



EFFECT OF DIFFICULTY IN EMOTION REGULATION ON LEARNED HELPLESSNESS BASED ON GENDER

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Abstract

Emotional regulation defined as “all the extrinsic and intrinsic processes responsible for monitoring, evaluating, and modifying emotional reactions (Gross 1999, Thompson 1994).

It is the ability to manage the ongoing demands of situations with the range of emotion in a manner that is socially tolerable and sufficiently flexible to permit spontaneous reactions as well as the ability to delay spontaneous reactions as needed. This ability is an important factor which influences many psychological variables. Learned Helpless is a dynamic topic of study among psychologists and educationalists. According to Pestonjee and Reddy (1988), “learned helplessness is a cognitive state of being (an individual or an animal) which believes that whatever it does is not going to alter the outcome of an event”. Although there are many studies conducted about learned helplessness in various disciplines. Studies are very less related to various determinant factors of learned helplessness particularly in relation with regulation of emotion. So It is very relevant to study the effect of Difficulty in Emotion regulation on learned helplessness in adolescence. Data were collected by using simple random sampling from 288 adolescents by using Difficulties in Emotional

Regulation Scale (Anto2004) and Learned Helplessness Scale (Jayan &Nessy 2020). Collected data analyse by using two way ANOVA. The study reveals that there is no significant difference in difficulty in emotional regulation for the total sample and in three levels, there is no significant difference in learned helplessness among girls and boys and also there is no significant difference in interaction effect of gender on learned helplessness.

key words: learned helplessness, emotional regulation

INTRODUCTION

Emotion regulation as the process of initiating, maintaining and modulating the occurrence, intensity or duration of internal feelings states and the physiological process related to emotions (Thompson,1994). The capacity to regulate emotion has relation to learning and academic achievement. Hafiz (2015) conducted a study on emotion regulation and academic performance revealed that there is a significant relationship between expressive suppression. klimova (2017) done a theoretical model research on the regulative functions of a subject with a personal helplessness

Seligman (1976) identified a behavioural approach called learned helplessness which, based on the experience of lack of control of the environment, may better account for the development of depression, because a person believes that he has no control over what is happening to them. They simply submit to events because they are convinced that their control will have no effects on whether they experience pleasure or pain. Studies carried out in learned helplessness and such problems as chronic pain; physical illness; academic and vocational failures; passivity among ethnic minorities; depression; locus of control; reinforcement; victimization;problem solving; anxiety; achievement; explanatory style; test anxiety. So difference in the effect of emotional regulation on learned helplessness based on male and female adolescents in the emotion regulation. it will guide us to find strategies to support learned helplessness.

Learned Helplessness

According to Pestonjee and Reddy (1988), “learned helplessness is a cognitive state of being (an individual or an animal) which believes that whatever it does is not going to alter the outcome of an event”, In other words, it comes to believe in response-outcome non-contingency.

The subsequent research on LH was carried out by Seligman and Maier (1967), in which they probed that the LH effect was caused by the uncontrollability of the original shock. According to them the phenomenon of LH results from experience with uncontrollability. They define uncontrollability as the response –outcome independence, means the subject has no control over the outcome of the event. To support his argument that

LH results from the experience of uncontrollable outcomes. Maier and Seligman used a 'triadic design' in which three groups of eight mongrel dogs were used as a subject. The escape group was trained in a hammock to turn off the shock by pressing a panel with their nose. The yoked group received shocks identical in numbers, duration, and pattern similar to that of the escape group. The yoked group differed from the escape group only in terms of the instrumental control in which the subjects received over-shock while pressing the panel. This pressing of the panel did not affect the programmed shocks given to the yoked group. The third group named as the naive group received no shock in the hammock. After 24 hours of the hammock treatments, all the three groups received escape-avoidance training in a shuttle box. The escape and naive group performed well in the shuttle box, they jumped the barriers readily to avoid shocks. In contrast the yoked group was found significantly slower to respond than the other two groups. On the basis of their findings they stated that it is not shock itself but inability to control the shock produced and the failure to respond, this they termed as learned helplessness (LH). First study conducted on human subjects was carried out in two phases by Thorton and Jacobs (1971). In animal studies to develop the LH phenomenon, mere traumatic shock was used. But it was not possible in human subjects due to ethical considerations.

Thus, Thorton and Jacobs (1971) used typical stress set instructions which involved subjective setting of the stress level, according to subject perception of having unpleasant but not painful. The shock used was of such level that the subject could perceive it as unpleasant but not painful. They conducted a series of experiments and observed the LH phenomenon in humans as perceived by Seligman et al in animals.

A number of studies have been done after Thorton and Jacobs (1971), but according to Seligman, Hiroto's (1975) study is the representative. This study was conducted on college students and finds the same results as observed by Seligman et al. On mongrel dogs. Hiroto used the same design as used by Seligman and others. He divided the subjects into three groups. The first group of subjects called the escape group received a loud noise which they learned to turn off by pressing a button. The subjects in the inescapable group received the same noise, but the noise was independent of their responding. A third group received no noise. All the three groups then were taken to a hand shuttle box, in order to escape noise, the subjects had to move their hands from one side to another. Both the no 'noise' and 'escape' groups learned readily in the shuttle box with their

hands. Like other species, however the human inescapable group failed to escape and avoided rather most sat passively and took the aversive noise. This indicates that a phenomenon like LHwas noticed in the subjects.

Emotion Regulation

Ann Margret (2003) revealed that relation between emotionality, emotion, regulation, and children's behavioural adaptation in a longitudinal design. Richard and John (2006) reported that there was novel experience for many young adults to think explicitly about their goals and strategies for emotion regulation. Mennin et al (2007) found exploratory factor analyses on factors of emotion to demonstrate four factors- heightened intensity of emotion, poor understanding of emotions, non acceptance of emotion and negative reactivity to emotions.

Kivisto (2011) revealed that emotional regulation indicated to mediate the developmental context adolescent depressive symptoms, alcohol problems and peer aggression. Erisman and Roemer (2010) found that the relational relationship between mindfulness, skills and emotion regulation in an attempt to elucidate the role of mindfulness in healthy emotion regulation.

Morris et al (2007) found that children learn about emotional regulation through observational learning, modelling and social referencing . Upshur (2011) discovered that the children's emotional regulation significantly associated with family functioning aspects of communication, affective expression and affective involvement. Adrian et al (2009) identified the relations among Emotional Regulation and social contextual factors. study discovered family cohesion was associated with adaptive Emotional Regulation behaviours for girls.

Hastings et al (2009) identified that psychological and subjective aspects of emotional responses are closely connected with effectiveness of Emotional Regulation. Smith – Israel (2009) Adolescents become aggressive, depressive, and prone to use of drugs as a result of the lack of emotion regulation capabilities. Goodman and gotlib (2010) found the association between cognitive processes and emotional regulation strategies. It was also reported that depressed participants exposed the predicted lack of inhibition when processing negative material.

Laible (2010) found that emotionality and emotional regulation are presumed to interact to produce social behaviour. Gross (1999) reported that individuals regulate their emotions by deciding whether or not to experience certain emotions and whether and how to express them. Koole et al (1994) reported that emotion regulation is an ongoing process of individual emotion patterns in relation to moment by moment contextual demands. Volet et al (2019) reported that students' emotional experiences and degree of subsequent engagement in collaborative learning of scientific concepts appeared to be influenced by the characteristics of the groups and of the activities. Arsenio, (2002) conducted a study on emotionality, emotion regulation, and school performance in middle school children. Result indicated that although students emotion regulation, general affective dispositions and academic affect were related to each other, each of these variables also made a unique significant contribution to students GPA over and above, the influence of other cognitive contributors in addition the study support for the role of socio emotional factors in students school performance.

NEED AND SIGNIFICANCE

The assumption is that if a person properly regulates their emotion it will decrease the level of learned helplessness. The level of emotional dysregulation leads to a high level of learnt helplessness, depression, anxiety etc. In the light of the above observation the study is relevant. The aim of the study was to find out how adolescents regulate their emotions. Whether their learned helplessness is in control of their emotional regulation and gender has any role in it. The purpose of the study was to determine if there was any difference between boys and girls according to the degree of difficulty in emotional regulation or learner helplessness.

OBJECTIVES OF THE STUDY

To find out the effect of difficulty in emotion regulation on learned helplessness among adolescents based on gender.

To find out the effect of three levels of difficulty in emotional regulation on learned helplessness among adolescence based on gender.

Hypothesis of the study

- 1, There will be a significant difference between males and females on learned helplessness.
- 2, There will be significant relation between difficulties in emotion regulation (high, average & low) on learned helplessness.

3, There will be significant interaction effect of sex in to levels of difficulty in emotion regulation on learned helplessness.

METHOD.

SAMPLE

Simple random sampling method was used to collect data. 288 Adolescents from different schools of Malappuram district of Kerala state were selected for the study and assessed individually. The participants were in class 9 and 10 when the data was collected .

MEASURES /TOOLS USED

Difficulties in Emotional Regulation Scale (Anto2004). The scale has been found to be a good test retest Reliability which is 0.88. Support for the construct and predictive validity have also been found.

Learned Helplessness scale (Jayan & Nussy 2020) .

PROCEDURE AND ADMINISTRATION.

In the present study samples were selected from different schools of kerala by random selection and individually collected data from them Measures are used for the measurement of the variables in the study. The tools used are difficulty in emotion regulation scale and learned helplessness scale.the above mentioned two tools were pinned together and individually given to each subject . oral instructions were given for both tests.

STATISTICAL ANALYSIS OF THE STUDY

Two way ANOVA has been done to test the hypothesis.

RESULT AND DISCUSSION

Tests of Between –Subjects Effects

Source	Type III Sum Of Squares	df	Mean Square	F	Sig.
Corrected Model	19.302	5	3.860	.231	.949
Intercept	142590.682	1	142590.682	8.532E3	.000
Gender	6.846	1	6.846	.410	.523
DERS 3GP	7.940	2	3.970	.238	.789
GENDER* DERS 3GP	2.842	2	1.421	.085	.918
Error	4712.861	282	16.712		
Total	205763.000	288			
Corrected Total	4732.163	287			

From the above table, it is clear that the interaction effect of gender and difficulty in emotional regulation on learned helplessness was not statistically significant, $F(2,282) = .085, p=.918$. It shows that mean scores of male and female students belonging to high, average, low levels of difficulties in emotional regulation do not differ significantly. Therefore, an analysis of the main effect for difficulty in emotional regulation was performed, which indicated that the main effect was not statistically significant, $F(0.238)= 3.970, p =.789$. It means that mean scores of learned helplessness of students belonging to high, average and low difficulty in emotional regulation do not differ significantly. So, there is no significant influence of difficulty in emotional regulation on learned helplessness of learning disabled children. Peterson & park(2007) studied explanatory style and emotion regulation, that is how people handle positive emotion, an issue that has received much less attention than how people handle negative emotions, because people more frequently attempt to regulate negative emotions than positive ones. Klimova, Ponomareva & Sizova (2017) studied the regulative function of a subject with personal helplessness. Personal helplessness is associated with the level of development of the construct of control of behaviour and its individual characteristics. Personal helplessness is representing a systematic quality that unites the characteristics of the cognitive, motivational, emotional and volitional sphere of the individual and it implements the characteristics of individual resources. By considering this particular sample their levels of emotion regulation whether it is high, medium or low, their level of difficulty in emotion regulation doesn't vary. McRae (2008), observed men expend less effort when using cognitive regulation perhaps due to great use of cognitive regulation, women may use positive emotions in the service of reappraising

negative emotions. The interaction effect shows there is no significant difference between the high, middle and low groups of both males and females in difficulty in emotional regulation. Gender differences in emotional regulation occur, they can be traced to social processes such as dissimilar gender roles, status and power imbalance and differing socialization histories of males and females (Brody, 1997).

The study also reveals that there is no significant difference between males and females on learned helplessness. In this age both boys and girls show the same level of emotion regulation. Girls reported higher scores on the strategies to regulate emotions than boys when experiencing sadness, anxiety and anger (Sanchis2020).

FINDINGS OF THE STUDY

It is found that no effect of difficulty in emotion regulation on learned helplessness among adolescents based on gender. Striking gender difference in the prevalence of depression has no counterpart in laboratory produced helplessness; male and females are equally susceptible to the damaging effects of uncontrollability (Peterson et al., 1993) Prapavessis and carron (1998) examined whether tennis athletes have maladaptive achievement patterns associated with learned helplessness and whether it related to gender differences, found that no gender differences among male and female athletes. No differential advantage to persons of either gender, nor to those of formal reasoning stage of development, in either resisting the effect of learned helplessness. (Monaco et al 1987) . In another study Valas (2001) found boys shows more helpless behaviour as assessed by teachers than girls

It is found that no effect of 3 levels of difficulty in emotional regulation on learned helplessness among adolescents is based on gender. Bender et al (2012) found that girls experience more anxiety and greater difficulties regulating their negative emotions compared to boys and emotion dysregulation is more predictive of anxiety in girls than boys. Aguera et al (2019) males and females with eating disorders show similar emotion regulation difficulties. (2013) gender had a highly selective effect on empathetic concern with women displaying higher values. But emotional eating of obese in male than female. (Larsen,2006).

CONCLUSION

Study reveals that there is no effect of difficulty in emotion regulation total sample and in three levels on learned helplessness based on gender.

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