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Research Paper

Exploring The Interplay of Digital Self-Comparison, Fear of Failure, and Self-Sabotaging Behavior in Young Adults

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ABSTRACT

In an age dominated by curated digital personas and online validation, young adults are increasingly vulnerable to the psychological fallout of constant comparison. This study explores the complex interplay between digital social comparison DIGITAL SOCIAL COMPARISON (DSC), fear of failure FEAR OF FAILURE (FOF), and self-sabotaging behavior SELF-SABOTAGING BEHAVIOR (SSB) among individuals aged 18 to 30. Drawing upon a cross-sectional, correlational research design, the study investigates whether exposure to idealized portrayals of success on social media platforms contributes to maladaptive cognitive patterns and behaviors. Specifically, it examines whether FOF, mediates the relationship between DSC and SSB. A sample of 200 participants was randomly selected from academic institutions, workplaces, and online communities. Standardized psychological tools were employed: The Social Media Social Comparison of Ability and Opinion Scale (Yang & Robinson, 2018), the Performance Failure Appraisal Inventory–Short Form (Conroy et al., 2003), and the Self-Handicapping Scale (Ho, 2018). Data collection was conducted through both online and offline modes, adhering strictly to ethical guidelines including informed consent and participant confidentiality. The study hypothesizes significant positive correlations among DSC, FOF, and SSB, and with additional predictions regarding gender differences and predictive roles of FOF and on SSB and on. Data analysis will involve Pearson's correlation, multiple regression, and independent samples t-tests using SPSS software. The results showed that the digital self-comparison strongly links to self-sabotage, while fear of failure shows a weaker connection, with no major gender differences, though women tend to exhibit slightly higher fear of failure. Further the findings aim to improve existing psychological literature by identifying digital-age risk factors and psychological mechanisms that promote self-sabotage. These insights are expected to inform the development of targeted interventions that foster resilience, adaptive coping strategies, and healthier online engagement among young adults.

Keywords: *Digital Social Comparison, Fear of Failure, Self-Sabotage, Social Media, Young Adults, Psychological Well-Being*

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As digitisation increases, people's self-presentation and networking strategies have changed significantly. Besides changing communication, technology has also seriously changed social standards and self-image. These platforms obviously play a major role in influencing people's interactions both inside and between cultures.

These developments have resulted in a rise in issues including digital comparison, failure-related anxiety, and self-defeating actions that greatly affect psychological health and personal development. Understanding the mental health issues people in the current digital age face requires an analysis of the interactions among these components.

Digital Comparison in the Age of Social Media

Overview

In the age of limitless scrolling and well-manicured beauty, social media has evolved into a venue for comparison and identity insecurity. Digital social comparison has become more and more popular given the extensive usage of social media channels, where properly chosen images of others usually inspire individuals to make upward comparisons (Vogel et al., 2014).

Early in life, a fundamental human activity is social comparison. Sites like Facebook, Instagram, Twitter and LinkedIn which highlight well selected content targeted on accomplishments, looks, and lifestyle often cause emotions of inadequacy, jealousy, and a distorted view of the world that has led to changed social comparison in today's digital world this can be described as the tendency to evaluate oneself against others by viewing at content posted on these platforms.

How people use Facebook counts: lower levels of wellbeing have been consistently linked to passive scrolling—that is, viewing other people's postings without leaving comments. Vogel et al. (2014) contend that such passive use lowers self-esteem and fuels social comparison. Likewise, Verduyn et al. (2015) showed that whereas passive use predicted long-term declines in emotional well-being, active Facebook use had more neutral or even positive effects.

Furthermore, connected to higher degrees of jealousy and negative affect, which are fundamental components of maladaptive comparison, is passive social media use instead of active engagement (Verduyn et al., 2015). Notwithstanding these warning signals, not every kind of social comparison has bad consequences.

This is more related with appearance of perfection than with screen time. Usually quite carefully selected and controlled, online materials hardly provide the overall picture. Chou and Edge's 2012 research shows that regular Facebook users often compare their honest, unadorned experiences to polished digital personas, which causes people to believe others are happier and have better lives. This erroneous view drives a mental cycle that is "everyone has it figured out—except me". Moreover, Yang and Brown (2016) support it since social media helps strategic self-presentation, which results in upward comparisons—that is, assessments of oneself versus those one believes to be more successful. Many of the present studies concentrate on how individuals assess their own physical attractiveness, status, likability, and social ties with respect to others (Chua and Chang, 2016; Feinstein et al., 2013; Vogel et al., 2014).

Studies further imply that regular exposure to idealised internet content can affect one's view of reality, hence aggravating emotions of inadequacy (Fardouly et al., 2015). Filters, picture editing, and video upgrades help people to realise unrealistic beauty and lifestyle standards, therefore making them believe that their own life is less fulfilling in comparison.

Studies often find that these comparisons have negative psychological effects including more anxiety, lower self-esteem, and higher risk of depression (Steer et al., 2014; Royal Society for Public Health, 2017; BBC News, 2019). While some research also indicate that non-competitive comparisons based on concepts rather than achievements could improve social adaptability, reduce emotions of envy, and even general life happiness, Park and Baek, 2018; Yang and Robinson, 2018.

For those in emerging adulthood—a pivotal period in the formation of identity, values, and direction—such effects can be especially profound. Constant comparison in digital environments shapes professional aspirations, relationship standards, and self-worth as well as other aspects.

A systematic analysis of 70 studies shows that frequent comparison on social media is significantly linked with increased degrees of anxiety and sorrow (Steer et al., 2014). Similarly, a meta-analysis of 156 studies shows a clear correlation between digital comparison, especially among young women, and body discontent.

Theoretical Background

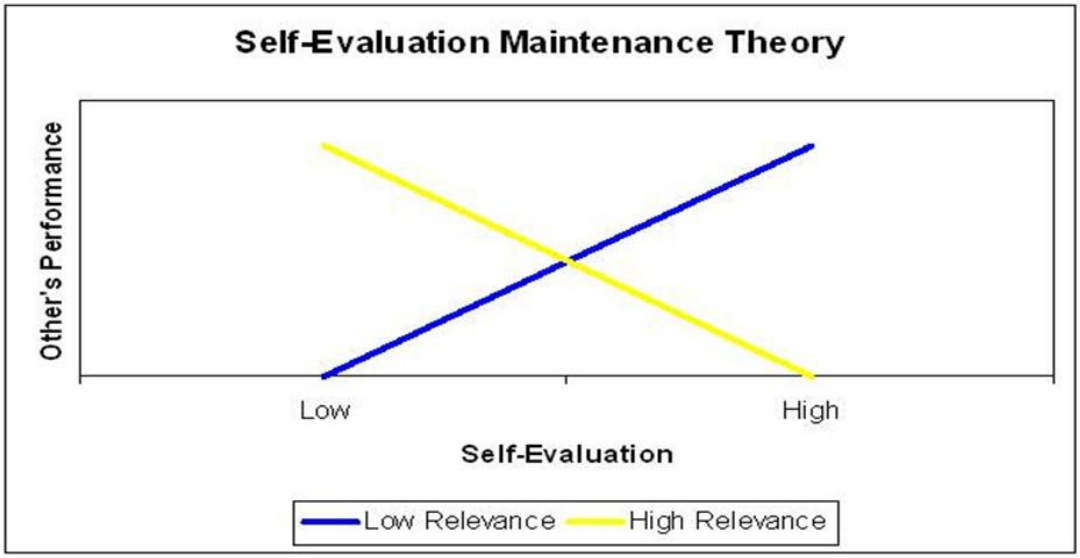
According to the **Social Comparison Theory** that was develop in 1954 by Leon Festinger, people are fundamentally inclined to assess themselves in comparison to others and use these comparisons to decide their social and personal status. It states while some comparisons improve motivation and self-improvement, others can nurture insufficiency and discourage goal pursuit.

Young adults and teenagers are especially vulnerable to this inclination, often judging themselves on qualities such as accomplishments, popularity, and attractiveness. Such comparisons can, depending on the situation, either increase anxiety and self-doubt or help as a source of inspiration for self-improvement.

Conceptual Framework

Examining how people manage their self-esteem in reaction to the successes of others, Tesser's Self-Evaluation Maintenance (SEM) Model (1988) broadens on this idea. This method suggests that if someone else succeeds in a subject unrelated to personal relevance, one's self-esteem might be increased by introspection. On the other hand, if their achievement belongs in a field that is personally significant, it could cause comparison and lower self-esteem or modify motivation. The degree of relational closeness and the apparent degree of success significantly affect these responses, therefore reflecting the interesting impact of digital comparisons on social contacts and self-perception.

Figure 1. Self-Evaluation Maintenance (SEM) Model (1988) illustrating the effects of relevance on self-evaluation.



***Note*:** Adapted from Tesser, A., Millar, M., & Moore, J. (1988), Journal of Personality and Social Psychology, 54(1), 49–61.

Types of Social Comparison

- Usually, upward form of social comparison causes envy and self-doubt. It is the habit of evaluating oneself against someone thought to be more successful or gifted.
- Downward sort of social comparison is the comparison of oneself to those in a poorer circumstance; although it may momentarily raise self-esteem, it can also lead to satisfaction and a diminished capacity for empathy.
- Lateral sort of social comparison is honest self-evaluation devoid of strong emotional reactions by means of peer comparison seen as equals.

Influencing Factors in Digital Social Comparison

- **Features of the Platform and Validation-Seeking Behavior:** Interactive features such as likes, comments, shares, and follower counts work as social validation markers, bolstering a person's sense of value by gaining outside validation (Lewin et al., 2018).
- **Curated Online Identities:** Displaying an idealized persona online encourages upward social comparison, which frequently results in inferiority complexes. This tendency is especially noticeable on visually stimulating sites like Instagram and Snapchat.
- **Influencer Culture Impact:** Social media influencers have a big impact on how people view success, beauty, and lifestyle. Their flawless and frequently implausible representations create unachievable expectations, which exacerbates discontent and self-doubt (SHS Web of Conferences, 2024).
- **Psychological Vulnerability:** The detrimental effects of digital comparison are most likely to affect people who have low self-esteem, perfectionistic inclinations, or an increased desire for approval.

Psychological and Emotional Impact of digital social comparison

- An individual's perception is significantly impacted by digital social comparison.
- People who engage in upward type social comparison can sometimes act as a source of inspiration for their personal growth while it mostly results in weakened self-worth, increased worry and formation of irrational expectations.
- Individuals who engage in downward comparisons might experience satisfaction or an inflated sense of self-worth even though they may temporarily reassure.

Fear of Failure

Overview

The American Psychological Association (2007) defines fear of failure as an unrelenting and illogical concern over not meeting either personal or society's standards. Known as atychiphobia as well, this disorder influences conduct and decision-making in a range of achievement-related fields (Conroy, 2003). It has been repeatedly related to avoidance behaviors, especially when people believe their self-worth depends on performance results (Sagar and Stoeber, 2009).

Early theories of accomplishment by McClelland, Atkinson, Clark, and Lowell (1953) highlighted the tendency to engage in activities where failure is more likely, so viewing fear of failure as a significant motivator—specifically, the motive to avoid failure. People who are afraid of facing failure tend to avoid difficulties, take less chances that might act as a barrier in of personal development. Building on this, contemporary researchers such as McGregor and Elliot (2005) have focused on the part anticipatory humiliation plays in motivating behaviors linked to success. A double-edged blade, fear of failure can inspire some to overachieve and paralyse others into passivity (Birney, Burdick, and Teevan, 1969).

Psychological health has been shown to suffer from fear of failure, which frequently results in uncomfortable emotional events and avoidance techniques. Strongly fearing failure students are more likely to set accomplishment goals based on avoidance, which will impair intrinsic motivation, reduce academic performance, and affect subjective well-being (Elliot and Church, 1997).

The public sharing of accomplishments and failures in the digital age of today magnifies these anxieties and fuels uncertainty about judgement, rejection, and supposed social failure. This can show up as procrastinating, perfectionistic, and social disengagement, therefore impeding personal, professional, and academic progress. High degrees of fear of failure have been linked in scholarly environments to higher anxiety, perfectionism, and procrastination habits (Bartels and Herman, 2011). Usually, fear of failing has two related forms: interpersonal and academic/professional.

Anxious about failure at work, for example, someone may also battle self-doubt in social situations. Although fear can sometimes spur on success, it is more usually connected with avoidance aims. Students who seek success by juggling mastery and performance-oriented objectives often do better, on the other hand. Studies also reveal that adaptive cognitive strategies are inversely associated to fear of failure, meaning that those who experience more anxiety are less likely to apply successful learning and problem-solving techniques.

Cognitive-Behavioral Models of Fear of Failure (Fear of Failure (FOF))

Irrational notions mostly help one to maintain their fear of failure (Fear of Failure (FOF)). Ellis's Rational Emotive Behavior Therapy (REBT) teaches people often nonsensical concepts like "I must succeed at all costs" or "Failure equals disaster." These concepts support a vicious cycle whereby procrastination and avoidance result from a fear of failing, which then feeds the perception that failure is unacceptable (Ellis, 1962). Negative foundational beliefs such "I'm not good enough" or "Failure defines me" also generate feelings of fear of failure (Fear of Failure (FOF)), which can affect motivation and lead to performance anxiety, claims Beck's Cognitive Theory (Beck, 1976). Both theories hold that those with Fear of Failure (FOF) often overanalyse the negative consequences of failure, which causes cognitive distortions and recurrent anxiety cycles.

Difference Between Fear of Failure and Perfectionism

Both perfectionism and fear of failure are often mixed up, as these both are often associated with dislike of making mistakes but they are not same.

- **Perfectionism** is chasing an impractical notion of being faultless.
- An individual set over the top expectations for oneself.
- In order to meet it an individual becomes own biggest critic.
- Example: An individual cannot settle for anything less than that is perfect in one's view, even if it means endless worrying.
- **Fear of failure** is driven by apprehension about what take place if you fail.
- Individuals unlike being faultless here wants to avoid embarrassment, judgement or distress.
- This can result people to procrastinate, hesitate and avoid challenges.
- Example- Individuals let go off opportunities not because they don't want to explore, but because they are scared of messing up.

Cultural Context of Failure in India

Especially in academic and professional contexts, failure is usually seen in India via a cultural prism that relates it to shame. Kolkhorst (2004) claims that in collectivistic nations such as India, failure not only causes a personal loss but also a social disgrace for the family. The anxiety of disappointing parents or other community members could aggravate a person's fear of failure (Fear of Failure (FOF)), therefore transforming it from a fear of personal failure to a fear of communal failure.

Because of this cultural environment, those who are terrified of the social consequences of failing in front of others are often unwilling to explore new activities or take chances.

Fear of Failure as a Precursor to Self-Handicapping

Self-handicapping strategies—those people use to protect their self-worth when they expect to fail—are substantially correlated with fear of failure. According to Covington's view, those who fear failing could undercut their own efforts by putting off tasks or doing poorly in search of an outside explanation for their shortcomings (Covington, 1992). This self-handicapping offers a buffer so that people may retain their sense of value by attributing failure on other events instead of their own failings. But this approach merely helps to accentuate the cycle of Fear of Failure (FOF) and self-defying behavior.

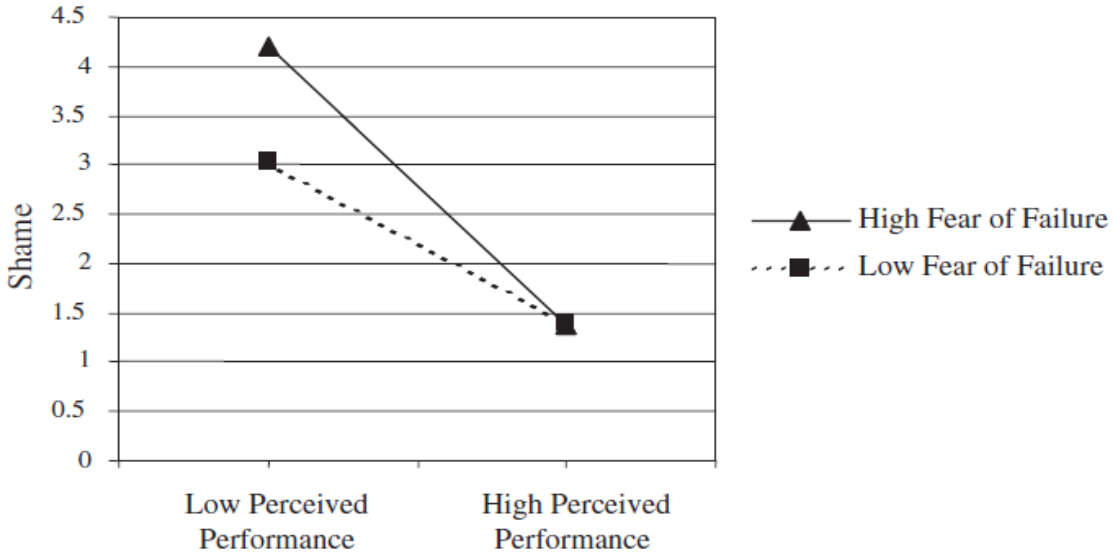
Theoretical Framework

According to the Attribution Theory (Weiner, 1974), people attribute their successes and failures to elements including skill, effort, task difficulty, or good fortune. People who blame inner, unchangeable attributes, such low ability, for possible failure or who believe they have little or no control over consequences are terrified of failing. Similarly, Dweck (1986) using goal orientation theory distinguishes between mastery orientated objectives in which individuals value learning and personal development highly and so reduce their fear of failing. On the other hand, performance goals of individuals make them more likely to fear failure since they want to prove their superiority over others.

Conceptual Framework

- **Overview of the Model**: McGregor and Elliot (2005) claim that the expectation of shame is absolutely correlated with the dread of failure. Their theory holds that those who suffer great fear of failing are more prone to feel ashamed when they fail, which influences their behavior and drive.
- **Empirical Application:** As part of their research, McGregor and Elliot ran two tests. In the first, which took place in a realistic environment, participants who were more terrified of failing reported more humiliation following perceived mistakes than those who were less terrified. The second investigation, carried out in a controlled laboratory, validated these findings. It also shown how more likely those who suffered great fear of failure were to overgeneralise failure and to withhold their failure experiences from their parents from their parents. These results emphasise the need of shame in the construct of dread of failure.

Figure 2. Shame as a function of fear of failure and perceived performance.



Note. Adapted from Conroy, D. E., & Elliot, A. J. (2004), Journal of Sport and Exercise Psychology, 26(1), 61–80

Features of Fear of Failure

- People battle with constant self-criticism, doubt their abilities, participate in terrible circle of hesitating, uncertainty, and self-doubt; they are afraid of failing often. They also expect negative things.

- Constant overanalysis of potential failures might cause people to become indecisive. People could look at every conceivable result out of worry that choosing the wrong one could cause loss.
- When people postpone work because they are afraid of making a mistake and establish unattainable expectations of themselves. This internal strain results in ineffectiveness, stress, and late completion of tasks.
- People often set off by fear of failing, have strong emotional reactions including panic and a sense of powerlessness. People may thus internalise failure and engage in self-defeating practices with inadequate preparation, evade important responsibilities, or attribute success to extraneous forces.
- Many people find their self-worth to be intricately connected to their achievements and acceptance from others.
- Those who see success and failure as mutually incompatible often fear failing; they either succeed or they fail totally. Their skill to recover is delayed by this stubborn attitude, which also prevents them from viewing mistakes as teaching opportunities.

Possible Causes of Fear of Failure

A fear of failure develops from a number of factors. Family history is a big influence since people who have family members who have battled anxiety, phobias, or depression could be more prone to experience this fear personally.

Another crucial component of learnt behavior is a deep-seated fear of failure resulting from growing up in an environment rejecting failure or considering anything less than perfection as a failure. Moreover, co-occurring phobias encouraging avoidance behaviors—such as scolionophobia (fear of school) or mysophobia (fear of germs and dirt)—may aggravate this anxiety.

Traumatic situations also shape our fear of failing. Those who have been subject to severe sanctions or consequences for past mistakes are more likely to have ongoing anxiety about failing. Under extreme circumstances, a large past failure—such as a financial crisis, public humiliation, or personal loss—may intensify this worry and cause people to be quite risk adverse.

All things considered, the fear of failing is a complicated psychological issue stemming from both personal behavior and ideas of success motivation. Dealing with its effects and encouraging resilience in underprivileged people calls for a better knowledge of its antecedents, theoretical underpinnings, and differences from perfectionism.

Self-Sabotaging Behaviors: A Coping Mechanism or an Obstacle?

Overview

Intentional or unintended actions that cause someone to fall short of their goals characterise self-sabotaging behavior. It often arises as a maladaptive response to emotional demands like feelings of inadequacy or anxiety about failure.

This behavior comprises conscious and unconscious thought patterns and behaviors that hinder long-term aspirations and overall well-being, not only postponing doing what you do not want to do (Akın, 2012; Büyükgöze and Gün, 2015).

The cognitive-behavioral model describes early maladaptive schemas and distorted beliefs as learnt coping mechanisms that set off self-sabotage (Young, Klosko, and Weishaar, 2003). Often stemming from a negative self-concept and a deep-rooted fear of failing, self-sabotaging actions are a defence mechanism meant to prevent possible disappointment (Schiraldi, 2016).

Self-destructive people generally attribute their shortcomings to outside factors while internal traits like intelligence and talent for their successes (Üzar-Özçetin and Hiçdurmaz, 2016). Self-sabotage mostly aims to protect and increase self-esteem while lowering perceived risks to oneself.

One can find this practice in many spheres of life, including personal pursuits, relationships, and work. It is usually connected with procrastinating, neglect of responsibilities, and self-defeating actions. Ayduk et al. (2013) claim that those who experience rejection sensitivity often act in self-defeating ways in social situations.

Particularly in young adults who often encounter interpersonal conflicts, professional stagnation, and scholastic challenges, these behaviors create a vicious cycle of unmet expectations, reduced self-esteem, and worsened mental health issues (Baumeister and Scher, 1988).

Psychological Roots of Self Sabotaging Behavior

Schema Therapy (Young et al., 2003) holds that unmet emotional needs in childhood can produce profoundly ingrained cognitive patterns known as schemas that influence behavior long into adulthood. Schemas like "Defectiveness/Shame" or "Failure to Achieve" become our mental glasses, therefore affecting how we see the world and ourselves.

A student with a failure schema, for instance, would absorb failures as evidence of incompetence, therefore promoting low performance and avoidance. These maladaptive ideas produce self-fulfilling actions like procrastination or perfectionism, which prolongs the very failure one fears.

Broken, the unspoken rule "I must succeed to be worthy" starts emotional cycles stemming from unresolved early trauma.

Link between Self-Worth and Self-Sabotage

Many self-destructive behaviors are rooted in an inadequate sense of self-worth. People may unintentionally begin to believe, "If I fail, I deserve it." This inner monologue usually hides a more intense fear of success or popularity. When success deviates from one's self-perception, it looks unstable—even hazardous. People may so minimise their own efforts by showing work late, failing to prepare, or downplaying their strengths, so ensuring that results fit their negative self-beliefs (Nelson et al., 2014).

Self-sabotage so becomes a distorted sort of emotional consistency, failing when it seems appropriate to do so rather than because one cannot.

Self-Sabotage Play Out in Academic vs. Personal Life

Often appearing in several spheres, self-sabotage is not limited to one of them. It may show itself in the classroom as constant procrastination, avoidance of challenging homework, or last-minute cramming guaranteed to produce poor performance.

In one's personal life, it could show up as avoiding commitment, driving people away, or choosing mates who validate negative self-perceptions (Owens et al., 2010). Though the contexts differ, the basic patterns are based on the same schemas—such as Unrelenting Standards or Emotional Deprivation. Many times, the narrative is the same: "I'm not enough, so let me prove it before you see it."

Fear of Failure as a Moderator for Self-Sabotage

Often serving as a silent puppet master, Fear of Failure (Fear of Failure (FOF)) designs backdrop self-defying acts. The moment is quiet yet powerful: fear of failing → delays → lost chances. When the idea of failure becomes emotionally distressing, people may unintentionally postpone responsibilities to avoid dealing with the repercussions; this ironically increases the probability of failure. Procrastinating thus is more about emotional self-defence than it is about sloth. The logic goes like this: "It proves I'm a failure if I fail after making a lot of effort." But if I don't try, I have a justification.

Theoretical Framework

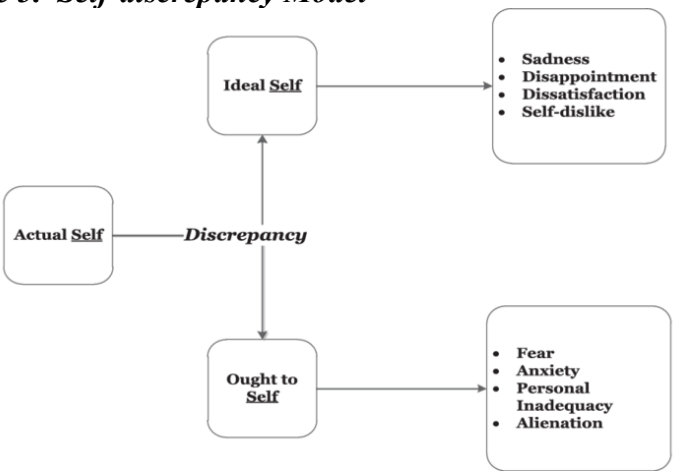
Psychological theories explaining how individuals progressively develop maladaptive behaviors can help us better grasp the fundamental dynamics of self-sabotaging behavior. Two key ideas that serve to clarify how self-destructive behaviors develop and endure are learnt helplessness theory and attachment theory.

- **Learned Helplessness Theory**: Developed by Martin Seligman, those who consistently fail come to believe they are incapable of succeeding, which motivates them to participate in self-destructive behavior under Helplessness Theory. This hypothesis is closely related with the concept of locus of control, which explains how much people believe their actions or outside events affect the path of their life. Those with an internal locus of control see failure as the result of inadequate effort and credit their own talent and work for success, which drives endurance and flexible responses. Conversely, persons with an external locus of control hold that fate, luck, or other circumstances define their outcomes. They are thus less driven, less tenacious, and more prone to self-destruct (Seligman, 1975; Rotter, 1966).
- **Attachment Theory** John Bowlby's (1969) attachment theory holds that early bonds with carers have a major influence on a person's behavior in their relationships and emotional life going forward. Particularly maladaptive forms of attachment have been linked to self-destructive behaviors. People with an anxious attachment type, for example, would discount their own achievements since they have a great fear of being abandoned or rejected; those with an avoidant attachment style could do the same to help to control their emotions. Usually acquired early in life, these behaviors arise from basic assumptions about one's own value and expectations for relationships (Mikulincer and Shaver, 2016).

Conceptual Framework

- **Overview of the Model:** The Self-Discrepancy of Higgins theory holds that people have three different facets of who they are: the ideal self, which is composed of traits one aspires to have; the ought self, which is made up of qualities one feels one should have; and the real self, which is made up of traits one believes one possesses. Differences between these selves can lead to emotional vulnerabilities; for instance, a disparity between the ideal and real selves might generate feelings of dissatisfaction or disappointment.
- **Empirical Application:** Higgins' studies indicate that those with significant self-discrepancies are more likely to experience negative emotions, which could manifest as behaviors aimed to save oneself from becoming even more inconsistent. People may either purposefully or accidentally hinder their own achievement to prevent the seeming difference between their ideal and real selves from increasing. This is self-sabotage.

Figure 3. Self-discrepancy Model



Note. Adapted from Higgins, E. T. (1987), Psychological Review, 94(3), 319–340.

Possible causes of Self Sabotaging Behavior

- When people consider the prospect of success, some become nervous mostly because they fear it will result in pressure and expectations. Anxiety drives people to self-destruct by not reaching for high goals since they fear the weight achievement may bring (Akın, 2012).
- Usually the underlying reason of self-destructive behavior is a negative view of oneself. Büyükgöze and Gün (2015) claim that this internalised sense of inadequacy fuels procrastination and avoidance, therefore impeding progress.
- Those who fear failing should steer clear of trying on challenging projects or picking up new responsibilities. Üzar-Özçetin and Hiçdurmaz (2016) claim that although it offers temporary relief, it finally stunts growth and prolongs a vicious cycle of self-defying behavior.
- Whether it be in the form of new opportunities, personal development, or achievement, anxiety brought on by the uncertainty of change can cause people to turn to familiar but ineffective routines (Carver et al., 1988).

Manifestations of Self-Sabotaging Behavior

- Common self-destructive habit among people is procrastinating, in which case they clearly put off important chores, thereby missing deadlines and opportunities. Delayed addressing of crucial problems results in unrealised potential and lower productivity (Steel, 2007)
- People who practise negative self-talk often find themselves caught in a cycle of self-criticism, usually in an irrational or excessive manner. This self-defeating talk progressively increases feelings of inadequacy, therefore impeding success and reinforcing self-destructive behaviors (Beck, 1976).
- People who self- isolate withdraw themselves from social contacts and support systems. By distancing themselves from other people, they inadvertently limit their capacity to grow, learn, and get the emotional support needed for success (Joiner, 2005).
- Perfectionism is aiming for impeccable results and expects very high of oneself. Paralysis might follow from delayed work resulting from a fear of making mistakes or falling short of own high standards. Perfectism thereby stunts personal and professional growth (Flete and Hewitt, 2002).
- Those who shun criticism sometimes act in self-sabotaging ways, even in cases of constructive criticism; they are either terrified of failure or defensive. When one cannot grow from criticism, one is self-sabotaging and advances are hampered (Dweck, 2006).
- Those who often regret past mistakes could find it challenging to seize the present chances. This rumination causes mental barriers that impede action and feed a vicious cycle of self-defeating behavior, therefore stopping growth (Nolen-Hoeksema, 2000).

Interplay Between Digital Social Comparison, Fear of Failure Among Young Adults

Overview

Self-destructive behavior, anxiety of failure, and digital comparison have a complex and multifarious interaction. Digital comparison driven by social media and online interactions creates unreasonable expectations for success, therefore generating a fear of failure. Constant exposure to peers' achievements in their academic, personal, and professional spheres can cause individuals to become more self-conscious about falling behind, which can lead to self-sabotage or avoidance. These behaviors aggravate the fear of failing, leading to actual mistakes and prolonging a self-defying cycle that reduces one's value (Chou and Edge, 2012; Fardouly et al., 2015).

Higher anxiety and depression as well as lower self-esteem have been linked to regular upward social comparisons on the internet (Feinstein et al., 2013). This digital comparison trap not only erodes confidence but also fosters ongoing self-doubt over time. Many young people answer by self-sabotaging, not because they are lazy or lack willpower but rather as a protective strategy to escape supposed failure.

Because of gendered socialising, self-sabotage shows up subtly but powerfully. Sweeny and Andrews (2014) claim that women, for example, may ruminate and absorb mistakes more thoroughly, which would lead to emotional tiredness. Men, on the other hand, could externalise tension by acting impulsively or with deflective humour as a shield. Though both sexes come across digital comparison and Fear of Failure (FOF), their coping mechanisms and processing styles can vary greatly, especially in performance-based settings.

Luckily there are ways to stop this pattern. Psychological buffers are self-compassion, resilience, and social support as well as others. Those with high degrees of self-compassion are more likely to bounce back from perceived failures and less prone to spiral into guilt, claims Neff (2003). Good social support—both offline and online—helps one to realise that resilience helps to redefine obstacles as chances for development and value isn't based on performance or perfection.

Relevance to Young Adults

Because of a combination of social, technological, and developmental elements, these issues especially pose a threat to young adults. Considering that young people are undergoing significant personal and professional changes, this dynamic emphasises the need of addressing these components under a coherent framework. Young people therefore often find themselves caught in a vicious cycle of self-sabotage, fear, and comparison, so restricting their potential. Understanding the mental and emotional processes behind self-sabotage helps one to create interventions meant to break through its pattern. This will encourage resilience and sensible coping strategies.

METHODOLOGY

Aim:

To explore the interplay between digital comparison, fear of failure, and self-sabotaging behavior among young adults.

Objectives:

- To examine how digital comparison and fear of failure contribute to self-sabotaging behavior in young adults.
- To investigate the relationship between these factors and how they predict self-sabotage in academic and personal contexts.
- To compare gender differences in digital comparison, fear of failure, and self-sabotaging behavior.
- To identify strategies and interventions, such as digital literacy and mental health support, to mitigate the negative effects of these behaviors.

Hypotheses:

- **H1:** There will be a significant positive correlation between digital social comparison DSC and SSB.
- **H2:** There will be a significant positive correlation between fear of failure FOF and SSB.
- **H3:** Digital social comparison DSC will significantly predict SSB among young adults.
- **H4:** Fear of failure FOF will significantly predict SSB among young adults.
- **H5:** There will be a significant positive correlation between digital social comparison DSC and FOF.
- **H6:** There will be a significant gender difference in digital social comparison DSC scores.
- **H7:** There will be a significant gender difference in fear of failure FOF scores.
- **H8:** There will be a significant gender difference in fear of failure SSB scores.

Variables:

1. **Variables studied**

- **Independent Variable 1:** Digital Comparison
- **Independent Variable 2**: Fear of Failure
- **Dependent Variable**: Self-Sabotaging Behavior

Operational Definition

- **Digital Social Comparison:** Under the framework of this study, digital social comparison relates to the frequency and degree to which young people evaluate themselves in respect to others on social media platforms. This was assessed using a standardised metric measuring dispositions to compare one's success, achievements, attractiveness, and manner of life with others online. Higher responses suggested more often and emotionally meaningful comparisons in digital worlds.

- **Fear of Failure:** Fear of failure was the internal feeling of anxiety, avoidance, or suffering connected with the possibility of poor performance or inability to live up to expectations, either internal or external. For this study, a validated instrument evaluating behavioral, emotional, and cognitive responses to perceived failure—particularly in academic and personal accomplishment environments—was applied.

- **Self-Sabotaging Behavior:** The study defined self-sabotaging behavior as any deliberate or unconscious thought or action that compromises one's performance or personal goals. It covers overthinking, too harsh self-criticism, procrastination, and other maladaptive habits that hinder success. The participants' involvement in these activities was gauged on a scale that considers both frequency and perceived impact.

Research Design

This study utilized a quantitative, cross-sectional, correlational research design to investigate the predictive relationship between digital social comparison (DIGITAL SOCIAL COMPARISON (DSC)), fear of failure (FEAR OF FAILURE (FOF)), and self-sabotaging behavior (SELF-SABOTAGING BEHAVIOR (SSB)) in young adults. Since the aim is to understand the nature, direction, and strength of the correlations between these variables rather than establish cause-and-effect relationships, a correlational approach was deemed most appropriate.

The study employed a non-experimental methodology, collecting quantitative data through survey-based self-report measures, conducted both offline and online to ensure diverse participation and maximize reach. The data analysis involved Pearson correlation to examine bivariate relationships, multiple linear regression to assess the predictive strength and significance of DIGITAL SOCIAL COMPARISON (DSC) and FEAR OF FAILURE (FOF) on SELF-SABOTAGING BEHAVIOR (SSB), and independent samples t-tests to compare gender differences across variables.

Additionally, statistical techniques like regression analysis and potentially moderation or mediation analysis were used to explore the interactions between these psychological aspects. The usefulness of this design lies in its ability to provide significant insights that can inform the development of interventions, awareness campaigns, and psychological models aimed at mitigating the negative effects of digital comparison on the productivity and mental health of young adults.

Population and sample:

The study's target audience consists of young adults between the ages of 18 and 30 since they are particularly prone to online comparison due of their great activity on social media and digital platforms. Two hundred participants will be selected at random to offer a representative and varied sample.

Inclusion criteria for this study:

- Respondents must be young adults aged between 18-30 years.
- Respondents who regularly use digital platforms
- Respondents must be “male” or “female”.
- Respondents must be fluent in English language.
- Participants who voluntarily consent to participate.

Exclusion criteria for this study:

- Individuals below or above the given age range are unfit of this study.
- Individuals who do not frequently use digital platforms
- Any gender other than “male” and “female”.
- Non-fluent speakers of the questionnaire language, that is, English.
- Individuals with severe mental health diagnoses.

To ensure variation in the sampling method, participants will be selected at random from institutions, companies, and web sites.

Professional networking sites, university forums, social media platforms, and conventional workplace, college, and university recruitment techniques include email invites, posters, and peer recommendations. Both online and offline recruitment strategies will be applied.

This sample selection is pertinent since the 18–30 age group is a critical period for personal growth, academic pressure, and career advancement, hence they are more prone to self-sabotage and fear connected to failure. Incorporating people from both academic and professional environments will also allow one to study how digital comparison influences all sectors of life. A sample size of 200 is seen to be suitable for a correlational study since it allows the detection of statistically significant relationships while still being pragmatic considering the time limits of the research.

Tools:

Social Media Social Comparison Opinion and Ability Scale (Yang and Robinson, 2018)

- **Description:** With an eye towards both opinions (e.g., beliefs, attitudes) and abilities (e.g., skills, competencies), this scale gauges how people participate in social comparisons on social media. Adapted to represent social media settings, it is a variation on the Iowa-Netherlands Comparison Orientation Measure (INCOM) by Gibbons and Buunk (1999).
- **Developer and Year:** Yang and Robinson (2018), adapted from INCOM by Gibbons and Buunk (1999).
- **RELIABILITY: Cronbach's alpha > 0.80**
- Strong construct validity for social comparison behaviors.

Performance Failure Appraisal Inventory-Short Form (PFAI)

- **Description:** Five dimensions—fear of shame, diminishing self-estimate, unknown future, upsetting others, and losing attention from others—help one to assess fear of failure.
- **Developer and Year:** Conroy, Pochaska, and Elliot (2003).
- **RELIABILITY:** 0.72
- Construct Validity = High

Self-Sabotaging Behavior Scale (SELF-SABOTAGING BEHAVIOR (SSB)S)

- **Description:** Measures self-sabotaging behaviors that impede goal attainment include procrastination, self-doubt, and avoidance.
- **Developer and Year:** Dr. Judy Ho (2018).
- **RELIABILITY:** 0.779
- Established construct validity.

Data Collection Procedures:

To guarantee more general accessibility and comfort for participants, data for the study were gathered using both online and offline survey forms. Participants were obviously advised before starting on the goals, methods, and rights of the study—including their ability to withdraw at any moment free from pressure or repercussions. Every participant signed informed permission, which reflected a sincere knowledge and voluntary choice to be part of the study.

Participants were informed their answers would remain private and anonymous, therefore guaranteeing a respectful and safe atmosphere. Not one individually identifiable detail was noted. Every participant received a special code to guard their identity, and all of the data were safely kept to stop illegal access. Should any participant feel uneasy answering a question, they were advised to quickly skip it and their welfare was always given top priority.

Beginning the survey, demographic information was gathered; next, standardised instruments measuring digital comparison, fear of failure, and self-sabotaging behaviors were administered. Respecting every participant's time, autonomy, and psychological comfort, the whole process was carried out with compassion and ethical rigour.

Statistical Method:

For all statistical studies, IBM SPSS Statistics (Version 26) was used. The dataset was examined for correctness, missing values, and outliers before hypothesis testing. The demographic information of the participants and the main trends of the three main variables—self-sabotaging behavior (SELF-SABOTAGING BEHAVIOR (SSB)), fear of failure (FEAR OF FAILURE (FOF)), and digital social comparison (DIGITAL SOCIAL COMPARISON (DSC))—were compiled using descriptive statistics.

- We evaluated the bivariate correlations among DIGITAL SOCIAL COMPARISON (DSC), FEAR OF FAILURE (FOF), and SELF-SABOTAGING BEHAVIOR (SSB) by computing Pearson's correlation coefficients. As such, it was determined the direction and strength of the linear correlations between the variables.
- Multiple linear regression analysis was used to evaluate the predictive value of DIGITAL SOCIAL COMPARISON (DSC) and FEAR OF FAILURE (FOF) on

SELF-SABOTAGING BEHAVIOR (SSB), so also exposing the extent to which these independent variables could explain variance in self-sabotaging behavior.

- Independent t-tests were used to evaluate potential gender variations amongst the three variables. This allowed one to compare group means and ascertain whether noted variations were statistically significant.
- The significant threshold of.05. was applied for all statistical analysis interpretation. Effect sizes were also considered where suitable to give statistical significance some practical value.
- This mix of correlational, predictive, and comparative studies presented a strong approach for handling the research problems of the study and assessing the proposed hypotheses.

Ethical Considerations

A great dedication to ethical responsibility and respect for all participants motivated this study. Every person was obviously briefed about the goal of the study, what it would entail, and their rights—including their freedom to withdraw at any moment without any justification or repercussions before joining. Consent sprang from actual knowledge and decision, not from formality.

No personal names or identifiable information was gathered in order to honour privacy. Rather, individuals were given distinct codes and all data was kept safely to stop illegal access or exploitation. The researcher kept a neutral, non-intrusive role throughout the procedure to guarantee that participation was totally voluntary and free from any coercion.

Every effort was taken to reduce bias—in both data collecting and analysis—such that the outcomes fairly capture the experiences of the participants.

RESULTS AND DISCUSSIONS

This chapter reports the findings from the data analysis conducted using SPSS. A total of 200 participants' responses were analyzed. The analyses include descriptive statistics, Pearson's correlation, independent samples t-tests, and multiple regression to explore the relationships between Digital Social Comparison DSC, Fear of Failure FOF, and SSB.

Descriptive Statistics

The mean scores, standard deviations, and distribution parameters (skewness and kurtosis) for the three variables are presented in Table 1.

Table 1. Descriptive Statistics for Main Variables (N = 200)

Variable	Mean (M)	Standard Deviation (SD)	Min	Max
DIGITAL SOCIAL COMPARISON (DSC)	28.94	6.09	10	45
FEAR OF FAILURE (FOF)	0.68	3.08	-5	10
SELF-SABOTAGING BEHAVIOR (SSB)	26.17	7.35	0	43

Skewness and kurtosis values for each variable fell within ±2, indicating no serious deviations from normality.

From the above table, it is observed that the mean score of DSC was moderately high among participants, with near-normal distribution. SSB also showed a slight negative skew, indicating a cluster around higher scores. FOF scores varied widely among individuals, with a positive skew, indicating a majority had lower FEAR OF FAILURE (FOF).

Interpretation of Descriptive Statistics:

- The mean scores for **Digital Social Comparison DSC**, **FOF**, and **SSB** were **28.94, 0.68, and 26.17** respectively.
- **Standard deviations** suggest that **SSB (7.34)** had the highest variation, while **FOF (3.08)** had the least, indicating greater consistency in fear of failure responses.
- **Skewness values** indicate that **FOF was positively skewed (0.826),** suggesting that more participants reported lower fear of failure, whereas **DSC (-0.111)** and **SSB (-0.884)** showed slight negative skewness, meaning slightly more responses clustered at the higher end of the scale.

Figure 4. Histogram showing the distribution of Digital Social Comparison (DIGITAL SOCIAL COMPARISON (DSC)) scores.

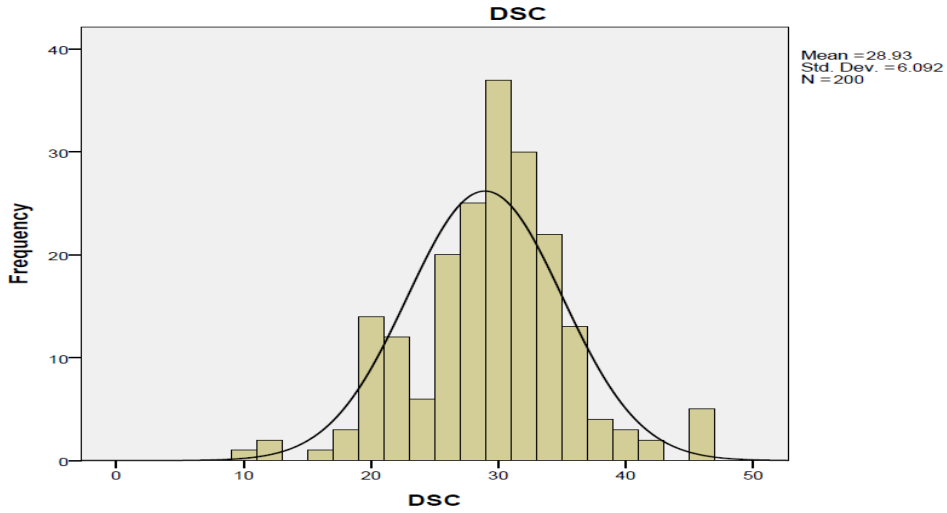


Figure 5. Histogram showing the distribution of Fear of Failure (FEAR OF FAILURE (FOF)) scores.

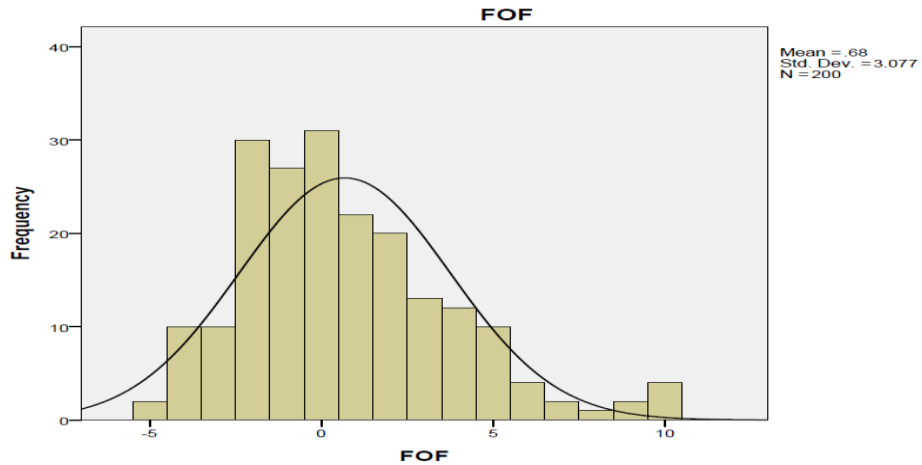
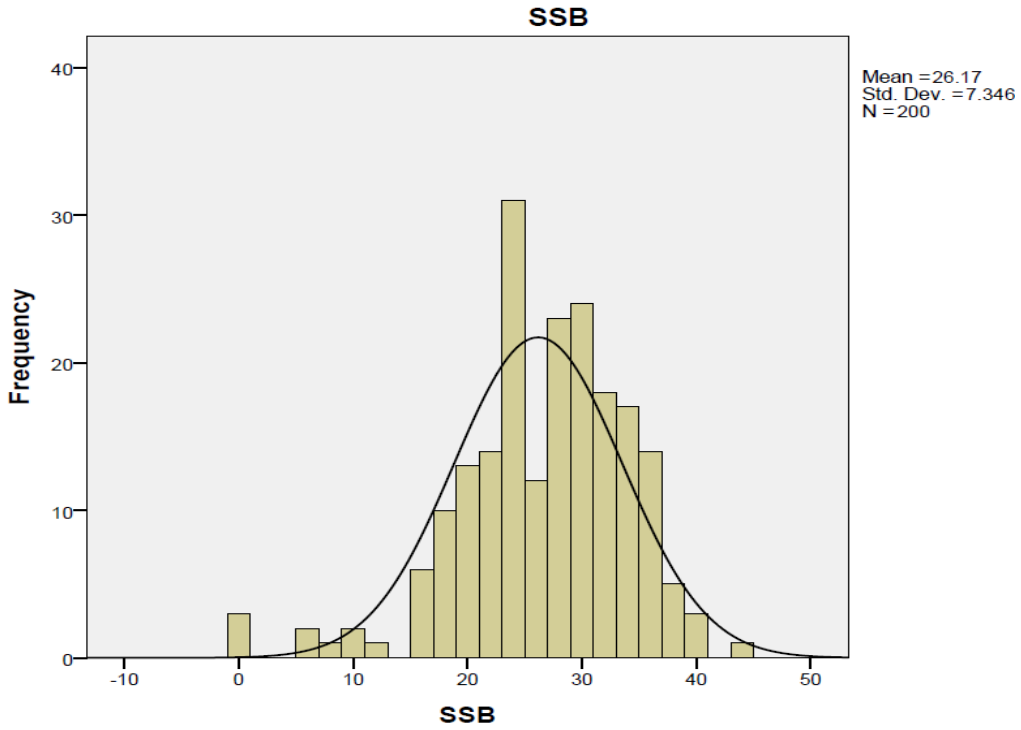


Figure 6. Histogram showing the distribution of Self Sabotaging Behavior scores.



Correlation Analysis

To explore the relationships among the study variables, Pearson correlation coefficients were calculated. The results are shown in Table 2.

Table 2. Pearson Correlation Matrix (N = 200)

Variables	**1 (DIGITAL SOCIAL COMPARISON (DSC))**	**2 (FEAR OF FAILURE (FOF))**	**3 (SELF-SABOTAGING BEHAVIOR (SSB))**
DIGITAL SOCIAL COMPARISON (DSC)	—	.121	.313**
FEAR OF FAILURE (FOF)	.121	—	.107
SELF-SABOTAGING BEHAVIOR (SSB)	.313**	.107	—

p < .01 (only DIGITAL SOCIAL COMPARISON (DSC)-SELF-SABOTAGING BEHAVIOR (SSB) correlation is significant)

The results revealed that **DIGITAL SOCIAL COMPARISON (DSC) was significantly positively correlated with SELF-SABOTAGING BEHAVIOR (SSB) (r = .313, p < .01)**. This implies that as digital social comparison increases, tendencies toward self-sabotaging behavior also rise. However, FEAR OF FAILURE (FOF) did not show significant correlations with either variable.

Interpretation of Correlation Analysis:

- **DIGITAL SOCIAL COMPARISON (DSC) and SELF-SABOTAGING BEHAVIOR (SSB)** had a **moderate positive correlation (r = .313, p < .01)**, we supported the first hypothesis— representing that individuals with higher digital social comparison tendencies also exhibited higher self-sabotaging behaviors. This further displays that individuals who frequently compare themselves with others on social platforms may internalize inadequacy or inferiority, potentially leading to avoidant or self-defeating actions. This is in line with Festinger's (1954) Social Comparison Theory, which posits that individuals evaluate themselves by comparing with others, often leading to distorted self-perceptions in curated digital spaces.
- **FEAR OF FAILURE (FOF) and SELF-SABOTAGING BEHAVIOR (SSB)** were **weakly correlated (r = .107, p > .05),** implying that fear of failure may not significantly contribute to self-sabotaging tendencies. It also suggests that in this sample, fear of failure alone may not drive self-sabotage unless accompanied by other mediating or moderating variables such as perfectionism, anxiety sensitivity, or academic burnout. However, Hypothesis 2—which foresaw a significant relationship between FEAR OF FAILURE (FOF) and SELF-SABOTAGING BEHAVIOR (SSB)—was not confirmed.
- **DIGITAL SOCIAL COMPARISON (DSC) and FEAR OF FAILURE (FOF)** had a weak positive correlation **(r = .121, p > .05),** suggesting that digital comparison may not strongly predict fear of failure.

Independent Samples t-Test

An independent samples t-test was conducted to compare male and female students on DIGITAL SOCIAL COMPARISON (DSC), FEAR OF FAILURE (FOF), and SELF-SABOTAGING BEHAVIOR (SSB). The results are displayed in Table 3.

Table 3. Gender-Based Comparison of Study Variables

Variable	Gender	Mean	SD	T	Df	p
DIGITAL SOCIAL COMPARISON (DSC)	Male	28.20	6.81	-1.47	198	.143
	Female	29.48	5.47			
FEAR OF FAILURE (FOF)	Male	1.16	3.22	1.93	198	.055
	Female	0.32	2.93			
SELF-SABOTAGING BEHAVIOR (SSB)	Male	25.82	8.31	-0.57	198	.568
	Female	26.43	6.57			

There were no statistically significant differences between males and females on any of the three variables (p > .05).

Interpretation of T-test results:

Independent samples t-tests revealed no appreciable gender variance in DIGITAL SOCIAL COMPARISON (DSC) (p =.143), FEAR OF FAILURE (FOF) (p =.55), or SELF-SABOTAGING BEHAVIOR (SSB) (p =.568). At last, there was no data to support hypotheses 6 through 8, which investigated gender differences across all dimensions. The mean scores of women were rather higher, but the variations were not statistically significant. Unlike other studies concentrating on gendered coping mechanisms, this suggests that the consequences of digital pressure and behavioral reactions like self-sabotage are not gender-limited. It questions presumptions that one gender could be more prone to

these activities in the digital age and reflects changing gender roles and exposure to such digital surroundings across sexes.

Multiple Regression Analysis

To examine whether DIGITAL SOCIAL COMPARISON (DSC) and FEAR OF FAILURE (FOF) could predict levels of SELF-SABOTAGING BEHAVIOR (SSB), a multiple regression analysis was conducted. The model summary is shown in Table 4.

Table 4. Summary of Regression Model Predicting SELF-SABOTAGING BEHAVIOR (SSB)

R	R^2	Adjusted R^2	F	df	P
.321	.103	.094	11.31	2, 197	.000

The regression model was found to be significant at the 0.01 level, indicating that the combined predictors explained approximately **10.3%** of the variance in self-sabotaging behavior.

Table 5. Regression Coefficients for SELF-SABOTAGING BEHAVIOR (SSB) Prediction

Predictor	B	SE B	B	T	p
Constant	15.42	2.41	—	6.39	.000
DIGITAL SOCIAL COMPARISON (DSC)	0.37	0.08	.31	4.49	.000
FEAR OF FAILURE (FOF)	0.17	0.16	.07	1.03	.305

The regression coefficient for **DIGITAL SOCIAL COMPARISON (DSC) ($\beta = .305$, $p < .001$)** was significant, indicating that it is a reliable predictor of SELF-SABOTAGING BEHAVIOR (SSB). In contrast, FEAR OF FAILURE (FOF) did not significantly contribute to the prediction of SELF-SABOTAGING BEHAVIOR (SSB) in the model.

Interpretation of Regression Analysis:

- The **regression model ($R^2 = 0.103$, $p < .001$)** suggests that **DIGITAL SOCIAL COMPARISON (DSC) and FEAR OF FAILURE (FOF) together explain 10.3% of the variance in SELF-SABOTAGING BEHAVIOR (SSB)**, indicating a **small but significant influence** of these predictors.
- **DIGITAL SOCIAL COMPARISON (DSC) significantly predicted SELF-SABOTAGING BEHAVIOR (SSB) ($\beta = 0.305$, $p < .001$),** suggesting that as digital comparison increases, self-sabotaging tendencies also rise. It can be interpreted that for every one-unit increase in digital comparison, there is a predicted 0.368-unit increase in self-sabotaging behavior. This statistically significant result reinforces the idea that digital comparison behaviors are not harmless — they could contribute meaningfully to maladaptive outcomes, especially in a generation heavily immersed in social media.
- **FEAR OF FAILURE (FOF) did not significantly predict SELF-SABOTAGING BEHAVIOR (SSB) ($\beta = 0.070$, $p > .05$),** meaning fear of failure may not be a strong contributor to self-sabotaging behavior in this sample. This may seem faulty given the literature, it is possible that the students in the sample have normalized academic stress, or that self-handicapping mechanisms are driven more by external comparisons than internal fear.

Figure 7. Normal P–P Plot of regression standardized residuals for SELF-SABOTAGING BEHAVIOR (SSB)

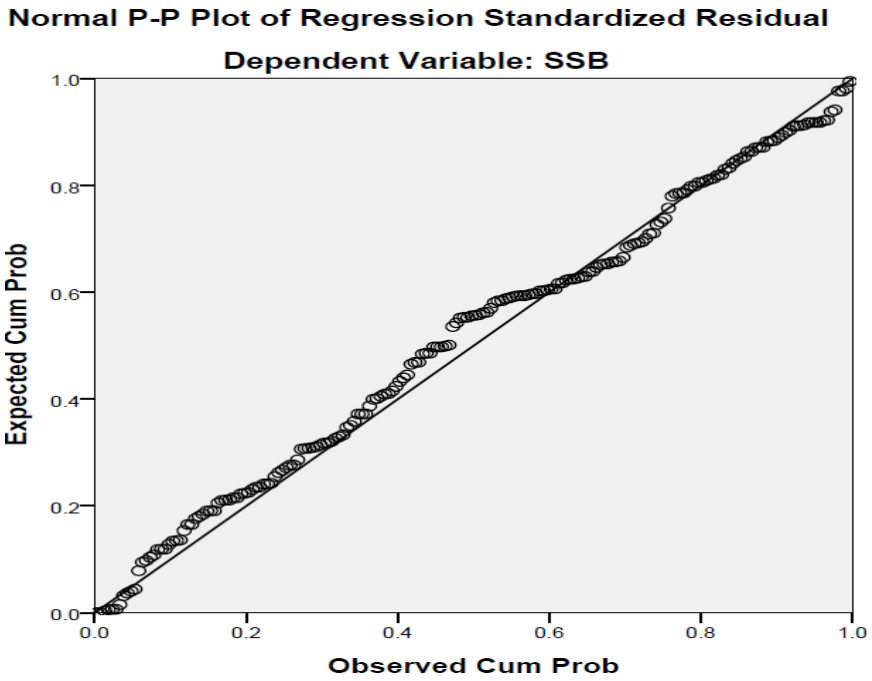


Figure 8. Scatterplot of observed vs. predicted SELF-SABOTAGING BEHAVIOR (SSB) values

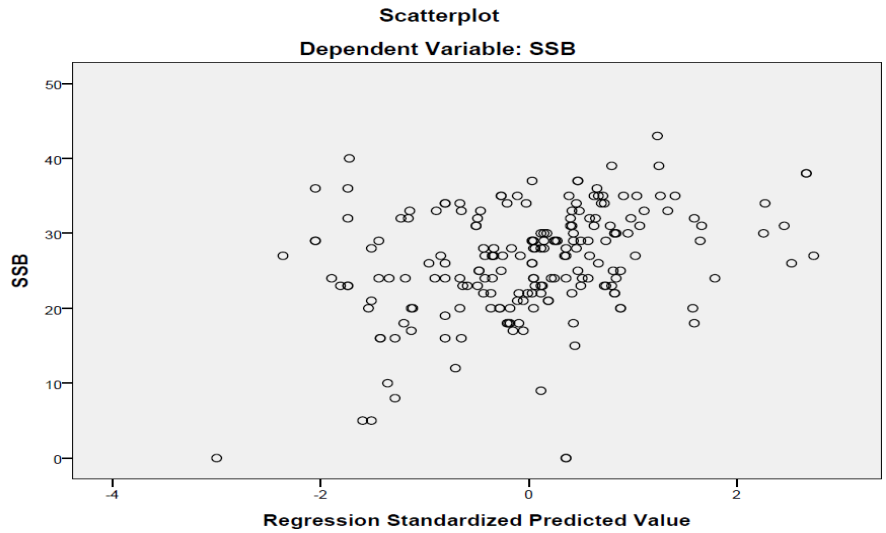
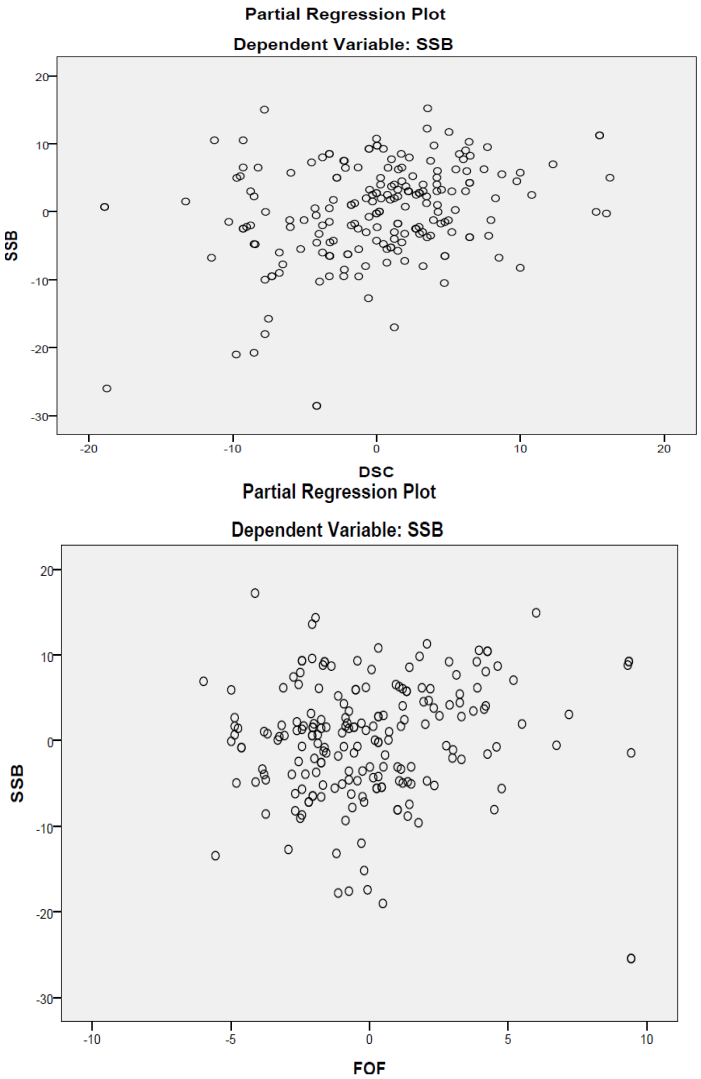


Figure 9. Partial regression plots for SELF-SABOTAGING BEHAVIOR (SSB) by DIGITAL SOCIAL COMPARISON (DSC) and FEAR OF FAILURE (FOF)



Among the predictors, only DIGITAL SOCIAL COMPARISON (DSC) made a statistically significant contribution ($p < .001$), indicating that higher digital comparison is a reliable predictor of greater self-sabotaging behavior. FEAR OF FAILURE (FOF) did not significantly predict SELF-SABOTAGING BEHAVIOR (SSB).

Implications of Findings

These results have important both theoretical and pragmatic consequences. Through stressing the behavioral consequences of digital comparison, they theoretically forward the growing field of digital mental health.

Given that FEAR OF FAILURE (FOF) wasn't a significant predictor, future research could examine whether FEAR OF FAILURE (FOF) plays a mediating or moderating role — not a direct one. It might influence SELF-SABOTAGING BEHAVIOR (SSB) more when combined with low self-efficacy or high academic pressure.

Practically, the findings highlight the need of mental health initiatives acknowledging internet comparison culture as a legitimate psychological problem.

- Psychoeducational courses should incorporate modules on media literacy, emotional management, and self-compassion connected to social media.
- Counselling interventions could help students who have absorbed beliefs inspired by online comparisons, particularly ones with a cognitive-behavioral or self-compassion focus.
- Institutions should start to view self-destructive behavior as a coping mechanism rather than as laziness if they are to handle residual emotions of inadequacy, which are usually brought on by digital comparison.
- Safe peer spaces—such as awareness seminars or support groups—may help to reduce stigma and promote more constructive academic involvement.

Limitation of The Study

- The cross-sectional design limits interpretations of causality. Clearly there are linkages, but directionality cannot be confirmed.
- Self-report forms especially vulnerable to social desirability and introspection bias, especially in emotionally sensitive areas like failure and self-sabotage.
- The urban college sample caps generalisability. Working individuals, teenagers outside of the classroom, or rural populations may not find the findings relevant.

SUMMARY AND CONCLUSION

Summary of the Study:

The purpose of this study was to investigate the predicted connections among young people' self-sabotaging behavior (SELF-SABOTAGING BEHAVIOR (SSB)), fear of failure (FEAR OF FAILURE (FOF)), and digital social comparison (DIGITAL SOCIAL COMPARISON (DSC)). In addition, the study evaluated gender differences across these psychological constructs using a quantitative, cross-sectional, and correlational design. Self-report measures were used to gather data, and independent samples t-tests, regression analysis, and Pearson correlations were used for analysis.

Key Findings:

- Strongly positive correlation shown by DIGITAL SOCIAL COMPARISON (DSC) and SELF-SABOTAGING BEHAVIOR (SSB) indicates that self-sabotage is more likely among individuals who compare themselves digitally.
- Since DIGITAL SOCIAL COMPARISON (DSC) highly predicted SELF-SABOTAGING BEHAVIOR (SSB), it seems that digital comparison directly influences self-defeating actions.
- FEAR OF FAILURE (FOF) showed a small connection with SELF-SABOTAGING BEHAVIOR (SSB) and failed to find a significant predictor, so challenging accepted knowledge about its purpose.
- As the modest correlation between DIGITAL SOCIAL COMPARISON (DSC) and FEAR OF FAILURE (FOF) suggests, frequent comparison may potentially strengthen fear-based thinking.

Theoretical and Practical Implications:

These findings confirm the theory that, in line with the growing field of digital psychology, online comparison could aggravate internalised pressure and hinder goal attainment. The results are rather important since they highlight the need of preventative mental health campaigns stressing emotional regulation and digital self-awareness. These treatments can

be applied generally with a range of population since there are no gender-specific differences.

Recommendations

- Future research should look at causal routes via either experimental or longitudinal means.
- Including regulators or mediators such emotional control, perfectionism, or self-worth could expose more deep processes.
- Qualitative insights help one better understand the lived experience underpinning digital behavior and self-sabotage.
- Particularly in terms of socioeconomic and cultural origins, raise generalisability by means of sample variety.

CONCLUSION

The study validates how psychological influence of digital comparison affects daily activities. Though it is still relevant, fear of failure might not be the main factor causing self-sabotage like DSC is. As young people negotiate hyper linked environments, they need to be inspired to establish good digital habits and self-motivation. This study reminds us timely that the daily items we browse through can have more impact than we would have imagined.

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Conflict of Interest

The author(s) declare that there is no conflict of interest regarding the publication of this research.

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