





# Effectiveness of Self-Determination Training on Self-Handicapping and Academic Procrastination among Students

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## Editor

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## 1. Round 1

### 1.1. Reviewer 1

Reviewer:

The sentence "Students of any country are considered its intellectual and spiritual assets" could benefit from a citation to support this broad claim. Consider including references to recent studies or statistics that emphasize the role of students in national development.

The section on the Self-Handicapping questionnaire mentions Cronbach's alpha coefficients from previous studies. Including the Cronbach's alpha for the current study would help assess the reliability of the measures used in this specific research.

In Session 1, it is stated that "A pre-test is administered to assess the initial levels of self-handicapping and academic procrastination." Specify which specific tools or questionnaires were used for this pre-test to provide clarity.

Session 7 focuses on communication and empathy skills. It would be beneficial to outline the specific activities or exercises used to teach these skills, as well as any theoretical frameworks that guided these activities.

The table presents descriptive statistics but does not include confidence intervals or effect sizes, which are essential for understanding the practical significance of the results. Consider adding these statistics.

The explanation of the ANCOVA results is clear, but the statement "self-determination training had a significant effect on reducing self-handicapping and academic procrastination" should be accompanied by a discussion on the magnitude of this effect (e.g., Cohen's  $d$ ).

The statement "Simultaneously, this sense of success enhances the feeling of competence, improving motivational beliefs" needs more elaboration on how self-determination training specifically enhances these feelings and beliefs. Include mechanisms or pathways described in the literature.

Authors uploaded the revised manuscript.

### 1.2. Reviewer 2

Reviewer:

The definition of academic procrastination is clear, but the sentence "procrastination indicates an individual's lack of willingness and motivation to complete assigned tasks" should include references to key studies or theories that support this definition (e.g., Steel, 2007).

In discussing self-handicapping, the article states, "self-handicapping involves actions or choices that increase the likelihood of failure." Adding examples or case studies that illustrate these behaviors would enhance the reader's understanding.

The statement "The research sample consisted of 40 students from Farhangian University who voluntarily enrolled" lacks detail on the sampling method. Were any incentives offered for participation? Was there an equal representation of gender, age, or academic year among the participants?

The within-group and between-group effects are reported, but the discussion should include an interpretation of these findings in the context of the study's hypotheses and existing literature.

The discussion on the effectiveness of self-determination skills training mentions several previous studies. However, a more detailed comparison of the findings with these studies, highlighting similarities and differences, would provide deeper insights.

The sentence "Self-determination helps learners acquire the knowledge, skills, and beliefs that fulfill their needs for competence, autonomy, and relatedness" would benefit from specific examples or case studies illustrating how these needs are fulfilled in an academic context.

Authors uploaded the revised manuscript.

## 2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.