Research Article

Academic Self-Handicapping and Self-Regulating Learning Strategies for Student Engagement in Performance of Grade 8 Students in Araling Panlipunan

Honey Kates A. Endiape[1], Jherwin P. Hermosa[2]*

[1]Graduate Studies and Applied Research, Laguna State Polytechnic University-San Pablo City Campus
[2]San Pablo City, Laguna 4000 Philippines, College of Arts and Sciences and Graduate Studies and Applied Research, Laguna State Polytechnic University-San Pablo City Campus, San Pablo City, Laguna 4000 Philippines

ABSTRACT

This research aims to explore the Academic Self-Handicapping and Self-Regulating Learning Strategies employed by Grade 8 students at Godofredo M. Tan Integrated School of Arts and Trades, with a focus on understanding their impact on student engagement and academic achievement in the subject Araling Panlipunan. The study utilized a descriptive-correlational design and employed a researcher-modified questionnaire as the primary data collection method. Mean Standard Deviations were used to assess students' perceptions of academic self-handicapping and self-regulating learning strategies, while Pearson Correlation was used to determine the relationship between Academic Self-Handicapping, Self-Regulated Learning Strategies, and students' engagement and performance in Araling Panlipunan and Mediation Analysis to see if there is effect on the students' performance mediated by their engagement. The result revealed a significant but weak positive correlation between students' engagement and their performance in Araling Panlipunan. Furthermore, the students' engagement was found to fully mediate the impact of their perceived level of academic self-handicapping and self-regulated learning strategies on their performance in the subject. As a result, the hypothesis has been rejected. This study sheds light on the factors influencing student engagement and academic achievement in Araling Panlipunan, providing valuable insights into the learning strategies adopted by Grade 8 students.

Keywords: *Academic self-handicapping, Araling panlipunan, Self-regulating learning strategies, Student engagement, Student performance*

Introduction

The Philippine education system has undergone significant changes in the K-12 sector to align with global standards and equip students with 21st-century skills. Despite the importance of Araling Panlipunan in shaping students' perspectives, it often receives less attention, leading to students' lack of interest, inattention, and low motivation (De Leon, 2019; Cosme, 2019).

A key determinant of students' academic success is their attitude toward learning, especially in subjects like Araling Panlipunan, which many students perceive as uninteresting. Students sometimes engage in self-sabotaging behaviors, consciously setting up obstacles to their own performance. These behaviors come in two forms: claimed self-handicapping and behavioral self-handicapping. Such conduct impedes learning and academic achievement because students lower their efforts to prevent others from perceiving them as lacking in ability.

Students utilize self-regulated learning strategies, comprising three stages: forethought, volitional control, and self-reflection, to complete their learning tasks. These encompass behaviors, attitudes, and thoughts that enhance academic progress and effective learning. The implementation of these strategies is crucial for both student academic growth and effective classroom management.

Engaging students in learning is essential as it encompasses cognitive, emotional, and behavioral components. It boosts attention, curiosity, critical thinking skills, and motivation, ultimately leading to more meaningful and effective learning experiences.

This research aims to address the issue of students' disengagement in Araling Panlipunan by investigating academic self-handicapping, self-regulating learning strategies, and their impact on student engagement. By understanding students' perspectives and enhancing learning engagement, this study aims to improve students' performance and achievement in Araling Panlipunan.

Methods
Research Design

A descriptive-correlational design was used in this study, which combines descriptive and correlational research approaches. Descriptive research offers an overview of the present condition, whereas correlational research investigates links between variables and makes predictions based on prior information. The fundamental goal of a descriptive correlational analysis is to describe correlations between variables rather than to demonstrate causality.

The variables and their natural correlations were described using a descriptive technique in the study. The variables were labeled as independent and dependent, but they were not managed; rather, they happened spontaneously. The purpose of the study was to look at the academic self-handicapping and self-regulating learning practices of grade 8 students at Godofredo M. Tan Integrated School of Arts and Trades in San Narciso.

Sampling and Ethical Considerations

The researcher will employ the purposive sampling technique in this study. Purposive sampling is a non-probability sampling method used to select individuals or cases based on specific criteria or purposes. This approach is commonly used when researchers aim to include participants who possess particular characteristics or experiences that are relevant to the study. While purposive sampling does not rely on random selection and may not provide a representative sample of the population, it is valuable in situations where the research question requires a targeted sample of participants with specific attributes or experiences. The highlight the benefits of purposive sampling, including the ability to select participants who can provide rich and diverse insights into the phenomenon under investigation. This study, the researcher will utilize purposive sampling to select participants who possess specific characteristics or experiences related to the academic self-handicapping and self-regulating learning strategies and it was participated by 414 grade 8 students in the Godofredo M. Tan Integrated School of Arts and Trades in the District of San Narciso.

Research Instruments

To assess the academic self-handicapping and self-regulated learning strategies of the students, the researcher modified a self-handicapping and self-regulated survey questionnaire to suit the Grade 8 students of Godofredo M. Tan Integrated School of Arts and Trades. This questionnaire served as the primary data-gathering tool for the study. The research instrument limited respondents' answers to the provided options in the questionnaire.

The questionnaire used in this research comprised four parts. Part I, Student's Profile, collected personal information such as the student's name, section, subject teacher and their grades form first quarter to third quarter. Part II focused on academic self-handicapping, which was modified from the work of Gupta and Geetika (2020) and included behavioral self-handicapping and claimed self-handicapping. Part III addressed self-regulated learning strategies, specifically forethought, volitional control, and self-reflection. Part IV measured student engagement in terms of behavioral engagement, cognitive engagement, and emotional engagement. Part II to IV category contained five questions, resulting in a total of 40 questions in the questionnaire. The researcher utilized a 4-point Likert scale for the response options: 4 – Frequently, 3 – Sometimes, 2 – Rarely, 1 – Never

Data Analysis

The data collected through the questionnaire will be compiled, organized, and analyzed to facilitate analysis and interpretation. Appropriate statistical tools will be employed for this purpose. Specifically, to address subproblems 1 and 2, mean and standard deviations will be calculated to gauge the students' perceptions of self-handicapping and self-regulating learning strategies they employ. To address subproblems 3 and 4, Pearson correlation analysis will be conducted. This analysis will determine the relationship between academic self-handicapping and self-regulated learning strategies among the students. Additionally, it will explore the significance of the relationship between these two variables, and Mediation Analysis to see if there is effect on the students' performance mediated by their engagement.

These analyses aim to assess the impact of self-handicapping, self-regulated learning strategies, and engagement on the academic performance of Grade 8 students in the subject of Araling Panlipunan at Godofredo M. Tan Integrated School of Arts and Trades in the San Narciso District. By utilizing these statistical measures and analyses, the researcher will obtain valuable insights into the relationships and significance of variables, contributing to a comprehensive understanding of the academic self-handicapping, self-regulated learning strategies, and engagement of the students.

Result and Discussion
Perceived Academic Self-Handicapping in Terms of Claimed and Behavioral Self-Handicapping
Claimed Self-Handicapping

The table shows the perceived academic self-handicapping of Grade 8 students as to claimed. It showed that students *sometimes* perceived that they were demotivated to work hard to do better in their studies *(M = 3.03, SD = 0.88)*, students *sometimes* lacked effort in doing school task due to teacher's attitude towards them *(M = 2.85, SD = 1.03)*, students *sometimes* sleep very little before the class or tend to study an important exam just a night before *(M = 2.80, SD = 0.96)*, students' concentration span for class work is very short that they usually get distracted while studying (do and think about other things) *(M = 2.80, SD = 1.03)*, and students *sometimes* instead of spending time on study, students spend much time on unimportant activities like watching videos, playing mobile games, and social media sites *(M = 2.76, SD = 0.93)*.

The overall mean of 2.85 with a standard deviation of 0.46 showed that *sometimes* students used claimed self-handicapping as an anticipative strategy that may affect their school performance.

The study suggests that students use claimed self-handicaps as excuses for underperforming in school to protect their image. This behavior undermines their motivation, performance, and relationships with teachers, potentially worsening their self-esteem. Reversing these claimed handicaps is crucial to

improve academic performance and foster self-regulated learning skills.

Kendra Cherry's study (2020) supports these findings and highlights negative consequences of self-handicapping. Students who engage in self-handicapping allocate less time to studying, leading to lower grades. Additionally, self-handicappers are more likely to consume alcohol before tasks and experience difficulties in their social relationships. Their constant excuses often result in a perception of being "whiners" and receiving negative evaluations from peers.

Table 1. Perceived Academic Self-Handicapping as to Claimed

Statements	Mean	SD	VI
1. Instead of spending time on study, I spend much time on unimportant activities like watching videos, playing mobile games, and social media sites.	2.76	0.93	*Sometimes*
2. My concentration span for class work is very short that I usually get distracted while studying (do & think about other things)	2.80	0.78	*Sometimes*
3. I lack effort in doing school task due to my teacher's attitude towards me.	2.85	1.03	*Sometimes*
4. I sleep very little before the class or tend to study an important exam just a night before.	2.80	0.96	*Sometimes*
5. I am demotivated to work hard to do better in my studies.	3.03	0.88	*Sometimes*
Overall	**2.85**	**0.46**	***Sometimes***

Legend: *3.50-4.00 (Frequently), 2.50-3.49 (Sometimes), 1.50-2.49 (Rarely), 1.00-1.49 (Never)*

Behavioral Self-Handicapping

Table 2 demonstrates the perceived academic self-handicapping of Grade 8 students as to behavioral self-handicapping. It demonstrated that students *frequently* do home chores instructed by their parents that makes their precious time took away from them to study *(M = 3.50, SD = 0.77)*. Students *sometimes* due to workload, students unable to complete their to-do list, which includes assignments and reading recommended by the teacher *(M = 3.38, SD = 0.85)*. Students says that obstacles come in their way *sometimes* whenever they try to study *(M = 3.30, SD = 0.79)*. Students *sometimes* feel physical symptoms such as tiredness engaging in many simultaneous activity *(M = 3.14, SD = 0.85),* and unable to prepare fully for exams or class because of anxiety and nervousness *(M = 2.56, SD = 0.88).*

The table demonstrated that Grade 8 students perceived the academic behavioral self-handicapping with a mean of 3.18 and a standard deviation of 0,52. This result had a verbal interpretation of *sometimes.*

The study shows that students' performance is affected by behavioral self-handicaps such as house chores, physical symptoms, workload, lack of preparation, and obstacles. These self-imposed limitations intentionally reduce performance and include behaviors like insufficient sleep, engaging in house chores, skipping classes, or inadequate work. Students use self-handicapping to attribute potential failures to external factors and protect their self-worth, but it significantly hampers academic performance. Students with behavioral self-handicaps tend to believe that failure is inevitable due to low self-efficacy, adopting a "nothing to lose" mentality.

This finding is supported by Torok, L., & Szabó, Z.P. (2018), who assert that self-handicaps hinder personal achievements. Interestingly, individuals often succeed despite these limitations and use them as explanations in case of failure.

Table 2. Perceived Academic Self-Handicapping as to Behavioral

Statements	Mean	SD	VI
1. I feel physical symptoms such as tiredness engaging in many simultaneous activity.	3.14	0.85	*Sometimes*
2. Due to my workload, I am unable to complete my to-do list, which includes assignments and reading recommended by my teacher.	3.38	0.85	*Sometimes*
3. I am unable to prepare fully for exams or class performance because of anxiety and nervousness.	2.56	0.88	*Sometimes*
4. My parents make me do home chores, which takes away from my precious time to study.	3.50	0.77	*Frequently*
5. Obstacles come in my way whenever I try to study.	3.30	0.79	*Sometimes*
Overall	**3.18**	**0.52**	***Sometimes***

Legend: *3.50-4.00 (Frequently), 2.50-3.49 (Sometimes), 1.50-2.49 (Rarely), 1.00-1.49 (Never)*

Perceived Self-Regulated Learning Strategies in terms of Forethought, Volitional Control, and Self-reflection
Forethought

Table 3 reveals on how the Grade 8 students perceived self-regulated learning strategies as to forethought. It revealed that *sometimes* student's written project is always turned in to the teacher before those of the other students in the class *(M = 3.46, SD = 0,78)* students *sometimes* successfully complete all of the teacher-assigned tasks in the class *(M = 3.38, SD = 0.72)*, student *sometimes* made goals for achieving grades in the subject, student *sometimes* keep record of all class notes provided by the teacher *(M = 3.32, SD = 0..90)*, and *sometimes* the student put in effort to pass the subject *(M = 2.55, SD = 1.08)*.

The overall mean of *3.21* with a standard deviation of *0.47* had a verbal interpretation of *sometimes.* This finding suggests that various motivating beliefs play a role in activating learning techniques when students analyze tasks, set goals, and plan their approach. Students prioritize task definition, goal-setting, and planning, leading to excellent planning skills that enhance their self-regulatory abilities for successful self-regulated learning. The activated motivational beliefs during this process include self-efficacy, task value, and goal orientation.

In Zimmerman's Cyclical phase model of self-regulation confirms these findings. In the forethought phase, students examine problems, set objectives, and plan their strategies while being influenced by motivating beliefs. They monitor their progress, employ self-control tactics, and stay motivated to complete tasks.

Based on the gathered literature and findings, it is evident that self-regulated learning in the forethought phase is the approach students employ to activate and maintain their thoughts, emotions, and actions in order to achieve specific objectives.

Table 3. Perceived Self-Regulated Learning Strategies as to Forethought

Statements	Mean	SD	VI
1. I can successfully complete all of the teacher-assigned tasks in the class.	3.38	0.72	*Sometimes*
2. I keep record of all class notes provided by the teachers.	3.32	0.90	*Sometimes*
3. I made goals for achieving grades in the subject.	3.35	0.79	*Sometimes*
4. My written project is always turned in to the teacher before those of the other students in the class.	3.46	0.78	*Sometimes*
5. I put in effort to pass this subject.	2.55	1.08	*Sometimes*
Overall	3.21	0.47	*Sometimes*

Legend: *3.50-4.00 (Frequently), 2.50-3.49 (Sometimes), 1.50-2.49 (Rarely), 1.00-1.49 (Never)*

Volitional Control

Table 4 shows how the Grade 8 students perceived self-regulated learning in terms of volitional control. It is shown that students *sometimes* the teacher's passion led to the student's strong success in the class *(M = 2.85, SD =0.84).* Students *sometimes* give their self enough time to learn new stuff *(M = 2.59, SD = 0.92),* student enjoy studying in groups because it improves their capacity for learning *(M =2.56, SD = 0.54),* student's family and friends' support has contributed to the students academic success *9M = 2.52, SD = 0.85),* and the assignment technique is extremely helpful in understanding more about the lesson when I a classroom setting *(M = 2.51, SD = 0.88).* Generally, in volitional control, *sometimes* students perceived self-regulated learning as a technique that gives students a variety of opportunities to learn that hard work pays off people consistently succeed by exerting effort in a variety of challenging jobs with an overall mean of *2.61 (SD = 0.54).*

The findings suggest that students are motivated by various factors such as teachers' passion, family support, learning techniques, and peer collaboration to successfully complete tasks. Collaboration with peers enhances students' skills, and to develop good work habits, students must actively engage in their own education. Despite knowing effective strategies for time management, planning, learning, and avoiding distractions, external circumstances can still affect their willingness to use these methods. Putting self-regulatory knowledge into practice requires effort and willpower. Engaging in self-regulated learning demands a significant investment of time and effort.

Xiao, S., Yao, K., & Wang, T.'s study (2018) supports these findings, highlighting the significance of self-regulated learning in college students' academic success. Strong self-regulation skills contribute to better performance compared to students with weak or absent self-regulation abilities.

In summary, the findings emphasize the importance of volition control, a phase in self-regulated learning, in maintaining good academic performance. Students' motivational beliefs play a role in utilizing techniques that control their cognitive and metacognitive engagement in academic activities, particularly when they possess higher task value, self-efficacy, and a learning goal orientation.

Table 4. Perceived Self-Regulated Learning Strategies as to Volitional Control

Statements	Mean	SD	VI
1. The teacher's passion led to my strong success in the class.	2.85	0.84	*Sometimes*
2. My family and friends' support has contributed to my strong academic success.	2.52	0.85	*Sometimes*
3. The assignment technique is extremely helpful in understanding more about the lesson when in a classroom setting.	2.51	0.88	*Sometimes*
4. I give myself enough time to learn new stuff.	2.59	0.92	*Sometimes*
5. I enjoy studying in groups because it improves my capacity for learning.	2.56	1.06	*Sometimes*
Overall	**2.61**	**0.54**	***Sometimes***

Legend: *3.50-4.00 (Frequently), 2.50-3.49 (Sometimes), 1.50-2.49 (Rarely), 1.00-1.49 (Never)*

Self-Refleaction

As shown in Table 5, how the student perceived self-regulated learning strategies in terms of self-reflection. It is shown that students *sometimes* feel confident when they were asked to present assigned work in front of the class *(M = 3.47, SD = 0.79).* Students are *sometimes* eager to participate in class discussions and to speak out *(M = 3.46, SD = 0.78),* students *sometimes* work hard to do well in class *(M = 3.26, SD = 0.81),* happy with how they did and participate in the class *(M = 3.20, SD = 0.83),* and take part in classroom discussions to get good grades from their teacher *(M = 3.16, SD = 0.82).* Overall, the students in terms self-reflection, *sometimes* students perceived self-regulated learning as a technique that leads them to eagerly participate in class, boost confidence, be happy in achievement, and work hard *(M = 3.21, SD = 0.55).*

The findings suggest that providing students with the opportunity to understand and analyze what they learn can help them self-regulate and retain knowledge. Teachers play a crucial role in supporting students' self-regulation by facilitating reflection on their learning, emotions, motivations, and the strategies they used to achieve. Students evaluate their performance, make attributions, adjust self-efficacy, and adapt during self-reflection. These findings align with Zimmerman's cyclical phase model, which emphasizes how self-reflection influences students' subsequent approach to tasks based on their evaluation of success or failure.

In summary, the findings highlight the importance of self-reflection and metacognitive abilities in students' learning. Teachers should encourage and guide students in reflecting on their learning experiences, which contributes to self-regulation and academic success.

Table 5. Perceived Self-Regulated Learning Strategies as to Self-Reflection

Statements	Mean	SD	VI
1. I am eager to participate in class discussions and to speak out.	3.46	0.78	*Sometimes*
2. I feel confident when I am asked to present assigned work in front of the class.	3.47	0.79	*Sometimes*
3. I am happy with how I did and participate in the class.	3.20	0.83	*Sometimes*
4. I take part in classroom discussions to get good grades from my teacher.	3.16	0.82	*Sometimes*
5. I work hard to do well in class.	3.26	0.81	*Sometimes*
Overall	**3.31**	**0.55**	***Sometimes***

Legend: *3.50-4.00 (Frequently), 2.50-3.49 (Sometimes), 1.50-2.49 (Rarely), 1.00-1.49 (Never)*

The extent of Students' Engagement in Araling Panlipunan in terms of Behavioral, Cognitive, and Emotional
Behavioral

Table 6 shows the perceived students' engagement in terms of behavioral. This showed that students *frequently* interested in school and in the subject *(M = 3.53, SD = 0.73).* However, students *sometimes* arrive at class having complete homework or project *(M = 3.36, SD = 0.78).* Students *sometimes* do not skip classes in the subject because they do not like it and find the lesson/subject interesting *(M = 3.26, SD = 0.82).* Students *sometimes* participate in extracurricular activities and other subject-related activities *(M = 2.93, SD = 0.82)* and work harder to satisfy the standards or expectations set by the teacher *(M = 2.85, SD = 0.86).* Overall, students *sometimes* had an observable indicator of behavioral engagement with the mean of *3.18 (SD = 0.53).*

The results imply that students utilize self-described limitations as justifications for their academic underachievement in an effort to preserve their reputation in the event of failure. Claimed self-handicapping allegedly undermines kids' will to achieve academic success, can negatively impact their performance and interactions with teachers, and may even exacerbate low self-esteem. In order to solve this, it is critical to eliminate the alleged disabilities of pupils, enabling them to perform better in class and using this as motivation to develop self-regulated learning capabilities.

These conclusions are supported by Kendra Cherry's study (2020), which identifies a number of drawbacks to self-handicapping. Self-handicapping is a practice that causes students to spend less time studying each week, which lowers their total GPA. Additionally, self-handicappers are more prone to drink alcohol before to doing activities, and their social interactions are also worse.

Table 6. Perceived Students' Engagement as to Behavioral

Statement	Mean	SD	VI
1. I participate in extracurricular activities and other subject-related activities.	2.93	0.82	*Sometimes*

Statement	Mean	SD	VI
2. I work harder to satisfy the standards or expectations set by the teacher.	2.85	0.86	*Sometimes*
3. I do not skip classes in the subject because I do like it and I find the lesson/subject interesting.	3.26	0.82	*Sometimes*
4. I always arrive at class having complete homework or project.	3.36	0.78	*Sometimes*
5. I am interested in school and in the subject.	3.53	0.73	*Frequently*
Overall	3.18	0.53	*Sometimes*

Legend: *3.50-4.00 (Frequently), 2.50-3.49 (Sometimes), 1.50-2.49 (Rarely), 1.00-1.49 (Never)*

Cognitive

Table 7 demonstrates how the students perceived student engagement in terms of the cognitive domain. It demonstrated that students *sometimes* enjoy collaborating with other students throughout the class on projects and activities *(M = 3.34, SD = 0.80),* students *sometimes* take part in projects or activities related to the subject *(M = 3.25, SD = 0.83),* students *sometimes* participate in class discussions and raise questions *(M = 3.17, SD = 0.85),* students *sometimes* enjoy participating in class discussion by asking questions about or bringing up class topics outside of class (students, friends, family and etc.) *(M = 3.16, SD = 0.85),* and the classroom is made more entertaining by using technology-based presentations *(M = 3.13, SD = 0.88).* Generally, students perceived students engagement in terms of cognitive domain had an overall mean of *3.21 (SD = 0.57).* The perceived students' engagement as to cognitive domain had a verbal interpretation of *sometimes (M = 3.21, SD = 0.57).*

The findings suggest that students' readiness and willingness to take on learning challenges influence their cognitive engagement. Factors such as completing assignments, attending class, participating in extracurricular activities, and interacting with teachers can impact cognitive engagement. The level of autonomy in a task also affects cognitive engagement, with different levels of autonomy leading to varied levels of engagement, such as group work, online research, or class discussions.

Wilson's study (2021) supports these findings, emphasizing that active student participation leads to cognitive engagement. Intellectually engaged students set goals, plan actions, assess progress, address challenges, and reflect on their learning.

According to Chapman, cited by Kew and Tasir (2021), cognitive engagement refers to the effort students invest in intellectual tasks and the mental energy they dedicate to learning activities, utilizing their knowledge and cognitive strategies.

In conclusion, cognitive engagement involves self-control techniques, sustained attention, and mental effort. Students' level of engagement in their academic experiences is determined by their physical and mental investment. Cognitive engagement is associated with being prepared to put in the necessary effort to comprehend complex concepts and master difficult skills.

Table 7. Perceived Students' Engagement as to Cognitive

Statements	Mean	SD	VI
1. I enjoy collaborating with other students throughout the class on projects and activities.	3.34	0.80	*Sometimes*
2. The classroom is made more entertaining by using technology-based presentations.	3.13	0.88	*Sometimes*
3. I enjoy participating in class discussion by asking questions about or bringing up class topics outside of class (students, friends, family and etc.)	3.16	0.85	*Sometimes*
4. I take part in projects or activities related to the subject.	3.25	0.83	*Sometimes*
5. I participate in class discussions and raise questions.	3.17	0.85	*Sometimes*

Overall	3.21	0.57	*Sometimes*

Legend: *3.50-4.00 (Frequently), 2.50-3.49 (Sometimes), 1.50-2.49 (Rarely), 1.00-1.49 (Never)*

Emotional

Table 8 presents how students perceived the students' engagement in terms of emotions. It presented that students *sometimes* make sure to do better and work hard in their studies *(M = 3.47, SD = 0.76)*. Student *sometimes* do their best to avoid failing in the in the subject *(M = 3.46, SD = 0.81)*, most of the students' teachers are concerned about their students progress *(M = 3.44, SD = 0.80)*, students *sometimes* interested in the subject and do well in their study due to the teacher's attitude toward them *(M = 3.40, SD = 0.82)*, and students interest in the subject is because of their classmates and friends *(M = 3.09, SD = 0.94)*. Overall, the students perceived student engagement in terms of emotional had a mean of *3.37* with the standard deviation of *0.58.* It had the verbal interpretation of *sometimes.*

The findings suggest that Grade 8 students' emotional engagement in school is influenced by their emotional reactions to the school environment. Peer and student-teacher interactions play a significant role in students' emotional involvement. Students' sense of belonging in school, which is determined by feeling welcomed, respected, and supported by both teachers and classmates, is crucial for emotional engagement. Peers provide emotional support and create a sense of emotional safety. Teachers' actions are also important in fostering positive peer influences and creating an emotionally safe learning environment.

Kuchinski-Donnelly's study (2018) supports these findings, highlighting that emotional engagement is a strong predictor of academic performance, including learning, grades, achievement, and retention. Emotional engagement refers to the interconnectedness between the emotional domain and cognitive and behavioral reactions to the environment. Emotionally engaged college students are motivated to achieve learning objectives and actively participate in class.

In conclusion, students' emotional engagement is influenced by their feelings about learning. Teachers can observe signs of emotional engagement through students' participation in class, questions, requests for assistance, and expressions of curiosity. Building positive relationships and creating a student-centered learning environment enhance emotional engagement.

Table 8. Perceived Students' Engagement as to Emotional

Statements	Mean	SD	VI
1. I always do my best to avoid failing in the subject.	3.46	0.81	*Sometimes*
2. I make sure to do better and work hard in my studies.	3.47	0.76	*Sometimes*
3. I am interested in the subject and I do well in my study due to the teacher's attitude toward me.	3.40	0.82	*Sometimes*
4. Most of my teachers are concerned about my progress.	3.44	0.80	*Sometimes*
5. My interest in the subject is because of my classmates and friends.	3.09	0.94	*Sometimes*
Overall	3.37	0.58	*Sometimes*

Legend: *3.50-4.00 (Frequently), 2.50-3.49 (Sometimes), 1.50-2.49 (Rarely), 1.00-1.49 (Never)*

Level of Students' Performance in Araling Panlipunan

Table 9 presents the level of Grade 8 students' performance in Araling Panlipunan from the First Quarter to the Third Quarter. It demonstrated that during the first quarter, most of the students are on the *satisfactory* level which covers 178 out of 414 or 43% of the total population, followed by students on the *very satisfactory* level, *outstanding* level, and *fairly satisfactory* level which covers the 142 out of 414 (34.3%), 55 out of 414 (13,.3%), and 39 out of 414 (9.4%), respectively. During the second quarter, most students were still in the

satisfactory level, followed by *very satisfactory* level, *outstanding* level, and *fairly satisfactory* level with 170 out of 414 (41.1%), 115 out of 414 (27.8), 89 out of 414 (21.5%), and 40 out of 414 (9.7%), respectively. In the Third Quarter, most of the students are on the *very satisfactory* level (150 out of 414 or 36.2%), followed by students on the *satisfactory* level (130 out of 414 or 31.4%), then students on the *outstanding* level (112 out of 414 or 27.1%), and last students on *fairly satisfactory* level (22 out of 414 or 5.3%).

The findings above imply that students were on average level in terms of their academic performance in Araling Panlipunan. The findings above were supported by the study of Guarin, J. & Salcedo, R. (2018). In the findings of their study it showed that the grade bracket of 85-89 with verbal description of satisfactory topped the list while only 9 or 3.1 percent got 75- 79.

Findings suggest that most of the students possess relatively satisfactory average ratings in their Araling Panlipunan subject as described in the Department of Education Order No. 8 series of 2015 entitled Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program which provide the grading scale and descriptors achieved by the learners per quarter and grade level.

Table 9. Level of Students' Performance in Araling Panlipunan

Range*	First		Second		Third		Verbal Interpretation*
	f	%	f	%	f	%	
90 and above	55	13.3	89	21.5	112	27.1	Outstanding
85-89	142	34.3	170	41.1	150	36.2	Very Satisfactory
80-84	178	43.0	115	27.8	130	31.4	Satisfactory
75-79	39	9.4	40	9.7	22	5.3	Fairly Satisfactory
Below 75	-	-	-	-	-	-	Did not meet Expectation
TOTAL	**414**	**100.0**	**414**	**100.0**	**414**	**100.0**	

DepEd Order No. 8, s. 2015

Relationship of students Perceived Academic Self-Handicapping, Self-Regulating Learning Strategies and Performance

Table 10 demonstrates the test of the relationship between perceived academic self-handicapping, self-regulated learning strategies and performance. A Pearson product-moment correlation was run to determine the relationship between students' academic self-handicapping, self-regulated learning strategies, and performance. There was a weak positive correlation between the first quarter performance of the students and their academic self-handicapping, which was statistically significant ($r = .123$, N = 414, $p < 0.05$). The first quarter performance and student's self-regulated learning strategies were statistically significant and weakly positively correlated ($r = 0.181$, N = 144, $p < 0.01$). There was a weak positive correlation between the second quarter performance of the students and their academic self-handicapping ($r = 0.167$, N = 414, $p <$ 0.05), and second quarter performance and student's self-regulated learning strategies ($r = 0.115$, N = 414, $p < 0.01$), which were both statistically significant. Academic self-handicapping and third quarter performance ($r = 0.136$, N = 414, $p < 0.01$), and the variables self-regulated learning strategies and third quarter performance ($r = 0.181$, N = 414, $p < 0.05$) were both statistically significant and weak positive correlated. In overall, the academic self handicapping and average performance from first to third quarter performance ($r = 0.144$, N = 414, $p <0.01$), and self-regulated learning strategies and average performance from first to third quarter performance ($r = 0.131$, N = 414, $p < 0.01$) were both statistically significant and had a weak positive correlation.

The findings suggest that academic self-handicapping and self-regulated learning practices are positively associated with students' academic performance in Araling Panlipunan. Pearson's correlation was used due to the continuous variables and large sample size (n =

414). Although high levels of one construct may not always lead to high levels of the other, students with strong academic self-handicapping and self-regulated learning techniques tend to have better grades. Understanding the extent and type of self-handicapping among secondary school students is crucial as it affects their academic performance.

Aloka, Ossai, and Amedu's study (2022) supports these findings, indicating a weak negative correlation between self-handicapping and academic performance among secondary school students. High self-handicapping in the final year correlates negatively with academic buoyancy. This emphasizes the importance of considering the influence of self-handicapping on academic buoyancy in secondary school students. The study's results have implications for creating successful learning environments in schools.

Furthermore, the findings and related study suggest that students who frequently use cognitive strategies for positive emotions tend to employ fewer self-defeating strategies, leading to greater academic buoyancy and performance. However, if students have stronger tendencies toward positive cognitive strategies, they may use more self-defeating strategies despite experiencing greater academic buoyancy. Optimism and joy levels were also connected to academic success, while low levels of boredom and despondency indicated lower failure expectations.

Table 10. Test of Relationship Between Perceived Academic Self-Handicapping, Self-Regulated Learning Strategies and Performance

	Performance			
	First	Second	Third	Over-all
Academic Self-Handicapping	.123*	.167**	.136**	.144**
Claimed	-.030	.049	.058	.049
Behavioral	.205**	.199**	.146**	.165**
Self-Regulated Learning Strategies	.181**	.115*	.181**	.131**
Forethought	.230**	.199**	.202**	.214**
Volition Control	-.101*	-.134**	-.029	-.124*
Self-Reflection	.240**	.176**	.195**	.183**

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed.

Relationship of students Perceived Academic Self-Handicapping, Self-Regulating Learning Strategies and Student Engagement

Table 11 reports the test of the relationship between perceived academic self-handicapping, self-regulated learning strategies students engagement. It presented that academic self-handicapping and students engagement in terms of behavioral domain ($r = 0.525, N = 414, p < 0.001$), academic self-handicapping and cognitive engagement ($r = 0.428, N = 414, p < 0.001$), academic self-handicapping and affective engagement ($r = 0.403, N = 414, p < 0.001$) are moderately positive correlation. It indicates that it is statistically significant. Self-regulated learning strategies had a moderate positive correlation to students' behavioral engagement ($r = 0.615, N = 414, p < 0.001$), cognitive engagement ($r = 0.598, N = 414, p < 0.001$), and affective engagement ($r = 0.577, N = 414, p < 0.001$). In overall, academic self-handicapping had a moderate positive correlated to the students' engagement ($r =0.536, N = 414, p < 0.05$) and it was statistically significant. However, self-regulated learning strategies had a strong positive correlated to students' engagement ($r = 0.710, N = 414, p < 0.001$).

The findings indicate a positive relationship between academic self-handicapping, self-regulated learning strategies, and student engagement. Students' engagement is influenced by factors such as social interactions, belongingness, and goal achievement. Self-handicapping is associated with behavioral disengagement, including procrastination and lack of effort, while self-regulated learning leads to skill engagement and effective task completion. Emotionally engaged students are motivated and

apply their learning in daily life. Interaction and participation contribute to effective use of time and improved self-regulated learning strategies.

The study by Setiani and Wijaya (2020) supports these findings, highlighting a significant positive relationship between self-regulated learning and student engagement, especially among college students with multiple roles. Higher self-regulated learning scores correspond to higher engagement scores, while lower self-regulated learning scores correlate with lower engagement scores.

Momeni and Radmehr's study (2018) found that academic self-efficacy has a negative association with academic engagement, while general self-efficacy has a positive relationship with both. Although females exhibit higher levels of academic engagement and self-efficacy, there is no difference in self-handicapping between genders. These findings provide insights for educational planners and practitioners in developing effective policies that foster student participation and address influential factors.

Overall, the findings emphasize the tendency of students to engage in self-handicapping when they fear potential failure, which can create inconsistencies in their academic goals and routines. Self-regulated learning strategies, self-efficacy, and self-esteem contribute to student engagement. The literature supports the positive impact of self-regulated learning on student performance, with strong predictive power.

Table 11. Test of Relationship Between Perceived Academic Self-Handicapping, Self-Regulated Learning Strategies and Students' Engagement

	Engagement			
	Behavioral	Cognitive	Affective	Over-all
Academic Self-Handicapping	.525**	.428**	.403**	.536**
Claimed	.153**	.123*	.106*	.151**
Behavioral	.629**	.514**	.492**	.647**
Self-Regulated Learning Strategies	.615**	.598**	.577**	.710**
Forethought	.547**	.591**	.627**	.702**
Volition Control	.024	.064	-.023	.025
Self-Reflection	.663**	.553**	.568**	.706**

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed.

Relationship of Student's Engagement and Performance

Table 12 presents the test relationship between student's engagement and performance of Grade 8 students in Araling Panlipunan subject. It showed that The students' behavioral engagement had a weak and positive correlation to first grading performance *(r = 0.199, N = 414, p < 0.001),* second grading performance *(r = 0.190, N = 414, p < 0.001),* and third quarter performance *(r = 0.187, N = 414, p < 0.001).* In this results, the students' behavioral engagement and the overall performance of Grade 8 students in Araling Panlipunan had a weak and positive correlation *(r = 0.192, N = 414, p < 0.001).* This indicates the behavioral engagement and performance of students are statistically significant. In cognitive engagement, it had a weak and positive correlation to the first quarter performance *(r = 0.173, N = 414, p < 0.001),* third quarter performance *(r = 0.099, N = 414, p < 0.001)* and it is statistically significant. Although, the cognitive engagement is weakly positively correlated with second quarter performance, *(r = 0.091, N = 414),* it is not statistically significant (p > 0.001). in this results, it does not affect the correlation between cognitive engagement and the overall performance of the students *(r 0.103, N = 414).* It showed that it had a weak and positive correlation and statistically significant *(p < 0.05).* The students emotional engagement of the students had a weak and positive correlation with first quarter performance *(r =0.282),* second quarter performance *(r = 0.271),* and third quarter performance of the students *(r = 0.247).* The

relationship between students' emotional engagement and third quarter performance is statistically significant. The students' cognitive engagement had a significant and weak and positively correlated to the academic performance of the students. In overall students' engagement, it had a weak and positive correlation with first quarter performance *(r = 0.261, N = 414, p < 0.001),* second quarter performance *(r = 0.220, N = 414, p < 0.001),* and third quarter performance *(r = 0.212, N = 414, p < 0.001).* The relationship between the students' engagement and academic performance of the Grdae 8 students in Araling Panlipunam had a weak and positive correlation *(r = 0.222, N = 414).* It is reported that the relationship of the students' engagement and academic performance is statistically significant *(p < 0.001).*

The findings imply that students' participation in worthwhile educational activities inside and outside of the classroom was linked to their engagement in learning. Actively engaged students can improve their critical thinking, problem-solving, grades, and ability to apply what they have learned in the place of working. Students are participating in activities that produce excellent learning results. In other words, students who are not participating in their education run the danger of failing. Students' engagement is generally considered to be among the best predictors of learning and personal development (Abubakar et al. cited by Sukor, R., Ayub, A., Rashid, N., & Halim, F., 2021).

Correlational analysis indicated that the academic performance of Grade 8 students in Araling Panlipunan can be determined by overall students' engagement *(r = 0.222, p < 0.001),* which was supported by the study of Sukor, R. et al, (2021), stated that in their findings it was found that academic performance had a positive relationship between overall engagement. As the students' engagement increase, the students performance increase, however, as the students' engagement decrease, the performance also decrease.

Table 12. Test of Relationship between Students' Engagement and Academic Performance

Students' Engagement	*Performance*			
	First Grading	Second Grading	Third Grading	Over-all
Behavioral	.199**	.190**	.187**	.192**
Cognitive	.173**	.091	.099*	.103*
Emotional	.282**	.271**	.247**	.262**
Over-all Engagement	.261**	.220**	.212**	.222**

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed.

Extent of Academic Self-Handicapping and Self-Regulating Learning Strategy on the Students' Performance in Araling Panlipunan Mediated by their Engagement

This part summarized the results of the mediation analysis on the effect of the perceived extent of academic self-handicapping and self-regulating learning strategy on the students' performance in Araling Panlipunan mediated by students engagement (behaviioral, cognitive, emotional).

Academic Self-Handicapping and Students' Performance Mediated by Students Engagement

Mediation analysis was performed to assess the mediating role of students' engagement in the relationship of academic self-handicapping and students' performance. Table 13 revealed a positive and significant indirect effect of Academic Self-Handicapping on students performance of the students *β=0.234 (95%CI: 0.096, 0.372), t = 3.346, p < 0.01.* The total effect of academic self-handicapping on students' performance was significant *β = 0.664 (95%CI: 0.562, 0.765), t = 12.88, p < 0.01* with the inclusion of the mediator, the effect of academic self-handicapping on students' performance was not statistically significant *β = 0.075 (95%CI: -0.166, 0.315), t = 0.612, p > 0.01.* It is estimated that students' engagement accounts for 35.2% of

academic self-handicapping's effect on students' performance. This shows that student engagement fully mediates the relationship between academic self-handicapping and students' performance. Hence, the alternative hypothesis was supported.

The findings suggest that academic self-handicapping can have positive effects on confidence, self-esteem, and collaboration among students, leading to improved academic performance. Student engagement plays a crucial role in mediating the relationship between academic self-handicapping and performance. The level of attention, interest, and active participation in academic activities determines how self-handicapping impacts performance, with highly engaged students better equipped to

handle potential negative effects while still performing well.

Lei and Cui's study (2018) highlighted the influence of reporting methods, cultural values, and gender on the connections between student engagement and academic achievement. The way engagement is reported can affect the associations between emotional and behavioral engagement and academic performance.

Overall, the findings indicate that student engagement with peers and teachers serves as a motivator for improved performance, fostering motivation, effort, and enjoyment of learning. The use of self-handicapping strategies, combined with high levels of engagement, enhances student performance.

Table 13. Mediation Analysis of Engagement Between Academic Self-Handicapping and Students' Performance

Effect	Estimate	SE	95% Confidence Interval		t	p
			Lower	Upper		
Direct	.0748	.1223	-.1656	.3152	.6119	.5410
Indirect	.2339	.0699	.0961	.3719	3.3462	
Total	.3087	.1047	.1029	.5145	2.9482	.0034
Effect	Estimate	SE	95% Confidence Interval		t	p
			Lower	Upper		
Academic --> Engagement	.6636	.0515	.5623	.7648	12.8840	.0000
Academic --> Performance	.0748	.1223	-.1656	.3152	.6119	.5410
A --> E --> P	.2339	.0699	.0961	.3719	3.3462	

Note: Full mediation exists

Self-Regulated Learning Strategies and Students' Performance Mediated by Students Engagement

The link between self-regulated learning strategies and students' performance was examined using mediation analysis to determine the mediating function of student engagement. Table 14 presents the mediation analysis of engagement between self-regulated learning strategies and students' performance. It revealed that self-regulated learning strategies positively affect the students' performance, *β = 0.969 (95%CI: 0.877, 1.063), t = 20.46, p > 0.01.* Furthermore, positive affect significantly mediates this relationship, *β = 0.434 (95%CI: 0.202, 0.684), t = 3.756, p < 0.01.* It is estimated that positive affect accounts for 45% of self-regulated learning strategies on students' performance. This shows that student engagement

fully mediates the relationship between self-regulated learning strategies and students' performance. Hence, the alternative hypothesis was supported.

The findings suggest that self-regulated learning strategies contribute significantly to students' performance by enhancing their engagement. Self-regulated learning is a crucial factor in achieving academic success, influencing various aspects such as satisfaction, health, motivation, learning strategies, and interactions between teachers and students. Self-regulated learners are actively involved in their learning, engaging in deeper cognitive processing and experiencing positive emotions like interest and excitement.

This highlights the significance of students' achievement-related actions as mediators between motivation and academic success, in

addition to cognitive factors. The recommendation here is to incorporate students' achievement-related data rather than solely relying on self-reported measures of motivation and learning practices.

Overall, the findings highlight the importance of self-regulated learning strategies in promoting student engagement and improving academic performance.

Table 14. Mediation Analysis of Engagement Between Self-Regulated Learning Strategies and Students' Performance

Effect	Estimate	SE	95% Confidence Interval		t	p
			Lower	Upper		
Direct	-.1256	.1617	-.4434	.1922	-.7768	.4377
Indirect	.4365	.1234	.2016	.6841	3.7561	
Total	.3109	.1157	.0834	.5384	2.6867	.0075
Effect	Estimate	SE	95% Confidence Interval		t	p
			Lower	Upper		
SRL --> Engagement	.9698	.0474	.8766	1.0629	20.4602	.0000
SRL --> Performance	-.1256	.1617	-.4434	.1922	-.7768	.4377
SRL --> E --> P	.4365	.1234	.2016	.6841	3.7561	

Note: Full mediation exists

Conclusion

The study found that students perceive their Academic Self-Handicapping as Behavioral Self-Handicapping and have a high level of Self-Regulating Learning Strategies, particularly in Self-Reflection. Students' engagement in Araling Panlipunan is predominantly emotional. The overall academic achievement of students in the subject is average. The findings support the idea that academic self-handicapping and self-regulated learning strategies significantly correlate with academic success in Araling Panlipunan. Understanding academic self-handicapping levels among students is crucial for their academic achievement. The results indicate that student engagement increases with higher academic self-handicapping and self-regulated learning practices, and vice versa. There is a statistically significant but weak positive correlation between academic performance and engagement in Grade 8 students. Student engagement fully mediates the relationship between self-regulated learning strategies and academic performance, indicating full mediation.

Acknowledgment

References

Aloka, P. J. O., Ossai, O. V., & Amedu, A. N. (2022). Relationship between self-handicapping and academic buoyancy among final year students in secondary schools.

Eureka: Social and Humanities, *4*, 58–66. https://doi.org/10.21303/2504-5571.2022.002451

MSEd, K. C. (2020). Self-Handicapping and protecting the ego at a cost. *Verywell Mind*. https://www.verywellmind.com/self-handicapping-protecting-the-ego-at-a-cost-4125125

Sukor, R., Ayub, A. F. M., MAR, N., & Farawahida, A. H. (2021). Relationship Between Students Engagement with Academic Performance Among Non-Food Science Students Enrolled in Food Science Course. *Journal of Turkish Science Education*. https://doi.org/10.36681/tused.2021.95

Cosme, M. (2019, January 18). Impact of Grade 9 students' behavior in the academic performance in Araling Panlipunan at Wenceslao Trinidad Memorial National High School. https://ojs.aaresearchindex.com/index.php/AAJMRA/article/view/5959

Guarin, J. (2018, December 28). *Araling Panlipunan Skills Among Grade 10 Students*. https://www.asianjournal.org/online/index.php/ajms/article/view/352

Gupta, S., & Geetika. (2020). Academic Self-Handicapping Scale: Development and Validation in Indian context. *International Journal of Instruction*, *13*(4), 87–102. https://doi.org/10.29333/iji.2020.1346a

Kew, S. N., & Tasir, Z. (2021). Analysing Students' Cognitive Engagement in E-Learning Discussion Forums through Content Analysis. *Knowledge Management & E-Learning*, *13*(1), 39-57.

Kuchinski-Donnelly, D. (n.d.). Emotional Engagement: The Relationships among Autonomy, Competence, Relatedness, and Emotional Engagement in Graduate Nursing Students in the Online Learning Environment. https://eric.ed.gov/?id=ED586654

Liang, H., Cui, Y., & Zhou, W. (2018). Relationships between student engagement and academic achievement: A meta-analysis. *Social Behavior and Personality*, *46*(3), 517–528. https://doi.org/10.2224/sbp.7054

Momeni, K., & Radmehr, F. (2019). Prediction of academic engagement Based on Self-Efficacy and Academic Self-handicapping in Medical Students. https://doi.org/10.29252/rme.10.4.41

Munangatire, T., & Indjamba, L. (2022). Learning engagement; nursing students' experiences in an online environment at a university. *Nursing Open*, *10*(5), 3145–3152. https://doi.org/10.1002/nop2.1564

Setiani, S., & Wijaya, E. (2020). The relationship between Self-Regulated learning with student engagement in college students who have many roles. *Proceedings of the 2nd Tarumanagara International Conference on the Applications of Social Sciences and Humanities (TICASH 2020)*. https://doi.org/10.2991/assehr.k.201209.045

Török, L., Szabó, Z. P., & Tóth, L. (2018). A critical review of the literature on academic self-handicapping: theory, manifestations, prevention and measurement. *Social Psychology of Education*, *21*(5), 1175–1202. https://doi.org/10.1007/s11218-018-9460-z

Xiao, S., Yao, K., & Wang, T. (2019). The relationships of self-regulated learning and academic achievement in university students. *SHS Web of Conferences*, *60*, 01003. https://doi.org/10.1051/shsconf/20196001003

April 1, 2015 DO 8, s. 2015 – Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program | Department of Education. (2015, April 1). https://www.deped.gov.ph/2015/04/01/do-8-s-2015-policy-guidelines-on-classroom-assessment-for-the-k-to-12-basic-education-program/

Teaching Araling Panlipunan: A challenge in nation building. (n.d.). Retrieved September 26, 2022, from https://old.depedbataan.com/resources/4/teaching_araling_panlipunan_a_challenge_in_nation_building.pdf