

The effect of a training program based on self-worth theory in reducing academic self-handicapping among high school students

Amal H. Jarrah

Adnan Youssef Atoum

Department of Counseling and Educational Psychology, Yarmouk University.

Abstract:

This study aimed to reveal the effect of a training program based on self-worth theory in reducing academic self-handicapping of high school students. To achieve the objectives of the study, a sample of (64) female students was selected from the first year of high school in the Irbid Comprehensive high School for girls, and they were distributed Randomly and equally into two groups: experimental, containing (32) female students, and control, containing (32) female students. The academic self-handicapping scale was applied to the two groups, and the developed training program was applied to the experimental group. The results showed that there were no statistically significant differences at ($\alpha = 0.05$) in the distribution of academic self-handicapping in the pre-measurement for the two groups, and there was a statistically significant effect of the training program based on self-worth theory in reducing academic self-handicapping post scores among members of the experimental group.

Keywords: self-worth theory, academic self-handicapping, training program, high school students.

تأثير برنامج تدريبي قائم على نظرية تقدير الذات في خفض التعويق الذاتي لدى طلبة المرحلة الثانوية

عدنان يوسف عتوم
قسم علم النفس الارشادي والتربوي، جامعة اليرموك
atoum@yu.edu.jo

أمل حسين الجراح
قسم علم النفس الارشادي والتربوي، جامعة اليرموك
amaljarah2020@gmail.com

المخلص:

هدفت هذه الدراسة إلى الكشف عن أثر برنامج تدريبي قائم على نظرية تقدير الذات في خفض إعاقة الذات الأكاديمية لدى طالبات المرحلة الثانوية. ولتحقيق أهداف الدراسة تم اختيار عينة مكونة من (64) طالبة من طالبات الصف الأول الثانوي في مدرسة إربد الثانوية الشاملة للبنات، وتم توزيعهن عشوائياً وبشكل متساوٍ إلى مجموعتين: تجريبية تضم (32) طالبة، وضابطة تضم (32) طالبة. وتم تطبيق مقياس إعاقة الذات الأكاديمية على المجموعتين، وتم تطبيق البرنامج التدريبي المنطور على المجموعة التجريبية. وأظهرت النتائج عدم وجود فروق ذات دلالة إحصائية عند مستوى الدلالة (.05) في توزيع إعاقة الذات الأكاديمية في القياس القبلي، كما تبين وجود تأثير ذو دلالة إحصائية للبرنامج التدريبي القائم على نظرية تقدير الذات في خفض درجات إعاقة الذات الأكاديمية البعدية بين أفراد المجموعة التجريبية.

الكلمات المفتاحية: نظرية تقدير الذات، الإعاقة الذاتية الأكاديمية، برنامج تدريبي، طلاب المدارس الثانوية.

Introduction

Adolescence stage is characterized by many physical, social, and psychological changes which may be reflected in the individual behavior and his ability to control his actions in general. A person's concepts about the self is one area that get affected during this stage during social interaction with others. During this period, adolescents are more likely to become self-conscious and more susceptible to being influenced by their peers, as they enjoy greater freedom and independence, engage in increasingly competitive activities, and compare themselves with their peers (Manning, 2007; Simadi, Atoum, & Gharaybah, 2003).

The concept of self-worth is one of the concepts that has been widely circulated in the last two decades of the current century, as there are many other "self" terms. These include self-esteem, self-compassion, self-acceptance, self-confidence, self-love, self-care, etc. There are many terms to describe how we feel about ourselves, how we think about ourselves, and how we act toward ourselves (Farah & Atoum, 2002).

Self-worth is viewed as both a trait and a state, with some aspects of self-worth being relatively stable, and other aspects varying over time or depending on the situation. With regard to students, self-worth can be considered a current perception of their value in their current life, their current situation and their current environment as well. Children tend to have high self-worth until adolescence, when self-worth decreases significantly or becomes unstable, especially among females, and after that self-worth gradually rises during adulthood (Tomek et al., 2020).

Covington (1984) defined self-worth as the individual's search for self-acceptance, which represents his first priority, and that the individual's value often depends on his ability to achieve achievement in a competitive manner. Also, Shavelson et al., (1976) defined it as the image that an individual has of himself, which is considered a multifaceted image and organized hierarchically. At the base of the hierarchy, there are domain-specific conceptions of the self, and at the top there is a universal self-concept. Recently, Erdvik et al., (2020) defined self-worth as the process of an individual's awareness of the positive aspects that he possesses in himself, and it refers to the general evaluation of the individual's value or value as a person.

The importance of self-worth comes from an individual's sense of his own effectiveness, meaning, and ability to move towards success and fulfillment of needs without waiting for others to provide (Simadi and Atoum, 2000). A service person does not

pretend when describing himself or exaggerate when trying to show himself in different life situations. Self-esteem forces a person to improve his life results because of the high and unique potential he has among his peers or colleagues in various walks of life, and always makes him whole and energetic, because he does not settle for less, settle for it, or settle for it. such as repetition (Deci and Ryan, 1995). The importance of knowing self-worth measures how an individual values himself, realizes that he has a unique value because there is no one else like him in the world, and it motivates him to try new things, meet new people and really enjoy himself. life . Self-esteem is important to help overcome various difficult situations (Crocker and Wolf, 2001)..

The motivation to protect oneself is extremely important for many teenagers, and its importance may outweigh the importance of the need to learn and achieve. Self-worth is also linked to the positive feeling that the individual has about himself, and this positive feeling is linked to the individual's success in important social areas. Such as school performance and making friends. Concepts of self-worth have also been conceptualized as developing through social interaction, relationships, and perceptions of significant others in an individual's life (Antle, 2004).

According to Covington & Beery (1976) the individual's main priority in life is to achieve self-acceptance, and that self-acceptance is often achieved through achievement, and achievement is achieved through competition with others. Therefore, when an individual feels the presence of threats in educational situations, he may resort to self-handicapping, especially in situations where performance outcomes are visible and announced to others (Flamm, 2006: Omari and Atoum, 2023).

Self-handicapping, as confirmed by Martin et al., (2001) represents one of the strategies that protect self-worth, through which individuals deliberately choose obstacles or obstacles that prevent successful performance, which makes them separate the cause of failure from their competence, and link it to acquired obstacles. By these means, they are able to confirm their positive perception of themselves. Typical examples of self-handicapping include procrastination, choosing circumstances that hinder performance, engaging in little or no practice on upcoming tasks, and reducing effort, which gives the individual a ready excuse to fall back on in the event of failure.

Self-handicapping refers to a situation in which individuals expect to fail in performing tasks, and have doubts about their ability to accomplish them, which leads them to create irrational excuses, such as the difficulty of the task, or claiming illness that prevents them from making an effort, or procrastinating in performing the task, and all of this in order to achieve self-protection. These behaviors indicate the concept of self-handicapping, which is a characteristic of individuals who do not strive to make an effort to achieve success (Wadah & Ali, 2017; Atoum , Al-Momani & Asayyah, 2019).

Levesque et al., (2001) defined academic self-handicapping as an intentional behavior during performance that enhances and increases the possibility of not linking failure to mediocre abilities. While Akin et al., (2010) defined academic self-handicapping as a mean through which students can obscure the relationship between academic performance and their personalities.

Schwinger et al., (2014) believed that academic self-handicapping is a method used by the individual to justify failure or potential failure, as a result of his lack of confidence or certainty in his abilities, so he fabricates justifications. To prevent any criticism of his concept of himself and his self-esteem; The individual remains self-respecting. However, if the individual faces an obstacle, he tends to change the circumstances and conditions of the situation. For example: if he fails a test, he does not admit that his abilities are not up to the level of the test, or that he did not study, but rather attributes it to the difficulty of the test, or that he did not sleep well. If he succeeds, he will attribute this success to his abilities.

Regarding the studies that dealt with self-worth and academic self-handicapping, the researcher found some correlational studies between the two variables, but there is no causal experimental studies between the two variables. Thorne (2014) conducted a study in the United States of America to reveal the relationship between conditional academic self-worth and athletic self-efficacy on the one hand, and self-handicapping and athletic performance in tests on the other hand.. The results showed that there is no correlation between academic self-worth and self-handicapping behaviors among students.

Kaya et al., (2017) aimed to examine the relationship between self-handicapping and irrational beliefs about the approval and approval of others - which are standards and conditions for self-worth - and irrational beliefs about the self. The results indicated that levels of irrational beliefs about consent and levels of general irrational beliefs are significantly related to levels of

self-handicapping. Also, Bozkurt (2022) conducted a study in Turkey that aimed to identify the predictive ability of fear of negative evaluation and self-worth on self-handicapping among university students. The results of the analysis revealed that self-worth negatively predicted self-handicapping.

Hailat (2023) recently done a study in Jordan that tried to identify the correlation between self-handicapping and self-worth among a sample of students from Yarmouk University-Jordan. The results of the study indicated that there is a negative correlation between self-worth and academic self-handicap.

Study Problem

Previous research, in Jordan and other countries, showed that students' self-handicapping were moderate which confirms that they are facing academic and social problems (Wadah & Ali ,2017: Atoum et al.,2019: Omari and Atoum, 2023). This means that students do not try to engage in various academic challenges in their academic life, which negatively affects their cognitive and behavioral development. It is also noted that many students deliberately find excuses to justify to themselves and others not to participate in the various academic challenges and extracurricular activities that they face in their school life, which requires working to build a set of activities capable of reducing this negative variable.

Self-worth is one of the best variable that can help in dealing with self-handicapping since it helps students avoid failure, secure self-acceptance, and become a good achiever. The current study seeks to explore the effect of training program based on self-worth in reducing academic self-handicapping. The following null hypothesis will be tested:

“There are no statistically significant differences at ($\alpha = 0.05$) in academic self-handicapping due to the training program based on the theory of self-worth”.

Importance of studying

Theoretical importance: The current study is an early attempting to link the concept of self-worth to academic self-handicapping through a training program to investigate the effect of increasing self-worth on reducing self handicapping.

Practical importance: The practical importance lies in guiding teachers and counselors in trying to explain and control the phenomenon of academic self-handicapping and working to reduce it by focusing on the positive image of the self.

Terminological definitions

The training program based on self-worth theory: A set of procedures based on (Crocker et al.,2003) theory of self-worth, which aims to reduce academic self-handicapping among university students.

Academic self-handicapping: It is the process of generating a set of obstacles when performing a specific task in which the individual believes that he will face failure, which provides him with the opportunity to protect his weak self-image, by internalizing victory and ruling out defeat (Gupta & Geetika, 2020). It is defined procedurally as the scores obtained by the respondent on the self-handicap scale, which was used in the current study.

limitations

The study included the following limitations:

1. The study sample was non-probabilistic, and the students were distributed among the experimental and control study groups as groups (sections) rather than individuals, so the research design became quasi-experimental.
2. To what extent is the number of training sessions sufficient to gain high self-worth, which is reflected in the program's ability to reduce self-handicapping?

Methodology

In order to achieve the objectives of the study, the quasi-experimental approach was used, which is based on two groups, one of which is an experimental group and the second is a control group. The quasi-experimental approach was used because it suits the nature of this study and its variables.

Subjects:

The number of subjects was (64) female first year high school students, enrolled in the second semester of the year 2022/2023 from Irbid Comprehensive High School for Girls. They were distributed randomly and equally into two groups: experimental and control groups.

Instruments:

Academic Self-Handicapping Scale: The Academic Self-Handicapping Scale developed by Gupta and Geetika (2020) was used in this study. The scale consists of (22) items, distributed over two dimensions: Behavioral Self-Handicapping (16 items) and claimed self-handicapping (6 items). Also, the scale has good indicators of validity and reliability in its original form.

Indicators of validity and reliability in the current study:

Face validity: The scale was translated from English to Arabic by a specialist, after which the items in Arabic were re-translated into English by another specialist, with the aim of comparing the English translation with the original content. It was found that there were no errors in the translation, and that the items maintained their basic meaning. After that, the scale was presented to a group of (11) specialists to check for the content validity. Minor changes were made to some items only.

Reliability of the Academic Self-Handicapping Scale: The scale was applied to a sample consisting of (50) students from the study population and from outside the sample, where the correlation coefficients (Pearson) between the item and the total score and its domains ranged between (0.56-0.88). To estimate the internal consistency of the academic self-handicapping scale and its dimensions; Cronbach's Alpha equation was used, which showed that the internal consistency reliability of the scale as a whole was (0.96), and the internal consistency reliability values of its dimensions ranged between (0.91 - 0.94).

Training program: The program was built based on the principles of self-worth theory proposed by Crocker et al. (2003), who indicated that the degree to which an individual relies on his global self-worth depends on success or failure in a specific field. The program aims to raise the self-worth of female high school students, through a set of principles developed by Crocker and others for self-worth (Crocker, et al., 2003): Improving female students' self-image, knowing themselves clearly and specifically, improving positive feelings among female students, adopting moral values that improve self-worth, separating the connection between beauty, self-worth and self-respect, adopting a broader concept of external appearance by working on building internal qualities, providing supportive contexts and assistance. Also, the developmental characteristics of the target group of first year high school female students was taken into account in addition to the previous principles.

The program consisted of sixteen training sessions, each training session was given 45 minutes. The time period required to implement all training sessions was five weeks. Also, the program adopted several strategies in training such as group discussion, role playing, home works, and evaluation tools.

Study procedures

The study was carried out according to the following procedures:

1. Develop a training program based on self-worth theory.
2. Verifying the validity of the training program; Presenting it to a group of arbitrators.
3. Verifying the validity and reliability of the academic self-handicapping scales.
4. Identify individuals and groups for the study.
5. Conduct a pre-measurement of academic self-handicapping on both the experimental and control groups.
6. Applying the training program to members of the experimental group.
7. Conducting a post-measurement of the performance of the study sample members on the academic self-handicapping.
8. Conducting a follow-up measurement of the performance of the study individuals on the academic self-handicapping, six weeks after the implementation of the training program.

Results

To achieve the results of the hypothesis which states: “There are no statistically significant differences at ($\alpha=0.05$) in academic self-handicapping due to the training program based on self-worth theory”, means and SD were analyzed for individuals' pre-post-delayed (follow-up) scores of academic self-handicapping, as shown in Table (1).

Table 1
Means and standard deviations of study members' estimates of academic self-handicapping

Scale	Group	Pre-test		Post-test		Delayed-test	
		M	SD	M	SD	M	SD
Behavioral Self-Handicapping	Experimental	3.52	0.75	2.74	0.94	2.62	0.89
	Control	3.44	0.57	3.51	0.74	3.42	0.63
	Total	3.48	0.66	3.13	0.92	3.02	0.87
Claimed self-handicapping	Experimental	3.62	0.77	2.70	0.95	2.57	0.9
	Control	3.56	0.43	3.6	0.48	3.48	0.42
	Total	3.59	0.62	3.15	0.87	3.03	0.83
Total self-handicapping	Experimental	3.55	0.75	2.73	0.94	2.61	0.89
	Control	3.47	0.5	3.56	0.69	3.44	0.53
	Total	3.51	0.63	3.14	0.92	3.02	0.84

It is noted from Table (1) there seem to be apparent differences between the means of the experimental and control groups on the pre-post-delayed scores of academic self-handicapping. To test the statistical significance of the apparent differences in the means of the pre-post-delayed total self-handicapping scores based on group, a two-way analysis of variance with repeated measurements was used (Mixed ANOVA) for the effect of the tests, group, and the interaction between test and group on academic self-handicapping as shown in table (2).

Table 2

Results of analysis of variance for repeated measures of the effect of test, group, and the interaction between test and group on academic self-handicapping

Source of variance	Sum of squares	Df	Mean squares	F	P	Eta squared (effect size)
Test (time)	8.277	1.38	5.997	14.358	0.000	0.188
Test*group	8.761	1.38	6.348	15.197	0.000	0.197

Table (2) shows that the test variable has a statistically significant effect on academic self-handicapping and explains 18.8% of the variance. Which indicates that there are statistically significant differences in pre-post-delayed scores between the two groups. The interaction of test and group has a statistically significant effect on total academic self-handicapping, explaining 19.7% of the variance. Which indicates that there are statistically significant differences in pre-post-delayed scores between the two groups.

To determine the statistical significance of the effect of the test, the group, and the interaction between the test and the group on the performance of the study sample members in overall academic self-handicapping, a two-way analysis of variance for repeated measures was used, as shown in Table (3).

Table 3

Results of a two-way analysis of variance for repeated measures of the effect of test, group, and interaction between the test and the group on overall academic self-handicapping

Source of variance	Sum of squares	Df	Mean squares	F	P	Eta squared (effect size)
Test (time)	13.283	1	13.283	12.745	0.000	0.171
Group	7.64	1	7.64	21.865	0.000	0.261
Test*group	6.612	1	6.612	18.92	0.000	0.234

Table (3) shows that there are statistically significant differences between the experimental and control groups in pre-post-delayed scores of academic self-deficit according to the group variable. The least-squares value (0.171) indicates that the group variable explains

17.1% of the variance in academic self-handicapping. Statistically significant differences between the experimental and control groups also occurred in the results of academic self-handicapping according to the test variable. The least-squares value (0.261) indicates that the test variable explains 26.1% of the variance associated with academic self-handicapping. In addition, there are statistically significant differences between experimental and control groups in pre-post scores of academic self-handicapping according to the interaction variable between test and group. The Eta square value (0.234) indicates that the interaction between the test and the group explains 23.4% of the variance in the Self- handicapping.

To verify the significance of the differences between the experimental group and the control group in the pre post-delayed scores of academic Self- handicapping, post-hoc comparisons were made using the Bonferroni test, as shown in Table (4).

Table 4

Multiple comparisons between scores of the pre-test, post-test, and delayed test on total academic Self- handicapping

Test	Modified experimental mean (A)	Modified control mean (B)	The difference between the means of the two study groups (A-B)	P
Pre	3.55	3.472	0.078	0.625
Post	2.732	3.557	-.825*	0.000
deferred (follow-up)	2.607	3.438	-.831*	0.000

It is noted from table (4) that there are no statistically significant differences between the pre-scores of the two study groups in academic self-handicapping, and the presence of statistically significant differences between the post-scores and delayed scores in favor of the control group in academic self-handicapping.

Discussion

The results showed that the program was successful in improving self-esteem and thus helping students to reduce self-harm. Self-worth theory emphasizes the importance of understanding and valuing oneself in addition to external achievements. Students who participated in the program gained a deeper understanding of their own values, regardless of their academic performance. For example, students' knowledge of their self-worth helps increase their self-understanding by allowing them to recognize and appreciate their strengths and areas for improvement. Therefore, their self-esteem no longer depends on excuses for failing a certain

task, such as lack of time or bad conditions. Instead, students learn to face challenges with perseverance and determination.

Students who developed their self-worth, understand that failure is part of the learning process and failures do not diminish their worth. This change in perspective encourages them to keep trying, learn from their mistakes, and develop a growth mindset. Ultimately, the program creates an environment where students feel ready to take risks, accept challenges, and pursue their goals without engaging in self-injurious behavior. The training program also emphasized increasing self-confidence, as students with high self-worth tend to have greater confidence in their abilities. They believe in their ability to succeed and are more likely to deal with academic challenges with a positive mindset. This confidence can lead to increased effort and perseverance. In academic tasks, which reduces the need for self-handicapping behaviors, according to (Locke,2005).

In addition, the training program helped reduce the fear of failure through the experience of success presented in the fourth session. Students who have high self-worth are less afraid of failure. They understand that setbacks or occasional failures are a natural part of the learning process and do not Determine their self-worth, and accordingly; A decreased fear of failure can lead to an increased willingness to take academic risks and try new learning strategies.

The developed program also contributed, through the eighth session, entitled “Our Challenges, Our Solutions,” to enhancing the levels of goal orientation among students. Students who have a strong sense of self-worth often have clear academic goals, so they have a real interest in learning, personal growth, and mastering the subject, and this is one of the reasons for this. It reduces the temptation to engage in self-handicapping behaviors, as the focus is on the learning process itself rather than external validation. The eighth session also clearly contributed to enhancing resilience in the face of adversity. When students face academic challenges or setbacks, they are better equipped. To recover and view these experiences as opportunities for growth, rather than threats to their self-esteem, therefore; This flexibility can prevent them from resorting to self-handicapping strategies as a way to protect their self-worth.

The result of this study agreed with the results of several previous studies, including Finez and Sherman (2012), Hilat (2023), and Kaya et al. (2017). Finez and Sherman (2012) found that increasing students' understanding of intrinsic worth can reduce self-injurious

behavior. Similarly, Hilat (2023) reported that students who participated in such programs improved their self-esteem and were more positive about academic challenges. Kaya et al. (2017) also found that students with high self-esteem were less likely to engage in self-limitations and were more likely to encounter difficulties. Together, these studies support the notion that fostering a strong sense of self-worth can lead to more resilient and motivated students, consistent with current research findings that self-worth theory-based programs are effective in reducing academic self-harm.

Recommendations:

In light of its results, this study recommends the followings:

- Benefiting from applying the program based on self-worth theory to university students, in an attempt to reduce levels of academic self-handicapping which some results showed it was high.
- Maintaining students' self-worth in a positive way by encouraging them to view challenges and setbacks as opportunities for growth and learning, not as a threat to their self-worth, and building a safe and supportive classroom environment in which students feel comfortable asking questions, making mistakes, and asking for help when needed.

References

- Akın, A., Abacı, R., & Akın, Ü. (2010). Self-handicapping Scale: A study of validity and reliability. *Paper presented at the 16th National Psychology Congress*, 14-17 April. Mersin, Turkey.
- Antle, B. (2004). Factors associated with self-worth in young people with physical disabilities. *Health & Social Work*, 29(3), 167-175.
- Atoum A., Al-Momani, A., & Asayyah, A. (2019). Self-Handicapping and it's Relation to Self-Efficacy Among Yarmouk University Jordanian Students. *Current Research Journal of Social Sciences and Humanities*, 2(2), 1-10, Available from: <https://bit.ly/2mem6DH>.
- Bozkurt, M. (2022). *Self-esteem and fear of negative evaluation as predictors of self-handicapping among university students*. Unpublished Master Thesis, Middle East Technical University, Turkey.
- Covington, M. V. (1984). The self-worth theory of achievement motivation: Findings and implications. *The elementary school journal*, 85(1), 5-20.
- Covington, M. V., & Beery, R. G. (1976). *Self-worth and school learning*. New York, NY: Holt, Rinehart & Winston.
- Crocker J., & Wolf c.t .(2001). Contingencies of self- worth. *Psychological Review* *Psychological Review*, 108(3), 593–623.
- Crocker, J., Karpinski, A., Quinn, D. M., & Chase, S. (2003). When grades determine self-worth: Consequences of contingent self-worth for male and female engineering and psychology majors. *Journal of Personality and Social Psychology*, 58(3), 507-516.
- Deci, E. L., & Ryan, R. M. (1995). Human autonomy: The basis for true self-esteem. In M. H. Kernis (Ed.), *Efficacy, agency, and self-esteem* 31–49. New York: Plenum Press.
- Erdvik, I., Haugenc, T., Ivarsson, A. & Safvenbom, R. (2020). Global self-worth among adolescents: The role of basic psychological need satisfaction in physical education. *Scandinavian Journal of Educational Research*, 64(5), 768-781.
- Farah, A., & Atoum, A. (2002). Personality traits as self-evaluated and as judged by others. *Social Behavior and Personality: An international journal*, 30(2), 149-156.
- Finez, L. & Sherman, D. K. (2012). Train in Vain: The Role of the Self in Claimed Self-Handicapping Strategies. *Journal of Sport & Exercise Psychology*, 34(5), 600-620. Doi: <https://doi.org/10.1123/jsep.34.5.600>
- Flamm, A. (2006). *When Thinking It Means Doing It: Prefactual Thought in Self- Handicapping Behavior*. Doctoral dissertation, Konstanz University, Germany.
- Hilat, Nour El-Din. (2023). The relationship between self-worth and self-handicapping among university students, unpublished master's thesis, Yarmouk University, Jordan.
- Gupta, S. & Geetika, M. (2020). Academic self-handicapping scale: Development and validation in Indian context. *International Journal of Instruction*, 13(4), 87-102.
- Kaya, Ç. Uğur, E. şar, A. H., & ercengiz. M.(2017). Self-Handicapping and Irrational Beliefs About Approval In A Sample of Teacher Candidates, *Kastamonu Eğitim Dergisi*, 25(3), 869-880
- Levesque, J. M., Lowe, Ch. A. & Mendenhall, C.(2001). Self-Handicapping As A Method Of Self- Presentation: An Analysis Of Costs And Benefits. *Current Research In Social Psychology*, 6(5), 221- 237.

- Manning, M. A. (2007). Self-concept and self-esteem in adolescents. *Principle Leadership Magazine*, 11-15.
- Martin, A., Marsh, H., & Debus, R. (2001). Self-handicapping and defensive pessimism: Exploring a model of predictors and outcomes from a self-protection perspective. *Journal of Educational Psychology*, 93(1),87-102.
- Omari, A and Atoum, A. (2023). Academic Engagement and its Relationship with Academic Self-Handicapping In light of Some Variables. *International Journal of psychological and educational Research*, 2(3), 500-514.
- Schwinger, M., Wirthwein, L., Lemmer, G. & Steinmayr, R. (2014). Academic self-handicapping and achievement: A meta-analysis. *Journal of educational psychology*, 106(3), 744-761.
- Shavelson, R. J., Hubner, J. J., & Stanton, G. C. (1976). Self-concept: Validation of construct interpretations. *Review of Educational Research*, 46(3), 407-441.
- Simadi, Faiz & Atoum, Adnan & Gharaybah, Ayesh (2003). Feelings of control and self-concept of Jordanian prisoners. *Journal of Social Affairs*, 20(78), 13-30.
- Simadi, Faiz & Atoum, Adnan (2000). Family Environment and Self –Concept of Jordan’s Palestine’s Campuses Youth Living in Economic Deprivation. *Social Behavior and Personality*, Vol. 28 (4), 377-386.
- Thorne, B J.(2014). *Contributions of academic contingent self-worth and math selfefficacy to self-handicapping and math test performance*. Unpublished Doctor of Philosophy Dissertation, University of Houston.
- Tomek, S., Moore, H., Hooper, L. M., Bolland, A. C., Robinson, C. D., & Bolland, J. M. (2020). A longitudinal study of the impact of school delinquency on self-worth development among black american adolescents. *Journal of Community Psychology*, 48 (7), 2391–2409. <https://doi.org/10.1002/jcop.22426>.
- Wadah, Naglaa & Ali, Israa. (2017). Modeling the causal relationship between self-handicapping, perfectionism, locus of control, and self-efficacy among university students. *International Journal of Educational and Psychological Studies*, 2(1), 286-306.