Beliefs in learning a SL in high schools

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Challenging Assumptions
Looking In, Looking Out

Since Horwitz (1985, 1988) started studying learner beliefs, a number of studies have been conducted in different areas of the world to explore perceptions learners hold toward learning English. In terms of Japanese high school students, several studies have been conducted and several factors in leaner beliefs have been identified. Ichikawa (1995) found "quantity" and Ueki (2002) extracted a factor "environmental intention for high school students' belief in second language learning. Suzuki and Kumazawa (2006) conducted research targeting high school students in several high schools and explored extensively. The current survey was conducted for the purpose of pursuing two questions: How are the attitudes and opinions of high school students with not-high proficiency for second language learning? How do these attitudes and opinions differ from those of high-proficiency learners? The revised version of the Beliefs About Language Learning Inventory, BALLI, was used to examine learner beliefs of high school students. Factors of interest were extracted from factor analysis, and implications for high school education and for future studies are discussed.

ホーウィズ(1985, 1988)を初め、学習観についての多くの研究がなされ、数々の学習要因が見つかっている。鈴木・熊沢(2006)を初めとし、日本でも高校生の学習観調査は行われている。植木(2002)は市川(1995)の発見した「量」に加えて、「環境志向」を発見した。本研究では、高校生の学習観調査のため、改良版BALLIを使用し、以下２つの研究課題について検証を行った。１）第二言語習得に対して、ハイレベルではない学習者はどのような態度や考え方を持っているのか。　２）それらの態度や考え方はハイレベル学習者と比べてどのようにちがうのか。因子分析により興味深い要因が発見された。また高校教育と今後の研究についての課題を議論した。

CHALLENGING
LOOKING IN
LOOKING OUT
ASSUMPTIONS

The past 20 years has seen a surge in interest in the beliefs in learning a language. During the 20 years, various kinds of studies have been conducted; Horwitz (1985) started studying learner beliefs in second language by creating the Beliefs About Language Learning Inventory (BALLI), and also invented the Foreign Language Attitude Survey (FLAS). Thereafter, a number of studies have been carried out based on this work (Kern, 1995; Oda, 2004; Nakayama, et al, 2005; Matsuura, et al, 2001; Suzuki, 2004; Suzuki and Kumazawa, 2006).

However, in the 20 years the learning environment for students has become more varied as Suzuki and Kumazawa point out (p. 216). Thus, there are good reasons why the BALLI has been revised from time to time, taking each situation into account. Here is a summary of some of the studies which were conducted in Japan with similar purposes to ours.

First, Sakui and Gaies (1999) studied Japanese learners' beliefs about language learning and found that learners hope to experience a feeling of joy from studying English. For example, most learners agreed that "English conversation class should be enjoyable (p. 482)." After analyzing their learners' beliefs, they came to imply that it seems that investigating learners' beliefs about language learning can lead to more effective instructional planning and implementation (p. 487).

Second, Ueki (2002) based research on educational psychology to explore beliefs of Japanese high school learners. Ueki developed a 30-item questionnaire and administered it to 365 second year high school students. It defined beliefs in learning as "How learning occurs and how learning can proceed efficiently (p. 323)." After careful analysis, three factors were identified: *strategic intention; quantity intention; environmental intention*. Ueki's study was of value in extracting a factor of "environmental intention," which had not been discovered in the previous studies.

Third, Nakayama, et al. (2005), based their research on Kern (1995), who carried out a study by revising BALLI, and studied the gap between teachers' and learners' beliefs. They developed four types of questionnaires: Language Learning Beliefs Scales, General Learning Beliefs Scales, Direct Language Learning Strategy Scales, and Indirect Language Learning Strategy Scales. They administered the four questionnaires to 444 students who majored in engineering in a local Japanese university (male: 420; female: 21; undisclosed: 3). Here are some notable comments from that study: Students generally agree with the opinion that "If I learn to speak this language very well, it will help me get a good job (p.146)," "It is important to repeat and practice a lot (p.146)," "It is effective to establish your own preferred strategies (p.147)," "Those who can do well are good strategy users (p.147)," "You can unconsciously acquire knowledge and skills when you do it again and again (p.147)," and similar statements. To our knowledge, no study has used as many as four types of questions to delve into learners' beliefs in learning a second language. However, the primary purpose was to compare the teachers' beliefs and the learners' ones, so in-depth investigations of learners was not conducted.

Suzuki and Wada (2004) revised BALLI for Japanese contexts, based on Sakui & Gaies's BALLI (1999), and administered it to 60 students in a high school. Also, Suzuki (2004) studied 3 high school teachers for 4 months by observing their lessons and interviewing them, then summarized teachers' beliefs on language learning. Reviewing these pilot studies as well as the BALLI that Suzuki and Sakui (2004) made, Suzuki and Kumazawa (2006) addressed two research issues: 1) To evaluate the causality that Japanese high school students have toward the belief, and its model construction. 2) To investigate the tendency of beliefs that Japanese high school students have toward English learning. They investigated 1251 high

school students in the Kanto area (at one private school and 5 public schools) with a 56 item questionnaire they created based on BALLI and previous work. After careful analysis, five factors were identified: 1) Instructor and Instructional Language Preference 2) Traditional Orientation 3) Contemporary Orientation 4) Success for Students' Own Proficiency 5) Satisfaction for English Education.

The research, investigated a massive number of participants. However, as Suzuki and Kumazawa (2006) notes, 2 schools are Super English Language High Schools, SELHi and one of the 6 has an international course. SELHi was started in 2002 as a Ministry of Education project to promote English education in high school. Once a school has been certified as SELHi, the school receives research funds by the government to explore effective English education. These schools are usually equipped with language learning labs using on-line essay writing/evaluating tools such as Criterion. The classes in SELHi are usually quite small, about 10 to 15 students. Students who are enrolled in a SELHi program go through English essay writing, debates, speech, and negotiations (Benesse 2006). In fact, more than half of the participants belonged to SELHi, which means that those students were studying in a good environment for learning. In other words, the participants were relatively proficient and surrounded by a learner-friendly environment in Kanto, but learners who are studying outside Kanto, especially the ones who are not enrolled in programs such as SELHi or are not-highly proficient learners, have not been investigated so far.

Statement of purpose

In this research, the question of *how the attitudes and opinions of high school students with below national average proficiency for second language learning is* investigated. After analyzing it carefully, the results are compared with previous work to find how these attitudes and opinions differ from those of high-proficiency learners. It is necessary for teachers to make sure what beliefs the students have, so that they can construct effective classes. It is one of the roles as a teacher to know students' learning beliefs. Also, investigating students who are not highly proficient is of great value because it has not been studied much. To conclude this research, several implications for high school education and for future studies are discussed based on the results obtained.

Method

Participants

Participants for this study were 301 first-year and second-year students in two public high schools in Tohoku and in Hokkaido, aged 15-16. The English proficiency level of most students is below the national average for the Japanese high school students. The 301 participants are all enrolled in English I or English II classes. 104 of the 301 are students in Tohoku and 197 of 301 are students in Hokkaido.

Material

There are two parts to the questionnaire. First part of the questionnaire asks 12 questions about basic background

information of the participants' first contact with English. Second part of the questionnaire is based on Suzuki and Kumazawa (2006) using the 56 item revised version of BALLI. We chose this questionnaire because: 1) it was the latest revised version of BALLI, 2) the questionnaire was designed for high school learners, 3) one of the purposes of our study was to compare the results of highly proficient learners to those of low proficient learners. Furthermore, the past questionnaires were targeted towards university students. The BALLI used in Suzuki and Kumazawa was designed to eliminate questions related to university and added questions related to high schools in general. The questions were not specifically designed for SELHi or special education courses, e.g., international course. The use of the term High proficient learners, mean they are enrolled in SELHi classes. They are capable of competing in speech contests, for example students in Saitama Prefectual Girl's High School. In contrast, low proficient learners are students who attend regular classes and their score on the national standardized test is around or below 50. All the questions were scaled on a 5 point Likert scale. The questions were written in Japanese to avoid misinterpretations of the questions. This questionnaire was administered in April, 2007 during class hours.

Analysis

In this study, factor analysis was used to analyze the results gathered by the BALLI questionnaire. The advantage of using factor analysis is that it categorizes the questions into similar groups. These groupings are based on Likert scale points filled out by the participants. The results of factor analysis show the characteristics of the participants. Factor 1 as the strongest characteristic, in this case the strongest beliefs participants have about language learning. The term item refers to the exact questionnaire items used. The factor loadings describe how strong the question item explains the beliefs for all of the participants. For example, if Factor 1, item number 1 was English conversation class should be fun with the loading of .90, this is a very strong belief of the participants. If the loadings are below .40, it does not qualify to be called a characteristic of the participants' belief.

Before the factor analysis, the descriptive statistics were checked for the participants' responses. The process of checking the participants' responses using descriptive statistics become important in providing evidence that the results of the questionnaire did not occur by chance. If there is a flaw with the instrument or the questionnaire, it can be pinpointed during this process. The means for the items were less than 3.00 for more than two-third of the items. The floor and ceiling effects were also checked. Since all of the items fall within the Likert scale range, none of the items were eliminated with the floor or the ceiling effect (See Appendix).

After the items had been checked, a factor analysis was conducted to explore the Tohoku and Hokkaido high school students' beliefs. The 56 items revised BALLI was analyzed using the principal axis factor analysis*. The number of factors to rotate for this analysis was chosen on the basis of the scree plot.* Five factors were rotated using the promax* rotation with a kappa of 4. While rotating the factors, there were 10 items which did not meet factor loading of above .40. They were: 7, 8, 11, 16, 19, 33, 34, 39, 52, and 53.

Results

The result of the first part of the questionnaire, the 12 questions which were asked besides BALLI, can be summarized in four. Out of the 302 participants 20 percent of them started learning English before junior high school. In junior high and high school, 50 percent of the 302 participants have never had grammar lessons. About half of the total participants have never done translation in class. Lastly, 30 percent of the 302 students had oral communication classes.

The five loading factors were named: 1) Learning strategies 2) Translation is needed 3) Satisfied with the four skills 4) Speaking English 5) Foreign language aptitude (Table 1). In Table 1, the items with loadings of .40 or higher can be identified.

Table 1. Result of Factor Analysis

Question items	F1	F2	F3	F4	F5
1 Children are better at learning English than adults	0.74	0.01	0.05	-0.14	0.05
5 Knowledge about English country is a must	0.73	-0.16	-0.11	0.05	-0.01
12 Listening to English tapes and watching English videos are important	0.72	-0.09	-0.12	-0.03	-0.04
53 Teachers should speak English at normal rate instead of talking slow	0.68	-0.28	0.25	-0.14	-0.10

Question items	F1	F2	F3	F4	F5
55 Learning English words and grammar to express my thoughts is a wonderful technique	0.68	0.14	0.09	0.11	-0.16
48 In order to understand English words, learning from actual images or learning from context is better	0.68	-0.09	-0.07	-0.07	0.06
27 Speaking and listening skills are more meaningful than reading and writing	0.66	0.20	0.15	-0.16	0.15
50 New words and phrases should first be introduced through sound instead of through visuals.	0.60	0.03	-0.05	0.01	0.10
2 Oral communication classes should be fun	0.58	0.27	-0.03	-0.02	-0.15
49 Context should be relevant to daily activities	0.58	0.15	-0.03	0.01	-0.14
56 Using E-mails and internet in class promotes cultural understandings	0.52	0.21	-0.04	0.08	0.02
14 If I can speak fluently, my chances of using it will increase	0.50	-0.02	-0.18	0.24	0.11
23 English lessons in class is enough for me to become fluent in speaking and listening English	-0.52	0.18	-0.02	0.07	0.34
42 Foreign teachers should instruct in Japanese	-0.40	0.81	0.17	-0.02	-0.06
41 Japanese teachers should instruct in Japanese	-0.12	0.73	-0.06	-0.03	-0.08
40 Foreign teachers should be able to speak Japanese	0.07	0.71	0.07	-0.09	0.00

JALT2007 — Challenging Assumptions

Question items	F1	F2	F3	F4	F5
34 I need to translate English to Japanese before understanding	-0.03	0.57	0.05	0.00	-0.07
26 I believe there are people with natural talents in learning English	0.13	0.53	-0.04	0.06	0.39
24 There are words which are easy to learn and ones which are not	0.28	0.53	-0.06	-0.04	0.03
29 I make mistake because I do not study enough	0.08	0.47	-0.15	0.02	-0.01
30 I first think in Japanese before I utter in English	0.29	0.45	0.00	0.08	-0.18
22 People who can speak foreign language are intelligent	0.25	0.43	-0.07	-0.09	0.33
46 I am satisfied with my writing skill considering time spent	0.08	0.01	0.94	-0.01	-0.03
47 I am satisfied with my reading skill considering time spent	0.04	0.07	0.92	0.07	0.00
45 I am satisfied with my listening skill considering time spent	-0.06	0.01	0.83	-0.05	0.05
44 I am satisfied with my speaking skill considering time spent	-0.12	0.01	0.72	-0.02	0.20
37 When I see a foreigner of my age, I will go and talk to them in English	0.16	-0.16	0.04	0.65	0.10
36 The more I study English, more I enjoy it	0.35	-0.04	0.17	0.59	-0.15
4 In the future, I will become fluent in speaking English	-0.14	-0.08	0.19	0.43	0.16
9 I am embarrassed to talk in English in front of classmates	0.33	-0.03	0.15	-0.49	0.02

Question items	F1	F2	F3	F4	F5
13 Girls are better at learning English	-0.03	-0.06	0.08	-0.13	0.50
20 People who are good at math and science are better English learners	-0.04	-0.27	0.01	0.03	0.50

Discussions

The results of the factor analysis show that there were five factors for the beliefs of the Tohoku and Hokkaido region high school participants. The strongest factor found in this study was the Learning strategies. In Factor 1: learning strategies, the top three items were: 1) Children are better at learning English than adults, 2) Knowledge about English country is a must, and 3) Listening to English tapes and watching English videos are important. "Children are better learners of English than adults" is a strong myth, wide spread through out the world. (Baker, 2006) Although there are researchers who are in favor of Critical Hypothesis Theory, Fundamental Difference Hypothesis, and Less is More Theory (See Shirahata, 2004 and Imai & Nojima, 2003), students are not informed about opposing view points. This limits their belief that in order to be a successful learner, one has to start early. By providing information that starting late does not equal failure, students can think positively about learning a language. This piece of advice may arouse motivation to study English in class.

In the past studies, English as a means of getting a better job (Nakayama et al, 2005), and that English classes should be enjoyable (Sakui & Gaies, 1999) were the strongest

factors found. An interesting finding of this study was the item: knowledge about English countries is a must. This implies that participants believe some information about English countries is required to become proficient in English. Shinozawa and Thierry (2003) state that language is an end product of history and culture of the target language. For example, in French, the word for road crossing is called, passage cloute or nailed road. Formerly, in France, gravel roads were actually hammered with nails to indicate pedestrian crossings. By learning the history or the culture of the target language, it may become easier for the students to remember vocabulary. Nation (2001) also stresses the importance of linking image with the newly learned vocabulary.

Factor 2 was learning through Japanese. Although, participants answered that direct method, or learning English through English was important (item number 49 in Factor 1), the items in Factor 2 shows that in English class, non-Japanese teachers as well as Japanese teachers should give instructions in Japanese. The non-Japanese teachers should be able to speak Japanese was loaded as the third item. Moreover, translation is necessary in learning English came in fourth. This implies that even though students feel the importance of learning English through English, they still rely heavily on translation. This idea maybe influenced by the fact that Japan is a country where one can survive with being able to speak only Japanese (Nakajima, 1998), meaning they depend heavily on Japanese. In addition, Oka (1999) comments that because of the 1) geographical distance of Japan with the Western European countries, 2) historical nature of not being colonized like the other Asian

countries, 3) nature of language distance between Japanese and English, 4) cultural difference, and 5) psychological barrier, Japanese tend to reject English all together. These ideas combine to produce felling of uncertainty. Therefore, hearing instructions in Japanese adds comfort, which leads to secured and stable feeling.

The third factor was named satisfied with the four skills. Since the participants' first language is not English, and considering the circumstance or the environment of having no chance to use English outside of the classroom, they were satisfied with the improvement of the four skills. This finding is nothing similar to the past studies. We cannot over generalize this, but it may be the characteristics of the Tohoku and Hokkaido students. Since they do not feel pressure of entrance exams or pressure from their peers, they have no reason to compare their skill/proficiency with the expectation of school or the national standard. Further investigation on this is needed.

The forth factor is labeled as speaking English. It consists of four items: 1) I want to speak English if I see a Native speaker of English of my age, 2) the more I learn English, the more I enjoy it, 3) in the future, I can become fluent in speaking English, and 4) I am embarrassed to speak English in front of other Japanese students. The first item is interesting. In many cases, Japanese hesitate to speak English and are fearful of foreign people. (Nakajima, 1998, Oka, 1996) As with the Factor 4, this may be due to the questionnaire administered in the Tohoku and Hokkaido region. In past studies, these four items did not load strongly. This result could show a difference between highly proficient learners and not-so-highly proficient learners. Another

reason may be explained from the environmental differences between Kanto and Tohoku/Hokkaido. If this is the case, classroom contents and instructions should be localized instead of being controlled by MEXT or by a Central Education Committee. If the participants are willing to use English, teachers could help by coming up with ideas on how the students can use English outside of the classroom. Though, before we conclude the reason for their belief, further study is needed.

The fifth and final factor is the foreign language aptitude. There were two items for this factor, "girls are better at learning English" and "being good in math and science guarantees one as a good learner of English". Gender in foreign language is another field of its own, but according to Jiménez Catalán (2003), females used more strategies than males, which indicate that they are capable of combining multiple of strategies in decoding the L2. As for the second item, this idea may come from similarities between learning a foreign language and learning math or science. In any of the subjects, students have to remember and use formulas. In that sense, all of the three subjects require some form of grammar or rules. Another contributing factor may be the myth that math and science experts are considered intelligent. A follow-up interview report will be required to support this.

To compare with the past findings, the results of this study are similar to the results by Ueki (2002). Ueki's study found quanties of strategies. This is similar to the learning strategies, found in this study. In Suzuki and Kumazawa's study, Instructor and Instructional Language was the strongest factor. Even though instructional language showed up in our results, it was not the primary factor (Factor 2). As for the Traditional and Contemporary Orientations described in Suzuki and Kumazawa's study, this did not show in our results. Factor 4, Success for Students' Own Proficiency is Factor 3, satisfied with the four skills. Unlike past results, participants for this study seemed to be satisfied with their own proficiency.

To conclude, this study explored the attitudes and opinions of Tohoku and Hokkaido high school students. An interesting finding in this study was Factor 2 and Factor 3. Factor 2 was, participants seemed to rely heavily on translation, and Factor 3 showed that participants are satisfied with their improvement of four skills considering the time spent on studying English. The results of the 12 item question revealed 50 percent of the students never had grammar lessons before high school. Out of the total number of participants, 30 percent had oral communication classes instead. This shows that English programs in Tohoku and Hokkaido do not particularly emphasize studying English for entrance examination. Along with the results of the factor analysis from the BALLI questionnaire, such as "I am satisfied with my four skills of English" and "The more I study, more I enjoy it," we may draw the conclusion that if the students have a good first exposure to English, students will feel the joy of studying English (Item 2 in Factor 1 and Item 36 in Factor 4). In our study, good first exposure of English means not having to worry about grades or entrance exams. If entrance exams were the focus of the English class, there would be grammar lessons. Although these seem to be explained with regional difference and/or difference in proficiency level, further investigation is needed before generalizing the results.

As for the implications of the results, teachers can take away the limiting beliefs or the negative beliefs about learning a language by giving positive examples. Another advice is to talk from teacher's own experience, if he/she is Japanese or Non-Native (non-native English speaker) teacher. By giving examples to students that Japanese and Non-Native teachers can still achieve high proficiency level, their negative beliefs can be overwritten with positive ones.

On the other hand, positive beliefs about the language should be emphasized and stressed to push students to a higher level. By doing this, teachers could promote self study and change the attitude towards studying English. If this point is not emphasized to them, there is no reason to study and learn English. For example, the participants' belief about children are better at learning English than adults, plays a vital part in how much students will put effort in studying English. In the case where student's first contact with English was at high school, they may quit studying English because he or she thinks it is too late. If this is the case, teachers could give students examples of people who have succeeded in learning a language. Another option is actually invite a guest who has succeeded in learning English starting late. This could give a striking effect on their attitude for studying English. If students believe culture and history of the country (UK, US, Australia, etc.) is important, teachers could use the first 10minutes of class every Monday to explain about the history and cultures to draw interest towards learning English.

These ideas gathered from the study can help teachers in constructing the lessons. Learning beliefs that students have about language learning could provide more valuable information than a regular needs analysis. Further researches on beliefs are the keys to success in English education.

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*Glossary of Terms:

Factor analysis- The main applications of factor analytic techniques are: (1) to *reduce* the number of variables and (2) to *detect structure* in the relationships between variables, that is to *classify variables*. Therefore, factor analysis is applied as a data reduction or structure detection method.

Principal Factors Analysis- PFA is a form of factor analysis which seeks the least number of factors which can account for the common variance (correlation) of a set of variables, whereas the more common principal components analysis (PCA) in its full form seeks the set of factors which can account for all the common and unique (specific plus error) variance in a set of variables. PFA uses a PCA strategy but applies it to a correlation matrix in which the diagonal elements are not 1's, as in PCA, but iteratively-derived estimates of the communalities

Scree plot- The Cattell scree test plots the components as the X axis and the corresponding eigenvalues as the Y axis. As one moves to the right, toward later components, the

eigenvalues drop. When the drop ceases and the curve makes an elbow toward less steep decline, Cattell's scree test says to drop all further components after the one starting the elbow.

Rotation method- Rotation serves to make the output more understandable and is usually necessary to facilitate the interpretation of factors. The sum of eigenvalues is not affected by rotation, but rotation will alter the eigenvalues (and percent of variance explained) of particular factors and will change the factor loadings. Since alternative rotations may explain the same variance (have the same total eigenvalue) but have different factor loadings, and since factor loadings are used to intuit the meaning of factors, this means that different meanings may be ascribed to the factors depending on the rotation - a problem often cited as a drawback to factor analysis. If factor analysis is used, the researcher may wish to experiment with alternative rotation methods to see which leads to the most interpretable factor structure.

Promax rotation- It is an alternative non-orthogonal (oblique) rotation method which is computationally faster than the direct oblimin method and therefore is sometimes used for very large datasets.

Source of glossary: Factor Analysis Statnotes, from NCSU
http://www2.chass.ncsu.edu/garson/pa765/factor.htm

Appendix
Descriptive Statistics

No	M	SD	Min	Max	Skewness	Kurtosis
1	2.86	1.09	1	5	0.21	-0.70
2	2.69	1.41	1	5	0.33	-1.28
3	3.14	0.99	1	5	-0.18	-0.56
4	3.22	1.09	1	5	-0.15	-0.45
5	3.03	1.06	1	5	0.03	-0.95
6	2.90	1.01	1	5	0.06	-0.80
7	3.07	0.98	1	5	-0.13	-0.33
8	2.58	1.50	1	5	0.41	-1.38
9	2.96	1.09	1	5	0.13	-0.70
10	3.00	1.03	1	5	0.01	-0.72
11	2.86	0.89	1	5	0.11	-0.30
12	2.76	1.14	1	5	0.20	-0.89
13	3.30	1.02	1	5	-0.16	-0.03
14	2.87	1.21	1	5	0.03	-1.03
15	2.98	0.92	1	5	-0.01	-0.26
16	2.99	0.97	1	5	-0.03	-0.59
17	2.96	0.85	1	5	0.25	-0.47
18	2.82	1.23	1	5	0.18	-0.99
19	2.97	0.98	1	5	-0.12	-0.31

No	M	SD	Min	Max	Skewness	Kurtosis
20	3.13	1.02	1	5	-0.10	-0.35
21	3.09	1.01	1	5	0.00	-0.44
22	2.87	1.13	1	5	0.01	-0.90
23	3.08	1.09	1	5	-0.07	-0.81
24	2.78	1.17	1	5	0.15	-1.13
25	3.11	1.05	1	5	0.11	-0.95
26	2.90	1.08	1	5	-0.07	-0.90
27	2.87	1.11	1	5	0.11	-0.64
28	3.00	0.92	1	5	-0.14	-0.59
29	2.90	1.13	1	5	-0.05	-0.84
30	2.85	1.01	1	5	0.12	-0.80
31	2.84	1.19	1	5	0.18	-0.98
32	3.06	0.98	1	5	0.13	-0.50
33	2.92	0.90	1	5	0.14	-0.26
34	2.78	0.98	1	5	0.03	-0.69
35	3.09	1.06	1	5	-0.05	-0.83
36	2.85	1.12	1	5	0.11	-0.66
37	3.01	1.10	1	5	0.16	-0.69
38	3.04	0.89	1	5	-0.07	0.30
39	2.82	1.11	1	5	0.21	-0.91
40	2.82	1.22	1	5	0.15	-1.00

No	M	SD	Min	Max	Skewness	Kurtosis
41	2.81	1.11	1	5	0.12	-0.76
42	2.86	1.00	1	5	0.04	-0.55
43	2.99	1.03	1	5	0.08	-0.35
44	3.33	1.09	1	5	-0.16	-0.77
45	3.25	1.08	1	5	-0.12	-0.67
46	3.19	1.06	1	5	0.01	-0.76
47	3.23	1.02	1	5	0.03	-0.69
48	3.04	0.85	1	5	-0.11	-0.08
49	2.93	1.08	1	5	0.03	-0.85
50	2.80	0.94	1	5	0.06	-0.32
51	2.99	0.79	1	5	-0.19	0.22
52	2.99	0.82	1	5	-0.09	0.07
53	3.07	0.92	1	5	-0.19	-0.35
54	3.12	0.83	1	5	0.14	-0.27
55	2.94	1.11	1	5	-0.04	-0.83
56	2.90	1.03	1	5	-0.10	-0.49