



Helplessness of Teenager and Adult Students

KEYWORDS

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ABSTRACT Present research has done to know the effect of teenage and adult students on helplessness. For this total number of sample was 240 sample was selected from anand district. For the data collection Helplessness scale by G P Mathur and Raj Kumari Bhatnagar was used. Data was analysis and concluded result by 't' test. Result show, There is significant difference between teenage and adult students on helplessness. These means indicate that teenager students helplessness is high (67.62) as compared to the adult student (65.64). Thus the results show that area has no significant effect on helplessness.

Introduction

Helplessness :-

Meaning of learned helplessness

Learned helplessness is a mental state in which an organism forced to endure aversive stimuli, or stimuli that are painful or otherwise unpleasant becomes unable or unwilling to avoid subsequent encounters with these stimuli even if they are escapable, presumably because it has learned that it cannot control the view that clinical depression and related mental illnesses may result from a perceived absence of control over the outcome of a situation. Organisms that have been ineffective and less sensitive in determining the consequences of their behaviour are defined as having acquired learned helplessness.

Helplessness is a psychological process, it is essential to introduce as concept termed learned helplessness. The concept of learned helplessness was proposed and introduced by the research psychologist Martin E.P Seligman (1975) about 35 years ago in behavioural science. Although originated from the Laboratory Experiments on rats, Seligman, (1966), learned helplessness exists when a behaviour pattern acquired in a first situations where there was actual helplessness is generalized to a second situation where the individual is not helpless. Early failure experiences make the victim of learned helplessness. This is the way learned helplessness works. A series of early failure experiences is generalized to the present. In the present, the individual is not helpless. Nonetheless, the generalization interferes greatly with effective behaviour.

A predisposing factor that may play a role in creating a general sense of helplessness in some individuals is a history of abuse. This may have been a pattern of abuse in childhood; or it can have been a history of abuse relatively recently for example, in a marriage. Creating learned helplessness abuse need not be only physical; it can be verbal too.

Briefly, helplessness exists when an individual's actions have no positive effect on out-comes. However, it is important to make a distinction between actual helplessness and sense of helplessness. The first is real the second is imagined to be real. The first is an objective process; second is subjective in nature. A sense of general process underlying other symptoms and difficulties such as failure and lack of assertiveness. A sense of helplessness can be

specific or general. A person can feel helpless in various important roles in life such as spouse, parents, child, students, professional and employee. Helplessness can be related to certain kinds of situations and demands. General helplessness is the conviction that one is helpless most of the time in most social roles and in most situations. Some of the other signs and symptoms frequently associated with a General pervasive sense of helplessness are –

- Loss of sense of personal power.
- An inability to initiate plans and set goals.
- Lack of self confidence and set reliance.
- A negative outlook on life.
- Passive behaviour when confronted with a challenge.

The impression that other people and situations, not decisions and actions, control the events in one's life. Brown, and Inouye (1978) sought to test if the learned helplessness is one's expectation of inevitable failure due to lack of control over proposed circumstances. This theory has recently shown much implication for human research- Seligman and Garber (1980); Sahoo and Mahapatra (1998). Operationally learned helplessness refers to the learning or perception the behaviours and outcomes are unrelated. It develops as a reaction of uncontrollable situation, once developed, helplessness generates three major deficits: cognitive, motivational, and affective. Cognitive deficits commit the lack of learning association between an event and outcome. Motivational deficit is expressed in the form of lack of initiation of responses. Affective deficits are shown in terms of depressive postures. Besides, it also demonstrates the loss of self-esteem. The generality of this construct has been very significantly found in terms of its positive relationship with the coping difficulties, work inefficiency, and a number of old age problems. The construct has shown much integrative power. However, a central feature of the construct posits the importance of attribution style as a risk factor in helplessness situation.

In addition construct of helplessness appears important in a socio-cultural system. Where people often experience resources constraints. "Failure syndrome" is one of the several terms that teachers commonly use (other include "Low self concept", "defeated" and "frustrated") to describe students who approach assignments with very low expectation of success and who tend to give up at earn of difficulty. Psychologists have described this phenomenon

as "learned helplessness" slightly more technical definition but referring to a similar pattern of behaviour. Unlike students of limited ability, who often fail despite their best efforts, failure syndrome students often fail needlessly because they do not invest their best efforts, do task half heartedly and simply give up when they encounter difficulty-Brophy, (1995).

Problem of study

The problem of the present study is an under:

"HELPLESSNESS OF TEENAGER AND ADULT STUDENTS"

Objective of the study

- To study of the helplessness among teenage and adult students.
- To study of the helplessness among rural and urban students.

Hypothesis

- There will be no difference between teenage and adult students on helplessness.
- There will be no difference between rural and urban students on helplessness.

Methodology

Sample

For this research total number of sample was 240 samples were selected from anand district. Which are 140 teenager and 100 adult students selected.

Tools

The following tools were used in the present study.

Personal datasheet

Certain personal information about respondents included in the sample of research is useful and important for research. Here also, for collecting such important information, personal data sheet was prepared. With the help of this personal data sheet, the information about sex, age, education, area and type of family.

Helplessness scale

The Helplessness scale developed by G P Mathur and Raj Kumari Bhatnagar was used. The scale consists 22 items in eight Areas. It was administrated on age group of 14+

In this test the Reliability coefficient has been found to be male reliability ranges 0.77-0.83 and female 0.75-.80. by test retest method and the author has reported satisfactory validity of the questionnaire.

Statistical analysis

Following statistical analysis will be used for analyzing the data

't' -test

Result and discussion

Table: 1

N=240

Means, SDs and 't' value of Helplessness with reference to teenage and adult students

Variable	Group	N	Mean	SD	't'	Significant level
Helplessness	Teenager	140	67.62	8.35	2.21	0.05
	Adult	100	65.64	5.50		

It is revealed in Table no.1 that mean score of helplessness belonging to teenage and adult students are 67.62 and 65.64 respectively. These means indicate that teenager student experienced the highest level of helplessness (67.62) as compared to the adult student (65.64). The results indicate this as first sight. when 't' value was calculated to know statistical significant of mean difference, significant difference was observed between teenage and adult students. 't' value is 2.21 which is statistically significant on 0.05 level. Hence the null hypothesis was rejected. Thus the results show that age group has significant effect on helplessness.

Table: 1

N=240

Means, SDs and 't' value of Helplessness with reference to rural and urban students

Variable	Group	N	Mean	SD	't'	Significant level
Helplessness	Rural	125	66.21	7.24	1.29	NS
	Urban	115	67.43	7.46		

It is revealed in Table no.1 that mean score of helplessness belonging to rural and urban area students are 66.21 and 67.43 respectively. These means indicate that urban area students experienced the highest level of helplessness (67.43) as compared to the rural area students (66.21). The results indicate this as first sight. when 't' value was calculated to know statistical significant of mean difference, non-significant difference was observed between rural and urban area students. 't' value is 1.29 which is statistically non-significant. Hence the null hypothesis was accepted. Thus the results show that area has no significant effect on helplessness.

Conclusion:

There is significant difference between teenage and adult students on helplessness. These means indicate that teenager students helplessness is high (67.62) as compared to the adult student (65.64).

Thus the results show that area has no significant effect on helplessness.

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