

**AVOIDANCE STRATEGIES AMONG FORM FOUR STUDENTS IN
RURAL AREAS IN AN ENGLISH MEDIUM SCIENCE
CLASSROOM**



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ABSTRACT

The objectives of this study are to investigate the four types of avoidance strategies employed by the Form Four students in an English medium Science classroom and the reasons why students display such avoidance as their strategies in hiding their low ability in the Science classroom.

A qualitative approach is adopted in this study. The instrument used in this study is adapted from the Patterns of Adaptive Learning Scales (Midgley, 2000). This instrument consists of 37 items on learning environment, students' motivation, affect and behavior. A four point Likert scale was used in determining the respondents' views on avoidance strategies, which led to the implied reasons why they display some of the avoidance strategies in the Science classroom taught in English. The strategies are grouped into four categories - Self Handicapping, Avoidance of Help Seeking, Avoidance of New Challenges and Cheating.

The findings reveal that most respondents turn to avoidance strategies (avoidance of self handicapping, avoidance of help seeking, avoidance of new challenges and cheating) as one of the ways in dealing with their low ability in the Science classroom. This is due to their needs of maintaining their self worth.

Similar analysis by the students shows that there are other hidden reasons why they display certain avoidance strategies as one of the ways of dealing with their inability in the Science classroom

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