TOURIST OR EXPLORER? DELVING STUDENTS' PREDILECTION AND ANXIETY IN SEMANTICS COURSE

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ABSTRACT
Within this particular study, the designations of "Tourist" and "Explorer" are employed to denote students who approach their classroom learning experiences with either a desire for leisurely exploration (akin to that of a tourist) or a desire to delve deeper into the subject matter (more akin to that of an explorer). The semantics course delves deeply into the theory of meaning, fields of meaning, and sense, and specific topics within the course material may cause some anxiety for students. The objective of this research is to explore how anxiety affects the acquisition of knowledge in semantics courses, given that anxiety can have an adverse impact on mental well-being. This research uses a survey design, adopting Spielberger's State-Trait Anxiety Inventory (STAI) as the instrument. Forty-six individuals voluntarily completed a questionnaire regarding their learning experience. The respondents aged between 20 and 24 years old. There were 15 male individuals in the group, representing 32% of the total, while 31 female individuals comprised 67% of the group. In order to enhance the overall effectiveness of educational achievements, forthcoming studies will be taking into account supplementary factors. Through the lens of "Tourist or Explorer? Delving Students' Predilection and Anxiety in Semantics Course," this study advances our comprehension of the multifaceted nature of semantics education, inviting a more empathetic and comprehensive approach to pedagogy.
Keywords: *Students' predilection, Student's anxiety, State-trait anxiety, Voluntary questionnaire, Semantics course,*

INTRODUCTION

The semantics course covers the theory of meaning, fields of meaning, and sense. However, some of the topics discussed in the course may cause students to feel anxious, which could negatively impact their mental well-being. For non-native speakers, learning English can be particularly challenging. English is the primary language used in various areas of life, such as business, politics, technology, science, and education (Crystal, 2003; Nunan, 2003). In Indonesia, English is considered a foreign language and is not commonly used in everyday life, especially by students. Typically, students only use English in school or as a language they are learning. To become proficient in English, students must master various

components, including pronunciation. According to Brown (1991), proper pronunciation is crucial to achieving success in English language learning. The field of semantics concerns itself with the interpretation of meaning in human language. Allan (2001) notes that this meaning is conveyed through natural language and comprehended by individuals during communication.

The study of linguistics is a multidimensional endeavor (Allan, 2020; López-Couso, 2015), encompassing various subfields that offer insights into language structure, meaning, and usage (Bygate, 2004; Mcgroarty, 1998; Higginbotham, 2002). Among these, semantics stands as a crucial domain, exploring the intricate relationship between words and their meanings (Warglien & Gärdenfors, 2013; Goddard et al, 2014; Rezeki & Sagala, 2019). Students engage in semantics courses in academic settings to comprehend the depth of language intricacies. However, students' approaches to such courses can be categorized as that of "tourists" or "explorers." This study delves into the predilection and anxieties of students in semantics courses, seeking to understand their motivations, attitudes, and challenges.

The "tourist" perspective refers to students who approach semantics courses with a surface-level orientation (Brougère, 2013). These students often seek to fulfill course requirements rather than to immerse themselves deeply in the subject matter. Their primary goal is to obtain a passing grade rather than to explore the nuances of meaning representation. This approach can stem from a lack of prior linguistics exposure or other academic pressures. Tourist students might feel anxious about the technical aspects of semantics and resort to rote memorization rather than conceptual understanding. Consequently, their engagement with the subject tends to be transient, hindering their capacity to appreciate the broader implications of semantics. Conversely, the "explorer" perspective characterizes students who approach semantics courses with genuine curiosity and a desire to comprehend the intricacies of meaning construction (Coulson, 2006). These students engage deeply with the theoretical frameworks, applying them to real-world contexts. Explorers seek connections between semantics and other linguistic disciplines, fostering a holistic language understanding. Their motivations are intrinsically rooted in a passion for linguistic exploration. While explorers may also

face challenges, such as grappling with abstract concepts, their willingness to embrace the complexity of semantics propels them toward meaningful engagement and lasting comprehension (Ahn, 2016; Bailey, 2020; Blair, 2016).

Several factors influence students' orientations as tourists or explorers in semantics courses. Prior exposure to linguistics, individual learning styles, and the teaching methods employed in the course play pivotal roles (Bonnici, 2016; Nielsen & Kreiner, 2017). Students with prior linguistic background are more likely to adopt an explorer approach, as they can build upon existing knowledge. Learning styles that emphasize critical thinking and application of knowledge also tend to foster exploration. On the other hand, didactic teaching methods that emphasize rote memorization can inadvertently push students toward the tourist perspective.

Anxiety related to semantics courses can stem from the perception of complexity, fear of failure, or uncertainty about the practical utility of the subject. Educators can alleviate this anxiety by adopting pedagogical strategies that emphasize real-world applications of semantics, encouraging active participation through discussions and projects. Creating a supportive learning environment where students feel comfortable asking questions and seeking clarification can also mitigate anxiety. Moreover, offering resources for self-assessment and gradual skill development can empower students to overcome semantic-related apprehensions.

The choice between adopting a tourist or explorer perspective in semantics courses reflects students' motivations, prior knowledge, and attitudes toward linguistic exploration (Fischer, 1996). While some students may approach the subject with a superficial intent, others embark on a journey of genuine curiosity and understanding. In our previous work (Sagala & Rezeki, 2022) students may encounter obstacles in their learning journey, which could be due to limitations in their self-development or mental preparedness. By acknowledging these perspectives and addressing the associated anxieties, educators can cultivate a more profound engagement with semantics, fostering enduring comprehension and a lifelong appreciation for the complexities of language.

This paper presents a survey to explore predilection and anxiety in Semantics courses. At its aim, the survey to What Extent Do Students' Predilection and Anxiety Levels Differ in Semantics Courses. We are surveying to collect

valuable information from willing students of the English Department through a questionnaire. The data collected was categorized by gender, age, and semester to analyze and describe students' anxiety related to the semantics course based on their learning experience.

MATERIALS AND METHOD

This study employs a survey method adopting Spielberger's (Spielberger, 1970) State-Trait Anxiety Inventory (STAI). The participants included 46 undergraduate students aged between 20 and 24 years old. There were 15 male individuals in the group, representing 32% of the total, while 31 female individuals comprised 67% of the group. In order to maintain the objectivity of the responses, the questionnaire was disseminated utilizing Google Forms. It was ensured that the participants' identities remained anonymous throughout the process, following the guidelines outlined by Creswell (2012) and Sekaran & Bougie (2016). This approach is used to facilitate the collection of independent and unbiased feedback from the respondents. They are sixth-semester students from three classes and were asked to complete a questionnaire voluntarily. The statement is recorded in full using a 5-point Likert scale. Students should rank their preferences from "strongly agree" to "strongly disagree."

RESULT AND DISCUSSION

As the semester drew close, a pivotal opportunity to gather valuable insights and constructive feedback emerged by distributing a comprehensive questionnaire to the students. The design of the questionnaire aimed at delving into the nuanced preferences and reflections of students concerning their experience in studying semantics courses; this questionnaire represents a crucial avenue for fostering an interactive and responsive educational environment. The survey aimed to encapsulate the diverse range of perspectives students bring to their learning journey and provide a platform for them to articulate their viewpoints. Table 1, a collective response, illuminates the demographic landscape of the participants who graciously contributed to this research endeavor. With each data point representing a unique individual, the table vividly depicts the rich diversity that characterizes the student body. Age, gender, academic standing, and potentially other pertinent

variables converge to form a mosaic that embodies the multiplicity of backgrounds from which insights have been gleaned.

Table 1. Respondent Demography Data

Semester				
	Frequency	Percent	Valid Percent	Cumulative Percent
VI	34	73,9	73,9	73,9
VII	11	23,9	23,9	97,8
VIII	1	2,2	2,2	100,0
Total	46	100,0	100,0	
Gender				
	Frequency	Percent	Valid Percent	Cumulative Percent
Male	7	15,2	15,2	15,2
Female	39	84,8	84,8	100,0
Total	46	100,0	100,0	
Age				
	Frequency	Percent	Valid Percent	Cumulative Percent
20	9	19,6	19,6	19,6
21	26	56,5	56,5	76,1
22	8	17,4	17,4	93,5
23	2	4,3	4,3	97,8
24	1	2,2	2,2	100,0
Total	46	100,0	100,0	

After analyzing the descriptive statistics for the sample group, the subsequent phase scrutinizes the data regarding the instrument items presented to the respondents. This is carried out to attain a better understanding of their psychological well-being or mental health condition. In particular, we will delve into the respondents' perceptions of state anxiety. On the whole, the respondents have provided affirmative responses to the questions pertaining to this variable.

Results of Predilection Variable Measurement with State Anxiety

The analysis of the predilection variable in conjunction with state anxiety, as presented in Table 2, unveils the diverse spectrum of anxiety experienced by students engaged in semantics courses. This section delves deeper into the results

of the state anxiety assessment, focusing on the interpretation of instrument codes and their corresponding average scores and standard deviations. These insights contribute to a nuanced understanding of the emotional dimensions that students encounter during their engagement with the semantics course.

State Anxiety Instrument SA1 - "I am feeling calm." State anxiety instrument code SA1, designed to gauge the extent of feeling calm among participants, exhibited an average score of 3.2609 and a standard deviation of 0.64755. The relatively moderate average score indicates a balanced distribution of responses, suggesting that students experience a mix of calmness and potential unease. The standard deviation, being comparatively low, points towards a certain degree of agreement among participants regarding their emotional responses related to feeling calm. This could imply that while a portion of students might feel at ease during semantics courses, others might experience varying degrees of restlessness or tension.

State Anxiety Instrument SA2 - " I am feeling safe." Conversely, state anxiety instrument code SA2, which assesses the feeling of safety among students, yielded an average score of 3.2391 and a standard deviation of 0.67280. The average score reflects a similar pattern to that of SA1, suggesting a relatively balanced emotional response regarding feeling safe. The standard deviation, akin to SA1, indicates a certain level of coherence in participants' emotional experiences. This observation underscores the notion that the classroom environment and the content of semantics courses elicit a combination of emotional responses among students.

State Anxiety Instrument SA6 - "Worrying about Bad Luck" The SA6 instrument code, exploring the extent to which participants worry about bad luck, presented an average score of 2.5435 and a substantial standard deviation of 1.10969. This higher standard deviation implies a broader range of responses, indicating a notable divergence in participants' emotional experiences concerning this aspect of state anxiety. Schwarzer et al.'s (1982) characterization of state anxiety as "conscious worry and varying apprehension" resonates with the implications of the SA6 results. The considerable standard deviation suggests that

students' levels of nervousness and apprehension related to the concept of bad luck vary significantly.

The Interpretation of State Anxiety Results. The divergent average scores and standard deviations across different state anxiety instrument codes highlight the intricate interplay between emotional states and the learning environment in semantics courses. The varying degrees of calmness, safety, and worrying about bad luck reflect the heterogeneous emotional landscape that students navigate. The intermingling of emotions, as indicated by the moderate to high standard deviations, underscores the need for educators to foster a supportive and empathetic classroom atmosphere that acknowledges and addresses the multifaceted emotional responses that students may undergo.

Examining state anxiety within the context of semantics courses, as evidenced by the findings in Table 2, uncovers the intricacies of emotional experiences among students. The differing levels of calmness, safety, and worry manifest a rich tapestry of emotions students encounter during their learning journey. These insights emphasize the necessity of recognizing and accommodating the emotional dimensions of education, promoting a holistic approach that supports students in pursuing meaningful engagement and comprehension within semantics. For a comprehensive breakdown of each instrument item, please refer to Table 2.

Table 2. State Anxiety Variable of Descriptive Statistics

Instrument Code	N	Range	Minimum	Maximum	Mean	Std. Deviation
SA1	46	2,00	2,00	4,00	3,2609	0,64755
SA2	46	2,00	2,00	4,00	3,2391	0,67280
SA3	46	3,00	1,00	4,00	1,9348	0,90436
SA4	46	3,00	1,00	4,00	1,8696	0,88465
SA5	46	3,00	1,00	4,00	1,8696	0,97999
SA6	46	3,00	1,00	4,00	2,5435	1,10969
SA7	46	3,00	1,00	4,00	2,8913	0,84927
SA8	46	3,00	1,00	4,00	2,9130	0,83868
SA9	46	3,00	1,00	4,00	2,1957	0,80608
SA10	46	3,00	1,00	4,00	2,1739	0,97307
SA11	46	3,00	1,00	4,00	2,0870	0,93870
SA12	46	3,00	1,00	4,00	2,6304	0,97431
SA13	46	3,00	1,00	4,00	2,5435	0,86169
SA14	46	3,00	1,00	4,00	2,2609	0,95300

SA15	46	3,00	1,00	4,00	2,1522	0,94204
SA16	46	3,00	1,00	4,00	2,8043	0,74891
Valid N (listwise)	46					

Results of Predilection Variable Measurement with Trait Anxiety

This section presents and discusses the analysis results measuring the predilection variable concerning trait anxiety. The study examines the relationship between specific items of trait anxiety and students' predilections in the context of semantics courses. The predilection variable was evaluated using a Likert scale, while trait anxiety was assessed based on participants' responses to various questionnaire statements. The analysis aims to discern whether specific trait anxiety indicators correlate with the students' "tourist" or "explorer" perspective. Trait Anxiety Indicator TA5 - "I always feel wrong," One of the trait anxiety indicators, labeled TA5, exhibited a mean value of 2.1304, with a corresponding standard deviation of 0.83290. The associated questionnaire statement, "I always feel wrong," reflects a negative self-perception and suggests a tendency towards self-doubt. The relatively lower mean value and moderate standard deviation of TA5 indicate a relatively consistent agreement among participants regarding this statement. It may imply that a subset of students engaging with semantics courses experiences feelings of uncertainty or self-critique, potentially aligning with characteristics associated with the "tourist" perspective.

Trait Anxiety Indicator TA1 - "I am feeling happy," Contrastingly, trait anxiety indicator TA1 yielded a mean value of 3.1522 and a standard deviation of 0.81561. The questionnaire statement associated with TA1, "I am feeling happy," reflects a positive emotional state. The higher mean value and relatively lower standard deviation suggest that participants' responses to this statement are more varied, indicating a broader range of emotional states. This could indicate the diverse emotional responses exhibited by students adopting either the "tourist" or "explorer" perspective in semantics courses. The implications of Trait Anxiety on Predilection Perspectives is important to note that while the attitudes of trait anxiety are not directly observable from respondents, analyzing state anxiety can provide insights into the underlying predilection perspectives. Often linked to specific

situations, state anxiety can shed light on participants' emotional responses during their engagement with semantics courses. Consequently, the correlation between certain trait anxiety indicators and the prevalence of either the "tourist" or "explorer" perspective can serve as a valuable point of reference for understanding the emotional dimensions of students' learning experiences.

In summary, Table 3 provides a comprehensive overview of the relationship between specific trait anxiety indicators and students' predilections in semantics courses. The analysis reveals noteworthy differences in emotional responses, particularly concerning feelings of self-doubt and positivity. These trait anxiety indicators offer insights into the underlying attitudes of students, potentially contributing to the distinction between the "tourist" and "explorer" perspectives. These findings accentuate the intricate interplay between emotional states and learning orientations, further enriching our understanding of students' engagement in semantics education. See Table 3 for a more detailed breakdown of the results.

Table 3. Trait Anxiety Variable of Descriptive Statistics

Instrument Code	N	Range	Minimum	Maximum	Mean	Std. Deviation
TA1	46	3,00	1,00	4,00	3,1522	0,81561
TA2	46	3,00	1,00	4,00	2,3261	0,84471
TA3	46	3,00	1,00	4,00	2,8043	0,83319
TA4	46	3,00	1,00	4,00	3,0000	1,01105
TA5	46	3,00	1,00	4,00	2,1304	0,83290
TA6	46	3,00	1,00	4,00	2,8043	0,83319
TA7	46	2,00	2,00	4,00	2,8478	0,75916
TA8	46	3,00	1,00	4,00	2,4565	0,88711
TA9	46	3,00	1,00	4,00	2,6739	0,96734
TA10	46	2,00	2,00	4,00	3,1087	0,73721
TA11	46	3,00	1,00	4,00	2,5652	1,00338
TA12	46	3,00	1,00	4,00	2,1087	0,84927
TA13	46	2,00	2,00	4,00	3,0000	0,78881
TA14	46	3,00	1,00	4,00	2,6522	0,73688
TA15	46	3,00	1,00	4,00	2,1957	0,77802
TA16	46	3,00	1,00	4,00	2,5435	0,80847
TA17	46	3,00	1,00	4,00	2,3913	0,82941
TA18	46	3,00	1,00	4,00	2,6087	0,90623
TA19	46	3,00	1,00	4,00	2,6957	0,86589
TA20	46	3,00	1,00	4,00	2,5652	0,77895

Valid N (listwise)	46

Students' Predilection Regarding the Topics Explored in Semantics Course

Qualitative Insights into Student Predilection Based on Topics

This section delves into the qualitative findings that shed light on how specific topics within the semantics course influence students' predilections. The study identifies two predominant topics that resonate strongly with respondents: "Scope of Semantics" and "Context and Reference." These findings, derived from participants' responses, offer a nuanced understanding of the factors that drive students' preferences and reflect the interplay between these preferences and underlying emotional states.

Popular Topics: Scope of Semantics and Context and Reference

Among the various topics covered in the semantics course, two emerged as particularly popular among respondents: the "Scope of Semantics" and "Context and Reference." These topics garnered notable attention and were chosen by a substantial number of participants. The prevalence of these selections underscores the relevance and appeal these areas hold for students. As qualitative responses indicate, the selection process is intertwined with personal interests and a sense of alignment with their passion for linguistic exploration.

Reasons for Choosing Popular Topics

Respondents articulated a range of reasons for their selection of these popular topics. An illustrative example comes from a male respondent in semester VIII, who expressed, "Interesting to learn, correlates with my passion." This response reflects an alignment between the topic and the student's intrinsic interests, illustrating how passion for certain linguistic facets can significantly influence topic choices. Notably, the context of the respondent's level of study – semester VIII – provides additional insight into the evolving preferences and engagement of students as they progress through the course.

Anxiety and Topic Selection

Conversely, some respondents revealed that anxiety-related factors influenced their topic selection. Specifically, the notion that "because I only understand this topic" was cited by certain participants. This response suggests that anxiety stemming from a perceived lack of comprehension could steer students toward selecting topics they feel more confident about. This potentially highlights a dynamic wherein anxiety influences decision-making in an academic context, indicating the significance of addressing anxiety to foster holistic engagement.

Comparative Analysis with Semantics and Syntax

The contrast between the popularity of topics within semantics and syntax becomes apparent in the qualitative findings. While fewer respondents exhibited affinity for "Semantics and Syntax," one respondent's rationale for liking the topic was attributed to its intriguing interrelation. The respondent's statement – "Because these topics have a similar relation and they are interesting material that I would like to dig deeper," – underscores the role of intellectual curiosity in driving topic preferences.

A deeper visual breakdown of the qualitative findings is provided in Figure 1. This figure graphically represents the distribution of topic preferences and the corresponding reasons provided by respondents. The diagram visually encapsulates the diversity of motivations underlying topic choices and offers an overview of the themes that emerged from participants' responses. The qualitative insights into student predilections based on specific topics within the semantics course highlight the complex interplay of personal interests, anxiety, and intellectual curiosity. The emergence of popular topics reflects the resonance of certain subjects with students' passion for linguistic exploration. Additionally, the influence of anxiety on topic selection underscores the significance of addressing emotional states in education. These findings underscore educators' need to cater to students' emotional dimensions while fostering an environment that encourages holistic engagement with favored and less-preferred topics. For a comprehensive visual representation of these findings, see Figure 1.
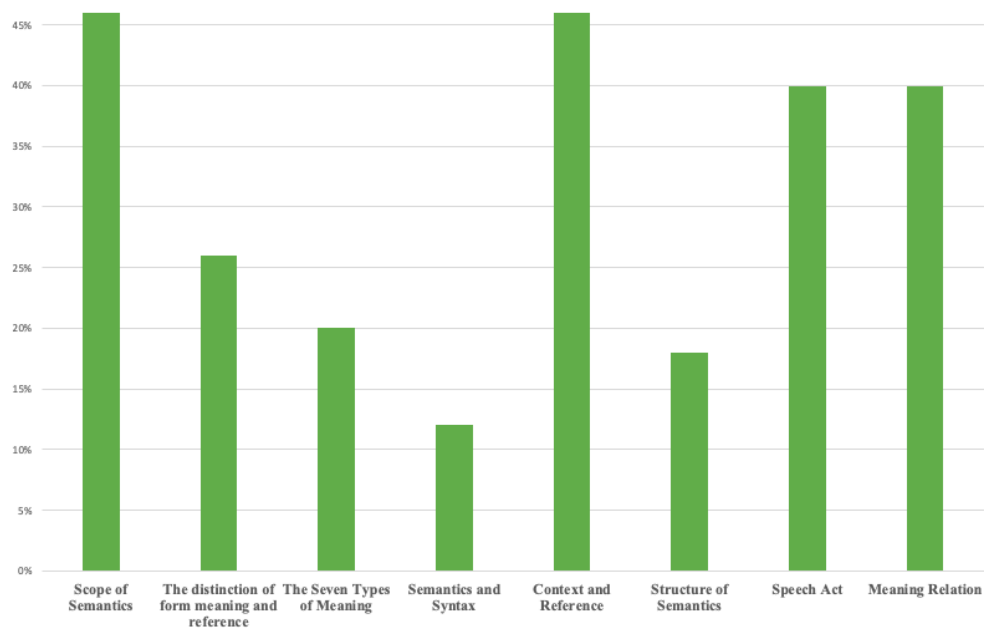
Figure 1. Preferred Topic Explore in Semantics Course

CONCLUSION

The research journey in this study, under the guiding title "Tourist or Explorer? Delving Students' Predilection and Anxiety in Semantics Course," has unveiled intricate dimensions of students' engagement, predilection, and emotional landscapes within the semantics course. A multifaceted portrait has emerged through a comprehensive exploration of quantitative and qualitative data, shedding light on the nuanced interplay between learning orientations, anxiety, and topic predilections. The quantitative analysis, prominently showcased in Table 2, delved into state anxiety and its resonance within the semantics classroom. The presented data provided an insightful window into the diverse emotional experiences of students. The findings emphasize the importance of recognizing and addressing emotional dynamics in educational settings, from the different facets of emotional responses highlighted by state anxiety instrument codes to the patterns of agreement and variability indicated by mean values and standard deviations. The classroom journey of students is not solely intellectual; it is equally woven with a tapestry of emotional nuances that necessitate empathetic pedagogical approaches. As illustrated in Figure 1, qualitative insights have further enriched our understanding of students' preferences and motivations in choosing specific topics within the

semantics curriculum. The emergence of "Scope of Semantics" and "Context and Reference" as popular topics underscores the intrinsic resonance that certain linguistic dimensions hold for students. Passion for the subject matter and personal interests were cited as influential factors shaping these preferences. Simultaneously, anxiety influenced topic selection, showcasing the interconnectedness of emotional states and academic decision-making.

The dichotomy between the "tourist" and "explorer" perspectives – representing surface-level engagement and deep exploration, respectively – emerged as a central theme. While some students approached semantics courses to fulfill requirements, others delved into the subject with genuine curiosity and a desire for profound comprehension. The preference for specific topics seemed aligned with these perspectives, illuminating how individual inclinations interact with academic pursuits. This research has underscored the importance of recognizing the emotional dimensions that underlie students' engagement in semantics courses. The education landscape is not solely characterized by academic pursuits but also by the intricate interplay of passion, anxiety, and curiosity. As educators, acknowledging and responding to these emotional facets is crucial in fostering an inclusive and supportive environment that nurtures holistic learning. Through the lens of "Tourist or Explorer? Delving Students' Predilection and Anxiety in Semantics Course," this study advances our comprehension of the multifaceted nature of semantics education, inviting a more empathetic and comprehensive approach to pedagogy.

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Appendix

State Anxiety Questions and Code Items

Instrument Code	Questionnaire Items	N	Range	Minimum	Maximum	Mean	Std. Deviation
SA1	I feel calm	46	2,00	2,00	4,00	3,2609	0,64755
SA2	I feel safe	46	2,00	2,00	4,00	3,2391	0,67280
SA3	I feel uptight	46	3,00	1,00	4,00	1,9348	0,90436
SA4	I feel pressured	46	3,00	1,00	4,00	1,8696	0,88465
SA5	I feel angry	46	3,00	1,00	4,00	1,8696	0,97999
SA6	I am now worried about the possibility of misfortune	46	3,00	1,00	4,00	2,5435	1,10969
SA7	I feel relieved	46	3,00	1,00	4,00	2,8913	0,84927
SA8	I feel confident	46	3,00	1,00	4,00	2,9130	0,83868

Instrument Code	Questionnaire Items	N	Range	Minimum	Maximum	Mean	Std. Deviation
SA9	I feel nervous	46	3,00	1,00	4,00	2,1957	0,80608
SA10	I feel uneasy	46	3,00	1,00	4,00	2,1739	0,97307
SA11	I feel uncertain	46	3,00	1,00	4,00	2,0870	0,93870
SA12	I feel relaxed	46	3,00	1,00	4,00	2,6304	0,97431
SA13	I feel satisfaction	46	3,00	1,00	4,00	2,5435	0,86169
SA14	I am worried	46	3,00	1,00	4,00	2,2609	0,95300
SA15	I am confused	46	3,00	1,00	4,00	2,1522	0,94204
SA16	I feel steady/confident	46	3,00	1,00	4,00	2,8043	0,74891
Valid N (listwise)		46					

Trait Anxiety Questions and Code Items

Instrument Code	Questionnaire Items	N	Range	Minimum	Maximum	Mean	Std. Deviation
TA1	I feel happy	46	3,00	1,00	4,00	3,1522	0,81561
TA2	I feel restless	46	3,00	1,00	4,00	2,3261	0,84471
TA3	I feel satisfied with myself	46	3,00	1,00	4,00	2,8043	0,83319
TA4	I hope to be as happy as everyone else	46	3,00	1,00	4,00	3,0000	1,01105
TA5	I always feel wrong	46	3,00	1,00	4,00	2,1304	0,83290
TA6	I feel relaxed	46	3,00	1,00	4,00	2,8043	0,83319
TA7	I feel calm	46	2,00	2,00	4,00	2,8478	0,75916
TA8	I felt faced with many difficulties that could not be resolved	46	3,00	1,00	4,00	2,4565	0,88711
TA9	I feel worried about something that is not clear	46	3,00	1,00	4,00	2,6739	0,96734
TA10	I feel happy	46	2,00	2,00	4,00	3,1087	0,73721
TA11	I have intrusive thoughts	46	3,00	1,00	4,00	2,5652	1,00338

TA12	I lost confidence	46	3,00	1,00	4,00	2,1087	0,84927
TA13	I feel comfortable	46	2,00	2,00	4,00	3,0000	0,78881
TA14	I make decisions easily	46	3,00	1,00	4,00	2,6522	0,73688
TA15	I feel inadequate	46	3,00	1,00	4,00	2,1957	0,77802
TA16	I feel satisfied	46	3,00	1,00	4,00	2,5435	0,80847
TA17	Something unimportant is always on my mind and makes me troublesome	46	3,00	1,00	4,00	2,3913	0,82941
TA18	I feel easily disappointed	46	3,00	1,00	4,00	2,6087	0,90623
TA19	I'm a tough person	46	3,00	1,00	4,00	2,6957	0,86589
TA20	I am quickly tense and in a hurry	46	3,00	1,00	4,00	2,5652	0,77895
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