

The Relationships between Self –Defeating Behavior and self-esteem among Jordanian College Students

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Abstract

This study aimed to investigate the relationship between self-defeating behavior and self-esteem among Jordanian college students at Yarmouk University. The sample consisted of (435) students (182) of them were males, and (253) were females. all were selected randomly from students who were enrolled in the second semester of year 2011/2012 at the Yarmouk university. The results indicated that students who have a level of fair achievement have more of self-defeating behavior than their peers of very good level of achievement. This mean the achievement level can be good predictors of students' self-defeating behavior. Also the result revealed that females have a higher level of self-esteem more than their males' peers. However the differences between students were not statistically significant at (&.05). Moreover, The results indicated that no significant difference were found between students by their gender, years in college, , high schools grade point average regarding their level of self-defeating behavior or the total level of self-esteem. Also no significant relationship was found between self- defeating behavior and self-esteem among students.

Key words: self-defeating behavior, self-esteem, college students, years in college, educational levels, achievements level, gender, high school grade point average, Jordan.

Introduction

Self-defeating behavior refereed to the idea that people knowingly and intentionally do things that will cause them to fail and bring trouble or harm on themselves. The self-handicapping strategy can be linked to self-defeating behavior. People repeatedly claim credit for successes but deny blame for failures. The fact that people will intentionally handicap themselves in order to prevent responsibility for failure is an example of self-defeating behavior. Self-defeating behavior is described as any action which a person does to bring failure, suffering, or misfortune on themselves (Baumeister & Bushman, 2008).

Self-defeating behavior has been a fascinated subject to mankind and to many people in the field of psychology. Many people's behavior may produce results that are harmful or costly to them. Some people they planned to fail, harm –themselves or attempted suicide, engage in unsafe sexual activities, use harmful drugs, gambling, procrastinate, mistreat or alienate others or their love' ones. They waste their money, neglect to take their medicine, and perform many other destructive acts that could be possibly avoided. Self-defeating behavior is quite real between college students and among all of mankind. The only question is why people and specially college students do it?

According to Baumeister & Scher, (1988), intentional self-defeating behaviors consisted of three different models:

The first model is called, primary self destruction which includes those people who usually and intentionally choose an action that they know will bring harm to them. An example of this type of behavior is called, masochism or self-mutilations.

The second model is tradeoff in which people knowingly make a trade-off in a situation by choosing a certain option that has some benefit but also has the potential to cause harm to themselves as well. The third category of self-defeating behavior includes counterproductive strategies, in which the people neither desires nor foresees the harm on themselves, but rather pursuing a desirable outcome. However, they choose a strategy or methods that produce the opposite of their desired outcomes. This type of behavior is very common among young adults and usually results in some kind of self-harm outcomes.

The concept of self-esteem has been viewed or divided into two types high or low. People with high self-esteem characterized by the feelings of self-acceptance and have more of social interactions which influence them to lead happier and healthier lives psychologically. However, people with low self-esteem characterized by poor self-acceptance and poor social interactions (Kernis, 2003).

According to Baumeister, Campbell, Krueger, & Vohs, (2003), people with high self-esteem more likely to lead happier and more psychologically healthy lives. Individual with a high self-esteem is more likely to become or have narcissistic personality disorder.

Self defeating behavior occurred when people self-esteem is low or being threaten. When people have a low self-esteem, they are more likely to be depressed, anxious and, emotionally distress, which is related to self-defeating behavior. Self-regulation allows people to prepare or situate themselves to a certain circumstances and adapt or adjust to it. Self regulation is related mostly to people self-control that, result from the failure of people to regulate themselves or their behaviors properly (Baumeister, 1997).

Socially excluded people are more likely to be aggressive towards others, less willing to help or cooperate with others, engage in self-defeating behaviors like risk-taking and procrastination (Twenge, Catanese, & Baumeister, 2002).

Self-defeating behavior defined as the idea that sometimes people do things that will cause them to fail or bring them trouble. It is defined as any deliberate or intentional behavior that has clear, definitely or probably negative outcome or effects on the self. Self-defeating thoughts or behaviors can lead to negative feelings and create a block in the road of people success even though there is no rational or logical explanation as to why they cannot achieve their goals or finish their unfinished business. The thing about self defeating is that it is not a lack of knowledge, effort or even desire that keeps people from achieving their goals and outcomes. But rather, it is the negative thoughts or the inner self-dialogue that confuses the issue and sabotage the outcome (James, 1998).

The following are some examples of self-defeating behaviors: Feelings of meaninglessness, excessive worry, drug abuse, lying, and compulsive behavior. Moreover, withdrawal, lack of motivation, dependency, fear of failure, procrastination, inferiority feelings; defensiveness, fear of stating ones point of view, fear of success, excessive guilt, unrealistic mistrust, unrealistic fear, and losing tempers (Urell, 2008).

The following are some of the possible answers to the reason of self-defeating behavior: Some people involve in a tradeoffs choices, unfortunately the good outcome is linked to something bad. As a result of this dilemma of making choices, people tend to accept the bad choices in order to get the good one. People may choose a counterproductive strategies, or methods but it backfires and produces the opposite of the intended result. Self-defeating behavior is accomplished when the outcome cost outweighs the gain. Shy or anxious people may withdraw from social interactions in order to avoid possible rejection or humiliation, but it backfires on them by preventing them from having the opportunity to socialize with desire people or events. Lack or faulty knowledge may contribute to overconfidence of people so that they do not recognize the need to be careful or the know how to protect themselves. People are more likely to behave in a self-defeating or destructive manner when there are threats made to their ego or when they have low self-esteem. When a person has a low self-esteem, they are more likely to be susceptible to having depression, anxiety and, emotional distress. Self-regulation failure is yet another supposed cause of self-defeating behaviors. One's self regulation is related mostly to one's self-control. Self-regulation allows a person to prepare themselves to a certain situation and adapt to that situation (Baumeister, Smart,& Boden, 1996).

Emotional distress impairs people willingness to self-regulate their decision process to think through their options carefully. Self-defeating behavior is often based on pursuing a short-term gain that carries a long-term risk or costly outcome.

The delayed reward is the logical and the rational choice. However, some people have difficulty resisting the temptation to take the immediate reward or gratification. Ultimately, self-defeating behavior may often result from the failure of the self to regulate its behaviors properly. For example, upset person might drive too fast in traffic, and that may lead to a crash. People who are upset may fail to think through the implications and consequences. People under emotional distress, shift toward favoring high-risk choices, and high-payoff options, even if these are objectively poor choices. (Baumeister, 1997).

People concern with the idea of their threatened self-esteem and tend to make a good impression on other people to influence a good judgment, but it could produce a bad and costly choices. Self-destructive patterns of seeking revenge, binge eating, alcohol or drug abuse, wasteful resources, and choking under pressure have been linked to threats to self-esteem. Self-esteem enhances performance and achievement. People who think highly of themselves are often quite concerned with looking good and making a good impression about what they do and what they choose. When this favorable view of self is threatened or impaired by criticism or embarrassing failure, they become irrational and make foolish, costly choices. The implication is that people who are upset make self-defeating choices because they fail to consider the options fully and failed to prioritize carefully. When self-esteem is threatened, people become upset and lose their capacity to regulate themselves. In particular, people who hold a high opinion of themselves often get quite upset in response to a blow to their pride, and the rush to prove something great about themselves overrides their normal and rational way of dealing with life. (Baumeister, et.al., 1996).

Low self-esteem often results from feelings of rejection and loneliness. There is a direct correlation between effects of social exclusion and self-defeating behaviors (Twenge, Catanese, & Baumeister, 2002). The dark side of low self-esteem predicts the increased risk of depression, drug use, and some forms of delinquency according to Myers, (2002).

Fatigue, is one other reason for self-defeating behavior, because it takes some inner control, resource, knowledge and intelligence to make rational choices or to do so, and sometimes that resource is depleted or the individual has lack of it. They may become irritable, obnoxious and impulsively becoming aggressive (James, 1998).

Rejection and Belongingness, is another important cause of self-defeating behavior. People have a powerful and fundamental need to belong. Irrational and self-defeating acts become more common in the wake of rejection. Some researchers have concluded that social exclusion and rejection lead to negative outcomes, such as self-defeating or destructive behaviors. Socially excluded people are more aggressive, less willing to help or cooperate, engage in self-defeating behaviors. They like risk-taking and procrastination also perform poorly on analytical reasoning tasks (Twenge, et.al, 2002).

People do in fact perform behaviors that can be self-detrimental. Human beings are more likely to behave in more self-defeating ways depending on different circumstances, such as a person's mental health. If a person is depressed or anxious then that person is more likely to behave in a self-destructive way than a person would if they were mentally healthy. People with self-defeating behavior have tendency to intentionally or unintentionally engage in a negative thought process and negative behaviors that work against their best interests, resulting in self-defeating and failure. They sabotaging their personal goals in life and falling short of their true potential. Moreover, much of their self-defeating habits occurs just when things seem to be going well and the success is completely within their ability to be achieve or just before reaching their goals. (Baumeister, et.al., 1996).

People often have a rigid demands and commands, to the extreme ("we should have", "we must have", and "we ought to"), they tend to disturb and upset themselves through the feelings of, awfulness intolerance, frustration, and over-generalizations. People with self-defeating behaviors tend to be engaging in over-generalization, exaggerating and globalize events or traits, usually the unwanted events or traits or behavior, while almost always ignoring the positive events or traits or behaviors. Disturbed evaluations to a large degree occur through, awfulizing and the magnification of the importance of the unwanted situation to a catastrophe or horror, which elevate the rating of something from bad to worse. The same exaggeration and over generalizing occurs, by people perceived flaws or misdeeds. Frustration intolerance then occurs when a person perceives something to be too difficult, or too painful, and by doing so exaggerates these qualities beyond people's ability to cope with them. (Dryden, Diguseppe, & Neenan, 2003).

The following are some of the Characteristic of people with self-defeating behavior according to Urell,(2008):

1. They don't finish tasks that they started. They talk themselves out of completing, or even starting a task.
2. They feel helpless and overwhelmed by doing their tasks or activities. They set themselves up for failure by becoming overly excited about their project on hands. Quickly they find themselves feeling overwhelmed and helpless.
3. They deny any other possible solutions or advices that would benefit them in the achievement of their desired outcome.
4. They engage in negatively self-talk. People tend to talk down and holding back themselves from even trying to do the task at hands. They may use self-defeating terms like('I can't do this', 'that's not meant to be for me', 'it's just too hard', 'it's too much work', 'I do not need help' 'I will figure it out myself', 'I will finish that later, I rather do something else now.
5. They are more likely to be procrastinators. Start a project or task only to procrastinate its completion. Many people have masses of unfinished projects or business, as they leave one project unfinished then start another. Self defeat through procrastination may be a cognitive behavior developed from fear that achieving goals may lead to an overwhelming workload, because they may set goals of a higher expectations. However, rather than find ways to complete the task at hand in a proficiently manner, they put –off the possibility of success. Failure can only and truly achieved by not trying at all.
6. They usually have develop, some bad habits such as, having poor attendance, and performance which will create a poor reputation with their relationship and other problems with employment. People suffer from such negative behavior because they may find comfort settling for average expectations and do not press to find their true potential or strive higher to achieve what they truly desire.
7. They develop the tendencies and the desire for addiction or compulsions. People may get trapped into addictions or uncontrolled habits such as substance abuse, sex addiction, compulsive spending/gambling, anger and eating disorders. Addictions can then lead to self -defeat and create interference with making positive progress in life. They may have a pessimistic view of the world such as "we are all born to suffer and die", they may feel that they are stuck in abusive relationships and stay in the situations as if there is no way out. Finally they may have a lot of poor me attitudes, nobody understands me or like me.

Literature review

A study conducted by Wei & Ku,(2007). In the study the researchers tested a conceptual model of working through self-defeating patterns at Iowa State University USA. The sample consisted of 390 college students, 244 (63%) women and 145 (37%) men, enrolled in psychology courses. The results indicated that self-defeating patterns mediated the relations between attachment and distress. The result also revealed that self-esteem mediated the link between self-defeating patterns and depression. Social self-efficacy mediated the association between self-defeating patterns and interpersonal distress. Moreover, about 33% of the variance in self-defeating patterns was explained by attachment anxiety and avoidance. Also 50% of the variance in depression was due to attachment anxiety, self-defeating patterns, and self-esteem.

In a study conducted by Ferrari, (1994) investigated the dysfunctional procrastination and its relationship with self-esteem, interpersonal dependency, and self-defeating behaviors. The sample consisted of 263 (202 female, 61 male). The result indicated that procrastination was significantly related to low self-esteem, dependency, and self- defeating behaviors. Also behavioral procrastination was related to failing task completion, and, feeling guilty after a positive event, and choosing a failure situation. Interpersonal dependency also was a significant predictor of both decisional and dysfunctional procrastination, while self-esteem predicted behavioral procrastination.

Moreover, a study conducted by Jaradat, (2006) examined the relationship between self-esteem and irrational attitudes among university students. The sample consisted of (397) university students who took the Rosenberg self-esteem scale and the irrational attitudes questionnaire. The result revealed that no significant differences were found between students by gender or academic level regarding their self-esteem. The result also indicated that females' students significantly have a higher level of irrational attitude more than male students.

Different study conducted by Sears, (2009) examined Paradoxical behaviors, manifestation of the self? Self-destructive behaviors and self-esteem.

The sample consisted of 82 college students, 36 males and 46 females from a private Midwestern university. The result data did not support the hypothesis that individuals with higher self-esteem exhibited fewer self-defeating behaviors. Individuals tend to avoid suffering and situations that may jeopardize their physical or cognitive health, which the instincts drive towards survival. However, some people may choose to engage intentionally in activities that may be damaging to their physical and mental well-being.

A study conducted by Ozer & Ferrari (2011) investigated the gender orientation and academic procrastination of Turkish high school students. The sample consisted of (214) students. The result indicated that no significant differences were found between students by their gender regarding the behavior of procrastinations. Also the result revealed that Turkish students procrastinate for the reason of seeking perfections, when they don't like the task on hand, and revolt against control by others , or facing risk.

Significant of the Study

This study aimed to investigate the relationship between self-defeating behavior and self-esteem among Jordanian college students at the Yarmouk University. Self defeating behavior and self-esteem can predict and help students' counselors in their therapeutic practice especially in the field of family therapy or students' academic achievement. This study is a practical guide line to help students to carry their academic duties more effectively.

There is a need for a comprehensive and detailed examination of the research on self –defeating behavior and self-esteem among Jordanian college students. With this study, researchers can better enhance the nature of self-defeating behavior and the nature of self-esteem. There is a need to understand when and why self-defeating occurs as well as how to prevent it, also equally important to know how to enhance self-esteem among college students. The first goal of this study is to establish the nature of self-defeating behavior conceptually. This step involves integrating the many different descriptions of self-defeating behaviors into a single coherent definition, showing that this definition is consistent with the history of self-defeating behavior, and placing self- defeating behavior among related concepts. The second goal is to explore the causes and correlates of self-defeating behavior with other variables. Moreover, this study is a meaningful and practical guide that may help students as a future workers and responsible employees to deal with the issue of self-defeating behavior and self-esteem as it may stand in their way of life. Their career advancement and job satisfaction may depend on their knowledge and awareness of the important of enhancing self-esteem and avoiding the self-defeating thoughts or behavior.

It appears that most research in the area of self-defeating behaviors focuses on children, and clinical populations. However, studies on college students appear to be underrepresented in comparison to other populations. Among Jordanian college students no studies have been found to investigate the relationship between self-defeating behavior and self-esteem which is the aims and the focus of this research study. In the present study, the relationship between self-defeating behaviors and self-esteem was investigated to determine possible risk factors among college students. The examination of these risk factors may yield valuable information that may be utilized in understanding and preventing self-defeating behavior and improve ways to enhance students' self-esteem. It was hypothesized by the researchers that students with higher self-esteem should exhibit lower self-defeating behaviors. Specifically the aims of this study are:

1. To investigate the prevalence level of self-defeating behavior and self-esteem among Jordanians college students.
2. To examine if there are significant differences among students regarding their tot level of self esteem and self defeating behavior by their: Gender, level of achievement, students' majors, and students grade point average in high school.

Research questions

This study attempted to answers the following questions:

1. What is the prevalence level of self-defeating behavior among students by their gender, educational level, educational level of achievement, high schools grade point average?
2. What is the total level of students' self-esteem by their gender, educational level, educational level of achievement, high schools grade point average?

3. Is there a significant difference between students' level of self-defeating behavior by their gender, years in college, educational level of achievement, high schools grade point average?
4. Is there a significant difference between students' level of self-esteem by their gender, educational level, educational level of achievement, high schools grade point average?
5. What is the relationship between self-defeating behavior and the total level of self-esteem among students?

Definitions of terms

The following terms were defined operationally to provide meaningful, functional, and coherent definitions for use in this study:

1. Self-defeating behavior: Referred to the idea that people knowingly and intentionally do things that will cause them to fail or bring trouble on themselves. Operationally it referred to the individual score on the self-defeating scale which has three levels: low levels from (0 to 1.33), medium level from (1.34 to 2.67), and high level from (2.68 to 4.0).
2. Self-esteem: Referred to how the individual evaluates and perceives himself and how others evaluate and perceive him. Operationally it referred to the individual score on the self-esteem scale which has five levels: Very low level from (0 to 1.49), low level from (1.50 to 2.49), medium level from (2.50 to 3.49), and high level from (3.50 to 4.49), and from (4.5 and higher) is very high level.
3. Gender: Referred to the individual gender of being male or females.
4. Level of educational achievement: Referred to the students' achievement on the first semester of the year 2009/2010. The achievement has four levels: excellent (90-100), very good (80-89.99), good (70- 79.99), fair (50- 69.99).
5. Educational level /Years in collage: Referred to the students' numbers of years in college which ranged from (1-4 years)?
6. 6- High school grade point average (GPA): Referred to the students' achievement on the national high school exams. The achievement has four levels: excellent (90-100), very good (80-89.99), good (70- 79.99), fair (50- 69.99).
7. Major: Referred to students majoring in college (arts or science).

Methodology

The researchers applied and utilized the field study and descriptive statistic methodology in this study.

Sampling: The sample consisted of (435) students (182) of them were males, and (253) were females all were selected randomly from students who were enrolled in the second semester of year 2011/2012 at the Yarmouk university. See table (1).

Table (1) distribution of sample by the variables, levels and numbers.(N=435).

Variables	Levels	Numbers #
Gender	Males	182
	Females	253
Level of educational achievement	Excellent	58
	Very good	155
	Good	181
	Fair	41
Years in college	First year	193
	Second year	108
	Third year	68
	Fourth year	62
High school (GPA)	Excellent	130
	Very good	211
	Good	90
	Fair	4
Major	Arts	302
	Science	133

Instrument and Data Collection Procedures:

The following two scales were used in this study:

1- For the purposes of answering the research questions in this study, the researchers developed an instrument to measure the level of students' self-defeating behavior. (see appendix A). The scale consisted of 32 items. The students responded to each item on a five-point Likert scale, ranging from " very Strongly Disagree" to " Strongly disagree". They were scored as follows: Very Strongly Agree was given four; strongly agree is three, Agree is two, disagree is one, strongly disagree is zero. The scale has three levels: low levels from (0 to 1.33), medium level from (1.34 to 2.67), and high level from (2.68 to 4.0). The process of the scale development consisted of reviewing the self –defeating behaviors literatures such as (Wei & Ku, 2007 ; Jaradat, 2006; Baumeister & Bushman, 2008; Ferrari, 1994)).

In order to determine the reliability and the validity of the instrument, the researcher administered it to 50 students, males and females outside the sample of the study. The reliability of the scale established through the overall measure of the internal consistency, which was obtained by Cronbach alpha (0.87).

The first draft of this instrument went through several revisions. However, the suggestions of 7 professors from the department of psychology and counseling who gave their feedback regarding the length of the instrument, the suitable language of the items, and whether the items measure what it supposed to measure provided the validity for this instrument. The instrument was considered reliable and valid after all the modifications suggested by the specialized professors. The final instrument consisted of 32 items (see appendix A). The researcher benefited from the related literature in the field of self-defeating behaviors in general and among college students. The instrument in this study included a demographical page asking students about information related to their Gender, Level of educational achievement, years in college, high school grade point average.(see appendix A).

The researchers are not aware of any other publication that discusses self-defeating behavior among Jordanians college students. The researchers translated the instrument into Arabic (see appendix B).

2- The Rosenberg Self-Esteem Scale (Rosenberg, 1965) was used to measure students' global self-esteem. It consisted of self-worth statements ranging from statements that are endorsed by individuals with low self-esteem or high self-esteem. The scale is a ten item Likert scale, the students answered the items on a four point scale - from strongly agree to strongly disagree. (See appendix j). Scoring: SA=3, A=2, D=1, SD=0. The scale consisted of five positive items and five negatives items. Score of the negative items (2,5,6,8,9) were reverse scored, as indicated.(SA=0, A=1, D=2, SD=3). The Sum of the scores for the 10 items was calculated. The score of the students range from 10 to 40. The higher of the individual score on the scale means a higher total level of self esteem. The scale was translated into the Arabic language and culture. The scale was given to 8 professors from the department of psychology for the purpose of establishing the validity and the reliability for the scale. They gave their feedback regarding the length of the scale, the suitable language of the items, and whether the items measure what it supposed to measure provided the validity for this scale. In order to establish the reliability for this scale, the researchers administered the scale on (50) students outside the sample of this study. The reliability of the scale established through the overall measure of the internal consistency, which was obtained by Cronbach alpha (0.73) which considered to be reliable for the purpose of this study.

Limitations

This study is limited to the sample of students at the college of education at Yarmouk University and to the intended variables (Gender, Level of educational achievement, years in college, high school grade point average). Also the study is limited to the scales used in this study.

Results and Examination of the Research Questions:

Q1: What is the prevalence level of self-defeating behavior among college students? The means and the standard deviations for the sample were calculated for the self-defeating behavior scale. The means were classified as follows: low levels from (0 to 1.33), medium level from (1.34 to 2.67), and high level from (2.68 to 4.0). The result from the table (2) bellow revealed that the prevalence level of self-defeating behavior among college students was medium level (1.52). The researchers' explanation for this finding may be due to students' samples which consisted mainly of educational background or majors that considered to be easier than the scientific majors. Also most of the students are from similar background socially and economically

Table (2) means and the standard deviation of the sample for the self defeating behavior scale.

Standard deviations	Means	Levels	Variables
0.59	1.58	Males	Gender
0.61	1.48	Females	
0.60	1.52	Total	N=435

Q2: What is the total level of college students' self-esteem?

The means and the standard deviations for the sample was calculated for the self-esteem scale. The means were classified as follows: very low levels from(0 to 1.49) , low level from(1.50 to 2.49), and moderate level from(2.50 to 3.49), and(3.50 to 4.49) high level, (4.50 and above). The result from the table (3) bellow indicated that the total Level of self-esteem among college students was medium level (2.58). The researchers' explanation for this low level of self-esteem may be due to students' samples which consisted low level economically and facing many problems with tuitions and many other social stressors that may lead to poor or low self-esteem. See table (3) bellow.

Table (3) Means and the standard deviation of the sample for the self -esteem scale.

Standard deviations	Means	Levels	Variables
0.32	2.57	Males	Gender
0.35	2.59	Females	
0.34	2.58	Total	N=435

Q3: Is there a significant difference between students' level of self- defeating behavior by their gender, years in college, educational level of achievement, high schools grade point average?

To answer this question the researchers applied the one way analysis of variance for the self-defeating scale. The result from the table bellow indicated some differences between the means of students on the scale of self-defeating behavior by the variables of the study see table (4).

Table (4) means and the standard deviation of the sample for the self- defeating behavior scale by their gender, years in college, educational level of achievement, high schools grade point average.

Variables	Levels	Means	Standard deviations
Gender	Males	1.58	0.59
	Females	1.48	0.61
	Total	1.52	0.60
Achievement levels	Excellent	1.44	0.67
	Very good	1.39	0.60
	Good	1.59	0.55
	Fair	1.84	0.60
	Total	1.52	.60
Years in college	First year	1.56	0.63
	Second year	1.57	0.62
	Third year	1.39	0.55
	Fourth year	1.47	0.51
	Total	1.52	0.60
High school (GPA)	Excellent	1.51	0.58
	Very good	1.55	0.61
	Good	1.50	0.62
	Fair	1.24	0.93
	Total	1.52	0.60
Major	Arts	1.52	0.62
	Science	1.53	0.57
	Total	1.52	.60

The researchers used the one-way analysis of variance to see the differences between the means of the students by the variables of the study. The table below (table 5) indicated that there is a difference between means of students regarding their self-defeating behavior by their gender. The mean of male students (= 1.58) is higher than the mean of females (1.48) regarding their self-defeating behavior. However, the differences are not statistically significant. The researchers believe that male students are more exposed to the digital media effect and interaction, and also they worry more about their future more than their female's peers. The digital media effect, stress and future anxiety are all considered to be a contributing factor to the differences between male and female students.

Table (5) The one way analysis of variance for the self-defeating scale

variables	Sum of squares	df	Mean of squares	F	Sig &
Gender	0.54	1	0.54	1.61	0.19
Level of achievement	8.80	3	2.93	8.51	0.00*
Years in college	1.22	3	0.41	1.18	0.31
High school (GPA)	1.83	3	0.61	1.78	0.15
Major	0.29	1	0.29	0.83	0.36
error Correction	145.80	423	0.44	----	-----
N=435					

Also the table above (see table 5) revealed a significant difference between students regarding their self-defeating behavior by their achievement level. In order to see the direction of the differences between the students' achievement level, the researchers used the Shaffer's correction factors. Please see the table below (table 6). The result from the table indicated that students who have a level of fair achievement have more of self-defeating behavior than their peers of very good level of achievement. This means the achievement level can be a good predictor of students' self-defeating behavior. The researchers' explanation for this difference may be due to students with fair achievement who do not engage with more procrastination, and are less motivated to achieve as a result of their life stressors. Moreover, students who have a good achievement level in college have self-defeating behavior more than their peers who have a very good achievement level. The differences may be due to students who have a good level of achievement worry more about their situations, grade, future employment or completing their higher education in comparison with their peers.

Table (6) The shaffees' correction factors for the different achievement level.

Variable	Mean	Excellent	Very good	Good	Fair
Excellent	1.44		0.04	- 0.15	- 0.40
Very good	1.39			* - 0.197	* - 45
Good	1.59				- 0.25
Fair	1.84				-

Q4: Is there a significant difference between students' level of self-esteem by their gender, educational level, educational level of achievement, high schools grade point average?

The researchers calculated the means and the standard deviation for students' responses for the self-esteem scale (see table 7). The result revealed that females have a higher level of self-esteem (2.59) more than their male peers (2.58). Researchers believed that female students have tendencies to have a higher academic achievement more than male. Females also try to appear that they are achievers and can do better than their male peers which in return can influence their total level of self-esteem.

Table (7) means and the standard deviation of the sample for the self- esteem scale by their gender, years in college, educational level of achievement, high schools grade point average.

Variables	Levels	Means	Standard deviations
Gender	Males	2.57	0.33
	Females	2.59	0.35
	Total	2.58	0.34
Achievement levels	Excellent	2.54	0.35
	Very good	2.59	0.34
	Good	2.58	0.29
	Fair	2.61	0.48
	Total	2.58	0.34
Years in college	First year	2.60	0.38
	Second year	2.53	0.28
	Third year	2.60	0.38
	Fourth year	2.59	0.23
	Total	2.58	0.34
High school (GPA)	Excellent	2.57	0.36
	Very good	2.60	0.28
	Good	2.57	0.37
	Fair	2.48	1.28
	Total	2.58	0.34
Major	Arts	2.58	0.35
	Science	2.59	0.29
	Total	2.58	0.34

The result from table (7) indicated differences between students the total level of self-esteem by the study variables as indicated. To answer this questions and to see wither these differences are significant or not, the researchers applied the one way analysis of variance for the self-esteem scale see table (8). The result from the table below indicated that no significant differences were found between students by any of the study variables. The researchers gave an explanation consisted of students at this age appeared to be independent and responsible as they leave their home to go to universities. Also most of the students came from a similar background economically and socially which may revealed no significant differences between them.

Table (8) the one way analysis of variance for the self-esteem scale.

variables	Sum of squares	df	Mean of squares	F	Sig &
Gender	0.03	1	0.03	0.28	0.60
Level of achievement	0.11	3	0.04	0.34	0.80
Years in college	0.32	3	0.08	0.69	0.60
High school (GPA)	0.21	3	0.07	0.61	0.61
Major	0.02	1	0.02	0.20	0.66
error Correction	49.19	423	0.18	----	-----
N=435	-----				

Q5- What is the relationships between self-defeating behavior and the total level of self-esteem among students? To answer this questions and to see wither there is significant relationship between students self-defeating behavior and students total level of self-esteem, the researchers applied the person ($r = .069$) collation coefficient and calculated the relation between self-defeating behavior and self-esteem between students. The result indicated that no significant relationships were found between self- defeating behavior and self-esteem among students.

Summary and Discussions of Results

- The result indicated that the prevalence level of self-defeating behavior and self-esteem among college students was medium level. The researchers' explanation for this finding indicated that most of the students are from similar background socially and economically.
- The mean of males students (= 1.58) is higher than the mean of females (1.48) regarding their self-defeating behavior, however the differences are not statistically significant at (&.05). The digital media effect, stress and future anxiety are all considered to be a contribute factor to the differences between male and female students as the researchers believed.
- The result also indicated that students who have a level of fair achievement have more of self-defeating behavior than their peers of very good level of achievement. This mean the achievement level can be good predictors of students' self-defeating behavior. The researchers explanation to this difference may be due to students with fair achievement do engage with more procrastination, and less motivated to achieve as a result of their life stressors. Moreover, students who have a good achievement level in college have self-defeating behavior more than their peers who have a very good achievement level. The differences may be due to students who has a good level of achievement worry more about their situations , grade, future employment or completing their higher education in comparison with their peers.
- Also the result revealed that females have a higher level of self-esteem more than their males' peers. However the differences between students were not statistically significant at (&.05). Researchers believed that female students have tendencies to have a higher academics achievement more than male. Females also try to appear that they are achievers and can do better than their males peers which in return can influence their total level of self-esteem.
- Moreover, The results indicated that no significant difference were found between students by their gender, years in college, , high schools grade point average regarding their level of self-defeating behavior or the total level of self-esteem. Also no significant relationship was found between self- defeating behavior and self-esteem among students. This result is in agreement with Sears (2009) study which indicated the hypothesis that individuals with higher self-esteem exhibited fewer self-defeating behaviors can't be supported.

Recommendation

Based on the findings of this study the researchers recommended the followings:

- Future research should be done to investigate students' self-defeating behavior and parental raring styles.
- Researchers and educators should developed plan of action to enhance students self esteem and ways to reduce self-defeating behavior.
- Finally we recommended future research to be done with a larger sample to clarify the significant of the differences between variables in a similar study.

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Appendix

Appendix (A)

Self-Defeating Behavior Scale(SDBS).

Please read the following statement carefully and answer all the question honestly as much as you can. There is no right or wrong answer, the right answer is the most honest one. Please place an (x) in the square that fit your true feeling on the following scale from (0 to 4). 0= strongly don't agree, 1= don't agree, 2= sometime agree, 3= most of the time agree, 4= all the time agree. To ensure your privacy please don't write your name. this information is for conducting a research study.

For each of the following statements, circle the number of the 5-point scale (0= strongly disagree, 5= strongly agree) that best describes how each statements applies to you. There are no right or wrong answers, so please do not spend a lot of time on any item. Please be sure not to omit any items.

0=Strongly Disagree. 1 =Disagree. 2= sometime agree. 3 = Agree. 4= Strongly agree.

#	Statements	Value				
		0	1	2	3	4
1	It is not important to have a good grade in college.	0	1	2	3	4
2	I must be treated fairly by others, or I feel badly about them.	0	1	2	3	4
3	I feel unhappy, If I don't get what I want.	0	1	2	3	4
4	I ignore the positive treatment from others.	0	1	2	3	4
5	I exaggerate the negative feelings or events.	0	1	2	3	4
6	I feel responsible for all other people around me.	0	1	2	3	4
7	I don't trust others because they might harm me.	0	1	2	3	4
8	I feel guilty , if I share with others my true feelings for the fear of losing them.	0	1	2	3	4
9	I feel that I am the cause of my familiar in school achievement.	0	1	2	3	4
10	I am involved with bad and unhealthy habit such as smoking and drug use.	0	1	2	3	4
11	I feel superior or inferior to others.	0	1	2	3	4
12	I do procrastinate in doing my daily work , and I feel not doing enough for success in school.	0	1	2	3	4
13	I have a lot of self-doubt about myself and my ability.	0	1	2	3	4
14	I am unrealistic about my goals and prediction .	0	1	2	3	4
15	I have difficulty completing my school work due to lack of organizing my time.	0	1	2	3	4
16	I set many goals, but have a hard time achieved them.	0	1	2	3	4
17	I engage in many things that jeopardize my physical, financial and emotional stability.	0	1	2	3	4
18	I feel I am stuck with my problem of the past, that I can't move forward.	0	1	2	3	4
19	I choose relationships and situations that lead to my failure and disappointment, when better options are available.	0	1	2	3	4
20	when overwhelmed with events or work, I feel unable to act.	0	1	2	3	4
21	I do engage with internal negative self- talk that prevent me from accomplishment.	0	1	2	3	4
22	I place many obstacles in my way of success in school , so I will find an excuse to hang my failure on it.	0	1	2	3	4
23	I hesitate to ask for help , so I will not look foolish.	0	1	2	3	4
24	I reject opportunities for pleasure, or enjoyment despite having excellent social skills and desire for enjoyment.	0	1	2	3	4
25	it is very easy to leave my school work in order to help other students accomplished their work.	0	1	2	3	4
26	I focus on what other people need to do rather than on what I need to do.	0	1	2	3	4
27	I dream a lot about saving money for the future but I found myself spending more than what I save.	0	1	2	3	4
28	I ignored my needs due to the fear of negative evaluations by others.	0	1	2	3	4
29	I have a negative evaluation of myself, when comparing myself with others.	0	1	2	3	4
30	I feel that others will not respect me if they know really who I am.	0	1	2	3	4
31	I do help others even I will get harm in the process socially.	0	1	2	3	4
32	I feel sorry for myself when others don't appreciate me or don't understand me.	0	1	2	3	4

Appendix (B)

مقياس السلوك الهازم للذات (Self-Defeating Behavior Inventory) أضع بين أيديكم قائمه من الفقرات لقياس السلوك ا للذات. أرجو قراءة كل فقره بعناية و التعبير عن مدى انطباق و ملائمة كل فقره عليك بصدق و أمانه علمية، وذلك بوضع إشارة x في المربع المخصص لكل فقره حسب الترتيب الخماسي التالي:

0=	لا تناسبني أبدا
1=	نادرا ما تناسبني
2=	تناسبني أحيانا
3=	معظم الأحيان
4=	تناسبني دائما

أعلمكم أن المعلومات ستستخدم لأغراض البحث العلمي، و أنها ستعامل بسرية تامة، و الدليل على ذلك انه لم يطلب منكم كتابة الاسم. المعلومات سوف تجمع من اجل التحليل و البحث العلمي فقط. مع جزيل الشكر و عظيم الامتنان لتعاونكم.

الرقم	الفقرة	القيمة				
1	ليس من الضروري أن احصل على معدل عال في الجامعة.	0	1	2	3	4
2	يجب أن يعاملني الآخرون بعدل و احترام وإلا شعرت بأنهم سيئون.	0	1	2	3	4
3	إذا لم احصل على كل ما أريد فاني اشعر بعدم السعادة.	0	1	2	3	4
4	أتجاهل المعاملة الايجابية من الآخرين.	0	1	2	3	4
5	أبالغ في استجاباتي للأحداث و المشاعر السلبية.	0	1	2	3	4
6	اشعر بالمسؤولية نحو كل شخص و كل شي من حولي.	0	1	2	3	4
7	ثقتي بالآخرين ضعيفة لأنني أحس أنهم قد يؤذونني.	0	1	2	3	4
8	اشعر بالذنب إذا تحدثت عن مشاعري حتى لا افقد من علاقاتي مع الآخرين	0	1	2	3	4
9	اشعر أنني سبب في عدم تحقيق أهدافي الجامعية.	0	1	2	3	4
10	أنا منغمس في عادات غير صحية ، كالتدخين و تعاطي المخدرات.	0	1	2	3	4
11	اشعر بالتفوق أو النقص عند مقارنة نفسي بالآخرين.	0	1	2	3	4
12	اشعر بصعوبة البدء في أعمالتي الجامعية و ابرر فشلي بالتقصير بعدم بذلي الجهد الكافي.	0	1	2	3	4
13	اشك في قدراتي لعدم ثقتي بنفسي عدم معرفتي بحدود قدراتي.	0	1	2	3	4
14	اشعر أن توقعاتي للأحداث و علاقاتي مع الآخرين غير واقعية وغير منطقية.	0	1	2	3	4
15	عندي صعوبة في انجاز واجباتي الجامعية لعدم مقدرتي على تنظيم الوقت. (أحاول تأجيل عمل اليوم إلى الغد).	0	1	2	3	4
16	كثيرا ما أضع أهدافا مستقبلية ولكن يصعب على تحقيقها بسبب اتجاهاتي السلبية.	0	1	2	3	4
17	أقوم بأشياء كثيرة تعرض وضعي المالي،و الصحي و الانفعالي للخطر.	0	1	2	3	4
18	اشعر أن مشكلات الماضي تؤثر في وضعي الحالي.	0	1	2	3	4
19	اشعر بأنني اختار أشخاصا و ظروفًا تؤدي إلى فشلي و سوء معاملتي رغم وجود خيارات أفضل.	0	1	2	3	4
20	اشعر بالضعف و عدم الحيلة عندما تتراكم علي الأحداث و الواجبات.	0	1	2	3	4
21	أتحدث مع نفسي بلغة سلبية مما يمنعني من الانجاز و مواجهة الأحداث.	0	1	2	3	4
22	أضع عوائق أمام إنجازاتي دون أن يكون هناك سبب منطقي لذلك. فقد ألوم الآخرين في حصولي على علامات متدنية أو ابحت عن شماعة أعلق عليها فشلي.	0	1	2	3	4
23	أتردد في طلب المساعدة أو السؤال حتى لا أبدو غيبيا.	0	1	2	3	4
24	ارفض فرص التمتع بالحياة السعيدة مع انه لا تتقضي المهارات الاجتماعية	0	1	2	3	4
25	من السهولة أن أتخلي عن واجباتي الجامعية لأقدم العون للآخرين ولكنني اعجز عن تقديم العون لنفسي.	0	1	2	3	4
26	اهتم بما يريد أن يحققه الآخرون بدلا مما أريد أن أحققه أنا.	0	1	2	3	4
27	أحلم كثيرا في توفير المال للمستقبل ولكني انفق أكثر مما ادخر.	0	1	2	3	4
28	أخشى تقييم الآخرين لي و اشعر أن حاجاتي غير مهمة .	0	1	2	3	4
29	أقارن نفسي بالآخرين و اشعر بضعف تقديري لذاتي .	0	1	2	3	4
30	اشعر أن الآخرين لن يحترموني أو يقدروني إذا عرفوا حقيقة نفسي أو من أكون.	0	1	2	3	4
31	عندما أرى أن شخصا ما يحتاج للمساعدة ، أقدم له المساعدة بغض النظر عن العواقب السلبية التي قد تصيبني جراء ذلك.	0	1	2	3	4
32	اشعر بالشفقة على نفسي و اعتقد أن عددا قليلا من الناس يفهموني أو يقدروا ظروفوني.	0	1	2	3	4

Appendix c

Rosenberg Self-Esteem Scale (Rosenberg, 1965)

The scale is a ten item Likert scale with items answered on a four point scale - from strongly agrees to strongly disagree.

Instructions: Below is a list of statements dealing with your general feelings about yourself. If you strongly agree, circle SA. If you agree with the statement, circle A. If you disagree, circle D. If you strongly disagree, circle SD.

1. On the whole, I am satisfied with myself. SA -A -D -SD
- 2.* At times, I think I am no good at all. SA -A -D -SD
3. I feel that I have a number of good qualities. SA -A -D -SD
4. I am able to do things as well as most other people. SA -A -D -SD
5. * I feel I do not have much to be proud of. SA -A -D -SD
6. * I certainly feel useless at times. SA -A -D -SD
7. I feel that I'm a person of worth, on an equal plane with others. SA -A -D -SD
8. * I wish I could have more respect for myself. SA -A -D -SD
9. * All in all, I am inclined to feel that I am a failure. SA -A -D -SD
10. I take a positive attitude toward myself. SA -A -D -SD

Scoring: SA=3, A=2, D=1, SD=0. Items with an asterisk are reverse scored, that is, SA=0, A=1, D=2, SD=3. Sum the scores for the 10 items. The higher the score means the higher of the self-esteem. Scores below 15 suggest low self-esteem