



IJEMD-SS, 5 (5) (2026)

<https://doi.org/10.54938/ijemds.2026.05.5.855>

International Journal of Emerging Multidisciplinaries: Social Science

Research Paper

Journal Homepage: www.ojs.ijemd.com

ISSN (Online): [2958-0277](https://doi.org/10.54938/ijemds.2026.05.5.855)



Narcissism, Collaborative Learning, and Academic Motivation Among University Students

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Abstract

Academic motivation plays an important role in students' involvement in learning and their academic functioning. The present study explored the correlation between Narcissistic traits, collaborative learning behavior and academic motivation of university students in Pakistan. It also explored if collaborative learning behavior was an intermediate variable between narcissistic traits and academic motivation. A quantitative correlational design was used. The data were collected from 250 university students within the ages of 18-26 years obtained by purposive sampling. The participants were asked to fill out the Narcissistic Personality Inventory (NPI), the Collaborative Learning Behavior Scale (CLBS), and the Academic Motivation Scale (AMS) and a demographic information form. The following descriptive statistics, Cronbach's alpha reliability analysis, Pearson product-moment correlation, linear regression and mediation analysis using PROCESS Macro were used. Academic motivation was positively correlated with narcissistic traits ($r = .60$, $p < .001$), and negatively correlated with collaborative learning behavior ($r = -.67$, $p < .001$). Collaborative learning behavior was also negatively related to academic motivation ($r = -.63$, $p < .001$). The regression analysis revealed that the combined effect of narcissism and collaborative learning behavior on academic motivation accounted for 45% of the variance, $F(2, 247) = 104.15$,

$p < .001$. The results of the mediation analysis revealed that the connection between Narcissism and Academic Motivation was totally mediated by collaborative learning behavior. The results confirm the role of interpersonal learning experiences in explaining the relationship between academic motivation and personality traits of student university learners.

Keywords: Narcissism, collaborative learning behavior, academic motivation, university students, mediation, higher education.

1. Introduction

Academic motivation is a key psychological construct in higher education context as it impacts students' involvement, persistence, effort, and reactions to academic demands. In the university context, assessment, contestation and expectations attached to students' academic work, alongside social comparisons, have significant impacts on motivation in relation to academic involvement and adaptation of students. The motivation of students plays an important role in their learning, with motivated students more likely to embrace learning activities and use effective learning strategies while low or externally controlled motivation may relate to superficial or disengaged learning strategy use with learning (Howard et al., 2021). Therefore, both the role of academic motivation within the context of instructional conditions and the consideration of individual differences such as personality and interpersonal behavior are important.

Personality traits can affect students' attitudes about the educational needs, help regulate their behavior, establish goals, and impact their interactions with schoolmates and instructors. The results of the research reported in this thesis indicate that motivational orientations are related to dispositional traits and learning strategies and academic involvement. Overall, Narcissism is becoming more and more relevant in educational psychology in this personality model. Narcissism can be considered as a dimensional personality trait that can be broken down into four major components: grandiosity, entitlement, self-importance, dominance and need for admiration and recognition. Some of the narcissistic characteristics are viewed as pathological in current theories, whereas others may also have elements of antagonism and exploitation, or may be considered healthy characteristics of assertiveness and self-enhancement (Krizan & Herlache, 2018).

A difference between them would be best understood through knowledge of the difference between "narcissistic admiration" and "narcissistic rivalry. Narcissistic admiration is linked to

assertiveness, self-promotion, and social visibility while narcissistic rivalry is linked to defensiveness, antagonism, and devaluation of others (Back et al., 2013; Leckelt et al., 2018). All of these qualities of esteem can manifest themselves in the classroom through confidence, involvement, effort to achieve, and seeking recognition. Interpersonal characteristics can, however, create issues and conflict in the relationship with others, particularly when one group is supposed to work with another, share responsibilities with others and take the advice of others.

In the University setting, where it can be especially relevant, the needs of Narcissus can be satisfied. Visual evidence of achievement could include grades and academic awards, public presentations, competitive assessments, or completion of assessments based on the achievement of others. Students with more narcissistic personalities might thus put in a lot of work into academic work that provides opportunities for recognition or status gain. The thesis literature also outlines the possibility of narcissistic motivation being motivated by the desire to perform, rather than by the desire to learn (Sedikides & Campbell, 2017; Wetzel et al., 2021). This doesn't mean that narcissistic characteristics are always associated with a decrease in motivation; it is possible that the nature and context of motivation are important in explaining the implications of narcissism for students' learning.

Academic motivation can be considered a continuum with three states: intrinsic, extrinsic, and amotivation. Intrinsic motivation is when learning is interesting or enjoyable, or when external rewards, recognition, evaluation and pressure are affecting motivation. The quality of the motivation is associated with the satisfaction of needs for autonomy, competence and relatedness (Ryan & Deci, 2017) based on Self-Determination Theory. A learning environment which fulfills these needs can encourage independent motivation and perseverance. However, negative interactions with peers or being excluded or overly controlled can diminish the motivational benefits.

Academic motivation can then be analysed both in terms of the amount of motivation and by analysing the causes and motivational processes of academic involvement. Students can demonstrate a lot of effort for the sake of love of learning, the importance of achievement or for recognition and approval. From the SDT perspective, the difference between autonomous and controlled motivation is important because an equal amount of academic work can be motivated

by different motivational qualities. motivation is associated with externally endorsed engagement. Self-endorsed engagement is associated with autonomous motivation, and externally endorsed engagement is associated with controlled motivation.

This is more strongly related to external demands, reward, evaluation and/or involvement in the self (Ryan & Deci, 2017). This distinction is especially important with regard to narcissistic characteristics in university students as academic situations offers great chances of assessment, comparison, recognition and status.

Students' attitudes toward achievement, to recognition and to other people in the academic setting can be expressions of the narcissistic traits. At the university, students are frequently presented with situations in which they have to make comparisons with others. Awards, academic competitions, in-class participation, presentation, exam, or grade will be used to recognize achievement. What can be gleaned from the literature that has been reviewed in this thesis is that a student who displays some of the narcissistic traits is likely to be particularly involved in activities that provide him or her with opportunities to be recognized or to enhance himself or herself. Students with this type of performance may exhibit high levels of achievement striving when their academic performance relates to positive self-concept and/or when they are socially approved (Sedikides & Campbell, 2017). This motivation is not necessarily interpreted as a student's primary motivation of learning, however.

These academic behaviors may be explained better by the contrast between the respect of the self, and the competition for the respect of the self. The following traits are associated with narcissistic admiration and with narcissistic rivalry: assertiveness, self-promotion, confidence and social visibility, and antagonism, defensiveness and devaluation of others, respectively (Back et al., 2013; Leckelt et al., 2018). These two factors can have a number of implications for pupils' learning and behaviour. Assertiveness and confidence could help to promote participation and striving for achievement while antagonistic and competitive behaviour could hinder cooperation and responsiveness to feedback. Narcissism is a phenomenon that should not be viewed as a single unit with the same outcomes across all academic settings, therefore.

Relationships between individuals are likely to highlight these differences in a collaborative learning context. In collaborative learning, students must communicate with each other, coordinate

tasks, exchange ideas, share problems and solutions, listen to various viewpoints, and share responsibility. It is not just a way to do an academic exercise, it is also a process of social learning. Students need to be able to engage in co-decision making, receive feedback from peers, and be able to learn from others in the group. If these processes work well, students can enjoy meaningful interaction and be involved more meaningfully in the learning material (Järvelä et al., 2019).

But collaborative learning can also pose problems if there are difficulties in interpersonal relationships that affect the functioning of the group. Students may have a tendency to ignore alternative perspectives and/or take on responsibility, due to self-focused behaviour, competition, dominance or sensitivity to criticism. However, the thesis literature indicates that narcissistic traits can be related to interpersonal conflict, decreased cooperation and group cohesion problems (Grijalva & Newman, 2015; Nevicka et al., 2018). Thus, the same personalities that can be related to achievement striving in competitive academic environments can also lead to problems during academic cooperation. These relationships can be well understood in the context of Pakistani Universities. Typical ways collaborative learning takes place include group assignments, presentations, and project-based tasks. The activities involve a balance between personal and group objectives. Students' experiences of group learning can also be shaped by cultural values that prioritise cooperation, respect, interpersonal harmony and responsibility. Thus, comprehension of the interaction between personality traits and collaborative learning behavior may give a fuller knowledge of the academic motivation of university students.

In the present study, therefore, the practices of collaborative learning and academic motivational process are investigated simultaneously with the narcissistic traits and not as an exclusively individual process of academic motivation. The study examines whether the role of collaborative learning can be seen as a mediator when examining the relationship between narcissistic traits and academic motivation, as it is possible to see interpersonal learning experiences as one of the mediators. This approach integrates both personality and educational psychology and serves as a way of conceptualizing the interaction of personality and social learning experiences as possible contributors to students' motivational functioning.

Interpersonal aspects of university teaching are represented by collaborative learning. It's about communicating, coordinating, taking responsibility, solving problems, sharing views, and working

together. Common forms of collaborative learning are group assignments, presentations, peer discussion, and cooperative projects. This kind of experience can help in the process of knowledge construction and give opportunities for feedback and social support. The thesis is based on research in the context of cooperative learning that indicates that if the interaction in groups is constructive, deeper engagement, understanding, and motivation can be realized (Gillies, 2016; Järvelä et al., 2019).

However, collaborative learning can be effective if interpersonal behavior of the students is favorable. Listening, respect, participation, flexibility and openness to other people's contributions are the elements of constructive collaboration. These can be disrupted by dominance, antagonism, withdrawal, and conflict. The narcissistic traits are relevant because if the students are self-focused they might be looking for control, recognition or status in group interactions. The literature reviewed in the thesis explores the potential links between narcissism and the manipulation of group processes, diminishing other people, rejecting feedback, and focusing on personal recognition. These behaviors can impact on group cohesion and undermine learning from collaborative experiences that can typically be enjoyable and learning rich (Grijalva & Newman, 2015; Nevicka et al., 2018).

There's another theory to consider: Social Learning Theory. Learning is a process of observation, interaction, feedback and adjustment in a social context (Bandura, 1977; Schunk & DiBenedetto, 2020). In a collaborative environment, students not only learn the concepts of the academic content but also gain from how other students approach the problems, how they react to the problems, and feedback from other students. These interpersonal learning opportunities may be limited due to a reluctance to accept feedback or to consider others' views. Therefore, the academic motivation and narcissistic traits can be related to each other partly via the quality of students' collaborative learning behavior.

It can be, therefore, discussed from both motivational and interpersonal perspectives, the proposed relationship between narcissism, collaborative learning behavior and academic motivation. Positive social experiences may facilitate feelings of relatedness and competence and thus enhance motivation, according to SDT. Social Learning Theory focuses on the relationships of personal factors, behavior, and learning environment. In combination, these views constitute a theoretical

foundation for the study of collaborative learning behavior as an intervening process between narcissistic traits and academic motivation.

The study offers an important perspective on how students can exhibit varying types of academic motivation, despite putting in the same amount of effort. The study examines a theory that is used to explain this phenomenon: Self-Determination Theory. The theory suggests that autonomy, competence and relatedness are three psychology needs that affect motivational quality (Ryan & Deci, 2017). There are three components to autonomy: a sense of volition, a sense of self-endorsement in one's actions, and a sense of connection and belonging with others; a sense of competence is the perception of effectiveness and mastery; and a sense of relatedness is a sense of connection and belonging with others. The needs that are fulfilled in learning environments increase the chances that students will feel intrinsic and autonomous motivation. If these needs are not met, motivation can shift to rely on external rewards and regulated modes of motivation. The collaborative learning process may offer possibilities to satisfy these psychological needs. Joint decision making can help foster autonomy, successful task completion can help foster competence, and positive peer relationships can help foster relatedness. By so doing, the collaborative learning is related with academic motivation, in terms of learning experiences and interpersonal experiences. The amount of these benefits may be affected by the quality of group interactions, however. Collaborative learning is a motivational approach if the students are experiencing conflict, unequal participation, domination, and rejection, then the motivational benefits of collaborative learning may be decreased.

Self-enhancement and a need for recognition may play a role in students' participation in learning environments, as suggested by the presence of narcissistic characteristics in the process. Pupils with more narcissistic traits can become more involved when school work offers chances for success, recognition or status. From an SDT point of view, engagement could be manifested in more than just intrinsic motivation, with both controlled and ego-involved aspects. Thus, there can be positive correlations between narcissistic characteristics and the level of academic motivation, but not between the content or source of academic motivation and the type of narcissism.

Another view of Collaborative Learning Behavior is offered by Social Learning Theory. Bandura (1977) suggests that learning takes place in social environments when people observe, interact,

receive feedback, and social environments influence people. Students learn not just from instruction, but from other students as well, in the academic setting. Collaborative learning thus provides opportunities for students to see other methods, to get feedback, to change their behavior, and to learn new ways of reacting to academic situations. Schunk and DiBenedetto (2020) also stress the link between social processes and learner motivation in learning environments.

In this light, interpersonal behaviour is an important element in learning. Positive involvement in group tasks can lead to positive learning from peers, problem solving and feedback. Some interpersonal styles, such as dominance, competitiveness, inability to accept criticism, or diminished interest in the contributions of others, on the other hand, can hinder the reciprocal learning process. Based on this, in this thesis, collaborative learning behavior is conceptualized as a bridge between the personality characteristics and academic motivation.

Another way to examine the narcissism/collaborative learning relationship is to view the difference between narcissistic admiration and narcissistic rivalry. Admiration is characterized by assertiveness, confidence and self-promotion, sometimes contributing to participation and achievement striving. Rivalry, by contrast, is a form of antagonism, defensiveness, and devaluation of others. The latter might make things harder when it comes to cooperation, team responsibility, and sensitivity towards peer feedback (Back et al., 2013; Leckelt et al., 2018). The present study measures narcissism as a general construct, and not separately, the measure of admiration and rivalry, but this division offers some theoretic context for understanding interpersonal differences.

Thus, the integration of the SCT and SLT lends itself to understanding the proposed mediation model. Both SDT and SLT have been explained as how psychological needs and various types of motivation can be connected to students' academic involvement, and social learning theory is an explanation of how interpersonal interaction and learning experiences can affect students' behaviors and motivation. The three variables are: Narcissistic traits (individual difference), Collaborative learning behavior (interpersonal learning process), and Academic motivation (motivational

outcomes). The proposed model thus implies a direct link between personality and academic motivation as well as an indirect link via the approach to collaborative learning.

It is especially applicable to the academic environment of university education where students have to do work independently and at the same time they have to collaborate for group tasks, presentations and projects. This might help to account for the fact that pupils can react differently to the same learning environment since there is a link between personality, collaboration and motivation. The theoretical approach for the present study thus puts collaborative learning behavior in the middle of the relationship between narcissistic traits and academic motivation.

The thesis pinpoints a gap in the literature with regard to the simultaneous investigation of these constructs. The majority of the research that is mentioned in the thesis has been concerned with narcissism and leadership, performance, social perception or interpersonal functioning. The association between the narcissistic traits and academic motivation in terms of collaborative learning behavior has received less focus. The thesis further highlights the lack of evidence in Pakistan's higher education institutions. Self-oriented interpersonal characteristics might have unique implications for collaborative learning within a context of cultural importance for cooperation, respect, group harmony and shared responsibility.

An attempt was therefore made in the present study to explore these relationships among University students in Pakistan. In particular, the study aimed to analyze the relationship among academic motivations, collaborative learning behavior and narcissistic personality traits; explore the relationship between academic motivations and collaborative learning behavior; and to determine whether there is a mediating effect between collaboration and academic motivation and narcissism. Based on the hypotheses, the study assumed that the academic motivation would be positively correlated with narcissism characters while the characters of collaborative learning would be negatively correlated with narcissism, and the characters of collaborative learning would mediate the relationship between narcissism and academic motivation.

The study aimed to go beyond the mere association of variables, and to examine the interpersonal learning process that could link personality characteristics with motivational outcomes in the three variables of a single correlational mediation model. The emphasis was on the students from the university and the measures applied in the thesis. The findings thus yielded a foundation to understand the role of self-oriented personality characteristics and collaborative academic experiences working in tandem in the Pakistani scenario of higher education.

2. Methodology

The study used a quantitative correlational research design to examine the relationships between Narcissistic Traits, Collaborative Learning Behavior, and Academic Motivation. A total of 250 university students from ages 18-26 were selected. Purposive (non-probability) sampling of universities in Pakistan was used to select the participants. The sample included 129 males (51.6%) and 121 females (48.4%). The mean age of participants was 21.91 years ($SD = 2.62$).

Inclusion criteria were being enrolled in a university program and being able to comprehend English. The students who had any psychological disorders as reported, and the ones who had incomplete or incorrect questionnaires were not included in the study. Demographic information consisted of age, gender, family system, birth order, monthly family income, qualification, semester, CGPA, preferred learning style and average study hours per day.

Demographic Information Sheet. Personal and academic information relevant to this study was collected by a self-developed demographic information sheet. It was used to describe the characteristic and distribution of the sample of the participants.

Narcissistic Personality Inventory. The Narcissistic Personality Inventory (NPI) was used to assess narcissistic characteristics in the non-clinical student population. The thesis outlines areas of authority, self-sufficiency, superiority, exhibitionism, exploitativeness, vanity and entitlement. There were 40 items in the measure. The reliability of the NPI was .61 for the present sample.

Collaborative Learning Behavior Scale (CLBS). Behavior related to successful group work was assessed using the Collaborative Learning Behavior Scale (CLBS), which is presented as being developed by Stevens and Campion (1994). These include communication, cooperative problem solving, conflict resolution, group interaction and self-management. There were 15 items on the scale and the internal consistency of the scale in the present sample was .88.

Academic Motivation Scale. The Academic Motivation Scale (AMS), developed by Vallerand and colleagues (1992), was used to assess academic motivation. In this thesis the scale was described as an intrinsic motivation scale, extrinsic motivation scale, and an amotivation scale. In the present sample, it had an internal consistency of $\alpha = .85$, and 28 items.

An ethical consideration is the right thing to do. An ethical consideration is the correct way to do it. Ethical issues were considered throughout the data collection process. The participants were briefed on the objective and nature of the study and informed consent was taken prior to participation. Respondents were free to leave the survey at any time without penalty and were given the option to not participate. Identifying information was not gathered. The information collected was kept confidential and anonymous, and utilized for academic and research purposes. Coding, storage and reporting of data was done carefully and secured, and findings were reported in aggregated form.

After consenting, participants were contacted in the classroom, and then completed the demographic form and three standardized questionnaires. Responses were entered into computer software for analysis and were coded. The thesis reports that SPSS version 26 was used for the statistical analyses. Participant characteristics were summarized using descriptive statistics such as frequencies, percentages, means and standard deviations. To determine how well the study measures were internally consistent, Cronbach's alpha was computed.

The relationships between narcissism, collaborative learning behavior and academic motivation were explored through Pearson product-moment correlation. To find the predicting contribution of narcissism and collaborative learning behavior in the academic motivation, the enter linear regression analysis was carried out. To test for mediation, PROCESS Macro (Hayes, 2022) was used with collaborative learning behavior as the mediator between narcissism and academic motivation.

The analysis strategy matched with the hypotheses put forward in the thesis: Hypothesis 1 dealt with the relationship between narcissistic traits and academic motivation; Hypothesis 2 dealt with the relationship between narcissistic traits and collaborative learning behavior; and Hypothesis 3 examined the mediation role of collaborative learning behavior.

3. Result

The sample included 250 University students. Besides the gender and age distribution mentioned in the methodology, 37.6% of the participants reported to be living in a joint family system, 29.6% in a nuclear family system and 32.8% in an extended family system. In terms of qualification, 50.4% were studying BS courses and 49.6% were studying MS/MA courses. The third to fifth

semester group was the largest group (26.0%). The mean CGPA was 3.26 (SD = .72).

Table 1: Psychometric Properties of Study Measures (N = 250)

Measure	k	M	SD	Range	α
NPI	40	24.28	4.36	18–34	.61
CLBS	15	46.40	9.30	25–66	.88
AMS	28	156.48	12.44	122–182	.85

The NPI has a satisfactory level of Cronbach's alpha of .61 in the present study, as described in the thesis. The internal consistency for CLBS was high ($\alpha = .88$) and that for AMS was good ($\alpha = .85$). These results showed good reliability of the measures used in the present study.

Table 2: Pearson Product-Moment Correlations Among Study Variables (N = 250)

Variables	Narcissism	Collaborative Learning	Academic Motivation
Narcissism	—	-.67***	.60***
Collaborative Learning	-.67***	—	-.63***
Academic Motivation	.60***	-.63***	—

Altruism had a strong positive and statistically significant association with academic motivation, $r = .60$, $p < .001$. The collaborative learning behavior was also significantly and negatively related to narcissistic traits, $r = -.67$, $p < .001$. Academic motivation was significantly and negatively associated with collaborative learning behavior, $r = -.63$, $p < .001$. As a result, the three suggested relationships were found to be statistically significant, as expected, in the three proposed directions.

Table 3: Linear Regression Predicting Academic Motivation (N = 250)

Predictor	B	SE	β	t	95% CI
Constant	159.68	7.68	—	20.77	144.55–174.83
Narcissism	.92	.18	.32***	5.08	.56–1.28
Collaborative Learning	-.55	.08	-.41***	-6.48	-.72–-.38

The regression model was significant, $F(2, 247) = 104.15$, $p < .001$, and explained 45% of the variance in academic motivation ($R^2 = .45$). Academic motivation was a significant positive predictor ($\beta = .32$, $p < .001$) and collaborative learning behavior was a significant negative predictor ($\beta = -.41$, $p < .001$) of narcissism.

Table 4: Direct and Indirect Effects in the Mediation Model (N = 250)

Model Path/Outcome	Coefficient	95% CI	R ²	F
Narcissism → Collaborative Learning	-1.44*** 210.50***	-1.64 to		12.45
Narcissism → Academic Motivation 104.15***	.92***	.56 to 1.28	.45	
Collaborative Learning → Academic Motivation 104.15***	-.55***	-.72 to -.38	0.45	
Narcissism → Academic Motivation 142.60***	1.72***	1.45 to 2.00	.36	

The mediation analysis performed with PROCESS Macro revealed that there was a significant relationship between narcissism and collaborative learning behavior ($\beta = -1.44$, $p < .001$). Academic motivation was also significantly predicted by narcissism ($\beta = .92$, $p < .001$), and lastly, collaborative learning behavior was significantly predicted by academic motivation ($\beta = -.55$, $p < .001$). The thesis states that the relationship between Narcissism and academic motivation was completely mediated by collaborative learning behavior. Based on the mediation result, the third hypothesis is supported, and collaborative learning behavior is determined as an intervening process between the two main constructs.

The current study investigated the relationship between narcissism, cooperative learning and academic motivation among the students of university in Pakistan. All three hypotheses were confirmed by the results. The results showed that the academic motivation was positively correlated with narcissistic traits and negatively correlated with collaborative learning behavior, while the collaborative learning behavior was a full mediator between narcissism and academic

motivation. The results as a whole indicate that students' personality traits and interpersonal learning experiences are closely related to their motivational functioning.

The first hypothesis was that there was a positive correlation between the presence of the narcissistic traits and academic motivation. This hypothesis was confirmed by the high correlation between narcissism and academic motivation ($r = .60, p < .001$). The finding is consistent with the thesis literature describing narcissism as related to achievement striving, performance orientation, social recognition, and self-enhancement. measurable evidence of success can be found in academic settings in the form of grades, assessment, presentations, awards, and relative comparison with others. This situation might be especially pertinent to students whose motivation is related to recognition/positive self-evaluation.

The positive association can't be seen as evidence that the narcissistic traits lead to healthy or autonomous motivation from a Self-Determination Theory perspective. The thesis focuses on the possibility of a relationship between control and/or ego-involved motives with Narcissistic engagement, where academic activities are instigated by recognition, status or self image protection. Therefore, a student can have high academic motivation and have an external-oriented quality of motivation. The current finding, therefore, falls in line with the difference between the strength of motivation and what motivates.

The second hypothesis was that narcissistic traits would be negatively related to collaborative learning behavior. This was strongly supported with a correlation of $r = -.67$ ($p < .001$). The findings suggest that the more narcissistic a person was, the less favorable the collaborative learning behavior was in this sample. The thesis provides an explanation of this pattern based on the interpersonal traits of narcissism, specifically self-enhancement, dominance, competitiveness and feedback sensitivity.

Students have to communicate, coordinate tasks, think through various ideas, problem solve together, and engage in shared decision making for collaborative learning to occur. These might be challenging in the presence of a strong self-focused interpersonal behavior. The thesis literature suggests that narcissistic tendencies can be linked to controlling group processes, restricting the contributions of others, avoiding criticism, and using interaction as a means to gain status but not build shared knowledge. These patterns can negatively affect the group skills of cohesion and

reciprocal learning (Grijalva & Newman, 2015; Nevicka et al., 2018).

To examine whether collaborative learning behavior mediated the relationship between narcissism and academic motivation, the third hypothesis was tested. This hypothesis was supported by the mediation analysis which showed total mediation. This result is significant as it implies that an individual's motivational process is not enough to account for the relationship between narcissistic traits and academic motivation. Students' involvement in interpersonal learning activities seems to be an important aspect of the relationship.

The mediation finding is in keeping with the theory of the thesis. As suggested by Self-Determination Theory (RT, 2017), relatedness, competence and autonomy are central to the motivational functioning. These needs can be met with positive collaborative experiences, such as peer connection, problem solving, and decision making participation. Students may be less likely to benefit from the interpersonal aspects of collaborative learning if the negative aspects of the narcissistic traits are present and disrupt the learning process. However, Social Learning Theory also focuses on observing, receiving feedback, engaging in reciprocal interaction, and adapting behavior in social contexts (Bandura, 1977; Schunk & DiBenedetto, 2020).

The results also corroborate the discussion of the thesis Narcissistic admiration and rivalry. Characteristics of assertiveness and confidence can facilitate participation and striving for achievement, and characteristics that are antagonistic or competitive can hinder cooperation and sensitivity to feedback. The present study did not use the NPI as a means to measure the effects of admiration and rivalry separately because the measure for narcissism was a broader construct. However, the results support the need to take narcissism into account in the interpersonal environment in which academic behavior takes place.

The results have implications for higher education and student support. The thesis proposes the structuring of learning activities based on shared responsibility, equal participation, feedback from peers, communication, empathy and conflict resolution. Such approaches are more about enhancing co-operative skills and working habits than on trying to modify personal traits. If learners have challenges in group learning, student counseling and educational assistance can focus on interpersonal sensitivity, emotional control, communication and cooperative working skills.

There are some restrictions to be taken into account. The cross sectional correlational design cannot make causal inferences. Subjective response patterns and social desirability may have an impact on self-report measures. The sample was confined to students of Universities of Pakistan and may not be generalized to other age groups and cultural context. The study also did not separately test narcissistic admiration and rivalry, but rather narcissism as a general construct. Other extensions of the thesis identified for future studies are a longitudinal design, research on other mediators or moderators, research on other dimensions of narcissism, and research by other fields, education levels and cultural settings.

In general, the present results show that there is meaningful relationship between narcissism traits, collaborative learning behavior, and academic motivation of the university students who were included in the study. The results of the mediation model showed that academic motivation was positively correlated with narcissistic traits and negatively correlated with collaborative learning behavior and that collaborative learning behavior was the mediator between narcissism and academic motivation. The results thus underline the need to take into account the combination of personality and interpersonal learning experiences instead of academic motivation as an exclusively individual process.

The findings are significant in the Pakistani higher education system outlined in the thesis since cooperation; respect, interpersonal harmony, and a sense of responsibility are all vital dimensions of group learning. For students who have greater opportunities to benefit from the social and motivational aspects of learning, collaborative activities may be designed to support these aspects. The study thus makes a contribution towards understanding the differences in academic behavior caused by personality, and can serve as a reference for thinking about collaborative learning behavior in the psychological support and educational field.

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