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Introduction

Learned helplessness is a potential human response to a variety of psychological, physiological and sociological experiences resulting from an inability to influence the outcomes of events felt to be significant to an individual (Collins, 1967; Seligman, 1975). The theory of learned helplessness focuses personal & universal helplessness as two orthogonal dimensions. Learned helplessness is severe problem which needs to be fixed. The phenomenon contains three components, contingency, cognition & behaviour. Contingency, which address the uncontrollability of the situation, cognition refers to the attribution that people makes grading the situation, behaviour allows the individual to decide whether they will give up or proceed (Peterson, Maier & Seligman, 1993). People habitually offer explanations to the occurrence of unpleasant events this is also called as attribution style. A specific attribution occurs when the individual believes that the cause of negative events is unique to a particular situation. A stable attribution occurs when the individual believes the cause to be consistent across time. Unstable attribution occurs when the individual believes that the cause is specific to one point in time. A external attribution assigns causality to situational or external factors while an internal attribution assigns causality to factors within the person. Internal attribution for bad events along with stable and global attributions has been regarded as a content of pessimism a precut if negative work outcomes most evidence in support of this conceptualization has come from research conducted individualist culture.
• Internality – They may see self as the problem as they have internalized the problem.

• Stability – They may see the problem as unchangeable

• Globality – They may see the problem affecting all aspects of life.

For example –

Internal blaming – “It’s me!” Global distortion – “It all affect every things Idol”, Stability generalization – “It will last forever!”

Self-efficacy and human helplessness are found to be associated. Self-efficacy involves self appraisal that the individual holds, it includes certain impression or ideas regarding his/her capability, efficacy or competence and activities model of self-efficacy holds that the persons having stronger perceived self-efficacy would exercise their effort more actively in the face of aversive situation. The weaker is self-efficacy more will be the helplessness syndrome.

Deprivation is a state of observable and demonstrable disadvantage relative to the local community or the wider society or nations to which an individual family or group belongs" (Townsend, 1987) Deprivation is multi-dimensional concept. In the literature a distinction is often made between 'material' and 'social' deprivation. Deprivation is experienced by all human beings individual’s perception of home condition, behaviour of parents, teachers, peers and opportunities for interaction with people affects the cognitive affective aspects.

Girls are more likely than boys to attribute their failure to ability while boys are more likely to view their difficulties on failures as stemming from insufficient effort. Boys are also more likely than girls to blame the valuator for their difficulties
while his attribution may result in lower expectations and efforts in the current situations, it still allows about to maintain confidence in his intellectual abilities. Thus when the evaluation is no longer present child should respond with renewed hope of success.

Apart from the factors defined above the students hailing from tribal and non tribal social category are considered in the study. Thus category of students is also one factor taken in the study.

Seligman (1973, 1974 and 1975) proposes theory of learned helplessness with a focus on 5 issues of the LH Phenomenon nature, etiology, generalization, individual differences and alleviation. Seligman’s theory is seen as inadequate to account for present data in several areas, notably etiology and generalization. A revised model of LH in human suggests that the individual’s attributions of non contingent failure experience predict the degree and parameters of learned helplessness.

Adler, et al. (1982) examined sex differences in attributions & Learned Helplessness and they feel in their hypothesis that girls are more likely to be learned helpless in math than boys. Yet female students are less likely than male students to take advanced high school and college course. Considerable attention has been directed toward understanding the biological psychological and social cultural factors contributing this problem.

Bandura (1987) indicated that a strong belief of personal efficacy can sustain effort where people across repeated a negative out comes. Moreover, stronger belief of self-efficacy would give rise to higher performances subsequently.
Maier, Peterson and Seligman (1993) learned helplessness is a phenomenon containing three components contingency, cognition and behaviour. Contingency addresses the uncontrolled ability of the situation, cognition refers to the attribution that people make regarding their situation of which they are a part. Behaviour allows individuals to decide whether they will give up or proceed with the abstract set before them.

Gordan & Gordon (2006) results suggest from their findings that the concept of learned helplessness unites educational and psychological research into a workable solution. It offers an answer to the frustration that is confronting the child, the parent and the educator. Basically, learned helplessness creates three basic deficits in the child - cognitive, emotional and motivational that destroys the child's desire to learn the motivational deficits and stops learning by aborting the child's initiation of responses. Too often we say the child is not trying but research shows that these children have learned to be helpless. It is not a moral choice. The learned helpless child believes that he has no control over the learning process, and after many failures, the child gives up trying because it hurts too much to try.

Study of Learned Helplessness phenomenon in present situation is important. We find that there is increase amount of helplessness among young generation in Indian Society. Rapid change in social situations in various walks of life, has lead to a feeling of uncontrollability among members of society, social evolution is facilitated by diversity of human activity. The spurt of activity drops down when people are afflicted by helplessness. Helplessness imprisons people in passivity that brings impoverishment. This concerns the problem relating to the growth of competence in children. It is plausible that helplessness plays a distinct role in the improvement of children’s competence (Sahoo and Sia 1988). More specifically, socio cultural
systems of developing countries present conditions are indicative of severe resource constraints. In such situation people are likely to experience more uncontrollability as compared to people in developed countries. It appears that construct of helplessness would provide indigenous explanation of peoples adaptive style in the developing world. This is also case with Indian socio cultural system. There have been attempts to understand why people feel uncontrollability over the situation. Bandura (1977) suggested two reasons for people give up responses when people give up they may believe that they do not possess capability; this denotes low self-efficacy. People may also give up because of their belief that the environment is unresponsive even though they have capabilities. It is observed that explanatory styles associated with children’s helplessness have predictive value for future attainments. Attributes are not only good predictors of achievement but also stable over time. The attribution pattern of children demonstrate response pattern of the culture where they belong.

The relationship between helplessness, self-efficacy and feeling of deprivation has not been given much attention. The children coming from tribal and non tribal category are apt to different cultural exposure and belief. There is a need to study impact of caste category on the feeling of LH. As in Indian social system, we find that caste category prevails and have been provided benefits in law in various areas of life. It will be an interesting aspect to know about the LH and the attribution style of the adolescent who belong to the different category. Chhattisgarh is a tribal dominant region where education spread is not yet at very high level and the self confidence of the students seems to be low, so it is very important to find out difference in the feeling of learned helplessness among the tribal and non tribal students. It is also important to find out the role of self-efficacy & deprivation in the development of learned helplessness. Therefore, a study entitled “Learned Helplessness in relation to
Self-Efficacy and Deprivation: A Comparative Study of Tribal and Non-Tribal Students of Chhattisgarh Region” was undertaken by the researcher to examine the effect of self-efficacy, tribal and non-tribal locale & sex on Learned Helplessness.

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 of importance for the educational system. The study is quantitative; it tries to assess the relationship of learned helplessness with self-efficacy, deprivation, nontribal and tribal category, among school adolescents. There are evidences which emphasize relationship of self-efficacy with learned helplessness. Sahoo and Nanda (2000), Schunk (Vockell, 2001), 1996; Shores, 2007) studies have also revealed relationship between deprivation and learned helplessness, and socio economic status and learned helplessness, Singh 2009, Mal, et.al. 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 hypothesis formulated are stated below

**Objectives**

Learned helplessness comprises of three components relating to causal attributions given for negative events. Therefore the objectives formulated consider lh total and its components.

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 and its components (Social, Emotional, Economic, Educational, Parental).

3. To examine whether learned helplessness and its components (internality, globality and stability) is related with culture (Tribal & Non-tribal).

4. To examine whether Learned helplessness and its components (internality, globality and stability) is 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).

**Hypotheses**

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

2. There will be significant relationship of learned helplessness and its components (internality, globality and stability) with deprivation and its components (Social, Emotional, Economic, Educational, Parental).

3. The tribal students will show high learned helplessness and its components (internality, globality and stability) in comparison to non-tribal students.

4. The female students will show high learned helplessness and its components (internality, globality and stability) in comparison to 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).

Learned helplessness has been operationally defined in the present study as ‘The total score of internality, globality and stability of negative event items obtained by the subject on the test is learned helplessness under the Indian conditions prepared by Professor F.M. Sahoo measuring there dimensions. The total score obtained on the scale of S.E. The total score of social, emotional, economical, educational and parental obtained of deprivation. Culture, the study has been considered as the students coming from the tribal and non tribal category.

Total Sample of the study consists of 400 students of 13-16 yrs age group. The male and female students of IX and x class hailing from tribal and non tribal category, studying in different regular schools of Chhattisgarh, has been considered in the study. The respondents selected in the sample were considered from the Raipur & Jagdalpur Region. The sample was selected on the basis of random sample selection technique.

The present Research is ex-post facto type of resurch in nature. The design of the study is correlational design. The variables of the study are following:-

Dependent variables -

Learned Helplessness and its components (Internality, Globality and Stability)

Independent variables are - Self-efficacy, Deprivation – (social, emotional, economical, educational and parental), Tribal and nontribal students
Following are the tools that have been used to assess the learned helplessness, self-efficacy and deprivation:

To assess learned helplessness - "CASQ (Children’s Attribution Style Questionnaire)" has been used. Seligman (1984) and his associates developed an attribution style questionnaire to identify learned helplessness in adolescents and to indentify explanatory style employed by adolescents. Sahoo (1987) adopted and developed the question and will be used in this questionnaire to the local conditions of Indian the learned helplessness. Scale has 48 items. To assess self-efficacy, self-efficacy questionnaire has been used. To assess self-efficacy, scale originally developed by Prof. Dr. Ralf Schwarzer (1992) was translated in hindi by sonekar (2009) was used. The construct of perceived self-efficacy reflects on optimistic self belief. Perceived self-efficacy facilitates good-setting, effort investment, persistence in face of barriers and recovery from setbacks. It can be regarded as a positive resistance resource factor. Scale consists of ten items. Each item refers to successful coping and implies on internal stable attribution of success. The scale consists of 10 items with four categories of responses on which the respondent has to respond on any one alternative. To assess deprivation - Prolong deprivation scale has been used to Deprivation scale developed by Pal Mishra & Pandey (1999) has been used. This D-scale was developed to identify the correct categories and minimize the perceptual content in deprivation the D-scale includes dimensions (Social, Emotional, Economical, Educational and parental)

The data has been collected from the tribal and non tribal male and female students in school. The students were approached personally and the objective of the study was explained to them. The students were asked to full the scales. The instructions on the scales were made clear to them. After completion of the responses
on scale, the scales were taken back by the researcher and respondents were thanked for their co-operation. The scales were administered on total 5 sample taken for the study. The responses on scales were scored as per instructions given in the tool section of this report the data obtained in the form of scores were organized, recorded and then were put to statistical analysis systematically. The data has been analyzed, wherever necessary, in terms of different stratification of variables which might have significant influence on the results.

Data was analyzed with the help of Descriptive, Regression and Differential Statistics.

Results

The main objective of research study was to find out the best predictors (from the independent variables taken, (self-efficacy, deprivation and culture measured in terms of tribal and non tribal category and gender) in the study for learned helplessness and its components globality, internality and stability among the adolescents. Another objective was to find out difference in LH and its insidious components with respect to tribal & non tribal category.

The data obtained was subjected to Statistical analysis, Descriptive and correlational and multiple regression was computed with the help of SPSS version 16. The results obtained are presented in two sections. Section – 1 deals with the percentage of adolescent students responding on LH and its components. Section -2 deals with the correlation and regression analysis to find out the best predictors of Learned Helplessness and its components among adolescent students.
The results of section one reveal percentage of students responding on the LH and its dimensions of internality, globality and stability. According to Seligman and Overmaier (Abramson, Seligman & Teasdale, 1978) people dominated by internal, global and stable explanations to the events, which they consider bad or unpleasant, lead to feeling of LH. The findings of the section 1 reveal that:

1. The percentage of adolescent students showing LH is considerably high.

2. Higher percentage of Non tribal students have shown feeling of LH in comparison to Tribal students.

3. Female adolescent students’ percentage is high on LH in comparison to percentage of Male adolescents.

4. It is also observed that percentage of Non Tribal female students is high on LH in comparison to female and males of Tribal students and male students of Non Tribal category.

The higher percentage of adolescent students has shown dominance of internal explanatory style.

The same trend is also observed among the respondents with respect to sex and tribal and non tribal category, higher percentage females have shown tendency of internal attribution and non tribal students have also shown tendency of internal attribution.

Thus it can be said from the above findings that considerable percentage of students of Chhattisgarh, region belonging to tribal and non tribal category, show feeling of LH, but have tendency of explaining the bad events on the basis of internal
attribution. By internal attribution it is meant that they attribute the personal reasons as cause or sources for bad events. The results bring a significant notice that the females of non tribal and tribal locale have to be trained to attribute in realistic manner so that the mental health of the students can be sustained.

The findings of section 1 can be discussed in the light of type of helplessness the students have shown in the responses. It is observed that the non tribal students have shown tendency of internal attribution i.e. they feel that the personal qualities are more responsible for the bad events, event may be causes of unsuccessful in performances, where as the tribal students attribute to more life situations for their causes of bad events.

It has been also observed that females show more personal helplessness than the males.

This section deals with identifying the predicting variables, taken in the study, for LH and its components (internality, globality and stability). For this purpose coefficient of correlation and stepwise multiple regression analysis was computed.

The results of coefficient of correlation between the dependent variables (LH and its components: Internality, globality and stability) and independent variables sex, tribal, non tribal, self-efficacy, prolonged deprivation & its factors viz. social, emotional, economical, educational and parental are presented in table. It is revealed from the table that Total LH is significantly negatively related with SE, It means that Learned Helplessness feelings related with self-efficacy of the adolescent students. The negative relationship shows that higher the LH lower is the self-efficacy. Self-efficacy means Self-efficacy and human helplessness are found to be associated. Self-efficacy involves self-appraisal that the individual holds it includes certain
impression or ideas regarding his/her capability, efficacy or competence and activities
model of self-efficacy holds that the persons having stronger perceived self-efficacy
would exercise their effort more actively in the face of aversive situation.

It is also observed that there is significant negative relationship of stability and
globality explanatory style with self-efficacy. It means that lower the self-efficacy
higher will be the gloablity and stability explanatory style for negative events.

There is significant positive relationship between sex and internality sex and
globality. It means that the females attribute to internal and global causes to the bad
events. The significant negative relationship between stability and sex indicates that
boys have more tendency of using stable explanatory style.

There is significant positive relationship between globality explanatory style
and social emotional and parental factors of deprivation. It means that higher the
social emotional and parental factors of deprivation, higher will be global attribution
for bad events. There is significant negative relationship between internality
explanatory style and educational factor of deprivation. It means higher the
educational deprivation, lower will be internal explanatory style for bad events.

The female students will show high learned helplessness and its components
(internality globality and stability) in comparison to male students.

There is significant positive correlation between internal explanatory style and
tribal and non tribal students. Non tribal students show dominance of internal
explanatory style.

It is observed from the table that SE emerge out to be significant predictor for
total LH and its insidious components gloablity, stability, attribution style, whereas
Tribal/Non-Tribal (culture) component is an important predictor for internal attribution. Social deprivation and sex emerge out as determinant of global attribution style among adolescents of Chhattisgarh.

A comparative analysis of the adolescents on LH and its insidious factors reveal that the gender and tribal and non-tribal category jointly affect LH. It is also observed that the adolescents of tribal and non-tribal category differ significantly in their internal attribution. The internal attribution means scores of non-tribal students is higher than the tribal students indicating the higher level of internal attribution for bad events.

On the basis of findings of the study hypothesis stating relationship between LH & SE stability & globality explanatory style with SE are confirmed. Hypothesis stating relationship between globality and social and emotional and parental factors of deprivation and negative relationship internality and educational factor of deprivation is confirmed. Hypothesis stating relationship between internal attribution and tribal non-tribal category is also confirmed.

Thus hypothesis specifically stating significant relationship between internality explanatory style and educational factor of deprivation are confirmed.

Hypothesis specifically stating significant relationship between internality explanatory style and tribal and non-tribal category of students is confirmed.

Hypothesis specifically stating significant relationship of internality, globality and stability explanatory style with sex is confirmed.
Hypothesis specifically stating self-efficacy will emerge out to be significant predictor of learned helplessness, stability and globality attribution/explanatory style is confirmed.

Hypothesis specifically stating the, social factor of prolong deprivation has been found to be predicting the global attribution is confirmed.

Hypothesis stating tribal and non tribal category will contribute in prediction of internality explanatory style is confirmed.

Hypothesis specifically stating the sex factor will contribute in prediction of globality explanatory style is confirmed.

In the present study an attempt is made to investigate association of LH and it’s insidious attribution of internality, globality and stability with self-efficacy, deprivation tribal & non tribal category and sex. The findings reveal that self-efficacy emerges as predictor for LH, globality and stability attribution. There is negative association between LH and SE, globality & stability & S.E. The negative associations between LH, globality & stability with self-efficacy indicate lower the self efficiency higher will be LH, global and stable attribution. Self-efficacy involves self appraisal that the individual holds. It includes ideas of one’s capability, efficacy persons with strong self-efficacy exercise their efforts more actively.

The association between self-efficacy & globality and self-efficacy and stability explains that self-efficacy plays role in development of insidious attribution of globality and stability in explaining causes of negative events It is also observed that tribal and non tribal category factor is important predictor in determining the
insidious internal attribution for LH, every person has characteristic way of responding to questions. The style of response determines the helplessness pattern. The individuals attributing the causality to internal factors explain negative events in terms of their ability, is likely to experience personal helplessness. (Sahoo & Nanda 1988, Sahoo & Sia 1988, Singhal & Kanungo 1994, mal etal 1989).

The non tribal students have shown internal attribution for causality, indicating dominance of personal helplessness. The social deprivation factor has also been found to be significantly contributing in the origin of globality causal explanation. Among socially relevant determinants of successful failure attribution, deprivation figures prominently in Indian attribution studies.

Sex has also been found to be important determinant of global attribution indicating that female students attribute globality for bad events. There is a susceptibility of transforming their experiences for bad events in other areas of life, adoptability characteristics, will be there. It may be discussed in context of culture where girls encounter mostly conflicting situation and develop a tendency to explain events in global manner. Explanations and explanatory style influence expectation that no action will control outcomes in the future. Explanation of global causality produces the expectation that action will not control many outcomes resulting into helplessness and encompasses larger range of situation, stable explanation of causality, leads to expectation of cause for longer period, thus symptoms are long lasting. If the explanation for unpleasant event is internal the symptoms of lowered self-esteem is displayed.

Thus dominance of any of the attribution will develop the cause of expectation leading to symptoms of helplessness.
Thus it can be concluded from the finding that the adolescents of Chhattisgarh have tendency of internal attribution for bad events that indicates or question mark their self esteem. The adolescents of non tribal category also display the same trend of attribution. The role of self-efficacy is important as the belief system of the adolescents shape their explanation for success and failure. Though deprivation as whole is not very much responsible but social deprivation component plays role in development of global causal attribution sex/gender has been found to play role in determining global cause of explanation for bad events. Females susceptibility is more and this result may also help in understanding the LH and attribution for bad events among the students.

**IMPLICATIONS OF THE FINDINGS**

The findings of the study have implication for teachers and parents. Teachers need to evaluate the adolescent in terms of their self-efficacy and explanatory style.

If the students show dominance of pessimistic attribution he may develop helplessness syndrome. The student may be deficit in motivation and may not take task as challenge. Low self-efficacy also contributes in helplessness syndrome. Parents should also help their ward to come up with strong self-efficacy and positive attribution style. The tribal/non-tribal cultural background also contributes in the development of explanatory styles, the knowledge of the background of children, may help teachers reshape their explanatory style for the unpleasant events or bad events.

These are some of the challenging tasks.
SUGGESTIONS FOR FUTURE RESEARCH

Based on the findings further research in LH area can be taken up –

- LH can be studied with socio cultural perspectives.
- Attribution relating effects can be examined.
- The role of mother, father, school and peer socialization has been implicated, the relative contributions of these sources are yet to be determined.
- The role of leaders, text-books, mass-media in general and television in particular is crucial in the study of helplessness to be delineated combating helplessness.
- Drawing on this observation, the role of cultural dimensions is to be further explored in terms of its coping potentiality in different cultural contexts. For example, it would be interesting to determine the pattern of helplessness in individual's vis-à-vis collectivistic family patterns. Differing societal contexts would be helpful in devising helplessness inducing programs.