

Predicting the Defeatists Behavior from Self-Esteem: Undergraduate Female Students Majoring in Kindergarten at Al-Hussein Bin Tala University

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Abstract

This present study aimed at predicting the defeatist behavior from self-esteem among the undergraduate female students major kindergarten at Al-Hussein Bin Talal University. The study used the descriptive correlative method, and study sample consisted of (41) female students from kindergarten major at Al-Hussein Bin Talal University for the academic year (2018/2019). For the purpose data collection two scales were used: The first one (Rosenberg, 1989) scale for self-esteem and the second scale (Kabatay, 1999) scale to measure the female students' defeatist behavior. Results of the study showed that self-esteem among the female students major kindergarten is at lower level than the medium level, also level of defeatist's behavior among the female students is medium. Also Results showed the presence of inverse correlation between self-esteem and the defeatist behavior.

Keywords: defeatist behavior, self-esteem, female students majoring in kindergarten

1. Introduction

May be the reason for the interest of many researcher to study self-esteem variable and the extent of its influence regarding what is happening in the individuals of changes and transformations, and crisis is that self-esteem is a positive variable in the personality from one side, in addition to its correlation with other positive sides in the personality. The university adults have their needs and trends, and life nature which differ from other categories, if those needs were not satisfied, this can generate the feeling of defeatist and disappointment (Al-Tameemi, 2013).

Defeatist behavior means that the individual surrenders to the negative defeatist thoughts, and the absence of the basis for his mental purity and the vanishing of all defensive tricks as if he is looking through a distorted window, instead of viewing the reality clearly, he views it distorted, ambiguous and unclear, this will necessary leads to lower levels of his self-esteem (Fakhri, 2014).

Self-esteem is considered of the basic human needs which everyone seek to satisfy it and exerts most of efforts to attain it. This is what has been asserted by Maslow (1970) in his theory about the human's basic needs, who designed them in a pyramidal sequence according to the priority of satisfying them by the individual starting from the physiological needs then the need for love and belonging, then the need for esteem, and finally need for self-esteem, this final need according to Maslow's theory indicates at the individual's wish to satisfy the special feelings of trust and eligibility, reflecting the individual's wish to feel the strength, accomplishment, competence, trust and sovereignty in facing the world and the freedom (Chang, 2006). Pattan et al. (2006) indicate that self-esteem reflects the individual's feelings of his worth or self-respect, and to what extent the individual admires and loves himself. There are concepts like appreciating the external appearance, or the body used to indicate at self-esteem.

1.1 Study Problem and Its Questions

The adults are suffering from crisis of the conflicting powers characterize by ambiguity and loss of the goals especially after the social and political crises that took place in the Arab world and its social composition which might lead to value conflicts, their negative effects might reflect on self-esteem. Also results reached by the psychological studies represented difficulties in front of us in drawing a clear picture about the individuals' self-esteem and its relation with some of the variable such as the defeatist behavior, so: Can the individual

maintains a fixed level of self-esteem through his different age stages ? This question calls us to search for the response causes determining levels of self-esteem among the university's students to find out the related variables that contribute to rise or decrease, to guarantee understanding. This very important variable is the personality of this segment of adults which represents the society's strength and the pillars of its structure.

We need more of studies and researches that make the adults achieve healthy and intact life, and strong psychological construct able to confront this stage of changes, crises and challenges that might be difficult for some of them to tolerant.

Problem of this present study revolves around the following questions:

- 1) What is level of self-esteem of the undergraduate female student's major kindergarten at Al-Hussein Bin Talal University?
- 2) Is it possible to predict the defeatist behavior through level of self-esteem among the female students major kindergarten at Al-Hussein Bin Talal University?

1.2 Research Objectives

Objectives of this present study were determined in the follow:

- 1) Unveiling level of self-esteem among the female students major kindergarten at Al-Hussein Bin Talal University.
- 2) Unveiling level of their defeatist behavior.
- 3) Unveiling the nature of the relation between self-esteem and defeatist behavior.

1.3 Research Importance

Importance of this present study refers to the importance of its topic which is predicting the defeatist behavior from self-esteem among the female students major kindergarten at Al-Hussein Bin Talal University, and how to confront it in shadow of the current situations in the society, and the need for healthy and strong individuals having cognitive capabilities. Also the limited number of studies in this field makes it a fruitful field to contain it at different and many sides relevant to the study. The importance of this study is clear from the spread of the defeatist behavior among the adults at the present time which resulting later in many academic, psychological and social problems. From the practical side, results of this study might direct and attract the attention of this specialists in psycho-educational science about the importance of interest in this segment of adults, by preparing the different counseling programs to develop this side in their personality & modifying their defeatist behaviors, and preparing the programs to develop self-esteem at other age stages, and some other positive sides.

1.4 Theoretical Frame and Literature Review

1.4.1 Defeatism Behavior

The early disorder in the warm relationships, lack of love and empathy at the early years between the mother and the child develop the weak congruence between hem specifically, and between the family as a whole generally, which makes the individual, behave the defeatism behavior, escaping from the reality, and remains within the social group a person with low feelings, feeling of guilt and social isolation, this will lead to negative results such as the defeatism behavior (Williams, 1980). Abu-Halawa (2013) identifies the defeatism behavior as a psychological state with cognitive and emotional implications represent in feeling of deficit, helpless, and lack of effectiveness. This behavior results in the individual encountering traumatic and stressing life events if he has fragile and weak psychological structure and inappropriate social upbringing, and defeatism reflects on the individual, and on his relationships with the others to become un-trustworthy, and unable to form sound social relationships, and became dependent individual creating in him the feeling of worthless, acting in reactions often unclear and do not explain the stimuli he is exposes to it. Meifen and Tsun (2007) and Al-Mtairi (2010), indicate that there are many actions the defeatism individual performs present in: feeling of loss of trust, shaking his head a lot as agreement, divergent eyes, closed eyelids, cold and disturbing hands, soft in speaking and in a hesitation state.

Psychological defeatism behavior is considered one of the most dangerous & severe feelings among the university students, because feeling of negative emotions, and weakness related to this state might make them subject to many psychological and social disorders prevent the achievement of their psychological health, and might push the individual to blame himself and reside the feelings of inability, escaping from facing the failure and inclines towards marginalizing his strength and capabilities then he loses hope and ambition, and get used to the pain, which negatively affects his psychological flexibility and weakening his ability for psychological steadfastness

(Al-Shafi, 2017).

1.4.2 Self-Esteem

Self-esteem is considered an evaluative concept basically depends on how the individual evaluates himself, these evaluations might be positive or negative, since self-esteem influenced by degree of reaching the personal standards and goals, also self-esteem has central role in the psychological health, high at the childhood stage, and gradually decline during adolescence, and gradually increases at the adult's state, deteriorates and regresses at senility (Robins et al., 2002).

Al-Zu'bi (2005) identifies self-esteem as a group of attitudes and beliefs the individual bears for himself, which consider very important in his relationships with his parents, teachers, friends and the rest of other persons inside and outside the society. Heritage (2013) indicates that self-esteem term means the evaluation the individual set for himself and by himself and works to maintain it, it is a term expresses the individual's positive and negative attitudes, also indicates at the individual's belief that he is able, important, successful and competent (has a merit).

Benyamini and Leventhal (2004) stated that self-perception by taking the good and rejecting the hideous, the balance between the two processes is not completely guaranteed which makes the increase in once side results in decrease in the other side, for this reason we find that self-esteem is subject to self-dynamic factors influencing it.

There are two types of factors leading to formation of high or low self-esteem, which are:

- 1) Factors relating to the individual himself: it is asserted that degree of self-esteem in the child is determined by the amount of absence of worry or the psychological stability, which means if the individual enjoys good psychological health. It will help him in normal growth, and his self-esteem will be high, while if the individual is of the worried type and instable, his idea about the ego will be low, and his self-esteem is low.
- 2) Factors related to the external environment: They are relating to the social upbringing conditions in which the child raised, and type of the educational, including: is he allowed to participate in the family affairs? Does he decide what he needs? What is the type of the punishment imposed on him? The family's view to the individual's friends, love or hate (Sa'aydeh, 2007).

From the review of some literatures that have addressed this concept, levels determined by Coppersmith (1981) will be illustrated:

- (1) High self-esteem: The person consider themselves important and deserve respect, appreciation and consideration, they have sufficient idea about what they think it is right, they always enjoy the challenge, do not fear or stay away from misfortunes.
- (2) Low self-esteem: The persons consider themselves not very important, unloved, enable to do the things they actually want to do as the others do, they consider what the others have is better than what they have of capabilities, aptitudes and competences.
- (3) Medium self-esteem: The persons from this type fall between these two types of the features, and self-esteem is determined from their ability to do the things required from them (Coppersmith, 1981).

One of the theories that has interested in studying self-esteem is Abraham Maslow's theory for the humanitarian needs, since the thought that both the psychological and behavioral analysis theories focused their studies on searching the negative and sick and animal sides in the individual. The analysts see the human as victim of animals instincts and conflicts launched by the civilization in himself, which the behaviorists see the human as a living organ the environment formed his behavior, this why Maslow tended to study positive personalities in the human, his theory is based on studying healthy self-actualized persons (Maslow, 1970).

Following is the illustration of the five levels of the paramedical organization of the human needs as mentioned by (Hamid et al., 2015).

- 1) Physiological Needs- Directly related to survival, including hunger, sex, thirst, need for Oxygen, and excrete.
- 2) Safety Needs: When people satisfy their psychological needs they are pushed by the safety needs to guarantee the body security, stability, independence and protection from illness, fear, worry, danger, and disturbances.
- 3) Belonging and love Needs: People are induced by love and belonging represent in the desire in the friendship, marriage and special desires for family, neighborhood and belonging to the clan.
- 4) Esteem Needs: People launch to achieve self-esteem after achieving the previous levels of needs.
- 5) Self-Actualization Needs: This need represents the top of the paramedical sequence of the needs; it includes the discovery, optimal usage of what the individual enjoys of energies and innate capabilities.

This need expresses the individual's desire and tendency to achieve this capabilities to become real fact.

2. Literature Review

Mohammad (2016) study aimed to find out the irrational ideas among the female students major kindergarten and their defeatist behavior, and the nature of the relationship between the irrational ideas and the defeatist behavior. Study sample consisted of 200 female students.

Results indicated at the presence of high defeatist behavior, and the presence of positive correlation between the irrational ideas and the defeatist behavior among the female students.

Hasan and Ali (2014) conducted a study aimed to know the social anxiety and its relationship with self-esteem among the female students at Faculty of physical Education at Al-motha'ona University in Iraq, Results showed the appearance of social anxiety level, and the presence of significance in self-esteem, and the inverse correlation between social psychological anxiety and self-esteem among the students. Mik et al. (2010) conducted a study which aimed at disclosing level of defeatist among a sample of students from Slanjoor University in Malaysia. Results showed that most of the students enjoy good personality from the psychological side, and level of defeatism is very low, and the presence of differences with statistically significance between the urban and rural students, and rural students had less level of defeatist behavior than the urban students.

3. Procedures of the Study

3.1 Study Methodology

This present research depends on the descriptive correlative method because of its relevance to the present study and its objectives since it aims to find out level of self-esteem among the undergraduate female students, and the attempt to know extent of the correlation between level of self-esteem and the defeatist behavior.

3.2 Study Sample

Study sample consisted of all the undergraduate female students major kindergarten at Al-Hussein Bin Talal University in the academic year 2018/2019, their number reached 41 female students.

3.3 Study Instrument

The two study's instruments were introduced to a group of arbitrator from the universities professors with specialty in educational psychology science, counseling, behavior medication, and evaluation to assure relevance of the clauses with its dimensions and its linguistic wording.

3.3.1 First Study Instrument

Self-Esteem in this study is (Rosenberg, 1989) scale know as self-esteem which is built on setting a scale for self-respect and acceptance by the adolescents, then it is expanded to be used by the (Adults), and included (10) clauses, five negative clauses with fourfold step-wise (0-3), starts from strongly disagree and ends with strongly agree, the degree ranges from (0-30), self-esteem level is calculated if the testers receives the degree (15) and less with low evaluation, and the degree higher than (15) average evaluation and higher.

The scale has good cicometric characteristics in its English wording (Blascovich & Tomaka, 1991), and the Arabic wording (Abdel-Khalek, Korayem, & El-Nayal, 2012).

The answer to this scale is according to the original step-wise with fourfold step-wise.

The scale included ten clauses as follow:

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

3.3.2 Second Study Instrument: Defeatist Behavior Scale

This scale is used based on (Kabatay, 1999) scale, also on the previous educational literature such as (Al-Tameeni, 2013, Al-Dojaili & Al-Ani, 2018). The scale consisted of 57 clauses distributed to (6) dimensions, it has been applied and reapplied after two weeks of the date of the first application, calculating the correlation coefficients between the first application of total the defeatist behavior and for each dimension, and the correlation factors between the dimensions and the scale as a whole, extracting the internal consistency coefficient by calculating Cronbach Alpha which its value reached (0.850), while Pearson stability coefficient by re-applying reached (0.873) which is a high value and relevant for the study purposes.

Table 1. Cicometric tests for the defeatist behavior

Defeatist Behavior	Number of the Clauses	By Repetition	The Dimension with the Total
Feeling of guilt	7	.575**	.680**
Withdrawal	9	.647**	.761**
Self-destruction	9	.643**	.858**
Fear from failure	10	.712**	.846**
Law ego	10	.636**	.910**
Social isolation	12	.523**	.914**
Total	57	.873**	

** Correlation is significant at (0.01) level.

For the purposes determining levels of the defeatist behavior the scale's degrees were transformed to scale's ladder degrees in to three categories as in Table 2.

Table 2. Categories of the defeatist behavior

Behavior Degree	Very High	High	Medium	Low	Very low
Rank	5	4	3	1	1
Categories	1-2.33		2.34-3.66		5-3.66
Level	Low		Medium		High

4. Results of the Study and Their Discussion

Results relating to the study first question: What is level of self-esteem among the female students major kindergarten at Al-Hussein Bin Talal University?

To determine the student's level of self-esteem major kindergarten, mean of the self-esteem scale reached (15.71) with standard deviation (2.25), which is higher than the proposed mean (15) representation the higher boarder rank to estimate the medium self-esteem and less, and to test the difference significance, (one sample t-test) is used, t value reached (2.003) with freedom degree (40) statistically insignificant at significance level ($\alpha \leq 0.05$), so the self-esteem among the female students major kindergarten falls at the lower level than the medium level, since the low self-esteem forms real impairment to the individual, persons at this level focus on their defects and on their bad characteristics, they incline more to be influenced by the group pressures and listen to their opinions and Judgments, also they place themselves lower expectations than the reality.

External conditions are the real reasons for that including: (poverty, state of the society, and the disturbed family) all these conditions and others can create low self-esteem in the individuals, also the family has big role in the low self-esteem. Individuals who are characterized by low self-esteem described by the others as less controlling their affairs, it is possible to influence them easily (Okasha, 1998, Moray, 1988). Also, it is possible to explain the female students low self-esteem by the body image and the social standards, since the body image has influence on self-concept, and it is influenced by its objectivity features, such as the size, motor speed, muscular and neural coordination (Abu-Moghli, 2002).

Also, the nature of the study population (tribalism society), and the nature of the social upbringing in it enhance in the females the dependence culture, submission, feeling of weakness, and the necessity to resort to the man when facing difficult situations, which creates in them beliefs and Judgments about their ego as enable to challenge, get far away from the initiating culture, insistent and hardworking, and the necessity for exerting more efforts as much

as possible (Abu-Ghali, 2012).

Results relating to the study second question: what is level of the defeatist behavior among the female students whose major is kindergarten at Al-Hussein Bin Talal University? To determine level of the defeatists behavior, means and standard deviations were calculated for the total of defeatist behavior scale, and its dimensions, also (one sample t-test) is used to check the apparent differences significance regarding the borderline indicators that represent the higher limit to the defeatist behavior level (see Table 2), the following table clarifies results of the differences significance.

Table 3. Means and standard deviations of the defeatist behavior (N= 50, df= 49)

Defeatist Behavior	Number of the clauses	Mean	Std	Rank	Level	Crucial source	T value	Sig.
Feeling of guilt	7	3.57	0.53	3			14.911	.000(a)
Withdrawal	9	3.55	0.58	5			13.359	.000(a)
Self-destruction	9	3.61	0.39	1	Medium	2.34	21.076	.000(a)
Fear from the failure	10	3.61	0.51	1			16.072	.000(a)
Low ego	10	3.53	0.49	6			15.631	.000(a)
Social exclusion	12	3.56	0.46	4			16.939	.000(a)
Total	57	3.57	0.41		Medium	2.34	19.330	.000(a)

One sample t-test results show that the boarder value (2.34) represents the higher limit of the weak defeatist behavior category, all the means for the defeatist behavior and its dimensions fall in the medium category and with statistical significance, so level of the defeatist behavior of the female students major kindergarten at Al-Hussein Bin Talal University falls in the medium category of the defeatist behavior.

This can be explained by what has been reached from (Macfie et al., 2001) study that self-defeatist increases among the individuals who were subject to treatment abuse (from the parents or from the care providers) it can lead to different development course, and the childhood years is a sensitive stage to develop the ego defeatist or the ego coherence among the individuals.

Also, ego defeatist influencing the individuals' life because it is interference with their ideas, attitudes, feelings and with their usual behaviors through that they have exposed to from failure in repeating the attempts to satisfy the basic needs, whether the need for respect, love, belonging, dominance, and the acceptance. This failure leads to psychological problems like worry, depression, social isolation, and other external problems. Despite the wide variance in the possible symptoms from the ego defeat, the common issues between the individuals are frustration, decreased hope; self-efficacy deficit in the future attempts to change the situation.

In light of this, the ego defeat behavior might reflect a negative course with self-continuity, when the individual attempts to satisfy hard reaching needs, the more he feels of frustration, disappointment, and lack of the desired control (Brownson & Hartzler, 2000). Blascovich and Tomaka (1991) see that the destruction tendency can lead to self-defeatist or to aggression, and self-defeatist evolves when the behavior is against what the parents tough him, creating feeling of guilt, and fear from the punishment, it is a painful feeling, directing the blame and the criticism to the self (Lahey, 2000).

Also, having friends and peers who are negative in their thinking and their view to life are of the reasons for self-defeatist, because the defeatist finds comfort with those who support his opinion, because their ideas and behavior are of the same kind, leading the individual to face greater challenges, making his life a chain of troubles (Atkinson, 2017).

Third: Results relating to the study third question: Is it possible to predict the Defeatist Behavior (feeling of guilt, withdrawal, self-destruction, fear of failure, social exclusion & low ego). Through level of self-esteem among the female students major kindergarten at Al-Hussein Bin Talal University? Means and standard deviations were extracted for self-esteem degrees and the defeatist behavior among the female students, and calculating correlation coefficient between self-esteem degree and defeatist behavior and its dimensions, as seen in the following table.

Table 4. Means and standard deviation for self-esteem and the defeatist behavior

Defeatist Behavior	Mean	Std	R	Sig.	R ²	Adjusted R ²	Std Error of the Estimate
Feeling of guilt	3.57	0.53	-0.405	.004	0.164	0.143	0.48820
Withdrawal	3.55	0.58	-0.620	0.000(a)	0.384	0.368	0.46201
Self-destruction	3.61	0.39	-0.711	0.000(a)	0.506	0.493	0.27517
Fear from the failure	3.61	0.51	-0.714	0.000(a)	0.510	0.498	0.35850
Low ego	3.53	0.49	-0.728	0.000(a)	0.529	0.517	0.33987
Social exclusion	3.56	0.46	-0.741	0.000(a)	0.549	0.537	0.31298
Total	3.57	0.41	-0.794	0.000(a)	0.613	0.622	0.25095

The above table shows Pearson's correlations coefficients significances between self-esteem and the defeatist behavior, with the presence of inverse correlation, so the simple regression analysis is used.

The table shows that R² value (The R² column) varies according to the dependent variables; it can be explained by the independent variable. ANOVA analysis is conducted as seen in Table 5.

Table 5. ANOVA (n=41, df= 1.39)

Predictors	Source of Variance	Sum of Square	Mean Square	F	Sig.
Feeling of guilt	Regression	1.827	1.827	7.665	0.009
	Residual	9.295	0.238		
Withdrawal	Regression	5.193	5.193	24.330	0.000(a)
	Residual	8.325	0.213		
Self-destruction	Regression	3.025	3.025	39.956	0.000(a)
	Residual	2.953	0.076		
Fear from the failure	Regression	5.224	5.224	40.643	0.000(a)
	Residual	5.012	0.129		
Low ego	Regression	5.067	5.067	43.870	0.000(a)
	Residual	4.505	0.116		
Social exclusion	Regression	4.644	4.644	47.413	0.000(a)
	Residual	3.820	0.098		
Total Defeatist Behavior	Regression	4.203	4.203	66.736	0.000(a)
	Residual	6.659	0.063		

F-test showed that F is highly significant for all of Self-esteem and defeatist behavior and its domains, thus we can assume that there is a linear relationship between the variables in our model. Which indicates that the regression model predicts the dependent variable significantly well, where $p < 0.000$, which is less than 0.05, and indicates that, overall, the regression model statistically significantly predicts the defeatist behavior.

To predict the defeatist behavior with its dimensions from self-esteem, the following table provides the necessary information.

Table 6. Coefficient

Dependent Variables		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
Feeling of guilt	Constant	5.053	0.542		9.328	0.000(a)
	Self-esteem	-0.095	0.034	-0.405	-2.769	0.009
Withdrawal	Constant	6.056	0.513		11.815	0.000(a)
	Self-esteem	-0.159	0.032	-0.620	-4.933	0.000(a)
Self-destruction	Constant	5.523	0.305		18.091	0.000(a)
	Self-esteem	-0.122	0.019	-0.711	-6.321	0.000(a)
Fear from the failure	Constant	6.120	0.398		15.387	0.000(a)
	Self-esteem	-0.160	0.025	-0.714	-6.375	0.000(a)
Low ego	Constant	6.007	0.377		15.930	0.000(a)
	Self-esteem	-0.157	0.024	-0.728	-6.623	0.000(a)
Social exclusion	Constant	5.924	0.347		17.061	0.000(a)
	Self-esteem	-0.151	0.022	-0.741	-6.886	0.000(a)
Total Defeatist Behavior	Constant	5.823	0.278		20.328	0.000(a)
	Self-esteem	-0.143	0.018	-0.794	-8.169	0.000(a)

It can be concluded from Table 6 that self-esteem significance is statistically significant at level ($\alpha \leq 0.05$) on the defeatist behavior dimensions, so it is possible to predict the defeatist behavior and its types among the female undergraduate students according to the following equations, using the unstandardized coefficient value of (B).

The regression equation will be as follow:

- (Feeling of guilt)= $5.053+(-0.095*\text{Self-esteem})$
- (Withdrawal)= $6.056+(-0.159*\text{Self-esteem})$
- (Self Destruction)= $5.523+(-0.122*\text{Self-esteem})$
- (Fear of Failure)= $6.120+(-0.160*\text{Self-esteem})$
- (Low Ego)= $6.007+(-0.157*\text{Self-esteem})$
- (Social Exclusion)= $5.924+(-0.151*\text{Self-esteem})$
- (Defeatist Behavior)= $5.823+(-0.143*\text{Self-esteem})$

It is possible to explain that because self-esteem is considered one of the pillars of the individual's strong personality that is un easily influenced by the different problems and threats, since self-esteem represents in its essence the evaluation the individual sets for himself as a whole, it is formed as a result of accumulations and several experiences that formed this evaluation which it is difficult for it to shake and collapse. Also, this result agrees with (Eric Erickson) theory about the human development, since he sees that the individuals interest in preserving the Ego-Integrity, accompanied with increased acceptance of the individual's role in his life which creates in him feeling of self-worth and self-effectiveness as a result of the maturity (Erikson, 1982).

Based on that we can conclude that female students with high levels of self-esteem were fewer defeatists, which means there is an inverse relationship between self-esteem and the defeatist behavior among the undergraduate students. Explanation of this result is connected with that the defeatist behavior is a materialized belief inside the person during his life years making him predicts and adopts the defeatist view, this is confirmed by (Salama, 2007), since he indicated that there are a number of factors help in the creation of the defeatist behavior inside the individual, some are biological factors, others are social factors, such as the nature of the social upbringing that helps the individual acquiring the prevailing values, traditions and attitude in his society, also social factors determine if the individual will be optimist or pessimist in nature of the social situations he faces in his life.

The explanation of this negative correlation between self-esteem and the defeated behavior in the social factors is the result of accumulated influence of the experiences of frustration and failure he possess through during his life reflects on the individual to have general negative expectation about things around and the future events, which shakes his self-trust, making him suspect about his competence, ability and effectiveness in facing the different situations and achieving success, leading to low level of self-esteem. Results of this research were supported by results of some studies about the relationship between self-esteem and the defeatist behavior including: (Al-Tameemi, 2013, Kareem & Fadel, 2016, Arabeyat & Al-Zghool, 2008). Results of these studies confirmed the presence of negative relationship between self-esteem with its different dimensions and defeatism, the higher the

students' self-esteem, the lower the level of their defeatist behavior.

5. Recommendations

In light of the results and the previous studies, it is recommended:

Necessity for the educational centers like the universities to pay more attention to setting the counseling programs for the adults to know how to plan for the future, and how to formulate their life objectives and work to raise their self-esteem.

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