

THE EFFECT OF LEARNED HELPLESSNESS TO THE SUCCESS

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ABSTRACT

Learned helplessness is defined as the mental situation appearing after a person is not able to control the actions or chain of actions due to a negative event or many events. According to experimental findings, in an individual who experiences uncontrollable cases, a decreasing effect in the capacity of learning the behaviors to be produced in the controllable cases is observed. Ensuing helplessness arising from this occurring goes on affecting mentally. Learned helplessness is a phenomena happening after a person mentally interprets a situation and indicates this to the behavior. This affects the individuals' success and failure. The discourses systematically analyzing the learning processes in different aspects, which is really fairly complicated, and trying to explain what learning is, what for it happens in a certain way, and how it happens can be generally observed in two category; behaviorist and cognitive. Behaviorists observe the learning as the relation between stimuli and reaction and generally explain it being learnt of observed behaviors (Ersanli, 2002). Cognitive development consists of thinking, memory, and changes in the language. Cognitive development, according to the schemes occurring in the mind, happens by realizing the new items according to this scheme and absorbing them to it, and adapting them (Kucukkaragoz, 2002). In this study, the effect of phenomena of learned helplessness to the individuals' success has been worked in behaviorist and cognitive approach. In this study there is a relation between an individual's success and learned helplessness. Moreover, it was observed that the sex and the economic situation also affected the success. it was understood that the rate of anxiety is higher among the individuals in the low and middle class. Girls were also seen having higher anxiety because of their emotional behaviors. But in the case there was no high emotion mode, their mark average was higher than the boys. It was seen that low anxiety mode affected the success positively.

Key words: Learned Helplessness, Success, Failure, Anxiety, Conditioning, Learning

1. INTRODUCTION

The first study about the learned helplessness in our country was conducted by Aydin (1985). The study was done among the 4th and 5th grade students. Whether there is a relation between the way of charging peculiar to learned helplessness among children and failure in childhood relations was studied. Moreover whether of the recharging education in terminating the way of charging to learned helplessness and social success education is more effective was observed. The results of the study indicated that there is a relation between the way of charging to learned helplessness and failure in friendship relations. Another finding of the study is that recharging education is more effective than the social success education in terminating the way of charging peculiar to learned helplessness and in increasing the success in friendship (Ersever, 2011).

Human is a learning entity. Human learns everything in his development progress. Except for the reflexes all human behaviors are learnt. Human learns not only positive and beautiful behaviors but also the negative and detrimental behaviors. One of the negative behaviors a human has learnt is learnt helplessness. The previously learnt behaviors affect the new learning. Previously learnt things ease or complicate an individual's learning. An individual's learned helplessness behavior makes his or her learning more difficult. Parents and teachers always expect success from their children. They get happy when they succeed. They get upset when they fail. But there are so many factors that can affect the success of the children. One of those factors is the way children perceive what they experience and interpret the results they deduce. Success or failure that an individual live may affect how he or she perceives the world and himself or herself and make him or her generalize the idea of what is to do or no to do in new situations. Therefore it is seen that a student who always admits himself or herself as the reason of his or her failure and sees this as unchangeable will never have a high self-respect or and look confidently into the future. Moreover, that such a student will admit his or her failure helplessly and do nothing to alter this situation is also a possible reaction. Such a reaction is called learned helplessness. That is why learned helplessness is a very significant subject in education system and the necessary precautions must be taken to prevent a child from having such a behavior. Learned helplessness model is an important factor in education process. Because the conducted studies have shown that there is close relation between learned helplessness and a student's success. The possibility of a student encumbers the motives of his or her failure to himself or herself and his being in a negative expectation to be unsuccessful is pretty high. The studies conveyed on learned helplessness indicated that this phenomena started to grow at earlier ages, the expectation of failure inherited with the learned

helplessness can create important negativities, and in the case the learned helplessness goes on can result in depressive disorders in an individual (Hayalioglu, 2006; Peterson and et.al,1993; Hiroto,1974; Ersever,1993; Abramson,1978).

According to Peterson and Seligman (1984), an individual encountering an uncontrollable negative situation which is the basic why of learned helplessness can live motivational, cognitive and emotional deficiencies. An accepted situation may inhibit an individual display satisfactory behavior even in the cases the positive intervention is possible. Motivational deficiency which is one of those deficiencies may be perceived as an individual not showing active behavior to the new events because of the previously experienced failures. Mental or cognitive deficiency can be defined as one person has learnt that he or she cannot control a result and being in such a negative expectation, and not being able to learn the necessary behaviors in a new controllable event. Emotional deficiency is that an individual live fear and anxiety, which this can cause depression and collapse in future, as a result of experienced failures (Cevik, 2012).

Can helplessness be taught to people? To find the answer of this question, Hiroto (1974) exposed some human guinea pig to high loud very disturbing noise which is impossible to be blocked by any of the guinea pigs whatever they try to do. Later on, he added a mechanism to block the disturbing high noise in the experiment. But guinea pigs didn't prefer to use this mechanism and consented with their fate. That the captives consented with the torment and the unfair treatment done to them and did nothing about this situation can be explained with learned helplessness (Strassman and et.al., 1956).

The model Seligman and his colleagues devised to explain the building of learned helplessness in a human being is focusing on what kind of results may occur when an individual learns that he cannot control a result with his behaviors. According to this model; an individual who has learnt that he cannot control a result with his behaviors live three deficiencies; motivational, mental, emotional.

Deficiency in motivational field is shown as not being enough active ready to the behavior. That an individual learns that he or she cannot control the result with his or her behavior causes a decrease in the motivation of the individual, and the individual becomes less willing to show the necessary behaviors in a future behavior. In the experiments about learned helplessness, that the guinea pigs don't show the controllable behaviors in the second stage of the experiment is an example of such a motivational deficiency. "Deficiency in motivation field shows itself as not being ready enough to the behaviors. An individual's having learnt that he or she cannot control a result results in decrease in motivation and individual becomes less willing to display the necessary attitudes in the same situations (Cevik, 2012).

Cognitive deficiency show itself as insufficiency in control perception. That an individual has learnt that he or she cannot control a certain situation leads the individual same helplessness in same situations. This attitude makes an individual learn something very difficult.

Emotional insufficiency shows itself as a change in autonomous activities. The guinea pigs that cannot control the results may have symptoms such as increasing in heart beat and blood pressure, shivering, anxiety, and depression. The changes in such situations lead the individual to very complex situations. The helplessness increasing with those physiological reactions become stable and learnt in the individual.

1.1. The Helplessness Model of Abramson and His Colleagues

According to Abramson, Seligman and Teasdale (1978), original learned helplessness model is not focused on individual distinctions. According to Abramson and his friends' model an individual who has learnt not to control the result of a situation with his behaviors shows two helplessness reactions, one is individual and the other is universal.

A person having learnt that a result is independent from its behaviors, looks for the answer to the question of "is he or she the only person who cannot control that result or are there other people like him or her?" if individual decides that he is the only one being not able to control the result, individual helplessness is called this situation, but thinks that other people are also not able to control the result, the universal helplessness is called this situation. The reasons resulting in helplessness and generalizing the situation can be classified as inward, unchangeable, and general. Such kind of reasoning leads the individual to a general failure expectation (Ersever, 2011).

According to Abramson and his friends, whether an individual will show learned helplessness, if he or she shows it how long that will last is determined by the reasoning he or she has made about the uncontrollable behaviors (Abramson, Seligman and Teasdale, 1978).

Prejudice is the process that we collect the necessary information about other people and analyze it. Because our first impressions form automatically, the prejudice process develops without being noticed by our conscious thoughts. Our past experiences, needs, wills, wishes, your predictions about an environment immensely affect what you are focused on and how you are focused on. The self-justifying prophecies are an important part of the first impressions and ongoing relations. If you expect people to refuse you, and avoid to make eye - contact and knit your brows, and speak with short sentences, you have a strict and closed body stand. When people consider your situation, they react in the way you expect. So that justifies your expectations. When you have met with the same situation in the future, your expectations in the future becomes more rigid and apparent. In a new and unfamiliar situation, the brain jumps in conclusions to complete the pieces and bases the results on the past experiences. We are on the disposition of perceiving the things that we perceive (McKay and et. al., 2006:191,196, 318). In other words, individual continually generalize. So that causes a general learned helplessness situation. The attitudes are another element that affects behaviors of an individual and individuals can change their attitudes with their past experiences. The term attitude is defined in social psychology as an inclination that organizes the thoughts, emotions and possible behaviors which are assigned to an individual. Attitude belongs to an individual

and it gives an integration and coherence to the emotions and thoughts about an object (Aydin, 2002:281). The attitudes are shaped due to the perceptions of an individual and after they are filtered and selected turn into behaviours.

1.2. Problem

The purpose of this study is to search the effect of anxiety level to the success occurring during the examinations acquired during academic process as learned helplessness. By considering the socio-economic and gender distinctions, the exam anxiety and learned helplessness was analyzed.

1.3. The Importance of the Research

The elements that affect the success and result in learned helplessness, and the level a student expresses himself or herself due to his or her capacity is directly proportional with his or her academic success. Conveyed studies displays that learned helplessness is learned and this learning has cognitive, emotional, behavioral, and environmental aspects. Cognitive elements are related with inner control of information processing and those elements can be changed (Cevik, 2012:61).

1.4. Limitations

- This research is limited to 8a, 8b, 8c, 8d, and 8e classes in Erenkoy Secondary School in the education year of 2012-13.
- The data collected in this research is limited with qualifications that learned helplessness assessment in children and examination anxiety inventory assess.

2. METHOD

In this part; the model of the research, exemplification, and cognitive and emotional ecol that we will use to explain the learned helplessness exist.

2.1. The Model of the Research

In the research, relations of cognitive and behavioral processes in an individual, and qualitative and quantitative data which was acquired by descriptive quality was analyzed. Descriptive researches are for determining the happening in the way it happens (Buyuksahin, 2012:67).

In this research; whether we can expect the level of the learned helplessness belonging to 8th grade students can be analyzed according to their age, gender, socio-economic environment were analyzed.

2.2. Exemplification

Exemplification of the study consists of 128 students of who 64 are girl, 64 are boy and between the ages of 13-14 attending the 8th grade in Erenkoy Secondary School.

2.3. Data Collecting Instruments

With the purpose of collecting data in the research, learned helplessness scale for children for assessing the level of their learned helplessness and examination anxiety inventory for assessing the affect of learned helplessness to the academic success was used. Moreover SPSS statistics 17.0 was used.

Learned helplessness scale for children: The adaptation to Turkish and standardization of learned helplessness scale for children (devised by Seligman and his colleagues) was firstly done by Aydin (1985).

The scale consists of 48 matters which were prepared with the purpose of measuring the general and inner and unchanging reasoning ways peculiar to learned helplessness. At every matter, a positive and negative situation is given to the person and reasoning way of an individual for the learned helplessness is presented with two choices. In the scale; there are 16 matters measuring the every reasoning way for the level of learned helplessness. In the matters measuring the inner and outside reasoning ways, it has been tried to analyze whether the individual ascribes the reasons to himself or herself or the outside elements. In the matters about personal or general reasoning ways it has been tired to analyze whether the individual thinks that the situation he or she faces is peculiar to that situation he or she is in or general at every situation. The matters about the changeable unchanging aspects of a reasoning way are to research that the reason of a situation is changeable or not by time.

Of 48 matters; 16 matters of the scale is about inner-out, 16 is about personal-general, 16 is about changing-unchangeable aspects of reasoning. Scale can be done with paper and pencil in groups. It includes primary and secondary school students. It has no time limitation. There needs no special education for the scale to be used. There is given 1 point to every response reflecting inner, unchanging, and general reasoning aspect of the situation and given 0 point to every response reflecting the out, changeable, and private reasoning aspect of the situation. By adding the points, we conclude the learned helplessness point for every student. With the increase of total point, the way the students reason the ways peculiar to learned helplessness increase the lowest point being taken by a student in the scale is 0 and the highest is 48. The bottom line pointing the way to reason the learned helplessness is 24 (Duzgun and Hayalioglu, 2006:407,408). At determining the helplessness situation bottom line was admitted 24, upper line was admitted 48. in the lower tests lower line was admitted 8 upper line was admitted 16.

The credibility work of the scale was done by Aydin (1988c). It was done by Test-repetitive test method by four-weeks interval and coefficient of the credibility was calculated as $r = 0.83$

The validity work of the scale for turkey was done by Aydin (1988c) by using scope validity method. The analyze of commands of the experts who were consulted with this purpose showed that the scale matters aiming to measure three reasoning ways measured it averagely %96,1.

Exam anxiety inventory: It was devised by Spielberger (1980). It measures negative feelings and thoughts about exams and being tested. It is applied in groups with paper and pencil. By starting from the 4th grade students it may be applied to everybody. There is no time limit. It can be answered in ten minutes. There 20 matters and 2 factors, and it includes two sub-test. Anxiety is formed of 8 matters emotionality is formed of 12 matters.

It is an easy to use inventory that an individual can answer by himself or herself. Instruction is written on the front page, shortly. Answering is in the way; for every matter there are four choices; nearly never, sometimes, often, nearly always and student chooses only one. Nearly never is one point, sometimes is two points, often is three point, nearly always is four point. Only the first matter of the inventory is oppositional so it is answered in the opposite. Three various point is deduced. Anxiety, emotionality and total test point. The highest point a person can take from the inventory is 80. Emotionality low test points are changeable between 12 and 14. Anxiety low test points are changeable between 8 and 32. In the case the blank responses pass two in complete inventory, and if it does pass one in one sub-test, the form mustn't be pointed. The highness of the points taken from the inventory shows the highness of the emotionality, anxiety, and exam anxiety. Their needs no special education for the use of inventory. The percentage calculations to determine the anxiety level in the test was done. It was determined that the students that have taken the point from 1 to 50 don't have the exam anxiety but the students that have taken from 50 to 100 have exam anxiety (Spielberger and Vagg, 1987).

Test-repetitive test credibility: The constancy coefficient of the inventory which is calculated by Pearson moments multiplying was found 80 in two weeks-applications and 62 in 6 months-applications.

Kuder-richardson credibility: Homogeneity coefficient which is determined by Alfa correlations which is a generalized form of kuder-richardson 20 formula was determined between 58 and 72 for complete test, and between 61 and 69 for emotionality.

Scale-dependant validity: By using Pearson's moments multiplying technique, the relations of the inventory with other exam anxiety tests were found such as: Its correlation with Sarason's exam anxiety scale is 82 for boys 83 for girls. Its correlation with Libert and Morris's anxiety and emotionality questionnaire is between 69 and 85 (Oner, 1994:473-475).

2.4. Psychological Schools Used To Explain the Learned Helplessness

We can explain the learned helplessness with behavioral and cognitive discourses. Individual in the state of learned helplessness unconsciously react to the cases and cognitively shape his or her behaviors in that way. Because of his or her past behaviors he reacts in the same way to the new cases. "While behaviorists consider the learning linking between stimuli and behavior, cognitivists consider it as the reconstruction of perceptions in the mind according to certain rules" (Ersanli, 2002:169).

Behaviorist school (Pavlov, 1849-1936, classic conditioning): Russian physiologist Ivan Pavlov is the first scholar who discovered this link between stimuli and the behavior (Inanc, 2009:44). Pavlov, made his big part of the study on the conditioning of the dogs. One day Pavlov observed that the dog which he had been conducting experiments salivated in the moment it saw empty bowl as if it had seen full bowl. Pavlov, who wanted to examine the case in detail started to conduct experiments on the dogs about conditioning (Cuceloglu, 1991:140).

Pavlov who was searching about saliva reaction on the dogs distinguished that the dog was not only reacting to the ring but also reacting to the sound it heard at that moment. During the research the dog started make a link between foot sound and food so Pavlov conducted some experiments to explain this case. In one of those experiments, by touching the metronome and causing noise, gave some meat powder into the mouth of the dog, to cause salivation. After many repetition of this process, the dog began to link between the sound of metronome and given food. As a result of this experiment, he found out that metronome sound is enough for salivation and saw that when the food was given half second before the metronome sound the best result would be obtained. This kind of learning was named classical conditioning. Through classical conditioning learning always includes the chain of stimuli and reaction. In the experiment Pavlov conducted about the dogs; the unconditioned stimuli is meat powder, unconditioned reaction is saliva, conditioned stimuli is ring sound and conditioned reaction is salivation reaction to ring sound. According to behaviorists, human reactions are a result of conditioning (Inanc, 2010:44, 45). In learned helplessness the individual reacts in the same way to the new cases the way he learned in the past experiments. Generalization: a conditioned reaction to a certain case re-occurs in the case similar stimuli which is alike to the first stimuli is given (Cuceloglu, 1991:142).

Much of our attitude is obtained with conditioning during our childhood. The places where some certain emotions reveal such as being hurt, wounded, failure, the stuff, humans, and incidents in the environment, become conditioned stimuli by time. So they can create fears and evoke mal-events. The learning of a human being resembles an animal's learning. A human learns in the way a dog learns something (Odabasi, 2011:28,30).

Cognitive school (Jean Piaget 1896-1980): Piaget is a Swiss psychologist. His interest in philosophy is more upon epistemology. Piaget opposed to the traditional discourse that the children are the wee adults having more primitive thinking structure and put forward that they have their own world and perspective (Kucukkaragoz, 2002:82). He points out that cognitive growth happens on the growth of neurological system and adaptation of the individual to his or her surroundings. Piaget focused on five elements laying the foundations of cognitive development. Those are schema, adaptation, absorption, complying, and balancing. Schema is the mental structure and thinking pattern symbolizing an object, situation or a problem in the surrounding. Adaptation; is the process an individual makes her thinking structure ready to being able to take a new information that will change his

or her comprehension. Absorption; means to able to use the existing schemas to absorb new information into the schemas and perceptions (Inanc, 2008:115,116).

Process of information process; it starts with the bombardment of the stimulus that we perceive with our senses. Because some cases and stimulus draw our attention more than the other cases and incidents and stimulus, we elect those and take them. Besides, we do not only copy the information but also we interpret it in our frames and schemas based on our past experiences. If the information is valuable and outstanding, we preserve it in our memory to utilize it in the future (Inanc, 2008:51).

3. FINDINGS

The expectation of an individual that he or she will fail because of the past learning may cause some failures in different scales academically or in relations. The expectation of failure in an individual even in the situations which the result can be controlled is considered as a cognitive mistake (Abramson, Seligman and Teasdale, 1978). Individual, as a result of learned helplessness do not only tend to fail but also he may not see his skills that he can use and improve. That is why the learned helplessness factor seems to be close related with success (Aydin, 2006).

Success is the skill of being able to use the necessary skills, energy and time for a task in the most effective way. This energy may be human labor, money, machine, information. But here being important is that the necessary energy must be used correctly. There lies a true programming and planning behind every success. True programs define the scheme that will realize this plan. If the targeting and timing processes of the plan and program are well-calculated, the success is inevitable (Atabek, 2000:197).

That The perceptions of the individuals about their own sufficiency and self-sufficiency is high, in other words that they go on thinking that they are compatible and efficient causes their showing effort to succeed and go on living happily and determinedly even after negative incidents. Individual, as a result of learned helplessness do not only tend to fail but also he may not see his skills that he can use and improve. According to this explanation, we may say that the individuals having high motivation and determination are not afflicted or less affected from the negative incidents even after the cases of learned helplessness (Aydin, 2006).

In a general failure situation, individual maintains his failure position because of the past experiences. For example; an individual who has failed in speaking in front of the people because of nervousness can maintain his or her situation. Stage anxiety is an expected fear. The idea that we have to talk in front of the people can cause an emotion of "fight or fade out". You feel as if the butterflies are winging in your stomach, your hands are cold and sweaty, your mouth dries up and your heart starts to beat up fast (McKay and et.al., 1995:318). Such kinds of cases stiffen the failure feeling because they prevent an individual from expressing himself or herself. An individual's approaches to the different cases may vary from the point of his relation with the other cases. The expectations about the behavior's results are an important factor that determines whether an approach will be practiced or not. An individual who thinks that an approach's result will be negative tends to not do in practice. However it should be given importance that environmental blockages and negative expectations are not free from the power of the approach. The more the power of an approach diminishes the more the environmental blockages and the negative expectations will afflict the case that approach will turn into behavior (Aydin, 2002:285).

3.1. Quantitative Findings

To determine the quantitative findings of the research regression, correlation, and multi-factorial variation (anova) analyze was done in SPSS 17.0.

Table 1. Gender Distribution

Between-Subjects Factors		Value Label	N
Gender	.00	male	64
	1.00	female	64
Income Level	2.00	low	1
	3.00	mid-level	43
	4.00	good	76
	5.00	very good	8

Table 2. The Relationship between Learned Helplessness and Anxiety

Descriptive Statistics					
	Gender	Income Level	Mean	Std. Deviation	N
Exam Anxiety	Male	Mid-Level	55.7083	29.25225	24
		Good	69.6857	24.24479	35
		Very Good	74.4000	18.94202	5
		Total	64.8125	26.54190	64
	Female	Low	99.0000	.	1
		Mid-Level	77.0000	25.25426	19
		Good	77.4634	26.15062	41
		Very Good	81.3333	13.20353	3
	Total	Total	77.8438	25.09867	64
		Low	99.0000	.	1
		Mid-Level	65.1163	29.26416	43
		Good	73.8816	25.42490	76
Learned Helplessness	Male	Very Good	77.0000	16.36198	8
		Total	71.3281	26.54697	128
		Mid-Level	19.7083	5.18760	24
		Good	21.0571	3.94031	35
	Female	Very Good	20.6000	1.81659	5
		Total	20.5156	4.33880	64
		Low	18.0000	.	1
		Mid-Level	20.9474	3.93663	19
	Total	Good	20.5122	3.77572	41
		Very Good	18.0000	3.60555	3
		Total	20.4844	3.78800	64
		Low	18.0000	.	1
Total	Mid-Level	20.2558	4.66544	43	
	Good	20.7632	3.83621	76	
	Very Good	19.6250	2.72226	8	
	Total	20.5000	4.05668	128	

According to gender and economic backgrounds, the learned helplessness and exam anxiety levels of the students were given in Descriptive statistics. It can be clearly seen that the anxiety and helplessness levels of the students vary according to their gender and economic backgrounds.

Table 3. Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	Exam Anxiety	9217.656 ^a	6	1536.276	2.315	.038
	Learned Helplessness	54.765 ^b	6	9.127	.543	.775
Intercept	Exam Anxiety	122386.623	1	122386.623	184.454	.000
	Learned Helplessness	8121.103	1	8121.103	482.821	.000
Gender	Exam Anxiety	1904.507	1	1904.507	2.870	.093
	Learned Helplessness	5.337	1	5.337	.317	.574
Income Level	Exam Anxiety	2217.402	3	739.134	1.114	.346
	Learned Helplessness	23.300	3	7.767	.462	.710
Total	Exam Anxiety	740728.000	128			
	Learned Helplessness	55882.000	128			

a. *R Squared* = .103 (*Adjusted R Squared* = .059)

b. *R Squared* = .026 (*Adjusted R Squared* = -.022)

From the values in the meaningfulness column of the table; it was understood that the level of exam anxiety and learned helplessness due to gender ($p = 0.093$, $p = 0.574$; $p > 0.05$) is not statistically meaningful and the level of exam anxiety and learned helplessness due to economic background ($p = 0.346$, $p = 0.710$; $p < 0.05$) is also not statistically meaningful. Moreover the effect of gender and income variables upon exam anxiety and learned helplessness ($p = 0.379$, $p = 0.362$; $p > 0.05$) is also not statistically meaningful.

Table 4. Correlation Analysis

		Correlations						
		Gender	Income Level	General	Fixed	Internal	Delusion	Affective
Gender	Pearson Correlation	1	.013	-.157	-.026	.155	.260**	.263**
	Sig. (2-Tailed)		.882	.078	.774	.081	.003	.003
	N	128	128	128	128	128	128	128
Income Level	Pearson Correlation	.013	1	.042	.051	-.037	.130	.074
	Sig. (2-Tailed)	.882	.642	.570	.680	.144	.408	
	N	128	128	128	128	128	128	128
General	Pearson Correlation	-.157	.042	1	.370**	-.030	.013	-.022
	Sig. (2-Tailed)	.078	.642	.000	.740	.881	.802	
	N	128	128	128	128	128	128	128
Fixed	Pearson Correlation	-.026	.051	.370**	1	.051	.216*	.188*
	Sig. (2-Tailed)	.774	.570	.000	.570	.014	.034	
	N	128	128	128	128	128	128	128
Internal	Pearson Correlation	.155	-.037	-.030	.051	1	.103	.133
	Sig. (2-Tailed)	.081	.680	.740	.570	.246	.134	
	N	128	128	128	128	128	128	128
Delusion	Pearson Correlation	.260**	.130	.013	.216*	.103	1	.669**
	Sig. (2-Tailed)	.003	.144	.881	.014	.246	.000	
	N	128	128	128	128	128	128	128
Affective	Pearson Correlation	.263**	.074	-.022	.188*	.133	.669**	1
	Sig. (2-Tailed)	.003	.408	.802	.034	.134	.000	
	N	128	128	128	128	128	128	128

*Correlation is significant at the 0.05 level (2-tailed).

**Correlation is significant at the 0.01 level (2-tailed).

0,263 and 260 exam anxiety values in the table shows that a positive direct relation exists between gender and emotionality-anxiety which is the sub-test of exam anxiety.

Table 5. Multi-regression Analyze

MODEL SUMMARY ^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.331 ^a	.110	.088	25.34905	1.996

a. Predictors: (Constant), learned helplessness, gender

b. Dependent Variable: Exam anxiety

It was understood from the r square values in the model summary table that it explained the variation of exam anxiety variable as %11 of which is dependant variable in the situation of gender, income level and learned helplessness. In other words; it was understood that exam anxiety was shaped %11 according to those factors.

Table 6. Anova Analyze

ANOVA ^b					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	9822.984	3	3274.328	5.096	.002 ^a
Residual	79679.234	124	642.574		
Total	89502.219	127			

a. Predictors: (Constant learned helplessness, gender, the level of income)

b. Dependent Variable: Exam anxiety

The value in the column of meaningfulness in ANOVA table shows that the relation among the so-called variables is statistically meaningful as $p < 0.05$.

Table 7. Coefficients Analyze

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
(Constant)	20.240	18.156		1.115	.267
Gender	12.984	4.482	.246	2.897	.004
1 Income Level	5.429	3.810	.121	1.425	.157
Learned Helplessness	1.193	.555	.182	2.150	.033

a. Dependent Variable: Exam anxiety

Coefficients model unstandardized coefficients standardized coefficients t sig. B std. Error beta 1 (Constant): 20.240, 18.156, 1.115,.267. Gender: 12.984, 4.482,.246, 2.897,.004. Income: 5.429, 3.810,.121, 1.425,.157. Learned helplessness in children: 1.193,.555,.182, 2.150,.033. a. Dependent variable: Exam anxiety table 7 commentary.

Coefficients table gives the regression coefficients which are used for regression equation and their meaningfulness levels. According to this, while exam anxiety, gender and learned helplessness level in children is meaningful in the level of $p < 0.05$, it has been seen that the relation between exam anxiety and income is statistically meaningful. Moreover from the coefficients in table 7, it is seen that the most affecting factor on exam anxiety is gender and respectively learned helplessness and income follows it.

4. RESULT

There is a stiff relation between learned helplessness and the success or failure of an individual. Furthermore, gender and income also affect the success. The learned helplessness level of an individual is also quite affecting the success and exam anxiety. The success or failure of an individual gets ripened through cognitive and behavioral processes and turns into helplessness phenomena. This behavior gets entrenched by time and repeats itself in similar cases. Therefore it becomes a learned behavior. The society we are in expects us to be always successful. However there are some obstructions in front of being successful. The way perceive and interpret the cases can turn into a preventive factor against our success in our future behaviors. Every individual who is absorbed in this empirical (learned) helplessness vortex is to tackle a certain obstacle at his or her every effort. An individual generalizing his failure to every situation is not able to be successful.

Considering the average values and points; students coming from low income backgrounds have higher exam anxiety. However, considering the marks of those students, the failure situation in their classes is not explicit. As for the gender the girls tend to be more nervous and more helpless, it is seen that their marks are higher than the boys. It is understood that the highness of their nervousness levels activates their discipline and control systems.

Because this research was conducted in fall term of 2012-13 education years, high anxiety level was not determined. Because it is a further term from SBS (general exam to get into high schools) the anxiety levels of the students were seen low. The anxiety level affects the success positively. Results confirming the notion that Low anxiety is moving and concentration booster were obtained. Anxiety may boost the success and move the student positively.

Such a similar case study should be also conducted near testing and examinations period.

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