CHAPTER - II
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The systematic analysis of the existing literature enables the investigator to probe in to the problem significantly and to develop hypothesis on the basis of studies conducted earlier. Seligman’s first significant step in tearing helplessness was later reorganized in to the reformulated theory of learned helplessness by Abramson. Abramson proposed the theory to resolve some of the perceived laws of Seligman’s theory. Abramson stated more than just the uncontrollability of an event was necessary for the manifestation of helplessness, but three other factors which are dependent upon a person’s belief also influence helplessness development. They explained the individual personality differences, which influence helplessness, whether the person habitually explains a bad events as being caused by conditions which are internal, stable and global as opposed to external, unstable and specific (Hoeksema, et al.1986).

Review of the literature on learned helplessness reveals the condition that has always plagued human kind. However, in the past when the condition was unknown, people with learned helplessness functioned poorly without any knowledge of why, much like a person being poisoned by radon in their home yet unaware of the reason. Helplessness is a condition in which a person comes to believe success is beyond his or his ability. The condition dose not happens without repeated exposure to failure. As a result of experiencing repeated failure a person comes to believe that failure will occur regardless of the amount of effort put forth towards the task.

The review of literature provide information that learned helplessness is related to perception of control where empirical findings are cited along with the view
of several researches like helplessness the prediction of motivation for control and reaction to the loss of control have been tied to numerous psychological parameters of human life. These include depression (Abramson, Seligman and Teasdale 1978, Burger, 1984 Seligman, 1975).

Seligman (1973, 1974 and 1975) proposed 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.

Douglas and Anisman (1975) observed that failure on supposedly simple tasks produced greater helplessness deficit. It is assumed that failure and simple task is likely to induce internal attribution when people fail on simple tasks, they tend to perceive that they do not have the ability. On contrary failure on a complex task is generally perceived to be a product of interplay of external factor, such as, task difficulty, with this rationale the produced greater helplessness deficits compared to cases where initial problems were designed complex and subsequent ones simple.

Dweck (1975) studied the role of expectations and attribution in the alleviation of learned helplessness children who had low expectations for success and whose achievement behaviour deteriorated after failure. He gave the children math problem to solve (some of which were unsolvable) to determine and mostly attributed their failure to low ability. The children were then divided into groups, one called the success only group, were given problem below their ability. The other group, the AR group, received problems many of which were beyond their abilities. The AR group
was told the reason for failure was not trying hard enough. The success only group received feedback. On a post test the success only group continued to show performance decline, where as the AR group showed less decline (Schunk, 2003).

Langer and Rodin (1976) demonstrated positives role of control and responsibility when they induced responsibility in the elderly people in old age homes, the people exhibited a greater sense of self-efficacy and less helplessness than control group.

Weisz (1979) studied a developmental analysis of perceived control & learned helplessness among retarded and non-retarded children. Results are consistent with the view that helplessness can be learned over time by children who repeatedly fail to affect the outcomes that they desire and who learn to attribute failure to factors beyond their control.

Curtis and Oakes (1982) reported learned helplessness is not dependent upon cognition, attributions or then such phenomenal experiences. They reported that subjects shot a light gun at a target with a photo receptor cell in the bull’s eye, with the only information regarding their accuracy faring provided by reinforcing tone signals. Half of the subjects received review forces contingent upon their hits. The other were yoked to the contingent subjects receiving non-contingent reinforcers in the same patterns. Experiment-I Compared contingent or non-contingent positive or aversive reinforce in their effect on subsequent anagrams performance. Phenomena experiences such as cognitive awareness, attributions and moods were assessed subjects that exhibited a strange helplessness effect dependent of their phenomenal experiences. In experiment II, the independent variables of contingent, non contingent reinforcement and awareness off non-contingent were manipulated. Roth Tonally by
infirming wholly the subjects that their reinforcement had been non-contingent produced a strong helplessness effect where as awareness of non-contingency did not. Lent, Brown and Larkin, (1984) noted that students with high perceived control belief were found to be more persistent and successful in college levels. Social comparisons strangely influence the perceived control of people, especially in educational context where academic performances are subject to a great deal of modeling and comparative evaluation (Bandura and Jourden 1991). Where the model is shown to have lower capacity than the students, observed failure does not affect perceived control so much gut when the model is shown to have equal or higher capacity than the students, perceived control of the students are showed to be hampered very badly (Brown and Inouye, 1978) & review by Mouton, Brown and Lent (1981) established the causative relation between perceived control and academic achievement.

Fincham & Cain (1986) did a developmental analysis of learned helplessness in human. They found that the developmental changes in perceptions of non contingency, causal understanding and expectations of future non contingency are all likely to influence the process whereby children of different ages manifest learned helplessness.

Mohapatra and Sahoo (1986) conducted a study in which they observed that problem of helplessness are manifested in many domains of behaviour like passivity depression, intellectuals impairment, work in efficiency, disease susceptibility, old age problems and over all psychological health. Depressed individuals were slower than non-depressed individuals. When human beings were placed in an uncontrollable situation of instrumental nature learned helplessness developed. An internal explanation affects self-esteem loss following uncontrollability. If individuals explain
uncontrollability in terms of their own ability, they are likely to experience self-esteem loss. Case of a stable explanation depressive reaction tends to be chronic. If the said event is explained by a transient factor then depressive symptoms would be short lived. Finally a global explanation would lead to cross situation, generally individual employing global explanation is likely to experience helplessness in a wider variety of situations.

Crinean (1987) designed a study to determine if learned helplessness, attribution patterns and children theories of intelligence, could predict the relationship between the intra personal problems (i.e. acting out) seen in learning disabled children. The learning disabled subjects were found to have higher levels of learned helplessness and inter-personal and intra-personal problems than the non-learning disabled subjects. Attributions of failure due to luck were found to be the major predictors of learned helplessness. Attributions of success due to luck and inter personal problems were found to be the major predications of inter personal problems.

Rath and Sahoo (1989) conducted a study on learned helplessness in school students. The basic purpose of the study was to find out the relationship among variables of personal helplessness, universal helplessness, non-contingency, satisfaction and motivational deficits. Findings of the study revealed that is personal. Helplessness was positively related non-contingency and motivational deficits among boys. II) The negative association between personal helplessness and satisfaction was shown for all the participants as well as for boys and girls separately, III) the study implicated the role of personal helplessness in academic achievement. The negative relationship between academic attainment and helplessness has been clearly demonstrated.
Kelly (1990) studied the conflicts of learned helplessness in motivation and found that learned helplessness is a lack of self-confidence, poor problem solving, wandering attention and feeling hopeless children are extrinsically motivated and not so much intrinsically motivated because of their failures a child suffering from learned helplessness will ultimately give up gaining a respect through academic performance and turn to other domain solace.

Mal et al. (1990) studied the effect of prolonged deprivation on learned helplessness; they investigated influence of prolonged deprivation as a response to uncontrollable outcome among 104 Indian students in the tenth grade. Findings revealed that high-deprived and female students displayed greater helplessness than their low-deprived and male counterparts. Females and high-deprived students attributed uncontrollable outcome more to internals stable and global cases.

Schulman et al. (1990) studied two questions (a) does, explanatory style predicts first semester college GPA above and beyond traditional measures of ability, such as SAT scores, achievement test scores and high school rank / (at the University of Pennsylvania, an weighted average of these three measures from the Predictive Index (PI), measure the admission committee uses to predict college GPA); and (b) do those who exceed their predicted grades have a better explanatory style than those who do not? The maturation of CP and PI significantly predicted GPA, but ASY Scores alone did not correlate with GPA, Further, those who and better grades than the PI prediction were significantly more optimistic than those who had worse grades than the PI prediction.

Schulman et al. (1990) The ASQ was completed by 175 University of Pennsylvania upperclassmen in an abnormal psychology course at the beginning of
the semester. The ASQ and PI were used to predict GPA in that semester unlike the freshmen in study 2 the subjects in this study were a mina of sophomores, juniors and seniors and, therefore, were likely to have experience with negative academic events. The prediction was that those with a pessimistic explanatory style are at greater risk of helplessness deficits and reduced performance following negative events than those an optimist explanatory style both the ASQ and PI correlated significantly with GPA and the ASQ significantly predicted GPA when PI was partially led out.

Skinner, Wellborn and Connell (1990) examined the relationship between perceived control and academic attainment is stronger for high school and college students than nursery school students. They have found that the best predictor of student engagement in classroom learning and achievement is a combination of control believes, agency believes and strategy believes. Students should believe in the controlling strategy and also believe in their possess of such strategies so that they can try to be successful.

Sahoo and Tripathy (1990) conducted a study to examine the relationship between the induced personality trait and work behaviour. It also attempts to test major predictions relating to association amongst cognitive, affective and behavioural deficits of employees in an industrial organization. The finding of personal helplessness and non-contingency is in the expected direction as it shows the positive relationship between them the negative association of personal helplessness and satisfaction shows the result in the expected direction. The study also relates all the five measures (i.e. personal helplessness, universal helplessness, non-contingency, satisfaction and motivational deficits) in the predicted pattern.
Peterson, et al. (1995) studied learned helplessness and noticed that uncontrollable events give rise to the expectation that the event in the future will also elude control, disruption in motivation emotion and learning may ensue. Learned helplessness refers to the problems that arise in the wake of uncontrolled ability.

Singhal & Kanungo (1996) studied the generality of the prediction derived from the helplessness model and examined across two national samples data collected from Canadian and Indian universities. Students supported the predicted pattern of relationship.

Sia and Sahoo (1998) studied on parental expectancy and children's learned helplessness identity the origin of helplessness with respect to parental expectancy. The objective of the study was to examine the predicted pattern of relationship between developmental expectancies and resulting helplessness. More specifically the purpose is to identify the role of both father and mothers expectancy in the development of learned helplessness in relation to both the sex of their children. Parents higher expectancy in the coming of coping actions may stem from their observation that mastery oriented children demonstrate greater degree of effective coping compared to learned helplessnes children. Studies of coping have clearly indicated that confirmative form of coping is functional whereas avoidant forms of coping are dysfunctional. Since Mastery Oriented (MO) children are likely to adopt confirmative form of coping because of their motive to succeed and complete parental observation of mastery oriented children's coping strategy is likely to induce higher expectancy from mastery oriented children.

Gernigon, Thill and Fleurance (1999) conducted a survey on cognitive, motivational and perceptual motor consequences in motor tasks. Different shooting
task was used as a test measure. Analysis of variance showed that different demonstrations conditions did not distinguish between personal and universal helplessness. Participants in the controllable condition demonstration showed best performances. Performances Participants confronted with the uncontrollable condition were least persistent.

Sahoo and Nanda (2000) inferred that there is a positive correlation between ineffectiveness and helplessness. They have carried out an investigation to examine self-efficacy in the group of learned helpless and mastery-oriented children. They categorized children into no and learned helplessness groups on the basis of median split of children's performance on children helplessness questionnaire. Subsequently, the children were compared on their general self-efficacy as well as domain specific efficacy. The comparison showed results in the predicted direction. MO children indicate greater general self-efficacy and domain-specific efficacy than learned helplessness children.

Diesel et al. (2000) studied the effectiveness of Attribution Retraining (AR) has been studied in a variety of situations, perhaps education be the most widely studied area. Most education studies have focused on academically failing students; other groups are student at risk due to dangerous or aggressive behaviour and the learning disabled and helpless. There seems to be no disagreement among researchers AR works. Attribution retraining programs have proven their worth in clinical settings to reverse maladaptive attribution patterns, but difficult to implement in school setting for various reasons.

Kashdan (2000) studied that learned helplessness has been specifically disruptive to children. They compared mothers who experienced high social anxiety
with mothers who hand low social anxiety by placing them with an uncontrollable, deviant child in an experimental setting. The research had hypothesized that mothers with high social anxiety would be more distressed after the interaction with the child and as a result they would have many negative feelings. The measures of distress included self-ratings, observed mood ratings, heart rate and blood pressure. In the end, the experiment and the hypotheses were supported, correct mothers with high social anxiety showed a lower threshold for activated negative emotions such as anxiety, anger and irritability and less positive interpersonal engagement.

Valas (2000) conducted a study which deals relation between academic achievement, learned helplessness and psychological adjustment (self-extreme and depression) controlled for gender and age. A preliminary study was conducted to test the direction of the relationship between learned helplessness, assessed by the teacher and own expectation about academic achievement. The analysis of structural equation models showed that academic achievement was directly and indirectly related to the pattern of attributions, expectations, helplessness and psychological adjustment; moreover helplessness and academic expectation were significantly related to psychological adjustment. The result also clearly found that boys showed more helpless behaviour, as assessed by the teacher, than their female counter parts.

Andreson and others (2001) studied that teachers messages also effect children attributions. Where teachers are caring and helpful and emphasis learning over performance goals, they tend to have mastery oriented students.

Coie and Gerdes (2001) observed that social cognitive interventions, such as training perspective taking and social problem solving, are often essential. Many rejected aggressive children fail to accurately interpret social cues and generate
impulsive, ineffective social problem solving strategies. They also are unaware of their own social ineffectiveness and do not take responsibility for their social failures. Rejected withdrawn children on the other hand are likely to develop learned helplessness approach to peer acceptance.

Michael Firmin and Chi-En Hwang (2004) examined learned helplessness and its effect on test taking, students were given one of two tests; the first began with extremely difficult question and the other often started with easy questions. They hypothesized that those who took the test beginning with difficult questions would become easily prostrated and possibly doubt their intellectual ability, this would result in the participants missing easy questions when compared to those who took the test which began with the easy question. The result of the study confirmed hypothesis.

Lapointe & Legault (2004) A study intended to determine if AR could reduce disruptive behaviour within a group contest in the classroom was consulted in an actual classroom which gives the study considerable significance for the topic under discussion when group discipline problems remain unresolved, teacher student degenerate in to conflicts which open the door to circular applying AR to two different classroom, both with disruptive students, the experiment hoped to show improvement in the AR classroom. The method of the study was to demonstrate the student and the teacher how each of them responded to one another with enemy unconstructive attributions such as self-serving fiats to teach them to understand how each person brought prejudices with them into the classroom based on their past which influenced their behaviour that could cause the escalation of disturbances. The conclusion of the study was AR was effective in producing a better classroom.
climate; video observations make after the intervention should a significant decrease in disruptive behaviour.

Khan and Wasi (2005) conducted a study to explore the pattern of learned helplessness in two groups namely doctors working in government and private hospitals and their impudence of learning helplessness on the self-efficacy. The finding of the study reveals that as the feeling of learned helplessness increases it is affecting the efficacy of the doctors and it is suggested that the feeling of learned helplessness should not creep up so as to maintain the efficacy of medical practitioners.

Parson and others (2005) in a study of sex differences in attribution and learned helplessness found that girls are generally more learned helplessness in mathematics than boys. This investigation assessed the hypothescs that girls are more likely to learned helplessness in math than boys. Results indicated that the sex difference in attribution depends on the type of methodology used and the most consistent difference involved the differential use and ranking ability, skills and consistent effort. No sex difference was found in either student's perception of their own math ability or in their current achievement expectation. Girls, however, ranked their future expectations slightly lower than boys. Taken to gathers these results provide little support for the hypothesis that girls are generally more learned helpless in mathematics than boys.

Ziegler et al. (2005) studied the predictors of learned helplessness among average and mildly gifted girls and boys attending initial high school physics instruction in Germany and found that in mathematics, physics and chemistry, women are still considered to be at a disadvantage. A study involving average and mildly
gifted 8th grade boys and girls (top 6%) investigated whether girls, regardless of ability level, experience helplessness in introductory physics courses were more intensely than their counterpart. Contrary to current reseated findings, no particular disadvantage for gifted girls could be isolated.

Hareli & Hess (2008) investigated the study that used a vignette approach to examine the way student react emotionally to explanation their success from others in the school environment. Hypothesized that a student perceived a comment to be a result of internal, unstable and uncontrollable causes, their reactions would generated negative feelings, which proved to be the case; the further the explanation distances the student from success, the more hurtful is the feelings. The way remark was delivered had a substantial impact on the degree of negativity described by the subject.

Toland & Boyle (2008) Attribution theory developed a method in 1995 to help children over come negative events leading to depression by altering their attribution style which provided a model used by often research dens. A study was designed specifically to test whether attribution facing proved to be effective in experimental situations, could also prove to be effective when imbedded in an actual elementary classroom. An important aspect of the study is that a regular classroom teacher would be conducting the experiment rather than a researcher believed the study would prove AR could be successful in the classroom. Basic attribution theory was used to design the experiments which ask the question would help student increase their attributions of success to effort and surcease their failure attributions to uncontrollable factors lead to greater motivation, and would there be an increase in math scores ? Math was the only instruction time the experiment took place. The finding of the study did show
some support for using AR in a regular classroom, however, the effect was not as strong as predicted.

James Mc Dowell (2009) motivation is a foundation for academic success yet it presents problems for many students, while student of every type experience lack of motivation, one group of students more afflicted is the learning disabled, many which eventually develop learned helplessness due to their repeated failures. This phenomenon is examined in this paper by reviewing the literature on attribution theory and its relation to educational motivation in an effort to determine if attribution theory can be used to increase motivation in such students. The research of the use of AR success and failure in the school setting is further examined for its effectiveness and description of its usefulness. Research is reviewed which examines evidence of success with the learning disable when used with specific learning strategies and in small groups. Implications and recommendations for educators are discussed including a proposed experiment to further increase the knowledge of using AR to increase student struggling with motivation problem.

Soric (2009) attributing the failure to strategies produced sustained motivation because strategies enable changes in the direction of learning while effort attributions generate changes only in the intensity of the attempt. Soric (2009) the study reveals even when self–regulatory style is used to determine motivation then attributions is still a factor. When the student felt in control, success was attributed to themselves. The study failed to find any other significant association between any other regulatory styles and attributions, but the study shows the attributions students play a key role in motivation.
Agbabria (2011) the present study examined the relationship between involvement in decision making at the school and learned helplessness among special–education teachers in the Israeli Arab sector. The importance of this line in its focused examination of variables that correlate with states that have an adverse effect on the education system, such as stress and burn out. Special – education teachers were randomly selected from several special – education schools. The findings gave considerable support to the hypotheses that predicted a negative correlation between school involvement and learned helplessness. The conclusions of this study support greater involvement of teachers in the school in order to improve their well – being and work efficiency – learned helplessness.

2.1 Studies related to sex differences

Dweck & Bush (1976) this sex difference is typically found about evaluation but does not seem to occur with peer evaluation of the same sex. Indeed it was found that boys and not girls shows helplessness, when peers delivered failure feedback.

Dweck & Bush, (1976) examined sex difference in learned helplessness and they found that;

(A) Among girls, failure feedback from adults led to little improvement in peers led to immediate & sustained improvement.

(B) Among boys, however, failure feedback from adults led to rapid improvement, but failure feedback from peers led to no improvement over trails.

(C) Moreover, girls & boys attributions for failure varied systematically with the agents of evaluation.
Adler, et al. (1982) examined sex differences in attributions & Learned Helplessness and they formulated 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 math course. Considerable attention has been directed toward understanding the biological, psychological and social cultural factors contributing this problem.

Parson (1982) assessed the hypothesis that girls are more likely to be learned helpless in math than boys. Students in grades 5 through 11 completed questionnaires assessing their causal attributions for success and failure in mathematics, say-concepts of math ability and their expectations for both current and future success in math. Results indicated that sex differences in attributions depends on the type of methodology used (rank ordered questions). The most consistent difference involved the differential use and ranking of ability, skill and consistent effort. No sex differences were found in either student perceptions of their own math ability or in their achievement expectation. Girls, however, rated their future expectations slightly lower than boys, taken together these results provide little support for the hypothesis that girls are generally more learned helpless in mathematics than boys.

Kimball (1989) this article presents an examination of the little noted sere related difference in classroom grades. In contrast to standardized measures of mathematics achievement, girls receive better math grades than boys. Three hypotheses are proposed to account for this difference. The first hypothesis proposes that boys' greater math experience facilitates their performance on standardized test. The second hypothesis proposes that math learning styles account for the observed differences. Autonomous learning behaviour is presumed to facilitate performance on
standardized tests, where role learning is presumed to facilitate performance on classroom exams. The third hypothesis proposes that boys and girls respond differently to novel and familiar achievement situations. It is hypothesized that girls do better when dealing with familiar situations such as classroom exams, whereas boys do better when dealing with novel situations such as standardized tests. Theoretical and empirical credence consistent with each hypothesis is reviewed and directions for further research are explored.

Sahoo and Paikray (1994) examined the pattern of interaction as directed towards boys' vis-a-vis girls. It is observed that mothers depend on their boys to a greater extent than on their girls for economic security in India. The welfare system operative in the family setting is centered on boys. Consequently, parents tend to retain some control over the activities of their boys so that the chances of their future settlement are not dampened. This tendency on the part of parents persuades them to adopt authoritative interactional styles towards boys. For similar reason, they do not treat girls as support of their economic well being and they become less authoritative towards girls. While the economic motives of mothers are likely to induce interactional style for boys, social motive prompt them to adopt less permissive style for girls than boys. In traditional and transitional communities of India, adolescent girls are considered susceptible to social criticism when they deviate from social norms and standards. On the contrary, boys do not receive similar amount of criticism when they show violation of some magnitude, as a result, parents are less permissive with girls than dealing with boys.

Dalla et al. (2007) examined the hypothesis that females do not express learned Helplessness like males do. Results suggested that testosterone and its
metabolites (estrogen 2 non-aromatizable androgens) derived from peripheral sources do not influence learned Helplessness behaviour through organizational effect during the critical period of the prenatal brain development. Thus, it is possible that in expression of Learned Helplessness, behaviour is modulated by factors other than hormonal ones.

Singh (2009) results states that one girl does not follow social norms, parents increase strictness for all the girls which at times translates into restrictions to go outside the village even for educational purposes, as also early marriage. In focused group discussion also women emphasized that if someone has violated social norms there would be restriction to go out, by the elders for all the girls. Due to these circumstances girls feel learned Helplessness.

Mal et al. (1990) studied the effect of prolonged deprivation on learned helplessness; they investigated influence of prolonged deprivation on responses to uncontrollable outcome among 104 Indian students in the tenth grade. They found that high deprived and female students displayed greater helplessness than their low deprived male counterparts. Females and high deprived students attributed uncontrollable outcome more too internal, stable and global cases.

2.2 Studies Related to school factor

Johnson (1981) Monitored personality and behavioural consequences of learned helplessness in children who had experienced extensive failure in school. Controlling for sex, race age and IQ, 3 groups of 20 from 9-12 year males (failing, average and remedial) performed an experimental task and responded to questionnaires on say 0 concept and attributions for success and failure. To compare the predictive quality of learned helplessness theory with that of value expectancy
theories, Ss were assigned to 1 of 2 reinforcement conditions (prediction of academic success and this prediction plus monetary reward) on a maze task. As predicted by value expectancy heroines, jailing Ss were significantly more persistent in the monetary reward condition than in the prediction of academic success condition. In agreement with learned helplessness theory, low say - concept was predicted independently and significantly by school failure, internal attributions for failure and external attributions for success.

Numerous studies indicated causal link between attributions and pessimistic believes after a real or hypothetic failure situation. Students having a tendency for learned helplessness attribute their failures to internal and stable aspects leading resignation from the task. Therefore, they believe that their parents and teachers will generalize their failure to their personality, be coercive and critical towards them after a specific failure (Kilic & Oral, 2006). Students failing in consecutive academic tasks tend to be cynical about their intellectual abilities and overcoming future failures (Sutherland & Singh, 2004). It was also reported that learned helplessness tend to be prolonged (Duzgun & Hayalioglu, 2006; Fincham, Hokoda, & Sanders, 1989).

It is obvious that students are expected to perform well on academic tasks. Bar-Tal (1978) conceptualized causal attributions in success and failure situations as four dimensions: ability, effort, difficulty of task and luck. Ability and effort are internal dimensions and difficulty of task and luck are external dimension used to explain a success or failure. In a study on elementary school students, it was reported that students tend to attribute success less to internal aspects (Aydemir, 2007). Supporting this finding, Kaya (2005) reported that students with high learned helplessness attributed failure to internal aspects is more comparing to those with low
level of learned helplessness. Sutherland and Singh (2004) claims that learned helplessness makes considerable contribution to school failure in students who have emotional and behaviour problem.

Ellis founder of Rational Emotive Behaviour Therapy stated that people tend to attribute their negative feelings to the negative event they encountered. However, he asserted that negative feelings are triggered by the belief system of one rather than the event itself. These believes resulting in anxiety, depressive or other distressed feelings tend to be irrational, because human beings have a potential to think both rationally and mostly irrationally (Ellis, 2005). Thus, emotional or behavioural reactions displayed are caused by one’s belief system (Ellis, 2000). Supporting Ellis’s assertions, Schulman (1999) claims that individuals retrain themselves from taking actions due to their pessimistic belief and irrational believes or assumptions. It was reported in a study that as learned resourcefulness level of students increase, they tend to be have more positive believes about themselves and world in general (Guloglu & Aydn, 2007). Supporting this finding, Erdogdu (2006) found that 60% of students experienced learned helplessness and 10% of those not experiencing it ascribed failure to themselves. When individuals explain a negative event by stable and uncontrollable aspects, they have an expectation that consequences of a similar event in future cannot be changed (Gillham, Shatte, Reivich, & Seligman, 2001). It was, therefore, reported a significant relationship between irrational believes and hopelessness (Goller, 2010).

2.3 Studies related to self-efficacy

Great consensus exists among researchers that helplessness, as was described by Seligman and Maier, is a real and fascinating phenomenon. Little consensus exists
about the causes of helplessness. Separate bodies of research includes learning theory, cognitive theory, cognitive behavioural therapy, achievement motivation, attribution theory and information processing, amongst others, support and attempt to explain the problem (Darity, 2008a). All aforementioned theories attempt to give somewhat different explanations for the causes of learned helplessness, i.e. helplessness as learned, helplessness as a cognitive interpretation of events, helplessness as a form of ego protection and helplessness as an adaptive conservation of resources. Regardless of the possible causes of learned helplessness, a result of helplessness is a decrease in motivation (Darity, 2008a).

Hareli and Hess (2007) have shown that an explanation for failure is detrimental to an individual if the failure implies a devaluation of the individual’s worth.

Marzillien and Eastman (1984) have argued that S.E. cannot be defined adequately without referring to outcomes. There is also dissatisfaction about measuring self-efficacy as proposed by Banduer. While determining the relationship of self- efficacy expectancy and outcome expectancy, madder sheerer and Roger (1982) suggested that both are independent and home independent effects on behaviour-change. They demonstrated that increments in outcome expectancy increased intentions to perform the behaviour.

Lee (1984) has argued that efficacy expectations are more important than outcome expectations in predicting behaviour.

Godin and Shephard (1985) found that during old age, males shows greater physical self-efficacy and demonstrated significantly higher level of physical ability than females.
Maddux, Morton and Stoltenber (1986) reported that assessment of self-efficacy expectancy, outcomes. Vollmer (1986) has also reported greater self-efficacy among males than females because males consider themselves as more instrumental. Berry (1987) has also found that perceived efficacy contributes to memory performance both directly and enhancing persistence.

Bandura (1987) indicated that a strong belief of personal efficacy can sustain effort where people across repeated a negative outcomes. Moreover, stronger belief of self-efficacy would give rise to higher performances subsequently.

Schunk and Gunn (1986), (Schunk and Rice, 1986) the strength of one’s self-efficacy expectancy determines the amount of effort and persistence in behaviour (Banduras 1970).

Jessor, Donovar & Costu (1991) Children’s academic attainments cannot be discussed isolated from the social relations around them. The children who posses adequate perceived control are pleased with themselves, view themselves to be capable of success and are more pro-social than children with lower perceived control in childhood leading to academic failure and problem behaviour. Peers of a child have role to play in this situation also. Students with low social and intellectual efficacy are likely to move peers with low social and academic pursuits. Teacher’s belief about the control behaviour of the student and their own efficacy as teachers also influence the students own belief about their controls. Teachers with low self-efficacy or control belief use negative and dependent behaviour - orientation with students for academic enhancement.

Heyman et al. (1992) observed that pre-schoolars readily internalize adult evaluations whereas persists view themselves as good non-persist see themselves as’
bad' and else serving of negative feedback already non-persists seem to base their self worth entirely on others judgment, not on inner standards. Consequently, they show early signs of maladaptive achievement behaviour that become more common during the school years when performance evaluation increase.

Bandura (1993) has pointed that perceived self-efficacy encompasses believes that effort, one’s own knowledge and skills strategies, all determines performance.

Sahoo and Batra (1997) empirically tested the predicted pattern of relationship between helplessness self-efficacy. The study also examined the association between self-efficacy and insidious attributions of internality, globalist and stability for explaining negative events. They measured self-efficacy by using a culturally adopted version of the measure general self-efficacy of school student. In addition, domain-specific, self-efficacy of the students in relation to their academic performance was also measured.

Sahoo and Nanda (2000) carried out an investigation to examine self-efficacy in the group of learned helplessness and mastery-oriented children. They categorized children into MO and learned helplessness group on the basis of median split of children’s performance on children’s helplessness questionnaire. Subsequently, the children were compared on their general self-efficacy as well as domain (academic) specific efficacy. The comparison showed results in the predicted direction. MO children indicated greater general self-efficacy and domain-specific efficacy than learned helplessness children.

Honer & Gaither (2004) demonstrated that attribution style can have a substantial impact on their success. Research have shown the attribution people hold are linked to their academic performance, persistence, motivation and self-efficacy. In
an AR program, the purpose is to change the individual’s perception as to why failure occur, thus altering the maladaptive attribution with the replacement of more adaptive ones that will result the replacement of more adaptive one that result in altering the maladaptive behaviour. The challenge that surfaces is that students have a tendency to attribute causal factors for successes and failures to factors that preserve the student’s self worth (Vockell, 2001). Students who are more self-regulated have a tendency, even in cases of failure, to attribute outcomes to internal unstable factors like effort (Schunk, 1996; Shores, 2007). Students who can be trained to attribute success to internal, unstable factors, like effort, rather than external, unstable factors like luck or sudden insight or internal stable factors like ability, show increases in levels of self-efficacy which is an important component of being more self regulated and reducing the chances of exhibiting the decrease in motivation typical of learned helplessness (Ferla, 2007; Klassen, 2007; Shores, 2007).

2.4 Rationale of the study

Study of Learned Helplessness phenomenon in present day situation is very 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, which 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 that are indicative of severe resource constraints. In such situation people are likely to
experience more uncontrollability 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’s give up responses when people give up they may believe that they do not possess capabilities; 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 in which 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 for 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 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 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 next chapter deals with the objectives and hypotheses for formulations.