



ORIGINAL RESEARCH PAPER

Education

NARCISSISM OF SCHOOL STUDENTS IN RELATION TO THEIR META-COGNITION AND DEMOGRAPHIC VARIABLES

KEY WORDS: Narcissism, Meta-cognition, Demographic Variables, School Students.

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ABSTRACT

The study was conducted to explore the relationship of narcissism with meta-cognition and demographic variable. The study was conducted on 200 government school students. The Narcissism scale was developed by the researchers and Meta-Cognition scale by Mubarak Singh and Ana Bali (2017) were used to collect the data. A separate sheet was given to the students to fill their demographic information. The results revealed a significant locale and category wise difference in narcissism of school students. But there was no significant difference in narcissism scores among school students in relation to their parental education and parental income. It was also found that there is a significant positive relationship between narcissism and meta-cognition.

INTRODUCTION

Education plays an important role in drawing out the capabilities, aptitude and potentialities of the child in order to become a successful individual in society. With the advancement in science and technology, the individuals lost their interest to become a social being. The focus has been shifted to individuality. From this perspective, the students feel detached from the society and found shelter in living a lonely life which ends in a misery. The term narcissism can be described as an extreme interest in oneself. The individuals having narcissistic traits found themselves superior to others. Pullen (2008) described that narcissistic individuals are characterized by thoughts of superiority, experience of entitlement, and vanity; they regularly seem egocentric, however in reality, they have very low self-esteem. Meta-cognition is a higher-order thinking skill which refers to cognition about cognition or thinking about thinking. Akin et al. (2007) stated that meta-cognition is an extremely important structure, affecting individual learning process. Joseph (2010) opined that meta-cognitive awareness is the capacity to reflect on their personal thinking and expand and use realistic problem-fixing talents to resolve learning complexities. Some students have the cognitive skills to recognize when they are doing well and when they are going in wrong direction. Working independently, these perceptive students use meta-cognition to plan, regulate, and assess their learning.

Review Of Related Literature

Marie and Eva (2016) examined selfie behavior and narcissism among 100 females who were using facebook and instagram. The results of this study showed a positive correlation between selfie behavior and narcissism. The mean score of the respondents' selfie behavior was on the high average level which means the respondents post selfies frequently. While measuring the narcissism among respondents the mean score falls under borderline but high average level was observed in selfie behavior.

Jaleel and Premachandran (2016) conducted a study on the metacognitive awareness of 180 secondary school students. The results showed that secondary school students were identically distributed among each group in the metacognitive awareness. There was no significant difference in the metacognitive awareness of secondary school students based on their gender and locale. There was no significant difference in the metacognitive awareness of secondary school students based on type of management of the school.

Atar (2017) compared the narcissism levels of students in school of physical education and sports. The sample was

represented by 81 students studying at Gelisim university school of physical education and sports, Istanbul. It was revealed in the investigation that narcissism scores of students studying exercise and sports were higher than those students who were studying coach training and recreation.

Jain et al. (2017) examined the impact of metacognitive awareness on academic adjustment and academic outcome among 522 students. The results revealed that there were no gender differences in metacognition and academic adjustment except academic achievement. The results of the study also evinced that overall metacognitive awareness demonstrated positive correlations with the academic achievements, overall academic adjustment and academic outcome. Oppositely, the scores of planning and evaluation were discovered to be negatively correlated with the scores of academic lifestyle of all the members.

Wang et al. (2018) examined the mediated role of body satisfaction and the moderating role of attitude toward selfie-posting behavior and narcissism among 382 Chinese students. The outcomes of the study showed that body satisfaction mediated the connection between narcissism and selfie-posting behavior. The findings highlighted the significance of identifying the mechanisms that moderate the mediated path between narcissism and selfie-posting behavior.

Objectives Of The Study

- To study the narcissism of school students in relation to their locale, categories, educational level of parents and economic status of parents.
- To study the relationship of narcissism with meta-cognition among school students.

Hypotheses Of The Study

- There will be no significant difference between narcissism of urban and rural school students.
- There will be no significant difference between narcissism of school students belonging to General, SC and BC categories.
- There will be no significant difference between narcissism of school students having low, average and high educational level of parents.
- There will be no significant difference between narcissism of school students having low, average and high economic status of parents
- There will be no significant relationship between narcissism and meta-cognition among school students.

METHOD

Descriptive survey method was employed in the present study.

Sample Of The Study

The sample consisted of 200 school students studying in 9th class of government schools from Mansa district of Punjab.

Analysis And Interpretation Of Data

1.1 Comparison of Narcissism among School Students in relation to their Locale

To compare the mean scores of narcissism among urban and rural school students along with standard deviation and t-value is computed which is given in table 1.

Table -1 Narcissism among School Students in relation to their Locale

Variable	Locale	N	Mean	S.D.	t-value
Narcissism	Urban	100	146.92	16.47	2.09*
	Rural	100	151.86	17.02	

*Significant at 0.05 level

The table 1 clearly shows that the mean scores of narcissism among 100 urban school students came out be 146.92 and SD is 16.47 as compared to 100 rural school students whose mean score is 151.86 and SD is 17.02. The t-value came out to be 2.09 which is significant at 0.05 level. It indicates a significant locale wise difference in narcissism of school students. The rural students are more narcissistic as compared to urban school students.

1.2 Comparison of narcissism scores among school students in relation to their categories

The mean score of narcissism among General, SC and BC category school students along with standard deviation and t-value is computed and given in table 2.

Table-2 Narcissism among school students in relation to their categories

Variable	Category	N	Mean	S.D.	t-value
Narcissism	General	65	150.56	16.68	0.50NS
	SC	80	151.95	16.51	
Narcissism	General	65	150.56	16.68	2.21*
	BC	55	144.10	15.29	
Narcissism	SC	80	151.95	16.51	2.84**
	BC	55	144.10	15.29	

NS-Not significant at 0.05 level, *p< 0.05, **p< 0.01

It is clearly shown in table 2 that the t-value of General and SC category school students came out to be 0.50 which is not significant at 0.05 level. The t-value of General and BC category school students came out to be 2.21 which is significant at 0.05 level. It shows a significant difference in narcissism of General and BC category school students. The t-value of SC and BC category school students came out to be 2.84 which is significant at 0.01 level. It means that there is significant difference in narcissism of SC and BC category school students.

1.3 Comparison of narcissism scores among school students in relation to the level of their parental education

The school students were divided into three groups according to the level of their parental education. The school students whose parents attained education up to 5th standard were assigned as low level group, whose parents attained education from 5th to 10th standard belonged to average level group. Whereas parents with education above 10th standard (high level group). It is also given in table 3.

Table 3- Narcissism scores among school students in relation to different level of their parental education

Variable	Group	N	Mean	S.D.	t-value
Narcissism	Low	60	150.52	17.67	0.54NS
	Average	75	148.92	16.24	
Narcissism	Low	60	150.52	17.67	1.02NS
	High	65	147.35	16.70	

Narcissism	Average	75	148.92	16.24	0.56NS
	High	65	147.35	16.70	

NS-Not significant at 0.05 level

The table 3 clearly indicated that the t-value of school students having low and average level of parental education came out to be 0.50. The t-value of school students having low and high level of parental education came out to be 1.02. The t-value of school students having average and high level of parental education came out to be 0.56. All the t-values are not significant at 0.05 level.

1.4 Comparison of narcissism scores among school students in relation to the level of their parental income

The school students were categorized into three groups according to level of their parental income. The low level group includes those school students whose parents' income is below 2 lakh/annum whereas the average level group with parents' annual income between 2 lakh to 4 lakh/annum. The high level group included parents' annual income is more than 4 lakh/annum. Narcissism scores of these groups are also depicted in table 4.

Table -4 Narcissism scores among school students in relation to different level of their parental income

Variable	Group	N	Mean	S.D.	t-value
Narcissism	Low	65	149.32	17.67	0.51NS
	Average	80	147.87	16.24	
Narcissism	Low	65	149.32	17.67	0.13NS
	High	55	149.72	16.70	
Narcissism	Average	80	147.87	16.24	0.61NS
	High	55	149.72	16.70	

NS-Not significant at 0.05 level

The table 4 clearly shows that the t-value of school students having low and average level of parental income came out to be 0.51. The t-value of school students having low and high level of parental income came out to be 0.13. The t-value of school students having average and high level of parental income came out to be 0.61. None of the t-value is significant at 0.05 level. It is clear that there is no significant difference in narcissism among the school students belonging to different levels of their parental income.

1.5 Relationship between narcissism and meta-cognition of school students

The scores of school students on narcissism scale and meta-cognition scale were correlated with the use of Pearsons' coefficient of correlation.

Table -5 Relationship between narcissism and meta-cognition of school students

Variable	N	Correlation
Narcissism	200	0.35**
Meta-Cognition	200	

**p<0.01

The table 5 shows that the coefficient of correlation (r) of narcissism and meta-cognition is 0.35 which is significant at 0.01 level. There is a significant and positive relationship between narcissism and meta-cognition of school students.

CONCLUSIONS

- The rural school students are more narcissistic as compared to urban school students.
- Significant category wise differences were found in the narcissism of school students. The school students belonging to SC category are more narcissistic than their counterparts.
- The results indicate that no significant difference in narcissism of school students belonging to the groups

having different level of their parental education.

- The study shown that no significant difference in narcissism of school students belonging to the groups having different level of their parental income.
- The finding indicated that there is positive and significant correlation between narcissism and meta-cognition of school students.

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