The Relations of the Self-Handicapping Learning Behaviors of University Students

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ABSTRACT

The purpose of the study was to investigate the relations of the self-handicapping learning behaviors of university students. Research instruments included self-worth scale, attribution scale, achievement goal orientation scale and self-handicapping scale. Six hundred forty-seven of undergraduates in central Taiwan was included in this study. The statistical methods used analysis data were t-test, Hotelling's test, One-way ANOVA, MANOVA, and Multiple Regression were used to analyze and test the results. The results of this study showed: 1.Among the different gender students, some significant differences were found in attribution. Male students used to use extrinsic attribution than female ones. 2.Male students had higher extrinsic-behavioral self-handicapping than female ones. 3.Among the different college students, some significant differences were found in self-handicapping. Students from the departments of engineering and science had higher extrinsic-behavioral self-handicap than others. Students from the departments of management and business had higher intrinsic-behavioral self-handicap than others. 4.Among the different multiple achievement goal orientation of students, some significant differences were found in self-handicapping. Approach-avoidance conflict orientation of students had higher self-handicapping than others. Active-mastery orientation of students had lower self-handicapping than others. 5.Extrinsic-attribution of students had higher self-handicapping than intrinsic- attribution of students. 6. Students with high self-worth had higher self-handicapping than students with low self-worth.

Keywords : self-handicapping ; self-worth ; attribution ; achievement goal

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