



Prediction of adolescent shame based on self-compassion and emotional regulation according to the mediating role of problem solving

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Abstract

Aim: The present study was conducted with the aim of predicting adolescent embarrassment based on self-compassion and emotional regulation with regard to the mediator role of problem solving in adolescents aged 12 to 15 years in Tehran. **Methods:** In the form of a cross-sectional correlational design, 320 people (boys and girls) were selected from the teenagers of Tehran city by purposive sampling method, after collecting the data, 312 questionnaires could be analyzed. The participants were asked to answer standard questionnaires of emotion regulation by Granfaski et al. (2001), problem solving by Hepner and Patterson (1982), self-compassion by Neff (2003), and feelings of shame and guilt by Cohen et al. (2011). In order to analyze the data, Spss and Smart-PLS software were used. **Results:** The results showed that 65.9% of the changes in shame are caused by the changes in self-compassion and emotional regulation variables, and all the mentioned variables have a significant effect on shame ($P < 0.001$). Also, the results related to the mediating role of problem solving showed that only negative emotion regulation through problem solving has an indirect effect on embarrassment with an intensity of 0.45 ($P < 0.001$) and the two variables of positive emotion regulation and self-compassion through problem solving They do not have an indirect effect on shame ($P > 0.05$).

Conclusion: Based on the findings of the research, it can be concluded that the variables of self-compassion and emotional regulation have an effect on teenagers' shame and problem solving has a mediating role in the relationship between negative emotion regulation and teenagers' shame. Therefore, paying attention to these mechanisms can be useful in formulating effective preventive and therapeutic interventions for adolescents in dealing with adolescent embarrassment and depression symptoms.

Keywords: positive and negative emotion regulation, self-compassion, problem solving, adolescent shaming.

Introduction

Adolescence is one of the most sensitive developmental stages in human life, and one of its most important features is many changes in physical, social, intellectual and psychological fields (Vintraub, 2015). Therefore, one of the most important and critical events in life, i.e. puberty, takes place during this period. Adolescence is a transitional period in which a person moves from the security of childhood to the responsibilities and privileges of adulthood (Mugler, 2009). One of the effective predictors on the reactions of a person's behavior in interaction with others is emotion (Williams & Wedruff-Barden, 2014). On the one hand, emotions are the source of pleasure, pain and suffering, and on the other hand, they determine relationships, compatibility and social behaviors. In addition to examining basic emotions, recent researches have expanded to more complex emotions, including social emotions and self-conscious emotions such as pride, shame, and guilt (Hashmi et al., 2017).

One of the variables that seems to be related to adolescent shame is emotional regulation. Since adolescent shaming is related to emotional misregulation, emotion regulation means people's efforts to influence the type, time and manner of experiencing and expressing, changing the duration or intensity of behavioral, experimental or physical processes of emotions. Therefore, emotion regulation includes the management of positive and negative emotions in which both internal factors (such as cognition and emotion) and external factors (such as social context and parental support) are influential. Processes related to emotion regulation can occur consciously or unconsciously, spontaneously or controlled (Keshki, 2018).

Another variable associated with adolescent shame is self-compassion. Self-compassion is actually touching and healing suffering with love and kindness. It is defined as the non-judgmental understanding of one's hardships, inadequacies, and failures so that one's experience is seen as part of a larger human experience (Neff & Germer, 2017).

One of the concepts that is closely related to adolescent shaming is problem solving skills. Problem solving is an important coping strategy that increases personal and social ability and development and reduces the intensity of psychological symptoms (Zafrakhandi & Zare Bidaki, 2020). Problem solving is a coping and practical skill that increases self-confidence and is related to personal adjustment, which includes five steps: self-perception, defining the problem, preparing the problem, preparing a list of different solutions, deciding on the most suitable solution, and trying the chosen solution. (Bell and Di Zorrilla, 2009 quoted by Moradi & Ghobadi, 2020).

use problem solving skills; Because suppressing emotions can disrupt thinking and memory, and regulating emotions is better than suppressing emotions. Therefore, considering the sensitivities of youth and the lack of attention of people around this period, it seems necessary to investigate and conduct researches related to youth. Adolescence is one of the most sensitive developmental stages in human life, and one of its most important features is many changes in physical, social, intellectual and psychological fields. Therefore, one of the most important and critical events in life, i.e. puberty, takes place during this period. In this period, a person is influenced both mentally and physically and sexually, and has new conditions and needs.

In this research, the factors related to communication, self-compassion, emotional regulation with adolescent shame, and the mediating role of problem solving in adolescents have been examined. Therefore, the basic question raised in this research is, to what extent is the contribution of self-compassion, emotional regulation with

regard to the mediating role of problem solving in predicting adolescent embarrassment?

The question of the present research is whether adolescent shaming can be predicted based on self-compassion and emotion regulation, considering the mediator role of problem solving in adolescents aged 12 to 15 years in Tehran?

Method

In the form of a cross-sectional correlational design, 320 people (boys and girls) were selected from the teenagers of Tehran city by purposive sampling method, after collecting the data, 312 questionnaires could be analyzed. The participants were asked to answer standard questionnaires of emotion regulation by Granfaski et al. (2001), problem solving by Hepner and Patterson (1982), self-compassion by Neff (2003), and feelings of shame and guilt by Cohen et al. (2011). In order to analyze the data, Spss and Smart-PLS software were used.

Results

The average (standard deviation) age of the participants in the present study was 15.89 (3.44).

Considering that the significance level of the Kolmogorov-Smirnov test in the above table for the variables of compassion and negative emotion regulation is less than 0.05, it is concluded that the distribution of the above mentioned variables has no significant difference with the normal distribution. For other variables of victim of bullying, shame, victim of bullying, positive emotion regulation and problem solving, according to the significance level that is higher than 0.05, they have normal distribution. Due to the non-normality of the research variables, SmartPLS structural equation software was used to check the research hypotheses.

The majority of subscales have a significant correlation between 0.3 and 0.8. It should be noted that the correlation between 0.3 and 0.8 is the standard limit and values outside this correlation are not acceptable and will have a negative effect on the research results. In the next step, the Mahalanobis statistic was investigated, and the critical value for 6 variables is equal to 24.32, and 2 samples were larger than this value, which were removed from the analysis process, and other research samples were smaller than the critical value. Therefore, in the end, this index was also approved.

To test the measurement model in this research, Cronbach's alpha and composite reliability were used to check the reliability of the measurement model, and convergent validity and divergent validity tests were used to check the validity of the measurement model.

Given that the R² value of problem solving variable (0.413) and shame (0.659) is almost high. All the used fit indices show that this model has a good fit; Therefore, we conclude that the research model has a high ability to measure the main research variables. Due to the standardization of the model, the research findings are reliable. Given that the value of GOF is equal to 0.67; Therefore, it can be said that the overall fit level of the model is excellent and acceptable.

Conclusion

The present study was conducted with the aim of predicting adolescent embarrassment based on self-compassion and emotional regulation, considering the mediator role of problem solving in adolescents aged 12 to 15 years in Tehran.

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