



A STUDY OF CORRELATION BETWEEN NARCISSISM AND ACADEMIC ACHIEVEMENT IN B.ED STUDENTS

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Abstract: *This paper attempts to study the correlation between narcissist personality disorder and academic achievement of B.ED students. Descriptive survey method was adopted for the research and a sample of 100 students was selected through random sampling technique. Pearson's correlation technique was used as the statistical technique for computing correlation. The findings revealed that there was a negative low correlation found between the narcissism and academic achievement.*

Key Words: *B.Ed students, Narcissism and Academic Achievement.*

1. INTRODUCTION:

Personality, as a stable psychological quality, plays an important role in students' own academic achievements. Studies have found that emotional stability can hinder students' learning achievement, while conscientiousness can promote higher learning achievement (Chamorro-Premuzic and Furnham, 2003)

Narcissism is seldom used to predict academic performance in college students, despite evidence that narcissism is steadily increasing in this population (Twenge et al., 2008; Watson, 2012). Students high in narcissism are known to react poorly to criticism (de Lima et al., 2018), exhibit signs of academic entitlement (Turnipseed & Cohen, 2015), and—as measured by the Narcissistic Personality Inventory (NPI; Raskin & Hall, 1979)—maintain their positive self-conceptions of academic ability when surrounded by others outperforming them (Jonkmann et al., 2012). The relation between narcissism and academic performance found in the existing literature is largely inconsistent.

1.1 A Narcissists person has:

- No desire for close, warm Relationships.
- Feel superior to others
- Seek others' attention.
- Pride and elation
- May retaliate with anger and aggression.

1.2 Narcissistic Personality Disorder

Narcissistic Personality Disorder was introduced into the Diagnostic and Statistical Manual of Mental Disorders, or the DSM-III (American Psychiatric Association, 1980). The abbreviated criteria for Narcissistic Personality Disorder according to the DSM-III are as follows:

A. Grandiose sense of self-importance or uniqueness.

B. Preoccupation with fantasies of unlimited success power, brilliance, beauty, or ideal love.

C. Exhibitionism.

D. Cool indifference or marked feelings of rage, inferiority, shame, humiliation, or emptiness in response to criticism, indifference of others, or defeat.

E. At least two of the following characteristic disturbances in interpersonal relationships:

(1) Entitlement: expectation of special favors without assuming reciprocal responsibilities



- (2) Interpersonal exploitiveness
- (3) Relationships that characteristically alternate between the two extremes of over idealization and devaluation
- (4) Lack of empathy (Raskin & Hall, p. 159)

2. LITERATURE REVIEW:

Narcissistic individuals tend to have unrealistic expectations for their futures as well. In a study that observed students with narcissistic personality tendencies, it was found that these individuals were more likely to have inflated expectations about their careers, salaries and promotions after graduation. The inflated egos of narcissistic individuals lead them to have high, usually unrealistic expectations for future jobs (Westerman, Bergman, Bergman, & Daly, 2012). They possess an unrealistic thought process about their academic performance and future career paths, which is very maladaptive. Though it is objectively good to be optimistic about one’s abilities, at some point, a realistic evaluation must come into play in order for success to ensue.

3. OBJECTIVE:

To study the correlation between narcissism and academic achievement of B.Ed. students.

4. HYPOTHESIS:

There is a negative correlation between narcissism and academic achievement of B.Ed. students

5. MATERIALS:

A standardized inventory Narcissist Personality Inventory NPI-40 designed and standardized by Robert Raskin & Howard Terry was used for the research study. The test consist of seven component traits if Personality i.e. Authority, Self-sufficiency, Superiority, Exhibitionism, Exploitativeness, Vanity and Entitlement. In Raskin & Terry (1988), alpha composite reliability scores of .83, .74, .80, and .90 were calculated for the Narcissistic Personality Inventory. The three groups were classified as follows: High NPI score, who had scores greater than 21, Middle NPI scores who had scores between 11–17, and Low NPI scores, who had scores between 3–9.

6. METHOD:

Descriptive Survey method was adopted for the research work.

SAMPLE AND SAMPLING TECHNIQUE:

A sample of 100 B.Ed. female trainee teachers from 02 colleges of education were selected for the study through random sampling technique.

STATISTICAL TECHNIQUES USED:

Pearson’s correlation technique were used as the statistical techniques. The data was analysed with the help of SPSS.

7. FINDINGS AND DISCUSSIONS:

Table showing the Pearson’s Correlation value (Two tailed) between Narcissism and Academic Achievement:

Aspects	Pearson’s Correlation value (Two tailed)	df	Range of correlation	Interpretation
Narcissism and Academic Achievement	-.171	100	0.01 to 0.20	Negative low correlation

From the obtained coefficient of correlation value it is evident that there is a negative low correlation between Narcissism personality disorder and academic achievement of the B.Ed students. The reason might be the inflated egos of narcissistic individuals lead them to have high, usually unrealistic expectations for future jobs (Westerman, Bergman, Bergman, & Daly, 2012). They possess an unrealistic thought process about their academic performance and future career paths, which is very maladaptive. This result is not in support with findings from Papageorgiou et al. (2018), de Lima et al. (2017), Wallace and Baumeister (2002) and Caixeta (2011) that found narcissistic personality person tend to perform better than other, especially on academic matters.



TESTING OF HYPOTHESIS:

The hypothesis: There is a negative correlation between narcissism and academic achievement of B.Ed. students, is accepted as the obtained value of Pearson's co-efficient of correlation found was -0.171 which falls in the range of negative low correlation.

8. CONCLUSION:

The relation between narcissism and academic performance found in the existing literature is largely inconsistent. (Krista C. McManus & et.al, 2022). In numerous studies of academic performance, narcissism provides no predictive utility when measured by the NPI (e.g., Brunell et al., 2011; Traiser & Eighmy, 2011; Westerman et al., 2012). In studies that use instruments other than the NPI, the relations found are mixed but most commonly negative (e.g., Bipp et al., 2020; Finn et al., 2018; Whatley et al., 2019).

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