A Study on Self-Fulfilling Empowerment Skills of Women in Telangana State

N. Sandhya Rani[1]*, P. Sreedevi[2], G. Swarupa Rani[2], R. Neela Rani[3] and A. Meena[4]
[1]Ph. D Scholar, Department of Human Development and Family Studies,
College of Community Science, PJTSAU, Hyderabad (Telangana), India.
[2]Assistant Professor and Head, Department of Human Development and Family Studies,
College of Community Science, PJTSAU, Hyderabad (Telangana), India.
[3]Assistant Professor, Department of Human Development and Family Studies,
College of Community Science, PJTSAU, Hyderabad (Telangana), India.
[4]Assistant Professor, Dept. of Statistics and Mathematics,
College of Agriculture, PJTSAU, Hyderabad (Telangana), India.

ABSTRACT: The self-fulfilling empowerment skills among women in Adilabad and Kumarambheem Asifabad districts of Telangana State was examined by using quasi-experimental research design. A sample of 120 women aged between 25-50 years were drawn by purposive random sampling method. A self-developed self-fulfilling empowerment skills scale consists of components like self-awareness, self-care, self-regulation, self-acceptance, self-compassion, self-motivation, self-worth, self-reliance, self-determination and self-satisfaction was administered to collect the data. The findings of the study revealed that nearly two thirds of the respondents (64%) had low levels self-fulfilling empowerment skills followed by moderate (26%) and very few (10%) had high levels of self-fulfilling empowerment skills. Further it was also found that more than sixty percent of the respondents were having low levels of self-acceptance, self-compassion, self-awareness, self-reliance and self-satisfaction. Whereas more than fifty percent of the respondents were having low levels of self-care, self-motivation, self-regulation, self-worth and self-determination. Thus, the findings of the study emphasising a need for planning suitable intervention programs for enhancing self-fulfilling empowerment skills among women.

Keywords: Self fulfillment, empowerment, rural women and tribal women.

INTRODUCTION

Self-fulfilment is synonymous with the terms self-realization, self-actualization, self-reflection or self-exploration. Abraham Maslow (1943) defined self-fulfilment is an ability to live an individual's fullest potential by identifying and adapting the physical, social, intellectual and emotional aspects of life. Barbara (2009) also stated that self-fulfilment is very essential for an individual to gain a sense of achievement and satisfaction to lead a worthwhile life.
Several theories and research studies revealed that self-care, self-acceptance, self-motivation, self-regulation, self-worth, self-determination, self-awareness, self-compassion, self-reliance and self-satisfaction were essential skills for enhancing self-fulfilment levels among individuals. A person who is empowered with self-fulfilling skills tend to be compassionate, creative, spontaneous in their thoughts and behaviour, independent in solving their problems, takes pleasure in what they do. They were able to perceive reality and accept themselves for what they are, tolerate uncertainty and maintain calmness even during difficult times. They were more confident on themselves and displays altruism, motivated to strive hard towards their

self-development and to live an inspired, outrageously fulfilling life (DeAngelis, 2017).
Soderhamn and Lindencrona (2001) stated that increased self-care ability in older adults lead to self-fulfilment. self-acceptance is strongly related to mental health and wellbeing in people of all ages. Self-motivation makes the person to feel more self-fulfilled by boosting inner strength, energising to take challenges and responsibilities and to be more open and positive. Understanding, monitoring and managing emotions contributes significantly to happiness mental health positive social relationships and success in life and self-control was the strongest predictor for happiness (Ramezani and Gholtash 2015). Self-compassion helps individuals to feel calm, being warm, cared for and connected with people, thereby enhancing happiness (Gilbert 2005). Self-awareness is also very essential component for Intra-Personal growth and self-fulfilment in life. Self-worth is positively associated with mental wellbeing, self-acceptance, self-confidence and boosts happiness and satisfaction of one's own life. Self-determination can help with achieving independence, having internal locus of control, makes an individual to be responsible for their behaviours and

also ensures overall well-being and psychological health. A reliance on internal resources provide life with coherence and fulfilment (Baumeister, 1987). Similarly, Self-satisfaction is associated with better overall physical health, job performance, greater career satisfaction, optimism and happiness, increased mental health, positive emotions and life satisfaction in multiple life domains like family, marriage, income and health (Ryff, 1989).

Women are the keystone of family and social development. Women who are living safe, fulfilled and productive lives can reach their fullest potential. Studies revealed that women were more impoverished than men due to unemployment, illiteracy, unpaid domestic work, lack of access to ancestral property. Apart from these they were also experiencing psychological problems like low self-worth, poor self-confidence, loneliness, anxiety disorders, depression, guilt etc. (Efe and Hallegraeff 2020) and psychosocial problems like role conflicts, goal lessness, excessive dependency on others, poor motivation and lack of directedness to achieve their personal aspirations and life goals (Pigott, 2002).

Several research studies found that women had low levels of Self-fulfilment levels Amparado et al. (2014). They mostly are concerned with their physiological and safety needs, have a hard time moving up and suffering with low levels of personal growth and self-actualization (Maslow, 1943). They were also poor in various self-fulfilling empowerment skills and experiencing anxiety and irritability, loss of interest to do things in their day-to-day life, lack of self-respect, dwell in the illusion of perfectionism, not willing to take risks and challenges, engaged in negative self-talk and self-blame, unable to forgive themselves even to the small mistakes they commit (Verma and Tiwari 2017). unable to accept their own failures, had poor self-regulation behaviours (Esmaeilinasaba et al., 2016), low self-regard and self-love (Levus, 2020), lacks trust and belief on their own abilities and excessive dependency on others, had poor clarity towards their life goals (Rani and Devi 2022) and quite often suffering with the feelings of undeserved for love, care, happiness and to lead a good quality of life. They were dissatisfied with their present life and often experiencing regrets about their past life and leading life with poor sense of meaning and purpose (Fatima et al., 2021).

The self-fulfilment of an individual is a very positive outcome for society but was disappointed by the fact that very few individuals are truly self-actualized (D'Souza, Jeevan (2018). The problem of the present study was chosen as one concerning women as its focal point because the nature and degree of self-fulfilling empowering skills related to generative concerns (e.g., caring for the well-being of younger generations) and voluntary engagement. As this area is not much focused among women in India especially in Telangana state; hence the present study was taken up to study the self-fulfilling empowerment skills of women with the following objectives.

OBJECTIVE OF THE STUDY

To study the status of self-fulfilling empowerment skills among women.

Review of Literature: Dezhbankhan et al. (2020) investigated the impact of metacognition intervention on self-actualization among students. A sample of thirty-one students were identified and intervention on self-knowledge, commitment, motivation, goal setting and planning was implied on the students. The study found that metacognition intervention had improved self-actualization levels among students.

Gopinath (2020) attempted a study to see the relationship and influence of Emotional Intelligence factor on the self-actualization of academic leaders of Tamil Nadu universities. A descriptive research design was adopted and a purposive stratified random sampling technique was used to collect data from 217 samples. Results found that self – awareness and social skills are the dominating factors of Emotional Intelligence has significant influence on the Self-Actualization of academic leaders of Tamil Nadu Universities. The study also suggested that by providing training in Emotional Intelligence, particularly self-awareness and social skills, Academic Leaders' desire to become self-actualized can be increased.

Naeem (2020) conducted a study on self-actualisation levels among the female professionals of the service industry located in Delhi and NCR. The results found that experience and qualification had a significant relationship with the dimensions of self-actualization. Further mentioned that self-actualization is characterised by a strong sense of self-worth that leads to an abundance of self-confidence and happiness.

Behnam-Moradi et al. (2019) aimed to determine the educational intervention based on penders Health Promotion Model on Self-actualization and interpersonal relations in menopausal women. A pre-test and post-test design was employed on 60 women (n=30 experimental, n=30control) working in non-government schools in Tehran. The experimental group underwent six sessions, one session per week and each for two hours. The results showed that educational intervention based on health promotion model had a positive and significant effect on increasing self-actualization (F=9.53, p=0.006, Eta=0.60) and interpersonal relations (F=8.40, p=0.009, Eta=0.71) in menopausal women in the experimental group.

Sivakumar (2019) assessed the level of self-actualization among school teachers in Coimbatore. The study adopted a survey method to assess the levels of self-actualization. A sample of two hundred and five school teachers were selected for the study by using self-actualization scale developed by Dr. S. Sathiyagirirajan, the results found that self-actualization levels were average among school teachers.

Ahmed (2018) conducted a study on self-actualization among college students belongs to different Gender, Locality, and Streams of district Udhampur. A sample 150 (75 from rural area and 75 from urban area) female and 150 (75 from rural area and 75 from urban area) male students were selected through random sampling method. The results of the study indicated that students

from urban localities are more self-actualized than rural localities.

Alaghmand *et al*. (2018) aimed to identify the factors affecting self-actualization of students at spaces of universities. A Qualitative research method used to collect the relevant data including documentary and Delphi method in two rounds. The results showed that understanding one's own nature and finding potential talents, individual evolution, understanding facts and truth and seeking rightness, justice, freedom and beauty were affecting students' self-actualization at university spaces.

Bulut (2018) aimed to determine the obstacles to self-actualization of the college students. A sample of 748 students with 599 female and 149 male students were identified through convenient sampling from Gazi faculty of education. In consideration with the findings, the college students stated that the obstacles to self-actualization were personal obstacles which include neurotic tendencies, lack of self-confidence, poor time management skills, lack of self-motivation, procrastination, lack of self-expression and stress. Social obstacles included poor socialization, strict social rules, lack of social support etc, educational obstacles include poor education system in revealing the individual skills and negative teacher attitudes and parental obstacles includes negative parent attitudes. Study further concluded that lack of belonging, being loved and overcoming unconditional acceptance culture are the obstacles for self-actualisation.

RESEARCH METHODOLOGY

Research Design: Ex-post facto research design was employed to collect the data.

Locale of the study: Adilabad and Kumaram Bheem districts of Telangana state were purposively selected for conducting the study. Telangana is the only south Indian state with tribal population of 9.34 percent out of its total population as per 2011 census (Tribal welfare Department Telangana state). Which is most backward and with highest tribal and rural ppopulationin Adilabad and Kumarambheem Asifabad districts. (Earlier Komaram Bheem Asifabad was part of Adilabad district and it became a new district in 2016).

Sampling Procedure: Purposive random sampling technique was used to select the sample. Women under the age groups of 25 to 50 years were selected to represent the sample.

Sample Size: A sample of 120 (n1=60 rural and n2=60 tribal) women were identified and the primary data was collected from120 women with the help of self-developed scale.

Tools Used: Investigator developed a scale to gather the data on self-fulfilling empowerment skills among women. The self-fulfilling empowerment skills were studied in terms of self-awareness, self-care, self-regulation, self-acceptance, self-compassion, self-motivation, self-worth, self-reliance, self-determination and self-satisfaction. The scale was standardized by using split half-reliability and content validity. The reliability coefficient of correlation was 0.927 and the overall alpha was found to be 0.961 and found to be significant (p<0.01).

RESULTS AND DISCUSSION

The data obtained on existing levels of overall self-fulfilling empowerment skills of the respondents were presented in the Table 1.

Table 1: Distribution of women based on components of self-fulfilling empowerment skills.

Level	Self-Fulfilling empowerment skills	
	F	%
Low	77	64
Moderate	31	26
High	12	10
Total	**120**	**100**
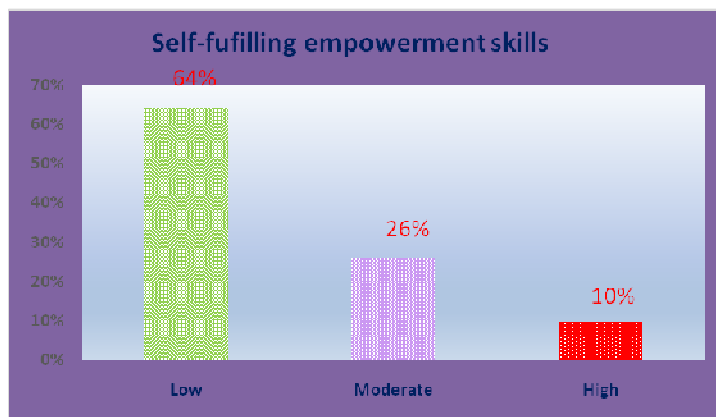
Fig. 1. Status of overall self-fulling empowerment skills among women.

The above table illustrates the status of overall self-fulfilling empowerment skills among women. It can be gathered from the Table 1 that nearly two thirds (64%) of the women had low levels self-fulfilling empowerment skills followed by moderate (26%) and very few (10%) had high levels of self-fulfilling empowerment skills. It indicates that majority of the rural and tribal women had poor self-fulfilling empowerment skills. The above results were on par with studies conducted by Ahmed (2018) found that urban locality students are more self-actualized than students from rural locality. Whereas Sivakumar (2019)

who found that the level of self-actualization among school teachers was average. Amparado *et al.* (2014) also found that married have moderate level of self-actualization and unmarried has an approaching self-actualization. Similarly, Gopinath (2020) recommended that giving training on emotional intelligence especially on self-awareness and social skills will enhance self-actualization.

It might be due to low level of education and restricted by social and cultural boundaries and lack of training on knowledge and skills on identifying their strengths and weaknesses, self-priority, internal locus of control, positive self-regard etc.

From the above results it can be concluded that very few women had adequate self-fulfilling empowerment skills and there is a need for educational/interventional programs to enhance their knowledge and skills related to promote their self-fulfilment levels.
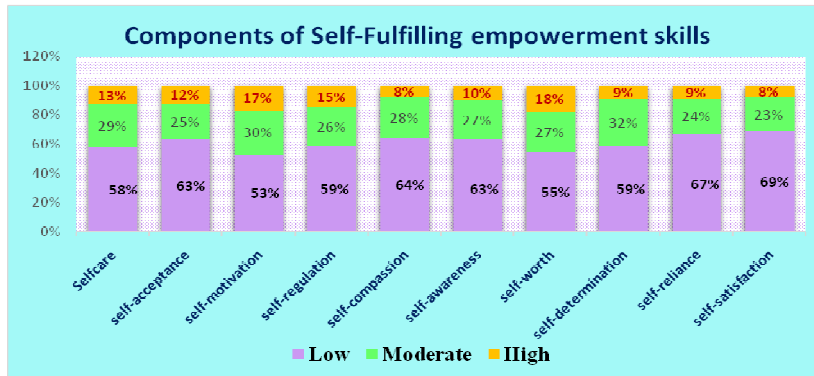

Fig. 2. Status of self-fulling empowerment skills -component wise.

From the above table, it is revealed that in all the components of self-fulfilling empowerment skills among majority of the women were low. It was also found that more than sixty percent of the respondents were having low levels of self-acceptance, self-compassion, self-awareness, self-reliance and self-satisfaction. Whereas more than fifty percent of the respondents were having low levels of self-care, self-motivation, self-regulation, self-worth and self-determination.

The above findings indicate that the findings also revealed that majority of women were not fully aware of their existing abilities and skills, own emotional states, personal needs and choices of life, they were able to express some of their personal strengths in which they are good at but not much known about how to use them effectively, they were able to identify very few of their values and deepest desires in life. With reference to self-care majority of the respondents were not taking adequate self-care towards their physical, psychological, emotional and social needs in their day to day lives and they were not taking adequate care for maintaining balanced diet, personal health and hygiene and doing physical exercises. They were unable to balance and cope their emotions by keeping calm and comfortable during psychological upsets. With reference to self-regulation, they were having difficulty in recognising their own thoughts and emotions and its stimulating situations, they were not able to focus and reframe their negative thoughts and feelings into positive in their daily lives.

With reference to self-acceptance, they were not pay attention to their self needs and loose interest to do things in their day-to-day life. They perceived inadequacies and unable to accept their shortcomings, they bothered more with the feelings of inferiority, lack of self-respect as they think and feel more negative about themselves by forgetting their good deeds and achievements in life. With regard to self-compassion, they were not much able to provide unconditional love to their own selves, they often devalue themselves by looking only at their personal failings, bump up more on limitations and imperfections and judge very harshly about their flaws and deficiencies. In relation to self-motivation, they were not well motivated in achieving tasks by move on along with situations and making progress in fulfilment of life goals. They often feel low and engaged in negative self-talk. They stucked up with self-doubt and unable to make efforts for their personal improvement with positive hope.

With reference to self-worth, they weren't believing themselves as worthy and capable enough to perform better and manage things on their own, quite often they were limiting their worthiness to only their achievements and losing confidence even for small failures. In relation to self-determination, they were not able to make choices and set goals based on their free will and they were led by the others' opinions and values, were not able to make choices and set goals based on their free will and they were led by the others' opinions and values. They don't have much clear idea about what they want to achieve in different aspects of their life and which direction of path to choose in meeting their goals. In relation to self-reliance, they we're not able to make independent decisions and solve their problems and often depending more on external sources to make critical decisions related to different aspects of life. with regard to self-satisfaction on the whole they were not very happy with themselves in relation to different aspects of life like family, household chores, work etc. and expressed more regrets as they were not able to leading their life what they ideally want.

On par with the present findings Prashanthi *et al.* (2021) who found that majority of the farm women (66%) had low self-awareness skills followed by moderate and high. Shiri Mohammadabad and Afshani (2021) reported that general self-care behaviours among women from low SES and marginal communities was found to be low when compared to high SES group. Kaur *et al.* (2022) who found that women had significantly lesser emotional clarity compared to men (P=0.003) and signifies the need for intervention to avoid maladaptive behaviours.

Rashid *et al*. (2018) discovered that women had lower self-acceptance and psychological wellness compared with men. Similarly, Yavuzer (2015) revealed that women had higher self-handicapping and lower self-esteem and experiencing high cognitive distortions, had low and very low unconditional self-acceptance levels than men. Karakasidou *et al.* (2021) who revealed that women had low levels of self-compassion when compared to men and these differences were more among ethnic minorities (Yarnell *et al.,* 2015). Similarly, Verma and Tiwari (2017) also found that female had high self-judgement and low self-kindness than males. Sandhya and Sreedevi (2021) found that majority rural women had low levels of self-motivation levels and respondents were not able to believe and trust their abilities and felt not much competent in many things in their life. The more than half (57%) of the rural women had a low level of self-appraisal followed by moderate and very few had a high level of self-appraisal. Rani and Devi (2022) who found that majority (81%) of the tribal adolescent girls were having low self-determination skills followed by moderate and very few had high levels of self-determination levels. Hamid *et al*. (2021) discovered that women had low levels of autonomy and decision-making capacities and these women are more influential only when deciding on minor domestic issues. Similarly, Acharya *et al.* (2010) revealed that rural women had less autonomy in decision making in own health care, making major household purchase, making purchases for daily household needs and visit to her family or relatives. Sadiq and Rani (2020) also found that women had poor life satisfaction and more dissatisfaction towards different conditions of their lives. Similarly, Huang *et al.* (2018) also found that majority of rural women experienced low levels of life-satisfaction and experienced dissatisfaction with their life conditions.

CONCLUSIONS

Self-fulfilment enables the individual to derive a sense of achievement and satisfaction towards one's own life. It was found from the study that in all the components of self-fulfilling empowerment skills, women had low levels. Due to this they not able to realise and utilise their existing capabilities, demotivated with their lives, cannot accept own self, not feeling worthy, unable to provide warmth and love, unable to make decisions based their own choices, not able to solve their problems on their own and more dissatisfied with current life. Hence the study recommended a strong need for suitable psychological interventions to enhance self-fulfilling empowerment skills among women and also the government and organizations who were working for the welfare of women should implement educational interventions in order to promote the sense of self-fulfilment among tribal and rural women in Telangana state.

FUTURE SCOPE

The current study enables researchers to design appropriate intervention programs to improve women's knowledge and skills regarding their personal abilities, such as how to take adequate care of one's own physical, psychological, emotional, and social wellness, regulate and manage one's own emotions, accepting one's own capacities, attributes in spite of weaknesses or deficiencies, being warm and empathetic to one's own self, and providing adequate care to one's own self, maintain intrinsic motivation without external influence, solving problems and making decisions autonomously, make choices without external compulsion and derive satisfaction from their inner self. As a result of this by this the women will be able to derive a sense of fulfillment and satisfaction.

REFERENCES

Acharya, D. R., Bell, J. S., Simkhada, P., Teijlingen, E. R. V. and Regmi, P. R. (2010). Women's autonomy in household decision-making: a demographic study in Nepal. *Reproductive Health*, *7*, 1-12.

Ahmed, H. A. (2018). Study of self-actualization among college students belongs to different Gender, Locality, and Streams of district Udhampur. *International Journal of Creative Research and Thoughts, 6*(1), 898-907.

Alaghmand, S., Mozaffar, F., Hosseini, S. B. and Sedghpour, B. S. (2018). Investigating factors affecting students' self-actualization at university spaces. *Revista Romaneasca Pentru Educatie Multidimensionala*, *10*(1), 1-7.

Amparado, M. J. B., Javier, P. M. C., Pomar, E. J. E., Aquino-Malabanan, M. G. and Landicho, L. C. (2014). Self-Actualization of Married and Unmarried among Middle aged Professionals. *International Journal of Academic Research in Psychology*, *1*(1), 88–95.

Barbara, K. (2009). *Encyclopaedia of Giftedness, Creativity and Talent*. SAGE Publications, 63-65.

Baumeister, R. F. (1987). How the self-became a problem: A psychological review of historical research. *Journal of personality and social psychology*, *52*(1), 63.

Behnam Moradi, M., Ahadi, H. and Seirafi, M. R. (2019). The effect of educational intervention based on pender's health promotion model on self-actualization and interpersonal relations in menopausal women. *Community Health Journal*, *13*(3), 10-19.

Bulut, S. S. (2018). Obstacles to self-actualization of college students-the case of gazi faculty of education. *Universal Journal of Educational Research*, *6*(10), 2271-2279.

D'Souza, J. F. (2018). The SAGE Encyclopaedia of Lifespan Human Development.

DeAngelis, D. (2017) What Is Living a Fulfilled Life? https://www.linkedin.com/pulse/what-living-fulfilled-life-dominick-deangelis-cpcc-acc/

Dezhbankhan, F., Baranovich, D. L. and Abedalaziz, N. (2020). Impacts of Direct Metacognitive Instructions

on Self-Actualization. *International Education Studies*, *13*(11), 1-9.

Efe, L. A. and Hallegraeff, J. (2020). Self-Confidence: The Invisible Force Behind the Gender Gap.

Esmaeilinasab, M., Khoshk, A. A. and Makhmali, A. 2016. Emotion regulation and life satisfaction in university students: Gender differences. *European Proceedings of Social and Behavioural Sciences, 82*, 798-809.

Fatima, I., Naeem, M. W. and Zeeshan Raza, H. M. (2021). Life satisfaction and psychological wellbeing among young adults. *World Journal of Advanced Research and Reviews*, *12*(2), 365-371.

Gilbert, P. (2005). Compassion and cruelty: a biopsychosocial approach. In P. Gilbert (Ed.), Compassion: Conceptualisations, Research and Use in Psychotherapy London, UK: Routledge, 9–74.

Gopinath, R. (2020). Study on Relationship between Emotional Intelligence and Self Actualization among Academicians of Tamil Nadu Universities. *International Journal of Psychosocial Rehabilitation, 24*(2), 5327-5337.

Huang, H., Liu, S., Sharma, A., Zou, F., Tian, F. and Wu, H. (2018). Factors associated with life satisfaction among married women in rural China: a cross-sectional study based on large-scale samples. *Psychology Research and Behaviour Management*, *11*, 525-533.

Karakasidou, E., Raftopoulou, G. and Stalikas, A. (2021). Investigating differences in self-compassion levels: effects of gender and age in a Greek adult sample. *Psychology*, *25*(1), 164-177.

Kaur, A., Kailash, S. Z., Sureshkumar, K., Sivabackiya, C. and Rumaisa, N. (2022). Gender differences in emotional regulation capacity among the general population. *International Archives of Integrated Medicine, 9*(1), 22-28.

Levus, N. (2020). Self-regard in the structure of personality behavioural manifestations. *Journal of Education Culture and Society, 3*(2), 51-64.

Maslow, A. H. (1943). *A theory of human motivation*. Psychological Review, *50*, 370–396.

Naeem, F. (2020). Self- actualisation leads to self-satisfaction and contentment A study conducted on female's professionals in the service sector of India. *JTA Multidisciplinary International Conference*, *40*(10), 684-695.

Pigott, T. A. (2002). Women's Mental Health – A Comprehensive Textbook. In: Kornstein SG, Clayton AH, editors. The Gulliford Press: New York. 195–22.

Prashanthi, B. and Devi, S. (2021). Empowerment of farm women for quality of life-A multidimensional model.

Unpublished Ph.D. Thesis. Professor Jayashankar Telangana State Agricultural University.

Ramezani, S. G. and Gholtash, A. (2015). The relationship between happiness, self-control and locus of control. *International Journal of Educational and Psychological Researches*, *1*(2), 100.

Rani, S and Devi, S. (2022). Impact of Intervention Programme on Self-Empowering Personal Skills of Tribal Adolescent Girls. *Unpublished Ph.D. Thesis*. Professor Jayashankar Telangana State Agricultural University.

Rashid, U. K., Dey, B. K., Tushar, T. A. and Sultana, S. (2018). Psychological well-being and self-acceptance of rural and urban aged people. *Journal of Life and Earth Science, 13*, 65-69.

Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of personality and social psychology*, *57*(6), 1069.

Sadiq, R. and Rani, S. (2020). Psychological predictors of life satisfaction among married women. *The International Journal of Indian Psychology*, *8*(3), 713-721.

Sandhya, P. and Sreedevi, P. (2021). Effect of intervention on self-management skills among farm women during COVID-19 in Telangana State. *Unpublished MS.C Thesis*. Professor Jayashankar Telangana State Agricultural University.

Shiri Mohammadabad, H. and Afshani, S. A. (2021). Women's self-care behavior and its relationship with social capital in Yazd, Iran. *BMC Women's Health*, *21*(331), 1-10.

Sivakumar, A. (2019). self-actualization among school teachers in coimbatore district. *ZENITH International Journal of Multidisciplinary Research*, *9*(5), 229-236.

Soderhamn, O., Lindencrona, C. and Gustavsson, S. M. (2001). Attitudes toward older people among nursing students and registered nurses in Sweden. *Nurse education today*, *21*(3), 225-229.

Verma, Y. and Tiwari, G. K. (2017). Self-Compassion as the Predictor of Flourishing of the Students. *The International Journal of Indian Psychology*, *4*(3), 10-29.

Yarnell, L. M., Stafford, R. E., Neff, K. D. N., Reilly, E. D., Knox, M. C. and Mullarkey, M. 2015. Meta-Analysis of Gender Differences in Self-Compassion. *Self and Identity*, 1-22.

Yavuzer, Y. (2015). Investigating the Relationship between Self-Handicapping Tendencies, Self-Esteem and Cognitive Distortions. *Educational Sciences: Theory & Practice, 15*(4), 879-890.