CHAPTER – III
OBJECTIVES AND HYPOTHESES
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The chapter deals with the formulation of objectives and hypotheses of the research study undertaken. Learned helplessness has been researched and debated extensively by many researchers in the field of Education Psychology. Learned helplessness has also been studied in relationship with many other variables like self-efficacy, deprivation, motivation, academic, achievement depression, etc. The causes, symptoms, correlatas antecedent consequences of learned helplessness have also been studied by the researchers and the result provides efficient information and effective findings. Learned helplessness is one of the most popular research subjects reported in the psychological literature in recent decades. Previous findings indicate that helpless children attributed their failure to lack of ability and viewed them as insurmountable. Mastery–oriented children in contrast, emphasized motivational factors and view failure as surmountable. Although the performance of the two groups were usually identical during success to failure, recent research suggested that these groups may well differ in the degree to which they perceived that their successes are replicable and their failures are avoidable.

Since the condition of learned helplessness first become the subject of scientific inquiry. A number of studies have been conducted in order to examine the possible role it plays in the school system. The reason why the latter population was chosen, lies in. Findings have underlined the great vulnerability and high level of learned helplessness of the special-need population compared with the norm. (Agbaria, 2000; chapman, 1988; Dalley Blocofsky,1992; Hersh, Stone & Ford,1996; Newcomer & Barebuam, 1995; Rodriguez & Routh 1989). Many factors are found to

The current study’s contribution will enable us to obtain a greater understanding of learned helplessness in the school system. This has considerable implications for numerous relevant areas, in which its results can be applied to problems important for the educational system. The study is quantitative; it tries to assess the relationship of learned helplessness with self-efficacy, deprivation, non-tribal and tribal category, among school adolescents. There are evidences that emphasize relationship of self-efficacy with learned helplessness. Sahoo and Nanda (2000), Schunk (Vockell 2001) 1996, Shores 2007 have also revealed relationship between deprivation and learned helplessness and socio economic status and learned helplessness. Singh (2009), Mal, et al. (1990) though there has been concern about students self-efficacy and deprivation among educationists and researchers, little attention in the identification of role of self-efficacy and deprivation and category to which they belong in development of learned helplessness among students of Chhattisgarh has been given. With this view, the objectives and hypotheses formulated are stated below.

3.1 OBJECTIVES

1. To find out relationship of learned helplessness and its components (internality, globality and stability) with self – efficacy.

2. To find out relationship of learned helplessness and its components (internality, globality and stability) with deprivation.
3. To examine whether learned helplessness and its components (internality, globality and stability) are related with culture (Tribal & Non tribal category).

4. To examine whether learned helplessness and its components (internality, globality and stability) are related with sex (male and female).

5. To find out the best predictors of self-efficacy, prolong deprivation and gender for Learned Helplessness and its components (internality, globality & stability).

3.2 **HYPOTHESES**

1. There would be significant relationship of learned helplessness and its components (internality, globality and stability) with self-efficacy.

2. There would be significant relationship of learned helplessness and its components (internality, globality and stability) with deprivation.

3. The tribal students would show high learned helplessness and its components (internality, globality and stability) than the non tribal students.

4. The female students will show high learned helplessness and its components (internality, globality and stability) than the male students.

5. The self-efficacy will predict learned helplessness and its components (internality, globality and stability).

6. The deprivation predictors will predict learned helplessness and its components (internality, globality and stability).

7. The tribal and non tribal category will contribute in prediction of LH and its components (internality, globality and stability).
3.3 **OPERATIONAL DEFINITION**

Most of the concepts of psychological constructs have ever remained to the controversial issue and, therefore, they have been best defined operationally, on the strength by scores obtained by subjects on the specific tests. The description of the tests used for the study and instruments in the collection of data has been presented in relevant chapter. The operational definitions of the concepts of learned helplessness in the study is as under.

**Learned helplessness**

Learned helplessness has been operationally defined in the present study as ‘The total score of internality. Globality and stability of negative events items obtained by the subject on the test is learned helplessness under the Indian conditions prepared by Professor F.M. Sahoo measuring three dimensions (Internality, globality and stability).

**Self-efficacy**

The total score obtained on the scale of S.E.

**Deprivation**

The total score of social, emotional, economical, educational, parental score obtained of deprivation.

**Tribal /non tribal**

Culture on the study has been considered as the students coming from the tribal and non tribal category.