

"The Effectiveness of a Training Program Based on Self-Engineering and Future Thinking in Improving Both Mastery Motivation and Academic Delay of Gratification of University Students"

The study aimed to verify the effectiveness of a program based on self-engineering and future thinking on improving both mastery motivation and academic delay of gratification of university students. The study sample consisted of (60) female university students in the second grade of undergraduate, were divided into experimental group consist of (30) female students in faculty of Education, and control group consist of (30) female students in Faculty of Specific Education. The researcher applied to them the scales of self-engineering and future thinking (prepared by the researcher), and mastery motivation and academic Delay of gratification scales (translated by the researcher), in addition to the training program based on dimensions of self-engineering and future thinking skills (prepared by the researcher), which was applied to the female students of the experimental group.

The results of the study found that: There were statistically significant differences between the average scores of the experimental group and the control group in the post-measurement of both mastery motivation, its dimensions, and academic delay of gratification in favor of the experimental group, there were statistically significant differences between the pre- and post-measurement of the experimental group in both mastery motivation, its dimensions, and academic delay of gratification in favor of post-measurement. There were no

statistically significant differences between the average scores of the experimental group in the post-measurement and the follow-up measurement for both mastery motivation, its dimensions, and academic delay of gratification.

Keywords: Self-Engineering, Future Thinking, Mastery Motivation, Academic Delay of Gratification, University Students.