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Impact of self-concept and body dis-satisfaction on students' fear of negative evaluation in University of Ibadan

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Abstract

The study investigated the relationship between self-concept, body satisfaction and fear of negative self-evaluation and its consequences on mental and social well-being among university students in Ibadan, Nigeria. Using Reciprocal-effects model theoretical framework by Guay, Marsh, and Boivin, a descriptive research design and a convenience sampling technique were employed. Three hundred and ninety-four participants were randomly selected from Departments across the University of Ibadan. Data were collected using a 48-item structured questionnaire which includes: demographics, the Body Image Satisfaction Rating Scale, Self-concept Scale and Brief Fear of Negative Evaluation. Two hypotheses were formulated and tested at .05 level of significance. Results of the study revealed that the predictors collectively accounted for a significant portion of fear of negative evaluation among students ($F (2, 391) = 16.240$, $p<.001$). Students' age was reported to have a small but significant negative influence on Fear of negative evaluation ($t = -2.117$, $p< 0.05$), while Religion had a small, but significant positive influence ($t = 2.613$, $p < 0.05$) and Gender had no strong influence on students' fear of negative evaluation ($\beta = -0.040$, $t = -.797$, $p< 0.05$). Collectively, the demographic predictors revealed a significant influence on fear of negative evaluation $F (3.761)$,$p < 0.05$). Based on the findings, this study recommends counselling, effective educational interventions and support systems targeting body image satisfaction, self-concept and peer social support network.

Keyword; Self-concept, Body dissatisfaction, Fear of negative evaluation.

Introduction

The way we are perceived determines, to some extent how we would react or behave in our social circle, hence, many are, often times, crippled or hindered, if they are perceived negatively by others. Maybe there is, therefore, justification in the saying that the fear of negative evaluation by others is the beginning of wisdom in our social interaction. Fear of negative evaluation (FNE) can be defined as the sense of dread associated with being unfavorably evaluated in a social situation (Busch, Wiesenthal, et. al. 2023.Watson and Friend, 1969; Weeks et. al., 2005) and can occur in both academic and non-academic settings (Weeks et al.,2005; Weeks & Howell, 2012) Ummer (2024) defined fear of negative evaluation as a psychological construct characterized by apprehension about others' evaluations, distress over potential negative evaluations, and the anticipation of being judged unfavorably. This fear roots from social anxiety, causing individuals to develop insecurities and a lack of confidence, ultimately impacting their self-esteem. The fear of negative evaluation is considered a hallmark of social anxiety, a common mental disorder that significantly affects daily life and interpersonal relationships.

Basically, people with a high degree of fear of negative evaluation are overly concerned with how they are judged or perceived by other people. They tend to imagine that they are being perceived in negative ways and they are often inhibited in their behaviour as a result. These people are also more responsive to situational factors, conformity, and pre-social behaviour, etc. It may also be seen in every social evaluating situation including testing, being on a date, talking to one's superior, being interviewed for a job, or giving a speech (Watson & Friend, 1969), and may eventually result in poor academic performance among university students (Carly et. al, 2023). Fear of negative evaluation is related to specific personality dimensions, such as anxiousness, submissiveness, and social avoidance. Several cognitive models, as well as previous research, support the notion that social anxiety is derived in part, from fear of perceived negative evaluation (Jerrar, Awobamise, & Nweke, 2022; Olatona, Kolanisi, & van Onselen, 2024). People with social anxiety demonstrate a variety of behaviours to avoid negative evaluation (Jerrar et. al, 2024) and have attentional biases for detecting social-evaluative threats (Olatona, Kolanisi, & van Onselen, 2024;Vassilopoloulos, 2005). However, this sensitivity to social threats is believed to be based on implicit and automatic response determined by stimulus relevance (Philippot & Douilliez, 2005). Socially, anxious people have lower level of confidence in their perceived social skills (it has also been

associated with increased shyness (Miller, 1995), the development of eating disorders (Gilbert & Mayer, 2005), and lower self-esteem (kocovski & Endler, 2000; Tozzi, Aggen,, Neal, et al (2004) made a connection between fear of negative evaluation and perfectionism, suggesting that a fear of making mistake is one of the core features of perfectionism. Concern over mistake can be viewed as a form of negative evaluation. Succinctly put, mistakes are synonymous with failure and disapproval. Social anxiety is, in part response to perceived negative evaluation by others, whereas Fear of Negative Evaluation is related to dread of being evaluated despairingly, when participating in a social situation. Social anxiety is purely an emotional reaction to this type of social phobia. As a latent construct, fear of negative evaluation is believed to promote the development and expression of more general fears, anxiety and psycho-pathologies (Reiss and McNally, 1985). This latent fear is partially heritable; (Stein, Jang, & Livesley, 2002).

Fear of negative evaluation can be influenced, by an individual's self-concept, that is, how one sees him/herself. Self-concept is a general term used to refer to how someone thinks about or perceives himself; it can be defined as an organized knowledge structure or cognitive schema that contains all known information about the self, including past experiences, current knowledge, feelings, beliefs and self-evaluations (Garcia-Martinez, et. al 2021; Markus, 1977). While the self-concept was once conceptualized as a stable, generalized view of the self, it is now viewed as a dynamic and multifaceted structure, which influences areas as diverse as self-regulation, goal setting, information processing, affect regulation, motivation, social perception, situation and partner choice, interaction strategies, and reactions to feedback (Markus & Wurf, 1987). This dynamic conceptualization allowed for the observation that an individual's self-concept could alter based on their currently accessible thoughts, attitudes and beliefs, which may be influenced by factors such as their current motivational state or social surroundings (Markus & Wurf, 1987). In relation to FNE, it is believed that, if one has a solid positive self-concept, the individual may be able to suppress any situation provoking FNE.

Rogers (1951), was the first to establish the notion of self-concept. According to Rogers, everyone strives to reach an ''ideal self'' (the closer one is to his / her ideal self, the happier one will be). According to Rogers, psychologically healthy people actively move away from roles created by others expectations and instead look within themselves for validation. On the other hand, neurotic people have self-concept that do not match their own experiences. They

are afraid to accept their own experiences as valid, so they distort them, either to protect themselves or to win approval from others.

A corollary of the foregoing is the body image of an individual, especially among youths and adolescents. Positive body image is important, because it is one of the protection factors, which can make a person more resilient to eating disorders, body dimorphic disorder, excessive exercise and other unfavorable behaviors (Koleoso, Akanni, & James, 2018; Tamplin et al., 2024). Positive body image occurs when a person is able to accept, appreciate and respect his or her body. Personal appearance is very important to everyone. It may influence how one feels about oneself, how one interacts with others, how one pays attention to one's appearance on a daily basis, and what behaviors one practices in order to maintain one's image (Sloan, 1995). Body dis-satisfaction on the other hand, is a negative feeling about oneself, beauty, figure, colour, weight, height, etc. Body dis-satisfaction is an internal process but can be influenced by several external factors. For example, family, friends, acquaintances, teachers, culture/nationality and the media all have an impact on how a person sees and feels about themselves and their appearance (Balogun-Mwangi, et al 2023; Jerrar, Awobamise & Nweke, 2022). Individuals in appearance-oriented environments or those who receive negative feedback about their appearance are at an increased risk of body dis-satisfaction.

Another variable considered in this study is the issue of gender differences in the expression of fear of negative evaluation. Women are believed to be more prone to fear of negative evaluation (Wllemese et al., 2021) and they are more concerned with their physical appearance, particularly their body image, especially among youths and university students (Olatona et al., 2024; Trompeter et al., 2018). Much as this view on gender differences in fear of negative evaluation seem to tilt more towards women, Kurtulue, & Ates, F.B (2021), found that socio economic status of the individuals concerned may play a significant role in the expression of FNE, and that higher SES people tend to exhibit less of FNE. This would be an interesting variable (gender) to be considered in the present study as well.

Statement of the problem

Obesity is declared as a global epidemic by the World Health Organization (WHO, 2024) and has presented itself as a public health challenge across the globe. It is intricately linked with various psychological and physical health risks. A range of adverse outcomes related to obesity is associated with weight bias and body dis-satisfaction for overweight and obese

individuals, affecting emotional well-being, social relationships, and physical health. Weight bias has implications for emotional well-being. Weight-based teasing and victimization is related to poorer body image, lower self-esteem, and higher risk of depression (Brasil, et. al., 2024; You, & Kwon, 2024; Ogunseyi et al., 2025). Eisenberg, Neumark-Sztainer, & Story, 2003; Hayden‐ Wade et. al., 2012; Myers & Rosen, 1999). Youth with obesity who experience weight-based victimization from peers are two to three times more likely to engage in suicidal thoughts and behavior (You & Kwon, 2024; Eisenberg, et al., 2003).

This lack of emotional well-being puts the individual with obesity at risk of being overly critical of himself and assumes others as holding negative views towards him as well. Obesity thus hampers the individual from developing healthy interpersonal bonds with peers and family and this factor contributes towards the development of Self-concept and fear of negative evaluation in the obese individuals (Kann et al, 1998; Zain-Ul-Abideen,Latif, Khan & Farooq, 2011; Schwartz & Brownell, 2004; Strauss & Pollack, 2003; Vander Wal & Thomas, 2004). The summary of these finding is that someone with negative self -image, and/ body dis-satisfaction may be mentally unstable and eat him/herself to death or present with suicidal ideations, and this is most likely to occur among youths, adolescents and college student (Ogunseyi,et. al., 2025; Olatona, et. al, 2024; Styk,, Samardakiewicz, & Zmorzynski 2024). While many studies have focused on each of these factors as the individual affects body image perception and consequent behavioural actions, few if any, have looked at their individuals and collective influence of perception of body dis-satisfaction and self-concept on fear of negative evaluation in a Nigerian University that was the first to be established in the country, and very much so, in a heavy cosmopolitan city of Ibadan, Nigeria. It is our belief that findings from this study would be beneficial to the students and general populace in moderating their mental health status in social situation concerning evaluation of self and challenges faced on the outcome of such evaluations.

We proposed as a conceptual framework a relationship between FNE, Self-concept/self-esteem, body image dis-satisfaction, where we believe that body image would predict one's self-concept, which would increase/decrease fear of negative evaluation on the individual which has consequence(s) for the overall mental and social well-being of the individual.

Thus, this research aims to explore the effects of perceived self-concept; body image dissatisfaction would influence fear of negative evaluation on University of Ibadan undergraduate students. Specifically, this research aims to;

1. To determine if self-concept significantly predicts fear of negative evaluation.
2. To determine if gender differences would prevail in expression of fear of negative evaluation
3. To determine if a relationship between Body image, dis-satisfaction, self- concept and comparative exist in the fear of negative evaluation.

Based on these concerns, we therefore tested the following hypotheses:

1. Perceived self-concept and perceived body image dis-satisfaction will independently and jointly, significantly predict fear of negative evaluation among undergraduate students at the University of Ibadan.

2. Gender and age will individually and jointly significantly predict fear of negative evaluation among undergraduate students at the University of Ibadan.

Method

Research design

The study adopted the cross sectional survey design using the expost facto approach

Setting

Ibadan North Local Government Area (LGA) in Oyo State, Nigeria, was selected as the best setting for this research due to its unique characteristics and presence of a University. . The region offers a diverse demographic profile, covering both urban and rural areas, which enables a comprehensive exploration of the factors influencing the fear of negative evaluation of students across various socio-economic contexts. While the study is localized to Ibadan North LGA, its findings are expected to have broader implications for understanding the fear of negative evaluation of students in similar cultural and socio-economic contexts within Nigeria and potentially other African countries.

Participants

The target population of this research were undergraduate students in The University of Ibadan. This population is well- spread out across different societal ranking, ages, and

religion. In other words, the respondents may be Christian or Muslim, old or young, as long as they are registered students of the University of Ibadan, they are qualified to be a participant in this study.

Sampling technique

Given the challenges associated with creating a list of all registered students, Convenience sampling technique is a practical and efficient approach for this research. However, the sample size was determined, using Yamane's (1967) formula which gave us a sample size of 393 participants. After satisfying the principle of ethical consideration through confidentiality, integrity, transparency and informed consent, a total of 393 students of the University of Ibadan were conveniently selected as participants in the study. The age of the respondents ranged from 16 years to 32 years, there were 169 (42.9%) males and 225 (57.1%) females, 215 (54.6%) were Christians, 147(37.3%) Muslims and 32(8.1%) responded that they belonged to other religions.

Instrumentation

Data were collected through a combination of measures of the variables of interest in the form of a questionnaire booklet. The questionnaire consists of four sections, as indicated below:
Section A: This section measured demographic variables such as gender, age, and religion.
Section B: Body Image Satisfaction Rating Scale (Adopted from THE BODY-IMAGE QUESTIONNAIRE (BIQ).
The scale that was used to measure body image satisfaction was Body Image Satisfaction Rating Scale (Koleck et al., 2002). The BISRS is an 18 item Likert scale ranging from 1 (strongly disagree) to 5 (Strongly agree). This scale is adopted from Body Image Questionnaire BIQ- an extension.

Section C: Self-concept Scale (QSC-18).

This Scale was developed by Dolejs *et. al* (2021). This questionnaire consists of 18 items. The Self-Concept Questionnaire ("Dotazník sebepojetí" – DOS) provides information from a number of particular areas related to an individual (social adaptability, physical appearance, popularity in a group, etc.) that have a significant influence and formative effects on self-concept. It is a 4-point Likert type rating scale measuring the degree of agreeability with

each item. The response options for each item range from 1 (*strongly disagree*), to 4 (*strongly agree*). This scale included items statements such as; "It bothers me how I look"; and "I would like to have a different body".

The minimum score of the scale is 18 and the maximum score is 72. High score on QSC-18 indicates high self- concept and vice versa.

Section D: Brief Fear of Negative Evaluation - Straightforward Scale (BFNE-S).

It is a 12 item self-report measure of fear and distress related to negative evaluation from others. Rodebaugh et. al. (2004) and Weeks, Norton, and Heimberg (2009) have reported that the 8 straightforwardly worded items of the BFNE are more reliable and valid indicators of fear of negative evaluation than the reverse-scored items. Based on 8 items, it is a revised version of the BFNE (Carleton, Collimore, McCabe, & Antony, 2011). Each item on this self-report measure is rated on a 5- point Likert scale, ranging from 1 (*not at all characteristic of me*) to 5 (*extremely characteristic of me*). This scale includes item statements such as; "I am afraid that others will not approve of me"; and "I often worry that I will say or do wrong things". A total score on the scale corresponds to the degree of fear an individual holds for being negatively evaluated. The minimum score of the scale is 12 and the maximum score is 60. High score indicates high fear of negative evaluation. The original scale was used in the present study and it was not translated.

Procedure and method of data collection

A random selection of 50 students was carried out to test the suitability of the scales for the study in a pilot study. The results produced the final instruments (scales) and combined into a questionnaire booklet. Using Yemane's selection formula, the sample size was determined to be 393. There were 19 Faculties at the University of Ibadan, out of which 6 faculties were randomly selected from a lot box. The faculty representatives (Students' governing bodies) were contacted and the research purpose was relayed to them in their respective faculties. Some copies of the questionnaire were then given to them to help share with students, randomly, in their respective faculties. It took 4 weeks to completely retrieve the questionnaires from the representatives. The collected copies of questionnaire were then edited for data analysis.

Results.

Inter-variable correlation was conducted to ascertain the nature of relationships that exists among the variables. The summary of the analyses is presented in Table 1:

Table 1: Table showing Zero Order Correlation of all variables

	Fear of Negative Evaluation	Body Dissatisfaction	Self Concept
Fear of Negative Evaluation	1		
Body Dissatisfaction	-.186**	1	
Self-Concept	.174*	.155**	1

**. Correlation is significant at the 0.01 level (2-tailed).

The correlation analysis conducted among variables revealed significant relationships between fear of negative evaluation, self-concept, and body dis-satisfaction. Specifically, a very strong negative correlation was observed between fear of negative evaluation and body dis-satisfaction ($r = -.186$, $p < .01$), indicating that individuals, who have a more positive body image tend to experience lower levels of fear of negative evaluation. Additionally, a very strong positive correlation was found between fear of negative evaluation and self- concept ($r = 0.174$, $p < .01$), suggesting that individuals, who have a well-defined self- concept might also be more sensitive to how they are judged by others. Similarly, a very strong positive correlation was noted between body dis-satisfaction and self-concept ($r = .155$, $p < .01$), implying that individuals with a more positive body image tend to have a slightly higher self-concept.

Hypothesis testing

Hypothesis 1**,** which stated that perceived self-concept and perceived body image, will significantly predict fear of negative evaluation among undergraduate students at the University of Ibadan was tested with multiple regression. The result is presented in table 2 below:

Table 2: Summary of multiple regression analysis showing the joint and independent influences of self- concept and body dis-satisfaction on fear of negative evaluation among undergraduate students in Ibadan

Predictors	B	T	p	R	R2	F	P
Self-concept	0.208	4.226	.001				
Body dissatisfaction	-.218	-4.432	.001	0.277	0.077	16.24	<0.001

a. Dependent Variable: fear of negative evaluation

The results of the joint prediction analysis indicated that the overall regression model was statistically significant, $F(2, 391) = 16.240$, $p<.001$, explaining 7.7% ($R^2= 0.077$) of the variance in fear of negative evaluation suggesting that the predictors collectively accounted for a significant portion of the variance in fear of negative evaluation scores (total sum of squares = 23,566.640). In examining the individual contributions of each predictor, the standardized coefficients revealed that self-concept ($t=4.226$, $p<.001$, $p<.001$) had a significant positive predictor of fear of negative evaluation and body dis-satisfaction ($t=-4.432$, $p<.001$, $t=-4.432$, $p<.001$) had a significant negative predictor of fear of negative evaluation. In conclusion, both predictors are statistically significant, but body image satisfaction has a slightly stronger impact in reducing fear of negative evaluation than self-concept has in increasing it. These findings suggest that both self-concept and body image play a crucial role in shaping students' fear of judgment. Therefore, the hypothesis was partially accepted.

Hypothesis 2**,** which stated religion, gender, and age will jointly and independently, significantly predict fear of negative evaluation among undergraduate students at the University of Ibadan. Summary of the result is present in table 3 below:

Table 3 Summary of multiple regression analysis showing the joint and independent influences of age, gender and religion on fear of negative evaluation among undergraduate students in Ibadan

Predictors	B	T	P	R	R2	F	P
Age	-0.106	-2.117	.035				
Religion	0.131	2.613	.009	0.168	0.028	3.761	<0.001
Gender	-0.040	-0.797	0.426				

a. Dependent Variable: fear of negative evaluation

The results of the joint prediction analysis indicated that the overall regression model was statistically significant, F (3.761), $p < 0.05$), meaning at least one predictor significantly impacts fear of negative evaluation. In examining the individual contributions of each predictor, the standardized coefficients revealed that age ($t = -2.117$, $p< 0.05$, $t = -2.117$, $p<0.05$) had a significant Negative predictor of fear of negative evaluation. Gender ($t = -.797$, $p< 0.05$) had an insignificant negative predictor of fear of negative evaluation. Religion ($t = 2.613$, $p < 0.05$) had a significant Positive predictor of fear of negative evaluation.

In conclusion, the predictors (age, gender and religion) jointly significantly predicted fear of negative evaluation among the students.

Discussion

The study investigated the predictive influence of perceived self-concept and body image satisfaction on fear of negative evaluation among undergraduate students. Hypothesis one stated that perceived self-concept and perceived body image will individually and jointly significantly predict fear of negative evaluation among undergraduate students at the University of Ibadan. The results showed that individuals with higher body image satisfaction experience lower fear of negative evaluation ($r = -0.186$, $p = .001$). Conversely, perceived self-concept was positively correlated with fear of negative evaluation ($r = 0.174$, $p = .001$), implying that individuals with a stronger self-concept may also experience heightened sensitivity to external judgment. These findings align with existing research suggesting that body image plays a crucial role in self-esteem and social anxiety (Vigraanth, B.K.G & Ankita, S. (2022;Cash & Fleming, 2002). Individuals with a positive perception of their physical appearance may feel more confident in social interactions, reducing their fear of negative evaluation. On the other hand, the positive association between perceived self-concept and

fear of negative evaluation may be explained by self-consciousness theory (Fenigstein et al., 1975), which suggests that individuals with a strong self-concept may be more aware of how they are perceived by others, thus increasing their fear of negative evaluation. However, despite the significance of these findings, the relatively small effect size suggests that other psychological and environmental factors, such as personality traits, social support, and past experiences, may also play an essential role in shaping fear of negative evaluation. Future studies should explore these additional variables to develop a more comprehensive understanding of the factors influencing social anxiety and fear of judgment.

In their study among students, Chinwa, et al (2024 found that self-concept negatively predicted fear of negative evaluation. In other words, the higher the level of self- concept, the lower the manifest level of fear of negative evaluation as found out in the present study as well. However, body image failed to predict fear of negative evaluation, but bears a negative interaction with it whereas, both body image satisfaction and self- concept jointly contribute to experience of fear of negative evaluation (Chinwa, et. al (2024).. It is then being suggested here that clinicians and other stakeholders should work towards assisting students to have a positive image and perception of themselves to reduce the fear of negative evaluation.

Hypothesis two stated that Religion, gender, and age will independently and jointly, significantly predict fear of negative evaluation among undergraduate students at the University of Ibadan. This hypothesis was analyzed using multiple regression. The results showed that the predictors collectively have a statistically significant effect on students' fear of negative evaluation. Individually, the findings indicated a small but significant negative relationship between age and fear of negative evaluation. This suggests that younger students experience higher levels of fear of negative evaluation compared to older students. This trend aligns with developmental psychology theories, which propose that as individuals mature, they develop a stronger sense of self and become less concerned with external judgments (Eriksen and Collins, 1968). Younger individuals, particularly those in late adolescence and early adulthood, are more susceptible to peer influence and social comparison, which may increase their sensitivity to negative evaluation (Leary, 2010).

The result also shows a small but significant positive relationship between religion and fear of negative evaluation suggesting that religious affiliation may be linked to greater sensitivity to external judgment. Religious teachings and community norms may contribute to an increased concern about social perception and adherence to moral or societal expectations. Prior

research suggests that individuals with stronger religious affiliations often experience heightened social pressures regarding behavior and self-presentation, which could contribute to their fear of negative evaluation (Ellison & Levin, 1998). Future studies should explore the specific religious beliefs and cultural contexts that may underlie this association.

Finally, the results indicate that gender is not a significant predictor of fear of negative evaluation This finding contrasts with some prior studies suggesting that women are generally more prone to social anxiety and fear of negative evaluation than men (Weeks et al., 2010). The lack of a significant effect in this study may be due to sample characteristics or evolving gender roles that influence social anxiety differently among male and female students. Future research could explore additional factors such as gender identity, social support, and coping mechanisms to better understand the role of gender in fear of negative evaluation.

Conclusion

Overall, this study provides empirical evidence that perceived self-concept and body image satisfaction significantly predict fear of negative evaluation among undergraduate students. The results suggest that individuals with lower body image satisfaction are more likely to experience heightened social anxiety, whereas those with a strong self-concept may be more self-conscious and thus more fearful of negative judgment. However, given the modest amount of variance explained by the model, further research is necessary from scholars and other stakeholders on body image dynamics, to explore additional factors that may contribute to fear of negative evaluation. The results from the multiple regression analysis indicate that while the overall model is statistically significant, the predictors explain only a small proportion (2.8%) of the variance in fear of negative evaluation. This suggests that other psychological and social factors not included in this study may play a larger role in determining students' fear of negative evaluation. In conclusion, while age and religion significantly predict fear of negative evaluation, the limited variance explained by these variables suggests that future research should adopt a broader and more integrative approach. Understanding the interplay among individual, social, and cultural factors will be essential for developing effective interventions that enhance students' psychological well-being.

Recommendations

Based on the study's findings, the following recommendations are proposed:

1. *Implementation of Body Image Enhancement Programmes:* Universities should offer workshops and counseling services aimed at improving students' body image perception. Interventions such as cognitive-behavioral therapy (CBT) and media literacy training can help students develop a more positive self-image.
2. *Self-Concept Development Interventions:* Given that perceived self-concept was positively correlated with fear of negative evaluation, psychological programmes should focus on fostering a healthy and balanced self-concept. Encouraging self- awareness without excessive self-consciousness may help students manage anxiety related to social judgment.
3. *Promoting Mental Health Awareness:* Institutions should integrate mental health awareness campaigns to help students understand and address issues related to fear of negative evaluation. Normalizing conversations around social anxiety may encourage students to seek support when needed. Universities should implement counseling programmes that help younger students develop coping mechanisms for social anxiety and fear of negative evaluation. Cognitive- behavioral interventions and resilience-building workshops may be particularly beneficial.
4. *Encouraging Peer Support Networks***:** Social support has been shown to reduce social anxiety. Universities should promote peer mentoring and support groups, where students can share experiences and strategies for coping with fear of negative evaluation.

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