

Academic Learned Helplessness and Academic Motivation Among College Students in a Private Institution

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Abstract

Academic learned helplessness refers to a psychological state in which students feel powerless in academic situations due to repeated failures. This study looks at the connection between undergraduate students' academic motivation and academic learned helplessness at a private university. Assessing motivation and learned helplessness levels as well as examining the relationships between these variables were the goals. A quantitative research approach was used, and standardized tools were used to gather data. To interpret the data, statistical methods such as chi-square testing, correlation, and percentage analysis were used.

The results show that a significant percentage of pupils have moderate degrees of academic learned helplessness. Learned helplessness and academic motivation were found to be significantly correlated negatively, suggesting that greater helplessness is linked to lower motivation. The study emphasizes the value of prompt academic and psychological interventions to boost students' self-esteem, fortitude, and interest in their studies, creating a nurturing learning environment that encourages self-motivation.

Keywords: Academic Learned Helplessness, Academic Motivation, Psychological impact, Student Engagement, Private Educational Institution.

I. INTRODUCTION

Academic performance in higher education is influenced not only by intellectual ability but also by psychological factors that shape students' attitudes toward learning. Academic learned helplessness is one of these factors; it occurs when students experience repeated losses and feel powerless to influence their academic performance, which results in a decrease in effort and perseverance. Academic motivation, on the other hand, encourages students to establish objectives, stay involved, and work toward success. It is crucial to comprehend the relationship between learned helplessness and motivation, especially for college students attending private schools where pressure may be increased by competitive settings and academic expectations. Examining this connection sheds light on students' behavioral patterns and emphasizes the value of supportive teaching strategies that promote resilience, self-assurance, and long-term academic engagement.

II. METHODOLOGY

SIMPLE PERCENTAGE ANALYSIS

Simple percentage analysis was used to describe and summarize the distribution of responses collected from the participants. It aided in determining the percentage of pupils who fit into various categories of academic motivation and learned helplessness. The general pattern and prevalence of the variables among the study population were well understood thanks to this strategy.

CHI- SQUARE TEST

The Chi-square test was applied to examine the association between categorical variables in the study. It assisted in determining whether certain demographic characteristics and degrees of academic learned helplessness differed significantly. The researcher was able to determine whether the observed variations were statistically significant thanks to this statistical technique.

CORRELATION ANALYSIS

Correlation analysis was employed to assess the relationship between academic learned helplessness and academic motivation. It assessed how strongly and in which direction the two variables were related.

The research aided in determining if shifts in academic motivation levels were associated with an increase in learnt helplessness.

III. MODELING AND ANALYSIS

Chi- Square Tests			
	Value	df	symptomatic Significance (2-sided)
Pearson Chi-Square	6.345 ^a	2	.042

There is significant association between siblings and level of academic learned helplessness.

CORRELATION ANALYSIS

		Age	Academic percentage	Monthly income	Helplessness scale	Motivation scale
Age	Pearson Correlation	1	.199*	-.175	-.480**	.025
Academic percentage	Pearson Correlation	.199*	1	.196	-.379**	-.025
Monthly income	Pearson Correlation	-.175	.196	1	-.274**	-.126
Helplessness scale	Pearson Correlation	-.480**	-.379**	-.274**	1	-.275*
Motivation scale	Pearson Correlation	.025	-.025	-.126	-.176	1

**-Significant at 0.01 level.

*-Significant at 0.05 level.

IV. RESULTS AND DISCUSSIONS

Findings related to Chi-square and Correlation

- There is significant association between siblings and level of academic learned helplessness.
- Age has significant positive correlation with Academic percentage.
- Age also shows a significant negative correlation with Academic helplessness scale.
- Academic percentage shows a significant negative correlation with Academic helplessness scale.
- Monthly income shows a significant negative correlation with Academic Helplessness scale.
- Academic Helplessness scale has a significant negative correlation with Academic Motivation scale.

V. CONCLUSION

This study examined the relationship between academic learned helplessness and academic motivation among college students in a private institution. The results imply that students' views of control over their academic outcomes have a major impact on their engagement and perseverance in learning tasks, as higher levels of learned helplessness are linked to lower levels of academic motivation. The findings emphasize the significance of recognizing patterns of helplessness early on and putting supportive academic and psychosocial treatments into place in institutional settings. Improving motivational elements and addressing maladaptive cognitive biases can help students do better academically and feel better generally.

VI. REFERENCE

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INTERPRETATION

4. Suggestions

In order to spot early indicators of academic learned helplessness, educational institutions should implement routine psychological assessment. The academic system has to incorporate programs for motivational development, counseling support, and structured mentoring. Consistent use of teaching techniques that promote growth-oriented learning, constructive criticism, and active engagement is recommended.

5. Conclusion

There is a strong correlation between college students' academic motivation and academic learned helplessness. Reduced persistence and academic engagement are linked to higher levels of helplessness. To improve academic performance, motivation, and the general development of students, it is imperative to address maladaptive beliefs and foster supportive learning environments.