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Thesis Title	<i>Learned Helplessness and its Relationship with the Cognitive Style (Independence vs. Dependence) on the Perceptive Space and the Level of Achievement for the Intermediate School Students</i>		
Year	2006		
Abstract	<p>The present study aims at:</p> <ol style="list-style-type: none"> <li>1- Measuring both the learned helplessness and the cognitive style (independence vs. dependence) on the perceptive space and measuring the academic achievement for the third intermediate students.</li> <li>2- Finding a balance between males and females on the degrees of both learned helplessness and cognitive style (independence vs. dependence) on both the perceptive space and the degrees of the achievement for the third intermediate students according to the variable of sex (males-females).</li> <li>3- Finding the relationship between the degrees of learned helplessness and the degrees of both (the cognitive style independence vs. dependence) on the perceptive space and the degrees of the academic achievement for the third intermediate students.</li> <li>4- Finding relationship between the degrees of the learned helplessness and the degrees of the cognitive style (independence vs. dependence) on the perceptive space and the degrees of the academic achievement according to the variable of sex (males-females).</li> <li>5- Finding out the significance of the differences between two correlation coefficient from the three variables according to the variable of sex (male-females).</li> </ol> <p>The sample of the research has been randomly chosen from the intermediate schools in Baghdad/ first and second Risafa and the number is 200 boys and girls students. The correlative descriptive method is used in finding the relationship between the learned helplessness and the cognitive style (independence vs. dependence) on the perceptive space and the academic achievement level. The researcher has depended on two standards: one to measure the learned helplessness and it consists of (40) items and has three options, one refers to the learned helplessness and the other refers to the mastery and the third mediates between the two. The other standard measures the cognitive style (independence vs. dependence) on the perceptive space (verbal) and it consists of (30) items, each item has two options one represents the perceptive independence and the other represents the perceptive dependence. The researcher has used Witkin Test to measure the cognitive style (independence vs. dependence ) on the perceptive space to find the accompanied validity for the standard of cognitive style (independence vs. dependence ) on the perceptive space (verbal) , already prepared studies and has high psychometric characteristics. The validity of both standard has been made of through 1) the outer validity 2) item discrimination 3) the relationship between the item degree and the total degree of the standard (the inner harmony) 4)the accompanied validity of the cognitive style standard (independence vs. dependence ) on the perceptive space (verbal) prepared by the researcher. The stability of both standards has been approved through: 1) the test 2) test repetition 3) half division. The standardized fault has been found for both standards. After making sure of both the validity and stability and the possibility of depending on them, the two standards have been applied on the</p>		

sample of the research. The researcher has used the suitable statistical means in addition to the statcal bag (SPSS).

### **The study has reached into the following results:**

Concerning the first aim, measuring the learned helplessness and the cognitive style (the independence us dependence) on the receptive space and the academic achievement of the third intermediate school students, it has been found, after applying the suitable statistical means, that there is a significant statistical difference in the degrees of the learned helplessness, i.e., the sample goes towards the learned helplessness. For measuring the cognitive style, it has been found that the sample goes towards the perceptive dependence. For measuring the academic achievement, the results show that the level of academic achievement is good.

Concerning the second aim, the balance between males and females on the learned helplessness, and the degrees of the cognitive style or the receptive space and the degrees of academic achievement, the results show statistical significant differences in the degrees of the learned helplessness between males and females are for the females, i.e, it spreads among females more than that among males. As for the balance between the degrees of cognitive style and the receptive space, it has been found that there are statistical significant difference between males and females for the males, i.e, the males have more receptive independence than females. Concerning the academic achievement level degrees, it has been found that there are statistical significant differences between males and females for the males and the academic achievement level for the males was higher than that for the females.

Concerning the third aim; finding the relationship between the degrees of the learned helplessness and the degrees of the cognitive style (independence us dependence) on the perceptive space and the degrees of achievement for the third intermediate students, it has been found that the relationship has a statistical significance at the level (0.05) between the learned helplessness and the degrees of the cognitive style on the receptive space and the degrees of the academic achievement. Moreover, the relation between the degrees of the cognitive style on the perceptive space and the achievement degrees has a statistical significance at the level (0.05).

Concerning the fourth aim, finding the relationship between the degrees of the learned helplessness and the cognitive style on the perceptive space and the degrees of the academic achievement according to the variable of sex (males-females), it has been found that there is a statistical significant correlation at the level of (0.05) between the degrees of the learned helplessness and the cognitive style (independence us dependence) on the perceptive space and the degrees of the academic achievement for the males, in addition to finding a statistical significant relation at the level of (0.05) between the degrees of the cognitive style on the perceptive space and the degrees of achievement for males. Moreover, it has been found that there is a statistical relation at the level (0.05) between the degrees of learned helplessness and the degrees of the cognitive style (independence us dependence) on the perceptive space and the achievement degrees for males and between the correlation coefficient of the cognitive style degrees on the perceptive space and the academic achievement degrees for females at the level (0.05).

In the light of the results, the researcher has presented the following suggestions and recommendations:

### **1) Recommendations:**

The school should provide a safe atmosphere to set students free from fear and anxiety when presenting experiences, also success is to be attributed to the student's ability while failure is to be attributed to factors that can be changed and controlled. Work should be done to change the expectations of helpless students from usability to ability to control the situations.

The guiding programs for the intermediate students should include protective procedures to avoid being a victim to the learned helplessness and to treat it in such a case.

### **2) Suggestions:**

Conducting a study to measure the correlative relationship between the learned helplessness and a number of variables (socialization styles, thinking (correlated or concluded), personality (introverted, stretched).

Conducting a similar study on different age levels.