Exploring Variations in Performance Improvement Practices of Parents of Secondary School Students with Low and High Learned Helplessness

Wazir Ahmad[a*], Dr. Muhammad Uzair-ul-Hassan[b]

[a]PhD Scholar, Department of Education, University of Sargodha, Pakistan. [b]Associate Professor, Department of Education, University of Sargodha, Pakistan

[*]**Email:** deesonama@gmail.com

Abstract: Students with learned helplessness (LH) has remained a challenge for parents as well as for teachers in schools. A good school system must accommodate such students who are challenging for teachers because such phenomenon causes drop out of children from schools. To address the issues in performance of students with LH, exploring variations in the practices of parents was the aim of the study. The study employed explanatory mixed methods design. For selection of participants, we used criterion sampling. Initially, the Learned Helplessness Questionnaire (Sorrenti et al., 2014) was administered to categorize and screen the students with high and low LH. Once the students and parents were categorized, then, 30 students (15 from each category i.e., low and high LH) and 30 parents (15 from each category i.e., low and high LH) were interviewed for understanding the phenomenon deeply. By employing axial coding on transcribed data, four categories emerged: 1) study-friendly measures, 2) physiological approach, 3) diagnostic approach, and 4) confinement. The study provided insights to teachers and parents to manage students with high LH carefully to get better performance in secondary schools.

Keywords: Helplessness, Secondary School, Learned Helplessness, Performance Improvement Practices

1. Introduction

Learned helplessness (LH) is a psychological phenomenon identified by Martin Seligman in the 1960s. It refers to a state where an individual adopts a belief that they have little or no control over their environment (Seligman, 1975) after experiencing repeated failures or setbacks. This cognitive and emotional state has potential to affect academic performance, psycho-emotional development, and well-being of students. This LH can also affect students' behavioral patterns. This research study focuses on exploring the psycho-behavioral differences in students with low and high learned helplessness, also focusing on the perspectives of students and their parents.

In the Pakistani public-school education context, the dropout rate peaks significantly in the 1st and 10th grades in comparison to other grades, standing at 30% and 13.6%, respectively (UNESCO, 2017). The dropout phenomenon intensifies towards higher grades and it can be referred as educational marginalization (PK-NHDR, 2017). Schroder and Ollis (2013) attribute learned helplessness as a contributing factor to the dropout issue. Issa (2013) observed that

the quality of education in public schools in Pakistan is undergoing a rapid decline. Habib (2013) concurs, emphasizing the necessity for an overhaul in the improvement and expansion of Pakistan's educational system to align with the evolving needs of society. As the parents' role and performance improvement practices is one of key factors in this regard, so it appeared necessary to shed a light on it. To address the critical need to explore learned helplessness associated with parental involvement, this study was conducted. Despite the educational landscape in Pakistan, no prior study has delved into this aspect. This research aims to explore the variations in performance improvement practices (PIPs) of parents of secondary school students with low and high learned helplessness (LH).

1.2 Statement of Problem

Every individual strives to perform better. The students studying in the same environment have differences in their approach, thinking patterns and performance improvement practices. Some of the students are successful in adopting the appropriate practices to boost their performance. Some students opt inefficient ways of performance improvement. In addition to that, parents also play their role to boost the performance of their wards. Some of them either opt for appropriate practices or inappropriate ones. Hence, this study has been conducted to explore the differences in the practices of students with high and low LH including their parents.

1.3 Significance of Study

The study can be significant in getting insight about the differences in performance improvement approach in students with low and high LH. The study may provide an in-depth view of differences in the parents of both groups as well. This study may help students with high LH in learning appropriate practices from their low LH peers. This study may be helpful for educators, psychologists, and policymakers seeking differences in practices of students with low and high LH. Moreover, the finding of the study may refine parental guidance, educational practices and students' thinking patterns.

1.4 Objective of Study

- To explore the experiences of students with low and high LH about their parents in improving their performance
- To study the differences in performance improvement practices of parents of students with low and high LH.

2. Literature Review
2.1 Learned Helplessness and Academic Performance

The term 'Learned Helplessness' was coined by Seligman in 1967 when he conducted experiments on dogs regarding response, stimulus, and controllability. Hiroto (1974) initially conducted LH experiments on students. Learned helplessness (LH), according to Fincham et al. (1989), is a state of mind in which an individual associates his failure to external factors rather than efforts. Harvey et al. (2009) noted in literature that LH is ''feelings of loss of control'' and ''powerlessness''. The LH phenomenon has been under study in education for decades to boost the wellbeing of students. Success is the innate human desire and failure is avoided as it is taken as a negative experience. Successive failures bring an individual to a conclusion that failure is uncontrollable (Peterson, 2010). The repeated low-testscores or failure induces a state of mind in which an individual avoids encountering failures after perceiving them as uncontrollable situations (Nolen, 2017). LH brings academic failure, depression and poor work performance (Raufelder et al., 2018). When the situation intensifies, LH can lead to dropout (Schroder and Ollis, 2013). In the educational context, Schroder and Ollis (2013) argue that students who experience frequent academic failures are susceptible to the detrimental effects of learned helplessness, potentially leading to demotivation, depression, and, in extreme cases, school dropout. Within the school environment, learned helplessness manifests as a psychological state wherein students perceive a lack of control over their academic outcomes (Raufelder et al., 2015). Notably, there exists a positive correlation between learned helplessness and emotional instability, suggesting that the two phenomena are intertwined. This connection can impede students in effectively managing their learning processes. Learned helplessness exerts a significant negative impact on traits such as

conscientiousness and openness (Luana et al., 2018). Recognizing and diagnosing learned helplessness at an early age is of utmost importance, particularly in the context of contemporary, test-oriented educational cultures like that of Pakistan (Mrowka, 2014; Feld & Shusterman, 2015). The prevalence of learned helplessness must be mitigated to avoid adverse consequences and foster a more supportive learning environment.

2.2 Role of Parents in Academic Performance

The current literacy rate in Pakistan is below 60%, and this figure declines as we move backward in time. A significant portion of students' parents lack literacy, which hinders their understanding of the importance of education. The issue is exacerbated by the factor of poverty, which contributes to poor education facilities and limited accessibility, intensifying the challenges faced. Remarkably, there is a scarcity of both formal and informal institutes providing parenting skills despite these prevailing realities. Ahmad (2013) discovered that economically disadvantaged parents exhibit minimal awareness of the significance of parental participation in their children's academic lives, further complicating the situation due to the lack of engagement. Mughal and Aldridge (2017) highlighted that school staff and teachers often perceive economically disadvantaged parents as uncommitted, uncaring, and uninterested in their child's education. Consequently, the course and nature of a child's educational journey are deeply impacted by parental involvement. Hence, parents hold a fundamental role in shaping the educational experience of their children.

Parents play the most important role in the development of a child. Parents always give their best to their wards in order to make them better human beings. They play a major role in shaping his personality. Fuentes et al. (2019) argues that child development is significantly affected by the parents. The behaviors and values of parents shape the actions and attitudes of their wards. Parental involvement is one of the factors that influence the academic success of school students (Gonzalez et al., 2010). Farooq & Asim (2020) also agree that successful learning depends on parental involvement.

3. Methodology and Research Design

In the initial phase, the study aimed to categorize and screen secondary school students into two groups i.e. high and low learned helplessness (LH) using quantitative measures. On the basis of quantitative data, the qualitative phase was deemed necessary. Hence, Explanatory Mixed Method design (Creswell, 2008) also termed as QUAN–qual model (Gay, 2012) was considered suitable. Learned Helplessness Questionnaire (Murat, 2019; Sorrenti et al., 2014) was used to categorize students in the initial phase. Then, interviews were administered to gain a deeper understanding about the differences between both groups.

3.1 Population and Sample

The Sargodha division (Pakistan) exhibits the highest dropout rates among various age groups, with the 14-16 years age cohort experiencing the most significant dropout level at 19.9%, surpassing other age groups (ASER, 2018). Mushtaq et al. (2020) highlighted that Sargodha city has an average of below 40% citizens completing secondary education. Hence, this area was suitable to conduct a study on LH. Hence, all the students studying in SSC-II (10th grade) in public schools including their parents were considered as an accessible population of this study.

This study needed two groups (Low and high LH) of a specific criterion. Consequently, criterion sampling (Ary et al., 2010; Cohen et al., 2018) was adopted to draw a suitable sample through Learned Helplessness Questionnaire (Sorrenti et al., 2014). The criterion of this sampling has been tabulated below.

Table 1: Criterion Sampling Characteristics

Characteristics	High LH Sample	Low LH Sample
Failure faced in career (Minimum)	2	None
MO score quartile (Ascending order)	Upper	Lower
LH score quartile (Descending order)	Upper	Lower
MO sum score range	9-19	23-34
LH sum score range	19-28	6-12

To draw a suitable sample on above-criterion appeared as a challenge. After drawing a sample, the willingness of parents appeared as an issue. Finally, the researcher could get a sample of 30 students (equally divided into high and low LH) with their parents as tabulated below.

Table 2: Low and High LH Sample

Respondents	Low LH	High LH	Total
Students	15	15	30
Teachers	15	15	30

3.2 Data Collection
The data for this study was collected after using two tools which were questionnaire and interview given below in detail.

3.3 Learned Helplessness Questionnaire
Learned Helplessness Questionnaire or LHQ (Sorrenti et al., 2014) was administered in the classroom to screen the low and high LH students. This is an Italian tool and consists of 13 items. Six items (Item No.2, 4, 8, 9, 10 and 12) measure learned helplessness whereas seven items (Item No.1, 3, 5, 6, 7, 11 and 13) measure mastery orientation (MO). MO is the phenomenon opposite to learned helplessness (LH). The tool was administered to 1360 students.

3.4 Interview Protocols
The interviews were semi-structured and conducted face-to-face for a deeper understanding (Creswell & Clark, 2017) of the phenomenon. Separate interview protocols were developed for students and parents. The students' interviews were conducted in the school during school time in vacant rooms. On the other hand, parents' interviews were conducted at the place of their choice.

Table 3: Interview Items

Respondents	Item
Students	How do your parents try to improve your performance when you get a failing or low-test score?
Parents	How do you improve the performance of your wards when he gets a failing or low-test score?

4. Data Analysis

4.1 Analysis of Learned Helplessness Questionnaire (LHQ)
After administration, Learned Helplessness Questionnaire (LHQ) data was analyzed using Microsoft Excel. The entire dataset was organized in descending order based on the sum of Learned Helplessness (LH) item scores. The upper quartile was designated as high LH group, while the lower quartile was named as the lower LH group. Subsequently, the same dataset was rearranged in ascending order according to the sum of Mastery Orientation (MO) item scores. The upper quartile was marked high LH and lower quartile low LH. Respondents appearing in both the upper quartiles were finally categorized as high LH, while those in the lower quartiles were classified as low LH. Additionally, a detailed item-wise analysis of LHQ was conducted and presented in tabular form for further examination.

Table 4: Analysis of LHQ Item-Wise

Item No	Construct	Std. Deviation	Average
Item 1	MO	1.13	3.63
Item 2	LH	1.41	2.39
Item 3	MO	1.22	3.91
Item 4	LH	1.48	2.60
Item 5	MO	1.38	3.19
Item 6	MO	1.42	3.49
Item 7	MO	1.22	4.15
Item 8	LH	1.43	2.70
Item 9	LH	1.54	2.66
Item 10	LH	1.34	1.89
Item 11	MO	1.23	3.74
Item 12	LH	1.37	2.30
Item 13	MO	1.006	4.51

The researcher kept on administering the Learned Helplessness Questionnaire (LHQ) until an appropriate sample for the study was selected. Hence, LHQ was distributed to 1360 students. The questionnaire was found with commendable internal consistency with alpha coefficients of 0.74 for Learned Helplessness (LH), 0.72 for Mastery Orientation (MO), and an overall coefficient of 0.73. Examining the standard deviations (SD), item 9 emerged with the highest SD, whereas item 13 exhibited the lowest variability. Notably, item 13 attained the highest mean score overall at 4.43. On the other hand, item 10 scored the lowest mean value at 1.93. For a comprehensive understanding, construct-wise information including range, level, percentage, and the number of respondents is detailed in Table 5 below.

Table 5: Construct Wise Analysis for Low and High LH Grouping

Construct	Level	Range	Percentage	Number
MO	High	23.0-34.0	31.45	434
	Medium	20.0-22.0	47.83	666
	Low	9.0-19.0	20.72	260
LH	High	19.0-28.0	22.83	302
	Medium	13.0-18.0	40.62	556
	Low	6.0-12.0	36.55	502

Groups characterized by medium-level in both constructs were excluded from consideration. Individuals identified as common respondents exhibiting low Mastery Orientation (MO) and high Learned Helplessness (LH) levels were designated as High LH students, constituting 18.2% of the total sample. Correspondingly, their parents were categorized as part of the high LH group. Conversely, individuals showing common traits of high MO and low LH were termed as High MO students, representing 22.7% of the total sample. Subsequently, their parents were classified as members of the low LH group in subsequent analyses conducted during interviews.

4.2 Analysis of Interviews
The analysis of interviews involved a systematic thematic coding process. The initial responses were meticulously

observed and coded. All responses were then methodically organized into thematic patterns to impart conceptual coherence. This practice is referred to as 'hierarchical codes' by Tracy (2020) and 'Axial coding' by Charmaz (2014). Differential group analysis was subsequently employed through codes. These codes are the summation of frequencies of all responses associated with each pattern. For detailed reference, the responses and their corresponding codes are outlined in following pages.

4.3 Analysis of Students' Responses

The basic question for the students was "How do your parents try to improve your performance when you get a failing or low-test score?". The responses were analyzed and tabulated below.

Table 6: Initial Analysis of Students' Responses

Initial Codes	Frequency
Restrict with playing with friends	10
Insist me about Namaz and Quran	2
Insist on studies	6
Promise for latest cell phone	3
Give job insight	21
Interested in studies	2
Meet teachers	9
Teach at night	3
Monitor me more	4
Ask me to study more	24
Contact with teachers	17
Reserve a separate room	1
Ask to shorten my hairs	1
Restrict from songs	3
Oil my hairs	4
Change tuition academy after result	5
Encourage me	3
Restrict cell phone	6
Decrease household work	6
Stop me from computer	6
Remove all disturbances	5
Bring almonds	7
Restrict my cell phone and TV	8
Send tuition academy	25
Stop me playing games	11

The table above shows that the total initial codes identified are 25 with a grand total frequency of 192 (f=192). The highest frequency was found in the 'Send tuition academy' code.On the other hand, a single response was found in 'Reserve a separate room' and 'Ask to shorten my hair' codes each.

4.4 Comparative Analysis of Students' Responses
In this section, the data has been segregated group wise so that the responses can be categorized. Some codes were common and others appeared in a single group. The data has been tabulated below.

Table 7: Comparative Analysis of Students' Initial Responses

High LH Only	Low LH Only	Both High and Low LH
Restrict with playing with friends	Interested in studies	Meet teachers
Insist me about Namaz and Quran	Promise for latest cell phone	Give job insight
Reserve a separate room	Remove all disturbances	Contact with teachers
Restrict from songs	Decrease household work	Stop me playing games
Ask to shorten my hairs	Restrict cell phone	Ask me to study more
Insist on studies	Teach at night	Monitor me more
Oil my hairs		Send tuition academy
Change tuition academy after result		
Encourage me		
Stop me from computer		
TV		
Restrict my cell phone and		
Bring almonds		

In the table above, the total number of commonalities and differences in students were25 (f=25). Common codes in both groups (i.e. high and low LH students) were 7 (f=7). Low LH group has 6 (f=6) different responses and the high LH group has 12 (f=12).

4.5 Differences in Commonalities
The differences were observed in commonalities. The responses have different frequencies belonging to each group. These Differences in Commonalities have been tabulatedbelow.

Table 8: Differences in Commonalities in Students' Responses

Initial Codes	Low LH	High LH	Total
Contact with teachers	12	5	17
Meet teachers	8	1	9
Give job insight	14	7	21
Monitor me more	3	1	4
Stop me playing games	8	3	11

Ask me to study more	16	8	24
Send tuition academy	8	17	25

The total number of common codes in both groups were 7(*f* =7). The highest difference was found in *'Meet teachers'* code which is eight times greater in low LH. The frequency of '*Monitor me more'* and '*Give job insight'* code is greater in low LH by 3 times and 2 times respectively. The frequency of '*Stop me playing games',* '*Contact with teachers'* and '*Ask meto study more'* appeared greater in low LH groups. The value of '*Send tuition academy'* was found greater in high LH groups.

4.6 Analysis of Parents Data
The purpose of the interviews from parents was to explore the practices opted by themin improving performance of their wards. During the initial phase, the responses and codes emerged are tabulated below.

Table 9: Initial Analysis of Parents' Responses

Codes	Frequency
Oil wards' hairs	2
Check progress daily	9
Keep his hairs short	3
Divide content	8
Change tuition academy	7
Monitor self in evening	7
Send to tuition academy	26
Reserve separate room	3
Bring almond	7
Decrease household work	5
Encourage to master the content	7
Assure him not born for labor	3
Give job insight	20
Ban on playing games	21
Give bright future insight	23
Ask him to study more	22
Teach myself not tuition academy	6
Ask for Namaz	20

The above-table shows that there was a total of 18 codes with a grand total frequency of 199 (*f*=199) in parents' responses. The code 'Send to tuition academy' has the highest frequency in the dataset. The code 'Oil wards' hairs' has only two responses being the lowest frequency in the dataset.

4.7 Comparative Analysis of Parents' Responses
Comparative analysis has been conducted to see the differences in parents' practices related to both groups. Some codes were found common and the rest were related to any group.The data has been tabulated below.

Table 10: Comparative Analysis of Parents' Initial Responses

High LH Only	Low LH Only	Both High and Low LH
Keep his hairs short	Encourage to master the content	Ask for Namaz
Change tuition academy	Assure him not born for labor	Ban on playing games
Bring almond	Teach myself not tuition academy	Give bright future insight
Reserve separate room	Divide content	Send to tuition academy
Oil his hairs	Check progress daily	Give job insight
	Monitor self in evening	Ask him to study more
	Decrease household work	

In the 18 responses, six (f=6) codes were found common in both groups. Low LH group's parents have 7 (f=7) different responses and high LH group's parents have 5 (f=5) different response codes.

4.8 Differences in Commonalities
The common codes were further analyzed to see the differences. Each group has been found varying with differences in frequency of responses. These differences in commonalities are also deemed important in getting awareness about groups. The data has been tabulated below.

Table 11: Differences in Commonalities in Parents' Responses

Parents Responses	Low LH	High LH	Total
Ask for Namaz	14	6	20
Give bright future insight	18	5	23
Send to tuition academy	9	17	26
Give job insight	14	6	20
Ban on playing games	14	7	21
Ask him to study more	16	6	22

Six codes were found common in both groups. In all common codes, the low LH group has greater frequency except '*Send to tuition academy*'. The frequency of '*Ban on playing games*' and '*Ask for Namaz*' codes were found ≥ 2 times greater. The frequency of '*Give bright future insight*' has the highest difference which is more than 3 times greater in low LH groups.

4.9 Consolidated Data Analysis
The data of both students and their parents has been merged after initial analysis to see the consolidated group comparison. The datasets of commonalities (Table 8&11) have been merged to see the overall results. The codes have been termed as practices on this stage as the codes are representing them. Only the common practices have been compared. The practices 'Give job insight' and 'Give bright future insight' have been merged together. The results have been tabulated below.

Table 12: Consolidated codes Analysis

Common Codes	Students		Parents		Overall	
	Low	High	Low	High	Low	High
Give job/future insight	14	7	32	11	64	18
Stop me playing games	8	3	14	7	22	10
Ask me to study more	16	8	16	6	32	14
Send tuition academy	8	17	9	17	17	34

The comparative table above shows the common practices in both groups. The highest difference in practices was found in 'Give job insight'. The high LH group has scored greater in only 'Send tuition academy' practice.

4.10 Categorical Analysis
The data has been analyzed carefully to infer the codes. After rigorous analysis, the data has been tabulated below.

Table 13: Categorical Analysis

Categories	Codes *(Modified in action format)*
Study-friendly Measures	Teach at night, remove all disturbances in studies, decrease household work, Reserve a separate room
Physiological Approach	Keep hairs short, Oil hairs, Give almonds
Diagnostic Approach	Check progress daily, Monitor more
Confinement	Restrict cell phone, Restrict TV, stop from computer, restrict from playing, Restrict from songs

The above table shows that four categories have been deduced from the consolidated data. The 'Study-friendly Measures' category has four codes, 'Physiological Approach' and 'Diagnostic Approach' two each, and 'confinement' five codes. The table below shows the numerical data of these categories.

Table 14: Categorical Comparison

Categories	Low LH Group	High LH Group
Study-friendly Measures	19	4
Physiological Approach	-	24
Diagnostic Approach	13	-
Confinement	6	27

The low LH group has greater values in 'Study-friendly Measures' and 'Diagnostic Approach' categories. The high LH group has greater values in 'Physiological Approach' and 'Confinement' categories. High LH group has no score in 'Diagnostic Approach' category whereas low LH has no score in 'Physiological Approach' category.

4.11 Findings
In the light of data analysis, the key findings of the study are listed below.
1. The high LH group found implementing measures which are related to physiological development during failure or low-test score. On the other hand, this practice is completely missing in the low LH group.
2. The low LH group was found using a diagnostic approach related to academic failure while the high LH

group was found missing it completely.

3. The low LH group has more than four times (>4x) more responses in 'Study-friendly Measures' than the high LH group.

4. The high LH group has more than four times (>4x) more responses in 'Confinement' than the high LH group. The high level of LH was observed at 18.2% while the low level of LH at 22.7% among students.

5. The parents of low LH group found giving job/future insight more than three times (>3x) more than parents of high LH group.

6. The parents of low LH group observed asking for more study to their wards more than two times (>2x) more than parents of high LH group.

7. The parents of the low LH group found stopping wards from playing games more than two times (>2x) more than parents of the high LH group.

8. The parents of high LH group were found sending their wards to tuition academy two times (2x) more than parents of low LH group.

4.12 Discussion

This study has found a rate of 18.2% regarding high LH among students in Sargodha. The Sargodha division has already been experiencing 19.9% of dropouts within the 14-16 years age group (ASER, 2018). Schroder and Ollis (2013) argued that LH is one of the main causes of dropout. In addition to that, the low LH group has found a more study-friendly environment than the high LH group. The non-conducive home environment also causes dropout at secondary school level (Mughal et al., 2019). Hence, LH may be causing the high dropout in the population under study. The low LH group parents are actively giving job and future insight to their parents while it is a neglected aspect in the high LH group. Giving job insight and asking for more study may improve the performance of high LH students. Giving almonds, and oiling and shortening hairs may not be appropriate measures to improve academic performance. These measures can be better for physiological development. Removing study disturbances, decreasing household work and self-teaching can be effective practices for performance improvement. Checking wards daily and enhanced monitoring may appear as potential appropriate practices for performance improvement.

5. Conclusion and Recommendation

Learned Helplessness (LH) is an important phenomenon in educational research. It has many serious negative outcomes. Prevalence of LH at 18.2% is an alarming rate. The students with high LH are at serious risk. Their parents need to review their practices in handling their wards. They can seek better practices by observing the practices of parents of low LH or high performing students. The high LH group parents need to make the home environment study- friendly by removing disturbances in studies, decreasing household jobs and teaching by themselves. Further, the parents of high LH students need to discontinue using physiological measures to improve academic performance and the high LH group parents are to check their wards progress daily with enhanced monitoring in order to opt potential affective performance improvement practices.

References

Ary, Donald., Jacobs, Lucy Cheser., Sorensen, Chris. (2010). Introduction to Research in Education. 8th Edition. Wadsworth, Cengage Learning ISBN-13: 978-0-495-60122-7. Page 431

ASER. (2018). Annual Status of Education Report ASER-Pakistan 2018. District Directory 2. Page 109-111.

Charmaz, Kathy. (2014). Constructing grounded theory (2nd edition.). Los Angeles, CA: SAGE. ISBN.978-0-85702-9140

Cohen, Louis., Manion, Lawrence., Morrison, Keith. (2018). Research methods in education. Eighth edition. New York: Routledge. ISBN 9781315456539

Creswell, John W. (2008). Educational Research: planning, conducting and evaluating quantitative and qualitative

research. 4ᵗʰ Ed. *Pearson Education Inc*. ISBN-13: 978- 0-13-136739-5.

Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research* (3rd ed.). New York: Sage Publishing Inc. ISBN-13: 978-1544328805.

Farooq, M.S., Asim, I. (2020). Parental Involvement as Predictor for Self-regulated Learning and Academic Achievement of Students at Secondary School Level. *Journal of Educational Sciences & Research, 7*(1), 14-32

Feld, L. D., & Shusterman, A. (2015). Into the pressure cooker: Students stress in college preparatory high schools. *Journal of Adolescence, 41*, 31–42. https://doi.org/10.16/j.adolescence.2015.02.003

Fincham, D. S., Hokoda, A., & Sanders, F. (1989). Learned helplessness, test anxiety, and academic achievement: A longitudinal analysis. Child Development, 60, 138–145. https://doi.org/ 10.1111/j.1467-8624.1989.tb02703.x.

Fuentes, M. C., García-Ros, R., Pérez-González, F., & Sancerni, D. (2019). Effects of parenting styles on self-regulated learning and academic stress in Spanish adolescents. *International Journal of Environmental Research and Public Health*, *16*(15), 2778. https://www.mdpi.com/1660-4601/16/15/2778

Gay L.R., Geoffrey E. Mills; Peter Airasian. (2012). Educational research: competencies for analysis and applications.10th ed. ISBN-13: 978-0-13-261317-0

Gonzalez – Pienda, J. A, Nunez, J. C., Gonzalez - Pumariega, S., Alvarez, L., Roces, C. & Garcia, M. (2010). A Structural Equation Model of Parental Involvement, Motivational and Aptitudinal Characteristics, and Academic Achievement. *The Journal of Experimental Education, 70(3),pp. 257-287.*https://www.tandfonline.com/doi/abs/10.1080/00220970209599509

Harvey, M., Treadway, D., Heames, J. T., & Duke, A. (2009). Bullying in the 21st century global organization: An ethical perspective. Journal of Business Ethics, 85, 27–40. https://doi.org/10.1007/s10551-008-9746-8

Hiroto, D. S. (1974). Locus of control and learned helplessness. *Journal of Experimental Psychology, 102,* 187-193. https://psycnet.apa.org/record/1974-24488-001

Luana Sorrenti, Pina Filippello, Caterina Buzzai, Chiara Buttò & Sebastiano Costa (2018) Learned helplessness and mastery orientation: The contribution of personality traits and academic beliefs, Nordic Psychology, 70:1, 71-84, https://doi.org/10.1080/19012276.2017.1339625

Mughal, A. W., and J. Aldridge. (2017). "Head Teachers' Perspectives on School Drop-out inSecondary Schools in Rural Punjab, Pakistan." *Educational Studies 53 (4)*: 359–376. https://doi.org/10.1080/00131946.2017.1307196.

Mughal, A. W., J. Aldridge, and M. Monaghan. (2019). "Perspectives of dropped-out childrenon their dropping out from public secondary schools in rural Pakistan." *International Journal of Educational Development 66*: 52–61.https://doi.org/10.1016/j.ijedudev.2019.02.004.

Mrowka, K. A. K. (2014). Academic stress in an achievement driven era: Time and schoolculture (Doctoral dissertation). http://pqdtopen.proquest.com/pqdtopen/doc/1497033988.html ?FMT=ABS

Murat Boysan (2019): An integration of quadripartite and helplessness hopelessness models ofdepression using the Turkish version of the Learned Helplessness Scale (LHS), *British Journal of Guidance & Counselling.* https://doi.org/10.1080/03069885.2019.1612033

Nolen, J. (2017). Learned helplessness. *Encyclopedia Britannica.* Retrieved on 20 Jan, 2024from https:// www. britannica.com/science/learned-helplessness

Peterson, Christopher. (2010). Learned helplessness. *Wiley Online Library.* https://doi.org/10.1002/9780470479216.corpsy0500

Raufelder, D., Sahabandu, D., Sánchez Martínez, G., & Escobar, V. (2015). The mediating role of social relationships in the association of adolescents' individual school self- concept and their school engagement, belonging and helplessness in school. *Educational Psychology*, *35*, 137–157. https://doi.org/10.1080/01443410.2013.849327

Raufelder, Diana, Nicola Regner & Megan A. Wood (2018) Test anxiety and learned helplessness is moderated by student perceptions of teacher motivational support, *Educational Psychology, 38*(1), 54-74, https://doi.org/10.1080/01443410.2017.1304532

Schroder, K.E. & Ollis, C.L. (2013). The Coping Competence Questionnaire: A measure of resilience to helplessness and depression. *Motivation and Emotion*. 10 July, pp.1-18. https://doi.org/10.1007/s11031-

012-9311-8

Seligman, M. E. P., & Maier, S. F. (1967). Failure to escape traumatic shock. *Journal of Experimental Psychology, 74*(1), 1–9. https://psycnet.apa.org/doi/10.1037/h0024514

Sorrenti, L., Filippello, P., Costa, S., & Buzzai, C. (2014). Preliminary evaluation of a self- report tool for learned helplessness and mastery orientation in Italian students.*Mediterranean Journal of Clinical Psychology, 2*(3), 1–14.https://doi.org/10.6092/22821619/2013.1.934

Tracy, Sarah J. (2020). Qualitative Research Methods Collecting Evidence, Crafting Analysis,Communicating Impact (2nd Edition). John Wiley and Sons, Inc. ISBN 9781119390787