

Self-blame, Rumination and Catastrophizing as predicting factors in determining Automatic Negative Thoughts

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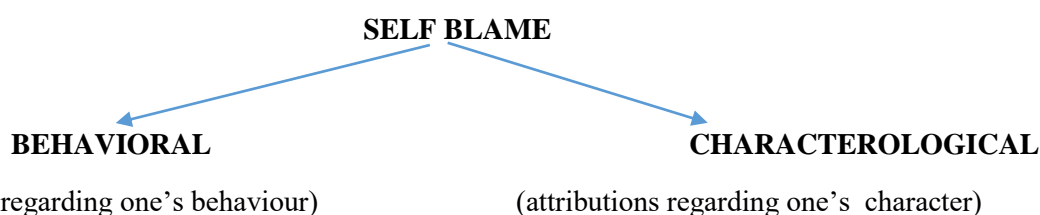
Abstract

Excessive load and changes in teaching style leads to sudden and repetitive thoughts, these thoughts may sometime have observed to be irrelevant to the situation but high frequency of them may harm the mental health and quality of life. So, assessing them and finding their contributing factors is need of hour. Self-blame is tendency of people to think that they are responsible to the negative happened in their and other's life. Rumination means holding thoughts for longer duration. People tend to process same thought again and again which may affect their mental health. Tendency of perceiving situation worse than it is in actual is known as catastrophizing. The present study was conducted with the aim to find the relative contribution of self-blame, rumination and catastrophizing in determining automatic negative thoughts. A sample of 99 teachers (50 males+ 49 females) was conveniently selected from various schools of Agra and Mathura. Cognitive Emotion Regulation Questionnaire by Garnefski, Kraaij, & Spinhoven (2001) and Automatic Thoughts Scale (ATS) It was developed by Hollon and Kendall (1980) were used to get the scores. Multiple regression analysis was done to assess the results and it was found that Relative contribution of Catastrophizing was higher than Self-blame and Rumination in determining negative automatic thoughts.

Key words: Automatic Negative Thoughts, Self-blame, Rumination and Catastrophizing,

INTRODUCTION

It is believed that teachers are important pillars of society. Their actions, behaviour and personality impacts future of any country or culture. It is difficult to ignore their thought process if one wants to make positive changes in society. Different challenges due made them think negatively. Sometimes only the pressure brings many negative thoughts having no warning, they are sudden and affects the mental health. Study by Kwon and Oei in 2003 showed that automatic thoughts predicts depression. Automatic negative thoughts are repetitive thoughts they may carry feeling or fear of personal loss or failure (Hollon and Kendall 1980; Smith and Alloy 2009). It has been observed that people tend to blame themselves for the negative happened in their and other's life. Duarte (2015) regarded self-blame as a maladaptive strategy. During and after any stressful event they generally be occupied with self-blame which further affects individual's behaviour and emotions (Balzarotti, Biassoni, Villani, Prunas, & Velotti, 2016). Stroebe (2015) self-blame a component of guilt and disgust, it contributed to depression. Self-blame was divided into two categories by Janoff-Bulman in 1979-

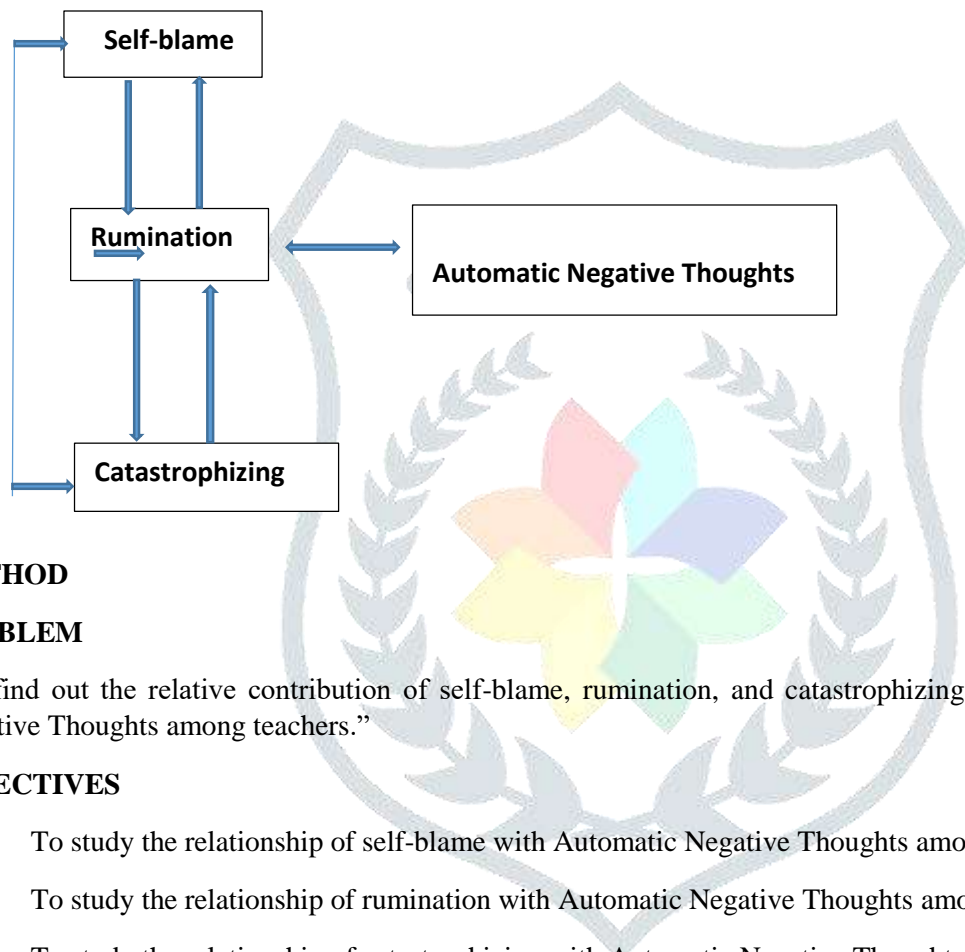


Janoff-Bulman said that behavioural self-blame is related with control and the latter is connected with self-esteem.

The word rumination in relation to cognition stands for processing same thought again and again. This tendency of ruminating thoughts is found as a contributing factor on anxiety and depression by many behavioural health professionals (Inc, 2016). Joormann & Gotlib, (2010) considered rumination as a maladaptive technique of cognitive emotion regulation. Rumination was regarded as harmful, unmanageable and distressing which contributes in developing and managing depression (Papageorgiou & Wells, 2003).

The term catastrophizing was initially introduced by Ellis in 1962, later on Beck implemented it. It refers to the tendency of people in which they perceive or consider situation worse than actual. People see only the negative aspects of a situation when they got stuck somewhere, and they develop negative belief and stories about the situation. A strong relation was found between catastrophizing and depression Lee, Wu, and Lee, (2008). People develop catastrophizing as habit and it can cause anxiety, fear and depressive moods, depression was found highly correlated with catastrophizing by Sullivan & D'Eon (1990).

CONCEPTUAL FRAMEWORK



METHOD

PROBLEM

“To find out the relative contribution of self-blame, rumination, and catastrophizing, in determining Automatic Negative Thoughts among teachers.”

OBJECTIVES

- To study the relationship of self-blame with Automatic Negative Thoughts among teachers.
- To study the relationship of rumination with Automatic Negative Thoughts among teachers.
- To study the relationship of catastrophizing with Automatic Negative Thoughts among teachers.
- To find out the relative contribution of self-blame, rumination, catastrophizing towards Automatic Negative Thoughts among teachers.

HYPOTHESES:

- There would be significant positive relationship of self-blame with Automatic Negative Thoughts among teachers.
- There would be significant positive relationship of rumination with Automatic Negative Thoughts among teachers.
- There would be significant positive relationship of catastrophizing with Automatic Negative Thoughts among teachers.
- Relative contribution of rumination would be much remarkable as compared to self-blame, catastrophizing, towards Automatic Negative Thoughts among teachers.

DESIGN

- Correlational design was used.

VARIABLES**PREDICTOR VARIABLES**

- Self-blame
- Rumination
- Catastrophizing

CRITERION VARIABLES

- Automatic Negative Thoughts

SAMPLE

The study was conducted on a sample of 99 teachers(50 males+ 49 females) teaching various schools (CBSE) in Mathura (Uttar Pradesh). Convenient Random Sampling technique was used.

TOOLS

Cognitive Emotion Regulation Questionnaire (CERQ) by Garnefski, Kraaij, & Spinhoven, (2001)– This scale has 36-items with nine subscales (self blame, acceptance, rumination, positive refocusing, refocusing on planning, positive reappraisal, putting into perspectives, catastrophizing, and other-blame). Each subscale has four items. All sub-scales have good internal consistency i.e., .68 to .86 and factorial validity .34 to .81w.

Automatic Thoughts Scale (ATS)- It was developed by Hollon and Kendall (1980). it contains 30 items. The scale's internal consistency coefficient was 0.97.

STATISTICAL TECHNIQUES

Multiple Regression Analysis was used to analyze the quantitative data obtained from the scales (Cognitive Emotion Regulation Questionnaire and Automatic Thoughts Scale (ATS)).

RESULTS

Descriptive statistics shows the mean and standard deviation of the predictor and criterion variables. (Table 1)

Table 1. Descriptive Statistics

	MEAN	STD. DEVIATION	N
ANT	90.87	24.502	99
CATASTROPHIZING	14.86	2.718	99
SELF BLAME	15.74	3.009	99
RUMINATION	14.72	3.651	99

The correlation matrix (table 2) allows to understand the relation among the predictor and criterion variables.

Table 2. Correlation Matrix

		ANT	CATASTROPHIZING	SELF BLAME	RUMINATION
Pearson correlation	ANT	1.000			
	CATASTROPHIZING	.870**	1		
	SELF BLAME	.826**	.926**	1	
	RUMINATION	.820**	.845**	.870**	1

****p< 0.01, * p <0.05**

The table revealed that catastrophizing is positively correlated with Automatic Negative Thoughts ($r = .870$) the results are significant at .01 level. Correlation of Self-blame with Automatic Negative Thoughts is also significant at .01 level with positive correlation ($r = .826$). rumination and automatic negative thoughts are positively correlated ($r = .820$) and significant at .01 level. The result shows increase in value of predictor variables (self-blame, rumination, and catastrophizing) increases the value or amount of criterion variable i.e., Automatic Negative Thoughts.

- H 1- There would be significant positive relationship of self-blame with Automatic Negative Thoughts among teachers.

The hypothesis is accepted as self-blame is positively correlated with Automatic Negative Thoughts ($r = .826$, $p < 0.01$)

- H 2- There would be significant positive relationship of rumination with Automatic Negative Thoughts among teachers. The hypothesis is accepted.

Result shows that increase in value of rumination increases the amount of , Automatic Negative Thoughts ($r = .820$, $p < 0.01$)

- H 3- There would be significant positive relationship of catastrophizing with Automatic Negative Thoughts among teachers. The stated hypothesis is accepted.

catastrophizing and Automatic Negative Thoughts are significantly positively correlated ($r = .870$, $p < 0.01$)

- H 4- Relative contribution of rumination would be much remarkable as compared to self-blame and catastrophizing, towards Automatic Negative Thoughts among teachers. This hypothesis is rejected as contribution of catastrophizing is highest among all three predictor variables in determining Automatic Negative Thoughts.

As per the scores obtained and analysis done we can say that catastrophizing is the highest contributing factor in determining automatic negative thoughts among teachers. So the hypothesis we framed that rumination will contribute relatively more in determining automatic negative thoughts is rejected.

Model Summary

Table 3

MODEL	R	R SQUARE	ADJUSTED R SQUARE	STD. ERROR OF THE ESTIMATE
1	.884	.782	.775	11.620

a. Predictors: (constant), Rumination, Catastrophizing, self-blame.

b. Dependent variable: ANT

The value of R square as per the table is .782. Table revealed that the relative contribution of predictor variables is around 88% in determining criterion variables.

Table 4 ANOVA

Model	Sum of Squares	df	Mean Square	F
Regression	46004.891	3	15334.964	113.562**
Residual	12828.402	95	135.036	
Total	58833.293	98		

****p< 0.01, * p <0.05**

a. Dependent variable: ANT

b. Predictors: (constant), Rumination, Catastrophizing, self-blame.

F-value of Automatic Negative Thoughts are shown in table 4. The values are significant at .01 level. It can be said that self-blame, rumination and catastrophizing significantly contributes to determine Automatic Negative Thoughts.

Table 5 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	r	Coefficient of determination
	B	Std. Error	Beta			
(Contant)	20.937	6.757		3.099*		
CATASTROPHIZING	5.834	1.172	.647	4.977**	.870**	0.56289
SELF BLAME	.359	1.148	.044	.313	.826**	0.036344
RUMINATION	2.091	.668	.312	3.132*	.820**	0.25584

****p < 0.01, * p < 0.05**

Regression Equation between Automatic Negative Thoughts and Predictor Variables:

$$Y = b_1X_1 + b_2X_2 + b_3X_3 + C$$

$$= .834 \times 14.86 + (-.359) \times 15.74 + 2.091 \times 14.72 + (-20.937)$$

$$= 90.953$$

As per table the value of adjusted R square is .782 which revealed that about 88% of contribution is done by predictor variables in determining criterion variable.

1 unit increase in value of predictor variable (self-blame) leads to .359 increase in value criterion variable as the regression coefficient (b value) of self-blame is .359. Self-blame positively contributes to determine Automatic Negative Thoughts with variance of 0.036344.

Regression coefficient of rumination is 2.091 which shows 1 unit increase in predictor variable will contribute to 2.091 increase in Automatic Negative Thoughts. The variance is 0.25584.

Regression coefficient of catastrophizing is 5.834. it can be said that 1 unit increase in catastrophizing leads to 5.834 increase in value of Automatic Negative thoughts. Catastrophizing positively contributes in determining Automatic Negative Thoughts. The variation was found as 0.56289.

DISCUSSION

Self-blame was found positively correlated with Automatic Negative thoughts. The finding of the current study is consistent with those researches, which found self-blame was associated with depression (Bordieri & Kilbury, 1991; Laxer, 1964; Tassone, 1982; Woerner, 1980).

The result of the present study revealed that rumination was found positively correlated with Automatic Negative thoughts. It is observed that teachers are generally held responsible for growth and development of students. Challenges in the field of education have made situation critical for them. New system of education made them change their way of teaching and has also changed their working hours which contributed to their negative thinking. The finding supported by the response styles theory of Nolen-Hoeksema (1991) which proposes that rumination makes depressive symptoms worse, longer and develops it into episodes of depression. Existing four mechanism of rumination may make longer depression.

- First, when people face negative stimuli, they may feel depressed mood. Rumination increases the effect of depressed mood on thinking. People's thinking pattern becomes exaggerate and they understand their situations by negative thoughts and memories.
- Second, thinking pattern becomes more pessimistic, fatalistic, and leads to deficits or interference in problem solving.
- Third, rumination creates obstruction in instrumental behaviour.
- Fourth, social support is lost by rumination, which in turn will feed the Automatic Negative Thoughts.

Catastrophizing found to be highly positively correlated with Automatic Negative Thoughts. Teachers due to high pressure and change in current status of education consider situations worse than they are in actual. Communication gap with students due to online mode of education allows them to think more negatively as it has impacted the student- teacher relation negatively and also has burdened teachers with many other loads and checks.

Limitations

- Study was conducted on only 99 teachers, the sample size could be increased to generalize the results.
- Study was conducted during lockdown period of COVID-19 pre and post COVID effects may be studied.

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