

The Relationship between Narcissism and Abnormal Behavior Tendency and Assertiveness with the Mediating Role of Mindfulness among Active Students

Amin Azimkhani ^{1*}, Reza khodadoost ¹

¹ imamreza international university; Mashhad, Iran.

² imamreza international uiniversity; Mashhad, Iran.

* Correspondence: amin.azimkhani@imamreza.ac.ir; Tel.:09155104950

Citation: Azimkhani, A. khodadoost, R. The Relationship between Narcissism and Abnormal Behavior Tendency and Assertiveness with the Mediating Role of Mindfulness among Active Students. Journal of Humanistic approach to sport and exercise studies (HASES), 3(1), 394-401.

Received: 27 August 2022

Accepted: 23 November 2022

Published: 20 February 2023

Publisher's Note: HASES stays neutral with regard to jurisdictional claims in published maps and institutional affiliations.



Copyright: © 2021 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY) license.

Abstract: Research shows that narcissistic traits such as self-conceit and entitlement are associated with delinquency and aggression in childhood and adolescence. Therefore, the purpose of the present study was to investigate the relationship between narcissism and tendency to abnormal behavior and assertiveness with the mediating role of mindfulness among active students. The present study was a cross-sectional study of correlation with structural equation modeling. The statistical population was all male students in the second year of high schools in Torbat Heydarieh city, Northeastern Iran, in the academic year 2022-2023. According to the Morgan table, the size of the statistical sample was estimated to be 200 active male students who were selected stratified random sampling method. The data collection tools included Baer et al.'s Five Facet Mindfulness Questionnaire (FFMQ) (2006), Narcissistic Personality Inventory (NPI-40) from Raskin and Terry (1988), Rostami and Rad's Abnormal Behavior Tendency Questionnaire (2012), and Kotler and Giura's Assertiveness Questionnaire. Data analysis was done using structural equations with PLS version 3 software. The findings showed that there was a positive and significant relationship between narcissism and tendency to abnormal behavior, and there was no significant relationship between assertiveness and tendency to abnormal behavior. The mediating role of mindfulness on the effect of assertiveness and the tendency to abnormal behavior was confirmed, but the mediating role of mindfulness on the effect of narcissism on the tendency to abnormal behavior was not confirmed. In order to reduce the tendency toward abnormal behavior in active students, it is recommended to strengthen assertiveness by mindfulness training, as well as designing educational and behavioral therapy programs to control narcissism.

Keywords: Narcissism, Assertiveness, Mindfulness, Tendency to Abnormal Behavior, Active Students.

1. Introduction

Narcissism as a psychological construct includes different definitions in the form of different theories. While traditional psychoanalysis considered narcissism as a type of disorder, Heinz Kohut (1980) formulated the concept of narcissism in such a way that he could describe its role in mental health (Farah Bidjari, Peivastegar, & Zareif Jalali, 2013). Narcissism is often recognized as an important and complex personality trait that includes a sense of self-conceit and self-fragility, self-righteousness, preoccupation with success, and a strong desire to receive respect from others (Besharat, Khodabakhsh, Farahani, & Rezazadeh, 2011). Many researchers pointed out that adaptive narcissism has a strong relationship with psychological well-being, high self-esteem and optimism (Peyvastegar, 2012). In many researches, it has been divided into two types: grandiose narcissists and vulnerable narcissists.

The existence of two forms of narcissism was conceptualized and investigated for the first time by Wink (1991) and some of the psychological literature has confirmed the existence of these two types. Grandiose narcissism reflects traits related to grandiosity, aggression, and dominance, while vulnerable narcissism is characterized largely by hypersensitivity to others' opinions, a strong desire for others' approval, and defensiveness. Despite these differences, the grandiose and vulnerable narcissism reveals some core characteristics, such as a sense of entitlement, grandiose fantasies, and a need for admiration (Casale & Banchi, 2020). Individuals with vulnerable narcissism experience intense arousal, further reducing self-esteem and mood. Individuals with grandiose narcissism experience low arousal, which inhibits their self-esteem and mood such that they are less reactive overall (Jordan, Neveick, & Sedikides, 2021). Pincus and Lukowitsky (2010) suggest that "narcissism has both normal and pathological expressions that reflect adaptive and maladaptive personality organization, psychological needs, and regulatory mechanisms, and so results in individual differences (Miller, Lynam, Hyatt, & Campbell, 2017). The common characteristics between these two groups in various studies include antagonistic strategies and non-cooperation, anger, self-aggrandizing imaginations, entitlement, lack of empathy with others, competitiveness and devaluation (Khalili, Vaziri-Harami, & Jahani, 2017). Therefore, narcissism is associated with positive and negative consequences.

Some of its positive consequences are: reduction of depression, extroversion, initial pleasantness and better performance in the group. On the other hand, thirst for attention, extreme self-confidence and lack of empathy are some of the negative consequences of narcissism (Mohammadzadeh A & A., 2018). Some studies have showed that exploitative tendencies at the age of 14 are related to the occurrence of various forms of problematic behavior at the age of 16. Specifically, adolescents who experienced more exploitation at age 14 were more likely to engage in delinquency (based on child and parent report) and exhibit behavioral symptoms (Wetzel, Atherton, & Robins, 2021).

The World Health Organization defines the period of 10-19 years as adolescence. As we know, adolescence is the last chance to achieve a good adaptation with oneself and the environment, because with adulthood, the incompatibility problems are well adjusted and they can hardly be changed by re-adaptation. Therefore, it becomes very important to know why there is a need to study adolescence. This is the stage where the adolescents are told to take responsibility, exercise some judgment and make decisions, but then they are treated like a child and expected to be obedient (Parry, Kumar, David, Khare, & Maurya, 2020). According to many psychologists, narcissism occurs during adolescence. Cognitive changes during adolescence are associated with personality changes, like being unique and feeling invulnerable. Entering adolescence is associated with the formation of abstract thinking. Abstract thinking leads to a self-centered state in active students (Peyvastegar, 2012). Nowadays, social abnormalities and the tendency to abnormal behavior among young people are quite evident and have become a significant issue in the field of social pathology (Rad & Rostami, 2016). Adolescence is a critical period and if some various influential factors such as parents, school environment, friends and society as a whole do not create a suitable environment for identification, assimilation and socialization of this group, it will become vulnerable and prone to delinquent and vandalism.

School is an environment where students experience competence, failure, success, popularity, isolation, rejection, etc. (Rostami & Rad, 2013). Because active narcissistic students have a sense of self-worth and the most important thing for an active narcissist is to win, and also because they engage in abnormal



behavior in order to achieve their desired goals, they also may have personality disorders. As a result, they may not be in the right state in terms of personality and psychological characteristics and tend to behave abnormally.

In recent decades, Assertiveness has attracted the attention of many psychologists and clinical researchers. Since human growth is a continuous process and also is the result of the complex interaction of biological, psychological and social factors, the normal and abnormal social behaviors of the members of human societies have their roots in the past, the history of their learning, experiences and behaviors. Antisocial behaviors usually develop during childhood and adolescence (Haqro, Ahmadi, & Rahimi, 2016). The assertiveness is necessary at every stage of a person's life. A courageous person can establish a close relationship with others, distance himself from the abuse of others, and also express a wide range of positive and negative thoughts along with the needs without guilt, stress, anxiety and violating the rights of others. The results of the previous studies show that the assertiveness plays an important role in managing stress, resolving conflicts and creating a positive self-concept (Parray et al., 2020). Such behaviors, if they are significant in terms of intensity, frequency and continuity, are considered and investigated in the psychology of child and adolescent development and psychopathology under the title of conduct disorder. Antisocial behavior among students in recent years has been increasing and we are witnessing an increasing trend (Haqro et al., 2016). Psychologists believe that people with little courage cannot interact properly with the people around them. These people experience guilt, mistrust and dominating social relationships and show fear, anxiety and depression. Likewise, the level of self-acceptance and self-esteem in these people is low. Instead of passive behavior, these people may act aggressively and act as bullies (Ghobari Bonab, 2007). In assertiveness training, a person is taught how to show boldness-based behavior (Aj et al., 2016).

Mindfulness can be considered one of the methods of training and strengthening courage and assertiveness. Mindfulness means paying attention in purposeful ways in the present and without judgment (Aryani Ghizghapan, 2019). According to Langer, mindfulness is a creative and constructive cognitive process, and it becomes apparent when a person uses three key characteristics: 1. creating a

new classification 2. Acceptance of new information and 3. Awareness of deeper and more angles of vision.

Mindfulness is characterized by moment-to-moment, continuous and non-evaluative awareness of mental processes and includes continuous awareness of physical sensations, perceptions, emotions, thoughts and imaginations (Narimani, Zahed, & Golpour, 2012). Mindfulness is inseparable from thoughts. In fact, mindfulness makes it possible to face all aspects of life, even painful aspects, and gives a person the ability to give a conscious response instead of an automatic response. Mindfulness requires special behavioral, cognitive and metacognitive strategies to focus on the process of attention, which in turn leads to the prevention of the downward spiral of negative mood-negative thinking, the tendency to worrisome responses and the development of new perspectives and the emergence of pleasant thoughts and emotions. The research literature concludes a lot of studies that show that mindfulness is related to well-being and psychological health both theoretically and empirically. The components of mindfulness, including awareness and non-judgmental acceptance of one's moment-to-moment experiences, are an effective treatment for many common types of psychological distress, including fear, anxiety, worry, anger, etc. (Khodabakhsh Pirkalani & Rahim Jamarouni, 2013). Based on the mentioned definitions, it can be said that mindfulness is not just a relaxing technique or going into a trance state. Kod Zia (2019), in line with these differences, considers mindfulness to be a metacognitive exercise during which a person, by being aware of how to process information in any situation, acquires the ability to regulate the type of information and the processing process (Barani & Fazilat Poor, 2021). Research evidence shows that mindfulness is a direct and positive predictor of mental health and indirectly (through the mediation of mental health) also predicts sleep (Narimani et al., 2012).

A review of literature shows that people assertiveness has a higher level of mindfulness. Also, having the characteristic of healthy narcissism leads to a decrease in the tendency to abnormal behavior and delinquency. The findings of the present research are important because it can provide the prerequisites for prevention by providing necessary information in the field of the effects of narcissism, the level of mindfulness and



assertiveness on the occurrence of tendencies towards abnormal behaviors in active students. Considering the effect of narcissism and assertiveness on the tendency to abnormal behavior of active students and that the relationship between these variables has not been measured directly in Iran, the present study aims to investigate the

relationship between narcissism and tendency to abnormal behavior and assertiveness with the mediating role of mindfulness among the active students. The conceptual model of the research is shown in Figure 1.

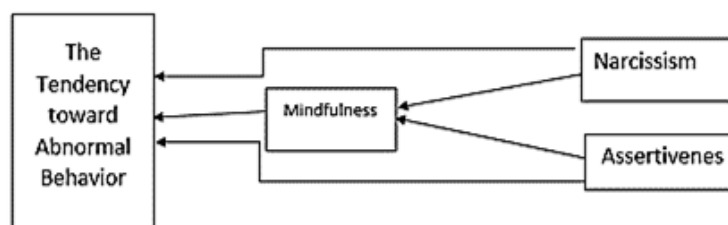


Figure 1: Conceptual model of the present research

2. Materials and Methods

The current research is applied in terms of purpose and is of the type of correlation studies and structural equation modeling. The statistical population of the research was all male students in the second year of Torbat Heydarieh high schools, northwestern Iran in the academic year 2022-2023. The size of the statistical sample was estimated according to the Morgan table of 200 active students who were selected based on the stratified random sampling method. The data collection tools included Baer et al.'s Five Facet MINDFULNESS Questionnaire (FFMQ) (2006), Narcissistic PERSONALITY Inventory (NPI-40) from Raskin and Terry (1988), Rostami and Rad's Abnormal Behavior Tendency Questionnaire (2012), and Kotler and Giura's Assertiveness Questionnaire.

Baer et al.'s (2006) Mindfulness Questionnaire: It is a 39-item self-assessment scale during which Baer (2006) conducted an exploratory factor analysis on a sample of university students. This test includes 5 factors (observation, description, action with awareness, non-judgment and non-reaction). The subject must rate his agreement or disagreement with each of the expressions on a 5-point Likert scale from 1 (never or very rarely) to 5 (often or always). The range of scores in this scale is 39-195. A total score is obtained from the sum of the scores of each sub-scale, which indicates that the higher the score, the higher the mindfulness. Based on the results of the present study it was showed that the internal homogeneity of the factors was appropriate and the alpha coefficient ranged from 0.75 (in the non-reactive factor) to 0.91 (in the description factor). The correlation between the factors was moderate and significant in all cases and in a spectrum between 0.15 to 0.34. Also, the alpha coefficients were acceptable (between $\alpha=0.55$ for the non-reactivity factor and $\alpha=0.83$ for the description factor).

Raskin and Terry's Narcissistic Personality Inventory (NPI-40) (1988): This questionnaire was created for the first time by Raskin and Hall in the version of 80 and 54 items. The 40-item version of the Narcissistic Personality Questionnaire was examined in 1988 by Raskin and Terry in 3 separate studies for validation. Later, Ames et al reduced this questionnaire to NPI-16. Questionnaire scores from the 40 questions are added together. The minimum possible score will be 40 and the maximum will be 80. In this way, the sum of points obtained from the questionnaire shows the following meanings: the score between 40 and 50: the sense of coherence is low, a score between 50 and 60: the sense of coherence is average, a score above 60: the sense of coherence is high. The reliability coefficients (Cronbach's alpha) reported for the Narcissistic Personality Questionnaire, version 40 items, was more than 0.74 for all 7 subscales.

Rostami and Rad's Abnormal Behavior Tendency Questionnaire (2012): This questionnaire has 19 questions and is designed based on a 5-point Likert scale and includes 4 dimensions (vandalistic spirit, violence and conflict, theft and fraud, disobedience and rebelliousness). In order to obtain the overall score of the questionnaire, the scores for each question are added together. This score will range from 18 to 108. In the research of Rostami and Rad (2012), the face and content validity of this questionnaire has been confirmed under the supervision of university professors.

The Kotler and Giura's Assertiveness Questionnaire: This questionnaire has 20 questions and measures assertiveness based on the Likhert spectrum with questions such as (Do you have a critical spirit towards the opinions or behaviors of others?). In order to calculate the score of each subscale, the scores of each item related to that subscale should be added together. In order to calculate the total score of the questionnaire, the scores of all the questionnaire items should be added



together. The score range of this questionnaire will be between 20 and 80. A score of 35 and below is classified as a low score (low assertiveness) and a score of 67 and above as a high score (good assertiveness) and scores between 36 and 68 are classified in the normal range. In the research of Rezaei (2009), the content, face and criteria validity of this questionnaire has been evaluated. The Cronbach's alpha coefficient calculated in Rezaei research (2008) for this questionnaire was estimated to be above 0.7.

After obtaining a permit from Torbet-Heydarieh city department of education and with the cooperation of the school management, the questionnaires were provided online to active male students of the second secondary school. The students were asked to answer the questionnaires carefully and patiently. The reliability of the questionnaires was confirmed using Cronbach's alpha coefficient. The collected data were analyzed with descriptive statistics methods (frequency table, mean, standard deviation), using SPSS software version 25. Also, the inferential statistics was conducted by structural equation modeling and using Smart PLS software version 3 at a significance level of 0.05 error. Provided during review. They must be provided prior to publication. Interventionary studies involving animals or humans, and other studies that require ethical approval, must list the authority that provided approval and the corresponding ethical approval code.

3. Results

Table 1. Mean and standard deviation of research variables

Variable	Mean	Standard Deviation
Narcissism	58.05	7.8
Abnormal Behavior Tendency	36.51	14.49
Assertiveness	54.21	9.08
Mindfulness	119.52	19.83

Table 2. Convergent reliability and validity of research model variables

Variable	Cronbach's alpha coefficients	(CR)	(AVE)
Narcissism	0.763	0.765	0.543
Abnormal Behavior Tendency	0.928	0.937	0.652
Assertiveness	0.746	0.794	0.789
Mindfulness	0.875	0.748	0.578

In table (1), the mean and standard deviation of assertiveness, narcissism, tendency to abnormal behavior and mindfulness are shown.

According to the results of the table 1, the average score of assertiveness is 54.21, which indicates that the assertiveness of the active students is within the normal range. Also, the average score of tendency to abnormal behavior is low, which means that active students have less tendency to abnormal behavior. Also, active students' narcissism was at a moderate level. According to the mindfulness score, active students have high mindfulness.

Kolmogorov-Smirnov test was used to check the normality of research variables. The results of this test showed that the hypothesis of normality for the research variables is not established. Therefore, Pls software was used in order to test the hypotheses and conceptual model of the research.

3.1. Examining Convergent and Divergent Validity of Research Variables

3.1.1. Convergent Reliability and Validity

In table 2, the Cronbach's alpha coefficient and the composite reliability coefficient of all model variables are greater than 0.7, so the research model has a good reliability. Also, in the table 2, the AVE (average variance extracted) values of all model variables are greater than 0.5, so the convergent validity of the research is confirmed.



3.1.2. Divergent validity (Fornell-Larcker)

As the table 3 shows, the values on the main diameter are more than the values on the bottom line, so the divergent validity of the research model is confirmed.

Table 3. Results of Fornell and Larker divergence test

Variable	1	2	3	4
Assertiveness	0.48			
Narcissism	0.462	0.507		
Mindfulness	0.478	0.458	0.382	
Abnormal Behavior Tendency	0.128	0.325	0.318	0.668

As the table 3 shows, the values on the main diameter are more than the values on the bottom line, so the divergent validity of the research model is confirmed.

3.2 Examining the Structural Model of the Research

The results of examining the structural model of the research are shown in Figures 2 and 3.

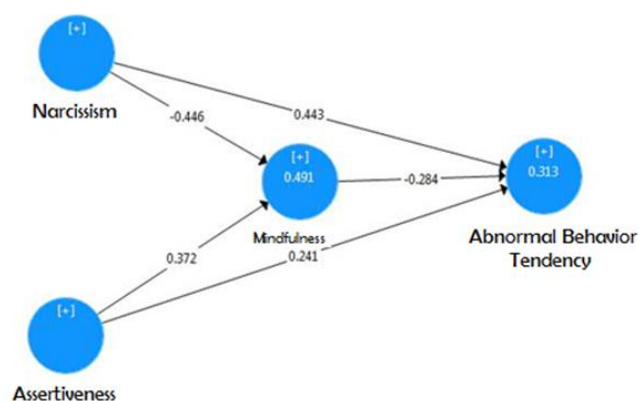


Figure 2. Structural model based on path coefficient

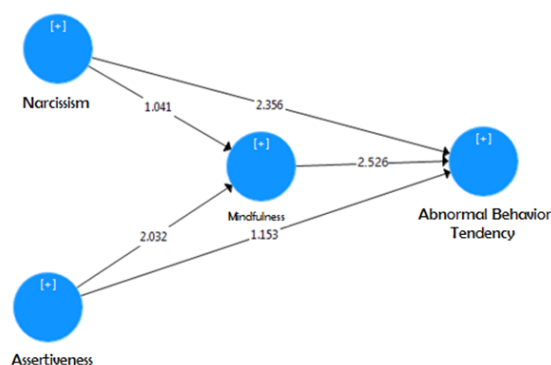


Figure 3. Structural model of the research based on significant coefficients

3.3 The Results of the Overall Fit of the Research Model

Both parts of the measurement model and structural model form the overall research model. In order to check the fit of the overall model, a criterion called



goodness of fit (GOF) is used. This criterion can be calculated using the square of the product of the average AVE and R². Accordingly, we will have:

$$R^2 \text{ Average} = 0.402$$

$$\text{AVE Average} = 0.6405$$

$$R^2 \text{ Average} \times \text{AVE Average} = 0.257$$

$$\sqrt{(R^2 \text{ Average} \times \text{AVE})} \text{ EAverage} = 0.507$$

Considering the three values of 0.01, 0.25 and 0.36, which are introduced as weak, medium and

strong values for GOF, and obtaining a value of 0.507 for GOF, it shows the strong fit of the model. In general, according to the obtained results, it should be said that according to the steps that were taken to confirm the measurement model and construct validity and diagnostic calculations, followed by the test of the relationships between the research constructs, the model presented by the researcher is confirmed.

The results of research model assumptions including path coefficients and significance are shown in table 4.

Table 4. The results of path coefficients and the significance of the research model

Relationship	t	Direct Coefficient	Effect	Indirect Coefficient	Effect	Significance	Result
Assertiveness -> Abnormal Behavior Tendency	1.153	0.341				0.250	Rejected
Narcissism -> Abnormal Behavior Tendency	2.356	0.443				0.019	Confirmed
Assertiveness -> Mindfulness	2.032	0.372				0.043	Confirmed
Narcissism -> Mindfulness	1.041	0.446				0.298	Rejected
Mindfulness -> Abnormal Behavior Tendency	2.256	0.284				0.032	Rejected
Assertiveness -> Mindfulness-> Abnormal Behavior Tendency	1.981			- 0.105		0.04	Confirmed
Narcissism -> Mindfulness-> Abnormal Behavior Tendency	1.841			0.127		0.066	Rejected

According to the results of Table 4, the value of t statistic, the effect of assertiveness on the tendency to abnormal behavior is equal to 1.153 and less than 1.96, therefore, at a significance level of 0.05, the null hypothesis is accepted but the opposite hypothesis regarding the positive effect of assertiveness on the tendency to abnormal behavior is rejected ($p=0.25$). Also, the effect of narcissism on the tendency to abnormal behavior is equal to 2.356 and is greater than the number 1.96, so at the significance level of 0.05 the null hypothesis is rejected and the opposite hypothesis regarding the positive effect of narcissism on the tendency toward abnormal behavior is accepted ($p=0.019$). According to the results of Table 4, mindfulness has a negative and significant effect on the tendency to abnormal behavior ($p=0.043$). In other words, people with high mindfulness are less inclined to abnormal behavior. Considering the absence of a significant relationship between narcissism and mindfulness ($p=0.298$) and the presence of a significant relationship between mindfulness and the tendency to abnormal behavior ($p=0.032$), the mediating role of mindfulness on the effect of narcissism on the tendency to abnormal behavior is rejected because the value of t is equal to 1.841 and less than 1.96 ($p = 0.066$). Considering the significant relationship between assertiveness and mindfulness ($p=0.043$), as well as

the existence of a significant relationship between mindfulness and the tendency to abnormal behavior, the mediating role of mindfulness on the effect of assertiveness on the abnormal behavior tendency is confirmed because the value of t It is equal to 1.981 and less than 1.96 ($p=0.04$). As can be seen in Table 4, with an indirect path coefficient of 0.105, assertiveness has a negative and significant effect on the tendency toward abnormal behavior.

4. Discussion and Conclusion:

The purpose of the present research was to investigate the relationship between narcissism and tendency toward abnormal behavior and assertiveness with the mediating role of mindfulness among active students. The findings of this study showed that there is a positive and significant relationship between narcissism and tendency to abnormal behavior in active students. That is, the higher the narcissism of people, the higher the tendency to abnormal behavior. In explaining this finding, it should be said that when narcissism has a negative or incompatible outcome, the tendency of people toward abnormal behavior increases, and when narcissism is healthy and adaptive, the tendency to abnormal behavior in people decreases. The findings of the study by Sadeghi and Alizadeh Fard (2022) showed that narcissism has a direct



effect on bullying, which is one of the abnormal behaviors, which was in line with the results of the present study. Narcissism is mostly understood as a compensatory mechanism in order to overcome and mask feelings of worthlessness. The flexible behavior is strongly associated with people who are also high in insecurity and guilty sense. Whereas those who show psychopathy show relatively low levels of guilt. Narcissists who feel insecure (vulnerable narcissists) cope with these insecurities by resorting to narcissistic manifestations. This makes them less liked by others in the long run and thus exacerbates their insecurities, which ultimately leads to a tendency towards a cycle of abnormal behavior. There was a positive and significant relationship between narcissism and aggression in the study of Peyvastehgar et al. (2011). If people are narcissistic, arrogant and domineering, they will have high self-esteem. When this characteristic is absent in an individual, high tendency toward abnormal behavior will be related to a low self-esteem, and this confirms the interaction between high narcissism and tendency to abnormal behavior which was consistent with the present research findings. The results of the study by Wetzel, et al. (2019) showed that there is a relationship between adolescent self-aggrandizing narcissism and several forms of problematic behaviors, including drug use, delinquency, CD symptoms, and risky sexual behavior, which is consistent with the results of the present study.

In the present research, there was no positive and significant relationship between assertiveness and the tendency toward abnormal behavior, and the findings indicated that the assertiveness of the active students was within the normal range. Assertiveness is the process of appropriate and direct communication of a person's needs, desires and opinions without punishing or humiliating from others. According to literature, submissive behavior is on one side, aggressive behavior is on the other side, and assertiveness is in the middle. This includes expressing our opinions and beliefs honestly and openly without violating the respect of others. Meanwhile, assertiveness is recognized as specific and different age patterns for different age groups. Be it childhood, adolescence or adulthood in which adolescence is very vital for socialization and also the development of courage in every person. At this stage, adolescents try to become more independent by trying to break free from childish submission to parents and other figures. They start making decisions about their careers, interests and even economic independence. It is also a time when peer group relationships become very important. They need to know how to handle peer pressure. In order for them to control peer pressure and become successful adults, they must use specific coping strategies (Parray et al., 2020).

Another finding of the present study was the existence of a significant relationship between the tendency to abnormal behavior and mindfulness. The research evidence shows that mindfulness-based treatments have been effective in psychological well-being, stress reduction, anxiety reduction, emotional regulation, and behavioral characteristics. Based on this, one of the psychological approaches can be the use of mindfulness to prevent the tendency to abnormal behaviors. The mindfulness development approaches, including accepting and not judging the experience of the present moment, often leads to transformative behavior change (Schuman-Olivier et al., 2020). The mediating role of mindfulness on the effect of assertiveness on the tendency to abnormal behavior in active students was confirmed in this study. The finding states that mindfulness indirectly reduces the tendency of abnormal behavior in the boldy students. In explaining this finding, it can be said that the assertiveness is one of the skills that is best learned through modeling and practice. When a student shows courage and boldness, his tendency to engage in abnormal behavior and delinquency decreases. By strengthening the skills of mindfulness, courage and assertiveness can be strengthened in students and abnormal behaviors can be prevented. The results of the study by Ardi and Sisin (2018) showed the effectiveness of behavioral counseling using assertiveness in order to reduce delinquency in adolescent students, which is in line with the results of the present study (Ardi & Sisin, 2018). In the study of Aryani Ghizghapan et al. (2018), the component of basic psychological needs directly and indirectly through the component of mindfulness had a significant effect on physical health.

In people with high assertiveness, the mindfulness indirectly causes people to face family issues, cognitively and emotionally evaluate themselves positively and be able to directly and honestly express their true feelings and deal with all kinds of problems and issues, psychological pressures, threats and unfortunate events more resistant and stable. On the other hand, not having assertiveness causes discomfort and prevents the emergence of emotions in social situations and also prevents the pursuit of personal and social goals (Ghamari Givi, Azimi, & Mastanabadi, 2021). The results of the study by Naghizadeh Alamdari and Smkhani Akbarinejad (2021) showed that stress reduction training based on mindfulness had a positive and significant effect on students' assertiveness.

Students are the future builders and vital capital of any country, and their educational and behavioral problems should be improved with various interventions. With regard to the formation of personality during the adolescent crisis and with regard to the direct role of narcissism on the tendency to abnormal behavior as well as the indirect



effect of assertiveness through mindfulness, it is suggested to design educational and therapeutic programs in order to teach the assertiveness toward students via strengthening their mindfulness and to reduce the tendency to abnormal behavior by controlling narcissism.

Author Contributions: All authors have read and agreed to the published version of the manuscript

Funding: This research received no external funding.

Conflicts of Interest: The authors declare no conflict of interest

5. References:

- Aj, A., Ishani, F., Edizadeh, M., Bayleri, A., Jahedi, H., Iri, M., & Moradi, F. (2016). The relationship between assertiveness and students' academic performance. Paper presented at the *international research conference in engineering, science and technology*, Batumi Georgia.
- Ardi, Z., & Sisini, M. (2018). The contribution of assertive technique behavioral counseling to minimize the juvenile delinquency behavior. *JKP*, 6(2), 67-77.
- Aryani ghizghapan, E. (2019). Modeling the Role of the Mediator of Mindfulness in the Relationship between the Basic Mental Needs and Physical Health of Medical Students. *ESM*, 11(5), 33-43.
- Barani, H., & Fazilat Poor, M. (2021). The Relation of Mindfulness and Social Safeness: Mediating Role of Self- Deception. *JDPIP*, 17(68), 416-425.
- Besharat, M. A., Khodabakhsh, M., Farahani, H., & Rezazadeh, S. M. R. (2011). The mediator role of narcissism in relationship between empathy and the quality of interpersonal relationships. *QAP*, 5(1), 7-23.
- Casale, S., & Banchi, V. (2020). Narcissism and problematic social media use: A systematic literature review. *JABR*, 11, 100252.
- Farah Bidjari, A., Peivastegar, M., & Zareif Jalali, Z. (2013). A comparison of dimensions of self-concept and adjustment in adaptive and maladaptive narcissistic persons. *JPS*, 9(4), 99-128.
- Ghamari Givi, H., Azimi, D., & Mastanabadi, S. (2021). Comparison of Communication patterns, self-efficacy and assertiveness at teenage girls with self-mutilation and normal group. *WS SP*, 19(3), 185-212.
- Ghobari Bonab, B., Hejazi, M. (2007). Relationship among Assertiveness, Self-esteem and Academic Achievement in Gifted and Regular School Students. *JEC*, 7(3), 299-316.
- Haqro, H., Ahmadi, K., & Rahimi, A. (2016). Examining the causes of antisocial behavior of students and suggestions to reduce. Paper presented at the 7th International Conference on Psychology and Social Sciences, Tehran.
- Jordan, C., Nevicka, B., & Sedikides, C. (2021). The many faces of narcissism: Phenomenology, antecedents, and consequences. *SI*, 20(2), 145-151.
- Khalili, N., Vaziri-Harami, R., & Jahani, Y. (2017). Construction and Validation of the Narcissism and Vulnerable Narcissism Scale in a Non-clinical Sample in Iran. *JCR*, 2(Issue (1-2)), 23-37.
- Khodabakhsh Pirkalani, R., & Rahim Jamarouni, H. (2013). Effectiveness of Mixed Cognitive-behavioral Therapy and Mindfulness Based stressreduction in Treating a Case of Generalized Anxiety Disorder. *CPS*, 4(13), 121-147.
- Miller, J., Lynam, D. R., Hyatt, C. S., & Campbell, W. K. (2017). Controversies in narcissism. *ARCP* 13, 291-315.
- Mohammadzadeh, A., & Ashori, A. (2018). Comparison of Personality Correlates of Machiavellianism, Narcissism and Psychopathy (Dark Triad of Personality) in Three Factor Personality Model. *IJPCP*, 24(1), 44-55.
- Naghizadeh Alamdari, M., & Smkhani Akbarinejad, H. (2021). Effectiveness of Mindfulness-based Stress Reduction Training on Assertiveness & Academic Boredom of Female High School Students. *JCH*, 15(2), 59-68.
- Narimani, M., Zahed, A., & Golpour, R. (2012). The relationship of mindfulness coping styles and emotional intelligence with mental health among the students in Payame- Noor University in Mazandaran. *JIE*, 5(19), 91-105.
- Parray, W., Kumar, S., David, B., Khare, S., & Maurya, V. (2020). Exploring assertiveness in Indian adolescents: A qualitative inquiry. *JIACAMH*, 16(2), 106-122.
- Pyvastegar, M., Yazdi, S.M., Mokhtari, L. (2012). Comparison of Narcissism Dimension in



- Aggressive and Non -Aggressive, JSS, 6(2), 119-124.
- Rad, F., & Rostami, N. (2016). Social bond and tendency towards students' abnormal behavior, QJSS, 23(74), 177-214.
- Rostami, N., & Rad, F. (2013). Investigating social factors related to the tendency of students to abnormal behavior (Study of female students in secondary school in Ahar). JSS, 6(20), 55-75.
- Sadeghi, L., & Alizadehfard, S. (2022). Predicting bullying behavior of students based on dark triad of personality and time perspective. JSP, 11(3), 57-71.
- Schuman-Olivier, Z., Trombka, M., Lovas, D., Brewer, J. A., Vago, D., Gawande, R., Fulwiler, C. (2020). Mindfulness and behavior change. HRP, 28(6), 371-394.
- Wetzel, E., Atherton, O., & Robins, R. (2021). Investigating the link between narcissism and problem behaviors in adolescence. SI, 20(2), 268-281.



رابطه خودشیفتگی و گرایش به رفتار نابهنجار و جرئت ورزشی با نقش میانجی ذهن آگاهی در بین دانش آموزان فعال

امین عظیم خانی^{۱*}، رضا خدادوست^۲

^۱ دانشگاه بین المللی امام رضا (ع)، مشهد، ایران

^۲ دانشگاه بین المللی امام رضا (ع)، مشهد، ایران

* نویسنده مسئول: amin.azimkhani@imamreza.ac.ir; Tel.: 09155104950

چکیده: تحقیقات نشان می‌دهد که ویژگی‌های خودشیفتگی مانند خودبزرگ‌بینی و استحقاق با بزهکاری و پرخاشگری در دوران کودکی و نوجوانی مرتبط است. بنابراین هدف این مطالعه بررسی رابطه خودشیفتگی و گرایش به رفتار نابهنجار و جرئت ورزشی با نقش میانجی ذهن آگاهی در بین دانش آموزان فعال بود. این مطالعه مقطعی از نوع همبستگی و مدل‌یابی معادلات ساختاری می‌باشد. جامعه آماری این پژوهش کلیه دانش آموزان پسر مقطع دوره دوم دبیرستان‌های شهرستان تربیت حیدریه در سال تحصیلی ۱۴۰۱-۱۴۰۲ بودند، حجم نمونه آماری با توجه به جدول مورگان ۲۰۰ نفر برآورد شد که از بین آن‌ها به صورت تصادفی طبقه‌ای به عنوان نمونه آماری انتخاب شدند. ابزار گردآوری شامل پرسشنامه ذهن آگاهی بائر و همکاران (۲۰۰۶)، پرسشنامه شخصیت خودشیفته راسکین و تری (۱۹۸۸)، پرسشنامه گرایش به رفتار نابهنجار رستمی و راد (۱۳۹۲) و پرسشنامه جرئت ورزشی کاتلر و گیورا بود. تحلیل داده‌ها با استفاده از معادلات ساختاری با نرم افزار PLS نسخه ۳ انجام شد. یافته‌ها نشان داد که بین خودشیفتگی و گرایش به رفتار نابهنجار رابطه مثبت و معنی‌دار وجود داشت و همچنین بین جرئت ورزشی و گرایش به رفتار نابهنجار رابطه معنی‌دار وجود نداشت. نقش میانجی ذهن آگاهی بر تأثیر جرئت ورزشی و گرایش به رفتار نابهنجار تأیید شد اما نقش میانجی ذهن آگاهی بر تأثیر خودشیفتگی بر گرایش به رفتار نابهنجار تأیید نشد. جهت کاهش گرایش به رفتار نابهنجار در دانش آموزان فعال تقویت جرئت ورزشی با آموزش ذهن آگاهی و همچنین طراحی برنامه‌های آموزشی و رفتار درمانی برای کنترل خود شیفتگی توصیه می‌شود.

واژه‌های کلیدی: خودشیفتگی، جرئت ورزشی، ذهن آگاهی، گرایش به رفتار نابهنجار، دانش آموزان فعال

ارجاع: عظیم خانی، ا. خدادوست، ر. (۱۴۰۱). رابطه خودشیفتگی و گرایش به رفتار نابهنجار و جرئت ورزشی با نقش میانجی ذهن آگاهی در بین دانش آموزان فعال. فصلنامه رویکرد انسانی در مطالعات ورزشی. ۳(۱): ۳۹۴-۴۰۱.

دریافت: ۵ شهریور ۱۴۰۱

پذیرش: ۲ آذر ۱۴۰۱

انتشار: ۱ اسفند ۱۴۰۱



این نماد به معنای مجوز استفاده از اثر با دو شرط است یکی استناد به نویسنده و دیگری استفاده برای مقاصد غیرتجاری.