

Learned Helplessness and its Relation to Social Compatibility for Female Students with Learning Disabilities in Elementary Schools in Jubail Industrial City

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Abstract

This research aims to find the level of acquired disability and its relation with the social compatibility for students with learning disabilities in the primary schools in Jubail Industrial City according to variables (grade, type of learning disability). To achieve goals of the research, the sample has 22 students (10 from fifth grade and 12 from sixth grade). The research followed the relational descriptive approach. and conclude the following: increase of learning helplessness for students with learning difficulties and the deficiency is clearly appeared in Mathematica section

The research results indicated that there is no relation between the average of social compatibility degrees and the acquired disability for the learning difficulties students in the primary grade, the level of disability is getting high and there are statistical differences in degrees of disability for the learning disabilities students in primary grade according to the type of disability for math difficulties. The researcher encourages the teachers in schools to prepare educational programs to evaluate learning helplessness for students with learning disabilities and provide guidance and treatment programs to reduce this issue for affected students.

Key words: Learned helplessness, learning disabilities, social compatibility, primary stage students.

1 Introduction

Special education seeks to improve students with learning disabilities academic performance and solve the problems they face inside and outside the school. Academic and developmental learning disabilities are among the most important school problems that have been addressed in many research and studies. This is due to its prevalence and impact on academic achievement, and success among students, especially in the primary stage, and it is the base for learning various school subjects.¹

In life, the individual faces a number of situations and challenges that may limit his ability to control them, and thus reach the stage of surrender and the inability to cope, and this is called the stage of learned helplessness. Therefore, the problem of learned helplessness is one

1 (Bin Khalifa, 2016)

of the basic problems of students with learning disabilities, and it needs to be studied and remedied, as the resulting effects are weak self-confidence, inability to cope with stressful situations, a feeling of hopelessness and weakness. Consequently, these effects have negative consequences on the individual, on society, and on exposure to psychological and social disorders.²

Learned helplessness occurs when an individual feels in some situations that certain things are happening, which are beyond his control and he loses command and control over them, And so they expect their helplessness in future situations, thus losing their self-confidence and increasing the level of frustration and feeling unsuccessful regardless of their effort, and they become passive and surrender to external influences.³

⁴ study indicated that students with learning disabilities have higher levels of learned helplessness compared to normal students, As explained by study ⁵ Which aims to identify the impact of repeated school failure on the level of subsequent performance that it concluded that the recurrence of school failure is a pattern of learned helplessness, which in turn affects later performance.

Since social skills are important skills for students with learning disabilities, so that they develop their social behavior and train them to play their roles in the society in which they live and in school situations. Accordingly, they need help greatly to reveal the level of learned helplessness, get rid of it, enhance their self-confidence, and work to improve social compatibility, and through the researcher's observation during its application in schools that students with learning disabilities suffer from helplessness due to repeated experiences of failure that they go through and their lack of motivation. This raised the researcher's interest in studying this case and revealing the level of learned helplessness experienced by primary school students with learning disabilities and knowing its relationship to the low level of social compatibility, hoping that this research would contribute to helping specialists in this field and those in charge of the educational process to make an effort to help the individual in reducing the percentage of learned helplessness, enhancing self-confidence, and self-affirmation, and in choosing the appropriate strategies to teach this group, and providing them with the opportunity to face pressures and benefit from their abilities in an appropriate and effective manner.

Research methodology and procedures

This chapter includes a description of the method used, the research community, the research sample and the method of selection, the measurement tools used, and the psychometric properties of the tools, and will be presented as follows:

² Ashour and Al-Shayeb, 2014

³ Issa and Abu Al-Saud, 2018

⁴ Hen and Goroshit, 2014

⁵ Aleen, 1993

Research methodology:

The research used the relational descriptive approach in the current research, and it is one of the research methods by which it is possible to know whether there is a relationship between two or more variables, and then to know the degree of that relationship and this is what the current research aims to.⁶

Research community:

The current research community consists of female students in grades (five and six) in Jubail Industrial Area who suffer from learning disabilities and are enrolled in the school's learning disabilities program, and the community included 8 schools. The current research community was chosen with the aim of supporting research for the local community that includes the category of learning disabilities.

Research sample:

In order to obtain a representative sample of the current research community, the sample was chosen in the intentional way due to the coexistence of the problem, and as Al-Khalili mentioned that they have the ability to provide the information required in the current research⁷, and the final research sample consisted of the same research community, and thus the sample reached (22) student.

Research tools:

To achieve the research objectives and to identify the learned helplessness and its relationship to the social compatibility of people with learning disability at the primary stage in Jubail Industrial City the researcher developed a questionnaire for social conformity, and a learned helplessness scale, and the following is a description of those tools and indicators of their validity and reliability:

1. Learned helplessness scale:

The scale consists of (40) phrases designed to measure the learned helplessness, and it includes (4) dimensions, as follows: low motivation, low self-esteem, and each dimension contains (10) phrases

Scale's Validity:

Validity was verified to measure the extent to which the goals that the tool wanted to reach was achieved by calculating the correlation coefficient for each dimension of the scale with the total score of the scale, the results were as follows.

Table (1) shows Spearman's correlation coefficient for each of the scale dimensions with the total score of the scale.

⁶ Al-Assaf, 1989

⁷ Al-Khalili, 2012

.Dimensions	Coefficient of the correlation	Explanation of the degree of correlation
First dimension: Failure prediction	**920,	A very strong positive
Second dimension: Reduced ability to control events	**946,	A very strong positive
Third dimension: Low motivation	**802,	A very strong positive
Fourth dimension: Low self-esteem	**921,	A very strong positive
Correlation is significant at the (0.05) level*		
**Correlation is significant at the (0.01) level		

Table (1) shows that the correlation coefficient values for the learned helplessness scale ranged between (-946, 802), which are very high and significant correlation values at the level of significance (0.01-0.05). Accordingly, it can be said that all areas of the scale are true to what they have been measured.

Stability of measurement:

Stability is defined by the degree of accuracy with which this scale measures what was prepared to measure it (Al-Khalili, 2012). The general reliability of the scale was estimated on the (15) survey sample members by using the Cronbach's Alpha reliability coefficient. Cronbach's Alpha The results are shown in the table as follows.

Table (2) shows the Cronbach's Alpha coefficient to estimate the reliability of the scale on the survey sample members

Stability of the measurement sample	The number of phrases	Cronbach's Alpha	The significance of the Cronbach's Alpha coefficient
Learned helplessness scale:	40	0,943	Very high

It is appear from Table (2) that the general stability coefficient of the tool is (0.943), which is a coefficient of stability that is very high from the minimum acceptance of the instrument stability which is (0.60), and this indicates that the scale has a high degree of stability and can be relied upon in the field application of the research.

2. Social compatibility questionnaire:

When preparing the questionnaire in its initial form, it included (36) phrases, and it included three dimensions, as follows: Independence skills include (9) phrases, academic skills include (13) phrases, and relationship with others includes (14) phrases.

Scale's Validity:

Validity was verified to measure the extent to which the goals that the tool wanted to reach was achieved by calculating the correlation coefficient for each dimension of the scale with the total score of the scale, and the results were as follows:

Table (3) shows Spearman's correlation coefficient for each dimension of the questionnaire with the total score of the scale

Dimensions	Coefficient of the correlation	Explanation of the degree of correlation
First dimension: Independence skills:	**0,876	A very strong positive
Second dimension: Academic skills:	**0,949	A very strong positive
Third dimension: Relationship with others	0,467	Medium positive
*Correlation is significant at the (0.05) level		
**Correlation is significant at the (0.01) level		

It is appear from Table (3) that the values of the correlation coefficient ranged between (0,467-,949), which are very high and significant correlational values at the level of significance (0.05-0.01), which means that there is a strong direct correlation between each dimension and the total degree of the two tools. Accordingly, it can be said that all areas of the two tools are true to what they have been measured.

Stability of the questionnaire:

The general reliability of the questionnaire was estimated on the (15) survey sample members using the Cronbach's alpha coefficient. The results are shown in the table as follows:

Table (4) shows the Cronbach's alpha coefficient for estimating the stability of the questionnaire on the survey sample members

Stability of the measurement sample	The number of phrases	Cronbach's Alpha	The significance of the Cronbach's Alpha coefficient
Social compatibility questionnaire	29	0.824	Very high

It is appear from Table (4) that the general stability coefficient of the tool is (0.824) which is a coefficient of stability that is very high from the minimum acceptance of the tool stability which is (0,60) and this indicates that the scale has a high degree of stability and can be relied upon in the field application of the research.

This chapter includes a presentation of the results of the statistical analysis of the data that have been reached based on the research hypotheses, as they are presented according to the research hypotheses as follows:

First hypothesis: hypothesis text on "There is a statistically significant correlation at a (level0.05) between the mean of learned helplessness degrees and social compatibility degrees among students with learning disabilities in the primary stage" to verify the validity of the first hypothesis, the Spearman correlation coefficient was used to measure the relationship between the mean of the students' responses to the degrees of social consensus and the degrees of learner's helplessness, and the following table shows that:

Table (5) shows the Spearman correlation coefficient at the level (0.05) between the mean degrees of learned helplessness and the degrees of social compatibility among students with learning disabilities in the primary stage.

Research variables	The sample N	Mean	Standard deviation Std. Deviation	R Value	Indication level	Explanation of the correlation
Social compatibility degrees	638	1.91	0.72	-0.060	0.130	Not statistically significant
Learned helplessness degrees	880	2.84	1.56			
*. Correlation is significant at the (0.05) level **. Correlation is significant at the (0.01) level						

It is appear from Table (5) That the arithmetic mean of the students 'scores on the social compatibility questionnaire were (1.91) Their mean scores were relative to the learned helplessness scale (2.84) and when calculating the value of the correlation (R) found it is equal to (-0.060) It is a weak and insignificant negative correlation rate, as the level of significance was (0.130) bigger than (0.05) Here, the zero hypothesis is accepted that there is no correlation between the mean of social compatibility scores and the learned helplessness of students with learning disabilities in the primary stage.

The researcher assumed the a relationship between learned helplessness and social compatibility based on what was mentioned in Rotter's social theory ⁸ The social environment has a greater role in fulfilling the needs of individuals, and it stimulates them to learn behavior that achieves reinforcement for them or keeps them away from punishment in the social event with which they interact. Thus, the social theory is focused on the interaction of the individual with his environment and the importance of social conditions and situations in which the learning process takes place, thus clarifying the existence of the relationship and that the relationship is natural and is the result of experiences of failure, low achievement and high learned helplessness among students with learning disabilities, thus affecting their social skills.

The result of the hypothesis indicated that there was no relationship between the degrees of learned helplessness and the degrees of social compatibility among students with learning disabilities in the primary stage.

The result of this hypothesis differed with the study ⁹ of which dealt with the relationship between the learned helplessness and other variables such as the level of self-management and psychological adaptation, Its results found a negative relationship between learned helplessness, self-esteem and ambition, and this may explain the nature of the difference in society and the sample.

This is attributed to teachers use appropriate strategies, techniques, and methods to build educational, training, and counseling remedial programs and group activities that help

⁸ Abdul Hamid et al, 2013

⁹ Al-Sebaei, 2016

integrate students with learning disabilities with their peers, thus helping to improve their social compatibility.

Second hypothesis: Hypothesis text on "There is a statistically significant increase at the level (0,05) in the learned helplessness of students with learning disabilities in the primary stage." To validate the hypothesis, the arithmetic mean of the dimensions were extracted and a Sign Test was performed. The following table shows the results.

Table (6) The responses of students with learning disabilities on the dimensions of the learned helplessness tool, the mean of each dimension, the general mean of the four dimensions, and the degree of the signal test

Dimensions	Number of responses	mean	standard deviation	Z value	Indication level	Inference
First: Failure prediction	220	2.86	1.53	-2.495	0.013	Significant difference and statistically significant
Second: Reduced ability to control events	220	3.20	1.56	-4.787	0.000	Significant difference and statistically significant
Third: Low motivation	220	2.47	1.48	-1.416	0.157	The difference is not significant
Fourth Low self-esteem	220	2.84	1.60	-2.024	0.001	Significant difference and statistically significant
General mean of the dimensions of the learned helplessness	880	2.84	1.563	-3.405	0.001	Significant difference and statistically significant

It is appear from the previous table that the total mean of all the expressions of the learned helplessness scale in its four dimensions is equal (2.84) and signal test value was (3405-) at significance level (0.001) it is less than (0,05) This indicates that the mean score of responses for the scale as a whole is higher than the arithmetic mean of the hypotheses (2.5) This means that the learning helplessness of students with learning disabilities in the primary stage is higher in relation to the four dimensions.

Hypothesis text on "There is a statistically significant increase at the level (0,05) in the learned helplessness of students with learning disabilities in the primary stage."

The researcher assumed this hypothesis based on what was mentioned in most of the previous studies that learned helplessness is one of the most common problems among students with learning disabilities in particular and school students in general ¹⁰ Based on the

¹⁰ Issa, 2018

results, the hypothesis has been fulfilled as the level of learned helplessness is higher among students with learning disabilities in the primary stage.

The result of this hypothesis was fall in with many of the aforementioned previous studies that dealt with the percentage of learned helplessness among students with learning disabilities and school students in general, and study ¹¹ found that the number of students with high learned helplessness reached 28 students with a general rate of 14.14%, and the study of (Issa, 2018) found that the percentage of learned helplessness among students with learning disabilities reached 40%.

This is attributed to the higher learned helplessness of students with learning disabilities compared to ordinary students, to the effect of frequent failure and poor academic achievement, which contributed to the formation of negative trends in the individual, which leads to a decrease in motivation, surrender, poor self-confidence, low self-concept and thus a feeling of helplessness.

Third hypothesis: hypothesis text on " There are statistically significant differences in the degrees of learned helplessness among students with learning disabilities in the primary stage according to the type of disability." to verify this hypothesis Mann-Whitney Test was used, and found (Z) value To examine the significance of the difference between the mean of reading disabilities and mathematics for students with learning disabilities in the primary stage under the Learned Helplessness Tool, and the following table explains that:

The type of disability	The sample N	Mean	standard deviation Std. Error	mean ranks Mean Rank	Zvalue	Indicati on level	Inference
Reading disability	440	2.74	0.077	421.58	2.280	0.023	Significant difference and statistically significant
Math disability	440	2.95	0.072	459.42			

Table (7) showing the value of (Z) and its statistical significance for the difference between the mean reading disability and mathematics disability for students with learning disabilities under the learned helplessness tool.

It is appear in Table (7) that the arithmetic mean of the students' responses for reading disabilities was (2.74) and with a standard deviation (0.077) while the arithmetic mean of the students for For mathematics disability (2.95) and standard deviation (0.072) and by using the Mann-Whitney Test to examine the differences between the two mean and calculate the value of (Z) And its level of significance, it was found that the arithmetic mean of mathematical disability was higher than the arithmetic mean of reading disability, where the value of Z (2.280) was at the level of significance (0.023) which is less than (0.05) then the difference is significant and statistically significant, and here the hypothesis can be accepted which is that there are statistically significant differences among students of the different type of disability for mathematics disabilities.

¹¹ Al-Harithi, 2020

This hypothesis assumed, based on what was mentioned in the study ¹² of that mathematics disability are among the most common learning disabilities in the primary grade.

The result of the third hypothesis indicated that there were statistically significant differences in learned helplessness degrees according to the type of disability for mathematics disabilities.

By reading, the studies that dealt with this hypothesis as a study ¹³ differed with this hypothesis in the absence of statistically significant differences on learned helplessness scale among students with learning disabilities depending on the type of learning disability (learning disabilities reading, Learn math disabilities).

This result is attributed to the fact that the disabilities of mathematics lead to the learned helplessness based on the recurrence of failure through the students's inability to use and comprehend mathematical concepts and facts, especially in the primary stage, in which fractions, numerical and mathematical inference, ratio and relationships between geometric shapes and others, and feeling of failure in mathematics appears in a form more prominent than reading, it also shows the impact of mathematics learning disabilities on many areas of daily, professional and practical life, he mentioned (Saleh , Muhammad and Azmi , 2011). Mathematical terms are a source of anxiety and confusion for mathematics learning disabilities.

Recommendation:

based on the results of research findings, The following recommendations can be made:

1. Paying attention to the development of social skills among students. Because of its great importance in all aspects of life, it is not limited to academic aspects only. Rather, they face them in many situations, and therefore they must be trained to face different situations to gain self-confidence and help them achieve academic success and achieve social compatibility.
2. Encourage teachers in schools to prepare educational programs to measure the level of learned helplessness among students with learning disabilities, and to provide counseling and remedial programs to reduce the learned helplessness of students.
3. Teachers of learning disabilities have to provide activities and tasks commensurate with their abilities so that they do not feel the despair, frustration and repeated failures that lead to learned helplessness.

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¹² Saleh, Muhammad, and Azmi, 2011

¹³Al-Harithi, 2020; Dogan Study, 2016

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