

Study on the Relationship Between Shame Tendency and Negative Self-consciousness of Adolescents

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Abstract

Shame usually occurs when individuals evaluate that their core self is defective or wrong and does not meet social or moral standards. In order to avoid negative evaluation of the core self, ashamed individuals may adopt the cognitive way of accusing internalization and shift their responsibility to others. The internalization of blame is not only the rationalization of "afterwards", but the beliefs and attitudes held by individuals, which will lead to antisocial behavior, especially aggressive behavior. This paper holds that individuals with high shame susceptibility are more likely to have negative self-consciousness, which is largely due to the internalization of blame.

Keywords

Adolescents; Shame tendency; Negative self-consciousness; Mental health.

1. Introduction

People always encounter various difficulties in the process of social communication. With various emotional experiences, negative self-consciousness is one of them. Negative self-consciousness refers to the emotional response and avoidance behavior of strong anxiety, nervousness or fear about one or more interpersonal situations. Individuals with negative self-consciousness not only experience more pain emotionally, And it has a serious obstacle to the progress of daily life [1]. Young students are in an important stage of expanding the scope of communication and establishing friendship, which will inevitably lead to various maladjustment problems. Such as shame and so on. Shame tendency is a stable personality phenomenon characterized by long-term and diffuse social anxiety [2]. A large number of studies have shown that shyness can positively predict loneliness. Shyness is associated with many adverse reactions, such as loneliness, low self-esteem, low self-efficacy, social anxiety and so on. However, there are few studies on the effect of shyness on social anxiety. This paper reveals the internal mechanism of shame susceptibility affecting teenagers' self-consciousness and the two sides of shame susceptibility. The research results have certain enlightenment significance for school moral education [3].

2. The Meaning of Shame

Some early scholars defined shame as: when an individual violates social rules and his own inner moral norms, the emotion generated is called shame [4]. In modern times, with the deepening of the research on shame, more and more people find that the components of shame are actually very complex. It may have both positive and negative effects on individuals. Therefore, from different starting points, the definition of shame is also different. The traditional cultures of different countries have different definitions of shame from different angles. These concepts are related to the situation, consciousness level, subjective experience and behavioral response of shame. The most representative definition methods are as follows:

the definition of social emotion, the definition of self-conscious emotion, and the definition of psychoanalytic school [5].

2.1. As the Definition of Social Emotion

The representative of this definition is Izard, who holds the viewpoint of emotional differentiation theory. He mainly discusses the sense of shame from the perspective of behavioral results. In Izard's view, whether in actual or fictional communication situations, when an individual's interest or happy emotion is suddenly interrupted, or when an individual suddenly realizes that his behavior is inappropriate, he will have a strong self-consciousness and self-awareness [6]. According to scholars who hold this view, shame is a kind of social emotion. It has the function of social adaptation and can prevent individuals from being threatened by the outside world. They also believe that shame can reflect the importance of individual social relations [7]. Therefore, shame is a cross-cultural emotion. It can promote individuals to better adapt to harmful situations such as devaluation and rejection, so as to further promote individuals to take corresponding defense measures. Shame has the function of self-regulation and can promote the change of behavior. Therefore, it is conducive to individuals in certain social relations to establish a good interpersonal relationship [8].

2.2. As the Definition of Self-conscious Emotion

The most representative of this definition is the relevant discussion of attribution theory. Lewis is one of the most famous representatives [9]. In his opinion, shame is the result of a series of complex cognitive activities. It is a negative emotional experience that individuals use a series of internalized standards, rules and goals to evaluate the situation and self as a whole. Tangney is another representative figure [10]; In his opinion, shame is a very strong and incompetent negative emotional experience when an individual's behavior and quality are inconsistent or contrary to his own moral standards. To sum up, shame usually arises in: first, when the behavior of individuals or important others is inconsistent with the code of conduct advocated by the society and is perceived by individuals; 2 When an individual fails to meet his own or important others' own expectations.

2.3. Definition of Psychoanalytic School

This way of definition is mainly from the perspective of real self and ideal self. Freud, a famous representative of psychoanalysis, believes that once an individual is aware of his own nudity or incompetence in the process of social communication, he will have a sense of shame [11]. At this time, in order to avoid rejection, individuals will have the desire to hide at the same time. In his opinion, shame is an important defense mechanism, which can hinder individual snooping behavior and sexual impulse, especially in adolescence. Thrane, another representative, believes that when individuals fail to realize their ideal self, or realize that their behavior does not meet the expectations of themselves or important others related to themselves, they will have a sense of shame [12]. Therefore, there are some differences in the definition of shame between classical psychoanalysis and new psychoanalysis. The starting point of the former is instinct, which pays more attention to the important role of instinct in inducing shame; The latter pays more attention to the role of important others related to individuals in their own evaluation.

Through the comparison of the above three most representative definitions of shame, it can be found that shame is a strong negative emotional experience when an individual's behavior is disgraceful or talks about these disgraceful behaviors, unfortunate events or defective characteristics, and if others witness such behavior and make a negative evaluation of it. At this time, individuals will feel that they are very small and even worthless. Therefore, they are often accompanied by the desire to hide in order to avoid other people's negative evaluation of

themselves. The usual behavior is to bury their heads, block their faces or eyes, and even deny and criticize others.

3. A Study on the Relationship Between Shame and Core Self-evaluation

So far, there is no relevant research on the relationship between shame and core self-evaluation. However, through the previous analysis, it is found that the main factors affecting the tendency of individual shame are: parental rearing style, personality, self-esteem, self-efficacy and psychological locus of control. Except parenting style and people, other factors are one of the components of core self-evaluation. Therefore, core self-evaluation is likely to be a very important factor affecting shame. Summarizing previous studies, we can find that the relationship between personality disorder and shame is particularly obvious in the impact of personality variables on shame. Previous studies on adaptive personality have shown that each personality disorder includes neuroticism (emotional stability), and neuroticism is most closely related to personality disorders, especially borderline personality disorders. Thus, shame tendency is closely related to neuroticism. Neuroticism (emotional stability), as one of the components of core self-evaluation, refers to the ability of individuals to regulate their own emotions. Therefore, the relationship between the two also confirms the conclusion supported by most Chinese and Western studies that shame is a "self-oriented" emotion. At the same time, this conclusion has also been fully reflected in the three theories of shame mentioned above: object relationship, attachment theory, functionalism theory and cognitive attribution theory. Although they study the generation mechanism of shame from different angles, they jointly emphasize the important role of self-evaluation on shame. In addition, Judge, Erez, Bono and Thoresen also found through meta-analysis that the four main factors affecting the generation of shame are self-esteem, locus of control, self-efficacy and neuroticism, and there is a high correlation between the above factors. These four variables can jointly constitute a high-order factor: core self-evaluation [13].

4. Self Conscious Emotion

4.1. Definition of Self-conscious Emotion

According to the emotion processing model of self-consciousness; Self-conscious emotion includes four characteristics: first, the generation of self-conscious emotion depends on self-awareness and self representation. For example, we feel happy when we win the game, and we feel proud when we feel that we have won the game as part of the school. 2 The generation of self-consciousness emotion is relatively late. Self-conscious emotion gradually appears with the development of individual socialization. It will initially represent posture or language for comprehensive expression when it is about three years old. 4 Self-conscious emotion mainly meets the individual's social needs and regulates the individual's social relations. For example, recent studies have found that individuals with high propensity guilt in childhood can effectively predict their low-frequency high-risk events and illegal events, and abide by social rules.

4.2. Negative Self-awareness Emotion

Shame and guilt belong to negative self-consciousness emotions. Losing face is a unique negative self-consciousness emotion in oriental culture. Both shame and guilt arise when self-image or social self-identity is negatively evaluated. According to the processing model of self-conscious emotion, shame and guilt will occur only when self-identity and event goals are inconsistent; Shame and guilt have a common cognitive processing mechanism. Individuals first need to pay attention to themselves, activate public or private self representation, and then evaluate whether the current events are consistent with their identity goals, or attribute the

current events to themselves. When individuals attribute their failure to the internal self, shame and guilt will be generated, while when they attribute their failure to the external environment, only basic emotions such as anger will be generated. Both shame and guilt are considered to be related to higher individual anxiety and have a negative impact on individual mental health. Studies have shown that shame is associated with high aggression. For example, Tangney et al. Found that individuals with high shame tendency, whether in childhood, adolescents or adults, are positively correlated with the high frequency of physical aggression. Recent empirical studies have found that perfectionists' guilt about work failure plays an intermediary role in triggering depressive symptoms. The difference between shame and guilt is that, on the one hand, shame mainly focuses on the negative evaluation of the overall self, while guilt mainly focuses on the negative evaluation of their current bad behavior. For example, "I'm a stupid person" tends to trigger shame, while "I didn't make full efforts on this matter" tends to trigger guilt; On the other hand, shame is more likely to lead to withdrawal and hidden behavior, while guilt is more related to compensation behavior.

4.3. Teenagers' Negative Self-consciousness Emotion Brings Negative Self-consciousness Emotion

It can also be stimulated in the process of inter group interaction, such as individuals tend to feel guilty and ashamed of the improper behavior of the group. This emotion is called alternative shame and guilt. This paper holds that the generation of alternative guilt and shame is mainly based on two points: one is shared identity, that is, individuals in the group feel similar to other members of the group based on shared social identity. Individuals can form this shared identity even in the context of the simplest group, and based on the common gender, nationality, The degree of shared identity formed by religion and blood relationship is higher, because these identities are essential for individuals. Individuals tend to maintain the positive representation of these shared identities to maintain their positive identity and high self-esteem. The second is interpersonal interdependence, that is, the psychological connection between the group members perceived by the individual, such as blood relationship or friend relationship. In order to maintain this interpersonal interdependence, individuals need to have the opportunity to communicate and share information to influence the thoughts and behaviors of others. High interpersonal interdependence therefore depends on high-frequency contacts and exchanges, such as business partners, close friends, or sports team members.

This study adopts the method of stratified sampling and selects the students of primary and secondary schools in a city as the research object,

Table 1. Analysis of variance test results of shame among adolescents of different grades (m ± SD)

	fourth grade	fifth grade	Sixth grade	Seventh grade	Eighth grade	F
Shame	1.602±0.416	1.715±0.453	1.694±0.404	1.791± 0.463	1.764±0.451	3.890
Personality shame	1.426±0.444	1.524±0.450	1.563±0.447	1.602±0.473	1.601±0.504	3.378
Behavioral shame	2.039±0.624	2.184±0.604	2.133±0.551	1.791± 0.463	2.220±0.596	2.857
Ability shame	1.500±0.516	1.640±0.571	1.542±0.526	1.602±0.473	1.628±0.517	3.898
Physical shame	1.396±0.577	1.452±0.698	1.410±0.646	1.791± 0.463	2.220±0.596	1.447

Firstly, the study uses one-way ANOVA to test whether there are differences in shame in different grades. In this study, the internal external locus of control compiled by Rotter was used. The higher the score, the more inclined to external control. The results showed that there

were significant differences in school types and grades ($F = 3.10, P < 0.01$; $F = 3.89, P < 0.01$). The post test showed that the shame score of grade 4 was significantly lower than that of grade 5, Grade 7 and grade 8; At the same time, the shame score of grade 6 is significantly lower than that of Grade 7 (as shown in Table 1).

Table 2. Correlation analysis results of adolescent shame, locus of control and self-efficacy

	Shame	Locus of control	Self efficacy
Shame	1		
Locus of control	0.185**	1	
Self efficacy	- 0.248**	- 0.214**	1

Table 2 lists the correlation coefficients between various variables. It can be seen that shame is positively correlated with locus of control. The greater the locus of control (i.e. the more inclined to external attribution), the stronger the individual's sense of shame; Shame is negatively correlated with self-efficacy, that is, the higher the self-efficacy, the lower the individual's sense of shame; There was a negative correlation between locus of control and self-efficacy In the mediating effect test of self-efficacy, structural equation model was used to analyze the relationship between variables. According to the procedure of mediating effect test, first test the direct effect of locus of control on shame, and then test the fitting of the model and the significance of each path coefficient after adding mediating variables. The results show that the direct path coefficient of locus of control on shame is significant

5. Conclusions

Through the correlation and regression analysis between adolescents' shame tendency and its dimensions and core self-evaluation, it shows that core self-evaluation has a significant negative predictive effect on adolescents' shame tendency. That is, the higher the teenagers' core self-evaluation, the lower their shame tendency: the lower the core self-evaluation, the higher their shame tendency. This also confirms the conclusion supported by most of the current Chinese and Western Studies - shame is a kind of "self-oriented" emotion. It also fully reflects the emphasis of object relationship / attachment theory, functionalism theory and cognitive attribution theory on the important role of self-evaluation on shame from different angles. Many previous studies have shown that self-esteem and self-efficacy, as core self-evaluation components, have a negative predictive effect on shame. Influenced by Chinese traditional culture, Chinese people pay special attention to personal face. Face is a self image with social or interpersonal significance established on the basis of the attributes of self or the object of self intake and valued by self, which has the significance of self-evaluation. When teenagers feel no face, they often feel failure or their own shortcomings, which are often the situations that induce a sense of shame. Therefore, the more people who care about face, that is, the higher their evaluation of themselves, the easier they are to experience a sense of shame. On the contrary, the less likely they are to experience a sense of shame. Therefore, core self-evaluation has a certain negative predictive effect on shame tendency.

But at the same time, core self-evaluation is the most basic evaluation and estimation of teenagers' own ability and value. It is an overall self-evaluation. Although it has a certain impact on the evaluation in a specific field, it is not an evaluation in a specific field. The self-efficacy included in the core self-evaluation component refers to an evaluation of teenagers' ability to allocate motivation and cognitive resources required by tasks; Control point refers to an evaluation of the extent to which teenagers can control what will happen; Both of them are specific field evaluations, so specific field evaluations have a certain impact on shame, but it

does not mean that teenagers' overall evaluation of themselves - core self-evaluation also has the same impact on shame, which is one of the reasons why core self-evaluation can not well predict the tendency of shame; Another reason may be that neuroticism (emotional stability), as one of the components of core self-evaluation, refers to teenagers' ability to regulate their emotions. It is a negative emotion completely opposite to self-esteem, another component of core self-evaluation. Although neuroticism and self-esteem, as independent adolescents, can have a significant impact on shame, their impact on shame is opposite. When they act together with shame as components of core self-evaluation, the effect is very complex. Therefore, if we want to further explore the impact of core self-evaluation on adolescents' sense of shame, we need to further clarify the mechanism and ways of the four components of core self-evaluation on adolescents' sense of shame.

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