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## Digital Self-loathing among University Students (A Cross-Cultural Study): A Comparative Study Between Egypt and the Kingdom of Saudi Arabia"

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### Abstract

*The aim of the current research is to understand self-digital loathing among university students. The field study was conducted on a sample consisting of 1009 male and female students from Saudi and Egyptian universities. The researchers developed a scale to measure self-digital hatred, and the study concluded that there are statistically significant differences between the mean scores of sample individuals at a significance level of 0.01 for two dimensions (Ideal Self-Promotion and Total Score) attributed to the difference in country (Egypt, Saudi Arabia), favoring the Egyptian sample. However, there are no statistically significant differences between the mean scores of sample individuals for the dimensions of Non-Display of Deficiencies and Non-Revelation of Deficiencies attributed to the difference in country (Egypt, Saudi Arabia). Moreover, there are no statistically significant differences between the mean scores of sample individuals across all dimensions of the Self-Digital loathing Scale and the total score attributed to gender (males-females). Additionally, the study shows statistically significant differences between the mean scores of sample individuals at a significance level of 0.01 for two dimensions (Ideal Self-Promotion, Non-Display of Deficiencies, and Total Score) in favor of scientific majors. However, statistically significant differences exist between the mean scores of sample individuals at a significance level of 0.01 for the dimension of Non-Revelation of Deficiencies in favor of theoretical majors. Furthermore, the study reveals statistically significant differences between the mean scores of sample individuals at a significance level of 0.05 for two dimensions (Ideal Self-Promotion and Total Score) in favor of lower academic levels. However, there are no statistically significant differences between the mean scores of sample individuals for the dimensions of Non-Display of Deficiencies and Non-Revelation of Deficiencies attributed to academic levels (lower levels, higher levels). This implies that the tendencies to avoid displaying deficiencies and revealing deficiencies do not significantly differ between individuals at lower and higher academic levels.*

**Keywords:** *Self-digital hatred, Demographic variables.*

### Introduction

The college phase is considered one of the critical stages and turning points in an individual's journey, where they spend a short time outlining their plans for the coming years. It is a stage marked by various conditions and changes, shaped by multiple factors. This is the phase where youth converge with their enthusiasm, aspirations, feelings, and societal expectations, as well

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as religious beliefs and convictions. Everyone observes and anticipates what contribution these young men and women will make to the progression of civilization and culture, and how they can benefit their community with the knowledge and insights bestowed upon them by God.

Self-loathing is defined as a negative orientation towards oneself, characterized by aversion and displeasure towards oneself, along with a continuous barrage of harsh and demeaning self-criticism. This ultimately leads individuals to feel broken and shattered, believing themselves to be inferior to others, with everything they do being worthless and futile. They perceive themselves as lacking ability and competence in everything (Schwartz, 2022).

Self-loathing encompasses feelings of aversion and repulsion towards oneself, perpetuated by ceaseless harsh and demeaning self-criticism, often through negative internal dialogue. Individuals with high levels of self-loathing exhibit a syndrome characterized by self-criticism, self-humiliation, self-disparagement, and a fundamental decrease in self-esteem, believing themselves to be inherently physically and psychologically deficient, perpetually inferior to others (Nereida, G 2022).

The phenomenon of "self-loathing" has been studied by various cognitive systems, with the majority of analyses concluding an increased prevalence of self-loathing during adolescence, especially with the alarming rise of social media platforms as unregulated spaces where adolescents interact with their own feelings and emotions, simultaneously engaging with those of others.

Self-loathing entails feelings of aversion and repulsion towards oneself, perpetuated by ceaseless harsh and demeaning self-criticism, often through negative internal dialogue. Individuals with high levels of self-loathing exhibit a syndrome characterized by self-criticism, self-humiliation, self-disparagement, and a fundamental decrease in self-esteem, believing themselves to be inherently physically and psychologically deficient, perpetually inferior to others. This is often accompanied by a myriad of negative behaviors, including:

- Perpetual negative dwelling on personal past events and failures.
- Catastrophic self-portrayal based on exaggerating feelings of helplessness and worthlessness.
- Tendency towards self-punitive behaviors, possibly through verbal or physical self-harm or substance abuse.
- Inclination towards self-isolation and withdrawal, oscillating in feelings of shame and guilt.

In summary, addressing self-loathing is a fundamental step towards improving an individual's quality of life, requiring efforts to enhance self-confidence, shift negative internal dialogue to positive, and seek necessary psychological and social support.

Therefore, "self-loathing" can be viewed as an intense form of self-criticism, involving harsh and demeaning self-judgments and the tendency to assign negative judgments to oneself. This contributes to and exacerbates feelings of worthlessness, helplessness, despair, inadequacy, and a sense of powerlessness, whether actual or perceived. It is worth noting the fundamental characteristic of individuals with high levels of self-loathing, which is the strong inclination towards "negative self-talk with harsh and demeaning internal criticism," often as a manifestation of trauma, self-betrayal, or life shocks and disappointments.

It is likely that individuals who fall under the umbrella of self-loathing are those who:

- Have lived with or been exposed to role models who harbor self-loathing or engage in continuous self-criticism, especially their caregivers. For instance, children living with self-loathing parents who criticize themselves in front of their children are more prone to suffering from self-loathing as they grow up.
- Have experienced bullying and mistreatment during childhood.
- Have faced hardships, shocks, especially related to trauma in others and disappointment from them.
- Have lived in environments characterized by neglect, ignorance of their needs, and treating them as mere objects.
- Have experienced depression in childhood without support or understanding from the context in which they live.
- Believe that self-punishment is the most effective form of behavior change (Schwartz, 2022).

In contemporary literature, a term known as "digital self-loathing" or "digital self-harm" has emerged as a distinct form of self-loathing. A study by Patchin and Hinduja (2017) aimed to identify digital self-harm among adolescents, and the survey found that 6% of students engaged in what is termed "digital self-harming." Boys were found to be more likely to engage in digital self-harm compared to girls, with 7.1% of boys compared to 5.3% of girls. The study also found significant correlations between digital self-loathing and psychological factors such as sexual orientation, previous bullying experiences, drug use, and depressive symptoms. Another study by Englander (2012) aimed to identify the motives for digital self-harm among students and found that 10% of them reported online bullying. The study revealed differences in online bullying rates between boys and girls (17% versus 8%) and the frequency of incidents in the questions. The study also revealed some characteristics of online bullies and their motives for digital self-harm.

Similarly, a study by Pacheco, Edgar, Melhuish, Fiske, and Neil (2019) aimed to identify digital self-harm: prevalence, motives, and consequences among New Zealand adolescents who engage in online self-bullying. The study found that 6% of New Zealand adolescents had posted unknown or negative content about themselves online in the past year.

The study by Justin, Ryan, and Meldrum (2022) found that digital self-harm is related to suicidal ideation or suicide attempts among adolescents. This study, conducted on a sample of 4972 middle and high school students from the United States (mean age = 14.5; 50% female), aimed to assess whether lifetime engagement in two different indicators of digital self-harm is associated with suicidal thoughts and attempts in the past year. The results showed that engagement in digital self-harm was associated with suicidal ideation, increasing the likelihood of suicide attempts by nine to fifteen times. Thus, the results indicate a relationship between digital self-harm and suicide. Patchin and Hinduja's study (2017) also found significant correlations between "digital self-loathing" and psychological factors such as sexual orientation, previous bullying experiences, drug use, and depressive symptoms.

Given the above, the current study aims to answer the following questions:

1. What are the differences in digital self-loathing among university students in different countries (Egypt, Saudi Arabia)?
2. What are the differences in digital self-loathing among university students attributed to certain demographic variables (gender, major, academic level)?

Study objectives: The study aims to identify differences in digital self-loathing among university students between Egypt and Saudi Arabia. Additionally, it aims to identify differences in digital self-loathing among university students attributed to certain demographic variables (gender, major, academic level).

**Study Hypotheses**

1. There are no statistically significant differences in digital self-loathing among university students attributed to country differences (Egypt, Saudi Arabia).
2. There are no statistically significant differences in digital self-loathing among university students attributed to certain demographic variables (gender, major, academic level).

Methodology and procedures: Study design: The descriptive survey method is appropriate for the research objectives as it aims to describe the phenomenon, its structure, processes, prevailing conditions, and influencing factors.

Study population and sample: The study population consists of all university students in Saudi Arabia and Egypt from various demographic groups, including males and females and various scientific majors. The sample comprised 1009 students from Saudi and Egyptian universities.

**Table 1:** Illustrates the Distribution of Sample Individuals by Country (N=1009).

Country	Frequency	Percentage
Egypt	667	66.1%
Saudi Arabia	342	33.9%
Total	1009	100%

The table shows the distribution of sample individuals by country. The number of individuals from Egypt was 667 out of 1009, representing 66.1% of the total sample. Meanwhile, the number of individuals from Saudi Arabia was 342 out of 1009, accounting for 33.9% of the total sample.

**Table (2):** Distribution of Sample Individuals by Specialization (n=1009).

Specialization	Frequency	Percentage
Theoretical	696	69%
Scientific	313	31%
Total	1009	100%

Table (2) shows the distribution of sample individuals by specialization; where the number of individuals from theoretical specializations was 696 students out of 1009 students, representing 69% of the final sample. Meanwhile, the number of individuals from scientific specializations was 313 students out of 1009 students, accounting for 31% of the final sample.

**Table (3):** Distribution of Sample Individuals by Gender (n=1009).

gender	Frequency	Percentage
Male	277	27.5%
Female	732	72.5%
Total	1009	100%

In Table (3), the distribution of sample individuals by gender is shown. The number of male individuals in the sample was 277 out of 1009 individuals, representing 27.5% of the final sample. Meanwhile, the number of female individuals in the sample was 732 out of 1009 individuals, accounting for 72.5% of the final sample.

**Table (4):** Distribution of Sample Individuals by Educational Level (n=1009)

<b>Educational Level</b>	<b>Frequency</b>	<b>Percentage</b>
Higher Levels	379	37.6%
Lower Levels	630	62.4%
Total	1009	100%

Table (4) illustrates the distribution of sample individuals according to educational level. The number of individuals with higher educational levels in the sample was 379 out of 1009 individuals, representing 37.6% of the final sample. Meanwhile, the number of individuals with lower educational levels in the sample was 630 out of 1009 individuals, accounting for 62.4% of the final sample.

## Study Tools

A. Personal Data and Demographic Variables Form: Prepared by the research team

B. Self-Digital loathing Scale: Prepared by the research team

Previous studies and literature in regional and global studies that addressed self-digital loathing were reviewed to construct a tool that suits the target population and achieves the study's objectives. The researchers developed the Self-Digital loathing Scale for the current study, consisting of (17) statements aligned with a Likert scale composed of 3 points, ranging from 1 to 3 points. The total scores range from 17 to 51, and the scale demonstrated acceptable psychometric properties and high reliability. All correlation coefficients between all items, their subcomponents, and the total score of the scale were statistically significant at the (0.01) level. Furthermore, all reliability coefficients of the scale's dimensions through Cronbach's alpha and split-half reliability after Spearman-Brown correction showed high reliability. The Cronbach's alpha value reached 0.848, and the split-half reliability value reached 0.860.

## Results and Discussion

**First Hypothesis Results:** The results indicate that there are no statistically significant differences in self-digital loathing among university students across different countries (Egypt, Saudi Arabia). The researcher calculated the means and standard deviations for the Self-Digital loathing Scale (Egypt, Saudi Arabia), as well as calculated the "t" values.

**Table (5):** Which Illustrates the Differences in Dimensions of the Self-digital Loathing Scale and the Total Score Attributed to the Difference in Country (Egypt, Saudi Arabia).

<b>Self- Self-Loathing Dimensions</b>	<b>Egypt (n=667)</b>		<b>Saudi Arabia (n=342)</b>		<b>t Value</b>	<b>Significance Level</b>
	Mean	Standard Deviation	Mean	Standard Deviation		
Ideal Self-Promotion	17.745	2.4910	16.046	2.8009	9.821	Statistical Significance at 0.01
Non-Display of Deficiencies	13.823	2.5270	13.184	2.5534	3.788	Not Statistically Significant
Non-Revelation of Deficiencies	8.485	2.0218	8.143	1.9629	2.572	Not Statistically Significant
Total Score	40.054	5.9922	37.374	6.4671	6.544	Statistical Significance at 0.05

The table (5) indicates statistically significant differences between the mean scores of sample individuals at a significance level of 0.01 for two dimensions (Ideal Self-Promotion and Total Score) attributed to the difference in country (Egypt, Saudi Arabia) in favor of the Egyptian sample. However, there are no statistically significant differences between the mean scores of sample individuals for the dimensions of Non-Display of Deficiencies and Non-Revelation of Deficiencies attributed to the difference in country (Egypt, Saudi Arabia).

Results of the Second Hypothesis: The second hypothesis suggests that there are no statistically significant differences in self-digital loathing among university students attributed to certain demographic variables (gender, major, academic level). The researchers calculated the means and standard deviations in the Self-Digital loathing Scale according to gender (male, female), as well as calculated the "t" values.

Results of the Second Hypothesis: The hypothesis states that there are no statistically significant differences in self-digital loathing among university students attributed to certain demographic variables (gender, major, academic level). The researchers calculated the means and standard deviations in the Self-Digital loathing Scale according to gender (males, females), as well as calculated the "t" values. The results are as follows in the table below:

**Table (6):** Which Illustrates the Differences in Dimensions of the Self-digital Loathing Scale and the Total Score According to Gender (Male-female).

Self- Self-Loathing Dimensions	Males (n=277)		Females (n=732)		t Value	Significance Level
	Mean	Standard Deviation	Mean	Standard Deviation		
Ideal Self-Promotion	16.743	2.8922	17.3306	2.6366	-3.071	Not Statistically Significant
Non-Display of Deficiencies	13.530	2.5924	13.6352	2.5387	-0.580	Not Statistically Significant
Non-Revelation of Deficiencies	8.3502	2.0063	8.3770	2.0095	-0.190	Not Statistically Significant
Total Score	38.624	6.5940	39.342	6.1551	-1.622	Not Statistically Significant

The table (6) indicates that there are no statistically significant differences between the mean scores of sample individuals across all dimensions of the Self-Digital loathing Scale and the total score attributed to gender (males-females).

Certainly! The result indicates that there are no significant differences in the levels of self-digital loathing between male and female university students. This suggests that gender, in this context, does not play a significant role in shaping attitudes and behaviors related to self-digital hatred. Possible interpretations of this result could include

**Similar Online Behaviors** Male and female university students may engage in similar online behaviors and interactions, leading to comparable levels of self-digital hatred.

**Cultural Norms** Gender norms and expectations regarding online behavior may not significantly differ between males and females in the studied population.

**Similar Psychological Factors** Both male and female students may experience similar psychological factors contributing to self-digital hatred, such as social comparison, online harassment, or perceived pressure to maintain a certain online image.

**Sample Characteristics** The sampled population may consist of individuals who are relatively homogenous in terms of gender-related attitudes and behaviors in the digital context.

Overall, this result suggests that factors other than gender may have a stronger influence on self-digital loathing among university students in this study population. Further research could explore these factors to gain a deeper understanding of the phenomenon and its determinants.

The researchers also calculated the means and standard deviations of the Self-Digital loathing Scale among university students based on their majors (Theoretical, Practical), as well as calculated the "t" values. The results are as shown in Table (7), which illustrates the differences in the dimensions of the Self-Digital loathing Scale and the total score according to major (Theoretical, Practical).

**Table (7):** Illustrates the Differences in the Dimensions of the Self-digital Loathing Scale and the Total Score According to Major (Theoretical, Practical).

Self- Self-Loathing Dimensions	Theoretical(n=669)		Scientific (n=313)		t Value	Significance Level
	Mean	Standard Deviation	Mean	Standard Deviation		
Ideal Self-Promotion	17.023	2.7795	17.495	2.5584	-2.558	Statistical Significance at 0.01
Non-Display of Deficiencies	13.570	2.5672	13.686	2.5225	-0.670	Statistically Significant at 0.01
Non-Revelation of Deficiencies	8.377	1.9854	8.351	2.0594	0.193	Statistically Significant at 0.01
Total Score	38.971	6.3467	39.533	6.1331	-1.315	Statistically Significant at 0.01

The table (7) shows statistically significant differences between the mean scores of sample individuals at a significance level of 0.01 for two dimensions (Ideal Self-Promotion, Non-Display of Deficiencies, and Total Score) in favor of scientific majors. However, statistically significant differences exist between the mean scores of sample individuals at a significance level of 0.01 for the dimension of Non-Revelation of Deficiencies in favor of theoretical majors.

The statistically significant differences in mean scores favoring scientific majors for dimensions such as Ideal Self-Promotion, Non-Display of Deficiencies, and Total Score suggest that students in scientific majors tend to exhibit higher levels of self-digital loathing in these aspects compared to those in theoretical majors. This could imply that students in scientific majors may be more focused on projecting an idealized image of themselves and are more conscious of avoiding the display of deficiencies in their online presence.

Conversely, the statistically significant differences in mean scores favoring theoretical majors for the dimension of Non-Revelation of Deficiencies indicate that students in theoretical majors are more inclined to conceal their deficiencies in their online behavior compared to those in scientific majors. This could suggest that students in theoretical majors may prioritize presenting a flawless image of themselves and are more reluctant to reveal any shortcomings or vulnerabilities online.

Overall, these findings highlight how academic majors may influence individuals' attitudes and behaviors regarding self-presentation and self-digital hatred, with variations observed in different dimensions of self-digital loathing between scientific and theoretical majors.

The researchers also calculated the means and standard deviations for the Self-Digital loathing

Scale among university students based on their academic levels (lower levels, higher levels), as well as calculated the "t" values. The results are as follows in Table (8), illustrating the differences in dimensions of the Self-Digital loathing Scale and the total score across different academic levels (lower levels, higher levels).

**Table (8):** Illustrates the Differences in the Dimensions of the Self-digital Loathing Scale and the Total Score According to Academic Level (Lower Levels, Higher Levels).

Self- Self-Loathing Dimensions	Lower Levels (n=630)		Higher Levels(n=379)		t Value	Significance Level
	Mean	Standard Deviation	Mean	Standard Deviation		
Ideal Self-Promotion	17.203	2.6200	17.113	2.8822	0.507	Statistically Significant at 0.05
Non-Display of Deficiencies	13.531	2.4864	13.730	2.6580	-1.200	Not Statistically Significant
Non-Revelation of Deficiencies	8.274	1.9555	8.527	2.0845	-1.942	Not Statistically Significant
Total Score	39.372	6.0338	39.009	6.6802	-0.887	Statistically Significant at 0.05

The table (8) reveals statistically significant differences between the mean scores of sample individuals at a significance level of 0.05 for two dimensions (Ideal Self-Promotion and Total Score) in favor of lower academic levels. However, there are no statistically significant differences between the mean scores of sample individuals for the dimensions of Non-Display of Deficiencies and Non-Revelation of Deficiencies attributed to academic levels (lower levels, higher levels).

However, there are no statistically significant differences between the mean scores of sample individuals for the dimensions of Non-Display of Deficiencies and Non-Revelation of Deficiencies attributed to academic levels (lower levels, higher levels). This implies that the tendencies to avoid displaying deficiencies and revealing deficiencies do not significantly differ between individuals at lower and higher academic levels.

In summary, while there are significant differences in certain aspects of self-digital loathing between lower and higher academic levels, other dimensions remain consistent regardless of academic level.

### General Discussion

Overall, these findings shed light on the complex interplay between demographic variables, academic factors, and self-digital loathing among university students. Understanding these dynamics is crucial for developing strategies to promote healthy online behaviors and address negative self-perceptions in the digital age. Many people tend to harbor negative and demeaning judgments of themselves, akin to bouts of self-deprecating assaults and belittlement, resigning themselves to any glimmer of success or hope before them. Treating such individuals according to their self-perception and assumptions about themselves seems to tighten the grip on them to the extent that they gradually descend into spirals of despair, hopelessness, inadequacy, self-loathing, and aversion to themselves.

The self-loathing individual becomes paralyzed and internally handicapped due to the negative and poor self-image they paint, constantly comparing themselves to others and imagining themselves as inferior in all circumstances and fields. This compels them to set low expectations for themselves and pursue goals of negligible value, expecting not to achieve

anything worthwhile or meaningful in their lives.

The process of self-sabotage or incapacitation, if you will, is attributed to "negative self-beliefs" and a "negative stance towards the self," coupled with the person's blindness or ignorance to their strengths and unique qualities. It's as if this person is planning to harm themselves, perhaps unwittingly, due to their negative self-talk and incessant repetition of phrases like "whatever you accomplish has no value or benefit".

Due to the self-loathing individual's lack of confidence in themselves, their thoughts, and their talents, they tend to constantly seek others' opinions, generally leaning towards the need for social approval and validation.

Reflecting their lack of self-assurance and constant need for others' evaluation and opinions on their thoughts, feelings, and actions, they may even resort to what is known as parasitic, reciprocal, or complete dependence on others.

The term "digital Self-loathing" encompasses two linguistic components that reflect profound psychological implications

1. The Self: Referring to the self-according to Ibrahim (1999, p.25), it is "the (I), and (I) not only expresses what I am now but also what I was and what I will be! A person's self extends temporally from birth to death, and it is also the entity that constitutes this existential density in this subject of space".
2. Loathing: Linguistically meaning "a feeling of intense hatred, disgust, repulsion, and aversion," where the term "loathing" signifies loathing × disgust × annoyance and aversion towards something."

When a person directs this feeling towards themselves, we encounter a pure psychological term called "self-loathing filled with disgust, aversion, and repulsion." It reflects the individual's perception that their inherent structure is not good enough or not as desired, simultaneously believing that they are unfit for anything. On the other hand, "self-loathing" in this sense might be hidden, with its manifestations including the person's constant and habitual tendency to compare themselves to others, scrutinizing every flaw in their personality, besides the inclination to diminish their own worth without evident justifications, imagining that everything they do is wrong or inadequate.

With "self-loathing" in the aforementioned sense seizing the individual's psyche, they perpetually listen to an internal harsh self-critique that deprives them of any sense of worth or competence. This self-critique is coupled with self-reproach, perceiving oneself as annoying, useless, emotionally dull, slow-witted, while rejecting to challenge or resist these feelings and the ensuing suffering.

One of the strange psychological maneuvers that "self-loathing" might resort to in overtaking the individual's psyche is suppressing feelings of weakness and inadequacy by outwardly behaving as if they are "superior and more outstanding than others, smarter, more skilled, more insightful, or more attractive." This behavioral trick reflects the individual's belief that they must prove themselves as superior to avoid the torrent of self-torment and internal psychological harm, and to contain feelings of misery during moments when the sense of inadequacy threatens to consume their psyche.

Nevertheless, the process of "self-loathing" and its dynamics embody the internal division within everyone between the realistic self-direction and the "internal enemy" or "inner coach"

that undermines our peace, robs us of our psychological comfort, and disrupts the tranquility of the life we lead.

The state of self-loathing can be interpreted digitally according to Lisa Firestone and Joyce Catlett's indications as rooted in the past, when as children, we tried to fit into our lives as best as possible. Lisa Firestone and Joyce Catlett suggest that the nature and degree of the division within ourselves depend on the parenting styles we were exposed to and the environment we grew up in. Parents, like all of us, have mixed feelings about themselves; they love certain aspects of their makeup while simultaneously harboring thoughts and feelings of criticism towards themselves. Unfortunately, these thoughts and feelings can also be projected onto their children, especially if parents have negative feelings due to past traumas or losses, which generally affect their reactions towards their children.

During times of hardship, emotional distress, or what is known as "childhood fear," children don't just internalize their weaknesses; they perceive an image of that harsh, punishing, critical father who incessantly labels them as cowardly, weak, and inept. At that moment, children embody the image of that father, incorporating his comments into their psychological structure and considering them a realistic description of their essence, especially if such comments are repeated daily. Anger, fear, and self-loathing turn inward, giving rise to feelings of self-hatred, resentment, and repulsion that become entrenched in children's psyche.

Regrettably, instead of teaching their children that we are all human and that every person on Earth has weaknesses and shortcomings and is not entirely immune to errors and failures, parents carve an exaggerated mental image of perfectionism and idealism. They compel their children to adopt and embody it in all situations, regardless of circumstances. Conversely, they convey messages embodying what is known as emotional mistreatment, manifesting in verbal expressions of humiliation that instill in the child a sense of being rejected, loathed, feeble, impaired, and worthless.

In his latest scholarly work, "Overcoming the Destructive Inner Voice: True Stories of Therapy and Transformation," Robert Firestone illustrates that "self-loathing" as previously described underlies various psychological disorders, as evidenced by his analysis and interpretation of the contents of patient dialogues and narratives during therapy sessions.

Moreover, a person who loathes himself or herself cannot easily accept compliments, which is a definite sign of self-loathing. The person seems unable to accept praise or compliments directed at them by others despite needing them. The self-loathing individual believes they don't deserve any praise or compliments, viewing them as mere flattery that they are unworthy of, assuming others don't mean what they say, indicating their perpetual doubt in others' intentions and motives. Typically, the self-loathing person's reaction to receiving praise and compliments from others involves self-mockery, harsh self-criticism, and self-deprecating humor, accompanied by confusion and embarrassment. With each occurrence, their self-esteem further diminishes, their self-doubt and fear deepen, and they intentionally or inadvertently overlook any positive aspects still present in others around them.

Furthermore, filling the psychological makeup with fear of love and affection creates ideal conditions for developing a mindset in life that is difficult for anyone to accept you as you are, even with knowledge of your true essence.

with the possibility of having people around who love and accept him, he mistakenly believes that there is no one in life worth being close to, which prevents him from engaging

openly and directly with others. He remains in a state of doubt and suspicion about his ability to sustain or continue relationships due to fear of expressing his true feelings towards them. Consequently, avoidance of social interactions ensues, accompanied by erroneous beliefs and feelings of inadequacy, further deepening feelings of psychological loneliness.

Moreover, a strong sense of defeat manifests as constant negative self-talk, coupled with feelings of failure and defeat, hindering the acquisition of positive mental attitudes in life. This leads to difficulty in finding happiness or joy in anything, as well as a loss of interest in the surrounding environment as if everything in life lacks hope, happiness, and joy.

This presentation is reflected in the person's tendency to surrender and accept defeat in life's challenges and setbacks, embracing passivity and silent suffering. They accept negative thoughts about themselves as truths, believing they deserve the suffering and pain, with a complete blindness to any positive qualities within themselves. Consequently, self-criticism and harsh judgments prevail, alongside ceaseless complaints and bitterness, regardless of circumstances. This negative outlook leads to negative interactions with anyone attempting to help, as they internalize and represent the bad feelings and thoughts about themselves, considering them integral to their identity.

Theoretical analyses suggest that self-esteem is directly linked to social success because humans need a certain degree of social acceptance and respect to foster positive self-feelings. Lack of self-esteem leads to distortion and imbalance in interpersonal relationships, resulting in negative social reinforcements that drive towards isolation and social withdrawal.

Furthermore, self-hatred, sometimes termed self-loathing, involves extreme disdain for oneself, possibly manifesting as anger, bias, and negative prejudice against oneself. It is a central factor in many psychological disorders, particularly those involving a perception of deficiency or inadequacy in one's psychological or physical makeup. Self-loathing and resentment towards oneself are central features in various personality disorders such as borderline personality disorder and depression, usually accompanied by feelings of guilt and self-blame for perceived wrongdoings.

In the same context, self-loathing and extreme self-loathing pave the way for self-harming behaviors, where the individual feels compelled to punish and harm themselves in an attempt to alleviate depression and anxiety.

The danger in such extreme cases lies in the desire for self-harm, which can escalate to putting oneself in life-threatening situations or even attempting suicide.

Self-loathing may represent a pathological syndrome, indicated by certain general features, such as a constant tendency towards self-deprecation and diminishing one's own worth on all occasions, even going as far as self-denigration and belittlement of any distinguishing qualities or merits. This may also involve an exaggerated display of humility, which erases any sense of individuality, even if done humorously or in jest.

The concept of self-deprecation or self-diminishment was discussed in ancient philosophical thought, especially among the Stoic philosophers, who considered the virtue of self-denial and humility as opposed to recognizing any uniqueness as a sign of tranquility. Their approach was to discipline and refine the self. The appropriate natural response to insult or harm according to this philosophy is to elevate oneself above seeing any distinction in the self, which pushes individuals to rid themselves of defensive and aggressive tendencies. This idea is articulated

clearly by Irvine in his book "A Slap in the Face," where he suggests that being insulted by someone is not an indication of one's deficiency or incapacity. Ignoring such insults and not dwelling on them is akin to delivering a powerful slap back to the insulter. It's viewed as positive indifference, without detracting from one's efforts and progress.

It's worth noting that individuals who are not satisfied with themselves respond to life circumstances and changes in one of two ways: either feeling inadequate and increasing rates of self-blame and self-reproach, or feeling angry and desiring revenge against others, thus entering a cycle of loathing and aggression towards them, which significantly impairs their lives and diminishes their sense of happiness or peace of mind.

Based on the results elucidated in the mentioned tables, it can be said that this study has demonstrated a relationship between levels of self-digital loathing and some demographic and academic variables. Hence, some general interpretations and observations about the results can be provided:

1. **Demographic Interpretations:** The study showed no statistically significant differences in levels of self-digital loathing between males and females. This suggests that gender has little influence on students' digital behavior. It is worth noting that this finding is very important, as it determines the implications and recommendations derived from it.
2. **Academic Interpretations:** The results also indicated statistically significant differences in levels of self-digital loathing between different academic levels. These differences could be a result of the psychological challenges and pressures students face at different stages of their academic journey.
3. **General Recommendations:** These findings can be utilized to develop psychological and educational support programs aimed at enhancing students' mental health and academic performance. The derived conclusions can also aid in developing effective strategies to combat self-digital loathing and raise awareness about the importance of healthy digital behavior.

In general, this study provides a comprehensive and in-depth insight into the relationship between demographic, academic factors, and levels of self-digital loathing among university students. Shedding light on these relationships can contribute to improving understanding of the phenomenon and developing effective solutions to enhance students' mental health and academic progress."

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