Research Paper Education

# Secondary Students' Blaming Nature Against Involvement of Teachers


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**ABSTRACT**

Blaming is a cognitive distortion which affects the student academically and psychologically. This study is made with the purpose of knowing the blaming nature of the secondary students and teacher involvement with those students. Survey method was used for the collection of data. A sample of 252 students from seven schools was taken for the present study. LiGWi's Scale on Blaming (2014) was used for the collection of data. The statistical techniques employed in this study were percentage analysis, t-test, ANOVA and Pearson's Correlation. The major findings revealed that there was significant difference in the blaming nature of students and involvement of teachers with regard to gender and medium of learning. And also there was no significant difference with regard to residence and locality of school. Implications were also discussed based on the findings.

**KEYWORDS** Blaming, Teacher Involvement, cognitive distortion

**Introduction**

The blame is usually the work of negative or pessimistic people. They can only see the dark side of the issue and find fault. They fail to see that for every situation in which blame can be placed, there is a situation in which learning and growth occur. Blaming could cost time, money, effort, energy, resource and most importantly, relationships and personal dignity (Reid, 2012). Blame is a process of objectively finding fault before assigning consequences. We live in a blame culture. Blame is a norm. Blame recognition and blame management are rarely taught in the schools. Yet blame excesses, extensions and exonerations are a significant part of our social interactions and are implicated in depression. Blame comes in many forms, such as generalized blame, self-blame, blaming others, blaming the past and blaming situations.

Teachers are among the most important factors in the organization and delivery of educational services, part of the response should be: changes with teachers. Teachers who are proud of their profession, valued and committed to the results of their work and accountable to families and communities. Teachers who make a difference, defending their ideas and their rights without impinging on the rights of children and young people to a good education, having opportunities to learn and to develop. It is not easy to assess the effectiveness of teachers. The most rigorous way is to look at the added value that the students of a particular teacher acquire in learning measurements, comparing where they were at the beginning and at the end of a school period, usually a school year (Reimers, 2005).

**Revealing from Studies on Blaming**

Dollinger, Staley and Beth (1981) found that when the defense was attributed to a person (rather than the situation), the self-blaming character was perceived more favourably. Bennett,Compas, Beckjord and Glinder (2005) found that forms of self-blame were related to symptoms of anxiety and depression. Friedman et al., (2007) found that women who blamed themselves reported more mood disturbance. Mediational analyses revealed that self-blame for cancer partially mediated the relationships between a self-forgiving attitude and both mood disturbance and quality of life. Double (2005) found that when people commit the fallacy of blaming, the culprit people mistakenly conclude that judging a culprit to deserve blame for an action exonerates everyone else from blame for that action.

**Revealing from Studies on Involvement of Teachers**

Mason (2013) found that most teachers would consider becoming more involved, if given the opportunity to attend regular meetings, guest teach, teach part-time, teach full-time or participate in teacher–faculty exchanges and have implications for teacher educators in other countries who might be considering expanding the role of in-service teachers in pre-service teacher education. Helleve, et al (2011) found that students' perception of care was associated with the number of lessons received, how often students expressed their opinions in class and how often teachers talked about HIV/ AIDS, condoms and abstinence. Ebrahimi and Mohamadkhani (2014) found that there was a significant relationship between job involvement and, aloofness as well as production emphasis. Samkang (2012) found that almost all the teachers wanted to be involved in all areas of decision making. The results of the study further show that whilst teachers were happy with their involvement in decision making in such areas as co-curricular, lesson planning, preparation and presentation, syllabus interpretation and organizing school functions, the same cannot be said about their involvement in such areas as finance, supervision, resource allocation and conflict management.

**Significance of the Study**

Early adolescent is a stage with lot of emotional turbulence and expectations. They need reward and acceptance from their elders. When they and their behaviour were not accepted by others, they feel depressed and may develop a blaming nature. According to Aaron T. Beck, this blaming nature is one of the cognitive distortions. The blaming makes an individual, unable to enjoy the present moment and to satisfied in their and others' work. The investigators felt that education plays an imperial role in moulding an individuals' behaviour. In that

sense, the involvement of teacher in sort of caring, guiding, motivating and teaching may minimize the blaming nature. Thus, a teacher can become a group hygienist and reduce blaming nature by means of caring, teaching, guiding and motivating. This study is intended to find, how far the involvement of teachers and blaming are correlated and to give possible recommendations to be implemented.

**Objectives**

1. To find the significant difference, if any, in the blaming nature of the secondary students with regard to the background variables.
2. To find the significant difference, if any, in the involvement of teachers as perceived by the secondary students with regard to the background variables.
3. To know the relation, if any, between the blaming nature of the secondary students and involvement of their teachers.

**Hypotheses**

1. There is no significant difference in the blaming nature of the secondary students with regard to the background variables.
2. There is no significant difference in the involvement of teachers as perceived by the secondary students with regard to the background variables.
3. There is no significant relationship between the blaming nature of the secondary students and involvement of their teachers.

**Methodology**

Survey method was opted for this study.

**Tools used**

A five point scale developed by the authors (2014) contains 50 statements was named as LiGWi's Scale on Blaming (LSB). LSB was validated by three experts in teacher education and after item analysis the final draft of the tool contains 26 statements. This tool was used to identify the secondary students' blaming nature.

**Sample**

The sample size chosen for this study is 252 secondary students from seven schools which includes government, aided and private, studying in Tirunelveli district, Tamil Nadu, India.

**Data analysis**

The statistical techniques employed in this study were t-test for independent groups and Pearson's correlation method.

**(i) Significance of Difference in blaming nature of secondary students with regard to background variable.**

| Background variable | Groups | N | Mean | Std. deviation | t | P |
|---|---|---|---|---|---|---|
| Gender | Male | 181 | 85.4088 | 22.04109 | 1.961 | 0.029* |
| | Female | 71 | 90.5211 | 17.08036 | | |
| Medium | Tamil | 145 | 83.1655 | 22.29506 | 3.329 | 0.037* |
| | English | 107 | 91.8411 | 17.64116 | | |
| Residence | Rural | 171 | 86.9474 | 21.65811 | 0.113 | $0.910^{NS}$ |
| | Urban | 81 | 86.6420 | 19.18744 | | |
| Locality of Residence | Rural | 184 | 86.5380 | 21.44299 | 0.408 | $0.468^{NS}$ |
| | Urban | 68 | 89.6912 | 19.31302 | | |

*Significant at 5% level

**(ii) Significance of Difference in teacher involvement as perceived by secondary students with regard to background variables**

| Background variables | Groups | N | Mean | Std. deviation | t | P |
|---|---|---|---|---|---|---|
| Gender | Male | 181 | 160.038 | 20.059 | 0.274 | 0.022* |
| | Female | 71 | 159.197 | 26.162 | | |
| Medium | Tamil | 145 | 161.703 | 18.531 | 1.535 | 0.004* |
| | English | 107 | 157.224 | 25.640 | | |
| Residence | Rural | 171 | 159.040 | 22.906 | 0.339 | $0.919^{NS}$ |
| | Urban | 81 | 161.407 | 19.643 | | |
| Locality of School | Rural | 184 | 159.527 | 21.762 | 0.322 | $0.807^{NS}$ |
| | Urban | 68 | 160.544 | 22.412 | | |

*Significant at 5% level

**(iii) Correlation between blaming nature and teacher involvement perceived by Secondary students**

| Variables | N | r | P |
|---|---|---|---|
| Blaming Vs Teacher Involvement | 252 | 0.112 | $0.076^{NS}$ |

NS – Not Significant

**Findings and Interpretation**

1. There was significant difference in the blaming nature of the secondary students' with regard to gender. The mean scores indicate that blaming nature was more in females than in males .

This may due to the inborn nature of females. They want to do everything in a perfect manner, if they can't so, they developed nature of self blame, situational blame and blaming the past for their failure. Generally females are emotionally bonded and if their emotional expectations are not fulfilled, they search reasons for their failure by blaming. This may also due to the environment where they brought up.

2. The blaming nature was more in English medium students than in Tamil medium students.

From table (ii), the p value shows that there was some lacuna in the teacher involvement to meet their needs. From the mean scores, we inferred that, English medium students perceived less teacher involvement and this may be the reason for their blaming nature. Also, male students perceived more teacher involvement than those of female, and this may develop a blaming nature in female students.

From the table (iii) we observed that, there is weak positive correlation (r = 0.112) between blaming nature and the teacher involvement perceived by secondary students. This shows that there may some intervening variables which augment their blaming nature.

**Recommendations**

In addition to the other means, Teacher involvement also takes a predominant role to diminish the blaming nature among secondary students. Teachers have to avoid comparing one student with others. And also it is the role of teacher to enhance the emotional strength of the students via moral classes, life skill courses and problem solving techniques. Teachers have to spend a quite time to motivate, to guide them when they are in trouble and to care them. Teachers should be impartial with the students and promote collaboration among students. By making them to share their ideas with their peers, students will learn to be satisfied and encourage others' ideas. Teachers may use brainstorming technique to know how to react in a critical situation. These attempts of the students may reduce the blaming nature.

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