The impact of dispositional healthy and unhealty self-conscious emotions on perceptual decision making

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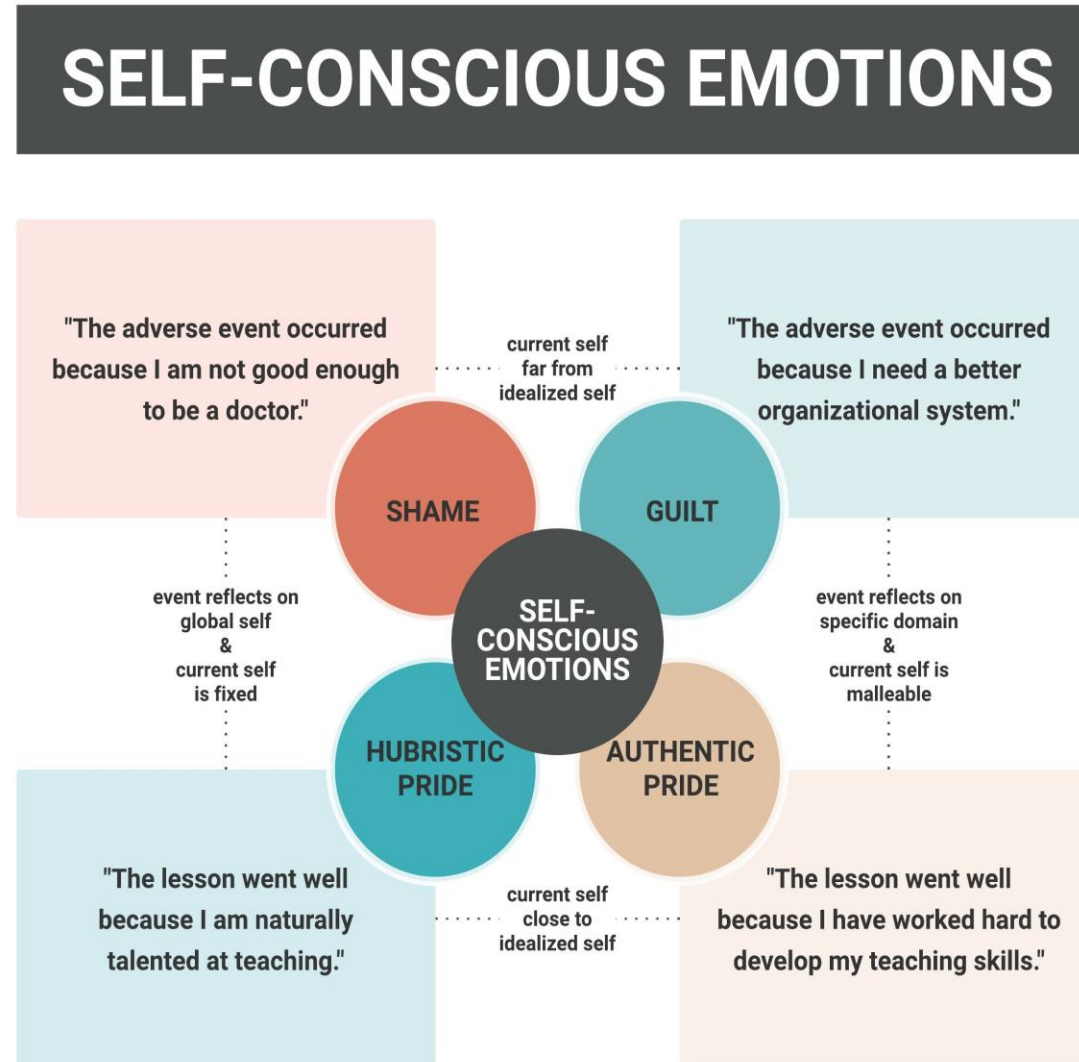
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What are self-conscious emotions?

- Emotions: many possible ways of categorization

- One category is that of self-conscious emotions

- Arise from self-reflection and self-evaluation: how we are perceived by others

- Require cognitive development and ability to understand social norms

SELF-CONSCIOUS EMOTIONS

"The adverse event occurred because I am not good enough to be a doctor."

current self far from idealized self

"The adverse event occurred because I need a better organizational system."

SHAME

GUILT

SELF-CONSCIOUS EMOTIONS

event reflects on global self & current self is fixed

event reflects on specific domain & current self is malleable

HUBRISTIC PRIDE

AUTHENTIC PRIDE

"The lesson went well because I am naturally talented at teaching."

current self close to idealized self

"The lesson went well because I have worked hard to develop my teaching skills."

@MedEdModels

What do we mean by *healthy and unhealty* self-conscious emotions?

- The triggering situation is the same, the consequences are different: positive and negative emotions – Fredrickson's Broaden and Build Theory (1998)

- dispositional self-conscious emotions

Key dimensions on which shame and guilt differ

|	Shame	Guilt
Focus of evaluation	Global self: "*I* did that horrible thing"	Specific behavior: "I *did* that horrible *thing*"
Degree of distress	Generally more painful than guilt	Generally less painful than shame
Phenomenological experience	Shrinking, feeling small, feeling worthless, powerless	Tension, remorse, regret
Operation of "self"	Self "split" into observing and observed "selves"	Unified self intact
Impact on "self"	Self impaired by global devaluation	Self unimpaired by global devaluation
Concern vis-à-vis the "other"	Concern with others' evaluation of self	Concern with one's effect on others
Counterfactual processes	Mentally undoing some aspect of the self	Mentally undoing some aspect of behavior
Motivational features	Desire to hide, escape, or strike back	Desire to confess, apologize, or repair

Context	Hubristic pride	Authentic pride
Object of evaluation[2]	Self	Action or behavior
Current and ideal self-representations[2]	Congruent	Congruent
Attributional pattern[2]	Internal, stable, global, uncontrollable	Internal, unstable, specific, controllable
Action tendencies[22,52,53]	Motivates narcissists' self-enhancing quest for status and dominance	Fosters acquirement of skills, genuine self-esteem, and perseverance at difficult tasks
Purpose[3,22,53,54]	Minimize excessive shame, exert dominance	Build genuine self-esteem, promote achievement
Outcomes[3,22,52,53,55,56]	Impaired relationships, poor mental health outcomes, arrogance, conceit, antisocial behaviors, aggression, hostility, poor relationship quality	Achievement of mastery goals and competence confidence, prosocial behaviors, genuine self-esteem

[a]Table format adapted from Kim et al.[4]

From J. P. Tangney, R. L. Dearing (2004). Shame and Guilt. The Guldford Press. p. 25.

Perceptual decision making

- Mainly input-driven

- RDM: random dot motion

- Information detection, then decision making (moving right or left)

- Noisy sensory information

- Speed-accuracy trade-off

- COHERENCE OF DOT MOTION AND THE DISPLAY TIME CAN BE VARIED

- Everyday examples:
  - Driving in the rain
  - Recognizing a friend in the crowd
  - Reading a blurry text
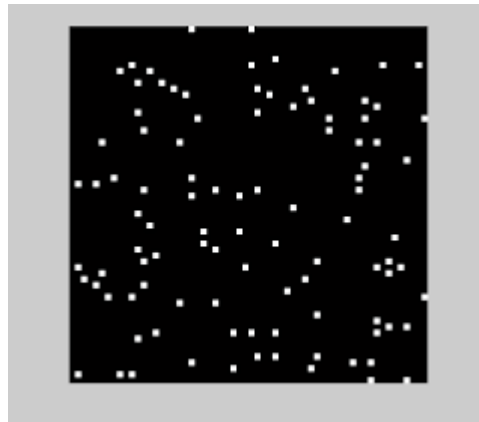
Method – Hypotheses and Sample

- N= 678

- Female N= 242, Male N=208

- Athletes N= 189 and non-athletes N=262 (we handled them together here)

- Hungarian University of Sport Science, Széchenyi István University, Eötvös Loránd University=

- Age m=24.1 SD=8.33

RESEARCH QUESTION: HOW EMOTIONS (DISPOSITIONAL AND ONGOING) INFLUENCE PERCEPTUAL DECISION MAKING?

- Many hypotheses can be formulated - HOW DIFFERENT EMOTIONS THEMSELVES VARY

- H1. HIGH DISPOSITIONAL **SHAME** LEADS TO SLOWER DECISIONS THEN LOW DISPOSITIONAL SHAME

- H2. HIGH DISPOSITIONAL **GUILT** LEADS TO SLOWER DECISIONS THEN LOW DISPOSITIONAL GUILT

- H3. HIGH DISPOSITIONAL ALPHA PRIDE (**HUBRIS**) LEADS TO FASTER DECISIONS THEN LOW DISPOSITIONAL ALPHA PRIDE

- H4. HIGH DISPOSITIONAL **BETA PRIDE** LEADS TO FASTER DECISIONS THEN LOW DISPOSITIONAL BETA PRIDE

Method – Measurement tools and procedure

	Self-conscious (emotions)		Basic (emotions)
	Behaviour	Self	
Positive	Pride	Hubristic Pride	Happiness
Negative	Guilt	Shame	Anger
Control for valence	Mirror		Arousal
Control for emotion	No emotion induced		

Session 1: online

▶ Consent form, GDPR declaration

▶ TOSCA-3: scenario-based, 16 situations

shame, guilt, alpha pride/hubristic, beta pride/pride (detached, externalization)

▶ Demographic questions

  ▶ Age, gender, place of living

  ▶ Handedness

  ▶ Played sport

  ▶ Athletic experience

Session 2: lab experiment

▶ Check of reaction time (awareness)

▶ Experimental manipulation

▶ RDM (**velocity** and accuracy)

  ▶ coherence/**display time** 100/200/300/400 ms

▶ Manipulation check

  ▶ Intensity and type of emotional experience (diverse questions)

  ▶ LIF (self-awareness)

RESULTS – SHAME (and decision time IA)

## THE LONGER THE DISPLAY TIME IS, THE SLOWER THE DECISION IS TAKEN IN EACH DISPOSITIONAL EMOTION

A linear mixed-effects model revealed no significant main effect of shame (b = 4239, p = .37). The interaction between guilt and display time was significant (b = 0.2295, p < .001), indicating that individuals medium in guilt showed less of an increase in reaction time with increasing display time

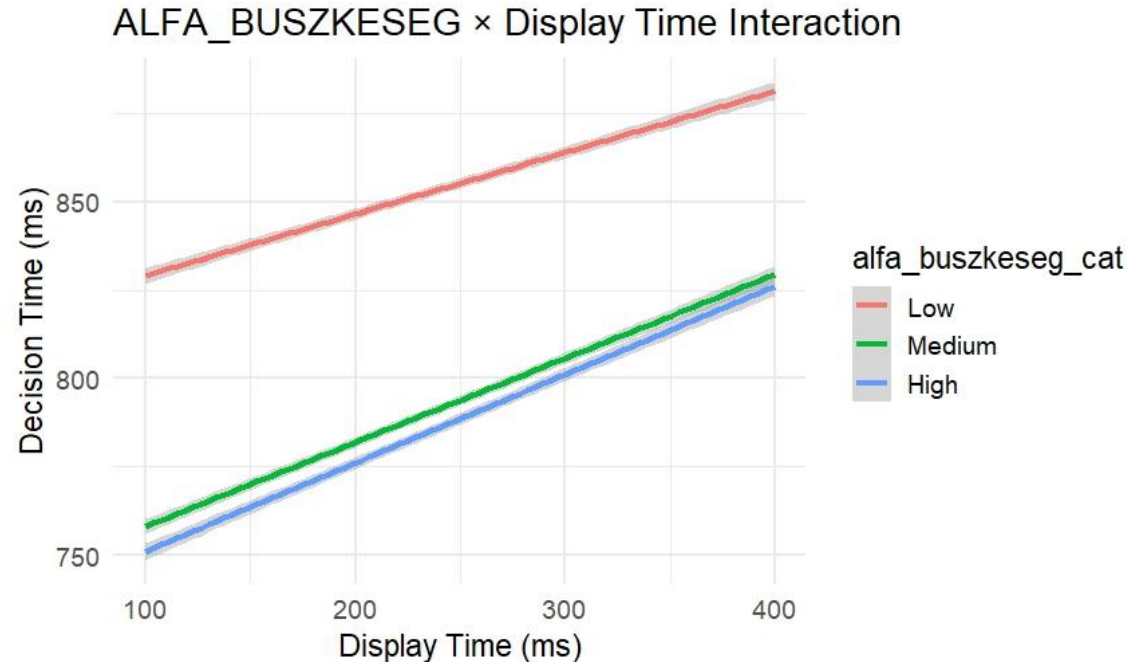SZEGYEN × Display Time Interaction
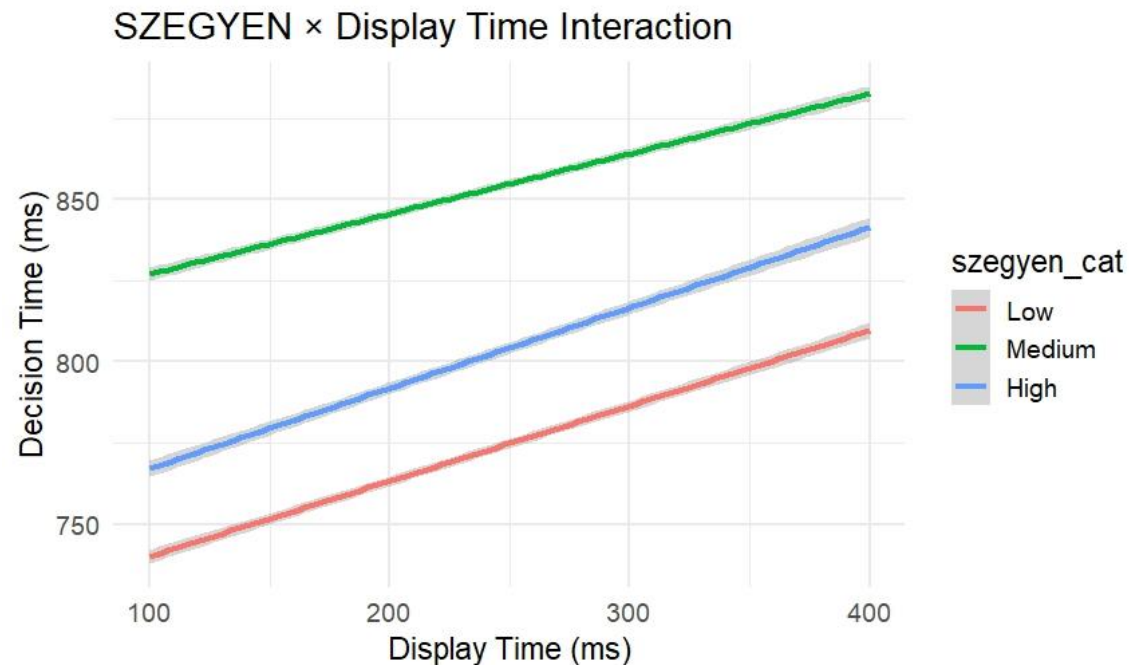
RESULTS – GUILT (and decision time IA)

A linear mixed-effects model revealed a significant main effect of guilt (b = 6.97, p = .0098). The interaction between guilt and display time was significant (b = –0.026, p < .001), indicating that individuals high in guilt showed less of an increase in reaction time with increasing display time
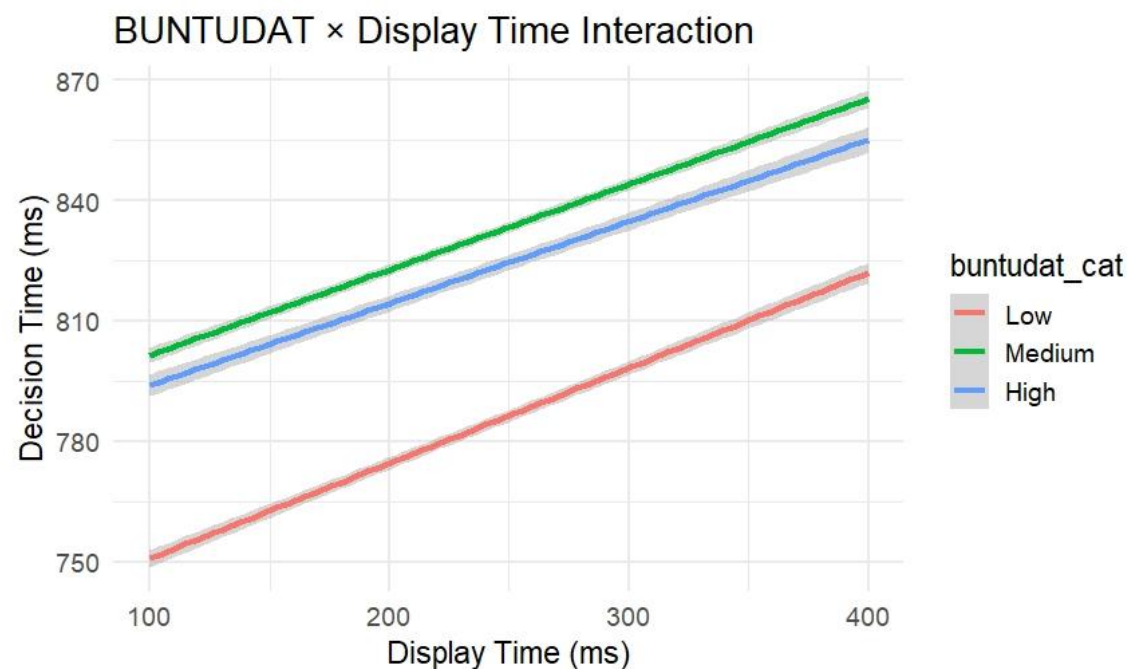
# RESULTS – ALPHA PRIDE/HUBRIS (and decision time IA)

▶ alpha pride had no significant main effect on decision time (b = –3.47, p = .29)

▶ interaction with display time was significant (b = 0.020, p = .0001): individuals high in alpha pride showed a steeper increase in reaction time as display duration increased

ALFA_BUSZKESEG × Display Time Interaction

RESULTS – BETA PRIDE/AUTHENTIC (and decision time IA)

▶ Both the main effect of beta pride (b = –6.92, p = .0024) and its interaction with display time (b = 0.032, p < .001) were significant: higher levels of beta pride are linked to generally faster decision times, but the advantage decreases slightly as display time increases

BETA_BUSZKESEG × Display Time Interaction
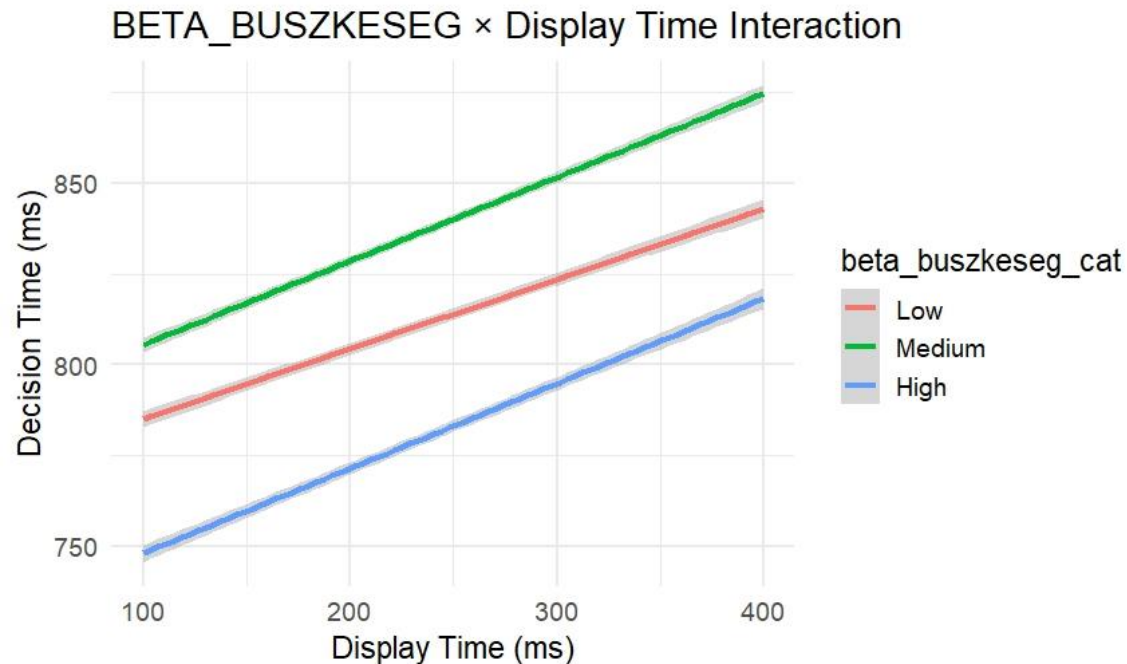
Consequences

▶ Dispositional emotions influence the velocity of perceptual decision making

▶ low guilt and high beta (authentic) pride proved to be the fastest regarding decison time:

  ▶ dispositional emotions focusing on the self do not have a main effect on perceptual decision making

  ▶ dispositional emotions focusing on the behaviour have a main effect on perceptual decision making in accordance with their valence

  ▶ Interactions show a complicated picture regarding display time

Limitations

- ▶ Far too difficult research design, too many variables and it is difficult to simplify the research hypotheses and formulate a compact understanding of the phenomenon

- ▶ Here we are investigating the interactions with display times, coherence of dot motion can work differently

- ▶ We are now talking about dispositional emotions, the actual ones can work differently – and dispositional emotions my influence them

- ▶ Single dispositional emotions were measured – cluster analysis is still to be executed

- ▶ Complex decisions could work differenty, we cannot extrapolate these findings to them

Why should we talk about all this regarding LLL?

▶ As sustainabilty means far more than *being green*, It's about how to live responsibly for the world's (society, environment, etc). And for your own sake and best interest:

▶ *Dispositions to different emotions lead to differences even at perceptual level*

▶ *Focusing on behavior can help, especially when it comes to positive emotions: we need to teach everyone to be proud of their achievements (in align with Dweck's mindset theory – fixed or growth mindset and Deci and Ryan's SDT):*

  ▶ *Praising effort*

  ▶ *Challenging tasks*

  ▶ *Emphasising pleasure during the learning process*

  ▶ *Emphasising positive values like stamina and effort*