14	23	6	9,8	7	11,5
24	When I see something I don't understand, I do not spend time on it	4	6,6	10	16,4	9	14,8	20	32,8	18	29,5
28	I can evaluate what I have gained	19	31,1	25	41	13	21,3	3	4,9	1	1,6

Table 4.4 sheds light into the preparatory class students' academic self-awareness. 34,4 % of the students strongly agree that they try to answer hard questions to find out if they are right or wrong. By the same token, 34,4 % of the students agree with this idea. Thus, a good deal of prep students try to answer hard questions in order to assess themselves. 23 % of them are not sure about this issue, and only 5 students do not attempt to answer difficult questions to evaluate themselves. Roughly 90 % of the preparatory class students are aware that their own effort plays an important role in effective learning. 8,2 % percent of them possess uncertain perceptions about the role of their own effort in effective learning. None of the prep students showed a disagreement with this idea while only one student indicated a strong disagreement with the role of their own effort. The mean score of this item is 5, as well. This result proposes that a majority of the prep students are conscious that their own effort will take an important part in their learning, which hints at learner autonomy. In reference to Item 19, out of 61

prep students 39,3 % of them put the blame on themselves if they do not learn. However, 41% of these students hold imprecise perceptions about who is at fault if they do not learn. In addition, nearly 30 % of them do not think that it is their fault if they do not learn. 41 % of the prep students know what they want to learn. Likewise, 31,1 % of them are aware of what they want to learn. Hence, a great deal of these students have a high academic self-awareness in terms of knowing what to learn. 14,8 % of them are unsure about what they want to learn, and approximately 13 % do not think that they know what they want to learn. Additionally, nearly 46 % of the students are aware that they dislike questions with not just one right answer. They like questions only with one right answer; they do not prefer questions multi-perspective answers. Nearly a quarter of the students are indecisive about their inclination towards such kinds of questions. Thirteen students (21,3 %) like questions with not just one right answer. They like seeking more than one answer. With respect to Item 24, roughly a quarter of the students (23%) noted that when they see something they do not understand, they do not spend time on it. However, majority of the prep students seem to show more persistence because 32,8 % of them exhibited disagreement and 29,5 % displayed a strong disagreement with the Item 24. This result suggests that nearly 62 % of the prep students expend time to understand something when they realize that they do not comprehend it. Regarding this issue, nine students (14,8 %) stay undecided. The mean score of this item is 2,38, which supports the results. What is more, approximately 72 % of the students think that they can evaluate what they have gained. 21,3% of the students appear unsure about their ability of self-assessment. 6,5 % of them do not consider themselves as capable of doing self-evaluation. In parallel with the Item 6, most of the students show a tendency towards self-assessment in terms of academic self-awareness.

4.3.2. Psychological Well-Being

Psychological well-being part of the questionnaire has two categories, which are positive self-concept and negative self-concept.

4.3.2.1. Positive Self-concept

The percentages and the frequencies of the preparatory class students' responses regarding the first category, positive self-concept, are presented in Table 4.5.

Table 4.5 Preparatory Class Students' Perceptions of Positive Self-Concept

		Strongly agre		**Agree**		**Not sure/ Undecided**		**Disagree**		**Strongly disagree**	
	ITEMS	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***
1	In general, I feel confident and positive about myself	16	26,2	17	27,9	13	21,3	10	16,4	5	8,2
4	I am an active person in carrying out the plans I set for myself	19	31,1	16	26,2	16	26,2	7	11,5	3	4,9
6	I take a positive attitude toward myself	17	27,9	17	27,9	14	23	10	16,4	3	4,9
7	I can manage to solve difficult problems if I try hard enough	30	49,2	23	37,7	3	4,9	3	4,9	2	3,3
8	It is easy for me to stick to my aims and accomplish my goals	12	19,7	21	34,4	15	26,4	9	14,8	4	6,6
9	I have self-discipline	16	26,2	20	32,8	17	27,9	3	4,9	5	8,2
10	I can look for something good positive in a negative situation	14	23	16	26,2	13	21,3	12	19,7	6	9,8
11	I can express my opinions when other classmates disagree with me	15	24,6	29	47,5	7	11,5	8	13,1	2	3,3
12	I can understand most ideas presented in the class.	20	32,8	32	52,5	7	11,5	1	1,6	1	1,6
13	I am sure that I can reach my goals.	27	44,3	26	42,6	5	8,2	2	3,3	1	1,6
14	On the whole I am satisfied with myself	13	21,3	17	27,9	19	31,1	8	13,1	4	6,6
15	I feel that I have a number of good qualities	14	23	36	59	9	14,8	0	0	2	3,3

Table 4.5. (Continuation)

16	I feel high level of motivation to learn	10	16,4	20	32,8	25	41	3	4,9	3	4,9
18	I get along with people I come into contact with	31	50,8	21	34,4	5	8,2	2	3,3	2	3,3
21	I feel a sense of success from what I do	12	19,7	29	47,5	16	26,2	2	3,3	2	3,3
24	I do not give up easily when I am faced with a difficult question in schoolwork	19	31,1	15	24,6	17	27,9	8	13,1	2	3,3

In terms of psychological well-being, Table 4.5 reveals preparatory class students' positive self-concepts. Approximately 54 % of the prep students feel confident and positive about themselves in general. Out of 61, thirteen students (21,3%) have indefinite self-concepts in terms of feeling positive and confident about themselves. They are unsure about whether they feel that way or not. 16,4 % of the students disagree that they feel confident and positive about themselves in general and 8,2 % of them display a strong disagreement with feeling confident and positive. In parallel with the first item, Item 4 proposes that 57,3 % of the students think that they are active people in carrying out the plans they set for themselves. More than a quarter of the prep students feel undecided about being an active person in performing plans they made for themselves. Nearly 16 % of the students do not deem themselves as active individuals in applying the plans they set for themselves. In consequence, there is coherence between item 1 and 4 since in each item most of the students consider themselves confident and positive and accordingly active people in fulfilling plans. Similarly, more than half of the students (55,8%) take a positive attitude towards themselves. 23% of the prep students own unclear perceptions about having a positive attitude towards themselves. However, 13 students (21,3%) do not take a positive attitude towards themselves. Again, there is consistency between the items 1 and 6. Roughly 87 % of the prep students hold the belief that they can manage to solve difficult problems if they try hard enough. They are aware of their ability, and as in Item 1 they feel confident about themselves in terms of dealing with difficult problems. Only 8,2% of them do not consider themselves capable to solve difficult problems if they try hard enough. The mean score of this item is also 4,25. As a consequence, a majority of the students are

confident and self-efficacious. Moreover, 34,4 % of these students agree that it is easy for them to stick to their aims and accomplish their goals and 19,7 % of them strongly agree with this idea, so more than half of the students perceive themselves as self-confident and self-sufficient in terms of realizing their goals. A quarter of the students have imprecise perceptions about their ability to abide by and reach their aims. Approximately 20 % of these students do not think that it is easy for them to stick to their aims and attain their goals. Just as in Item 8, in item 13 a big majority of the prep students (86,9 %) are sure that they can reach their goals. 8,2 % of them are undecided about their ability of reaching their goals, and around 5 % of them do not think that they are sure they can reach their goals. When the subject is realizing goals, most of the preparatory class students seem to have a high self-confidence; thus positive self-concept. There is a parallel between the Item 9 and the items explained above regarding positive self-concept. More than half of the students (59%) hold the opinion that they have self-discipline. However, 27,9 % of these students possess unsettled perceptions about having self-discipline, and a minority of the students do not think that they have self-discipline. Thus, most of the students feel positive about themselves, have self-discipline and they believe that they can reach their goals. Half of the students reported that they can look for something good/ positive in a negative situation. 21,3 % of them are indecisive about searching for something positive in a negative situation. Roughly 30 % of prep students claim that they do not look for something good in a negative situation. There is a balanced distribution among their answers in Item 10. Furthermore, 47,5% of the students agree that they can express their opinions when other classmates disagree with them and 24,6 % of them express a strong agreement with this notion; hence, a majority of the students can voice their ideas even when other classmates do not share the same opinions with them. 16,4 % of them do not think that way and they do not deem themselves as capable of articulating their opinions when classmates do not agree with them. Most of the students have high self-confidence and self-esteem in terms of speaking out their opinions. Around 85 % of the prep students believe that they can understand most ideas presented in the class. Only 3,2% of them do not think that they can comprehend a lot of the ideas given in the lesson. Moreover, 27,9 % of the students agree that on the whole they are satisfied with themselves and 21,3 % of them show a strong agreement with the satisfaction with self as a whole; thus, half of the students are pleased with themselves and their positive self-concept is high. However, 31,1 % of these students are not sure about whether they are satisfied with themselves or

not. Out of 61, 12 students do not reflect a satisfaction with themselves on the whole. As in Item 6, referring to taking a positive attitude towards self, most of the students show satisfaction towards self in Item 14 though the number of undecided students about the issue is higher in Item 14. When the percentages of Item 15 are compared to the Items 6 and 14, similar conclusions can be drawn from the Item 15. Out of 61 students, 82 % percent of them feel that they have a number of good qualities. It is clear that they take a positive attitude towards themselves, pleased with themselves and they are aware of having a lot of good features. 14,8 % of them hold indefinite perceptions about having a number of good qualities. Although none of the students showed disagreement with this idea, 3,3 % percent of them strongly disagreed with having a number of good features. In addition to these, half of the students (49,2 %) expressed that they feel high motivation to learn. However, 41% of them are not sure about their motivation to learn; that the mean score of this item is 3,51 also offers that they have unsettled perceptions about their motivation. Six students (9,8 %) do not feel highly motivated to learn. In terms of social interaction, half of the students (50,8 %) strongly agreed that they get along with people they come into contact with and 34,4 % of them manifest an agreement with this notion. Thus, a great majority of the students view themselves as capable of building social interactions. However, 6,6 % of them do not think that they can get on with the people they meet. In terms of social interaction, most of the students have high self-esteem and self-confidence and clear perceptions about the issue. Additionally, more than half of the students (67,2%) stated that they feel a sense of success from what they do. 26,2 % of them are indecisive about this notion and totally four students do not think that they feel a sense of accomplishment from what they do. Lastly, in terms of positive self-concept, more than half of the prep students (55,7%) reported that they do not give up easily when they are faced with a difficult question in their school work. Just as the Item 24 in learner autonomy part of the questionnaire, Item 24 in psychological part reveals that a great deal of prep students display persistence in their school work. They do not give up easily in the face of a difficulty; they manifest resilience. However, 27,9 % of them stay unsure about their persistence in case of a difficult question in their school work. More than a quarter of these students (16,4 %) do not hold the perception that they do not give up easily when they are faced with a difficult question in their school work.

4.3.2.2. Negative Self-Concept

Table 4.6 below offers the percentages of the number of the students' responses to the second category of psychological well-being part of the questionnaire, negative self-concept.

Table 4.6 Preparatory Class Students' Perceptions of Negative Self-Concept

		Strongly agree		**Agree**		**Not sure/ Undecided**		**Disagree**		**Strongly disagree**	
	ITEMS	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***
2	I often feel under pressure by my responsibilities	21	34,4	14	23	16	26,2	8	13,1	2	3,3
3	In many ways, I feel disappointed about my achievements in life	12	19,7	12	19,7	10	16,4	17	27,9	10	16,4
5	Even if I try to trust more my own capacities, I am always afraid to deal with new situations	18	29,5	12	19,7	14	23	12	19,7	5	8,2
17	I feel pressured in my life	10	16,4	13	21,3	15	24,6	16	26,2	2	11,5
19	In my daily life, I frequently have to do what I am told	8	13,1	27	44,3	12	19,7	10	16,4	4	6,6
20	There is not much opportunity for me to decide for myself how to do things in my daily life	10	16,4	16	26,2	12	19,7	18	29,5	5	8,2
22	In my life I do not get much of a chance to show how capable I am	15	24,6	15	24,6	16	26,2	9	14,8	6	9,8
23	I get frightened when I am asked a question by the teachers	13	21,3	16	26,2	8	13,1	17	27,9	7	11,5
25	I am not willing to make more effort in my schoolwork	3	4,9	10	16,4	11	18	14	23	23	37,7

Table 4.6 indicates the prep students' perceptions of their negative self-concept within the framework of psychological well-being. More than half of the students stated that they often feel under pressure by their responsibilities. 26,2 % of the students cannot decide whether they often feel pressured by their responsibilities or not. 13,1 % of them disagree that they feel pressure because of their responsibilities and only 3,3 % show a strong disagreement with this idea. However, more than a quarter of the students (27,9) disagree that they feel disappointed about their achievements in life in many ways. 16,4 % of them strongly disagree with this notion, so most of the students do not sense a disappointment about their accomplishments in life. Even though 16,4 % of the prep students have unclear perceptions about this idea, 39,4 % of them agree that they feel disappointed about their successes in life in many ways, so they have negative self-concepts about their achievements. Half of the participants agree that even if they try to trust more in their own capacities, they are always afraid to deal with new situations. They do not feel confident about dealing with new situations even though they exert an effort to rely on their capacities. They also have lack of self-esteem in terms of dealing with new situations. Nearly a quarter of the prep students do not have precise perceptions about this item. They cannot decide whether they are afraid to deal with new situations or not. 27,9 % of these students do not seem hesitant to deal with new situations. With respect to sense of pressure, 26,2 % of the prep students do not feel pressured in their life. In addition to this, 11,5 % of the students strongly disagreed that they have a sense of pressure in their lives; hence, 37,7 % of them do not think that they feel pressured in life. However, there is a balanced distribution between the students who agreed and disagreed with this notion due to the fact that 37,7 % of the prep students hold the belief that they feel pressured in their lives, as well. Equal number of preparatory class students feels both pressured and non-pressured in their lives. Accordingly, a quarter of the students are unsure about feeling a sense of pressure in their life; these results imply that they have unsettled perceptions about the sense of pressure. In accordance with results of the 17th Item, in the 19th Item 47,7 % of the students expressed that in their daily lives they frequently have to do what they are told. This result hints at that most of the time they do not act freely; they follow what is told to them. However, more than one third of the students (23%) opposed to this idea and disagreed that they often have to act as how it is told. Out of 61 students 12 stayed unsure about the issue. Moreover, 42,6 % of the prep students think that there is not much opportunity for them to decide for themselves how to do things in their daily

lives. Just as in the 19th Item, 19,7 % of the students expressed indecisiveness about the opportunity of decision making for how to do things in everyday life. However, 37,7 % of the students are not in the opinion that they lack opportunity to decide for themselves how to do things in their daily lives. Apart from these, in their daily lives half of the students do not get much of a chance to show how capable they are. They are lack of opportunity to display their capabilities. One fourth of the students do not think that they are deprived of much chance to show their capabilities in everyday life. 26,2 % of the pres students voiced their indecisiveness about the 22nd Item. With regard to fear of question by teacher, 26,2 % of the prep students agreed that they get frightened when they are asked a question by the teachers. Additionally, 21,3 % of these students expressed their strong agreements by stating their fear of being asked a question by the teachers. Thus, roughly half of the students bear such kind of fear. However, approximately 40 % of the students do not get afraid of being asked a question by the teachers. Only eight students have unclear perceptions about fright of being questioned by the teacher. More than half of the students (60,7 %) do not believe that they are not willing to make more effort in their school-work. This reflects that most of the students consider themselves as motivated to put more effort in their school-work. 21,3 % of the prep students accept that they are not willing to exert more effort in their school-work, which implies their lack of motivation. Eleven students are undecided about their willingness to put more effort in their school-work. There appears a parallel between this item and the 16th Item in positive self-concept category explained above. Most of the students regard themselves as willing in their school work in the last item as in the 16th Item where a majority of the students expressed a high level of motivation to learn.

4.3.3. Relationship between Learner Autonomy and Psychological Well-Being

Relationship between learner autonomy and the psychological well-being part of the questionnaire is categorized into three sections which are self-reliance and psychological well-being, self-reliance and psychological unwellness, dependence on teacher and psychological unwellness.

4.3.3.1. Autonomous Learning Habits and Psychological Well-being

Table 4.7 below presents the percentages and the frequencies of the preparatory class students' perceptions about the interaction between autonomous learning and psychological well-being, which is the first category of last part of the questionnaire.

Table 4.7 Preparatory Class Students' Perceptions of Autonomous Learning Habits and Psychological Well-Being

		Strongly agree		**Agree**		**Not sure/ undecided**		**Disagree**		**Strongly disagree**	
	ITEMS	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***
2	I feel cared and accepted if the teacher gives me responsibility	29	47,5	23	37,7	6	9,8	3	4,9	0	0
3	I develop a positive view of myself when I have some control over my choices related with my own learning	21	34,4	26	42,6	9	14,8	3	4,9	2	3,3
4	Being active in learning increases my motivation to learn	36	59	21	34,4	4	6,6	0	0	0	0
5	A feeling of responsibility and independence promotes my self-confidence	27	44,3	21	34,4	10	16,4	3	4,9	0	0
6	Deciding objectives of the courses together with teacher makes me feel significant	20	32,8	28	45,9	9	14,8	3	4,9	1	1,6
9	Studying without depending on teacher helps me develop positive attitudes towards learning	12	19,7	16	26,2	18	29,5	12	19,7	3	4,9
10	I take more pleasure out of learning when I get actively involved in lesson	21	34,4	16	26,2	18	29,5	5	8,2	1	1,6

Table 4.7. (Continuation)

12	I feel willingness towards learning and confidence in my performance when teacher provides choices	5	8,2	25	41	14	23	12	19,7	5	8,2
14	Taking control of my own learning promotes my self-esteem	19	31,1	22	36,1	17	27,9	3	4,9	0	0
15	Being independent and free of pressures, demand and control makes me feel happier and more satisfied	27	44,3	20	32,8	11	18	2	3,3	1	1,6
16	Selecting the content, methods and techniques makes me feel accepted in the classroom	16	26,2	28	45,9	9	14,8	8	13,1	0	0
17	I feel secure when I am in control of my own learning	27	44,3	13	21,3	17	27,9	3	4,9	1	1,6
19	I feel more relaxed in the classrooms where I take responsibilities for learning	13	21,3	23	37,7	13	21,3	9	14,8	3	4,9

In the Table 4.7 above, preparatory class students' perceptions as regards the connection between autonomous learning habits and psychological well-being are given. 37,7 % of these students agree that they feel cared and accepted if the teacher gives them responsibility. More students (47,5%) showed strong agreement with positive feelings and responsibility. No students strongly disagreed with this notion. A great majority of the students (77%) assert that they develop a positive view of themselves when they have some control over their choices related with their own learning. Only five students do not share the same idea with these high numbers of students. Furthermore, many a student (93,4 %) holds the belief that being active in learning increases their motivation to learn. None of the students indicated disagreement or strong disagreement with this item. In consequence, it is obvious that taking active

role in learning nurtures most prep students' motivation to learn. In addition to motivation, 78,7 % of the students support the idea that a feeling of responsibility and independence promotes their self-confidence. There is no student showing strong disagreement; only three students disagreed with positive effect of responsibility on the sense of self-confidence. Nearly half of the students agreed that deciding objectives of the courses together with teacher makes them feel significant. Apart from this, 32,8 % of them strongly agreed with this statement. Only one student displayed strong disagreement with the idea that cooperation in deciding targets of the lesson with teacher promotes their sense of significance. What is more, in parallel with the 6th Item above, the results of the 16th Item reveals that nearly half of the students (28) agree that selecting the content, methods and techniques makes them feel accepted in the classroom. . Additionally nearly a quarter of the students strongly agree with this item. They like involving in the decision-making process and this involvement cultivates sense of acceptance and self-worth among most of the prep students. Only eight students disagreed with the connection between such kind of selection process and sense of acceptance. More than one fourth of the students (29,5 %) are unsure about whether studying without depending on teacher helps them develop positive attitudes towards learning. However, approximately 35 % of them accept that studying independent of teacher helps them to take a positive stance towards learning. Only three students strongly disagreed with notion. Again more than one fourth of the students (29,5 %) stated that they are undecided about whether they take more pleasure out of learning when I get actively involved in the lesson. 60 % of the prep students remarked that active participation in lesson enables them to enjoy learning. Only six students in total think in the opposite way. Accordingly, 41 % of prep students agree that they feel willingness towards learning and confidence in their performance when teacher provides them choices. As in the 4th and 5th Items, it is clear that giving students responsibility nurtures their eagerness to learn and self-confidence. Together with motivation and self-confidence, taking control of learning promotes most of the prep students' (67,2 %) self-esteem. Although more than a quarter of the students have imprecise perceptions about the bond between control of learning and self-esteem, there are no students who manifest strong disagreement with this item. Besides these positive feelings, two thirds of the students are of the opinion that they feel secure when they are in control of their own learning. Only one student indicated strong disagreement with this idea, and roughly one third of the students (17) are unsure about being in control of

learning and sense of security. In accordance with this, 37,7 % of the prep students displayed their agreements by stating that they feel more relaxed in the classrooms where they take responsibilities for learning. Same number of students (13) both strongly agreed with this notion and stayed unsure about the issue. Only three students strongly disagreed with the idea of responsibility and feeling relaxed. With reference to all these, 44,3% of the preparatory class students strongly agree that being independent and free of pressures, demand and control makes me feel happier and more satisfied. Similarly 32,8 % support this idea. Only three students do not share the same opinion with these students.

4.3.3.2. Autonomous Learning Habits and Psychological Unwellness

Table 2 below offers the percentages and the frequencies of the preparatory class students' responses to the connection between autonomous learning habits and psychological unwellness, the second category of the last part of the questionnaire.

Table 4.8 Preparatory Class Students' Perceptions of Autonomous Learning Habits and Psychological Unwellness

		Strongly agree		**Agree**		**Not sure/ Undecided**		**Disagree**		**Strongly disagree**	
	ITEMS	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***
1	I feel stressed when I take responsibility in the classroom	21	34,4	13	21,3	11	18	12	19,7	4	6,6
7	I feel worried when I am asked to participate in the lesson by my teacher	13	21,3	16	26,2	15	24,6	11	18	6	9,8
8	I feel safe when the teacher controls the learning in the classroom	20	32,8	20	32,8	11	18	9	14,8	1	1,6
20	If teacher provides me choices while learning, I get more anxious and afraid	7	11,5	9	14,8	18	29,5	15	24,6	12	19,7

As shown in the Table 4.8, one thirds of the students strongly agree that they feel stressed when they take responsibility in the classroom. Nearly one fourth of the students out of 61 prep students support this idea, and taking responsibility in the classroom environment causes stress among these students. Only four students expressed their strong disagreement with this notion. Accordingly, roughly half of the students have a tendency to feel worried when they are asked to participate in the lesson by their teacher. Participation in lesson gives rise to anxiety among these students. One fourth of the students have unclear perceptions about the relationship between involvement and sense of worriment. In parallel to the 1st and 7th items, two thirds of the students (65,8 %) remarked they feel safe when the teacher controls the learning in the classroom in the 8th Item. Only one student strongly disagreed with the sense of security due to learning control by teacher in the classroom. Thus, most of the students seem to prefer learning environment controlled by the teacher. When the subject is choices, 29,5 % of the students did not point out their definite decision about the effect of being given choices on their sense of anxiety. However, approximately, half of the students do not think that if the teacher provides them choices while learning, they get more anxious and afraid. These students do not prefer choices since this idea brings about fright among these students. As the 8th Item indicates above, most of the students prefer teacher control and they are not in favour of choices.

4.3.3.3. Dependence on Teacher and Psychological Unwellness

With respect to the interaction between dependence on teacher and psychological unwellness, percentages and the number of preparatory class students' responses are given through Table 3 below.

Table 4.9 Preparatory Class Students' Perceptions of Dependence on Teacher and Psychological Unwellness

		Strongly agree		**Agree**		**Not sure/ undecided**		**Disagree**		**Strongly disagree**	
	ITEMS	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***
11	My motivation decreases when the learning climate is excessively controlling, over-challenging or rejecting	22	36,1	14	23	20	32,8	4	6,6	1	1,6
13	Being controlled by the teacher decreases my motivation, satisfaction from learning and well-being	11	18	13	21,3	14	23	16	26,2	7	11,5
18	Classes that are kept rigidly under the teacher's control are more likely to lead to dissatisfaction and do not help personal, social or academic growth	10	16,4	18	29,5	15	24,6	14	23	4	6,6

As it is apparent in Table 4.9, more than half of the students (36) hold the belief that their motivation decreases when the learning climate is excessively controlling, over-challenging or rejecting. Only one student disagreed with this notion, and 32,8 % of them neither agreed nor disagreed with the negative impact of excessive control upon motivation. In the 13th Item, there is a balanced distribution among the scores. 21,3 % agreed that being controlled by the teacher decreases their motivation, satisfaction from learning and well-being. 18 % strongly agreed with this idea. However, 26,2 % disagreed that control by teacher damages their motivation and well-being, and additionally, 23 % of the prep students stated that they are unsure about this interaction. As a consequence, it can be said that students expect teacher control to some extent; however, excessive control does harm to their positive feelings about learning.

4.4. Findings from the Analysis of the Interviews with the Preparatory Class Students

In accordance with the analyses of the interviews with students, seven main themes emerged regarding the students' perceptions about the learner autonomy and psychological well-being.

Table 4.10 Interview Findings of the Preparatory Class Students

THEMES	
Independent Work	• Independence (2) • Dependence (4) • Conditional Independence (3)
Responsibility for Learning	• Student (5) • Both (3) • Depends on the course (1)
Level of Motivation towards Learning	• High motivation (6) • Low motivation (1) • Fluctuating motivation (2)
Self-attitude	• Positive attitude (4) • Negative attitude (4) • Neutral attitude (1)
Learning Responsibility and Sense of Psychological Wellness	• Responsibility and wellness (8) • Responsibility and unwellness (1)
Teacher-centered Classroom	• Anxiety • Boredom (3) • Passivity (2) • Dislike towards lesson
Classroom Environment	• Non-authoritarian teacher • Student participation (3) • Mutual interaction with teacher (2) • Expression of ideas (2) • Lack of fear, hesitation and mockery (3) • Responsible teacher • Good and eager peers • Smiling and tolerant teacher

Through the analyses of the interviews, students' habits of independent work are revealed. Four students would rather their teacher gave them assignments. Among these students are there differing citations remarking that they study when they are forced; they become more effective they are assigned a task and assignments motivate them.

Moreover, they remarked that they may avoid completing it since independent work is something optional. However, two students perceive external force as negative and they do not wait for the teacher to give them assignment. One of them studies in the form of reading and learning new vocabulary. Three citations imply studying independently of assignments when there is an interest in a course or topic. For instance, one of the students pointed out that s/he does not study grammar since s/he does not like it, but s/he studies listening and writing. Topics that take students' attraction are searched.

Students were asked about how they share the responsibility of learning between teacher and student. 55 % of the preparatory class students believe that learning is the student's responsibility. For instance one student remarked as in the following excerpt:
Excerpt 1:

"*Certainly I am responsible for my learning. Teacher gives lecture, but s/he cannot grasp whether all the students have understood and learnt or not. There are a lot of students in the classroom. If I do not comprehend, I need to study at home or ask teacher when s/he is convenient. Teacher cannot run after everybody. We should go after him/her and ask questions".*

33 % of them view both the teacher and student responsible mutually. Nevertheless, more responsibility is assigned to the student because learning depends on the person himself/herself. In accordance with this view, teacher is regarded as the facilitator, and students are required to train themselves. Only one student expressed that the notion of who is responsible for learning depends on the type of the course; teachers assign more responsibility in numerical lessons.

Preparatory class students describe their level of willingness towards lesson differently. 66 % of these students define themselves highly motivated learners. The following excerpt reflects this motivation:
Excerpt 2:

"I am willing much. As long as student's mood is not ruined, I am very motivated. When I make preparations before class, I have a right to speak and teacher enables me to participate in the lesson more, I get motivated".

In contrast, only one student seems to have low motivation. Moreover, two students claim to have fluctuating motivation. Preparatory class students identify the factors affecting their willingness and unwillingness from different aspects. The sense of success, good mood (2) and participation in the lesson (5), teacher's rendering the

lesson enjoyable and adding variety (2), positive attitude towards lesson and making preparation before lesson affect their motivation positively whereas teacher's negative attitude, tired and complaining manners of the peers and noise influence their motivation adversely.

In addition to level of motivation, preparatory class students develop differing attitudes towards themselves. Approximately 45 % of the students take a positive attitude towards themselves. They depict themselves as highly motivated, highly self-confident (3) and a person who can fulfil his/her responsibilities. Furthermore, two of them hold the belief that they can attain anything as long as they wish; no obstacles can prevent them. They seem to trust their own capabilities. A student deems himself/herself as sufficient to reach his/her goals. One student asserts to have good relationship with others. There is a student who says to think reasonably. However, the same number of students (45 %) has a negative attitude towards themselves. They view their self-confidence (2) and motivation level low. A student regards excessive sentimentality as a barrier for him/her. Another student thinks of his/her friends better than him/her. There is also a student who claims not to go beyond himself/herself owing to family pressure. S/he expresses himself/herself as follows:

Excerpt 3:

"I am a very insufficient in terms of self-confidence. I have not been able to go beyond myself. I have an idea that I cannot do it. My friends are mature; I am younger than them; they prepared for the university exam well; their points of views about life are different. I feel insufficient. I cannot improve myself because of the family pressure".

This student also deems his/her age as a barrier. Apart from these, there is only one student with a neutral attitude towards himself/herself. S/he attributes this condition to his/her not probing himself/herself.

Preparatory class students also addressed the connection between learning responsibility and the sense of psychological wellness. On the one hand, a majority of the students reported that they feel a sense of wellness when they take an active role in the classroom. Among the remarks they put forward regarding the outcomes of taking responsibility are there sense of success, motivation and self-confidence. There appear citations implying feeling cared and understanding the lesson better and accordingly taking more pleasure out of learning, as well. Due to the view of responsibility as the opportunity for development, it is not seen as a burden. Among the answers, there is a

statement that responsibility is not viewed as a necessity as long as it is believed to be useful for the student. A student expressed his/her views about the issue as follows:
Excerpt 4:

"*I feel cared. I think that teacher has an opinion over me and wants me to participate in terms of improving myself. I do not see this as a burden; it is already my responsibility to get involved in the lesson. His/her demand for my active participation indicates his/her care for me*".
Similarly, another student articulated his/her opinions in the following way:

Excerpt 5:

"*I feel cared and valued; thus, I take pleasure out of learning. Teacher's care motivates me more. It may be an opportunity for development*".
One student stated that it does not make him/her feel valued if it becomes a habit. On the other hand, one student reported that s/he experiences a kind of psychological unwellness due to taking the charge of learning. S/he senses such unwellness especially teacher gives responsibility to all the students in the classroom.

In accordance with student's active role in learning, preparatory class students voiced their opinions about teacher-centered classrooms. Students feel anxious and uneasy, and experience boredom (3) during the lesson. They claim not take pleasure out of learning in such classrooms and they take a dislike towards lesson. Moreover, they hold the belief that teacher-centered learning environment loosens the students, and they do not improve students; students get passive if they do not participate in the lesson (2). The reasons for the preference of the student centered climate are that such a climate has a positive impact upon the habits of independent work and sense of happiness when assigned a responsibility by the teacher. Two different students reported their views these ways:
Excerpt 6:

"Teacher centered classroom is so boring. Student cannot learn. It will be memorization-based system; if student does not make comments and participate in the lesson, s/he becomes passive, and this influences his/her personality outside the classroom. It should not be teacher-centred. Both teacher and student should be at the centre. The lesson should be covered mutually".

Excerpt 7:

"I never like teacher-centred classroom. That teacher always takes the decisions, forces us to approve of it alienates us from teacher and lesson. The most effective way of loving a course is love towards the teacher. However, if s/he takes the decisions all the time, we do not have the right of objection and we have to accept them. It would be better if we could discuss these decisions. I support student-centred education".

Preparatory class students gave different responses to the type of classroom they feel positive, secure and motivated towards lesson. They prefer classes in which there is student participation and teacher encourages such involvement (2), there is no fear, hesitation and mockery (3), free expression of the ideas is supported (2), they are the students of non-authoritarian, tolerant, smiling and responsible teacher, they build a mutual interaction with teacher, they have good and eager peers. They are citations that good and willing peers contribute their improvement, they do not like destructive criticism of the teacher; as a consequence, they prefer more tolerant and non-strict teacher. In general, active participation, expression of opinions without fear and anxiety, positive attitude of teacher nurture prep students' psychological security, eagerness and confidence.

4.5. Findings from the Learner Autonomy and Psychological Well-Being Questionnaire from the Second Year Students' Perspectives

4.5.1. Learner Autonomy

4.5.1.1. Teacher role

Table 1 below presents the percentages and the frequencies of the second year students' responses to the first category of the questionnaire, teacher role.

Table 4.11 Second Year Students' Perceptions of Teacher Role

	ITEMS	**Strongly agree**		**Agree**		**Not sure/ Undecided**		**Disagree**		**Strongly disagree**	
		f	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***
1	The role of the teacher is to tell me what to do	22	13,3	63	38	38	22,9	32	19,3	11	6,6
2	The role of the teacher is to set my learning goals	16	9,6	70	42,2	40	24,1	32	19,3	8	4,8
3	The role of the teacher is to provide opportunities for me to practice	77	46,4	74	44,6	12	7,2	2	1,2	1	0,6
18	Teacher should be fully responsible for my learning	5	3	21	12,7	42	25,3	57	34,3	41	24,7
25	I expect the teacher to tell me exactly what to do	22	13,3	42	25,3	37	22,3	50	30,1	15	9

Table 4.11 offers the second year students' perceptions about teacher role within the framework of learner autonomy. Out of 166 second year students 38 % of them believe that the role of the teacher is to tell them what to do while only 13,3 % of these students strongly hold that belief. 22,9 % of them have unclear perceptions about whether the role of the teacher is to tell the students what to do or not. Approximately 26 % of the second year students do not think that teacher has a role of telling students what to do. The same conclusion can be drawn from the Item 25, as well. Again 13,3 % of the students strongly expect their teacher to tell them exactly what to do. A quarter of the second year students hold such an expectation from their teacher. It is possible to draw a parallel between the items 1 and 25 when looked at the percentages and frequencies of the undecided students. 37 out of 166 students stay unsure about whether they expect their teacher to tell exactly what to do or not. Less than half of the students, a little bit higher relative to Item 1, do not expect their teacher to tell them exactly what to do. In addition, more than half of the students (51,8%) are in the opinion that the role of the teacher is to set their learning goals whereas a quarter of the students show an opposition to that belief. Forty out of 166 students are undecided about the teacher's role of setting learning goals for the students. Most of the second year students have an

inclination towards expecting teacher to determine their own learning goals. Similarly, 151 students expect their teacher to provide opportunities for them to practice what they have learnt. Only one student displays a strong disagreement with such kind of role of the teacher. Furthermore, only 3 % of the second year students strongly agree that their teacher should be fully responsible for their learning. A quarter of the second year students have imprecise perceptions about the teacher's assuming full responsibility for their learning. However, more than half of the students (59 %) do not think that their teacher should be fully responsible for their own learning. The mean score of the Item 18 is 2,35 as well. This result indicates that most of the second year students do not assign their teacher full responsibility for their own learning and they tend to be autonomous learners.

4.5.1.2. Independent Work

The percentages and the number of the second year students' responses relating to the second category, independent work, are presented through Table 4.12 below.

Table 4.12 Second Year Students' Perceptions of Independent Work

		Strongly agree		**Agree**		**Not sure/ Undecided**		**Disagree**		**Strongly disagree**	
	ITEMS	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***
5	I do my assignments because I want teacher to think I am a good student	19	11,4	43	25,9	41	24,7	41	24,7	22	13,3
7	I try to do well in school because that is what I am supposed to do	46	27,7	74	44,6	27	16,3	12	7,2	7	4,2
13	I study or try to learn new things without waiting for the teacher to ask me to do so	42	25,3	84	50,6	29	17,5	10	6	1	0,6
14	I work on new resources outside the classroom even when I don't have to	26	15,7	65	39,2	55	33,1	20	12	0	0
26	I will often choose to learn something even if is not assigned as homework.	22	13,3	86	51,8	43	25,9	15	9	0	0

Table 4.12 above provides the second year students' perceptions about independent work. 36,3 % of the students do their assignments because they want their teacher to think that they are good students. It seems that whether their teacher view themselves as good or not holds importance for these students and this belief affects their preparing assignments. A quarter of these students own indefinite perceptions about this notion. However, 38 % of the second year students do not hold the belief that they do their homework since they want their teacher to deem them as good students. It seems that the percentage of the students do not do their assignment just because of appearing as good students to their teacher is higher than those who complete their homework to be regarded as good students by their teacher. Nevertheless, roughly 72 % of the second year students try to do well in school because that is what they are supposed to do. Only 11,4 % of these students does not share the same opinion with the majority of the students and they reported that they do not make an effort to do well in school since that is expected from them. Out 166 students 27 are indecisive about trying to do well because of necessity. When it comes to learning new things, nearly half of the students (50,6%) agree that they study or try to learn new things without waiting for the teacher to ask them to do so. In addition to this number, a quarter of the students (25,3 %) exhibit a strong agreement with this idea. In contrast to this high agreement percentage, only 6,6 % of the students do not study or exert an effort to gain new things without waiting for the teacher to demand them. Twenty nine students have unclear perceptions about this item. The mean score of the Item 13 is 3,94, as well, which suggests that students are near to agreement part. All these results indicate that second year students have a tendency towards independent work and they do not wait for the teacher to want them to do so. By the same token, approximately 55 % of the students hold an agreement towards the idea that they work on new resources outside the classroom even when they do not have to. As in Item 13, students show an inclination toward independent work in Item 14. Although a bit higher than Item 13, the percentage of the students who disagree with this notion is 12 % and none of the students hold a strong disagreement with studying extra sources outside the classroom even without necessity. However, in Item 14 the frequency of the indecisive students about the issue got higher (55). Nonetheless, more than half of the students prefer working on new sources even outside the classroom. There is a parallel between the items 13 and 26 in terms of learning new things. Nearly 65 % of the students stated that they will often choose to learn something even if it is not assigned as homework. More than half of the

students do not wait for assignment to learn something. 9 % of the second year students disagree that they prefer learning something even when it is not given as homework; however, none of the students show a strong disagreement with this idea. A quarter of the students, higher than Item 13, are unsure about learning new thing without being assigned as homework. The mean score of the Item 26 is 3,39 suggesting that students are between 3 and 4 but they are getting closer to the agreement with the item as shown through percentages.

4.5.1.3. Readiness for Autonomous Learning

The following table offers the percentages and the frequencies of the second year students' answers relating to the readiness for autonomous learning, the third category of the learner autonomy part of the questionnaire.

Table 4.13 Second Year Students Perceptions of Readiness for Autonomous Learning

		Strongly agree		**Agree**		**Not sure/ Undecided**		**Disagree**		**Strongly disagree**	
	ITEMS	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***
4	I can set my own learning goals	42	25,3	77	46,4	35	21,1	9	5,4	3	1,8
8	I enjoy participating classroom activities	55	33,1	73	44	23	13,9	13	7,8	2	1,2
10	I would like to decide on what I will learn	53	31,9	59	35,5	42	25,3	10	6	2	1,2
11	I prefer class-work that is challenging so that I can learn new things	40	24,1	75	45,2	34	20,5	12	7,2	5	3
12	Even when I do poorly on a test I try to learn from my mistakes	75	45,2	77	46,4	10	6	4	2,4	0	0
15	I can take the responsibility of my own learning	77	46,4	72	43,4	15	9	2	1,2	0	0
16	I make preparations before class	26	15,7	67	40,4	46	27,7	23	13,9	4	2,4

Table 4.13. (Continuation)

17	I prefer teacher-centred classrooms	10	6	17	10,2	33	19,9	59	35,5	47	28,3
20	I learn a lot studying by myself	40	24,1	75	45,2	39	23,5	10	6	2	1,2
21	I prefer classes where I can decide what will be learnt	27	16,3	74	44,6	40	24,1	16	9,6	9	5,4
27	I like selecting the content, methods and techniques to be used in the classroom	35	21,1	76	45,8	41	24,7	13	7,8	1	0,6

Table 4.13 presents the second year students' perceptions about readiness for autonomous learning. Approximately half of the second year students agree that they can set own learning goals. In addition to this high number, a quarter of the students (25,3 %) display a strong agreement with setting their own learning goals. 21,1 % of the second year students are not sure about their ability to establish their learning goals, and only 7,2 % of them do not think that they can set their own learning goals. A contrast presents itself between this item and Item 2 in the teacher role section of learner autonomy part above. While more than half of the students believe that the role of the teacher is to set students' learning goals as mentioned above, more than 70 % of the students think that they can set their own learning goals in this item. Although they show dependency on teacher in terms of goal-setting in Item 2, they reflect more autonomous behaviour in Item 4. What is more, they again display autonomous behaviour in Item 8, as well. 77,1 % of the second year students noted that they enjoy participating classroom activities. Only 9 % of the students do not take pleasure out of getting involved in the classroom activities. Roughly 14 % of them do not have an idea about the joy of their participating in the classroom work. Together with these results, it is possible to reach a similar conclusion in terms of students' autonomous behaviour through the 10th Item since more than half of the students (67,4%) would like to decide on what they will learn. They want to take part in the decision making process. In contrast to these students, 7,2 % of them would not like to take a decision on what to learn. A quarter of the second year students (42) are undecided about whether they want to decide on what to learn or not. There seems a parallel between the Items 10 and 21

because in the 21st Item again more than half of the students (60,9%) prefer classes where they can decide on what will be learnt. Again a majority of the second year students would prefer to get involved in the decision making process. Likewise, nearly a quarter of the students have unclear perceptions about their preference of deciding on what to be learnt in the classroom. Although a bit higher than the 10th Item, still a minority of the students (15%) would rather not have classes in which they can make a decision on what to be learnt. Moreover, around half of the second year students (45,2 %) agree that they prefer class-work that is challenging so that they can learn new things, and additionally, roughly a quarter of the students show a strong agreement with the challenging class-works contributing to their learning new things, so most of these students would sooner be given such kinds of class-works, which implies that difficult classroom activities do not hamper them from learning new things. Only 10,2 % of the students do not show a preference to such kinds of classroom activities while 34 students are undecided about their preference. In addition, out of 166 second year students 152 pointed out that even when they do poorly on a test they try to learn from their mistakes. Making mistakes does not affect their persistence negatively; on the contrary, they keep on learning. Only ten students are unsure about this notion and four students disagree with the idea of learning from mistakes in case of doing poorly on a test. None of the second year students strongly disagreed with this item. Similarly, a quite high number of the students (89,8 %) stated that they can take responsibility of their own learning, which is one of the core indicators of autonomous learning. 9 % of the students are unsure about their ability to take charge of their own learning and only a small percentage of the second year students (1,2%) disagreed that they can assume responsibility of their own learning. None of the students chose “strongly disagree” for this item. Through the results of this item it is possible to identify that most of the second year students seem to have a tendency towards autonomous learning. There is consistency between the Items 15 and 17. In 17th Item 63,8 % of the students do not prefer teacher centred classrooms. Just as in 15th Item, a great deal of the students seems to incline to learner autonomy. However, 16,2 % of the students prefer teacher centred classrooms although nearly 20 % of the second year students possess imprecise perceptions about their preferences of teacher centred learning environment. Apart from these, the mean score of Item 15 is 4,35 and that of Item 17 is 2,30. It appears important for most of the students to students centred learning atmospheres. Furthermore, more than half of the second year students make preparations before class, which is a trace of

autonomous learning. 16,3 % of them reported that they do not get prepared before class and more than a quarter of the students (27,7%) did not point out an agreement or disagreement concerning the issue. Likewise, 45,2 % of the students agree that they learn a lot studying by themselves, and 24,1 % of them manifest a strong agreement with this item. Thus, a majority of the students learn a lot studying alone. Nearly a quarter of the students did not agree or disagree with their learning a lot by studying themselves. Only 7,2 % of the students reported that they do not learn a lot by studying alone. It is clear that most of the students gain through individual studying. Lastly concerning the readiness for autonomous learning, approximately 67 % of the second year students like selecting the content, methods and techniques to be used in the classroom. Just as in Items 10 and 21, most of the students want to take part in decision making process. They do not want to depend solely on teacher with respect to content, method and technique selection. Whereas more than a quarter of the students are indecisive about the issue, only 8,4 % of them are reluctant to choose content, methods and techniques.

4.5.1.4. Academic Self-awareness

The percentages and the frequencies of the second year students' answers to the forth category of the learner autonomy part of the questionnaire, academic self-awareness, are offered via Table 1.14 below.

Table 4.14 Second Year Students' Perceptions of Academic Self-awareness

		Strongly agree		**Agree**		**Not sure/ undecided**		**Disagree**		**Strongly disagree**	
	ITEMS	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***
6	I try to answer hard questions to find out if I am right or wrong	34	20,5	65	39,2	42	25,3	22	13,3	3	1,8
9	My own effort plays an important role in effective learning	102	61,4	51	30,7	11	6,6	2	1,2	0	0
19	If I don't learn, it is my fault	24	14,5	26	15,7	60	36,1	45	27,1	11	6,6
22	I know what I want to learn	29	17,5	85	51,2	42	25,3	7	4,2	3	1,8

Table 4.14. (Continuation)

23	I dislike questions with not just one right answer	28	16,9	40	24,1	49	29,5	29	17,5	20	12
24	When I see sth I don't understand, I do not spend time on it	1	0,6	22	13,3	21	12,7	83	50	39	23,5
28	I can evaluate what I have gained	48	28,9	93	56	20	12	5	3	0	0

Table 4.14 indicates perceptions of second year students on their academic self-awareness. More than half of the students (approximately 60 %) reported that they try to answer hard questions to find out if they are right or wrong. Thus, most of the students have an inclination to assess themselves, and difficult questions are not challenge for them; on the contrary, they are opportunities for self-evaluation. However, a quarter of the second year students have indefinite perceptions about their preferences of hard questions to see they are right or wrong. Total of the students who both disagree and strongly disagree with this item is roughly 25 %, and they do not try to answer difficult questions to evaluate themselves. Furthermore, a great majority of the students (30,7 % agree and 61,4 % strongly agree) hold the belief that their own effort plays an important role in effective learning. Only 6,6 % of the students are not sure about whether their own effort has an important part in effective learning. Even though none of the students showed a strong disagreement with this notion, 1,2 % percent of the students do not consider their own effort has a significant impact upon effective learning. It is clear from these results that most of the second year students are aware of the importance of effort in efficient learning. In accordance with this, Item 19 presents itself. However, this time only more than a quarter of the students (30,2%) think that if they do not learn, it is their fault. Hence, relative to Item 9, fewer students blame themselves for not learning something. 36,1% of the students own unclear perceptions about what is at fault if they do not learn. Similarly, 33,7 % of the second year students do not share the opinion that if they do not learn something they are mistaken. Balanced distribution among the levels of agreement/ disagreement is seen in 19th Item. This time, fewer students are conscious of the reason of not being able to learn something. Nonetheless, in terms of knowing what to learn, an increase appears in students' academic self-awareness in the 22nd Item compared to Item 19. More than half of the students agree

that they know what they want to learn. In addition to this high number, 17,5 % of the students strongly hold the opinion that they are aware of what they would like to learn. For this reason a majority of the students have a high consciousness level with regard to knowing what to learn. A quarter of the students are not sure about whether they know what they want to learn; however, only ten students stated that they do not know what they would like to learn. What is more, 41 % of the second year students dislike questions with not just one right answer. Out of 166 second year students 49 neither agree nor disagree with the idea of not preferring questions with not just one right answer. Likewise, 49 students do not like questions with one right answer. They search for multi-perspectives in the answers. Apart from these, half of the second year students (50%) reported that when they see something they do not understand, they spend time on it. They show persistence. In addition to them, 23,5 % of the students indicated a strong disagreement with the idea of not expending time on something that has not been understood. As a consequence, a great deal of students show persistence and do not give up easily even when they do not comprehend something. Only about 14 % of the students reported that if they do not understand something they do not spend time on it. Twenty one out of 166 second year students are undecided about this item. Together with these, more than half of the students (56 %) agree that they can evaluate what they have gained. 28,9 % of the students also manifest a strong agreement with the related item, thus, a great majority of the students have high academic self-awareness in terms of self-evaluation.

4.5.2. Psychological Well-Being

4.5.2.1 Positive self-concept

Concerning second year students' positive self-concept, Table 4.15 below shows the percentages and the frequencies of these students within the frame of psychological well-being.

Table 4.15 Second Year Students' Perceptions of Positive Self-concept

		Strongly agre		**Agree**		**Not sure/ Undecided**		**Disagree**		**Strongly disagree**	
	ITEMS	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***
1	In general, I feel confident and positive about myself	54	32,5	74	44,6	28	16,9	6	3,6	4	2,4
4	I am an active person in carrying out the plans I set for myself	47	28,3	85	51,2	27	16,3	5	3	2	1,2
6	I take a positive attitude toward myself	53	31,9	69	41,6	36	21,7	7	4,2	1	0,6
7	I can manage to solve difficult problems if I try hard enough	72	43,4	79	47,6	12	7,2	3	1,8	0	0
8	It is easy for me to stick to my aims and accomplish my goals	38	29,2	78	47	41	24,7	8	4,8	1	0,6
9	I have self-discipline	62	37,3	76	45,8	15	9	10	6	3	1,8
10	I can look for something good positive in a negative situation	40	24,1	66	39,8	45	27,1	14	8,4	1	0,6
11	I can express my opinions when other classmates disagree with me	49	29,5	72	43,4	36	21,7	8	4,8	1	0,6
12	I can understand most ideas presented in the class.	56	37,3	91	54,8	18	10,8	1	0,6	0	0
13	I am sure that I can reach my goals.	67	40,4	82	49,4	16	9,6	0	0	1	0,6
14	On the whole I am satisfied with myself	50	30,1	70	42,2	34	20,5	8	4,8	4	2,4
15	I feel that I have a number of good qualities	52	31,3	90	54,2	19	11,4	5	3	0	0

Table 4.15. (Continuation)

16	I feel high level of motivation to learn	36	21,7	71	42,8	49	29,5	10	6	0	0
18	I get along with people I come into contact with	55	31,1	87	52,4	21	12,7	2	1,2	1	0,6
21	I feel a sense of success from what I do	48	28,9	91	54,8	22	13,3	5	3	0	0
24	I do not give up easily when I am faced with a difficult question in my schoolwork	54	32,5	80	48,2	22	13,3	10	6	0	0

Table 4.15 presents the second year students' perceptions about positive self-concept, one of the dimensions of psychological well-being. 46,4 % of the students agree that in general they feel confident and positive about themselves. An addition to this number, 32,5 % of the students display their strong agreement with this statement, thus, a great majority of the students have a high positive self-concept in terms of feeling confident and positive. While nearly 17 % of them have unclear opinions about these feelings, only 6 % of them do not think that they feel confident and positive about themselves. In accordance with this item, 73,5 % of the second year students express taking a positive attitude towards themselves in the 6th Item. Approximately 5 % of them do not have a positive attitude towards themselves. Less than one fourth of the students are unsure about this notion. Hence, it is possible to draw a parallel between the items 1 and 6, and to say that most of the second year students feel positive about themselves. With reference to feeling positive about the oneself, the 14th Item supports the items 1 and 6 owing to the fact that most of the students (72,3 %) are satisfied with themselves on the whole. Accordingly, more than half of the students (54,2 %) remarked that they feel they have a number of good qualities. 31,3 % also strongly agreed with the idea of possessing a lot of good features. Consequently, a great many of the students think positive about themselves and a high positive self-concept in terms of having good qualities. None of the students indicated a strong disagreement with this idea, and only 19 students stayed undecided about having good qualities. 20,5 % of the students have unclear perceptions about being pleased with themselves, nevertheless, very small number of students (12) do not think that they are satisfied with themselves.

When it comes to plans, more than half of the students agree that they are active people in carrying out the plans they set for themselves. Additionally, 47 second year students strongly believe that they are active individuals to perform their plans. Again, a most of the second year students hold a positive belief about the ability to implement their plans. However, a very small portion of the students (4,2 %) do not view themselves as active individuals in carrying out the plans they established for themselves. Moreover, 91 % of the students are self-confident in terms of dealing with hard problems because 151 second year students think that they can manage to solve difficult problems if they try hard enough. Only three students do not view themselves positively in terms of tackling hard problems if they put enough effort; however, none of the students showed strong disagreement with this idea. Only 7,2 % are undecided about their ability to solve such problems if they try hard enough. They are aware that they can handle even difficult problem when they exert enough effort. Furthermore, 47 % of the students agreed that it is easy for them to stick to their aims and accomplish their goals. Roughly 23 % of them exhibited strong agreement with this issue. Again most of the students do not regard adherence to aims and attainment of goals as difficult, which suggests their self-confidence and self-efficacy. However, this time a quarter of the students have imprecise perceptions about their performance in realizing their goals. In accordance with adherence to goals, it is possible to build a connection between the items 8 and 9 since a great deal of the students (83,1 %) stated that they have self-discipline. This self-discipline may lead to sticking to their goals and accomplishing them. 7,8 % of them do not deem themselves as self-disciplined. Only 15 out of 166 students stand undecided about having self-discipline. Together with these items, the 13th Item also reflects students' having high positive self-concept in terms of goals since roughly 90 % of the students noted that they are sure they can reach their goals. None of the students showed disagreement whereas only one student displayed a strong disagreement with this idea. As a consequence, most students are confident that they can realize their goals. Apart from these, it is possible to suggest that 106 students develop positive perspectives since they reported that they can look for something good/positive in a negative situation. A little more than one fourth of the students are indecisive with this notion. 9 % of them do not think that they can search for something positive in a negative situation. Approximately 73 % of the second year students remarked that they can express their opinions when other classmates disagree with them; hence, most of the students have high self-esteem in terms of voicing their thoughts even when their classmates have

opposing views. A very small number of students (5,4 %) do not hold the same notion. Thirty six students neither agreed nor disagreed with this statement. More than half of the students (54,8 %) reported that they can understand most ideas presented in the class. In addition to this, 33,7 % strongly agreed with this item. A great majority of the students rely on themselves in comprehending most ideas presented in the classroom. Only one student do not think this way while none of the students showed strong disagreement with this item. Thus, many a number thinks positive in terms of comprehension level in the classroom. What is more, 64,5 % of the second year students feel high motivation to learn. In contrast, only 6 % do not consider themselves as highly motivated to learn. However, more than a quarter of the students neither agreed nor disagreed with this statement; they are unsure about their motivation to learn. In regard to social interaction, more than half of the students reported that they get along with people they come into contact with. In addition to this number, 33,1 % of the students displayed strong agreement with getting along with other people, so most of the students seem to have high social interaction skill. Only 1,8 % of the second year students do not hold the belief that they can get on with people they contact. 12,7 % are unsure about such kind of skill. Furthermore, approximately 84 % of these students feel a sense of success from what they do. No students indicated strong disagreement. 13,3 % of them are unsure about the sense of accomplishment from their deeds. In consequence, many a student experiences the sense of success. Besides the feeling of attainment, about half of the students do not quit easily in case of a difficult question. More than one fourth of the students (32,5 %) showed their strong agreements by stating that they do not give up easily when they are faced with a difficult question in their school-work. A great majority of the students show persistence in condition of a difficulty in school-work. Only 6 % of them disagreed with this notion.

4.5.2.2. Negative self-concept

With respect to second year students' perceptions of negative self-concept, second category of psychological well-being, the percentages and frequencies of their responses are provided through Table 4.16 below.

Table 4.16 Second Year Students' Perceptions of Negative Self-concept

		Strongly agree		**Agree**		**Not sure/ Undecided**		**Disagree**		**Strongly disagree**	
	ITEMS	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***
2	I often feel under pressure by my responsibilities	18	10,8	61	36,7	42	25,3	37	22,3	8	4,8
3	In many ways, I feel disappointed about my achievements in life	9	5,4	20	12	35	21,1	67	40,4	35	21,1
5	Even if I try to trust more my own capacities, I am always afraid to deal with new situations	9	5,4	51	30,7	42	25,3	49	29,5	15	9
17	I feel pressured in my life	8	4,8	36	21,7	48	28,9	54	32,5	20	12
19	In my daily life, I frequently have to do what I am told	19	11,4	52	31,3	36	21,7	46	27,7	13	7,8
20	There is not much opportunity for me to decide for myself how to do things in my daily life	9	5,4	41	24,7	30	18,1	65	39,2	21	12,7
22	In my life I do not get much of a chance to show how capable I am	15	9	37	22,3	50	30,1	48	28,9	16	9,6
23	I get frightened when I am asked a question by the teachers	10	6	21	12,7	47	28,3	54	32,5	34	20,5
25	I am not willing to make more effort in my schoolwork	10	6	25	15,1	36	21,7	58	34,9	37	22,3

Table 4.16 propounds second year students' perception of negative self-concept. 47,5 % of these students often feel under pressure by their responsibilities. However, 21,7 % of them do not think that they frequently get pressured by their responsibilities. One fourth of the students have unclear perceptions about the sense of pressures due to their responsibilities. It is possible to draw a parallel between the items 2 and 17

because both are about pressure; however, in the 17th Item fewer students feel pressure. 47,5 % of the second year students do not think that they feel pressured in their lives. 26,5 % of them accept that they feel pressured in their lives, and more than a quarter of the students neither agreed nor disagreed with this item; they stayed unsure. It may be because their responsibilities make them feel pressured as mentioned above; however, they feel less pressured as a general. In addition, a small number of students (17,4 %) feel disappointed about their achievements in life in many ways. 61,5 % of the students do not experience disappointment about their successes in life. There is consistency between this item and the 21st item in the positive self-concept section explained above. Just as most of the students feel a sense of success from what they do in the aforementioned item, many students do not feel disappointment about their accomplishments as stated in the 3rd Item. There is a balanced distribution in the 5th Item since 36,1 % of the second year students reported that they are always afraid to deal with new situations even if they try to trust more their own capacities. 38,5 % of them do not think that they always feel fear of tackling new situations even if they try to rely on their capacities. One fourth of the students (25,3%) are undecided about the issue. Apart from these, 31,3 % of the students agree that in their daily lives they frequently have to do what they are told. 11,4 % of them also expressed their strong agreements with this item. However, more than a quarter of the students (35,5 %) do not hold the idea that they often feel the need to do what they are told in their daily lives. Thirty six students have unsettled perceptions about feeling the necessity of following what is told to them. Roughly 30 % of the students are of the opinion that there is not much opportunity for them to decide for themselves how to do things in their daily lives. Nearly 52 % of the students do not share the same opinion with those who claim that they lack chance to decide for themselves how to do things. 18,1 % are indecisive about the issue. Thus, the students who claim to find more opportunities to decide the way they do the things outnumber those who think the opposite. Moreover, 31,3 % of the second year students believe that in their lives they do not get much of a chance to show how capable they are. 38,5% of them do not think the same way, and 30,1 % of these students are undecided about grasping the chance of displaying their capabilities in their lives. The mean score of this item is 2,92. There is again an equal distribution among the percentages. Together with these, more than half of the students (53 %) do not get frightened when they are asked a question by their teachers. In a sense, most of the students seem self-confident in terms of answering the questions. Only 18,7 % of

them reported that they feel such kind of fear. 28,3 % possess imprecise perceptions about their sense of fright in case of being questioned by the teacher. Out of 166 second year students 95 do not think that they are not willing to make more effort in their school-work. They appear to have motivation to exert an effort for school-work. However, 35 students are of the opinion that they are reluctant to expend more effort in their school-work. Thirty six students have unclear perceptions about their eagerness to put more effort in their school-work. There is coherence between this item and the 16th Item in the positive self-concept category referred above. As in the 16th Item, most of the students tend to have motivation in school work in the last item.

4.5.3. Relationship between Learner Autonomy and Psychological Well-Being

4.5.3.1. Autonomous Learning Habits and Well-Being

The percentages and the frequencies of second year students' responses to the interaction between autonomous learning and psychological well-being, first category of the relationship between learner autonomy and psychological well-being part of the questionnaire, are presented through Table 4.17 below.

Table 4.17 Second Year Students' Perceptions of Autonomous Learning Habits and Psychological Well-being

		Strongly agree		**Agree**		**Not sure/ undecided**		**Disagree**		**Strongly disagree**	
	ITEMS	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***
2	I feel cared and accepted if the teacher gives me responsibility	28	16,9	91	54,8	35	21,1	8	4,8	4	2,4
3	I develop a positive view of myself when I have some control over my choices related with my own learning	59	35,5	90	54,2	17	10,2	0	0	0	0
4	Being active in learning increases my motivation to learn	80	48,2	71	42,8	13	7,8	2	1,2	0	0
5	A feeling of responsibility and independence promotes my self-confidence	65	39,2	81	48,8	18	10,8	2	1,2	0	0

Table 4.17. (Continuation)

6	Deciding objectives of the courses together with teacher makes me feel significant	49	29,5	82	49,4	31	18,7	3	1,8	1	0,6
9	Studying without depending on teacher helps me develop positive attitudes towards learning	23	13,9	68	41	57	34,3	16	9,6	2	1,2
10	I take more pleasure out of learning when I get actively involved in the lesson	64	38,6	69	41,6	29	17,5	4	2,4	0	0
12	I feel willingness towards learning and confidence in my performance when teacher provides me choices	43	25,9	65	39,2	32	19,3	19	11,4	7	4,2
14	Taking control of my own learning promotes my self-esteem	65	39,2	72	43,4	25	15,1	3	1,8	1	0,6
15	Being independent and free of pressures, demand and control makes me feel happier and more satisfied	71	42,8	69	41,6	22	13,3	3	1,8	1	0,6
16	Selecting the content, methods and techniques makes me feel accepted in the classroom	50	30,1	76	45,8	39	23,5	1	0,6	0	0
17	I feel secure when I am in control of my own learning	58	34,9	76	45,8	30	18,1	2	1,2	0	0
19	I feel more relaxed in the classrooms where I take responsibilities for learning	44	26,5	72	43,4	43	25,9	7	4,2	0	0

Table 4.17 shows the second year students' perceptions concerning the interaction between learner autonomy and psychological well-being. A great many of

the students (71,7 %) feel cared and accepted if the teacher gives them responsibility. 7,2 % of the students do not share the same idea of sense of significance arising from responsibility. 21,1 % neither agreed nor disagreed with this item. Likewise, most of the students (54,2 %) are of the opinion that they develop a positive view of themselves when they have some control over their choices related with their own learning. In addition to this high number, 35,5 % of the students displayed a strong agreement with this opinion. Hence, a great majority of the students develop positive perspectives about the self when they are provided with choices regarding their learning. None of the students disagreed or strongly disagreed with this idea. A big majority of the students (91 %) hold the belief that being active in learning increases their motivation to learn. Only two students do not share the same idea that being active contributes to their willingness to learn. 7,8 % of them are unsure about the positive effect of taking active role in learning on the motivation to learn. By the same token, 88 % of the students think that a feeling of responsibility and independence promotes their self-confidence. Again only 2 students think the opposite way. 10,8 % of them are indecisive about the positive effect of assuming responsibility upon feeling self-confident. Thus, taking charge of learning enhances the sense of self-confidence apart from motivation among most of the second year students. Moreover, nearly 79 % of the students pointed out that deciding the objectives of the course together with teacher makes them feel significant. As specified above, most of the students like participating in decision making process related to their school, and the result of this item shows that involvement in this process promotes their sense of significance. Only 2,4 % of the students do not think that collaboration with teacher in deciding the objectives of the course renders them feel important. Less than a quarter of the students stayed unsure about the issue. The 16th Item also reveals that approximately 75 % of the second year students are of the opinion that selecting the content, methods and techniques makes them feel accepted in the classroom. Only one student disagreed with this idea, and there is no students showing strong disagreement towards this notion. However, 39 students have imprecise perceptions about the impact of selection of content, methods and techniques upon the sense of acceptance. What is more, roughly 55 % of the students share the idea that studying without depending on teacher helps them develop positive attitudes towards learning. More than half of the students think positive about learning when they study without getting dependent on the teacher. Although very small number of students (18) does not take a positive attitude towards learning while studying independent of teacher,

57 students are undecided about the independent work and development of positive stance towards learning. In parallel with the 9th Item, a great majority of the students (80,2%) noted that they take more pleasure out of learning when they get actively involved in the lesson. This high percentage indicates that active involvement in lesson makes most of the second year students enjoy learning. No students displayed strong disagreement with this notion; only four students delivered their opinion in the opposite way. Less than one fourth of the students (17,5 %) have unclear perceptions about the issue. Accordingly, more than half of the students feel willingness towards learning and confidence in their performance when teacher provides them choices. Whereas 15,6 % of the students do not hold the same belief, 19,3 % of them are indecisive about this idea. It is possible to draw a parallel between this item and 4th-5th items. As the results of 4th and 5th items revealed above, providing students with the opportunities of autonomous learning fosters these students' motivation and self-confidence. Together with motivation and self-confidence, a great many of the students (92,6 %) reported that taking control of their own learning promotes their self-esteem. Being in charge of their learning enhances not only willingness and self-confidence but also sense of self-respect among the most second year students. 2,4 % of them do not share the same idea, and other are unsure about the positive effect of autonomous learning on their self-esteem. Apart from motivation, self-confidence and self-esteem, taking control of learning makes most of the second year students feel secure since 144 out of 166 students stated that they feel secure when they are in control of their own learning. No students disagreed with this notion although only two students showed disagreement with control of learning and feeling secure. Thirty students own unclear perceptions about the bond between learning responsibility and sense of security. Moreover, roughly 70 % of the second year students feel more relaxed in the classrooms where they take responsibilities for learning. Only seven students disagreed with the effect of taking responsibility for learning on the sense of relaxation. However, 43 students neither agreed nor disagreed with this statement. Consequently, taking charge of learning makes positive contributions to these students' psychological well-being. In accordance with all these, 41,6 % of the students agree that being independent and free of pressures, demand and control makes them feel happier and more satisfied. Approximately same of number of students (42,8 %) indicated strong agreement with this item. Again only 2,4 % of them do not believe that being independent of control, demand and pressures contributes to their happiness and satisfaction.

4.5.3.2. Autonomous Learning Habits and Psychological Unwellness

Table 4.18 below offers the percentages and the frequencies of the second year students' responses to the relationship between autonomous learning habits and psychological unwellness, second category of the last part of the questionnaire.

Table 4.18 Second Year Students' Perceptions of Autonomous Learning Habits and Psychological Unwellness

		Strongly agree		**Agree**		**Not sure/ Undecided**		**Disagree**		**Strongly disagree**	
	ITEMS	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***
1	I feel stressed when I take responsibility in the classroom	7	4,2	47	28,3	41	24,7	52	31,3	19	11,4
7	I feel worried when I am asked to participate in the lesson by my teacher	8	4,8	34	20,5	44	26,5	60	36,1	20	12
8	I feel safe when the teacher controls the learning in the classroom	19	11,4	53	31,9	66	39,8	21	12,7	7	4,2
20	If teacher provides me choices while learning, I get more anxious and afraid	3	1,8	18	10,8	43	25,9	75	45,2	27	16,3

Table 4.18 displays second year students' perceptions about the interaction between self-reliance and psychological unwellness. 32,5 % of the students reported that they feel stressed when they take responsibility in the classroom. In contrast, approximately 43 % of them do not sense stress when they take responsibility in the classroom. 24,7 % are unsure about the issue. In addition, 47,1 % do not think that they feel worried when they are asked to participate in the lesson by their teacher. However, one fourth of the students feel worriment in case of being asked to get involved in the lesson. More than a quarter of the students neither agreed nor disagreed that they feel uneasy in condition of a participation in the lesson. Moreover, 66 students are undecided about whether they feel safe when the teacher controls the learning in the

classroom. Control of learning environment by the teacher does not make nearly 17 % of them safe whereas it has positive effects in terms of feeling safe on 43,3 % of the students. When it comes to choices, 45,2 % of the students disagreed that if the teacher provides them choices while learning, they get more anxious and afraid. In addition to them, 16,3 % of the students exhibited strong disagreement with the idea of choice and sense of anxiety. Only 12,6 of them stated that being given choices while learning renders them anxious and frightened. Nearly one fourth of the students possess indefinite perceptions about this notion.

4.5.3.3. Dependence on Teacher and Psychological Unwellness

Regarding the relationship between dependence on teacher and unwellness, percentages and numbers of the second year students' responses to the third category of the last part of the questionnaire are presented through Table 4.19.

Table 4.19 Second Year Students' Perceptions of Dependence on Teacher and Psychological Unwellness

		Strongly agree		**Agree**		**Not sure/ undecided**		**Disagree**		**Strongly disagree**	
	ITEMS	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***
11	My motivation decreases when the learning climate is excessively controlling, over-challenging or rejecting	51	30,7	64	38,6	32	19,3	15	9	4	2,4
13	Being controlled by the teacher decreases my motivation, satisfaction from learning and well-being	17	10,2	59	35,5	55	31,3	30	18,1	5	3
18	Classes that are kept rigidly under the teacher's control are more likely to lead to dissatisfaction and do not help personal, social or academic growth	41	24,7	64	38,6	48	28,9	10	6	3	1,8

Table 4.19 propounds the second year students' perceptions about the bond with dependence on teacher and psychological unwellness. 38,6 % of the students share the same idea that their motivation decreases when the learning climate is excessively controlling, over-challenging or rejecting. Similarly, 30,7 % of them strongly agreed with this idea. Thus, a great majority of the students do not prefer such kinds of classrooms and claim that these learning environments adversely affect their motivation. 11,4 % of the students think the opposite way, and 19,3 % of them have unsettled views about this notion. In accordance with this item, 45,7% of the second year students hold the belief that being controlled by the teacher decreases their motivation, satisfaction from learning and well-being. While 35 students do not believe that being controlled by teacher damages their motivation and well-being, 55 students have unclear perceptions about this issue. Likewise, most of the students (63,3 %) are of the opinion that classes that are kept rigidly under the teacher's control are more likely to lead to dissatisfaction and do not help personal, social or academic growth. Very small number of students do not share the same views with these students, and 28,9 % of the second year students neither agreed nor disagreed with the notion of strictly controlled classes and their negative effects.

4.6. Findings from the Analysis of the Interviews with the Second Year Students

Through the analyses of the interviews conducted with the second year students, different views came forth relating to the interaction between learner autonomy and the psychological well-being.

Table 4.20 Interview Findings of the Second Year Students

THEMES	
Independent Work	• Independence (1) • Dependence (2) • Conditional Independence (6)
Responsibility for Learning	• Student (4) • Both (3) • Teacher (2)
Level of Motivation towards Learning	• High motivation (2) • Low motivation (2) • Fluctuating motivation (5)
Self-attitude	• Positive attitude (7) • Negative attitude (1) • Neutral attitude (1)

Table 4.20. (Continuation)

Learning Responsibility and Sense of Psychological Wellness	• Responsibility and wellness (6) • Responsibility and unwellness (3)
Teacher-centered Classroom	• No learning (3) • Boring, de-motivating (3) • Passivity • Insufficient self-expression • No interaction • Expository teaching • Disturbing
Classroom Environment	• Student-centered (3) • Positive teacher attitude (3) • Student participation (2) • Good physical condition (2) • Supportive environment
Classroom Environment (continued)	• Individual study, no group work • Traditional classroom with no technology • Late class hours

In subsequent to the content analysis of the interview, different points of views emerged regarding the students' habits of independent work. There are six citations with respect to conditional independence. These students base their independent work on the type of lesson and they study independently if they take an interest in the course without waiting to be given assignment. It seems that interest in lesson or the essence of the course plays a determinant role in these students' independent work. With respect to this notion, one student set forth the following remark:

Excerpt 8:

"It depends on the course. I study independently in the courses I love; I want to learn, I make searches. However, in the courses I do not love, I do not study even if the teacher gives assignment".

Two citations revealed the dependence on teacher in terms of waiting for the teacher to give assignments in order to study or learn new things. However, one student claims to study vocabulary and watch sub-titled films due to the essence of his/her department even though s/he would sooner wait for assignments. Moreover, one student reported that s/he does not expect the teacher to give an assignment to study. S/he studies independently so as to improve himself/herself, use spare time effectively and satisfy his/her curiosity.

Regarding who is responsible for learning, there are four citations giving the responsibility to the students. They hold the belief that students should be in charge of their learning since teacher can help their learning to some extent. It is their responsibility to learn. In addition, three citations assign both teacher and students as responsible for learning. They share this responsibility between teacher and student. However, two citations place this responsibility on the side of teacher. They view the teacher as receiver and the students as taker, and they place a high value on the teacher's lecturing ability. According to all these citations, it is students' responsibility to exert an effort to learn (3), to make preparations before class, do the assignments. Accordingly, second year students hold the belief that it is the teacher's responsibility to teach (3), conduct good lecturing (2), give assignments and take positive attitudes.

Apart from the responsibility of learning, in the interviews second year students identified their level of motivation. Five citations have fluctuating motivation. Their motivation shows changes in the conditions of teacher's attitude and the course (5), their own mood and the construction of a bond between course and real life. Furthermore, two citations revealed that they hold high motivation level .According to these citations, they feel motivated when they take their decisions and have a right to express themselves, there is a balanced freedom, they make preparations before class, the lesson is enjoyable and early in the morning. Concerning the motivation, one student answered this way:

Excerpt 9:

"I am not motivated towards to all courses. They should take my attraction, they should be associated with my life, there should be areas that I can apply what I have learnt in the lesson outside the classroom".

In contrast, two citations reflect low level of motivation. External force like homework, dislike towards the teacher and the course, inability of the teacher to give lecture and not being familiar with the course reduce these students' motivation.

Together with motivation, second year students develop differing attitudes towards themselves. Seven citations display positive attitude towards the self. Among these citations, self-confidence (7), ability of achieving what s/he wishes (5), self-esteem, self-efficacy, being disciplined and responsible and conformity with the rules are the indicators of possessing positive self-attitude among these students. In contrast to positive attitude, there is one citation indicating negative self-attitude. Low self-confidence, shyness, non-proficiency in foreign language and introvertedness were

counted as the signs of negative self-attitude. What is more, one citation signals neutral attitude towards the self. S/he is neither confident nor non-confident; s/he does not have an idea about himself or herself and s/he suggests asking his/her friends about him/ her.

In subsequent to the identification of learning responsibility and affective factors, second year students voiced their opinions about the connection between learner autonomy and the psychological wellness / unwellness. Six citations found a positive interaction between autonomous learning and sense of psychological wellness. They remarked that participation makes the lesson more permanent and enjoyable; teacher's attitude (2) and interest in lesson (3) are important for the sense of wellness in the classroom; they feel cared and a part of lesson when they get involved; wellness occurs when they study and have a say in the lesson as well as when they have a right to express themselves; sense of wellness presents itself if there is learning in the end. One student indicated his/her opinions as in the following excerpt:

Excerpt 10:

"I take pleasure. I think that I am cared and I am a part of the lesson because we break loose from the lesson, our motivation decreases and we begin to think about the things unrelated to the lesson when we just sit at the back and only listen to lesson. However, when I get involved in the lesson, I understand better, it becomes more permanent and I enjoy it".

However, three citations indicated unwellness. In accordance with these citations, sense of unwellness is seen when the assignments are compulsory (2), and the teacher bases the outcome only on grade. Along with these, unfamiliarity with the course and non-instructional factors such as mood and weather leads to sense of unwellness. One student remarked as in the following excerpt:

Excerpt 11:

"It depends on the subject. If take responsibility for the subject I like, I approve of what I am doing and I feel valued and cared. I do the boring tasks I do not love out of necessity. We are not guided according to our capabilities from childhood. We get always obliged; we have to do it even though it is so boring or it does not attract our attention. However, this guidance must begin at childhood, not at university".

In parallel with wellness/ unwellness as a result of autonomous learning, second year students were asked about how they feel in teacher-centered classrooms. There are different citations about teacher-centered atmosphere: learning does not occur in such atmospheres (3), and there appears an obligation in applying the decisions; those

classrooms cause boredom and diminish motivation (3); they are also disturbing, teacher-centered climates render the students passive, and there is insufficient self-expression and no interaction in such climates. Moreover, they claim that there is an expository teaching in teacher-centered classrooms. In line with the negative feelings towards teacher-centered learning environment, six citations exhibit a preference towards student centred classroom on account of the fact that it is good for social development, and they would rather be provided with choices in the lesson. In addition to these, three citations indicated a tendency towards a common ground and cooperation between teacher and students. They propose the centre be in-between, that is to say, there should be a balanced sharing. As regards this issue, one student noted as follows:

Excerpt 12:

"Teacher-centred classroom is so disturbing. I do not think it is the right way. However, it should not be only student-centred, either. Classroom should not be managed only by the students. For my part, both parties should work. Both students and teacher should cooperate with each other".

After getting second year students' opinions about the teacher-centred environments, they were posed a question about in what kinds of classrooms they feel positive, motivated, secure and good. Their positive feelings are nurtured in student centered classrooms (3), and in lessons students take responsibility (2). Teacher's positive attitude like being not humiliating and despot (2); classrooms in which there are equality and no mockery; supportive and enjoyable learning environments; good physical conditions (2); traditional classrooms with no technology and appealing lessons contribute to their sense of security, motivation and relaxation. Additionally, group works instead of individual study, presentations and early class hours influence some students' feelings negatively. One student expressed his/her views about what kinds of learning environments contribute to his/her positive feelings as follows:

Excerpt 13:

"It should not be fully teacher-centred. Students should be active. There should be a constant questioning and interaction. There should be answering, dual conversation, experience sharing and students' right to speak. Students should not be passive".

4.7. Findings from the Learner Autonomy and Psychological Well-Being Questionnaire from the Fourth Year Students' Perspectives

4.7.1. Learner Autonomy

4.7.1.1. Teacher role

Table 1 below indicates the percentages and frequencies of the fourth year students' responses about teacher role in learning environment, which is the first category of the learner autonomy part of the questionnaire.

Table 4.21 Fourth Year Students' Perceptions of Teacher Role

	ITEMS	**Strongly agree**		**Agree**		**Not sure/ Undecided**		**Disagree**		**Strongly disagree**	
		f	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***
1	The role of the teacher is to tell me what to do	8	8,9	25	27,8	16	17,8	19	21,1	22	24,4
2	The role of the teacher is to set my learning goals	9	10	32	35,6	21	23,3	17	18,9	11	12,2
3	The role of the teacher is to provide opportunities for me to practice	45	50	35	38,9	6	6,7	3	3,3	1	1,1
18	Teacher should be fully responsible for my learning	3	3,3	14	15,6	13	14,4	35	38,9	25	27,8
25	I expect the teacher to tell me exactly what to do	9	10	15	16,7	19	21,1	27	30	20	22,2

As it is obvious from the Table 4.21 above, 45,5 % of the students do not hold the belief that the role of the teacher is to tell them what to do. Nearly half of the students show a tendency towards being autonomous learners. However, a little more than one fourth of the students agree that teacher has the role of telling students what to do. In parallel with the 1st Item, in the 25th Item half of the students do not expect their teacher to tell them exactly what to do. 21,1 % of them have unclear perceptions about this role of the teacher. However, in the 2nd Item most of the students (45,6 %) believe that the role of the teacher is to set their learning goals. This time more than a quarter of the students do not share the same idea with most of the students. In addition, half of the

students strongly agree that the role of the teacher is to provide opportunities for them to practice. Accordingly, 38,9 % of the students agree with them. Only four students do not believe that teacher possesses the role of presenting chances of practice to the students. Sixty out of 90 students are not of the opinion that their teacher should be fully responsible for their learning. Only three students strongly agreed with this idea, so most of the students have an inclination to share responsibility with their teacher.

4.7.1.2. Independent Work

The percentages and the number of the fourth year students' answers about the independent work are presented via Table 4.22 below.

Table 4.22 Fourth Year Students' Perceptions of Independent Work

		Strongly agree		**Agree**		**Not sure/ Undecided**		**Disagree**		**Strongly disagree**	
	ITEMS	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***
5	I do my assignments because I want teacher to think I am a good student	9	10	19	21,1	22	24,4	18	20	22	24,4
7	I try to do well in school because that is what I am supposed to do	14	15,6	32	35,6	18	20	15	16,7	11	12,2
13	I study or try to learn new things without waiting for the teacher to ask me to do so	27	30	40	44,4	14	15,6	4	4,4	5	5,6
14	I work on new resources outside the classroom even when I don't have to	20	22,2	39	43,3	18	20	11	12,2	2	2,2
26	I will often choose to learn something even if is not assigned as homework.	14	15,6	40	44,4	28	31,1	6	6,7	2	2,2

As the Table 4.22 displays, there is a balanced distribution among the scores in the 5th Item. 21,1% of the students agree that they do their assignments because they

want teacher to think they are good students. In contrast, 20 % of them disagreed with this notion. Additionally, 24,4 % showed strong disagreement with the idea of completing assignments for the sake of seeming good to the teacher. Same number of students (22) has imprecise perceptions about the issue. Furthermore, 35,6 % of the students agree that they try to do well in school because that is what they are supposed to do. More than one fourth of the students do not make an effort to do well in school out of necessity. Nevertheless, 74,4 % of these students claim that they study or try to learn new things without waiting for the teacher to ask them to do so. Only nine students opposed with this view, so it seems that they try to learn new things upon the teacher's request. Likewise, 65,5 % of them reported that they work on new resources outside the classroom even when they do not have to. They tend to work independently when they are not asked to do so. Only two students strongly disagreed with the notion independent work in terms of studying on new sources outside the classroom. It is possible to draw a parallel with the 26th Item and the 13th and 14th Items because 60 % of the students remarked that they will often choose to learn something even if it is not assigned as homework. Again only two students displayed a strong disagreement with this item. As it is apparent, most of the students incline to learn new things independently even if it is not compulsory work.

4.7.1.3. Readiness for Autonomous Learning

Concerning the readiness for autonomous learning, Table 4.23 propounds the percentages and the frequencies of the fourth year students' responses to the third category of the learner autonomy part in the questionnaire.

Table 4.23 Fourth Year Students' Perceptions of Readiness for Autonomous Learning

		Strongly agree		**Agree**		**Not sure/ Undecided**		**Disagree**		**Strongly disagree**	
	ITEMS	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***
4	I can set my own learning goals	34	37,8	34	37,8	16	17,8	4	4,4	2	2,2
8	I enjoy participating classroom activities	37	41,1	30	33,3	18	20	3	3,3	2	2,2
10	I would like to decide on what I will learn	44	48,9	29	32,2	8	8,9	6	6,7	3	3,3
11	I prefer class-work that is challenging so that I can learn new things	26	28,9	38	42,2	17	18,9	6	6,7	3	3,3
12	Even when I do poorly on a test I try to learn from my mistakes	43	47,8	28	31,1	15	16,7	3	3,3	1	1,1
15	I can take the responsibility of my own learning	46	51,1	34	37,8	7	7,8	3	3,3	0	0
16	I make preparations before class	17	18,9	45	50	19	21,1	7	7,8	2	2,2
17	I prefer teacher-centred classrooms	3	3,3	10	11,1	18	20	23	25,6	36	40
20	I learn a lot studying by myself	25	27,8	42	46,7	18	20	5	5,6	0	0
21	I prefer classes where I can decide what will be learnt	23	25,6	46	51,1	11	12,2	7	7,8	3	3,3
27	I like selecting the content, methods and techniques to be used in the classroom	18	20	52	57,8	13	14,4	5	5,6	2	2,2

As seen in Table 4.23, same percentage of students (75,6 % in total) believe that they can set their own learning goals. Only 6,6 % of the students do not think the same way, though. Most of the students are confident about their ability of establishing their

learning goals although most students expect teacher to set their learning goals as indicated in the 2nd Item above. 74,4% of the students stated that they enjoy participating classroom activities. Only five students reported that do not take pleasure out of getting involved in the class-works. Less than one fourth of the students stayed unsure about the joy of involment in the activities. Approximately half of the students strongly agreed that they would like to decide on what they will learn. Only three students indicated strong disagreement towards this statement. A majority of the students prefer being included in decision making process as regards learning. In accordance with this, in the 21st Item as students expressed, half of them agreed and a quarter of them strongly agreed that they prefer classes where they can decide what will be learnt. Three students voiced strong disagreement with deciding what to be learnt in the classroom. Participation in decision-taking process relating to learning is preferred among most of the students. In conjunction with these items, in the 27th Item 57,8 % of the students remarked that they like selecting the content, methods and techniques to be used in the classroom. Only two students strongly disagreed with the preference in the selection of these components of learning. What is more, 64 out of 90 students prefer class-work that is challenging so that they can learn new things. However, nine students do not show such a preference. Roughly half of the students exhibited their strong agreements by noting that even when they do poorly on a test they try to learn from their mistakes. In addition to this high number, 31,1 % of them also attempt to learn from their mistakes, so low performance on a test does not de-motivate them to learn. Only one student strongly agrees with this idea. Apart from these, more than half of the students strongly agreed that they can responsibility of their own learning. More than one thirds of the students also support this idea and think that they can take charge of their own learning. Only three students disagreed with such kind of autonomy in their learning; however, none of the students indicated strong disagreement towards this notion. It is clear that a big majority of the students has a tendency to being autonomous learners. With respect to autonomous learning, half of the students agreed that they make preparations before class. Only two students strongly disagreed with before-class preparation, and 19 students stood indecisive about this issue. Furthermore, 40 % of the students strongly disagreed that they prefer teacher-centered classrooms. Additionally, teacher-centered learning environments do not appeal to a quarter of the students, as well. Only three students strongly agreed that they have such a preference. 20% of the students have unclear perceptions about their preference of teacher-centered classrooms

or not. In parallel with this, 74,5 % learn a lot studying by themselves. While five students opposed to the view of gain from studying alone, no students stated strong disagreement.

4.7.1.4. Academic Self-awareness

As regards the academic self-awareness, Table 4.24 below offers the fourth year students' responses to the last category of the learner autonomy part.

Table 4.24 Fourth Year Students' Perceptions of Academic Self-awareness

		Strongly agree		**Agree**		**Not sure/ undecided**		**Disagree**		**Strongly disagree**	
	ITEMS	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***
6	I try to answer hard questions to find out if I am right or wrong	14	15,6	32	35,6	31	34,4	11	12,2	2	2,2
9	My own effort plays an important role in effective learning	53	58,9	28	31,1	8	8,9	0	0	1	1,1
19	If I don't learn, it is my fault	11	12,2	10	11,1	47	52,2	18	20	4	4,4
22	I know what I want to learn	31	34,4	53	58,9	5	5,6	1	1,1	0	0
23	I dislike questions with not just one right answer	12	13,3	23	25,6	25	27,8	22	24,4	8	8,9
24	When I see something I don't understand, I do not spend time on it	4	4,4	4	4,4	15	16,7	42	46,7	25	27,8
28	I can evaluate what I have gained	29	32,2	50	55,6	7	7,8	4	4,4	0	0

As the Table 4.24 presents, more than half of the students think that they try to answer hard questions to find out if they are right or wrong. However, nearly one thirds of the students are undecided about such kind of self-assessment. Only two students do not attempt to answer difficult questions in order to see whether they are right or wrong. Other than this, in the last item 55,6 % of the students expressed that they can evaluate

what they have gained. 32,2 % voiced strong agreement with the notion of self-evaluation. No students manifested strong disagreement; only four students hold the same opinions with the greater part from the point of evaluating what is gained. More than half of the students (58,9 %) are strongly aware that their own effort plays an important role in effective learning. Similarly 31,1 % agreed with this idea. There is no student who disagrees with role of their effort in effective learning while only one student shows strong disagreement. Thus, many a student is aware of the important place that their own effort holds in their learning. However, more than half of the students (52,2 %) are unsure about whether they are at fault or not if they do not learn something. They have unsettled perceptions about the issue. Only four students strongly disagreed that they are mistaken in condition of no learning. Moreover, a great majority of the students (93,3 %) think that they know what they want to learn. No student strongly disagreed, and only one student did not share the same opinion with the greater part. Hence, most students have high academic awareness in terms of knowing what to learn. There is a similar distribution among the scores of the 23rd Item. 25,6 % of the students agreed that they dislike questions with not just one right answer. 24,4 % of them disagreed in terms of preference in questions with one-right-answer. 27,8 % have imprecise perceptions about this issue. Apart from these, 46,7 % of the students disagreed that when they see something they do not understand, they do not spend time on it. 8,8 % reported that they quit expending time on something they do not comprehend, which suggests that most of the students show persistence in learning.

4.7.2. Psychological Well-Being

4.7.2.1. Positive Self-Concept

Table 4.25 below provides the percentages and the frequencies of the fourth year students' responses about positive self-concept.

Table 4.25 Fourth Year Students' Perceptions of Positive Self-concept

		Strongly agre		**Agree**		**Not sure/ Undecided**		**Disagree**		**Strongly disagree**	
	ITEMS	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***
1	In general, I feel confident and positive about myself	30	33,3	42	46,7	13	14,4	5	5,6	0	0
4	I am an active person in carrying out the plans I set for myself	27	30	45	50	15	16,7	3	3,3	0	0
6	I take a positive attitude toward myself	31	34,4	40	44,4	11	12,2	5	5,6	3	3,3
7	I can manage to solve difficult problems if I try hard enough	36	40	45	50	5	5,6	4	4,4	0	0
8	It is easy for me to stick to my aims and accomplish my goals	22	24,4	42	46,7	21	23,3	5	5,6	0	0
9	I have self-discipline	35	38,9	37	41,1	12	13,3	5	5,6	1	1,1
10	I can look for something good positive in a negative situation	21	23,3	31	34,4	27	30	8	8,9	3	3,3
11	I can express my opinions when other classmates disagree with me	29	32,2	38	42,2	19	21,1	3	3,3	1	1,1
12	I can understand most ideas presented in the class.	26	28,9	56	62,2	6	6,7	1	1,1	1	1,1
13	I am sure that I can reach my goals.	41	45,6	35	38,9	9	10	5	5,6	0	0
14	On the whole I am satisfied with myself	30	33,3	40	44,4	10	11,1	10	11,1	0	0
15	I feel that I have a number of good qualities	35	38,9	41	45,6	9	10	2	2,2	3	3,3

Table 4.25. (Continuation)

16	I feel high level of motivation to learn	26	28,9	56	62,2	6	6,7	1	1,1	1	1,1
18	I get along with people I come into contact with	30	33,3	40	44,4	10	11,1	10	11,1	0	0
21	I feel a sense of success from what I do	30	33,3	46	51,1	10	11,1	3	3,3	1	1,1
24	I do not give up easily when I am faced with a difficult question in my schoolwork	21	23,3	50	55,6	13	14,4	3	3,3	3	3,3

As it is clear from the Table 4.25, a great majority of the students (80%) feel confident and positive about themselves in general. Only five students have a tendency to feel the opposite way. In connection with this, 78,8 % of the students reported that they take a positive attitude towards themselves. Three students do not have a positive attitude towards themselves; thus, most of the students view themselves from a positive standpoint. When they think positive about themselves, they develop favourable feelings about their characteristics. For instance, 80 % of the students hold the belief that they are active people in carrying out the plans they set for themselves. No student strongly disagreed and only three students do not deem themselves as active individuals in implementing their plans. In addition, 90 % of the students are of the opinion that they can manage to solve difficult problems if they try hard enough. As in parallel with the 1st Item, a great many of the students have a high self-confidence especially in handling with hard problems. Traces of self-confidence can also be seen in the 8th Item because nearly half of the students agree that it is easy for them to stick to their aims and accomplish their goals. Only five students do not regard it easy to adhere to goals and realize goals. It is possible to build a bridge between this item and the 13th Item because in the 13th Item 45,6 % of the students are strongly sure that they can reach their goals. Only five students do not believe the same way while there is no student who strongly disagreed with this idea. Thus, most of the students trust in their abilities in fulfilling their goals. In parallel to achievement of goals, 80 % of the students consider themselves to have self-discipline. Only one student strongly disagreed with being self-disciplined. Furthermore, one thirds of the students delivered their

agreements by stating that they can look for something good and positive in a negative situation. However, 30 % of them are unsure about their habit of seeking good in bad. More than two thirds of the students (67) can express their opinions when other classmates disagree with them. They have self-confidence and self-esteem in terms of having a say among the opposite views. Only one student strongly disagreed with this idea. What is more, 62,2 % of the students agree that they can understand most ideas presented in the class. Only two students do not think positive about their ability of comprehending most opinions given in the classroom. With respect to motivation, 82 out of 90 students feel high level of motivation to learn. Many a student claims to have a high willingness for learning. When it comes to social interaction, 70 students stated that they get along with people they come into contact with. No student delivered strong disagreement; however, ten students do not hold the opinion that they get on with the people they make contact with, which proposes that most of the students seem to be good at building social relations. Other than social ability, 55,6 % of the students voiced their agreements by stating that they do not give up easily when they are faced with a difficult question in their school-work. Nearly one fourth of the students strongly rely on their persistence against difficult question in school work. Six students do not share the same opinion with the greater part and think negatively about the issue. In relation to high persistence level, half of the students agree that they feel a sense of success from what they do. Only one student displayed strong disagreement and did not support the idea of having sense of accomplishment from what is done by them. Apart from these, 41 students agreed and 35 students strongly agreed that they feel they have a number of good qualities. Five students do not think that they have such features. In addition to this, more than two thirds of the students (70) are satisfied with themselves on the whole. No student indicated strong disagreement towards satisfaction with their own self. As a consequence, most of the students have a high positive self-concept.

4.7.2.2. Negative Self-Concept

As regards the negative self-concept within the framework of psychological well-being, percentages and the frequencies of the fourth year students' replies to this second category are introduced through Table 4.26.

Table 4.26 Fourth Year Students' Perceptions of Negative Self-concept

		Strongly agree		**Agree**		**Not sure/ Undecided**		**Disagree**		**Strongly disagree**	
	ITEMS	***f***	***%***	***f***	***%***	***f***	***%***	***F***	***%***	***f***	***%***
2	I often feel under pressure by my responsibilities	15	16,7	29	32,2	18	20	23	25,6	5	5,6
3	In many ways, I feel disappointed about my achievements in life	7	7,8	15	16,7	20	22,2	21	34,4	17	18,9
5	Even if I try to trust more my own capacities, I am always afraid to deal with new situations	6	6,7	21	23,3	24	26,7	30	33,3	9	10
17	I feel pressured in my life	41	45,6	35	38,9	9	10	5	5,6	0	0
19	In my daily life, I frequently have to do what I am told	35	38,9	41	45,6	9	10	2	2,2	3	3,3
20	There is not much opportunity for me to decide for myself how to do things in my daily life	9	10	23	25,6	22	24,4	24	26,7	12	13,3
22	In my life I do not get much of a chance to show how capable I am	9	10	21	23,3	22	24,4	33	36,7	5	5,6
23	I get frightened when I am asked a question by the teachers	5	5,6	19	21,1	25	27,8	26	28,9	15	16,7
25	I am not willing to make more effort in my schoolwork	11	12,2	13	14,4	20	22,2	32	35,6	14	15,6

As the Table 4.26 reveals, nearly 49 % of the students often feel under pressure by their responsibilities. However, 31,2 % think that they do not frequently experience such a pressure. 20 % of them are unsure about such sense of pressure owing to responsibilities. Apart from pressure of responsibilities, a great majority of the students (84,5 %) feel pressured in life in general. They do not have positive viewpoints for the

concept of pressure. Five students disagree with the feeling of pressure in life. What is more, 84,5 % of the students think that in their daily lives they frequently have to do what they are told. They may feel under such kind of pressure. Only five students do not share the idea of necessity to follow what is told ofttimes. However, 34,4% of the students do not hold the belief that they feel disappointed about their achievements in life. They have less negative concept about the sense of success. As in parallel with the 21st Item mentioned above, more students have positive perceptions about the sense of accomplishment from their deeds. In 3rd Item, less than a quarter of the students are undecided about the issue. Furthermore, 43,3 % of the students do not believe that they are always afraid to deal with new situations even if they try to trust more in their own capacities. Nevertheless, 30 % of the students are of the opinion that they feel fear of handling new situations despite their confidence in their potentials. Additionally, 26,7 % have indecisive viewpoints about the issue. It seems that students in general have uncertain perceptions about the fear of dealing with new situations. Moreover, in the 20th Item there is again a balanced distribution among the scores. One fourth of the students (25,6%) agree that there is not much opportunity for them to decide for themselves how to do things in their daily lives. However, 26,7 % of them disagree with having lack of such a chance to decide on their behalves. Similarly 24,4 % have imprecise perceptions about dearth of opportunity to take a decision themselves for how to do things. 33,3 % of the students believe that in their daily lives they do not get much of a chance to show how capable they are. However, more than one thirds of the students (42,3 %) think the opposite way and they take a chance to display their capabilities. Together with these, one fourth of the questions are unsure about this notion, though. Approximately, a quarter of the students get frightened when they are asked a question by the teacher. However, nearly half of the students claim not to feel such a fright. Twenty five students have indefinite perceptions about experiencing fear when a question is posed by their teacher. Roughly half of the students do not accept that they are not willing to make more effort in their school-work. They seem to show willingness towards their school-work. It is possible to build a connection with the 16th Item touched upon in the positive concept section. Most students view themselves as motivated with respect to learning issues.

4.7.3. Relationship between Learner Autonomy and Psychological Well-Being

4.7.3.1. Autonomous Learning Habits and Psychological Well-being

Table 4.27 indicates the percentages and the frequencies of the fourth year students' responses to the relationship between autonomous learning habits and psychological well-being.

Table 4.27 Fourth Year Students' Perceptions of Autonomous Learning Habits and Psychological Well-being

		Strongly agree		**Agree**		**Not sure/ undecided**		**Disagree**		**Strongly disagree**	
	ITEMS	***f***	***%***	***f***	***%***	***f***	***%***	***F***	***%***	***f***	***%***
2	I feel cared and accepted if the teacher gives me responsibility	21	23,3	36	40,0	24	26,7	9	10,0	0	0
3	I develop a positive view of myself when I have some control over my choices related with my own learning	40	44,4	37	41,1	9	10,0	4	4,4	0	0
4	Being active in learning increases my motivation to learn	42	46,7	40	44,4	5	5,6	2	2,2	1	1,1
5	A feeling of responsibility and independence promotes my self-confidence	37	41,1	40	44,4	9	10	2	2,2	2	2,2
6	Deciding objectives of the courses together with teacher makes me feel significant	32	35,6	39	43,3	15	16,7	3	3,3	1	1,1
9	Studying without depending on teacher helps me develop positive attitudes towards learning	23	25,6	47	52,2	14	15,6	5	5,6	1	1,1

Table 4.27. (Continuation)

10	I take more pleasure out of learning when I get actively involved in the lesson	38	42,2	41	45,6	7	7,8	3	3,3	1	1,1
12	I feel willingness towards learning and confidence in my performance when teacher provides me choices	28	31,1	35	38,9	20	22,2	6	6,7	1	1,1
14	Taking control of my own learning promotes my self-esteem	43	47,8	38	42,2	6	6,7	3	3,3	0	0
15	Being independent and free of pressures, demand and control makes me feel happier and more satisfied	46	51,1	34	37,8	7	7,8	3	3,3	0	0
16	Selecting the content, methods and techniques makes me feel accepted in the classroom	35	38,9	40	44,4	12	13,3	3	3,3	0	0
17	I feel secure when I am in control of my own learning	42	46,7	36	40,0	5	5,6	6	6,7	1	1,1
19	I feel more relaxed in the classrooms where I take responsibilities for learning	35	38,9	38	42,2	10	11,1	5	5,6	2	2,2

As it is obvious from the Table 4.27 above, 40 % of the students feel cared and accepted if the teacher gives them responsibility. No student strongly disagreed with the bond between the sense of acceptance and taking responsibility. Likewise, 44,4 % of the students develop a positive view of themselves when they have some control over their choices related with their own learning. 41,1 % also added their supporting perceptions about this issue. Again no student displayed strong disagreement, and four students remarked that control over choices associated with learning does not help them develop positive views about themselves. Furthermore, 91,1 % of the students reported that

being active in learning increases their motivation to learn. Only three students opposed with this idea. Apart from motivation, 85,5% of the students voiced their views that a feeling of responsibility and independence promotes their self-confidence. Four students do not believe the positive effect of responsibility on self-confidence. 38,9 % agreed and 31,1 % strongly agreed that they feel willingness towards learning and confidence in their performance when teacher provides them choices. Together with motivation and self-confidence, 81 students shared the same aide that taking control of their own learning fosters their self-esteem. None of the students manifested strong disagreement the favourable impact of learning responsibility upon the sense of self-esteem. When it comes to sense of security, nearly half of the students strongly agreed that they feel secure when they are in control of their own learning. 40% also expressed their agreements with the interaction between sense of security and charge of learning. Only one student presents strong disagreement. In addition to such positive feelings as motivation, self-confidence, self-esteem, senses of acceptance and security, a big majority of the students (72) reported that they feel more relaxed in the classroom where they take responsibilities for learning. It appears that taking active participatory role in learning enhances the feeling relaxation among these students. Two students strongly opposed with this view. Furthermore, 43,3 % of the students expressed their agreements by stating that deciding objectives of the courses together with teacher makes them feel significant.. In addition to this, 44,4 % of the students agreed that selecting the content, methods and techniques makes them feel accepted in the classroom. Most of the students develop positive feelings in the condition of getting involved in the decision-making process. There is no student who indicated strong disagreement with the 16th Item. More than half of the students are of the opinion that studying without depending on teacher helps them develop positive attitudes towards learning. Just as in the 5th Item, studying independent of the teacher nurtures their positive views. Only one student strongly disagreed with the interaction between independence and positive attitudes. Accordingly, 79 out of 90 students noted that they take more pleasure out of learning when they get actively involved in the lesson. Only four students do not seem to enjoy learning when there is an active participation in lesson. Thus, active involment in lesson gives most of the students the joy of learning. In accordance with all these, more than half of the students strongly agreed that being independent and free of pressures, demand and control makes me feel happier and more satisfied. 37,8 % of them also voiced their agreements with this notion. No student indicated strong disagreement with

the bond between independence and positive feelings. Most of the students appear to have psychological well-being due to learner autonomy.

4.7.3.2. Autonomous Learning Habits and Psychological Unwellness

Table 4.28 manifests the percentages and the number of the fourth year students' responses related to the connection between autonomous learning habits and psychological unwellness.

Table 4.28 Fourth Year Students' Perceptions of Autonomous Learning Habits and Psychological Unwellness

		Strongly agree		**Agree**		**Not sure/ Undecided**		**Disagree**		**Strongly disagree**	
	ITEMS	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***
1	I feel stressed when I take responsibility in the classroom	3	3,3	24	26,7	25	27,8	26	28,9	12	13,3
7	I feel worried when I am asked to participate in the lesson by my teacher	7	7,8	18	20,0	24	26,7	30	33,3	11	12,2
8	I feel safe when the teacher controls the learning in the classroom	7	7,8	21	23,3	29	32,2	24	26,7	9	10,0
20	If teacher provides me choices while learning, I get more anxious and afraid	9	10,0	9	10,0	19	21,1	28	31,1	26	28,9

As the Table 4.28 presents, 38 students do not think that they feel stressed when they take responsibility in the classroom. That is to say, taking responsibility for learning does not conduce to stress among these students. However, 25 students are unsure about this connection between stress and responsibility. Nearly half of the students do not accept that they feel worried when they are asked to participate in the lesson by the teacher. Again approximately one fourth of the students have unclear perceptions about the sense of worriment on account of participation in the lesson.

Moreover, roughly one thirds of the students are undecided about whether they feel safe when the teacher controls the learning in the classroom. However, 36,7 % of the students are not of the opinion that teacher's control of their learning contributes to feeling safe in the classroom. Accordingly, 60 % of the students do not hold the belief that if teacher provides them choices while learning, they more anxious and afraid. In other words, choices provided by teacher during learning do not give rise to anxiety and fear among most of the students.

4.7.3.3. Dependence on Teacher and Unwellness

Concerning the relationship between dependence on teacher and psychological unwellness, Table 4.29 propounds the percentages and frequencies of the fourth year students' responses to the last category of the last part of the questionnaire.

Table 4.29 Fourth Year Students' Perceptions of Dependence on Teacher and Psychological Unwellness

		Strongly agree		**Agree**		**Not sure/ undecided**		**Disagree**		**Strongly disagree**	
	ITEMS	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***	***f***	***%***
11	My motivation decreases when the learning climate is excessively controlling, over-challenging or rejecting	34	37,8	26	28,9	22	24,4	8	8,9	0	0
13	Being controlled by the teacher decreases my motivation, satisfaction from learning and well-being	23	25,6	30	33,3	21	23,3	9	10,0	7	7,8
18	Classes that are kept rigidly under the teacher's control are more likely to lead to dissatisfaction and do not help personal, social or academic growth	34	37,8	37	41,1	13	14,4	5	5,6	1	1,1

As shown in Table 4.29, more than one thirds of the students (37,8 %) strongly agreed that their motivation decreases when the learning climate is excessively controlling, over-challenging or rejecting. A quarter of the students possess imprecise perceptions about this notion. Nonetheless, no student displayed strong disagreement. Nearly 59 % of the students supported the view that being controlled by the teacher decreases their motivation, satisfaction from learning and well-being. Approximately one fourth of the students own indefinite perceptions about the bond between teacher control and fall in positive feelings. Only 17,8 % of them do not share the same idea with the greater part. What is more, 78,9 % of the students are in the opinion that classes that are kept rigidly under the teacher's control are more likely to lead to dissatisfaction and do not help personal, social or academic growth. Only one student voiced strong disagreement with this perspective. It seems that most of the students do not prefer classes strictly controlled by teacher.

4.8. Findings from the Analysis of the Interviews with the Fourth Year Students

Content analyses of the interviews elicited various perspectives as regards the students' perceptions about learner autonomy and the psychological well-being.

Table 4.30 Interview Findings of the Fourth Year Students

TITLES	THEMES
Independent Work	• Independence (3) • Dependence (2) • Conditional Independence (2)
Responsibility for Learning	• Student (3) • Both (4)
Level of Motivation towards Learning	• High motivation (3) • Fluctuating motivation (4)
Self-attitude	• Positive attitude (5) • Negative attitude (2)
Learning Responsibility and Sense of Psychological Wellness	• Responsibility and wellness (7) • Responsibility and unwellness (0)
Teacher-centered Classroom	• Boredom (4) • Repressive (2) • Feeling anxious, bad and forced • Lack of self-expression • Teacher authority

Table 4.30. (Continuation)

Classroom Environment	• Autonomous study (3) • Teacher as a guide (2) • Chance of self-expression with no bias (2) • Group work • Individual differences • Respectful and motivating teacher • No fear, threat, exclusion and pressure
Impact of University Education	• Positive effect (7) • Negative effect (0)

In regarding the habits of dealing with independent work, three citations revealed an inclination to independent study. Among the different citations, students pointed out that they like individual work and study individually; giving assignment is not a must. Concerning the independent work, one student pointed out his/her ideas as in the following excerpt:

Excerpt 14:

"I generally like studying individually and study independently of the teacher. That is to say, even if s/he does not give assignments, I study that subject by myself. If I want to comprehend or like that subject, I study myself. It does not have to be an assignment".

However, two citations are about dependent work. Those students tend to expect the teacher give assignment. Likewise, two students have conditional independence and their level of independence changes in connection with the nature of the lesson.

When it comes to who is responsible for learning, fourth year students put forward differing responses. They divided the responsibility into two categories in contrast to preparatory class and second year students. Three citations assign the responsibility to the students. They view that the focus point is the student and, teacher just guides. One of the students specified his/her views as follows:

Excerpt 15:

"Student is fully responsible. Teacher should be a guide. Everything depends on the student. Student can learn after the teacher provides necessary things. The focal point is the student".

Four citations regard both teacher and the students as responsible for the learning. They gave different responses, and according to these citations, teacher and student should meet at a common point; teacher is a guide; however, student's awareness holds significance, as well; teacher opens the door and students advance the knowledge;

teacher should be qualified; however, the student should want to study; students are 51 % responsible whereas teacher is 49 % responsible; the way the teacher tells the lesson owns greater importance.

Concerning the level of perceived motivation students have, two categories emerged after the content analysis of the interview. Three citations reflect high motivation among the students. One student claims to set goals and not to let obstacles hamper him/her. Together with this, appealing topic, grade and knowledge-gain enhances another student's motivation. As opposed to these, four citations signalled fluctuating motivation. The factors affecting the change of their motivation are teacher (4), post-lesson gainings and the course itself. Apart from these classroom environment plays a role in their motivation. Noise-free climate, good communication, motivated peers and satisfaction of physical needs take a determining part in these students' level of motivation.

In parallel with motivation, students identified different types of attitudes towards themselves. Again as opposed to preparatory class and second year students, fourth year students stated two kinds of self-attitudes as positive and negative. Five citations show a tendency towards having a positive self-attitude. They perceive themselves as self-confident (3); peaceful; eager to learn; able to voice his/her opinions through interpretation; adequate to realize his/her goals and self-sufficient. There is also citation viewing school as an opportunity for development, which refers to positive standpoint about school. In contrast, two citations are about the negative self-attitude. Low self-confidence; perfectionism and thus seeing always the deficiencies are the indicators of negative self-attitude.

With respect to learner autonomy and psychological well-being, all the students found a positive connection between these two concepts in contrast to preparatory class and second year students. There are seven positive citations differing from each other. The students pointed out that on account of active participation or taking responsibility they think their teacher trusts them even if they get excited; they take pleasure out of learning in student-centered classrooms where they have a right to express themselves; participation makes them feel accepted; responsibility does not seem as a burden if they love the teacher and the course; teacher assigns responsibility since s/he views them valuable and desires their learning; teacher's positive attitude is also significant in their perceiving responsibility as positive; involvement in the learning process makes them feel special, which fosters their motivation and success.

In parallel with assuming active participatory role in the classroom, students noted their thoughts about teacher-centered classrooms. Students view such classrooms as boring (4), and think that students should experience the joy of finding out something themselves, teacher can facilitate in the role of guide without being dominant and thus support students' self-confidence. Such environments are repressive (2); they make students feel anxious, forced and bad; there is a lack of self-expression in these classrooms. One student voiced his/her ideas about the teacher-centeredness in the following excerpt:

Excerpt 16:

"Student-centred classroom should be preferred. Teacher-centred one is so boring; I even see it in the practicum schools I attend. Students get bored much. They do not want the teacher to be dominant. Student should experience the joy of finding out something by himself/herself since they get happy; we should help them in this issue and support their self-confidence. Moreover, the process can be managed by being a guide from a distance; in my opinion there is not necessarily a need to be dominant. There has certainly been the impact of university education upon the development of these views of mine. It has contributed a lot".

Among these differing citations is there also a view that teacher should both construct authority in the classroom and provide students with the right to voice their opinions; however, making them always speak turns into a burden for the students' part.

Students identified the types of classrooms which nurture their positive feelings, as well. They set forth different citations regarding the issue. Classrooms where students study autonomously (3); teacher takes the role of guide (2); there is a chance of self-expression without bias (2); students work in groups; individual differences are taken into account; there is no fear, threat, exclusion and pressure; there is a teacher who takes his/her job seriously, shows respect to the students, addresses his/her students by name, motivates them, does not insult or humiliate the students were counted as the learning environments they feel positive, secure and relaxed.

In accordance with all these citations, students interviewed remarked that teacher education they received at the university has a positive impact upon the development of their perceptions about the issue. Given this fact, it seems that educational process students go through at university holds a significant place in shaping of their thoughts about education-related subjects.

4.9. Findings from the Analysis of the Interviews with Teachers

Through the content analysis of the interviews conducted with the teachers in ELT department, five main themes emerged regarding the interaction between learner autonomy and the psychological well-being from the teachers' standpoints.

Table 4.31 Interview Findings of the Teachers

THEMES	
Effect of University Education	• It affects (5) • It must affect (2) • It affects if it is student-centered (1)
Efficiency in Provision of Autonomy	• Efficient (4) • Efficient but not sufficient (3) • Depends on the course (1)
Autonomous Characteristics in Students	• There is (4) • There is not (4)
Psychological States of Students	• Good (3) • Not good (4) • Changeable (1)
Bond between Learner Autonomy and Psychological States	• Positive contribution (6) • Negative contribution (2)

Concerning the effect of university education on the students' perceptions about autonomous learning and the affective factors such as motivation, self-confidence and self-esteem, six citations are in the favour of positive effect of university education on these notions. One teacher remarked in the following way:

Excerpt 17:

"It affects. If students sense that they can do something, they get more motivated and study. They will overcome their fears this way. When they make preparations before class and fulfil their duties, they feel more relaxed in the classroom".

Among these six citations are there statements referring that university education renders students more autonomous, students learn how to manage their own thoughts and they sense that they are adults at university. Two citations view that university education must affect students' perceptions in terms of learner autonomy and affective factors. One teacher reported that university is a place of research; students carry out searches by themselves, read and make syntheses; they also develop problem solving skills at university. Likewise, another teacher remarked that university, as opposed to teacher-centered education student come from, should train individuals who are

responsible and focused on investigation, aware of the contributions of their efforts to their future profession, who respect themselves and others, help and view all these from different perspectives. In addition to all these, one teacher asserted that university education has an impact upon students' perceptions about autonomy and psychological well-being if that education is student-centered due to the fact that teacher-centered education does not promote self-confidence. Teacher should be participatory and organizing in order to enhance motivation. Given all these citations, it seems that in a sense teachers are of the opinion that university education influences students' perceptions. However, they pointed out different variables associated with this influence:

- Teacher attitude (3)
- Student personality (3)
- Teacher personality
- Students (2)
- Course content (2)
- Methods of teaching
- Quality of the assignments
- The way students are trained
- The system students come from
- Being open to change and self-analysis

All these variables play a role in the relationship between university education and students' perceptions; thus, it appears reasonable to take all the probable variables into consideration.

Teachers were asked about whether they believe they provide the efficient basis for students to get more autonomous learners. Four citations signal efficiency. Students are encouraged to make presentations and searches, to build connections between what is read and real life, to choose what to read. One teacher stated that students become autonomous step by step through individual searches. Another teacher hold the belief that students never follow teacher passively by accepting teacher's each word; they are free in his/her lessons. Similarly, another teacher claimed not to favour spoon-feeding, and to expect his/her students to give a rationale or a justification when they take their

own decisions. One teacher commented about the issue from a different perspective. S/he asserted to be against total independence. According to him/her, teacher should draw the proper framework and set the stage for the students, and they should be presented with opportunities to be independent when they feel ready and confident. This is the provision of basis for autonomy for his/her part. In contrast to these views, there are three citations implying insufficient efficiency. One teacher does not deem their efforts as a department adequate for providing autonomy even though students are encouraged through presentations and projects. However, s/he holds the belief that university-wide programs such as Erasmus contribute to training self-sufficient students. Another view is that only 10-15 % of the students study although they are provided with autonomous tasks. One other teacher noted that students exhibit dependent behaviours and lack awareness. They study to please their teacher not to benefit from the courses for their future professions. To prevent this, s/he suggests that lessons be covered as a discussion not as a lecture; conditions be established in which students criticize each other both positively and negatively and students be encouraged to cooperate with each other. In addition to all these, one teacher specified that provision of autonomy depends on the type of the course. No matter how much s/he provides choices for the students; school-peer environment, family and economic conditions should be taken into account in case of students' non-autonomous behaviours in the lesson.

With respect to autonomous characteristics seen in students, teachers uttered various remarks. On the one hand, four teachers believe that their students have autonomous features. They give citations differing from each other about the issue. Among these characteristics are there making searches (4), benefiting from extra resources (2), using internet effectively and chatting, pair-work before exams, learning to learn. One teacher stated that lack of responsibility gives rise to negative self-concept and lack of confidence in students. Another teacher attributed lack of autonomy in some students, who are in minority, to their unwillingness to be autonomous. On the other hand, four teachers do not see autonomous behaviours in their students. They offer different reasons for dearth of autonomy in their students. These are socio-economic reasons (2), their perceptions being close, conventional training in primary and high school (3), teacher attitude, forcing students to make search without considering their age and interest, taking the easy way out, studying to pass the exams and please the teacher not to learn (2), no interest, habits gained while preparing for university

entrance exam, lack of training how to use the knowledge presented to themselves. As regards the issue, one of the teachers expressed his/her views as follows:

Excerpt 18:

"In a general sense, they do not have autonomous behaviours. There are a lot of factors. There may be economic and social reasons; their perceptions may not be open. We can attribute their lack of autonomy in lessons to the system. Generally in primary and high schools nobody does anything without being requested. No one does anything without an obligation or deadline. It stems from the way of upbringing. Something traditional is in question. The number of students who does something by themselves is so few".

In parallel with autonomous behaviours, teachers set forth different opinions about the students' psychological conditions. Four citations hint at the psychological well-being of the students. Students have motivation (2) and self-confidence (2), and they are good at self-expression. Nonetheless, one teacher added that they have motivation; however, 70 % of this motivation is extrinsic; students lack intrinsic motivation. Moreover, another teacher stated that students have self-esteem since they are university students; however, more than half of them are deprived of self-confidence. One of the teachers spoke hopefully and remarked as follows:

Excerpt 19:

"They are very good. They have self-confidence. At first they lacked motivation; however, they changed so much at the end of the semester. They were indistinct; they did not want to talk; however, they got changed in time. I gave teaching courses, which are applied; maybe for this reason their motivation is high."

Additionally, three citations by teachers imply psychological unwellness. Students have excessive self-confidence, which leads to uneasiness and disrespect; they do not perceive this confidence as the teachers mean to be; students are hopeless and tired; their motivation is low; they are in depression in view of socio-economic states. However, among these citations one teacher also added that their self-confidence increases when they participate in Erasmus program because they take responsibility. Furthermore, one teacher pointed out that psychological state changes and depends on the person; however, there are some students who need teacher authority even to show interest in lesson and respect to the teacher, which reflects no motivation and confidence in them.

In line with all these remarks, teachers were questioned about the bond between learner autonomy and psychological well-being. Six citations refer to positive connection between these concepts. Students feel good when they take responsibility, and they even remind the assignments the teacher forgets; they get eager to learn when they believe that the task will be beneficial (2); they become more motivated when they are willing to be assigned a task; they do not view responsibility as burden if they have a sound self-confidence (3); nevertheless, factors such as love towards lesson, positive reinforcement, appealing topics, teacher attitude, students' views of points, family, personality and awareness hold a distinctive role in the connection between learner autonomy and psychological well-being. One teacher voiced his/her ideas about the issue in a general sense as in the following excerpt:

Excerpt 20:

"There is an absolute connection. Student whose self-confidence is improved and who came here by placing his/her confidence on strong grounds never view teacher and the course as a threat and danger. On the contrary, s/he regards it as a world from which s/he can benefit. When I assign the students a responsibility, their first reaction is about tiredness rather than fear. This is totally a matter of mental and physical tire. A community accustomed to expecting everything ready in front of them generally do not bother themselves. However, if you make them believe that the task is necessary and it is beneficial for them not for you, they get more eager. Appeal of the subject, teacher attitude and students' points of views about life are also influential. There is certainly a big bond between learner autonomy and self-confidence."

As opposed to these views, one teacher denoted that students get stressed when they take responsibility; they regard responsibility as a burden and they are bereft of awareness; there are few students who get happy when they assume a responsibility. All the same, s/he indicated that students take responsibility for the tasks which they believe to be useful. In addition, another teacher held the opinion that autonomy without any guidance turns out to bring about negative outcomes; however, through proper application autonomy helps take pleasure out of life. S/he also emphasizes the importance of self-actualization, and this teacher is conscious of the need to satisfy the needs to reach self-actualization. It seems s/he supports the notion that proper foundation should be constructed for the autonomy to occur effectively. As it is apparent, teachers have also differing perceptions about the issue. Hence, collaboration among teachers to foster learner autonomy more and help students experience the

positive outcomes of autonomous learning may have a constructive impact upon the development of solutions to the students' autonomy-related problems, which may lay strong foundation for efficient and fruitful learning and teaching at university level.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1. Introduction

This chapter presents discussion of the findings drawn from the gathered data and conclusions reflecting the essence of the study. Suggestions and implications for further research and practice are also propounded within the light of research results.

5.2. Conclusion

The present study was concerned with the students' and teachers' perceptions about the relationship between learner autonomy and psychological well-being in the ELT context. In accordance with this issue, the study bears the following purposes:

- to identify both ELT students' and teachers' perceptions about the bond between learner autonomy and psychological well-being
- to reveal differing perceptions, if any, of the students who are at the different stages of their undergraduate program
- to uncover the probable reasons of these changing perceptions
- to explore the impact of university education upon the students' perceptions about the issue
- to make a positive contribution to the improvement of English Language Teaching Program

Within the framework of these aims, different data analysis tools were developed, and preparatory class, second year, fourth year students and teachers were chosen as the participants of the study. A threefold questionnaire was administered to the students, and their habits of autonomous learning, state of psychological wellness and ideas about the connection between learner autonomy and psychological well-being were obtained in respective manner. Subsequently they were interviewed to support the data collected through the questionnaire. An interview was conducted with teachers, as well, so as to elicit their perceptions about the issue. Before the study, the following

research questions were determined with a view to providing a sound ground for the study:

1. Do the ELT students perceive themselves as autonomous learners at the beginning, in the middle and at the end of the educational process they go through in the ELT department?
2. Do they consider themselves as psychologically well at the beginning, in the middle and at the end of the educational process they go through in the ELT department?
3. To what do the students attribute the probable changes, if any, concerning the issue?
4. What are their perceptions concerning the probable relationship between learner autonomy and psychological well-being of the students?
5. How do the instructors of ELT department view the probable relationship between learner autonomy and psychological well-being of the students?
6. Do they believe that they provide grounds for the student-teachers to become more autonomous in their learning? If so, how?

Research Question 1: It explores students' self-perceptions about being autonomous learners at the different stages of their educational process they go thorough at university. Their perceptions about the concept of learner autonomy were gathered in four different categories such as teacher role, independent work, readiness for autonomous learning and academic self-awareness. Most of the preparatory class students expect their teacher to tell them what to do, and they give the responsibility of setting learning goals to the teacher. Furthermore, roughly half of the prep students hold the belief that teacher should take full responsibility for their learning (See Chapter 4, Table 4.1, Items 1, 2, 3, 18, 25). It seems that preparatory class students tend to show dependency on their teacher during their learning process. Moreover, they are not adequately ready to the student-teacher role exchange, and they have high expectations from their teachers. However, during the interview more prep students expressed their beliefs that it is the student that is responsible for his/her learning. It appears that these students' perceptions about the autonomy have not been settled sufficiently yet. They are aware that students are responsible for their learning and teacher has the role of guiding them; nevertheless, questionnaire results show that they give more

responsibilities to the teacher. It may be because of the fact that they want to be autonomous learners and they are conscious of its importance; however, they do not know how to apply it. Due to the fact that these students are new to university environment and they come from conventional teaching system, they are not expected to be familiar with the concept of learner autonomy. In contrast, more than half of the second year students are not of the opinion that teacher should assume full responsibility for their learning (See Chapter 4, Table 4.11) even though there are a lot of students expecting their teacher to establish their learning goals. It seems that most of the second year students do not assign their teacher full responsibility for their own learning and they tend to be autonomous learners. The rate of the students expecting their teacher to tell them exactly what to do, set their own learning goals and take full responsibility for their learning gets lower relative to those of preparatory class and second year students. They appear to be conscious of teacher role and willing to share learning responsibility. Interview results show that more students believe that student and teacher should be mutually responsible for the learning. As regards the independent work, most preparatory class students deem doing well at school as a necessary process and do their assignments to be considered as good students. However, they incline to manifest more independency while learning new things (See Chapter 4, Table 4.2). What is more, according to the interview results more prep students exhibits dependency on teacher in terms of independent work. As opposed to this group, most second year students are prone to independent work and they do not wait for the teacher to want them to do so (See Chapter 4, Table 4.12). However, their interview results indicate that they have conditional independence with respect to independent work. Most of them tend to study independently without being requested so when the course or the topic attracts their attention. That is to say, they prefer independent work on the subjects that are appealing to them. In addition, many a fourth year student has an inclination to learn new things independently even if it is not compulsory work. When it comes to readiness for autonomous learning, most prep students seem to be ready for autonomous learning. They display propensity towards autonomous habits, they would like be autonomous; however, overall results indicate that they need training to get more familiar with the concept. Apart from this readiness, they appear to have academic self-awareness in terms of knowledge on what to learn, importance of effort in learning and self-evaluation. In addition to these, second year students manifest readiness for autonomous learning in terms of goal-setting, participation in the classroom activities,

decision making and responsibility taking (See Chapter 4, Table 4.13). They have also academic self-awareness from the aspects of self-evaluation, persistence, knowing what to learn and importance of student effort in learning. They are also aware that there may be different variables for the failure in learning since most second year students stated indecisive responses about the issue (See Chapter 4, Table 4.14). Likewise, fourth year students exhibit readiness for autonomous learning in terms of goal-setting, participation in the classroom activities, decision making and responsibility taking, preference for student-centered classrooms, individual study and pre-class preparations. Together with this readiness, they seem to be aware of themselves academically in self-assessment, tenacity, knowing what to learn and significant role of student effort in learning. Just as second year students, they seem to be conscious of the possibility of the different variables for the failure in learning (See Chapter 4, Table 4.24).

All in all, when each group of students is evaluated within themselves, preparatory class students seem less autonomous than second year and fourth year students in terms of identification of teacher roles. Preparatory class students give more responsibilities to their teachers; more students view teacher as fully responsible for their learning and expect him/her to tell them what to do. However, interviews show that more prep students believe that students are responsible for their learning, and there are students sharing this responsibility between student and teacher without assigning full responsibility only to the teacher, which reflects that prep students are aware that learner autonomy is important; they have responsibilities for their learning; however, they are not fully ready to take the proper responsibility because their perceptions may not have been settled sufficiently and they may have been trained in a conventional teaching setting in prior to university. However, this rate lowers among the second and fourth year students. Fourth year students appear the most autonomous group among them in terms of teacher role since they may have got more conscious about the issue after the education they have received at university. As expected second year students stand between prep and fourth year students. However, in the interviews two students gave the responsibility of learning to the teacher. It may be because of the fact that they are also still at the stage of constructing their own personal theories about the issue. Fourth year students do not put all the responsibility on teacher's shoulders; more students aware that learning responsibility is a mutual process. When it comes to independent work, again fourth year students are seen as the most autonomous group. When each group is viewed within themselves, fourth year students deal with

independent work outside classroom more than the other groups. Although preparatory class students show tendency to independent work, they give more importance to completing assignments in order to be regarded as good students and out of necessity. As the interview results indicated, more prep students exhibit dependency in relative to the independency. It may be again due to the conventional system they have been exposed to. As one of the teachers indicated in the interview, students display an inclination to dependency in traditional systems. Although second year students show more independency than prep class students, their notion of independent work is conditional. They claim to be more independent worker when some conditions are completed. When each group is dealt with within themselves, fourth year students appear to be the most ready group for autonomous learning, as expected owing to the teacher education they have received at university. Although preparatory class students have sound opinions about autonomous learning and teacher-centred classrooms, they may need more steps to take on the path to becoming more autonomous. Second year students may have also begun to experience the effects of methodology courses on their perceptions. When academic self-awareness is in question, each group seems to have similar academic self-awareness levels.

Implications: Habits of autonomous learning should be provided from childhood so that students will not have difficulty in adapting to school environment. Owing to the fact that there is a high possibility that preparatory class students come from conventional teaching system, these students should be made familiar with the concept of learner autonomy in order to enable them to gain autonomous habits. It would be beneficial for students to take methodology courses focused on student-centeredness. A course titled “learner and teacher autonomy” may be included in the syllabus to help the prospective teachers get more aware of these important concepts. What is more, on account of the fact that university education is supposed to make students more autonomous, teachers at university may concentrate on real autonomous behaviours more so as to raise students’ consciousness.

Research Question 2: It investigates perceptions of students at different stages in the department regarding their own psychological well-being. On the one hand, preparatory class students have positive self-concepts in such issues as the ability to solve difficult problems when tried hard, self-expression, comprehension skill, reaching goals, having good qualities and social interaction (See Chapter 4, Table 4.5, Items 7, 11, 12, 13, 15, 18). They also remarked a positive self-attitude in the interview. However, they have

imprecise perceptions about motivation, in contrast to interview, and satisfaction with the self. On the other hand, they possess such negative self-concepts as sense of pressure by responsibilities and chance of choice (See Chapter 4, Table 4.6, Items 2, 19, 20). Second year students have positive self-concept from most aspects such as feeling confident and positive, carrying out plans and realizing goals, positive self-attitude, self-discipline and self-expression, tenacity, comprehension skill, social interaction and satisfaction with the self (See Chapter 4, Table 4.15). They also feel good in terms of motivation; however, its level changes according to the teacher and course. Relative to the positive one, they have less negative self-concepts. (See Chapter 4, Table 4.16). By the same token, fourth year students have similar positive self-concepts (See Chapter 4, Table 4.25). Nevertheless, they have negative self-concepts in terms of feeling pressured in life and having lack of chance of choice. It may be because of the fact that they got closer to take a step into the profession and become teacher; they got more aware of the constraints of real life (See Chapter 4, Table 4.26).

To sum up, each group of students have resembling positive self-concepts in general sense. However, as for the negative self-concepts, second year students seem to have the least level of negative self-concepts. Interview results also supported this view as most of the second year students have positive self-attitudes. In general, preparatory class students appear to have more negative self-concepts than the other groups. It may be because of the fact that university environment is new to them; they may have some adaptation and adjustment problems and they may be trying to settle their self-beliefs about their own qualities. As the interviews indicate, equal number of students has both positive and negative self-attitudes. However, when it comes to sense of pressure in life, fourth year students have negative self-concepts most. They may have become more aware of the constraints of life; they may be dealing with the finding job, and they may be feeling pressured and distressed due to the compulsory exam they will take to start their profession and become a teacher.

Implications: Students should be trained in a way through which they can evaluate themselves objectively without degrading or exaggerating their own qualities. They can be given opportunities to foster their self-confidence, self-esteem, self-efficacy and motivation. Meetings can be conducted to facilitate the adaptation of newcomers. Students from all grades should be trained to look for something positive in a negative situation via real life examples. Through activities and verbal encouragement students

can be presented the chance of having a sound self-consciousness. Teacher education should be both in the form of instruction and psychological counselling.

Research Question 3: It dwells upon what the students attribute the probable changes to, if any, concerning the issue. Fourth year students attribute the development of their ideas about the related issue to the education they receive at university. Teacher education at university helps students to form their own personal theories. As a result of the nature of the program, they get more aware of education-related issues.

Implications: Since teacher education is so influential in students' development of personal theories, it should be given more importance to the inclusion of the concept of autonomy into the syllabus. It would be useful for students to get more exposed to the learner and teacher autonomy.

Research Question 4: It focuses on the students' perceptions with respect to the probable bond between learner autonomy and psychological well-being. Taking responsibility, being active in learning, involvement in the decision making process, being free of pressure and control contributes to the prep students' sense of wellness (See Chapter 4, Table 4.7, Items 2, 3, 4, 5, 6, 15). However, they have indefinite perceptions about the development of positive attitudes towards learning due to study independent of teacher. They seem to need teacher control to some extent; however, excessive control damages their positive feelings about learning. They are not ready to become fully independent of the teacher. As the Table 4.8 indicates, there are students who feel secure when the teacher controls the environment. Because autonomy is new to them, they may get a bit stressed when taking responsibility; however, they seem to willing to be autonomous, which is likely to nurture their positive feelings as the interview results show. Autonomous study fosters positive feelings of second year students' as well (See Chapter 4, Table 4.17). Like prep students, some students have unclear perceptions about autonomous study and positive attitude towards learning. Nearly 40% of the students are undecided about teacher control. Teacher control contributes to most students' sense of security although they do not prefer strict control. Furthermore, learner autonomy appears to have a positive effect on the psychological well-being of the fourth year students (See Chapter 4, Table 4.27). Interview results supported this view, as well.

In conclusion, when each group of students is approached within themselves, fourth year students seem to experience sense of wellness because of learner autonomy most. They appear to sense psychological well-being due to being autonomous and

psychological unwellness on account of being dependent learners. Their interview results also supported their perceptions about the bond between autonomy and wellness. After them, second year students present themselves. They seem to have psychological wellness owing to taking learning responsibility and being active in the process. As in their interview results, more students constructed a positive connection between learner autonomy and well-being. However, there are some contradictory responses among the preparatory class students. Although they seem to build a positive bond between autonomy and sense of wellness, they may get stressed because of participation in the classroom. They may still need teacher control. However, their interview results indicate that they manifest a preference towards wellness as a result of taking responsibility. However, it seems that after getting a sound training, their perceptions are more likely to be settled adequately and they are likely t experience the positive outcomes of learner autonomy.

Implications: Even when students may get daunted by learning responsibility, they should be made to experience the sense of success through appropriate activities. As future teachers, they can be trained on how to build an autonomous and supportive environment for their own students. Moreover, autonomy is important for lifelong learning; hence, their positive feelings can be nurtured through this permanent outcome of the concept.

Research Question 5: It concerns the ELT teachers' perceptions about the possible connection between learner autonomy and psychological well-being. Most of the teachers believe that autonomy makes a positive contribution to the students' sense of wellness. The necessity of laying a sound ground for the development of autonomy in order to cultivate positive feelings was also among the remarks put forward by the teachers. Furthermore, there are teachers who believe that positive attitude towards responsibility grows through self-confidence.

Implications: Misperceptions among the students and teachers should be cleared away, and appropriate role exchange between them should be encouraged. Learning should be conceived as a mutual process; teachers' and students' roles should be determined together in advance. To avoid the stressing parts of responsibility, students can be got accustomed to autonomy via activities suitable for their age, level and interest.

Research Question 6: It deals with the teachers' efforts to make their students more autonomous learners. More teachers view themselves efficient in terms of providing ground for students to become more autonomy-prone learners. They support their

autonomy through presentations and project works. Nevertheless, there are teachers perceiving these efforts efficient but not sufficient.

Implications: More autonomy-supportive activities should be added to process. Teachers can work in collaboration with each other to set up proper framework conducing to learner autonomy. Probable reasons of the insufficiency in the applications of autonomous learning should be taken into consideration, and hereby students can be supported to deal with the barriers in front of them. Furthermore, autonomy can be viewed in the form of gradual process, which hints at the fact that autonomy develops at stages.

5.3. Suggestions for Further Studies

In this study data were collected from ELT students and teachers. Another study can be designed to explore different samples in a different context, which may yield different results. More studies need to be conducted to generalize the findings, which is also likely to shed more light into the concept of the interaction between learner autonomy and psychological well-being. Furthermore, another study can be carried out within the framework of teacher autonomy and affective factors in learning due to the fact that learning is a lifetime process. On account of the fact that teacher education at university is influential in development of students' education-related issues, special training concentrating on learner and teacher autonomy can be put into practice, and its effects on students' perceptions about the issue can be explored as a pre and post-test. What is more, this study can be expanded through a comparative study to see whether there are differences among the perceptions of students at different departments. Such kind of a study may provide an answer to the questions of whether students who use different parts of their brains have different autonomy perceptions or their majors have an effect on their views of autonomous learning and psychological well-being.

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APPENDIX

APPENDIX I. LEARNER AUTONOMY AND PSYCHOLOGICAL WELL-BEING QUESTIONNAIRE

Dear Participant;

The aim of this questionnaire is to determine your perceptions on the relationship between learner autonomy and psychological well-being in ELT context. Read each statement below and mark the number that best represents how closely the statement applies to you. Mark only one number for each statement. Your responses are very important for the identification of the relationship between learner autonomy and psychological well-being and will contribute to the improvement of English Language Teaching Program. Your responses will only be used for research purposes. The information collected via this study will have NO impact on your course grades.

Age: **Gender: Female……** **Male:…….**

5: Strongly Agree
4: Agree
3: Not sure/Undecided
2: Disagree
1: Strongly Disagree

LEARNER AUTONOMY	5	4	3	2	1
1) I believe that the role of the teacher is to tell me what to do					
2) I believe that the role of teacher is to set my learning goals					
3) I believe that the role of the teacher is to provide opportunities for me to practice					
4) I can set my own learning goals.					
5) I do my assignments because I want teacher to think I am a good student.					
6) I try to answer hard questions to find out if I am right or wrong.					
7) I try to do well in school because that is what I supposed to do.					
8) I enjoy participating classroom activities.					
9) My own effort plays an important role in effective learning					
10) I would like to decide on what I will learn					
11) I prefer class-work that is challenging so that I can learn new things.					
12) Even when I do poorly on a test I try to learn from my mistakes					
13) I study or try to learn new things without waiting for the teacher to ask me to do so.					
14) I work on new resources outside the classroom even when I don't have to					
15) I can take the responsibility of my own learning.					
16) I make preparations before class.					
17) I prefer teacher-centred classrooms					
18) My teacher should be fully responsible for my learning					
19) If I don't learn, it is my fault.					
20) I learn a lot studying by myself					

21) I prefer classes where I can decide what will be learnt					
22) I know what I want to learn					
23) I dislike questions with not just one right answer					
24) When I see something I don't understand, I do not spend time on it					
25) I expect the teacher to tell me exactly what to do					
26) I will often choose to learn something even if is not assigned as homework.					
27) I like selecting the content, methods and techniques to be used in the classroom.					
28) I can evaluate what I have gained.					

PSYCHOLOGICAL WELL-BEING	**5**	**4**	**3**	**2**	**1**
1) In general, I feel confident and positive about myself.					
2) I often feel under pressure by my responsibilities.					
3) In many ways, I feel disappointed about my achievements in life					
4) I am an active person in carrying out the plans I set for myself.					
5) Even if I try to trust more my own capacities, I am always afraid to deal with new situations.					
6) I take a positive attitude toward myself					
7) I can manage to solve difficult problems if I try hard enough					
8) It is easy for me to stick to my aims and accomplish my goals.					
9) I have self-discipline.					
10) I can look for something good positive in a negative situation					
11) I can express my opinions when other classmates disagree with me					
12) I can understand most ideas presented in the class.					
13) I am sure that I can reach my goals.					
14) On the whole I am satisfied with myself.					
15) I feel that I have a number of good qualities					
16) I feel high level of motivation to learn.					
17) I feel pressured in my life					
18) I get along with people I come into contact with.					
19) In my daily life, I frequently have to do what I am told					
20) There is not much opportunity for me to decide for myself how to do things in my daily life.					
21) I feel a sense of success from what I do.					
22) In my life I do not get much of a chance to show how capable I am					
23) I get frightened when I am asked a question by the teachers					
24) I do not give up easily when I am faced with a difficult question in my schoolwork					
25) I am not willing to make more effort in my schoolwork					

RELATIONSHIP BETWEEN LEARNER AUTONOMY AND PSYCHOLOGICAL WELL-BEING	5	4	3	2	1
1) I feel stressed when I take responsibility in the classroom.					
2) I feel cared and accepted if the teacher gives me responsibility					
3) I develop a positive view of myself when I have some control over my choices related with my own learning.					
4) Being active in learning increases my motivation to learn.					
5) A feeling of responsibility and independence promotes my self-confidence.					
6) Deciding objectives of the courses together with teacher makes me feel significant.					
7) I feel worried when I am asked to participate in the lesson by my teacher.					
8) I feel safe when the teacher controls the learning in the classroom					
9) Studying without depending on teacher helps me develop positive attitudes towards learning.					
10) I take more pleasure out of learning when I get actively involved in the lesson.					
11) My motivation decreases when the learning climate is excessively controlling, over-challenging or rejecting.					
12) I feel willingness towards learning and confidence in my performance when teacher provides me choices.					
13) Being controlled by the teacher decreases my motivation, satisfaction from learning and well-being.					
14) Taking control of my own learning promotes my self-esteem					
15) Being independent and free of pressures, demand and control makes me feel happier and more satisfied.					
16) Selecting the content, methods and techniques makes me feel accepted in the classroom.					
17) I feel secure when I am in control of my own learning.					
18) Classes that are kept rigidly under the teacher's control are more likely to lead to dissatisfaction and do not help personal, social or academic growth.					
19) I feel more relaxed in the classrooms where I take responsibilities for learning.					
20) If teacher provides me choices while learning, I get more anxious and afraid.					

THANKS FOR YOUR PARTICIPATION...

APPENDIX II. INTERVIEW QUESTIONS FOR STUDENTS

1. Öğretmen ödev vermediğinde veya zorunlu olmadığında ders çalışır mısın? Yeni şeyler öğrenmek için öğretmenin görev vermesini mi beklersin yoksa kendi isteğinle mi ders çalışırsın?
2. Bir konuyu öğrenmende sen mi yoksa öğretmen mi sorumludur?
3. Bir öğrenci olaeak motivasyon düzeyini nasıl tanımlarsın? Derslere karşı istekli misindir?
4. Genel anlamda kendine olan tutumun nasıl?
5. Dersle ilgili bir sorumluluk aldığında veya aktif olarak ders katıldığında kendini önemsenmiş ve değerli hissedip dersten zevk alır mısın, yoksa mecburiyetten kaynaklanan bir yük gibi group strese mi girersin? Neden?
6. Öğretmen merkezli bir sınıf ortamında nasıl hissedersin?
7. Nasıl bir sınıf ortamında rahat, olumlu, güvende ve derse karşı istekli hissedersin?
8. Tüm bu düşüncelerinin oluşmasında üniversite eğitiminin katkısı oldu mu? (Only for the fourth year students)

APPENDIX III. ENGLISH FORM OF INTERVIEW QUESTIONS FOR STUDENTS

1. Do you study when teacher does not give you an assignment or when you do not have to? To learn new things do you wait for your teacher to assign you tasks or do you study of your own accord?
2. Who is responsible for your learning? You or your teacher?
3. How do you describe your motivation level as a student? Are you willing towards lessons?
4. In a general sense how is your self-attitude?
5. When you take responsibility related to your courses or when you actively participate in the lesson, do you feel cared and valued, and take pleasure out of learning OR do you view it as a burden resulting from obligation and get distressed? Why?
6. How do you feel in a teacher-centred learning climate?
7. In what kind of classroom environments do you feel secure, motivated, positive and relaxed?
8. Has the teacher education that you have received at university made a contribution to the development of these ideas of yours? (Only for fourth year students)

APPENDIX IV. INTERVIEW QUESTIONS FOR TEACHERS

1. Üniversite eğitimi öğrencinin otonom öğrenme ve motivasyon, öz güven, öz saygı gibi duyuşsal faktörler konusundaki algılarını etkiler mi? Bu konuda ne düşünüyorsunuz?

2. Öğrencilere daha otonom/ bağımsız olmaları için yeterli temeli sağladığınıza inanıyor musunuz? Evet ise nasıl, hayır ise ne gibi önerileriniz olabilir?

3. Öğrencilerinizde bağımsız öğrenme özellikleri var mı? Varsa ne gibi özellikler bunlar örnek verebilir misiniz? Yok ise nedeni ne olabilir?

4. Öğrencilerinizin genel anlamda psikolojik halleri nasıl? Motivasyon, özgüven, öz saygı veya öz kavram gibi duyuşsal özellikleri ne seviyede?

5. Bu özelliklerinin (4.soruda belirttiğiniz) otonom öğrenmeyle bir bağlantısı olabilir mi? Bu konuda ne düşünüyorsunuz? (örneğin; öğrenciye bir sorumluluk verdiğinizde veya derse aktif olarak katılmasını istediğinizde nasıl hissediyor, istekli oluyor mu yoksa strese girip, kaygılanıp güvensiz mi hissediyor?)

APPENDIX V. ENGLISH FORM OF THE INTERVIEW QUESTIONS FOR TEACHERS

1. Does university education influence students' perceptions about learner autonomy and affective factors such as motivation, self-confidence and self-esteem? What do you think about this issue?
2. Do you believe that you provide adequate/efficient ground for your students to become more autonomous/ independent? If yes, how; if no, what are your suggestions?
3. Do your students possess autonomous learning characteristics? If they do, what kind of behaviours are they; can you give examples? If they do not, what are the probable reasons?
4. In a general sense how is your students' psychological well-being? What is the level of their affective features such as motivation, self-confidence, self-esteem or self-concept?
5. What do you think about whether there is a bond between learner autonomy and these features (mentioned in the fourth question)? (To illustrate, when you assign your students a responsibility or when you ask them to actively get involved in the lesson, how do they feel? Do they get willing or feel anxious and unconfident?)

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Dişlen, G. (2010), *Exploration of How Students Perceive Autonomous Learning in EFL Context,* Paper presented at the 1st International Foreign Language Teaching Conference: Independent Learning, Zirve University, Gaziantep, Türkiye.

Dişlen, G. (2010), *Learner Autonomy and Psychological Well-Being from the Students' and Teachers' Standpoints: A Preliminary Study*, Paper presented at the 3rd International ELT Conference: Promoting Learner Independence and Autonomy, Fatih University, İstanbul, Türkiye.