

**INFLUENCE OF ACADEMIC COMPETENCE, PERCEIVED EMOTIONAL CLIMATE
AND PERSONAL VALUES ON SELF-HANDICAPPING AMONG HIGHER
SECONDARY SCHOOL STUDENTS OF KERALA**

Thesis submitted for the Degree of
DOCTOR OF PHILOSOPHY IN EDUCATION

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2024

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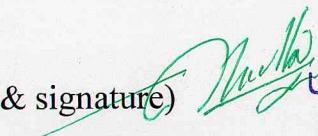
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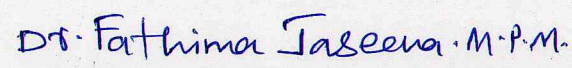
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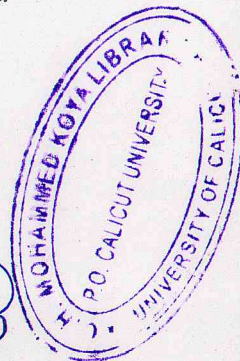
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Place: Farook College

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Introduction

- *Need and Significance of the Study*
- *Statement of the Problem*
- *Definition of Key Terms*
- *Variables of the Study*
- *Objectives of the Study*
- *Hypotheses of the Study*
- *Methodology*
- *Scope and Delimitations of the Study*
- *Chapterisation*

“The path of least resistance and least trouble is a mental rut already made. It requires troublesome work to undertake the alteration of old beliefs”.

— John Dewey

A top-notch education is needed to produce successful, intellectual and creative individuals in the twenty-first century. Lack of knowledge makes a person unfit for social engagement. The degree of education of a nation's populace is crucial to its progress. It appears to provide choices for a thorough examination of one or more especially fascinating themes. A scientific attitude should be promoted in all subject areas, including the general sciences, social sciences, humanities, arts, and languages, in addition to technical and vocational subjects. Students who receive an excellent education develop strong moral and constitutional values, intellectual curiosity, creativity, and a spirit of service. A high-quality educational system ought to promote enlightenment, personal growth, and constructive social contributions.

Moreover, education is necessary to equip a person to handle wide range of duties and obligations in life. "The future of India is shaping in the classroom and that education is a unique investment; for today and tomorrow", according to the Kothari Commission report. The National Education Policy of 1986 states that the goal of Indian education is to develop and cultivate all of a person's intrinsically resourceful skills, including physical, mental, intellectual, and spiritual abilities. Based on the educational process, the student gains a grasp of already known material as well as the creation of new knowledge and all these developments is based on education. In a narrower sense, education refers to the instruction provided within the walls of a school for a set amount of time with the aim of achieving predetermined goals and objectives. In contemporary thought, education is viewed as more of a tripolar than a bipolar process, that is, it involves not just the teacher-student relationship but also interactions with other students and anyone else in the surroundings.

2 INFLUENCE OF CERTAIN VARIABLES ON SELF-HANDICAPPING

According to World Health Organisation (WHO), adolescence is a period of time between the ages of 10 and 19 years that is marked by physical development as well as emotional, behavioural, and psychological changes that mark the transition from childhood to adulthood. Girls typically experience these changes a year or two earlier than boys do. There are both internal and outwardly observable changes. The hormones that are released by the bodies of boys and girls differ, and these changes are natural and typical.

According to Piaget, "Adolescence is the psychologically defined period of time when an individual integrates into adult community; it is the age at which a child ceases to feel inferior to his elders and instead perceives himself as equal, at least with regard to rights". At the same time, puberty is largely responsible for many benefits of this transition into adult society. It also entails fairly major intellectual modifications. The present generation of learners is also referred (DeLeon, 2020), as "Digital Natives", "Millennials", "Neo-Millennials", "21st Century Learners", and similar terms. Their frequent exposure to an extensive range of digital gadgets keeps them interested and motivated to employ digital apparatus for learning. Even though adolescents experience many challenging psychological issues, they seem to be programmed to use communication devices and are proficient with them. They also employ creative and analytical ways to produce content.

Nowadays' teenagers are frequently portrayed by adults as being more problematic, less polite, selfish, outspoken, and adventurous than they were. There is no doubt that mental health of adolescents is correlated with feelings of exclusion, disrespect and unwelcomeness. The rise of disruptive behavioural conditions, including eating, mood, anxiety, substance abuse and Attention Deficit Hyperactivity Disorder (ADHD), are substantial result of these situations (Abuse, 2013). It was also found to be linked to poor academic achievement, unsafe health practices, and, in the

worst situations, suicidal and self-harming thoughts (Arain et al., 2013). All students, however, have always been unconventional, disconcerting, and unlike adults in all aspects, including appearances, approaches, and task-related differences as well as manners. Schools also weaken children's unique skills and capacities by classifying them based on limited cognitive criteria at a young age. As a result, children are severely harmed by the discrediting consequences of classification.

Over and above, the fear of not knowing the right answer, a lot of students keep silent in class, denying themselves of an equal chance to contribute and learn, which breeds dread of failure. Adolescents who perceive this threat frequently do poorly on tests and earn poorer grades, which negatively impacts their competence and a sense of self-worth (Spence, 2003). There should be a spectrum of evaluation techniques in addition to the conventional forms since numerous studies have demonstrated that pupils learn in diverse ways. The way that student achievements are publicized, assessed, and tagged about their peers has a big impact on their psychological development. The accomplishments of academically capable peers may be emphasised more, while low achievers' self-esteem may suffer greatly. As a result, to preserve their self-worth and refrain from self-harm in public, students frequently employ self-handicapping strategies.

The accomplishments of academically competent peers were emphasized more, and the overemphasis placed on high achievers may have negatively impacted the self-esteem of low achievers. These outcomes work as hurdles to pupils' ability to think and act independently, undermining their sense of worth too. Students frequently employ a variety of techniques to keep themselves safe and maintain their sense of self-concept in public. Self-handicapping is one of such tactic used by students to defend these crises. The greatest genuine contexts to lessen self-handicapping strategies should come from everyday life events since children are frequently exposed to circumstances

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that alter their intelligence, abilities, and deeds. This behavior shift also affects the other psychological characteristics of adolescents.

The concept of self-handicapping, as proposed by Jones and Berglas in 1978, is a combination of Adler's (1956), Heider's (1958), and Goffman's (1959), beliefs. Kelly (1972) introduced the ideas of discounting and augmenting principles of attribution, which built upon the concept of self-handicapping. Self-handicapping is a self-destructive tool even though it is imposed to maintain dignity. By employing this technique, one becomes smooth, which lends itself to both positive and negative situations. As a result, it encourages a lack of motivation and effort. It is often referred to as justification for failure or anticipated poor performance in a task. Some pupils often lack self-confidence, accountability, and the inability to make decisions. They also show hesitancy when it comes to planning, decision making, and implementation (Rhodewalt & Hill, 1995; Rhodewalt et al., 1991; Hirt et al., 2000; Rhodewalt & Davison, 1986). Additionally, they offer arguments for crucial jobs and pay greater attention to fruitless pursuits, because of fear of failure. Furthermore, these children exhibit the lowest levels of self-respect and frequently struggle with time management. However, a lot of people engage in self-handicapping behaviors that may reduce their chances of success as they prepare for difficult tasks, even if much people also engage in activities that could increase their chances of success while they prepare for some important tasks (Berglas & Jones, 1978).

Self-handicapping has been defined as “the act of creating strategies and justifications for failure and a lack of competence when the success rate is low” (Synder et al., 1985). The discounting and augmentation principle is the fundamental aspect of self-handicapping. The concept of discounting, states that a strong reason available to explain the outcomes of the actions undertaken by a person excludes other less powerful reasons. Augmenting principle suggests that a person assigns

more importance to a particular cause if the consequence occurs despite the presence of an opposing factor (Rhodewalt et al., 1991). In other words, success results from the person performing well despite obstacles, which raises his self-esteem. Researchers found that one of the reasons people turn to self-handicapping is to shield their reputation and themselves from criticism. They also found that people's perceptions of their abilities are generally consistent with their lack of confidence, which drives them to self-handicapping (Wusik, 2013). However, teens may be academically competent even while they struggle with self-handicapping.

Academic competence is influenced by many factors, including students' self-respect, critical thinking, study habits, decision-making power, leadership qualities, and questioning skills. The knowledge a student learns or his aptitude for completing a task within the stipulated period is what is meant by his competence. It had a complex relationship with the development of a pupil, which included his/her social, intellectual, and physical well-being. Fostering intellectual competency is necessary to keep students from turning into self-handicappers. Children must have a variety of abilities and behaviors (social, emotional/behavioral, and intellectual capabilities) to effectively adjust to the environment and engage in it. Teens also develop a positive outlook on life and the capacity to feel safe both at home and in unfamiliar places (Winterton et al., 2006). The child's traits, their life expectations, and the relationships between home and school all have an impact on how they adjust in life. The degree to which a youngster adjusts may have an influence on their future social, emotional/behavioral development. Likewise, learning should not be forced and should be natural. In this natural setting, many factors affect the academic pursuit of the students. One strong such element is the emotional climate as perceived by the learner.

Apart from academic competence, self-handicapping behavior of students is also influenced by perceived emotional climate. Successful families and school

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environments are largely dependent on the perceived emotional climate, which has significant effects on the cognitive and social development of children and adolescents. DeRivera, (1992) observed that emotional climate refers to the overall positive and negative environments surrounding the individual. It is based on patterns of family and school life experiences and reflects norms, goals, values, interpersonal relationships, and leadership practices. The child might have a variety of emotional climates that he perceives from his life space. A stable perceived emotional climate promotes youth development and it is inevitable for productive living in a democratic society.

One way to conceptualize perceived emotional climate is a means of promoting positive relationships among students as well as between teachers and students. Students who experience a positive emotional climate are better able to think clearly, handle their affairs well, and capable to adjust changing conditions. Because it revolves around the student's behaviour and patterns, it is crucial for socialisation and personality development. As a result, the need to create a positive, welcoming and supportive emotional environment for students in home and school is paramount. In similar ways, supportive emotional environments help to minimize self-handicapping tendencies and inculcate the formation of admirable personal values, this will enable our students to cope with the changing situations.

Personal Values are "broad desirable goals that motivate people's actions and serve as guiding principles in their lives" (Sagiv et al., 2017). Defining the aim of Education in "Learning to be" the most significant document of UNESCO, on education, states "the physical, intellectual, emotional and ethical integration of the individual into a complete man is a broad definition of the fundamental aim of Education". Values that one internalizes from the society or culture they live in are known as personal values. Pupils require both personal and societal values to feel

unique and accepted. Value systems help adolescents create their distinct personalities, and they learn these values by copying society, parents, and elders. An individual cherishes and upholds personal principles exclusively within oneself, with no overt interaction with any other person. What we say and do is influenced by how we interpret the behavior and views of others. A clear comprehension of the personal values of adolescents will pave the way to building honor, the ability to discriminate between virtues and mistakes, adjustment capacity and tolerance, a helping mentality, self-conscience, self-reliance, and the capability to figure out how to be successful in life.

Similarly, students' aspirations and decision-making processes are influenced by their values, which also assist in internal integration and outward adaptation for the benefit of school life, families, and communities. Throughout life, a person comes into contact with a wide range of people, places, and situations, all of which leave a lasting imprint on him. Each comment has a certain significance, some positive, and some negative. A person can pick up values from a range of sources, such as their home, school, peers, neighborhood, local community, and place of worship. Individual differences in subjective well-being patterns were also consistently linked to value orientations. Children who exhibit undesirable personal values, experience feelings of harassment, generally do poorly on tests, and score poorer grades, all of which hurt their performance and competence and ultimately rooted them to self-handicap.

Academic competence, perceived emotional climates, and personal values are all interwoven in a learning environment, and the emotional climates experienced are a function of both competence and values. Values like acceptance, tolerance, cooperation, and social harmony are losing importance as modern growing nations like India attempt to establish a balance between modernization and changing

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customs. Students can use common techniques to reduce self-handicapping, such as identifying warning signs, appreciating aspects of self-control, comprehending and avoiding negative emotions, taking responsibility even when it is difficult, developing confidence and positive self-esteem in the face of fear of failure. Thus, the current study tries to analyze the relationship between academic competence, perceived emotional climate, and personal values in an attempt to address the need to alleviate self-handicapping tendencies.

Need and Significance

The Latin term "to grow up" is the source of the word "adolescence". Adolescence is a time of rapid transition; significant physical and mental changes are taking place throughout this sphere of development. The transition from childhood to maturity occurs during adolescence. An individual's life journey is filled with many ups and downs. This is a phase of transition during which a person experiences comprehensive changes, including emotional, cognitive, social, biological, and cultural shifts. The socialization process is empowered and accelerated by school life, which plays a significant role in the character formation of students. Indisputable factors in children's emotions, motives, and perspectives include the school environment and the attitude of teachers; these factors can both favourably and negatively affect a student's academic competency (Hirsh & Rapkin, 1987). Their awareness of academic abilities greatly influences the capacity to plan and fulfill educational responsibilities.

General education is considered to have ended with the completion of higher secondary courses. This phase of schooling signifies the end of formal education for several pupils. Furthermore, this stage guarantees that students have the opportunity to acquire the fundamentals of social interaction and helps them in various elements

of their careers. For some others, however, this marks the start of their higher education. By the time this phase, students will have the basic information and skills necessary to pursue further education in the direction of their interests and preferences. It is also crucial to allow them to acquire social skills. However, these groups must be allowed to choose courses that match their interests, work with increasingly difficult abstract ideas within those disciplines, and employ a range of learning strategies. It is therefore equally important that they be able to choose the combinations that best suit their needs. Nevertheless, a few pupils frequently overlook the desired combination and are compelled to accept the one that the system provides. As a result, students' morals are compromised, their expectations decline, and degree of uncertainty about the future increases. Additionally, the ability to control their emotions gradually turns down. As a result, self-handicapping tendencies begin at this point.

Self-handicapped students are struggled to change how they behave in response to their level of learning ability, put themselves down, refuse to take responsibility for their actions and place the blame elsewhere for their shortcomings. Likewise, families nowadays usually consist of working parents, or single parenting which leaves parents with little spare time to take care of their children due to the shifting of social and family structures. In addition, substance abuse, excessive social media consumption, uneven peer connections, and unfavorable school environments all have a substantial negative influence on the development of teenagers. A wide range of circumstances, such as financial hardness, hostile teacher-student relationships, dysfunctional family dynamics, environmental hazards, and symptoms like laziness, over expectations, emotional disturbances, and inattention, include dangerous impact on students' general behavior.

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During early adolescence, social interactions and mental health influence the academic performance of students, while in late adolescence socialization and emotional activities interplay. Unfortunately, teenagers are the primary target audience of digital media and it will have a positive and negative impact on many facets of our society. Teenagers are highly interested in investigating this media and as a result, they are disinterested in classroom learning. In such scenario, when there is little variation in the teaching strategies used in the classroom, learning might become boring. Consequently, students only replicate the text verbatim rather than refining their critical thinking skills. During the creation of knowledge, teachers employ a constructivist style that encourages creative thinking. Even while there is group learning going on, social knowledge creation is not possible. According to the constructivist perspective, children actively create their knowledge by relating new ideas to long-held beliefs while making use of the resources and activities that are made available to them, with the help and support of others in the community.

Teenagers face challenging predicaments in a globalized environment. Students lack the maturity to handle many of life's provoking situations or to examine them objectively. Self-handicapping may prevent students from gaining competency, skills, learning progress, and motivational goals throughout this stage of growth. It can also prevent one from making apt decisions. It entails asserting or making barriers to one's success. By creating justifications for expected failure, self-handicappers divert attention from their incapacity and place the blame on a challenge they have erected. To persuade oneself and others that the handicap is the cause of a prospective failure, self-handicapping is motivated by a desire to preserve a cherished self-image of competence. Consequently, the strategy is correlated adversely with mastery goals and predicted by both performance-avoidance and performance-approach goals (Elliot & Church, 2003).

Scholars like, Rhodewalt (1994); Covington (1992); and Kelly (1971) underline that excessive use of digital gadgets in a student's life can hamper their development and decrease the responsibility in their success or to increase their credit over their failure. A student has to go through many transitional periods, shifting from primary school to middle school, then to higher secondary level, and finally when transitioning to higher education. These changes cause some provocations and create signs of inadequacy, later they can cause self-handicapping behavior in different ways. To improve one's self-concept, each person must lessen the inclination to self-handicapping that prevents academic, social, and personal development. Self-handicapping is a regular activity among students; in the long run, it reduces productivity and leads to continuous failure. In all walks of life, self-handicapping is becoming more prevalent in a wide range of circumstances at an alarming rate. Some of the causes of self-handicapping include attention deficit hyperactivity disorder (ADHD), social anxiety, stress, low self-esteem, ineffective time management, task aversion, fear of failure, lack of organizing, and despair.

According to Pintrich and Garcia (1993), self-handicapping and defensive pessimism have two things in common: self-handicapping and defensive pessimism are both strategically employed by people to preserve (or, in some cases, increase) their sense of self-worth, and both behaviors appear to trigger negative self-schemas. Reyes (2002) used a self-handicapping scale that was created by the researcher and given to third-year high school students in the local environment to identify the various tactics that self-handicappers frequently employ. Self-esteem, test anxiety, and attitude toward chemistry are the three factors that were found. The findings indicated that attitudes towards chemistry do not significantly predict self-handicapping behavior, although test anxiety and low self-esteem do.

The link between academic self-handicapping, specific and general self-perceptions, and academic achievement was examined by Gadbois and Sturgeon

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(2011). The students' self-handicapping levels increased, and they displayed less self-awareness, weaker academic self-efficacy, more exam anxiety, and more shallow learning techniques. It could make students lose sense of the importance of time and the fact that self-handicapping affects not only their academic competence but also their productivity. The study also found that students may become less motivated to strive for higher academic achievement and timely assignment completion if they adopt this mindset. Similarly, self-handicapping is only one of the many factors that affect academic competence.

Academic Competence is a multi-dimensional phenomenon; it denotes a person's academic and intellectual growth. It reflects on doing life skills and academic activities of students. It is also associated with gathering information, analytical capacity, effectively utilizing the gathered information, reading and writing, critical thinking, resolving conflicts, self-observation, research skills, time management, technological skills, gathering job opportunities, and developing other academic virtues. Academic competence also denotes how students handle different activities allotted to them.

Additionally, in the fast-changing world based on cut-throat competition, the academic quality of students is of prime importance along with science and technological development. Students with high academic competence will be equipped with the skills and ideas to integrate new information with existing ones in productive ways and take up responsibilities in active and focused ways. Otherwise, they will go with self-handicapping strategies, and at last, they are left behind. These students were also unwilling to critically evaluate themselves and accept guidance from others. Consequently, it might harm their academic achievement. An analysis by Ferla et al., (2010) described on how self-perceived academic ability affects a student's drive for achievement, approach to learning, and

academic performance. The study's findings indicated that the perceived degree of comprehension, academic self-efficacy, and academic self-concept are conceptually and empirically distinct.

Likewise, academic competence is the capacity to understand, deal with, and express academic aspects of one's life to enable the successful management of learning, developing relationships, solving everyday problems, and adapting to the complex demands of growth and development in all spheres of life. Academic competence encourages personal, interpersonal, and professional empowerment, which ultimately results in overall success. An analysis by (Grondhal et al., 2018) evaluated the differences and mediating factors in 1155 students' hot and cool self-regulation in connection to academic competence and maladjustment. The findings indicated that the differential perspective was somewhat supported by maladjustment, with only hot self-regulation being found strongly associated with academic competence. The results assist in understanding how self-regulation relates to behavioral and academic school adjustment.

Children must be influenced by a variety of contexts and behaviors (social, emotional/behavioral, and academic skills) that enable them to engage in and adapt to their surroundings to make the climate effective. Children who make a successful adjustment are more likely to feel safe and at ease in their new surroundings and to have more favorable attitudes about education and life. The interrelationships between home and school, the child's traits, his/her positive and negative experiences, and their emotional climate have a footprint on self-handicapping. The degree to which a young person's attitude influences their future social life depends on the present emotional, academic, and social environment. The feeling of trust and respect for teachers and students depends on the emotional climate prevailing in the institution (Manning & Saddlemire, 1996).

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Apart from this, students' learning environments are influenced by the emotional climate of the institution, which also affects student activities, relationships with teachers, peers, parents, and communities, as well as academic performance. A positive emotional atmosphere must considerably impact student's productivity, talent, and initiative. Emotionally supportive surroundings improve the capacity of students to learn and perform at greater levels. A strong emphasis on stress reduction should be combined with high-quality classroom activities to encourage students to control their emotions, create healthy relationships, and make wise decisions.

In this framework, the emotional climate a person experiences is important among the various factors that influence a person's peaceful life. Everyone wants to be happy and in a condition of perfect peace and contentment. Given the changes in the present lifestyle, each person is eager and wants to get things done quickly. Successful outcomes in several dimensions, including health, social interactions, and familial bonds, have been associated with emotional stability. Our conception of justice and the foundation of ethicality are both based on emotions, and human emotions have a social rationality. All pupils develop and become more internally motivated when they are given positive emotions to nurture. Parents, teachers, peers, and the public at large including social media can all affect pupils' emotional climate through bilateral interactions. Emotional climate covers the features of the environment in a certain context and highlights the emotional bonds that bind members of a group together.

Coupled with these, climate is a representation of the observed environment, it serves as a connecting notion between individuals and the institutions where they work or study or the families in which they reside. The emotional climate as perceived by the student has an impact on all kinds of student interactions. The

dynamics of interpersonal connections should be considered not only in the context of classroom practices of the school, but also in the broader context of students' aspirations for more involvement in the formulation of curricular, societal, and administrative policies. In light of an ongoing value crisis and the rapid expansion of educational concepts and practices, the process of interplay has become increasingly important. It is necessary to counteract external pressure with internal stimulation. Infrastructural facilities such as, the physical buildings, materials employed for instruction and other provisions also affect learners' emotional climate (Kaur, 2016). As a result, the group or the individual could make up this subsystem. In the current study, perceived emotional climate is defined as an individual's perception of structure, process, and interactions about their activity or the influence of the surroundings.

Simultaneously, the emotional climate of a group reflects how the majority of its members feel in a certain situation. The notion of the emotional environment is employed in the current study to identify a student's positive and unfavorable emotional environment. Individual motivation, attitude, expectations, behavior in a certain scenario, and its influence all are impacted by the climate of that surrounding. Favorable emotional climates foster creativity and critical thinking whereas unfavourable emotional climates inhibit human progress. A positive emotional environment is connected to individual and group emotions of happiness and joy, whereas a negative emotional climate is connected to despair, fear, or rage. Findings lead by Marak (2011) to study the socio-emotional climate. It was found that the perception of the students towards the social and emotional climate of the school is favorable. Whereas, the students' socio-emotional climate was significantly different with the type of school, with government, deficit, and private. It is also noted that the perception of the students towards school climate was minimal.

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Furthermore, the perceived emotional climate is the environment in which we can identify, assess, and control our emotions. The phrase "perceived emotional climate" refers to a collection of emotional climates that adolescents perceive in their homes, schools, and communities, whether they are positive or negative. An investigation was conducted by Good (2015) to identify aspects of successful classroom management systems to assist teachers in creating a successful learning environment and a positive emotional climate for learning. Participants include elementary teachers at a school. The study revealed that classroom management is instrumental in establishing a climate for learning that is positive for children. A negative learning environment is detrimental to students learning in the classroom. Results identified common strategies that teachers could use to create a positive climate in their classrooms.

Being aware of one's behaviors, emotions, and impulses might allow one to calm down and modify their perspective depending on the circumstances. Teachers have the responsibility to create a welcoming environment in the classroom since it has a significant impact on the lives of the students. To reiterate, the perceived emotional environment is a set of non-cognitive skills that impact an individual's ability to succeed in life. It is directly linked to emotional balancing. Therefore, depleting values and unfavorable emotional environments have an impact on self-handicapping behavior.

A variety of factors contributing to self-handicapping tendency is discussed earlier, another component is that our society is shaken by conflicts, corruption, and violence, despite the significant progress that has been made, and our sense of morality has been distorted. One can find dishonesty and corruption everywhere. Most of us are more focused on taking care of our families than on fulfilling our social commitments. In general, students have become more reckless and self-

centered, which is an example of how values have been lost. In addition to the fact that bullying and maladjustment are more common than ever among students and that irresponsibility is on the rise, honesty has begun to fade, and violence has taken over as the norm. Moreover, the incapacity to uphold appropriate values might be recognized as one of the causes of self-handicapping.

However, currently, human rights education and behavioral education are getting increasingly propagated at an international level, but the lack of interest shown in the present system towards basic values is a common concern. The practice of adhering to values keeps a person joyful and motivated to reach their goal, otherwise the person could have gone unnoticed. Basic values influence the overall character of a person. The personal values of a student represent the basic qualities of their culture which can reduce the tendencies of self-handicapping. According to Schwartz (1992) basic cultural values can integrate and connect personal and cultural traits. The theory proposes ten basic values that act as the principles of life for a person or a group. An ideal culture is formed in a student who imbibes noble values of life and thereby attains a sense of self-esteem.

The results of the study by Arambewelaa and Hallb, (2011) suggest that students of Indian and Indonesian backgrounds are moderately susceptible to hedonistic values and give more importance to personal values. Indian students showed greater importance on the construction of values in self-efficacy while Indonesian students on the construction of values in hedonism. There are gender and age-wise differences that are significant only among Indian and Indonesian students. Kaur (2017) investigated a descriptive survey model on Personal value related to the home environment among senior secondary school students. The study focused on the relationship between home environment and personal values among senior secondary school students. The findings of the study state that power and health value differ significantly among urban and rural school students, urban students showed high

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mean scores in personal value dimensions. Female students showed higher personal value than males. The personal values of senior secondary students have no relation to the home environment.

Modern world is witnessing a rapid erosion of values. The number of criminal cases that are regularly publicized in print and broadcast media is rising daily. Adolescents have a significant role in these activities, which cannot be ignored. At the same time, new values are not being created and widely accepted, the old values are being forgotten. Teenagers are becoming less productive, self-centered and have begun to engage in self-handicapping tendencies in a time of turmoil of excessive social network operations.

Each student's life is composed of many unresolved problems, and choosing inappropriate role models can also be considered as a reason for this deterioration of values. The groundbreaking advancements in the field of science and technology made the world of knowledge individualized. Consequently, many youngsters are losing their sense of morality. New generation can only be rescued from this tragic situation through the effective involvement of parents, teachers, and society, as well as the integration of proper value awareness methodologies into academic and extracurricular activities. Personal values serve as the cornerstone of a student's behavior and thought patterns, which in turn influence how they make decisions, develop attitudes and perceptions, and ultimately achieve their motivational objectives in life.

Most research studies (Agarwal, 2010; Goyal, 1998; Prahallada, 2000) begin with the assumption that factors such as sex, age, psychological and personality traits like interest, competence, motivation, and self-concept, as well as socioeconomic status, parental education and expectations, child-rearing practices, home environment, locality, culture, religion, education, and school climate, are fundamentally linked to, shaped by, and affect personal value dimensions. As part of the educational system in

which students are enrolled has a major influence on how pupils acquire their values, students pursuing different forms of education may have diverse value patterns. The extent to which pupils self-handicap also affects the changes in their value structures. The degree of self-handicapping in such an outline is closely related to value dimensions, both impacting and influencing them.

Likewise, it has been recognised that a student's accomplishment and adjustment are impacted by a variety of environmental elements that affect their healthy growth and development. All these elements might be enumerated in terms of their psychological, sociological, and environmental aspects. Educators and psychologists noted that people primarily learn and develop through interaction, imitation, and observation. This could be systematic or irrational. However, whether for an individual or a group, such environmental elements that support growth have a very dominant role in determining personality and degree of performance. The growth and achievement may be at their highest if the atmosphere is supportive; otherwise, both may be hampered.

Promoting the complete, integrated, harmonious, and balanced growth of an individual through social and educational contexts has long been the aim of education. However, the methods used to achieve this objective will vary based on the social infrastructure and educational system. The school is a social organization that society specifically created, offering educational programs that support the integrated development of students under predetermined governmental guidelines. On the other hand, self-handicapping is a major obstacle to the general growth of adolescents. In the past, the majority of research has concentrated on the connection between academic results like grades and test scores and cognitive ability (Lennon, 2010). This structure, which is essentially conventional and unaltered, has been identified as an essential aspect of student achievement (Farkas, 2003). However, in

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recent years, the discussion has expanded to incorporate non-cognitive characteristics and how they influence learning (Heckman & Rubenstein, 2001).

More precisely, studies have started to look into how non-cognitive attributes and academic competence in youth relate to one another and how this might support ongoing success in the long run (Gutman & Schoon, 2016). Researchers are starting to look at how cognitive and non-cognitive components might each contribute in unique, dynamic ways to the learning process as it has become evident that cognition is only one part of a much more complex image (Carneiro et al., 2007; Duckworth, 2009; Farkas, 2003; Farrington et al., 2012). Non-cognitive elements, which could encompass qualities like drive, persistence, self-control, and dedication, enable a young person to perform well in a school setting. It is also thought that a variety of these talents and traits are adaptable and sensitive to their surroundings. Apart from this, evidence points to the possibility that non-cognitive skill development during these crucial periods may influence what children learn and encounter in the future. When thinking about the move to college, for instance, there are expectations that students will be ready to handle the increased level of reliability, successfully adapt to college life, and possess the skills that are required.

While, reviewing the related literature affirm that studies investigating self-handicapping and its correlates in the Indian context at the higher secondary level are currently lacking, with just three studies having been conducted at the secondary level by Gautam (2009), Kumari (2019) and Mittal (2023). Their research indicates that low academic achievement, a low sense of self-worth, behavioral and psychological disengagement from schooling, and negative perspectives about academic success are all associated with self-handicapping. It was also found that adolescents' self-handicapping strategy appears to negatively impact other facets of success in life.

Although, self-handicapping is an inherent human tendency in all pursuits, evidence suggests that adolescents are particularly prone to it. Hence, investigating the influence of academic competence, perceived emotional climate, and personal values, on self-handicapping among higher secondary school students is significant. The results of this study will contribute to our understanding of the negative consequences that social anxiety and procrastination have on students' mental and emotional health. Additionally, by better recognising the relationship between academic competence, perceived emotional climate, and personal values on self-handicapping, it is imperative to identify the effects on students' mental health and develop measures to support them.

The findings of the current study will also help educators and decision-makers focus on treatments that reduce students' avoidance of task performance and effort withdrawal. We may contribute to the improvement of the educational standards of our country by addressing these issues and coming up with solutions. Ultimately, the study will make it easier for parents, students, educators, legislators, and the general public to comprehend the importance of enhancing student productivity and achievement by minimising self-handicapping. Consequently, it was felt necessary to comprehend the influence of academic competence, perceived emotional climate, and personal values on self-handicapping.

Nevertheless, no previous research has investigated how the self-handicapping behaviour of higher secondary school students is impacted by their academic competence, their perception of the emotional climate, and personal value traits. When someone chooses a set of behaviors or self-handicaps, they might attribute internal factors to success and external elements to failure. Finally, self-handicapping is a defensive strategy in which a person creates barriers before a task performance in an attempt to change their previous performance and act in a way that

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suggests they are incompetent. In many studies, there is a significant negative correlation between self-handicapping and higher academic competence of students. If students want to improve their academic skills, they must identify their strengths and weaknesses.

It is good to inquire about the experiences of high academic achievers and develop soft skills such as time management, and research skills. Academic competence improves academic efficiency and students need to develop good communication skills for better productivity. Building self-confidence is another way to enhance academic competence. Critical thinking skills and collaboration with teachers and peers also contribute to academic competence. At the same time, Self-handicapping lowers teenagers' academic competence, emotional health, and desirable personal values. It also increases the likelihood of academic failure and eventually withdrawal from all walks of life. Another important measure to minimize self-handicapping tendency is mindfulness and self-compassion behaviours. Mindfulness helps students maintain moment-to-moment awareness of their thoughts, actions, and surroundings, become more aware of self-handicapping tendencies, and view themselves objectively.

In conclusion, researching the influence of academic competence, perceived emotional climate, and personal values on self-handicapping among higher secondary school students is vital as it can help to improve the competency of students, quality of education, and day-to-day life. This persuaded the investigator to take up a study on the topic influence of Academic Competence, Perceived Emotional Climate, and Personal Values on Self-handicapping among higher secondary school students of Kerala. The findings will pave the way to the knowledge related to academic competence and self-handicapping, while those perceiving a negative emotional climate such as instability, or high levels of stress

are more likely to adopt self-handicapping strategies to protect their self-esteem. Additionally, personal values, particularly those related to conformity and stimulation will play contradictory roles in increasing self-handicapping behaviours. These insights underline the importance of creating a supportive emotional environment in schools, family, and promoting values that emphasise resilience, effort, and intrinsic motivation to help students overcome academic challenges. Ultimately, the research emphasizes the need for comprehensive interventions that address both the emotional and cognitive aspects of student development which will help to reduce self-handicapping and promote healthier academic outcomes.

Statement of the Problem

Even in today's modern technological era, keeping students engaged in their task performances is getting difficult. Despite of various threats, the higher secondary stage is a period of biological growth, achievement, and prosperity. The literature review has sufficiently discussed the variables as mentioned above, even though there is no conclusive perspective about their influence. Self-handicapping plays a major hindrance to attaining higher levels of education, according to earlier studies. Meanwhile, the magnitude of self-handicapping becomes excessive and fails to cope with productive daily activities, hampering the individual's physical, emotional, and social development, resulting in poor mental health and task performance.

Therefore, it would be important to investigate at how academic competence, perceived emotional climate and personal values influence self-handicapping among higher secondary school students. The goal is to determine the degree to which this tendency affects task performance of students and address any issues thereby they are facing. Also, the present study will attempt to assist students with appropriate strategies or develop awareness programs to create an embracing environment for

them to live in. The study is entitled “INFLUENCE OF ACADEMIC COMPETENCE, PERCEIVED EMOTIONAL CLIMATE, AND PERSONAL VALUES ON SELF-HANDICAPPING AMONG HIGHER SECONDARY SCHOOL STUDENTS OF KERALA”.

Definition of Key Terms

Academic Competence

Academic Competence is “a multidimensional construct of skills, attitudes, behaviours and academic self-conceptions, including academic skills, study skills, academic motivation and interpersonal skill” (DiPerna & Elliot, 1999).

For the present study, Academic Competence refers to the ability of a student to fulfil the requirements of academic assignments and learning settings. The total scores are obtained through the standardized scale of Academic Competence, which includes components such as time management, learning skills, technological proficiency, self-monitoring, and research skills.

Perceived Emotional Climate

According to Fernández et al. (2007) perceived emotional climate is emotion accessibility caused by the priming of specific categories of emotion linked to emotional conventions.

For the present study, Perceived Emotional Climate is defined as student’s perception of structure, process and interactions about their activity or the influence of their surroundings, and it is the sum of the scores obtained through standardized Scale of Perceived Emotional Climate. It is frequently described as categories, such as Security Vs. Fear; Hope Vs. Despair; Solidarity Vs. Hostility; Stability Vs. Instability; Confidence Vs. Depression; and Satisfaction Vs. Distress, and is measured by the scores obtained through standardized scale of Perceived Emotional Climate.

Personal Values

Schwartz (1992) defines Personal Values as combinations of 5 features: values are (a) concepts or beliefs (b) about desirable end states or behaviors (c) that transcend specific situations, (d) guide the selection or evaluation of behavior or events and (e) are ordered by relative importance.

For the sake of the current study, personal values are defined as those traits that help students to reach compromise in the face of opposing situations in daily life by applying logical reasoning and scientific thinking. It is the total score of the standardized Personal Values Scale, which includes dimensions such as Power, Achievement, Hedonism, Stimulation, Self-direction, Universalism, Benevolence, Tradition, Conformity, and Security.

Self-handicapping

According to Shepperd and Arkin (1990) Self-handicapping is any action, assertion, or performance setting that increases the chance to externalise (or justify) failure and internalise (take credit for) success.

For the current study, Self-handicapping behaviour is the act of creating actions and justifications for failure and lack of abilities when the success rate is low (psychosomatic pains, oversleeping, illness, sadness, anxiety, lack of concentration, dizziness, etc.). It is the overall score of standardized tool Self-handicapping Scale, which includes dimensions such as lack of organizing, fear of failure, peer influence, poor time management, task aversiveness, performance anxiety, interaction anxiety, and evaluation anxiety.

Higher Secondary School Students

Higher Secondary School Students refers to those students' group who have accomplished a secondary level of education and currently studying apart in 11th and

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12th classes according to their interests either in humanities, science or commerce disciplines, etc. affiliated with the higher secondary department under the general education department of Kerala state.

For the present study, higher secondary students refer to those students studying in the 11th class of any higher secondary school recognised by the Government of Kerala state.

Variables

The current study attempted to determine how higher secondary school students are influenced by academic competence, perceived emotional climate, and personal values on self-handicapping. Variable refers to characteristics of quantifiable phenomena, things, and living things, that is, symbols or circumstances that can be manipulated, controlled, or observed through investigation or testing. Variables are necessary components for useful research that allow for comparison. For the current study, the following variables are taken into account:

Independent Variables

The independent variables are circumstances or characteristics that the experimenter manipulates or controls to determine their relevance to the observed events. A teaching style, kind of teaching materials, a reward, a time of exposure to a certain circumstance, or a characteristic such as sex or intellectual capability, all of these might be independent variables in educational research (Best and Khan, 2007). The following independent variables are considered for the present study.

- Academic Competence.
- Perceived Emotional Climate.
- Personal Values

Dependent Variable

The variable that changes as a result of manipulating the independent variable is called a dependent variable. It is the result a researcher can quantify and it is dependent upon the variable that is independent. For the present study, the dependent variable is '*Self-Handicapping*'.

Categorical Variables

- Gender (Male/Female)
- Locale of School (Urban/Rural)
- Type of Management of School (Government, Aided, and Unaided)
- Streams of Study (Humanities/Science/Commerce)

Objectives of the Study

The objectives of the study are the following;

1. To find out the difference in Academic Competence, Perceived Emotional Climate, Personal Values, and Self-handicapping among higher secondary school students of Kerala based on relevant subsamples, viz., gender, locale of school, type of management of school, and stream of study.
2. To find out the relationship between Academic Competence and Self-handicapping among higher secondary school students of Kerala for total sample and relevant subsamples.
3. To find out the relationship between Perceived Emotional Climate and Self-handicapping among higher secondary school students of Kerala for total sample and relevant subsamples.
4. To find out the relationship between Personal Values and Self-handicapping among higher secondary school students of Kerala for total sample and relevant subsamples.

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5. To find out the influence of categories of Perceived Emotional Climate on self-handicapping for total sample.
6. To find out the influence of Personal Values traits on Self-handicapping for total sample.
7. To find out the influence of Academic Competence, Perceived Emotional Climate, and Personal Values on Self-handicapping among higher secondary school students of Kerala for total sample and relevant subsamples.
8. To find out the combined influence of Academic Competence, Perceived Emotional Climate, and Personal Values on Self-handicapping among higher secondary school students of Kerala for total sample.

Hypotheses of the Study

The following hypotheses are formulated

1. There exists significant difference in Academic Competence of higher secondary school students based on subsamples, viz., gender, locale of school, type of management of school, and stream of study.
2. There exists significant difference in Perceived Emotional Climate of higher secondary school students based on subsamples, viz., gender, locale of school, type of management of school, and stream of study.
3. There exists significant difference in Personal Values of higher secondary school students based on subsamples, viz., gender, locale of school, type of management of school, and stream of study.
4. There exists significant difference in Self-handicapping of higher secondary school students based on subsamples, viz., gender, locale of school, type of management of school, and stream of study.

5. There exists significant relationship between Academic Competence and Self-handicapping among higher secondary school students for total sample.
6. There exists significant relationship between Academic Competence and Self-handicapping among higher secondary school students based on subsamples, viz., gender, locale of school, type of management of school, and stream of study.
7. There exists significant relationship between Perceived Emotional Climate and Self-handicapping among higher secondary school students for total sample.
8. There exists significant relationship between Perceived Emotional Climate and Self-handicapping among higher secondary school students based on subsamples, viz., gender, locale of school, type of management of school, and stream of study.
9. There exists significant relationship between Personal Values and Self-handicapping among higher secondary school students for total sample.
10. There exists significant relationship between Personal Values and Self-handicapping among higher secondary school students based on subsamples, viz., gender, locale of school, type of management of school, and stream of study.
11. There exists significant influence of categories of Perceived Emotional Climate on Self-handicapping among higher secondary school students for total sample.
12. There exists significant influence of Personal Values traits on self-handicapping among higher secondary school students for total sample.

13. There exists significant influence of Academic Competence, Perceived Emotional Climate, and Personal Values on Self-handicapping among higher secondary school students for total sample.
14. There exists significant combined influence of Academic Competence, Perceived Emotional Climate, and Personal Values on Self-handicapping among higher secondary school students for total sample.

Methodology

The methods suggested for the study is briefly explained below:

Design of the Study

The investigator used survey method to study the influence of independent variables Academic Competence, Perceived Emotional Climate and Personal Values on dependent variable Self-handicapping. The survey method comes under the purview of descriptive study. Moreover, by obtaining facts without intervention or control over the data, this technique helps to make relevant inferences from the information. It is an essential tool in research studies for several reasons, particularly when gathering data from a large group of participants or studying behaviours, opinions, or attributes of different populations. That is why the survey method is often needed in educational research.

Population and Sample

Students attending higher secondary schools in Kerala made up the population. The sample included 1507 eleventh-standard students from four districts-Kasaragod, Malappuram, Palakkad, and Thiruvananthapuram. Due weightages were given to relevant subsamples of the population such as, gender, locale of school, type of management of school, and stream of study (i.e.,

Humanities, Science, and Commerce). The sample was chosen using stratified random sampling technique.

Tools used for the Study

For the present study, the following tools were used for collecting the data.

- Academic Competence Scale (Suhara & Jaseena, 2020).
- Perceived Emotional Climate Scale (Suhara & Jaseena, 2020).
- Personal Values Scale (Suhara & Jaseena, 2020)
- Self-Handicapping Scale (Suhara & Jaseena, 2020)

Statistical Techniques

The following statistical techniques were used for the present study, as per the objectives.

Preliminary Analysis

The important statistical measures such as mean, median, mode, skewness, kurtosis, and standard deviations of the variables were calculated for the total sample and sub-samples based on gender, locale of school, type of management of school, and stream of study.

Group Difference Test

Group Difference Test of the significance of the difference between the mean scores of the two variables was done.

Classificatory Technique

Classification of relevant variables into appropriate levels was made for analysis. The total sample was divided into three groups based on the scores High (H)

group, Average (A) Group, and Low (L) group. This can be done by conventional procedure using mean and standard deviation.

Correlation

To estimate the extent of selection between independent and dependent variables, the techniques of Pearson Product Moment Coefficient of Correlation were used.

Three-Way Analysis of Variance

Analysis of variance is an effective way to determine whether the mean of more than two samples is too different to attribute the sampling error.

Scheffés Test of Multiple Comparisons

Scheffés Test of Multiple Comparison was applied to compare the mean scores of selected variables of pairs of different levels of selected independent variables. This was attempted only for independent variable giving significant F-ratio in ANOVA.

Scope and Delimitations of the Study

It is beneficial to track higher secondary school pupils' self-handicapping behaviour, to guide them in the proper path. Children's self-handicapping strategies might have a variety of causes. It is the responsibility of the parents and mentors to support the students in understanding the reasons for their academic lag and techniques to address them. Student self-handicapping has a significant impact on competence, which is crucial for a child's successful and efficient acculturation. Students should be made aware of such dangers and immediate training to help prevent these trends starting in early childhood. Problem areas should be identified and decisions implemented to mitigate the strategy. Again, the study demonstrated

that academic competence and perceived emotional climate was significant main effect on self-handicapping among higher secondary school students. Apart from this, the present study provides a positive outlook on life, by taking enough breaks between tasks, and avoiding stressful situations, and over excitement which will assist students in reducing self-handicapping tendencies.

Similarly, home environment of an adolescent has a far substantial impact on their life aspirations than their school environment. It is noteworthy because it can assist parents in understanding the home-school dynamic, which is just as vital as the academic setting at school. Additionally, the study helps parents to understand how important it is to monitor their own home environment while raising their children. Furthermore, the findings of the study will empower educators and parents to foster positive mental health in their young ones, help them succeed academically, assist them emotionally as they adjust to society, and instill ethical behaviors.

The study can also assist parents and children in comprehending the reasons behind unintentional delays in academic tasks and the requirement of immediately addressing them to progress. It will also make parents more aware of how crucial it is to raise their children in a peaceful, and loving home environment to alter their behaviour and promote healthy growth for their rational thinking.

The input of the study examines how higher secondary school students in Kerala, perceive their abilities in terms of academic competence, emotional climate, and personal values. In this particular era, parents and educators need to understand how important it is to assist their children in developing socialisation. The results of the present study will guide students in aiming for on-time course completion and improved academic performance. Teachers will gain a better understanding of the potential of their learners as well as the extent to which students' genuine efforts and

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involvement in the learning process might support them in achieving desired goals. The study further convinces teachers, that personal values play a significant role in the overall development of students' personalities.

The findings will also point out that it may teach them the value of time and how putting off chores affects their academic performance and productivity. Ultimately, the present study investigates whether students who engage in greater self-handicapping strategies have any impact on academic competence, perceived emotional climate, and personal values.

Further, it is important to assess the dynamics of interpersonal interactions in a wider social setting outside of the classroom, where students are trying to have more influence in the development of policies about social concerns. Academic competence has an enormous impact on children's higher study, employment, and overall well-being. High academic competence is characterized as providing pupils, opportunities for cognitive dialogue through hands-on, analytical, assimilation and application of concepts, and engagement with others who possess diverse backgrounds, viewpoints, or beliefs. Alternative methods for improving academic competence include allowing students to take on difficult jobs and assignments, supporting their independent thought processes, and promoting critical thinking. Children also flourish in all areas of their development in a pleasant emotional environment because they anticipate success in education, learn to share resources with others, work creatively, behave well, and become autonomous. Therefore, creating a safe and supportive emotional environment in the home and classroom is one of the hottest issues among educators today. The emotional climate is fuelled by the emotional energy that students absorb from their surroundings. Social engagement can contribute to strengthening the so-called climate.

In addition, since we must teach our children proper manners and the difference between right and wrong, every child or student must be instilled with strong personal values and an upright moral sense by the time they reach the adolescent period. If parents, schools, and society fail to take on these responsibilities, civil society in the future will continue to be unethical. Finally, it can be said that strong academic competence, a supportive emotional climate, and persistent personal values all contribute to a student's development into an enlightened citizen. However, even if self-handicapping pauses this process, educators still need to take up the job of resolving these problems. Therefore, the present study contributes valuable findings that can be used to better understanding of the underlying causes of Self-handicapping behavior among students, as well as suggestions for preventing or alleviating the tendency. They can also be used to improve ways of enhancing academic competence, encourage effective ways to promote favourable emotional climate and foster personal values for harmonious life. Additionally, school systems can design and implement programs that prioritize children's emotional well-being by putting an early identification and response mechanism.

By encouraging mindsets, students can understand that failure is not a negative reflection of abilities, but a natural part of the learning process. Perceiving and overcoming self-handicapping is crucial in the development of students. Such tendencies may serve as a temporary shield to protect their self-esteem, but it ultimately limit potential and hamper the growth of the learners. It is noteworthy that self-handicapping can be reduced by building self-confidence, focusing on hard work, avoiding last minute preparation, and practising self-discipline in all areas of life.

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In a nutshell, the study's scope is noteworthy since it examines a variety of personal, psychological and environmental dimensions that influence students' self-handicapping behaviors, potentially having an impact on instructional approaches and student welfare. Nevertheless, there are limitations in the study. Given that the sample is limited to a specific geographic location, the results may not be as generalizable to other regions or populations. Furthermore, the study's cross-sectional design limits the capacity to conclude causality. By using longitudinal designs, a variety of populations, and an examination of additional factors that can influence self-handicapping behaviors, subsequent research could build on these findings. Notwithstanding these drawbacks, the study advances knowledge of the variables influencing self-handicapping and provides insightful guidance for initiatives meant to lessen student self-handicapping.

Delimitations of the Study

Every research has to be studied within definite well-defined boundaries. The present study was restricted to the following:

- The sample considered for the study is delimited to the students studying in class XI, SCERT syllabus, Kerala.
- The study of self-handicapping behaviour is delimited to a general perspective. Other domains were not considered while selecting the variable.
- Only selected variables-Academic Competence, Perceived Emotional Climate, and Personal Values on Self-handicapping were considered in the study
- The sample size used for the study is limited to 1507.
- Although there are many factors which affect the self-handicapping behaviour, this study is limited to those factors that are not beyond the control of the researcher.

Conclusion

The background of the study has been summarized in the current chapter. The chapter also aims to provide a comprehensive explanation of the need and significance of the variables taken into consideration for investigation, as well as, an operational definition of the major terms used in the study. In light of the necessity of the study, the current investigation aimed to study the influence of Academic Competence, Perceived Emotional Climate, and Personal Values on Self-handicapping among the Higher Secondary School Students. The objectives of the study have been described to achieve this purpose. The chapter also provides the study's hypotheses in light of these objectives. The concluding section of the chapter provides an overview of all the chapters.

Chapterization

The thesis contains six chapters as follows:

- Chapter I This chapter contains introduction, need and significance of the study, statement of the problem, the definition of key terms, variables, objectives, hypotheses, methodology, scope, and limitations of the study, and finally organization of the report.
- Chapter II Theoretical overview of the variables, and empirical studies related to selected variables and with a detailed conclusion of the empirical studies.
- Chapter III This chapter deals with research design, variables, objectives, hypotheses, population and sample, instruments used for data collection, administration of tools, and statistical techniques used for analysis and consolidation of data.

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Chapter IV This chapter explains preliminary analysis comprising group difference analysis, analysis of variance, Scheffé's test of multiple comparisons

Chapter V This chapter includes study in retrospect, major findings of the study, tenability of hypotheses, and conclusions of the study.

Chapter VI This chapter discusses the educational implications, recommendations, and suggestions for further research.

Review of Related Literature

- *Theoretical Overview of Academic Competence*
- *Studies Related to Academic Competence*
- *Abstract of Review of Related Studies on Academic Competence*
- *Theoretical Overview of Perceived Emotional Climate*
- *Studies Related to Perceived Emotional Climate*
- *Abstract of Review of Related Studies on Perceived Emotional Climate*
- *Theoretical Overview of Personal Values*
- *Studies Related to Personal Values*
- *Abstract of Review of Related Studies on Personal Values*
- *Theoretical Overview of Self-handicapping*
- *Studies Related to Self-handicapping*
- *Abstract of Review of Related Studies on Self-handicapping*

REVIEW OF RELATED LITERATURE

The scientific investigation has a conventional foundation in that it expands on the body of knowledge previously available in the area. In research, especially in the field of education, there is a tradition that the researcher should become familiar with what is already known and tested in the area under study, discover the unexplored regions, define the problem, consider the objectives, and then formulate hypotheses. Once more, the researcher reaffirms his or her dedication to working on the thesis as a scientific investigation and to doing useful base-building throughout the procedure. This was pursued by the investigator in this study as well, and the reviews that the researcher has provided are the results of extensive literature that she has consulted from many sources. The purpose of the literature review is typically to acquaint the researcher with any pertinent knowledge on the subject under study. The extent to which a literature review should be done is a topic of debate. A literature review aids in highlighting key concepts from numerous papers and books on the subject under discussion. The researcher should make every attempt to present publications that represent a balanced viewpoint in the pursuit of scientific objectivity. It can never be done independently of previous research on issues that are either directly or indirectly relevant to the topic. The investigator might become familiar with the information and expertise that are currently available in his or her profession by reviewing relevant literature. It helps the researcher to identify the boundaries of the field and foresee trouble spots that can be avoided. It also aids in identifying flaws in earlier research that can be fixed in the current study to produce a more trustworthy and accurate conclusion. The literature reviewed in the present study has been stated in the following heads:

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- Theoretical Overview of Academic Competence
- Studies Related to Academic Competence
- Abstract of Review of Related Studies on Academic Competence
- Theoretical Overview of Perceived Emotional Climate
- Studies Related to Perceived Emotional Climate
- Abstract of Review of Related Studies on Perceived Emotional Climate
- Theoretical Overview of Personal Values
- Studies Related to Personal Values
- Abstract of Review of Related Studies on Personal Values
- Theoretical Overview of Self-handicapping
- Studies Related to Self-handicapping
- Abstract of Review of Related Studies on Self-handicapping

Theoretical Overview of Academic Competence

Theoretical concepts play an important part in building the foundations for empirical research, such as theoretical concepts often provide a model whose explanatory utility can then be tested using empirical research methods. As Leutner (2013) argues, one way of theoretically conceptualizing competence is, as a skill that may be conceived of as a disposition that enables a person to cope with particular situational demands. Competence is defined as a set of integrated capabilities made up of knowledge, skill, and attitude clusters that are necessary for task performance, solving problems, and the ability to carry out a particular job, role, or circumstance.

Two types of competence models are extensively used for research purposes; Models of competence structures and Models of competence levels. Models of competence structures examine the relationship between several aspects of a

particular competence that are assumed to exist and the model examines how these aspects are related to the overarching competence under study. Whereas the Models of competence level explains various levels of competence which qualitatively differ in terms of the task that a person can do, in a given particular level of competence (Kleime et al., 2008).

Although, the history of the concept dates back to Bloom's famous taxonomy and even further to European philosophy of the Enlightenment and possibly even to Antique philosophy, the term competence (and its close synonyms such as competency, skills, capabilities, learning outcomes, etc.) has been heavily used, if not even overused, in the discourse of education for at least the last three decades. The phrase has been used recently in relation to political and economic influences on education. Because it is something that employers need, or at least is discussed in work and management discourses in addition to educational discourse, competence is a good contender for the product of education (Mulder et al., 2008). Therefore, a person's environment and level of competence both have an impact on their behaviour and actions. The future attitude of our students is influenced by many competencies.

As an idealised capacity that is situated as a psychological or mental quality or function, Chomsky (1968) defined "competence" as such. According to Messick (1984), competence in the context of educational testing is "what a person knows and can do in a subject area, however, that knowledge and skill is acquired, whether through instruction or experience or whatever". Later in the same paper, competence is also defined as "what a person knows and can do under ideal circumstances". Competence is more difficult to investigate and may be less effective at explaining the desired outcome if motivational states are included. Competence is the capacity to successfully carry out a particular task, action, or function. Within disciplines and

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specialties, competencies are utilized to develop distinctive norms and this knowledge of the use of efficient study skills is an indicator of academic competency.

According to Conley et al. (2010), academic competence is still greatly influenced by an individual's study habits. Learning is promoted through a process of social communication. One of the most difficult cognitive and motivational challenges that developing students must overcome in their lives is academic proficiency. The significance of academic competence rests in the fact that social reactions in school/college life are largely based on academic records. It suggests comfort around other people and defines one's capacity to communicate and lead successfully.

The concept of academic competence is a measure used by the educational system to increase efforts to analyse and support student learning. Its objective is to give students the knowledge, abilities, and mentality necessary to connect new scientific knowledge with other sources to address real-world educational issues. The transition to secondary school, conforming to Anderson et al. (2000), entails parallel changes in the social and intellectual climates of the schools.

Academic competence is combined with knowledge of and use of practical study techniques. Because they lack study skills rather than they lack aptitude, capable students may struggle to achieve at various study levels (Nicaise & Gettinger, 1995). Many intelligent individuals complete their education without learning efficient study skills, even if some students improve their study skills on their own. The process of putting study-skills education into practice hinges on having a solid understanding of the theoretical underpinnings of the teaching process, how to employ study skills, and how effective study skills are.

Further, it has been noted that academic competence is a multifaceted concept made up of a learner's abilities, attitudes, and behaviours that support academic achievement in the classroom. According to Baker (2009), teenagers' coping strategies may be influenced by their academic performance. Previous research has shown that coping strategies of the students greatly influence their grade point average success achievement. Students who are very academically competent can tackle their daily life challenges with ease. The ability of a person to execute a specific task is sometimes described by the phrase competence. It comprises knowledge, comprehension, technical expertise, communication skills, and the capacity to employ judgment to solve problems.

General academic competency might encompass skills like verbal reasoning, quantitative reasoning, critical thinking, and the capacity to analyse symbolic data. Greenwood et al. (1984) noted that expected academic competence was positively connected by teacher-directed antecedent stimuli, such as information presentation or questioning. High academic achievers are capable of using a variety of information to address issues relating to psychological, sociocultural, and biological elements that affect health and well-being. It can assist pupils in using both spoken and written language to effectively communicate with others.

Although developing competence is the primary goal of education, efforts to increase student motivation in the classroom have not primarily focused on motivating students to develop their competence. For instance, raising student motivation was the main goal of initiatives to improve self-esteem among students; however, the main thrust of these initiatives was not to raise the academic competence. Similarly to this, digital literacy and other concrete reward systems are implemented to increase competence. However, the competence often leads to unnecessary competition among students instead of developing good attitudes,

completing assignments, and working on time. In addition, social motivators have received a lot of attention in classrooms and schools (Coleman, 1960). According to classroom research, social motivations including the need to collaborate with friends and peers (Ryan, 2001), the desire to please parents, and the desire to please the teacher can increase students' engagement and readiness to put forth effort on academic tasks.

Theories of Academic Competence

Studies have indicated that other social elements, such as students' views of teachers' social support, are positively related to motivation in the classroom (Wentzel, 1997). While none of these social factors and motivations are examples of motivation for competence, they may indirectly influence motivation for competence by enticing students to acquire and then display academic competence to parents, peers, or teachers.

Expectancy and Value Theory

The expectancy-value model developed by Atkinson (1964) serves as the foundation for modern expectancy-value theories of motivation, which establish a direct relationship between an individual's task-value and expectancy-related beliefs and achievement performance, perseverance, and choice.

It is different from other techniques that place a strong emphasis on competency as the primary goal. According to expectation-value research, "people may not want to engage in a task even if they are confident, they can complete it" (Eccles et al., 1998). According to expectancy-value research, expectancy, and value, both contribute in unique and complementary ways to students' performance, reports of motivated behaviours like effort and persistence, and use of self-regulatory strategies (Eccles, 1983; Wigfield & Eccles, 1992). Additionally, research has

demonstrated that teenagers' subjective task values influenced their participation in sports, and their taking Math and English classes (Meece, et al., 1990). Expectations and values are seen to be positively correlated, according to the majority of modern expectancy-value theories.

Self-Determination Theory

Competence, autonomy, and relatedness are the three basic demands that Self-Determination Theory (SDT) claims humans possess (Deci & Ryan, 1985). Intrinsic motivation develops as a result of these demands being met. The autonomy element has received a lot of attention in research about the classroom since SDT holds that only voluntary, as opposed to compelled, activities may be perceived as intrinsic. This may offer a theoretical explanation for why some students experience little delight or pride even after learning something new. SDT proponents agree that not all classroom instruction is naturally motivating. However, they contend that one can eventually internalise extrinsic justifications for completing important but unpleasant tasks and, in doing so, incorporate agency into regular learning activities. The possibility for self-determination and autonomy grows when reasons for performing tasks are incorporated. The SDT paradigm would have significant applications in the classroom if it could be demonstrated that self-determination-promoting teacher behaviours encouraged the classroom's eventual internalisation of extrinsic incentives, ultimately leading to academic competence.

Attribution Theory and Control Beliefs

A major area of interest in both attribution research and Dweck's (1999) work on theories of intelligence and locus of control components has been the role of perceived control in the growth and maintenance of competence motivation. The fundamental tenet of this theory is that students are more motivated and achieve more academically when they feel like they have some control over their learning (Weiner

1985; Pintrich, 2004) as opposed to when they feel like they have no control over their learning. At the individual-difference level, higher perceptions of control are linked to higher levels of motivation, even if it may be more adaptive for students to attribute failure to unstable, uncontrollable reasons (such as bad luck or a particularly difficult exam) at the situation-specific level.

Model of Academic Competence

The work of DiPerna and Elliott (2002) presents the most contemporary attempt to define the learner characteristics paradigm. In the Model of Academic Competence (MAC), defined academic competence as “a multidimensional construct consisting of the skills, attitudes, and behaviours of learners that contribute to success in the classrooms”. As per the definition, academic competence includes the domains of academic skills and academic enablers. Academic skills are the basic and complex skills that are the primary focus of academic instruction in elementary and secondary schools. In contrast, academic enablers are attitudes and behaviours that allow a learner to participate in and ultimately benefit from, academic instruction in the classroom.

Academic skill and enabler domains of the Model of Academic Competence (MAC) include narrower and specific skills and behaviours. Here the academic domain includes the acquired declarative and procedural knowledge, mathematics, critical thinking, and domains of language-based achievement (reading and writing). Research conducted by DiPerna and Elliott (2000) led to the identification of four specific categories of academic enabling behaviours, which are interpersonal skills, motivation, study skills, and engagement.

Keith (2002) observed that the Model of Academic Competence (MAC) based research of DiPerna and Elliott illuminates the benefits of using an over-

arching learner characteristic framework in the realm of scholarships of academic competence. As stated by Keith, "Identifying the most salient learner and environmental factors that affect achievement, specifying a comprehensive model of how these factors influence each other and determining the specific causal mechanisms that explain the relationships between enablers and achievement will result in the development of a comprehensive assessment and intervention framework for learners experiencing academic difficulty. This framework, in turn, will allow practitioners to more efficiently prioritize learner and environmental factors, that may be contributing to learner's academic difficulty".

Elliot et al. (2001) identified the elements of the academic competence framework and created an integrated strategy to evaluate the academic competence of students, organise targeted interventions for the classroom, and monitor the treatments. Encouragement of students towards academic competency is necessary in various subject areas of education. The movement for academic competence should have broad objectives including training for future professionals who can deliver valuable service in many settings. Students should be motivated to achieve academic success so they can lay solid scientific foundations for their future training.

Study skills include the capacity to gather, record, arrange, synthesize, remember, and use information, according to Hoover and Patton (1995). These traits affect both non-academic and academic achievement. In the words of Allen et al. (1994), expectancy constructs are significant educational outcomes that are connected to motivational orientation and academic accomplishment. Harter et al. (1992), noted that changes in motivation, affect, and anxiety throughout the middle school transition were associated with changes in academic competence. Farrell et al. (2010), looked into the connection between academic success and self-efficacy, self-efficacy is suggested as the essential intermediary between academics and the social

and emotional backdrop of young people's lives. He also pointed out that, there is a connection between parental differential treatment and particular student traits, such as academic aptitude.

Scheid (1993), commented as, students who get study skills education do better academically and become more effective, considerate, and autonomous learners. In cultures with greater collectivistic characteristics, academic ability affects parental differential treatment. Academic competence can be summed up as classroom modifications that include indications of academic achievement as well as the teacher's view of the students' behaviour in the classroom and attitudes towards learning. Academic competence is demonstrated by knowledge of effective study methods.

Dimensions of Academic Competence

All students must be allowed to learn based on their abilities. Teachers must have faith in their capacity as competent students. The need for more information linking learning to performance outcomes may also be associated with academic competence. Keith (2002) claims that the DiPerna and Elliot MAC-based research demonstrates the advantages of utilizing an overshadowing the learner characteristic approach and a thorough assessment and intervention framework for students who are having academic difficulty will be developed by identifying the most important learner and environmental factors that influence achievement, outlining a detailed model of how these factors interact, and figuring out the precise causal mechanisms that account for the relationship between enablers and achievement. The main aspects of Academic Competence are Time Management, Learning Skills, Technology Proficiency, Self-Monitoring, and Research Skills. Details of each component are explained as follows:

- ***Time Management***

Time management is like riding a bike, typing on a keyboard, or playing a sport. It comprises a variety of procedures, approaches, and techniques. The student can learn, develop, and master this skill set with patience and repetition. Along with those attributes, students' perceptions of their competence, capacity, and productivity will rise. The learner will be more effective and competent the more self-aware they are. Students who manage their time well feel positive, confident, and in charge of their lives. Everyone has a great desire for their lives to have meaning and purpose. One of the biggest reasons for emotional stress and discontent among students is the impression that their actions have no significance or purpose in light of their innermost principles and beliefs. Although, time management techniques can make them more productive, no one benefits from increasing their productivity in studies that do not personally benefit them. Time management entails ways for effectively managing study assignments, defining long-term goals, organizing work autonomously, and adhering to academic requirements (Van der Meer et al., 2010).

- ***Learning Skills***

Effective, situational, and intentional learning processes are referred to as learning skills. They include the skill to select, organize, elaborate, and remember information, the ability to relate new information to old information, the proficiency to adapt the learning environment to individual needs, and the competence to use learning techniques effectively to cope with a variety of tasks and demands (Boyatzis & Kolb, 1991; Weinstein & Underwood, 1985).

A cohesive, shared vision for learning has emerged as a result of learning skills. This framework, which combines subject knowledge, particular skills, expertise, and literacies, outlines the understanding, abilities, and competence

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students must learn to excel in school and in life. Each talent necessitates the growth of fundamental academic subject knowledge and comprehension among all students. A strong base of fundamental academic subject expertise is necessary for both effective communication and critical thinking. Students must also master critical thinking, problem-solving, communication, and cooperation skills necessary for success in today's environment within the framework of important knowledge instruction. Learning in the twenty-first century requires collaboration between students, instructors, and leaders. Students today are influenced in part by their immediate, fast, engaging, dynamic, and media-rich environment.

- ***Technology Proficiency***

Many modern occupations depend heavily on technology since it enables people to complete certain work responsibilities effectively and autonomously. Technical expertise in learning, such as critical thinking, and writing can be seen in basic computer operations using the internet, word processing programmes, and presentation programmes and they should be able to recognise how information technology affects society and use it to that end (Ogwu & Ogwu, 2012). Through this, the student develops the ability to study and evaluate knowledge based on information technology. As subject-related software, can utilise a variety of experiments, simulation CDs, multimedia programmes, etc. The use of the internet, computer conferencing using EDUSAT technology, and online learning are all mere forms of communication. A student must have the skills essential to identify and create communication software to participate in information technology-driven learning in higher secondary education, including word processing, emailing, audio and video editing, spreadsheet software, and search engines.

- ***Self-Monitoring***

Self-monitoring is defined as the ability to reflect on what worked and what needed to be improved in any academic assignment (Conley, 2007), such as students' interests, strengths, and places for progress. It is related to comparable concepts such as self-regulation, self-directed learning, and self-reflection as a type of metacognition, but it focuses on interpersonal relationships instead (Healy, 2009). Self-monitoring is distinguished by the capacity to pay attention to our activities in the moment, curiosity about the consequences of those acts, and readiness to apply those observations to change future behaviour and thought patterns. Although the majority of therapists would concur that self-monitoring is crucial for excellent practice, avenues for further identifying and enhancing the capacity for self-monitoring have just lately been made available by psychology theory and cognitive neuroscience research. Furthermore, there hasn't been much empirical research on self-monitoring in education, even though research has symbolized several features of summative and predictive self-assessment.

We have obligations to complete work and fulfill expectations every day. These chores might be personal, like keeping up proper hygiene, or professional, like finishing a task at work. Some of us are capable of finishing these duties without assistance from anyone or anything else. People with disabilities might need extra assistance. It is the practice of paying attention to one's behaviours and noting the existence or absence of a particular behaviour. In other words, self-monitoring happens when a person keeps tabs on whether a specific skill or behaviour has been mastered, is being worked on, or has veered off course. The level to which individuals can and do observe and manage their expressive behaviour and self-presentation varies across individuals, according to theoretical assessments of self-monitoring (Snyder et al., 1978). Self-monitoring experts believe that those who are

good at controlling their expressive self-presentation to maintain desirable public appearances are more receptive to social and interpersonal indicators of situationally appropriate behaviour. Low self-monitoring people are regarded to be incapable or unmotivated to control their expressive self-presentation. Instead, it is believed that their expressive behaviours serve as a functional reflection of their own constant and fleeting interior states, including their attitudes, attributes, and feelings.

- ***Research Skills***

Since the development of the world wide web, students have had an abundance of chances to study throughout their lives in formal and informal settings, depending on their personal, professional, family, work, and community needs, interests, or obligations (Lemke, 1990). This is especially true for students who are new to academic writing and must gain a lot of knowledge and develop their research abilities before they can use their newly gained talents for academic tasks (projects, seminar papers, and presentations). Students must conduct study and preparation to accomplish their academic assignments, which mostly entails locating and effectively using information sources. Students lack the academic expertise and breadth in an academic subject to take a critical stance on what they discover, in contrast to seasoned scientific researchers and authors. As a result, one of the most crucial general skills that students should develop during their studies is the ability to conduct academic research. It means academic writing, communication, and methodological understanding are all aspects of research skills, statistical and qualitative analysis, information gathering, and problem-solving (Gilmore & Feldon, 2010; Meerah et al., 2012). Although conducting research is the primary focus of higher education at the doctoral level, understanding and knowledge of literature review as well as the ability to gather and interpret data, are also required at the senior secondary level. This is especially true when it comes to academic writing,

where many students are unprepared to satisfy the demands of institutions (Wingate, 2006; Goldfinch & Hughes, 2007).

In a nutshell, academic competence is the development of all the abilities that student requires to effectively advance their academic performance. It is the capacity to perform well in class and extracurricular activities across all academic domains. Competencies are used within disciplines and strengths to build specific norms. One of the most difficult cognitive and motivational challenges that developing students must overcome in their lives is academic competence. The significance of academic competence rests in the fact that social reactions in school life are largely based on academic records. Different aspects of self-handicapping such as, procrastination and anxiety are negatively correlated with academic competence. Academically less capable students used more coping mechanisms that were emotion-focused, while academically more capable students employed more problem-focused coping mechanisms. The discussion that has just concluded above explains the various aspects of academic competence that students must achieve over the course of their academic pursuits.

Studies Related to Academic Competence

The following studied provides a detailed description of empirical studies on academic competence.

Using a meta-analysis of 191 samples from 165 correlational studies, Patall et al. (2023) investigated the impact of classroom organization on academic engagement, disengagement, academic competence beliefs, and achievement of preschool through high school students. Findings revealed that statistically insignificant correlation with disengagement. However, in another analysis of 71 samples from 46 structure intervention experiments, a positive statistically significant average effect was identified for achievement, engagement, and disengagement, but a

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statistically non-significant effect was observed for academic competence beliefs. The study also, highlighted the importance of giving priority to anticipatory strategies, minimizing the controlling aspects of the structure, and considering the broader context, which encompasses the national context, the students' socioeconomic background, and whether the structure is combined with other psychological supports.

Senol (2022) aimed to evaluate the connection between social information processing and their academic competence between the ages of 60- and 72-month-old children. The study's conclusions showed a strong correlation between various characteristics of academic competence and the social information processing model's subdimensions of interpretation and response decision. Preschoolers' capacities for processing social information were found to be correlated with academic abilities like numeracy, early literacy, thinking skills, and comprehension as well as academic enablers like social-emotional competence, learning approaches, and communication.

Tan et al. (2022) surveyed academic competence among 167 Chinese students to analyse the impact of behaviours of inattention and hyperactivity/impulsivity. The result of the study showed that both types of behaviours were negatively correlated with academic competence. Behaviours of hyperactivity/impulsivity failed to predict academic competence.

Tuononen and Parpala (2021) exploring the relationship between academic competencies, learning approaches, and thesis grades among bachelor's and master's students, the study looked at the self-evaluation of 1019 students regarding their academic competencies and learning styles. According to the data, bachelor's degree candidates already have a sizable number of academic competencies. However, assistance is required to help students become more organised, especially throughout

the bachelor's stage. The association between thesis grades and both academic competences and learning processes seems dubious in light of these findings, which call for a careful investigation into the true measure of thesis grades.

In a study involving 60 students, by Furlano and Kelley (2020), investigated how children with autism spectrum disorders perceived their academic competence differently from typically developing (TD) controls. To examine the completed academic activities for the study, participants were asked to project their performance both before and after each activity. The findings of the study demonstrate that pupil with autism spectrum disorder (ASD) are capable of processing concrete input because they were shown to be much more correct in their views when given feedback.

Washington et al. (2020) undertook a longitudinal study to identify the elements that support African American children's socio-academic competence. 97 African American youngsters (54 girls and 43 boys) and their families made up the study's sample. The findings show that positive parenting styles, low levels of parental stress, and a regular family environment all have a favourable impact on social competence. Additionally, social support from family members and reduced parental stress are also beneficial for academic performance.

Putnick et al. (2019) put a study on the impact of academic achievement on children's beliefs as well as those of their parents and teachers among 189 European Americans. According to the findings of the study, there was no discernible relationship between children's self-competence perceptions in mathematics and reading. Mothers', dads', and teachers' evaluations of a child's math proficiency showed substantial correlation with the child's reading proficiency. Parents who rated their children's math proficiency higher had students who performed better in math,

while parents who rated their children's reading proficiency higher had adolescent boys who performed better in language tasks, whereas lower language performance showed the adolescent girls who rated their own competence higher in math and reading.

Khani and Ariyanmanesh (2019) conducted a comparative study of actual and perceived academic competence among 391 post-graduate students from Iran. The findings generated from the study pointed out a significant difference between actual and perceived academic competence among students from different fields of academics.

Kaur (2019) surveyed at how 600 students' academic proficiency, academic success, emotional quotient, and happiness related. The results showed that, while the difference is not statistically significant, female students exhibit slightly higher academic competence than male students. Nevertheless, there is no significant difference between urban and rural school students' levels of academic competence. Additionally, individuals with high and low academic accomplishment showed a substantial disparity in academic competence. Students with high emotional intelligence and happiness scored significantly differently on academic tests. It may be said that academic competence, academic success, emotional quotient, and pupils' happiness all have a significant and favourable association.

Grondhal et al. (2018) evaluated the differences and mediating factors in 1155 students' hot and cool self-regulation in connection to academic competence and maladjustment. The findings indicated that the differential perspective was somewhat supported by maladjustment, with only hot self-regulation being found to be strongly associated with academic competence. The results assist in understanding how self-regulation relates to behavioral and academic school adjustment.

Mah and Ifenthaler (2018) researched students' perceptions of academic competence among 155 students from Germany. This study was designed to complement existing research and theories addressing standards in higher education retention. The study aims to bring perceptions concerning academic competence for higher education studies and to produce standard and academic staff expectations. It has been concluded that first-year students weighed their skills of academic competence at high values. The finding also recommended that personalized competency-based programmes were essential to developing academic competencies with the help of learning analytics and digital gadgets.

Ludwikowska (2017) made a qualitative study of student's perception of the multicultural competence of teachers in India. The study considers multicultural competencies such as behaviours, knowledge, and attitudes in culturally diverse students from a multitude of nationalities and ethnicities by bringing out discussion regarding their essence and importance. The findings helped in bringing the idea that multicultural competencies are the key factor for teaching. Students expect their teachers to be aware of special needs concerning their cultural backgrounds. Therefore, it is necessary to discuss this relevant topic and to equip the teaching pedagogy and teaching atmosphere with culturally sensitive ideas and observations.

Among 329 students in the United States, Loeb and Hurd (2017) explored subjective social status to predict underrepresented students' grade point averages by their perception of academic competence at the end of their first year at a prestigious, predominantly White institutions. The study found a correlation between depressed symptoms, gender, race, and family income. Lower spring grade point averages were correlated with a significant decline in subjective social standing via a decline in academic competence.

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Adimora et al. (2016) investigated the academic engagement and achievement orientation as correlates of reading culture of in-school adolescents in Enugu State, Nigeria among 340 in-school adolescents. The result of the study indicates that in-school adolescents' academic engagement and achievement orientation significantly related with their reading culture. Further, it was recommended among others that, the government, school administrators and educators make concerted effort to encourage students to be mastery oriented and academically engaged so as to prevent devastating after effects associated with poor reading culture since severe academic engagement and high achievement orientation associated with positive academic outcomes.

Deo (2016) examined the role of stressors and academic competence in adolescent depression by race among 260 African American and European American adolescents. The findings concluded that a non-significant correlation between discrimination and academic self-correlate among European Americans and an increase in the African – American expectation towards discrimination and violence was reported, which will then cause more probability of depression symptoms in comparison with European Americans.

Salleh et al. (2015) studied the factors affecting academic competence: a case study on 80 peers undergraduate of Unkl MICET. The finding of this study stresses the importance of assisting poorly performing students with study skills and personal habits including note-taking, paying attention, preparing for lessons, managing schedules, sleeping habits, and time management. The study shows that most of the students who participated in this research didn't spend much time on the assignment and in studying which has impaired their results in the long run.

Froiland and Oros (2014) researched how classroom involvement, academic competence, and intrinsic motivation affected the reading development of pupils.

The findings indicated that reading achievement in the eighth grade was significantly predicted by intrinsic motivation to read, academic competence, and engagement in the fifth grade.

Shetty and Srinivasan (2014) surveyed 137 students from the faculty of dentistry, MMMC, Manipal, to assess the effectiveness of study skills on academic performance among dental students. The study found that there is a significant association between the students' performance in the subject of Oral Biology in university examinations and study skills. Those students who used a higher percentage of various study skills showed higher exam scores than the students with lower study skills.

Vaz et al. (2014) investigated the effect of personal background and school contextual factors on academic competence and mental health functioning among 266 primary- secondary school students from Western Australia. Findings revealed i) a significant decrease in the contribution of personal background factors on academic competence ii) academic competence of students influenced by gender and disability iii) female students showed better academic competence than males iv) the contribution of personal background factors remains constant in the case of mental health functioning.

White (2013) explored the social-emotional context and academic competence on the mediating effect on self-efficacy among 369 post-graduates including (183 Jewish and 186 Arab) students. The results revealed that the perceptions of school climate, personal values, meaning in life, and hope can be combined to a valid construct, in a social-emotional context. The study also concluded that these contexts were different for male and female students.

Studies reported by Leung et al. (2012) assess the academic competence of 457 (230 boys and 227 girls) Chinese preschool children in Hong Kong. The result

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established that the two versions of academic competence behaviour scale via Preschool Development Assessment Scale (PDAS), and Strength and Difficulty Scale (SDQ) were apt instruments for the assessment of academic competence behaviour among Chinese preschool children.

166 students from Louisiana conducted research done by Vance (2012) to determine the association between several classes of social skill behaviors and academic proficiency. The findings indicated that, when considering teacher ratings of externalizing problem behaviors, a model with a reasonable fit could be developed that accurately predicted academic achievement as measured by teachers on the social skills improvement system rating scales.

Tu et al. (2012) conducted a qualitative study to examine the indicators of friends' social adjustment that may protect against or exacerbate vulnerability to lower academic competence in the context of peer victimization among 320 early adolescents. Adolescents' higher academic competence was related to friends' prosocial skills, and friends' social anxiety was correlated with lower academic competence, controlling for sex, grade, early adolescents' peer victimization, and total number of mutual friends. There exists a negative connection between peer victimization and lower academic competence among early adolescents with high-prosocial friends.

Singh and Misra (2011) examined the efficiency of the then-introduced Life Style Intervention Programme (LSIP) on academic competence for a sample of 100 students in Uttar Pradesh. Findings stated that empirical support for the efficiency of positive lifestyle changes (that is, dietary habits, food consumption, sleep habits, yoga, and religiosity) for academic competence and other secondary outcomes (like anxiety, optimism, and self-esteem) is significant for the academic

performance of many adolescents. The Lifestyle Intervention Programme is indicated as effective for boys and girls in enhancing their health and wellbeing. So, it can be concluded that there is no significant gender difference in the impact of LSIP. As a result of LSIP programmes tremendous changes can be observed including, increased concentration, memory, gathering interest in studies, optimistic view, and enhancing self-confidence. This study brings out the argument that academic competence cannot be nurtured merely by counseling but by supporting them by considering their social context and by bringing lifestyle changes is necessary.

Hamm (2010) examined variations in 43 gifted children from Carolina who were homogeneously and heterogeneously categorized in terms of their academic competence, and social self-concept. The findings stated that there was no discernible difference in social ideas and academic aptitude between the groups. The affect self-concept of gifted children was significantly greater than that of the normative population.

Ferla et al. (2010) presented research focused on the development of a model describing the impact of judgments of self-perceived academic competence on higher education students' achievement goals, learning approach, and academic performance of 512 first-year students at Ghent University. Results drawn from the study show that academic self-efficacy, self-efficacy for self-regulated learning; academic self-concept, and perceived level of understanding are conceptually and empirically different. Self-appraisals of academic competence with iMac have a different perspective on student motivation, learning, and academic performance. The study rules out that the students with a high score on the four measures of self-perceived competence are more persistent and more likely to adopt mastery performance to

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approach goals, be less anxious, process the learning materials are a proper level, and achieve better study levels.

Li et al. (2010) researched on how 960 participants' involvement in school mediated relationships between their ecological and personal assets and academic competence. The findings supported emotional engagement was indirectly linked to academic competence, via behavioral engagement. Behavioral and emotional engagement also had different individual and contextual preliminaries. The findings also showed that academic competence and emotional school involvement were positively correlated with both behavioral and emotional school engagement.

Isabella and Diener (2010) investigated how children in the first, third, and fifth grades self-represented their social and academic competence in connection to their personal, familial, and educational contexts. The study's sample collected students and both of their parents who were chosen from flyers, newspaper ads, and primary schools in a major US Mountain West metropolis. The study's conclusions showed that children who felt more secure in their parental attachments also believed themselves to be more academically competent. For girls exclusively, higher levels of anxiety connected to parental conflict were linked to more inaccurate perceptions of academic competence. There was no correlation between how competent teachers thought the students were and how they viewed themselves. The results showed that children's self-representations of academic competence were considerably influenced by their gender, with females more likely than boys to express a lower degree of academic competence.

Abstract of Review of Related Studies on Academic Competence

A comprehensive summary of the various studies reviewed at its essence are presented in tabular submission.

Table 1*Summary of Reviewed Studies on Academic Competence*

Year	Author	Findings
2023	Patall et al.	The study highlighted the importance of giving priority to anticipatory strategies, minimizing the controlling aspects of the structure, and considering the broader context, which encompasses the national context, the students' socioeconomic background, and whether the structure is combined with other psychological supports.
2022	Senol	Preschoolers' capacities for processing social information were found to be correlated with academic abilities like numeracy, early literacy, thinking skills, and comprehension as well as academic enablers like social-emotional competence, learning approaches, and communication.
2022	Tan et al.	The result of the study showed that both types of behaviours were negatively correlated with academic competence. Behaviours of hyperactivity/impulsivity failed to predict academic competence.
2021	Tuononen and Parpala	The association between thesis grades and both academic competencies and learning processes seems dubious.
2020	Furlano and Kelley	The study's findings demonstrate that children with autism spectrum disorder (ASD) are capable of processing concrete input because they were shown to be much more correct in their views when given feedback.
2020	Washington et al.	The findings show that positive parenting styles, low levels of parental stress, and a regular family environment all have a favourable impact on social competence.

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Year	Author	Findings
2019	Putnick et al.	According to the study's findings, there was no discernible relationship between children's self-competence perceptions in math and reading. Mothers', dads', and teachers' evaluations of a child's math proficiency showed a substantial correlation with the child's reading proficiency.
2019	Khani and Ariyanmanesh	The findings generated from the study pointed out a significant difference between actual and perceived academic competence among students from different fields of academics.
2019	Kaur	The results showed that, while the difference is not statistically significant, female students exhibit slightly higher academic competence than male students. Nevertheless, there is no significant difference between urban and rural school students' levels of academic competence.
2018	Grondhal et al.	The findings indicated that the differential perspective was somewhat supported by maladjustment, with only hot self-regulation being found to be strongly associated with academic competence.
2018	Mah and Ifenthaler	It has been concluded that first-year students weighed their skills of academic competence at high values. The finding also recommended that personalized competency-based programmes were essential to developing academic competencies with the help of learning analytics and digital gadgets.
2017	Loeb and Hurd	The study found that depressed symptoms, gender, race, and family income. Lower spring grade point averages were correlated with a significant decline in subjective social standing via a decline in academic competence.

Year	Author	Findings
2017	Ludwikowska	The findings helped in bringing up the idea that multicultural competencies are a key factor for teaching. Students expect their teachers to be aware of special needs concerning their cultural backgrounds.
2016	Adimora et al.,	The result of the study indicates that in-school adolescents' academic engagement and achievement orientation significantly related with their reading culture.
2016	Deo	The conclusion arrived in a way that supported the argument that there is a significant correlation between levels of resilience and scholastic performance, if the outliers are eliminated. No gender difference can be ruled out in this particular relationship.
2015	Salleh et al.	Finding from this study stresses the importance of assisting poorly performing students in study skills and personal habits including note-taking, paying attention, preparing for lessons, managing schedules, sleeping habits and time management.
2014	Froiland and Oros	The findings indicated that reading achievement in the eighth grade was significantly predicted by intrinsic motivation to read, academic competence and engagement in the fifth grade.
2014	Shetty and Srinivasan	The study found that there is a significant association between the students' performance in the subject of Oral Biology in university examination and study skills. Those students use higher percentage of various study skills showed high exam scores than the students with lower study skills.

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Year	Author	Findings
2014	Vaz et al.	Findings revealed i) a significant decrease in the contribution of personal background factors on academic competence ii) academic competence of students influenced on gender and disability iii) female students showed better academic competence than males iv) contribution of personal background factors remain constant in the case of mental health functioning.
2013	White	The results revealed that the perceptions of school climate, personal values, meaning in life and hope can be combined to a valid construct, in social-emotional context. The study was also concluded that these contexts were different for male and female students.
2012	Leung et al.	The result established that the two versions of academic competence behaviour scales via Preschool Development Assessment Scale (PDAS), Strength and Difficulty Scale (SDQ) were apt instruments for the assessment of academic competence behaviour among Chinese preschool children.
2012	Vance	The results show that, when considering teacher ratings of externalizing problem behaviors, a model with a reasonable fit could be developed that accurately predicted academic achievement as measured by teachers on the social skills improvement system rating scales.
2012	Tu et al.	There exists negative connection between peer victimization and lower academic competence among early adolescents with high-prosocially friends.
2011	Singh and Misra	This study brings out the argument that academic competence cannot be nurtured merely by counseling but supporting them with consideration of their social context and by bringing changes in life style is necessary.

Year	Author	Findings
2010	Hamm	The findings showed that there was no discernible difference in social ideas and academic aptitude between the groups. The affect self-concept of gifted children was significantly greater than that of the normative population.
2010	Ferla et al.	Results drawn from the study shows that academic self-efficacy, self-efficacy for self-regulated learning; academic self-concept and perceived level of understanding are conceptually and empirically different. Self-appraisals of academic competence with iMac have a different perspective on student motivation, learning and academic performance.
2010	Li et al.	The findings supported emotional engagement was indirectly linked to academic competence, via behavioral engagement. Behavioral and emotional engagement also had different individual and contextual preliminaries. The findings also showed that academic competence and emotional school involvement was positively correlated with both behavioral and emotional school engagement.
2010	Isabella and Diener	The results showed that children's self-representations of academic competence was considerably influenced by their gender, with females more likely than boys to express a lower degree of academic competence.

Theoretical Overview of Perceived Emotional Climate

Emergence of Concept of Emotion

Emotions are not only judgements but also modes of perception and engagement with the outside environment. Emotions are conceptual constructs that situate us and other people in important, dramatic situations. Our emotions not only help us to understand our relationships, but they also help us to forge new ones. More

than we may realise, emotions are a part of who we are. An experiential system that uses associative processing to process emotional events is in charge of handling emotions. Concrete images, symbols, and narratives serve as a medium for "feelings and vibes" from earlier experiences, and they also contain the "feelings and vibes" themselves. Change takes longer, yet it does occur with repetition and intense experiences. Information is digested fast and in a way that inspires action. Emotions and context-specific processing which are integrated into three ways: passively, quickly, and consciously.

Human emotions are defined by their valence and arousal psychophysiologicaly. Two conflicting systems in the subcortical region of the brain drive emotions, which are action dispositions. Emotional arousal can range from calm to enthusiastic, and emotions produce a valence that is either positive, i.e., appetitive/pleasant, or negative, i.e., aversive/unpleasant. Three emotional processes were categorised by Norman (2005): "Routines: mid-level processing that incorporates memory to produce affect, mood, or arousal; Reactions: low-level processes such as emotional signals and motor reactions; Reflection: high-level category that involves deliberation".

The etymology of the term, "emotion" comes from the Latin word "emovere" (Mangal & Mangal, 2018) which means to move out or to stir up. Various psychologists have different viewpoints about what emotions are. It is true, as Strongman (1973) notes that, several phrases are used rather liberally in the literature on emotion. They are rarely properly defined, and their usage is erratic. As stated by Calhoun and Solomon's (1984) view of emotion, a "feeling" is fundamentally a physiological reaction that accompanies an emotion. Emotion is a feeling that typically consists of both physiological and cognitive components and influences of behaviour (Feldman, 2012). According to Rathus (1984), an aroused state with

physiological, environmental, and cognitive components. Therefore, emotion is viewed as a state of arousal or sensation that affects people mentally, physically, socially, and logically as well as having an overall influence on their behaviour.

Turner (2007) offered to create human emotions such as shame, guilt or alienation by combining all three negative primary emotions to “fully mitigate against the power of negative emotions to disrupt the social order”. He believes that natural selection thus rewired human neuroanatomy. Emotions at the individual level are often governed by social interactions (Zembylas, 2005). Harre & Gillett (1994) claim that their discursive approach to researching emotions has four important facets:

- 1) Feelings and displays are parts of emotions and have two functions;
- 2) Emotions require a shared language and a shared basis of knowledge and belief;
- 3) Emotions contain social displays in certain contexts; and
- 4) Feelings and displays are parts of emotions.

An experiential system that implies associative processing to process emotional events is in charge of handling emotions. For instance, anger denotes a moral assessment of the decency of another person's actions. Expressions of unsubstantiated judgements include emotions, feelings, and outward behaviours. A biological response as well as cultural education serves as the foundation for judgements.

Emotions are conditioned by socialization into culture and by participation in social structures (Turner & Sets, 2006). From cognitive perspective emotions are defined as conscious feelings about self and objects in the environment and as words and labels that humans give to particular physiological states of arousal from a cultural perspective. Thompson (1994) defined emotion regulation as “the extrinsic and intrinsic process responsible for monitoring, evaluating, and modifying

emotional reactions, especially their intensive and temporal features to accomplish one's goals". Because they are generated by continual relational practices, emotions are multidimensional and cannot be confined to biology, relationships, or language alone; rather, they belong to all of these aspects. Burkitt (1997) characterises emotion in this way, highlighting its complexity and relationality. The subjects of our sociology of emotions research cannot be understood as 'things' since they are complexes made up of numerous facets of embodied, interrelated human experience.

Students get more involved and engaged in various activities when they feel that they are part of a supportive classroom community. The foundation of these positive attitudes and environments is the teacher's capacity to serve as a positive role model for children. According to the social learning theory, which was first introduced by Bandura (1969), people pick up behaviours by seeing how others behave, and they then copy what they see others doing. In this situation, Bandura's Social Learning Theory supports a setting where everyone feels safe because students respond to teachers who provide a pleasant classroom climate and behave similarly to it. Some teachers have been effective in implementing techniques that foster a supportive environment for their students in the classroom.

Theories of Emotion

The diverse ideas that different philosophers and psychologists have produced theories of emotion in various aspects. They can be distinguished based on how formal they are and how much emphasis they place on problems and empirical reality. Below, a few of the theories are methodically discussed:

Darwin's (1873) studies on animal, which underlined that emotion is thought of as an innate property of the organism, furthered the development of the emotional theory. Following this, Darwinists like James (1884) and Lange (1885) proposed that

emotion is a product of physical responses, and as a result, there is a close relationship between one's feelings and his or her body's reactions. As a result, a variety of hypotheses that contribute to a better understanding of the concept are born from the postmodernists' perspectives on emotion. The Cannon-Bard theory, which was developed in 1915 and 1928, places more emphasis on perception than on bodily reaction. Arnold (1960), Watson (1929), and other contemporary theories have different perspectives on how emotion is affected by the environment, but Schacter-Singer theory (1962) demonstrated that this is also true. As a result, different perspectives on how the man feels and communicates his feelings, known as emotion, have prevailed over the years.

Cannon-Bard Theory (Cannon, 1915; Bard, 1928)

According to the Cannon-Bard theory, emotions are caused by how we perceive events. The brain promotes autonomic and muscular actions (arousal and action) as well as cognitive activity (emotion experience) when an event is perceived (processed by the brain) (Rathus, 1984). Emotion, then, is a state of feeling that develops through perception of events rather than from changes in body expression or behaviour. For instance, fear is triggered when a person sees potential danger rather than when they flee the situation. A person becomes unsteady and trembles as a result of realising that he may have had a narrow escape from a specific damage that could have happened.

Watson Theory (1929, 1930)

According to Watson, there are three distinct categories of basic emotional responses: fear, fury, and love. Observational studies conducted on students, moderate stimuli like a loud sound and quick removal of support can make students fearful. Rage is brought on by restricting a child's movement, while love is brought

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on by any mild manipulation, especially of the body's erogenous regions. A youngster may react differently to any of these stimuli depending on what that particular stimulus is. Because of this, responses to fear, fury, and love resulted in behaviours like catching their breath, clenching their hands, crying, yelling, smiling, and cooing. Watson, however, thought that, at least momentarily, emotion produces a chaotic condition. Watson therefore views emotion as a disorganization or disturbance that alters behaviour.

Arnold Theory (1960)

Arnold's theory of emotion combined cognitive and physiological elements. It is thought that the construct of assessment has a significant influence on emotion. For instance, "we promptly, naturally, and almost unconsciously analyse anything with respect to ourselves. This causes us to approach everything that is assessed as good, as long as no other appraisals get in the way (Strongman, 1973) and to disregard anything that is indifferent. At the beginning of a new encounter, recollection is the foundation of evaluation. This occurs because each new object stirs up memories of related past events. Therefore, memory and expectancy must be considered in any perception that has an impact on the future. Arnold introduced the concept of evaluation based on perception, whereby a person is likely to reevaluate a good deed and adjust his behaviour accordingly. The assessment that produces a strong propensity to act is emotional.

Schacter-Singer Theory (1962)

The theory describes how an individual's environment can reveal his/her emotional experience when compared to others. It was discovered during the experiment that the participants would emotionally and relatively respond to the behaviours of the confederate. Participants always reported feeling furious when the

confederate acted in aggressively, but they always reported feeling glad when the confederate acted in a pleasant manner. This implies that participants link to their surroundings and other people's actions to explain the physiological arousal they were feeling. As a result, the name given to an emotion relies on how one perceives the circumstance cognitively. This evaluation is dependent on a variety of variables, including how external events are perceived and how other individuals appear to be reacting to them. The outcome of the Schacter-Singer experiment, according to Feldman (2012), supported the cognitive perspective of emotions, which holds that emotions are determined by a relatively non-specific type of physiological arousal and the labeling of that arousal based on environmental signals.

James and Lange Theory (1984; 1995)

According to James-Lange's theory, every emotion has unique physiological correlates. It hypothesizes that a physical response causes some specific stimulus to be produced, which encourages a certain pattern of sensation to be awoken. According to Rathus (1984), "We become angry because we act aggressively and we become afraid because we run away" in this situation. Sensation-making is a function of physical makeup. Acting a certain way will result in the desired emotional response. So, by approaching, one can get over their fear, and by being involved in the situation, they can get over their despair. Therefore, emotion is just a side effect of automatic physiological reactions.

The Concept of Perceived Emotional Climate

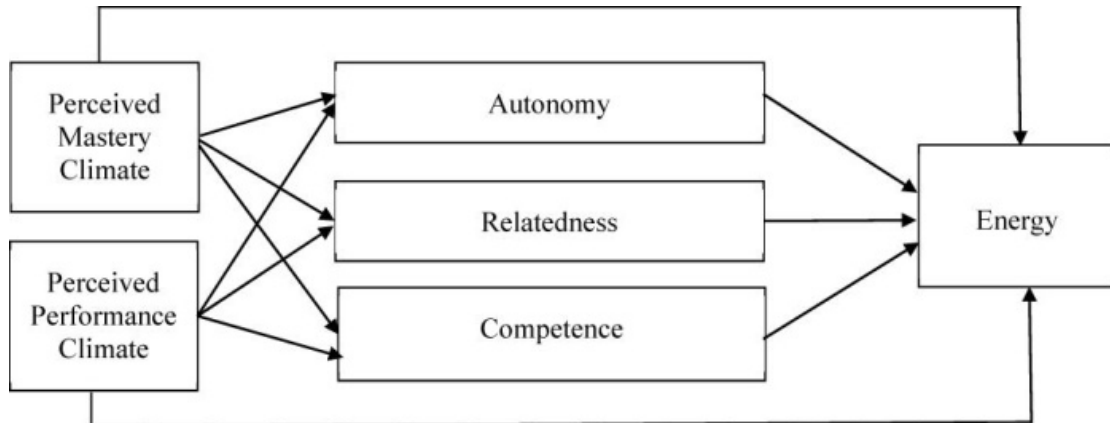
Perceived Emotional climate has been conceptualized in various ways in contexts including educational psychology, elementary and early childhood education, and, more recently, science education (Bellocchi et al., 2013). Evans et al. (2009) contend that emotional climate encompasses five elements. Emotional

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relationship refers to the intensity of warmth and pleasant attitude between students and teachers. Emotional awareness pertains to teachers being able to recognise and handle their emotional reactions to varying situations. Emotional coaching relates to teachers helping students to monitor or regulate their emotions. Emotional intrapersonal beliefs describe an array of events and ideas that influence students' emotions. Emotional interpersonal guidelines refer to emotional boundaries and standards within the group (as cited in Rinchen, 2014). Emotional climate, however, is a structural reflection of emotions and social interactions in a situated environment that cannot be isolated from each individual's emotional climate since they are sharing social structures in the moment in the sense of proximity.

Barbalet (1995) defined emotional climate as “sets of emotions or feelings which are not only shared by groups of individuals implicated in common social structures and processes but which are also significant in the formation and maintenance of political and social identities and collective behaviour”. De Rivera and Páez (2007) described the emotional climate as the “predominant collective emotions generated through the social interaction of a group's members in a particular milieu”.

Emotional climate relates to students being able to understand and manage their emotional reactions to situations and being able to differentiate others' emotions and their causes. Emotional coaching deals with helping students to manage or regulate their emotions (Gottman et al., 1997). According to Denham and Almeida (1987), emotional coaching helps students find better ways to interact with their peers and improves the regulation of their behaviour which supports their social, emotional, and academic pursuits throughout their life. The collective state of emotional arousal produced in an environment is defined as the emotional climate (Tobin et al., 2013) when members of a group or organization develop an enhanced sense of collective identity and a decreased sense of self.

Figure 1*Conceptual Model of Perceived Emotional Climate*

(Source: <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2020.01509/full>)

Students develop their emotional ideology based on a wide range of concepts related to emotions found in emotional interpersonal beliefs. Concerns regarding strict teachers, nervousness about a particular presentation, worries about delivering an answer, and excitement for a group project are all associated with students perceived emotional climates. The term "perceived emotional climate" describes how someone perceives and feels about the emotional atmosphere in a group when engaging with them in daily interactions.

Simultaneously, the term "perceived emotional climate" refers to how emotionally interconnected a community's members are to one another and identifies the characteristics of the environment in a specific location. The emotional climate of a community shows how its members feel about a certain circumstance. This idea was first used to describe the differences in organisational settings in educational psychology. It has an impact on each person's motivation, levels of happiness, attitudes, expectations, and behaviour in a given situation (such as a workplace or classroom). Emotional climate can be viewed as a form of shared experience, where the term experience refers to the process of "relating information from outside

sources to states of consciousness” (Csikszentmihalyi & Larson, (1984). According to this definition, experience intrinsically includes both external signals and the individual’s responses to them.

Twenty-first-century learner's success during their learning environment depends on teachers being able to choose the appropriate classroom management tactics, which can be challenging for some. They will grow more easily, involved, and enthusiastic about studying. A negative emotional climate makes depression symptoms worse and prevents personal growth. While a favorable emotional environment stimulates innovation, growth, and professional development. Adolescents' emotional environments are now seen as having a substantial impact on team morale, performance, and output

Children of today all have distinct lives, and their family histories may be likewise distinct. Students must be successful in creating and fulfilling social life. The emotional climate affects the creation of a conducive learning environment for children. The emotional climate can have an impact on student activities, relationships with teachers, peers, parents, and communities, as well as academic success. The effectiveness, talent, and leadership of the student body will all be significantly influenced by a positive emotional climate. The ability to learn and achieve at higher levels is enhanced by emotionally supportive environments. High-quality student activities should focus on making the classroom atmosphere relaxing and eliminating stress-inducing aspects so that students can recognise and manage their emotions, build healthy relationships, and make informed decisions.

Theory of Emotional Climate

People's regular interactions and behaviours, or even their responses to particular collective events (such as a national tragedy), can produce an emotional climate. Through sharing their emotions and complaints, people interact with one

another, shape one another, and create shared emotional motives. Bernard contends that intense feelings like rage, love, grief, and humiliation are frequently shared by people. These events have an impact on people's lives, sometimes for a very long time, and they spread across society. It can also be used to describe the necessary emotional interactions, such as antagonism and solidarity. The psychological component of adolescents that affects their emotional development is referred to as the perceived emotional climate of a pupil.

Interaction Ritual Chains Theory

Collins (2004) put up the idea of Interaction Ritual Chains as a micro-sociological explanation for the issue of collective emotions resulting from group dynamics. Collins considers every communication to be a ritual. Beginning with micro-sociology, he suggests that society comprises people interacting with one another in numerous settings. People are constantly in different interactive environments, creating emotional resonance similar to rituals, growing, and creating different chains of interaction rituals, all of which come together to form society. Four components make up an interaction ritual: shared mood, bodily co-presence, barrier to outsiders, and mutual focus of attention. The fundamental argument of the Interaction Ritual Chains hypothesis is that an interaction ritual has a greater likelihood of succeeding whenever it is founded on these four components. Four outcomes of a well-executed interaction ritual are: moral standards, emotional vitality in individuals, symbols of social relationships (holy things), and collaborative togetherness.

Collins (2008) used the ideas of Durkheim (1912/1995) and Goffman (1967) expanded to advance sociological understanding of emotional arousal through social interactions that could be approved in societally relevant settings such as school

classrooms (Ritchie et al., 2011). Interaction Ritual Theory proposes that successful interactions are:

Occasions that combine a high degree of mutual focus of attention, that is, a high degree of intersubjectivity, together with a high degree of emotional entrainment-through bodily synchronization, mutual stimulation/ arousal of participants' nervous systems - result in feelings of membership that are attached to cognitive symbol [i.e., solidarity]; and result in the emotional energy of individual participants, giving them feelings of confidence, enthusiasm, and a desire for action in what they consider a morally proper path. (Collins, 2004, cited in Ritchie et al., 2011, p. 42)

Categories of Perceived Emotional Climates

What emotional climates people might experience and how significant these climates are in terms of the underlying social, economic, and political structures? Description of each of the emotional climates that have been covered below:

Security Vs Fear

A sense of security can be gauged by simply asking people how much they trust each other and their authorities. The quality of life in a nation posed questions on how much people trust others (Campbell et al., 1976). As schools, families, and communities remain vigilant to meet the holistic educational needs of the students, they must also be prepared to address all types of security threats from within and outside of the school premises (Mowen & Freng, 2019).

On the other hand, in every case, the dread was sparked by repeated acts of violence or by forces claiming autonomy over the part of authorities. Fears is a normal part of growing up. The understanding develops from the moment a child

first feels fear is something he/she cannot fully perceive or control in all subsequent experiences (Bledsoe & Baskin, 2014). Indeed, the atmosphere of fear appears to have been actively created to maintain discipline among groups.

Hope Vs Despair

A desire is accompanied by the expectation or belief that it will be fulfilled. It conveys a sense of confidence or assurance in the potential that one's desires or longings will be accomplished. Miller and Rose (1975) has established a framework that encourages students' hope and resiliency over the years. It is based on three truths: first, that children perform better when they are surrounded by adults who believe in them; second, that students perform better when they have meaningful and long-term relationships with adults; and third, that children perform better when they can articulate their aspirations.

Meanwhile, a climate of despair is a mental state brought on by situations that seem impossible to handle. It denotes a complete loss of hope, which is often accompanied by indifference and low morale. In other terms, it is the sensation or state of mind that everything is wrong and that nothing will live up to expectations, as well as a mood of hopelessness.

Solidarity Vs Hostility

Solidarity is defined as an emotion or action that is shared by a group of people who have a common interest or togetherness. It is a vital component of society's union that defines family relationships and establishes the setting for individual growth. It is the sharing of affection and admiration between family members, teachers, and peers (Salmela, 2014).

Whereas hostility is characterized as a hostile or aggressive attitude toward individuals or views. Students frequently experience hostility or contempt toward

their problems for a variety of reasons. Numerous theorists contend that particular demands, attitudes, emotions, or coping mechanisms can lead people to continually overreact to stresses, increasing their risk of psycho-physiological illnesses. A tendency to express discomfort, rage, or hostility is a repressive coping style that human beings with, according to empirical research tends to have an especially significant spike in blood pressure and heart rate when under stress (Comer, 2004). Beyond health problems, they even result in undesirable behaviours including hatred, violence, and anxiety disorders.

Stability Vs Instability

Peers, teachers, and parents were investigated separately as independent sources of effect on student emotional stability in educational psychology. It is the attribute of being stable or fixed mental health, and the mind's ability to achieve equilibrium (Ruzek et al., 2016).

Conversely, it has been demonstrated that students in society are unable to foresee what will occur in the coming years, whether academically or personally. The academic performance of students is negatively impacted by instability, and the likelihood that they may leave school is increased (Stupnisky et al., 2012). Stress, restlessness, anxiety, and depression are all mental health conditions that are exacerbated by instability. For certain students, it's interesting to see that instability may grow as they advance in their academic careers.

Confidence Vs Depression

Confidence is an optimistic or self-assured state resulting from a positive assessment of one's capabilities or traits. Confidence stems from a sense of well-being; positive thinking, practice, training, education, and talking to others are all effective strategies to boost our self-esteem. Most significantly, underachieving

children benefit from high-quality education, which is especially vital for teachers who can inspire students, make connections to students' lives, and concentrate on each student's unique abilities and needs (Spring & McCluskey 2013). Every school should have as its core objective, regardless of a student's gender, cultivating a high-achieving, secure atmosphere that is conducive to learning and success.

Depression is a prolonged state of sadness, anxiety, or emptiness as well as feelings of despair, pessimism, guilt, helplessness, and loss of interest or pleasure in previously enjoyed activities (Moir et al., 2018). Early morning awakening or excessive sleeping, decreased energy, restlessness, irritability, difficulty in concentrating, remembering, or making decisions, and/or persistent physical symptoms that don't go away despite treatment, like headaches, digestive issues, and chronic fatigue

Satisfaction Vs Distress

It is a circumstance or sensation of happiness that occurs when a person's needs and desires are met. Satisfaction is defined as a positive experience or the achievement of the desired result. The school and home environment play an important role in ensuring the quality of learning and achieving excellence in education. Such a compliant role contributes to satisfaction among the learners (Ishak & Abdulhassani, 2018).

Contrarily, distress is the inability of a person to experience and tolerate a negative emotional state. It is associated with mood and anxiety disorders, poor life satisfaction, and unhealthy habits such as substance abuse. Adolescent students struggle with stress as they balance a variety of academic, personal, and social pressures. A certain amount of stress is necessary and boosts performance, but too much stress is detrimental for students' mental and physical well-being (Seaward, 2017).

Drawing from the above-mentioned discussions, it can be concluded that, the emotional environment is classified as either good or negative emotional climate. Positive emotional climates are characterised by a shared sense of joy and happiness, while negative emotional climates are marked by a shared sense of gloom, dread, or fury. Negative emotions gradually wear out and give way to self-handicapping tendencies. Parents and teachers should foster situations that are emotionally supportive for pupils for their overall well-being.

Studies Related to Perceived Emotional Climate

Garcia (2023) examines how students' overall development is influenced by the classroom emotional climate. The study used several case studies and a qualitative approach to get comprehensive and rich data. The results highlight the significance of fostering a caring and supportive classroom climate to support children's optimal emotional development, as well as the importance of observing the classroom climate as a critical component in promoting general well-being and positive social-emotional climates among young learners.

Fairhurst (2022) at an independent private school in Perth, Western Australia, investigated 100 students' impressions of the STEM (Science, Technology, Engineering, and Mathematics) learning environment and the relationship and impact of teachers' attitudes, engagement, and enthusiasm in STEM. The research found that attitude of students towards STEM education are influenced by things like student autonomy, peer collaboration, problem-solving, and communication.

Shorosh and Berkovich (2022) focused on examining the connection between the emotional environment of the workgroup in the classroom, burnout, and coping mechanisms. A sample of 278 instructors employed in 19 Israeli public elementary schools provided the study's data. The study revealed that a positive relationship was

found between another-focused negative workgroup emotional climate and teachers' burnout at the individual level. A positive cross-level relationship was observed between an ego-focused negative workgroup emotional climate and burnout. And showed the impact of teachers' active coping style on their burnout varied depending on the level of ego-focused negative workgroup emotional climate in their schools.

Introducing the validated University Classroom Emotional Climate (UCEC), McLure et al. (2022) assessed students' perceptions of factors like teacher care, collaboration, and motivation, providing valuable insights into the learning experience. It compares the emotional climate and attitudes between the lockdown period (fully online) and post-lockdown (mixed mode) delivery. Significant gender differences were observed in the findings. Female students reported more positive experiences post-lockdown, except in the dimension of Care. Male students, however, displayed differences in engagement with learning and perceived challenges with learning materials between the two phases. These results highlight the importance of understanding gender-specific experiences and emphasize the need for comprehensive insights into emotional climate and attitudes.

Hong et al. (2021) presented a study among 392 university students to examine the correlations between classroom emotional climate, student social self-efficacy, and student psychological health. The findings indicated that classroom emotional climate significantly influenced social self-efficacy. Furthermore, social self-efficacy was found to be a significant predictor of self-esteem and depression.

Fraser et al. (2021) conducted a study to introduce the development and validation of a questionnaire on the Classroom Emotional Climate (CEC). Firstly, a pilot test was organised with six focus groups consisting of students from three schools. Feedback from the pilot study was utilized to revise and refine the

questionnaire. Secondly, the modified CEC questionnaire was administered to 698 students participating in STEM activities across 57 classes in 20 schools. The predictive validity analysis revealed significant associations between the CEC dimensions and student attitudes. These findings indicate that the CEC questionnaire is a reliable and valid tool for assessing the emotional climate in STEM classrooms.

Kapetanovic and Skoog (2020) conducted a study on the role of family's emotional climate in the links between parent-adolescent communication and adolescent psycho-social functioning among 1515 samples. The objective of the study was to extend the literature on parenting operationalized with parent-driven communication efforts. The study showed that the influence of parent-driven communication efforts (i.e. parental solicitation and behavioral control) on adolescent psycho-social functioning is not isolated from the content of the family's emotional climate.

Ozturk and Ozan (2019) conducted a study to develop and validate the schools' emotional climate scale with a sample of 683 teachers working in elementary and middle schools, who are the residents of eastern part of Turkey. Findings noted that emotional association, empathy, and fatigue are the three factors that constituted the finally formed 19-item scale.

Washington and Zandvakili (2019) conducted a study among eighty-three children from a European-American framework, including two African-Americans, four Cambodian-Americans, two Korean-Americans, and eight other children from different ethnic backgrounds, were chosen as the sample to study the emotional response of minority and majority elementary school students about positive and negative emotion. In terms of how majority and minority students viewed emotions including hope, enthusiasm, happiness, loneliness, anger, sadness, and anxiety, it was

discovered that there was a considerable difference. Additionally, it was found when parents are involved, teenagers develop more positively when there is a pleasant emotional climate in the home.

Cherepov et al. (2018) investigate how certain methods and exercises might help 30 students from two volleyball teams at South Ural State University overcome emotional obstacles and improve cooperation. The researchers evaluated several emotional climate-related factors, including emotional regulation capacity, over-emotionality, rigid and underdeveloped emotionality, predominance of negative feelings, and friend-making propensity. The development of a positive emotional climate among the teams was facilitated by the use of the emotional toolkit. The study's conclusions showed that playing training games and exercises three times a week in advance of routine training sessions greatly increased participants' emotional bonds and enhanced collaboration. These findings imply that using particular methods and exercises can improve interpersonal relationships and teamwork among students' volleyball teams.

Mark et al. (2017) investigated the mother-child relationship when examining the link between maternal-expressed emotion and twin relationship quality. 156 mothers and their young twin children participated in the study. The mother-child bond and the twin-twin relationship were evaluated using questionnaires, and information about the relative positive and negative maternal expressed emotion was gathered using the preschool five-minute speech sample. Even after taking into account the mother-child relationship as reported in surveys, the results showed that mothers who exhibited more family-wide positive emotion and less family-wide negative emotion reported greater positivity within the twin relationship. Unexpectedly, differences in the way moms conveyed their emotions to their twins

were linked to happier sibling relationships. These findings are consistent with the idea of families as interdependent, interrelated emotional entities.

Dinallo (2016) conducted an investigation to gather and analyses the perceptions of mothers involved in a critical family literary programme for promoting social and emotional development. Six parents participated in the study; it was coded through CPBR (Community Based Participatory Research) to address the social and emotional aspects of child development and parenting. The findings of this study contribute to an actual perspective on parents that have communicated their own requirements concerning self-care and self-esteem while procuring programmes for their children.

An investigation conducted by Good (2015) to identify aspects of successful classroom management systems to assist teachers in creating a successful learning environment and a positive emotional climate for learning. Participants include elementary teachers at a school in the greater San Francisco Bay area. It revealed that classroom management is instrumental in establishing a climate for learning that is positive for children. A negative learning environment is detrimental to students learning in the classroom. Results identified common strategies that teachers could use to create a positive climate in their classrooms.

The role of specific non-academic cognitive characteristics, such as explanatory style, mentality, low frustration tolerance, meta-cognitive awareness, and elements of the emotional atmosphere of a classroom, was the subject of an exploratory analysis by Puttaraju (2014). The investigation was carried out in two steps. A sample of 505 first-year PU students from various colleges in urban Bangalore made up the first stage. A single class of first-year PU students was the subject of the second stage, which used an experimental design to examine the

effects of the skill-building curriculum. According to the first study, academic success is favourably correlated with an optimistic explaining style and metacognitive awareness. The second stage showed that the skill building programme improved the academic performance of participants in the experimental group. And there was no significant difference in the performance of the control group.

At the Case College of Education, Royal University of Bhutan, Rinchen (2014) looked at the emotional climate of 28 Bachelor of Education pre-service secondary science teachers (18 men and 10 women). She also reviewed at their tutor's science education classroom. The results of this study showed that students' views of the emotional environment are influenced by the interactions and relationships between the tutor (lecturer) and students (pre-service teachers). The researcher made the case that other scientific educators who want to create a positive emotional climate in their classes at both the high school and college levels can adapt this framework of effective class interactions. Further research revealed that, when the instructor ignored the students' comments, did not fully understand the subject during formal lectures, or was interrupted by other students, these instances of a negative emotional climate were noted.

Rivers et al. (2013) conducted a study titled "Social and emotional learning programme that seeks to enhance the social and emotional atmosphere of classrooms using a Recognizing, Understanding, Labeling, Expressing, and Regulating (RULER) approach". RULER focuses on boosting the quality of social interactions in the classroom to foster a more encouraging, empowering, and engaging environment. It is theoretically based and empirically proven. This is accomplished via the programme incorporation of tools and skill-building exercises that encourage emotional literacy in both teachers and students. A clustered randomised controlled

study was done to evaluate RULER's efficacy. Sixty-two schools took part, with half implementing RULER in their English Language Arts (ELA) classes for fifth and sixth graders while the other half served as comparison schools and used their regular ELA curricula. According to the findings, RULER-implemented schools' classes showed higher degrees of kinship and comradely between teachers and pupils. These results imply that RULER implementation improves classroom dynamics in ways that promote healthy youth development.

Tobin et al. (2013) conducted a study centered on the emotional climate of the teaching and learning of grade 7 science students. They found out that the most successful and favourable outcomes occurred when the tutor and students interacted and collaborated to produce dialogue, rather than conventional teacher questioning and student answering.

Reyes et al. (2012) a study with 63 fifth and sixth-grade classrooms with 1399 children were used to examine the relationship between classroom emotional climate and academic achievement, with a focus on the mediating function of student participation. According to the results of the multilevel mediation analyses, student engagement acted as a mediating factor in the beneficial relationship between the emotional climate of the classroom and academic performance. Even after adjusting for teacher traits and evaluations of the overall classroom climates, this mediation effect persisted.

Research conducted by Marak (2011) to study the socio-emotional climate of 608 ninth-grade secondary school students of Shillong town concerning gender and type of management of the school. It was found that the perception of the students towards the social and emotional climate of the school is favourable. Whereas, the students' socio-emotional climate was significantly different with the type of school via government, deficit, and private schools.

DiMartino and Sabena (2011) the authors noticed a connection between children's dread and anxiety towards mathematics and how it is taught in schools, they looked into how pre-service primary teachers' school mathematics experiences affected their feelings towards mathematics and teaching. Science courses are impacted by students' attitudes towards the subject since they include mathematics, which is a major source of anxiety for science students. This is in line with Ernest's (1991) conclusions, according to which science communicates through mathematics. The key results are described as follows: i) Fear and anxiety, two negative emotions, overpower those that are positive in pre-service teachers. ii) Unfavourable prior experiences with mathematics among pre-service teachers may adversely affect how they perform in their future roles as mathematics educators. iii) Unfavourable feelings of students' perceptions about their ability to teach mathematics are correlated with their unfavourable feelings about having to do so. The study is crucial because pre-service teachers' poor experiences with mathematics and science in school contribute to their low self-efficacy in these subject areas, which will subsequently have an impact on their students.

Grining et al. (2010) concentrated on the connection between the psychosocial pressures that head teachers encounter and their effects on the emotional climate and behaviour management in the classroom. To investigate this association, two research were carried out. Study 1 found conflicting results when it looked at the relationship between teachers' pressures and their capacity to maintain a healthy classroom climate. Personal stressors were discovered to be only slightly predictive of less frequent usage of efficient behaviour modification techniques. Study 2 looked at how teachers' participation in an intervention to enhance classroom atmosphere and behaviour management was influenced by stressors. Contrary to predictions, it was discovered that stresses did not act as a hindrance to the

application of interventions. It's interesting to note that teachers who reported higher levels of stress attended more training sessions yet required less assistance from mental health professionals. These results highlight the need to manage the stressors experienced by teachers to improve learning settings, and more study is required to fully comprehend the intricate dynamics at play.

Abstract of Review of Related Studies on Perceived Emotional Climate

A comprehensive summary of the various studies reviewed at its essence is presented in a tabular submission.

Table 2

Summary of Reviewed Studied on Perceived Emotional Climate

Year	Author	Findings
2023	Garcia	The results highlight the significance of fostering a caring and supportive classroom climate to support children's optimal emotional development, as well as the importance of observing the classroom climate as a critical component in promoting general well-being and positive social-emotional climates among young learners.
2022	Fairhurst	It was found that students' attitudes toward STEM education are influenced by things like student autonomy, peer collaboration, problem-solving, communication, and time.
2022	Shorosh and Berkovich	The study revealed that a positive cross-level relationship was observed between an ego-focused negative workgroup emotional climate and burnout.
2022	McLure et al.	It was found that female students reported more positive experiences post-lockdown, except in the dimension of Care. Male students, however, displayed differences in engagement with learning and perceived challenges with learning materials between the two phases.

Year	Author	Findings
2021	Hong et al.	The findings indicated that classroom emotional climate significantly influenced social self-efficacy. Furthermore, social self-efficacy was found to be a significant predictor of self-esteem and depression.
2021	Fraser et al.	The findings indicate that the CEC questionnaire is a reliable and valid tool for assessing the emotional climate in STEM classrooms.
2020	Kepetanovic and Skoog	The study showed that the influence of parent-driven communication efforts (i.e. parental solicitation and behavioral control) on adolescent psycho-social functioning is not isolated from the content of the family's emotional climate.
2019	Ozturk and Ozan	Findings noted that emotional association, empathy, and fatigue are the three factors that constituted the finally formed 19-item scale.
2019	Washington and Zandvakili	In terms of how majority and minority students viewed emotions including hope, enthusiasm, happiness, loneliness, anger, sadness, and anxiety, it was discovered that there was a considerable difference.
2018	Cherepov et al.	The findings imply that using particular methods and exercises can improve interpersonal relationships and teamwork among students' volleyball teams.
2017	Mark et al.	The results showed that mothers who exhibited more family-wide positive emotion and less family-wide negative emotion reported greater positivity within the twin relationship.

Year	Author	Findings
2016	Dinallo	The findings of this study contribute to an actual perspective on parents that have communicated their own requirements concerning self-care and self-esteem while procuring programmes for their children.
2015	Good	The study revealed that classroom management is instrumental in establishing a climate for learning that is positive for children. A negative learning environment is detrimental to students learning in the classroom.
2014	Puttaraju	According to the first study, academic success is favourably correlated with an optimistic explaining style and metacognitive awareness. The second stage showed that the skill building programme improved the academic performance of participants in the experimental group. And there was no significant difference in the performance of the control group.
2014	Rinchen	The results of this study showed that students' views of the emotional environment are influenced by the interactions and relationships between the tutor (lecturer) and students (pre-service teachers).
2013	Rivers et al.	The findings of the study provided that Recognizing, Understanding, Labeling, Expressing and Regulating (RULER) implemented schools' classes showed higher degrees of kinship and comradely between teachers and pupils. These results imply that RULER implementation improves classroom dynamics in ways that promote healthy youth development.

Year	Author	Findings
2013	Tobin et al.	It was discovered that the most successful and favourable outcomes occurred when the tutor and students interacted and collaborated to produce dialogue, rather than conventional teacher questioning and student answering.
2012	Reyes et al.	The results of the research revealed that student engagement acted as a mediating factor in the beneficial relationship between the emotional climate of the classroom and academic performance.
2011	Marak	It was found that the perception of the students towards the social and emotional climate of the school is favourable. Whereas, the students' socio-emotional climate was significantly different with the type of school via government, deficit, and private schools.
2011	Di Martino and Sabena	The key results of the study are described as follows: i) Fear and anxiety, two negative emotions, overpower those that are positive in pre-service teachers. ii) Unfavourable prior experiences with mathematics among pre-service teachers may adversely affect how they perform in their future roles as mathematics educators. iii) Unfavourable feelings of students' perceptions about their ability to teach mathematics are correlated with their unfavourable feelings about having to do so.
2010	Grining et al.	These results highlight the need to manage the stressors experienced by teachers to improve learning settings, and more study is required to fully comprehend the intricate dynamics at play.

Theoretical Overview of Personal Values

Values are important in determining one's moral outlook on life. It essentially implies something valuable, priceless, and deserving of attention. In other words, values are a collection of ethical standards and behavioural norms.

The pragmatists believed that both social and personal processes can lead to the attainment of values. Personal values are the 'blueprint' which is dependent on that person's activities, responses, emotions, and decisions. Personal values provide an internal reference for what is right, beneficial, vital, pleasing, useful, productive, desirable, etc. Values and ethics that help a person find happiness and joy in themselves. Education has the responsibility to create perspectives, and routines, to teach individuals to respect others, to share things with others, and to equip a person to distinguish between good and bad. To encourage quality life, value education is necessary. The need for an established value system through education has been investigated and approved in India. It is impossible to consider non-cognitive results as behaviours, unlike cognitive attributes. Because it includes self-respect, and these are explicit in interest, perspective, individual and social behaviour.

The University Education Commission (1948-49) asserted, "If the authorities are not willing to leave the scientific and the literary training of the students to the home and the community, we cannot inculcate values in them". Report of the Committee on Emotional Integration (1962) recommended, that every student who takes up science should have some background in the humanities and should study a compulsory paper on Indian cultural heritage, just as students in humanities should have some knowledge in general science. The Education Commission (1966) observes, "A combination of knowledge and the lack of essential values may be dangerous to the society. Deculturalization, dehumanization, and alienation must be

avoided at all costs. Education can and must bring about the fine synthesis between change-oriented technologies and the continuity of cultural tradition of our country." The Commission further observes that: "A serious defect in the school system is the absence of provision for education in social, moral and spiritual values. A national system of education that is related to life needs and aspirations of the people cannot afford to ignore this purposeful force".

United Nations Educational, Scientific and Cultural Organization (UNESCO) (2001) in its report to the international commission suggested that the educational system should encourage the promotion of the values of world peace, international understanding, and unity of mankind. National Education Policy (2020) emphasises: "Value-based education is expected to aid the country in its battle against all forms of extremism, animosity, violence, dishonesty, corruption, exploitation, and drug abuse that are currently prevalent. Key characteristics like consistency, punctuality, cleanliness, self-control, diligence, feeling of duty, desire to serve, responsibility, enterprise, innovation, etc., must be drawn attention to school curricula".

The values imparted by society, parents, teachers, and peers influence the development process of students. It is important to have a responsibility towards our life; especially to one's studies. The behaviour of a person is majorly dependent on their operative mindset, understanding, and ability to comprehend information, determine one's perspectives, make decisions, and resolve disputes (Russel, 2001). Values are precisely the term applied in common usage to objects that stand at the outer end of the relation called liking, the inner end of which is a human mind that likes.

Values are closely related to interest, since only that thing is treated as valuable which appears to interest the individual, a whole society, or the entire mankind in this connection the statement made by John Dewey is worth mentioning which states that "The value means primarily to prize, to esteem, to appraise and to

estimate. It means the act of achieving something, holding it dear, and also the act of passing judgment upon the nature and amounts of values as compared with something else” (Agarwal, 2010). As explained by Rokeach (1973), all of our activities reflect our values consciously or unconsciously, and takes it forward and argues that values are the basis of individual traits and the cornerstone of the formation of social identity.

Values come into one’s life as emotions of accidental selections. There are abstract ideas, and these individual values are important for the sustainable development of self and the development of social traits. In the development of the social foundation of students, the climate of their surroundings has an important role. Social, financial, academic, and family stability influence in the molding of positive individual values. Each person has a group of qualities and these qualities define that person’s behaviour (Theodorson & Achilles, 1969).

Nature of Values

A particular value can be important for one person but need not be for another. The value theory of Schwartz (1992, 2006) explains six special characteristics involved in the formulation of multiple theories:

- *Values are beliefs linked extrinsically to affect.*

The people who put freedom as the ultimate goal get depressed when they are denied their freedom and get enjoyment when they can avail themselves of their freedom.

- *Values refer to desirable goals that motivate actions.*

Some people work for higher social order, justice, and a helping mentality. It is the values that motivate them to attain these goals.

- ***Values transcend specific actions and situations.***

People are distinguished by their qualities such as discipline and honesty when they are interacting in politics, family, school, and workplace or with strangers.

- ***Values serve as criteria or standards.***

People choose their activities, relationships, and events according to their values. Values enter into consciousness when people choose contradictory activities or decisions.

- ***Values are ordered by importance.***

Values exhibited by people are ordered according to their preferences. They may give priority to tradition, modernity, success, or justice.

- ***The relative importance of multiple values guides actions.***

In each perspective, the presence of more than one value can be detected. For example, if a person immersed in prayer, values such as tradition and conformity can be exhibited and encouraged through stimulation. Values that are explicit and based on competition affect performances.

Benefits of Personal Values –Student Perspective

- Personal values assist the students to positively control academics, likely leading to a more prosperous and satisfying performance.
- It defines one's quality of daily life
- Personal values enhance self- awareness.
- Aids the learner in making wise judgments
- Enable the adolescents to set meaningful goals, especially long-term goals
- Encourage perseverance and helps overcome adversity

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- Lowers the possibility of anxiety and fatigue
- Encourages determination and leadership quality
- Reduces unwarranted distractions from learning.
- Helps to minimize slandering and criticizing others.

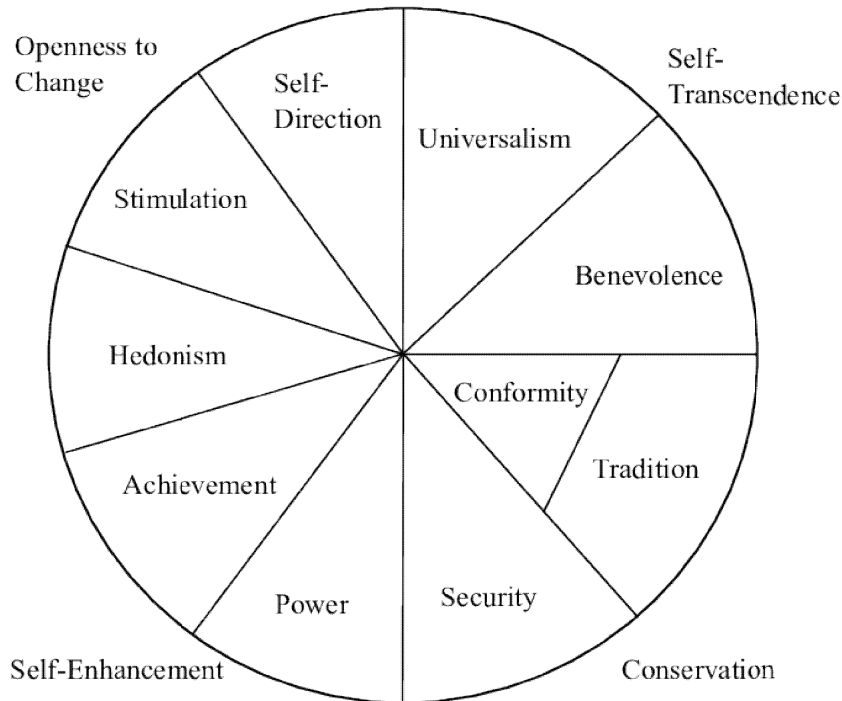
Theory of Personal Values

Ten basic personal value types proposed by (Schwartz, 1992) have been recognized all over the globe. According to the theory of personal values, these notified values are universal since these belong to the universal requirements of human existence which are the needs of individuals as biological organisms, fundamentals of coordinated social interaction, and finally survival and welfare needs of the communities and groups.

Individuals cannot take care of these universal values by themselves only. They should cooperate with other human beings by communicating with them and by articulating appropriate goals in groups. Values can be understood as socially desirable concepts which represent the goals and values are used mentally and the vocabulary to express these goals in social interaction. One of the most interesting theories is that of Schwartz (1999) who integrates and links cultural and individual values. Schwartz's Theory of Basic Human Values has been validated for a large number of nations and offers both external and convergent validity (Watson et al., 2002). Schwartz (1992) proposed a structured order for the identification of personal values according to which the values are differentiated based on the motivational goal that they express (Cohen, 2009). Schwartz (1992) distinguishes ten basic values and defines them as goals that serve as guiding principles in a person's or a group's life. The Schwartz value system represents a complete set of fundamental values of cultures around the world (Dollinger et al., 2007).

Figure 2

The Circular Structure of Human Values (Schwartz, 1992)



1. Power eg., wealth, authority
2. Achievement eg., ambitious, successful
3. Hedonism eg., pleasure, self-indulgent
4. Stimulation eg., exciting life, daring
5. Self-direction eg., freedom, creativity
6. Universalism eg., equality, wisdom, world of peace, social justice, protecting the environment
7. Benevolence eg., loyal, responsible, helpful, forgiving
8. Tradition eg., respect for traditions, modest, humble, devout
9. Conformity eg., politeness, self-discipline, respect
10. Security eg., social order, family security, cleanliness

Each of the ten values described below provides its broad purpose and multiple meanings.

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Power is one of the ten values described in value theory. Social status, prestige, control, and dominance of a person over other people and resources are connected with this value. Parsons (1951) argues that for the smooth functioning of social institutions, some degree of status differentiation is required. Lonner (1980) agrees with this and continues to suggest that within each culture attributes of dominion and submission arise in most empirical analyses of interpersonal relations. Value theory asks social groups to encourage people to accept power as a value so that they can cope with this basic character of social institutions. Studies mark the potential of power values as the transformations of individual needs for dominance and control. Value analysts such as Allport (1954) have also analysed the various attributes of power values as well. Through the dimensions of authority, wealth, and social power, power can be detected in a social structure. The need to preserve one's public image and social recognition can cause the taking of power value by an individual.

Achievement value is personal success through demonstrating competence according to prevailing social standards. The results of competent performance which gives resources are necessary for individuals, groups, and institutions to achieve their respective goals and objectives. Many scholars have evaluated achievement values through different perspectives (Maslow, 1965; Rokeach, 1973). Based on value theory, it gives a picture of prevailing cultural standards since achievement indicates the prevailing social approval. The value of achievement that one has obtained can be measured using their ambitions, success, capability and influences created. This value stands in synonym with intelligence, self-respect and social recognition.

Both power and achievement values focus on social esteem. However, achievement values (eg., ambitious) emphasize the active demonstration of successful performance in concrete interaction, whereas power values (e.g., authority,

wealth) emphasize the attainment or preservation of a dominant position within the more general social system.

The third value is *Hedonism*. Hedonism is the pleasure or sensuous gratification for oneself developing from needs and the pleasure associated with satisfying them. There are theorizations regarding hedonism in a variety of disciplines (Freud, 1933; Morris, 1956; Williams, 1994). The presence of these values keeps pleasure, enjoyment, and self-indulgence in life.

Stimulation value indicates the excitement, novelty, and challenge in one's life. It derives from the need for excitement and variety in human life to keep an optimal and positive life instead of threatening activities (Berlyne, 1960). Stimulation is extrapolated to the foundations of the underlying self-direction values of a person (Deci, 1975). It makes one's life what to be called 'a varied life', 'an exciting life', and a daring journey.

Self-direction is the virtue of independent thought and action by choosing, creating, and exploring. It originates from the human need for mastery over other beings (Bandura, 1977; Deci, 1975). It has been noted that self-direction also stems from the interactional requirements of autonomy and independence (Morris, 1956). The terms self-respect, intelligence, and privacy also imply the idea of self-direction. It can be measured using the scale of creativity, freedom, goal setting, curiosity and independence one owns.

Universalism is the value that emphasizes understanding, appreciation, tolerance, and protection for the welfare of not only people but also for nature. Universalism as a value calls for open-mindedness, social justice, equality, and international peace as well as environmental protection (Schwartz, 2007).

Next, is *Benevolence* value. It is the value of preserving and enhancing the welfare of people belonging to the same group or who are being in daily social

interactions. Benevolence is essential for the smooth functioning of social groups and the process of affiliation (Maslow, 1965). Benevolence values stress voluntary concern for others' welfare especially for relations within primary groups such as family through the virtues of being helpful, honesty, forgiveness, responsibility, loyalty, sense of belonging and by creating healthy relations.

Thus, universalism comes in contract with benevolence where the latter focuses on groups exclusively and the former stresses on the survival needs of individuals and groups. But unfortunately, people do not recognize the true need of these survival needs until their survival is under question thus became aware of the importance of natural resources. In addition to environmental factors, universalism also promotes the acceptance of people who are unlike one, thus asking to lift the division of social construction such as religion and caste.

Tradition has been counted as one of the values that come under the value theory. It encompasses respect, commitment, and acceptance of the customs and ideas inscribed in the socio-political settings in which one's dwelling. Tradition can be observed that each group creates its practices, symbols, ideas, and beliefs that represent their shared experience and sum up their culture and customs. These become sanctioned as valued group customs and traditions. The value of tradition symbolizes a group's commonality, unique worth, and setting guidelines for their survival (Durkheim, 1912; Parsons, 1951). Tradition is expressed through religious rites, beliefs, and norms of behaviour. The value of tradition is promoted through adopting respect for tradition, being humble, encouraging devotion, and conducting a moderate spiritual life.

Another dimension of personal values is *Conformity*, the main objective of conformity is the control of actions and urges that could disturb others, cause injury,

or disrupt societal order, leading to anarchy. These values are the result of occasions where individuals showed leanings that can disrupt smooth interaction and group functioning of any society or social structure. A close look at scholarship confirms that all works regarding value analysis consider conformity (Freud, 1933). Conformity values promote obedience to social order, self-discipline, and politeness by encouraging loyalty, patriotism, and responsibility.

Benevolence and conformity are common in character for promoting cooperation and social relations which are supportive in nature. However, they also bear differences such as benevolence values providing an internalized motivational base and conformity values promoting cooperation to avoid negative outcomes for self. Whereas, tradition and conformity values share the goal of keeping the self - subordinated to socially imposed expectations. The difference between these two values is in the subject to which they are being subordinated. Conformity, subordinates to persons such as parents, teachers, and superior officers keeping the current changing expectations. However, Tradition promotes subordination to abstract objects like religious and cultural ideas which are immutable expectations from the past.

Security is one of the ten values and it is the value corresponding to the characteristics of safety, harmony, and stability of society, relationships, and self as well. The security value is raised from the multiple individual and group requirements (Williams, 1968). Two subtypes of security value are given in the value theory, which serves individual interests (such as steady income) and group interests (such as national security) respectively. However, group interests are the sum of individual interests to a point. Therefore, value theory explains that these two subtypes can be unified into a more encompassing value. The value of security is employed to attain conditions such as social order, family security, national security, and reciprocation of favours.

The version of the value theory by Schwartz (1992) brought the possibility of considering spirituality as another near-universal value. The defining goal of spiritual values can be extended to bringing coherence and inner harmony in everyday reality. If the philosophical goal of finding the true self can be taken as a basic need, then spirituality might be as a distinct value found in every society around the globe (Niebuhr, 1935). Even though the value of spirituality doesn't have a universal form, it can be underlined that they promote the attributes of unity with nature and devotion.

The Structure of Value Relations

Schwartz' Value theory not only gives a list of ten values but also offers a detailed explanation of the dynamic relationship between these values. The basic idea is that the pursuit of any values has consequences with some other values but they are not in conflict either. For example, the process of pursuing achievement values can come in conjunction with the value of benevolence values. Similarly, pursuing stimulation values can undermine traditional values. But in contrast, pursuing traditional values are in agreement with pursuing conformity values since both values promote actions of submission to external expectations.

Students lack clarity regarding their own personal values and value systems. They must navigate moral difficulties and tensions. This is primarily because of the massive, profound sociocultural and developmental shifts that are taking place in their society. The erosion of traditional values without a sufficient replacement, the absence of adequate role models, competing ideologies, and the use of numerous criteria by students under the influence of their peers are further difficulties. Students now comprehend human rights and dignity better and are more sympathetic towards the poor, sick, and old. The reasons why students respond in a particular way in a

given situation have been discussed using theoretical approaches to personal values. Since learners are seen to be a component of one's goal structures and they determine whether or not one would engage in a particular activity, personal values are a crucial influence on self-handicapping.

In conclusion, the theory of personal values observes that actions following values have practical, psychological and social impacts. In the dimension of practicality, choosing an alternative action that promotes one value may disobey a competing value. Such alternative actions can also be psychologically dissonant. Social sanctions can also be imposed by pointing to those practical and logical inconsistencies between an action and other values the person professes. Thus, the groups and individuals may have to attain different values through different acts, at different times, and in different settings. Tradition and conformity share the same broad motivational goal. However, the expectations linked to traditional values are more abstract than the expectations of conformity values which are more interaction-based. This demonstrates the need for a stronger and unequivocal rejection of opposing values.

Studies Related to Personal Values

Kuusisto et al. (2023) investigated the life goals and values of higher education students in Netherlands and Finland. Utilizing a convergent mixed methods approach, the study analyzed survey data that was both quantitative and qualitative. After conducting a qualitative content study of the students' life purposes, values obtained from the Short Schwartz Value Survey (SSVS) were statistically analyzed, and the alignment between purpose content and values was examined. Happiness was ranked as the most significant (content of) life purpose by students in generalist higher education institutions in both countries, suggesting a predominance

of hedonistic values. Students at an academic institution that places a strong focus on personal values identified self-direction, benevolence, and universalism as their core values as well as their purpose content. They also draw the conclusion that Schwartz's approach provides an insightful analytical tool for examining the meaning of life.

Mehta (2022), pursued a study of “Development of Personal Values among students of secondary school in relation to their Personality Traits”. The investigator has selected 600 students as samples. The findings of the study reveal that the most preferred value of secondary school students is democratic value, followed by economic and power values. As it has been revealed in the findings of the study that values and personality traits are significantly co-related to one another. Since the researcher did not find any significant difference in personal values among male and female students, and have highlighted that cultural background does not have significant influence on value patterns.

Zibenberg and Da'as (2022) try to clarify how teachers' values, particularly self-enhancement and self-transcendence, affect their preferences for effective principal styles. To evaluate the influence of personal values on judgments of effective principals as well as the potential moderating effect of teachers' administrative positions, the study involved 255 Israeli teachers who participated by answering questionnaires. The results of this study confirm the effects of individual values on how well-intentioned leaders are seen. The investigation shows that instructors' evaluations of effective leadership styles are significantly influenced by their values. However, there was no evidence to support the hypothesized moderation impact of teachers' administrative positions.

Ahmad et al. (2022) studied the relationship between personal values, relational mobile usage, and organizational citizenship behaviour (OCB) among

faculty members in higher education institutions in Pakistan, a cross-sectional study was to be carried out. 217 professors from higher education institutions in Pakistan provided information via an online survey. The results showed that whereas individualism exhibited no significant link, collectivism, and academic self-efficacy were substantially connected to relational mobile usage. Relational cellphone usage and OCB were found to be significantly correlated.

Medical students were reviewed by Ardenghi et al. (2021) to evaluate personal values as indicators of emotional and cognitive empathy. Investigating personal value as a predictor of empathy was the main goal of the study. 398 medical students were included in the survey sample. They employed the Portrait Values Questionnaire. Their research revealed that empathy has a significant positive correlation with personal values.

Kawakami et al. (2020) conducted research using a retrospective cross-sectional survey. The goal of this study was to investigate the relationship between adolescent personal values and adult subjective health and well-being in Japan. The participants were 2,787 adults from local communities, aged 20 to 50, who were chosen from two municipalities in Tokyo and two municipalities in nearby prefectures. The findings of the study showed that, adolescence was negatively correlated with the meaning of life as an adult, it was positively and significantly correlated with adolescent values and commitment to values. Adolescent commitment values were positively and strongly related to adult life.

Watanabe et al. (2020) conducted a cross-cultural investigation on the relationship between adolescent personal values and adult mental health and well-being. A stratified sample technique was used to select 516 workers from Japan, the US, and the targeted workers. They discovered that whereas values were not

significantly connected with mental health and well-being in Japan, they were significantly associated with current psychological distress and subjective well-being in adolescence. The study concluded that certain personal values in youth may be linked to adult mental health and well-being.

Vecchione et al. (2020) explored the contours of personal value change and stability in early adolescence. They collected samples from about 382 pupils to use in their research. The findings indicated that the relevance of the mean level, self-transcendence, and openness to changing values grew. Values related to independence and hedonism increased the most. Values of self-transcendence and conservation marginally declined.

Koscielniak and Bojanowska (2019) have conducted a study on the role of personal value and student achievement. Examination of the immediate relationship of values with academic dishonesty, just as directing past achievements was the major aim of the study. 219 university students took part in this examination. It was discovered that socially oriented human values were contrarily related to unethical behaviours, while personal values connect emphatically.

Sahin (2019) carried out a qualitative investigation to identify the social and personal values present in picture books for young readers. A technique for document analysis was employed. There are 210 first-grade children's books written in Turkish by both domestic and foreign authors. The findings suggested that the main book included extensive discussion of both social and personal values. Typically, these values – such as accountability, love, goodness, diligence, animal affection, and trust – are included in children's novels for the primary grades. Personal qualities such as cleanliness, patience, thriftiness, loyalty, tact, and morality were all mentioned in these writings.

Koo et al. (2019) examined the role that personal values play in generating shared value. The study's objective was to look at how Comma-Separated Values (CSV) were impacted by self-actualization, goal-setting, and solidarity. For their study, they gathered information from 557 college students. The results showed that goal-putting has an impact on CSV. CSV increases as we get more self-actualized. Organisational CSV is increased through more cooperative work and better interpersonal relationships.

Lovleen et al. (2018) aimed to search out the impact of personality traits and personal values on curriculum choice. This study surveyed over 400 students age between 18- and 25 years old. To measure personality traits and personal values, the Eysenck Personality Questionnaire and the Aspiration Index were used. They found that there exist gender differences in personality and personal values on their academic choice. The extraversion plays strongest role in the choice of arts/humanities academic. Females are directed by intrinsic values while choosing arts/humanities streams while males are guided by extrinsic values while selecting for business/technical streams.

Saracaloglu and Gerceker (2018) conducted a study and it was focused to reveal the relationship between individual social responsibilities and personal values of primary school and music teacher candidates based on gender, school grade, and department. He examined primary school teacher candidates and music teacher candidates respectively 162 and 70 in Adnan Menderes University Faculty of Education, and also 104 freshman and 128 senior research students. Obtained results of the study were the personal values of teacher candidates do not significantly differ depending on their gender and department. They scored a high level of individual value and individual social responsibility and individual social responsibility did not display a statistically significant difference based on gender but differ in terms of

school grade and department variables. Social responsibilities, academic average, and personal values were positively and low-level correlated.

Kaur (2017) investigated a descriptive survey model on personal value related to the home environment among senior secondary school students. The study focused on the relationship between home environment and personal values among senior secondary school students. A total of 482 school students were carefully chosen from the Jalandhar and Hoshiarpur districts of Punjab using by stratified random sampling technique. The findings of the study state that power and health value differ significantly among urban and rural school students, urban students showed high mean scores in personal value dimensions. Female students showed higher personal value than males. The personal values of senior secondary students have no relation to the home environment.

A study on "Personal Values of Internet Users: A Cluster Analytic Approach" was studied by Rajh et al. (2016). Values are a key theme in his research that has sparked a lot of scholarly attention from various academic fields. The theoretical framework for individual values research is Schwartz's value theory, which lists ten core values as power, achievement, hedonism, stimulation, self-direction, universalism, benevolence, tradition, conformity, and security. To better understand the motivational context of attitudes and behaviours of Internet users, the research looks into the structure of people's personal values. The findings of the study stated that, significant differences were found among those groups regarding social trust, expressed computer anxiety and need for privacy online. Demographic characteristics in terms of gender, age, education, occupation and income explain the observed differences among the groups of Internet users.

Shahidul et al. (2016) conducted a comparative analysis on the personal value profile of secondary students on the social class background. The objective of this

study was to investigate the influence of personal values on academic achievement according to their social class. A sample of 335 students (12-16 years) was surveyed in the Bangladesh sub-district. Interviews with questionnaires were utilized to gather the information. Results revealed that students with upper class backgrounds showed more democratic value compare to the lower-class background students and they have more religious values and revealed that socio-economic condition of parent's effects on values.

Necla (2016) examined, how pre-service teachers' value orientations and attitudes towards teaching related to one another. Nevertheless, he employed the cluster sampling method to draw a sample of 612 pupils from the Buca Faculty of Education for the 2014–2015 academic year. The study's primary findings were that self-direction, universalism, and security were the three personal values pre-service teachers rated as being most important. The importance of one's attitude towards teaching is regarded as being shared by all teachers. The value orientations of pre-service teachers and their opinions of the teaching profession were significantly correlated.

Village and Francis (2016) studied Roman Catholic secondary school students' religious, personal and social values. A variety of religious, social, and personal values among 1948 year-nine and year-ten students from 10 catholic schools were compared. The study's conclusions revealed that, in the 1990s, Catholic schools exhibited varying effects on students' values based on the value domains, and that these effects extended to all values. Additionally, the findings revealed a significant difference between children attending Catholic schools and those attending other schools without a strong religious background.

Kaur (2015) looked at "The Moral Values in Education". He conducted a review of schools that have long been thought of as places where children might receive the

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moral and academic guidance they need to flourish in life. The objective of this paper is to investigate a child's moral education while closely examining how responsibility is divided. To answer the question, "Who is responsible for a child's moral education – the community at large or a single institution?" the essay's goal was to examine this issue. The answer is that parents are crucial in teaching their children, the importance of leading moral lives. Children can also receive moral instruction outside of the classroom. The result of the study clearly established that the school has an explicit and inevitable role to play in providing moral education in a multicultural society.

Laird-Magee et al. (2015) conducted a content analysis of narratives written by undergraduates who participated in the personal values and mission statement reflective activity to show the effectiveness of such an approach in engaging undergraduate students in ethical reasoning awareness and promoting moral formation and development. The findings suggest that this activity serves as a cognitive developmental tool, actively involving students in ethical reasoning and fostering moral growth within the learning environment.

A study conducted by Lartang (2014) sought to determine the effect of socio-demographic factors on the attitudes of DIET student teachers towards value-oriented education. The sample includes 210 First Year and 140 Second Year student teachers from all the seven DIETs. According to the study, there are notable differences in student teachers' attitudes regarding value-oriented education between rural and urban DIETs, as well as between first- and second-year students. However, when it comes to value-oriented education, there are no significant differences between male and female DIET student teachers, between student teachers who are up to 23 years old and those who are older than 23, and between student teachers whose families earn up to Rs. 1, 00, 000 and those who earn more than Rs. 1, 00, 000 annually. The study also shows that the attitudes of DIET student teachers regarding value-oriented

education are not significantly influenced by factors like religion, family size, parents' educational background, or occupation.

Using a sample of 120 engineering professionals, Daniela et al. (2013) investigated the relationship between personal values and academic or professional performance. The study's main goal was to ascertain how personal values contributed to attitudes toward work, academic accomplishment, and professional success. Performance on the job is correlated with individual system values in a statistically significant way. According to the findings, freedom is more constrained for those in higher positions because they have more obligations. As a result, there was a bad link between the professional evaluation score and the "freedom" rating. Individual system parameters and job performance are statistically significantly correlated.

Giacomino et al. (2013) through the research personal values and value systems were analysed and surveyed. At the Beijing Institute of Technology, they looked at more than 200 Chinese business students enrolled in the MSA and MBA programmes. The study discovered many disparities in both the value systems and rankings of values among Chinese and American pupils. The ranks of the terminal values for males and females were very near due to the negligible gender difference.

How and when personal values are related to social attitudes was valued by Boer and Fischer (2013). 30,357 random samples from 31 nations were chosen. The results of the study showed that while identity attitudes and value dimensions are not consistently correlated, self-transcendence values positively correlate with pro-environmental and pro-social attitudes, and conservation values correlate with religious and political views.

Bektas and Nalcaci (2012) investigated the connection between individual values and teaching philosophy. In the 2010–2011 academic years, they examined their work with teacher candidates from the Kazm Karabekir Faculty of Education at

Ankara University. Over 305 teacher candidates representing the first, second, third, and fourth-year classes participated in the poll. They discovered a strong positive correlation between personal values and attitudes towards the teaching profession.

Arambewelaa and Hallb (2011) examined the subject of personal values in relation to the fulfilment and experience of international postgraduate students in the Asian countries. 371 Postgraduate students from China, India, Indonesia, and Thailand studying in Australian universities constitute the sample. The findings indicate that: Indian students placed a greater emphasis on the development of personal values than did Indonesian and Thai students; Indian students placed a greater emphasis on the development of values in self-efficacy; and Indian students placed a greater emphasis on the development of values in hedonism. Only among Indian and Indonesian students do gender and age differences become statistically significant.

Tarabashkina and Lietz (2011) studied, "The impact of values and learning approaches on student achievement: Gender and academic discipline influences". The study followed a unit of undergraduate students from the first week of their studies to their graduation. Structural Equation Modelling was used to examine how personal values influenced students' learning approaches and how these, in turn, were related to achievement of students. Results showed that specific combinations of values were related to each learning outcome. The result of the study also pinpointed higher performance of female students and the predominant absence of effects of academic discipline on learning approaches or competence over time.

College students were polled by Lietz and Mathews (2010) to discover more about their values and how they approach learning. The study concentrated on the elements of student personal values that affected their approach to learning. Data was gathered over three years using longitudinal methodologies from 153 international undergraduate students. The result shows that the outcomes of the deep

and surface learning approaches were similar. However, a significant decline for the achieving approach, especially for students who previously experienced a more formal teaching authority. Additionally, students' personal values in terms of security, achievement and hedonism affect the achieving approach while no influence emerge for the personal values of tradition, conformity, universalism, self-direction and stimulation. Finally, these impacts can be observed while no significant effects emerge for gender, discipline and ability.

Abstract of Review of Related Studies on Personal Values

A comprehensive summary of the various studies reviewed at its essence is presented in a tabular submission.

Table 3

Summary of Reviewed Studies on Personal Values

Year	Author	Findings
2023	Kuusisto et al.	The result revealed that students at an academic institution that places a strong focus on personal values education identified self-direction, benevolence, and universalism as their core values as well as their purpose content.
2022	Zibenberg and Da'as	The investigation shows that instructors' evaluations of effective leadership styles are significantly influenced by their values. However, there was no evidence to support the hypothesized moderation impact of teachers' administrative positions.
2022	Ahmad et al.	The results showed that whereas individualism exhibited no significant link, collectivism and academic self-efficacy were substantially connected to relational mobile usage. Relational cellphone usage and OCB were found to be significantly correlated.

Year	Author	Findings
2022	Mehta	The findings of the study reveal that the most preferred value of secondary school students is democratic value, followed by economic and power values. Since the researcher did not find any significant difference in personal values among male and female students.
2021	Ardenghi et al.	Their research revealed that empathy has a significant positive correlation with personal values.
2020	Kawakami et al.	The study's findings showed that while adolescence was negatively correlated with the meaning of life as an adult, it was positively and significantly correlated with adolescent values and commitment to values. Adolescent commitment values were positively and strongly related to adult life.
2020	Watanabe et al.	They analysed that, values were not significantly connected with mental health and well-being in Japan, they were significantly associated with current psychological distress and subjective well-being in adolescence.
2020	Vecchione et al.	The findings indicated that the relevance of the mean level of self-transcendence, and openness to changing values grew. Values related to independence and hedonism increased the most. Values of self-transcendence and conservation marginally declined.
2019	Koscielniak and Bojanowska	It was discovered that socially orientated human values were contrarily related to unethical behaviours, while personal values connect emphatically.

Year	Author	Findings
2019	Sahin	The findings suggested that the main book included extensive discussion of both social and personal values. Typically, these values-such as accountability, love, goodness, diligence, animal affection, and trust – are included in children's novels for the primary grades.
2019	Koo et al.	The results showed that goal-putting has an impact on CSV. CSV increases as we get more self-actualized. Organisational CSV is increased through more cooperative work and better interpersonal relationships
2018	Lovleen et al.	They found that there exist gender differences in personality and personal values in their academic choice. Extraversion plays the strongest role in the choice of arts/humanities academic. Females are directed by intrinsic values while choosing arts/humanities streams while males are guided by extrinsic values while selecting business/technical streams.
2018	Saracaloglu and Gerceker	Obtained results of the study where the personal values of teacher candidates do not significantly differ depending on their gender and department. Social responsibilities, academic average, and personal values were positively and low-level correlated.
2017	Kaur	The findings of the study state that power and health value differ significantly among urban and rural school students, urban students showed high mean scores in personal value dimensions. Female students showed higher personal value than males.

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Year	Author	Findings
2016	Shahidul et al.	Results revealed that students with upper class backgrounds showed more democratic values compared to the background students and they have more religious values, revealing that the socioeconomic condition of parents affects values.
2016	Necla	The findings of the research disclosed that self-direction, universalism, and security were the three personal values pre-service teachers rated as being most important. The value orientations of pre-service teachers and their opinions of the teaching profession were significantly correlated.
2016	Village and Francis	The results showed that students in catholic schools were significantly different from other school students without a religious foundation.
2015	Kaur	The result of the study clearly established that the school has an explicit and inevitable role to play in providing moral education in a multicultural society.
2015	Laird-Magee et al.	The findings suggest that this activity serves as a cognitive developmental tool, actively involving students in ethical reasoning and fostering moral growth within the learning environment.
2014	Lartang	The result revealed that there are no significant differences in value-oriented education between male and female DIET student teachers, or between student teachers under the age of 23 and those over 23.

Year	Author	Findings
2013	Daniela et al.	The result shows that, there was a bad link between the professional evaluation score and the "freedom" rating. Individual system parameters and job performance are significantly correlated.
2013	Giacomino et al.	The study discovered many disparities in both the value systems and rankings of values among Chinese and American pupils. The ranks of the terminal values for males and females were very near due to the negligible gender difference.
2013	Boer and Fischer	The results of the study showed that while identity attitudes and value dimensions are not consistently correlated, self-transcendence values positively correlate with pro-environmental and pro-social attitudes, and conservation values correlate with religious and political views.
2012	Bektaş and Nalcaci	They discovered a strong positive correlation between personal values and attitudes towards the teaching profession.
2011	Arambewelaa and Hallb	The findings indicate that: Indian students placed a greater emphasis on the development of values in self-efficacy; and Indian students placed a greater emphasis on the development of values in hedonism. Only among Indian and Indonesian students do gender and age differences become statistically significant.
2011	Tarabashkina and Lietz	Results showed that specific combinations of values were related to each learning outcome. The result of the study also pinpointed higher performance of female students and the predominant absence of effects of academic discipline on learning approaches or competence over time.

Year	Author	Findings
2010	Lietz and Mathews	Findings shows that, students' personal values in terms of security, achievement and hedonism affect the achieving approach while no influence emerge for the personal values of tradition, conformity, universalism, self-direction and stimulation. Finally, these impacts can be observed while no significant effects emerge for gender, discipline and ability.

Theoretical Overview of Self-Handicapping

An overview of perspective theories is the primary requirement for proper planning, execution, and the right notion regarding the problems and solutions. Goffman (1959) observed that theoretical examination provides informative hypotheses, directive methods of inquiry, and relative data for interpretative design. In the field of psychology, the self-handicapping mechanism is convinced as exhibiting self-destructive behavior and actions in most important tasks. Kearns, et al. (2007) and others formulated some normal self-handicapping tendencies among students. Self-handicapping has been evaluated as the behaviour of developing actions and explanations as excuses for failure and lack of skills when the success rate is low.

Self- Handicapping is a self-destructive behavior. It is also described as an excuse for failure or expected lower performance in a task. Some students generally lack self-esteem, responsibility, decision-making capacity, and exhibit hesitation towards planning, laziness and lack of motivation, they often give excuses for important tasks and give more attention to unproductive activities. These students, fear failure and tend to be less winning in time management. They are found to possess the worst self-dignity. Even though self-handicapping is used as a tool to

keep dignity, it is a self-destructive weapon. By using this strategy, a person is smooth in attribute suitable for both positive and negative environment. As a result, it boosts the absence of encouragement and effort. In other words, many people engage in activities that may increase their probability of success while preparing for some important tasks. However, while preparing for tough tasks, many get engaged in actions that may reduce their probability of success (Berglas & Jones, 1978).

Even though self-handicapping has Adlerian roots (DeGree & Synder, 1985), in 1978 Edward Jones and Steven Berglas approached the concept in experimental research. Two IQ tests were given to the participants to complete. On the first test, half of the participants received problems that could be solved, while the other half received problems that couldn't be solved. Despite the insurmountable difficulties of the problems, some participants received feedback indicating their responses were generally accurate. Participants were given the option between two fictitious medicines, Actavil (a drug that would boost performance) and Pandocrin (a drug that would hinder performance), before to the second IQ test. Participants were more inclined to select the performance-impairing drug than the performance-enhancing agent when they completed impossible problems but received positive feedback. These people probably experienced extreme doubt after receiving noncontingent success feedback on the first test. The findings called into question the fundamental assumptions underlying the idea of social distinction (Festinger, 1957). Self-handicappers employ the obstacles to reduce the correlation between their performance and skill. Their optimistic outlook on themselves and other people is destroyed by this tendency. Creating a gainful situation allows more failures to be controlled through extrinsic, incongruent, and specific justifications and to use these excuses as motivation for future task performance.

As well as, Self-handicapping tendency is very common among all individuals. As Meyer (2000) observed, procrastination is a type of self-handicapping technique and they are strongly correlated. Other researchers also extend their arguments to point out that, procrastination is associated with higher levels of depression and low rates of self-esteem (Martin, 1998; Lay & Silverman, 1996; Saddler & Sacks, 1993). People can keep a public image or a self-image by withdrawing their effort, making barriers to success, or giving excuses. Through self-handicapping strategies, people pre-explain potential failure because individual credit is high when success is least expected (Luginbuhl & Palmer, 1991; Ryska, 2002).

Numerous studies have been conducted on how self-handicapping tendencies influence learning (Akin, 2012; Beck et al., 2000; Brown & Kimble, 2009; Chorba et al., 2012; Cinar et al., 2017; Gupta & Geetika, 2020; Zarshenas et al., 2019) Leary & Shepperd, (1986) define self-evaluation as people creating barriers for externalization when people are uncertain about the results of their future performances. For example, while preparing for an examination, students get distracted by listening to music, thereby lowering the probability of success, certainly, this is self-handicapping behaviour. Procrastination and social anxiety are considered as commonly used self-handicapping strategies. Such strategies, which are used before the performance and giving excuses for certain failures are widely seen among adolescents. Hence these two aspects are taken as the major dimensions of self-handicapping behavior. Such behaviors include oversleeping on the day before the task, intentional delay in studies, substance abuse, fatigue, and weakness. Such students may attribute any one of these excuses for low performance on examinations and thereby try to externalize the reasons for failure to save their inner self. Thereby the students can keep a good impression of their ability without considering their self-motivation and perception.

Students who respect their ideals and objectives are less likely to engage in self-handicapping (Pulford, et al., 2005). Students who think they would not be able to complete the impending activity have a greater propensity for self-handicapping (Schwinger et al., 2014). Getting negative feedback when positive feedback is required and avoiding positive feedback are examples of self-handicapping tendencies. If a person completes the tasks successfully despite the obstacles, they will receive greater credit, and success will become internalised. In contrast, if a person fails at the endeavour, they will internalise it and make excuses about their lack of ability or the presence of obstacles. Numerous causes of self-handicapping, as well as its varieties and degrees, are discussed in the extensive literature on the subject. Self-handicapping usage varies subjectively, just like other self-protective strategies do (Brown & Kimble, 2009). According to the researchers (Hirt et al., 2000; Rhodewalt & Davison, 1986; Rhodewalt et al., 1991; Rhodewalt & Hill, 1995), each person uses self-handicapping measures differently depending on their level of self-skill, hesitation when presenting themselves, prior threat of self-preparations, fear of success or failure, crowd expectations, and self-focus.

Shepperd and Arkin (1991) investigated the relationship between self-handicapping and public self-consciousness. The study showed that, people with higher consciousness are more handicapped in comparison with persons with lower consciousness. Sahranc (2011) studied the correlation between self-handicapping among university students and their levels of anxiety, depression, and stress. The result revealed a positive correlation between self-handicapping tendencies with depression, anxiety, and stress.

On the other hand, Rotairo et al. (2015) explored about college students' self-handicapping tendencies by looking at their self-concept, selfishness, the function of control, anxiety, and subject perception. Additionally, it examined pupils' academic

achievement as well as their propensity for self-handicapping. The study concluded that student's academic performance in chemistry subjects suffers when self-handicapping propensity rises.

Behavioural and Self-reported/Claimed Self-handicapping

Based on the large range of plausible justifications used for self-handicapping, research has separated two distinct types of self-handicapping: Behavioural and Claimed Self-handicapping (Leary & Shepperd, 1986). Self-reported/Claimed self-handicapping involves citing reasons or verbalising some handicap (e.g., fatigue, illness) without necessarily implying an external behaviour that compromises achievement. Behavioural self-handicapping involves an individual actively sabotaging one's performance by involving in direct action (e.g., reducing effort, or procrastination). Self-reported external handicapping emerged as a very effective strategy for positive self-presentation, whereas self-reported internal self-handicapping had both positive and negative effects, according to Hip-fabek's 2005 study on the impact of using self-handicapping strategies on impression formation in the case of behavioural internal self-handicapping (Ferrari, 1991). Cox and Giuliano (1999) also looked at how observers reacted to self-handicapping tendency with the type of approach used (behavioural or self-reported handicapping) and the results that followed. The results showed that when self-reported self-handicappers received positive consequences and when behavioural self-handicappers received negative consequences, participants responded more favourably. They also demonstrated greater respect for the self-reported self-handicapper than for the behavioural self-handicapper. According to some researchers, behaviours fulfilling the function of self-reported self-handicapping include claiming test anxiety (Smith et al., 1982), social anxiety, being depressed (Aypay & Eryilmaz, 2011; Baumgardner et al., 1985); traumatic life events (DeGree & Snyder, 1985), illness and shyness (Snyder et

al., 1985) looked at the impact of self-focus on pupils' propensity for self-handicapping behaviours. When they were given a difficult assignment, teachers requested the students to assess themselves and interpret their performances. The results revealed that male participants practiced less and displayed self-handicapping behaviour when they focused on themselves, whereas self-focusing did not cause self-handicapping in female participants.

Self-handicapping Behavior among Adolescents

Children's conceptions of ability change as they enter early adolescence, going from equating ability and effort to an awareness of the idea of ability as capacity (Midgley et al., 2001; Nicholls, 1984). Although these cognitive changes in conceptions of ability are age-related, the nature of the learning environment also has an impact on how people perceive their abilities. Additionally, Midgley and Urdan (1995); Midgley et al. (1996); and Urdan et al. (1998) find that pupils in elementary and high school frequently apply self-handicapping strategies. Likewise, Self-handicapping tactics are frequently used throughout all years of college education, according to studies by Smith et al. (2009), and Gadbois & Sturgeon (2011), demonstrated that methods are frequently used throughout the entire college experience, and it has been suggested that high school pupils act in ways that are detrimental to their learning. The relationship between several demographic and personality factors and self-handicapping in early and late adolescence was explored by Cocorada (2011). The findings showed that while both sexes were equally likely to self-identify as handicapped, males self-handicapped more frequently than females, and teenagers self-handicapped more frequently than younger individuals. This finding, which supports the notion that older girls tend to score higher on self-handicapping than younger girls, was also confirmed in the study by Hirt et al. (2003).

Reasons of Self-handicapping

A lot of research has been conducted regarding self-handicapping among students. Such studies will help to reduce the self-handicapping tendency of students, encourage them to work hard on their activities, in lift the barriers between students and parents, and students and teachers this increases their responsibility in various fields.

The factors influencing self-handicapping are mainly of two types. These are dependent on the external environment and personal character. Among the factors influencing self-handicapping, in consideration with students, uncertainty is the most important aspect. Some researchers argue that uncertainty about success or performance can raise self-handicapping tendencies. Even though a student can believe in short-term success, uncertainty about success in their future job makes use techniques of self-handicapping (Berglas & Jones, 1978).

Challenges in individual capacities based on self-identity can bring up self-handicapping because those situations show one's capabilities most positively. Another factor related to responsibility is the presence and absence of viewers, that is, the performance in public and private spaces. Self-handicapping becomes most visible in students when they are interacting in public spaces. It happens because they intend to show that they are superior to others.

An evident factor of responsibility-related self-handicapping can attribute to giving priority to socially motivated goals. When academic goals target to create or mold new skill sets, performance goals aim to overcome others and establish self-capabilities. Besides, objective realization can be considered an extra situational factor of self-handicapping (Hirt et al., 2000; Kimble & Hirt, 2005). The mental state of students, like positive mood, also gets included in situational factors. Alter

and Forgas (2007) pointed out that a positive mood has contributed enormously to increasing the possibility of self-handicapping. Another study conducted by McCrea and Flamm (2012) reveals that free factual thoughts can also influence the probability of the occurrence of self-handicapping. In short, lesser success orientation and fear of failure increase the occurrence of self-handicapping among students.

Correlates of Self-handicapping

Self-handicapping research has revealed a variety of affective, cognitive, and behavioral correlates of handicapping as well as a variety of personality characteristics associated with self-handicapping strategies. For example, a number of studies have demonstrated that self-handicappers experience a smaller decline in self-esteem after failure than do non-self-handicappers (Feick & Rhodewalt, 1997; Rhodewalt & Hill, 1995; Rhodewalt et al., 1991). Some research also suggests that when people succeed despite self-handicapping, they experience a boost in self-esteem. There is also evidence that self-handicappers tend to discount ability attributions as explanations for failure and that they augment ability attributions to explain success (Tice, 1991). However, Garcia (1995) argued that self-handicapping is a method for regulating affective responses to failure, and there is evidence that self-handicappers experience a smaller decline in positive affect after failure than non-handicappers do (Drexler et al., 1995).

Most of the research examining performance outcomes associated with handicapping has found that self-handicappers perform worse than non-self-handicappers do. Indeed, some have argued (and demonstrated) that self-handicapping is part of a vicious cycle in which handicapping leads to lower achievement, thereby creating a greater need to handicap (Zuckerman et al., 1998). For example, self-handicapping has been linked to increased withdrawal and negative coping strategies,

as well as to poorer study habits. Moreover, self-handicapping was found to predict and be predicted by, poor adjustment over time, providing evidence of a negative cycle of behavior. Self-handicapping is associated with a variety of personality characteristics and beliefs, such as low feelings of self-determination (Knee & Zuckerman, 1998), a belief in innate ability (Rhodewalt, 1994), and feelings of self-consciousness (Shepperd & Arkin, 1989). Self-handicappers also appear to be particularly concerned about the differentiation of ability and effort (Berglas, 1985; Covington, 1992). In short, when individuals are concerned with how they appear to others (self-consciousness), believe that ability is an innate characteristic, and are aware that greater effort implies less ability, they are more likely to self-handicap. In short, Self-handicapping is a motivational strategy some people use to deflect attributions away from lack of ability. Unfortunately, such strategies appear to carry social and performance costs, particularly over time.

Consequences of Self-handicapping

Due to the differences in using self-handicapping strategies, the consequences of self-handicapping are not the same for all self-handicappers. Brown and Kimble (2009) explain that self-handicapping creates opportunities to reduce the threat of failure by providing a handy explanation for failure rather than low ability. This can provide short term benefits for them such as preserving self-evaluation (Hirt et al., 2000). Studies also reveal that self-handicapping reduces evaluation concerns (Snyder & Higgins, 1988) and self-handicapped people might be less anxious and less concentrated on the fear of failure during the performance because they already have had an explanation for failure (Deppe & Harackiewicz, 1996). The afore mentioned study opens up those high self-handicappers who reported more enjoyment and greater task involvement when they did not practice much before the actual performance when

compared to self-handicappers who practiced a lot. Self-handicapping is negatively associated with self-esteem and positively correlated with negative mood. High self-handicappers use more dysfunctional coping strategies such as denial, disengagement, a self-focused rumination that produces negative emotions.

The short-term benefits of self-handicapping, can also be advantageous for ability attribution however it is considered disadvantageous for interpersonal relationships (Hirt et al., 2003). Several studies show a negative association between student's self-handicapping and their performance in school (McCrea & Hirt, 2001; Rhodewalt, 1990; Zuckerman et al., 1998). It was found as a negative predictor of both exam performance and Grade Point Average (GPA) (Elliot & Church, 2003). Self-handicappers try to avoid failure but for that, they create impediments, which will decrease the possibility of successful performance and hence increase the possibility of failure. Zuckerman et al. (1998) identified self-handicapping as emotion-focused coping rather than problem-focused coping. Because self-handicappers create obstacles to protecting their self-esteem (emotion-focused coping) and assume the risk of probability of successful performance rather than paying effort to increase the probability of success (problem-focused coping), consider coping styles as the consequences of self-handicapping.

Gender Difference in Self-Handicapping

Scholars evaluate gender as an indisputable variable in self-handicapping tendencies (Hirt et al., 1991). Some researchers used only male samples (Deppe & Harackiewicz, 1996; Greenberg, 1985; Higgins & Harris, 1988; Kolditz & Arkin, 1982; Rhodewalt et al., 1991, Tucker et al., 1981) whereas some others used only female samples (DeGree & Snyder, 1985; Greenberg et al., 1984; Pyszczynski & Greenberg, 1983; Smith et al., 1982) while examining self-handicapping. However,

the majority of the studies were conducted using samples drawn from both male and female populations and some of them looked into the attribute of gender and self-handicapping.

Gender differences in self-handicapping tendencies were drawn from multiple studies (Brown & Kimble, 2009; Hirt & McCrea, 2009). And numerous studies showed that men exhibit self-handicapping tendencies more than women (Baumeister et al., 1985; Brown et al., 2012; Harris & Snyder, 1986; Hirt et al., 1991, 2000; Kimble & Hirt, 2005; Rhodewalt & Davison, 1986; Shepperd & Arkin, 1989, 1991). Brown and colleagues (2012) listed that behavioral self-handicapping is not used by women in general, but they do when their motivation to grow and improve their abilities is low. In addition, it has also been noted that men have evaluated as self-handicappers more positively while women were more negative and judgmental of behavioural self-handicappers (Hirt et al., 2003). The self-handicapping tendencies of men are usually accompanied by performance-inhibiting drugs, and decrease performance and putting in lesser efforts. The higher sensitivity to negative implications of failure shown by men is also cited as one of the reasons for their highest handicapping tendencies.

Irrespective of these strong research findings in the literature on self-handicapping, some contradictions can also be located. For example, Feick and Rhodewalt (1997) argue that no significant major gender difference in self-handicapping. On another note, Hirt et al. (1991) establish that men and women do not differ in terms of self-reported handicapping when social anxiety is presented as an acceptable explanation for failure in an evaluative situation. Brown and Kimble (2009) say that failure feedback increases self-handicapping tendencies of men. They continue to argue that, women's self-handicapping is related more to their emotional reactions such as self-doubt, worrying about others' opinions regarding their

performance results, and feeling unconfident in evaluative situations. However, there are studies reported on the absence of correlation between gender and self-handicapping tendency (Martin & Brawley, 2002; Zuckerman & Tsai, 2005). Some studies do argue that it is women who have higher self-handicapping tendencies (Warner & Moore, 2004).

Theories of Self-Handicapping

Various researchers have occasionally put out different explanations of self-handicapping, including achievement goal theory, goal orientation theory, and attribution theory. These theories are discussed as follows:

Achievement Goal Theory

Recently there have been multiple studies in psychology investigating the achievement of goals as a way of understanding differences in achievement (Duda & Hall, 2001; Dweck, 1986; Nicholls, 1984; Roberts, 1993). Based on the achievement theory, three aspects determine an individual's level of motivation; they are; perceived ability, achievement goals, and achievement behaviour. To comprehend the parameter of motivation, it is necessary to understand what success and failure mean to that person by analyzing a person's achievement goals and how they interact with that individual's perceptions of competence, self-worth, or perceived ability. The concept of perceived ability is one of the most prevalent psychological variables by motivational scientists in the context of physical activity. The main focus of these studies has been to determine the cognitive, affective, and behavioural antecedents and consequences of changing levels of perceived ability (Feltz, 1992; Roberts, 1984; Roberts, et al., 1981). The ability of a person to respect others mostly can be drawn from the self-perceptions of capacity. Studies from the achievement goal perspective argue that an individual's cognitive and affective patterns are determined by the conception of ability adopted since more than one conception of ability exists.

Nicholls (1989) reflecting on his work with the psychology of children argues that the development of the concept of ability is a process of differentiating the concepts of luck, task difficulty, and effort from ability. Studies revealed that children will be able to differentiate between task difficulty, luck, and effort from ability only when they reach 12 (Nicholls & Miller, 1984). Therefore, two outsets of ability manifest themselves in achievement contexts for children ages 12 and older. Which can be considered as an indistinguishable conception of ability and a distinguished conception of ability (Nicholls, 1980, 1984, 1989). However, it is worth noting that attainment of this development stage at age 12 does not explicitly guarantee a spontaneous invocation of a differentiated conception of ability by individuals. Reasonably, individuals will approach a task with personal perceptions and opinions about the particular achievement activity in which they are engaged (Dennett, 1987). The conception of the ability that individual employ and the way they interpret the performances can be analyzed from these perceptions and beliefs. In other words, these said perceptions and beliefs create a personal theory of achievement at the activity. The adopted personal theory of achievement explains how to achieve success at the activity concerning their beliefs. So, it can be said that people are different when it comes to their conception of ability and in the ways how they use it based upon their theory of achievement. Both the conceptions of ability represent different personal theories of achievement. And these are fixed within two equal-sided achievement goal orientations. He continues to argue that, these two goal orientations are associated with the concept of ability.

Task-oriented persons apply an undifferentiated conception of ability, focusing on developing skills, acquiring new skills, and demonstrating mastery at the task. The demonstration of ability relies on high effort and is self-referenced. On the other hand, persons who are ego-oriented make use of a differentiated conception of

ability by engaging in demonstrating ability by being successful with minimum effort and outperforming others. Many scholars argue that the perspectives about the purpose of education in a conceptually coherent fashion is reflected in individual goals in addition to resonating with individual criteria for success (Nicholls et al., 1985). A task orientation has been attached through the conceptualization that each person has an obligation to society and the wish to continue learning should be heightened. In divergence, ego orientation is accompanied by the notion that education is a tool for attaining ends such as wealth and achieving higher social status. The more an individual is ego-oriented the more the individual sees normative ability and efforts to do better than others as reasons for success. The task-oriented nature of individuals and the belief that success depends on effort, interest, and attempts to learn new ideas are directly proportional.

Goal Orientation Theory

According to Nicholls et al. (1989) goal orientation theory, people attain goals when they obtain feelings of success from it. For example, the goals that athletes set points out their goal orientation. The interplay of the achievement of goals and the respective value placed on their attainment by the athlete says the amount the feelings of success they have achieved. Therefore, it can be said that feelings of success or failure are characteristics of the athletes' goal orientation. In addition, the value given to each accomplishment in comparison with other accomplishments, both personal and professional or academic, defines one's goal orientation. In other words, goal orientation is the lens of perspectives through which one evaluates what is the notion of success for them.

Various researches on the goal orientation theory have established the existence of two independent theoretical views of success, task, and ego, whose

combination is considered as the goal orientation (Nicholls et al., 1990; Duda & Nicholls, 1989). Task involvement or the mastery of a skill is the first dimension of goal orientation. To succeed in any task, first and foremost thing is that, one must work hard and put forth their best possible effort. There is a saying that, 'success is in the process; joy is the journey'. So, a person who pays much in task involvement considers competitions as opportunities to improve their skills in the field. The tighter the contest the greater will be their opportunity for improvement. Stephens (1993) underlines that those athletes who score high in task-orientation activities are significantly more likely to enjoy their participation in the sport and to view themselves as having ability in the activity. Ego involvement is considered the second attribute of goal orientation. A person who is dominant in ego involvement derives feelings of success from the attainment of superiority, relative to the achievements of others. They are reluctant to attempt tasks with a high probability of appearing inferior (Walling & Duda, 1995). These kinds of persons are likely to see winning or the achievement of superiority as paramount and are willing to do whatever they must to win, which sometimes makes them bend the rules. They are also likely to discontinue the activity or task if they fail. As stated by, Jagacinski and Nicholls (1984), these two independent factors of goal orientation are present in all athletes and the sum of the extent to which each factor exhibits itself is the athlete's goal orientation.

Attribution Theory

Attribution theory discusses how people are subjectively explaining their successes and failures. This theorization framework was originated by Heider (1958), extended and popularized by Kelley (1971) in addition, contributions by Russell (1982); and Weiner (1985) have reported the ability and quality of the tactics of measurement of attribution. Attribution theory says that there are thousands of

possible explanations for success and failure which can be then classified into several categories. The basic attribution categories are *stability* (a factor to which one attributes success or failure is either fairly permanent or unstable), *locus of causality* (a factor that is either external or internal to the individual), and *locus of control* (a factor or is not under our control). For example, if one fails because of lack of aptitude, the cause is not subject to voluntary change even though the position is internal. That is, internalization can occur without control. Similarly, if one succeeds in a task due to high ability, subsequent failure in the said task is not considered as low ability.

Contributions of Fritz Heider (1958). The basis of Heider's (1958) model was based on the notion that people are putting their effort into predicting and understanding their daily actions so that they can give their lives steadiness and predictability. The results will be attributed to personal force (internally to the person) or by environmental force (externally to the environment). Attribution factors which are ability and effort compose effective personal force, whereas effective environmental force is composed of the attribution aspects of task difficulty and luck. Heider rules out that, the interaction between the individual force of ability and the environmental force of task difficulty produces a distinct dimension referred to as can (or cannot). If a task is challenging and yet is accomplished regardless of the difficulty, it must be due to great capacity. However, multiple other attributions can contribute to the can or cannot situation depending on the effort of the task and the capacity of the subject. Sometimes luck is also counted as a factor which is an environmental aspect that can alter the outcome of a task in a very unsystematic way. It can be concluded that all these above-said factors blend to result in a behavioural outcome for which an individual attends to. Heider argues the addition character of the personal and the environmental modules of causation. It can be written in the

following formula manner: *Behavioral Outcome* = *Personal Force* + *Environmental Force* ($B=P+E$).

Contributions of Kelley (1971). The co-variation principle introduced by Kelley (1971) sets up a framework for understanding the various determinants of internal and external attributions. According to the co-variation principle, people make external attributions are a result of co-variation one's result with others. On the same line, people make internal attributions when the performance of others disagrees, that is when a lack of variation has resulted. To understand the presence or lack of variation three determinants are used. They are consistency, distinctiveness, and consensus. *Consistency* is the frequency which an individual exhibits behaviour in a particular setting. *Distinctiveness* is about the degree to which a person exhibits their behaviour in other settings. Meanwhile, *Consensus* denotes the number of other individuals exhibiting the behaviour in a particular setting. Based on Kelly's Co-variation principle, people usually form an internal attribution when they comprehend that their behaviour is consistent but their situation is not distinct, and there is no consensus. This type of attribution is called Actor attribution since individuals perceive themselves to be the cause of the behaviour. For example, if a person defeats an opponent to whom everyone else has lost, this individual will attribute the win to an internal cause such as the ability. There is consistency (I have done well), the situation is not distinct (I have beaten others), and there is no consensus (no one else has done this).

Contrariwise, if the same person defeats an opponent that everyone else has beaten, then the individual is likely to attribute the win to an external cause such as their opponent's low ability. This type of attribution can be termed target/entity attribution because individuals believe that another person or an inanimate object

caused their behaviour thereby their success or failure. The principles of augmentation and discounts are included in the theory of co-variation (Kelley, 1971). These principles outline how people can either weaken the link or strengthen the link to performance outcomes by taking advantage of using these attributions. According to the discounting principle, people give attributions for discounting, that is outcomes that weaken the link between outcome and performance. Similarly, there is the principle of augmentation, based on which people can make attributions that strengthen the link between ability and outcome. For example, if an individual gives an attribution others will find it difficult to question the individual's ability because of the attribution.

Self-serving biases in attributions are an example of how people use attributions to maintain balance (Snyder et al., 1978). Self-serving bias is the condition where people make attributions that are self-directed and skewed so that failures are externalized and successes internalized. Scholars confirm that individuals do make self-serving attributions (Arkin & Baumgardner, 1985; Miller & Ross 1975) established that self-serving bias has two parts. First, the *ego-enhancing* strategy of crediting one's internal motivations for success, and second, the *ego-protecting strategy* of attributing failures to outside factors. It is worth noting that, attribution theory is based on the assumption that individuals, alter the circumstances of outcomes on achievement tasks by making excuses to make sense out of their interaction with the world. Through excuses, individuals allow others to maintain a sense of being good and in control. Specifically, people also make internal or external attributions to their perception of others' behaviours and their own. However, it looks like people make attributions in a skewed manner so that always true to maintain a favourable view of their behaviour. As self-handicapping is a strategy that fulfills a similar function as post hoc attributions.

Contributions of Bernard Weiner (1972). Based on Heider's basic formulation, Weiner (1972) gave several significant contributions to the attribution model which increased the practicability, applicability, and thus efficiency of the model. They made it simple to know and use in achievement circumstances. Weiner rearranged the four main factors of Heider's theorization into two main causal dimensions. The two dimensions are *stability and locus of control*. Integration of the four main factors of Heider into a two-dimensional classification scheme was for causal attribution. In this nomenclature, the trait of ability has been categorized as being internal and stable, and effort as internal and unstable, task difficulty as external and stable, luck as external and unstable. Later Weiner made clear remarks of adding a third-dimension termed *controllability* in the attribution model (Weiner 1979, 1985). This additional insertion of the third dimension formed a few conceptual problems then which needed to be urgently addressed. Firstly, there was a dilemma on how to separate between the dimension of locus of control and the new dimension of controllability. He resolved this problem by renaming the locus of control dimension and then giving a detailed account of the distinction between the locus of control and the new dimension of controllability. He exposed that locus of causality deals with whether an outcome of a task was perceived by the concerned individual to be controllable or uncontrollable.

Self-handicapping can be seen as a subtle strategy designed to influence the attribution logic surrounding a particular performance. For instance, people have already made excuses for their flawed performances if they are observed to be self-handicapped before evaluations. Snyder (1990) argues that self-handicapping is a form of reality negotiation aimed at conserving important self-theories and a sense of control over themselves. The pre-emptive and proactive nature of self-handicapping is counted as one of its fundamental characteristics. Self-handicapping may allow

individuals to augment ability attributions in the case of success and discount ability attributions in the case of failure. On evaluation, the logic of using self-handicapping is seen as consistent with an assumption within attribution theory which says individuals can adopt both a present and future perspective. Individuals tend to use self-handicapping as a self-protective behaviour in expectation of potential negative outcomes. The reading of attribution theory also underlines the concept that individuals have to adopt a detached perspective in the sense of being able to contemplate the outcome of their actions from the point of view of an observer. It can be also seen that the use of self-handicapping techniques requires people to adopt a detached perspective as well since they must assess whether or not the audience will perceive the handicap as legitimate or not. Individuals who employ self-handicapping techniques seem to have the capacity to appraise the implications of various outcomes for the relevant aspects of their self-theory from present and future-orientated perspectives.

From the above-mentioned theories, it can be concluded that self-handicapping can be positioned within the fabric and texture of attribution theory. People who use self-handicaps are advocated to control the perception of causality. Self-handicaps while employed as mitigating excuses by persons exhibit similar patterns to the post hoc attributions. Therefore, people make similar proposed effective outcomes for the individuals who use them. Self-handicapping strategy is considered a self-defensive strategy aimed at protecting self-esteem. But the question here is, what is the reason for people to protect their self-esteem? A large number of scholars have contributed their insights into this philosophical dilemma. Manifestations of behavioural and claimed handicaps (DeGree & Snyder 1985; Snyder & Smith (1982); Tice & Baumeister 1990), motives underlying self-protective strategies (Hirt et al., 1991; Tice, 1991), affective and attitudinal

consequences of self-handicapping (Deppe & Harackiewicz, 1996). Zuckerman et al., 1998) and evaluative conditions that typically elicit self-handicapping strategy (Feick & Rhodewalt, 1997; Rhodewalt & Hill, 1995; Snyder, 1990).

Self-handicapping and self-destructive behaviours such as drug abuse have been evaluated by Berglas and Jones (1978) and it has been put forward that the destructive behaviours can be a result of a person's basic uncertainty about personal competence and suggested that individuals who had been amply rewarded in life but deeply uncertain about what they had been rewarded for are most likely to exhibit self-handicapping behaviours. It can be said that self-handicappers do not perceive that their rewards have been liable for the quality of their performance.

Dimensions of Self-handicapping

Based on the review, it was identified that students frequently use self-handicapping strategies during adolescence. The emerged dimensions such as, procrastination and social anxiety as well as the sub-dimensions are discussed in detail below.

Procrastination

Many researchers from a variety of disciplines across the globe have recognized procrastination as a critical construct. Previous researches indicate that students of all grade levels are engaging in procrastination on various academic tasks. It has also been noted that nearly half of them report chronic and problematic procrastination in academic settings, which is a source of concern (Solomon & Rothblum, 1984; Steel, 2007). In the vast literature, some researchers have focused on the undesirable consequences of procrastination such as stress, guilt, or uncompleted tasks (Anderson, 2003; Onwuegbuzie, 2004), alternatively, others

focused on discrepancies between individual's intentions and actions toward task completion (vanEerde, 2003). Procrastination is generally regarded as a failure in self-regulation (Ferrari & Tice, 2000; Grunschel et al., 2013; Park et al., 2009). People who exhibit attributes of procrastination display poor time and behaviour management, which often showcases counterproductive behaviours such as avoidance in starting or completing tasks, poor goals, or decisions as concluded from different studies (Howell et al., 2006; Wolters, 2003). It is worth noting that individuals may also engage in procrastination and employ it as a self-handicapping strategy to protect themselves from the consequences of expected failures (Ferrari & Tice, 2000; Klassen et al., 2008). However, some researchers took a turn in the normal perception of procrastination. Instead of considering procrastination as a maladaptive and unnecessary delay or as a coping mechanism, they suggested that procrastination could entail adaptive functions (Schraw et al., 2007) which includes the argument that procrastination can arouse motivation, help students to achieve efficiency, or can provide students with a thrill experience as a deadline nears. In addition, researchers report that some students may deliberately choose to procrastinate (Cao, 2012; Chu & Choi, 2005; Seo, 2012). Even though many do not conceptualize intentional delay as procrastination (Steel, 2010). Some of the researchers engaged in this domain believe that purposeful delay should also be included in the nomological network of procrastination (Ferrari, 1992; Schraw et al., 2007). Extrapolating this argument, it can be concluded that active procrastination was proposed as an independent construct (Chu & Choi, 2005) which then refers to the deliberate postponement of actions for utilitarian purposes, such as an exciting incentive to achieve the finest performance, enhancing effectiveness through increased task focus, or increasing challenge for less motivating tasks. Most students of this era are appreciably enthusiastic and career-oriented, being determined they

aim for a better life. On the other hand, some students continue to procrastinate their everyday tasks including academics without a valid reason. The term 'procrastination' has its origins in Latin: pro- (forward) and crastinus (of tomorrow). The word simply means to postpone or delay tasks or defer action to a later time.

Schraw et al. (2007) defined procrastination as, intentionally delaying or deferring work that must be completed. It is an unreasonable tendency to postpone the beginning or completion of a task. Individuals with this habit might face serious impairment in their ability to continue a better social life. Often these people might grab various duties and responsibilities, however, due to procrastination they drop off over time, eventually exposing themselves to psychological stress and anxiety. they can be regarded among the most typical and frequent incidents of procrastination (Dryden, 2000). Thus, procrastination is a complex psychological behaviour that affects everyone in and around the circle the one inhabits.

Behavioral delay of a prime deed planned for a much later time without any sensible explanation is also regarded as procrastination. Since the delay is irrational, they end up deliberately choosing a course of action that they know will not maximize their physical, psychological, and material well-being. According to Lay (1986), procrastination means, the putting off of that which is necessary to reach some goal. Procrastination is also acknowledged as the failure of oneself to achieve the aimed goal within the desired or expected time (Senecal et al., 1995). After reviewing the literature, the identified five sub components of procrastination are explained below

Lack of Organizing

Instead of being able to get things done, a person's efficiency suffers when they spend all of their time doing nothing constructive. The inability to effectively manage our time is influenced by a lack of organizing. As a result, we are less likely

to prioritize assignments, finish projects on time, or plan our day-to-day activities. Lack of effective organizing reduces output as a result of increased self-handicapping.

Fear of Failure

An illogical or persistent fear of failing leads to self-handicapping by causing an individual to purposefully create barriers so that when things go wrong, there is someone to blame. Learners establish unrealistically high expectations for themselves in the context, believing that if they do not succeed, they will be regarded as useless and uninterested.

Peer Influence

An individual's predisposition to be persuaded by peers or groups of friends, and to be urged to modify one's views, actions, and beliefs to conform to the influencing group or individual is referred to be peer influence. Peer influence is the impact of peers, or members of social groups with comparable interests or experiences, on others. A peer group's members are expected to impact the attitudes and actions of a person.

Poor Time Management

Time management is one of the vital needs that an individual must have for a successful life. This habit helps the students to complete the task within the deadline thus evading stress and anxiety. People tend to achieve their goals comfortably by managing time wisely. Poor time management has been shown to contribute to increased failures, which means it is also a causative factor of all the health-related difficulties that come with stress. It has the potential to have severe effects on our health and, ultimately our lives.

Task Aversiveness

When a task is regarded as uninteresting, irritating, tough, unstructured, or confusing and lacks intrinsic reward, an individual tends to put off performing it because it causes physical or emotional suffering. Aversive tasks can be encountered by children both at school and at home; in both circumstances, the existence of such tasks can cause them to postpone, be discouraged, and sad, posing a significant barrier to their performance.

Social Anxiety

The second major component is social anxiety. Anxiety is a crucial aspect of mental health that needs to be taken into consideration. The feeling of anxiety is the body's way of alerting us to a situation that requires our attention. It involves several biochemical adjustments of chemical composition to our body and brain, including a rise in adrenaline (which makes your heart beat faster) and a fall in dopamine (a brain chemical that helps to dull pain). These adjustments lead to a condition of increased awareness of the cause of anxiety, the fight-or-flight reaction, which is generally referred to as high levels of anxiety, rooted the body to get ready to fight or flee from the perceived threat. While it has long been understood that worries and anxieties, especially those about acceptance or punishment from parents and instructors, had a significant impact on the performance of a child in school, anxiety is a key issue in dynamic psychology and learning theory. In current society, anxiety has many varieties and is a psychiatric condition that is becoming more and more prevalent. Extreme chronic anxiety that interferes with emotion, thoughts, behaviour, and physiological functions is a characteristic of anxiety disorders.

Social anxiety is a condition in which an individual is afraid of a social situation in which s/he anticipates a negative evaluation from others or feels that

his/her presence makes others uncomfortable. From an evolutionary point of view, social anxiety is adaptive at an appropriate level and calls for greater attention to our presentation and reflection on our actions. This sensitivity ensures that we maintain or improve social desirability and adapt to the people around us to avoid exclusion. It may be characterized as Social Anxiety Disorder (SAD; formerly 'social phobia') when it is out of proportion to the hazards posed by a normative social context (e.g., interactions with a peer group at school or on the party) and when it significantly impairs functioning. A strong and persistent fear of embarrassment and disgrace is the hallmark of social anxiety in Western cultures. Fears of shaking, blushing, sweating, seeming uncomfortable, dull, or incompetency are all common social anxiety issues. Individuals who suffer from social anxiety appear to struggle in social situations. They have fewer facial emotions, avoid their gaze more frequently, and have a harder time beginning conversations. Recognizing problems can make routine things like meeting new people or talking on the phone seem dreadful. As a result, people may reduce their interactions with others or avoid engaging with them altogether.

Social anxiety has a wide-ranging impact on people's lives reducing their ability to perform in a variety of areas and lowering their overall happiness and well-being. Individuals who suffer from social anxiety, for example, are more likely to be bullied and are more likely to drop out of school early and with poor grades. They also have fewer friends and are less likely to enjoy, and have poor confidence than other students. They report more days away from school and decreased performance on tests.

The rate of social anxiety appears to be high, according to recent reports. Higher levels of social anxiety have been linked to increased social media use, digital connectivity, visibility, and more possibilities for non-face-to-face communication.

Though studies have revealed that those with social anxiety prefer the relative 'safety' of online interactions, the mechanism behind these connections remains unknown. Certain have indicated, however, that distant contacts such as those seen on social media may supplant some face-to-face relationships because people feel more in control and enjoy themselves online, breaking social cohesion and contributing to social isolation. The perceived safety of social contacts that occur at a distance may drive some young people to engage at a time when the development of social relationships is essential. Social anxiety has three aspects: the first component of social anxiety is Performance Anxiety, being watched by others while performing daily tasks such as eating, walking, doing, and so on, and the second dimension is Interaction Anxiety, being exposed to other people in an interaction setting (Mattick & Clarke, 1989; Hook et al., 2013). The third aspect is Evaluation Anxiety, which is a type of anticipatory anxiety that starts with a main worry about others' negative assessment of one's social self. The following are the detailed explanation of the various aspects of social anxiety.

Performance Anxiety

Nervousness regarding one's capacity to accomplish a given task is referred to as performance anxiety. People who suffer from performance anxiety may be concerned about failing a task before they even start it. They may assume that failing will lead to embarrassment or rejection if they fail. Stage fright is the fear of giving a public speech or performing in front of an audience. An individual may also have sex-related performance anxiety. Performance anxiety varies from person to person.

Common aspects of performance anxiety include:

- Sweating excessively
- Increased blood pressure, heart palpitations, and chills

- The sensation of a knout in the stomach
- Increased errors during the performance.
- Tremors and nausea
- Backing out of the performance

Interaction Anxiety

Interaction anxiety is defined as the worry of seeming inarticulate and monotonous during interpersonal encounters. It is associated with difficulty while meeting or conversing with others, regardless of who they are. Furthermore, this type of worry is strongly linked to several negative psychological consequences. Interaction anxiety is a sort of anxiety marked while being in a group, in which a person experiences shyness about doing things like speaking, eating, and using public restrooms in the presence of others (Heimberg et al., 2010).

Students who act on preconceived notions about social interactions are more likely to experience interaction anxiety because they must make biases while absorbing social knowledge. These students view social situations as competing, consider others as competitors, and believe that others are better and much more successful than they are. According to Kashdan and Farmer (2014), social contacts are distressing for socially phobic people. As a result, they are unable to distinguish between the basic feelings of happiness and melancholy. They live in their world, paying little attention to what is happening around them, and reality continuously contradicts their views.

Evaluation Anxiety

Evaluation anxiety is a type of anticipatory anxiety that starts with a basic concern about others' negative assessment of one's social self (Beck et al., 1985).

Evaluation anxiety affects academic competency in addition to student satisfaction (Baumeister, 1984; Ramirez & Beilock, 2011). Evaluation anxiety affects all phases of the learning process by reducing goal-directed attention and working memory skills. It is not enough for learners to have the essential abilities and knowledge to finish the work; they should also feel that they can succeed under the difficult conditions of evaluation. Students' social anxiety is caused by their belief that other people judge them adversely. Socially anxious students are likely to have more unfavorable feelings about their efforts and negatively connected expressions than those who are not socially anxious.

Being human, certainly our nature is too afraid of receiving an unfavorable evaluation. Most people try to avoid negative experiences including criticism, mockery, disgust, embarrassment, lack of acceptability, disrespect, and abandonment. The worst possible outcome of a negative assessment is to be startled and discarded. Evaluation anxiety is a collection of (mainly) affective, cognitive, and behavioral responses that precede concern about potential repercussions based on performance in an evaluative setting. Overall, it can be said that male students use self-handicapping techniques more frequently than female students.

In summary, the majority of theories described self-handicapping in experiential terms but do not address its mitigation or management. According to the achievement goal theory, people approach tasks with preconceived notions and attitudes about the achievement activity they are working on. However, the goal orientation theory of self-handicapping distinguishes between task and ego as two separate theories of achievement. The theory of attribution examines how individuals interpret their successes and failures in their subjective ways. The locus of causality, locus of control, and stability are the fundamental attribution categories (Weiner et al., 1971). In short, it points to ability, effort, task difficulty, and luck. Two of these

are internal to the individual (ability and effort) and two are external (task difficulty, and luck).

Studies Related to Self- handicapping

Khalid et al. (2023) studied about, the mediating role of metacognition in the relationship between Self-efficacy and Self-handicapping on Academic Achievement among University Undergraduates. The purpose of this study was to ascertain how academic achievement is influenced by self-efficacy and self-handicapping behavior that is mediated by metacognition. It has been found that there is a positive correlation between academic achievement, metacognition, and self-efficacy. On the contrary, there is a negative correlation between academic achievement and metacognition skills and self-handicapping behavior. As it determines a partial mediating effect in self-efficacy and a full mediating role and total impact in self-handicapping behavior. The findings also point to metacognition as a mediator playing a significant positive role and being a crucial predictor of increasing academic achievement. From a gender perspective, girls do better than males in terms of self-efficacy, metacognition, and academic achievement. On the other hand, male students exhibited higher levels of self-handicapping behavior than did female students. Additionally, there was no significant difference between students in the science and arts disciplines in terms of self-efficacy, academic achievement, or metacognition, but there was a significant difference in the self-handicapping behavior of the arts group compared to the science discipline.

Mittal (2023) investigate the relationships between academic tenacity and sense of coherence (SOC) in relation to self-handicapping behaviour (SHB) in school students, among a sample of 320 students from government and private schools. Correlation analysis revealed that SHB is negatively correlated with Intrinsic

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Aspiration and Extrinsic Aspiration. Mediation analysis revealed that sense of coherence significantly mediated the relationship between all three variables namely aspiration, self-regulation, perceived competence, and SHB.

Melhem (2022) examines the connection between self-control and university students' self-handicapping and academic performance. 130 students from a public university made up the sample. The study's conclusions showed that university students had modest degrees of academic self-handicapping and self-control. Although there were gender variances, there were no statistically significant differences in academic self-handicapping according to gender. Nevertheless, disparities in self-control levels were found, with females exhibiting higher levels of self-control than males. Additionally, the study showed that among university students, self-control substantially predicted academic self-handicapping

Xing et al. (2022) defined various parent social comparison profiles and investigated their relationships with child social comparisons, academic self-efficacy, and academic self-handicapping. Additionally, it gives a thorough grasp of how the social comparison of parents works in concert. The poll included 368 adolescent participants as a sample. Indifferent (low on all dimensions), overwhelmed (high on all dimensions), positive (high on upward identification and downward contrast), and negative (high on upward contrast and downward identification) profiles of perceived parent social comparisons were all discovered through latent profile analysis. Additional research showed that teenagers who thought well about their parents' social comparison behaviours had stronger self-efficacy and fewer self-handicapping tendencies. The reverse pattern was noted by individuals who adversely viewed their parents' social comparison tendencies.

Khaneghahi et al. (2022) a study conducted on a sample of 277 students to determine the relationship between mobile learning, virtual education, and academic

self-handicapping. The result showed a substantial favourable association between virtual education and students' academic self-handicapping. The fact that this association was discovered to be very strong suggests that virtual schooling may be able to anticipate academic self-handicapping. On the other hand, there was no correlation between mobile learning and students' academic self-handicapping.

The focus of the study conducted by Jumareng and Setiawan (2021) is to analyze whether self-esteem, adversity quotient and self-handicapping have more correlation with achievement goals in physical education learning at universities. The major objective of the study was to explore the correlation among self-esteem, adversity quotient, self-handicapping, and achievement goals. The total sample of the study was third or fourth years 80 female students from universities. The study found that self-handicapping has a negative correlation with achievement goals and self-esteem is positively correlated with adversity quotient, self-handicapping, and goal achievement. Then, the adversity quotient is positively correlated with self-handicapping and achievement goals. Self-esteem and adversity quotient aspects should be correlated to the accomplishment of achievement goals in physical education classes, the aspects of however; self-esteem does not necessarily need to be correlated with self-handicapping. The result of the study indicates that there was a high level of achievement goals in physical education learning at universities.

Another study by Nunez et al. (2021) examined the parental involvement and student engagement with homework in secondary school. The purpose of the study was to understand approaches of parents' involvement and their motivation and engagement in student's works. Through this, the investigators examine the relationship between perceptions of parental support (content-oriented and autonomy-oriented support) in students' homework and their behavioural engagement (time spent, effort made, amount of homework done, and level of

procrastination) using self-handicapping strategies. A total of 643 students between 7th and 10th grade were selected for data collection. The results indicated that the lower the perceptions of support from parents when doing homework, the students showed worse their behavioural engagement and the greater the students' use of self-handicapping strategies and vice versa. The absence of parental support in students' homework leads to poor student engagement behaviour it was partially explained through the strategy.

The focus of the study made by Alodat et al. (2020) extended the topic of perfectionism and academic self-handicapping among gifted students in Jordan. It was an attempt to find the relationship and correlation between academic self-handicapping and perfectionism. They studied over 242 gifted students related to high school for gifted learners. The results showed that self-handicapped students were 4.58 times more likely to be maladaptive perfectionists than non-self-handicapped students. The results revealed that maladaptive perfectionism and academic self-handicapping were highly correlated, with environmental, personal, and cultural factors related to the development of perfectionism among the students.

Sahin and Coban (2020) proposed research on the topic of the effect of students' self-handicapping behaviours, school climate, and demographic characteristics on their achievement. It was a correlation study. This study aimed to examine the relationship between academic achievements, school climate, self-handicapping behaviour, and demographic characteristics of high school students for gender, age, SES, and school type. 981 students from three different types of schools in Turkey were included in the sample of the study. The study found that a negative and moderately significant relationship between in-school climate and self-handicapping behaviour. Positive school climate shows that students have a higher-grade point average (GPA) and less self-handicapping behaviours that means the

school has success-oriented, supportive teacher behaviours and a safe learning environment, students expressed less self-handicapping strategy.

Gupta and Geethika (2020) in their study implemented a self-handicapping scale among secondary school students. The study aimed to the development and validation of a scale. The total sample of the study was 330 secondary school students through the random sampling technique. The findings concluded that academic self-handicapping can be disintegrated into two factors i.e., behavioural self-handicapping and claimed self-handicapping. The results showed that the developed questionnaire obtained reliable and valid outcomes and has strong psychometric features to assess the academic self-handicapping of secondary school students.

Kumari (2019) investigated a study of metacognitive awareness, learning strategies, self-concept, and academic self-handicapping among secondary school students of the Mysore district. Her study revealed that academic self-handicapping behavior was exhibited by a majority of secondary students. The sample taken for the study was 1679 secondary school students out of which 835 were boys and 844 girls. The result noted an inverse relation between academic self-handicapping, metacognitive awareness and self-concept, whereas the relation between academic self-handicapping, meta-cognitive awareness, and self-concept was found to be insignificant or trivial. Also, when analyzing the association between learning strategies and self-concept based on gender, girls showed higher cognitive awareness and self-concept and better than boys in using learning strategies. The study also showing that boys resorted more to academic self-handicapping behavior.

Akar et al. (2018) explored the relationships between university students' self-efficacy, self-handicapping, and positive and negative perfectionism, as well as their

academic achievement. The major objective of the study was to investigate whether there was a joint fluctuation between two or more variables. The sample of the study consisted of 350 students in Aralik University, Turkey. The findings suggested that: (1) Students' positive perfectionism has a significant positive impact on their academic success and self-efficacy but a significant negative impact on their self-handicapping; (2) negative perfectionism significantly lowers academic performance and self-efficacy while significantly increasing self-handicapping; (3) self-efficacy and self-handicapping play a limited role as mediators in the association between both constructive and destructive perfectionism and academic achievement.

Another study by Chen et al. (2018) explored the topic of self-esteem, achievement goals, and self-handicapping in physical education colleges and the aim was to justify the potential mediating role of achievement goals in the relationship between self-esteem and self-handicapping, surveyed 320 Chinese college students. The results showed that self-esteem had, directly and indirectly, effects on self-handicapping because mastery goals and performance-avoidance goals moderately mediated the relationship between self-esteem and self-handicapping. Self-esteem hurt self-handicapping but had a positive effect on mastery goals, but hurt performance-avoidance goals. Mastery goals were negative and performance-avoidance goals had a positive effect on self-handicapping.

Çinar et al. (2017) in their study related to self-handicapping and irrational beliefs among the teachers. The study aimed to understand the possible role of self-handicapping behaviours as consequences of irrational beliefs about approval, interpersonal relationships, and self and the overall level of irrational beliefs. 263 college students who were enrolled in undergraduate teacher education programmes participated in the study. The study found that irrational belief about approval and general irrational belief levels were significantly related to levels of self-

handicapping. The results indicate that self-handicapping scores were positive to the scores of irrational beliefs and there exist gender differences concerning levels of irrational belief among the teachers.

Clarke and MacCann (2016) surveyed different aspects of self-handicapping that reflect the difference between motivations and behaviours. The sample consisted of 484 university students were tested whether a multifactorial solution to the SHS is more appropriate and meaningful. Parallel analysis and exploratory factor analysis of 242 responses to the SHS suggested two factors. Confirmatory factor analysis of this solution showed satisfactory fit in a second sample of 242 students. The factors were labelled 'Self-handicapping Internal' and 'Self-handicapping External'. The study found a significantly different pattern of correlations with procrastination, self-esteem, conscientiousness, and emotional stability. Cooperatively the two factors presented greater incremental prediction of academic achievement

Ganda and Boruchovich (2015) conducted a study on preschool students' self-handicapping techniques. The study's goal was to look into the self-handicapping techniques used by students in a classroom setting and to analyze the relationship between these techniques used by students between the ages of 18 and 48 who were enrolled in the second and fourth years of an undergraduate programme based on their gender, age, and course year. 164 students from public colleges in Brazil made up the study's sample. The study's key findings were that students consistently acted in a way that hindered their ability to learn, regardless of their age, gender, or course year. The findings of the study also suggest that self-handicapping technique aids in identifying behaviour once students are aware of them and are better equipped to change their attitudes and understand how to lessen it.

Yavuzer (2015) examined, using a sample of 507 volunteer students, the relationships among cognitive distortions, self-handicapping tendencies, and self-

esteem of students. He found that compared to males, women self-handicapped more frequently, and self-handicapping significantly correlated with both cognitive distortions and self-esteem. Self-handicapping and cognitive distortions did not interact through the intermediate function of self-esteem.

Arazzini and DeGeorge (2014) with a sample of 79 university students, it was investigated how outer locus of control and maladaptive perfectionism relate to self-handicapping and facilitate the influence on self-efficacy. As per the result of the study, locus of control and perfectionism both predicted self-handicapping, while low self-efficacy was predicted by perfectionism but not by the external locus of control. Self-efficacy as a mediator of the link between perfectionism, locus of control, and self-handicapping was not supported.

In a study conducted by Schwinger et al. (2014) measured Academic Self-Handicapping and Achievement: A Meta-Analysis. The goal of the study was to determine how self-handicapping and academic achievement relate. There were 25, 550 participants, 36 field studies with 49 independent effects. The study observed that the mean correlation between self-handicapping and achievement was moderately and negatively correlated. Results showed that mean correlation was influenced by the type of self-handicapping scale, the school type (elementary, middle, high school, university), the level of mastery goals, and the reliability of the self-handicapping scale. The result also, revealed that educational interventions to enhance academic achievement focus on preventing self-handicapping.

Hutuleac (2014) studied the connection between self-handicapping, achievement, and perfectionism among 136 university junior and senior psychology students. The study's key conclusion was that self-handicapping behaviours were

positively correlated with perfectionism. The mean self-handicapping score for boys and girls does not significantly differ.

Wusik (2013) investigated Self-Handicapping and Socially Positive Behaviours. This study sought to broaden the conceptualization by taking into account socially beneficial behaviours. The Psychology recruiting at South-Eastern University included 89 female undergraduates, who served as the sample. According to the initial study, individuals who received non-contingent success feedback spent more time mingling with one another throughout the practice session than those who did not. According to the second study, individuals who got non-contingent success feedback gave their performances higher ratings but were less confident in being able to repeat them, the need for a more comprehensive conception of self-handicapping, as they discovered that self-handicapping through socially beneficial behaviour may be more common among females than previously thought.

Akca (2012) studied over 263 undergraduates for his survey to investigate the connection between self-handicapping, academic procrastination, academic success, and locus of control. The result of the study indicates that self-handicapping, the external locus of control, and academic procrastination were positively significant.

Uysal and Knee (2012) reviewed students' associations between self-handicapping and self-control were examined. It consists of three different kinds of studies: behavioural self-handicapping, self-reported self-handicapping, and self-handicapping investigations. He selected 289 pupils as a sample. They evaluated the data from all three studies and concluded that low self-control is a predictor of self-handicapping for self-determining self-esteem, self-doubt, social desirability, and gender.

Kapikiran (2012) surveyed high school students to search out the mediator and moderator role of self-handicapping and achievement goal orientation variables on the relationship between negative automatic thoughts and intrinsic achievement motivation. A total sample of 586 pupils was taken for the current investigation. The result of the study indicated that performance orientation and intrinsic achievement motivation were positively and significantly correlated

Gadbois and Sturgeon (2011) examined the connections between learning-specific and general self-perceptions, academic performance, and academic self-handicapping. 209 psychology students from a Canadian university were polled. The purpose of the study was to investigate how students' ASH inclinations correlated with the clarity of their self-concept, learning tactics, and their success on a battery of examinations throughout a university course. The analysis indicated that the students' self-handicapping levels were higher, and they displayed less clear self-concepts, lower academic self-efficacy, more test anxiety, and more shallow learning techniques. Their test scores also decreased as a result.

Coudevylle et al. (2011) investigated the mediational role of self-confidence and anxiety in the connection between self-esteem and claimed self-handicapping in an achievement context. They studied by taking samples of approximately 68 competitive basketball players. Their findings were that self-esteem negative significant relation with cognitive anxiety and a positive significant relation with self-confidence. Self-confidence negatively relates to self-handicapping and mediates the rapport between self-esteem and self-handicapping.

Braslow (2010) conducted a study with a sample of 197 undergraduate students from Ohio State University that illustrated the significance of danger and uncertainty in self-handicapping and overachievement. The study specifically looked

at the relationship between the significance of task performance and the sentiments of threat and uncertainty that set off self-handicapping and overachievement behaviour. In four investigations, people with a high level of self-doubt demonstrated self-handicapping and overachievement when the significance of task performance imperiled the appearance of competence. It was found that self-doubtful people chose to self-handicap before a more difficult assignment and overachieve before a less difficult task. The study also contends that a self-handicapping and overachievement model that takes uncertainty and threat into account would help us better understand the motivations driving these particular self-protective behaviours. However, neither individual who had high or low levels of self-doubt showed any notable effects.

Abstract of Review of Related Studies on Self-handicapping.

A comprehensive summary of the various studies reviewed at its essence is presented in a tabular submission.

Table 4

Summary of Reviewed Studies on Self-handicapping

Year	Author	Findings
2023	Khalid et al.	The study revealed that there is a positive correlation between academic achievement, metacognition, and self-efficacy. On the contrary, there is a negative correlation between academic achievement and metacognition skills and self-handicapping behavior.
2023	Mittal	Correlation analysis revealed that SHB is negatively correlated with Intrinsic Aspiration and Extrinsic Aspiration. Mediation analysis revealed that sense of coherence significantly mediated the relationship between all three variables namely aspiration, self-regulation, perceived competence, and SHB.

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Year	Author	Findings
2022	Melhem	Study showed that there were no statistically significant differences in academic self-handicapping according to gender. Nevertheless, disparities in self-control levels were found, with females exhibiting higher levels of self-control than males.
2022	Xing et al.	The result showed that teenagers who thought well about their parents' social comparison behaviours had stronger self-efficacy and fewer self-handicapping tendencies. The reverse pattern was noted by individuals who adversely viewed their parents' social comparison tendencies.
2022	Khaneghahi et al.	The result showed a substantial favourable association between virtual education and students' academic self-handicapping. The fact that this association was discovered to be very strong suggests that virtual schooling may be able to anticipate academic self-handicapping.
2021	Jumareng and Setiawan	The study found that self-handicapping has a negative correlation with achievement goals and self-esteem is positively correlated with adversity quotient, self-handicapping, and goal achievement.
2021	Nunez et al.	The results indicated that the lower the perceptions of support from parents when doing homework, the students showed worse in their behavioural engagement and greater the students' use of self-handicapping strategies and vice versa.
2020	Alodat et al.	The results revealed that maladaptive perfectionism and academic self-handicapping were highly correlated, environmental, personal, and cultural factors related to the development of perfectionism among the students.

Year	Author	Findings
2020	Sahin and Coban	Positive school climate shows that students have a higher-grade point average (GPA) and less self-handicapping behaviours that means the school has success-oriented, supportive teacher behaviours and a safe learning environment, students expressed less self-handicapping techniques.
2020	Gupta and Geetika	Academic self-handicapping can be disintegrated into two factors i.e., behavioural self-handicapping and claimed self-handicapping.
2019	Kumari	The result noted inverse relation was found between academic self-handicapping, metacognitive awareness and self-concept, whereas the relation between academic self-handicapping, meta-cognitive awareness and self-concept was found to be insignificant or trivial.
2018	Akar et al.	The findings suggested that: (1) Students' positive perfectionism has a significant positive impact on their academic success and self-efficacy but a significant negative impact on their self-handicapping; (2) negative perfectionism significantly lowers academic performance and self-efficacy while significantly increasing self-handicapping.
2018	Chen et al.	The results showed that self-esteem had, directly and indirectly, effects on self-handicapping because mastery goals and performance-avoidance goals moderately mediated the relationship between self-esteem and self-handicapping.
2017	Çinar et al.	The results indicate that self-handicapping scores were positive to the scores of irrational belief and there exist gender differences concerning levels of irrational belief among the teachers.

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Year	Author	Findings
2016	Clarke and Mac Cann	The study found a significantly different pattern of correlations with procrastination, self-esteem, conscientiousness, and emotional stability.
2015	Ganda and Boruchovich	The study's key findings were that students consistently acted in a way that hindered their ability to learn, regardless of their age, gender, or course year.
2015	Yavuzer	The study found that compared to males, women self-handicapped more frequently, and self-handicapping significantly correlated with both cognitive distortions and self-esteem.
2014	Arazzini and DeGeorge	As per the result of the study, locus of control and perfectionism both predicted self-handicapping, while low self-efficacy was predicted by perfectionism but not by the external locus of control. Self-efficacy as a mediator of the link between perfectionism, locus of control, and self-handicapping was not supported.
2014	Schwinger, et al.	The study explained the correlation between self-handicapping and achievement was moderately and negatively correlated. The result also, revealed that educational interventions to enhance academic achievement focus on preventing self-handicapping.
2014	Hutuleac	The study's key conclusion was that self-handicapping techniques were positively correlated with perfectionism. While, self-handicapping for boys and girls does not significantly differ.
2013	Wusik	The study analysed that self-handicapping through socially beneficial behaviour may be more common among females than previously thought.

Year	Author	Findings
2012	Akca	The result of the study indicates that self-handicapping, the external locus of control, and academic procrastination were positively significant.
2012	Uysal and Kneee	They evaluated the data from all three studies and concluded that low self-control is a predictor of self-handicapping for self-determining of self-esteem, self-doubt, social desirability, and gender.
2012	Kapikiran	The result of the study indicated that performance orientation and intrinsic achievement motivation were positively and significantly correlated
2011	Gadbois and Sturgeon	The analysis indicated that the students' self-handicapping levels were higher, and they displayed less clear self-concepts, lower academic self-efficacy, more test anxiety, and more shallow learning techniques. Their test scores also decreased as a result.
2011	Coudevylle et al.	Their finding was that self-esteem have negative significant relation with cognitive anxiety and a positive significant relation with self-confidence. Self-confidence negatively relates to self-handicapping and mediates the rapport between self-esteem and self-handicapping.
2010	Braslow	It was found that self-doubtful people chose to self-handicap before a more difficult assignment and overachieve before a less difficult task. However, neither individual who had high or low levels of self-doubt showed any notable effects.

Conclusion

The design of the study can mold the objectives, approach, design, resources, and target population with the help of a thorough examination of the pertinent and

up-to-date related literature and varied studies. A broad perspective and a starting point for the investigation are offered by theoretical explanations of academic competence, perceived emotional climate, personal values, and self-handicapping. The significance of child-centered constructivist education has increased recently, leading to an increased number of international studies on the four previously listed variables namely, self-handicapping, academic competence, perceived emotional climate, and personal values. However, hardly much research is done in India by incorporating the aforementioned four variables.

Drawing from the pertinent research already provided, the following conclusions can be made:

Academic Competence has effects on students gender, type of management of school and stream of study as per the researches of Kaur (2019), Loeb and Hurd (2017) and Senol (2022) and a study on students Academic Competence and Information Processing have positive correlation with academic abilities like numeracy, early literacy, and comprehension (Khani & Ariyanmanesh, 2019; Froiland & Oros, 2014). Likewise, a qualitative study was conducted to examine the predictors of friends' social adjustment that may protect against academic competence, and it was resulted negative connection between peer victimization and academic competence (Tu et al., 2012).

In connection with Perceived Emotional Climate, studies showed positive effect of social self-efficacy, class room emotional climate, parental involvement, team work, and academic success (Cherepov et al., 2018; Dinallo, 2016; Hong et al., 2021; Rinchen, 2014; Washington & Zandvakili, 2019; Puttaraju, 2014). In the context of gender, female students experience more collaboration and motivation, however, male students displayed differences in engagement (McLure et al., 2022).

Further, the review supports the significance of fostering a caring and supportive classroom climate to support children's general well-being and positive social-emotional climates (Garcia, 2023).

The topic of personal values has been the subject of numerous research in the broader literature. Over time, a larger body of research on the various aspects of students' personal values has emerged. According to the results of the study by Kuusisto et al. (2023), students at a university that emphasizes personal values education selected universalism, self-direction, and compassion as their core values. The results of the study conducted by Kaur (2017) show that health and power values vary depending on the locale of students. According to Necla's (2016) research, pre-service teachers prioritized self-direction, universalism, and security as their three core personal values. Values of teenage commitment were positively and significantly correlated with adult life (Kawakami et al., 2020).

In the literature, a large number of researchers have published about self-handicapping. However, there aren't many studies that have addressed gender perspectives. According to studies of Melhem (2022), Hutuleac (2014) and Feick and Rhodewalt (1997), there is no discernible difference between boys and girls. But other researchers' findings contradict this conclusion (Kumari, 2019; Baumeister et al., 1985; Brown et al., 2012; Harris & Snyder, 1986; Hirt et al., 1991, 2000, 2003; Khalid et al., 2023; Kimble & Hirt, 2005; Rhodewalt & Davison, 1986; Shepperd & Arkin, 1989, 1991; Uysal & Knee 2012). Teenagers with more self-efficacy and lower self-handicapping tendencies were those who thought positively about their social comparison behaviours of parents (Xing et al., 2022). According to another study, self-esteem is favourably connected with adversity quotient, self-handicapping, and goal achievement, whereas self-handicapping has a negative correlation with achievement goals (Jumareng & Setiawan, 2021). According to Kumari's (2019) analysis of the

study, there is an inverse relationship between academic self-handicapping, metacognitive awareness, and self-concept; however, there is little to no relationship between academic self-handicapping, metacognitive awareness, and self-concept.

There is a research gap observed while reviewing the literature.

1. Very few studies found in relation to General Self-handicapping. Most of what is there in studies is about Academic Self-handicapping.
2. No research found in Indian or Kerala context that dealt with Self-handicapping and other independent variables.

Regarding the scope of findings, the study's applicability will be crucial. Higher secondary school students' general self-handicapping behavior may be significantly impacted by the current study. Children will be guided in the right path to protect their self-image, if they are provided appropriate instruction to determine the reasons why they self-handicap. It will be effective if, find the symptoms, evaluate them, and then suggest necessary remedial actions.

Methodology

- *Design and Method*
- *Variables of the Study*
- *Objectives of Study*
- *Hypotheses of the Study*
- *Population and Sample*
- *Tools for Data Collection*
- *Data Collection Procedure*
- *Statistical Techniques*

METHODOLOGY

Planning is the most important factor in getting any job done systematically. No specific findings can be made without detailed planning of the research activities. Planning helps the researcher to work in the right direction. A research project is a process by which a scholar organizes his/her ideas and research materials. On the other hand, a research design refers to the strategy for investigating the problem under consideration and arriving at answers to research questions. The structure of the research helps to create an outline of the scheme and to generate a working model of the variables. It plans the outline of the entire research project, from the theory to data analysis and functional implications

Likewise, methodological analysis of the research is the systematic and conceptual study of the methods assigned to a field of study that provides the details of various levels of the research work. A suitable approach to the research work is the nature of research question and the subject being investigated on diverse perspectives. The outcome of the research format applied in the study should be seen as a tool to answer the research question. In short, the research structure provides the direction for initiating observations and analyses for the study. This chapter describes the design and method adopted and explained in detail under the following headings:

- Design and Method
- Variables of the Study
- Objectives of Study
- Hypotheses of the Study
- Population and Sample
- Tools for Data Collection
- Data Collection Procedure
- Statistical Techniques.

Design and Method of the Study

Research design is very useful for a researcher, because it enables him/her to answer research questions objectively, systematically, and accurately. The researcher designs the study after reviewing the available literature related to the problem at hand. The researcher selects the appropriate research method, samples for the study and suitable tools were developed to measure the variables under study and also decided on a plan for data collection and analysis.

Further, it helps the researcher to “plan, structure and execute” the research and maximize the “validity of the findings” (Mouton, 1996). One states that a research design enables the investigator in organizing and conducting the investigation in the most suitable way while making important and pertinent choices to optimize the validity of the findings. The main focus of the present research is to find out the influence of academic competence, perceived emotional climate and personal values on self-handicapping among students.

Best and Khan (2007), pointed out that “Research Method refers to the behaviour and instruments used in the selection and construction of research techniques”. It is essential to select the appropriate method for conducting any research. Keeping in mind the objectives of the study, the researcher used descriptive survey method and it was relevant and appropriate for the present study. The descriptive survey method of research is a well-known method in education. It deals with current situations, opinions, and trends that are primarily related to the present conditions. Descriptive approach allows for the acquisition of necessary, beneficial, and valuable descriptions pertaining to the study's present phenomenon. It also facilitates the applicable inferences that may be drawn from

the data collected without the need for intervention or situational control. Such studies form the basis for formulation of certain principles of knowledge and the solution to many problems, across the globe.

Variables of the Study

The present study aimed to find out the influence of academic competence, perceived emotional climate and personal values on self-handicapping among higher secondary school students of Kerala. A variable is something liable to change. Variable means attributes of measurable events, objects, and organisms. In other words, variables are symbols or situations that can be managed, controlled, or observed through experimentation or inquiry, and are essential requirements to valuable research for comparison. The following variables are considered for the current study.

Independent Variables

The independent variables are circumstances or characteristics that the experimenter manipulates or controls in order to determine their relevance to the observed events. A teaching style, kind of teaching materials, a reward, a time of exposure to a certain circumstance, or a characteristic such as sex or intellectual capability may all be independent variables in educational research (Best & Khan, 2007). The following independent variables are considered for the present study

- Academic Competence
- Perceived Emotional Climate
- Personal Values

Dependent Variable

The dependent variables track changes in student performance as a result of the independent factors' effect. It is called dependent because it is influenced by the variations of the independent variables. In the present study the dependent variable is 'Self-Handicapping'.

Categorical Variables

The categorical variables selected for the study were:

Gender

Male and female students of standard XI following Kerala State syllabus form gender for the present study.

Locale of School

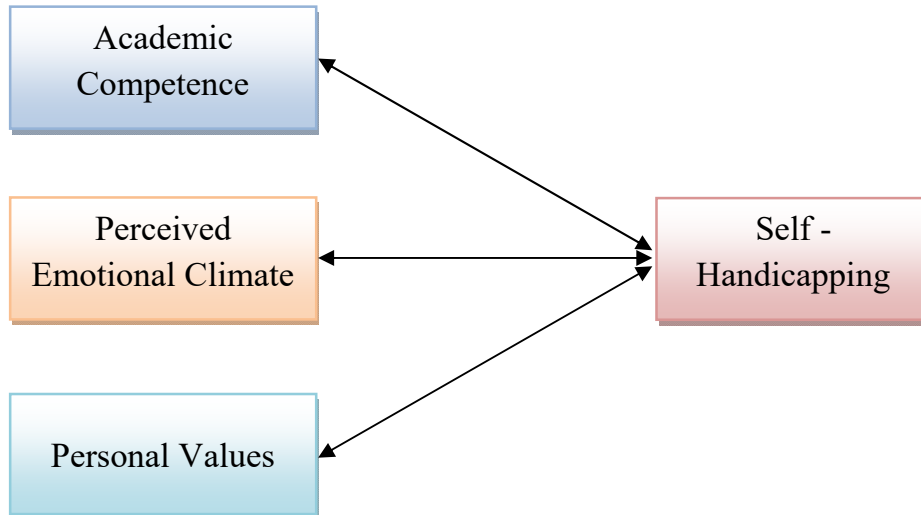
Schools situating in urban and rural areas in Kerala state represents locale of school for the present study.

Type of Management of School

Government, Aided and Un-aided sectors of management constitute the type of management of school.

Stream of Study

Humanities, Science and Commerce students of standard XI following the Kerala State syllabus comprises the stream of study for the present investigation. Diagrammatic representation of the variables is given below:

Figure 3*Variables Selected for the Study***Objectives of the Study**

The objectives of the study are the following;

1. To find out the difference in Academic Competence, Perceived Emotional Climate, Personal Values, and Self-handicapping among higher secondary school students of Kerala based on relevant subsamples, viz., gender, locale of school, type of management of school, and stream of study.
2. To find out the relationship between Academic Competence and Self-handicapping among higher secondary school students of Kerala for total sample and relevant subsamples.
3. To find out the relationship between Perceived Emotional Climate and Self-handicapping among higher secondary school students of Kerala for total sample and relevant subsamples.
4. To find out the relationship between Personal Values and Self-handicapping among higher secondary school students of Kerala for total sample and relevant subsamples.

5. To find out the influence of categories of Perceived Emotional Climate on Self-handicapping for total sample.
6. To find out the influence of Personal Values traits on Self-handicapping for total sample.
7. To find out the influence of Academic Competence, Perceived Emotional Climate, and Personal Values on Self-handicapping among higher secondary school students of Kerala for total sample and relevant subsamples.
8. To find out the combined influence of Academic Competence, Perceived Emotional Climate, and Personal Values on Self-handicapping among higher secondary school students of Kerala for total sample.

Hypotheses of the Study

The following hypotheses are formulated

1. There exists significant difference in Academic Competence of higher secondary school students based on subsamples, viz., gender, locale of school, type of management of school, and stream of study.
2. There exists significant difference in Perceived Emotional Climate of higher secondary school students based on subsamples, viz., gender, locale of school, type of management of school, and stream of study.
3. There exists significant difference in Personal Values of higher secondary school students based on subsamples, viz., gender, locale of school, type of management of school, and stream of study.
4. There exists significant difference in Self-handicapping of higher secondary school students based on subsamples, viz., gender, locale of school, type of management of school, and stream of study.

5. There exists significant relationship between Academic Competence and Self-handicapping among higher secondary school students for total sample.
6. There exists significant relationship between Academic Competence and Self-handicapping among higher secondary school students based on subsamples, viz., gender, locale of school, type of management of school, and stream of study.
7. There exists significant relationship between Perceived Emotional Climate and Self-handicapping among higher secondary school students for total sample.
8. There exists significant relationship between Perceived Emotional Climate and Self-handicapping among higher secondary school students based on subsamples, viz., gender, locale of school, type of management of school, and stream of study.
9. There exists significant relationship between Personal Values and Self-handicapping among higher secondary school students for total sample.
10. There exists significant relationship between Personal Values and Self-handicapping among higher secondary school students based on subsamples, viz., gender, locale of school, type of management of school, and stream of study.
11. There exists significant influence of categories of Perceived Emotional Climate on Self-handicapping among higher secondary school students for total sample.
12. There exists significant influence of Personal Values traits on self-handicapping among higher secondary school students for total sample.

13. There exists significant influence of Academic Competence, Perceived Emotional Climate, and Personal Values on Self-handicapping among higher secondary school students for total sample.

14. There exists significant combined influence of Academic Competence, Perceived Emotional Climate, and Personal Values on Self-handicapping among higher secondary school students for total sample.

Population and Sample Selected for the Study

In research, population is a set of similar items or events which is of interest for some question or experiment. It means collection or aggregate of objects or individuals concerning which conclusions of the study are made. VanDalen (1973), states that “any specified group of entities such as objects, geographical areas, time units, methods, texts or schools may also be regarded as population”. The population of the present study is the higher secondary school students of Kerala. The research was delimited to eleventh standard students studying in Government, Aided and Unaided schools of Kerala with the assumption that eleventh standard students will be a more representative group of higher secondary school students. Using this as a reference population, the investigator had to make decisions on sample size and sampling methodology.

The selection of a sample, often known as sampling, is an important aspect of the research process. It determines the consistency and dependability of the outcome. A sample is a small group gathered from a population that has been carefully chosen to closely reflect the population's characteristics. A good sample of a population can accurately recreate the population's features. “The selection of specific data sources from which data are collected to address the research objectives” (Gentles et al.,

2016). Due to the unique nature of the study and the type of statistical procedures intended to be applied, the sample size was tentatively set at 1600, XI standard students of 39 schools from four districts of Kerala state. Nine schools from Kasaragod, twelve schools from Malappuram, nine schools from Palakkad, and nine schools from Thiruvananthapuram.

The quality of the sample used to conduct a study largely determines its standard. For the current investigation, stratified random sampling technique is found to be the best among the several methods that are accessible. This method is intended to prevent prejudice, and guarantee representation. It is intended to allow participation from subgroups or strata of various sizes; therefore, the representative sample must include individual from the appropriate category or stratum depending on the subgroup's size (Garret, 2005). Each strata received proper delegation, like, strata according to gender, locale of school, type of management of school, and stream of study. While verifying the data from 1600 students 93 entries were found incomplete and were discarded. Thus 1507 entries found complete and correct in all respects were chosen for analysis. The breakup of the final sample representing gender, locale of school, type of management of the school and stream of study are given in the following Table 5.

Table 5*Sampling Frame of the Study*

Sl. No.	Name of School	Gender		Locale	Management	Stream of Study			Total	
		Male	Female			Humanities	Science	Commerce		
1	Govt. HSS, Kakkat, Kasargode	14	15	Rural	Government	--	--	29	29	
2	Govt. HSS, Kasargode	10	12	Urban		--	--	22	22	
3	G.V.HSS, Mogral, Kasargode	11	13	Rural		--	--	34	34	
4	Govt. Model HSS, Calicut University, Malappuram	21	16	Rural		--	37	--	37	
5	Govt. Regional Fisheries Technical VHSS, Tanur	16	15	Urban		--	--	21	21	
6	Govt. Manavedan HSS, Nilambur, Malappuram	15	12	Urban		--	--	27	27	
7	GVHSS, Paravanna, Malappuram	30	24	Rural		54	--	--	54	
8	Govt. HSS, Big Bazaar, City. P.O, Palakkad	27	22	Urban		49	--	--	49	
9	Govt. HSS, Pattambi, Palakkad	27	21	Urban		48	--	--	48	
10	Govt. HSS, Ganeshgiri, Shoranur, Palakkad	20	24	Urban		--	44	--	44	
11	Govt. HSS, Medical College, Trivandrum	19	20	Urban		--	39	--	39	
12	Govt. Model Boys HSS, Thycaud, Trivandrum	24	30	Urban		54	--	--	54	
13	Govt. HSS, Neyyattinkara, Trivandrum	22	22	Urban		--	44	--	44	
14	Rajah's HSS Nileswar, Kasaragod	23	19	Urban		--	42	--	42	
15	MS College HSS Nirchal, Kasaragod	19	20	Urban		--	--	39	39	
16	Durga HSS, Kanjangad, Kasargode	20	20	Urban		Aided	--	40	--	40
17	St Gemma's Girls HSS, Malappuarm		40	Urban			--	40	--	40
18	Sullamussalm Oriental HSS, Areekode	21	24	Rural			45	--	--	45
19	Darul Uloom HSS, Panakkad, Malappuram	20	20	Urban			--	--	40	40

Sl. No.	Name of School	Gender		Locale	Management	Stream of Study			Total	
		Male	Female			Humanities	Science	Commerce		
20	CB HSS, Vallikkunnu, Malappuram	19	14	Rural		--	33	--	33	
21	Kalladi HSS, Kumaramputhoor, Palakkad	19	19	Rural		--	38	--	38	
22	Vallapuzha HSS, Vallappuzha, Palakkad	19	19	Rural		38	--	--	38	
23	TSNM HSS, Kundoorkunnu-Palakkad	15	22	Rural			--	37	37	
24	S.N G. HSS, Chempazhanthi, Trivandrum	18	21	Rural		39	--	--	39	
25	Janatha HSS, Thembamood, Trivandrum	28	26	Rural		--	54	--	54	
26	St. Joseph's HSS, Trivandrum	39		Urban		--		39	39	
27	N.A. Model HSS, Chengala, Kasaragod	22	17	Rural		39	--	--	39	
28	N.A. Girls HSS, Eruthumkadavu		36	Rural		36	--	--	36	
29	Dhakheerath EM HSS, Thalagara, Kasaragod	25	10	Rural		--	--	35	35	
30	St. Paul's HSS Thenhipalam, Malappuram	24	20	Rural		--	44	--	44	
31	Izzathul Islam HSS, Kuzhimanna, Malappuram		19	Rural		19	--	--	19	
32	DHO HSS Pookkarathara, Malappuram	19	14	Rural	Unaided	33	--	--	33	
33	JM HSS Parnekkdu, Tirur, Malappuram	20	18	Urban		--	--	38	38	
34	IES EMHSS Mezhatthur-Palakkad	22	9	Rural		--	--	31	31	
35	MES EMHSS Olavakkod Palakkad	17	23	Urban		--	--	40	40	
36	Little Flower EM HSS, Edava-Thiruvananthapuram	25	23	Rural				48	--	48
37	Al-Uth-Aman English Medium HSS Kazhakkootam	21	27	Urban			--	--	48	48
38	Santhigiri Vidyabhavan HSS, Santhigiri-Thiruvananthapuram	20	20	Rural			40	--	--	40
39	MES KTM EMHSS Vattamannapuram, Palakkad	11	19	Rural			30	--	--	30

The summary of the distribution of the final sample is given as table 6

Table 6

Final Sample Breakup Selected for the Study

Gender			Locale of School			Type of Management of school			Stream of Study				
Male	Female	Total	Rural	Urban	Total	Govt.	Aided	Unaided	Total	Humanities	Sciences	Commerce	Total
742	765	1507	783	724	1507	502	524	481	1507	524	503	480	1507

Out of 1507 samples in the table above, 742 were boys and 765 were girls. Meanwhile, 783 pupils belong to rural area schools, while 724 urban area schools, government school students constitute 502, aided school students represent 524 and 481 unaided school students. 524 students are from humanities stream, 503 in science stream, and 480 in commerce stream, which includes samples of the study.

Instruments Used for Data Collection

Data collection is a crucial aspect of any research work. There are many instruments and techniques available for feasible data collection. According to Best and Khan, (2006), "The use of the particular tool depends upon the type of the problem and each research tool is appropriate in a given situation to accomplish a particular purpose". The selection of a suitable instrument for data collection is critical for the success of a research work. A researcher should devise new tools himself/herself if quality tools are not available. With due regard to the objectives, the investigator used the following tools for collecting the data needed for the present study.

The important tools used for the study are listed in Table 7.

Table 7*Tools used for the Study*

Sl. No.	Research Tools	No. of Items
1	Academic Competence Scale (Suhara & Jaseena 2020).	50
2	Perceived Emotional Climate Scale (Suhara & Jaseena 2020).	48
3	Personal Values Scale (Suhara & Jaseena 2020).	100
4	Self-Handicapping Scale (Suhara & Jaseena 2020).	50

The items were screened and edited based on the following standards:

- Words which students do not understand were avoided and items were retained as much as possible in the form of simple sentences.
- The sentences were concise, unambiguous, and exact.
- Double negatives and words with multiple meanings were excluded.

Description of Tools

Detailed description of the construction of each scale is given below under the following heads.

- Planning of the scale
- Preparation of the scale
- Item Analysis
- Finalisation of the Scale

Academic Competence Scale

Students' choices are largely influenced by self-awareness of their abilities, even more than their actual performance, besides, interaction with different socio-cultural context at home, at school and the experiences they gain out of these premises explains their varied interests, beliefs, intellectual ability and proficiency.

Educational institutions that provide academic support and services may influence the academic competence of students and consequently help in their integrated development. For example, when students are developing academic competence at the beginning of studies, effective time management and self-monitoring may help them to better assess or manage their learning resources. Detailed description of Academic Competence Scale is given below:

Planning of the Scale

Planning is the initial stage of developing a scale. The goal of the current study is to find out to measure Academic Competence among students. Review of related studies and discussion with supervising guide provides an insight into the nature of constructs, features of statements, and procedures in developing Academic Competence Scale, and helped to identify different dimensions to be included in the scale. As a result, the researcher prepared academic competence scale. The statements in the scale were prepared on the basis of academic competences identified by Mah (2017). The identified dimensions were as follows:

- 1) Time Management.
- 2) Learning Skills.
- 3) Technology Proficiency.
- 4) Self-monitoring.
- 5) Research Skills.

The short descriptions of the five competences thus identified are the following:

Time Management. Time management is one among the vital need that an individual must have for a successful life. This habit helps the students to complete the task within the dead line thus evading stress and anxiety. People tend

to achieve their goals comfortably by managing time wisely (Ferner, 1995). One who manage time well, feel positive, confident, and in charge of one's life. Everyone has a great desire to have meaning and purpose in their lives. Students should be able to learn, develop, and master the skills in time management with patience and repetition. Along with those attributes, time management help students to develop perceptions of their own ability, capacity, and productivity for completing tasks.

Illustration.

- I am good at scheduling brief breaks from studying, to prevent fatigue. (Item No.15)
- I concentrate on all of my tasks simultaneously, yet I never finish even one in a day. (Item No.25)

Learning Skills. All students must improve their comprehension and competency in basic academic areas to fulfill the requirements of learning skills; it includes an excellent foundation in core academic subject knowledge necessary for both analytical thinking and effective communication. Students must learn critical thinking, problem-solving, effective communication, and collaborative abilities as part of their learning environment, as these are essential for success in the modern world (Sriarunrasmee et al., 2015). In today's world, learning requires collaboration between teachers and students.

Illustration.

- I prepare impressive reports for documentation. (Item No.28)
- When learning becomes difficult, I give up entirely or only study the easy contents. (Item No. 11)

Technology Proficiency. Students must have the skills required to find and create communication strategies to participate in the information technology-driven era. Creativity is enhanced by technology and it is possible to discard the outdated educational approach and allow pupils' uniqueness to take the stage. More choices are available to students about the subjects they study and investigate. To have more control over their education, students can also use the resources at their disposal to research potential job paths. Moreover, search engines can find important information which may students understand different points of view on current events and online education is necessary for technology proficiency (Ronsisvalle & Watkins, 2005). Therefore, teachers can give learners access to up-to-date news and world events to facilitate discussions on current events in and out of the classroom, and to promote learning.

Illustration.

- I am aware that making use of digital devices involves sticking to specific communication guidelines. (Item No.1)
- I can't use the e-mail system to communicate. (Item No.9)

Self-monitoring. Self-monitoring is marked by the ability to focus on one's own present actions, interest in the results of those actions, and preparedness to use those observations to alter one's behaviour and mental processes in the future. Although the majority of therapists would agree that self-monitoring is essential for successful therapy and cognitive neuroscience research have recently opened up new possibilities for characterising and improving the ability for self-monitoring. In other words, self-monitoring refers to the process of keeping track of whether a particular skill or behaviour has been mastered, is still being developed, or has deviated from the intended trajectory (Rock, 2005).

Illustration.

- I'm good at managing my emotions while under pressure. (Item No.10)
- I am confused of my unique strengths and weaknesses. (Item No.26)

Research Skills. Sometimes, students lack the depth of knowledge and expertise in a subject to evaluate what they learn critically. The capacity to perform research is one of the most important general abilities that students should acquire while pursuing their education. It implies that research skills, statistical and qualitative analysis, information collection, and problem-solving are all components of academic writing, communication, and methodological understanding. Senior secondary students must also be able to study and know about literature reviews as well as obtain and interpret data. As well, research skills give learners the capacity to find relevant information, appraise its quality and applicability, utilise data effectively to solve problems, and synthesize and present their thoughts both orally and in written form (Meerah & Arsad, 2010). Besides, it encourages critical thinking and is extremely portable, adaptable, and suitable for a variety of contexts, including future workplace.

Illustration.

- I make an effort to think of creative strategies for active learning. (Item No.3)
- It is challenging for me to prepare a news report for the editor of periodicals. (Item No. 6)

Preparation of the Scale

Based on the above stated dimensions the investigator developed the Academic Competence Scale. The statements in the scale were carefully worded to ensure that they were exact, obvious, and understandable to the subjects, and special care was taken to avoid unnecessary duplications. The investigator first assembled a collection of 58 statements. After consulting with experts, fifty statements were ultimately selected for the draft scale, with an equal number of positive and negative items. The details of the draft form of academic competence scale are given in the following Table 8.

Table 8*Details of Academic Competence Scale (Draft Form)*

Sl. No.	Dimension	Serial No. of Items		Total
		Positive polarity	Negative polarity	
1	Time management	17, 31, 37, 39, 49	8, 24, 28, 34, 42	10
2	Learning skill	5, 33, 35, 41, 43,	2, 12, 14, 26, 50	10
3	Technology proficiency	1, 7, 15, 23, 29	10, 18, 20, 46, 48	10
4	Self-monitoring	11, 13, 25, 27, 47	16, 22, 30, 36, 44	10
5	Research skill	3, 9, 19, 21, 45	4, 6, 32, 38, 40	10
Total		25	25	50

Scoring Procedure

The scale comprised items that respond with options Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. The response was categorised based on 5 points Likert Scale. A weight of 5 was assigned to Strongly Agree response, a weight of 4 for Agree, a weight of 3 for Undecided, a weight of 2 for Disagree, and 1 for Strongly Disagree response. The total score of the respondents was obtained by adding the responses given for each item in the scale. For positive statements, the respective scores of the five responses are 5, 4, 3, 2, and 1. For negative statements reverse scoring was done. Scores on all the items are added to get the total scores on Academic Competence Scale.

Pilot Testing

The draft scale was distributed to 390 students of class eleven who were enrolled in higher secondary schools as a representative sample. The factors taken into account include the gender of students, locale of the school, stream of study and type of management of the school. The investigator performed the test with the designated class after obtaining approval from the relevant authorities. The steps of the operation, particularly the way to respond, were properly explained. During the

scale's administration, uncertainties were cleared up. The sample size of 370 was taken for final selection after random rejection and response of each item by all the students in the sample were scored, then subjected to item analysis. A copy of the draft form of Academic Competence Scale in Malayalam and English version are given as Appendix I and II respectively.

Item Analysis

The overall score for each of the 370 response sheets was determined after each sheet was scored. The response sheets were organized in a descending order of the total score, based on the marks assigned to the scores of all items added up to the total score of the scale. The highest 27% and lowest 27% response sheets were set apart. The mean and standard deviation of the scores for each item were calculated separately for the lower and higher group. For both the upper and lower groups, the mean and standard deviation of every item were computed independently. Items with a t value of more than 1.96 were chosen for the final edition of the Academic Competence Scale. The critical ratios (t -value) for each item were calculated using the following equation.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{SD_1^2}{N_1} + \frac{SD_2^2}{N_2}}}$$

Where,

\bar{X}_1 = Mean for the first group

\bar{X}_2 = Mean for the second group

SD_1 = Standard deviation for the first group

SD_2 = Standard deviation for the second group

N_1 = Size of the sample for the first group

N_2 = Size of the sample for the second group. (Best & Kahn, 2011)

The result of item analysis and the obtained t value is presented in Table 9.

Table 9*Result of Item Analysis of Academic Competence Scale*

Sl. No.	High Group		Low Group		t value	Status Accepted/Rejected
	Mean	SD	Mean	SD		
1	4.61	0.63	3.58	1.26	7.32	Accepted
2	4.26	0.88	2.82	1.28	9.33	Accepted
3	3.84	0.85	3.17	1.05	4.98	Accepted
4	3.14	1.05	2.64	1.18	3.17	Accepted
5	4.31	0.69	3.09	1.26	8.51	Accepted
6	3.07	1.15	2.36	1.11	4.44	Accepted
7	4.14	0.90	3.41	1.20	4.87	Accepted
8	1.98	1.15	2.03	1.18	0.30	Rejected*
9	4.10	0.94	2.89	1.23	7.82	Accepted
10	2.98	1.41	3.39	1.28	2.16	Accepted
11	4.16	0.93	3.43	1.11	5.04	Accepted
12	3.13	1.15	2.59	1.22	3.21	Accepted
13	3.54	1.21	3.37	1.19	1.00	Rejected*
14	3.81	1.13	2.48	1.26	7.85	Accepted
15	4.41	0.87	3.01	1.31	8.93	Accepted
16	3.63	1.19	2.41	1.16	7.34	Accepted
17	4.13	0.88	3.25	1.23	5.82	Accepted
18	3.67	1.11	2.48	1.28	7.04	Accepted
19	2.93	1.30	2.80	1.32	0.70	Rejected*
20	3.27	1.34	2.29	1.22	5.42	Accepted
21	3.39	1.17	2.84	1.24	3.23	Accepted
22	4.01	1.20	2.40	1.27	9.20	Accepted
23	4.11	1.05	3.02	1.29	6.56	Accepted
24	3.44	1.21	2.35	1.18	6.47	Accepted
25	3.98	1.14	3.23	1.21	4.51	Accepted
26	4.08	1.19	2.60	1.30	8.37	Accepted
27	4.66	0.61	3.69	1.21	7.16	Accepted
28	4.08	1.08	2.56	1.34	8.85	Accepted
29	3.37	1.33	3.04	1.21	1.84	Rejected*

Sl. No.	High Group		Low Group		t value	Status Accepted/Rejected
	Mean	SD	Mean	SD		
30	4.06	0.99	2.68	1.36	8.19	Accepted
31	3.51	1.37	2.96	1.25	2.96	Accepted
32	2.47	1.01	2.28	1.07	1.29	Rejected*
33	4.38	0.71	3.34	1.22	7.39	Accepted
34	4.30	0.96	2.71	1.28	9.94	Accepted
35	4.07	0.96	2.80	1.24	8.11	Accepted
36	4.05	1.09	3.20	1.31	4.99	Accepted
37	3.49	1.40	3.41	1.22	0.43	Rejected*
38	3.69	1.30	2.81	1.26	4.86	Accepted
39	4.43	0.78	3.10	1.22	9.19	Accepted
40	4.05	0.94	2.62	1.24	9.22	Accepted
41	4.40	0.72	3.58	1.07	6.33	Accepted
42	2.75	1.27	2.46	1.16	1.68	Rejected*
43	4.11	0.82	3.23	1.10	6.43	Accepted
44	2.87	1.26	2.45	1.20	2.41	Accepted
45	3.78	1.03	2.74	1.20	6.57	Accepted
46	2.72	1.41	2.50	1.22	1.18	Rejected*
47	4.43	0.62	3.43	1.14	7.70	Accepted
48	2.66	1.21	2.47	1.21	1.11	Rejected*
49	4.36	0.86	3.55	1.06	5.95	Accepted
50	3.93	1.07	2.43	1.12	9.69	Accepted

* Indicates rejected items

Finalisation of the Scale

Item for the final scale was selected on the basis of the 't' value. A statement with 't' value greater than or equal to 1.96 was considered to be a good item. The selected items of draft scale were rearranged according to their t-value to get the final scale. Thus, finally, 41 (21 positive and 20 negative) statements were selected for the final form of Academic Competence Scale. The details of the final form of scale are given in the following table 10.

Table 10*Details of Academic Competence Scale (Final Form)*

Sl. No.	Dimension	Serial No. of Items		Total
		Positive polarity	Negative polarity	
1	Time management	15, 27, 33, 40	21, 25, 29	7
2	Learning skill	5, 28, 30, 35, 36	2, 11, 12, 23, 41	10
3	Technology proficiency	1, 7, 13, 20	9, 16, 17	7
4	Self-monitoring	10, 22, 24, 39	14, 19, 26, 31, 37	9
5	Research skill	3, 8, 18, 38	4, 6, 32, 34	8
Total		21	20	41

A copy of the final form of Academic Competence Scale in Malayalam, and its English version are given as Appendix III and IV respectively.

Reliability of the Scale

According to Drost (2011), reliability is "the degree to which measurements can be repeated by different individuals under different circumstances, on different occasions, and ostensibly using different instruments that measure the construct or skill". In the present study, the reliability of the scale was administered using test-retest and Cronbach Alpha. The Academic Competence Scale was administered with a time interval of one month on a sample of 40 higher secondary students. The reliability coefficient was found to be 0.824 by using test-retest method and Cronbach Alpha Coefficient were found 0.77 and hence the scale was considered as a reliable one.

Validity of the Scale

Validity is that quality of a test that enables it to measure what it is supposed to measure. The content validity of the scale was maintained by careful reference to the current literature as well as precise agreement by the judges through their relevant discussions, their thoughts suitably matched with the scale that was previously selected. The concurrent validity of the scale was found out by correlating the present

scale with an external criterion, that is, Approaches and Study Skills Inventory for Students (ASSIST) of Entwistle et al. (2013). Both tests were administered on a sample of thirty-five students and correlation was found out. The validity co-efficient thus obtained was $r=0.56$. Thus, the Academic Competence Scale as a whole is reasonably valid and reliable instrument for the purpose of the investigation.

Perceived Emotional Climate Scale

Perceived Emotional Climate scale was developed and standardized by the investigator, to measure perceived emotional climate experienced by the students. Detailed description of the construction of scale is given below:

Planning of the Scale

Construction of the most reliable and valid scale is possible only with proper planning. The researcher developed and standardised Perceived Emotional Climate Scale so as to measure Perceived Emotional Climate among students. After having an analysis of the available literature and previous studies, revealed that there is currently no widely used instrument for measuring perceived emotional climate of higher secondary school students. So, the investigator herself developed a perceived emotional climate scale. It consists of 48 statements. The statements for the draft scale were prepared using six categories of perceived emotional climates, as suggested by De Rivera (1992). The following six categories of emotional climates were identified and used for the preparation of the scale.

- 1) Security Vs Fear.
- 2) Hope Vs Despair.
- 3) Solidarity Vs Hostility.
- 4) Stability Vs Instability.
- 5) Confidence Vs Depression.
- 6) Satisfaction Vs Distress.

The description of each category is given below

Categories of Perceived Emotional Climate. What nature of emotional climates people have, and how important are these climates concerning about the underlying social, economic and emotional structures involved in personality of an individual. The major categories of emotional climate are listed below.

Security Vs Fear. In order to provide complete climate of security, children's safety in their homes and classrooms is just as important as their physical security (Mowen & Freng, 2019). Schools and families must provide the optimum setting for students' talent development and enrichment in order to assist their overall socialisation. Hence, effective security measures should maximum integrated into school premises and environment. A person's capacity to manage stress, develop resilience, and cultivate healthy relationships is influenced by their emotional and physical security, which is an essential aspect of total well-being.

However, climate of fear is a fundamental emotion that involves a strong individual emotional response and a universal biological response. Whether the threat is psychological or physical, fear serves as a warning when danger is present and it can come from both genuine and imagined hazards. Genuine threats can sometimes be the source of worry, while in some circumstances fear is a natural reaction, when it is excessive or out of proportion to the threat, it can also cause anguish and disturbance (Akiba 2008). In addition to the physical symptoms of fear, students may experience psychological symptoms of being overwhelmed, upset, feeling out of control, or a sense of impending death.

Illustrations.

- I am good at maintaining composure in the face of adversity. (Item No.4)
- I become anxious and my heart races when teacher asks me questions.
(Item No.7)

Hope Vs Despair. A mindset or atmosphere that emphasizes possibilities, confidence, and teamwork in the face of adversity is known as a climate of hope. It empowers individuals to take significant action toward challenges by promoting an emphasis on solutions rather than just issues. Three truths serve as the foundation for climate of hope: first, that children perform better when adults around them and support them; second, that students perform better when they have close and lasting relationships with adults; and third, that students perform better when they can express their aspirations (Gungor & Avci, 2017). Instead, a climate of despair is a state of mind brought on by circumstances that seem unsolvable. It indicates utter unhappiness, which is frequently accompanied by indifference and low spirits (Stevenson & Peterson 2015). In other words, it is the feeling or mental condition of believing that everything is wrong, and nothing will live up to expectations.

Illustrations.

- I find hope in my life due to the accomplishments of successful people.
(Item No.10)
- I often think that I am not as smart as my classmates. (Item No.16)

Solidarity Vs Hostility. Climate of Solidarity is defined as an emotion or action that is shared by a group of people who have a common interest or togetherness. It has further been defined as “a bond, which is formed through shared knowledge of unfairness and injustice” (Harvey 2007). It is a vital component of society's union that defines family relationships and establishes the setting for individual growth. As well, it is the sharing of affection and admiration between family members, teachers, peers and public at large. But, hostile or aggressive attitude around the people or ideas is referred to climate of hostility. For a variety of reasons, students frequently feel anger or contempt for their difficulties and unfavourable experiences. In addition to being physical, hostile behaviour can also be shown verbally, through outbursts of rage or unfriendly approaches, besides this the overall surroundings of the learner often

contributes to their aggression. Likewise, hostile climates can be explained by a combination of environmental, familial, and individual factors. Students' aggressive conduct was found to be associated with several variables, including gender, academic success, level of parents' education, monthly income, and the size of the family. However, adolescents were more likely to be hostile, rather than continually depressed or anxious, about negative life events (Jackson & Finney, 2002).

Illustrations.

- I enjoy helping friends from underprivileged backgrounds. (Item No.20)
- I am easily annoyed when someone corrects me. (Item No.23)

Stability Vs Instability. Climate of stability is the quality of being fixed or stable, as well as the capacity of the intellect to reach equilibrium. In educational psychology, the role of parents, instructors, and peers on students' emotional stability has all been investigated independently (Eccles et al., 1983). On the other hand, climate of instability hurts academic performance of the students raises the possibility that they will drop out of school, and aggravates several mental health disorders, including stress, restlessness, anxiety, and depression. As a result, students in society have shown to be unable to predict what will happen in the years to come, whether personally or intellectually.

Illustrations.

- I respond appropriately to unexpected emergencies. (Item No.27)
- Even minor sorrows take me a long time to calm down. (Item No.29)

Confidence Vs Depression. Climate of Confidence is an optimistic or self-assured state resulting from a positive assessment of one's capabilities or traits. It stems from a sense of well-being; positive thinking, practice, training, education, and talking to others are all effective strategies to boost our self-esteem (Anderman

& Patrick, 2012). Climate of depression, on the other hand, is a mental condition marked by extreme anguish and despair, often associated with feelings of inadequacy and guilt, as well as a loss of energy and disturbances in eating, learning, and sleep (Gonca & Savasir, 2001). Depression frequently results in cognitive and mental functions such as fear and panic, difficulty in schooling, emotional outbursts like impatience, anger, or weeping, fatigue or lack of energy, low self-worth, feeling overwhelmed, and unreasonable guilt among students (Hayes et al., 1995).

Illustrations.

- I try to do things that are different and unique rather than following an established pattern. (Item No.36)
- I feel extremely guilty about thinking of my minor mistakes. (Item No.37)

Satisfaction Vs Distress. Climate of Satisfaction is a circumstance or sensation of happiness that occurs when a person's needs and desires are met. It is stated as a positive experience or the achievement of the desired result (Tessema et al., 2012). Whereas, climate of distress is the incapacity of a person to feel and endure a bad emotional state. It is linked to mood and anxiety disorders, excessive worrying, and unhealthy behaviors such as substance abuse. Unfortunately, adolescents are not always pleasant, most of them will experience ridiculed at some point in their lives and unpleasant situations are not uncommon. But, if a youngster consistently reports that his friends mock or embarrass him, teachers and parents need to intervene.

Illustrations.

- I typically succeed at catching opportunities. (Item No.44)
- I get angry even at the slightest provocation. (Item No.45)

Preparation of the Tool

While writing the statements, the investigator took extra care to prevent ambiguity and pointless repetitions. Based on the six aspects, 55 statements were prepared and given to experts. According to experts' validation, some items were updated and some were eliminated. Finally, 48 statements were chosen for the preparation of the scale. These 48 statements are so constructed that the likely responses for each statement is Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. A copy of Perceived Emotional Climate Scale in Malayalam and English version are given as Appendix V and VI respectively.

The distribution of the statements of Perceived Emotional Climate Scale is given in Table 11.

Table 11***Distribution of Items in Each Category of Perceived Emotional Climate Scale***

Sl. No.	Categories of Perceived Emotional Climate.	Number of Statements	Total
1	Security Vs Fear	(1-4), (5-8)	8
2	Hope Vs Despair	(9-12), (13-16)	8
3	Solidarity Vs Hostility	(17-20), (21-24)	8
4	Stability Vs Instability	(25-28), (29-32)	8
5	Confidence Vs Depression	(33-36), (37-40)	8
6	Satisfaction Vs Distress	(41-44), (45-48)	8

Scoring Procedure

The response was categorised based on 5 points Likert Scale, where each item can be responded to as Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree respectively. Each statement was scored according to the nature of climates in the order of 5, 4, 3, 2, and 1 respectively for all positive statements and reverse scoring was done for negative statements. For the present study, the total score obtained from each sample is taken into account as the aggregate score of perceived

emotional climate. For the present study, the total score obtained from each sample is taken into account as the aggregate score of perceived emotional climate.

Pilot Testing

The draft scale was distributed to a sample of 390 students from higher secondary schools, asking them to offer feedback on the scale's instructions, wording, and other relevant matters. Subsamples were carefully taken into scrutiny during the sample selection process; some of them only filled in part of the scale. As a result, incomplete response papers were discarded. After random rejection, the fixed sample size was 370. Every student's response was scored, and item analysis was applied to every response.

Item Analysis

After scoring all 370 response sheets, the sum of the scores for each sheet was determined. Then these sheets were arranged in descending order of the total score and the lowest and highest 27 percent of the 370 sheets (100 sheets each) were separated. The mean and standard deviation obtained for each item for the lower and upper groups were calculated separately. The critical ratios (t-value) for each item were calculated using the following equation.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{SD_1^2}{N_1} + \frac{SD_2^2}{N_2}}}$$

Where,

\bar{X}_1 = Mean for the first group

\bar{X}_2 = Mean for the second group

SD₁ = Standard deviation for the first group

SD₂ = Standard deviation for the second group

N₁ = Size of the sample for the first group

N₂ = Size of the sample for the second group. (Best & Kahn, 2011)

The result of item analysis and the obtained 't' value is presented in Table 12.

Table 12

Result of Item Analysis of Perceived Emotional Climate Scale

Sl. No.	High Group		Low Group		t value	Status
	Mean	SD	Mean	SD		
1	4.31	0.87	3.41	1.17	6.16	Accepted
2	3.64	1.08	3.24	1.09	2.61	Accepted
3	4.57	0.81	3.31	1.19	8.78	Accepted
4	4.07	1.01	2.53	1.27	9.51	Accepted
5	2.98	1.41	2.11	1.14	4.81	Accepted
6	3.36	1.28	2.25	1.06	6.68	Accepted
7	2.76	1.44	1.99	1.11	4.22	Accepted
8	3.88	1.30	2.83	1.16	6.05	Accepted
9	2.83	1.16	4.44	0.89	6.03	Accepted
10	4.52	0.69	3.77	0.94	6.43	Accepted
11	4.80	0.45	3.73	1.04	9.42	Accepted
12	4.59	0.67	3.54	1.00	8.74	Accepted
13	2.32	1.18	1.78	0.89	3.65	Accepted
14	1.61	0.80	2.14	1.03	4.07	Accepted
15	3.77	1.24	3.21	1.10	3.38	Accepted
16	4.51	0.72	3.75	1.00	6.18	Accepted
17	4.68	0.60	3.95	0.90	6.73	Accepted
18	4.33	0.95	3.61	1.11	4.92	Accepted
19	4.52	0.76	3.53	0.93	8.27	Accepted
20	4.60	0.60	3.16	1.17	10.94	Accepted
21	3.16	1.33	2.79	1.22	2.05	Accepted
22	4.74	0.52	3.74	1.04	8.58	Accepted
23	4.01	0.98	2.74	1.12	8.52	Accepted
24	4.75	0.56	3.88	1.03	7.44	Accepted
25	2.96	1.31	2.38	1.20	3.27	Accepted

Sl. No.	High Group		Low Group		t value	Status
	Mean	SD	Mean	SD		
26	4.46	0.77	3.78	0.97	5.49	Accepted
27	2.75	1.23	2.45	1.11	1.81	Accepted
28	3.02	1.48	2.51	1.22	2.66	Accepted
29	2.02	1.17	2.57	1.15	3.35	Accepted
30	4.33	1.04	2.96	1.25	8.46	Accepted
31	3.55	1.42	3.15	1.29	2.08	Accepted
32	4.63	0.80	3.90	1.09	5.41	Accepted
33	4.24	0.87	2.80	1.16	9.93	Accepted
34	4.17	0.85	3.02	1.09	8.30	Accepted
35	4.03	1.08	3.30	1.07	4.81	Accepted
36	1.99	1.06	2.29	1.21	1.87	Accepted
37	2.51	1.12	2.22	1.11	1.84	Accepted
38	3.30	1.26	2.17	1.06	6.85	Accepted
39	4.81	0.44	3.89	1.07	7.93	Accepted
40	2.67	1.09	2.15	1.08	3.39	Accepted
41	2.79	1.28	2.46	1.06	1.99	Accepted
42	4.82	0.46	4.11	0.93	6.84	Accepted
43	4.53	0.70	3.31	1.19	8.85	Accepted
44	3.58	1.11	2.33	1.04	8.23	Accepted
45	4.50	0.82	3.51	1.21	6.77	Accepted
46	4.19	1.15	3.03	1.19	6.99	Accepted
47	2.90	1.36	2.52	1.16	2.13	Accepted
48	4.14	0.96	3.20	1.11	6.39	Accepted

Finalisation of the Scale

In order to incorporate all the six categories of Perceived Emotional Climates in the scale, items with t-value greater than or equal to 1.75 was considered for the final tool. Hence, the final scale consists of 48 items.

Reliability of the Scale

The reliability was estimated by test-retest and Cronbach Alpha coefficient methodologies. A sample of 40 higher secondary students shared the Perceived Emotional Climate Scale over one month. The scale was deemed to be extremely dependable because the reliability values were found 0.788 and Cronbach's alpha Coefficient was 0.766.

Validity of the Scale

The judges' precise agreement through their pertinent interactions and meticulous citation of recent literature, maintain the scale's content validity. The concurrent validity of the scale was found by correlating the present scale with an external criterion, that is, the Well Being Scale by Diener et al. (2009). Both tests were administered on a sample of thirty-five students, and correlation was found out. The validity coefficient thus obtained was $r=0.63$. Thus, the Perceived Emotional Climate Scale as a whole is a reasonably valid and reliable instrument for the present study.

Personal Values Scale

The need for an established value system through education has been an approved fact. A single personal value can be used in a variety of contexts, as personal value is a broad notion. For instance, if a person considers loyalty to be vital, one may apply this to the lives of friends, family, or workplace. Schwartz (1992) established the idea of basic human values, which categorizes values according to the motivating purpose they reflect, based on his observations of a hierarchical order for identifying personal values. He has provided a better understanding of the structural relationships within the human value system by defining ten value types. Following are the steps involved in the construction and standardization of Personal Values Scale.

Planning of the Scale

The initial step in the design and standardisation of any tool is planning. The investigator examined recent literature regarding personal values for this purpose. To gather the requirements and to develop the items for the personal values scale, the investigator reviewed a few of the common tools for personal value scales in various dimensions, this provided information on the types of constructions, assertions, and methods used to design personal value scale.

The following are the descriptions of types of values

Power. The value of power is the energy to fulfill obligations and have faith in one's ability to achieve goals. Proficient learners are confident in their ability to manage even stressful situations. They believe that they are masters of their destiny (Golish and Olson, 2000). Holding a position of power also teaches children that no one can force them to do anything they honestly want to do and that they can make decisions and solve most of their problems on their own. To put it concisely, power is the ability to use one's resources and social standing to control oneself, other people, and situations.

Illustration.

- I dislike having other people judge my ideas and opinions. (Item No.8)

Achievement. Achievement value refers to a student's performance in particular objectives that are the focus of activities in their surroundings, particularly in the school, family, and public spheres (Hattie and Anderman 2013). The majority of cognitive goals in educational systems either include learning and comprehending material in a particular intellectual field (such as math, literature, physics, or history) or are general (such as critical thinking), achieving success on a personal level by proving one's social ability. In addition to this, achievement should be viewed as a

multidimensional concept that incorporates a variety of learning and behavioural domains since it includes a wide range of educational and personal goals.

Illustration.

- I think that persistence and patience are necessary for success. (Item No.11)

Hedonism. According to hedonistic values, a person's lifestyle is a unique approach to pursuing specific goals that one has set for him in the context of a particular life situation. The hedonistic behaviour of students is highly noticed around the world. According to (Vogt 2018), hedonism is an extravagant lifestyle and a tendency to change as a result of social interactions with other people, and the individual achieves this by striving to enjoy life to the fullest, to find freedom and happiness.

Illustration.

- I put aside my studies and indulge in things that give me instant gratification. (Item No.22)

Stimulation. Stimulation is one of the personal values, which denotes the novelty, challenge, and excitement in one's life. It comes from the need for variety and excitement in human life to maintain an ideal and optimistic existence rather than risky behaviours. Self-motivated students can combine all the essential resources at their disposal to achieve goals in a timely and accurate manner (Lizarraga et al., 2010).

Illustration.

- I enjoy challenging and complicated assignments. (Item No.31)

Self-Direction. The quality of independent choice, creation, and exploration is known as self-direction and it has been noticed that the interaction needs of autonomy and independence can give rise to self-direction (Gureckis & Markant 2012). The concepts of intelligence, privacy, and self-respect also constitute self-direction. It can be gauged using a person's level of independence, creativity, freedom, goal-setting, and curiosity. A self-directed student will have definite life goals that elevate them to desirable values.

Illustration.

- I can always control my preferences, even if I am under pressure. (Item No.38)

Universalism. The virtue of universalism places a strong focus on respect, tolerance, understanding, and care for both the welfare of people and the environment. As a value, universalism asks for tolerance, social justice, equality, and world peace, in addition to environmental preservation (Schwartz, 2007). Hence, it is the need of the day to foster personal values of universal attitude among the students of younger generations.

Illustration.

- I think that universal values offer a powerful means of expressing one's mindset. (Item No.49)

Benevolence. Benevolence values are yet another pattern of personal values. The importance of maintaining and improving the wellbeing of those who are a part of the same group or who engage in regular social contact. The smooth operation of social organisations and the affiliation process depend on benevolence. Through the virtues of being helpful, honest, forgiving, responsible, loyal, and feeling a sense of belonging, benevolence ideals emphasise voluntary care for others' well-being,

particularly for relationships within core groups such as families and friends (Martela & Ryan, 2016).

Illustration.

- I also treat people who have cheated on me with dignity. (Item No.56)

Tradition. Tradition has been named as one of the values covered by the value theory. It entails an individual's adherence to, acceptance of, and respect for the customs and ideals ingrained in the familial and socio-political setting in which they live. Tradition suggests that each community creates its customs, symbols, ideas, and practices to represent its shared experiences and to capture its unique culture. These are acknowledged as significant group customs and practices as time goes on (Harackiewicz et al., 2014). Traditions are important because they embody a group's common traits, distinctive values, and guiding principles for survival.

Illustration.

- I argue that addressing inequality ought to begin at home. (Item No.68)

Conformity. Conformity is another type of value pattern, it means that, restraining tendencies and activities that can irritate, injure, or undermine social order and encourage anarchy. Conformity is “a type of social influence involving a change in attitudes, beliefs, behaviours or perceptions to match the behavior of others” (Cialdini & Goldstein, 2004). These values are the results of situations in which individuals demonstrate attitudes that can hinder how well groups interact and society functions. Values that draw attention to allegiance, patriotism, and responsibility to promote self-control, civility, and adherence to social norms are the major aspects of conformity.

Illustration.

- I would rather listen to other people more than I speak. (Item No.76)

Security. One of the ten values, security corresponds to the qualities of safety, harmony, and stability in relationships, in society, and one's own life. The individual and group criteria increase the value of security. The value theory advocated by Schwartz (1992), provides two varieties of security values that, serve individual and group interests respectively. However, to a certain extent, the group interests are the sum of the individual interests. Therefore, according to the theory, these two subtypes can be combined to form a single, more comprehensive value (Schwartz et al., 2012). When it comes to students, the importance of security is used to achieve goals including social order, family security, national security, environmental security and favor-returning.

Illustration.

- I avoid having casual conversations with strangers while I am alone in public. (Item No.87)

Preparation of the Scale

A thorough assessment of pertinent literature and the theoretical understanding of personal values put forward by Schwartz (1992) served as the foundation for the creation of the first form of the personal values scale. A lot of items were gathered by asking the opinions of experts. The elements that proved to be unclear, dubious, irrelevant, and defective were discussed with the research guide and either rejected or adjusted as a result. The goal of the test was to assess the personal values of higher secondary students. The draft scale consists of 100 (78 positive and 22 negative) statements, out of the items prepared only 90 statements were selected for the final scale. The draft version of Personal Values Scale (Malayalam and English) is presented as Appendix VII and VIII respectively.

Table 13*Details of Personal Values Scale (Draft Version)*

Sl. No.	Dimension	Polarity	Item No.	Total
1	Power	Positive	1, 4, 5, 6, 8, 10	10
		Negative	2, 3, 7, 9	
2	Achievement	Positive	11, 12, 13, 14, 15, 16, 17, 18, 19, 20	10
		Negative	--	
3	Hedonism	Positive	21, 22, 23, 24, 25, 26, 27, 28,	10
		Negative	29, 30	
4	Stimulation	Positive	31, 32, 33, 34, 35, 38, 39.	10
		Negative	36, 37, 40.	
5	Self-direction	Positive	42, 44, 45, 46, 48, 49.	10
		Negative	41, 43, 47, 50.	
6	Universalism	Positive	52, 53, 54, 55, 56, 57, 58, 59, 60	10
		Negative	51	
7	Benevolence	Positive	61, 62, 63, 64, 65, 66, 67, 68, 69, 70.	10
		Negative	--	
8	Tradition	Positive	71, 72, 73, 74, 75, 76, 77, 78, 79.	10
		Negative	80.	
9	Conformity	Positive	81, 82, 84, 85, 86, 90	10
		Negative	83, 87, 88, 89.	
10	Security	Positive	92, 93, 94, 95, 97, 98, 99.	10
		Negative	91, 96, 100	
Total				100

Scoring Procedure

The scale comprised the items that can answer with the options Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. The response was measured on 5-point Likert Scale including both positive and negative items. The

scoring has a number value from 5-1 for positive items and reverse scoring was done for negative items. The responses provided for each item on the scale were added to determine the overall score of the respondents.

Pilot Testing

A pilot study was conducted in order to obtain feedback from Higher Secondary School Students on the clarity of directions, wording of items as well as on any other concern. Based on the feedback, investigator modified selected items for the draft form of Personal Values scale. The draft scale was administered to representative sample of 390 higher secondary school students. Due representation was given to different sub-samples namely, gender, locale of school, type of management of school and stream of study while selecting the sample, and some of them are partially completed the scale. So incomplete response sheets were cast-off. After random rejection, the sample size was fixed as 370. The response of each item by all the students in the sample were scored and subjected to item analysis.

Item Analysis (Try Out)

The scores obtained are tabulated in the excel sheet. Then these scores were sorted in descending order of the total score and separating the lowest and highest 27% (100 samples each) of the 370 samples. Lowest 27 % named as a lower group and highest 27 % named as a higher group. The mean and standard deviation of the scores for each item were calculated separately for the lower and higher group. The critical ratios (t value) for each item were calculated using the following equation.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{SD_1^2}{N_1} + \frac{SD_2^2}{N_2}}}$$

Where,

\bar{X}_1 = Mean for the first group

\bar{X}_2 = Mean for the second group

SD₁= Standard deviation for the first group

SD₂= Standard deviation for the second group

N₁= Size of the sample for the first group

N₂= Size of the sample for the second group. (Best &Kahn, 2011)

The result of item analysis and the obtained 't' value is presented in Table 14

Table 14

Result of Item Analysis of Personal Values Scale

Sl. No.	High Group		Low Group		t value	Status Accepted/Rejected
	Mean	SD	Mean	SD		
1	3.12	1.39	2.96	1.19	0.87	Rejected*
2	4.17	0.92	2.95	1.04	8.79	Accepted
3	4.40	0.68	3.38	1.17	7.53	Accepted
4	4.24	0.97	3.19	1.12	7.12	Accepted
5	4.78	0.48	3.40	1.47	11.32	Accepted
6	3.14	1.47	2.70	1.21	2.31	Accepted
7	3.71	1.28	3.20	1.18	2.93	Accepted
8	3.41	1.28	2.76	1.27	3.60	Accepted
9	4.77	0.58	3.64	1.08	9.22	Accepted
10	3.30	1.19	2.77	1.16	3.18	Accepted
11	4.84	0.42	3.69	0.98	10.77	Accepted
12	4.76	0.53	3.71	1.08	8.74	Accepted
13	4.45	0.91	3.50	1.11	6.59	Accepted
14	3.83	1.21	2.91	1.19	5.43	Accepted
15	3.16	1.48	3.07	1.23	0.47	Rejected*
16	3.59	1.36	2.81	1.21	4.28	Accepted
17	4.76	0.71	3.41	1.28	9.22	Accepted
18	3.69	1.27	2.97	1.10	4.29	Accepted
19	4.70	0.56	3.33	1.30	9.66	Accepted
20	4.88	0.36	3.60	1.28	9.64	Accepted
21	2.84	1.22	2.88	1.13	0.24	Rejected*

Sl. No.	High Group		Low Group		t value	Status
	Mean	SD	Mean	SD		Accepted/Rejected
22	1.94	1.20	2.48	1.25	3.12	Accepted
23	4.89	0.37	3.79	1.09	9.51	Accepted
24	4.72	0.77	3.60	1.25	7.65	Accepted
25	4.02	1.23	3.37	1.22	3.75	Accepted
26	3.88	1.17	3.07	1.20	4.82	Accepted
27	3.59	1.43	2.77	1.30	4.24	Accepted
28	4.77	0.60	3.73	1.05	8.58	Accepted
29	4.58	0.98	3.41	1.23	7.44	Accepted
30	4.07	0.95	3.13	1.10	6.49	Accepted
31	4.56	0.88	3.14	1.09	10.13	Accepted
32	4.58	0.75	3.35	1.14	9.00	Accepted
33	3.35	1.48	3.33	1.25	0.10	Rejected*
34	4.58	0.75	3.54	1.10	7.82	Accepted
35	3.82	1.26	3.04	1.05	4.75	Accepted
36	2.35	1.48	2.96	1.15	3.25	Accepted
37	4.41	0.92	3.32	1.15	7.38	Accepted
38	4.73	0.60	3.57	1.21	8.60	Accepted
39	4.79	0.64	3.53	1.27	8.88	Accepted
40	4.90	0.30	3.56	1.09	11.80	Accepted
41	4.70	0.56	3.49	1.03	10.32	Accepted
42	4.83	0.55	3.64	1.12	9.51	Accepted
43	4.31	1.00	3.01	1.12	8.64	Accepted
44	4.61	0.65	3.15	1.21	10.64	Accepted
45	4.57	0.81	3.57	1.17	7.02	Accepted
46	2.00	1.39	2.55	1.07	3.15	Accepted
47	2.93	1.50	2.69	1.16	1.27	Rejected*
48	4.20	1.15	3.20	1.15	6.17	Accepted
49	4.67	0.79	3.62	1.02	8.12	Accepted
50	3.77	1.37	3.02	1.19	4.14	Accepted
51	4.34	0.97	3.20	1.10	7.78	Accepted

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Sl. No.	High Group		Low Group		t value	Status
	Mean	SD	Mean	SD		Accepted/Rejected
52	4.25	0.93	3.32	1.06	6.60	Accepted
53	3.02	1.46	2.98	1.14	0.22	Rejected*
54	4.93	0.29	3.66	1.18	10.42	Accepted
55	4.78	0.61	3.47	1.21	9.66	Accepted
56	4.82	0.59	3.28	1.17	11.72	Accepted
57	3.98	1.02	2.71	1.09	8.51	Accepted
58	4.72	0.68	3.46	1.15	9.42	Accepted
59	4.63	0.66	3.51	1.18	8.25	Accepted
60	4.81	0.54	3.73	1.03	9.25	Accepted
61	4.82	0.41	3.63	1.00	10.99	Accepted
62	4.21	0.91	3.16	1.17	7.08	Accepted
63	4.22	1.00	3.07	1.12	7.65	Accepted
64	4.89	0.47	3.55	1.23	10.21	Accepted
65	2.21	1.37	2.40	1.11	1.08	Rejected*
66	4.96	0.20	3.58	1.11	12.22	Accepted
67	4.93	0.43	3.57	1.16	11.01	Accepted
68	4.65	0.73	3.02	1.15	12.00	Accepted
69	4.81	0.44	3.53	1.15	10.39	Accepted
70	4.83	0.38	3.20	1.12	13.80	Accepted
71	4.52	0.87	3.09	1.21	9.61	Accepted
72	4.83	0.43	3.22	1.15	13.11	Accepted
73	4.11	1.28	2.96	1.13	6.75	Accepted
74	4.31	1.02	3.33	1.14	6.41	Accepted
75	4.35	0.93	3.25	1.15	7.46	Accepted
76	2.19	1.60	2.85	1.35	3.15	Accepted
77	4.64	0.73	3.70	1.14	6.93	Accepted
78	4.81	0.44	3.68	1.01	10.22	Accepted
79	2.50	1.33	2.67	1.33	0.90	Rejected*
80	3.68	1.41	3.04	1.15	3.51	Accepted

Sl. No.	High Group		Low Group		t value	Status
	Mean	SD	Mean	SD		
81	4.09	1.13	3.02	1.17	6.58	Accepted
82	3.80	1.59	3.17	1.19	3.17	Accepted
83	4.49	0.77	3.15	1.10	10.00	Accepted
84	4.61	0.68	3.17	1.21	10.40	Accepted
85	2.12	1.30	2.40	1.11	1.65	Rejected*
86	4.97	0.17	3.67	1.18	10.89	Accepted
87	4.76	0.61	3.43	1.20	9.90	Accepted
88	3.30	1.45	2.61	1.23	3.62	Accepted
89	4.43	0.93	3.33	1.09	7.65	Accepted
90	4.45	1.15	3.23	1.19	7.38	Accepted
91	4.67	0.79	3.44	1.12	8.96	Accepted
92	4.42	0.78	3.24	1.16	8.46	Accepted
93	3.96	1.31	3.03	1.16	5.32	Accepted
94	4.72	0.75	3.72	1.15	7.29	Accepted
95	4.07	1.15	2.93	1.20	6.87	Accepted
96	2.89	1.59	2.91	1.22	0.10	Rejected*
97	4.06	1.38	3.25	1.15	4.50	Accepted
98	2.48	1.47	2.94	1.20	2.42	Accepted
99	4.70	0.674	3.45	1.09	9.72	Accepted
100	2.95	1.45	2.51	1.17	2.36	Accepted

*Indicates rejected items

Finalisation of the Scale

Item for the final scale was selected on the basis of the 't' value. A statement with 't' value greater than or equal to 1.96 was considered to be a good item for the final scale. Items with 't' value less than 1.96 was rejected from the final scale. Thus, the final Personal Values Scale includes 90 (70 positive and 20 negative) statements. A copy of the final version of the Personal Values Scale (Malayalam and English) is appended as Appendices IX and X respectively.

The details of the final form of Personal Values Scale are given in the following table 15.

Table 15

The Details of the Final Form of Personal Values Scale

Sl. No.	Dimension	Response	Item No.	Total
1	Power	Positive	3, 4, 5, 7, 9.	9
		Negative	1, 2, 6, 8.	
2	Achievement	Positive	10, 11, 12, 13, 14, 15, 16, 17, 18	9
		Negative	--	
3	Hedonism	Positive	19, 20, 21, 22, 23, 24, 25	9
		Negative	26, 27	
4	Stimulation	Positive	28, 29, 30, 31, 34, 35.	9
		Negative	32, 33, 36.	
5	Self-direction	Positive	38, 40, 41, 42, 43, 44.	9
		Negative	37, 39, 45.	
6	Universalism	Positive	47, 48, 49, 50, 51, 52, 53, 54	9
		Negative	46	
7	Benevolence	Positive	55, 56, 57, 58, 59, 60, 61, 62, 63	9
		Negative	--	
8	Tradition	Positive	64, 65, 66, 67, 68, 69, 70, 71.	9
		Negative	72.	
9	Conformity	Positive	73, 74, 76, 77, 81.	9
		Negative	75, 78, 79, 80.	
10	Security	Positive	83, 84, 85, 86, 87, 88, 89.	9
		Negative	82, 90	
Total				90

Reliability of the Scale

The reliability of personal value scale was established by using the test-retest and Cronbach Alpha Coefficient approaches. A sample of 40 higher secondary students was given Personal Values Scale over the course of a month. Using test-

retest procedure, the reliability coefficient was found 0.742. Additionally, the scale's Cronbach Alpha Coefficient was found 0.937, which establishes high level of reliability.

Validity of the Scale

The validity of a test refers to its capacity to capture the targeted data. The content validity of the scale was maintained by the exact agreement of experts through their topical discussions and rigorous citation of contemporary literature. Comparing the new scale with an external criterion, namely the personal value questionnaire developed by (Schwartz, 1992), was used for the concurrent validity of the present scale. The correlation was found after both tests were given to a sample of 35 students. Thus, $r=0.62$ was the obtained score of validity. As a result, the Personal Values Scale is a valid and reliable instrument.

Self-Handicapping Scale

The researcher developed and standardised Self-handicapping Scale. Detailed description of the development of the scale is given below.

Planning of the Scale

Planning is the primary step in the calibration of any tool. The researcher reviewed the literature on self-handicapping behaviour in a variety of disciplines before developing the scale. This helped the investigator to have a better knowledge of the nature of constructs, statements, and procedures in establishing the scale. The investigator was able to find a few tools related to academic self-handicapping with the help of the studied literature in the field. But could not find an appropriate tool to assess general self-handicapping among students. Therefore, with the help of the research guide, the researcher developed and standardised

self-handicapping scale. The scale was prepared based on Heider's (1958) theory of attribution which includes major components as **Procrastination and Social Anxiety**. The following are the brief descriptions of each component:

Procrastination. Mostly students of this era are appreciably enthusiastic and career oriented, being determined and aim for a better life. On the other hand, some students continue to procrastinate everyday tasks including academics without a valid reason. The word simply means to postpone or delaying tasks or deferring action to a later time. Schraw et al. (2007) defined procrastination as - "intentionally delaying or deferring work that must be completed. It is an unreasonable tendency to postpone at the beginning or completion of a task". Individuals who have suffering from this habit might face serious impairment in their ability to continue a better social life. Often these people might grab various duties and responsibilities, however due to procrastination they drop off in the course of time, eventually exposing oneself to psychological stress and anxiety (Dryden, 2000). Thus, procrastination can be treated as an act of prioritising low important tasks that requires less effort by the individual over important tasks.

Procrastination also refers to the act of delaying a primary task that has been planned in advance to a far later period without providing a valid reason. They ultimately decide on a purposeful plan of action that they know it would not maximise their material, psychological, and bodily well-being since the delay is irrational.

Following are the five sub-components of procrastination.

Lack of Organizing. Instead of being able to get things done, a person's efficiency suffers when they spend all of their time doing nothing constructive. The inability to effectively manage our time is influenced by lack of organizing. As a result, they are less likely to prioritize assignments, finish projects on time, or plan

day-to-day activities leading to procrastination and finally output reduction (Senko & Miles 2008).

Illustration.

- I begin a task, set it aside, begin another, and so on. I therefore seldom finish any assignment. (Item no.6)

Fear of Failure. An illogical or persistent fear of failing leads to self-handicapping by causing an individual to purposefully create barriers so that when things go wrong, there is someone to blame. Learners establish unrealistically high expectations for themselves in the context, believing that if they do not succeed, they will be regarded as useless and uninterested. Fear of failure leads to psychological and emotional problems including humiliation, sadness, horror, anxiety, and low self-respect (Bartels & Herman, 2011).

Illustration.

- I feel frightened to approach my teachers as they criticize my mistakes. (Item no.7)

Peer Influence. An individual's predisposition to be persuaded by peers or groups of friends, and to be urged to modify one's views, actions, and beliefs to conform to the influencing group or individual is referred to as peer influence (Pfeifer & Blakemore, 2012). In other words, it can be said that peer influence is the impact of peers, or members of social groups with comparable interests or experiences on others. A peer group's members are expected to impact a person's attitudes and actions.

Illustration.

- I often push my parents into purchasing expensive items to preserve my status among my friends. (Item No.21)

Poor Time Management. Poor time management can result in unfortunate situations, and many students struggle to manage their time as well and it leads to perceived academic stress (Misra & McKean, 2000). It has been shown to contribute to increased failures, which means it is also a causative factor of all the health-related difficulties that come with stress. Poor time management results in procrastination. Above all, if students fail to understand how to manage their time well, they could be missing out on opportunities and efficiencies.

Illustration.

- I often engage in social media constantly to keep in touch with my friends. (Item No.19)

Task Aversiveness. When a task is regarded as uninteresting, irritating, tough, unstructured, or confusing and lacks intrinsic reward, an individual tends to put off performing it because it causes physical or emotional suffering. Aversive tasks can be encountered by children both at school and at home; in both circumstances, the existence of such tasks can cause them to postpone, be discouraged, and be sad, and the posing cause is a significant barrier to their performance (Blunt & Pychyl, 2000).

Illustration.

- I frequently come up with excuses when faced with challenging tasks. (Item No.43)

The second major dimension is

Social Anxiety. Social Anxiety is a condition in which an individual is afraid of a social situation in which he or she anticipates a negative evaluation from others or feels that his or her presence makes others uncomfortable. From an evolutionary point of view, social anxiety is adaptive at an appropriate level and calls for greater

attention to our presentation and reflection on our actions (Strube,1986). This sensitivity ensures that we maintain or improve social desirability and adapt to the people around us to avoid exclusion. It may be characterized as Social Anxiety Disorder (SAD; formerly 'social phobia') when it is out of proportion to the hazards posed by a normative social context (e.g., interactions with a peer group at school or on the job) and when it significantly impairs functioning. A strong and persistent fear of embarrassment and disgrace is the hallmark of social anxiety. Fears of shaking, blushing, sweating, seeming uncomfortable, dull, or incompetent are all common social anxiety issues. Furthermore, it can also emerge as the humiliation of others in various situations. Individuals who suffer from social anxiety appear to struggle in social situations, have fewer facial emotions, avoid their gaze more frequently, and have a harder time beginning conversations. Recognizing problems can make routine things like meeting new people or talking in the mob seem dreadful. As a result, students may reduce their interactions with others or avoid engaging with them altogether.

Moreover, social anxiety has a wide-ranging impact on people's lives, reducing their ability to perform in a variety of areas and lowering their overall happiness and well-being. Students who suffer from social anxiety, for example, are more likely to be bullied and are more probably to drop out of school early and with poor grades. They also have fewer friends, are less likely to cooperate than other students. They report more days away from school and decreased performance at work. Simultaneously, the development of social anxiety is not seen among males during adolescence, but it is severe among females during the onset of puberty (Deardorff et al., 2007).

In addition to the aforementioned features, higher levels of social anxiety have been linked to increased social media use, increased digital connectivity and visibility, and more possibilities for non-face-to-face communication, according to

studies. Though studies have revealed that those with social anxiety prefer the relative 'safety' of online interactions, the mechanism behind these connections remains unknown. Certain have indicated, however, that distant contacts such as those seen on social media may supplant some face-to-face relationships because people feel more in control and enjoy themselves online, breaking social cohesion and contributing to social isolation. The perceived safety of social contacts that occur at a distance may drive some young people to engage in them at a time when the development of social relationships is essential.

Social anxiety has three aspects: the first component of social anxiety is **performance anxiety**, being watched by others while performing daily tasks such as eating, walking, doing, and so on, and the second dimension is being exposed to other people in an interaction setting, that is **interaction anxiety**. The third aspect is **evaluation anxiety**, which is a type of anticipatory anxiety that starts with a main worry about others' negative assessment of one's social self. Following are brief explanations of each sub-dimension of social anxiety.

Performance Anxiety. Nervousness regarding one's capacity to accomplish a given task is referred to as performance anxiety. People who suffer from performance anxiety may be concerned about failing a task before they even start it. They may assume that failing will lead to embarrassment or rejection if they fail (Huberty, 2009). Stage fright is the fear of giving a public speech or performing in front of an audience. An individual may also have sex-related performance anxiety. Performance anxiety varies from person to person.

Common aspects of performance anxiety include:

- Sweating excessively
- Increased blood pressure, heart palpitations, and chills
- The sensation of a knot in the stomach

- Increased errors during the performance.
- Tremors and nausea
- Backing out of the performance

Illustration.

- I feel under pressure to perform well when I am in front of an audience.
(Item No.36)

Interaction Anxiety. Interaction anxiety is defined as the worry of seeming inarticulate and monotonous during interpersonal encounters. It is associated with difficulty while meeting or conversing with others, regardless of who they are. Furthermore, this type of worry is strongly linked to several negative psychological consequences. Interaction anxiety is a sort of anxiety marked while being in a group, in which a person experiences shyness about doing things like speaking, eating, and using public restrooms in the presence of others.

Students who act on preconceived notions about social interactions are more likely to experience interaction anxiety because they must make biases while absorbing social knowledge. These students view social situations as competing, consider others as competitors, and believe that others are better and much more successful than they are (Okebukola, 1986). Social contacts are distressing for socially phobic people. As a result, they are unable to distinguish between the basic feelings of happiness and melancholy. They live in their world, paying little attention to what's happening around them, and reality continuously contradicts their views.

Illustration.

- I worry that when I'm around other people in a group, I will be ignored.
(Item No.35)

Evaluation Anxiety. Evaluation anxiety is a type of anticipatory anxiety that starts with a basic concern about others' negative assessment of one's social self (Mills et al., 2016). Evaluation anxiety has an effect on academic competency in addition to student satisfaction. It affects all phases of the learning process by reducing goal-directed attention and working memory skills. It is not enough for learners to have the essential abilities and knowledge to finish the work; they should also feel that they can succeed under the difficult conditions of evaluation. Students' social anxiety is caused by their belief that other people judge them adversely. Socially anxious students are likely to have more unfavorable feelings about their efforts and negatively connected expressions than those who are not socially anxious.

Being human it is our nature to be afraid of receiving an unfavorable evaluation. Most people try to avoid negative experiences including criticism, mockery, disgust, embarrassment, lack of acceptability, disrespect, and abandonment. The worst possible outcome of a negative assessment is to develop pessimistic thinking and a sense of neglect. Evaluation anxiety is a collection of (mainly) affective, cognitive, and behavioral responses that precede concern about potential repercussions based on performance in an evaluative setting.

Illustration.

- I find it very difficult to write responses to descriptive questions. (Item No.33).

Preparation of the Scale

In the present investigation, Self-handicapping Scale was prepared to examine the level of self-handicapping behaviour among higher secondary students. There were several stages involved in the validation and standardization of the scale. A pool of sixty statements was initially prepared. After discussion with the research supervisor, it was given to experts for validation. Only those elements that received unanimous approval from the judges were kept. Following the recommendations

suggested by the experts, the difficult and ambiguous items were removed, and some items were modified. Thus, the draft form of the Self-handicapping Scale consisted of 50 (37 positive and 13 negative) items. The draft version of the Self-handicapping Scale (Malayalam and English) is presented as Appendices XI and XII respectively.

The dimensions along with sub-dimensions finally selected for the preparation of the scale are detailed below in Table 16 as follows:

Table 16

Distribution of Items in Self-Handicapping Scale (Draft Version)

Component	Statement Type	Sl. No.	Total
Lack of Organising	Positive	1, 6, 13, 25.	5
	Negative	4	
Fear of Failure	Positive	7, 10, 32, 39, 43.	5
	Negative	--	
Peer Influence	Positive	17, 23.	5
	Negative	15, 18, 35.	
Poor Time Management	Positive	21, 27, 30.	5
	Negative	37, 40.	
Task Aversiveness	Positive	11, 45, 47, 49, 50	5
	Negative	-	
Performance Anxiety	Positive	9, 14, 20, 29, 42	8
	Negative	2, 8, 16	
Interaction Anxiety	Positive	5, 24, 26, 34, 36, 41, 46	8
	Negative	12	
Evaluation Anxiety	Positive	3, 19, 22, 28, 31, 38.	9
	Negative	33, 44, 48	
Total			50

Scoring Procedure

Self-handicapping Scale is a five-point Likert Scale with responses viz., Strongly Agree, Agree, Undecided, Disagree, and Strongly Disagree. Each positive

statement that supports self-handicapping behaviour of the sample was awarded 5 to 1 scores whereas, reverse scoring was done for negative statements which negate self-handicapping. A higher score indicates higher Self-handicapping.

Pilot Testing

A pilot study was conducted to obtain feedback from students to prove the clarity of directions, and phrasing of items as well as on any other issues that they concerned while making out the scale. Based on the feedback from the students, the investigator modified selected items for the draft form of Self-handicapping scale. A representative sample of 390 students participating in higher secondary schools was given the draft scale. While choosing the sample, various sub-samples such as gender, locale of school, type of management, and stream of study were given fair representation, although some of them only completed part of the scale. Thus, incomplete response forms were discarded. Following random rejection, 370 was chosen as the sample size. Every student in the sample responded to each item, which was then scored and put through item analysis

Item Analysis (Try Out)

The responses collected from the 370 students were first organized in descending order from low-scoring students to higher-scoring students. Thus, the scores obtained are tabulated in the Excel sheet. Then these scores were sorted in descending order of the total score and separating the lowest and highest 27% (100 samples each) of the 370 sample. Lowest 27 % named as a lower group and highest 27 % named as a higher group. The mean and standard deviation of the scores for each item were calculated separately for the lower and higher group. The critical ratios (t value) for each item were calculated using the following equation.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{SD_1^2}{N_1} + \frac{SD_2^2}{N_2}}}$$

Where,

\bar{X}_1 = Mean for the first group

\bar{X}_2 = Mean for the second group

SD₁ = Standard deviation for the first group

SD₂ = Standard deviation for the second group

N₁ = Size of the sample for the first group

N₂ = Size of the sample for the second group. (Best & Kahn, 2011)

The result of item analysis and the obtained t-value is presented in Table 17.

Table 17
Result of Item Analysis of Self-Handicapping Scale

Sl. No.	High Group		Low Group		t-value	Status Accepted/Rejected
	Mean	SD	Mean	SD		
1	3.82	1.27	3.41	1.37	2.19	Accepted
2	4.37	0.86	4.04	1.10	2.36	Accepted
3	4.05	0.93	2.53	1.39	9.11	Accepted
4	4.03	0.98	2.27	1.23	11.20	Accepted
5	4.53	0.72	3.86	1.26	4.63	Accepted
6	4.34	0.77	3.34	1.38	6.33	Accepted
7	3.16	1.27	1.84	0.96	8.29	Accepted
8	3.21	1.34	3.24	1.34	0.16	Rejected*
9	4.04	0.98	2.74	1.35	7.80	Accepted
10	3.35	1.13	3.43	1.27	0.47	Rejected*
11	3.86	1.10	2.35	1.34	8.72	Accepted
12	3.85	1.12	2.20	1.23	9.91	Accepted
13	3.68	1.18	2.66	1.46	5.44	Accepted
14	3.48	1.28	2.09	1.11	8.22	Accepted
15	4.01	1.11	2.93	1.44	5.94	Accepted
16	3.57	1.12	2.37	1.29	7.01	Accepted
17	2.75	1.29	1.70	0.89	6.69	Accepted
18	2.16	1.06	1.60	0.89	4.05	Accepted
19	3.08	1.31	1.78	1.06	7.72	Accepted

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Sl. No.	High Group		Low Group		t-value	Status Accepted/Rejected
	Mean	SD	Mean	SD		
20	2.88	1.26	1.39	0.58	10.75	Accepted
21	3.19	1.20	1.66	0.89	10.22	Accepted
22	3.19	1.25	1.88	1.09	7.90	Accepted
23	3.87	0.98	3.48	1.28	2.42	Accepted
24	3.02	1.25	1.93	1.07	6.64	Accepted
25	3.81	1.11	2.02	1.08	11.56	Accepted
26	3.98	1.20	3.41	1.27	3.26	Accepted
27	4.57	0.73	4.44	0.84	1.17	Rejected*
28	3.35	1.23	1.75	0.96	10.29	Accepted
29	4.23	1.06	3.25	1.49	5.35	Accepted
30	3.17	1.26	2.14	1.13	6.10	Accepted
31	2.77	1.39	1.72	1.02	6.09	Accepted
32	2.54	1.10	2.82	1.34	1.62	Rejected*
33	3.63	1.24	2.13	1.24	8.58	Accepted
34	3.85	1.05	2.19	1.20	10.44	Accepted
35	3.17	1.14	3.44	1.12	1.69	Rejected*
36	3.35	1.36	2.29	1.31	5.61	Accepted
37	3.52	1.24	2.79	1.33	4.01	Accepted
38	2.91	1.30	1.74	0.98	7.20	Accepted
39	3.62	1.32	2.40	1.41	6.30	Accepted
40	4.18	1.05	3.89	1.11	1.90	Rejected*
41	2.07	1.12	2.59	1.39	2.92	Accepted
42	2.73	1.22	1.70	0.96	6.63	Accepted
43	2.60	1.36	1.52	0.87	6.68	Accepted
44	2.95	1.36	1.87	1.16	6.04	Accepted
45	3.32	1.34	1.95	1.36	7.92	Accepted
46	3.78	1.25	2.88	1.38	4.83	Accepted
47	3.57	1.18	1.80	0.88	12.03	Accepted
48	3.82	1.07	2.69	1.38	6.47	Accepted
49	3.97	1.03	3.10	1.31	5.21	Accepted
50	3.64	1.30	2.19	1.14	8.38	Accepted

*Indicates rejected items

Finalisation of the Scale

Item for the final scale was selected on the basis of the 't' value. A statement with 't' value greater than or equal to 1.96 was considered to be a good item for the final scale. Item with 't' value less than 1.96 were rejected from the final scale. Thus, the final Self-handicapping scale includes 44 (33 positive and 11 negative) statements. A copy of the final version of the tool Self-handicapping Scale (Malayalam and English) are appended as Appendices XIII and XIV respectively.

The distribution of items in each dimension after item analysis is as follows

Table 18

Distribution of Items in Self-Handicapping Scale (Final Version)

Component	Statement Type	Sl. No.	Total
Lack of Organising	Positive	1, 6, 11, 23	5
	Negative	4	
Fear of Failure	Positive	7, 34, 37	3
	Negative	-	
Peer Influence	Positive	15, 21	4
	Negative	13, 16	
Poor Time Management	Positive	19, 27.	3
	Negative	32.	
Task Aversiveness	Positive	9, 39, 41, 43, 44.	5
	Negative	-	
Performance Anxiety	Positive	8, 12, 18, 26, 36.	7
	Negative	2, 14.	
Interaction Anxiety	Positive	5, 22, 24, 30, 31, 35, 40.	8
	Negative	10.	
Evaluation Anxiety	Positive	3, 17, 20, 25, 28, 33.	9
	Negative	29, 38, 42.	
Total			44

Reliability of the Scale

Reliability is the degree of consistency with which the test measures what it intends to measure. According to McIntire and Miller (2007), Test-retest reliability is a measure of stability over time. In the present study, the reliability co-efficient of Self-Handicapping Scale using the test-retest method on a sample of 40, XI standard higher secondary school students with a time interval of one month, and it was found 0.738 which suggests that the scale is reliable, and Cronbach Alpha Coefficient were 0.836, which suggest that the tool is highly reliable.

Validity of the Scale

Reliability refers to the stability of findings, whereas validity represents the truthfulness of findings (Altheide & Johnson, 1994). The content and face validity of the scale are maintained by careful reference to the current literature as well as by consultation with experts. The concurrent validity of the scale was found by correlating the present scale with an external criterion, that is, the Procrastination Assessment Scale, (Solomon & Rothblum, 1984). Both tests were administered on a sample of thirty-five students and a correlation was found. The validity coefficient thus obtained was $r=0.68$. Thus, Self-Handicapping Scale as a whole is a reasonably valid and reliable instrument.

Administration of the Tools

The investigator visited randomly selected schools, met the principals, and sought permission through a formal request letter from the head of the research Centre. The researcher then distributed questionnaires in the classroom at their convenient times after consultation with their class teachers and respective subject teachers. Students were assured that the information they provided would be strictly confidential and used only for research purposes. The investigator also emphasized the

paramount importance of genuine research which is the need to respond to the statements with utmost honesty and truthfulness. After explaining the meaning, the students were instructed to personally read each statement carefully and mark the appropriate response. This helped the subjects to complete the questionnaire about fifty minutes each in two consecutive periods. The researcher took the help of an assistant during the data collection procedure to look after students' needs and to collect completed forms.

Statistical Techniques Used for the Study

The following statistical techniques were used for the present study as per objectives.

Preliminary Analysis

The important statistical measures such as mean, median, mode, skewness, kurtosis, and standard deviations of the variables were calculated for the sample.

Group Difference

Test of significance of difference between mean scores of the two variables was done, using the formula.

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where,

M_1 = Mean of the first sample

M_2 = Mean of the Second Sample

σ_1 = Standard Deviation of first sample

σ_2 = Standard Deviation of second sample

N_1 & N_2 = Number of subject in the respective samples.

Classificatory Technique

Classification of relevant variable in to appropriate levels was made for the purpose of analysis.

Classification

The total sample was divided into three groups based on the scores into High (H) group, Average (A) Group, and Low (L) group. This can be done by conventional procedure using mean and standard deviation. By this procedure, sample having scores above $M+\sigma$ was treated as High; below $M-\sigma$ as Low, and in between $M-\sigma$ and $M+\sigma$ as Average group.

Analysis of Variance

Analysis of variance is an effective way to determine whether the mean of more than two samples are too different to attribute the sampling error. ANOVA works on the following assumptions.

- 1) Samples are randomly distributed
- 2) Population is normally distributed
- 3) Samples are independent
- 4) Samples have a common variation.
- 5) The Total Variation (TV) can split in to two components, each of which has a certain source of variation.

Within sample Variation (WV)

Between sample Variation (BV)

$$TV = WV + BV$$

The procedure of One-way ANOVA is done through the following step-wise calculation.

Step 1: Total sum of squares $SS_t = \sum X^2 - \frac{(\sum X)^2}{N}$

Step 2: Between group sum of square

$$SS_b = \frac{\sum X_1^2}{n_1} + \frac{(\sum X_2)^2}{n_2} + \frac{(\sum X_3)^2}{n_3}$$

Step 3: Within groups sum of squares $SS_w = SS_t - SS_b$

Step 4: Mean square between $MS_b = \frac{SS_b}{dfb}$

Step 5: Mean square within $MS_w = \frac{SS_w}{dfw}$

Step 6: F-ratio, $F = \frac{MS_b}{MS_w}$

Scheffe's Test of Multiple Comparisons

Scheffe's Test of Multiple Comparison was applied to compare the mean scores of selected variables of pairs of different levels of selected independent variables. This was attempted only for independent variable giving significant F-ratio in ANOVA. Multiple Comparisons using Scheffe's procedure (Ferguson, 1976) was done separately for total sample.

To apply Scheffe's procedure, F-value is calculated at first using within group variance estimate S_w and using the following formula (Ferguson, 1976).

$$F = \frac{[\bar{X}_i - \bar{X}_j]^2}{\frac{S_w^2}{n_i} + \frac{S_w^2}{n_j}}$$

Where,

\bar{X}_i = M_1 = Mean of the first group

\bar{X}_j = M_2 = Mean of the second group

S_w^2 = Within group variance estimate

n_i = Number of subjects of group i

n_j = Number of subjects of group j

Second consult table of F and obtain the value of F' required for significance at 0.05 or 0.01 level of significance for $df_1 = k-1$ and $df_2 = N - K$ third calculate the quantity of F' , which is $K - 1$ times, the 'F' required for significance at the desired significance level, that is

$$F' = (K - 1) F.$$

Fourth step compare the value of F and F' . For any difference to be significant at the required level, F must be greater than or equal to F' (Ferguson, 1979).

Correlation

In order to estimate the extent of selection between independent and dependent variables, the techniques of Pearson Product Moment Coefficient of Correlation were used.

The Pearson's Product Moment Coefficient of Correlation was calculated by using the formula:

$$r_{xy} = \frac{N \sum XY - \sum X \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}}$$

Where x and y are two variables

r_{xy} = co-efficient of correlation between variables.

$\sum XY$ = Sum of the products of all the paired X and Y values of the data

$\sum X^2$ = Sum of the squares of all the X scores

$\sum Y^2$ = Sum of the squares of all the Y scores

$\sum X$ = Sum of all the X scores

$\sum Y$ = Sum of all the Y scores

Verbal Description (Garret, 1996)

r from 0.00 to ± 0.20 = indifferent or negligible relationship

r from ± 0.20 to ± 0.40 = low or light relationship

r from ± 0.40 to ± 0.70 = substantial or marked relationship

r from ± 0.70 to ± 1.00 = High or very high relationship

Test of Significance of Correlation Co-efficient

The test of significance of the correlation co-efficient was computed by using the formula.

$$t = r \sqrt{\frac{N - 2}{1 - r^2}}$$

Where,

t = critical ratio

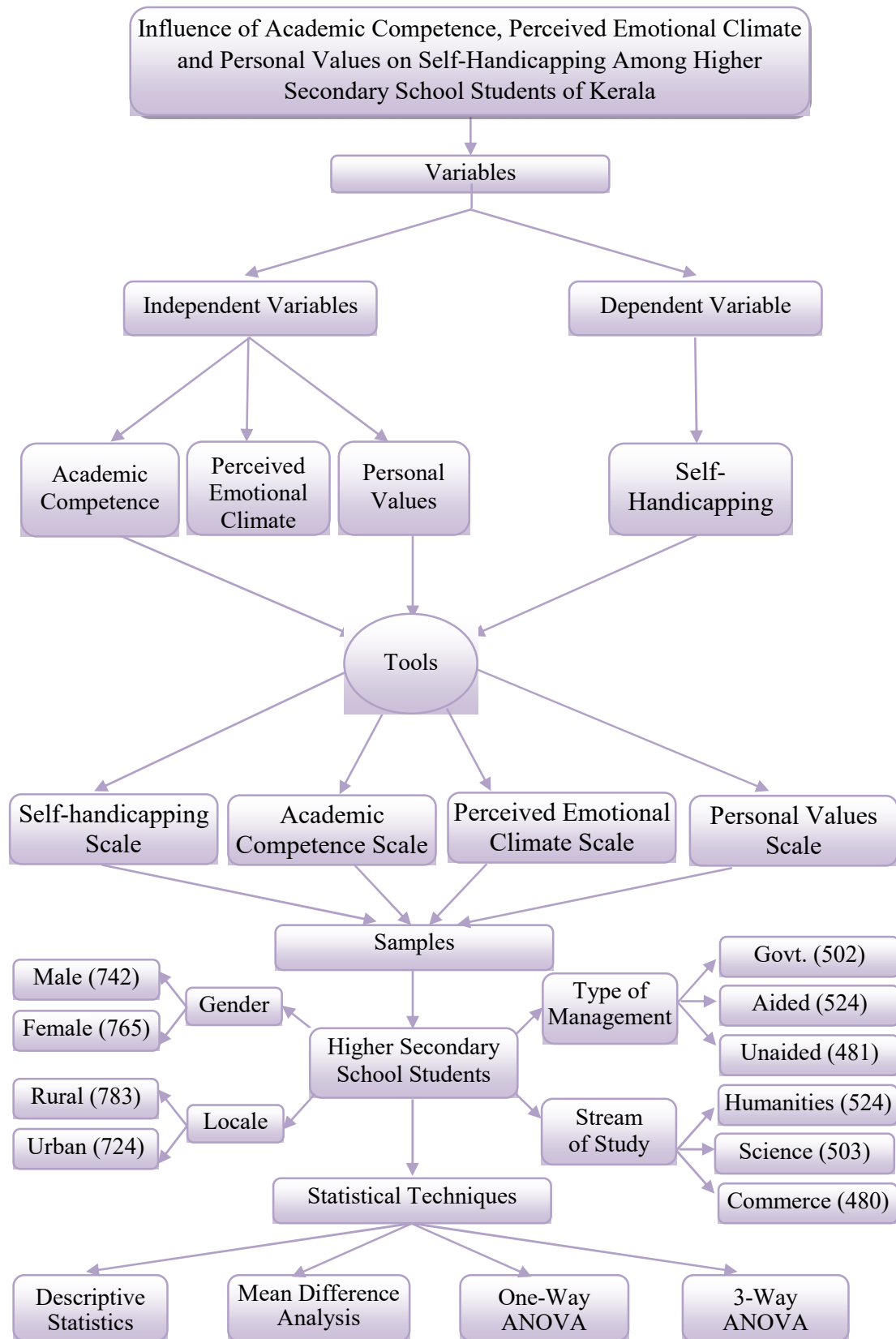
r = correlation co-efficient

N = Size of the sample

This is done by calculating the 5 percentages level of significance by using two tailed test of significance.

Figure 4

Summary of the Methodology



Analysis and Interpretation of Data

- *Preliminary Analysis of the Study*
- *Study of Group Difference*
- *Correlational Analysis*
- *Analysis of Variance*
- *Conclusion*

ANALYSIS AND INTERPRETATION OF DATA

The present research aims to determine the influence of Academic Competence, Perceived Emotional Climate, and Personal Values on Self-Handicapping among higher secondary school students of Kerala. This chapter deals with the statistical analysis and interpretation of the collected information. The collected data have been analysed statistically considering the objectives and hypothesis set for the study. The analysis of the collected data was done in three phases. The first phase deals with the preliminary analysis of data relating to the dependent and independent variables, and the second phase deals with the comparison of the variables based on the gender of the students, locale of school, type of management of school, and stream of study and the third phase used to identify the influence of Academic Competence, Perceived Emotional Climate and Personal Values on Self-Handicapping among higher secondary students of Kerala.

Preliminary Analysis of the Study

The first step of analysis, deals with the calculations of statistical constants like mean, median, mode, standard deviation, skewness, and kurtosis for the dependent variable (Self-Handicapping) and independent variables (Academic Competence, Perceived Emotional Climate, and Personal Values) for the whole sample (N = 1507) were calculated.

Self-Handicapping

The statistical constants mean, median, mode, standard deviation, skewness, and kurtosis for the dependent variable Self-handicapping for total sample was

calculated to know whether the variable has followed the normal distribution. The values of the statistical constants of the dependent variable Self-handicapping for total sample is presented in Table 19.

Table 19

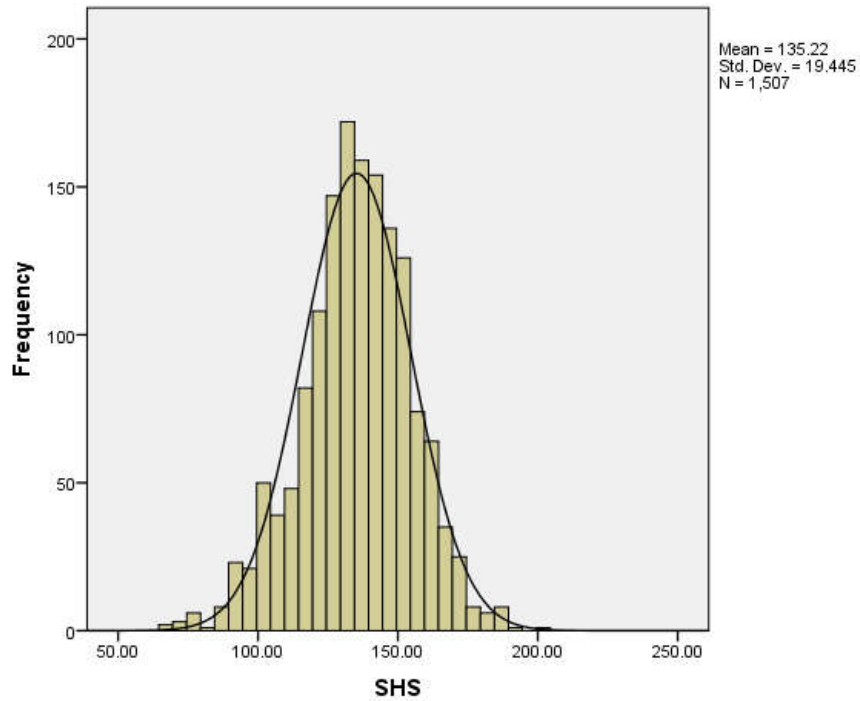
Statistical Constants of the Variable Self-Handicapping (N =1507)

Statistical Constants	Self-handicapping
Mean	135.22
Median	136.00
Mode	132.00
Standard Deviation	19.44
Skewness	-0.257
Kurtosis	0.333

Table 19 discloses that the mean, median, and mode of the dependent variable Self-handicapping of students are 135.22, 136.00, and 132.00 respectively. The skewness for Self-handicapping is -0.257, the sample distribution is found slightly skewed negatively and the calculated value of kurtosis is 0.333. In this distribution, the mean, median, and mode values are almost near and the values of skewness and kurtosis are in the acceptable range of normal distribution. Thus, normality or near normality of the distribution is an essential condition for the application of different statistical computations and the variable Self-handicapping satisfies the condition. A graphical representation of the frequency distribution of the score of Self-handicapping and its normality curve is presented in Figure 5.

Figure 5

Graphical Representation of the Frequency Distribution of Self-Handicapping



Academic Competence

The statistical constants like mean, median, mode, standard deviation, skewness, and kurtosis for the independent variable Academic Competence for total sample were calculated to know whether the variable has followed the normal distribution. The values of the statistical constants of the variable Academic Competence for total sample is presented in Table 20.

Table 20

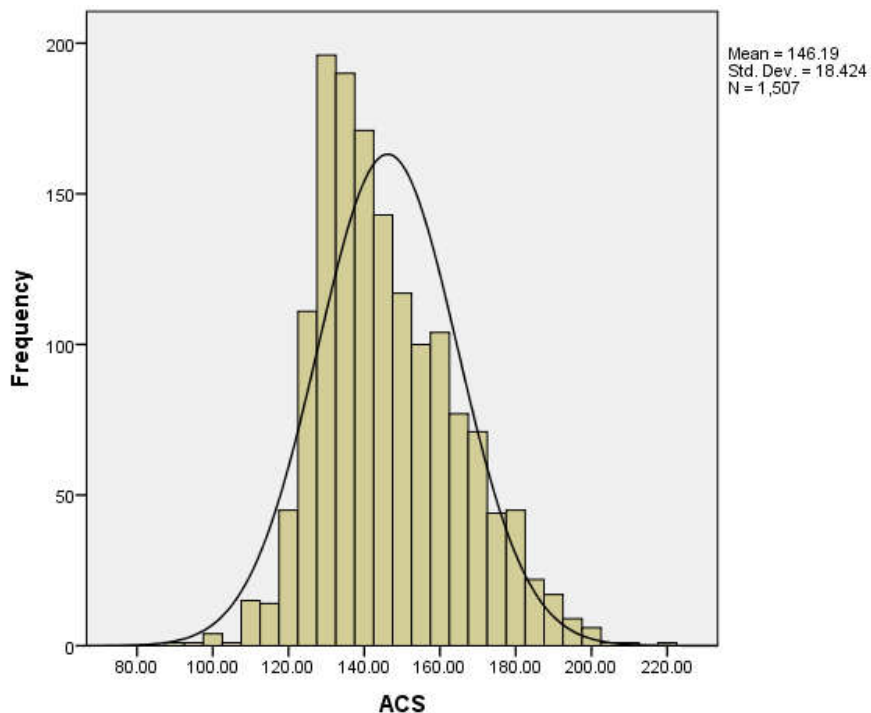
Statistical Constants of the Variable Academic Competence (N =1507)

Statistical Constants	Academic Competence
Mean	146.19
Median	143.00
Mode	132.00
Standard Deviation	18.42
Skewness	0.584
Kurtosis	0.095

Table 20 reveals that mean, median and mode of Academic Competence of students are 146.19, 143.00, and 132.00 respectively. The skewness for academic competence is 0.584, the sample distribution is found slightly skewed positively and the calculated value of kurtosis is 0.095. In this distribution the Values of mean, median and the mode are almost near and the values of skewness and kurtosis are in the acceptable range of normal distribution. Thus, normality or near normality of the distribution is an essential condition for the application of different statistical computation and the variable Academic Competence satisfies the condition. Graphical representation of the frequency distribution of the score of Academic Competence and its normality curve is presented in Figure 6.

Figure 6

Graphical Representation of the Frequency Distribution of Academic Competence



Perceived Emotional Climate

Statistical constants mean, median, mode, standard deviation, skewness, and kurtosis for the independent variable Perceived Emotional Climate for total sample were calculated to know whether the variable has followed the normal distribution.

The values of the statistical constants of the variable Perceived Emotional Climate for the total sample are presented in Table 21.

Table 21

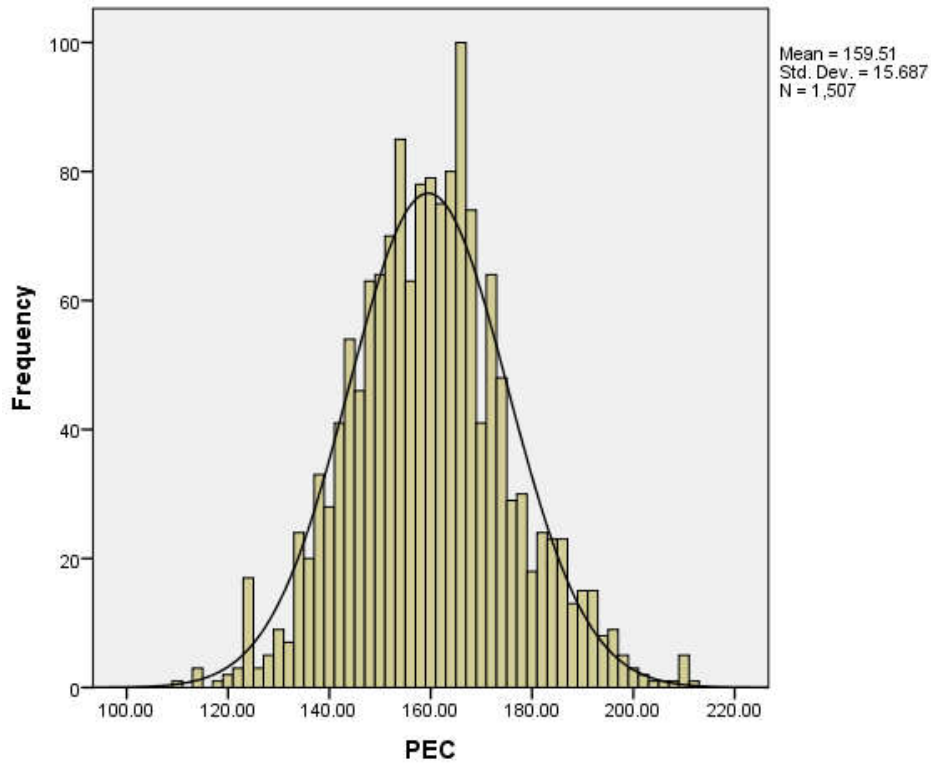
Statistical Constants of the Variable Perceived Emotional Climate (N =1507)

Statistical Constants	Emotional Climate
Mean	159.50
Median	159.00
Mode	166.00
Standard Deviation	15.68
Skewness	0.176
Kurtosis	0.250

Table 21 reveals that the mean, median, and mode of the variable Perceived Emotional Climate of students are 159.50, 159.00, and 166.00 respectively. The skewness for Perceived Emotional Climate is 0.176, the sample distribution is found slightly skewed positively and the calculated value of kurtosis is 0.250. In this distribution, the mean, median, and mode values are almost near and the values of skewness and kurtosis are in the acceptable range of normal distribution. Thus, normality or near normality of the distribution is an essential condition for the application of different statistical computations and the variable Perceived Emotional Climate satisfies the condition. A graphical representation of the frequency distribution of the score of Perceived Emotional Climate and its normality curve is presented in Figure 7.

Figure 7

Graphical Representation of the Frequency Distribution of Perceived Emotional Climate



Personal Values

The statistical constants mean, median, mode, standard deviation, skewness, and kurtosis for the independent variable Personal Values for the total sample were calculated to know whether the variable has followed the normal distribution. The values of the statistical constants of the variable Personal Values for the total sample are presented in Table 22.

Table 22

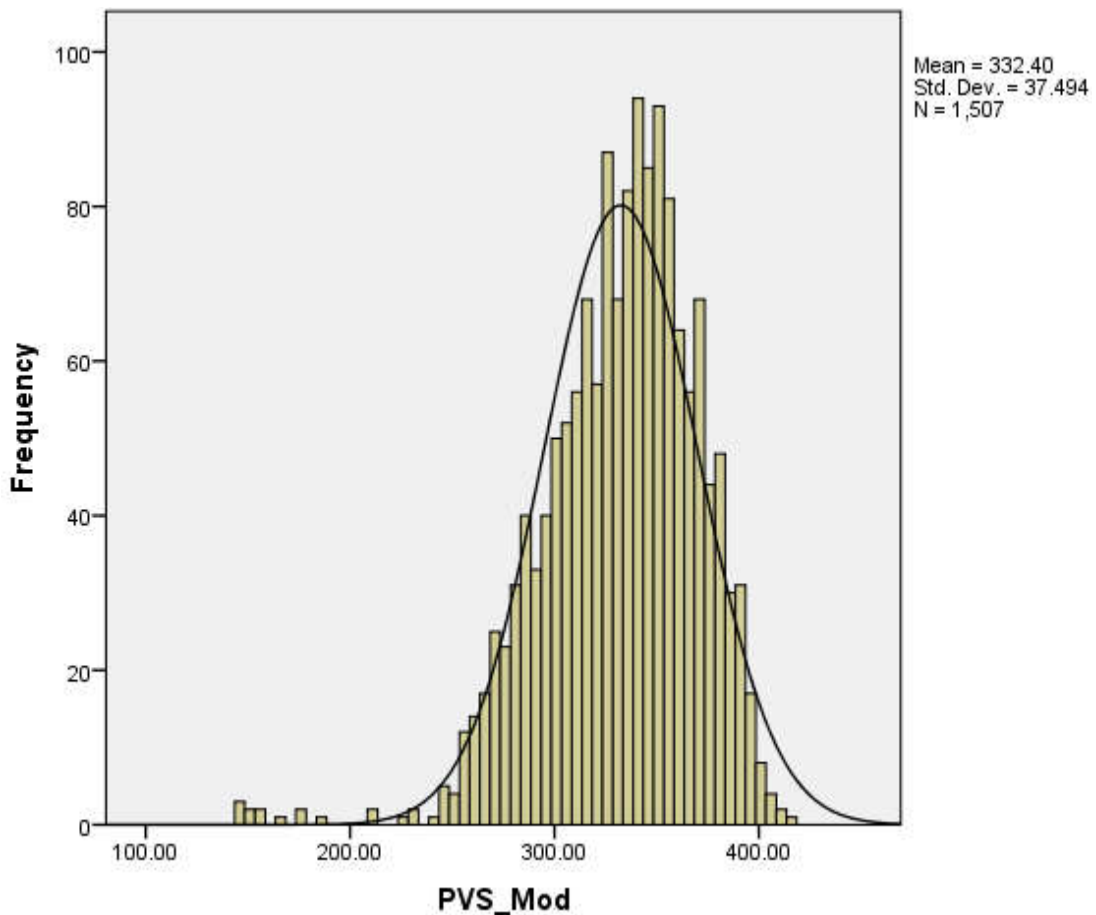
Statistical Constants of the Variable Personal Values (N =1507)

Statistical Constants	Personal Values
Mean	332.39
Median	337.00
Mode	325.00
Standard Deviation	37.76
Skewness	-0.992
Kurtosis	1.770

Table 22 shows that mean, median, and mode of the variable Personal Values of students are 332.39, 337.00, and 325.00 respectively. The skewness for Personal Values is -0.992, the sample distribution is found slightly skewed negatively and the calculated value of kurtosis is 1.770. In this distribution, the mean, median, and mode values are almost near and the values of skewness and kurtosis are in the acceptable range of normal distribution. Thus, normality or near normality of the distribution is an essential condition for the application of different statistical computations and the variable Personal Values satisfies the condition. A graphical representation of the frequency distribution of the score of Personal Values and its normality curve is presented in Figure 8.

Figure 8

Graphical Representation of the Frequency Distribution of Personal Values



Group Difference Analysis

The group differences for the independent variables (Academic Competence, Perceived Emotional Climate, and Personal Values) and dependent variable (Self-Handicapping) were found from the Mean (M) and Standard Deviation (σ) of the total sample and sub-samples. Comparison based on gender and locale of school was done using independent sample t-test and the comparison based on type of management of school and stream of study was done using Analysis of Variance (ANOVA). The test details for group differences were done separately for Academic Competence, Perceived Emotional Climate, Personal Values, and Self-Handicapping.

Comparison of Self-Handicapping based on Gender

Self-handicapping was compared based on gender of students using an independent sample t-test, presented in Table 23.

Table 23

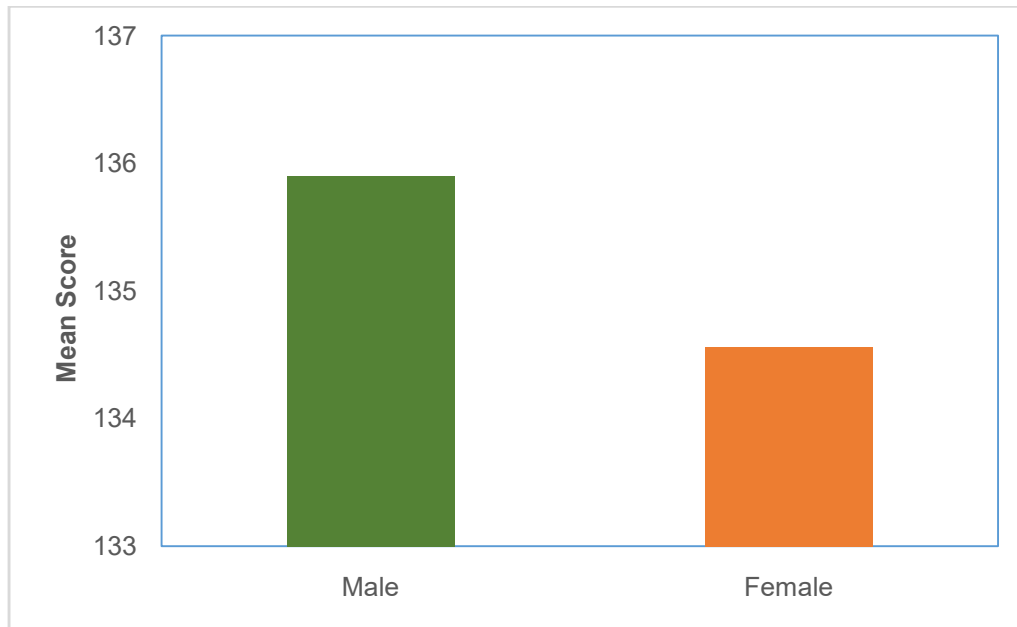
Comparison of Self-Handicapping based on Gender

Gender	N	Mean	SD	t-value	p-value
Male	742	135.90	18.39	1.340	.180
Female	765	134.56	20.39		

Table 23 shows that mean score of Self-handicapping of male students is 135.90 with standard deviation of 18.39 and the mean score of Self-handicapping of female students is 134.56 with standard deviation of 20.39. The average score of Self-handicapping of male (135.90) students is slightly higher than that female (134.56) students. The test shows that there is no significant difference in Self-handicapping between the male and female students, since the calculated t-value ($t=1.340$, $p=0.180$) is less than the table value (1.96) at 0.05 level of significance. The comparison of Self-handicapping scores based on gender is graphically represented in Figure 9.

Figure 9

Comparison of Self-Handicapping based on Gender



Comparison of Mean Score of Self-Handicapping based on Locale of School

Comparison of Self-handicapping score based on the locale of school was done using independent sample t-test and it is presented in Table 24.

Table 24

Comparison of Self-handicapping based on Locale of School

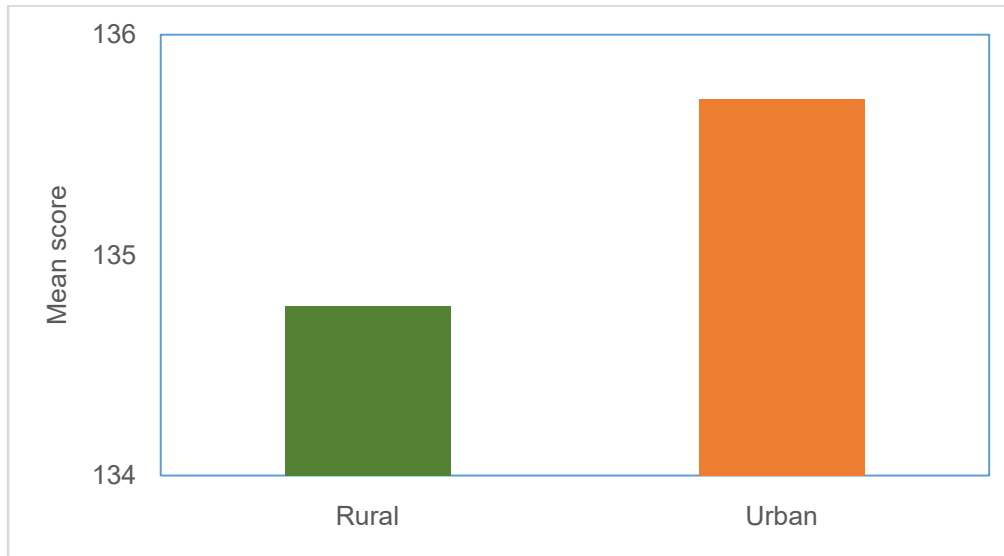
Location	N	Mean	SD	t-value	p-value
Rural	783	134.77	20.31	0.935	0.350
Urban	724	135.71	18.46		

Result in table 24, shows that mean score of Self-handicapping of students from rural schools is 134.77 with standard deviation of 20.31 and the mean score of Self-handicapping of students from urban schools is 135.71 with standard deviation of 18.46. The average score of Self-handicapping of urban school students (135.71) is slightly higher than the rural school (134.77) students. Independent sample t-test shows that there is no significant difference in Self-handicapping between the rural

and urban school students, since the calculated t-value ($t=0.935$, $p=0.350$) is less than the table value (1.96) at 0.05 level of significance. The comparison of Self-handicapping based on locale of school is graphically presented in Figure 10.

Figure 10

Comparison of Self-Handicapping based on Locale of School



Comparison of Self-Handicapping based on Type of Management of School

Self-handicapping score was compared based on the type of management of school using Analysis of Variance (ANOVA) and the results obtained are presented in Table 25.

Table 25

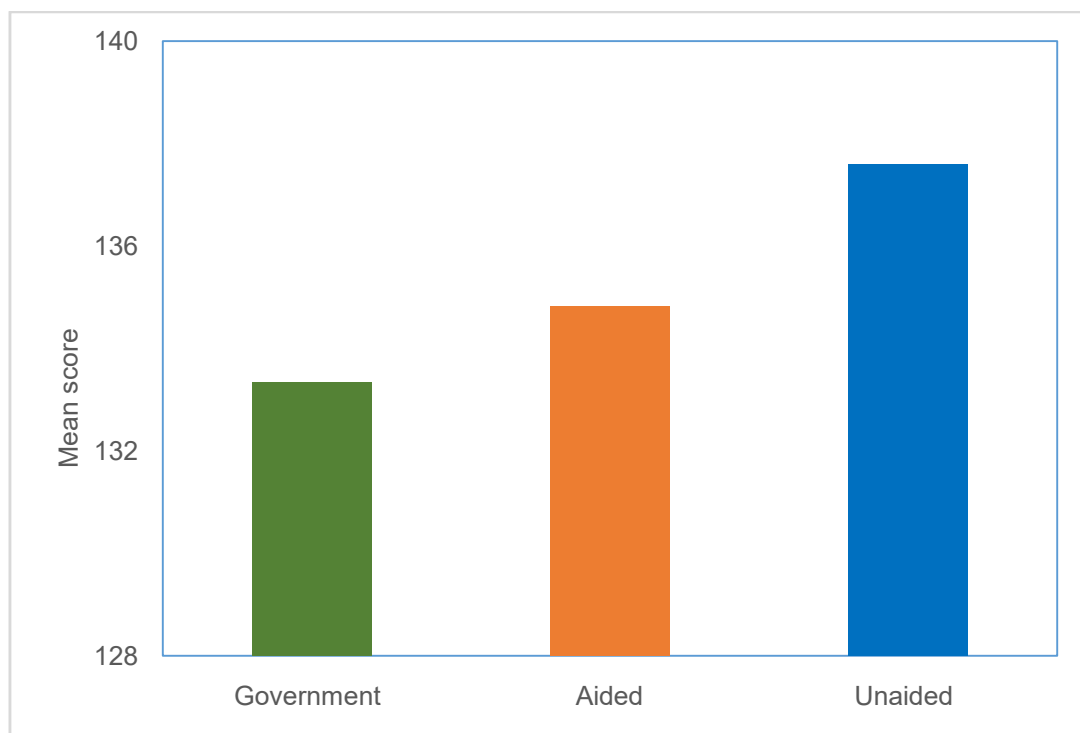
Comparison of Mean Score of Self-Handicapping based on Type of Management of School

Group	Number	Mean	SD	F-value	p-value
Government	502	133.34	19.21		
Aided	524	134.83	20.41	6.091	.002
Unaided	481	137.60	18.39		

Table 25 explains the result regarding Self-handicapping of students based on the type of management of school. The average score of Self-handicapping of Government, Aided and Unaided school students are 133.4, 134.83 and 137.60 with Standard Deviations of 19.21, 20.41 and 18.52 respectively. The calculated F-value is 6.091 and the p-value is 0.002. Result of the Analysis of Variance shows that there exists significant difference ($F=6.091$, $p=0.002$) in Self-handicapping of the higher secondary school students based on type of management of school. Self-handicapping is higher for unaided (137.60) school students and it is lower for government (126.04) school students, and difference is statistically significant. Aided school students not differ significantly in Self-handicapping when compared with Government school and Unaided school. The comparison of Self-handicapping based on type of management of the school is graphically presented in Figure 11.

Figure 11

Comparison of Self-Handicapping based on Type of Management of School



Scheffé test of multiple comparisons applied to know the significance of differences in Self-handicapping among the various groups on the basis of type of management of school and it is presented in Table 26.

Table 26

Multiple Comparisons-Scheffé Test of Self-Handicapping in Relation to Type of Management of School

(I) Category	(J) Category	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Government	Aided	-1.48935	1.21032	.469	-4.4549	1.4762
	Unaided	-4.25829*	1.23651	.003	-7.2880	-1.2286
Aided	Unaided	-2.76894	1.22374	.078	-5.7673	.2295

The results of multiple comparisons-Scheffé test given in Table 26 reveal that Government school students differ significantly ($p=0.003$) from Unaided school students in terms of self-handicapping. Aided school students not differ significantly in Self-handicapping when compared with Government ($p=0.469$) school and Unaided ($p=0.078$) school.

Comparison of Self-Handicapping based on Stream of Study

Self-handicapping scores compared based on stream of study using Analysis of Variance (ANOVA) and the result is presented in Table 27.

Table 27

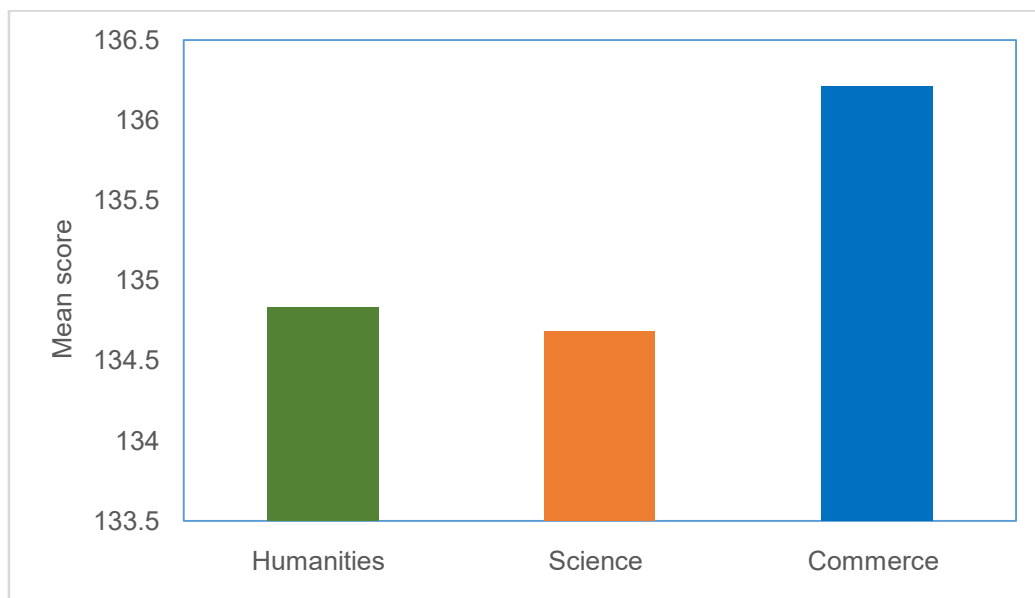
Comparison of Mean Score of Self-handicapping based on Stream of Study

Group	Number	Mean	SD	F-value	p-value
Humanities	524	134.83	19.38		
Science	503	134.68	19.57	0.914	0.401
Commerce	480	136.21	19.37		

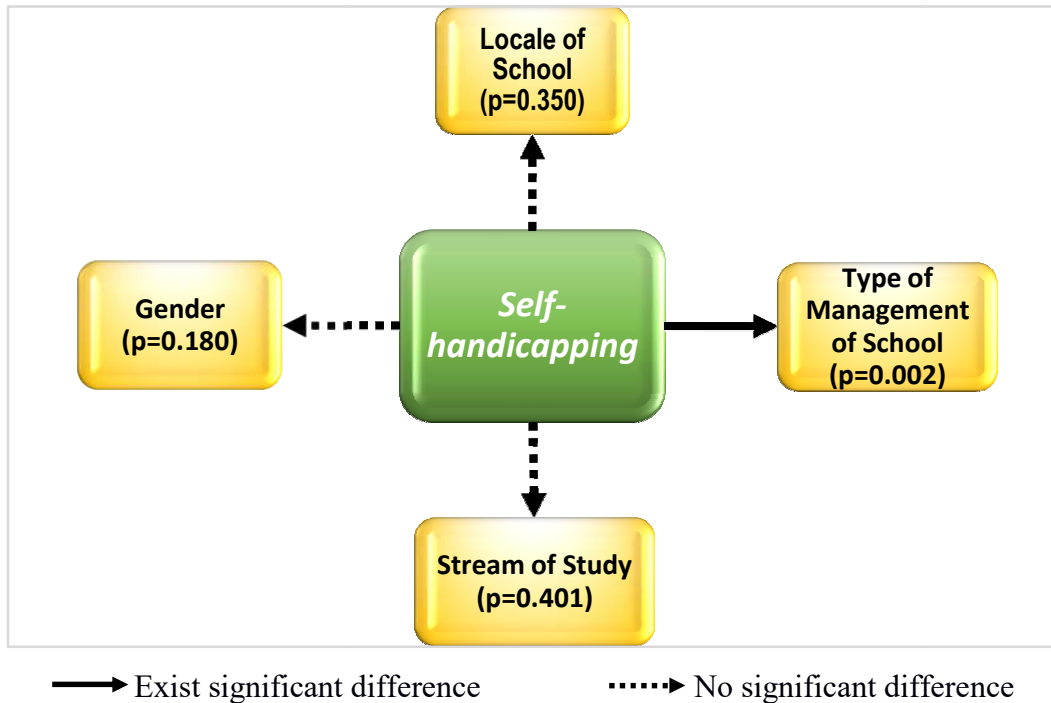
Table 27 illustrates that the comparison of Self-handicapping of students based on the stream of study. The average score of Self-handicapping of students with stream of study humanities, science and commerce are 134.83, 134.68, and 136.21 with Standard Deviations of 19.38, 19.57, and 19.37 respectively. The calculated F-value is 0.914 and the p-value is 0.401 which is greater than 0.05. The Analysis of Variance shows that there is no significant difference ($F=0.914$, $p=0.401$) in Self-handicapping based on stream of study. Self-handicapping among science (134.68) students is slightly lower and it is marginally higher among commerce students (136.21) and the difference is statistically not significant. The comparison of Self-handicapping based on stream of study is graphically presented in Figure 12.

Figure 12

Comparison of Self-Handicapping based on Stream of Study



The consolidated result of the influence of gender, locale of school, type of management of school, and stream of study on Self-handicapping is presented in Figure 13.

Figure 13*Self-Handicapping based on Subsamples*

Consolidated result shows that gender, locale of school and stream of study has no significant influence on Self-handicapping. But type of management of school has significant influence on Self-handicapping.

Comparison of Academic Competence based on Gender

Academic Competence was compared based on gender of students by using independent sample t-test which is presented in Table 28.

Table 28*Comparison of Academic Competence based on Gender*

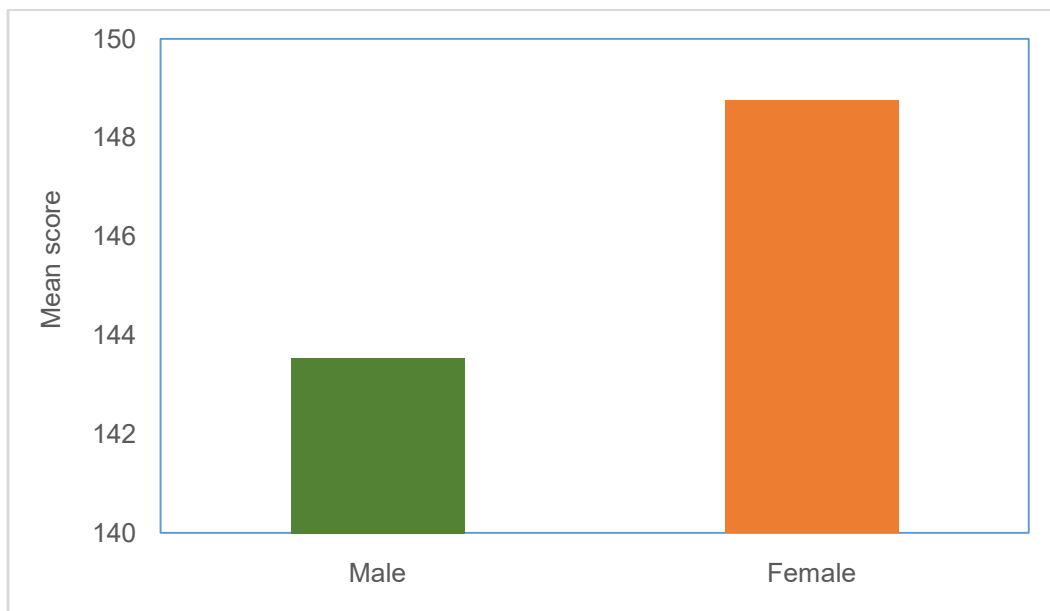
Gender	N	Mean	SD	t-value	p-value
Male	742	143.54	17.04	5.547	0.000
Female	765	148.76	19.33		

Table 28 explored that the mean Academic Competence of male students is 143.54 with standard deviation of 17.04 and the mean Academic Competence score of

female students is 148.76 with standard deviation of 19.33. The average score of Academic Competence of female (148.76) students is higher than the male (143.54) students. There exists significant difference in Academic Competence between male and female students since the calculated t-value ($t=5.547$, $p=0.000$) is greater than the tabled value (1.96) at 0.05 level of significance. The comparison of Academic Competence based on gender is graphically represented in Figure 14.

Figure 14

Comparison of Academic Competence based on Gender



Comparison of Academic Competence Scores based on Locale of School

Comparison of Academic Competence based on the locale of school was done using independent sample t-test and it is presented in Table 29.

Table 29

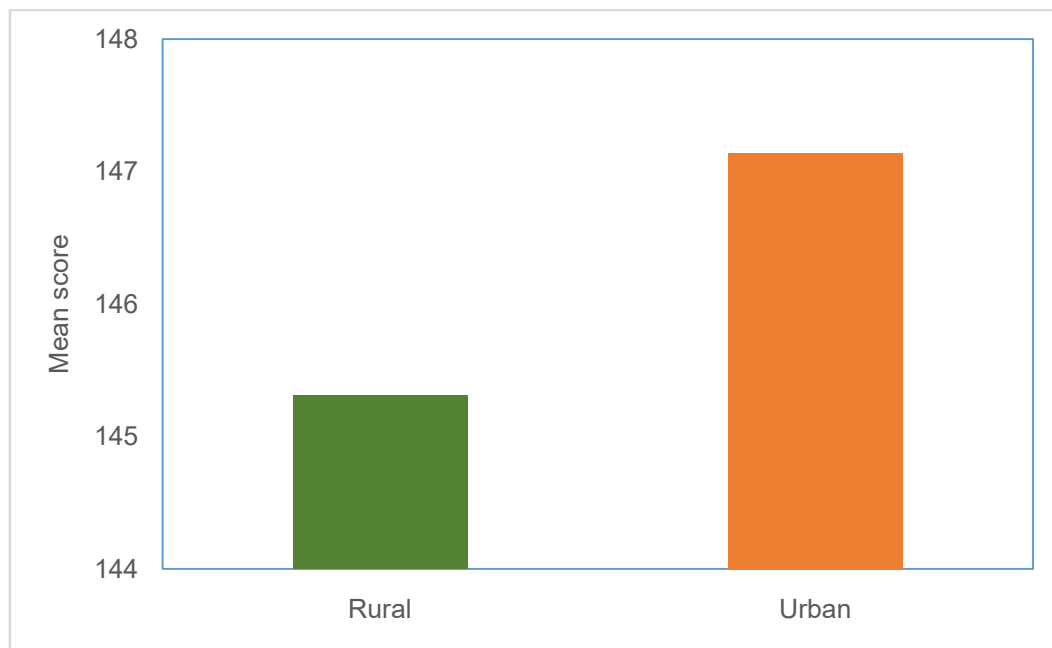
Comparison of Academic Competence based on Locale of School

Location	N	Mean	SD	t-value	p-value
Rural	783	145.31	17.75	1.933	0.053
Urban	724	147.14	19.08		

As per Table 29, mean score of Academic Competence of students from rural schools is 145.31 with standard deviation of 17.75 and the mean score of Academic Competence of students from urban schools is 147.14 with standard deviation of 19.08. The average score of Academic Competence of urban school students (147.14) is higher than the rural school (145.31) students. Independent sample t-test shows that there is no significant difference in Academic Competence between rural and urban school students, since the calculated t-value ($t=1.933$, $p=0.053$) is less than the tabled value (1.96) at 0.05 level of significance. The comparison of mean Academic Competence based on locale of school is graphically presented in Figure 15.

Figure 15

Comparison of Academic Competence based on Locale of School



Comparison of Academic Competence based on Type of Management of School

Academic Competence was compared based on type of management of school using Analysis of Variance (ANOVA) and the result obtained is presented in Table 30.

Table 30

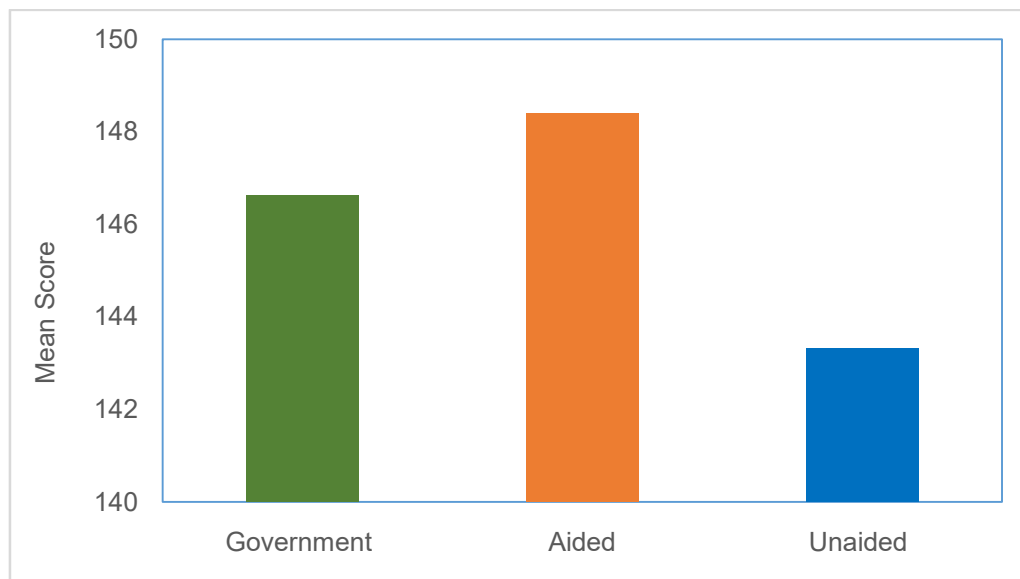
Comparison of Mean Score of Academic Competence based on Type of Management of School

Group	Number	Mean	SD	F-value	p-value
Government	502	146.63	18.34		
Aided	524	148.40	19.52	9.879	0.000
Unaided	481	143.32	16.86		

Table 30 explains the result regarding Academic Competence of students based on type of management of school. The average score of Academic competence of Government, Aided, and Unaided school students are 146.63, 148.40, and 143.32 with Standard Deviations of 18.34, 19.52, and 16.86 respectively. The calculated F-value is 9.879 and the p-value is 0.000. Thus, result of the Analysis of Variance shows that there exists significant difference ($F=9.879$, $p=0.000$) in Academic Competence of students based on type of management of school. Academic Competence score is higher for Aided (148.40) school students and it is lower for Unaided (143.32) school students, and the difference is statistically significant. The comparison of Academic Competence based on type of management of school is graphically presented in Figure 16.

Figure 16

Comparison of Academic Competence based on Type of Management of School



Result based on Scheffé-test to know significance of difference of Academic Competence among the various groups of type of management of school and it is presented in Table 31.

Table 31

Multiple Comparisons-Scheffé Test of Academic Competence in Relation to Type of Management of School

(I) Category	(J) Category	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Government	Aided	-1.76323	1.14391	.305	-4.5660	1.0396
	Unaided	3.31928*	1.16866	.018	.4558	6.1827
Aided	Unaided	5.08251*	1.15659	.000	2.2486	7.9164

The results of multiple comparisons-Scheffé test reveal that Government school students differ significantly ($p=0.018$) than Unaided school students in terms of Academic Competence, but there is no significant difference between Government and Aided school students ($p=0.305$). Aided school students differ significantly in Academic Competence when compared with Unaided ($p=0.000$) school students.

Comparison of Academic Competence based on Stream of Study

Academic Competence was compared based on stream of study of students using Analysis of Variance (ANOVA) and result is presented in table 32.

Table 32

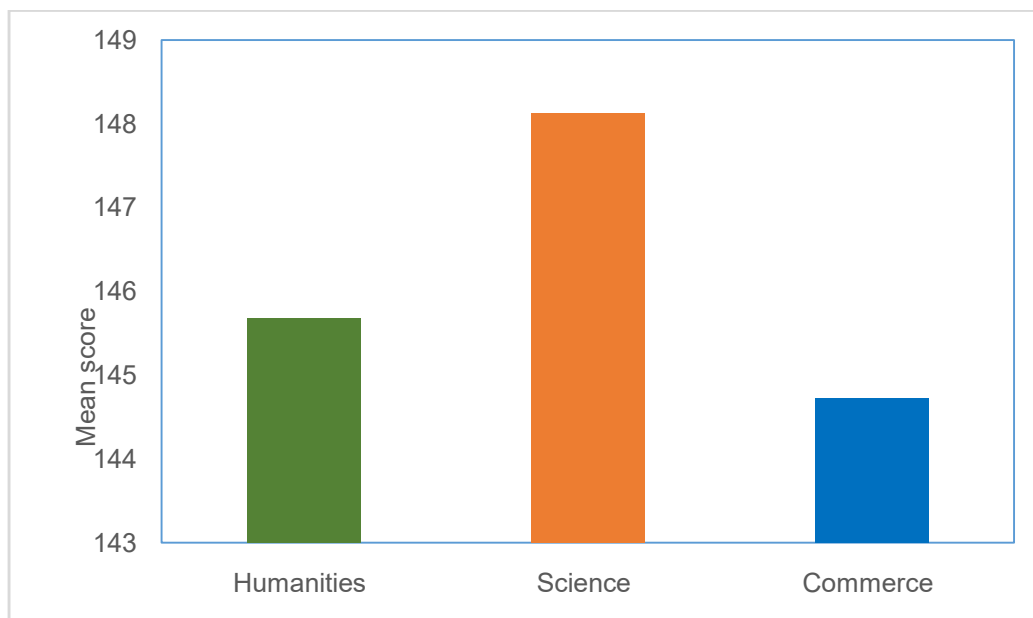
Comparison of Mean Score of Academic Competence based on Stream of Study

Group	Number	Mean	SD	F-value	p-value
Humanities	524	145.68	19.45		
Science	503	148.12	18.99	4.500	0.011
Commerce	480	144.72	16.42		

Table 32 illustrates the comparison of Academic Competence of students based on Stream of Study. The average score of Academic Competence of students with stream of study humanities, science and commerce are 145.68, 148.12 and 144.72 with Standard Deviations of 19.45, 18.99 and 16.42 respectively. The calculated F-value is 4.50 and the p-value is 0.011 which is less than 0.05. Accordingly, the Analysis of Variance shows that there exists significant difference ($F=4.50$, $p=0.011$) in Academic Competence based on Stream of Study. Academic Competence of Science (148.12) students is higher and it is lower among commerce students (144.72) and the difference is statistically significant. The comparison of Academic Competence based on stream of study is graphically presented in Figure 17.

Figure 17

Comparison of Academic Competence based on Stream of Study



Result based on Scheffé-test to know the significance of difference of Academic Competence based on stream of study and it is presented in Table 33.

Table 33

Multiple Comparisons-Scheffé Test of Academic Competence based on Stream of Study

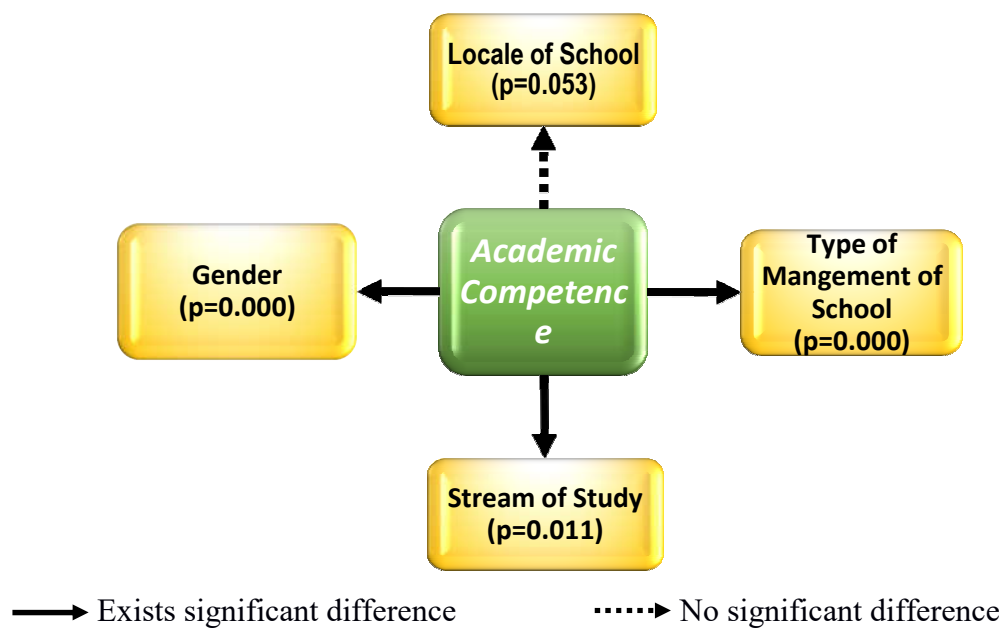
(I) Category	(J) Category	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Humanities	Science	-2.43234	1.14739	.106	-5.2437	.3790
	Commerce	.96601	1.16133	.708	-1.8795	3.8115
Science	Commerce	3.39836*	1.17286	.015	.5246	6.2721

The results of multiple comparisons-Scheffé test given in Table 33 reveal that science students differ significantly ($p=0.015$) than commerce students in terms of Academic Competence. There is no significant difference in Academic Competence between humanities and science students ($p=0.106$) and between humanities students when compared with commerce ($p=0.708$) students.

Consolidated result of the influence of gender, locale of school, type of management of school and stream of study on Academic Competence is presented in Figure 18.

Figure 18

Academic Competence based on Subsamples



Consolidated result shows that gender, type of management of school, and stream of study has significant influence on Academic Competence, and locale of school has no significant influence on Academic Competence.

Comparison of Perceived Emotional Climate based on Gender

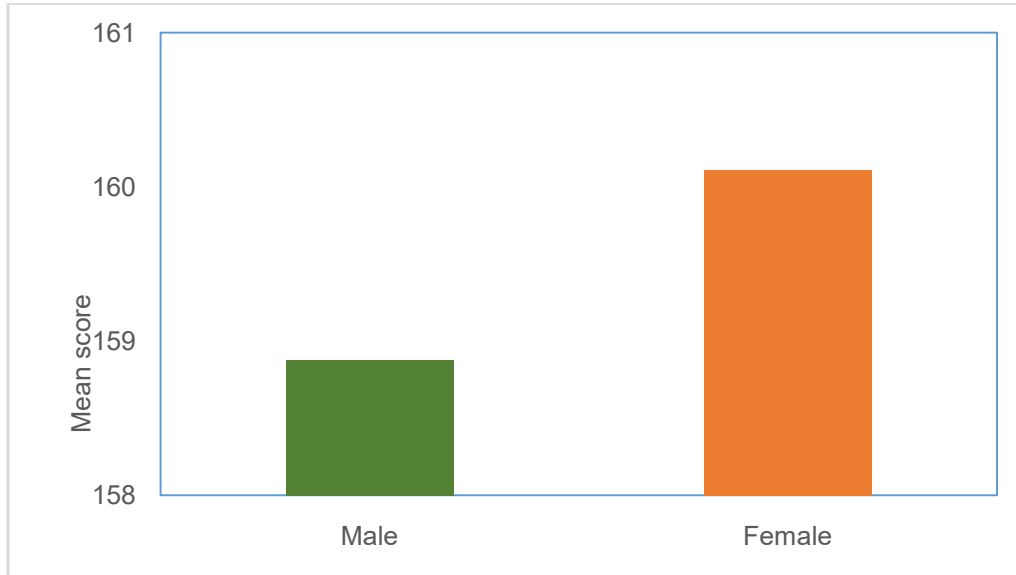
Perceived Emotional Climate was compared based on gender of students using independent sample t-test and it is presented in Table 34

Table 34

Comparison of Perceived Emotional Climate based on Gender

Gender	N	Mean	SD	t-value	p-value
Male	742	158.88	16.26	1.514	0.130
Female	765	160.11	15.08		

Table 34 intimates that the mean score of Perceived Emotional Climate of male students is 158.88 with standard deviation of 16.26 and the mean Perceived Emotional Climate score of female students is 160.11 with standard deviation of 15.08. The average of Perceived Emotional Climate score of female students is (160.11) slightly higher than the male (158.88) students. Also found there is no significant difference in Perceived Emotional Climate between male and female students since the calculated t-value ($t=1.514$, $p=0.130$) is less than the tabled value (1.96) at 0.05 level of significance. The comparison of Perceived Emotional Climate based on gender is graphically represented in Figure 19.

Figure 19*Comparison of Perceived Emotional Climate based on Gender***Comparison of Perceived Emotional Climate based on Locale of School**

Comparison of Perceived Emotional Climate based on locale of school was done using independent sample t-test and it is presented in Table 35.

Table 35*Comparison of Perceived Emotional Climate Score based on Locale of School*

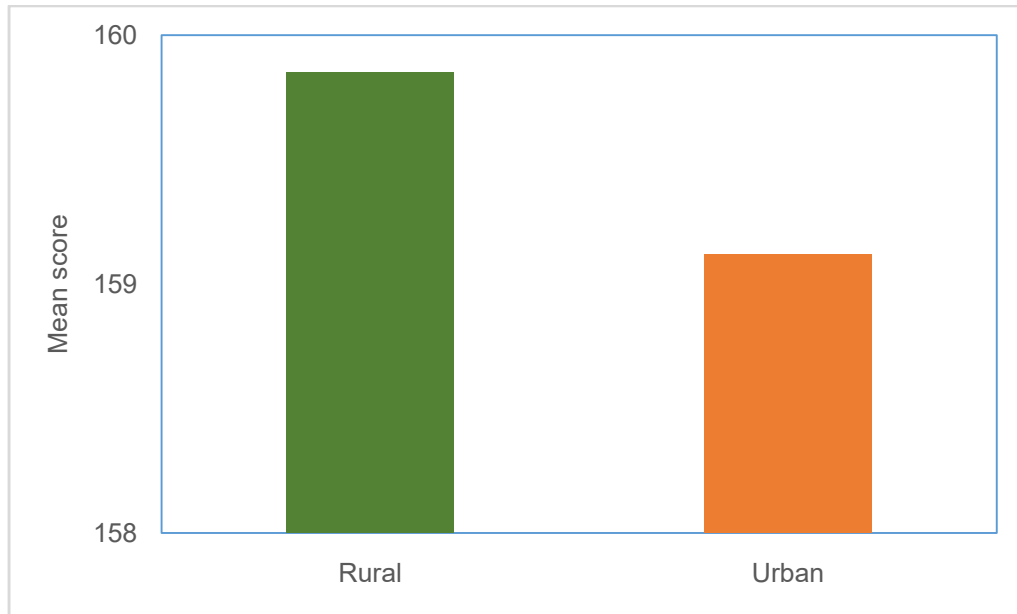
Location	N	Mean	SD	t-value	p-value
Rural	783	159.85	15.59	0.902	0.367
Urban	724	159.12	15.79		

As per table 35, mean score of Perceived Emotional Climate of students from rural schools is 159.85 with standard deviation of 15.59 and the mean score of Perceived Emotional Climate of students from urban schools is 159.12 with standard deviation of 15.79. Independent sample t-test shows that there is no significant difference in Perceived Emotional Climate between the rural and urban school students, since the calculated t-value ($t=0.902$, $p=0.367$) is less than the tabled value (1.96) at 0.05 level

of significance. The comparison of Perceived Emotional Climate based on locale of school is graphically presented in Figure 20.

Figure 20

Comparison of Perceived Emotional Climate Based on Locale of School



Comparison of Perceived Emotional Climate based on Type of Management of School

Perceived Emotional Climate was compared based on type of management of school using Analysis of variance (ANOVA) and the results obtained are presented in Table 36.

Table 36

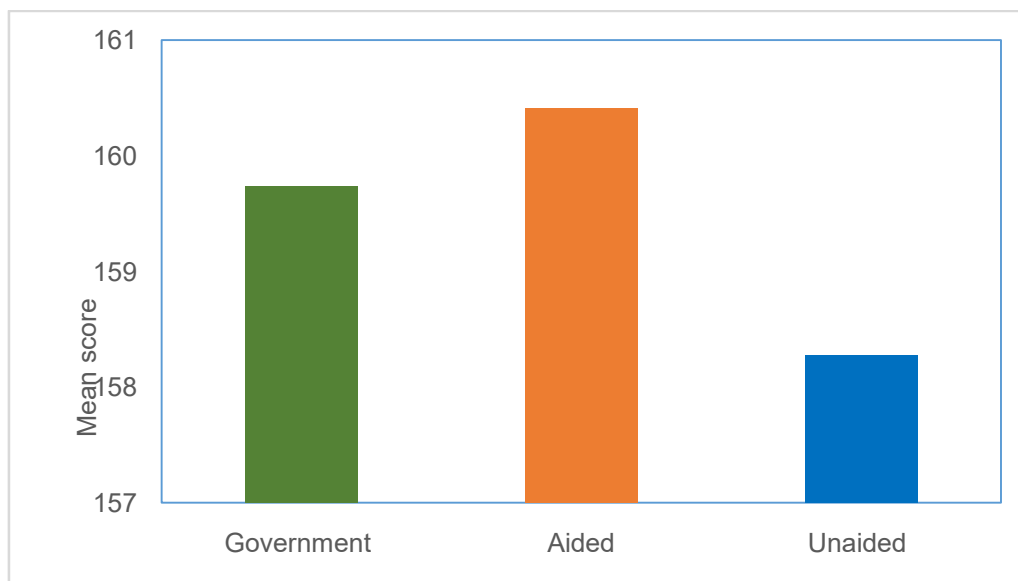
Comparison of Mean Score of Perceived Emotional Climate based on Type of Management of School

Group	Number	Mean	SD	F-value	p-value
Government	502	159.74	15.98		
Aided	524	160.41	16.41	2.401	0.091
Unaided	481	158.28	14.47		

Table 36 explains the result regarding Perceived Emotional Climate of students based on type of management of school. The average score of Perceived Emotional Climate of Government, Aided and Unaided school students are 159.74, 160.41, and 158.28 with Standard Deviations of 15.98, 16.41, and 14.47 respectively. The calculated F-value is 2.401 and the p-value is 0.091. Thus, result of the Analysis of Variance shows that there is no significant difference ($F=2.401$, $p=0.091$) in Perceived Emotional Climate of students based on type of management of school. Perceived Emotional Climate is slightly higher for aided (160.41) school students and it is lower for unaided (158.28) school students, and the difference is statistically not significant. The comparison of Perceived Emotional Climate based on type of management of school is graphically presented in Figure 21.

Figure 21

Comparison of Perceived Emotional Climate based on Type of Management of School



Comparison of Perceived Emotional Climate based on Stream of Study

Perceived Emotional Climate was compared based on stream of study of students using Analysis of Variance (ANOVA) and the results is presented in table 37.

Table 37

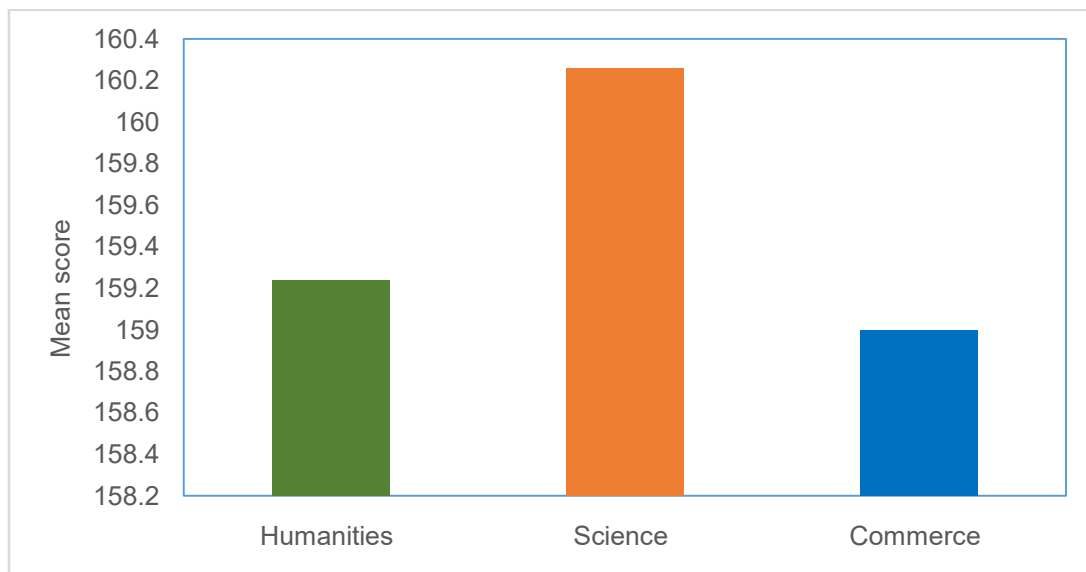
Comparison of Mean Score of Perceived Emotional Climate based on Stream of Study

Group	Number	Mean	SD	F-value	p-value
Humanities	524	159.24	16.37		
Science	503	160.26	15.93	0.906	0.404
Commerce	480	159.00	14.62		

Table 37, illustrates the comparison of Perceived Emotional Climate of students based on the stream of study. The average score of Perceived Emotional Climate of the higher secondary school students with Stream of Study, as humanities, science, and commerce are 159.24, 160.26, and 159.00 with Standard Deviations of 16.37, 15.93 and 14.62 respectively. The calculated F-value is 0.906 and the p-value is 0.404 which is greater than 0.05. Thus, result of the Analysis of Variance shows that there is no significant difference (F=0.906, p=0.404) in Perceived Emotional Climate based on stream of study. Perceived Emotional Climate of science (160.26) students is slightly higher and it is slightly lower among commerce students (159.00) and the difference is statistically not significant. The comparison of Perceived Emotional Climate based on stream of study is graphically presented in Figure 22.

Figure 22

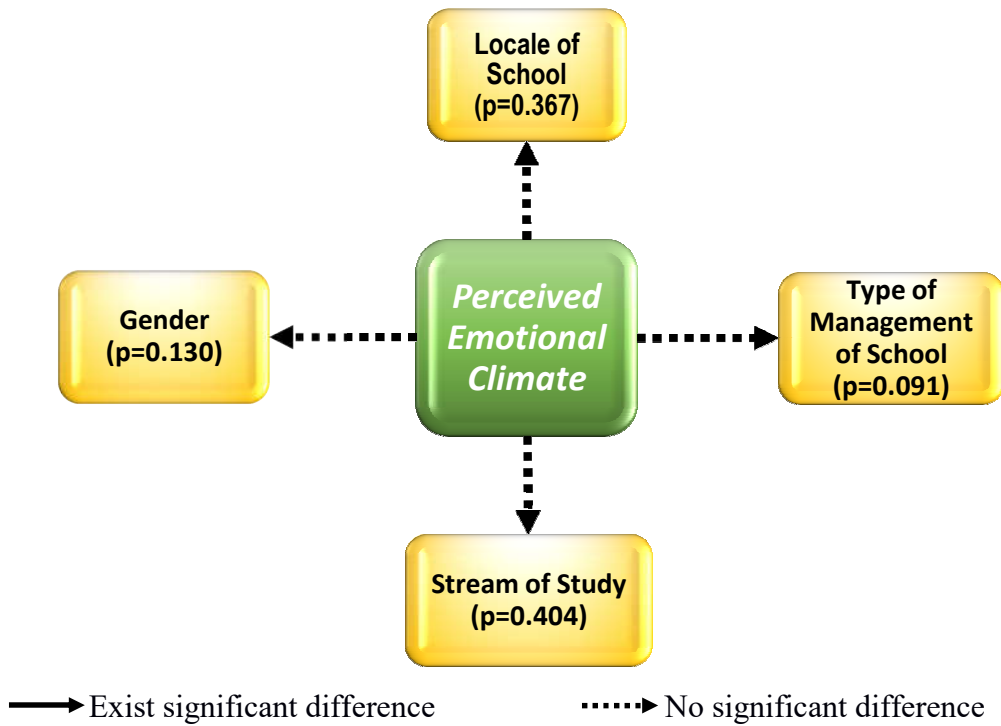
Comparison of Perceived Emotional Climate based on Stream of Study



Consolidated result of the influence of gender, locale of school, type of management of school and stream of study on Perceived Emotional Climate is presented in Figure 23.

Figure 23

Perceived Emotional Climate based on Subsamples



Consolidated result shows that gender, locale of school, type of management of school, and stream of study of students have no significant influence on Perceived Emotional Climate.

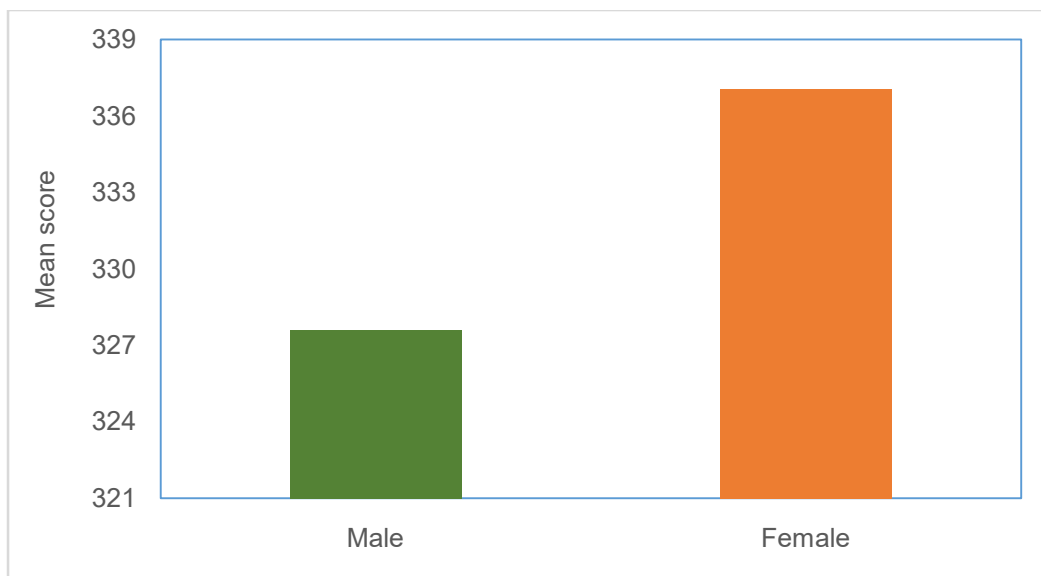
Comparison of Personal Values based on Gender

Personal Values was compared based on gender of students using independent sample t-test and it is presented in Table 38.

Table 38*Comparison of Personal Values based on Gender*

Gender	N	Mean	SD	t-value	p-value
Male	742	327.59	36.82	4.905	0.000
Female	765	337.06	38.09		

Table 38 shows that the mean Personal Values of male students is 327.59 with standard deviation of 36.82 and the mean Personal Values of female students is 337.06 with standard deviation of 38.09. The average score of Personal Values of female (337.06) students is higher than the male (327.59) students. Test shows that there exists significant difference in Personal Values between male and female students since the calculated t-value ($t=4.905$, $p=0.000$) is greater than the tabled value (1.96) at 0.05 level of significance. The comparison of mean Personal Values based on gender is graphically represented in Figure 24.

Figure 24*Comparison of Personal Values based on Gender*

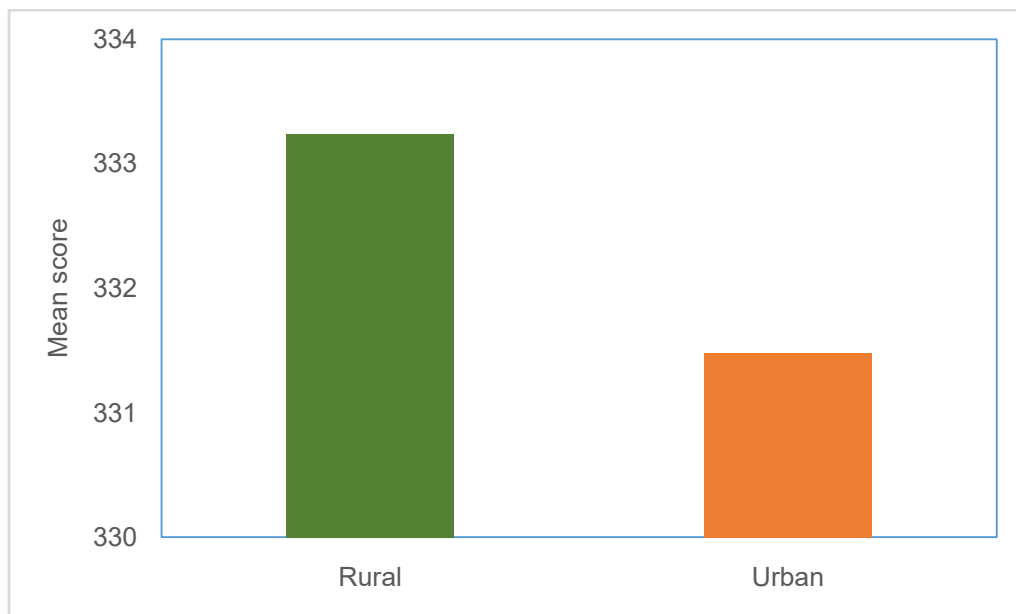
Comparison of the Mean Score of Personal Values based on Locale of School

Comparison of Personal Values based on locale of school was done using independent sample t-test and it is presented in Table 39.

Table 39*Comparison of Personal Values Score based on Locale of School*

Location	N	Mean	SD	t-value	p-value
Rural	783	333.24	37.81	0.907	0.365
Urban	724	331.48	37.71		

As per table 39, mean score of Personal Values of students from rural schools is 333.24 with standard deviation of 37.81 and the mean Personal Values of students from urban schools is 331.48 with standard deviation of 37.71. The average score of Personal Values of rural school students (333.24) is slightly higher than the urban school (331.48) students. Independent sample t-test shows that there is no significant difference in Personal Values between rural and urban school students, since the calculated t-value ($t=0.907$, $p=0.365$) is less than the tabled value (1.96) at 0.05 level of significance. The comparison of mean Personal Values based on locale of school is graphically presented in Figure 25.

Figure 25*Comparison of Personal Values based on Locale of School*

Comparison of the Mean Personal Values Scores based on Type of Management of School

Personal Values was compared based on type of management of school using Analysis of variance (ANOVA) and the results obtained is presented in table 40.

Table 40

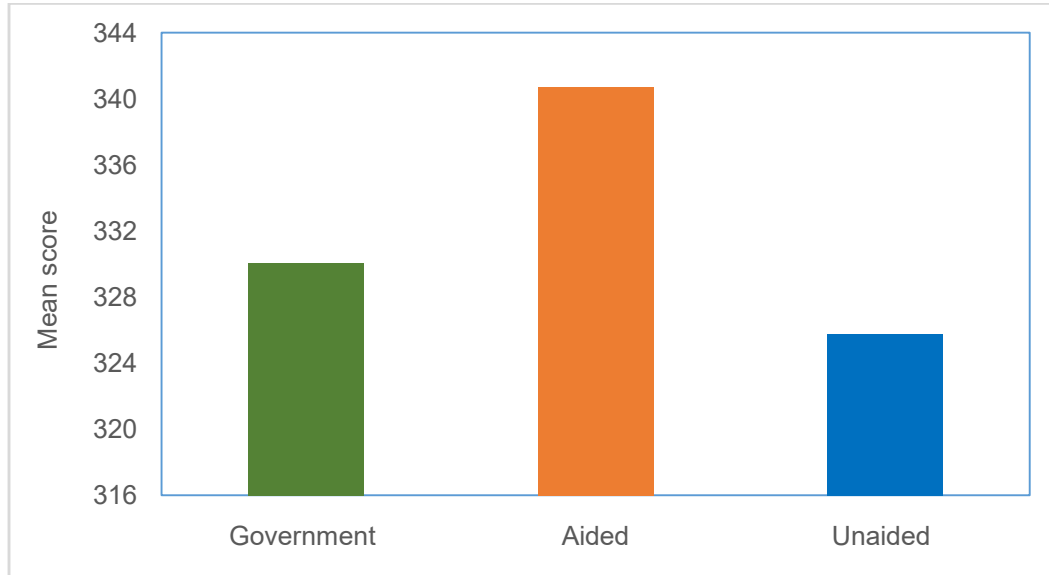
Comparison of Mean Score of Personal Values based on Type of Management of School

Group	Number	Mean	SD	F-value	p-value
Government	502	330.04	37.95		
Aided	524	340.74	34.42	21.799	0.000
Unaided	481	325.76	39.41		

Table 40 explains the result regarding Personal Values of students based on type of management of school. The average score of Personal Values of the Government, Aided and Unaided school students are 330.04, 340.74, and 325.76 with Standard Deviations of 37.95, 34.42, and 39.41 respectively. The calculated F-value is 21.799 and the p-value is 0.000. Result of the Analysis of Variance shows that there exists significant difference ($F=21.799$, $p=0.000$) in Personal Values of students based on type of management of school. Personal Values is higher for aided (340.74) school students and it is lower for unaided (325.76) school students, and the difference is statistically significant. The comparison of mean Personal Values based on type of management of school is graphically presented in Figure 26.

Figure 26

Comparison of Personal Values based on Type of Management of School



Result based on Scheffé-test to know the significance of difference in Personal Values among the various groups based on type of management of school is presented in Table 41.

Table 41

Multiple Comparisons-Scheffé Test of Personal Values in Relation to Type of Management of School

(I) Category	(J) Category	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Government	Aided	-10.70227*	2.32650	.000	-16.4026	-5.0019
	Unaided	4.28490	2.37684	.197	-1.5388	10.1086
Aided	Unaided	14.98718*	2.35229	.000	9.2236	20.7507

Result based on Scheffé-test in Table 41 reveal that government school students differ significantly ($p=0.000$) from aided school students in terms of Personal Values, but there is no significant difference between government and unaided school

students ($p=0.197$). Aided school students differ significantly in Personal Values when compared with unaided ($p=0.000$) school students.

Comparison of mean score of Personal Values based on Stream of Study

Personal Values was compared based on the stream of study of students using Analysis of Variance (ANOVA) and the result is presented in table 42.

Table 42

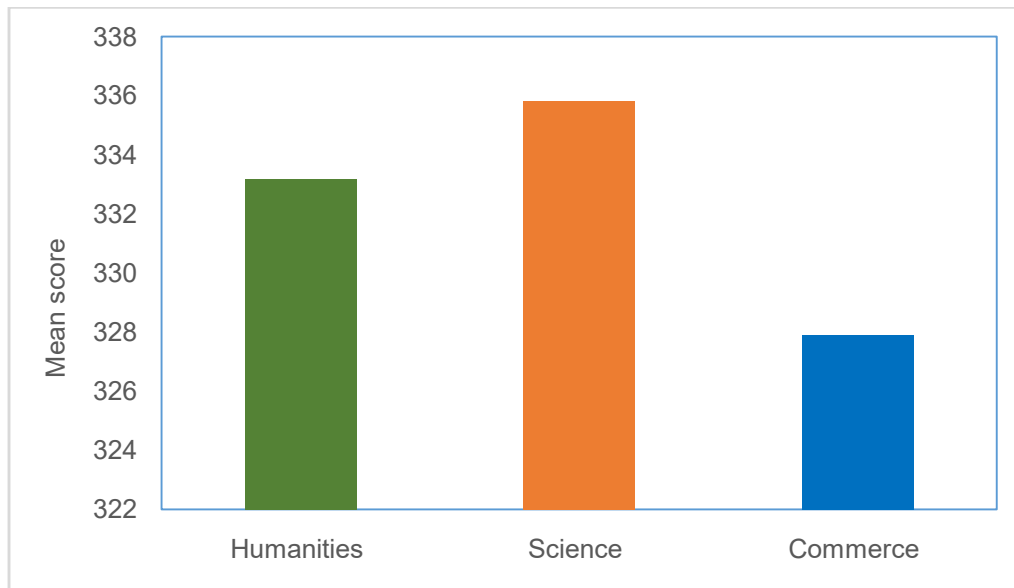
Comparison of Mean Score of Personal Values based on Stream of Study

Group	Number	Mean	SD	F-value	p-value
Humanities	524	333.18	38.25		
Science	503	335.84	37.54	5.614	0.004
Commerce	480	327.92	37.07		

Table 42 illustrates the comparison of Personal Values of students based on stream of study. The average score of the Personal Values of the higher secondary school students with stream of study humanities, science and commerce are 333.18, 335.84 and 327.92 with Standard Deviations of 38.25, 37.54 and 37.07 respectively. The calculated F-value is 5.614 and the p-value is 0.004 which is less than 0.05. Hence, the Analysis of Variance shows that there exists significant difference ($F=5.614$, $p=0.004$) in the Personal Values based on stream of study. Personal Values of science (335.84) students is significantly higher and it is significantly lower among commerce students (327.92) and the difference is statistically significant. The comparison of mean Personal Values based on stream of study is graphically presented in Figure 27.

Figure 27

Comparison of Personal Values based on Stream of Study



Result based on Scheffé-test to know the significance of difference in Personal Values based on Stream of Study and it is presented in Table 43.

Table 43

Multiple Comparisons-Scheffé Test of Personal Values based on Stream of Study

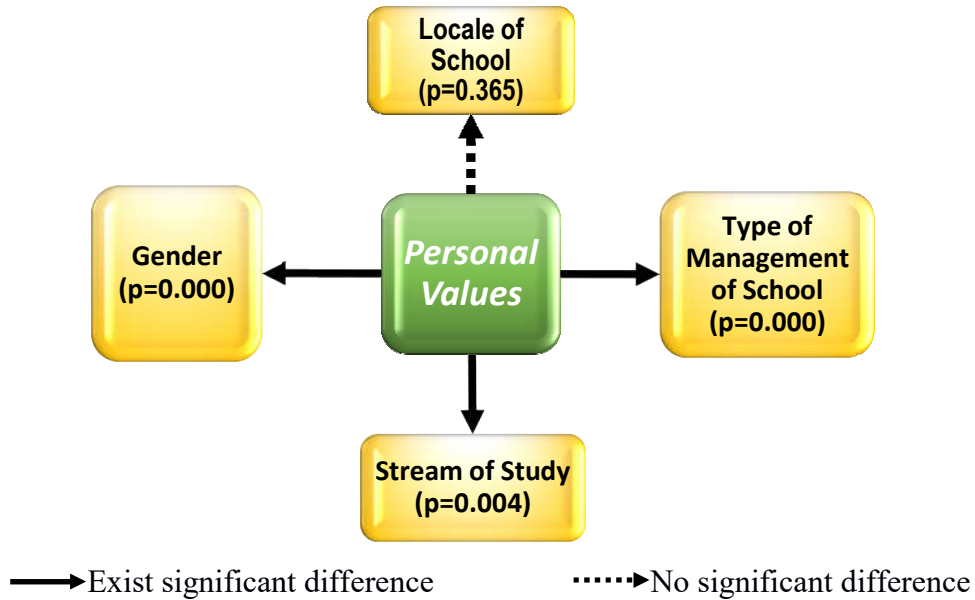
(I) Category	(J) Category	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Humanities	Science	-2.65799	2.35003	.528	-8.4160	3.1000
	Commerce	5.26393	2.37858	.087	-.5640	11.0919
Science	Commerce	7.92192*	2.40220	.004	2.0361	13.8078

Result based on Scheffé-test in Table 43 reveal that science students differ significantly ($p=0.004$) from commerce students in terms of Personal Values. There is no significant difference in Personal Values between humanities and science students ($p=0.528$) as well as humanities and commerce ($p=0.087$) students.

Consolidated result of the influence of gender, locale of school, type of management of school and stream of study on Personal Values is presented in Figure 28.

Figure 28

Personal Values based on Subsamples



Consolidated result shows that gender, type of management of school, and stream of study has significant influence on personal Values. But locale of school has no significant influence on Personal Values.

Correlational Analysis

In this section correlation of Academic Competence, Perceived Emotional Climate, and Personal Values with Self-handicapping for total sample and relevant subsamples are carried out.

Correlation between Academic Competence and Self-Handicapping for Total Sample

The details of correlation between Academic Competence and Self-handicapping for total sample of students is presented in Table 44.

Table 44*Correlation of Academic Competence with Self-Handicapping for Total Sample*

Variables	Mean	SD	N	$r(X, Y)$	p-value	r^2	$r^2 \times 100$
Academic Competence (X)	146.19	18.42	1507	-0.427**	.000	0.182	18.23
Self-handicapping (Y)	135.22	19.44					

The correlation obtained between Academic Competence with Self-handicapping ($r = -0.427$, $p=0.000$) is greater than the limits set for significance at 0.05 level, as the p-value (0.000) is less than 0.05. This shows that there is significant negative relationship between Academic Competence and Self-handicapping. The negative sign of the co-efficient indicates that Academic Competence and Self-handicapping increase or decrease in opposite directions.

The overlap of Academic Competence with Self-handicapping (shared variances) was worked out and was found 18.23. This shows that nearly 18 percentage of the variance of Academic Competence is attributed to Self-handicapping.

Correlation between Academic Competence and Self-Handicapping for Subsamples

The details of correlation between academic competence and Self-handicapping for different subsamples is presented in Table 45.

Table 45*Correlation between Academic Competence and Self-Handicapping for Subsamples*

Sample	Group	N	$r(X, Y)$	p-value	r^2	$r^2 \times 100$
Gender	Male	742	-0.400**	.000	0.16	16.00
	Female	765	-0.447**	.000	0.20	19.98
Locale of School	Rural	783	-0.454**	.000	0.21	20.61
	Urban	724	-0.404**	.000	0.16	16.32
Type of Management of School	Government	502	-0.368**	.000	0.14	13.54
	Aided	524	-0.494**	.000	0.24	24.40
	Unaided	481	-0.391**	.000	0.15	15.29
Stream of Study	Humanities	524	-0.477**	.000	0.23	22.75
	Science	503	-0.400**	.000	0.16	16.00
	Commerce	480	-0.397**	.000	0.16	15.76

The correlation obtained between Academic Competence with Self-handicapping for different subsamples are greater than the limits set for significance at 0.05 level, as the p-value (0.000) is less than 0.05. This shows that there is significant relationship between Academic Competence and Self-handicapping for all sub-samples. The negative sign of the co-efficient indicates that Academic Competence and Self-handicapping increase or decrease in opposite directions.

In the case of male students, the correlation obtained between Academic Competence and Self-handicapping is -0.400 which is significant ($p < 0.05$). The overlap of Academic Competence with Self-handicapping (shared variances) was found 16.00 and it shows that nearly 16 percentage of the variance of Academic Competence is attributed by Self-handicapping.

Concerning female students, the correlation obtained between Academic Competence and Self-handicapping is -0.447 which is significant ($p < 0.05$). The overlap of Academic Competence with Self-handicapping (shared variances) was found 19.98 and it shows that nearly 20 percentage of the variance of Academic Competence is attributed by Self-handicapping.

Regarding students in rural area school, the correlation obtained between Academic Competence and Self-handicapping is -0.454 which is significant ($p < 0.05$). The overlap of Academic Competence with Self-handicapping (shared variances) was found 20.61 and it shows that nearly 20 percent of the variance of Academic Competence is attributed by Self-handicapping.

In the case of students in urban area school, the correlation obtained between Academic Competence and Self-handicapping is -0.404 which is significant ($p < 0.05$). The overlap of Academic Competence with Self-handicapping (shared variances) was found 16.32, and it shows that nearly 16 percent of the variance of Academic Competence is attributed by Self-handicapping.

With respect to students in government school, the correlation obtained between Academic Competence and Self-handicapping is -0.368 which is significant ($p < 0.05$). The overlap of Academic Competence with Self-handicapping (shared variances) was found 13.54 and it shows that nearly 13 percent of the variance of Academic Competence is attributed by Self-handicapping.

In the case of students in aided school, the correlation obtained between Academic Competence and Self-handicapping is -0.494 which is significant ($p < 0.05$). The overlap of Academic Competence with Self-handicapping (shared variances) was found 24.40 and it shows that nearly 24 percentage of the variance of Academic Competence is attributed by Self-handicapping.

In the matter of students in unaided school, the correlation obtained between Academic Competence and Self-handicapping is -0.391 which is significant ($p < 0.05$). The overlap of Academic Competence with Self-handicapping (shared variances) was found 15.29 and it shows that nearly 15 percent of the variance of Academic Competence is attributed by Self-handicapping.

Regarding students in humanities stream, the correlation obtained between Academic Competence and Self-handicapping is -0.477 which is significant ($p < 0.05$). The overlap of Academic Competence with Self-handicapping (shared variances) was found 22.75 and it shows that nearly 23 percent of the variance of Academic Competence is attributed by Self-handicapping.

In the case of students in science stream, the correlation obtained between Academic Competence and Self-handicapping is -0.400 which is significant ($p < 0.05$). The overlap of Academic Competence with Self-handicapping (shared variances) was found 16.00 and it shows that nearly 16 percent of the variance of Academic Competence is attributed by Self-handicapping.

As regards students in commerce stream, the correlation obtained between Academic Competence and Self-handicapping is -0.397 which is significant

($p < 0.05$). The overlap of Academic Competence with Self-handicapping (shared variances) was found 15.76 and it shows that nearly 16 percentage of the variance of Academic Competence is attributed by Self-handicapping.

Correlation between Perceived Emotional Climate and Self-Handicapping for Total Sample

The details of correlation between Perceived Emotional Climate and Self-handicapping for total sample of students is presented in Table 46.

Table 46

Correlation of Perceived Emotional Climate with Self-Handicapping for Total Sample

Variables	Mean	SD	N	$r(X, Y)$	p-value	r^2	$r^2 \times 100$
Perceived Emotional Climate (X)	159.50	15.68	1507	-0.356**	.000	0.13	12.67
Self-handicapping (Y)	135.22	19.44					

The correlation obtained between Perceived Emotional Climate with Self-handicapping ($r = -0.356, p = 0.000$) is greater than the limits set for significance at 0.05 level, as the p-value (0.000) is less than 0.05. This shows that there is significant correlation between Perceived Emotional Climate and Self-handicapping. The negative sign of the co-efficient indicates that Perceived Emotional Climate and Self-handicapping increase or decrease in opposite directions.

Correlation between Perceived Emotional Climate and Self-Handicapping for Subsamples

The details of correlation between Perceived Emotional Climate and Self-handicapping for different subsamples of students are presented in Table 47.

Table 47

Correlation between Perceived Emotional Climate and Self-Handicapping for Subsamples

Sample	Group	N	$r(X, Y)$	p-value	r^2	$r^2 \times 100$
Gender	Male	742	-0.338**	.000	0.11	11.42
	Female	765	-0.374**	.000	0.14	13.99
Locale of School	Rural	867	-0.378**	.000	0.14	14.29
	Urban	640	-0.331**	.000	0.11	10.96
Type of Management of School	Government	502	-0.292**	.000	0.09	8.53
	Aided	524	-0.464**	.000	0.22	21.53
	Unaided	481	-0.280**	.000	0.08	7.84
Stream of Study	Humanities	524	-0.387**	.000	0.15	14.98
	Science	503	-0.321**	.000	0.10	10.30
	Commerce	480	-0.360**	.000	0.13	12.96

The correlation obtained between Perceived Emotional Climate with Self-handicapping for different sub-samples is greater than the limits set for significance at 0.05 level, as the p-value (0.000) is less than 0.05. This shows that there is significant relationship between Perceived Emotional Climate and Self-handicapping for all sub-samples. The negative sign of the co-efficient indicates that Perceived Emotional Climate and Self-handicapping increase or decrease in opposite directions.

In the case of male students, the correlation obtained between Perceived Emotional Climate and Self-handicapping is -0.338 which is significant ($p < 0.05$). The overlap of Perceived Emotional Climate with Self-handicapping (shared variances) was found 11.42 and it shows that nearly 11 percent of the variance of Perceived Emotional Climate is attributed by Self-handicapping.

When it comes to female students, the correlation obtained between Perceived Emotional Climate and Self-handicapping is -0.374 which is significant ($p < 0.05$). The overlap of Perceived Emotional Climate with Self-handicapping (shared

variances) was found 13.99 and it shows that nearly 14 percentage of the variance of Perceived Emotional Climate is attributed by Self-handicapping.

Regarding students in rural area school, the correlation obtained between Perceived Emotional Climate and Self-handicapping is -0.378 which is significant ($p < 0.05$). The overlap of Perceived Emotional Climate with Self-handicapping (shared variances) was found 14.29, and it shows that nearly 14 percent of the variance of Perceived Emotional Climate is attributed by Self-handicapping.

In the case of students in urban area school, the correlation obtained between Perceived Emotional Climate and Self-handicapping is -0.331 which is significant ($p < 0.05$). The overlap of Perceived Emotional Climate with Self-handicapping (shared variances) was found 10.96, and it shows that nearly 11 percent of the variance of Perceived Emotional Climate is attributed by Self-handicapping.

In the matter of students in government school, the correlation obtained between Perceived Emotional Climate and Self-handicapping is -0.292 which is significant ($p < 0.05$). The overlap of Perceived Emotional Climate with Self-handicapping (shared variances) was found 8.53, and it shows that nearly 8 percent of the variance of Perceived Emotional Climate is attributed by Self-handicapping.

In the case of students in aided school, the correlation obtained between Perceived Emotional Climate and Self-handicapping is -0.464 which is significant ($p < 0.05$). The overlap of Perceived Emotional Climate with Self-handicapping (shared variances) was found 21.53, and it shows that nearly 22 percent of the variance of Perceived Emotional Climate is attributed by Self-handicapping.

As regards students in unaided school, the correlation obtained between Perceived Emotional Climate and Self-handicapping is -0.280 which is significant ($p < 0.05$). The overlap of Perceived Emotional Climate with Self-handicapping

(shared variances) was found 7.84 and it shows that nearly 8 percent of the variance of Perceived Emotional Climate is attributed by Self-handicapping.

Concerning students in humanities stream, the correlation obtained between Perceived Emotional Climate and Self-handicapping is -0.387 which is significant ($p < 0.05$). The overlap of the Perceived Emotional Climate with Self-handicapping (shared variances) was found 14.98, and it shows that nearly 15 percent of the variance of Perceived Emotional Climate is attributed by Self-handicapping.

In the case of students in science stream, the correlation obtained between Perceived Emotional Climate and Self-handicapping is -0.321 which is significant ($p < 0.05$). The overlap of the Perceived Emotional Climate with Self-handicapping (shared variances) was found 10.30, and it shows that nearly 10 percent of the variance of Perceived Emotional Climate is attributed by Self-handicapping.

Towards students in commerce stream, the correlation obtained between Perceived Emotional Climate and Self-handicapping is -0.360 which is significant ($p < 0.05$). The overlap of the Perceived Emotional Climate with Self-handicapping (shared variances) was found 12.96, and it shows that nearly 13 percent of the variance of Perceived Emotional Climate is attributed by Self-handicapping.

Correlation between Personal Values and Self-Handicapping for Total Sample

The details of correlation between Personal Values and Self-handicapping for total sample of higher secondary school students is presented in Table 48.

Table 48

Correlation of Personal Values with Self-Handicapping for Total Sample

Variables	Mean	SD	N	$r(X, Y)$	p-value	r^2	$r^2 \times 100$
Personal Values (X)	332.39	37.76	1507	-0.177**	.000	.0313	3.13
Self-handicapping (Y)	135.22	19.44					

The correlation obtained between Personal Values with Self-handicapping ($r = -0.177$, $p=0.000$) is greater than the limits set for significance at 0.05 level, as the p-value (0.000) is less than 0.05. This shows that there is significant correlation between Personal Values and Self-handicapping. The negative sign of the coefficient indicates that Personal Values and Self-handicapping increase or decrease in opposite directions.

The overlap of the Personal Values with Self-handicapping (shared variances) was worked out and was found 3.13. This shows that nearly three percentage of the variance of Personal Values is attributed to Self-handicapping.

Correlation between Personal Values and Self-handicapping for Subsamples

The details of correlation between Personal Values and Self-handicapping for subsamples based on gender, locale of school, type of management of school, and stream of study of students is presented in Table 49.

Table 49

Relation between Personal Values and Self-Handicapping for Subsamples

Sample	Group	N	$r(X, Y)$	p-value	r^2	$r^2 \times 100$
Gender	Male	742	-0.097**	.008	0.01	0.94
	Female	765	-0.241**	.000	0.06	5.81
Locale of School	Rural	867	-0.123**	.000	0.02	1.51
	Urban	640	-0.240**	.000	0.06	5.76
Type of Management of School	Government	502	-0.194**	.000	0.04	3.76
	Aided	524	-0.175**	.000	0.03	3.06
	Unaided	481	-0.153**	.001	0.02	2.34
Stream of Study	Humanities	524	-0.213**	.000	0.05	4.54
	Science	503	-0.077	.083	0.01	0.59
	Commerce	480	-0.236**	.000	0.06	5.57

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The correlation obtained between Personal Values with Self-handicapping for different subsamples except students in science stream are greater than the limits set for significance at 0.05 level, as the p-value (0.000) is less than 0.05. This shows that there is significant correlation between Personal Values and Self-handicapping for all subsamples except students in science stream. The negative sign of the co-efficient indicates that Personal Values and Self-handicapping increase or decrease in opposite directions.

Regarding male students, the correlation obtained between Personal Values and Self-handicapping is -0.097 which is significant ($p < 0.05$). The overlap of Personal Values with Self-handicapping (shared variances) was found 0.94 and it shows that nearly one percentage of the variance of Personal Values is attributed by Self-handicapping.

In the case of female students, the correlation obtained between Personal Values and Self-handicapping is -0.241 which is significant ($p < 0.05$). The overlap of the Personal Values with Self-handicapping (shared variances) was found 5.81 and it shows that nearly six percentage of the variance of Personal Values is attributed by Self-handicapping.

With respect to students in rural area school, the correlation obtained between Personal Values and Self-handicapping is -0.123 which is significant ($p < 0.05$). The overlap of the Personal Values with Self-handicapping (shared variances) was found 1.51 and it shows that nearly two percentage of the variance of Personal Values is attributed by Self-handicapping.

In the matter of students in urban area school, the correlation obtained between Personal Values and Self-handicapping is -0.240 which is significant ($p < 0.05$). The overlap of the Personal Values with Self-handicapping (shared variances) was found 5.76 and it shows that nearly six percentage of the variance of Personal Values is attributed by Self-handicapping.

Regarding students in government school, the correlation obtained between Personal Values and Self-handicapping is -0.194 which is significant ($p < 0.05$). The overlap of the Personal Values with Self-handicapping (shared variances) was found 3.76 and it shows that nearly four percentage of the variance of Personal Values is attributed by Self-handicapping.

As per students in aided school, the correlation obtained between Personal Values and Self-handicapping is -0.175 which is significant ($p < 0.05$). The overlap of the Personal Values with Self-handicapping (shared variances) was found 3.06 and it shows that nearly three percentage of the variance of Personal Values is attributed by Self-handicapping.

In the case of students in unaided school, the correlation obtained between Personal Values and Self-handicapping is -0.153 which is significant ($p < 0.05$). The overlap of the Personal Values with Self-handicapping (shared variances) was found 2.34 and it shows that nearly two percentage of the variance of Personal Values is attributed by Self-handicapping.

In the matter of students in humanities stream, the correlation obtained between Personal Values and Self-handicapping is -0.213 which is significant ($p < 0.05$). The overlap of the Personal Values with Self-handicapping (shared variances) was found 4.54 and it shows that nearly five percentage of the variance of Personal Values is attributed by Self-handicapping.

In the case of students in science stream, the correlation obtained between Personal Values and Self-handicapping is -0.077 which is not significant ($p > 0.05$). The overlap of the Personal Values with Self-handicapping (shared variances) was found 0.59 and it shows that nearly one percentage of the variance of Personal Values is attributed by Self-handicapping.

Concerning students in commerce stream, the correlation obtained between Personal Values and Self-handicapping is -0.236 which is significant ($p < 0.05$). The overlap of the Personal Values with Self-handicapping (shared variances) was found 5.57 and it shows that nearly six percentage of the variance of Personal Values is attributed by Self-handicapping.

Categories of Perceived Emotional Climate

Classification of the respondents based on the categories of Perceived Emotional Climate is given in Table 50.

Table 50

Classification of the Respondents based on the Categories of Perceived Emotional Climate

Perceived Emotional Climate Category		Number	Percentage
Security Vs Fear	Security	1086	72.06
	Indifferent	133	8.83
	Fear	288	19.11
Hope Vs Despair	Hope	1328	88.12
	Indifferent	60	3.98
	Despair	119	7.90
Solidarity Vs Hostility	Solidarity	880	58.39
	Indifferent	283	18.78
	Hostility	344	22.83
Stability Vs Instability	Stability	364	24.15
	Indifferent	191	12.67
	Instability	952	63.17
Confidence Vs Depression	Confidence	937	62.18
	Indifferent	212	14.07
	Depression	358	23.76
Satisfaction Vs Distress	Satisfaction	651	43.20
	Indifferent	279	18.51
	Distress	577	38.29

Table 50 discloses that most expressed categories of Perceived Emotional Climates are **Hope** (88.12%) followed by **Security** (72.06%), **Instability** (63.17%), **Confidence** (62.18%), **Solidarity** (58.39%), and **Satisfaction** (43.20%). It is also seen that least exhibited Perceived Emotional Climate are **Despair** (7.90%) followed by **Fear** (19.11%), **Hostility** (22.83%), **Depression** (23.76%), **Stability** (24.15%), and **Distress** (38.29%).

Influence of the category of Perceived Emotional Climate (Security Vs Fear) on Self-Handicapping for Total Sample

The results of the influence of category of Perceived Emotional Climate (Security Vs Fear) on Self-handicapping for total sample is presented in Table 51.

Table 51

Influence of the category of Perceived Emotional Climate (Security Vs Fear) on Self-Handicapping

Perceived Emotional Climate	N	Mean	SD	Sources of Variation	Sum of Squares	DF	Mean Squares of Variation	F-value (p-value)
Security	1086	134.93	18.95	Between Groups	2432.26	2	1216.134	3.226 (p=0.040)
Indifferent	133	132.65	18.75	Within Groups	566997.70	1504	376.993	
Fear	288	137.47	21.35	Total	569429.97	1506		
Total	1507	135.22	19.44					

Table 51 explains the result regarding Self-handicapping of students based on the category of Perceived Emotional Climate (Security Vs Fear). The average score of Self-handicapping of the Security, Indifferent and Fear groups are 134.95, 132.65 and 137.47 with Standard Deviations of 18.95, 18.75 and 21.35 respectively.

Table also indicates that the calculated F-value is 21.35, which is greater than the tabled value of 'F' (3.00) for (2, 1504) degree of freedom at 0.05 level of

significance and p-value (0.000) is less than 0.05. This indicates that Self-handicapping differ significantly among security, indifferent, and fear Perceived Emotional Climate group of students. Hence, it can be concluded that there exists significant variation on Self-handicapping due to the variation in the category of Perceived Emotional Climate security and fear among students.

Result based on Scheffé-test to know the significance of difference in Self-handicapping based on category of Perceived Emotional Climate (Security Vs Fear), it is presented in Table 52.

Table 52

Multiple Comparisons-Scheffé Test of Self-Handicapping based on the Category of Perceived Emotional Climate (Security Vs Fear)

(I) Category	(J) Category	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Security	Indifferent	2.28325	1.78372	.441	-2.0872	6.6537
	Fear	2.54178	1.28691	.143	-5.6950	.6114
Indifferent	Fear	4.82503	2.03557	.061	-9.8126	.1625

Result based on Scheffé-test in Table 52 reveal that the climate of security group of students differs significantly ($p=0.441$) than indifferent group of students in terms of Self-handicapping. Similarly, security group of students differs significantly ($p=0.143$) from fear group of students in terms of Self-handicapping. There is no significant difference in Self-handicapping between indifferent and fear group of students ($p=0.061$).

Influence of the category of Perceived Emotional Climate (Hope Vs Despair) on Self-Handicapping for Total Sample

The results of Influence of the category of Perceived Emotional Climate (Hope Vs Despair) on Self-handicapping for total sample is presented in Table 53.

Table 53

Influence of the category of Perceived Emotional Climate (Hope Vs Despair) on Self-Handicapping

Perceived Emotional Climate	N	Mean	SD	Sources of Variation	Sum of Squares	DF	Mean Squares of Variation	F-value (p-value)
Hope	1328	135.03	19.26	Between Groups	3368.20	2	1684.103	4.475 (p=0.012)
Indifferent	60	130.90	18.50	Within Groups	566061.76	1504	376.371	
Despair	119	139.52	21.25	Total	569429.97	1506		
Total	1507	135.22	19.44					

Table 53 explains the result regarding the Self-handicapping among students based on category of Perceived Emotional Climate (Hope Vs Despair). The average score of Self-handicapping of Hope, Indifferent and Despair groups are 135.03, 130.90 and 139.52 with Standard Deviations of 19.26, 18.50 and 21.25 respectively.

Table also indicates that the calculated F-value is 4.475 which is greater than the tabled value of 'F' (3.00) for (2, 1504) degree of freedom at 0.05 level of significance and p-value (0.012) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among Hope, Indifferent and Despair Perceived Emotional Climate group of students. Hence, it can be concluded that there exists significant variation on Self-handicapping due to the variation in the category of Perceived Emotional Climate Hope and Despair among students.

Result based on Scheffé-test to know the significance of difference in Self-handicapping based on category of Perceived Emotional Climate (Hope Vs Despair), it is presented in Table 54.

Table 54

Multiple Comparisons-Scheffé Test of Self-Handicapping based on the Category of Perceived Emotional Climate (Hope Vs Despair)

(I) Category	(J) Category	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Hope	Indifferent	4.131	2.56	.272	-2.142	10.4054
	<i>Despair</i>	4.488	1.85	.054	-9.037	.0591
Indifferent	<i>Despair</i>	8.621*	3.07	.020	-16.147	-1.0947

Result based on Scheffé-test in Table 54 reveal that the there is no significant difference in self-handicapping between Hope and indifferent group of students ($p=0.272$), Hope and Despair group of students ($p=0.054$) as well as Indifferent and despair group of students (0.020).

Influence of the category of Perceived Emotional Climate (Solidarity Vs Hostility) on Self-Handicapping for Total Sample

The results of the Influence of category of Perceived Emotional Climate (Solidarity Vs Hostility) on Self-handicapping for total sample is presented in Table 55.

Table 55

Influence of the category of Perceived Emotional Climate (Solidarity Vs Hostility) on Self-Handicapping

Perceived Emotional Climate	N	Mean	SD	Sources of Variation	Sum of Squares	DF	Mean Squares of Variation	F-value (p- value)
Solidarity	880	134.59	19.64	Between Groups	2824.37	2	1412.18	3.749
Indifferent	283	134.13	20.35	Within Groups	566605.60	1504	376.73	($p=0$.024)
Hostility	344	137.71	17.96	Total	569429.97	1506		
Total	1507	135.22	19.44					

Table 55 explains the result regarding the Self-handicapping of students based on category of Perceived Emotional Climate (Solidarity Vs Hostility). The average score of Self-handicapping of Solidarity, Indifferent and Hostility groups are 134.59, 134.13 and 137.71 with Standard Deviations of 19.64, 20.35 and 17.96 respectively.

Table also indicates that the calculated F-value is 3.749 which is greater than the tabled value of 'F' (3.00) for (2, 1504) degree of freedom at 0.05 level of significance and p-value (0.024) is less than 0.05. This indicates that level of Self-handicapping differs significantly among the category of Perceived Emotional Climate Solidarity, Indifferent and Hostility group of students. Hence, it can be concluded that there exists significant variation on Self-handicapping due to the variation in the category of Perceived Emotional Climate Solidarity and Hostility among students.

Findings based on Scheffé test revealed that the significance of difference in Self-handicapping based on the category of Perceived Emotional Climate (Solidarity Vs Hostility), it is presented in Table 56.

Table 56

Multiple Comparisons-Scheffé test of Self-Handicapping based on the category of Perceived Emotional Climate (Solidarity Vs Hostility)

(I) Category	(J) Category	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Solidarity	Indifferent	.46585	1.32639	.940	-2.7841	3.7158
	Hostility	-3.12143*	1.23420	.041	-6.1455	-.0974
Indifferent	Hostility	-3.58728	1.55768	.071	-7.4039	.2293

Result based on Scheffé-test in Table 56 reveal that the Solidarity group of students differs significantly (p=0.041) from hostility group of students in terms of Self-handicapping. There is no significant difference in Self-handicapping between

Solidarity and Indifferent group of students ($p=0.940$). Similarly, no significant difference in Self-handicapping between indifferent and Hostility group of students ($p=0.071$).

Influence of the category of Perceived Emotional Climate (Stability Vs Instability) on Self-Handicapping for Total Sample

The results of the Influence of the category of Perceived Emotional Climate (Stability Vs Instability) on Self-handicapping for total sample is presented in Table 57.

Table 57

Influence of the Category of Perceived Emotional Climate (Stability Vs Instability) on Self-Handicapping

Perceived Emotional Climate	N	Mean	SD	Sources of Variation	Sum of Squares	DF	Mean Squares of Variation	F-value (p-value)
Stability	364	129.47	19.47	Between Groups	19527.12	2	9763.56	26.704
Indifferent	191	133.03	17.34	Within Groups	549902.85	1504	365.62	($p=0.000$)
Instability	952	137.85	19.32	Total	569429.97	1506		
Total	1507	135.22	19.44					

Table 57 explains the result regarding Self-handicapping of students based on the category of Perceived Emotional Climate (Stability Vs Instability). The average score of Self-handicapping of Stability, Indifferent and Instability groups are 129.47, 133.03 and 137.85 with Standard Deviations of 19.47, 17.34 and 19.32 respectively.

Table also indicates that the calculated F-value is 26.704 which is greater than the tabled value of 'F' (3.00) for (2, 1504) degree of freedom at 0.05 level of significance and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among the category of Perceived Emotional Climate Stability, Indifferent and Instability group of students. Hence, it can be

concluded that there exists significant variation on Self-handicapping due to the variation in the category of Perceived Emotional Climate Stability and Instability among students.

Findings based on Scheffé test revealed that the significance of difference in Self-handicapping based on the category of Perceived Emotional Climate (Stability Vs Instability), it is presented in Table 58.

Table 58

Multiple Comparisons-Scheffé test of Self-Handicapping based on the Category of Perceived Emotional Climate (Stability Vs Instability)

(I) Category	(J) Category	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Stability	Indifferent	-3.55863	1.70843	.115	-7.7446	.6274
	<i>Instability</i>	-8.37807*	1.17836	.000	-11.2653	-5.4909
Indifferent	<i>Instability</i>	-4.81944*	1.51603	.006	-8.5340	-1.1049

The results of multiple comparisons-Scheffé test given in Table 58 reveal that Stability among students differs significantly ($p=0.000$) from Instability of students in terms of Self-handicapping, Similarly, Indifferent group of students differ significantly ($p=0.006$) from Instability group of students in terms of Self-handicapping. There is no significant difference in Self-handicapping between Stability and Indifferent group of students ($p=0.115$).

Influence of the category of Perceived Emotional Climate (Confidence Vs Depression) on Self-Handicapping for Total Sample

The results for the Influence of the category of Perceived Emotional Climate (Confidence Vs Depression) on Self-handicapping for total sample is presented in Table 59.

Table 59

Influence of the category of Perceived Emotional Climate (Confidence Vs Depression) on Self-Handicapping

Perceived Emotional Climate	N	Mean	SD	Sources of Variation	Sum of Squares	DF	Mean Squares of Variation	F-value (p-value)
Confidence	937	135.80	19.61	Between Groups	1081.16	2	540.58	1.431
Indifferent	212	135.07	17.63	Within Groups	568348.81	1504	377.89	(p=0.240)
Depression	358	133.77	19.99	Total	569429.97	1506		
Total	1507	135.22	19.44					

Table 59 explains the result regarding Self-handicapping of students based on the category of Perceived Emotional Climate (Confidence Vs Depression). The average score of Self-handicapping of the category of Perceived Emotional Climate Confidence, Indifferent and Depression groups are 135.80, 135.07 and 133.77 with Standard Deviations of 19.61, 17.63 and 19.99 respectively.

Table also indicates that the calculated F-value is 1.431 which is less than the tabled value of 'F' (3.00) for (2, 1504) degree of freedom at 0.05 level of significance and p-value (0.240) is greater than 0.05. This indicates that the level of Self-handicapping does not differ significantly among Confidence, Indifferent and Depression among students. Hence, it can be concluded that there exists no significant variation on Self-handicapping due to the variation in the category of Confidence, and Depression among students.

Influence of the Category of Perceived Emotional Climate (Satisfaction Vs Distress) on Self-Handicapping for Total Sample

The results for the Influence of the category of Perceived Emotional Climate (Satisfaction Vs Distress) on Self-handicapping for total sample is presented in Table 60.

Table 60

Influence of the Category of Perceived Emotional Climate (Satisfaction Vs Distress) on Self-Handicapping

Perceived Emotional Climate	N	Mean	SD	Sources of Variation	Sum of Squares	DF	Mean Squares of Variation	F-value (p-value)
Satisfaction	651	134.9094	18.13486	Between Groups	2162.944	2	1081.472	2.867
Indifferent	279	133.23	20.64	Within Groups	567267.03	1504	377.172	.057
Distress	577	136.53	20.19	Total	569429.97	1506		
Total	1507	135.22	19.44					

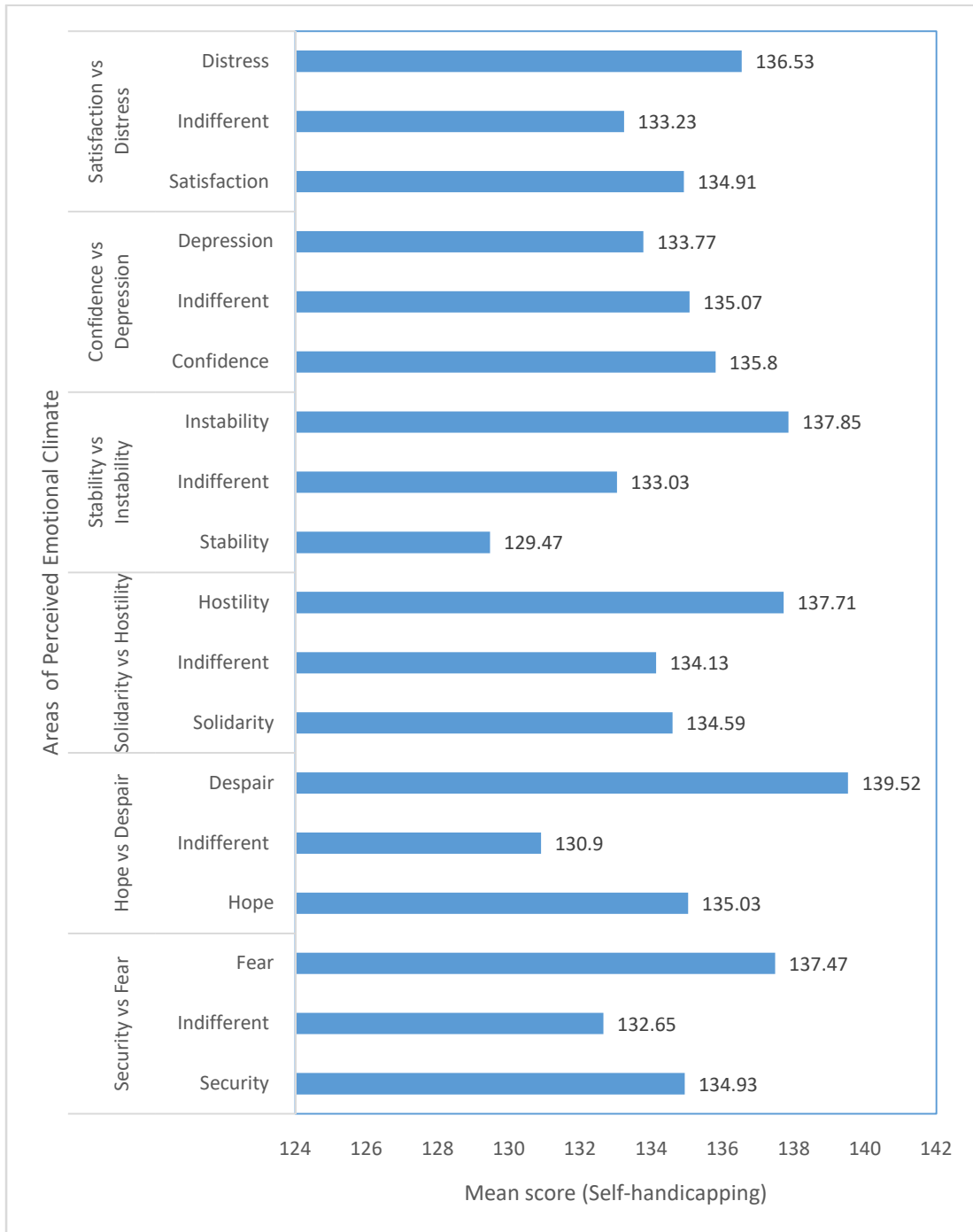
Table 60 explains the result regarding Self-handicapping of students based on the category of Perceived Emotional Climate (Satisfaction Vs Distress). The average score of Self-handicapping of Satisfaction, Indifferent and Distress groups are 134.90, 133.23 and 136.53 with Standard Deviations of 18.13, 20.64 and 20.19 respectively.

Table also indicates that the calculated F-value is 2.867 which is less than the tabled value of 'F' (3.00) for (2, 1504) degree of freedom at 0.05 level of significance and p-value (0.057) is greater than 0.05. This indicates that the level of Self-handicapping does not differ significantly among Satisfaction, Indifferent and Distress group of students. Hence, it can be concluded that there exists no significant variation on Self-handicapping due to the variation in the category of Satisfaction and Distress among students.

Comparison of Self-handicapping with the different categories of Perceived Emotional Climate is presented in Figure 29.

Figure 29

Comparison of Self-Handicapping among Different Categories of Perceived Emotional Climate



Personal Value Traits

Classification of students based on Personal Value traits is given in Table 61.

Table 61

Classification of the Respondents based on Personal Value Traits

Personal Values	Yes		No	
	Number	Percentage	Number	Percentage
Power	69	4.58	1438	95.42
Achievement	555	36.83	952	63.17
Hedonism	85	5.64	1422	94.36
Stimulation	165	10.95	1342	89.05
Self-direction	199	13.21	1308	86.79
Universalism	179	11.88	1328	88.12
Benevolence	83	5.51	1424	94.49
Tradition	87	5.77	1420	94.23
Conformity	378	25.08	1129	74.92
Security	239	15.86	1268	84.14

Table 61 discloses that most expressed Personal Value is Achievement (36.83%) followed by Conformity (25.08%), Security (15.86%), Self-direction(13.21%), Universalism (11.88%) Stimulation (10.95%). Similarly, the least expressed Personal Values are Power (4.58%), Hedonism (5.64%), Benevolence (5.51%) and Tradition (5.77%).

Influence of Different Personal Value Traits on Self-Handicapping

Comparison of Self-handicapping with different personal value traits is presented in Table 62.

Table 62*Comparison of Self-Handicapping with Different Personal Value Traits*

Personal Values		Number	Mean SHS	SD	t-value	p-value
Power	Yes	69	129.69	24.82	2.420	.016
	No	1438	135.48	19.12		
Achievement	Yes	555	133.80	18.64	2.164	.031
	No	952	136.04	19.85		
Hedonism	Yes	85	133.63	18.58	-.774	.439
	No	1422	135.31	19.49		
Stimulation	Yes	165	138.35	18.40	2.194	.028
	No	1342	134.83	19.54		
Self-direction	Yes	199	135.71	18.62	.379	.705
	No	1308	135.14	19.57		
Universalism	Yes	179	132.27	22.40	2.159	.031
	No	1328	135.61	18.98		
Benevolence	Yes	83	132.27	20.19	1.420	.156
	No	1424	135.39	19.39		
Tradition	Yes	87	137.43	18.06	1.095	.274
	No	1420	135.08	19.52		
Conformity	Yes	378	138.33	20.17	3.615	.000
	No	1129	134.17	19.09		
Security	Yes	239	133.97	18.81	1.081	.280
	No	1268	135.45	19.56		

Table 62 shows that Self-handicapping among students' personal value Power with standard deviation of 24.82 and that of students with personal value other than power with standard deviation 19.12. Independent sample t-test reveals that Self-handicapping among students with personal value power is significantly lower than that of students with personal value other than power, since calculated t-value is

2.397 and p-value is 0.017 which is less than 0.05. So, it can be concluded that Self-handicapping is less among students with personal value Power when compared with students with personal value other than power.

Self-handicapping among students with personal value Achievement (133.80) is significantly lower than the students with personal value other than achievement (136.04), since calculated t-value is 2.164 and p-value is 0.031 which is less than 0.05. In the same manner, Self-handicapping among students with personal value Universalism (132.27) is significantly lower than the students with personal value other than universalism (135.61), since calculated t-value is 2.159 and p-value is 0.031 which is less than 0.05.

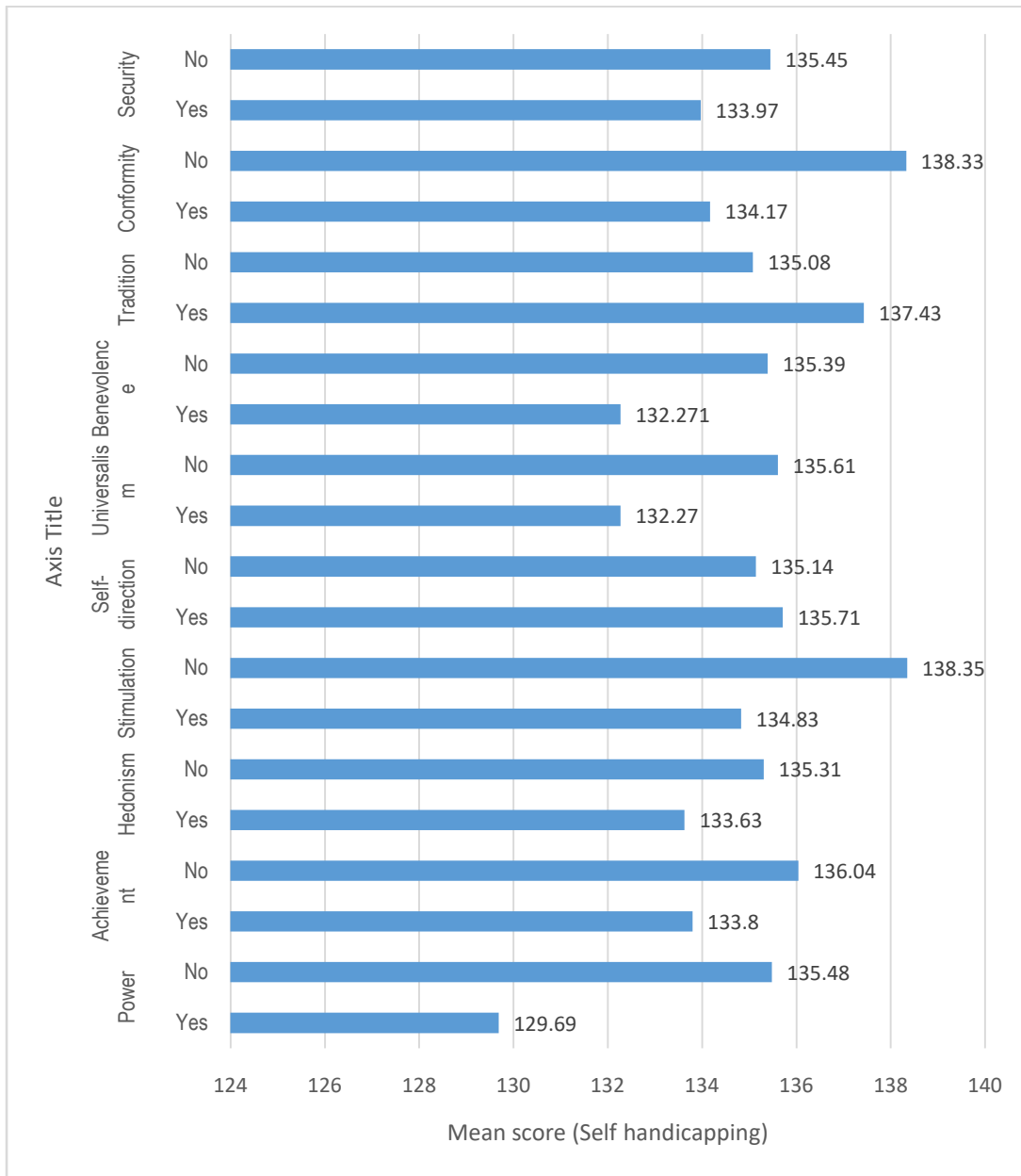
Self-handicapping among students with personal value Conformity (134.17), is significantly higher than the students with personal value other than conformity (138.33), since calculated t-value is 3.615 and p-value is 0.000 which is less than 0.05. Similarly, Self-handicapping among students with personal value Simulation (134.83) is significantly higher than that of students with personal value other than simulation (138.35), since calculated t-value is 2.194 and p-value is 0.028 which is less than 0.05.

There is no significant difference in Self-handicapping among students with personal value Security ($p=0.280$), Hedonism ($p=0.439$), Self-direction ($p=0.705$), Tradition ($p=0.258$), and Benevolence ($p=0.156$).

Graphical representation of the comparison of Self-handicapping among different Personal Value traits is presented in Figure 30.

Figure 30

Comparison of Self-Handicapping among Different Personal Value Traits



Level of Academic Competence among Higher Secondary School Students

To find out the influence of Academic Competence on Self-handicapping, the level of Academic Competence of higher secondary students for total sample was divided into high, average and low groups based on the scores of Academic Competence. Classification of group was done using the conventional procedure of

mean and standard deviation. In this procedure, students having scores above $M + \sigma$ (Mean + SD) were treated as high Academic Competence group, below $M - \sigma$ (Mean - SD) as low Academic Competence group, and in between $M + \sigma$ and $M - \sigma$ as average Academic Competence group. The number of high, average and low Academic Competence group of students and their percentage was found and the details of level of Academic Competence for total sample is presented in Table 63.

Table 63

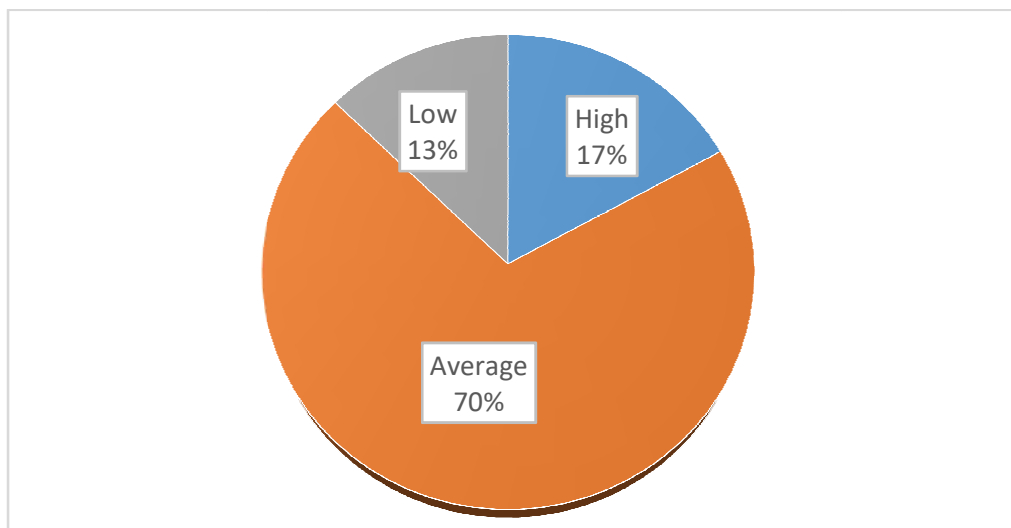
Level of Academic Competence among Students for Total Sample

Academic Competence Group	Range	Number	Percentage
High	Above 164	256	16.99
Average	127 – 164	1059	70.27
Low	Below 127	192	12.74
Total		1507	100.00

Table 63 shows the number of students having high Academic Competence is 256 (16.99%), average Academic Competence is 1059 (70.27%) and low Academic Competence is 192 (12.74%). The percentage level of Academic Competence for total sample of higher secondary school students is graphically represented in Figure 31.

Figure 31

Percentage of Respondents with Level of Academic Competence



Influence of Academic Competence on Self-Handicapping

The results for the Influence of three pairs of levels of Academic Competence on Self-handicapping for total sample are presented in Table 64.

Table 64

Influence of Academic Competence on Self-Handicapping for Total Sample

Academic Competence	N	Mean	SD	Sources of Variation	Sum of Squares	DF	Mean Squares of Variation	F-value (p-value)
High	256	119.64	19.32	Between Groups	82059.65	2	41029.82	126.616 (p=0.000)
Average	1059	137.38	17.70	Within Groups	487370.31	1504	324.04	
Low	192	144.04	17.80	Total	569429.97	1506		

The Table 64 explains the result regarding Self-handicapping among students based on the level of Academic Competence. The average score of Self-handicapping of the High, Average and Low Academic Competence are 119.64, 137.38 and 144.04 with Standard Deviations of 19.32, 17.70 and 17.80 respectively.

Table also indicates that the calculated F-value is 126.616 which is greater than the tabled value of 'F' (3.00) for (2, 1504) degree of freedom at 0.05 level of significance and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low group of Academic Competence among students. As, it can be concluded that there exists significant variation on Self-handicapping due to the variation in Academic Competence among students.

Findings based on Scheffé test revealed that the significance of difference in Self-handicapping based on the level of Academic Competence, it is presented in Table 65.

Table 65

Multiple Comparisons-Scheffé test of Self-Handicapping based on Level of Academic Competence

(I) Category	(J) Category	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
High	Average	-17.74842*	1.25372	.000	-20.8203	-14.6766
	Low	-24.40104*	1.71860	.000	-28.6119	-20.1902
Average	Low	-6.65262*	1.41200	.000	-10.1123	-3.1929

The results of multiple comparisons-Scheffé test given in Table 65 reveal that there exists significant difference in Self-handicapping based on level of Academic Competence i.e., between High and Average (p=0.000), High and Low (p=0.000) as well as Average and Low(p=0.000) level of Academic Competence among students.

The results of the Influence of three pairs of levels of Academic Competence on Self-handicapping for subsamples is presented in Table 66.

Table 66

Influence of Academic Competence on Self-Handicapping for Subsamples

Subsamples	Academic Competence			F-value	p-value
	High	Average	Low		
Male	119.37	137.50	143.01	56.224	.000
Female	119.80	137.26	145.22	68.609	.000
Rural	117.61	136.65	144.70	67.796	.000
Urban	121.45	138.21	143.26	60.925	.000
Government	120.21	135.97	138.85	30.868	.000
Aided	118.00	137.86	145.81	60.648	.000
Unaided	121.78	138.31	146.50	33.251	.000
Humanities	118.60	136.78	145.82	56.033	.000
Science	120.02	137.90	139.07	37.201	.000
Commerce	120.52	137.48	146.17	36.579	.000

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The average score of Self-handicapping of the High, Average and Low group of male respondents are 119.37, 137.51 and 143.01 respectively. The calculated F-value is 56.22 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low group of male students.

In the case of female students, the average score of Self-handicapping of the High, Average and Low group of respondents are 119.80, 137.26 and 145.22 respectively. The calculated F-value is 68.60 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low group of female students.

Regarding students in rural school, the average score of Self-handicapping of the High, Average and Low group of respondents are 117.61, 136.65 and 144.70 respectively. The calculated F-value is 67.79 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low group of students in rural school.

In the case of students in urban school, the average score of Self-handicapping of the High, Average and Low group of respondents are 121.45, 138.21 and 143.26 respectively. The calculated F-value is 60.92 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low group of students in urban school.

Considering students in government school, the average score of Self-handicapping of the High, Average and Low group of respondents are 120.21, 135.97 and 138.85 respectively. The calculated F-value is 30.86 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low group of students in government school.

Considering students in aided school, the average score of Self-handicapping of the High, Average and Low group of respondents are 118.00 137.86 and 145.81 respectively. The calculated F-value is 60.64 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low group of students in aided school.

Considering students in unaided school, the average score of Self-handicapping of the High, Average and Low group of respondents are 121.78, 138.31 and 146.50 respectively. The calculated F-value is 33.25 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low group of students in unaided school.

In the case of students in humanities stream, the average score of Self-handicapping of the High, Average and Low group of respondents are 118.60, 136.78 and 145.82 respectively. The calculated F-value is 56.03 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low group of students in humanities stream.

In the case of students in science stream, the average score of Self-handicapping of the High, Average and Low group of respondents are 120.02, 137.90 and 139.07 respectively. The calculated F-value is 37.20 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low group of students in science stream.

Regarding students in commerce stream, the average score of Self-handicapping of the High, Average and Low group of respondents are 120.52, 137.48 and 146.17 respectively. The calculated F-value is 36.57 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low group of students in commerce stream.

Level of Perceived Emotional Climate among Higher Secondary School Students

To find out the Influence of Perceived Emotional Climate on Self-handicapping, the level of Perceived Emotional Climate of students for total sample was divided into high, average and low groups based on the scores of Perceived Emotional Climate. Classification of group was done using the conventional procedure of mean and standard deviation. Students having scores above $M + \sigma$ (Mean + SD) were treated as high Perceived Emotional Climate group, below $M - \sigma$ (Mean - SD) as low Perceived Emotional Climate group, and in between $M + \sigma$ and $M - \sigma$ as average Perceived Emotional Climate group. The number of high, average and low Perceived Emotional Climate group of students and their percentage was found and the details of level of Perceived Emotional Climate for total sample is presented in Table 67.

Table 67

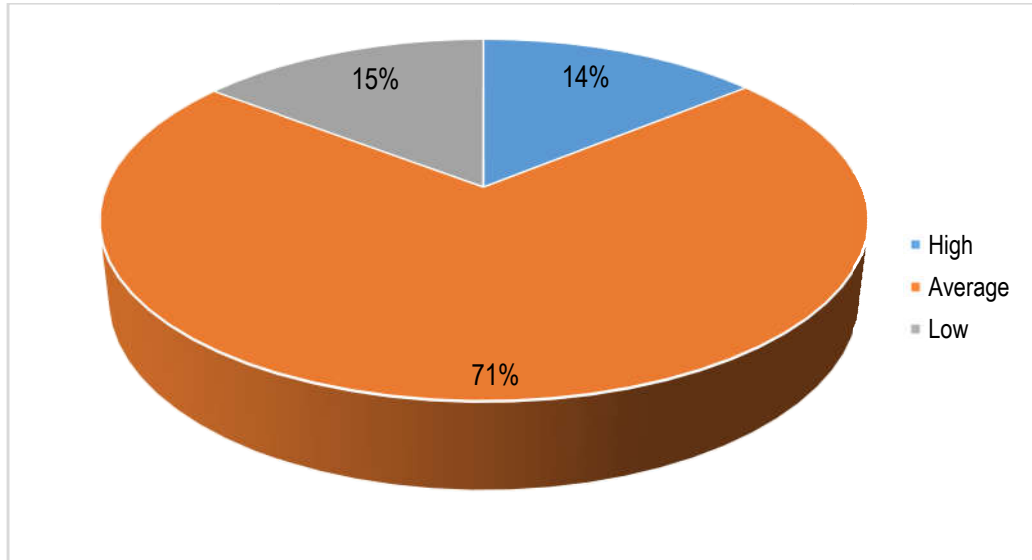
Level of Perceived Emotional Climate of Higher Secondary School Students for Total Sample

Perceived Emotional Climate	Range	Number	Percentage
High	Above 175	212	14.07
Average	143 – 175	1075	71.33
Low	Below 143	220	14.60
Total		1507	100.00

Table 67 shows the number of students having high Perceived Emotional Climate is 212 (14.07%), average Perceived Emotional Climate is 1075 (71.33%) and low Perceived Emotional Climate is 220 (14.60%). The percentage level of Perceived Emotional Climate for total sample of students is graphically represented in Figure 32.

Figure 32

Percentage of Respondents with Level of Perceived Emotional Climate



Influence of Perceived Emotional Climate on Self-Handicapping for Total Sample

The results for the Influence of three pairs of levels of Perceived Emotional Climate on Self-handicapping for total sample is presented in Table 68.

Table 68

Influence of Levels of Perceived Emotional Climate on Self-Handicapping for Total Sample

Perceived Emotional Climate	N	Mean	SD	Sources of Variation	Sum of Squares	DF	Mean Squares of Variation	F-value (p-value)
High	212	117.12	19.55	Between Groups	81524.07	2	40762.039	125.651 (p=0.000)
Average	1075	137.83	16.82	Within Groups	487905.89	1504	324.406	
Low	220	139.86	21.69	Total	569429.97	1506		

Table 68 revealed that the result regarding Self-handicapping of students based on the level of Perceived Emotional Climate. The average score of Self-handicapping of

the High, Average and Low groups are 117.12, 137.83 and 139.86 with Standard Deviations of 19.55, 16.82 and 21.69 respectively.

Table also indicates that the calculated F-value is 125.65 which is greater than the tabled value of 'F' (3.00) for (2, 1504) degree of freedom at 0.05 level of significance and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low level of Perceived Emotional Climate groups. This shows that there exists significant variation on Self-handicapping due to the variation in different levels of Perceived Emotional Climate among students.

Findings based on Scheffé test revealed that the significance of difference in Self-handicapping based on the levels of Perceived Emotional Climate, it is presented in Table 69.

Table 69

Multiple Comparisons-Scheffé test of Self-Handicapping based on Levels of Perceived Emotional Climate

(I) Category	(J) Category	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
High	Average	-20.71171*	1.35351	.000	-24.0281	-17.3954
	Low	-22.74082*	1.73343	.000	-26.9881	-18.4936
Average	Low	-2.02911	1.33280	.314	-5.2947	1.2365

The results of multiple comparisons-Scheffé test given in Table 69 reveal that there exists significant difference in Self-handicapping based on levels of Perceived Emotional Climate between High and Average ($p=0.000$) as well as High and Low ($p=0.000$) levels of Perceived Emotional Climate of students. But there is no significant difference in Self-handicapping based on Average and Low ($p=0.314$) levels Perceived Emotional Climate.

The results of the Influence of three pairs of levels of Perceived Emotional Climate on Self-handicapping for subsamples is presented in Table 70.

Table 70
Influence of Perceived Emotional Climate on Self-Handicapping for Subsamples

Subsamples	Perceived Emotional Climate			F-value	p-value
	High	Average	Low		
Male	119.20	137.97	140.86	56.083	.000
Female	115.28	137.72	138.70	69.212	.000
Rural	115.50	137.63	141.23	76.201	.000
Urban	119.17	138.07	138.65	49.169	.000
Government	116.13	136.51	134.92	39.181	.000
Aided	115.07	137.41	144.33	62.391	.000
Unaided	121.50	139.59	140.41	26.999	.000
Humanities	115.04	137.86	139.44	56.448	.000
Science	120.41	137.50	136.79	28.048	.000
Commerce	115.27	138.14	144.35	47.214	.000

In the case of male students, the average score of Self-handicapping of the High, Average and Low groups are 119.20, 137.96 and 140.85 respectively. Table also indicates that the calculated F-value is 56.08 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low groups of male students.

In the case of female students, the average score of Self-handicapping of the High, Average and Low groups are 115.28, 137.72 and 138.70 respectively. Table also indicates that the calculated F-value is 69.21 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low groups of female students.

Considering students in rural school, the average score of Self-handicapping of the High, Average and Low groups are 115.50, 137.63 and 141.23 respectively.

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Table also indicates that the calculated F-value is 76.20 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low groups of students in rural school.

Considering students in urban school, the average score of Self-handicapping of the High, Average and Low groups are 119.17, 138.07 and 138.65 respectively. Table also indicates that the calculated F-value is 49.16 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low groups of students in urban school.

Among students in government school, the average score of Self-handicapping of the High, Average and Low groups are 116.13, 136.51 and 134.92 respectively. Table also indicates that the calculated F-value is 39.18 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low groups of students in government school.

Concerning students in aided school, the average score of Self-handicapping of the High, Average and Low groups are 115.07, 137.41 and 144.33 respectively. Table also indicates that the calculated F-value is 62.39 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low groups of students in aided school.

Among students in unaided school, the average score of Self-handicapping of the High, Average and Low groups are 121.50, 139.59 and 140.41 respectively. Table also indicates that the calculated F-value is 26.99 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low groups of students in unaided school.

Regarding students in humanities stream, the average score of Self-handicapping of the High, Average and Low groups are 115.04, 137.86 and 139.44

respectively. Table also indicates that the calculated F-value is 56.44 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low groups of students in humanities stream.

In the case of students in science stream, the average score of Self-handicapping of the High, Average and Low groups are 120.41, 137.50 and 136.79 respectively. Table also indicates that the calculated F-value is 28.04 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low groups of students in science stream.

Regarding commerce stream, the average score of Self-handicapping of the High, Average and Low groups are 115.27, 138.14 and 144.35 respectively. Table also indicates that the calculated F-value is 47.21 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low groups of students in commerce stream.

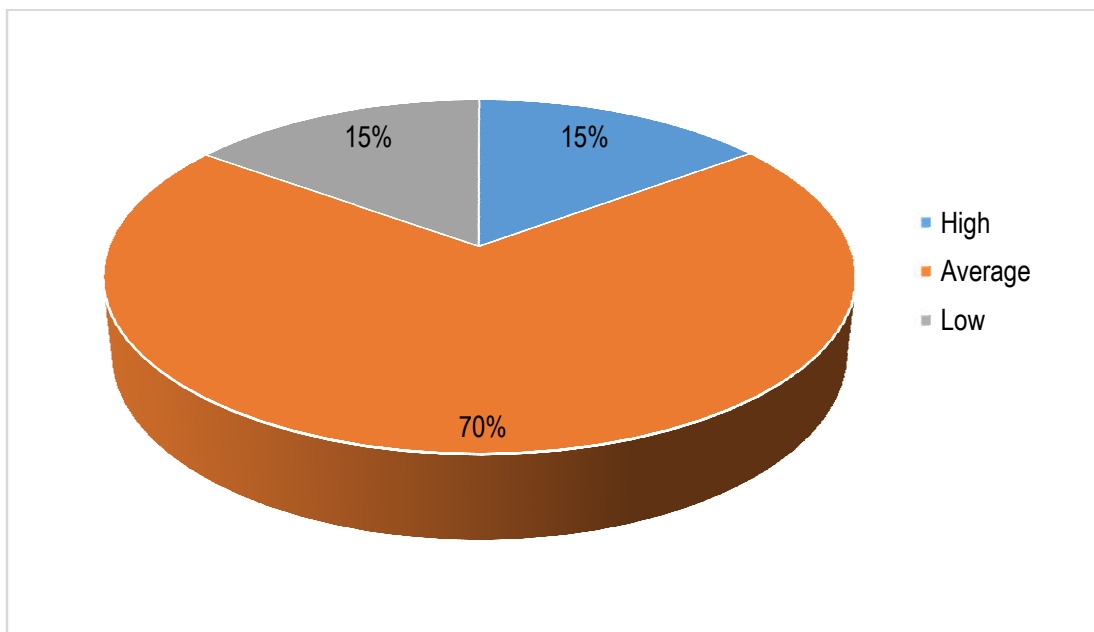
Level of Personal Values of Higher Secondary School Students

To find out the influence of Personal Values on Self-handicapping, the level of Personal Values of Students for total sample was divided into high, average and low groups based on the scores of Personal Values. Classification of group was done using the conventional procedure of mean and standard deviation. In this procedure, students having scores above $M + \sigma$ (Mean + SD) were treated as high Personal Values group, below $M - \sigma$ (Mean - SD) as low Personal Values group, and in between $M + \sigma$ and $M - \sigma$ as average Personal Values group. The number of high, average and low Personal Values group of students and their percentage was found and the details of level of Personal Values for total sample is presented in Table 71.

Table 71*Level of Personal Values of Higher Secondary School Students for Total Sample*

Personal Values	Range	Number	Percentage
High	Above 370	224	14.86
Average	294 – 370	1056	70.07
Low	Below 294	227	15.06
Total		1507	100.00

Table 71 shows the number of students having high Personal Values is 224 (14.86%), average Personal Values is 1056 (70.7%) and low Personal Values is 227 (15.06%). The percentage level of Personal Values for total sample of students is graphically represented in Figure 33.

Figure 33*Percentage of Respondents with Level of Personal Values*

Influence of Personal Values on Self-Handicapping for Total Sample

The results of the Influence of three pairs of levels of Personal Values on Self-handicapping for total sample is presented in Table 72.

Table 72*Influence of Levels of Personal Values on Self-Handicapping for Total Sample*

Personal Values	N	Mean	SD	Sources of Variation	Sum of Squares	DF	Mean Squares of Variation	F-value (p-value)
High	224	124.35	22.22	Between Groups	32379.178	2	16189.589	45.339 (p=0. .000)
Average	1056	136.64	18.09	Within Groups	537050.797	1504	357.082	
Low	227	139.30	18.96	Total	569429.975	1506		

Table 72 explains the result regarding Self-handicapping among students based on the level of Personal Values. The average score of Self-handicapping of the High, Average and Low groups are 124.35, 136.64 and 139.30 with Standard Deviations of 22.22, 18.09 and 18.96 respectively.

Table also indicates that the calculated F-value is 45.33 which is less than the tabled value of 'F' (3.00) for (2, 1504) degree of freedom at 0.05 level of significance and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low group of students. Hence, it can be concluded that there exists significant variation on Self-handicapping due to the variation in levels of Personal Values among students.

Findings based on Scheffé test revealed that the significance of difference in Self-handicapping based on the levels of Personal Values, it is presented in Table 73.

Table 73

Multiple Comparisons-Scheffé Test of Self-Handicapping based on the Levels of Personal Values

(I) Category	(J) Category	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
High	Average	-12.29058*	1.39006	.000	-15.6965	-8.8847
	Low	-14.95123*	1.77965	.000	-19.3117	-10.5907
Average	Low	-2.66064	1.38246	.157	-6.0479	.7266

The results of multiple comparisons- Scheffé test given in Table 73 reveal that there exists significant difference in Self-handicapping based on levels of Personal Values between High and Average ($p=0.000$) as well as High and Low ($p=0.000$) levels of Personal Values. But there is no significant difference in self-handicapping between Average and Low ($p=0.157$) based on levels of Personal values of students.

The results of the influence of three pairs of levels of Personal Value groups on Self-handicapping for sub-samples is presented in Table 74.

Table 74

Influence of Personal Values on Self-Handicapping for Subsamples

Subsample	Personal Value			F-value	p-value
	High	Average	Low		
Male	126.63	136.77	137.42	10.465	.000
Female	123.28	136.52	141.84	34.555	.000
Rural	124.40	136.25	138.20	18.572	.000
Urban	124.31	137.12	140.18	28.067	.000
Government	120.33	134.98	136.35	18.189	.000
Aided	125.24	136.76	140.73	15.769	.000
Unaided	127.28	138.32	141.24	11.620	.000
Humanities	122.19	136.72	139.57	23.906	.000
Science	125.62	136.96	134.05	12.049	.000
Commerce	125.71	136.24	142.94	13.857	.000

The average score of Self-handicapping of the High, Average and Low Personal Values group of male respondents are 126.63, 136.77 and 137.42 respectively. The calculated F-value is 10.46 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low group of Personal Values among male students.

In the case of female students, the average score of Self-handicapping of the High, Average and Low Personal Values group of respondents are 123.28, 136.52 and 141.84 respectively. The calculated F-value is 34.55 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low group of Personal Values among female students.

Considering students in rural school, the average score of Self-handicapping of the High, Average and Low Personal Values group of respondents are 124.40, 136.25 and 138.20 respectively. The calculated F-value is 18.57 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low group of Personal Values among students in rural school.

In the matter of students in urban school, the average score of Self-handicapping of the High, Average and Low Personal Value group of respondents are 124.31, 137.12 and 140.18 respectively. The calculated F-value is 28.06 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low group of Personal Values among students in urban school.

Among students in government school, the average score of Self-handicapping of the High, Average and Low Personal Value group of respondents are 120.33, 134.98 and 136.35 respectively. The calculated F-value is 18.18 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping

differs significantly among high, average, and low group of Personal Values among students in government school.

Considering students in aided school, the average score of Self-handicapping of the High, Average and Low Personal Value group of respondents are 125.24, 136.76 and 140.73 respectively. The calculated F-value is 15.76 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low group of Personal Values among students in aided school.

Concerning students in unaided school, the average score of Self-handicapping of the High, Average and Low Personal Values group of respondents are 127.28, 138.32 and 141.24 respectively. The calculated F-value is 11.62 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low group of Personal Values among students in unaided school.

In the matter of students in humanities stream, the average score of Self-handicapping of the High, Average and Low Personal Value group of respondents are 122.19, 136.72 and 139.57 respectively. The calculated F-value is 23.90 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low group of Personal Values among students in humanities stream.

As per students in science stream, the average score of Self-handicapping of the High, Average and Low Personal Values group of respondents are 125.62, 136.96 and 134.05 respectively. The calculated F-value is 12.04 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low group of Personal Values among students in science stream.

In the case of students in commerce stream, the average score of Self-handicapping of the High, Average and Low Personal Value group of respondents are 125.71, 136.24 and 142.94 respectively. The calculated F-value is 13.85 and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low group of Personal Value among students in commerce stream.

Major Analysis

Combined Influence of Academic Competence, Perceived Emotional Climate, and Personal Values on Self-Handicapping

Number and percentage of students with high, average and low Academic Competence, Perceived Emotional Climate and Personal Values is presented in Table 75.

Table 75

Percentage of Students with High, Average and Low Academic Competence, Perceived Emotional Climate and Personal Values

Variables	Value Label	N	Percentage
Academic Competence	High	256	16.99
	Average	1059	70.27
	Low	192	12.74
Perceived Emotional Climate	High	212	14.07
	Average	1075	71.33
	Low	220	14.60
Personal values	High	224	14.86
	Average	1056	70.07
	Low	227	15.06

Table 75 shows that the percentage of students with High, Average and Low Academic Competence are 16.99, 70.27 and 12.74 respectively. Considering the Perceived Emotional Climate, the percentage of students with High, Average and

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Low are 14.07, 71.33 and 14.60 respectively. Percentage of students with High, Average and Low Personal Values are 14.86, 70.07 and 15.06 respectively. Average score of Self-handicapping among higher secondary school students with high, average and low Academic Competence, Perceived Emotional Climate and Personal Values is presented in Table 76.

Table 76

Average Score of Self-Handicapping among Students with High, Average and Low Academic Competence, Perceived Emotional Climate and Personal Values

Academic Competence	Perceived emotional Climate	Personal value			Total
		High	Average	Low	
High	High	106.93	115.54	108.00	110.89
	Average	126.22	127.86	128.33	127.44
	Low	129.00	110.50	103.00	111.42
	Total	114.47	122.80	119.20	119.64
Average	High	121.08	125.66	120.25	123.66
	Average	136.56	138.28	140.83	138.49
	Low	133.20	143.88	133.22	139.93
	Total	131.53	138.11	138.05	137.39
Low	High	121.25	124.40	137.00	124.40
	Average	136.55	145.48	146.17	144.86
	Low	0.00	146.57	144.32	145.70
	Total	132.47	144.94	145.23	144.04

It is seen that Self-handicapping is low (103.00) for high Academic Competence, high Perceived Emotional Climate and low Personal Values group; followed by high Academic Competence, high Perceived Emotional Climate and high Personal Values group (106.93). Similarly, Self-handicapping is high (146.57) for low Academic Competence, low Perceived Emotional Climate and average Personal Values group; followed by low Academic Competence, average Perceived Emotional Climate and low Personal Values group (146.17).

To find out the combined influence of three independent variables viz., Academic Competence, Perceived Emotional Climate, and Personal Values on the dependent variable Self-handicapping, factor analysis (3 x 3 x 3) of variance was applied. The result of the significance of difference is presented in Table 77.

Table 77

Influence of Academic Competence, Perceived Emotional Climate and Personal Values on Self-Handicapping

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	132018.167 ^a	25	5280.727	17.880	.000
Intercept	1847136.576	1	1847136.576	6254.082	.000
AC	7655.45	2	3827.725	12.960	.000
PEC	6568.14	2	3284.073	11.119	.000
PV	194.90	2	97.453	.330	.719
AC * PEC	937.56	4	234.391	.794	.529
AC * PV	859.34	4	214.837	.727	.573
PEC * PV	532.35	4	133.089	.451	.772
AC * PEC * PV	1754.76	7	250.681	.849	.547
Error	437411.80	1481	295.349		
Total	28124759.00	1507			
Corrected Total	569429.97	1506			

AC: Academic Competence; PEC: Perceived Emotional Climate; PV: Personal Values

Table 77 concluded the result regarding the main effect and combined effect of Academic Competence, Perceived Emotional Climate, and Personal Values on Self-handicapping among the higher secondary school students.

Academic Competence has the significant main effect on Self-handicapping among students, since the calculated F-value is 12.960 and the p-value (0.000) is less than 0.05. Similarly, Perceived Emotional Climate also has the significant main

effect on Self-handicapping among students, since the calculated F-value is 11.119 and the p-value (0.000) is less than 0.05.

At the same time, the analysis reveals that there is no significant main effect of Personal Values on Self-handicapping among higher secondary school students since the p-value (0.719) is greater than 0.05.

Considering the combined effect of the variables it is seen that there is no significant combined effect of Academic Competence and Perceived Emotional Climate ($p=0.794$); Academic Competence and Personal Values ($p=0.573$); Perceived Emotional Climate and Personal Values ($p=0.772$) and the combined effect of the three variables Academic Competence, Perceived Emotional Climate and Personal Values ($p=0.547$) on Self-handicapping among students since the p-value is greater than 0.05.

Conclusion

The present research work was to find out the influence of Academic Competence, Perceived Emotional Climate and Personal Values on Self-handicapping among higher secondary students of Kerala.

There exists significant difference in Academic Competence based on gender of students ($t=5.547$, $p=0.000$), type of management of school ($F=9.879$, $p=0.000$) and stream of study ($F=4.50$, $p=0.011$). There is no significant difference in Academic Competence based on locale of schools ($t=1.933$, $p=0.053$).

There is no significant difference in Perceived Emotional Climate based on gender of students ($t=1.514$, $p=0.130$), locale of school ($t=0.902$, $p=0.367$), type of management of school ($F=2.401$, $p=0.091$) and, stream of study ($F=0.906$, $p=0.404$).

There exists significant difference in Personal Values based on gender of students ($t=4.905$, $p=0.000$), type of management school ($F=21.799$, $p=0.000$) and

stream of study ($F=5.614$, $p=0.004$). Even though, there is no significant difference in Personal Values based on the locale of school ($t=0.907$, $p=0.365$).

There exists significant difference in Self-handicapping based on the type of management of school ($F=6.091$, $p=0.002$). But there is no significant difference in Self-handicapping based on gender of students ($t=1.340$, $p=0.180$), locale of schools ($t=0.935$, $p=0.350$) and stream of study ($F=0.914$, $p=0.401$).

Academic Competence ($r = -0.427$, $p=0.000$), Perceived Emotional Climate ($r = -0.356$, $p=0.000$) and Personal Values ($r = -0.177$, $p=0.000$) have significant negative correlation with Self-handicapping.

Most expressed categories of Perceived Emotional Climates are Hope (88.12%) followed by Security (72.06%), Instability (63.17%), Confidence (62.18%), Solidarity (58.39%), and Satisfaction (43.20%). It is also seen that least exhibited Perceived Emotional Climate are Despair (7.90%) followed by Fear (19.11%), Hostility (22.83%), Depression (23.76%), Stability (24.15%), and Distress (38.29%).

There exists significant variation on Self-handicapping due to the variation in the category of Perceived Emotional Climate, Security Vs. Fear ($F=3.226$, $p=0.040$); Hope Vs. Despair ($F=4.475$, $p=0.012$); Solidarity Vs. Hostility ($F=3.749$, $p=0.024$) and Stability Vs. Instability ($F=26.704$, $p=0.000$). There is no significant variation on Self-handicapping due to the variation in the category of Perceived Emotional Climate Confidence Vs. Depression ($F=1.431$, $p=0.240$) and Satisfaction Vs. Distress ($F=2.867$, $p=0.057$).

Most expressed Personal Value traits are Achievement (36.83%) followed by Conformity (25.08%), Security (15.86%), Self-direction (13.21%), Universalism (11.88%) Stimulation (10.95%). Similarly, the least expressed Personal Values are Power (4.58%), Hedonism (5.64%), Benevolence (5.51%) and Tradition (5.77%).

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There exists significant difference in Self-handicapping among students with Personal Values Power ($p=0.016$), Achievement ($p=0.031$), Universalism ($p=0.031$), Conformity ($p=0.000$) and Stimulation ($p=0.028$).

There is no significant difference in Self-handicapping among students with personal value Security ($p=0.280$), Hedonism ($p=0.439$), Self-direction ($p=0.705$), Tradition ($p=0.258$), and Benevolence ($p=0.156$).

Academic Competence ($F=12.960$, $p\text{-value} = 0.000$) and Perceived Emotional Climate ($F = 11.119$; $p\text{-value} = 0.000$) has the significant main effect on Self-handicapping among students. Conversely, there is no significant main effect of Personal Values on Self-handicapping among students since the $p\text{-value}$ ($F=0.330$, $p=0.719$) is greater than 0.05. Similarly, there is no significant combined effect of Academic Competence, Perceived Emotional Climate and Personal Values on Self-handicapping ($F=0.849$, $p=0.547$) among students since the $p\text{-value}$ is greater than 0.05.

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Appendices

Summary, Findings & Conclusions

- *Study in Retrospect*
- *Major Findings of the Study*
- *Tenability of Hypotheses*
- *Conclusions*

SUMMARY, FINDINGS AND CONCLUSIONS

The purpose of the investigation is to arrive at inferences and generalization based on the analysis and interpretation. The analysis of the data and interpretation of results done in previous chapters need to be discussed in larger perspective of major findings. So, in this chapter namely summary and conclusions includes study in retrospect, major findings of the study, tenability of hypotheses, and the conclusions the researcher has arrived at, generalization formulated on the basis of the study. Thus, it consists of

- Study in Retrospect
- Major findings of the study
- Tenability of Hypotheses
- Conclusions

Study in Retrospect

The prime objective of the present study is to find out the influence of Academic Competence, Perceived Emotional Climate, and Personal Values on Self-handicapping among Higher Secondary School Students of Kerala. The study was conducted on a sample of 1507 higher secondary school Students studying in standard XI. Selection of the sample was made using the stratified random sampling technique. Standardized tools were administered to 1507 XI standard students from Kasaragod, Malappuram, Palakkad, and Thiruvananthapuram Districts. Appropriate statistical techniques were used for the analysis of data. The summary of the procedure, conclusion, and suggestions are given below.

Restatement of the Problem

The study is designed to find out the influence of academic competence, perceived emotional climate, and personal values on self-handicapping among higher secondary school students of Kerala. Hence, the problem has been stated as the **“Influence of Academic Competence, Perceived Emotional Climate, and Personal Values on Self-Handicapping among higher secondary school students of Kerala”**.

Variables of the Study

The present study involves three types of variables viz., independent variable, dependent variable, and categorical variables.

Independent Variables

The independent variables of the study are

- Academic Competence
- Perceived Emotional Climate
- Personal Values

Dependent Variable

The present study is an attempt to find out the influence of Academic Competence, Perceived Emotional Climate, and Personal Values on Self-handicapping among higher secondary students. Hence the dependent variable of the study is

- Self-handicapping

Categorical Variables

Selected categorical variables of the present study are

- Gender
- Locale of school
- Type of Management of School
- Stream of Study

Objectives of the Study

The objectives of the study are the following;

1. To find out the difference in Academic Competence, Perceived Emotional Climate, Personal Values, and Self-handicapping among higher secondary school students of Kerala based on relevant subsamples, viz., gender, locale of school, type of management of school, and stream of study.
2. To find out the relationship between Academic Competence and Self-handicapping among higher secondary school students of Kerala for total sample and relevant subsamples.
3. To find out the relationship between Perceived Emotional Climate and Self-handicapping among higher secondary school students of Kerala for total sample and relevant subsamples.
4. To find out the relationship between Personal Values and Self-handicapping among higher secondary school students of Kerala for total sample and relevant subsamples.
5. To find out the influence of categories of Perceived Emotional Climate on self-handicapping for total sample.
6. To find out the influence of Personal Values traits on Self-handicapping for total sample.
7. To find out the influence of Academic Competence, Perceived Emotional Climate, and Personal Values on Self-handicapping among higher secondary school students of Kerala for total sample and relevant subsamples.
8. To find out the combined influence of Academic Competence, Perceived Emotional Climate, and Personal Values on Self-handicapping among higher secondary school students of Kerala for total sample.

Hypotheses of the Study

The following hypotheses are formulated

1. There exists significant difference in Academic Competence of higher secondary school students based on subsamples, viz., gender, locale of school, type of management of school, and stream of study.
2. There exists significant difference in Perceived Emotional Climate of higher secondary school students based on subsamples, viz., gender, locale of school, type of management of school, and stream of study.
3. There exists significant difference in Personal Values of higher secondary school students based on subsamples, viz., gender, locale of school, type of management of school, and stream of study.
4. There exists significant difference in Self-handicapping of higher secondary school students based on subsamples, viz., gender, locale of school, type of management of school, and stream of study.
5. There exists significant relationship between Academic Competence and Self-handicapping among higher secondary school students for total sample.
6. There exists significant relationship between Academic Competence and Self-handicapping among higher secondary school students based on subsamples, viz., gender, locale of school, type of management of school, and stream of study.
7. There exists significant relationship between Perceived Emotional Climate and Self-handicapping among higher secondary school students for total sample.

8. There exists significant relationship between Perceived Emotional Climate and Self-handicapping among higher secondary school students based on subsamples, viz., gender, locale of school, type of management of school, and stream of study.
9. There exists significant relationship between Personal Values and Self-handicapping among higher secondary school students for total sample.
10. There exists significant relationship between Personal Values and Self-handicapping among higher secondary school students based on subsamples, viz., gender, locale of school, type of management of school, and stream of study.
11. There exists significant influence of categories of Perceived Emotional Climate on Self-handicapping among higher secondary school students for total sample.
12. There exists significant influence of Personal Values traits on self-handicapping among higher secondary school students for total sample.
13. There exists significant influence of Academic Competence, Perceived Emotional Climate, and Personal Values on Self-handicapping among higher secondary school students for total sample.
14. There exists significant combined influence of Academic Competence, Perceived Emotional Climate, and Personal Values on Self-handicapping among higher secondary school students for total sample.

Methodology in Brief

The methodology of the study is explained below:

Sample

The present study was carried out on a representative sample of 1507 higher secondary school students (742 Male Students and 765 Female Students) from Kasaragod, Malappuram, Palakkad and, Thiruvananthapuram districts of Kerala. The stratified random sampling method was used to select the samples. Due representation was given to gender, locale of school, type of management of school, and stream of study while selecting the sample.

Tools for Data Collection

The following tools were used for the present study

- Academic Competence Scale (Suhara & Jaseena 2020)
- Perceived Emotional Climate Scale (Suhara & Jaseena 2020)
- Personal Values Scale (Suhara & Jaseena 2020)
- Self-handicapping Scale (Suhara & Jaseena 2020)

Statistical Techniques Used

The following statistical techniques were used for the present study

1. Descriptive statistical techniques like Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis
2. Test of significance of Difference between the means of large independent samples
3. Pearson's Product Moment Coefficient of Correlation
4. Analysis of Variance
5. Scheffés Test of Multiple Comparisons

Major Findings of the Study

The major findings arrived at from the study are the following:

1. Comparison of Mean Scores of Self-Handicapping of higher secondary school students for Subsamples based on Gender, Locale of School, Type of Management of School, and Stream of Study

a) The Mean Score of Self-Handicapping of Higher Secondary School Students based on Gender differ Significantly at 0.05 Levels

The mean score of Self-handicapping of male students is 135.90 with a standard deviation of 18.39 and the mean score of Self-handicapping of female students is 134.56 with standard deviation of 20.39. The average score of Self-handicapping of female (134.56) students is slightly lower than male (135.90) students. The test shows that there is no significant difference in Self-handicapping score between male and female students since the calculated t-value ($t=1.340$, $p=0.180$) is less than the tabled value (1.96) at 0.05 level of significance.

b) The Mean Score of Self-Handicapping of Higher Secondary School Students based on Locale of School differ significantly at 0.05 Levels

The mean score of Self-handicapping of students from rural schools is 134.77 with a standard deviation of 20.31 and the mean score of Self-handicapping of students from urban schools is 135.71 with a standard deviation of 18.46. The average score of Self-handicapping of urban school students (135.71) is slightly higher than that of rural school (134.77) students. Independent sample t-test shows that there is no significant difference in Self-handicapping scores between rural and urban school students since the calculated t-value ($t=0.935$, $p=0.350$) is less than the tabled value (1.96) at 0.05 level of significance.

c) The Mean Score of Self-Handicapping of Higher Secondary School Students based on Type of Management of School differ significantly at 0.05 Levels

The average score of Self-handicapping of Government, Aided, and Unaided school students are 133.34, 134.83, and 137.60 with Standard Deviations of 19.21, 20.41, and 18.52 respectively. The calculated F-value is 6.091 and the p-value is 0.002. Hence, the result of the Analysis of Variance shows that there exists a significant difference ($F=6.091$, $p=0.002$) in Self--handicapping of higher secondary school students based on type of management of school. Self-handicapping score is lower for government (133.34) school students and it is higher for unaided (137.60) school students, and the difference is statistically significant.

d) The Mean Score of Self-Handicapping of Higher Secondary School Students based on Stream of Study differ significantly at 0.05 Levels

The average score of Self-handicapping of the higher secondary school students with stream of study Humanities, Science, and Commerce are 134.83, 134.68 and 136.21 with Standard Deviations of 19.38, 19.57, and 19.37 respectively. The calculated F-value is 0.914 and the p-value is 0.401 which is greater than 0.05. Hence, the Analysis of Variance shows that there is no significant difference ($F=0.914$, $p=0.401$) in Self-handicapping based on stream of study. Self-handicapping of science (134.63) students is slightly lower and it is marginally higher among commerce students (136.21) and the difference is statistically not significant.

2. Comparison of Mean Score Academic Competence for Subsamples based on Gender, Locale of School, and Type of Management of School and Stream of Study

a) The Mean Score of Academic Competence of Higher Secondary School Students based on Gender differ significantly at 0.05 Levels

The mean Academic Competence of male students is 143.54 with a standard deviation of 17.04 and the mean Academic Competence score of female students is

148.76 with a standard deviation of 19.33. The average score of Academic Competence of female (148.76) students is higher than that of male (143.54) students. There exists a significant difference in Academic Competence between the male and female students since the calculated t-value ($t=5.547$, $p=0.000$) is greater than the tabled value (1.96) at 0.05 level of significance.

b) The Mean Score of Academic Competence of Higher Secondary School Students based on Locale of School differ significantly at 0.05 Levels

The mean Academic Competence of students from rural schools is 145.31 with a standard deviation of 17.75 and the mean score of Academic Competence of students from urban schools is 147.14 with a standard deviation of 19.08. The average score of Academic Competence of urban school students (147.14) is higher than that of rural school (145.31) students. Independent sample t-test shows that there is no significant difference in Academic Competence between rural and urban school students since the calculated t-value ($t=1.933$, $p=0.053$) is less than the tabled value (1.96) at 0.05 level of significance.

c) The Mean Score of Academic Competence of Higher Secondary School Students based on Type of Management of School differ Significantly at 0.05 Levels

The average scores of Academic Competence of Government, Aided, and Unaided school students are 146.63, 148.40, and 143.32 with Standard Deviations of 18.34, 19.52, and 16.86 respectively. The calculated F-value is 9.879 and the p-value is 0.000. Hence, the result of the Analysis of Variance shows that there exists a significant difference ($F=9.879$, $p=0.000$) in Academic Competence of higher secondary school students based on type of management of school.

Academic Competence is higher for aided (148.40) school students and it is lower for unaided (143.32) school students, and the difference is statistically significant.

d) The Mean Score of Academic Competence of Higher Secondary School Students based on Stream of Study differ Significantly at 0.05 Levels

The average score of Academic Competence of higher secondary school students with stream of study Humanities, Science and Commerce are 145.68, 148.12 and 144.72 with Standard Deviations of 19.45, 18.99, and 16.42 respectively. The calculated F-value is 4.50 and the p-value is 0.011 which is less than 0.05. Hence, the Analysis of Variance shows that there exists a significant difference ($F=4.50$, $p=0.011$) in Academic Competence based on stream of study. Academic Competence of science (148.12) students is higher and it is lower among commerce students (144.72) and the difference is statistically significant.

3. Comparison of Mean Scores of Perceived Emotional Climate of Higher Secondary School Students for Subsamples based on Gender, Locale of School, Type of Management of School and Stream of Study

a) The Mean Score of Perceived Emotional Climate of Higher Secondary School Students based on Gender differ significantly at 0.05 Levels

The mean score of Perceived Emotional Climate of male students is 158.88 with a standard deviation of 16.26 and the mean Perceived Emotional Climate of female students is 160.11 with a standard deviation of 15.08. The average score of Perceived Emotional Climate of female (160.11) students is slightly higher than that of male (158.88) students. There is no significant difference in Perceived Emotional Climate between male and female students since the calculated t-value ($t=1.514$, $p=0.130$) is less than the tabled value (1.96) at 0.05 level of significance.

b) The Mean Score of Perceived Emotional Climate of Higher Secondary School Students Based on Locale of School differ significantly at 0.05 Levels

The mean score of the Perceived Emotional Climate of students from rural schools is 159.85 with a standard deviation of 15.59 and the mean score of Perceived Emotional Climate of students from urban schools is 159.12 with a standard deviation of 15.79. Independent sample t-test shows that there is no significant difference in Perceived Emotional Climate between rural and urban school students since the calculated t-value ($t=0.902$, $p=0.367$) is less than the table value (1.96) at 0.05 level of significance.

c) The Mean Score of Perceived Emotional Climate of Higher Secondary School Students based on Type of Management of School differ significantly at 0.05 Levels

The average score of Perceived Emotional Climate of Government, Aided and Unaided school students are 159.74, 160.41, and 158.28 with Standard Deviations of 15.98, 16.41, and 14.47 respectively. The calculated F-value is 2.401 and the p-value is 0.091. Hence, the result of the Analysis of Variance shows that there is no significant difference ($F=2.401$, $p=0.091$) in Perceived Emotional Climate of higher secondary school students based on type of management of school. The Perceived Emotional Climate is slightly higher for aided (160.41) school students and it is lower for unaided (158.28) school students, and the difference is statistically not significant.

d) The Mean Score of Perceived Emotional Climate of Higher Secondary School Students based on Stream of Study differ significantly at 0.05 Levels

The average score of Perceived Emotional Climate of higher secondary school students with stream of study Humanities, Science, and Commerce are

159.24, 160.26 and 159.00 with Standard Deviations of 16.37, 15.93, and 14.62 respectively. The calculated F-value is 0.906 and the p-value is 0.404 which is greater than 0.05. Hence, the Analysis of Variance shows that there is no significant difference ($F=0.906$, $p=0.404$) in Perceived Emotional Climate based on stream of study. Perceived Emotional Climate of science (160.26) students is slightly higher and it is slightly lower among commerce students (159.00) and the difference is statistically not significant.

4. Comparison of Mean Scores of Personal Values of Higher Secondary School Students for Subsamples based on Gender, Locale of School, Type of Management of School, and Stream of Study

a) The Mean Score of Personal Values of Higher Secondary School Students based on Gender differ Significantly at 0.05 Levels

The mean Score of Personal Values of male students is 327.59 with a standard deviation of 36.82 and the mean Personal Values score of female students is 337.06 with a standard deviation of 38.09. The average score of Personal Values of female (337.06) students is higher than that of male (327.59) students. The test shows that there exists a significant difference in Personal Values score between male and female students since the calculated t-value ($t=4.905$, $p=0.000$) is greater than the tabled value (1.96) at 0.05 level of significance.

b) The Mean Scores of Personal Values of Higher Secondary School Students based on the Locale of School differ Significantly at 0.05 Levels

The mean score of Personal Values of students from rural schools is 333.24 with a standard deviation of 37.81 and the mean score of Personal Values of students from urban schools is 331.48 with a standard deviation of 37.71. The average score of Personal Values of rural school students (333.24) is higher than that of urban

school (331.48) students. Independent sample t-test shows that there is no significant difference in Personal Values between rural and urban school students since the calculated t-value ($t=0.907$, $p=0.365$) is less than the tabled value (1.96) at 0.05 level of significance.

c) The Mean Scores of Personal Values of Higher Secondary School Students based on Type of Management of School differ Significantly at 0.05 Levels

The average score of Personal Values of Government, Aided, and Unaided school students are 330.04, 340.74, and 325.76 with Standard Deviations of 37.95, 34.42, and 39.41 respectively. The calculated F-value is 21.799 and the p-value is 0.000. Hence, the result of the Analysis of Variance shows that there exists a significant difference ($F=21.799$, $p=0.000$) in Personal Values of higher secondary school students based on type of management of school. Personal Values is higher for aided (340.74) school students and it is lower for unaided (325.76) school students, and the difference is statistically significant.

d) The Mean Scores of Personal Values of Higher Secondary School Students based on Stream of Study differ Significantly at 0.05 Levels

The average score of Personal Values of higher secondary school students with the stream of study Humanities, Science and Commerce are 333.18, 335.84 and 327.92 with Standard Deviations of 38.25, 37.54, and 37.07 respectively. The calculated F-value is 5.614 and the p-value is 0.004 which is less than 0.05. Hence, the Analysis of Variance shows that there exists a significant difference ($F=5.614$, $p=0.004$) in Personal Values based on stream of study. Personal Values of science (335.84) students is significantly higher and it is significantly lower among commerce students (327.92) and the difference is statistically significant.

5. Relationship between Academic Competence with Self-Handicapping for Total Sample

The relationship between academic competence with self-handicapping for the whole sample is measured by using Pearson's product-moment coefficient of correlation. The findings indicate that the relationship between academic competence and self-handicapping for total sample ($r = -0.427$, $p=0.000$) shows a significant and negative relationship at 0.05 level of significance.

6. Relationship between Academic Competence and Self-handicapping for Subsamples

The relationship between academic competence with self-handicapping for the subsample Male ($r= -0.400$ and $p = 0.000$), Female ($r= -0.447$ and $p = 0.000$), Urban ($r= -0.404$ and $p = 0.000$), Rural ($r= -0.454$ and $p = 0.000$), Government ($r= -0.368$ and $p = 0.000$), Aided ($r= -0.494$ and $p = 0.000$), Unaided ($r= -0.391$ and $p = 0.000$), Humanities ($r= -0.477$ and $p = 0.000$), Science ($r= -0.400$ and $p = 0.000$), and Commerce ($r= -0.397$ and $p = 0.000$) shows significant and negative relationship at 0.05 level of significance.

7. Relationship between Perceived Emotional Climate and Self-Handicapping for Total Sample

The relationship between Perceived Emotional Climate with Self-handicapping for total sample indicates that there is significant correlation between Perceived Emotional Climate and Self-handicapping. The negative sign of the coefficient indicates that Perceived Emotional Climate and Self-handicapping increases or decreases in opposite direction.

8. Relationship between Perceived Emotional Climate and Self-handicapping for Subsamples

The relationship between Perceived Emotional Climate with Self-handicapping for subsample Male ($r = -0.338$ and $p = 0.000$), Female ($r = -0.374$ and $p = 0.000$), Urban ($r = -0.331$ and $p = 0.000$), Rural ($r = -0.378$ and $p = 0.000$), Government ($r = -0.292$ and $p = 0.000$), Aided ($r = -0.464$ and $p = 0.000$), Unaided ($r = -0.280$ and $p = 0.000$), Humanities ($r = -0.387$ and $p = 0.000$), Science ($r = -0.321$ and $p = 0.000$), and Commerce ($r = -0.360$ and $p = 0.000$) shows significant and negative relationship at 0.05 level of significance.

9. Relationship between Personal Values and Self-Handicapping for Total Sample

The relationship between Personal Values with Self-handicapping for total sample indicates ($r = -0.177$, $p = 0.000$) that significant and negative correlation at 0.05 level of significance.

10. Relationship between Personal Values and Self-Handicapping for Subsamples

The correlation between personal value with self-handicapping for the subsample Male ($r = -0.097$ and $p = 0.008$), Female ($r = -0.241$ and $p = 0.000$), Urban ($r = -0.240$ and $p = 0.000$), Rural ($r = -0.123$ and $p = 0.000$), Government ($r = -0.194$ and $p = 0.000$), Aided ($r = -0.175$ and $p = 0.000$), Unaided ($r = -0.153$ and $p = 0.001$), Humanities ($r = -0.213$ and $p = 0.000$), Science ($r = -0.077$ and $p = 0.083$), and Commerce ($r = -0.236$ and $p = 0.000$) shows significant and negative relationship at 0.05 level of significance.

11. Perceived Emotional Climate Categories

Most expressed categories of Perceived Emotional Climates are Hope (88.12%) followed by Security (72.06%), Instability (63.17%), Confidence (62.18%),

Solidarity (58.39%), and Satisfaction (43.20%). It is also seen that least exhibited Perceived Emotional Climate are Despair (7.90%) followed by Fear (19.11%), Hostility (22.83%), Depression (23.76%), Stability (24.15%), and Distress (38.29%).

12. Influence of Categories of Perceived Emotional Climate on Self-Handicapping for Total Sample

Climate of Security Vs. Climate of Fear

The average score of Self-handicapping of Security, Indifferent, and Fear groups are 134.93, 132.65, and 137.47 with Standard Deviations of 18.95, 18.75 and 21.35 respectively. There exists significant variation in Self-handicapping due to the variation in the category of Perceived Emotional Climate Security Vs. Fear. Self-handicapping is low for Security (134.93) and high for Fear (137.47).

Climate of Hope Vs. Climate of Despair

The average score of Self-handicapping of Hope, Indifferent, and Despair groups are 135.03, 130.90, and 139.52 with Standard Deviations of 19.26, 18.50 and 21.25 respectively. There exists significant variation in Self-handicapping due to the variation in the category of Perceived Emotional Climate Hope Vs. Despair. Self-handicapping is low for Hope (135.03) and high for Despair (139.52).

Climate of Solidarity Vs. Climate of Hostility

The average score of Self-handicapping of Solidarity, Indifferent, and Hostility groups are 134.59, 134.13 and 137.71 with Standard Deviations of 19.64, 20.35 and 17.96 respectively. There exists significant variation in Self-handicapping due to the variation in the category of Perceived Emotional Climate Solidarity Vs. Hostility. Self-handicapping is low for Solidarity (134.59) and high for Hostility (137.71).

Climate of Stability Vs. Climate of Instability

The average score of Self-handicapping of Stability, Indifferent, and Instability groups are 129.47, 133.03 and 137.85 with Standard Deviations of 19.47, 17.34 and 19.32 respectively. There exists significant variation in Self-handicapping due to the variation in the category of Perceived Emotional Climate Stability Vs. Instability. Self-handicapping is low for Stability (129.47) and high for Instability (137.85).

Climate of Confidence Vs. Climate of Depression

The average score of Self-handicapping of Confidence, Indifferent, and Depression groups are 135.80, 135.07, and 133.77 with Standard Deviations of 19.61, 17.63, and 19.99 respectively. There is no significant variation on Self-handicapping due to the variation in the category of Perceived Emotional Climate **Confidence Vs. Depression.**

Climate of Satisfaction Vs. Climate of Distress

The average score of Self-handicapping of the Satisfaction, Indifferent, and Distress groups are 134.90, 133.23, and 136.53 with Standard Deviations of 18.13, 20.64, and 20.19 respectively. There is no significant variation in Self-handicapping due to the variation in the category of Perceived Emotional Climate Satisfaction Vs. Distress.

13. Personal Values Traits

Most expressed Personal Value is Achievement (36.83%) followed by Conformity (25.08%), Security (15.86%), Self-direction (13.21%), Universalism (11.88%) Stimulation (10.95%). Similarly, the least expressed Personal Values are Power (4.58%), Hedonism (5.64%), Benevolence (5.51%) and Tradition (5.77%).

14. Influence of Personal Values Traits on Self-handicapping for Total Sample

There exists significant difference in Self-handicapping of higher secondary school students with Personal Values of Power ($p=0.016$), Achievement ($p=0.031$), Universalism ($p=0.031$), Conformity ($p=0.000$) and Stimulation ($p=0.028$).

There is no significant difference in Self-handicapping score of higher secondary school students with personal values Security ($p=0.280$), Hedonism ($p=0.439$), Self-direction ($p=0.705$), Tradition ($p=0.258$), and Benevolence ($p=0.156$).

15. Influence of Academic Competence on Self-Handicapping for Total Sample

The average score of Self-handicapping of the High, Average and Low Academic Competence groups are 119.64, 137.38, and 144.04 with Standard Deviations of 19.32, 17.70, and 17.80 respectively. The calculated F-value is found 126.616 which is greater than the tabled value of 'F' (3.00) for (2, 1504) degree of freedom at 0.05 level of significance and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low Academic Competence groups. Hence, it can be concluded that there exists significant variation in Self-handicapping due to the variation in Academic Competence.

16. Influence of Perceived Emotional Climate on Self-Handicapping for Total Sample

The average score of Self-handicapping of the High, Average, and Low Perceived Emotional Climate groups are 117.12, 137.83, and 139.86 with Standard Deviations of 19.55, 16.82, and 21.69 respectively. The calculated F-value is 125.65 which is greater than the tabled value of 'F' (3.00) for (2, 1504) degree of freedom at 0.05 level of significance and p-value (0.000) is less than 0.05. This

indicates that the level of Self-handicapping differs significantly among high, average, and low Perceived Emotional Climate groups. This shows that there exists significant variation on Self-handicapping due to the variation in Perceived Emotional Climate.

17. Influence of Personal Values on Self-Handicapping for Total Sample

The average score of Self-handicapping of the High, Average, and Low Personal Values groups are 124.35, 136.64, and 139.30 with Standard Deviations of 22.22, 18.09, and 18.96 respectively. The calculated F-value is found 45.339 which is less than the tabled value of 'F' (3.00) for (2, 1504) degree of freedom at 0.05 level of significance and p-value (0.000) is less than 0.05. This indicates that the level of Self-handicapping differs significantly among high, average, and low Personal Values groups. Hence, it can be concluded that there exists significant variation on Self-handicapping due to the variation in Personal Values.

18. Combined Influence of Academic Competence, Perceived Emotional Climate, and Personal Values on Self-Handicapping

Academic Competence has a significant main effect on Self-handicapping among higher secondary school students since the calculated F-value is 12.960 and the p-value (0.000) is less than 0.05. Similarly, Perceived Emotional Climate has a significant main effect on Self-handicapping among higher secondary school students, since the calculated F-value is 11.119 and the p-value (0.000) is less than 0.05.

The analysis also reveals that there is no significant main effect of Personal Values on Self-handicapping among higher secondary school students since the p-value (0.719) is greater than 0.05. Similarly, there is no significant combined effect of Academic Competence, Perceived Emotional Climate, and Personal Values on

Self-handicapping among higher secondary school students since the p-value (0.547) is greater than 0.05.

Tenability of Hypotheses

- Hypothesis 1 states that, “There exists significant difference in Academic Competence of higher secondary school students based on subsamples, viz., gender, locale of school, type of management of school, and stream of study”.

The findings indicate that academic competence differ significantly in the mean scores of gender, type of management of school and stream of study. But they do not significantly differ in the mean scores of locale of school. **So, the hypothesis is partially substantiated.**

- Hypothesis 2 states that, “There exists significant difference in Perceived Emotional Climate of higher secondary school students based on subsamples, viz., gender, locale of school, type of management of school, and stream of study”.

The findings of the study revealed that there exists no significant difference in the mean scores of Perceived Emotional Climate based on gender, locale of school, type of management of school, and stream of study. **Hence, the second hypothesis is fully rejected.**

- Hypothesis 3 states that, “There exists significant difference in Personal Values of higher secondary school students based on subsamples, viz., gender, locale of school, type of management of school, and stream of study”.

The findings indicate that personal values differ significantly in the mean scores of gender, type of management of school and stream of study. But they do not significantly differ in the mean scores of locale of school. **Hence, the hypothesis is partially substantiated.**

- Hypothesis 4 states that, “There exists significant difference in Self-handicapping of higher secondary school students based on subsamples, viz., gender, locale of school, type of management of school, and stream of study”.

The findings indicate that self-handicapping differ significantly in the mean scores of type of management of school. But they do not significantly differ in the mean scores of gender, locale of school, and stream of study. **So, the hypothesis is partially substantiated.**

- Hypothesis 5 states that, “There exists significant relationship between Academic Competence and Self-handicapping among higher secondary school students for total sample”.

It was found that there is a significant negative correlation between Academic Competence and Self-handicapping for total sample. The negative sign of the coefficient indicates that Academic Competence and Self-handicapping increase or decrease in the opposite direction. **Hence the hypothesis is fully substantiated.**

- Hypothesis 6 states that, “There exists significant relationship between Academic Competence and Self-handicapping among higher secondary school students based on subsamples, viz., gender, locale of school, type of management of school, and stream of study”.

The result of the study revealed that Academic Competence with Self-handicapping for all the subsamples namely, gender, locale of school, type of management of school, and stream of study have significant and negative relationship. The negative sign of the co-efficient indicates that Academic Competence and Self-handicapping increases or decreases in opposite direction. **Hence the hypothesis is fully substantiated.**

- Hypothesis 7 states that, “There exists significant relationship between Perceived Emotional Climate and Self-handicapping among higher secondary school students for total sample”.

The findings show that there is a significant relationship between Perceived Emotional Climate and Self-handicapping for total sample. The negative sign of the coefficient indicates that Perceived Emotional Climate and Self-handicapping increase or decrease in the opposite direction. **Hence the hypothesis is completely substantiated.**

- Hypothesis 8 states that, “There exists significant relationship between Perceived Emotional Climate and Self-handicapping among higher secondary school students based on subsamples, viz., gender, locale of school, type of management of school, and stream of study”.

The result of the study shows that there is significant relationship between Perceived Emotional Climate and Self-handicapping for all subsamples namely, gender, locale of school, type of management of school, and stream of study. The negative sign of the co-efficient indicates that Perceived Emotional Climate and Self-handicapping increases or decreases in opposite direction. **Hence, the hypothesis is fully accepted.**

- Hypothesis 9 states that, “There exists significant relationship between Personal Values and Self-handicapping among higher secondary school students for total sample”.

It was found that there is a significant relationship between Personal Values and Self-handicapping for total sample. The negative sign of the coefficient indicates that Personal Values and Self-handicapping increase or decrease in the opposite direction. **Hence the hypothesis is substantiated.**

- Hypothesis 10 states that, “There exists significant relationship between Personal Values and Self-handicapping among higher secondary school students based on subsamples, viz., gender, locale of school, type of management of school, and stream of study”.

The findings of the study revealed that Personal Values have significant relationship with Self-handicapping for subsamples, such as, gender, locale of school, type of management of school, and students in humanities and commerce stream. But there was no significant relation of Personal Values on Self-handicapping with student in science stream. This shows that there exists significant relationship between Personal Values and Self-handicapping for all subsamples except science stream. **Hence the hypothesis is partially accepted.**

- Hypothesis 11 states that, “There exists significant influence of categories of Perceived Emotional Climate on Self-handicapping among higher secondary school students for total sample”.

The study's findings revealed significant variation in Self-handicapping due to the variation in the categories of perceived emotional climate Security Vs. fear; Hope Vs. Despair; Solidarity Vs. Hostility; and Stability Vs. instability. There is no significant variation in Self-handicapping due to the variation in the category of perceived emotional climate Confidence Vs. Depression and Satisfaction Vs. Distress. **Hence the hypothesis is partially substantiated.**

- Hypothesis 12 states that, “There exists significant influence of Personal Values traits on self-handicapping among higher secondary school students for total sample”.

It was found that there exists significant difference in Self-handicapping of higher secondary school students with personal values of Power, Achievement, Universalism, Conformity, and Stimulation. Concurrently, there is no significant

difference in Self-handicapping of higher secondary school students with personal values of Security, Hedonism, Self-direction, Tradition, and Benevolence. **Hence the hypothesis is partially accepted.**

- Hypothesis 13 states that, “There exists significant influence of Academic Competence, Perceived Emotional Climate, and Personal Values on Self-handicapping among higher secondary school students for total sample”.

The findings shows that Academic Competence has a significant main effect on Self-handicapping among higher secondary school students, and Perceived Emotional Climate also has a significant main effect on Self-handicapping among higher secondary school students. However, there is no significant main effect of Personal Values on Self-handicapping among higher secondary school students. **Hence the hypothesis is accepted.**

- Hypothesis 14 states that, “There exists significant combined influence of Academic Competence, Perceived Emotional Climate, and Personal Values on Self-handicapping among higher secondary school students for total sample”.

The findings revealed that there is no significant combined effect of Academic Competence, Perceived Emotional Climate, and Personal Values on Self-handicapping among higher secondary school students. **Hence the hypothesis is rejected.**

Conclusions of the Study

The major objective of the study is to find out the influence of Academic Competence, Perceived Emotional Climate, and Personal Values on Self-handicapping among higher secondary school students. Analysis of data revealed the following conclusions:

- There is no significant difference in Self-handicapping among students concerning their gender, which is in line with earlier research, (Feick &

Rhodewalt, 1997; Hutuleac, 2014; Melhem, 2022), they argue that there was no significant major gender difference in self-handicapping. On another note, (Hirt et al., 1991) establish that men and women do not differ in terms of self-reported handicapping when social anxiety is presented as an acceptable explanation for failure in an evaluative situation. These findings, however, in contrast with those of other researchers, like (Kumari, 2019; Baumeister et al., 1985; Brown et al., 2012; Harris & Snyder, 1986; Hirt et al., 1991, 2000, 2003; Khalid et al., 2023; Kimble & Hirt, 2005; Rhodewalt & Davison, 1986; Shepperd & Arkin, 1989, 1991; Uysal & Knee, 2012).

- There is no significant difference in Self-handicapping among students for the locale of school. This implies that the geographical area of the school has no particular role in the students' self-handicapping behaviour.
- Students' self-handicapping strategies vary greatly depending on the type of management of school.
- There is no significant difference in Self-handicapping among students based on stream of study, The result of the current study contradicted those of Khalid et al. (2023), in this study, concluded that self-handicapping behavior of the arts group has a significant difference compared to the science discipline.
- There exists a significant difference in Academic Competence between male and female students. Female samples are slightly more academically competent than male samples, in line (Kaur, 2019; Loeb & Hurd, 2017; White, 2013) those findings supported the current investigation, but it contrasts with the findings of earlier studies (Deo, 2016), which concluded that there is no way to rule out a gender difference.

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- That there is no significant locale difference in Academic Competence among students.
- Students in aided schools have higher academic competence than those in unaided schools, and the difference is statistically significant.
- There is a statistically significant gap in the academic competence of science students compared to humanities and commerce students.
- There is no significant difference in Perceived Emotional Climate between male and female samples. Despite, contrary to the findings of (McLure et al., 2022), the present study indicated that no significant variation in perceived emotional climate between male and female samples.
- There is no significant difference in Perceived Emotional Climate between rural and urban school samples.
- The emotional climate of students attending aided schools is marginally higher than that of students attending government and unaided schools. This supports the findings of the analysis by Marak (2011).
- Science students have more favourable perceived emotional climate than students in the humanities and commerce, but the difference is not statistically significant.
- There exists a significant gender difference in Personal Values, this result is also supported by the findings of (Arambewelaa & Hallb, 2011; Giacomino et al., 2013; Kaur 2017; Loveleen et al., 2018; Saracaloglu & Gerceker, 2018). However, the findings of the present study were contrary to the findings of the work done by Mehta (2022) in which the researcher did not find any significant difference in personal values among male and female students.

- There is no significant difference in Personal Values between rural and urban school students.
- There exists significant and negative relationship between Academic Competence and Self-handicapping for all subsamples.
- The relationship between Perceived Emotional Climate with Self-handicapping for all subsamples shows a significant and negative relationship.
- The relationship between Personal Values with Self-handicapping for all subsamples shows significant and negative relationship.
- There exists significant variation in Self-handicapping due to the variation in the category of Perceived Emotional Climate Security Vs. Fear. Self-handicapping is low for Security and high for Fear.
- There exists significant variation in Self-handicapping due to the variation in the category of Perceived Emotional Climate Hope Vs. Despair. Self-handicapping is low for Hope and high for Despair.
- There exists significant variation in Self-handicapping due to the variation in the category of Perceived Emotional Climate Solidarity Vs. Hostility. Self-handicapping is low for Solidarity and high for Hostility.
- There exists significant variation in Self-handicapping due to the variation in the category of Perceived Emotional Climate Stability Vs. Instability. Self-handicapping is low for Stability and high for Instability.
- There is no significant variation in Self-handicapping due to the variation in the category of Perceived Emotional Climate Confidence Vs. Depression.
- There is no significant variation in Self-handicapping due to the variation in the category of Perceived Emotional Climate Satisfaction Vs. Distress.

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- There exists significant influence on Self-handicapping among students with Personal Values namely, Power, Achievement, Universalism, Conformity, and Stimulation.
- There is no significant influence on Self-handicapping among students with Personal Values namely, Security, Hedonism, Self-direction, Tradition, and Benevolence.
- There is significant influence on Self-handicapping due to the variation in Academic Competence for total sample and subsamples.
- There is significant influence on Self-handicapping due to the variation in Perceived Emotional Climate for total sample and subsamples.
- There is significant influence on Self-handicapping due to the variation in Personal Values for total sample and subsamples.
- There is no combined effect of Academic Competence, Perceived Emotional Climate, and Personal Values on Self-handicapping among students for total sample.

Recommendations

- *Educational Implications of the Study*
- *Suggestions for Further Research*

RECOMMENDATIONS

Some recommendations are made for policymakers, educators, students, parents, and teachers based on the findings and discussions of the present study. This chapter explains the main recommendations of the study. The conclusions of the study have own consequences and suggestions. The study goes on to explain the significance of the fact that overall life of students extends beyond just academic instruction. The study intended to find out the “Influence of Academic Competence, Perceived Emotional Climate and Personal Values on Self-Handicapping among higher secondary school students of Kerala”.

Educational Implications of the Study

The current study brings significant advancements in the field of education. The findings based on the study demonstrated the influence of academic competence, perceived emotional climate, and personal values on Self-handicapping among higher secondary school students of Kerala, and the evolution of educational practices brought numerous normative shifts in students' attitudes. The way that students are educated and their daily routine has also undergone a significant change as a result of a socio-economic pattern of society and technological advancements. One of the main causes of students' underachievement is procrastination attitude which is a major concern of self-handicapping behaviour, while it weakens students' certain cognitive and affective abilities. The research findings developed have shown that self-handicapping is significantly influenced by academic competence, perceived emotional climate, and personal values. This research concludes and offers suggestions to interested parties, including policymakers, experts, parents, and counselors for the betterment of students. The educational implications of the study can improve the existing practice of student behaviours in the present life scenario.

Implications to Educators

Study findings demonstrate a negative relationship between academic competence and self-handicapping. Students' confidence in learning is boosted by

instruction, the development of skills, and the abilities that they employ. Students can keep track of their learning, share their ideas, and keep the information updated, by self-monitoring. For success in life, academic competence is crucial. These abilities enhance flexibility, critical thinking, and independence in addition to improving learning outcomes and overall wisdom. Students have to prepare for the rigour of higher education and employment. It is a powerful and wise decision with many benefits both inside and outside of the classroom when one takes the time and makes the effort to acquire effective academic competence. A friendly learning environment, stronger teacher-student communication, and creative class scheduling to encourage accountability and participation are some tactics that enhance the academic competence of the students. Students will feel that learning is not a tedious task and will be able to achieve higher grades by utilising these tactics.

Furthermore, the study demonstrated a negative correlation between students' judgment of perceived emotional climate and self-handicapping. The overloaded higher secondary school curriculum makes learning boring, and pupils may experience stress from having to complete their academic tasks. This will undermine the ability of the students to learn creatively and disrupt their emotional equilibrium. It is advised to scale back the curriculum at the higher secondary level and more operational systems so that pupils enjoy studying various subjects. The methods of instruction and other activities used in the educational system led to self-handicapping among students, and it has been found that an unfavourable perceived emotional climate is detrimental to learning and their future. Moreover, self-handicapped students should be given training and counseling services, in addition to more ethical, transparent assessment procedures. Students will then overcome their fear of failure through careful planning, encouraging, and engaging in classroom activities. Self-handicapping can be prevented to some extent if appropriate counseling and supportive attitude of parents and teachers are taken.

Additionally, teachers should create an environment in the classroom where students' lives are not in danger. Generally speaking, however, schooling has not

given much thought to the intricate relationships between teenagers' favourable and negative emotions. Emotions that go out of control usually lead to issues with friendships and relationships, interpersonal interactions, issues at home or at school, an urge to consume substances to deal with emotions, and both emotional and physical outbursts. One of the viable strategies to address an adverse perceived emotional environment among students is to involve them in various activities, spend more fruitful time with them, organise leisure tasks, participate in group activities, and mental exercise too, and also establish a democratic learning environment in school. Fostering a positive emotional climate may be especially important for students from low-income families, or children with mental health issues.

Moreover, the current study found a strong connection between personal values and self-handicapping. It takes time and experience to alter own behaviour, so educators should impart the theory and practical knowledge of value education which helps students to understand the significance of their values for practical life. It can even lead a child towards the wrong route in life at times, that's why educators should instill in their students' minds ethical values and serve as role models. What educators preach, students ought to practice. It is good to design a curriculum that allows students to demonstrate positive personal values about their ability to learn in the real world and that offers incentives to inculcate positive values in students. Create character education initiatives that have a strong focus on developing moral principles and integrity. These activities can foster the development of commendable qualities through planned endeavours, group discussions, and assignments which could provide reflective thought.

Schools should make an effort to offer classes or hold regular programmes that promote the significance of value education. Updating professional aspirations and being increasingly conscious of others and the environment has resulted in a positive degree of fulfillment among the students. Value education has become increasingly important for parents also. Schools provide workshops to help parents better handle the problems of their own and their children. It is an additional means

of fostering a sense of belonging among students. Student exchange programmes assist in gaining knowledge of many cultures as well as the understanding of various school systems prevailing under different managements. Promoting co-curricular activities in school to impart personal values that improve children's mental, physical, and disciplinary values. Additionally, creative writing, music, leadership clubs, visits to special schools or orphanages, and home-school partnership programmes all contribute to promoting desirable values.

Implications to Students

Students have to focus their attention on some techniques to reduce self-handicapping behaviour. The students should be trained in the “Pomodoro” technique (time management method based on 25-minute stretches of focused work broken by 5- minute breaks), so that they can resist all of those self-interruptions and retain their brains to focus. The Pomodoro technique is a powerful tool for combating the planning fallacy. Time becomes a concrete occurrence for pupils when they begin brief, timed sessions rather than an abstract concept. Time shifts from being seen as something lost to being seen as a symbol of completed tasks.

Students are more driven to achieve their endeavour when they recognise their value as contributing members of society and prepare them to take on new challenges. They have to develop the confidence to think that everything will turn out for the best and become self-driven to reach their goals. Being self-motivated persuades students to complete tasks more quickly, prioritize learning, lowering stress levels, prevent procrastination, and learn how to create positive outcomes in tough situations. In addition, minimising self-handicapping strategies helps students identify mistakes and failures as well as obtain more clarity and reality in their decision-making.

Some students show high academic competence while others do not. Many strategies can be used to promote academic competence, such as improved information retention and comprehension, effective time management and productivity, better self-directed learning (SDL), critical thinking, and problem-

solving. Academic freedom of choice, a decrease in stress and anxiety, the development of inner drive and self-assurance, and advanced inquiry techniques all help students cultivate a positive mindset, which in turn reduces self-handicapping. Similarly, pupils must realise that difficult circumstances are temporary. Apart from these, it is normal for people to go through ups and downs and to feel isolated or depressed occasionally.

Likewise, admitting our feelings is the first step towards achieving emotional equilibrium. If students are unable to identify negative emotions, they will not be able to cope with difficulties. The best way to create a favorable emotional climate is possible through effective communication. Breaking up routine activities is another way to create a positive emotional climate. Routines are boring, and they can contribute to negative emotional climates. Also, sharing thoughts, ideas, and viewpoints, will help to stimulate the need for a positive emotional climate. Hence, extreme self-handicapping will result from the absence of these settings.

In modern times youngsters have a weakened feeling of self-worth, which leads to self-handicapping. Personal values have long been recognized as a vital role in deciding how pupils behave and make decisions. More crucially, personal value systems influence students' dissatisfaction and it implies that minimising self-handicapping tendencies requires an awareness of one's motivations and behaviour patterns. Children can contribute to their well-being by developing the habits of going to bed early, waking up promptly, eating nutritiously, and getting the required exercise. The kind of relationships, behaviours, determination, and self-concept of students are influenced by their personal value traits. Beyond this, students' identities are shaped by their personal beliefs, which help them achieve their goals and cultivate the courage, drive, and accountability necessary for a fulfilling life.

Implications to Parents

Since parents have a major role in a child's growth even before schooling, the family serves as one of the main institutions for instilling personal values in children.

Parents must educate their children to credit their efforts for results rather than talent or other influences. Parents need to understand that youngsters require a more strategic outlook on life than other children have to behave more tactfully. Children need to understand that their life situations are always changing and that their personal lives matter a lot. It is necessary to establish or create a suitable emotional environment to support the child in being attentive and satisfied. Being attentive to one's behaviour in the classroom and other settings is one of the aspects of emotional awareness. Students often experience stress, due to high expectations of parents and teachers and pressure for them to perform well on qualifying tests to be admitted to achieve secure jobs. Students use self-protective techniques when they are unable to handle peer pressure or demands of their parents and teachers. Students engage in self-handicapping behaviours to maintain their self-esteem when they are unable to stand up to their own or others' expectations.

A congenial home environment also results in a reduction of procrastination behavior among children. In the aforementioned areas, parents can take many actions. A sense of pride is created by placing attention on neatness, handwriting, and innovative thinking in the work completed; the child is allowed to share his knowledge with others. Parents could be asked to assist by ensuring that work designated to the student is completed on time and as much as possible independently. However, there are also situations at home that are out of parents' control. Uncontrollable events like accidents, death of parents or loved ones, unfair practices with peers, and chronic illnesses in the family can upset a child's emotional equilibrium. Family issues including financial hardship, dispute between parents, and rebellious behaviour may all be managed with careful attention to daily routine. Therefore, parents must foster in children, the necessary skills to overcome whatever obstacles they may encounter in life.

One of the nicest things parents can share with their children is a strong sense of personal values. Showing models of values like compassion, self-direction, empathy, care, and universalism is as important to their education as teaching them to read or how to avoid dangers in life. Parents instill the best ideals in their children,

and they can grow up to be respectable people. It was found that undesirable personal value is a factor that contributes self-handicapping strategy. Determining a value pattern is somewhat but significantly influenced by a student's perspective of the elements that contributed to his or her success or failure in life. Parents should be aware of how their children's passion determines their ups and downs, whether those things are inherent undesirable tendencies or outside forces they have no control over. Parents need to resist their children's tendency to blame events beyond their control for their achievement or failure. Behaviour therapy can be used to transform a negative outlook on life into a positive one. Parents must respect their children's personality, and encourage them to develop and achieve greater goals. To mold their children to be good role models for future generations, parents should foster in them, the values such as integrity, honesty, respect, curiosity, responsibility, open communication, and empathy.

Morality and ethics are typically the most firmly ingrained aspects of an individual's internal culture, however, things are gradually changing these days. It is during adolescence that this morality either blossoms or withers. Since their link to the outside world is still forming, they are more flexible and susceptible to manipulation. To cultivate value-based attitudes, learning and practice are required. However, children's dogmatic ideas frequently prevent them from embracing fresh information that contradicts what people think at the moment. Simply because students learn new material does not cause their attitudes or behaviour to change. Children's value systems or views about what is good and terrible, right and wrong, must change for the world to change. Parents must teach them how to conceptualise and relate their values in rational and analytical ways. Encourage students to critically and emotionally reflect on their motivations, beliefs, and behaviours as they examine their cultural roots; inspire them to communicate precisely and coherently with others about morally important topics. To meet the objectives of education and the clarity of value, give students the chance for interpersonal talks to support them in understanding themselves as intimate experiential beings, not autonomous, but participants in a school and its surrounding system. Personal values can't be

objective, the spiritual aspect must be present. Therefore, establishing relationships based on values and sensuous experiences with family and school should be prioritized.

Another factor contributing to students' self-handicapping strategy may be excessive use of and exposure to social media platforms, which encourages them to succumb to peer pressure and expectations that diminish their sense of self and value. Students who believe in their abilities and achieving their goals should be encouraged. Limiting children's access to social media and educating them about its negative impacts are crucial. Parents must help children find alternate methods to reduce excessive involvement in social media and help them understand that academic accomplishment is not the same as personal worth since self-handicapping is a component of a cycle of academic underachievement and effort withdrawal. It must be made clear to students that self-handicapping strategies and actions are learned schemas and behaviours rather than inherent character deviations. Parents must become aware of their children's disruptive behaviours and act promptly to address them. As a result, adolescents must modify their hostility and rethink their presumptions.

Implications to Teachers

Findings of the present study imply that; higher secondary school students do not possess an adequate degree of academic competence. Teachers can change the atmosphere in the classroom. Divergent thinking among students must be encouraged during the learning environment. Unaided school children require extra attention to improve their academic ability. This will improve students' problem-solving skills and encourage time management, emotional balance, and self-awareness when engaging with academic ideas and concepts. Teachers should allow the chances to use a variety of approaches, and it is required to be innovative and adaptable in their approaches. It is best to avoid the habit of placing excessive emphasis on the textbook and usual exercises in the classroom. To improve the originality, adaptability, and creativity of learning, the assessment procedures also be modified.

Instead of asking students to repeat the solutions that were taught in class, it can be advised to structure questions and problems based on the material covered in class and experiment with different dimensions which leads to arriving at a solution.

Teachers should be careful to reduce competitive surroundings and other circumstances where pupils have the chance to evaluate themselves negatively about peers. They must assist students in developing a sense of competence in both social and academic endeavour. Children should comprehend the idea that failure or subpar performance is diagnostic and a launching pad for future success rather than a sign of low ability and low self-worth. Children should receive prizes and incentives in the school depending on how much they improve their competence rather than their capacity for competition. It is necessary to teach students how to monitor their development throughout time. Teachers should put more effort into creating a cooperative learning environment rather than a competitive one. Students' performance and productivity can be adjusted more easily in cooperative contexts. Teachers can give students incremental feedback to assess their needs for acquiring skills and tactics. Furthermore, they can assist students to understand that their performance is being hampered by the adoption of inefficient lines rather than lack of ability and can promote student independence and engagement with learning. Students can be trained to assess themselves in the classroom by keeping track of their learning goals and methodological practices. Teachers should be clear, unbiased, and diligent while interacting with students.

The study's findings indicate a significant inverse association between students' emotional climate and self-handicapping behaviours. Teachers and parents need to understand how important part they play in helping children which form a strong, healthy mind. It is critical to identify the factors that led to the inconsistent self-perception of students. Students need to understand that they should not compare themselves with others in self-perception. The environment in the classroom should be designed with a sense of value in mind. Teachers must recognise whether students have an entity perspective of intelligence or an incremental view, and then apply

procedures to help students to adopt an incremental view that lessens their propensity for self-handicapping.

Moreover, the findings demonstrated a significant relationship between personal values and self-handicapping. Teachers can spend the optimum amount of time explaining to students about good virtues, and value traits which can help them how to face difficult life events and tests, which boosts their self-confidence and academic performance. Students may self-handicap as they are afraid of lagging. By emphasizing learning, comprehension, and effort, teachers can reduce the occurrence of self-handicapping tendencies in the classroom and rise the importance or priority of work and mindset.

In addition, teachers should design and make up educational assignments and projects pertinent to each student individually. Allow students to choose their classroom experience and the tasks which will help them to feel free and more independent. Teachers can make an awareness, that dedication and preparation are the key to success and that intelligence, learning, and performance are all under their control. They should avoid harsh or dictatorial language and teaching strategies, encourage students to emphasize mastery, skill development, and the learning process more than just exam results or relative performance. Additionally, instructors can assist students by setting realistic, challenging, and attainable goals, and incorporating humour, novelty, fantasy, and variety into the environment of classroom instruction. Provide accurate, informative feedback rather than socially comparative or purely evaluative feedback that is focused on competence development to get higher grade points.

Furthermore, teachers are great role models in modern society, therefore, recommended to foster active engagement and student interactions by offering options, such as what, when, and how to undertake various activities, and to avoid controlling comments and behaviours to encourage students to create subjective task value. To help their students understand the significance and practical worth of the information, teachers should also choose activities that are real and meaningful to them and are urged to assign moderately difficult activities that allow students to highlight progress to foster a sense of competence and high expectations. Besides,

they should treat all students equally without favouring anyone to foster a sense of independence and develop rational thinking. Teachers should impart the theory and practical knowledge of value education to help students understand the significance of moral values in their personal and professional lives.

Recommendations

Overall findings of the study supported the notion that higher secondary school students in Kerala frequently show a tendency of self-handicapping. Analysis of data discloses that there is a negative correlation between academic competence, perceived emotional climate, and personal values over self-handicapping. Self-handicapping is also influenced by factors like gender, locale of school, stream of study, and type of management. Likewise, it is an unpleasant behaviour and being aware of how to take remedy against self-handicapping. The findings provide applications for interested parties at the individual, institutional, and familial levels. This discussion centered on the recommendations of the study as they pertained to its impact on future generations.

- According to the study, there was a significant difference in academic competence among boys and girls. Therefore, strong efforts have to be made to bridge the gap between high, average, and low academically competent groups of students. For this aim, the school library should be more effectively fulfilled to improve understanding and innovative thinking.
- As per the findings of the study, the perceived emotional climate of boys is slightly lower than that of girls, which is a reflecting sign to introduce special coaching programmes for the betterment of boys. Counseling programs should be arranged for teachers and parents regarding the needs and problems of teenagers that will enable them to enhance the psychological well-being of the students.
- The potential of teenagers should be identified and they should be reshaped to assess themselves realistically. The result of the study uncovered that gender is a significant factor in the development of personal values among higher

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secondary school students, the school authorities and parents must give special care to male students who need more support and guidance in developing desirable value traits.

- When students are overwhelmed with academic load, it causes stress and anxiety, which prevents them from participating in enjoyable and competitive activities. As a result, appropriate action to lighten the workload is required.
- Teachers should be given proper training including child psychology methodologies as in-service programmes to develop positive attitudes towards life, a sense of identity, perseverance, self-belief, hope, self-esteem, accountability, and kindness towards the learners which will help them to face challenges.
- Entire higher secondary streams should incorporate child psychology content as part of the curriculum to help students build positive and excellent personalities that will make them advance in the long run.
- The activities of the monitoring committee should be enhanced to encourage increased safety both within and outside of the school.
- To boost the emotional well-being of adolescents, awareness programmes that are currently only accessible to a small number of students through various projects including NCC, NSS, Scout and Guides, SPC, etc. should be extended to greater number of students.
- To foster research skills among teenagers, dissertation work must begin with the higher secondary curriculum as a dissertation constitutes a miniature form of research work. This enhances the academic competence of students.
- Group training should be improved to encourage leadership, career aspirations, and a sense of belongingness among students.
- The study gains additional insight into frequent home visits by members of the PTA, so as to reduce absenteeism and disharmony among students and it will provide a channel to open up healthy communication modes.

- Gatherings can be organized with distinguished alumni to talk about various topics and to deliver their perspectives regarding current social and educational affairs, with a view that the programme will lead to creating social responsibility among students.
- For promoting consciousness about the negative impacts of excessive and uncontrollable engagement in social media on one's future life, awareness programmes can be organised and responses from students may be collected.
- Better training programmes should be provided for students to acquire social and academic skills. Teachers should be aware to support and give more attention and recognition for self-handicapped students.
- As Self-handicapping is an act of inadequacy and effort withdrawal, teachers and parents should encourage students to pursue alternative means of personal growth and convince them that hard work and commitment are the only ways to boost academic achievement.
- Students should be informed that self-handicapping tendencies and behaviours are not innate character deviations, but instead acquired schemas. This paves the path to rethink their perceptions, reduce procrastination, and unnecessary anxiety, and improve learning and self-perceptions.

Suggestions for Further Research

Every research project has both benefits and drawbacks. The limits of the previous studies may be taken into account while doing additional research, and the gap must be filled to preserve academic research activity consistency. In light of the present study, the investigator proposes the following suggestions for further investigation.

- Longitudinal studies may be conducted in tracking changes in academic competence, emotional climate and personal values on the development of self-handicapping behaviours over time, to understand how these factors influence students' behaviours as they progress through their academic careers and into adulthood.

- Further study may be recommended by taking the influence of cultural contexts including family values and social expectations, on self-handicapping behaviours in different regions of India. Since cultural norms can significantly impact how students perceive their academic competence and manage emotional climates in school.
- More research may be done to explore how the increasing use of technology and social media, influences self-handicapping behaviours, academic competence and emotional climate. The emergence of social media had an impact on students' perceptions of their emotional health and academic competence.
- Research can be conducted through intervention programmes that aim to reduce self-handicapping by providing individualized academic mentoring or mindfulness training, as well as to enhance academic competency, emotional climate, and personal values.
- Further research may be attempted using qualitative techniques like interviews or focus groups to gain deeper insights into students' experiences and perceptions of the academic competence, emotional climate, personal values, and self-handicapping.
- Investigating the impact of peer pressure and parental pressure on self-handicapping behaviours, focusing on how students' perceptions of their peers' academic success or failure affect their own behaviour. On the other hand peers play a crucial role in shaping attitudes and behaviours in the class room.
- Further study may be conducted to explore the link between self-handicapping behaviours and mental health outcomes such as anxiety, depression, and stress among higher secondary students, since self-handicapping often relates to fear of failure and low self-esteem.