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THE RELATIONSHIP BETWEEN HELPLESS EXPLANATORY STYLE,
TEST ANXIETY, AND ACADEMIC ACHIEVEMENT AMONG SIXTH GRADE
BASIC EDUCATION STUDENTS

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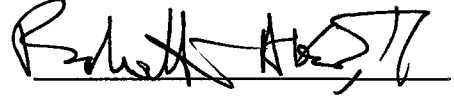
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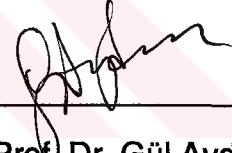
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ABSTRACT

THE RELATIONSHIP BETWEEN LEARNED HELPLESSNESS, TEST ANXIETY, AND ACADEMIC ACHIEVEMENT AMONG SIXTH GRADE BASIC EDUCATION STUDENTS

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The purpose of the present study was to investigate the relationship between helpless explanatory style, test anxiety, and academic achievement among sixth grade Basic Education students. In addition, the incidence of both helpless explanatory style and test anxiety among students was examined.

Subjects were 348 (162 girls, 186 boys) students randomly selected from four different Basic Education Schools from Ankara. All subjects were presented with Children's Attributional Style Questionnaire (CASQ) and Test Anxiety Inventory (TAI) in classroom setting.

The results showed that the incidence of helpless explanatory style was 15.52 and the incidence of test anxiety was 69.25 percent among this age group.

The relationships between the CASQ and TAI scores, CASQ and achievement scores, and TAI and achievement scores were calculated by Pearson Product Moment Correlations. The results indicated a significant positive relationship between CASQ and TAI scores, a significant negative relationship between CASQ and achievement scores, and a significant negative correlation between TAI and achievement scores.

Three separate ANOVAs were employed both to the CASQ and TAI scores of the subjects to investigate whether these relationships changed as a function of sex. A 2 (male-female) x 2 (test anxious-non test anxious), and a 2 (male-female) x 2 (achiever-underachiever) analysis of variance were employed to the CASQ scores and a 2 (male-female) x 2 (achiever-underachiever) analysis of variance was employed to the TAI scores of the subjects.

The results of ANOVAs showed that students who had helpless explanatory style experienced more test anxiety in evaluative situations. The relationship between helpless explanatory style and achievement was rather weak but changed as a function of sex, indicating a significant difference between the mean CASQ scores of the underachiever males and females. Finally, although modest, a significant relationship existed between test anxiety and achievement, but this relationship neither became observable nor changed as a function of sex in the further analysis of variance.

Keywords: Learned Helplessness, Helpless Explanatory Style, Test Anxiety, Academic Achievement.

Science Code: 222.05.00.



ÖZ

İLKÖĞRETİM OKULU ALTINCI SINIF ÖĞRENCİLERİNDE ÖĞRENİLMİŞ
ÇARESİZLİK, SINAV KAYGISI, VE AKADEMİK BAŞARI İLİŞKİSİ

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Bu çalışmanın amacı ilköğretim okulu altıncı sınıf öğrencilerinde öğrenilmiş çaresizliğe özgü açıklama biçimi, sınav kaygısı, ve akademik başarı ilişkisini incelemektir. Ek olarak, hem öğrenilmiş çaresizliğe özgü açıklama biçiminin hem de sınav kaygısının öğrencilerdeki görünüm sıklığı da incelenmiştir.

Çalışmanın deneklerini Ankara' da dört farklı okuldan seçkisiz örneklem yöntemiyle seçilen 348 öğrenci (162 kız, 186 erkek) oluşturmaktadır. Deneklere, sınıf ortamında, Öğrenilmiş Çaresizliğe Özgü Açıklama Biçimi Ölçeği (Children's Attributional Style Questionnaire (CASQ)) ve Sınav Kaygısı Envanteri (Test Anxiety Inventory (TAI)) uygulanmıştır.

Bulgular, bu yaş grubu öğrencilerde öğrenilmiş çaresizliğe özgü açıklama biçiminin görünüm sıklığının yüzde 15.52 ve sınav kaygısının görünüm sıklığının da 69.25 olduğunu göstermiştir.

CASQ ve TAI puanları, CASQ ve akademik başarı puanları, ve TAI ve akademik başarı puanları arasındaki ilişki, Pearson Product Moment Korelasyonu tekniği ile hesaplanmıştır. Bulgular, CASQ ve TAI puanları arasında manidar bir pozitif ilişkinin, CASQ ve akademik başarı arasında manidar bir negatif ilişkinin, ve TAI ve akademik başarı arasında manidar bir negatif ilişkinin varlığını göstermiştir.

Öğrenilmiş Çaresizliğe Özgü Açıklama Biçimi Ölçeği (CASQ) puanlarına 2 (cinsiyet) x 2 (düşük-yüksek akademik başarı) ve 2 (cinsiyet) x 2 (düşük-yüksek sınav kaygısı) faktörlü, seçkisiz deney desenine uygun iki ayrı varyans analizi uygulanmıştır. Sınav Kaygısı Envanteri (TAI) puanlarına ise 2 (cinsiyet) x 2 (düşük-yüksek akademik başarı) faktörlü, seçkisiz deney desenine uygun varyans analizi uygulanmıştır.

Bulgular, öğrenilmiş çaresizliğe özgü açıklama biçimine sahip olan öğrencilerin değerlendirme durumlarında daha çok sınav kaygısı yaşadıklarını göstermiştir. Öğrenilmiş çaresizliğe özgü açıklama biçimi ve akademik başarı ilişkisinin daha zayıf olduğu ama cinsiyete göre değiştiği görülmüştür. Beklenenin tersine, başarısız erkeklerin öğrenilmiş çaresizliğe özgü açıklama biçimi puanlarının hem başarısız kızlardan hem de başarılı erkeklerden daha yüksek olduğu gözlenmiştir. Sınav kaygısı ve akademik başarı arasında zayıf ama manidar bir ilişki tesbit edilmiştir, ama bu ilişki daha sonra Sınav Kaygısı Envanteri puanlarına uygulanan varyans analizi sonuçlarında ne ortaya çıkmış, ne de cinsiyete göre değişmiştir.

Anahtar Sözcükler: Öğrenilmiş Çaresizlik, Öğrenilmiş Çaresizliğe Özgü Açıklama Biçimi, Sınav Kaygısı, Akademik Başarı.

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CHAPTER I

INTRODUCTION

Learned helplessness and test anxiety are both important human conditions that have significant implications for many aspects of life. Learned helplessness may be defined as a person's belief of uncontrollability of the outcomes of an event. The generalization of the uncontrollability of the outcome may affect the life in a way that person produces the expectancy of uncontrollability and behaves helpless even if she/he is in a condition to control the situation. This expectancy of uncontrollability may result in failure in the academic, social, and personal life of the individuals.

The concept of test anxiety has been defined as the condition which encompasses task irrelevant cognitions, physiological arousal, and insufficient study behaviors exerting a debilitating effect on academic

performance (Kirkland and Hollandsworth, 1980). Test anxiety may have been existing since the first test was used to measure the performance. Thus, it is suggested that test anxiety is anxiety of being tested and evaluated. Since, measurement and evaluation of the performance seems to be one of the characteristics of modern life, it is impossible to be out of the effect zone of the evaluation. (Spielberger, 1966; Culler and Hollahan, 1980).

In short, these two concepts, learned helplessness and test anxiety, appear to be important variables in a variety of settings regarding human life. Most specifically, both states are said to be connected with academic achievement.

Fincham, et al.(1989) have suggested that learned helplessness and test anxiety are important individual difference variables in achievement motivation research that seem to affect children's performance in variety of settings. Specifically, learned helpless children who are identified by their tendency to attribute failure to external factors rather than effort,

tend to show decrements in performance following failure. Similarly, children who experience an unpleasant emotional state in test situations perform more poorly on tests than those who do not experience such feelings.

It is, then, important to investigate the consequences and implications of these variables which ultimately enable the researchers to have evidence to prevent the negative outcomes of these two conditions.

1.1.Learned Helplessness

The term learned helplessness was first described by animal learning researchers at the University of Pennsylvania (Overmier and Seligman,1967; Seligman and Maier,1967).

Seligman and Maier (1967) designed a triadic design experiment in which two groups of mongrel dogs were exposed to electric shock. In the first group (escape group), the dogs were exposed to escapable electric shock and showed escape behavior. In the second group (yoked group), dogs were exposed to inescapable

electric shock which was independent of the responses of the dogs. The third group was control group.

In the second phase of the experiment, the dogs from all three groups, in a shuttlebox in which the simple act of crossing a barrier would terminate the shock, were given electric shock. Unlike dogs from escape and control group, the dogs from yoked group seemed helpless. They showed a few attempts to escape the shock (motivational deficit). They were not likely to follow an occasionally successful response with another (cognitive deficit), and, they did not show much overt emotionality while being shocked (emotional deficit).

In this experiment, the dogs learned that shocks were independent of their responses. In other words, none of their behaviors could control the shock (uncontrollability). This learning produced an expectation of future response-outcome independence which was generalised to new situations to produce the deficits of the helplessness (Peterson and Seligman, 1984).

The results of the animal research which showed that helplessness could be experimentally induced under laboratory conditions led the researchers to test the learned helplessness hypothesis with humans. Peterson and Seligman (1984) described two parallel lines of research with human subjects.

First, the basic helplessness phenomenon was investigated in the laboratory with human subjects. In this line, instead of electric shock, unsolvable puzzles, uncontrollable noise, and similar stimuli were used with humans. Hiroto (1974) exposed human subjects to uncontrollable noise in an experiment designed similar to Overmier and Seligman's (1967), and Seligman and Maier's (1967) experiments. Two groups of human subjects were exposed to high noise. In the first group, the noise could be controlled by finding and pushing the right button while in the second group, no button could control the noise. In the second group, the subjects showed helplessness deficits as did the animals. The results were confirmed by some other researches that reported findings about producing helplessness deficits in human subjects (Fosco and Geer, 1971; Thornton and Jacobs, 1971;

Dweck and Repucci, 1973; Hiroto and Seligman, 1975; Klein, et al., 1976; Griffith, 1977; Jones, et al., 1977).

According to the original learned helplessness hypothesis that is based on animal and human laboratory experiments, experience with uncontrollable events can lead to the expectation that no response in one's repertoire will control future outcomes. This expectation of no control leads to motivational deficits (lowered response initiation and lowered persistence), cognitive deficits (inability to perceive existing opportunities to control outcomes), and in humans, emotional deficits (sadness and lowered self-esteem). These deficits are collectively known as the learned helplessness deficits.

The original hypothesis also postulates that mere exposure to uncontrollability is not sufficient to render an organism helpless; rather, the organism must come to expect that outcomes are uncontrollable in order to exhibit helplessness. If the organism expects that the responses will not affect some outcome, then the likelihood of emitting such responses decreases.

The learned helplessness hypothesis also argues that learning an outcome is uncontrollable results in a cognitive deficit since such learning makes it difficult to later learn that some responses produce the outcome. In addition, the original learned helplessness hypothesis claims that depressed effect is a direct consequence of learning the outcomes are uncontrollable by some kind of responses.

In the second line, helplessness theory was used to explain a variety of human conditions such as academic achievement and social failure (Aydin, 1988a; Aydin, 1988b; Dweck, 1975; Andrews and Debus, 1978; Goetz and Dweck, 1980; Fowler and Peterson, 1981; Early and Barrett, 1991), depression (Peterson and Seligman, 1984; Nolen-Hoeksema, et al., 1986; Peterson, et al., 1985; Depue and Monroe, 1978; Gotlib, 1984), and illness (Peterson and Seligman, 1987; Peterson, 1988; Aydin, 1993a).

The original helplessness theory, however, had at least four important inadequacies. Abramson, et al. (1978) presented an attributional framework that resolves the theoretical controversies about the effects of

uncontrollability in humans. They argued that when a person finds he/she is helpless, she/he asks "why" he/she is helpless. The causal attribution that he/she makes determines the generality and chronicity of his /her helplessness deficits as well as his/her later self-esteem. The original helplessness theory could not explain when helplessness deficits would be stable in time and when they would be unstable. Second, it could not explain when helplessness deficits would generalise to multiple domains of outcomes and when they would be specific to one domain. Third, it could not explain why people, would loose self-esteem when they perceived they were helpless. And finally, the original helplessness theory could not account for individual differences in humans in terms of susceptibility to helplessness (Abramson, et al., 1978).

Noncontingency is the main determinant of learned helplessness symptoms for both old and reformulated model. Abramson et al.(1978) suggested that the old model, however, was vague in specifying the conditions under which a perception that events which were noncontingent (past or present oriented) were transformed into

an expectation that events would be noncontingent (future oriented). According to the reformulated model, the attribution the individual makes for noncontingency between his or her acts and outcomes in the here and now is a determinant of his or her subsequent expectations for future noncontingency. These expectations determine the generality, chronicity, and type of helplessness symptoms.

Abramson, et al.(1978) has proposed that an outcome is said to be uncontrollable for an individual when the occurrence of the outcome is not related to his responding. The original helplessness model makes no distinction between cases in which an individual lacks requisite controlling responses that are available to other people and cases in which the individual as well as all other individuals do not possess the controlling response. Reformulated model (Abramson, et al., 1978) have made a distinction between the case in which a person could not control the outcome but significant others could control (personal helplessness) and the case in which nobody could control the outcome (universal helplessness).

In other words, universal helplessness is a situation in which a person believes neither her/his responses nor any other person's responses can control the outcome. That is, the outcome is uncontrollable for everybody. However, the personal helplessness is a situation in which a person believes that he/she can not control the outcome but any other person may be able to do it. That is, the outcome is uncontrollable for only him/herself.

Abramson, et al. (1978) explained universal and personal helplessness with an example; a child contracts with leukaemia and the father bends all his resources to save the child's life. Nothing he does, however, improves the child's health. Eventually, he comes to believe there is nothing he can do. Nor is there anything anyone else can do since leukaemia is incurable. He subsequently gives up trying to save the child's life and exhibits signs of behavioral helplessness as well as depressed affect. The parent believes that the course of the child's disease was independent of all of his responses as well as the responses of other people. This situation was termed *Universal Helplessness*.

Similarly, a person may work very hard in school. He studies endlessly, takes remedial courses, hires tutors. But, he fails no matter what he does. The person comes to believe that he is stupid and gives up trying to pass his courses. This is not a clear case of uncontrollability according to the old model, since the person believed that there were responses that would contingently produce passing grades although he did not possess them. Regardless of any voluntary response the person made, however, the probability of his obtaining good grades was not altered. This situation was termed *Personal Helplessness*.

The reformulated attributional model of Abramson, et al. (1978) attempted to differentiate universal and personal helplessness and suggested that when people believe the outcomes are more likely or less likely to happen to themselves than to relevant others, they attribute these outcomes to internal factors. Alternatively, persons make external attribution for outcomes that they believe are likely to happen to themselves as to relevant others.

Another important distinction between personal and universal helplessness is related to self-esteem. If the individuals believe that desired outcomes are not contingent with their responses and contingent with the responses of relevant others, they show lower self-esteem. Abramson, et al. (1978) suggested that the dichotomy between universal and personal helplessness determines cases of helplessness with and without low self-esteem. It is important to emphasize that the cognitive and motivational deficits occur in both personal and universal helplessness. According to both the old and the new hypothesis, the expectation that outcomes are noncontingently related to one's own responses is a sufficient condition for motivational and cognitive deficits to occur.

Abramson, et al. (1978) suggested that helplessness exists when a person shows motivational and cognitive deficits as a consequence of an expectation of uncontrollability. The veridicality of the belief and the range of situations over which it occurs are irrelevant to demonstrating the helplessness. But, the old hypothesis does not

specify where and when a person who expects outcomes to be uncontrollable will show deficits.

According to the reformulated model, helplessness deficits may be either general or specific to a situation. If helplessness deficits are highly general for a variety of situations then, they will be termed global, and if they are specific to a situation, then they will be termed specific.

The time range is also an important aspect of helplessness. The attribution that an individual makes about the duration of the uncontrollability of an event is an important determinant of the helplessness deficits.

Abramson, et al. (1978) explained that the time course of helplessness also varies from one individual to another. Some helplessness deficits may last only for minutes and others may last for years. Helplessness is called chronic when it is either long-lived or recurrent and transient when short-lived and nonrecurrent. The helpless individual first finds out that certain outcomes and responses are independent, later, he makes an attribution

about the cause. This attribution affects his expectations about future response-outcome relations, thereby determines the chronicity, generality, and to some degree, the intensity of the deficits. In other words, some attributions have global, others only specific implications. Some attributions have chronic, others have transient implications.

The reformulated model of helplessness suggests that, in explaining the chronicity of the helplessness deficits, the term stable-unstable may be useful to define the chronicity-transiency of the helplessness. The term stable may be more appropriate than chronic, and unstable is more appropriate than transient. Abramson, et al. (1978) proposed that stable factors are thought of as long-lived or recurrent, whereas unstable factors are short-lived or intermittent. When a bad outcome occurs, an individual can attribute it to (a) lack of ability to control (an internal-stable factor), (b) lack of effort (an internal-unstable factor), (c) the task being too difficult (an external-unstable factor), or (d) luck or fate (an external-unstable factor).

Abramson, et al. (1978) explained individual differences in vulnerability to helplessness by arguing that people who habitually explain bad events by internal, stable and global causes (and explain good events by external, unstable and specific causes) will be more likely to experience general and lasting symptoms of helplessness than will people who have the opposite attributional style. The reformulated model, thus, is a diathesis-stress model, in which attributional style is viewed as a factor that predisposes the individual to helplessness in the face of negative events.

In conclusion, the reformulated model of learned helplessness (Abramson, et al., 1978) suggests that habitually attributing lack of control to internal, stable and global factors should result in helplessness deficits extended over time and situations.

Recently, Peterson and Seligman (1984) have adopted the term "helpless explanatory style" for attributional style and viewed explanatory style as an individual difference that affects persons' reactions, particularly to negative events. Although there has been a

controversy about the issue, research related to explanatory style revealed that there were some observed sex differences in exhibiting helpless explanatory style.

Fennema (1981) has pointed out that females and males not only differ in their attributional patterns in a systematic way, but also this difference has an adverse effect on girls' performance. Males tend to attribute failure to external or unstable causes while females tend to attribute failures to internal causes (c.f. Parsons, 1981). Although many studies have either not found or have not reported sex difference in learned helplessness (Beck, 1977; Diener and Dweck, 1978; Dweck and Repucci, 1973; Dweck, et al., 1978), Crandall, et al. (1965) reported that girls were more internal in failure attribution. Parsons (1981) has reviewed the helplessness literature regarding sex difference and concluded that males tend to attribute their failures to external causes. Parsons (1981) also reported that a finding of no significant difference between sexes is the most common result. Sex differences in external attributions were either non-significant or not reported. Aydin (1988a)

has found no significant sex difference in a Turkish sample.

In the review of Turkish literature on the learned helplessness, no research has been found which reported sex difference.

The concept of learned helplessness or using a more recent term, explanatory style has important implications to human behavior. As previously mentioned, the research conducted with humans has shown that learned helplessness has been related to depression and its treatment (Abramson, et al, 1980). It has also been said to be connected to such human conditions as academic achievement and social failure (Dweck, 1975; Aydin, 1988b; Murray and Warden, 1990; Andrews and Debus, 1978; Goetz and Dweck, 1980; Fowler and Peterson, 1981), aging and illness (Peterson, 1988; Peterson and Seligman, 1987; Aydin, 1993a), anxiety (Fincham, et al, 1989; Ahrens and Haaga, 1993), prolonged deprivation (Mal, et al., 1989) academic performance (Peterson and Barrett, 1987; Nolen-Hoeksema, et al., 1986), test anxiety (Lavelle, et al., 1979), and popularity (Aydin, 1988b). Two of these human conditions

are of particular interest to the present study, test anxiety and academic achievement.

1.2. Test Anxiety

Schwarzer, et al. (1987) define anxiety as an unpleasant emotional reaction that results from the perception or appraisal of a particular situation as threatening. If the individual perceives danger in his/her environment, there will be anxiety.

Test anxiety may be defined as a situation-specific personality trait. The individual perceives the testing situation as threatening. Schwarzer, et al. (1987) conceptualised that test anxiety refers to individual difference in the disposition to experience feelings of apprehension and worry cognitions in academic environments where the performance of students is under scrutiny.

Based on the factor analytic study of Mandler and Sarason's test anxiety questionnaire, Liebert and Morris (1967) have identified two distinguishable components of test anxiety. First, the cognitive component

(worry or lack of confidence) was identified as cognitive expression of concerns about one's performance and second, the emotional component, (emotionality) which refers to the autonomic reactions under examination stress. This distinction was supported by several research findings (Doctor and Altman, 1969; Morris and Liebert, 1970).

Worry, the cognitive component of test anxiety seems to be more important in affecting performance in testing situations. Liebert and Morris (1967) suggested that worry is primarily the cognitive concern about the consequences of failing. Thus, in situations where person expects success, consideration of worry should be minimized. Phares' findings (1968) supported this suggestion that high test anxious students showed significantly lower expectancy for success prior to performance on the task. Doctor and Altman (1969) also found that worry was more highly correlated with expectancy of success than emotionality. Morris and Liebert (1970) have conducted a research with high school and college students on the relationship of cognitive (worry) and emotional (emotionality) components of test anxiety to pulse rate,

performance expectancy and actual examination scores. A negative relationship was found between worry and the exam scores but, no relationship between emotionality and the exam scores. This finding supports the earlier conceptualisation that worry affects performance, but emotionality has no such effect.

There have been many researches that orient the conceptualisation of test anxiety toward a cognitive model of expectancy. Arnkoff and Smith (1988) have found that negative thoughts score was related to test anxiety. Deffenbacher (1986) found that high-anxious students reported more worry than emotionality. Galassi, et al. (1984) investigated the cognitions of college students, test anxiety, and test performance and found that high test anxious students were less positive about tests than low and moderate test anxious students. Arnkoff, et al. (1992) have found the ratio of positive thoughts to positive-plus-negative thoughts appeared to be more important contributor to anxiety.

Another important evidence to explain the negative effect of test anxiety on performance as a cognitive phenomena is the procedures that are used for reducing the test anxiety. Indeed, research showed that cognitive procedures to counsel test anxiety were found to be very effective to prevent and reduce it (Sarason, 1973; Deffenbacher and Kemper, 1974; Denney and Rupert, 1977; Kaplan, et al., 1979; Deffenbacher, et al, 1979; Leal, et al., 1981; Dendato and Diener, 1986; Klingman and Zeidner, 1990; Chambless and Gillis, 1993).

Wine (1971) supported the view that cognitive component of test anxiety interfered with test performance and therefore affected academic achievement. According to Wine, high test anxious students divide their attention to task-relevant and self-relevant variables and this self-focusing behavior affects the performance. Stating differently, test anxiety reduces the range of task cues utilized in performance, because, test-anxious person divides his/her attention between internal cues and task cues.

Smith, et al. (1990) compared three theoretical models to explain the test anxiety and academic performance; first, the cognitive-attentional model, which includes negative thoughts and underlying concerns, second, the cognitive-skill model which includes study habits, and finally the social learning model which includes self-efficacy, outcome expectations and goal-related motivation. They found that cognitive-attentional model was a more adequate one to explain the test anxiety and its effect on the academic performance than the other two models. Until the 1980s, the cognitive models dominated the researches in this area (Smith, et al., 1990).

However, despite the general belief that test anxiety and performance were related variables, Zatz and Chassin (1983) found that the relationship between test anxiety and performance was rather weak.

In conclusion, even though there are several approaches to explain the test anxiety, research conducted to examine the nature and dynamics of test anxiety pays significant

attention to the role of cognitive processes involved in test anxiety.

1.3. The Relationship Between Learned Helplessness and Test Anxiety

It has been argued that helpless explanatory style is associated with anxiety rather than depression. Gotlib (1984) suggested that depressed subjects would have been labelled as anxious, unassertive, attudinally dysfunctional, and so forth, rather than depressed. Thus, learned helplessness hypothesis might originally have been postulated as a model of anxiety or unassertiveness.

In a similar manner, Lavelle, et al., (1979) produced helplessness deficits in students manifesting high levels of test anxiety and, in a subsequent study, alleviated helplessness deficits through an attentional redeployment procedure typically used to treat anxiety.

Further, Lavelle, et al. (1979) suggested that an examination of the theory of test anxiety as an alternative to learned helplessness theory seems warranted for a number of reasons. First,

both theories have been tested in experimental situations whose similarity has been obscured by differences in terminology. Second, doubts have been raised as to whether subjects readily employ the concept of noncontingency and Lavelle, et al. (1979) have found significant interaction between controllability and test anxiety.

In a similar vein, Mandler (1972) suggested that one particular set of cognitive and environmental conditions that turns arousal to the emotion called anxiety is a general state of helplessness, or the vulnerability of task or situation-relevant behavior.

Indeed, a helpless explanatory style-anxiety link is quite possible since in an anxiety arousing situation, anxious person evaluates him/her self (internal), not the others (external), evaluates a whole (global), not a specific pattern (specific), and evaluates his/her personality (stable), not the changeable part of it (unstable). This sounds very similar to the reformulated helplessness hypothesis that person who has a helpless explanatory style explains failure with internal, global, and stable

causes while interprets success with external, specific, and unstable causes. On the basis of these similarities, it can be concluded that learned helplessness and anxiety may be related.

The same link can be hypothesised between helpless explanatory style and the specific type of anxiety such as test anxiety, because, the cognitive component of test anxiety appear to have similarities to helplessness in terms of creating future failure expectancy in humans. As previously noted, Liebert and Morris (1967) identified two distinct components of test anxiety. The cognitive component, identified as worry or lack of confidence, involves preoccupation with future performance which eventually produces future failure expectancy. Whereas the emotional component, labelled as emotionality, refers to physiological and affective reactions to the stress of test situation per se, therefore is unrelated to performance expectancy (Doctor and Altman, 1969).

There has been ample research evidence to support the view that the cognitive component of test anxiety created future failure expectancy

and impaired performance. For example, Liebert and Morris (1967) found that worry component of test anxiety has a negative effect on the test performance of the students. Paulman and Kennelly (1984) have found that test anxiety and exam-taking ability independently influence cognitive problem solving in the evaluative setting. Deffenbacher (1986) found that worry was the most important source of anxiety interference. Zatz and Chassin (1983) have found that high test-anxious subjects reported significantly more task-debilitating cognitions than either moderate or low-anxious subjects, including negative evaluations and off-task thoughts.

High test anxious subjects also reported fewer positive evaluations than low test-anxious subjects. Ahrens and Haaga (1993) found that negative event attributional style was specifically associated with anxiety. As it can be seen from these research findings, test anxious subjects appear to have a cognitive tendency similar to the attributional style of the helpless subjects explained by the reformulated model.

There have been many researches on the topic of test anxiety as a cognitive phenomenon (Galassi et al., 1981; Zatz and Chassin, 1983; Pruzinsky and Borkovec, 1990; Arnkoff and Smith, 1988; Strauman, 1989; Arnkoff, et al., 1992). However, in our culture, no research has been carried out in this area that examines the relationship between anxiety and helplessness.

1.4.Learned Helplessness, Testy Anxiety and Academic Achievement

As previously noted, the link between test anxiety and learned helplessness is quite possible because both test anxiety and learned helplessness involve cognitive processes in creating future failure expectancy in humans.

It has been suggested that both learned helplessness and test anxiety were related with the future success of the students. Several research findings revealed that students who had helpless explanatory style also had low achievement level (Fincham, et al., 1989; Peterson and Barrett, 1987; Nolen-Hoeksema, et al., 1986; Kennelly and Mount, 1985).

In addition, a similar effect was proposed for the impact of test anxiety on academic performance and learning. Culler and Hollahan (1980) proposed that high anxious students have ineffective study habits leading to deficiency in learning. Prociuk and Breen (1973) found a negative correlation between debilitating test anxiety and academic Internal-External Control Scale scores and between debilitating test anxiety scores and Grade Point Averages(GPA). Spielberger (1966) found that high anxious students obtained poorer grades than did the low anxious students.

In the light of the above mentioned research findings, it may be hypothesised that since learned helplessness and test anxiety are related with the future success/failure expectancy of the students, both may be related to the academic achievement.

1.5. Related Research in Turkey

Many aspects of the learned helplessness phenomena have been extensively studied in Turkey. Similarly, test anxiety has been developing toward being a fruitful research

area. However, research conducted in both learned helplessness and test anxiety fields have not yet dealt with a possible link between the two concepts. Nevertheless, several research were carried out to investigate the relationship between helplessness and popularity (Aydın, 1988b), depression, helplessness, and academic success (Aydın, 1988a), depression and helpless explanatory style (Aydın and Aydın, 1992), explanatory style and illness (Aydın, 1993a), and the impact of parental attitudes on helplessness (Polat, 1986).

Test anxiety research in Turkey was facilitated by Oner's(1990) standardisation study of Spielberger's Test Anxiety Inventory to Turkish Culture.

A book published by Özer (1990) is the only theoretical study about test anxiety and its prevention. Özer analysed the test anxiety and its prevention in daily life. Meanwhile Kuyucu (1990) compared the differential effectiveness of a modified systematic desensitization procedure with the classic systematic desensitization procedure in the treatment of

test anxious university students. Arikan (1991) has investigated the relationship between the University Entrance Examination applicants test anxiety scores and achievement level on the first stage of the University Entrance Examination.

Recently, Yerin (1993) investigated the effect of a story-based cognitive behaviour modification procedure on the test anxiety level of elementary school students who would attend the Anatolia schools entrance examination and found that the treatment procedure used in the study significantly reduced the test anxiety level of children. An extension of this study was also carried out by Aydın and Yerin (1994). They reported that the significant effect of CBM on test anxiety found in the first study was maintained after cancellation of the Anatolia schools entrance examination. All these studies undoubtedly contributed to the understanding of the importance of both test anxiety and learned helplessness. However, no research has been carried out investigating the relationship between learned helplessness, test anxiety, and academic success.

CHAPTER II

SIGNIFICANCE AND THE PURPOSE OF THE STUDY

It has been suggested that certain individual difference variables such as learned helplessness and test anxiety have a negative effect on students' success since both conditions contribute to the students' expectation of failure (Fincham, et al., 1989; Aydin, 1988a). Further, learned helplessness was found to be connected with several important human conditions which may affect one's life in a negative way. Among these conditions, depression, unpopularity among peers and most important academic failure can be specifically cited as these conditions may affect an individual's satisfaction and happiness in life.

On the other hand, test anxiety is becoming a far-reaching concern among the researchers because most educators argue that the present education system which strikingly seems to depend on achieving on the exams rather than learning, appear to foster a high rate of test anxiety among students. Indeed, Aydın(1993b) found that 60 percent out of 144 fourth and fifth grade elementary school children was test anxious. Although the sample size in this study is small, it is important to note that this rate is three times higher than the findings of similar studies in USA. Wilson and Rotter (1986) reported that the prevalence of test anxiety is not more than 20 percent among North American Children.

Test anxiety was also found to be connected with academic achievement (Culler and Hollahan,1980; Prociuk and Breen, 1973; Spielberger, 1966; Wine, 1971).These results were supported by similar studies conducted with Turkish students from various educational levels (Arikan, 1991; Cengiz, 1988; Başarir, 1990). Thus, since both helplessness and test anxiety seem to affect performance, investigating the relationships of learned

helplessness and test anxiety with academic success is significant, because, in the absence of remedial intervention, both conditions probably continue to affect students performance which may eventually lead to more serious conditions.

It is expected that the present study will contribute to the understanding of both test anxiety and learned helplessness and constitute a base for future studies which will be directed toward remediation of helplessness and test anxiety deficits of students.

The purpose of the present study is to investigate whether any relationship exists between:(a) helpless explanatory style and test anxiety, (b) helpless explanatory style and achievement, and (c) test anxiety and achievement.

The relationships between these variables will be further analysed to test whether these relationship change as a function of sex. In addition, the incidence of learned helplessness and test anxiety among Turkish students will be examined.

CHAPTER III

METHOD

3.1. Subjects

The sample of the study included 348 sixth grade students, (162 girls, 186 boys) selected from four different Basic Education Schools from Ankara (44 from Sincan Gazi Osman Pasa İlkogretim Okulu, 47 from ODTU Gelistirme Vakfi Ozel Lisesi Ortaokulu, 128 from Ankara Cumhuriyet Lisesi, and 129 from Sincan Ulubatli Hasan İlkogretim Okulu). The subjects were from all SES with an age range of 10 to 14.

3.2. Instrumentation

Measure of Explanatory Style: The Children's Attributional Style Questionnaire (CASQ) was developed by Seligman et al. (1984) as a forced-choice instrument in which hypothetical good or bad events involving the children were followed by two possible

explanations which varied one of the explanatory dimensions, while holding the other two constant. The instrument is a 48-item questionnaire, sixteen of them pertaining to each of the three explanatory dimensions; half referring to good events, and half to bad events.

The CASQ is originally scored by assigning a "0" to each internal or unstable or specific response. Subscales are organized by summing these scores across the appropriate questions for each of the explanatory style dimensions, separately for good and bad events. However, in the adapted form of CASQ (Aydın, 1988b) for the purpose of obtaining one helpless explanatory style score, each internal, stable, or global response for bad events, and each external, unstable, or specific response for good events is assigned a score of "1". Each external, unstable, or specific response for bad events, and each internal, stable, or global response for good events is given a "0" score. Thus, it is possible to obtain one explanatory style score by summing these scores across the 48 items. The scores can range from 0 to 48 with a high score indicating helpless explanatory style.

The validity and reliability studies for the CASQ' s Turkish Version (Aydın, 1988b) have shown that content validity of the instrument was high and the mean ratings of the judges who had rated the items of the instrument as valid was 96.1 % for all items. The four-week test-retest reliability of the instrument calculated by Pearson Product Moment Correlation was .83.

Measure of Test Anxiety: Test Anxiety Inventory (TAI) was developed by Spielberger, et al. (1980) and the Turkish Version was standardized by Öner and Albayrak-Kaymak (1987) and Öner (1986; 1990).

The instrument is a Likert type scale and has 20 items. 12 of the items represent "emotionality" and 8 of them represent "worry" component of test anxiety. it is possible to obtain both emotionality and worry subscale scores separately. The sum total scores of the subscales constitutes the test anxiety score of a person. The possible emotionality score ranges from 12 to 48, and worry score from 8 to 32, and total score from 20 to 80.

Öner (1990) reported that for the purpose of obtaining evidence for its reliability, TAI was administered twice to 1031 Turkish subjects (434 females, 597 males) from primary, junior high school, senior high school, and universities. The subjects were drawn from two different SES (low and high). The TAI was administered to subjects at five different intervals ranging from same day to three weeks. The test-retest correlation coefficient were .91 for same day, .93 for one day, .90 for one week, .91 for two weeks, and .72 for three weeks.

The internal consistency of the inventory was assessed by Cronbach-Alpha and Alpha Coefficient for the total scale was .87 (Öner, 1990).

Measure of Achievement: Achievement scores of the students were obtained from schools' records . Average sum total grades of students for each semester was calculated for each student. These average scores were used as achievement scores of the subjects. The subjects who have the achievement scores between 0.00 and 4.99 were assumed as underachievers and subjects who have the

achievement scores between 5.00 and 10.00 were accepted as achievers.

3.3. Procedure

Subjects were given Children's Attributional Style Questionnaire (CASQ) and Öner's Test Anxiety Inventory (TAI) simultaneously in classroom situation. Subjects have filled both CASQ and TAI at approximately 30 minutes.

3.4. Analysis of Data

The relationship between helpless explanatory style, test anxiety, and achievement scores were calculated by Pearson Product Moment Correlation. In addition, three separate analysis of variance were employed both to the CASQ and TAI scores of the subjects to investigate whether these relationships change as a function of sex. In order to investigate the relationship between helpless explanatory style and test anxiety, a 2 (male-female) X 2 (test anxious-nontest anxious) analysis of variance was applied to the CASQ scores of the subjects. Similarly, the relationship between helpless explanatory style and academic achievement and

test anxiety and academic achievement were investigated by two separate 2 (male-female) X 2 (achiever-underachiever) analysis of variance employed to both CASQ and TAI scores of the subjects.

In the latter analyses, the researcher thought that it would be inappropriate to compare the groups which had greatly unequal numbers of subjects. There were 14 underachiever and 148 achiever girls and 26 underachiever and 160 achiever boys. In order to overcome this difficulty, as only 40 students were underachievers who had achievement scores below 5.00, 40 achiever subjects were randomly selected from the total achiever group and separate ANOVAs were employed to the CASQ and TAI scores of these 80 students.

Apart from the above analyses, the mean CASQ scores of the achiever and underachiever boys and girls were further compared by employing Tukey test to the CASQ scores of these groups to investigate the difference between the mean CASQ scores of the underachiever boys and girls, underachiever and

achiever boys, and underachiever and achiever girls.



CHAPTER IV

RESULTS

The results of the study are presented in different subsections. The first subsection involves the findings related to the incidence of helpless explanatory style and test anxiety among the subjects. The second subsection presents the relationship between the CASQ and TAI scores. In the third subsection, results of the analysis related to the relationship between helpless explanatory style and achievement are documented. Finally, in the fourth subsection, results which shows the relationship between test anxiety and achievement are presented.

4.1. The Incidence of Helpless Explanatory Style and Test Anxiety Among Students

The subjects' scores on the CASQ ranged from 9 to 31 with a mean of 20.51 and a standard deviation of 4.26. In order to calculate the incidence of helplessness among the

children the criterion of the scores to be one standard deviation above the mean was accepted as having a helpless explanatory style. Thus, any score above 25 was accepted as indicative of a helpless explanatory style. Based on this cut off score the incidence of helpless explanatory style in the total sample was found 15.52 percent.

The subjects scores on the TAI ranged from 22 to 72 with a mean of 44.83 and a standard deviation of 10.85. Consistent with the norms developed by Öner (1990), the criterion of the TAI scores to be above the cut off point of 50th percentile (which corresponds 37 for males and 39 for females for this age group) was accepted as indicative of high test anxiety. Thus, any scores above 39 for girls and 37 for boys was taken as the indicator of high test anxiety and below these scores was considered as an indicator of low test anxiety. Based on this criterion, the incidence of test anxiety in the total sample was found 69.25 percent.

4.2.The Relationship Between Learned Helplessness and Test Anxiety

The relationship between the CASQ and TAI scores was calculated by Pearson Product Moment Correlation. The results indicated a positive relationship between CASQ and TAI scores of the total subjects ($r=.21$; $p<.001$). This result shows that a relationship exists between helpless explanatory style and test anxiety level of the subjects. In other words, the more the subjects experience test anxiety, the more they feel helpless and attribute their failure to internal, stable, and global causes.

In order to investigate whether this relationship vary meaningfully as a function of sex, a 2X2 (high-low test anxiety X sex) analysis of variance was also employed to the CASQ scores of the subjects. The same cut off point utilised in calculating the incidence of test anxiety was used for grouping the subjects as high or low test anxious.

Table 4.1. presents the means and standard deviations of the CASQ scores of the high and low test anxious subjects.

Table 4.1 Means and Standard Deviations of the High and Low Test Anxious Subjects' CASQ Scores

	Anxious		Non-anxious	
	\bar{X}	S	\bar{X}	S
Female	20.11 (N=114)	3.92	18.29 (N=48)	3.89
Male	22.01 (N=127)	4.19	19.73 (N=59)	4.33

The results of the ANOVA applied to the CASQ scores of the subjects were also presented in table 4.2.

Table 4.2. The Results of the Analysis of Variance Employed to the CASQ Scores of the Subjects

Source of variation	sum of squares	df	Mean square	F
Main effects	508.973	2	254.486	15.148
SEX	276.373	1	276.373	16.451*
TAI	237.459	1	237.459	14.134*
2-way interaction	2.754	1	2.754	.164
SEX x TAI	2.754	1	2.754	.164
Explained	511.727	3	170.576	10.153
Residual	5779.201	344	16.800	
Total	6290.928	347	18.129	

* $p < .001$

The results of ANOVA applied to the CASQ scores of the boys and girls subjects yielded significant main effects of sex ($F_{1,344}=16.45$; $p<.001$) and test anxiety ($F_{1,344}=14.13$; $p<.001$). Interaction effect of test anxiety X sex was not significant. These results indicated that subjects who had high test anxiety scores also scored high on CASQ as compared to the subjects who scored low on TAI. The results also showed that males scored significantly higher on CASQ than did the females.

4.3 The Relationship Between Learned Helplessness and Achievement

The relationship between the CASQ and achievement scores was calculated by product moment correlations. The results revealed a significant negative relationship between CASQ and achievement scores of the total subjects ($r=-.15$; $p<.01$). This result points out that the more the subjects feel helpless the more they become unsuccessful in their schoolwork.

In order to examine whether this relationship changes as a function of sex, a 2x2 (achiever-underachiever x sex) analysis of variance was applied to the CASQ scores of the subjects. However, as only 40 students were underachievers who had achievement scores below 5.00, 40 achiever subjects were randomly selected from the total achiever group and the analysis was conducted on these 80 subjects. The mean CASQ scores of these 80 subjects was 20.78 with a standard deviation of 4.23 and the mean achievement scores of the same group was 6.58 with a standard deviation of 1.46. Table 4.3 also presents the means and standard deviations of the CASQ scores of the achiever and underachiever male and female subjects.

Table 4.3. Means and Standard Deviations of the Achiever and Underachiever Subjects' CASQ Scores

	Achievers		Underachievers	
	\bar{X}	S	\bar{X}	S
Boys	22.92	4.34	20.00	3.46
	(N=26)		(N=26)	
Girls	19.07	4.58	19.93	3.75
	(N=14)		(N=14)	

The results of the ANOVA employed to the CASQ scores of the subjects were also presented in table 4.4.

Table 4.4 The Results of the Analysis of Variance Employed to the CASQ Scores of the Subjects

Source of Variation	sum of squares	df	Mean square	F
Main effects	123.015	2	61.508	3.818
SEX	67.786	1	67.786	4.208*
ACH	52.989	1	52.989	3.289
2-way interaction	66.571	1	66.571	4.132
SEX x ACH	66.571	1	66.571	4.132*
Explained	189.586	3	63.195	3.923
Residual	1224.364	79	16.110	
Total	1413.950	79	17.898	

* $p < .05$

The results of the ANOVA applied to the CASQ scores revealed a significant main effect of sex ($F_{1,76}=4.21$; $p < .05$) which indicated that the boys were more helpless than the girls. However, although closer to the significance level ($p \leq .07$), the results failed to produce a significant main effect of achievement which indicated that helplessness and achievement was not related ($F_{1,76}=3.29$; $p \leq .07$). Nevertheless, there was a significant interaction

effect of sex x achievement ($F_{1,76}=4.13$; $p<.05$). This result suggested that the achievement status of the students changed as a function of sex. The mean CASQ scores of the achiever and underachiever boys and girls were further compared by employing Tukey test to the CASQ scores of these groups. The results yielded a significant difference between the mean CASQ scores of the underachiever males and females ($q=4.06$; $df=2.76$; $p<.05$) and between the mean CASQ scores of the underachiever males and achiever males ($q=3.16$; $df=2.76$; $p<.05$). On the other hand, no significant difference existed between the CASQ scores of achiever boys and girls and between the achiever and underachiever girls.

4.4. The Relationship Between Test Anxiety and Achievement

The relationship between TAI and achievement scores was calculated by product moment correlation. The results yielded a significant negative relationship between TAI and achievement scores of the total subjects ($r=-.25$; $p<.001$). This result indicates that the

more the subjects feel anxious in the testing situations, the more they become unsuccessful.

In order to examine whether this relationship changes as a function of sex, a 2X2 (achiever-underachiever X male-female) analysis of variance was applied to the TAI scores of these subjects. As it was in the former analysis, since only 40 students were underachievers who had achievement scores below 5.00, 40 achiever subjects were randomly selected from the total achiever group and this analysis was conducted on these 80 students. The mean TAI scores of these 80 subjects was 46.09 with a standard deviation of 9.62 and the mean achievement scores of the same group was 5.54 with a standard deviation of 1.60. Table 4.5. also shows the means and standard deviations of the TAI scores of the achiever and underachiever male and female subjects.

Table 4.5. Means and Standard Deviations of the Achiever and Underachiever Subjects' TAI Scores

	Achievers		Underachievers	
	\bar{X}	S	\bar{X}	S
Boys	46.54	10.06	44.38	8.96
	(N=26)		(N=26)	
Girls	45.21	8.51	49.29	11.08
	(N=14)		(N=14)	

Table 4.6 The Results of the Analysis of Variance Employed to the TAI Scores of the Subjects

Source of Variation	sum of squares	df	Mean square	F
Main effects	58.227	2	29.113	.313
SEX	58.214	1	58.214	.625
ACH	.013	1	.013	.000
2-way interaction	176.331	1	176.331	1.894
SEX x ACH	176.331	1	176.331	1.894
Explained	234.558	3	78.186	.840
Residual	7073.830	76	93.077	
Total	7308.388	79	92.511	

The results of the ANOVA applied to the TAI scores showed that neither the main effects of sex ($F_{1,76}=0.31$) and achievement ($F_{1,76}=0.62$) nor the interaction effect of sex and

achievement ($F_{1,76}=1.89$) were significant. This result indicated that no relationship existed between TAI and achievement scores of the subjects.

Overall, the results showed that students who had helpless explanatory style experienced more test anxiety in evaluative situations. In other words, there was a positive relationship between learned helplessness and test anxiety. The relationship between helpless explanatory style and achievement was rather weak but changed as a function of sex, indicating a significant difference between the mean CASQ scores of the underachiever males and females. Finally, although modest, a significant relationship existed between test anxiety and achievement, but this relationship neither became observable nor changed as a function of sex in the further analysis of variance.

CHAPTER V

DISCUSSION

As noted earlier in the introduction chapter, learned helplessness and test anxiety both are important human conditions that have significant implications for life. Therefore, the aim of present research was to investigate the relationship between helpless explanatory style, test anxiety, and academic achievement among the sixth grade basic education students. In this chapter, the results of the study are discussed under same headings as the result section.

5.1.The Incidence of Helpless Explanatory Style and Test Anxiety Among Students

The results showed that the incidence of helpless explanatory style for total sample was found 15.52 percent.

This finding is consistent with the result of an earlier study carried out with the elementary school students in Turkey. Aydin (1985) found that 12.18 percent of the fourth and fifth grade elementary school students were helpless. The result of the present study indicates a slight rise in the percentage of the students who had helpless explanatory style over the years. This may be due to the differences in the age level of the two samples. It is important to note that the finding obtained in the present study might have also been affected by the sharp social changes during the last decade in Turkey leading to an increase in the helplessness of elementary school students. The rapid development in communication technology during the last decade has brought new expectations and points of view contributing to a nationwide change in many aspects of life. For example, in 1992, the Regulation of Basic Education Schools has been changed three times in a four months period to satisfy the expectations and demands of society. These unstable and continuing changes might have made future uncertain, consequently, individuals might feel that they have no control over them. This feeling of uncontrollability might contribute to the development of

helplessness in children. However, such a conclusion would be premature without investigating this issue in detail. Further longitudinal research is needed to clarify this speculation.

The results obtained from the total sample have also shown that 69.25 percent of the students was test anxious. This finding was consistent with the results of the earlier study which showed that 60 percent out of 144 fourth and fifth grade Turkish elementary school children was test anxious (Aydın, 1993b). Considering that the prevalence of test anxiety is not more than 20 percent among North American children (Wilson and Rotter, 1986), both percentages obtained in these studies are very high which indicate that test anxiety is a common concern among Turkish students at various levels of basic education. The present educational system in Turkey, unfortunately, does not seem to promote intrinsic motivation for learning but rather concentrates on preparing the students to perform well on the examinations. Future research is necessary to examine these educational and cultural factors

which may contribute to the test anxiety level of Turkish students.

5.2. The Relationship Between Learned helplessness and Test Anxiety

The results showed that there was a positive relationship between CASQ and TAI scores of the total sample ($r=.21$; $p<.001$). The results of ANOVA applied to examine whether this relationship vary significantly as a function of sex has yielded significant main effect of sex and test anxiety. Interaction effect of test anxiety and sex was not significant. This result was consistent with the findings of an earlier study. Indeed, Fincham, et al. (1989) have found that test anxiety scores based on the Test Comfort Index (TCI) scores and Teacher reports of helplessness were related.

As mentioned previously, Gotlib (1984) suggested that learned helplessness or helpless explanatory style was associated with anxiety rather than depression, and depressed students would have been labelled as anxious, unassertive, attudinally dysfunctional and, so forth rather than depressed. So that, learned

helplessness might have originally been postulated as a model of anxiety.

In a similar approach, Lavelle, et al. (1979) produced helplessness deficits in students manifesting high levels of test anxiety and, in a subsequent study, alleviated helplessness deficits through an attentional redeployment procedure typically used to treat anxiety.

Same link was suggested by Mandler (1972) that one particular set of cognitive and environmental conditions that turns arousal to the emotion, called anxiety is a general state of helplessness.

Fincham, et al. (1989) claimed that learned helpless children who are identified by their tendency to attribute failure to external factors rather than effort, tend to show decrements in performance following failure. Similarly, children who experience an unpleasant emotional state in test situations perform poorly on tests than those who do not experience such feelings.

As seen, helplessness-anxiety and also test anxiety as a specific type of anxiety link has been suggested by many researches. The results of the present study which showed a significant relationship between learned helplessness and test anxiety supported this view. However, although significant the correlation coefficient found between the two variables was rather of a modest size. This suggests that the finding obtained in the present study should be treated cautiously.

Since the present study is the first one which investigates the relationship between helpless explanatory style and test anxiety in Turkey, interpretation of the findings in comparison to the results of similar research has not been conceivable. Thus, further research which replicates the findings of the present study is necessary to clarify this issue.

5.3. The Relationship Between Learned Helplessness and Achievement

Product moment correlation result showed a significant negative relationship between CASQ and the achievement scores of the total subjects

($r = -.15$; $p < .01$). Although the correlation coefficient was rather small, this result was consistent with the previous research findings that demonstrated the relationship between academic failure and helplessness. However, the ANOVA results which was based on the data collected from the 80 subjects failed to reach the significance level ($p \leq .07$) and showed no significant main effect of achievement. The results of the ANOVA which revealed no relationship between achievement level and helplessness was consistent with the findings of previous research. Aydin (1988a) found a very small but significant negative correlation coefficient ($r = -.06$; $p < .05$) but this relationship did not show itself in the further analysis of variance. Several other research findings showed that regardless of gender, students who scored higher on helpless explanatory style measures also had low achievement scores (Fincham, et al., 1989; Peterson and Barrett, 1987; Nolen-Hoeksema, et al., 1986; Kenelly and Mount, 1985). The findings of the present study did not support this. The reason behind this controversial result may have stemmed from the sample characteristics. As noted earlier, there were only 40 underachiever students in this

group, therefore, the analysis of variance was carried out with a small sample. The other studies which found a relationship between helplessness and achievement were usually carried out with more than a hundred students.

It is also important to note that there are very few studies using elementary or basic education grade subjects. The researches which investigated the relationship between helplessness and achievement usually included university students as subjects. It is quite probable that since helpless explanatory style develops as a result of failure experiences, elementary school students may not have yet accumulated enough experiences to develop a habitual way of helplessly explaining their failures.

The results also showed a significant main effect of sex which indicated that boys were more helpless than girls. This finding was surprising and contradicted the general belief that females would be much more helpless than males. For example, Fennema (1981) has pointed out that females and males not only differ in their attributional patterns in a systematic way,

but also this difference has an adverse effect on girls' performance (c.f. Parsons, 1981). Males tend to attribute failure to external or unstable causes while females tend to attribute failures to internal causes. However, many studies have either not found or have not reported sex difference in the learned helplessness (Beck, 1977; Diener and Dweck, 1978; Dweck and Repucci, 1973; Dweck, et al., 1978). Crandall, et al. (1965) reported girls to be more internal in failure attribution.

As mentioned earlier, Parsons (1981) has reviewed the helplessness literature regarding sex difference and concluded that males tend to attribute failures to external causes. Parsons (1981) reported that a finding of no significant difference between sexes was the most common result in these experiments. Sex differences in external attributions were either non-significant or not reported. It is interesting to note here that earlier Turkish studies had not found any sex difference in terms of helplessness in different age and grade levels (Aydın, 1988a; 1988b). It appears that the contradictory findings related to sex difference may be explained by cultural factors.

It may be that the dramatic social changes occurred in the last decade in Turkey affect the students' perception of life. The social and economical problems that we live in may change the attributions that people make about their lives and may contribute to the helplessness level. For example, the wide spread expectancy that boys should achieve more than girls might place so much pressure upon the boys, consequently might lead them to feel that no matter how much they achieve, they could not keep up to familial and cultural expectations, which in turn make them feel more helpless. Another reason of the observed sex difference between boys and girls might have stemmed from the changing child rearing practices. The present study was conducted on the students who live in an urban area like Ankara. It is quite probable that children of the urban families might be imposed to less sex discrimination and might develop into more androgynous individuals. If this is the case, the finding of boys displaying more helpless behavior would be understandable. However, unless these ideas are not supported by research findings, they will remain as mere speculations. Therefore, further

research is definitely needed to clarify these issues.

The most interesting and unpredictable finding of the study was the interaction effect between sex and achievement which showed that underachiever boys were more helpless than both achiever boys and underachiever girls. This is an interesting but equally difficult finding to interpret, because, no comparable study related to this issue was found in the literature. Again, cultural factors might have played a role in producing such a result. Further research is definitely needed to clarify whether this unexpected result has stemmed from the sample size, sample characteristics, or more important measurement limitations.

The results related to weak relationship found between helplessness and achievement, and the surprising interaction effect of sex X achievement might partially result from the measurement difficulty suggested by Aydın and Berberoglu (1991). The overlap between the globality and stability dimensions in measuring attributional style of the individuals has always caused measurement difficulties. The stability

dimension is related to whether or not the attribution made by the person changes over time while globality dimension measures whether or not the attribution made by person changes across situations. It is possible that a global attribution may also be inherently stable (and internal) as in the case of the attribution statement "I am a clever person". It is quite likely that the CASQ also suffers with this overlap between globality and stability dimensions as do many of the other attributional style measures, which probably produced the unexpected results obtained in the present study.

5.4.The Relationship Between Test Anxiety and Achievement

The product moment correlation results yielded a low but significant negative relationship between TAI and achievement scores of the total subjects ($r=-.25$; $p<.001$). This result indicates that the more the subjects feel anxious in evaluative situations, the more they may experience academic achievement difficulties. This result was consistent with some of the research findings which showed that

test anxiety and low academic achievement was related.

However, the ANOVA results produced no significant main or interaction effect that showed a relationship between test anxiety and achievement. This result confirms the findings of some other studies that suggest a weak relationship between test anxiety and academic achievement. For example, Zatz and Chassin (1983) have found that the relationship between test anxiety and academic performance was rather weak.

Literature review points out that although test anxiety was found to be related with school achievement, some studies showed that lowered test anxiety was not always accompanied by performance improvements in examinations. For example, Galassi et al. (1981) have explained that the reduction in test anxiety accompanied by improvements in actual performance have shown to occur only in 29.6% of treatment studies.

Mitchel and Ng (1972) found similar results and concluded that a reduction of test anxiety

was not a guarantee of subsequent improvement in academic performance when the level of study habit competence was ignored.

Culler and Hollahan (1980) investigated (a) the relationship of test anxiety to performance (b) differences in study related behaviors between high and low test anxious individuals, and (c) differential effectiveness of study related behaviors for both groups. Results indicated that decrement in grade point average was associated with test anxiety and high test anxious students were found to have poorer study skills.

It may be concluded that studies investigate the relationship between test anxiety and achievement have produced inconsistent findings. In other words, based on the findings of the studies, no consistent relationship between test anxiety and achievement can be claimed. This brings the issue of investigating other contributing factors such as study habits and study skills. Further research that examines the role of all possible variables in achievement may help to understand whether the relationship

between test anxiety and achievement is a well-established one.

In conclusion, the results support the predictions made by the present researcher that helpless explanatory style-test anxiety association was quite possible. In this manner, the results of the present study also confirm Gotlib's (1984) and Lavelle, et al.'s (1979) argument that learned helplessness was associated both with anxiety and test anxiety as a specific type of it. However, doubts might have been raised in terms of the relationship between learned helplessness and achievement, and test anxiety and achievement.

CHAPTER VI

IMPLICATIONS AND RECOMMENDATIONS

6.1. Implications

It has been proposed that learned helplessness and test anxiety are two important individual difference variables which have a negative effect on students' success since both conditions contribute to the students' expectation of failure (Fincham, et al., 1989; Aydın, 1988a). The result of the present research partially supported this view. Thus, the findings of the present study have important implications for counselling and education.

It appears that both learned helplessness and test anxiety may affect individuals in a way that generalisation of helplessness and test

anxiety deficits may contribute to the more serious problems in the other aspects of an individuals' life. Thus, school counseling services may organise some group procedures to prevent the development of learned helplessness and test anxiety in children such as Cognitive Behavior Modification (Yerin, 1993), Systematic Desensitisation (Kuyucu, 1990), and Reattribution Training (Aydın, 1985).

The present study showed that 15.52 percent of the subjects was having helpless explanatory style and 69.25 percent was test anxious. These percentages mean that 15 percent of our students might have been affected by helplessness and 68 percent by test anxiety deficits. Particularly, the test anxiety rate is very high and school counsellors should help these students to overcome the deficits of helplessness and test anxiety. The present study may function as a stimulating and motivating factor for the future studies which aim to prevent both test anxiety and learned helplessness.

6.2. Recommendations

Based on the findings of the present study the followings can be recommended;

1-Since both helplessness and test anxiety are significant variables for an individual's life, the replication of this study will be fruitful to validate the results of the study.

2-Further studies should pay attention to the sex differences in helplessness and test anxiety.

3-Studies comparing helplessness status of different SES may be carried out.

4-Cross-cultural studies may be accomplished to investigate the effect of cultural differences on learned helplessness.

5-Studies that include samples from subcultures (peoples from different religion, different belief systems, different educational background) may be realized.

6-Guidance Practitioners and School Counselors should pay attention to the impacts of helplessness and test anxiety deficits on the school success of students and must develop the procedures to prevent the development of these deficits. Therefore, Guidance and Counseling programs should include the group procedures such as cognitive restructuring, reframing, cognitive imagery, stress inoculation training and cognitive modeling for helping to reduce test anxiety of students. In addition, changing stable attributions such as "I am incapable" to unstable ones such as "I have not tried hard" would help students to develop a more mastery-oriented style of life and consequently would make them to cope with the difficult life events more effectively.

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APPENDIX A
ÖĞRENİLMİŞ ÇARESİZLİĞE ÖZGÜ AÇIKLAMA BİÇİMİ ÖLÇEĞİ

Adı Soyadı :.....
Sınıfı :.....
Cinsiyeti Yaşı :.....

Sevgili Öğrenciler

Elinizdeki anket, öğrencilerin bazı konulardaki düşüncelerini öğrenmek için hazırlanmıştır. Anketin her sorusunda bir olay anlatılmış ve bu olay karşısında kalan bir kişinin seçebileceği a ve b harfleri ile gösterilen iki seçenek verilmiştir. Siz böyle bir olayla karşılaşırsanız, bu seçeneklerden hangisini seçersiniz. Düşününüz ve eğer a seçeneği sizin düşüncenize daha uygun ise a'yı, b seçeneği sizin düşüncenize uygun ise b'yi yuvarlak içine alınız. Unutmayın bu bir doğru, yanlış testi değildir. Önemli olan sizin gerçek düşüncenizi belirtmenizdir. Sizin düşüncenize hangi seçenek uyuyorsa onu işaretleyiniz.

1. Bir teste en yüksek puanı aldınız.
a- Ben her testte başarılı olduğum için yine en yüksek puanı aldım
b- Bu test benim en iyi bildiğim konuda olduğu için en yüksek puanı aldım.
2. Bir kaç arkadaşınızla birlikte bir oyun oynadınız ve siz kazandınız.
a- Birlikte oynadığım arkadaşlar bu oyunu iyi oynamadıkları için ben kazandım.
b- Bu oyunu iyi oynadığım için ben kazandım.
- 3- Bir arkadaşınızın evine konuk gittiniz ve çok iyi bir gün geçirdiniz
a- Arkadaşım o gün bana candan ve yakın davrandığı için iyi bir gün geçirdim.
b- Arkadaşımın ailesindeki herkes bana candan davrandığı için iyi bir gün geçirdim.
4. Bir grup arkadaşınızla geziye gittiniz ve çok eylendiniz.
a- Ben neşeli olduğum için eylendik
b- Birlikte gittiğim arkadaşlar neşeli olduğu için eylendik.
5. Tüm arkadaşlarınız grip oldu, bir tek siz olmadınız.
a- Son zamanlarda sağlığım yerinde olduğu için gribe yakalanmadım.
b- Ben her zaman sağlıklı olduğum için gribe yakalanmadım.
6. Beslediğiniz bir hayvanı araba ezdi.
a- Ben ona iyi bakmadığım için ezildi.
b- Şoförler dikkatsiz olduğu için ezildi.
7. Tanıdığınız bazı çocuklar sizi sevmediklerini söylediler.
a- O çocuklar bana kötü davrandıkları için böyle söylemişlerdir.
b- Ben o çocuklara kötü davrandığım için böyle söylemişlerdir.
8. Derslerinizde çok iyi notlar aldınız.
a- Dersler kolay olduğu için iyi notlar aldım.
b- Çok çalıştığım için iyi notlar aldım.

9. Bir arkadaşınızla karşılaştınız ve size sevimli görüldüğünüzü söyledi.
a- O gün arkadaşşıma her kes sevimli görüldüğü için böyle söylemiştir.
b- Arkadaşım her zaman başkalarına sevimli görüldüklerini söylediği için bana da öyle demiştir.
10. En iyi arkadaşınızdan biri sizden nefret ettiğini söyledi.
a- O gün arkadaşşımın huysuzluğu üzerinde olduğı için öyle söylemiştir.
b- Ben arkadaşşıma o gün iyi davranmadığım için öyle söylemiştir.
11. Anlattığınız fıkraya hiç kimse gülmedi.
a- Ben hiç iyi fıkra anlatamadığım için kimse gülmedi.
b- Fıkroyı herkes bildiği için kimse gülmedi.
12. Öğretmeninizin derste anlattığı konuyu anlayamadınız.
a- O gün hiç bir şeye dikkatimi veremediğim için dersi anlayamadım.
b- Öğretmen anlatırken dikkatli dinlemediğim için dersi anlayamadım.
13. Öğretmeninizin uyguladığı bir testte başarısız oldunuz.
a- Öğretmenimiz her zaman zor tesler uyguladığı için başarısız oldum.
b- Son bir kaç haftadır öğretmenimiz zor testler uyguladığı için başarısız oldum.
14. Kilo aldınız ve oldukça şişman görünmeye başladınız.
a- Yemek zorunda olduğum yemekler şişmanlatıcı olduğu için şişmanladım.
b- Ben şişmanlatıcı yemekler sevdiğim için şişmanladım.
15. Birisi paranızı çaldı.
a- dürüst olmayan biri paramı çalmıştır.
b- insanlar zaten dürüst değildir.
16. Yaptığınız her şey için anne-babanız sizi ödüllendirdi.
a- Ben bazı şeyleri iyi yaptığım için ödüllendirildim.
b- Annem-babam yaptığım bazı şeyleri beğendikleri için beni ödüllendirdi.
17. Bilye oyununda tüm misketleri kazandınız.
a- Her şeyde şanslı olduğum için bilye oyununda da kazandım.
b- Oyunlarda şanslı olduğum için bilye oyununda da kazandım.
18. Denizde yüzerken neredeyse boğulacaktınız.
a- Her zaman dikkatsiz olduğum için az daha boğulacaktım.
b- Bazı günler dikkatsiz olduğum için az daha boğulacaktım.
19. Pek çok arkadaşınız sizi yaş günü partisine çağırıyor.
a- Son zamanlarda arkadaşlarım beni canayakın buldukları için yaş günlerine çağırıyorlar.
b- Son zamanlarda ben arkadaşşıma yakın davrandığım için yaş günlerine çağırıyorlar.
20. Büyüklerinizden birisi size bağırdı.
a- İlk rastladığı insan ben olduğum için öfkesini benden çıkarmıştır.
b- O gün herkese bağırmıştır.
21. Bir grup arkadaşınızla bir çalışma yaptınız ve başarısız oldunuz.
a- O gruptaki kişilerle iyi anlaşamadığım için başarısız oldum.
b- Grup çalışmalarında hiç bir zaman iyi olmadığım için başarısız oldum.

22. Yeni bir arkadaş edindiniz
a- İyi bir insan olduğum için arkadaş edinebiliyorum.
b- Karşılaştığım çocuklar iyi insanlar oldukları için benimle arkadaş oluyorlar.
23. Ailenizdeki kişilerle iyi geçiniyorsunuz.
a- Ailemdeki kişilerle her zaman iyi geçinirim.
b- Ailemdeki kişilerle kimi zaman iyi geçinirim
24. Çiklet satmayı denediniz ama kimse almadı.
a- Son zamanlarda çocuklar o kadar çok şey satıyorlar ki, artık insanlar çocuklardan birşey almak istemiyor.
b- İnsanlar genellikle çocuklardan bir şey satın almaktan hoşlanmıyorlar.
25. Bir oyunda siz kazandınız.
a- Özellikle oyunlarda başarılı olmak için çok çaba gösterdiğim için ben kazandım.
b- Hemen her konuda başarılı olmak için çok çaba gösterdiğim için ben kazandım.
26. Düşük bir not aldınız.
a- Akılsız olduğum için düşük not aldım.
b- Öğretmenler düşük not veriyorlar.
27. Kapıya çarptınız ve burnunuz kanadı.
a- O anda önüme bakmadığım için kapıya çarptım.
b- Son zamanlarda çok dikkatsiz oldum.
28. Top oynarken bir hata yaptınız ve takımınız kaybetti.
a- O gün iyi oynamak için fazla uğraşmadım.
b- Top oyunlarında iyi oynamak için fazla uğraşmam.
29. Beden eğitimi dersinde ayağınızı burktunuz.
a- Son haftalarda beden eğitimi dersinde tehlikeli hareketler yaptığımız için burkuldu.
b- Son haftalarda beden eğitimi dersinde beceriksiz olduğum için burkuldu.
30. Anne-babanız sizi deniz kıyısına götürdü ve çok iyi vakit geçirdiniz.
a- O gün her şey çok güzel olduğu için iyi vakit geçirdim.
b- O gün hava güzel olduğu için iyi vakit geçirdim.
31. Sinemaya gitmek için bineceğiniz otobüs gecikti ve filmi kaçırdınız.
a- Son zamanlarda otobüsler zamanında gelmez.
b- Zaten otobüsler hiç bir zaman zamanında gelmez.
32. Anneniz en sevdiğiniz yemeği pişirdi.
a- Annem her zaman beni mutlu etmek için çalışır.
b- Annem beni mutlu etmek için çok az şey yapar.
33. Oynadığınız takım bir oyunu kaybetti.
a- Takımdaki oyuncular hiç bir zaman anlaşamadıkları için oyunu kaybettik.
b- Takımdaki oyuncular o gün anlaşamadıkları için oyunu kaybettik.
34. Ev ödevinizi çabucak bitirdiniz.
a- Son zamanlarda her şeyi çabucak yaptığım için erken bitirdim.
b- Son zamanlarda ev ödevlerimi çabucak yaptığım için erken bitirdim.

35. Öğretmeninizin bir soru sordu ve siz yanlış cevap verdiniz.
a- Bana soru sorulduğunda hep heyecanlandığım için yanlış cevap verdim.
b-O gün heyecanlandığım için yanlış cevap verdim.
36. Yanlış otobüse bindiniz ve kayboldunuz.
a- O gün çevreme dikkat etmediğim için kayboldum.
b- Genellikle çevreme dikkat etmediğim için kayboldum.
37. Lunaparka gidip çok eylendiniz.
a- Genellikle lunaparkta çok eğlenirim.
b- Genellikle her yerde eğlenirim.
38. Sizden büyük bir çocuk sizi dövdü.
a- Kardeşi ile alay ettiğim için dövmüştür.
b- Kardeşi ona "Benimle alay etti" dediği için dövmüştür.
39. Yaş gününüzde istediğiniz tüm oyuncaklar armağan edildi.
a- Yakınlarım her yaş günümde hangi oyuncakları istediğimi doğru bilirler.
b- Bu yaş günümde hangi oyuncakları istediğimi doğru bildiler.
40. Tatilde bir köye gidip çok iyi vakit geçirdiniz.
a- Köy yaşamak için güzel bir yer olduğu için iyi vakit geçirdim.
b-Köy bu mevsimde güzel olduğundan iyi vakit geçirdim.
41. Komşu çocuklar sizi yemeğe çağırdılar.
a- İnsanlar bazen nazik oluyorlar.
b-İnsanlar her zaman naziktirler.
42. Öğretmeninizin yerine başka bir öğretmen geldi ve sizden hoşlandı.
a- O gün sınıfta uslu olduğum için benden hoşlandı.
b- Sınıfta her zaman uslu olduğum için benden hoşlandı.
43. Birlikte gezdiğiniz arkadaşınız sizinle birlikte çok iyi vakit geçirdiğini söyledi.
a- Her zaman neşeli bir insan olduğum için iyi vakit geçirmiştir.
b-O gün neşeli olduğum için iyi vakit geçirmiştir.
44. Bakkal size bir şeker ikram etti.
a- O gün bakkala kibar davrandığım için bana şeker ikram etti.
b- O gün bakkalın iyiliği üzerinde olduğu için bana şeker ikram etti.
45. Gittiğiniz bir kukla tiyatrosunda kuklacı sizden yardım istedi.
a-Gözüne ilk ben iliştiğim için benden yardım istedi.
b-Benim oyunla gerçekten ilgilenmediğimi anladığı için benden yardım istedi.
46. Bir arkadaşınızı sizinle birlikte sinemaya gitmek için kandırmaya çalıştınız ama gelmedi.
a- O gün canı hiçbir şey yapmak istemediği için gelmedi.
b- O gün canı sinemaya gitmek istemediği için gelmedi.
47. Uzun süredir samimi olan iki arkadaşınız birbirine küstüler
a- Arkadaşlıkta geçinmek zor olduğu için küstüler.
b- Onların geçinmeleri zor olduğu için küstüler.

48. Bir çocuk kulübüne üye olmaya çalıştınız ama sizi almadılar.
a- Hiç bir çocukla iyi geçinemediğim için almamışlardır.
b- O kulüpteki çocuklarla iyi geçinemediğim için almamışlardır.



APPENDIX B
SINAV TUTUMU ENVANTERİ

İSİM.....TARİH.....CİNSİYET

K E
T K D

YÖNERGE: Aşağıda insanların kendilerini tanımlamak için kullandıkları bir dizi ifade sıralanmıştır. Bunların her birini okuyun ve genel olarak nasıl hissettiğinizi anlatan ifadenin sağındaki boşluklardan uygun olanın içini karalayın. Burada doğru ya da yanlış yanıt yoktur. İfadelerin hiçbiri üzerinde fazla zaman harcamadan yazılı ve sözlü sınavlarda genel olarak nasıl hissettiğinizi gösteren yanıtı işaretleyin.

	hemen hiçbir zaman (1)	bazen (2)	sık sık (3)	hemen her zaman (4)
1. Sınav sırasında kendimi güvenli ve rahat hissederim.	(1)	(2)	(3)	(4)
2. O dersten alacağım notu düşünmek, sınav sırasındaki başarıyı olumsuz yönde etkiler.	(1)	(2)	(3)	(4)
3. Önemli sınavlarda donup kalırım.	(1)	(2)	(3)	(4)
4. Sınavlar sırasında birgün okulu bitirip bitiremeyeceğimi düşünmekten kendimi alamam.	(1)	(2)	(3)	(4)
5. Bir sınav sırasında ne kadar çok uğraşırsam kafam o kadar çok karışır.	(1)	(2)	(3)	(4)
6. Sınavlarda kendimi huzursuz ve rahatsız hissederim.	(1)	(2)	(3)	(4)
7. Önemli bir sınav sırasında kendimi sinirli hissederim.	(1)	(2)	(3)	(4)
8. Başarısız olma düşünceleri dikkatimi sınav üzerinde toplamama engel olur.	(1)	(2)	(3)	(4)
9. Bir sınava çok iyi hazırlandığım zamanlar bile kendimi oldukça sinirli hissederim.	(1)	(2)	(3)	(4)
10. Önemli sınavlarda sinirlerim öyle gerilirki midem bulanır.	(1)	(2)	(3)	(4)
11. Bir sınav kağıdını geri almadan hemen önce çok huzursuz olurum.	(1)	(2)	(3)	(4)
12. Önemli sınavlarda kendimi adeta yenilgiye iterim.	(1)	(2)	(3)	(4)
13. Sınavlar sırasında kendimi çok gergin hissederim.	(1)	(2)	(3)	(4)
14. Önemli bir sınav sırasında paniğe kapılırım.	(1)	(2)	(3)	(4)
15. Sınavların beni bu kadar rahatsız etmemesini isterdim.	(1)	(2)	(3)	(4)
16. Önemli bir sınava girmeden önce çok endişelenirim. (kurarım)	(1)	(2)	(3)	(4)
17. Sınavlar sırasında başarısız olmanın sonuçlarını düşünmekten kendimi alamam.	(1)	(2)	(3)	(4)
18. Önemli sınavlarda kalbimin çok hızlı attığını hissederim.	(1)	(2)	(3)	(4)
19. Sınav sona erdikten sonra endişelenmemeye (kurmamaya) çalışır, fakat yapamam.	(1)	(2)	(3)	(4)
20. Sınavlar sırasında öylesine sinirli olurum ki aslında bildiğim şeyleri bile unuturum.	(1)	(2)	(3)	(4)