

# THE ROLE OF EMOTIONS: TRANSITION IN STUDENTS' PSYCHOLOGY TOWARDS PLAGIARISM BEHAVIOUR

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## Abstract

The purpose of this scenario-based quasi-experimentation research study using quantitative procedures supported by qualitative data is to identify the association between felt emotions and plagiarism outcome behaviours. To investigate how the impact of felt emotions for different scenarios of direct and indirect emotions. This study examined the role of emotions in decision to commit plagiarism among students. The overall aim of the study was to explore critical influences that go into the forming of a student's view of plagiarism and to suggest the outcome behavior for plagiarism among scholars. The research conducted, where scenario based questionnaire was circulated among students as respondents. Data analyzed using Smart PLS software. This study focuses on the role of emotions on the students to plagiarize. This research suggests how plagiarism behavior could be controlled among students by manipulating their emotions.

**Keywords:** Plagiarism, Students, Emotions, Shame, Outcome Behaviour.

## INTRODUCTION

In academia, plagiarism by students, researchers, and professors are considered as Academic dishonesty or academic fraudulence, which results in low grades, loss of reputation, failure, suspension, and expulsion from the university. Students can easily copy and paste phrases, paragraphs, and whole papers free of charge from the Internet (Pandoi & Gupta, 2018c). Even in most of the cases, they are not aware that this type of copy and paste of other's information to complete their projects is unethical in nature. One British student, Michael Gunn at the University of Kent threatened to sue his school for inattention to inform him that such conduct, i.e., plagiarism is against the rules (Kidwell and Kent, 2008). He always used to copy and paste from the internet to complete his projects and never realised that whatever he is doing is wrong. They copy and paste the content without acknowledging the source for completing their assignments. McCabe (2005) stated that many students consider

that if the information is available on the internet, it is public knowledge, and there is no need to cite the same. The main purpose of this research is to observe the impact of Emotions on Plagiarism outcome behavior among scholars.

## LITERATURE REVIEW

Imagine it: You're eighteen years old, a freshman in college, and it's term paper time. You're taking five classes; you're working fifteen hours a week. You have a thriving social life, especially with your involvement in intramural basketball; a student organization devoted to peace, justice, and ecology; and a minor addiction to World of Warcraft. Two weeks ago, your Composition professor gave you an assignment: You need to write a twelve page research paper on a topic of your choice, focusing on articles from scholarly and peer-reviewed sources, using MLA-style citations, turning in your sources along with the

paper. You've chosen to research hydrogen-powered cars; you've been reading in your spare time; you're not always sure what the authors are talking about, but you don't want to look stupid by asking the teacher to help you understand them. Besides, you've got other worries - you need to pull your grade up from a D to a C in Algebra, you've got to work your shifts at Arby's to help pay for your car, and you think your girlfriend might be cheating on you with one of your intramural teammates.

Now the paper's due in two days and you're rushed and don't think you'll be able to write a good one. You feel you have two options: You can get online and cut and paste text from any of the free essays that pop up on Google when you type in "hydrogen-powered cars essay," cobbling together something the professor might appreciate. Or you can write the paper yourself, but know it'll be a rush job. You choose the latter option, drink two pots of coffee and pull an all-nighter before the paper's due, and turn in what you feel to be a less-than-great but passable paper. Three days later, your professor pulls you into her office and accuses you of plagiarizing. Turns out, in your rush to complete the paper, you've forgotten to cite a few of your paraphrases and parts of the text are "too close to the original sources." Even though you've attempted to do the work yourself, because of the alleged plagiarism, your teacher has given you an F in the class. How do you feel? What lesson have you learned?

The scenario described above is one that most educators realize happens but try to ignore - students are busy, don't manage their time well, fear their professors, and turn in rushed work. Sometimes students are faced with the option to plagiarize, and sometimes they succumb to the promise of less work and a good grade, either through cutting and pasting text together, downloading a paper through the Internet, buying one from a paper mill, or borrowing one from a friend. Other times, students are accused of plagiarism for what might be more accurately described as a faulty understanding (or faulty implementation) of the procedures of integrating and documenting sources: students attempt to do the work themselves (though they

might be rushing through it) but are often punished in the same ways as the students turning in knowingly fraudulent work.

Over the past two decades, there has been a lot of worry about the rising "epidemic" of plagiarism. Researchers have provided contradictory reports as to whether or not there's any truth to this rise, but, the plague of plagiarism aside, research into the subject has been more varied and fruitful during these years than at any time in the past. Scholars have written books and articles on how to prevent plagiarism in the classroom, on student rationalizations and neutralization for plagiarizing, on the effect of a capitalist driven society and educational system on plagiarism, on students' roles as novices to the academy and the impact that role has on the likelihood to plagiarize, and on cultural contexts for plagiarism (Pandoi & Gupta, 2018a). While most of these articles are written by educators, few of them draw upon students' voices, and they rarely open a dialogue into which both students and instructors can enter. My study attempts to help broach the gap between students' and instructors' perceptions of plagiarism. In order to create a dialogue about plagiarism, we need to listen to students to see how they approach the problem.

## PLAGIARISM

Plagiarism is the illegal apply of other researcher's thoughts or terms and depicting them as one's authentic effort. The Modern Language Association defines plagiarism as "using another person's ideas or expression in your writing without acknowledging the source" (Gibaldi et al., 2003). Robert Briggs (2009) categorised plagiarism into two categories: "copying" or "borrowing" and "stealing" or "cheating." He claims that the first two terms are "morally neutral," for a while they capture the basic action involved in plagiarising, they fail to indicate "the inappropriateness of that act fully".The next two terms highlights "the immorality of the act which might appear to be the easier way".

McLeod (1992) brought attention to the lack of intention included in most definitions of

plagiarism, in which any form of copying without proper citation is dubbed plagiarism. She draws a clear distinction between intentional plagiarism, which is defined by conscious deception, and unintentional plagiarism, which is characterised by an apparent effort to properly integrate and document the source, and reminds her readers that most undergraduate students, particularly freshmen, have not yet mastered such source skills (Pandoi & Gupta, 2018b).

### SHAME AND PLAGIARISM

When people transgress by violating norms or standards, or by harming another person, they often experience shame and guilt. Shame and guilt are self-conscious emotions; that is, they require self-reflection and self-evaluation (Tangney, Miller, Flicker, & Barlow, 1996). These emotions are often experienced after violating moral values (e.g., shoplifting), social norms (e.g., cutting in front of someone in line), or social expectations (e.g., failing to show up for an appointment; see Tangney, 1991, 1996; Tangney et al., 1996 for reviews).

These emotions may be elicited in response to social transgressions, and the experience of shame and guilt may directly affect whether or not a transgressor decides to seek reparation (Fisher & Exline, 2006; Tangney, 1991, 1996). For example, the experience of these self-conscious emotions in a transgressor has been associated with empathy, anger, and regret (Tangney, 1999). Because these links between self-conscious emotions, empathy, anger, and regret may influence whether or not a transgressor seeks reparation, they may serve as moderators of the repentance<sup>^</sup> forgiveness process (Tangney, 1991). Indeed, past research has indicated that shame and guilt have interpersonal elements that play a major role in the forgiveness process (Rhode, 1990).

Guilt is experienced when a transgressor focuses on their negative behaviour (e.g., "I did a bad thing," Tangney, 1991). Often, individuals who experience guilt consider their behaviour as something controllable and not indicative of their character (Weiner, 1986). Conversely, when individuals are focused on

their character after engaging in negative behaviour, they experience shame (e.g., "I am a bad person"; Tangney, 1991, 1996). These individuals focus on their self rather on their actual behaviour and regard their self as stable and uncontrollable. Their perceived lack of control over their actions may influence subsequent behaviour. Often, these individuals may define themselves as failures (Tangney et al., 1996).

The function of shame in interpersonal relationships, however, has been debated. According to Tangney (1991, 1996), shame is an ineffective emotion, and it functions in ways detrimental to the person who experiences it. Given that they believe their behaviour is stable and unchangeable, individuals experiencing shame tend to engage in maladaptive behaviour following a transgression, such as externalizing blame and evading responsibility for one's actions (Tangney 1996). Also, these individuals may engage in avoidance and withdrawal from shame-inducing situations (Lewis et al., 1992). Thus, shame may invoke avoidant or aggressive behaviours on behalf of the transgressor.

However, Keltner and his colleagues (see Keltner & Buswell, 1996; Keltner & Gross, 1999; Keltner & Haidt, 2001; Keltner & Harker, 1998, for reviews) regard shame as a functionally adaptive emotion. That is, shame can promote prosocial relations by eliciting appeasement behaviours from the transgressor, which signal submissiveness, and in turn, these appeasement gestures may decrease aggressive and punitive tendencies in others (Keltner & Harker, 1998). Furthermore, appeasement gestures tend to increase affiliative tendencies and emotions (Keltner & Harker, 1998). Therefore, if a transgressor expresses shame, this emotion may serve to promote social relations with those she or he has transgressed against.

There are also distinct, nonverbal behaviours, including facial expressions, body postures, head movements, and bodily displays, associated with shame (Keltner & Harker, 1998). Nonverbal behaviours associated with shame include facial expressions (e.g., lowered

lip comers, blushing, not smiling), shrinking and folding of the body (e.g., slumped shoulders, body collapsing), gaze aversion (e.g., hanging one's head down), and motor avoidance (e.g., withdrawing oneself from others). Indeed, research by Keltner and Buswell (1996) provide evidence that recognizable, distinct nonverbal shame behaviours exist. Often, individuals experiencing shame exhibit little or no verbal behaviours (Ablamowicz, 1992; Scherer & Wallbott, 1994).

## CONCEPTUAL FRAMEWORK

In this study, researcher is going to deal with Specific emotion, i.e., Shame (Extrinsic shame and Intrinsic shame) as independent Variables. They will lead to different types of outcome Behaviour – Avoidance, Discontinuance and Repair Behaviour among students. The relationship is shown in the below figure 1.

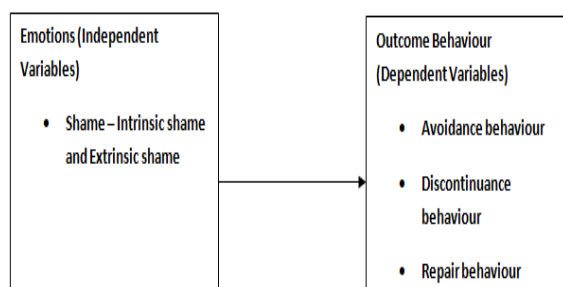


Figure 1: Conceptual Framework

## HYPOTHESIS DEVELOPMENT

Researcher evaluated the connection between Emotions and Plagiarism outcome behaviour, where focus was given to check the impact of Shame on Avoidance behaviour, Discontinuance behaviour and Repair Behaviour among scholars towards Plagiarism. The major purpose of this study is to observe the impact of Emotions on Plagiarism outcome behavior among scholars. Researcher tested how different emotions affect the plagiarism outcome behavior for students' behavior.

The Hypotheses are:-

H1 - Feelings of direct shame is related with the plagiarism outcome behaviour

- H1Aa - Feelings of intrinsic shame is related with the avoid behaviour for plagiarism

- H1Ab - Feelings of intrinsic shame is related with the discontinuance behaviour for plagiarism

- H1Ac - Feelings of intrinsic shame is related with the repair behaviour for plagiarism

- H2Ba - Feelings of extrinsic shame is related with the avoid behaviour for plagiarism

- H2Bb - Feelings of extrinsic shame is related with the discontinuance behaviour for plagiarism

- H2Bc - Feelings of extrinsic shame is related with the repair behaviour for plagiarism

H2 - Feelings of indirect shame is related with the plagiarism outcome behaviour

- H2Aa - Feelings of intrinsic shame is related with the avoid behaviour for plagiarism

- H2Ab - Feelings of intrinsic shame is related with the discontinuance behaviour for plagiarism

- H2Ac - Feelings of intrinsic shame is related with the repair behaviour for plagiarism

- H2Ba - Feelings of extrinsic shame is related with the avoid behaviour for plagiarism

- H2Bb - Feelings of extrinsic shame is related with the discontinuance behaviour for plagiarism

- H2Bc - Feelings of extrinsic shame is related with the repair behaviour for plagiarism

Table 1 - Research Hypotheses

Hypotheses No	Hypotheses
H1 (Direct Shame scenario)	H1A: Intrinsic Shame → Outcome behaviours H1B: Extrinsic Shame → Outcome behaviours
H2 (Indirect Shame scenario)	H2A: Intrinsic Shame → Outcome behaviours H2B: Extrinsic Shame → Outcome behaviours

## RESEARCH METHODOLOGY

The survey research design was used in this study where the secondary data were collected from available literature and many more other sources and for collecting the primary data, a structured questionnaire was used, and for that purpose, a scenario-based questionnaire was then administered. The questionnaire development phase involved designing, pilot testing, and development of the instrument. Data collection was done by using the purposive sampling, and target respondents in the study were graduate, post graduate and doctoral students. PLS-SEM is used including the measurement model and the structural model analysis.

## DATA ANALYSIS

Examining the structural model path coefficients is an important part of structural

model assessment. The hypothesized relationships between the constructs are presented by the Path coefficients. The values of path coefficients are shown in table 5.3.6. The standardized values of the path coefficients approximately range between -1 and +1. Close to 1 value of path coefficient represents the strong relationship, and the weaker relationship is presented by the path coefficient if the value is close to 0. If the value of the path coefficient is very close to 0 or very low, then it generally shows the insignificant relationship. When p-value of significance is less than .01, it is acceptable at 1% significance level, whereas when p-value of significance is less than .05, it is acceptable at 5% significance level, and when p-value of significance is less than .1, it is acceptable at 10% significance level. Many researchers use p values to evaluate levels of significance. Researchers frequently presume 10% of the significance level in exploratory study.

Table 2: Hypotheses Testing – Path Coefficients for Direct Shame

Hypotheses No.	Hypothesized Path	$\beta$ Coefficient	T Statistics	P Values	Decision
H1Aa	Intshame -> Avoid	0.254	3.359	0.001	Supported
H1Ab	Intshame -> Discontinuance	0.150	1.827	0.068	Supported
H1Ac	Intshame -> Repair	0.316	4.349	0.000	Supported
H1Ba	Extshame -> Avoid	0.098	1.12	0.263	Not Supported
H1Bb	Extshame -> Discontinuance	0.147	1.805	0.071	Supported
H1Bc	Extshame -> Repair	0.037	0.446	0.656	Not Supported

p-value  $\leq$  .1, at 10% level of significance

## HYPOTHESES TESTING (RESULTS AND INTERPRETATIONS)

H1 - The feelings of direct shame is related with the outcome behaviour (Avoid, Discontinuance and Repair)

[Hypothesis 1A] - The hypothesis 1A is accepted. As the intrinsic shame has a

significant positive effect on outcome behaviours (avoid, discontinuance and repair) for plagiarism (At 0.1 level of significance).

[Hypothesis 1B] - The hypothesis 1B is accepted in the case of discontinuance behaviour and rejected for avoid and repair behaviour. As the extrinsic shame has a significant positive effect on discontinuance

behaviour for plagiarism and the p values are not significant for avoid and repair behaviours

for plagiarism (At 0.1 level of significance).

Table 3: Hypotheses Testing – Path Coefficients for Indirect Shame

Hypotheses No.	Hypothesized Path	$\beta$ Coefficient	T Statistics	P Values	Decision
H2Aa	Intshame -> Avoid	0.29	3.9	0.000	Supported
H2Ab	Intshame -> Discontinuance	0.150	1.827	0.68	Not Supported
H2Ac	Intshame -> Repair	0.256	3.217	0.001	Supported
H2Ba	Ext shame -> Avoid	0.244	3.25	0.001	Supported
H2Bb	Extshame -> Discontinuance	0.147	1.805	0.71	Not Supported
H2Bc	Ext shame -> Repair	0.018	0.19	0.85	Not Supported

p-value  $\leq .1$ , at 10% level of significance

## HYPOTHESES TESTING (RESULTS AND INTERPRETATIONS)

H2 - The feelings of indirect shame is related with the outcome behaviour (Avoid and Repair)

[Hypothesis 2A] - The hypothesis 3A is accepted. As the intrinsic shame has a significant positive effect on outcome behaviours (avoid and repair) for plagiarism (At 0.1 level of significance).

[Hypothesis 2B] - The hypothesis 3B is accepted in the case of avoidance behaviour and rejected for repair behaviour. As the extrinsic shame has a significant positive effect on avoidance behaviour for plagiarism and the p values are not significant for repair behaviour for plagiarism (At 0.1 level of significance).

## RESULTS AND FINDINGS

### Study 1 - Direct Shame

In this study, under the scenario of direct shame; I have tested the hypotheses based on shame and outcome behaviour for plagiarism. Here, the direct shame occurs when people have shown their criticism, opposition and dissatisfaction to individual's plagiarism behaviour.

H1 - The feelings of direct shame is related with the outcome behaviour (Avoidance, Discontinuance and Repair)

In this study, researchers hypothesised (hypotheses 1Aa-1Bc) that there is a positive association between the shame and all three plagiarism outcome behaviours (avoidance behaviour, discontinuance and repair behaviour) under the direct shame scenario. Shame is defined as a negative and dislikable emotion caused by an individual's awareness of being immoral, deceitful, dubious, objectionable, inexcusable, and unethical. (de Hooge, Breugelmans, & Zeelenberg, 2008). In consideration to this statement, my results confirmed that the scenario (directly indicted of practising plagiarism) affect the degree of shame felt by scholars for plagiarism. The findings of this study are interpreted as there is a significant and positive impact of intrinsic shame on all three plagiarism outcome behaviours. On the other hand, extrinsic shame has a significant and positive impact on the discontinuance behaviour and no impact on the avoidance and repair behaviour for plagiarism. This shows that extrinsic shame, which is a response to the violation of standards of acceptable behaviour will lead to the discontinuance behaviour among scholars under the direct shame scenario. So scholars who are facing direct shame for plagiarism will try to discontinue that situation. This direct shame will not initiate them for not repeating the same in future.

### Study 2 - Indirect Shame

In this study, under the scenario of indirect shame; I have tested the hypotheses based on shame and outcome behaviour for plagiarism.

Here, the shame occurs when people have shown their indirect criticism, opposition and dissatisfaction to individual's plagiarism behaviour.

H2 - The feelings of indirect shame is related with the outcome behaviour (Avoidance and Repair)

In this study, researchers hypothesised (hypotheses 2Aa-2Bc) that there is a positive association between the shame and all three plagiarism outcome behaviours (avoidance behaviour and repair behaviour) under the indirect shame scenario. Shame is defined as a negative and dislikable emotion caused by an individual's awareness of being immoral, deceitful, dubious, objectionable, inexcusable, and unethical. (de Hooge, Breugelmans, & Zeelenberg, 2008). In consideration to this statement, my results confirmed that the scenario (indirectly indicted of practising plagiarism) affect the degree of shame felt by scholars for plagiarism. The findings of this study are interpreted as there is a significant and positive impact of intrinsic shame on all plagiarism outcome behaviours. On the other hand, extrinsic shame has a significant and positive impact on the avoidance behaviour and no impact on the repair behaviour for plagiarism. This shows that extrinsic shame, which is a response to the violation of standards of acceptable behaviour will lead to the avoidance behaviour among scholars under the indirect shame scenario. So scholars who are facing indirect shame for plagiarism will try to avoid that situation.

## DISCUSSIONS AND CONCLUSIONS

Here, authors conclude with various findings in the context of unethical consumption of other's information by scholars to produce their own results. Statistical analyses revealed that the effect of the emotions on outcome behaviours fit data for the particular model. This research contributes towards filling the gap of literature on consumer misbehaviour incorporating the relation between emotions and their plagiarism behaviours by generating the consciousness about plagiarism among college scholars and

raising the perceptive about the function of emotions towards the plagiarism behaviour. As once this awareness and understanding grows, plagiarism in India will be reduced and controlled. Subsequently, this study confirms our central hypotheses that manipulation of graduate students' emotions can be a better tactic for college students' plagiarism behaviour than coercive tactics presently being used.

## IMPLICATIONS

The inferences of this research present vital implications for the colleges, scholars and researchers in the perspective of plagiarism. Firstly, the study portrays the implication of the function of emotions for outcome behaviours for unethical consumption of other's intellectual output by scholars. The findings provide the platform for universities and policymakers to understand the role of emotions, which could be used to control the plagiarism behaviour among students. For instance, the feeling of shame whether direct or indirect while copying from other's work for completing their own assignment will lead to outcome behaviour (avoid, discontinuance and repair). Second, it assists in comprehending why scholars engage in so much plagiarism and what the repercussions are for the students. This study will raise students' understanding of plagiarism and aid in understanding the association between emotions and plagiarism outcome behaviour. It will also help universities to understand the emotions of students to control their information consuming misbehaviour and enhance their intellectual level in academics. A substantial body of literature exists that investigates diverse facets of cultural distinctions and their influence on individual and organisational outcomes. (Pandoi, 2020).

## LIMITATIONS AND FUTURE RESEARCH

All efforts were made to carryout conceptually and practically sound exploration. Notwithstanding this, no research is without limitations. Geographically, India is a diverse

and vast country; however, this study is restricted to specific geographical areas. There is room to investigate plagiarism at the sub national level. One other limitation of the study is its use of narrational descriptions of fictional scenarios to elicit self-conscious emotional reactions in scholars. In future research, the use of video content and real time instances may increase the objectivity of manoeuvres and elicit relatively strong emotions (Xie et al., 2015). The study is limited due to small sample size, time and financial constrictions. There are clear distinctions between developing and developed countries (Pandoi, 2020). There has been very little significant research in the field of education management in Middle Eastern countries. Many research papers were conceptualised in order to provide solutions to problems confronting policymakers and educational institutions. Future studies should examine these cross-country differences to understand the plagiarism in academic environments in different countries. Another future scope for further research is the theoretical framework could be tested for different self-conscious emotions.

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