

الشعور بالعجز المتعلم لدى الطالبات المتأخرات تحصيلياً وعلاقته بمشاعر النقص لديهن  
**The sense of learned helplessness of late comers curriculum and their  
relationship to feelings of inferiority of them**

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## المخلص:

هدفت الدراسة الحالية إلى الكشف عن مستوى الشعور بالعجز المتعلم لدى الطالبات المتأخرات تحصيلياً وعلاقته بمشاعر النقص لديهن، ولتحقيق أهداف الدراسة تم تطوير مقياسين وهما: مقياس العجز المتعلم ومقياس مشاعر النقص، والبالغ عددهم (215) طالبة، وأظهرت نتائج هذه الدراسة، عن وجود مستوى متوسط من مشاعر العجز المتعلم والشعور بالنقص لدى الطالبات المتأخرات تحصيلياً في المرحلتين الأساسية العليا والثانوية، كما أظهرت النتائج وجود علاقة إرتباطية إيجابية بين الشعور بالعجز المتعلم ومشاعر النقص، كما أظهرت النتائج أن الشعور بالعجز المتعلم لدى الطالبات المتأخرات تحصيلياً يتنبأ بمناسبته (3,14) من الشعور بالنقص، كما توصلت النتائج أن العلاقة بين الشعور بالعجز المتعلم ومشاعر النقص تختلف تبعاً للمرحلة الدراسية، ويوصي الباحث بضرورة توفير دراسات تتحدث عن هذا الموضوع وبشكل أكثر دقة، كما يوصي الباحث المعنين بالإهتمام بتحصيل طلبة مرحلة الأساسي العليا والمرحلة الثانوية ومعرفة جميع الأسباب والعوامل التي تؤثر على هذه المراحل.

**الكلمات المفتاحية:** العجز المتعلم، مشاعر النقص، التحصيل الدراسي، الطالبات.

## Abstract

The current study aimed to reveal the level of feelings of learned helplessness among female students who are lagging behind in achievement and its relationship to their feelings of inferiority. To achieve the objectives of the study, two scales were developed: the learned helplessness scale and the feelings of inferiority scale. They numbered (215) female students. The results of this study showed that there was an average level. Of the feelings of learned helplessness and feelings of inferiority among female students who are behind in achievement in the upper and secondary basic levels. The results also showed that there is a positive correlation between the feeling of learned helplessness and feelings of inferiority. The results also showed that the feeling of learned helplessness among female students who are behind in achievement predicts a percentage (3.14) of the feeling. The results also revealed that the relationship between the feeling of learned helplessness and feelings of inferiority varies according to the educational stage. The researcher recommends the necessity of providing studies that talk about this topic in a more precise manner. The researcher also recommends that those concerned pay attention to the achievement of students in the upper elementary and secondary stages and know all the reasons and factors that affect These stages.

**Keywords:** learned helplessness, feelings of inferiority, academic achievement, female students.

## 1. INTRODUCTION.

Science increases a person's self-confidence, enhances his positive outlook on life, and makes him a person with experience, knowledge, and knowledge of what surrounds him. Psychology has devoted much attention to science and learning over the years, and all of this is due to the fact that science and knowledge increase the student's achievement and scientific experience in all areas. His learning and teaching levels.

The achievement of school students is the result of a set of educational goals that are achieved by the student or educational institution, and there are a group of factors that affect the amount of academic achievement of the student. The student's achievement is linked to a large number of internal and external factors that in turn affect the student's productivity and his diverse and different experiences. (Al-Saeeda, 2016).

In many cases, the reason for a student's inability to achieve academic achievement is due to external factors that have nothing to do with the student's mental and cognitive abilities, and it is one of the factors that most affect the achievement of school students - especially females, who are among the groups most interested in science and knowledge - which in turn the researcher linked Students' achievement on the subject of learned helplessness, which is one of these reasons (Hussain, 2017).

Learned helplessness is one of the most widespread topics among school students, and it represents a set of failed experiences that the individual was exposed to in his educational journey and in his social life, which made him a dull person who does not have any ambition, knowledge, or activity in all social fields that enable him to understand this world and know everything new that arrives. To our world today (Al-Qatawneh, 2012).

He described learned helplessness as a recurring state that is perceived by the individual outside his control, after which he goes through a series of failed experiences in which he does not change his response, as the individual learns that behavior and environment are independent of each other. The person with learned helplessness is the one who attributes his failure to internal, stable, and comprehensive factors. (Weak ability) while attributing his success to external factors such as luck (Al-Sobhaien, 2015).

The individual's bad educational experiences, which the individual was exposed to as a result of some things that were not pleasant for the individual and affected the individual's view of himself and his self-esteem in a way that reduced his level of achievement and his motivation to learn and teach, and created what are called feelings of inferiority (Abdul Hadi, 2009).

Likewise, the feeling of inferiority is one of the feelings that an individual experiences in his life, and this feeling is closely linked to the individual's low self-esteem, through the individual's internal feeling of psychological discomfort, whether due to the individual's poor view of himself or because of his feeling that others look at him in a negative light. Therefore, individuals often suffer from this condition because there is no meaning to life because they do not know what they should do or what they want. The individual who suffers from this condition expresses himself in a state of tension, boredom, and inner emptiness in himself and always seeks to escape from the daily life of society because it is devoid of... Meaning because of his activities that have no meaning (Muhammad, 2006).

The feeling of learned helplessness is one of the reasons for delayed achievement among students, and the feeling of feelings of inferiority is closely linked to the concept of learned helplessness and the low achievement of female students at their various educational levels, through the individual's various experiences, which have a major role in shaping his feelings, beliefs, cognitive structure, and behavior because Experiences of repeated failure and inability to overcome obstacles.

It also creates feelings of pessimism, frustration, lack of self-confidence, and lack of ability to control things in the individual, so he succumbs to negative outcomes, generates anger and dissatisfaction, and develops feelings of inferiority, which in turn reduces the individual's achievement and enhances his feeling of inferiority (Al-Qafari, 2017).

This study is also the first study of its kind that links feelings of learned helplessness and feelings of inferiority and their impact on female students' achievement in their educational stages. This study is also important for the researcher because of the nature of her work in the field of education, especially students with learning difficulties, and her desire to know the reason for the decline in Female students' achievement in the stages of education, especially upper elementary and secondary school students.

### **1.2 Problem of study:**

Many members of society suffer, especially in the stage of adolescence, which is characterized by some changes in the student's behavior, personality, knowledge, and ideas. As we know, this stage is one of the most dangerous stages of development that the individual is exposed to in his life's journey, and it in turn affects the student's feeling of learned helplessness and the achievement of balance. The student has control over some of the life pressures to which he is exposed, and as a result he has unpleasant educational experiences that affect his feeling of inferiority, his self-esteem, and his low achievement in school.

The female category is one of the groups most vulnerable to such feelings due to the sensitivity of their feelings and increased sensitivity to everything that surrounds them, especially in their teenage stage, and whatever degrees of disability they have reached in their lives are only the reason for the students' weakness in their achievement, and this is due to the evaluation and diagnosis of such by the psychological counselor. These are the problems that female students are exposed to in the educational process, and they in turn affect the student's feelings of inferiority and lack of confidence in all her achievements, no matter how small they may be in her view.

Hence the research problem came to investigate the issue of the feeling of learned helplessness and its relationship to feelings of inferiority among female secondary school students, as it reflects the causes of such a problem, which in turn affected the students' achievement, their educational experience, and their self-esteem.

To determine the problem of the current study, this is done by answering the following questions:

- 1 .What is the level of prevalence of the phenomenon of learned helplessness among a sample of female students who are lagging behind in achievement?
- 2 .What is the level of feelings of inferiority among a sample of female students who are late in school?
- 3 .Is there a relationship between learned helplessness and feelings of inferiority and academic delay among female students who are behind in achievement?
- 4 .Does the relationship between the level of symptoms of learned helplessness and feelings of inferiority differ at the level of significance ( $\alpha = 0.05$ ) among a sample of female students who have learned helplessness in secondary schools due to the variable of gender and age group?

### **1.3 Objectives of the study:**

The current study aims to do the following:

- 1 .Identifying the level of learned helplessness and its relationship to feelings of inferiority among the study sample.
- 2 .Identify the level of relationship between learned helplessness and academic delay among the study sample.
- 3 .Design a scale to measure the phenomenon of learned helplessness.
- 4 .Identify the existence of a relationship between the feeling of learned helplessness and feelings of inferiority according to the age group.

### **1.4 Importance of the study:**

The importance of the study lies in its treatment of the group of female students who exhibit the phenomenon of learned helplessness and its relationship to their feelings of inferiority. Therefore, the importance of the study revolves around two axes:

Theoretical importance:

-It deals with variables in psychology, which is represented by the phenomenon of learned helplessness that has taken over the mentalities and behaviors of members of society, in its various social segments. Its importance lies in interpreting the cognitive results, the nature of the relationship between learned helplessness and academic delay, its relationship to feelings of inferiority among female students, and identifying the dimensions of learned helplessness and the differences among the study sample.

Applicable importance:

-Directing educators and counselors to the phenomenon of learned helplessness and its relationship to academic delay and feelings of inferiority and trying to suggest some strategies to alleviate the manifestations of academic delay and learned helplessness and its relationship to feelings of inferiority.

The current study opens the way for researchers to conduct more studies on the same topic and study sample.

This study contributes to providing the research and educational field and psychological counselors with a measure of learned helplessness and a measure of feelings of inferiority.

### 1.5 Conceptual and procedural definitions:

**Learned helplessness:** resignation in the face of failure that results from individuals' awareness of the location of the forces responsible for success and failure (Dweck & Repacci, 1973).

Learned helplessness is also defined as a set of behavioral changes that follow a number of uncontrollable stressors (Maier and Watkin, 2005).

Seligman defined it as the experience of not being able to control the results, which results in people's generalized development in their expectations of the inability to control the future, which results in surrender or negativity and an unwillingness to try (Abramson, 1978).

It is defined as the student's perception that he cannot attempt to complete educational tasks because he expects that he cannot accomplish them, and that he cannot learn from the results of his performance because he believes that there is no relationship between what he does in educational tasks and the actions that result from them, to the point that he will not be able to Avoid failure or get rid of it, thus stopping attempts at success, which leads to a state of feeling low in oneself (Abu Alia, 2000).

We conclude from the definitions that learned helplessness is a state in which an individual feels helpless resulting from repeated failure to solve problems, which leads him to believe that he is unable to control future situations.

**It is defined procedurally:** "It is the score that the student obtains on the learned helplessness scale that was developed in order to apply the procedures of this study".

**Feelings of inferiority:** It is the individual's feeling of weakness and that he is inferior to others, as a result of organic, moral, social or material deficiency, real or imagined, which makes the individual despise himself and feel weak self-confidence, shyness in social situations, and weak ability to take action. decision, which prompts him to strive for excellence in an attempt to break free from the feeling of inferiority and reach perfection by compensating for the deficiency (Fares, 2016).

It is defined procedurally: "It is the score that the student obtains on the feeling of inferiority scale that was developed in order to apply the procedures of this study".

**Late comers curriculum:** Female students who study in public schools in Palestine in the upper basic stage and secondary stage, whose achievement ranges between ( 65-50%).

**Study limitations:** This study was determined by its tools and the results it reached.

## 2. Literature Review

### Learned helplessness:

It is a state of low perseverance and rapid surrender in the face of problems and stressful situations and responding to those situations at a lower level than what the individual's abilities allow. The condition consists of the individual's belief in the weakness of his abilities to control those situations and his expectations of failure that precede his expectations of success (Mahajna, 2010).

Al-Juhani (2014) goes on to explain learned helplessness as a type of intellectual waste in the human individual, which means losing control and losing control of his life's affairs due to repeated experiences of failure, which is manifested in the lack of planning in decision-making and solving the problems he faces in life, as well as it is also accompanied by low control over impulse control and thus falling into a spiral of conflict.

One of the proponents of the theory of acquired or learned helplessness is Seligman, who believes that the mechanism responsible for the acquisition of helplessness is due to the style of thinking that the individual practices in the face of disturbing situations, which is called personal interpretation, and it can be measured, observed, and even modified (Seligman, 1993). When a person goes through an annoying situation, he tends most of the time to adopt a certain perception of why this annoying situation occurred. The closer the perceived reasons for the situation are to the person's ability to regulate and control, the more likely he is to confront the situation in an effective manner, and this is exactly optimism (Al-Juhani, 2014).

Seligman (Seligman, 1993) defined optimism, saying that it is: how people explain themselves in their successes and failures. Optimistic people see failure as due to something that can be changed so that they can succeed the next time, while pessimists blame themselves and refer to the characteristic of a permanent nature that they are unable to change within themselves, and these different changes have profound meanings and implications for how people respond to life (Barakat, 2001).

Rudolf Dreikurs divided children's problem behavior into four categories, which he called "goals," which Bahadur (2015) referred to, meaning that abnormal (problematic) behavior achieves a goal or purpose for the child, and therefore the best way to discover it is by observing it. Its result, and among the four goals of problem behavior as divided by Drikkers:

First: Attention, which is the desire to get attention, is present in every child. Children in general prefer to get attention in positive ways, but if they do not get it through proper behavior, they try to attract attention in other ways.

Second: Authority (power). Some children do not feel their status unless they impose their authority. They aim to get what they themselves want. Even if the parents succeed in subjugating the child, this is a temporary victory, because the parents may record a victory in imposing their opinion, but they are considered losers in quality. Their relationship with the child.

Third: Revenge: Children who seek revenge are children who are convinced that they are originally unlovable, and that they have no place in the family unless they hurt others as much as they are hurting them. Therefore, they find their status by being cruel and unlovable.

Fourth: Inability: Children who show inability and inability are children who are extremely frustrated and have concluded deep within themselves that they are unsuccessful people, so they try to convince others not to expect anything from them.

What Seligman pointed out is that learned helplessness is the individual's awareness that his responses will not affect the outcome, as pointed out by Al-Nahi (2016), and it has three aspects:

1 .Motivational inability: It is embodied in the suppression of the motivation to learn through the individual's voluntary response, as a result of the individual's belief that he does not have the data to control the learning mechanisms. After repeated experiences of failure, he gives up and does not make any attempt.

2 .Cognitive deficit: the individual's weak ability to learn from previous experiences, so his knowledge becomes distorted when he realizes that his abilities are insufficient to change stressful situations.

3 .Emotional inability: which manifests itself in negative emotions such as tension and anger, in addition to the emergence of depressive feelings as a result of losing hope in controlling stressful events and situations.

What Reilly (2010) said in her description of individuals with learned helplessness is that they are more withdrawn when faced with difficulties, more expecting failure, less bearing responsibility and

believing in the futility of the efforts made to change the outcome, in addition to using weak strategies in solving difficulties, and thus they form messages. Suggestive feeling of inferiority and helplessness.

Therefore, learned helplessness is a learned conditional response that results from a painful shock in the person, which leads to surrender and escape from confronting problems and stressful situations, and from the individual's belief in the weakness of his abilities to control and the futility of his responses to future situations (Mofaddal, 2014).

Learned helplessness is considered the result of the intersection of several factors. It may be the result of external circumstances as a source of its occurrence, such as the family and school climate or the environment in which the student is in a supportive environment, in addition to the negative expectations of parents towards their children, and exposure to severe traumas, or from an individual whom he trusts and relates to. In it, he puts his trust and hopes in it, then he is surprised by the shock and disappointment that leads to a feeling of helplessness, and in it the person loses confidence in values and role models and loses confidence in others, and all of these factors or others are enough to make the individual unable to overcome them, so he becomes subject to these circumstances and is forced to surrender to them. As the results of many studies have indicated, the closed educational climate in the school environment and the methods of parental treatment are capable of generating learned helplessness in the child or student, as was also indicated by a study (Siddiq, 2014) that the methods of parental treatment are of an authoritarian nature and are a source of learning helplessness in the child. It is the inability of the self to achieve what it wants to achieve. If the individual fails to achieve his goals, he feels frustrated and sad, as inability is associated with a weak will.

Abramson also presented his view on the sources of learned helplessness, which Al-Sobhin (2015) referred to in his study, which are as follows:

-Biological source: It is believed that disability occurs as a result of trauma affecting the central nervous system.

-Social source: Learned helplessness appears as a result of multiple social problems such as: unemployment, family problems, and juvenile delinquency.

- Psychological source: helplessness occurs as a result of the response being extinguished and not being reinforced; This extinction is the first step in learning helplessness.

#### **Feelings of inferiority:**

Freud is considered the first founder of the theory of psychoanalysis in 1881. He saw that psychoanalysis is a process through which the unconscious past (experiences), painful events and memories are explored, as well as conflicts, motives, and intense emotions that ultimately lead to psychological disorder, and that analysis Psychotherapy is the process of drawing out these painful experiences from the subconscious area through free, spontaneous expression and emotional catharsis, and helping the patient solve his problems (Al-Naimi, 2016).

Psychoanalysis is a psychological theory about the dynamics of human nature and personality building, and it is a research method for studying human behavior. It is also an effective treatment method in which repressed material in the subconscious, such as painful events, experiences, memories, intense emotions, and violent conflicts that caused illness or psychological disorder, is revealed and drawn from the depths of the subconscious to the field of feeling with the aim of bringing about a fundamental change in building the personality (Hassan, 2014).

#### **Psychoanalysis has some concepts presented by Al-Ali (2012), which are as follows:**

- Birth shock: This is the shock that an individual experiences in his childhood as a result of his separation from his mother's womb and his exit from it to suffering in successive stages of development.

- Inferiority complex: This means the presence of an organic, social, or economic deficiency that affects the individual psychologically and makes him feel insecure and inferior.
- Lifestyle: It is the style that gradually grows with the individual and revolves around excellence and self-realization. Each individual has his own style in any aspect of life, whether practical or social.
- Purpose: It is the highest and basic goal in an individual's life.
- Will: It is the integrated strength of the personality and the individual's ability to make decisions.

The individual's feeling of inferiority is considered one of the greatest diseases of our time, and all of this is due to the fact that a person was born with within him a large amount of motivation and a love of work and achievement. As we know, the world that surrounds us is the source of our inspiration and determination, and the person's feeling of inferiority is due to the individual's unpleasant experiences. Which he was exposed to as a result of his interaction with the environment in which he lives, and he was not able to face his problems and adapt to them in a way that enables him to live and accept his circumstances and work to overcome them and treat them in a way that enables him to reduce the feeling of inferiority that he feels as a result of his inability to face the challenges and problems of this life. The feeling of inferiority It reduces the individual's achievement in his education levels and frustrates him, making him an individual unable to pass all levels of education, reduces his confidence in his abilities and in himself, and makes him a dull individual unable to face the difficulties of this life (Al-Afrawi, 2012).

There are many reasons and factors that lead to a feeling of inferiority, which Falih (2013) mentioned in his study as follows: a problem in understanding the self and its potential and capabilities, where he views himself and his potential in an unrealistic way, and feels that his potential is less than reality, patriarchal attitudes, objections and negative criticism, Repeated criticism from parents may generate a feeling of inferiority, a negative view of the individual from those around him, a search to make him feel that he is less than others, a person's lack of sense of his value, the absence of a goal, experiences of failure in the past, i.e. repeated failure in the periods of childhood and adolescence, congenital causes, such as physical defects. Visible disability and academic failure.

**Habib (2010) also points out a group of manifestations of feelings of inferiority, which are:**

1. Withdrawal from social contact, aggression and attack techniques.
2. Criticizing others, constantly pointing out others' mistakes, and exaggerating and exaggerating in normal situations.
3. Excessive seeking of attention from others, excessive desire for praise, and extreme sensitivity to criticism.
4. Waves of anger, mood swings, shyness and feeling embarrassed for trivial reasons.
5. Belief in the injustice of others and lack of appreciation for his efforts.
6. Blind obedience to cover weaknesses.
7. Hatred for society, especially when society underestimates its role and progress.

As Al-Ajayeb (2015) pointed out, cases of feelings of inferiority tend toward one of two directions in order to overcome this crisis. We must recognize the beginnings of feelings of inferiority. First,

transcendence is by a person's work to achieve genius in one field as a form of compensation for his feelings of inferiority. The other is fanaticism and immersion in A feeling of inferiority, which leads to the release of negative energies in the forms of violence and crime, and the difference must first be determined between an inferiority complex and the presence of a deficiency in a person's self that does not negatively affect the course of his life, as the inferiority complex is what prevents a person from achieving positive progress in his life and represents a disability. It must be treated, just as it must be if the person discovers that what he is going through is one of the components of inferiority, such as the color of his skin preventing him from leaving the house, or his height or weight, or something else, then he must work immediately to accept the self as it is, and there is no objection to an objective description. Without exaggeration, if a person dislikes one of his features, it is natural that different tastes will be acceptable to another person.

### **Female students who are behind in achievement:**

Academic delay is considered one of the most difficult problems facing the educational system in any school community. It undoubtedly worries school workers, parents of female students, educational planners, and those following the process of implementing educational programs that care for female students in all physical, mental, emotional, emotional, and behavioral aspects (Al-Jaribi, 2016).

Academic delay is a state of underachievement such that the achievement rate falls below the normal or average level (Al-Dwaikat, 2017).

Academic delay is when the grades a student obtains in objective tests for academic subjects fall below 50% of the full grade, whether in semester exams or monthly tests and assignments (Al-Rafi'i, 2015).

The mental, physical, emotional and social traits and characteristics that Al-Babili (2012) referred to in his study are as follows:

The student who is behind academically is characterized by some characteristics and characteristics, together or individually, which have been explained by some psychological studies and research, the most important of which are the following:

- 1 .The level of mental awareness is below the normal level.
- 2 .Weak memory and difficulty remembering things.
- 3 .His inability to think abstractly.
- 4 .Her limited linguistic vocabulary.
- 5 .Her weak awareness of the relationship between things.
- 6 .Her poor physical health.

Guidance care for female students who are behind in school, as indicated by Sabti (2012) in his study, is as follows:

Following up on female students who are behind academically is a collective responsibility for all school workers, and following up on academic arrears is organized as follows: The role of the teacher: The teacher follows up on those who are behind academically in the subjects of her specialty. The teacher must also develop appropriate solutions to reduce the decline, and then an appropriate strategy is developed by the teacher, such as dividing the subject. According to the students' abilities when

explaining, some of the teacher’s free periods are used and the focus is on the student. The student is encouraged in the classroom in front of her colleagues by the teacher and symbolic rewards of encouragement are presented by the teacher. Meeting with the student’s guardian and informing her of her daughter’s academic level and urging her to follow the student. Using social media. Available, whether audio, visual, or otherwise (smart board - presentations - document camera - via WhatsApp - by following up on projects by collecting subject information in research to benefit from it - encouraging the subject, such as proposing the idea of scientific competitions and a competition for the best English reader).

**The most important consequences of low academic achievement, which were pointed out by Abu Sowi (2018), are as follows:**

School dropout or failure to study. The student’s repeated failure or taking the subject constitutes additional burdens on the state. Producing a generation unable to give to itself and its country. Increased unemployment and behavioral deviation. The high rate of ignorance in society. Society’s inability to develop and progress because its effective elements are weak. Destruction. The superstructure of society, feeling frustrated and lacking in self-confidence.

**Methodology and design**

**Study Methodology:**

The current study followed the descriptive, analytical and correlational approach, which is based on linking and interpreting data, classifying it, and demonstrating the quality of the relationship of variables, causes, and trends. Conclusions are drawn, and the truth of these results is identified in terms of arriving at and identifying a specific phenomenon related to the subject of the research.

**Study individuals:**

The study population consists of all female students in the upper elementary and secondary schools who suffer from learned disability, numbering (20,137) students.

**Study sample:**

The study sample consisted of (215) female secondary school students who suffer from learned disability, meaning (23%) of the study population who had low achievement (50-69). They were selected intentionally, and their number was limited from the achievement files. The study sample affiliated with each school, 22 were excluded and (490) remained. The following table shows the distribution of the study sample members.

**Table(1)  
Frequencies and percentages according to study variables**

The ratio	Repetition	Categories	variable
51.2	251	High basic	Educational level
48.8	239	High school	

**Study tools:**

In order to achieve the objectives of this study, the Learned Helplessness Scale and the Feelings of Inadequacy Scale were developed. The following is a review of the two scales:

**First: a measure of feelings of inferiority**

The feelings of inferiority scale was developed by referring to theoretical literature and previous studies such as the study of Trento (1994) and Daoud (2015). The scale, in its initial and final form, consists of (29) items distributed into four areas, namely (difficulty in identifying feelings, difficulty in describing feelings or expressing feelings). About it, the external orientation in thinking, the feeling of inferiority when mingling with others), while paragraph (9, 13, 14, 15, 17, 18, 19, 20) received a positive rating and the rest of the paragraphs were negative.

1 .The first area: (Difficulty identifying feelings), which means the inability to externally express feelings, suppress them, and not understand his desires and everything related to his body and psyche. Paragraphs from (1-7) are all negative paragraphs.

2 .The second area: (Difficulty describing or expressing feelings). Paragraphs (8-12) are all negative except for paragraph (9), which is positive.

3 .The third field: (external orientation in thinking), which means prior preparation to focus on external events instead of focusing on subjective experiences. Its paragraphs from (13-20) are all positive paragraphs except for paragraph (16), which is negative.

4 .The fourth area: (feeling inferior when mingling with others). The individual’s behavior when mingling with others tends toward introversion or a lack of desire to know those around him. These are all negative items.

**Internal construct validity:**

To extract the implications of the construct validity of the scale, the correlation coefficients of the scale’s items with the total score were extracted in an exploratory sample from outside the study sample consisting of (40) female students, as the correlation coefficient here represents an indication of the validity for each item in the form of a correlation coefficient between each item and The total score, and the correlation coefficients of the items with the tool as a whole ranged between (0.29-0.75), and the following table shows this.

(2) Table

Correlation coefficients between items and the total score					
Correlation coefficient With the tool	Paragraph number	Correlation coefficient With the tool	Paragraph number	Correlation coefficient With the tool	Paragraph number
<b>** .74</b>	21	<b>** .65</b>	11	<b>** .65</b>	<b>1</b>
<b>** .61</b>	22	<b>** .50</b>	12	<b>** .42</b>	<b>2</b>
<b>** .51</b>	23	<b>** .57</b>	13	<b>** .48</b>	<b>3</b>
<b>** .59</b>	24	<b>** .65</b>	14	<b>** .69</b>	<b>4</b>
<b>** .52</b>	25	<b>** .52</b>	15	<b>** .65</b>	<b>5</b>
<b>** .54</b>	26	<b>** .44</b>	16	<b>** .50</b>	<b>6</b>
<b>** .75</b>	27	<b>.29</b>	17	<b>** .48</b>	<b>7</b>
<b>** .48</b>	28	<b>** .50</b>	18	<b>** .64</b>	<b>8</b>
<b>** .66</b>	29	<b>** .41</b>	19	<b>** .46</b>	<b>9</b>
		<b>** .57</b>	<b>20</b>	<b>** .60</b>	<b>10</b>

\*Statistically significant at the significance level (0.05).

\*\* Statistically significant at the significance level (0.01).

It should be noted that all correlation coefficients were of acceptable and statistically significant degrees, with the exception of paragraph No. (17), which was deleted.

**Reliability of the study tool: feelings of inferiority**

To ensure the stability of the tool, internal consistency was calculated on an exploratory sample of (40) female students from outside the study sample, according to the Cronbach alpha equation, as it reached (0.88), and this percentage was considered appropriate for the purposes of this study.

**Correcting the feelings of inferiority scale:**

The response to the scale is done according to a five-point Likert scale (always, often, sometimes, rarely, never), and scores are given (5, 4, 3, 2, 1) respectively, and the highest score that can be obtained on the scale is (145) and the lowest score is ( 29), where a high score on the scale indicates a high level of feelings of inferiority, and these scores were calculated based on the scores associated with the five-point Likert scale and on the number of items in the feelings of inferiority scale by multiplying the number of items in the scale by the high score and the low score of the five-point Likert scale scores, and the judgment is made. At the level based on the following standard:

Level relative to the arithmetic mean	SMA
low	1- 2.33
middle	2.34 – 3.67
high	3.68

**Feeling of helplessness scale**

The feeling of helplessness scale was developed by referring to theoretical literature and previous studies such as the study of Al-Farhati (1997), Abu Alia (2000), and Isbaei (2016). The scale, in its initial form, consists of (45) items, Appendix No. (2), distributed into three areas. These are (expectation of failure and inability to control, negative image of the student in the eyes of others, positive self-concept, self-blame), and the scale in its final form consists of (41) items, Appendix No. (4), and all items of the scale are negative.

1. The first area: (the feeling of constant weakness that accompanies a person in his life) and it is called failure, which leads the person to be unable to control and unable to face the challenges of his society, the surrounding world, and his paragraphs (1-15), and all of his paragraphs are negative.
2. The second area: (The negative image of the student in the eyes of others) is the view that society holds about the student as a result of some of his actions, and its paragraphs (16-30) and all of its paragraphs are negative.

**The third dimension: self-blame.**

It is one of the disturbed ways of thinking that is linked to many psychological disorders. It consists of constantly blaming oneself for everything, whether the person is wrong about oneself or not. Its paragraphs (31-45) and all of its paragraphs are negative.

**Stability of the Learned Helplessness Scale:**

To ensure the stability of the tool, internal consistency was calculated on a survey sample from outside the study sample of (40) female students, according to the Cronbach Alpha equation, and the table below shows these coefficients, and these percentages were considered appropriate for the purposes of this study.

**(3) Table**

Cronbach's internal consistency coefficient alpha		The dimension
Internal consistency	Replay stability	
. . 9 \	. . 8 8	.Expectation of failure and lack of control

.92	.90	.The student's negative image in the eyes of others
.89	.88	Self-blame
.90	.90	Learner disability as a whole

**Correcting the feelings of inferiority scale:**

The response to the scale is done according to a five-point Likert scale (always, often, sometimes, rarely, never), and scores are given (5, 4, 3, 2, 1) respectively. The highest score that can be obtained on the scale is (205) and the lowest score is (205). 41), where a high score on the scale indicates a high level of feelings of inferiority, and these scores were calculated based on the scores associated with the five-point Likert scale and on the number of items on the feelings of inferiority scale by multiplying the number of items in the scale by the high score and the low score of the five-point Likert scale scores, and the judgment is made. At the level based on the following standard:

Level relative to the arithmetic mean	SMA
low	1- 2.33
middle	2.34 – 3.67
high	3.68

**Discussing the results and recommendations**

**Show results:**

This study aimed to reveal the level of feelings of learned helplessness among female students who are behind in achievement and its relationship to their feelings of inferiority. To achieve this, the questions were answered according to their sequence, and the following is a presentation of that:

**The first question: What is the level of prevalence of the phenomenon of learned helplessness among a sample of female students who are lagging behind in achievement?**

To answer this question, the arithmetic means and standard deviations were extracted for the level of prevalence of the phenomenon of learned helplessness among a sample of female students who are lagging behind in achievement, and the table below shows this.

**(4) Table**

**Arithmetic means and standard deviations for the level of prevalence of the phenomenon of learned helplessness among a sample of female students who are lagging behind in achievement, arranged in .descending order according to the arithmetic means**

the level	deviation	Average	The dimension	the number	Rank
	Standard	For my account			
middle	.770	2.78	Self-blame	3	1
middle	.807	2.42	.Expectation of failure and lack of control	1	2
middle	.738	2.07	The student's negative image in the eyes of .others	2	3
middle	.647	2.39	Learner disability as a whole		

Table (4) shows that the arithmetic averages ranged between (2.07-2.78), where self-blame came in first place with the highest arithmetic average of (2.78), while the negative image of the student in the eyes of others came. It ranked last, with a mean of (2.07), and the mean of the learner's disability as a whole was (2,39)

This result is due to the fact that the phenomenon of learned helplessness among a sample of female students who were lagging behind in achievement was at a moderate degree, which means that the level of spread of the phenomenon of learned helplessness among female students had a moderate effect on the achievement of female secondary school students, and the reason for this is that female secondary school students are exposed to a lot of life pressures. It is one of the factors that most influence the student's outlook and the extent of her self-acceptance, and these things may significantly reduce others' perception of her.

The phenomenon of learned helplessness is closely related to the process of thinking, expecting failure, and not looking at the positive aspects of life. This is one of the things that is widespread among young people in adolescence, which prompts many of them to leave their education. This is related to the lifestyle and the extent to which the individual is exposed to problems that he was unable to solve. Overcoming it and developing the right solutions for it.

**The second question: What is the level of feelings of inferiority among a sample of female students who are late academically?**

To answer this question, arithmetic means and standard deviations were extracted for the level of feelings of inferiority among a sample of female students who were late in school, and the table below shows this.

**(5) Table**

**Arithmetic means and standard deviations for items related to the level of feelings of inferiority among a sample of female students who are academically late, arranged in descending order according to the arithmetic means**

the level	standard deviation	SMA	Paragraphs	the number	Rank
high	1.329	3.70	It is important for people to know how they feel	15	1
high	1.277	3.68	I find that exploring my feelings helps me solve your personal problems.	18	2
middle	1.303	3.67	I feel short of breath when I'm in a place crowded with people.	22	3
middle	1.254	3.61	I prefer solving problems rather than describing or talking about them.	13	4
middle	1.280	3.44	I have feelings that I cannot clearly define.	5	5
middle	1.385	3.43	I feel my palms sweat when someone holds my hand for a long time.	24	6
middle	1.221	3.41	When I'm upset I don't know if I'm sad, scared, or angry.	3	7
middle	1.322	3.36	I can feel close to someone even in their silent moments.	17	8
middle	1.255	3.25	Most of the time I don't know why I'm angry.	7	9
middle	1.319	3.18	I prefer talking to people about their daily routine rather than talking about their feelings.	16	10

the level	standard deviation	SMA	Paragraphs	the number	Rank
middle	1.438	3.17	I move my feet slowly if I feel uncomfortable.	26	11
middle	1.339	3.16	I see that I am confused about what I feel.	1	12
middle	1.341	3.16	It's hard to find the right words to describe my feelings.	8	۱۲
middle	1.367	3.14	I find it difficult to reveal my private feelings, even to my closest friends.	12	14
middle	1.287	3.11	I find it difficult to describe my feelings towards others.	10	15
middle	1.265	3.05	.It's hard to know what's going on inside me	6	16
middle	1.262	3.01	.I can describe my feelings easily	9	17
middle	1.344	2.98	I'd rather let things happen as they do than try to understand why they happen the way they do	14	18
middle	1.319	2.96	I find that trying to look for hidden meaning in films or plays reduces the enjoyment of watching them.	19	19
middle	1.430	2.91	I prefer quick visits to avoid night meetings.	21	20
middle	1.508	2.91	My face sweats when I'm ashamed.	27	20
middle	1.481	2.90	I get busy playing on my phone to avoid contacting others.	28	22
middle	1.425	2.86	I avoid friendly or loving relationships with the other party.	25	23
middle	1.411	2.85	I see that everyone is looking at me strangely.	23	24
middle	1.416	2.84	I find it difficult to extend my hand to shake hands with people I don't know.	20	25
middle	1.436	2.77	I'm always confused about sensations in my body.	4	26
middle	1.431	2.76	I see that I feel some sensations in my body that even doctors cannot understand.	2	27
middle	1.365	2.69	Others constantly ask me to express my feelings more.	11	28
middle	.562	3.14	The level of feelings of inferiority as a whole		

Table (5) shows that the arithmetic averages ranged between (2.69-3.70), where paragraph No. (15), which states, "It is necessary for people to know what they feel," came in first place, with an arithmetic average of (3.70), while paragraph No. (11) The text, "Others constantly ask me to express my feelings more," ranked last, with a mean of (2.69). The arithmetic mean for the level of feelings of inferiority as a whole was ( 3,14) .

**The third question: Is there a relationship between learned helplessness and feelings of inferiority and academic delay among female students who are behind in achievement?**

To answer this question, the Pearson correlation coefficient was extracted between learned helplessness and feelings of inferiority due to academic delay among female students who are behind in achievement, and Table (6) shows this.

**(6) Table**

**Pearson correlation coefficient between learned helplessness and feelings of inferiority due to academic delay among female students who are behind in achievement**

Learner disability as a whole	Self-blame	The student's negative image in the eyes of others.	Expectation of failure and lack of control.	Correlation coefficient t	Lack
.309**	.226**	.202**	.335**	Statistical significance	the number
.000	.000	.000	.000		
490	490	490	490		

\*Statistically significant at the significance level.(.,.°)

\*\*Statistically significant at the significance level.(.,.°)

It is clear from Table (6) that there is a statistically significant positive relationship between the relationship between learned helplessness and feelings of inferiority due to academic delay among female students who are behind in achievement.

**Question Four: Does the relationship between the level of symptoms of learned helplessness and feelings of inferiority differ at the significance level ( $\alpha = 0.05$ ) among a sample of female students who have learned helplessness due to the age group variable?**

To answer this question, the correlation was found between the level of symptoms of learned helplessness and feelings of inferiority according to the age group variable (from 16 years to 18), and the g value was calculated to show the differences in the strength of the correlation between the categories of these variables, as shown in the table below.

**(7) Table**

**Correlation coefficients between the level of symptoms of learned helplessness and feelings of inferiority according to the age group variable (16 years 18), and the g test for the difference between the correlation coefficients**

Statistical significance	z	the number	R		
. . ۷۲۳	0.353	251	** .326	Year ten years	Educational level
		239	** .297	Eighteen years	

\*Statistically significant at the significance level.(.,.°)

\*\*Statistically significant at the significance level.(.,.°)

It is clear from Table (7) that there is no statistically significant difference ( $\square = 0.05$ ) in the strength of the correlation depending on the age group.

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