



Predictive Role of Narcissism and Family Relations on Decision-making Characteristics of Secondary School Students*

Durmus UMMET¹, Halil EKSI², Ahmet ERDOGAN³

ARTICLE INFO

Article History:

Received: 21 Aug. 2017

Received in revised form: 20 Apr. 2018

Accepted: 09 Jan. 2019

DOI: 10.14689/ejer.2019.79.2

Keywords

decision-making, narcissism, family relationship, adolescence, personality

ABSTRACT

Purpose: This study aimed at examining the effects of narcissism and family relations on secondary school students' decision-making characteristics. The study also investigated whether or not students' decision-making characteristics differentiated according to gender.

Research Methods: Participants were secondary school students who were studying at different secondary schools in Istanbul, and who were selected randomly on a voluntary basis. Formed by a relational screening model, data were collected using the Adolescent Decision-Making Questionnaire for

determining decision-making characteristics, the Childhood Narcissism Scale for determining narcissism characteristics, and the Family Relationship Scale for Children for determining family relationships. Regression analysis was used to determine whether or not students' narcissism and interfamily relations predicted their decision making characteristics, and independent samples t test was used to determine whether or not students' decision making characteristics differentiated according to gender.

Results: The findings showed that narcissism characteristics of secondary school students significantly predicted self-esteem, vigilance, and complacency characteristics in decision-making. Both discouraging and supportive relations of families significantly predicted self-esteem, vigilance, complacency, panic, and cop-out characteristics in decision-making. It was also found that gender was a significant factor.

Implications for Research and Practice: Both narcissism and family relations of students significantly predicted their decision making characteristics; also there were significant differences according to gender variances in decision making. The results suggest that families should be educated regarding their attitudes on raising children, and that educators and teachers should work together to support adolescents' decision-making process in a positive direction. Moreover, different studies about this issue should be conducted.

© 2019 Ani Publishing Ltd. All rights reserved

*This study was partly presented at the 3rd International Eurasian Educational Research Congress in Mugla, 31 May - 03 June, 2016

¹ Marmara University, TURKEY, e-mail: dummet@marmara.edu.tr, ORCID: <https://orcid.org/0000-0002-8318-9026>

² Marmara University University, TURKEY, e-mail: h.eksi70@gmail.com, ORCID: <https://orcid.org/0000-0001-7520-4559>

³ Ministry of National Education, TURKEY, e-mail: ahmeterdogan.psk@gmail.com, ORCID: <https://orcid.org/0000-0003-0374-4104>

Introduction

The last years of middle school are a period when students begin to undergo physical, emotional, social and other changes, and when entering adolescence is strongly emphasised. This period, which can also be regarded as a significant period of change in a person's life, is considered in the present study within the context of several variables. Various topics related to adolescence have received attention from educators, psychologists, philosophers, sociologists and parents (Eksi, 1990). Adolescence, from the Latin *adolescere* (to grow up), is characterised as the age between the end of childhood and the transition to young adulthood (Arnett, 2000; Schvaneveldt & Adams, 2001; Yavuzer, 1993). It is a particular stage in which physical growth; hormonal, sexual and social development; and emotional, personal and mental changes occur in an individual, beginning at puberty, and is considered to end when physical growth stops. In addition to these changes, society today assigns certain roles to young people who are approaching adulthood (Adams, 1995; Dacey & Kenny, 1994; Kulaksizoglu, 1998). In short, adolescence is a developmental period whose significance has been emphasised by researchers in the field with motions towards these dynamics.

The families, communities and educational institutions of adolescent individuals hold many expectations of these young people. As they are no longer children due to the development that occurs specifically in this period, adolescents are expected to start making more critical decisions, whether related to their own life or to their environment. Many research studies have investigated how decisions made during adolescence can have an impact on an individual's entire life (Arnett, 2004; Atkinson, Atkinson, Smith, Bem, & Nolen-Hoeksema, 1999; Colakkadioglu, 2003; Deniz, 2006; Ersever, 1996; Kilicci, 2000; Kurt, 2003; Mann, 1998; Naftel & Driscoll, 1993). These studies, whether conducted in Turkey or in other cultures, share the common perspective that the healthy choices young individuals make, have a positive influence on their lives in the period that follows. In summary, it can be said that the path to success in life comes from the ability to make healthy decisions based on knowing which choices are likely to produce beneficial results and which are not (Byrnes, 1998; Oztemel, 2012). The act of making decisions, as mentioned earlier, is demonstrated in every area and every moment of an individual's life.

The processes of decision-making and problem-solving resemble each other conceptually. Decision-making, which starts after a situation emerges that requires a decision, has been identified as a process that establishes how one will behave, what one will do, and when one will act in the face of this situation. Both concepts are also considered complex processes in which an individual determines the alternative that can obtain the most useful result from among the identified and evaluated options (Kasik, 2009; Miller, 2000; Phillips, Paziienza & Ferrin, 1984). Deciding, thus, does not refer to a single moment or phase but to a process. First, individuals encounter a crisis or situation, and then they set a path for themselves by taking advantage of the options that appear in front of them. Afterwards, they are affected by the results of the choice they make, which is either positive or negative (Charles, 2000; Colakkadioglu, 2003; Ozolins & Stenstrom, 2003). In other words, deciding is not a linear phenomenon that

starts and ends in a moment; rather, it is a complex action with internal stages, and it functions more in the process of a situation.

Some studies have attempted to explain the styles individuals use when making decisions, and the degree to which these styles affect their levels of self-esteem and anxiety. Janis and Mann (1977) established the conflict-theory model of decision-making, which addressed the styles used in decision-making. The styles in this approach are classified into five types: unconflicted adherence, unconflicted change, defensive avoidance, hypervigilance, and vigilance. One can argue that, regardless of whichever decision style an individual uses, the family is the first factor in influencing how the forms of behaviour related to an individual's decision-making are shaped (Noone, 2002; Rollinson, 2002). The family plays a key role in allowing adolescents to participate in decisions and in developing their competence while they are going through adolescence (Brown & Mann, 1990). The family, which plays the most significant role in an individual's development of personality and behaviour, is also critical for the individual to enjoy success while going through an important process such as puberty (Kulaksizoglu, 1998; Ladd & Petit, 2002). In a way, the family is the source for the way in which adolescents gain freedom, express themselves in society and, therefore, overcome difficulties they face (Morgan, 1991). According to Satir (2001), the worth that family members place on each other is high in healthy families, and each family member is supported in making his/her own decisions. As in all other developmental periods, it is also important for a family to be encouraging for an adolescent to acquire the skills of decision-making and autonomy (Cuhadaroglu, 2004). The effect of the family on adolescents' decision-making behaviour is encountered in most positions on child-raising as well as in personality development, which is shaped by this (Buss & Plomin, 1984). All these explanations emphasise the role of family in shaping the behaviours adolescents exhibit related to decision-making.

The critical role of the family in shaping a child's personality traits is well known and universally accepted. In this regard, narcissism is a phenomenon which reportedly appears to have increased in frequency these days (Twenge & Campbell, 2009), and where the effect of the family is a rather significant variable in its development (Kernberg, 2012). Narcissism means a person takes pleasure from and feels sexual desire towards his or her own body (Ozaydin, 1984). A narcissistic person is more interested in him/herself than others, and feels self-admiration. Narcissism in individuals occurs during infancy. Under normal conditions, a baby gradually begins to distinguish itself within a short period after birth as an entity separate from its mother/caregiver. Being able to experience this process in a healthy way depends on the mother providing the baby with enough love and trust. However, a mother's failure to satisfy a child's requirements for love and trust may cause the child to experience self-defensive anger, because his/her development remains stuck at a primitive level without separate boundaries of self (Atay, 2010; Masterson, 2006). Such fear and anger experienced in childhood may be another source in the formation of narcissism (Fromm, 1999). In fact, while narcissistic individuals have a deep lack of confidence in infrastructure, they think of themselves as unique and great. This also

causes them to feel strong and to act as if they are better than everyone else (Freud, 2007; Fromm, 1994; Kohut, 2004). In light of all this revealed information, it can be said that personality is one of the most important variables that provides direction for the behaviour of an individual, whose foundation begins within the family environment. As a determining factor in much behaviour, an individual's personality traits lie beneath his/her decision-making behaviours. It can be argued that narcissism, which in this context influences individual behaviour as a personality trait, provides direction in decision-making. With motion from this rationale, the current study may be considered as original research insofar as it may help experts who work with adolescent individuals develop different points of view about their behavioural dynamics.

This study, which aims at examining narcissism in middle school students, and the predictive role of family relationships in decision-making, seeks to address the following sub-problems:

- i) To what degree do students' narcissistic qualities predict their decision-making behaviours?
- ii) To what degree do students' family relations predict their decision-making behaviours?
- iii) Do students' decision-making behaviours differ according to gender?

Method

Research Design

Because the present research aimed at investigating the effect of middle school students' narcissistic characteristics and patterns of family relations on their decision-making behaviours, the relational screening model was selected among quantitative research methods. This model attempts to detect whether or not variables jointly change and, if so, how this change occurs (Karasar, 1999).

Research Sample

Participants were 300 students in the seventh- and eighth-grade classrooms of five different middle schools in Istanbul, with 157 (52.3%) male and 143 (47.7%) female students, whose average age was 13.20. Of these students, 158 (52.6%) were in the seventh grade, and 142 (47.4%) were in the eighth grade. Stratified sampling, a probability-based sampling type, was used in the study, and this sampling offers a variety that guarantees that subgroups in the universe will be represented (Greasley, 2008). Because students in the seventh and eighth grades in middle school have more experience in making decisions, such as deciding on the type of high school, the fifth and sixth grades were not included in the study group.

Research Instruments and Procedures

Adolescent decision-making questionnaire. The Adolescent Decision-Making Questionnaire, developed by Mann, Harmoni and Power (1989) for preadolescents between the ages of 13 and 15 and adapted into Turkish by Colakkadioglu and Guçray

(2007), was examined for its coefficients of construct validity, correlations of subscales with each other, criterion-related validity, Cronbach's alpha of internal consistency, item-total score correlation and test-retest reliability. The result of confirmatory factor analysis performed for the scale's construct validity showed the scale, as adapted into Turkish for a population between 13 and 15 years old, to be in accordance with the original five sub-dimensions of the scale (self-esteem in decision-making, vigilance, complacency, panic and cop-out), and all its items were placed in the relevant subscale. Additionally, the scale's Cronbach alpha coefficient for the sub-dimensions of self-esteem, vigilance, complacency, panic and cop-out were found to be .84, .85, .83, .76 and .77, respectively, and the test-retest consistency was found to be .85, .79, .85, .67 and .78, respectively (Colakkadioglu, 2012).

Childhood narcissism scale. Validity and reliability of the Turkish version of this scale (the original scale was made by Thomaes, Stegge, Bushman, Olthof, & Denissen, 2008) was performed by Akin, Sahin and Gulsen (2015). As a result of the confirmatory factor analysis applied to the scale's structural validity, it was found appropriately to have one dimension ($\chi^2 = 49.88$, $df = 35$, $p = 0.04920$, $RMSEA = .042$, $NFI = .91$, $IFI = .97$, $CFI = .97$, $GFI = .96$, $SRMR = .050$). The scale, made using a four-point Likert-type evaluation (0 = definitely not true; 1 = not true; 2 = partially true; 3 = definitely true), consisted of a total of 30 items. The internal consistency of reliability for the scale was found to be .72. The corrected item-total correlations of the scale range between .29 and .52 (Akin, et al., 2015).

Family relationship scale for children. This scale, developed by Demirtas-Zorbaz and Korkut-Owen (2013), was developed for children based on healthy family characteristics as identified by the McMaster Model, and by Krysan, Moore and Zill (1990) by looking at how children perceive family functions. Through explanatory factor analysis, the scale was reduced from 56 items to a two-factor 20-item structure using varimax rotation. This structure was tested through confirmatory factor analysis, and the scale's indices were found to have significant consistency. The scale had a two-factor structure, Supportive Family Relations (10 items) and Inhibitive Family Relations (also 10 items). Cronbach's alpha for the scale, which gave two separate scores according to the theoretical structure, was found for the two separate groups as .82 and .84 in the first sub-dimension, and .76 and .78 in the second dimension.

Data Analysis

The appropriate post-application data were entered into the programme SPSS-21, and the sub-dimension and total scores were calculated in line with the specifications of the scales. Parametric and non-parametric analyses were performed in accordance with the purpose after a series of calculations had been carried out to determine the suitability of the data for statistical analyses. At this point, Pearson's correlational analysis was first used for the purpose of being able to see the relationship among variables. Afterwards, multiple regression analysis was used to be able to see whether or not students' narcissistic qualities, with supportive internal family relations and discouraging internal family relations, were able to predict the sub-dimensions of their decision-making characteristics. Here, the two separate and inversely related variables of internally supportive family relations and internally discouraging family relations were analysed independently alongside narcissism. Also, because the decision-

making scale did not have a single total score, the sub-dimensions of decision-making were handled separately as dependent variables, and the analyses were made in accordance with this. Lastly, independent-samples *t*-test was used to determine whether decision-making characteristics differed according to students' gender.

Results

The mean and standard deviation values resulting from Pearson's correlational analysis of the relationships among dependent and predictor variables are shown in Table 1. Based on these, while no significant relationship was detected between internally supportive family relations and narcissism, a significant negative relationship was detected between internally discouraging family relations and narcissism. While a significant positive relationship was found for narcissism with self-esteem in decision-making, vigilance and complacency; no significant relationship was found for narcissism with panic or cop-out. While the scores for internally discouraging family relations had a significant negative relationship with self-esteem in decision-making, they had a significant positive relationship with complacency, panic and cop-out. However, no significant relationship existed between vigilance and internally discouraging family relations. Lastly, internally supportive family relations had a significant positive relationship with vigilance and self-esteem in decision-making, and a significant negative relationship with complacency, panic and cop-out.

Table 1

Means, Standard Deviations and Intercorrelations for Narcissism and Internally Discouraging/Supportive Family Relations with Subscales of Decision-making (N = 300)

	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8
1.	16.40	5.21	1							
2.	14.94	4.21	.082	1						
3.	25.49	4.13	.055	.449**	1					
4.	17.08	3.00	.143*	.293**	.316**	1				
5.	18.16	3.44	.245**	.067	.291**	.517**	1			
6.	10.48	2.94	.261**	.187**	-.142*	-.302**	-.118*	1		
7.	13.14	3.68	.102	.215**	-.184**	-.321**	-.061	.445**	1	
8.	10.91	3.41	.047	.278**	-.190**	-.279**	-.172**	.428**	.268**	1

p* < .05, *p* < .001, ****p* < .000

(1. Narcissism, 2. Discouraging relations, 3. Supportive relations, 4. Self-esteem, 5. Vigilance, 6. Complacency, 7. Panic, 8. Cop-out)

Through multiple regression analysis, both the features of narcissism and internally discouraging family relations were identified as having a significant predictor effect on the students' characteristics of self-esteem in decision-making according to the standardised β -coefficients. Narcissism and discouraging relations together were found to explain 11% of the variance in the scores for self-esteem in

decision-making. The performed analyses showed the qualities of narcissism to be a significant predictor in the characteristics of students' vigilance, a sub-dimension of decision-making; however, internally discouraging family relations were not shown as being a significant predictor. Narcissism and discouraging relations together were found to explain 7% of the variance in the scores for vigilance. The performed analyses showed that both students' narcissistic features and their internally discouraging family relations were significant predictors of the characteristic of complacency, another sub-dimension of decision-making. Narcissism and discouraging relations together were found to explain 10% of the variance in the scores for complacency. However, while students' narcissistic qualities were identified as not being a significant predictor in the characteristic of panic, internally discouraging family relations were identified as a significant predictor of panic. Narcissism and discouraging relations together were found to explain 5% of the variance in scores for panic. Lastly, students' qualities of narcissism were not identified as being a significant predictor of the characteristic of cop-out; however, internally discouraging family relations were found as being a significant predictor of cop-out. Narcissism and discouraging relations together were found to explain 8% of the variance in the scores for cop-out (see Table 2).

Table 2

Simultaneous Multiple Regression Analysis for Narcissism and Discouraging Family Relations as Predictors of Decision-making Characteristics (N = 300)

Dependent Variables	Independent Variables	B	SE	β	t	R	R ²	f	p
1	Narcissism	.097	.032	.168	3.070	.338	.114	19.107	.000
	Discouraging relations	-.219	.039	-.307	-5.600				
2	Narcissism	.166	.037	.252	4.483	.260	.068	10.765	.000
	Discouraging relations	-.072	.046	-.088	-1.561				
3	Narcissism	.140	.031	.248	4.475	.310	.096	15.732	.000
	Discouraging relations	.116	.039	.166	3.003				
4	Narcissism	.060	.040	.085	1.504	.231	.053	8.384	.000
	Discouraging relations	.182	.050	.208	3.672				
5	Narcissism	.016	.037	.024	.436	.279	.078	12.521	.000
	Discouraging relations	.223	.045	.276	4.932				

(1. Self-esteem, 2. Vigilance, 3. Complacency, 4. Panic, 5. Cop-out)

Through the multiple regression analysis that was performed, both the qualities of narcissism and internally supportive family relations were identified as having a significant predictive effect on students' characteristics of self-esteem in decision-making according to the standardised β -coefficients. Narcissism and supportive relations together were found to explain 12% of the variance in scores for self-esteem in decision-making. The performed analyses showed both narcissistic features and internally supportive family relations as being significant predictors of students' qualities of vigilance, a sub-dimension of decision-making. Narcissism and supportive relations together were found to explain 14% of the variance in scores for vigilance. The performed analyses showed both students' narcissistic qualities and internally supportive family relations as significant predictors of the characteristic of complacency, another sub-dimension of decision-making. Narcissism and supportive relations together were found to explain 9% of the variance in the scores for complacency. Thus, in terms of the analyses, both students' narcissistic features and internally supportive family relations were identified as significant predictors of the characteristic of panic. Narcissism and supportive relations together were found to explain 5% of the variance in scores for panic. Lastly, students' narcissistic features were found as not being a significant predictor of cop-out, whereas internally supportive family relations were found as being a significant predictor of cop-out. Narcissism and supportive relations together were found to explain 4% of the variance in scores for cop-out (see Table 3).

Table 3

Simultaneous Multiple Regression Analysis for Narcissism and Internally Supportive Family Relations as Predictors of Decision-making Characteristics (N = 300)

Dependent Variables	Independent Variables	B	SE	β	t	R	R ²	f	p
1	Narcissism	.073	.031	.126	2.305	.340	.116	19.461	.000
	Supportive relations	.225	.040	.309	5.661				
2	Narcissism	.152	.036	.229	4.250	.370	.137	23.582	.000
	Supportive relations	.232	.045	.278	5.151				
3	Narcissism	.152	.031	.270	4.880	.305	.093	15.222	.000
	Supportive relations	-.112	.039	-.157	-2.840				
4	Narcissism	.080	.040	.113	1.988	.216	.047	7.257	.000
	Supportive relations	-.169	.051	-.190	-3.352				
5	Narcissism	.080	.040	.113	1.988	.199	.040	6.121	.000
	Supportive relations	-.169	.051	-.190	-3.352				

(1. Self-esteem, 2. Vigilance, 3. Complacency, 4. Panic, 5. Cop-out)

The results of the performed independent group *t*-test (see Table 4) showed the difference between male and female students' arithmetic means for their scores on self-esteem in decision-making to be statistically significant ($t = -1,390; p < .000$). According to this, female students exhibited greater self-esteem behaviour in decision-making than male students. However, students showed no significant change in their decision-making behaviours of vigilance, complacency, panic or cop-out according to gender ($p > .050$).

Table 4

Independent Group t-test Related to Difference of Self-Esteem in Decision-making According to Gender

Characteristic	Gender	n	\bar{x}	SS	$SH_{\bar{x}}$	t Test		
						SD	t	p
Self-Esteem in Decision-making	Male	157	16.85	2.58	.206	298	-1.390	.000
	Female	143	17.33	3.40	.284			

Discussion, Conclusion and Recommendations

According to the results of the present study, the characteristics of vigilance, complacency, and self-esteem in the processes of decision-making stand out in adolescents who show the quality of narcissism. The most significant feature of narcissism concerns how the individual's features are exaggeratedly brought forward, and their interest in others is reduced (Timuroglu & Iscan, 2008). This finding on the qualities of narcissism overlaps with those from previous studies. Because narcissistic individuals are more concerned with their own views and inclinations than the views and thoughts of those in the outside world, having high levels of inclination towards self-esteem can be interpreted as an expected situation. This is because self-esteem in decision-making reflects high confidence they feel towards themselves in decision-making situations (Janis & Mann, 1979). The behaviours of vigilance and complacency that narcissistic individuals exhibit are compatible with the findings in the literature. According to Masterson (2006), narcissistic individuals act while thinking about their future because they place importance on their own future and do not think about others as much as themselves. In this context, the tendency to be complacent and more careful in decision-making becomes more important to these individuals. A similar finding appears in Kocakula's (2012) study, which identified a positive relationship between the sub-dimensions of decision-making and narcissism.

The concept of narcissism has also been considered separately as non-threatening narcissism and pathological narcissism. According to Rozenblatt (2002), non-threatening (normal) narcissism is the experience of feeling one's self in harmony with one's near surroundings and those in it, and feeling able to meet its expectations. Normal narcissistic individuals are those over-interested in their own successes who always want more (Fromm, 1994). People defined as normal narcissists can in fact be treated as individuals with quite high self-esteem and self-confidence. Tazegul (2013) revealed a positive relationship between self-respect and narcissism. From this perspective, the findings of the present study appear to overlap with those from other

studies that have indicated the positive effect of self-respect on the behaviour of decision-making (Burnett, 1991; Burnett, Mann, & Beswick 1989; Mann et al., 1989; Phillips et al., 1984).

Students' internally supportive family relations were found as significantly predicting decision-making characteristics of self-esteem and vigilance in a positive direction, and of complacency, panic and cop-out in a negative direction. In parallel, students' internally discouraging family relations were found as predicting the characteristic of self-esteem in decision-making in a negative direction, and of complacency, panic and cop-out in a positive direction. These findings clearly show that, when parents raise their children supportively, with a healthy attitude that acquaints them with freedom, children's decision-making behaviours are expressed in a more desirable way. The findings of the current study coincide with those of other studies showing the positive effects of being raised in an environment where the family is healthy and supportive of children's decision-making behaviours (Brown & Mann, 1991; Dulger, 2009; Eldeleklioglu, 1996; Gucray, 1998; Mann et al., 1989; Wilks, 1986). Schvaneveldt and Adams (1983) determined that the family has a significant impact on the autonomy of an adolescent individual's decision-making. However, Tatlioglu's (2014) study found the level of self-esteem in decision-making within all demeanours of the family to be highest in those raised in democratic families. All these findings indicate the importance of the family's role in adolescents' decision-making behaviour.

When investigating the decision-making levels of all the sub-dimensions according to gender, female students were found as exhibiting to a greater extent the behaviour of self-esteem in decision-making than male students. In parallel with the findings of this study, some previous studies that examined gender and decision-making (Gucray, 1998; Izgar, 2003; Koksall, 2003) showed girls as being more likely than boys to demonstrate healthy decision-making behaviours. This finding is thought to be related to the developmental period in which girls and boys of this age find themselves. In this period, girls undergo changes related to puberty before boys, and in one respect gain adult-like qualities before boys (Berkem-Guvenc, 1996; Kulaksizoglu, 1998; Ozbay & Ozturk, 1992; Yorukoglu, 1993). This situation establishes the significance of their self-esteem appearing higher than boys and, therefore, their self-esteem in decision-making. Other studies on this subject (Gucray, 1995; Gulbahce & Kartol, 2014; Mau, 2000) indicated contrarily that boys' levels of healthy behaviour in decision-making are further ahead of girls'. The results of other studies (Avsaroglu & Ure, 2007; Leaper, 1998; Tiryaki, 1997) showed no significant difference in decision-making behaviour according to the variable of gender. In fact, these findings suggest that gender may not be the only determinant variable in decision-making behaviours and that other variables may impact decision-making behaviours when introduced to the session.

The study has clearly identified that family attitudes towards child-rearing are one of the most important variables affecting children's personality features and behaviours. These findings also confirm this known fact. In this context, the importance of families being more educated and informed on this process is clear. However, children's qualities of narcissism appear as an effective variable on their decision-making behaviours. Because the literature, again, often emphasises the

importance of family in narcissistic qualities being acquired, it is also important to conduct future studies with families.

This study was conducted with middle school students in Istanbul. The social environment in which an individual lives is an effective variable on one's behaviours. Therefore, further studies conducted with adolescents living in different regions would lead to better understanding of this subject. Additionally, it is important to support the findings of this study, which was conducted as quantitative research, with qualitative studies that can reveal the causes of this issue in a greater depth.

References

- Adams, J. F. (1995). *Ergenligi anlamak*. [Understanding adolescence]. (Translate: B. Onur & et. all). Ankara: Imge Yayınevi.
- Akin, A., Sahin, M., & Gulsen, M. (2015). Cocukluk cagi narsisizm olcegi: Gecerlik ve guvenirlik calismasi [Childhood narcissism scale: A study of validity and reliability]. *Dicle Universitesi Ziya Gokalp Egitim Fakultesi Dergisi*, 24, 203-215.
- Arnett, J. J. (2000). Emerging adulthood: a theory of development from the late teens through the twenties. *American psychologist*, 55, 469-480.
- Arnett, J. J. (2004). *Emerging adulthood: The winding road from the late teens through the twenties*. New York: Oxford university.
- Atkinson, A. L., Atkinson, R. C., Smith, E. E., Bem, D. J., & Nolen-Hoeksema, S. (1999). *Psikolojiye giris*. [Introduction to psychology]. (Translate: Y. Alagon). Ankara: Arkadas Yayınevi.
- Atay, S. (2010). *Calisan narsisist*. [Working narcissist]. Istanbul: Namar yayinevi.
- Avsaroglu, S. (2007). *Universite ogrencilerinin karar vermede ozsaygi, karar verme ve stresle basa cikma stillerinin benlik saygisi ve bazı degiskenler acisinden incelenmesi*. [The study of styles of coping with stress, decision-making and self-esteem of university students on decision-making in terms of self-esteem and some variables]. (Yayınlanmamış Doktora Tezi). Selcuk Universitesi, Konya.
- Berkem-Guvenc, G. (1996). Erkek ve kiz universite ogrencilerinin aile ici etkilesime iliskin algilari ile toplumsal cinsiyet rolune iliskin tutumlari arasindaki iliski. [The relationship between male and female college students' perceptions of family interaction and gender role attitudes]. *3p dergisi*, 4 (1), 34-40.
- Brown, J. E., & Mann L. (1991). Decision-making competence and self-esteem: A comparison of parents and adolescent. *Journal of Adolescence*, 14, 363- 371.
- Brown, J. E., & Mann, L. (1990). The relationship between family structure and process variables and adolescent decision making. *Journal of Adolescence*, 13, 25-37.
- Burnett, P. C. (1991). Decision-making style and self-concept. *Australian Psychologist*, 26, 55-58.

- Burnett, P. C., Mann, L., & Beswick, G. (1989). Validation of the flinders' decision making questionnaire on course decision making by students. *Australian Psychologist*, 24, 285-292.
- Buss, A. H., & Plomin, R. (1984). *Temperament: Early developing personality traits*. Hillsdale. New jersey: Lawrence Erlbaum Associates.
- Byrnes, J. P. (1998). *The nature and development of decision-making: A self regulation model*. USA: Earlbaum Manwah.
- Charles, G. M. (2002). *Psikolojiyi anlamak (psikolojiye giris)*. [Understanding psychology (Introduction to psychology)]. (Translate: H. B. Ayvasik, M. Ayil). Ankara: Turk Psikoloji Birligi Yayinlari no: 23.
- Colakkadioglu, O. (2012). Ergenlerde karar verme olcegi'nin ortaogretim ogrencileri icin gecerlik ve guvenirlik calismasi. [The reliability and validity study of adolescent decision making questionnaire for the high school students]. *Mustafa Kemal Universitesi Sosyal Bilimler Enstitusu Dergisi*, 9 (19), 387-403.
- Cuhadaroglu, F. (2004). *Ergen ve ruhsal sorunlar. Durum saptama calismasi*. [Adolescence and mental problems. Situation detection work]. Ankara: Turkiye Bilimler Akademisi Raporlari.
- Dacey, J. S., & Kenny, M. (1994). *Adolescent development*. USA: Brown & Benchmark Publishers.
- Demirtas-Sorbaz, F., & Korkut-Owen, F. (2013). Cocuklar icin aile iliskileri olceginin gelistirilmesi. [Developing family relationship scale for children]. *Turk Psikolojik Danisma ve rehberlik Dergisi*, 4(39), 58-67.
- Deniz, M. E. (2006). The relationships among coping with stress, life satisfaction, decision-making styles and decision self-esteem: an investigation with turkish university students. *Social Behaviour and Personality*, 34, 1161-1170.
- Dulger, O. (2009). *Ergenlerde algilanan sosyal destek ile karar verme davranislari arasindaki iliski*. [Correlation between perceived social support and decision making behavior of adolescents]. Yuksek Lisans Tezi, Marmara Universitesi, Istanbul.
- Eldeleklioglu, J. (1996). *Karar stratejileri ile ana-baba tutumlari arasindaki iliski*. [Correlation between parental attitudes and decision making strategies]. Yayimlanmamis Doktora Tezi. Gazi Universitesi, Ankara.
- Ersever, O. H. (1996). *Karar stratejileri ile anne baba tutumlari arasindaki iliski*. [Correlation between decision making strategies and parental attitudes]. (Yayimlanmamis Doktora Tezi). Gazi Universitesi, Ankara.
- Eksi, A. (1990). *Cocuk, genc, ana babalar*. [Child, young, parents]. Ankara: Bilgi Yayınevi
- Freud, S. (2007). *Narsizm uzerine ve Schreber vakasi*, [On narcissism and Schreber case]. (Translate: Buyukkal, & Tura). Istanbul: Metis Yayinlari.
- Fromm, E. (1994). *Sevginin ve siddetin kaynagi* [Source of love and violence]. (Translate: Salman & Icten). Istanbul: Payel Yayinlari.

- Fromm, E. (1999). *Ozgurlukten kacis*. [Escape from freedom]. (Translate: Budak) Ankara: Oteki Yayinlari.
- Greasley, P. (2008). *Quantitative data analysis using SPSS. An Introduction for health & Social science*. Maidenhead: McGraw-Hill/Open University Press.
- Gucray-S. S. (1995). Karar verme davranislari olceginin gecerlik ve guvenirligi. [Reability and validity of making decision behaviors scale]. *Cukurova Universitesi Egitim Fakultesi Dergisi*, 2(4), 60- 68.
- Gucray, S. S. (1998). Bazi kisisel degiskenler, algılanan sosyal destek ve atilganligin karar verme stilleri ile iliskisi. [The relationship between some individual variables, perceived social support, assertiveness and making decision styles]. *Psikolojik Danisma ve Rehberlik Dergisi*, 11, 7-17.
- Gulbahce, A., & Kartol, A. (2014). Ilkogretim sekizinci sinif ogrencilerinin karar verme stratejilerinin bazı degiskenler acisindan incelenmesi. [The investigation of 8th grade student's decision making strategies in terms of some variables]. *Bayburt Universitesi Egitim Fakultesi Dergisi*, 9(2), 132-143.
- Izgar, G. (2003). *Okul yoneticilerinin karar verme stratejileri ve yeterlikleri*. [Decision strategies and adequacies of school administrators]. (Yuksekk Lisans Tezi). Selcuk Universitesi, Konya.
- Janis, I., & Mann, L. (1979). *Decision making. A psychological analysis of conflict, choice, and commitment*. New York: The free press, a division of macmillan inc.
- Karasar, N. (1999). *Bilimsel arastırma yontemleri*. [Scientific research methods]. Ankara: Nobel Yayınevi.
- Kasik, D. Z. (2009). *Ergenlerde karar verme stilleri ve algılanan sosyal destek duzeylerinin sosyal etkinlik beklentisi ve bazi degiskenler acisindan incelenmesi*. [Adolesent self-esteem and decision-making style of the decision with the perceived level of social support, social competence and level of expectation in terms of some variable treated as a comparative analysis]. (Yuksekk Lisans Tezi). Selcuk Universitesi, Konya.
- Kernberg, O. F. (2012). *Sinir durumlar ve patolojik narsisizm* [Boundary conditions and pathological narcissism]. (Translate: Atakay). Istanbul: Metis Yayinlari.
- Kilicci, Y. (2000). *Okulda ruh sagligi*. [Mental health in school]. Ankara: Ani Yayıncılık.
- Kocakula, O. (2012). *Narissistik ve obsesif kompulsif kisilik bozukluklarının karar sureclerine etkisi*. [The effects of narcissistic and obsessive compulsive personality disorders on decision making process]. (Yuksekk Lisans Tezi). Adnan Menderes Universitesi, Aydın.
- Kohut, H. (2004). *Kendiligin cozumlenmesi*. [Solution of self]. (Translate: Atbasoglu, Buyukkal & Iscan) Istanbul: Metis Yayinlari.
- Koksal, A. (2003). *Ergenlerde duygusal zeka ile karar verme stratejileri arasindaki iliski*. [The Relationship between emotional intelligence and decision making strategies in Adolescence]. (Yuksekk Lisans Tezi). İstanbul Universitesi, İstanbul.

- Kulaksizoglu, A. (1998). *Ergenlik psikolojisi*. [Adolescence psychology]. Istanbul: Remzi Kitapevi.
- Kurt, U. (2003). *Karar verme surecinde yoneticilerin kisilik yapilarinin etkileri*. [The effects of the managers' personalities to the decision making process]. (Yuksek Lisans Tezi). Baskent Universitesi, Ankara.
- Ladd, G. W., & Pettit, S. (2002). *Parenting and the development of children's peer relationships*. (In Bornstein, M. H. (ed.) *Handbook of Parenting: Vol. 5: Practical Issues in Parenting*, Erlbaum, Mahwah, NJ, pp. 269-309.
- Leaper, C. (1998). Decision-making processes between friends: Speaker and partner gender effects. *Sex Roles*, 39(112), 125-133.
- Mann, L. (1989). Becoming a better decision maker. *Australian psychologist*, 24(2), 141-155.
- Mann, L., Harmoni, R., & Power, P. (1989). Adolescent decision-making: The development of competence. *Journal of Adolescence*, 12(3), 265-278.
- Masterson, J. F. (2006). *Narsisistik ve borderline kisilik bozukluklari*. [Narcissistic and borderline personality disorders]. (Translate: Acil) Istanbul: Litera Yayıncılık.
- Mau, W. C. (2000). Cultural differences in career in career decision-making styles and self-efficacy. *Journal of Vocational Behavior*, 57, 365-378.
- Miller, D. C. (2000). *Adolescents' decision making in academic and social contexts: A self-regulation perspective*. (Doctoral Dissertation). University of Maryland, College park.
- Morgan, T., C. (1991). *Psikolojiye giris*. [Introduction to psychology]. (Translate: Arıcı). Ankara: Hacettepe Universitesi Psikoloji Bolumu Yayinlari.
- Naftel, M. I., & Driscoll, M. (1993). Problem solving and decision making in eighth-grade class. *Clearing house*, 66(3), 177-181.
- Noone, J. (2002). Concept analysis of decision making. *Nursing forum*, 3 (3), 21-32.
- Ozolins, A. R., & Stenstrom, U. (2003). Validation of health locus of control patterns in Swedish adolescent. *Adolescence*, 38(152), 650-658.
- Ozaydin, S. (1984). *Psikiyatri*. [Psychiatry]. Istanbul: Sanal Yayinlari.
- Ozbay, H., & Ozturk, E. (1992). *Genclik*. [Youth]. Istanbul: Iletisim Yayinlari.
- Oztemel, K. (2012). Kariyer kararsizligi ile mesleki karar verme oz yetkinlik ve kontrol odagi arasindaki iliskiler. [Relationships between career indecision career decision making self efficacy and locus of control]. *Gazi Universitesi Egitim Fakultesi Dergisi*, 32(2), 459-472.
- Phillips, S. D., Paziienza, N. Y., & Ferrin, H. H. (1984). Decision making styles and problem solving appraisal. *Journal of Counseling Psychology*, 31(4), 497-502.
- Rollinson, D. (2002): *Organizational behavior and analysis an integrated approach*. Essex: Pearson Education Ltd.

- Rozenblatt, S. (2002). *In defence of self: The relationship of self-esteem and narcissism to aggressive behavior*. (Doctoral Dissertation). Long Island University, USA.
- Satir, V. (2001). *İnsan yaratmak: Aile terapisinin basyapıtı*. [Creating people: The masterpiece of family therapy]. İstanbul: Beyaz Yayınları.
- Schvaneveldt, J. D., & Adams, G. R. (2001). Adolescents and the decision-making process. *Theory into Practice*, 22(2), 98-104.
- Tatlilioglu, K. (2014). Üniversite öğrencilerinin karar vermede öz-saygı düzeyleri ile karar verme stilleri arasındaki ilişkinin bazı değişkenlere göre incelenmesi. [The examination of relation between undergraduates' self-esteem level and decision making style in deciding in terms of some variants]. *The Journal of Academic Social Science*, 2(1), 150-170.
- Tazegul, U. (2013). Bayan Badmintoncuların benlik saygı ve narsisizm düzeyleri arasındaki ilişkinin incelenmesi. [Investigating the relationship between self-esteem and narcissism level of female badminton players]. *The Journal of Academic Social Science Studies*, 6(8), 983-996.
- Timuroglu, K., & İscan, O. F. (2010). *İşyerinde narsisizm ve iş tatmini ilişkisi*. [The relationship between narcissism in workplace and job satisfaction]. Ataturk Üniversitesi Yayınları.
- Tiryaki, M. G. (1997). *Üniversite öğrencilerinin karar verme davranışlarının bazı değişkenler açısından incelenmesi*. [Decision-making strategies of university students according to some variables]. (Yüksek Lisans Tezi). Hacettepe Üniversitesi, Ankara.
- Twenge, J. M. (2010). *Asrın vebası: Narsisizm illeti*. [Century Plague: Narcissism ill]. (Translate: Merter). İstanbul: Kaknus Yayınları.
- Yavuzer, H. (1993). *Cocuk psikolojisi*. [Child psychology]. İstanbul: Remzi
- Wilks, J. (1986). The relative importance of parents and friends in adolescent decision making. *Journal of Youth and Adolescence*, 15(4), 323-334.
- Yorukoglu, A. (1993). *Gençlik çağı: Ruh sağlığı ve sorunlar*. [Youth age: Mental health and problems]. İstanbul: Özgür Yayınları.

Ortaokul Öğrencilerinde Narsisizm ve Aile İlişkilerinin Karar Verme Özellikleri Üzerindeki Yordayıcı Rolü

Atf:

Ummet, D., Eksi, H., & Erdogan, A. (2019). Predictive role of narcissism and family relations on decision-making characteristics of secondary school students. *Eurasian Journal of Educational Research*, 79, 21-38, DOI: 10.14689/ejer.2019.79.2

Özet

Problem Durumu: Ergenliğe giriş sürecinin yaşandığı ortaokul yıllarında birey fiziksel, duygusal, toplumsal vb. birçok değişim ve gelişim evresinden geçer ve çocukluk döneminde başlayan kişilik yapılanması bu evrede belirginleşmeye başlar. Ergenlik dönemi, genç bireyin yaşamının ileriki zamanlarında belirleyici olacak bir takım kararların alındığı da bir yaşam evresidir. Araştırmacılar ergenlik döneminde beklenen gelişim görevlerini sıralarken üst sıralara, kişilik önceliklerini şekillendirme, duygusal bağımsızlığını kazanma, önemli kararlarını kendi başına verme, kendi yaşına özgü bir yaşam felsefesi geliştirme ve geleceği konusunda kendi isteklerine odaklanma gibi özellikleri koymaktadırlar. Karar alma basit bir durum olmayıp birçok değişkenin devreye girdiği karmaşık bir olgu olarak ele alınmaktadır. Her gelişim döneminde olmakla beraber ergenlik döneminde de ailenin ergen üzerindeki etkisi oldukça fazladır. Bir yandan aileler diğer yandan öğretmenler bu çağ çocuğundan bazı eğitsel, kişisel ve mesleki kararlar almasını bekler. Çocuğun bu kararlarını alırken sergilediği davranışlarda aile ilişkilerinin ve yine temelleri ailede atılan narsistik özelliklerin etkili olduğu düşünülmektedir. Aileler çoğunlukla farkında olmadan çocuklarının kişilik gelişimlerinde birçok olumsuzluğa neden olabilmektedirler. Aslında doğru rehberlik çalışmalarıyla aileler bilinçlendirildiğinde çocuklarını daha sağlıklı bir şekilde yetiştirmeleri mümkündür. Bu noktada, etkili okul rehberlik ve psikolojik danışma hizmetlerine büyük görev düşmektedir.

Araştırmanın Amacı: Bu araştırmanın amacı, ortaokul öğrencilerinde narsisizm ve aile ilişkilerinin karar verme özellikleri üzerindeki etkisini incelemektir. Ayrıca öğrencilerin karar verme özelliklerinin cinsiyet değişkenine göre farklılaşıp farklılaşmadığı da araştırmada incelenmiştir.

Araştırmanın Yöntemi: Araştırmanın örneklemini İstanbul'daki 5 farklı ortaokulun yedinci ve sekizinci sınıflarında öğrenim gören, 157'si (%52.3) erkek, 143'ü ise (%47.7) kız öğrencilerden oluşan ve yaş ortalaması=13.20 olan toplam 300 kişi oluşturmaktadır. Bu öğrencilerin 158'i (%52.6) yedinci sınıfta, 142'si ise (%47.4) sekizinci sınıfta öğrenim görmektedir. Araştırmada örneklem belirleme yöntemi olarak olasılığa dayalı örneklem türlerinden biri olan tabakalı örnekleme kullanılmıştır. Ortaokullarda yedinci ve sekizinci sınıftaki öğrencilerin lise kararı alma gibi daha fazla karar yaşantısı söz konusu olduğu için beşinci ve altıncı sınıflar çalışma grubuna dahil edilmemiştir. İlişkisel tarama modeline göre yapılandırılan araştırmanın verileri; *Kişisel bilgi formu*, karar verme özelliklerini belirlemek amacıyla *Ergenlerde karar verme ölçeği*, narsisizm özelliklerini ortaya koymak için *Çocuklar için narsisizm ölçeği* ve aile ilişkilerini belirlemek amacıyla *Çocuklar için aile ilişkileri ölçeği*

kullanılarak toplanmıştır. Verilerin istatistiksel analizlere uygunluğunu belirlemek için bir dizi hesaplamalar yapıldıktan sonra amaca göre parametrik ve non-parametrik analizler yapılmıştır. Bu noktada öncelikle değişkenler arasındaki ilişkileri görebilmek amacıyla Pearson Korelasyon Analizi kullanılmıştır. Ardından öğrencilerin narsisizm özellikleri ile aile içi destekleyici ve aile içi engelleyici ilişkilerinin karar verme özelliklerinin alt boyutlarını yordayıp yordadığını görebilmek için Çoklu Regresyon Analizi kullanılmıştır. Burada aile içi destekleyici ve engelleyici ilişkiler birbirinin tersi olan iki ayrı değişken olduğundan narsisizm ile birlikte ayrı ayrı analize tabi tutulmuşlardır. Ayrıca karar verme ölçeğinden, ölçeğin yapısı gereği tek bir toplam puan alınmadığı için karar vermenin alt boyutları ayrı ayrı bağımlı değişken olarak ele alınmış ve analizler buna göre yapılmıştır. Son olarak karar verme özelliklerinin öğrencilerin cinsiyetlerine göre farklılaşıp farklılaşmadığını belirlemek için Bağımsız Grup t Testi kullanılmıştır.

Bulgular: Yapılan istatistiksel analizlere göre; öğrencilerin karar vermede öz saygı özelliklerinde hem narsistik özelliklerinin hem de ailelerindeki engelleyici ilişkilerin anlamlı düzeyde yordayıcı etkisinin olduğu belirlenmiştir. Yapılan analizler karar vermenin alt boyutlarından biri olan öğrencilerin ihtiyatlı seçicilik özelliklerinde, narsistik özelliklerinin anlamlı bir yordayıcı olduğunu ancak ailelerindeki engelleyici ilişkilerin anlamlı bir yordayıcı olmadığını göstermiştir. Yapılan analizler karar vermenin bir diğer alt boyutu olan umursamazlık özelliğinde, öğrencilerin hem narsistik özelliklerinin hem de ailelerindeki engelleyici ilişkilerin anlamlı yordayıcı olduğunu göstermektedir. Diğer yandan analizlere bakıldığında, karar vermede panik özelliğinde öğrencilerin narsistik özellikleri anlamlı bir yordayıcı olarak bulunmazken ailelerindeki engelleyici ilişkilerin anlamlı bir yordayıcı olduğu belirlenmiştir. Son olarak karar vermede sorumluluktan kaçma özelliğinde öğrencilerin narsistik özelliklerinin anlamlı bir yordayıcı olmadığı ancak ailelerindeki engelleyici ilişkilerin anlamlı bir yordayıcı olduğu görülmüştür. Diğer yandan öğrencilerin karar vermede öz saygı özelliklerinde hem narsistik özelliklerinin hem de ailelerindeki destekleyici ilişkilerin anlamlı düzeyde yordayıcı etkisinin olduğu belirlenmiştir. Yapılan analizler karar vermenin alt boyutlarından biri olan öğrencilerin ihtiyatlı seçicilik özelliklerinde, hem narsistik özelliklerinin hem de ailelerindeki destekleyici ilişkilerin anlamlı yordayıcı olduğunu göstermiştir. Yapılan analizler karar vermenin bir diğer alt boyutu olan umursamazlık özelliğinde, öğrencilerin hem narsistik özelliklerinin hem de ailelerindeki destekleyici ilişkilerin anlamlı yordayıcı olduğunu göstermektedir. Yine analizlere bakıldığında, karar vermede panik özelliğinde öğrencilerin hem narsistik özelliklerinin hem de ailelerindeki destekleyici ilişkilerin anlamlı yordayıcı olduğu belirlenmiştir. Son olarak karar vermede sorumluluktan kaçma özelliğinde öğrencilerin narsistik özelliklerinin anlamlı bir yordayıcı olmadığı ancak ailelerindeki destekleyici ilişkilerin anlamlı bir yordayıcı olduğu görülmüştür. Cinsiyet değişkenine dair bulgulara bakıldığında ise, kızların karar vermede öz saygı puanlarının erkeklerinkinden anlamlı düzeyde daha yüksek olduğu belirlenmiştir.

Sonuç ve Öneriler: Araştırma bulguları, öğrencilerin hem narsistik özelliklerinin hem de aile ilişkilerinin karar verme davranışlarında etkili değişkenler olduğunu göstermiştir. Ayrıca öğrencilerin cinsiyetlerine göre karar verme davranışlarında farklılaşmalar olduğu belirlenmiştir. Açıkça bilinmektedir ki, ailenin çocuk

yetiřtirmedeki tutumları çocukların kiřilik özelliklerini ve davranıřlarını etkileyen en önemli deęiřkenlerden biridir. Bu arařtırma bulguları da bilinen bu gerçeęi doęrular niteliktedir. Bu çerçevede, ailelerin bu süreç hakkında daha fazla eęitilmesi ve bilgilendirilmelerinin önem arz ettięi açıktır. Dięer yandan, çocukların karar verme davranıřlarında narsistik özelliklerinin de etkili bir deęiřken olduęu görülmüřtür. Alan yazını yine narsistik özelliklerin kazanılmasında ailenin önemine sıklıkla vurgu yaptıęı için, ailelerle yürütülecek olan çalışmaların önemi tekrar karřımıza çıkmaktadır. Dięer arařtırmalar için; bu arařtırma İstanbul'daki ortaokul öęrencileri ile yürütülmüřtür. Bireyin içinde yařadığı sosyal çevre onun davranıřları üzerinde etkili bir deęiřkendir. Bu yüzden farklı bölgelerde yařayan ergenler ile yürütülecek dięer çalışmalar konunun daha anlaşılır olmasına yardımcı olacaktır. Ayrıca nicel arařtırma yöntemi ile yürütölen bu arařtırmanın bulgularını, konunun nedenlerini daha derin bir şekilde ortaya koyabilecek nitel arařtırmalarla desteklemenin önemli olduęu düşünölmektedir.

Anahtar Kelimeler: Karar verme, narsisizm, aile iliřkileri, ergenlik, kiřilik.