



The Big Five Personality factors as Predictors of Digital Self-Hatred Among University Students.

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Abstract

This study aims to identify the personality factors predicting digital self-loathing among university students. The study was conducted on a sample of 308 students, including 187 male students with a mean age of 14.5 years and a standard deviation of 3.4, and 121 female students with a mean age of 13.7 years and a standard deviation of 2.3. The study utilized the Five Factor Inventory (FFII-NEW 1992) by McCrae & Costa to measure personality factors and the Digital Self-Loathing Scale developed by Abdel-Karim (2023). The study found a statistically significant correlation between all dimensions of the Five Factor Inventory and all dimensions of digital self-loathing (ideal self-promotion, non-disclosure of deficiencies, and concealment of deficiencies), with all correlations being significant at 0.01. Additionally, there were no statistically significant differences between the average scores of the sample on all dimensions of the Five Factor Inventory across different academic fields (theoretical, practical). The study also concluded that the independent variable (major personality factors) significantly contributes to explaining the variance in the dependent variable (digital self-loathing) among the study sample.

Keywords: Five-Factor Model of Personality, Digital Self-Loathing

Received: 08 May 2024 **Revised:** 10 June 2024 **Accepted:** 25 June 2024

Introduction to the Study

University life is a transitional phase between adolescence and adulthood, during which students' personality traits become more defined. Personality comprises a set of intertwined and overlapping factors and dimensions that can be taught and reinforced within the university environment. This stage is marked by numerous conditions and changes, shaped by various influences. It is a time of youthful enthusiasm, ambitions, feelings, and the hopes placed upon students by their families and society .

The Big Five Model of Personality is one of the most important and recent models that explain personality traits, receiving increasing attention from researchers in recent years. It is now one of the most accepted and consistent models for describing personality traits (Williams et al., 1998; Soldz & Vaillant, 1999; Judge et al., 2002; Amin et al., 2004; Major et al., 2006). The model consists of five independent factors that can explain a significant portion of the variance (over two-thirds) in the wide-ranging field of personality. These factors are:

Neuroticism: Defined as a concept that includes six distinct features or traits: anxiety (e.g., fear, worry, irritability), anger (e.g., frustration, tension), depression (e.g., sadness, pessimism), impulsivity (e.g., difficulty controlling impulses), hostility (e.g., feeling of animosity towards others), and emotional instability (e.g., inability to handle stress, despair, and difficulty making sound decisions).

Extraversion: As explained by Costa and McCrae, this trait includes six categories: warmth (e.g., friendliness), sociability (e.g., preference for social gatherings), assertiveness (e.g., confidence and leadership), activity (e.g., energy and liveliness), excitement seeking (e.g., pursuing stimulating experiences), and positive emotions (e.g., joy, optimism, and love).

Agreeableness: Defined by Costa and McCrae as comprising traits such as trust (e.g., self-confidence), honesty (e.g., sincerity and directness), altruism (e.g., willingness to help others), compliance (e.g., suppressing hostile feelings), modesty (e.g., humility), and cooperative attitude (e.g., defending and supporting others' rights).

Conscientiousness: This factor includes traits like competence (e.g., skillfulness and wisdom), organization (e.g., orderliness and precision), diligence (e.g., moral responsibility and commitment to ethical values), ambition (e.g., persistence and goal-setting), self-discipline (e.g., completing tasks without external motivation), and caution (e.g., careful decision-making and planning).

Openness to Experience: Comprising traits like imagination (e.g., creativity and aspirations), aesthetic sensitivity (e.g., artistic and literary interests), emotional expressiveness (e.g., ability to express feelings), adventurousness (e.g., interest in new experiences), intellectual curiosity (e.g., openness to new ideas), and reconsideration of values (e.g., reevaluating social, political, and religious beliefs).

This model is organized hierarchically, with the main traits at the top and the specific sub-traits beneath them. The goal of this structure is to provide a comprehensive classification framework that organizes personality traits without reducing the richness of individual differences (Herzberg & Brahler, 2006).

The Big Five Model is considered one of the most significant models for describing and explaining personality, offering a comprehensive approach that aids in organizing and integrating scientific findings related to individual differences in personality (Saucier, 2002).

Several approaches have emerged to explain the Big Five personality traits, including the psycholinguistic approach, which seeks to identify the fundamental dimensions of personality by examining natural language terms used to describe traits in various cultures (Deread, 2004). One example is Wiggins' Interpersonal Circle Model, which focuses on traits expressed in social interactions, emphasizing concepts like extraversion and social status within groups (Graziano & Eisenberg, 1997).

While Wiggins' model has faced criticism, particularly for its limited representation of social traits, Costa and McCrae argue that certain concepts, such as belonging and communication, are not fully adequate for understanding individual traits, as they may overlook cognitive, emotional, and temperamental aspects of personality (Graziano & Eisenberg, 1997).

Self-hatred is defined as a negative attitude towards oneself, characterized by self-loathing, resentment, and relentless self-criticism. This intense self-criticism eventually breaks a person down, leaving them feeling inferior to others, believing that nothing they do has value or purpose, and perceiving themselves as lacking ability and competence in everything (Schwartz, 2022).

Self-loathing includes feelings of resentment and aversion towards oneself, along with persistent harsh and insulting self-criticism. Individuals with high levels of self-hatred exhibit a syndrome that involves cruel self-criticism, self-humiliation, and belittlement, leading to a significant decrease in self-esteem. These individuals often believe that they are physically and psychologically flawed and inherently inferior to others in every aspect (Nereida, G 2022).

The phenomenon of "self-hatred" has been studied across various cognitive systems, with most analyses concluding that self-hatred is highly prevalent during adolescence, especially with the alarming rise of digital self-loathing in uncontrolled social media spaces. These platforms enable adolescents to interact with their emotions and the feelings of others in unregulated ways.

Self-loathing involves intense criticism, self-degradation, and negative internal dialogues. Individuals with elevated self-hatred tend to:

- Ruminate on personal failures and past events.
- Exaggerate feelings of helplessness and inadequacy.
- Engage in self-punishing behaviors, which may include verbal or physical self-harm, or substance abuse.
- Withdraw and isolate themselves, experiencing feelings of shame and guilt.

"Self-hatred" can be seen as an extreme form of harsh self-criticism, stemming from feelings of worthlessness, helplessness, and inadequacy, whether perceived or actual. One of the most prominent characteristics of individuals with high levels of self-hatred is their tendency to engage in negative self-talk, often triggered by life disappointments, personal failures, or trauma.

Those most likely to experience self-hatred include:

- Individuals who grew up around self-loathing caregivers or those who constantly criticized themselves, making children more prone to self-hatred as they grow up.
- Individuals who experienced bullying or abuse during childhood.
- Those who faced hardships, especially grief and betrayal.
- Individuals from environments that neglected their needs and treated them impersonally.
- People who experienced childhood depression without adequate support or understanding.
- Those who believe self-punishment is the most effective way to change behavior (Schwartz, 2022).

In recent years, the term "digital self-loathing" has emerged, particularly in relation to self-hatred expressed online. A study by Patchin and Hinduja (2017) found that 6% of students engage in what is known as "cyber self-harm," with boys being more likely to do so (7.1%) compared to girls (5.3%). The study also identified a correlation between digital self-hatred and psychological factors such as sexual orientation, past experiences of bullying, substance abuse, and depressive symptoms.

Englander's (2012) study explored the motivations behind digital self-harm in a sample of 617 students, with 10% reporting online bullying. It also revealed that boys were more likely to engage in online bullying than girls (17% vs. 8%).

A study by Pacheco, Edgar, and Melhuish (2019) investigated digital self-harm among New Zealand adolescents aged 13-17. It found that 6% of adolescents posted anonymous or negative content about themselves online, with the primary reasons being joking, showing resilience, seeking sympathy from friends, or reassurance in friendships.

Justin, Ryan, and Meldrum's (2022) study of American middle and high school students (ages 14.5, 50% female) found a significant relationship between digital self-harm and suicidal thoughts or attempts, showing that those engaging in digital self-harm were 9-15 times more likely to attempt suicide.

Patchin and Hinduja (2017) and Justin, Ryan, and Meldrum (2022) both found significant correlations between digital self-hatred, psychological factors like bullying and drug use, and increased suicidal ideation.

Studies investigating gender differences in personality traits have yielded mixed results. Some, such as Fernands & Castro (2004) and Heaven & Bucci (2001), found higher scores among females in neuroticism, extraversion, and conscientiousness. Conversely, other studies (Costa, McCrae & Jonsson, 2002; Ones & Anderson, 2002) found no significant gender differences.

In Arab contexts, only one study by Al-Anzi (1999) revealed gender differences in neuroticism, agreeableness, and openness to experience, with females scoring higher.

Studies such as Hagberg et al. (2001) and Sumer et al. (2005) explored the relationship between personality traits and psychological well-being, revealing significant correlations between personality characteristics and happiness or mental health.

In summary, self-loathing, both in traditional and digital forms, has been linked to numerous psychological, environmental, and social factors, with significant implications for mental health, especially among adolescents.

In light of the above, the current study seeks to answer the following questions:

1. What is the relationship between the Big Five personality factors and digital self-loathing among university students?
2. What are the differences in personality factors among university students based on (gender, major)?
3. What are the differences in digital self-loathing among university students based on (gender, major)?
4. Can digital self-loathing be predicted through the Big Five personality factors?

Study Objectives: The study aims to explore the relationship between the Big Five personality factors and digital self-loathing among university students, and to investigate the differences in personality factors and digital self-loathing based on (gender, major). Additionally, it seeks to determine the possibility of predicting digital self-loathing through the Big Five personality factors.

Study Hypotheses:

1. There is a statistically significant relationship between the Big Five personality factors and digital self-loathing among university students.
2. There are no statistically significant differences in the Big Five personality factors among university students attributable to (gender, major).
3. There are no statistically significant differences in digital self-loathing attributable to (gender, major) among university students.
4. Digital self-loathing can be predicted through the Big Five personality factors among university students.

Methodology and Procedures:

Study

The descriptive survey method using a sample is the appropriate approach for the study's objectives, as it focuses on describing the existing phenomenon, its structure, processes, and the prevailing conditions affecting it.

Design:

Population

and

Sample:

The study population consists of all students at Imam Muhammad bin Saud Islamic University in Riyadh, both males and females, from various academic majors. The study sample consisted of 308 regular students.

Participants:

Table 1: Distribution of the sample by gender (N=308)

Gender	Frequency	Percentage
male	187	60.72%
Female	121	39.28%
Total	308	100%

The table shows the distribution of the sample by gender, with males accounting for 187 out of 308 students, representing 60.72% of the final sample, while females accounted for 121 students, representing 39.28%.

Table 2: Distribution of the sample by major (N=308)

Major	Frequency	Percentage
Theoretical	201	65.25%
Scientific	107	34.75%
Total	308	100%

The table shows the distribution of the sample by major, with 201 students from theoretical majors, representing 65.25% of the final sample, and 107 students from scientific majors, representing 34.75%.

Study Tools:

- **Personal Data and Demographic Variables Form:** Prepared by the researcher.
- **Big Five Personality Factors Scale:** Prepared by Costa and McCrae (1992), translated by Badr Mohammed Al-Ansari.
- **Digital Self-Loathing Scale:** Prepared by Abdallah, 2023.

Big Five Personality Factors Scale: This scale, prepared by Costa and McCrae (1992) and translated by Badr Mohammed Al-Ansari, consists of 60 items distributed across five subscales. Responses to each subscale require the individual to indicate the degree to which each item applies to them using a Likert-type scale ranging from (1) strongly disagree to (5) strongly agree. The total score for each subscale is the sum of the individual's responses, with a maximum score of 60 for each subscale. Reverse-scored items are corrected by reversing the scoring (e.g., 1 becomes 5, 2 becomes 4, etc.), and then the total score is calculated.

Factorial validity evidence has been provided for this scale. In a study by Badr Al-Ansari (1997) on a sample of 200 students at Kuwait University, aged 21.85 on average, second-order factor analysis revealed three factors instead of five: neuroticism, extraversion, and conscientiousness. In Egypt, a study by Younes Faisal Abdel Qader and Khalil Ilham Abdel Rahman (2007) confirmed the factor structure of five factors as found in most studies. Moreover, the convergent and discriminant validity were supported by significant correlations between the neuroticism and extraversion subscales of the Big Five Personality Factors and Eysenck's personality scales ($r = 0.47, 0.45$, respectively, $p < 0.001$), indicating adequate convergent validity.

Digital Self-Loathing Scale: Prepared by Abdallah in 2023, this scale consists of 17 items aligned with a 3-point Likert scale ranging from 1 to 3. The total score ranges from 17 to 51. The scale demonstrated acceptable psychometric properties, showing high reliability with statistically significant correlations ($p < 0.01$) between all items, their subcomponents, and the total score. The internal consistency reliability (Cronbach's alpha) was 0.848, and the split-half reliability (corrected with the Spearman-Brown formula) was 0.860.

Results and Discussion

Results of the First Hypothesis: The first hypothesis states that there is a statistically significant relationship between the Big Five personality traits and digital self-loathing among university students.

To test this hypothesis, the researcher used Pearson correlation coefficients to examine the relationship between the dimensions of the Big Five personality traits scale and the dimensions of the digital self-loathing scale.

Table 3: Correlation Coefficients between the Big Five Personality Traits and Digital Self-Loathing (N=308)

Big Five Personality Traits	Promoting an Ideal Self	Not Showing Deficiencies	Not Disclosing Deficiencies	Digital Self-Loathing
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Extraversion	-0.401**	-0.453**	-0.541**	-0.561**
Openness to Experience	-0.646**	-0.662**	-0.575**	-0.700**
Agreeableness	-0.395**	-0.562**	-0.620**	-0.663**
Conscientiousness	-0.428**	-0.467**	-0.546**	-0.561**
Neuroticism	0.300**	0.311**	0.410**	0.663**
Total Score	0.300**	0.311**	-0.410**	-0.434**

Findings:

- There is a statistically significant negative correlation between **extraversion** and all dimensions of digital self-loathing (promoting an ideal self, not showing deficiencies, and not disclosing deficiencies), all significant at the 0.01 level.
- There is a statistically significant negative correlation between **openness to experience** and all dimensions of digital self-loathing (promoting an ideal self, not showing deficiencies, and not disclosing deficiencies), all significant at the 0.01 level.
- There is a statistically significant negative correlation between **agreeableness** and all dimensions of digital self-loathing (promoting an ideal self, not showing deficiencies, and not disclosing deficiencies), all significant at the 0.01 level.
- There is a statistically significant negative correlation between **conscientiousness** and all dimensions of digital self-loathing (promoting an ideal self, not showing deficiencies, and not disclosing deficiencies), all significant at the 0.01 level.
- There is a statistically significant positive correlation between **neuroticism** and all dimensions of digital self-loathing (promoting an ideal self, not showing deficiencies, and not disclosing deficiencies), with all correlations significant at the 0.01 level.

Results of Hypothesis 2: which states that there are no statistically significant differences in the Big Five personality traits among university students attributable to (gender, major).

To test this hypothesis, the researcher calculated the means and standard deviations of the Big Five personality traits according to gender (male, female) and also calculated the t-values. The results are shown in the following table:

Table (4): Differences in Big Five Personality Traits and Total Score According to Gender (Male - Female)

Big Five Personality Traits	Male (n=187)		Female (n=121)		t-value	Significance Level
	Mean	Standard Deviation	Mean	Standard Deviation		
Extraversion	14.743	4.8922	10.6351	2.5387	-3.071	Statistically Significant at 0.01
Openness to Experience	11.530	3.5924	10.6351	2.5387	-5.580	Statistically Significant at 0.01
Agreeableness	7.3502	2.0063	6.3770	2.0095	-6.190	Statistically Significant at 0.01
Conscientiousness	9.430	3.5971	9.121	2.3631	-1.234	Not Statistically Significant

Neuroticism	13.351	4.0023	11.235	2.5691	- 7.186	Statistically Significant at 0.05
Total Score	38.624	6.5940	39.342	6.1551	- 9.622	Statistically Significant at 0.01

The table (4) shows the following:

- There are statistically significant differences between the mean scores of the sample individuals in the extraversion dimension at a significance level of 0.01, attributed to gender, in favor of males.
- There are statistically significant differences between the mean scores of the sample individuals in the openness to experience dimension at a significance level of 0.01, attributed to gender, in favor of males.
- There are statistically significant differences between the mean scores of the sample individuals in the agreeableness dimension at a significance level of 0.01, attributed to gender, in favor of males.
- There are no statistically significant differences between the mean scores of the sample individuals in the conscientiousness dimension at a significance level of 0.01, attributed to gender, in favor of males.
- There are statistically significant differences between the mean scores of the sample individuals in the neuroticism dimension at a significance level of 0.05, attributed to gender, in favor of males.
- There are statistically significant differences between the mean scores of the sample individuals in the overall score at a significance level of 0.05, attributed to gender, in favor of males.

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The researcher also calculated the means and standard deviations of the Big Five Personality Traits Scale among university students based on their field of study (theoretical or practical), as well as the "T" values. The results are shown in the following table:

Table (5) illustrates the differences in the dimensions of the Big Five Personality Traits Scale and the overall score based on the field of study (theoretical, practical):

Big Five Personality Traits	Male (n=187)		Female (n=121)		t-value	Significance Level
	Mean	Standard Deviation	Mean	Standard Deviation		
Extraversion	16.023	2.7795	16.195	2.5584	- 2.558	Not Statistically Significant
Openness to Experience	13.670	3.5672	13.666	2.5225	- 0.670	Not Statistically Significant
Agreeableness	9.377	1.9854	9.351	2.0594	0.193	Not Statistically Significant
Conscientiousness	11.670	2.5672	11.187	2.5672	0.167	Not Statistically Significant
Neuroticism	12.123	2.1472	12.324	3.1672	0.678	Not Statistically Significant
Total Score	38.971	6.3467	39.533	6.1331	- 1.315	Not Statistically Significant

Table (5) shows that there are no statistically significant differences between the mean scores of the participants in all dimensions of the Big Five Personality Traits Scale based on the field of study (theoretical, practical).

Results of the Third Hypothesis: This hypothesis states that there are no statistically significant differences in the dimensions of the Digital Self-Hatred Scale among university students based on (gender, field of study).

The researcher calculated the means and standard deviations for the Digital Self-Hatred Scale based on gender (male, female) and also calculated the "T" values. The results are shown in the following table:

Table (6) shows the differences in the dimensions of the Digital Self-Hatred Scale and the overall score based on gender (male, female).

Dimensions of Digital Self-loathing	Male (n=187)		Female (n=121)		t-value	Significance Level
	Mean	Standard Deviation	Mean	Standard Deviation		
Ideal Self-Promotion	17.143	2.3426	17.130	2.1345	- 2.171	Not Statistically Significant
Non-Revelation of Deficiencies	12.230	2.4581	12.352	2.3245	- 0.189	Not Statistically Significant
Non-Disclosure of Deficiencies	9.352	2.0141	9.467	2.1903	- 0.123	Not Statistically Significant
Total	33.234	6.7834	35.124	6.2137	- 1.578	Not Statistically Significant

Table (6) shows that there are no statistically significant differences between the average scores of the sample members on all dimensions of the Digital Self-Hatred Scale and the overall score, attributed to gender (male-female).

The researcher also calculated the means and standard deviations for the Digital Self-Hatred Scale among university students based on different specializations (theoretical, practical), as well as the "t" values, and the results were as shown in the following table:

Dimensions of Digital Self-loathing	theoretical (n=187)		practical (n=121)		t-value	Significance Level
	Mean	Standard Deviation	Mean	Standard Deviation		
Ideal Self-Promotion	15.123	2.7795	15.495	2.5584	- 2.558	Statistically Significant at 0.01
Non-Revelation of Deficiencies	11.121	2.5672	11.656	2.5225	- 0.670	Statistically Significant at 0.01
Non-Disclosure of Deficiencies	8.654	1.9854	8.351	2.0594	0.193	Statistically Significant at 0.01
Total	36.971	6.3467	38.533	6.1331	- 1.315	Statistically Significant at 0.01

The results in Table (7) indicate that there are statistically significant differences at the 0.01 level between the average scores of the sample on the dimensions of "Ideal Self-Promotion," "Not Showing Flaws," and the overall score, in favor of practical specializations. However, there are statistically significant differences at the 0.01 level on the "Not Revealing Flaws" dimension, in favor of theoretical specializations.

Results of the Fourth Hypothesis:

Digital self-hatred can be predicted through the Big Five personality traits among university students.

The following tables present the results of the statistical analysis of simple linear regression. To test the validity of this hypothesis, the researcher calculated the correlation coefficient, its square, and the variance significance to verify the possibility of predicting the overall score of digital self-hatred through the Big Five personality traits among the study sample.

Table (8): Values of Multiple Correlation Coefficient, Coefficient of Determination, and Variance for Digital Self-Hatred and Big Five Personality Traits

Predictive Independent Variable	Dependent Variable	Sample Size	Multiple Correlation Coefficient (R)	Coefficient of Determination (r^2)	F Value	Significance Level
Big Five Personality Traits	Digital Self-loathing	244	0.341	0.116	31.86	0.000

Interpretation of Table (8):

The analysis of variance in the regression (F-value) tests the significance of the coefficient of determination (r^2), indicating that the predictive model is statistically significant. This means that the independent variable (Big Five personality traits) can significantly predict the dependent variable (digital self-hatred) in the study sample. The F-value is statistically significant at the 0.01 level, confirming the validity of the predictive model.

The coefficient of determination (r^2) shows that the independent variable accounts for 31.86% of the variance in the dependent variable, which is considered a moderate contribution.

The following table presents the ability of the independent variable (Big Five personality traits) to predict the total score of digital self-hatred among the study sample by examining the values of the regression coefficient, beta, t-values, and significance levels.

Table (9) Regression Analysis Testing Predictive Power of Total Digital Self-Hatred Score through Big Five Personality Traits

Dependent Variable	Predictive Variable	Regression Coefficient	Beta	T	Significance Level T
Digital Self-loathing	Regression Constant	99.617	-	20.842	0.000
	Big Five Personality Traits	0.616	0.341	5.645	0.000

Interpretation of Table (9):

The T-values are statistically significant at the 0.01 level, indicating that the independent variable (Big Five personality traits) significantly contributes to explaining the variance in the dependent variable (digital self-hatred) in the study sample.

Discussion of Results

Many people tend to exaggerate negative and demeaning judgments about themselves, resembling episodes of self-deprecating and humiliating self-criticism that leads to despair and hopelessness. It seems that if we treated such individuals according to their self-perception and views, we would effectively

suffocate them to the extent that they gradually succumb to cycles of despair, dejection, self-hatred, and repulsion from themselves.

A person who hates themselves experiences internal paralysis and hindrance due to the negative and poor self-image they create for themselves by constantly comparing themselves to others and perceiving themselves as inferior in all aspects and fields. This compels them to set low expectations and insignificant goals for themselves, due to the belief that they will never achieve anything good or valuable in their life.

Thus, the process of self-hindrance, or self-paralysis, can be attributed to "negative beliefs about oneself" and "a negative attitude towards oneself," along with the individual's ignorance or denial of their strengths and unique qualities. It is as if this person is unconsciously planning to harm themselves through their negative self-talk and their continuous repetition of the phrase "No matter what you achieve, you have no value, and no benefit in anything you do." This reflects a lack of self-confidence and a constant need for others' evaluations and opinions of their thoughts, feelings, and actions, potentially leading to what is known as intrusive or fully dependent relationships with others.

The term "digital self-loathing" consists of two linguistic components that reflect very clear psychological implications:

1. **The Self:** According to Ibrahim (1999), this refers to "the self," which encompasses not only what one is now but also what one was and what one will become. The self is a continuous entity from birth to death, shaping the existential density of the subject in this spatial context.
2. **Loathing:** Linguistically means "a strong feeling of hatred, disgust, and repulsion," indicating that "loathing" refers to "hatred × disgust × discontent and repulsion towards something."

When a person directs this feeling towards themselves, we encounter a psychological term known as "self-loathing imbued with disgust, discontent, and repulsion." It reflects the individual's belief that their inherent nature is not good or not as they wish it to be, and simultaneously that they are not fit for anything.

On the other hand, "self-loathing" in this sense may be covert, manifested in a person's habitual tendency to compare themselves to others, searching for every flaw in their character and tending to downplay their worth without apparent reasons, believing that anything they do is wrong or inadequate.

As "self-loathing" takes hold of a person's psychological structure, they continually listen to a harsh internal self-criticism that robs them of any sense of worth or capability, coupled with self-reproach for perceiving themselves as annoying, useless, emotionally dull, and slow-witted, with a refusal to challenge and resist these feelings and the associated suffering.

Among the strange psychological tricks that those overtaken by "self-loathing" might resort to is suppressing their sense of inadequacy or unworthiness by outwardly acting as if they are "superior, more intelligent, more skilled, more insightful, or more attractive than others."

The "act of behaving as if one is better and more superior than others" reflects a belief that one must prove they are the best to avoid the tormenting internal psychological voice and to shield themselves from feelings of unhappiness during moments of perceived deficiency or inadequacy.

However, the process of "self-loathing" and its dynamics illustrate the internal split within people between: a realistic, healthy orientation towards the self, and the "internal enemy" or "inner critic" that undermines their calmness, robs them of psychological comfort, and disturbs their life.

The concept of digital self-loathing can be interpreted according to Lisa Firestone and Joyce Catlett, who suggest that the roots of self-loathing lie in the past when we, as children, try to adjust to our lives in the best possible way. They indicate that the nature and degree of this internal split depend on the parental treatment we experienced and the environment we lived in. Parents, like everyone else, have mixed feelings about themselves, loving certain aspects of their being while harboring thoughts and feelings related to self-criticism. Unfortunately, these thoughts and feelings also get projected onto their children. Moreover,

if parents have miserable feelings, possibly due to trauma, loss, or past tragedies, it generally affects their reactions towards their children.

During times of distress, such as "children's fear," children do not identify with their weaknesses but rather perceive the harsh, punitive, critical father who incessantly labels them as cowardly, weak, and ineffective. Children internalize this image of the father and incorporate his comments into their psychological makeup, considering them a realistic description of their inherent nature, especially if such comments are repeated daily. This internalization of anger, fear, and self-hatred creates feelings of self-loathing and repulsion that become ingrained in the children's psychological structure.

Unfortunately, instead of teaching their children that everyone has weaknesses and imperfections and that no one is completely immune to mistakes or failures, parents often project an exaggerated image of perfection and compel their children to adopt and maintain this image in all situations, regardless of the circumstances. Conversely, they may convey messages of emotional mistreatment characterized by demeaning verbal expressions that instill in the child a sense of being rejected, hated, weak, and ineffective.

Robert Firestone, in his latest scientific work "Overcoming the Destructive Inner Voice: True Stories of Therapy and Transformation," highlights that "self-loathing" in the previously explained sense is prevalent in many psychological disorders, as evidenced by his analysis of patient dialogues and narratives during therapeutic sessions.

It reflects that such a person cannot easily accept compliments or praise, a definite sign of self-loathing. The person appears unable to accept praise or flattery from others despite their need for it; they believe they do not deserve any praise or compliments and perceive them as mere flattery that is not meant sincerely. This indicates that the self-loathing person constantly doubts the intentions and motives of others. Typically, their reaction to praise or compliments involves sarcastic self-mockery, harsh self-criticism, and self-deprecating humor, accompanied by confusion and embarrassment. With repeated instances of this, their self-esteem decreases, and their self-doubt and fear deepen, along with a tendency to overlook any positive qualities in those around them.

Additionally, a profound fear of love and affection creates optimal conditions for developing a perception or mindset in life that makes it difficult for anyone they interact with to accept them as they are, despite the existence of people who love and accept them. They mistakenly believe that no one in life is worthy of affection, which prevents them from engaging openly and directly with others, keeping them in a state of doubt and suspicion about their ability to sustain relationships due to their fear of expressing genuine feelings. Consequently, they tend to avoid social interactions, and their erroneous beliefs combined with feelings of inadequacy increase their sense of psychological loneliness.

An overwhelming sense of defeat or helplessness as an expression of incapacity strongly influences them. Their mind continues to chatter negatively about themselves, associated with feelings of failure and defeat, which hinders their ability to develop a positive mental attitude towards life, making it difficult to find happiness or joy in anything. They lose interest in their surroundings as if everything in life is devoid of hope, happiness, and contentment.

This symptom is characterized by the person's tendency to passively accept life's hardships, difficulties, and disappointments, enduring silently and suffering internally, accepting negative self-thoughts and believing in unchangeable bad aspects of themselves, while assuming they deserve such suffering and pain, and that nothing can alleviate or reduce its effects. They ignore any positive attributes in their character, leading to self-cruelty and poor self-judgment, yet they continue to complain with bitterness and regret, believing that things will never be okay, causing them to react negatively to anyone trying to help, due to their internalization of bad feelings and thoughts about themselves as part of their identity.

Theoretical analyses indicate that self-satisfaction is directly related to social success; a person needs a certain amount of social acceptance and respect to develop positive feelings about themselves. A lack of self-satisfaction leads to a significant distortion in their social relationships, resulting in receiving negative social reinforcement that pushes them towards isolation and social withdrawal (Santrock, 1997: 330-333).

Self-rejection and repulsion are central features of poor psychological adjustment and are significant indicators of mental health issues due to their association with conflict, anxiety, tension, and emotional instability, as well as their negative impact on personality stability (Al-Tahan, 1987: 191-198).

On the other hand, self-hatred, sometimes referred to as self-loathing, denotes a state of intense self-disgust and aversion, potentially leading to anger and negative bias against oneself. The term "self-hatred" is commonly used by psychologists and psychiatrists to describe individuals with a fundamental decrease in self-esteem. Both self-hatred and self-shame are central factors in many psychological disorders, particularly those involving the perception of physical or psychological deficiencies, such as body dysmorphic disorder. Self-hatred and repulsion are central symptoms in many personality disorders like borderline personality disorder and depression, usually accompanied by guilt and self-reproach for actions perceived as wrong.

In severe cases, self-loathing and aversion may lead to self-harm, where the individual feels compelled to punish and harm themselves to alleviate depression, anxiety, or anger. The danger lies in extreme cases where the desire for self-harm might lead to fatal accidents or even suicide attempts.

Self-loathing may represent a pathological syndrome characterized by general features such as self-deprecation, including a consistent tendency to diminish oneself in all situations, even mocking or belittling any distinguishing

It is also worth noting that individuals who are dissatisfied with themselves respond to life's conditions and changes in one of two ways: either they feel a sense of inadequacy about themselves, which leads to increased self-blame and self-reproach, or they experience anger and a desire for revenge against others, leading to a cycle of hatred and hostility towards them. This, in turn, detracts from their quality of life and significantly diminishes their sense of happiness and peace of mind (Theodorakis, 1996).

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