

Journal of

Education and Practice

(JEP)

**Gender Differences in Learned Helplessness and Academic
Disidentification on Academic Achievement among Form Three
Secondary Students in Kilifi County, Kenya**



CARI
Journals

Gender Differences in Learned Helplessness and Academic Disidentification on Academic Achievement among Form Three Secondary Students in Kilifi County, Kenya



Mackenzie Dennis Muthoka^{1*}, Mugambi Doyne Kageni²

¹Postgraduate Student, Kenyatta University

<https://orcid.org/0009-0005-5423-3832>

²Lecturer, Educational Psychology Department, Kenyatta University



Accepted: 30th March, 2026, Received in Revised Form: 13th April, 2026, Published: 25th April, 2026

Abstract

Purpose: The purpose of this study was to examine the influence of gender on the prediction of academic achievement from learned helplessness and academic disidentification among a sample of 421 form three students from 28 secondary schools in Kilifi County, Kenya.

Methodology: An explanatory sequential mixed-methods design was employed.

Findings: The results revealed a weak, negative, but significant correlations between learned helplessness ($r(419) = -.30, p.01$) and academic disidentification ($r(419) = -.02, p.01$) on academic accomplishment. There were no significant gender differences ($t(419) = 0.56, p >.05$) in learned helplessness and academic disidentification. The qualitative results confirmed the quantitative findings.

Unique Contribution to Theory, Policy and Practice: The findings may contribute to theory by modelling a new motivational paradigm that addresses how gender-differentiated dynamics attenuate the combined influence of students' learned helplessness and academic disidentification in a diversity of educational contexts. Policymakers can use this data to develop counselling and guiding interventions to reduce test anxiety and increase academic identification, as well as policies that encourage optimism and confidence. The Ministry of Education, through Curriculum Development Institutes, may improve teacher training in student-centered approaches to safeguard students against psychological barriers and low self-worth.

Keywords: *Academic Achievement, Academic Disidentification, Learned Helplessness*

JEL Codes: *D91*

Introduction

Academic achievement is a key measure of educational success, which renders it a valuable asset and critical investment in modern society. The World Bank (2013) and Uwezo Student Evaluation (2016) reports show a worldwide decrease in academic performance, which adversely affects students' success and leads to societal issues, including exam cheating and cognitive decline (Bamidele, 2019) and increased parental anxiety (He & Shi, 2025). Form three secondary students are at a critical stage in their preparation for high-stakes final exams, which can create excessive test-related stress. This decline fosters the development of psychological barriers that protect their self-esteem, ultimately resulting in poor academic outcomes.

According to empirical research, students' academic disidentification develops from high levels of learned helplessness attributed to repeated and unanticipated academic failure. While research has linked academic disidentification to cultural inversion (Ogbu, 1992) and stereotype threat hypotheses (Steeles, 1992), Odabasi et al. (2013) contended that learned helplessness is a cycle-oriented mindset that shifts toward dominance in students' lowering perseverance and academic achievement in the face of uncertainty.

According to research, students who believed their abilities would lead to a positive cycle of high achievement were less likely to experience high levels of learned helplessness, disengagement, and low academic achievement than those who were academically disidentified as a result of the failure cycle. Academic disidentification (self-esteem), devaluation (global self-esteem), and discounting (scholastic self-concept) are self-protective tactics that reinforce the causes and effects of learned helplessness (Major and Schmader, 1998).

The study used two motivational theories: Seligman et al.'s (1984) pessimistic explanatory style theory of motivation and Wigfield and Eccles' (2000) expectation-value theory of achievement motivation (EVT). Seligman et al. (1984) found that students who ascribe repeated low academic achievement to their abilities might reinforce their defensive pessimism and low feeling of self-worth, resulting in a vicious cycle in which students attribute academic achievement to their efforts or ability. This may induce students to regard academic achievement as a personal, permanent, and persevering cause. Wigfield and Eccles (2000) claimed that students who have high expectations and high values with minimal emotional costs may be more motivated, resulting in higher levels of academic achievement, and vice versa. As a result, students' expectations and values can have a direct impact on academic achievement, perseverance, and engagement decisions.

Thus, educational stakeholders in Kilifi County, Kenya, are concerned about the Kenya Certificate of Secondary Education (KCSE)'s declining patterns. This is because the mean grade of C - E increased from 7893 in 2016 to 16,148 in 2024. The KNEC-KCSE results analysis indicated gender differences in male academic achievement compared to females. There is a scarcity of localized studies in Kilifi County, Kenya, that explain the interconnections of psychological and

behavioral barriers to learned helplessness and academic disidentification. Therefore, this study sought to find out the extent to which gender differences influence learned helplessness and academic achievement among form three students in Kilifi County, Kenya.

Statement of the Problem

Academic achievement has been declining among form three secondary students in Kilifi County, Kenya. From 2019 to 2024, the majority of students attained mean grades ranging from C- to E in the KCSE exam, despite their impending transition to Form 4. The key research problem was that, whereas other systemic variables have been thoroughly explored, there has been limited study on gender differences in learned helplessness and academic disidentification on academic achievement among form three secondary students in Kilifi County, Kenya. This study addressed this gap by investigating the relationship and providing theoretical, policy, and practical recommendations to educational stakeholders regarding the consequences of the vicious cycle of failure.

Objectives of the Study

The study was guided by the following objectives:

- i. To find out the extent to which learned helplessness predicts academic achievement among form three secondary students in Kilifi County, Kenya.
- ii. To find out the extent to which academic disidentification predicts academic achievement among form three secondary students in Kilifi County, Kenya.
- iii. To determine the extent to which gender differences influence learned helplessness and academic disidentification among form three students in Kilifi County, Kenya.

Review of Related Literature

Academic achievement, learned helplessness, and academic disidentification have received minimal consideration in the school setting.

2.3 Relationship between Learned Helplessness and Academic Achievement

Okonkwo et al. (2023) in Nigeria argued that secondary chemistry students' academic achievement was due to passivity and frustration with schoolwork, whereas a correlational study conducted by Putri et al. (2023) in Indonesia among university students reported that resilience was a negative predictor of academic achievement. However, current research indicates that students perceive learned helplessness as a defensive response triggered by internal, stable, and global circumstances.

However, a study among secondary students in Siaya County, Kenya, yielded inconsistent results. The study underlined the negative aspects that contribute to diminished levels of learned helplessness in mathematics, such as gender and region-specific factors, as well as a preference for democratic parenting styles over authoritarian ones (Ogoma, 2019). Though the study was conducted in Kenya, it correlated helplessness, gender-based differentiation, and mathematics,

without taking account the qualitative subjective lived experiences of form three students. This gap was bridged by using qualitative interviews to provide an in-depth understanding of the dominant qualitative data.

Caparello et al. (2025) used achievement goals (mastery goals, performance-approach goals, and performance-avoidance goals) and perceived psychological support for maternal and paternal autonomy, whereas Ziegler et al. (2021) used a longitudinal voluntary online survey study among university students to compare perceptions of onsite to virtual learning during the COVID-19 epidemic in Germany. Previous studies employed longitudinal designs, which resulted in high participant attrition rates. This study utilized an explanatory sequential design to bridge the sample attrition gap among form three students preparing for high-stakes KCSE exams, resulting in high levels of test anxiety.

2.4 Relationship between Academic Disidentification and Academic Achievement

Correlational research on students' academic achievement reveal that the processes and mechanisms of academic disidentification with learning and schooling achievement contexts varies. Oyaro et al. (2024) identified a negative association between discounting academic feedback and devaluing academic achievement in a correlational study of form three students in Kisii County, Kenya. Other correlational research found conflicting results among form three students in Mombasa County, Kenya, indicating that the mathematics domain disidentified performance scores, grades predicted devaluation, and discounting linked adversely with academic achievement (Otanga 2019). Previous research on context-specific interference in Kisii and Mombasa, Kenya, focused on Kilifi County pupils' academic progress. As a result, there is a need to bridge the methodological findings.

A similar long-term web-based survey research of students at a single German university found a link between student social identity, academic gap, incompatibility, high dropout rates, and lower academic achievement (Matschke et al., 2022). The earlier study was consistent with a correlation survey study conducted in France among secondary students, which used psychological disengagement and self-esteem, perceptions of academic inferiority, and discounting to predict devaluation of their grades (Martinot et al., 2020). Previous research limitations included a lack of focus on full-blown academic disidentification in academic achievement; this gap was filled by the current study, which compared the findings.

2.6 Gender Differences in Learned Helplessness and Academic Disidentification

Gender reports from UNESCO (2025) and Uwezo (Twaweza East Africa (2024) suggest an intersection of gender differences. Empirical data indicates that the causes may be gender stereotypes, learned helplessness, academic disengagement, and academic achievement, albeit in complex local, regional, and global contexts.

2.6.1 Gender Differences in Learned Helplessness

According to empirical study, the extent of learned helplessness varies depending on the scale utilized. Tlusciak-Deliowska (2022) used the Intrapersonal and Interpersonal Attitudes Toward the World Questionnaire (KNIS; Wysocka, 2011) on rural and middle-town settings among grades VI-VIII primary school students, while another survey study conducted in Poland among eighth-grade pupils during the COVID-19 period used the Cizkowicz (2009) School Helplessness Scale (SBS) (Kolber, 2022). The earlier findings were supported by Okwonko's (2023) quantitative survey study among Nigerian university students that employed the Learned Helplessness Scale. Though the findings indicated that female students reported higher learned helplessness than male students in both math and English classes, the current study used the Short School Helplessness Scale (SBS-S) to measure cognitive, motivational, and affective deficits among form three students in rural public schools, bridging the population and methodological gap and comparing the results.

There have been conflicting findings regarding the gender differences in learned helplessness in location, physics, and mathematics. While (Ogoma, 2019) in Kenya used the Students' Perceived Learned Questionnaire in Mathematics (SPLHM) to investigate parenting styles, gender, and region in mathematics among secondary students, Jehart et al. (2023) in Slovenia measured depression in adolescents utilizing both the Coping Competency Questionnaire (CCQ) and the Center for Epidemiologic Studies Depression Scale. Jehart et al.'s (2023) study found significant gender differences in learned helplessness on mathematics, yet no significant gender differences in students' reported learned helplessness between rural and urban males and females (Ogoma, 2019). Although diverse scales and regional differences resulted in varying levels of learned helplessness across academic domains, this study focused on overall academic achievement in Kilifi County, Kenya.

2.6.2 Gender Differences in Academic Disidentification

A correlational study in Kisii, County, Kenya found that females outperformed males in terms of self-esteem and academic achievement when academic feedback was discounted and academic achievement was devalued among form three students due to perceived teacher support, achievement goals, and mathematics competency (Oyaro et al., 2024). The result was supported by a correlational study of form three students in Mombasa County, Kenya, which found that lower self-esteem had an impact on discounting academic feedback and devaluing academic success in favor of females (Otanga, 2016). These studies used self-esteem as a mediator variable, whereas the current study utilized gender as an intervening variable. While prior research suggests that various expressions of academic disidentification may emerge progressively in different school psychological climates, there has been little focus on form three students in Kilifi County.

3.0 Methodology

3.1 Study Design

The study employed an explanatory sequential mixed method methodology since it consists of two-phases which integrate numerical data with in-depth insights for gaining a more complete comprehension of the study's research variables and the research topic than either quantitative or qualitative approaches (Creswell & Plano Clark, 2023; Creswell & Creswell, 2018).

3.2 Participants

The sample frame constituted of 421 form three students (178 males and 243 females) aged under 15 ($N=16$; 3.9%) to above 15-18 ($N=405$; 96.2%) years in Kilifi County, Kenya. The sample size pointed to evidence of a comparatively lower proportion for males' respondents (42.3%) as compared to females (57.7%). According to the Basic Educational Statistics (2020), the secondary school GPI was at 1.02, an indication of larger proportions of females in the county as per the gender parity index (GPI). Thus, the sample was an accurate representation of the target. However, according to the Population Council Kenya Report (2022), this showed a skewed age distribution with a higher age since the median age for form three students in Kenya is 15 to 17 years. This might have been attributed to cultural practices and economic challenges that delay school enrollment and causes interruptions in schooling.

3.3 Sampling Techniques

Purposive, stratified, and simple random sampling methods were utilized in the current study. The purposive sample technique was utilized to choose form three students from Kilifi County public secondary schools. The stratified sample technique was used to divide the schools into three categories and assign students in subgroups. A simple random sampling technique was employed to choose a sample of three students per school, and the lottery method was applied in three sub-counties of Kilifi County. The school selection criteria for participation were schools with KCSE candidates in the previous five years and a minimum enrollment of 40 students in each form.

3.4 Research Instruments

Students' self-administered questionnaires were utilized to collect data in the first quantitative phase during lunch and game times and the sources were referenced in accordance with the APA 7th edition. The study's reliability yielded alpha values which were in alignment with the recommendations of Hussey (2025) and Patrick (2024) who stated that correlations of .70 or above suggested dependable research instruments. Academic achievement records were obtained from form three teachers in order to get examination results for the second term. The outcomes of academic achievement results were recorded in a pro forma table. The results were then converted to Z-scores and finally T-scores for comparison across schools. The second qualitative phase involved administering interview schedules to respondents who rated themselves either highly or

lowly on learned helplessness and academic disidentification surveys. The interview discussion responses were captured with a cell phone voice recorder, then coded and saved to a laptop for analysis. An overview of the research instruments is provided below;

a. The Short School Helplessness Scale (SBS-S) (Cizkowick, 2021)

The Short School Helplessness (SBS-S) was adapted to determine the helpless behaviors of secondary school students in high schools. Cizkowicz (2009) reported that the scale has 15 items, five for each of the three component deficits: motivational (M), emotional (E), and cognitive (P). Each statement was scored on a 5-point Likert scale ranging from seldom (0) to always (5). The SBS-S norms for secondary school students, stems 1-4, were regarded as low school helplessness, 5-6 as average, and 7-10 as high. The total number of points was an index of school feelings of helplessness. The higher the score, the greater the sense of feeling helplessness at school. This study's Cronbach's criterion validity scores varied from .84 to .91. Professor Barbara Cizkowicz granted permission to adapt the SBS-S.

b. Intellectual Engagement Inventory (Major & Schmader, 1998)

The Intellectual Engagement Inventory was adapted to assess academic disidentification subscales, comprising discounting and devaluing on a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree). The composite score was calculated by summing the scores then calculating the average. Higher ratings reflected a larger devaluing and discounting of academic achievement. This study reported reliability analysis; alpha values of 0.67 for discounting and 0.68 for devaluation. The scale is currently freely available to scholars.

4.0 Findings

The purpose of this study was to determine gender differences in learned helplessness and academic disidentification predicts students' academic achievement.

Table 1: Hypothesis Testing of Correlation Between Learned Helplessness and Academic Achievement

Learned Helplessness	<i>R</i>	<i>Df</i>
Academic Achievement	-.30**	419

Note. *** = Correlation significant at .01 level (2-tailed)

Table 1 displays the findings of a Pearson's Product Moment Correlation Coefficient test that demonstrated a moderate negative relationship between learned helplessness and academic achievement, $r(419) = -.30, p < .01$. The null hypothesis was thus rejected. The learned helplessness r^2 (0.90%) accounted for the variance in academic achievement, indicating that more than 99.1% was related to other variables. It was thus established that a decrease in students' learned helplessness was associated with an increase in academic achievement.

Table 2: Hypothesis Testing: Correlation between Academic Disidentification and Academic Achievement

Academic Disidentification	<i>R</i>	<i>Df</i>
Academic Achievement	-.20**	419

Note. *** = Correlation significant at .01 level (2-tailed)

Table 2 revealed a weak but significant negative relationship between academic (r (419) = -.02, p <.01). The null hypothesis was thus rejected, meaning that there was negligible predictive power over academic achievement. The academic disidentification r^2 (0.04%) accounted for the variance in academic attainment, indicating that more than 99.9% was related to other variables. Thus, it was determined that an decrease in academic disidentification was correlated with a non-significant increase in academic achievement.

To assess the model significance, the ANOVA summary in Table 3 is provided.

Table 3: ANOVA Summary

Model	Sum of Squares	<i>Df</i>	Mean Square	<i>F</i>	<i>Sig</i>
Regression	5040.54	3	1680.18	19.01	.000
Residual	36859.47	417	88.39		
Total	41900.00	420			

Note. ^a = Predictors (Constant) Academic self-handicapping, learned helplessness and academic disidentification

Table 3 shows a statistically significant relationship between academic self-handicapping and academic achievement, $F(3, 417) = 19.01$, $p <.001$. Thus, the null hypothesis was rejected. It became evident that, while academic self-handicapping was constant, learned helplessness and academic disidentification were significant predictors of student academic achievement.

2.6 Gender Differences Between Learned Helplessness and Academic Disidentification

Table 4 shows the results of Levene's test for equality of variances and the independent samples t-test.

Table 4: Hypothesis Testing: Gender Differences in Learned Helplessness and Academic Disidentification

Variable	Levene's Test		Independent Samples t-test				95% CI	
	<i>F</i>	<i>Sig</i>	<i>T</i>	<i>Df</i>	<i>Sig^a</i>	<i>MD</i>	Lower	Upper
LH	0.25	.615	0.31	419	.761	0.20	-1.09	1.49
Ade	0.18	.671	0.56	419	.578	0.26	-0.65	1.16

Note: LH = Learned Helplessness; ADe = Academic Disidentification

Table 4 indicates that, holding the academic self-handicapping variable constant, the two variables under consideration adhered to the equality of variances assumption. Furthermore, no significant gender differences were found in learned helplessness ($t(419) = 0.31, p > .05$) or academic disidentification ($t(419) = 0.56, p > .05$). Overall, the insignificant gender differences in student variables were not statistically significant. Thus, the two supplementary hypotheses were rejected. The study indicated that whereas males scored higher on learned helplessness and academic disidentification than females, these differences were not statistically significant.

5.0 Discussion of Quantitative Results

5.1 The Relationship between Learned Helplessness and Academic Achievement

Table 1 shows a moderately negative connection between learned helplessness and academic achievement ($r(419) = -.30, p < .01$). These findings confirmed the pessimistic explanatory style theory, which holds that students frequently attribute adverse events to internal, stable, or global causes. The current study's findings were consistent with previous research conducted by Caparello et al. (2025) in Italy, Ziegler et al. (2021) in Germany, and supported by the Ogoma (2019) study in Kenya. The earlier studies suggest that geographic disparities in learned helplessness influenced secondary students' academic achievement. Finally, the study's findings may broaden the applicability of the pessimistic explanatory style theory, theoretical framework, and literature by transforming it into more optimistic styles that attribute more control over academic achievement settings, as learned helplessness is not a fixed state.

4.2 The Relationship between Academic Disidentification and Academic Achievement

Table 2 revealed a modest but significant negative relationship between academic disidentification ($r(419) = -.02, p < .01$). The null hypothesis was therefore rejected. It was concluded that a 1-unit increase in academic disidentification was associated with a significant 0.02 unit decline in academic achievement. The findings of this study were consistent with those of Matschke et al. (2022) in Germany, Martinot et al. (2020) in France, and Oyaro et al. (2024) in Kenya, while Otanga (2019) in Kenya found mixed results. In conclusion, it is possible to conclude that Wigfield and Eccles' (2000) expectancy-value theory is applicable to students' expectations and values.

4.3 Gender Differences between Learned Helplessness and Academic Disidentification

Table 2 revealed a modest but significant negative relationship between academic disidentification and academic achievement ($r(419) = -.02, p < .01$). The null hypothesis was therefore rejected. It was concluded that a 1-unit increase in academic disidentification was associated with a significant 0.02 unit decline in academic performance. The findings of this study were consistent with those of Matschke et al. (2022) in Germany, Martinot et al. (2020) in France, and Oyaro et al. (2024) in Kenya, while Otanga (2019) in Kenya found mixed results. In conclusion, it is possible to conclude that Wigfield and Eccles' (2000) expectancy-value theory is applicable to students' expectations and values.

4.7.1 Gender Differences in Learned Helplessness

The current study found that there were no significant gender differences in learned helplessness ($t(419) = 0.31, p > .05$). Thus, the first supplementary hypothesis was rejected. This study's findings were consistent with Ogoma's (2019) in Kenya, yet inconsistent with studies conducted by Kolber (2022) and Tlusciak-Deliowska (2022) in Poland, and Jehart et al. (2023) reported mixed findings in Slovenia.

4.7.2 Gender Differences in Academic Disidentification

The study found no significant gender difference in academic disidentification ($t(419) = 0.56, p > 0.05$). Therefore, the second supplementary hypothesis was rejected. The results showed that while males outperformed females in academic disidentification, the differences were statistically insignificant. The current study findings were congruent with a study conducted by Oyaró et al. (2024) and Otanga (2016), which produced conflicting results in Kenya. This shows that gender acculturation and stereotypes may have differing influence on academic disidentification.

5.1 Qualitative Results of Learned Helplessness and Academic Disidentification

The data was analyzed utilizing Braun and Clarke's (2006) thematic analysis. Finally, the qualitative results confirmed the quantitative results, indicating that students' feelings of learned helplessness and academic disidentification had an influence on academic achievement, supporting the pessimistic style theory of motivation and the Expectancy-Value theory. This was consistent with studies conducted by Oyaró et al. (2024) but differed from Otanga (2019) study.

6.1 Conclusion

The study proposed that learned helplessness and academic disidentification predicted academic achievement among secondary pupils in Kilifi County, Kenya. The findings demonstrated that learned helplessness and academic disidentification each had a distinct impact in predicting secondary school students' academic performance. Tables 1 and 2 showed that there was a moderately negative relationship between learned helplessness ($t(419) = 0.31, p > .05$) and academic disidentification ($t(419) = 0.56, p > .05$) on academic achievement. Furthermore, Table 4 revealed that there were no statistically significant gender differences in learned helplessness ($t(419) = 0.31, p > .05$) or academic disidentification ($t(419) = 0.56, p > .05$), despite the fact that males scored higher on learned helplessness and academic disidentification than females. Finally, qualitative results supported the quantitative findings. It is possible to infer that students who learn helplessness and disidentify with academics are more likely to exhibit low academic achievement.

6.2 Recommendations

The findings of this study may contribute theoretically to a new motivational paradigm by providing insights into how self-worth and failure attribution interact in various educational settings. Policymakers could employ the data to develop counselling and guiding treatments that

reduce test anxiety while increasing academic engagement, optimism, and confidence. The Ministry of Education and Curriculum Development Institutes might improve teacher training in learner-centred strategies to safeguard students from psychological hurdles and self-worth fears.

6.3 Limitations and Future Research

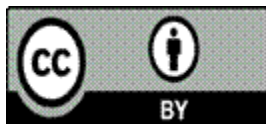
It is critical to assess teachers' awareness of the levels of learned helplessness and academic disidentification across genders, as well as how they implement gender-based differentiated pedagogy to foster high student academic achievement. Furthermore, replication with university, junior, and senior high school students from private schools across various counties could be carried out employing other research designs such as experimental and longitudinal designs with gender, age, and school category as mediators.

References

- Bamidele, A. (2019). *Causes and Effects of Poor Academic Performance of Primary School Pupils in Mathematics in Akinyele Local Government Area of Oyo state*. Academia.
- Basic Educational Statistics (2020), [https://www.education.go.ke/sites/default/files/Docs/The%20Basic%20Education%20Statistical%20Booklet%202020%20\(1\).pdf](https://www.education.go.ke/sites/default/files/Docs/The%20Basic%20Education%20Statistical%20Booklet%202020%20(1).pdf)
- Braun, V., & Clarke, V. (2006). Using Thematic Analysis in Psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Caparello, C., Castellani, L., Loperfido, F. F., Filippello, P., & Sorrenti, L. (2025). Achievement Goals as Mediators in Parental Practices and School Success Relationships. *European Journal of Education*, 60(2), e70100.
- Ciżkowicz, B. (2021). Validation of the Short School Helplessness Scale (SBS-S). *Przegląd Badań Edukacyjnych (Educational Studies Review)*, 1(32), 251-270.
- Creswell, J. W., & Creswell, J. D. (2018). Mixed Methods Procedures. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 31(3), 75-77.
- Creswell, J. W., & Plano Clark, V. L. (2023). Revisiting Mixed Methods Research Designs Twenty Years Later. *Handbook of Mixed Methods Research Designs*, 1(1), 21-36.
- He, W., & Shi, D. (2025). Influence of Perceived Parental Views of Failure on Academic Resilience Among Middle School Students: A Moderated Mediation Model. *Frontiers in Psychology*, 16, 1532332.
- Hussey, I., Alsalti, T., Bosco, F., Elson, M., & Arslan, R. (2025). An aberrant abundance of Cronbach's alpha values at .70. *Advances in Methods and Practices in Psychological Science*, 8(1), 25152459241287123.

- Jehart, D., Fekonja, U., & Komidar, L. (2023). Odnos med depresivnostjo, naučeno nemočjo, spolom in šolskim uspehom pri mladostnicah in mladostnikih. *Psihološka obzorja*, 32(1), 23-31.
- Kolber, M. (2023). Learned Helplessness of Secondary-School Students Learning English During Covid-19 Distance Education: a Research Report. *Multidisciplinary Journal of School Education*, 12(2 (24)), 105-123.
- Major, B., & Schmader, T. (1998). Coping with Stigma through Psychological Disengagement. In *Prejudice* (pp. 219-241). Academic Press.
- Martinot, D., Beaton, A., Tougas, F., Redersdorff, S., & Rinfret, N. (2020). Links Between Psychological Disengagement from School and different Forms of Self-Esteem in the Crucial Period of Early and Mid-adolescence. *Social Psychology of Education*, 23, 1539-1564.
- Matschke, C., de Vreeze, J., & Cress, U. (2022). Social Identities and the Achievement Gap: Incompatibility Between Social Class Background and Student Identity Increases Student Disidentification, which Decreases Performance and Leads to Higher Dropout Rates. *British Journal of Social Psychology*, 8(5); 56-90.
- Ngogoyo, E. W., Omondi, A., & Ireri, N. (2025). Predictive Factors of Poor Academic Performance among Form Three Students in Selected Public Secondary Schools in Langata Sub-County, Nairobi, Kenya. *Journal of Sociology, Psychology and Religious*, 5(4), 1-16.
- Odabaşı, B., & Kolburan, G. (2013). Employment of Active Learning in Classroom Management and its Effect on Students' Academic Success. *The International Journal of Research in Teacher Education*, 4(1), 23-29.
- Ogbu, J. U. (1992). Understanding Cultural Diversity and Learning. *Educational Researcher*, 21(8), 5-14.
- Ogoma, S. O. (2019). Parenting Style and Learned Helplessness in Mathematics: Do Gender and Region Matter? *International Journal of Innovation and Research in Educational Sciences*, 6, (3), 391-401.
- Okonkwo, I. G., Ekweoba, C. C., & Okemmiri, P. C. (2023). Influence of Self-Esteem and Learned Helplessness on the Academic Achievement of Chemistry Students in Awka Education Zone. *Unizik Journal of Education Graduate*, 8(1).
- Otanga, H. (2019). Influence of Performance Attributions on Discounting and Devaluing Among High School Students: Does Academic Self-esteem Mediate? *Order*, 9(2).
- Oyaro, M. S., Mwaura, P., Mwangi, C. N., & Ireri, A. (2024). Predictive Relationship between Achievement Goals, Perceived Teacher Support, Academic Disidentification and Mathematics Achievement. *International Journal of Research and Innovation in Social Science*, 8(10), 343-352.
- Patrick, A. O. (2024). Determine Robust Procedure for Testing Variance Equality Using Type I Error Rate and Power.

- Patterson, C. (2024). Articulating Teacher Thinking to Build Collectively Efficacious Practice: a Population Council Kenya. (2022). *Adolescent Education, Health, and Sellbeing status in Kilifi County: Two years into the COVID-19 Pandemic* [Policy brief]. UK Foreign, Commonwealth & Development Office.
- Putri, R. D., Farida, I. A., Masfufah, U., Widiatno, A., & Rahmawati, Y. M. (2023). The Role of Resilience in Minimizing Conditions of Learned Helplessness in Undergraduate Students at the State University of Malang. *Jurnal Sains Psikologi*, 12(2), 284-293.
- Seligman, M. E. P. (1967). *The disruptive effects of unpredictable shock*. University of Pennsylvania.
- Steele, T. R. (1992). *The Psychological Role of the Father: A theoretical Dissertation*. Pacifica Graduate Institute.
- Tłuściak-Deliowska, A. (2022). Sense of Self-Efficacy and Helplessness among Students of Higher Grades of Primary School During the COVID-19 Pandemic. *The New Educational Review*, 69, 107-118.
- Twaweza East Africa. (2024). *Annual Report 2024. Our 2024 – 2027 Strategic Plan in a Nutshell*. <https://twaweza.org/wp-content/uploads/2025/05/Annual-Report-2024-Final.pdf>
- Wigfield, A., & Eccles, J. S. (2000). Expectancy–Value Theory of Achievement Motivation. *Contemporary Educational Psychology*, 25(1), 68-81.
- Women, U. N. (2025). The Gender Snapshot 2025.
- Ziegler, A., Bedenlier, S., Gläser-Zikuda, M., Kopp, B., & Händel, M. (2021). Helplessness among University Students: an Empirical Study Based on a Modified Framework of Implicit Personality Theories. *Education Sciences*, 11(10), 630.



2026 by the Authors. This Article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY) license (<http://creativecommons.org/licenses/by/4.0/>)