



Social Evaluation Sensitivity and Task Persistence after Public Performance Errors

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Abstract: Public performance situations often involve social judgement, evaluation, and expectations of competence. When individuals experience visible performance mistakes in front of others, these situations may affect confidence, emotional regulation, motivation, and future participation in similar tasks. Social evaluation sensitivity refers to an individual's tendency to strongly perceive and respond to the opinions, judgements, and reactions of others. This makes it an important factor for understanding behavioural responses after publicly observed performance errors.

This conceptual research article examines the relationship between social evaluation sensitivity and task persistence following public performance errors. The article explores how individuals interpret social feedback, regulate emotional responses, and maintain goal-directed behaviour after experiencing setbacks in socially evaluative environments. By integrating perspectives from social evaluation theory, cognitive appraisal theory, self-regulation theory, and achievement motivation theory, the study develops a conceptual explanation of the psychological processes influencing persistence after public mistakes.

The analysis suggests that social evaluation sensitivity may create both psychological challenges and adaptive possibilities. High sensitivity to external judgement may increase concerns related to competence, embarrassment, and perceived failure. However, when combined with effective self-regulation and constructive cognitive appraisal, it may encourage individuals to focus on improvement and future performance. Therefore, persistence after public errors depends not only on the occurrence of a mistake but also on how individuals interpret evaluation, manage emotional reactions, and use feedback for behavioural adjustment.

This article contributes to behavioural and social psychology by developing a theoretical framework explaining why individuals respond differently to public performance errors. The conceptual perspective highlights the psychological processes that support recovery, learning, and continued engagement after socially challenging performance experiences.

Keywords: Social Evaluation Sensitivity; Task Persistence; Public Performance Errors; Fear of Negative Evaluation; Cognitive Appraisal; Self-Regulation; Achievement Motivation; Behavioural Recovery; Performance Adaptation; Social Psychology

1. Introduction

1.1 Background

Human performance often takes place within social environments where individuals are observed, evaluated, and compared by others. Academic presentations, professional activities, competitive performances, and public demonstrations of skills require individuals to perform while their abilities are visible to an audience. In such situations, performance errors may create psychological effects beyond the immediate outcome because individuals become concerned about how others perceive their competence, ability, and potential for success.

Public performance errors create a unique psychological challenge because they involve both personal evaluation and social judgement. A mistake made privately may mainly influence an individual's personal view of their ability, whereas an error observed by others may create additional concerns related to embarrassment, reputation, acceptance, and perceived competence. These social concerns influence emotional responses and may determine whether individuals continue engaging with difficult tasks or avoid future attempts.

Social evaluation sensitivity is important for understanding these behavioural responses. Individuals differ in how strongly they notice, interpret, and respond to external evaluation. Those with higher sensitivity to social judgement may experience stronger emotional reactions after public mistakes because they may perceive errors as threats to their social image or personal competence. This heightened awareness may influence confidence, motivation, and willingness to continue effort after performance setbacks.

However, social evaluation sensitivity should not be viewed only as a negative characteristic. In some situations, greater awareness of evaluation may encourage individuals to pay closer attention to feedback, improve performance strategies, and increase preparation for future

tasks. The behavioural outcome depends on how individuals interpret evaluation and whether they possess effective self-regulation abilities to manage emotional responses.

Task persistence represents an important behavioural outcome in this context. Persistence refers to the ability to maintain effort and continue pursuing goals despite difficulties, obstacles, or unsuccessful outcomes. In educational, professional, and performance settings, persistence is essential because improvement often requires repeated attempts and adjustment after mistakes.

Understanding responses to public performance errors is therefore important for explaining differences in motivation and behavioural recovery. While some individuals may withdraw due to concerns about negative evaluation, others may use the experience as feedback for improvement. Examining the relationship between social evaluation sensitivity and task persistence provides insight into the psychological mechanisms that support continued engagement after socially challenging experiences.

1.2 Problem Statement

Although previous research has extensively examined performance anxiety, social evaluation, motivation, and persistence, the specific relationship between social evaluation sensitivity and task persistence after public performance errors requires further conceptual development. A major challenge involves explaining why individuals exposed to similar performance mistakes may show different behavioural responses. Some individuals continue working toward improvement despite experiencing public errors, whereas others reduce effort, avoid future challenges, or experience reduced confidence. These differences suggest that social evaluation sensitivity interacts with cognitive and emotional processes that influence behavioural outcomes.

Existing research often focuses on immediate emotional responses to public mistakes, including embarrassment, anxiety, and fear of judgement. However, limited attention has been given to the processes that determine how individuals recover behaviourally after such experiences. Continuing a task after a public error depends not only on emotional reactions but also on self-regulation, feedback interpretation, and achievement-related beliefs.

Another important issue is that social evaluation sensitivity may produce both adaptive and maladaptive outcomes. Excessive concern about others' judgement may reduce persistence, while appropriate awareness of evaluation may encourage learning, preparation, and performance improvement. Therefore, a balanced conceptual understanding is required to

explain when social evaluation sensitivity becomes a barrier and when it supports behavioural adaptation.

This article addresses this gap by examining the psychological mechanisms through which social evaluation sensitivity influences task persistence after public performance errors. It develops a theoretical explanation of behavioural recovery within socially evaluative environments.

1.3 Research Motivation

The motivation behind this conceptual research comes from the growing need to understand human behaviour in environments where performance is frequently observed and evaluated. Educational institutions, workplaces, and competitive settings often require individuals to perform under conditions where mistakes become visible to others and influence perceptions of competence.

Public performance errors are common parts of learning and development. However, the way individuals respond to these experiences determines whether they view mistakes as opportunities for improvement or as threats to personal ability and social standing. Understanding these responses provides valuable insights into motivation, resilience, and adaptive behaviour.

This research is motivated by the need to examine social evaluation sensitivity beyond its negative effects. While sensitivity to judgement may increase psychological pressure, it may also encourage attention toward feedback and support corrective behaviour when combined with effective emotional regulation and constructive thinking.

By integrating social psychological and motivational perspectives, this article aims to provide a conceptual explanation of how individuals maintain or lose task persistence after experiencing public performance errors. The study contributes to understanding the psychological factors that support behavioural recovery and continued engagement in socially evaluated situations.

2. Literature Review

2.1 Social Evaluation Sensitivity and Responses to External Judgement

Social evaluation is a fundamental part of human behaviour because individuals often assess their actions through the reactions and opinions of others. In social environments, people seek acceptance, recognition, and positive evaluation while attempting to avoid criticism and

negative judgement. Sensitivity toward social evaluation influences how individuals interpret feedback, mistakes, and performance outcomes.

Social evaluation sensitivity is closely related to concerns about competence, social approval, and personal identity. Individuals with higher sensitivity may pay greater attention to how others perceive their abilities, especially in situations where performance is visible. As a result, public performance errors may become psychologically significant because individuals may interpret these mistakes not only as unsuccessful outcomes but also as threats to their social image and perceived competence.

Research in social psychology indicates that concerns about evaluation influence emotional and behavioural responses in achievement-related situations. When individuals believe that others are judging their performance negatively, they may experience greater self-consciousness and psychological pressure. These reactions may affect concentration, confidence, and willingness to continue participating in challenging activities.

However, social evaluation sensitivity does not always lead to negative outcomes. Awareness of evaluation may encourage individuals to monitor their performance, seek feedback, and improve their strategies. The behavioural impact depends on whether individuals interpret social evaluation as a threat or as useful information that supports learning and development.

2.2 Public Performance Errors and Psychological Appraisal

Performance errors are a natural part of learning and skill development, but their psychological impact depends on the situation in which they occur. Errors that happen privately may mainly influence personal evaluations of ability, whereas mistakes observed by others introduce additional concerns related to reputation, competence, and social acceptance. Public performance errors often activate cognitive appraisal processes through which individuals evaluate the meaning and consequences of an event. Cognitive appraisal theory suggests that emotional and behavioural responses depend on how individuals interpret situations rather than only on the events themselves. Therefore, the same performance error may create different responses depending on whether individuals view the mistake as a temporary setback or as evidence of personal inadequacy.

When individuals interpret public mistakes as opportunities for learning, they are more likely to engage in corrective actions and continue their efforts. In contrast, when mistakes are interpreted as signs of failure or social rejection, individuals may experience reduced motivation and lower willingness to persist.

Feedback also plays an important role in this process. Constructive feedback helps individuals understand mistakes and develop improvement strategies, while perceived criticism may increase concerns about social judgement. Therefore, responses to public performance errors depend significantly on cognitive interpretation and emotional regulation.

2.3 Task Persistence, Motivation, and Behavioural Recovery

Task persistence is an important concept in motivation research because it represents an individual's ability to maintain effort despite obstacles, difficulties, or unsuccessful outcomes. Persistent behaviour supports long-term achievement because learning and performance improvement often require repeated attempts, adjustment, and continued engagement.

Achievement motivation theories suggest that individuals differ in how they respond to challenges and setbacks. Some individuals view difficulties as opportunities for improvement and maintain their efforts, whereas others avoid challenging situations due to concerns about failure or negative evaluation.

Following public performance errors, task persistence depends on several psychological factors, including self-efficacy, emotional regulation, perceived competence, and feedback interpretation. Individuals who maintain confidence in their ability to improve are more likely to continue their efforts despite experiencing mistakes.

Behavioural recovery involves more than simply continuing a task. It includes processing the experience, managing emotional responses, adjusting strategies, and reconnecting with future goals. Therefore, understanding persistence after public performance errors requires examining the cognitive and emotional processes that support recovery.

2.4 Self-Regulation as a Link between Evaluation Sensitivity and Persistence

Self-regulation plays an important role in shaping responses to socially challenging performance situations. It involves the ability to manage emotions, control behavioural reactions, maintain motivation, and adjust actions according to personal goals.

Individuals with stronger self-regulation abilities may experience negative emotions after public errors but remain focused on improvement and future performance. They are more capable of using feedback constructively and preventing temporary setbacks from reducing long-term engagement.

In contrast, difficulties in emotional and behavioural regulation may increase the negative effects of social evaluation sensitivity. Individuals may become focused on embarrassment,

criticism, or perceived failure instead of corrective actions. This response may reduce persistence and increase avoidance of similar situations.

Therefore, self-regulation serves as an important psychological mechanism that influences whether social evaluation sensitivity leads to withdrawal or adaptive persistence after performance errors.

Table 1. Key Psychological Constructs Related to Social Evaluation Sensitivity and Task Persistence

Construct	Conceptual Meaning	Role in Behavioural Response
Social Evaluation Sensitivity	Tendency to be influenced by others' opinions and judgements	Shapes emotional responses after publicly observed performance errors
Public Performance Error	Visible mistake or unsuccessful outcome observed by others	Creates a socially evaluative challenge requiring adaptation
Task Persistence	Continued effort despite difficulties or setbacks	Represents behavioural continuation and recovery
Self-Regulation	Ability to manage emotions, thoughts, and actions	Supports adaptive responses after negative experiences
Cognitive Appraisal	Interpretation of events and their meaning	Determines whether errors are viewed as threats or learning opportunities

Source/Note: This table is conceptually developed from social psychology, cognitive appraisal, motivation, and self-regulation perspectives.

Interpretation: The table highlights that task persistence after public performance errors is not determined by the error itself. Instead, behavioural outcomes emerge through the interaction between social evaluation sensitivity, cognitive interpretation processes, and self-regulatory capacity.

3. Research Gap

Existing psychological research has extensively examined social evaluation, performance anxiety, motivation, and persistence as separate areas of study. Previous research has provided important insights into how individuals respond to judgement, criticism, and performance-related challenges. However, the specific relationship between social evaluation sensitivity and task persistence after public performance errors remains insufficiently explored from an integrated conceptual perspective.

A major limitation in existing research is the strong focus on the immediate emotional consequences of public mistakes, including embarrassment, anxiety, shame, and fear of

negative evaluation. Although these emotional responses are important, they do not fully explain how individuals recover behaviourally and decide whether to continue investing effort after experiencing visible performance setbacks.

Another important research gap concerns individual differences in the interpretation of social evaluation. The same public performance error may produce different behavioural outcomes depending on how individuals understand and respond to judgement from others. Some individuals may view evaluation as constructive feedback that supports learning and improvement, whereas others may perceive it as a threat to competence, social acceptance, and personal identity, resulting in reduced motivation and withdrawal.

Furthermore, existing approaches provide limited explanation of the psychological mechanisms connecting social evaluation sensitivity with long-term task persistence. Factors such as cognitive appraisal, self-regulation, self-efficacy, and achievement motivation may influence whether sensitivity toward evaluation becomes a barrier to continued effort or supports adaptive performance adjustment.

This conceptual research addresses these gaps by examining social evaluation sensitivity as a psychological factor that interacts with cognitive and behavioural processes after public performance errors. The article develops a theoretical explanation of how individuals regulate emotional responses, interpret feedback, and maintain task persistence in socially evaluative situations.

4. Novelty / Conceptual Contribution

The primary contribution of this article is the development of a conceptual perspective explaining how social evaluation sensitivity influences task persistence after public performance errors. Rather than viewing sensitivity toward evaluation only as a negative psychological tendency, this article presents it as a complex characteristic whose effects depend on cognitive interpretation and self-regulation abilities.

This research contributes by integrating social evaluation perspectives with cognitive appraisal theory, self-regulation theory, and achievement motivation perspectives. The proposed framework explains that public performance errors create a psychological situation where individuals must manage both performance challenges and concerns related to social judgement.

A key contribution of this article is the distinction between evaluative threat and evaluative learning. When individuals interpret public errors as evidence of personal inadequacy, social

evaluation sensitivity may reduce persistence by increasing avoidance tendencies and lowering confidence. In contrast, when individuals interpret evaluation as constructive information, the same sensitivity may encourage reflection, improvement, and continued effort.

The article also contributes by highlighting behavioural recovery as an important outcome in socially evaluated performance situations. Instead of focusing only on negative emotional reactions after mistakes, the framework examines how individuals transform these experiences into future-oriented behavioural responses.

The conceptual model developed in this article provides a foundation for future empirical research examining how social evaluation sensitivity interacts with personality characteristics, motivational orientations, learning environments, and organisational contexts.

5. Research Objectives / Research Questions

The primary objective of this conceptual research article is to examine the relationship between social evaluation sensitivity and task persistence after public performance errors. The study aims to develop a theoretical understanding of how individuals respond to visible mistakes and how psychological processes influence continued engagement after socially challenging experiences.

The article also aims to explain the mechanisms through which social evaluation sensitivity influences behavioural recovery. By integrating perspectives from social psychology, motivation research, and self-regulation theory, the study examines how individuals manage concerns about judgement while maintaining goal-directed behaviour.

The specific research objectives are:

- To examine how social evaluation sensitivity influences behavioural responses after public performance errors.
- To analyse the role of cognitive appraisal in determining whether public mistakes are interpreted as threats or opportunities for improvement.
- To explore how self-regulation supports task persistence despite concerns about negative social evaluation.
- To understand the psychological mechanisms explaining differences in persistence after publicly observed performance failures.
- To develop a conceptual explanation of how individuals recover and maintain motivation after socially evaluated mistakes.

Research Questions

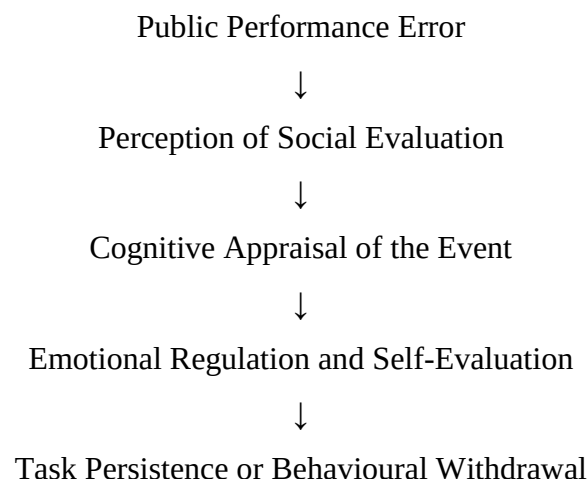
- RQ1:** How does social evaluation sensitivity influence task persistence after public performance errors?
- RQ2:** Which psychological mechanisms determine whether social evaluation becomes a barrier or a source of motivation?
- RQ3:** How does cognitive appraisal influence behavioural responses to publicly observed mistakes?
- RQ4:** What role does self-regulation play in maintaining persistence after negative social evaluation?
- RQ5:** How do social and motivational theories explain behavioural recovery following public performance errors?

6. Conceptual Framework / Theoretical Analysis

The relationship between social evaluation sensitivity and task persistence after public performance errors can be explained through an integrated conceptual framework combining social evaluation theory, cognitive appraisal theory, self-regulation theory, and achievement motivation perspectives. This framework proposes that public performance errors create socially evaluative situations where individuals must manage emotional reactions, interpret feedback from others, and decide whether to continue pursuing their goals.

The central assumption of this framework is that public performance errors do not directly determine whether individuals withdraw or persist. Instead, behavioural outcomes depend on how individuals perceive social evaluation, interpret the meaning of the error, regulate emotional responses, and maintain motivation for future improvement.

The conceptual pathway can be represented as:



This framework suggests that social evaluation sensitivity is an important psychological factor influencing how individuals process performance setbacks. Higher sensitivity may increase awareness of social judgement, but its behavioural effects depend on whether individuals interpret evaluation as threatening or constructive.

6.1 Social Evaluation Sensitivity as a Psychological Mechanism

Social evaluation sensitivity refers to the extent to which individuals notice and respond to the opinions and judgements of others. In achievement-related environments, individuals naturally monitor how their performance is perceived because social feedback influences confidence, identity, and future behaviour.

After experiencing a public performance error, individuals with higher social evaluation sensitivity may become more aware of audience reactions and engage in greater self-monitoring. This increased awareness may create psychological pressure because individuals may worry about appearing incapable or disappointing others.

However, social evaluation sensitivity does not always produce negative outcomes. When individuals have effective coping strategies, awareness of evaluation may encourage greater preparation, increased effort, and performance improvement. The same sensitivity that creates concern about judgement may also motivate individuals to correct mistakes and demonstrate improvement in future situations.

Therefore, social evaluation sensitivity should be understood as a psychological mechanism whose effects depend on interpretation, emotional regulation, and motivational orientation.

6.2 Cognitive Appraisal of Public Performance Errors

Cognitive appraisal theory explains that individuals respond to events based on the meaning they assign to those experiences. A public performance error may be interpreted as a personal failure, a temporary challenge, or an opportunity for learning. These interpretations influence emotional reactions and future behavioural choices.

When individuals view a public mistake as a threat to competence or social identity, they may experience increased anxiety and reduced willingness to continue. Such interpretations may encourage avoidance because future performance situations become associated with possible judgement.

In contrast, when individuals interpret mistakes as useful feedback, they are more likely to engage in problem-solving and improvement-focused behaviour. This adaptive appraisal

helps individuals separate a specific performance outcome from their overall ability and supports continued effort.

Therefore, cognitive appraisal acts as an important link between social evaluation sensitivity and task persistence by determining whether public errors become barriers or opportunities for learning.

6.3 Self-Regulation and Maintenance of Task Persistence

Self-regulation refers to the ability to manage thoughts, emotions, and behaviours while working toward personal goals. After public performance errors, self-regulation becomes essential because individuals must manage negative emotions while maintaining motivation.

Individuals with stronger self-regulation abilities may acknowledge disappointment or concerns about judgement while remaining focused on improvement. They are more capable of analysing mistakes, adjusting strategies, and continuing effort despite social pressure.

In contrast, limited self-regulation may increase attention toward negative emotions and perceived judgement. This response may reduce concentration, lower confidence, and decrease willingness to continue challenging tasks.

Therefore, self-regulation acts as a protective mechanism that supports persistence by helping individuals convert socially challenging experiences into opportunities for behavioural adjustment.

6.4 Achievement Motivation and Continued Effort

Achievement motivation influences how individuals respond to setbacks and performance challenges. Individuals with mastery-oriented goals often view mistakes as part of the learning process and are more likely to continue their efforts after unsuccessful experiences.

Public performance errors may challenge achievement motivation because they provide visible evidence of imperfect performance. However, individuals with a growth-oriented perspective may interpret these errors as temporary challenges rather than indicators of limited ability.

The interaction between social evaluation sensitivity and achievement motivation is therefore important. High sensitivity combined with fear of failure may reduce persistence, whereas high sensitivity combined with improvement-oriented motivation may encourage greater effort and learning.

Conceptual Model

Table 2. Theoretical Components Explaining Task Persistence after Public Performance Errors

Theoretical Component	Core Explanation	Influence on Task Persistence
Social Evaluation Theory	Explains how individuals respond to judgement from others	Determines perceived social threat or support
Cognitive Appraisal Theory	Explains interpretation of performance errors	Influences emotional and behavioural responses
Self-Regulation Theory	Explains control of emotions and actions	Supports continued effort after setbacks
Achievement Motivation Theory	Explains responses toward goals and challenges	Influences willingness to persist

Source/Note: Conceptually developed from established psychological theories related to evaluation, motivation, and behavioural regulation.

Interpretation: The table demonstrates that persistence after public performance errors is a multidimensional process. Social evaluation sensitivity influences initial reactions, while cognitive appraisal, self-regulation, and motivation determine whether individuals continue their efforts or disengage.

7. Methodology

7.1 Research Design

This article adopts a conceptual research design based on theoretical integration and interdisciplinary analysis. The purpose of this methodology is not to test hypotheses through participant-based studies but to develop a structured explanation of the psychological processes involved in social evaluation sensitivity and task persistence after public performance errors.

The conceptual approach integrates established theories from social psychology, cognitive psychology, and motivational research to examine how individuals respond to publicly observed mistakes. The analysis focuses on the relationships among social evaluation sensitivity, cognitive interpretation, emotional regulation, motivation, and behavioural persistence.

Unlike empirical research, this conceptual study does not involve data collection, statistical analysis, or experimental procedures. Instead, it develops a theoretical explanation of the mechanisms that may explain differences in behavioural responses after socially evaluated performance setbacks.

7.2 Conceptual Approach

The conceptual approach of this article integrates multiple psychological perspectives to explain how social evaluation sensitivity influences task persistence following public performance errors. The analysis examines the interaction between individual psychological characteristics and situational factors that shape behavioural responses after socially evaluated mistakes.

The framework considers public performance errors as triggering events that activate psychological evaluation processes. When individuals experience mistakes in front of others, they evaluate not only the performance outcome but also the possible social consequences associated with the event. These evaluations influence emotional responses, motivation, and future behavioural decisions.

The conceptual analysis is based on four major constructs:

Construct	Conceptual Definition	Role in the Framework
Social Evaluation Sensitivity	The tendency to notice and respond strongly to others' opinions and judgements	Influences perceptions of social threat and evaluation pressure
Public Performance Errors	Visible mistakes or unsuccessful outcomes occurring in socially observed situations	Acts as a triggering event for psychological responses
Cognitive Appraisal	The interpretation of the meaning and consequences of an event	Determines whether errors are viewed as threats or learning opportunities
Task Persistence	Continued effort and engagement despite setbacks or difficulties	Represents behavioural recovery and adaptive response

Source/Note: Author-developed conceptual representation based on social psychological and motivational theories.

Interpretation: The conceptual approach indicates that task persistence after public performance errors is not determined by the mistake alone. Instead, persistence depends on

how individuals interpret social evaluation, regulate emotional responses, and maintain motivation toward future goals.

7.3 Theoretical Foundations

The conceptual relationship between social evaluation sensitivity and task persistence is supported by established psychological theories. These theoretical foundations explain how individuals process social judgement, respond to performance setbacks, and regulate behaviour after challenging experiences.

a) Social Evaluation Theory

Social evaluation theory explains that individuals are influenced by how they believe others perceive their abilities, behaviour, and performance. People naturally seek positive social recognition and attempt to avoid negative evaluation, especially in situations where competence and identity are visible to others.

In the context of public performance errors, social evaluation becomes an important psychological factor because individuals may interpret mistakes through the perspective of an observing audience. Concerns about appearing incapable or unsuccessful may increase emotional pressure and influence future engagement.

However, social evaluation can also provide useful information for improvement. Individuals who interpret feedback constructively may use evaluation as a source of learning and motivation rather than viewing it as a threat. Therefore, the effect of social evaluation depends on individual interpretation and coping abilities.

b) Cognitive Appraisal Theory

Cognitive appraisal theory suggests that emotional and behavioural responses are influenced by how individuals interpret and evaluate events. The same performance error may create different reactions depending on whether individuals view it as a threat, challenge, or learning opportunity.

After a public mistake, individuals evaluate the meaning of the event and its possible consequences. When an error is interpreted as evidence of limited ability, individuals may experience reduced confidence and lower persistence. When the same error is viewed as temporary feedback, individuals may remain motivated and continue their efforts.

Cognitive appraisal therefore acts as an important mechanism connecting social evaluation sensitivity with behavioural outcomes.

c) Self-Regulation Theory

Self-regulation theory explains how individuals manage emotions, thoughts, and behaviours to achieve personal goals. After experiencing public performance errors, self-regulation helps individuals control emotional reactions and maintain focus on improvement.

Effective self-regulation allows individuals to acknowledge mistakes while continuing to work toward their goals. Individuals can evaluate their performance, modify strategies, and maintain engagement despite experiencing social pressure.

When self-regulation abilities are limited, individuals may become focused on embarrassment, criticism, or fear of future judgement. This may reduce concentration and decrease willingness to participate in similar tasks.

d) Achievement Motivation Theory

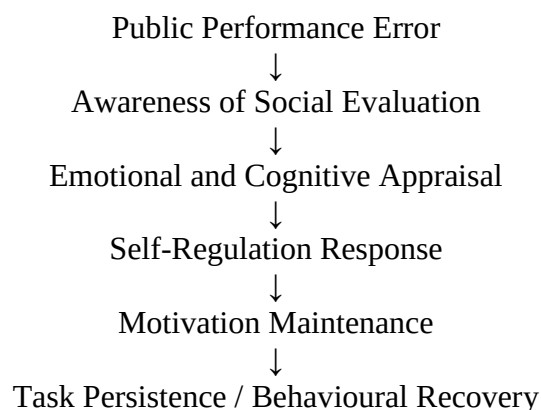
Achievement motivation theory explains why individuals differ in their responses to challenges, failures, and performance difficulties. Individuals with mastery-oriented goals often view mistakes as opportunities for learning, while individuals with stronger fear-of-failure tendencies may avoid situations where errors become visible.

Public performance errors challenge achievement motivation because they provide visible evidence of imperfect performance. However, individuals who maintain confidence in their ability to improve may continue their efforts and use the experience to enhance future performance.

Achievement motivation therefore influences whether social evaluation sensitivity results in withdrawal or continued persistence.

7.4 Analytical Framework

The analytical framework developed in this article explains the behavioural pathway following public performance errors:



This framework proposes that public mistakes create an initial evaluative challenge, but behavioural outcomes depend on psychological processing mechanisms. Social evaluation sensitivity influences the intensity of the initial response, while cognitive appraisal, self-regulation, and achievement motivation determine whether individuals continue their efforts or disengage.

8. Discussion / Critical Discussion

8.1 Social Evaluation Sensitivity as a Determinant of Behavioural Response

The conceptual analysis suggests that social evaluation sensitivity plays an important role in shaping behavioural responses after public performance errors. A visible mistake does not create the same outcome for everyone because individuals differ in how strongly they perceive and interpret social judgement. For some individuals, public errors may create concerns about competence, reputation, and acceptance, leading to increased psychological pressure and reduced willingness to continue challenging tasks.

However, social evaluation sensitivity should not be viewed only as a negative influence on behaviour. Its effects depend on how individuals interpret evaluation and whether they possess effective coping strategies. Individuals who view social feedback as useful information may use performance errors as opportunities for learning and improvement. In such cases, sensitivity toward evaluation may encourage greater attention, preparation, and effort.

The difference between threat-based and improvement-based interpretation is therefore important for understanding persistence. When individuals interpret a public mistake as evidence of permanent inability, they may experience reduced confidence and stronger avoidance tendencies. In contrast, when mistakes are viewed as temporary setbacks, individuals may maintain motivation and continue working toward improvement.

This perspective suggests that social evaluation sensitivity influences the initial psychological response after a public error, while additional cognitive and emotional processes determine whether the final outcome involves persistence or withdrawal.

8.2 Cognitive Appraisal and Emotional Regulation after Public Errors

Public performance errors often create immediate emotional responses because individuals evaluate both the performance outcome and the social meaning of the event. Cognitive

appraisal processes determine whether individuals interpret these experiences as threats to their identity or as challenges that support learning and adaptation.

Individuals who engage in constructive appraisal focus on identifying causes of errors, recognising areas for improvement, and developing future strategies. This approach reduces the negative impact of social judgement because attention shifts from external approval toward personal development. As a result, individuals are more likely to maintain engagement despite experiencing a public setback.

In contrast, threat-focused appraisal may increase concerns about embarrassment, criticism, and negative evaluation. When individuals become highly focused on how others perceive their mistakes, attention may shift away from problem-solving and improvement. This response may reduce motivation and interfere with continued task engagement.

Emotional regulation plays an important role in this process. The ability to manage disappointment, anxiety, and self-conscious emotions helps individuals recover after public performance errors. Therefore, cognitive appraisal and emotional regulation together influence whether social evaluation becomes a barrier or supports behavioural recovery.

8.3 Task Persistence as an Outcome of Adaptive Recovery

Task persistence after public performance errors represents an important indicator of behavioural adaptation. Continuing effort after a visible mistake requires individuals to manage emotional discomfort, maintain confidence, and remain focused on future goals.

The conceptual framework suggests that persistence depends on the interaction between social evaluation sensitivity and internal psychological resources. Individuals with stronger self-regulation abilities and achievement-oriented beliefs may be more capable of maintaining effort despite concerns about judgement.

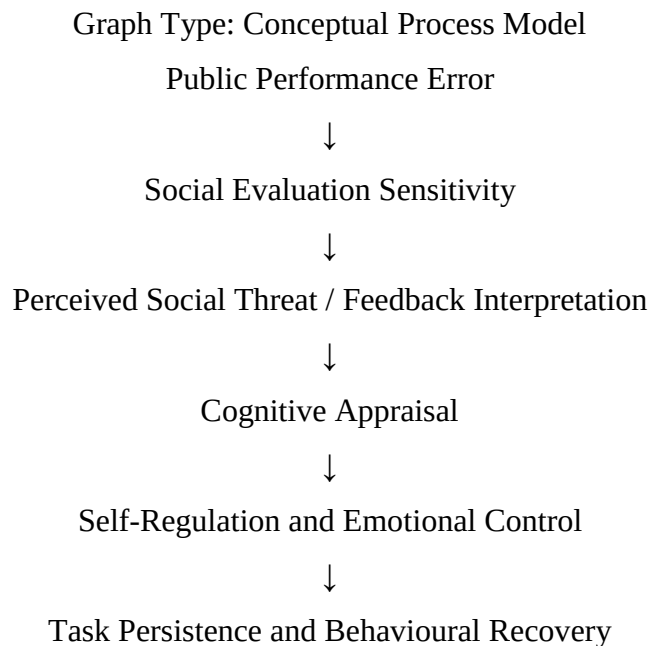
Public performance errors may also provide valuable feedback for improvement. When individuals analyse mistakes and identify corrective actions, these experiences may contribute to stronger future performance. In this sense, persistence represents more than continuing effort. It reflects the ability to learn, adjust, and continue pursuing goals.

However, persistence may decrease when individuals interpret public mistakes as evidence of personal inadequacy. Excessive concern about external evaluation may encourage avoidance of future performance situations and reduce willingness to engage with challenging tasks.

Therefore, behavioural recovery depends on transforming a negative social experience into a constructive learning process. Social evaluation sensitivity, when supported by effective

cognitive appraisal and emotional regulation, may contribute to long-term persistence rather than prevent it.

Graph 1. Psychological Pathway from Public Performance Error to Task Persistence



Source/Note: Author-developed conceptual model based on social evaluation, cognitive appraisal, and self-regulation perspectives.

Key Finding: The model indicates that public performance errors influence persistence through multiple psychological processes rather than directly determining behavioural outcomes.

Interpretation: The conceptual pathway demonstrates that the same performance mistake may produce different outcomes depending on how individuals interpret social evaluation and regulate their responses.

9. Research Contribution / Implications

This conceptual research contributes to behavioural and social psychology by developing an integrated explanation of how social evaluation sensitivity influences task persistence after public performance errors. The article extends existing discussions by examining not only emotional reactions to social judgement but also the behavioural processes that influence recovery and continued engagement.

A major theoretical contribution of this study is the identification of cognitive appraisal and self-regulation as important mechanisms connecting social evaluation sensitivity with behavioural outcomes. The framework explains that sensitivity toward evaluation does not

automatically reduce persistence. Instead, outcomes depend on how individuals interpret feedback, manage emotional responses, and regulate their behaviour after experiencing public performance setbacks.

The article also contributes by highlighting behavioural recovery as an important outcome in socially evaluated performance situations. Understanding recovery processes provides insight into how individuals learn from mistakes, maintain motivation, and continue pursuing goals despite experiencing visible setbacks.

Implications

- **Psychological Research Implication:** The framework encourages further research into how social judgement influences motivation, emotional regulation, and performance-related behaviour.
- **Educational Implication:** Educators may develop supportive feedback environments that help learners interpret mistakes as opportunities for improvement rather than threats to their ability.
- **Organisational Implication:** Workplaces may encourage constructive responses to performance errors by promoting learning-focused evaluation systems.
- **Performance Development Implication:** Training programs may focus on self-regulation and adaptive appraisal strategies to strengthen persistence after setbacks.

10. Limitations

This conceptual research article provides a theoretical explanation of the relationship between social evaluation sensitivity and task persistence after public performance errors. However, several limitations should be considered. The primary limitation is that the study is based on conceptual analysis rather than empirical investigation. Although the framework integrates established psychological theories, the proposed relationships require validation through future empirical research involving diverse populations and different performance contexts.

Another limitation relates to the complexity of human responses to social evaluation. Behaviour after public performance errors is influenced by multiple psychological and contextual factors, including personality characteristics, previous experiences, cultural background, perceived support, emotional regulation abilities, and achievement orientation. This article focuses on social evaluation sensitivity as an important factor but does not examine all variables that may influence persistence.

The conceptual framework also does not distinguish extensively between different types of public performance situations. Errors occurring during academic presentations, workplace activities, competitive environments, or social interactions may produce different psychological responses because the meaning of evaluation varies across contexts. Future research should examine whether the relationship between evaluation sensitivity and task persistence changes according to situational demands.

Additionally, social evaluation sensitivity may produce both adaptive and maladaptive outcomes. Excessive concern about judgement may reduce persistence, while appropriate awareness of evaluation may encourage improvement and greater effort. The present conceptual analysis explains these possibilities theoretically but does not empirically identify the conditions under which each outcome occurs.

11. Future Work

Future research should empirically examine the conceptual relationships proposed in this article through experimental studies, longitudinal research, and field-based investigations. Such studies would provide deeper insights into how individuals respond to public performance errors and how social evaluation sensitivity influences actual behavioural persistence.

Future studies should explore individual psychological characteristics that may influence the relationship between evaluation sensitivity and task persistence. Factors such as self-efficacy, resilience, growth mindset, emotional regulation, perfectionism, and achievement goals may help explain why some individuals recover effectively after public mistakes, while others reduce their engagement.

Research should also examine differences across specific performance environments. Educational settings, professional workplaces, sports competitions, and creative performance contexts may involve different forms of evaluation pressure. Studying these settings separately would provide a clearer understanding of behavioural recovery processes.

Another important research direction involves developing interventions that help individuals manage social evaluation concerns after performance errors. Training programs focused on adaptive cognitive appraisal, emotional regulation, feedback interpretation, and self-regulation strategies may support stronger persistence and recovery after setbacks.

Future theoretical development should also examine the relationship between social evaluation sensitivity and other psychological processes, including motivation, identity,

social belonging, and learning orientation. An interdisciplinary approach combining social psychology, educational psychology, organisational behaviour, and performance science may provide a broader explanation of persistence after public performance errors.

12. Declarations

Conflict of Interest

The author declares that there is no conflict of interest related to the development, analysis, interpretation, or presentation of this conceptual research article.

Funding Statement

This research article did not receive external financial support from government, commercial, or institutional funding agencies. The study was developed independently for academic research purposes.

Ethics Statement

This article is based on conceptual analysis and does not involve human participants, experimental procedures, or the collection of personal information. Therefore, ethical approval was not required for this theoretical research work.

Data Availability Statement

No empirical dataset was generated, collected, or analysed in this conceptual research article. The study is based on theoretical analysis and synthesis of existing scholarly knowledge.

Author Contribution Statement

The author contributed to the conceptual development, theoretical analysis, interpretation of relevant psychological perspectives, manuscript preparation, and final approval of the article.

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