



ORIGINAL CONTRIBUTION

Analysis of University Students' Narcissism, Affiliation, Intimacy, and Power Motive

Attiya Khan¹, Sajid Mahmood Alvi^{2*}, Zahid Khan³

¹ BS Psychology, University of Haripur, Haripur, Pakistan

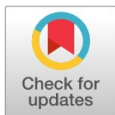
² Assistant Professor, Department of Psychology, University of Haripur, Haripur, Pakistan

³ MS Scholar, Department of Psychology, University of Haripur, Haripur, Pakistan

Abstract— This investigation explores the connections between narcissism, intimacy, affiliation, and power motivation. The information from the individuals was gathered. Using the NPI-16, a test for narcissistic personality, which Cameron P. Anderson, Paul Rose, and Daniel Ames invented it in 2006. The Carl J. Descutner and Thelen (1991) Intimacy Scale having (38 items) and the Unified Motive Scale are based on a joint IRT analysis of 14 existing motive scales that was developed by (Schonbrodt & Gerstenberg, 2012). 300 individuals from various colleges (government and private) and the University of Haripur made up the sample. Data was gathered using the convenience sample method with a door-to-door survey, and the link between the hypotheses and data was evaluated using the t test, Pearson correlation, and independent t test. The study's hypotheses were confirmed. According to current study intimacy has positive correlation with affiliation and power motive and affiliation has also positive correlation with power motive. The results indicate that, in comparison to women, men scored highly on narcissism. By using Pearson correlation method findings indicate that narcissism has non-significant negative relation with power motive. The study's conclusions would be beneficial and encouraging for academics, educators, and counsellors to suggest how to deal with narcissism issues, through which process we increase affiliation and intimacy and how we become more motivated to get power through skills, appreciation and enhance reputation in a positive way and by don't violating others.

Index Terms— Narcissism, Affiliation, Intimacy, Power motive, Students

Received: 15 January 2023; **Accepted:** 08 April 2023; **Published:** 31 May 2023



Introduction

Narcissism

According to Westen (1990), narcissism is the cognitive-affective concern with oneself. According to Krizan and Herlache (2018), A personality trait is grandiose narcissism characterised by beliefs in one's right to preferential treatment and self-righteousness. Meanwhile, Conflict with other individuals is something that narcissists do rather often. They are typically perceived in these circumstances as aggressive, disrespectful, degrading, and threatening (Reijntjes et al., 2016).

According to Freud, narcissism is a disorder that makes a person unavailable to others and manifests as an inability to love others, a lack of empathy, emptiness, boredom, and an unrelenting thirst for power

* Email: sajidmalvi@yahoo.com

Freud (1932) explored the connection between narcissism and aggression by stating that persons who are preoccupied with themselves are aggressive towards others. Clinical findings by other psychoanalysts revealed a possible relationship between aggression and narcissism. They proposed that narcissistic self-absorption causes the vicious cycle of animosity, shame, and imminent aggressiveness (Alexander, 1964; Al-Dmour et al., 2023).

Intimacy

The Latin term for intimacy, *innimus*, means "innermost." We communicate our deepest ideas, beliefs, sentiments, and objectives. Both spouses' quality of life and health are impacted by their love relationships (Gable, 2008). Lack of ability to distinguish oneself from the other is a type of symbiosis, which is distinct from intimacy, even if feelings of closeness are comparable (Aronson, 2003).

There are four types of intimacy

Experiential Intimacy. When connections develop as a result of leisure activities. When working in a group, people may "sync up" their actions or find themselves behaving in unison, like when a father and son build a model train together and get into a rhythm.

Emotional closeness. When people are open to sharing their feelings with one another, including those that are uncomfortable. As an illustration, a lady confides in her sister about her worries about how she looks. She trusts her sibling to comfort her rather than turning those concerns against her.

Intellectual Intimacy. When individuals are at ease debating and expressing their disagreements. Ex: Two friends argue over the purpose of life. They love exchanging ideas and don't feel pressured to "win" the debate.

Sexual Intimacy. When individuals take part in sexual or sensual activities. A lot of times, when people use the word "intimacy," they mean this kind. While closeness may be present at times in new relationships, developing long-term intimacy takes time and involves open communication. A lot of people base their assessment of the quality of their relationships on how close they feel to their partners and how intimate their relationships are.

Aristotle considered interpersonal interactions over 2,300 years ago. Aristotle stated, "One person is a friend to another if he is friendly to the other and the other is friendly to him in return" (1991). Aristotle felt that people are social beings by nature (Perlman, 2007). Aristotle also proposed that relationships were founded on three distinct concepts: utility, pleasure, and virtue.

Affiliation

An affiliation is "concern over creating, sustaining, or repairing positive affective ties with another person's" (Byrne et al., 1961). "Establishing relationships of friendship and connection, introducing oneself, settling down with others, working together, and engaging in civil conversation with them" is the definition of the implicit motive. To love, to be a part of groups (Murray 1938), and "to build or preserve warm and pleasant interpersonal relationships" is what French and Chadwick (1956) defined as a goal.

According to Argyle et al. (1987), emotional well-being is positively correlated with satisfying a strong implicit motive. However, studies also show that a sturdy implicit attachment reason can frustrate people, which can lead to emotional problems like somatization, anxiety, and low satisfaction (Alvi et al., 2023; McAdams & Bryant, 1987).

According to Bosker (2013), instructors' behaviour may affect how well they get along with pupils, which could result in advantages for both parties since happy teachers and students are more likely to learn and perform well in class. Positive teacher attitudes are associated with better academic performance and fewer behavioral issues among students (Crosnoe & Elder, 2004).

Power Motive

Power motivation is described as the urge to influence others, to influence their thoughts or feelings (Winter, 1992). An effective power motive orients an individual towards having influence on others by urging and regulating their behavior, offering support, and provoking emotional emotions in them (Schultheiss & Pang, 2007).

People show their desire for power in a variety of ways, which are frequently influenced by Further moderating factors include extraversion, accountability, and social standing. They are driven to professions with genuine and direct interpersonal authority, where they may influence others' behaviour through rewards and punishments within a proper institutional framework, such as those of business executives, teachers, psychologists or mental health workers, journalist. They participate in organisations both as members and officers, according to (Masheket et al., 2004).

There are two types of motives: implicit motives and explicit motives. McClelland claims that (2008), unstated intentions are described as unconscious motivational tendencies that are triggered by rewards with an emotional component. While the explicit system operates at the conscious level and with extrinsic control, the implicit system operates at the unconscious level and with inner motivation.

According to Kehr et al. (1989), implicit motivations are associative networks that link environmental signals with fundamental emotional responses and underlying behavioral inclinations. Therefore, it appears that there is a high probability that someone with

significant implicit power inherent authority motivation compared to someone with little implicit power, will be more driven during a implied authority motivation.

Contradictions between intentions that are both subtle and overt may result in failure, compromising behaviours, and internal conflict according to McClelland et al. (1989). According to research, conflicts between implicit and explicit intentions prevent people from being intrinsically motivated, having strong self-control, and achieving their goals (Brunstein et al., 1998).

Rational of Study

This study demonstrates the mental state known as narcissism, which is characterised by an exaggerated feeling of one's own significance, a strong need for unrestrained attention and adulation, and a lack of empathy for others. This study's objective is to better comprehend if narcissistic people are egoistic and whether those who suffer from disorder of narcissistic personality tend in general dissatisfied and let down when they don't receive the particular treatment and the admiration they believe they deserve. According to a recent survey, students are closely attached to or identified with a certain individual, organization, party, or corporation. A successful social life and the development of intimate, enduring connections with others might depend on intimacy. This study demonstrates the influence of one person's behaviour and emotions on those of other people. Either individual desires to rule over others. It measures student performance and has a significant impact on academic motivation, perseverance, and success.

Objectives

- To examine the connection between narcissism, affiliation, intimacy and power motivations among students in universities.
- To research the narcissism, attachment, intimacy, and power motive have an impact on girls and boys.
- To assess the extent to which university students are motivated by power, connection, and closeness.

Literature Review

This article, Increase in Narcissism Among College Students, asserted that narcissism will rise over time among California college students using the Narcissistic Personality Inventory (NPI), most likely as a result of cultural and ethnic changes on the campuses of the University of California over time, particularly the significant increase in Asian-American student enrollment (Jean et al., 2001).

According to his study, Narcissism and avoidant, ambivalent attachment have a positive link, according to the study Attachment patterns and narcissism among Iranian students at Shahid Chamran University as well as negative correlation between secure attachments. The 200 students that made up the study's samples (100 male and 100 female) were chosen at random using multistage random sampling techniques (Vahid et al., 1990).

According to contradicting findings from a study on the rise of narcissistic personality characteristics among American college students, these qualities have really become more prevalent among this generation's pupils. Researchers looked into NPI results from students at between 1994 and 2009, South Alabama University. According to both studies, narcissism has significantly increased over time (Jean M. et al., 1999).

According to his article, gender differences were also discovered, continuing throughout the sixth grade, adolescents individuals reported lower school support levels were more likely to report higher levels of identification with errant students. Additionally, he asserted that during the beginning of the academic year, negative correlations were found between school support and relationships with problematic students.

He looked at the Adolescent problem behaviours are impacted by the trajectory of development in adolescents' views of four dimensions of school environment (Academic assistance, behaviour control, social support for teachers, and social support for peers). He investigated if school atmosphere affected the relationships between teenage problem behaviours and connection with deviant peers. The findings revealed that all aspects of the school atmosphere were declining, while behavioral issues and involvement with abnormal peers were rising. Increases in behavioral issues were linked to declines in each component. Adolescents' opinions of the school atmosphere were found to moderate the prediction of problem behaviour from peer affiliation (Thomas et al., 2001).

In research, the relationship between religious membership and academic growth and development was examined. This study uses a longitudinal sample of 14,527 students from 136 institutions to investigate the connection between religious connections and the well-being of college students. Studies reveal that students who do not identify with any religion are less happy than those who identify as mainline Christians. Additionally, participating in religious activities and attending a facility with a welcoming religious environment are linked to higher improvements in wellbeing (Jenny et al., 2005).

Intimacy is a trait of friendship that was examined by Tossman and AviKaplan in their 1980 study on the relationships between early adolescent academic motivational orientations. Surveys questioning Jewish-Israeli seventh graders about their academic aspirations re-

ceived responses from 233 of them. Performance-approach objectives were linked to suspicion, disregard, and friction between friends, whereas performance-avoidance goals were linked to closeness and friendship in a negative way. In contrast, reciprocal sharing of challenges, trust, and social problem-solving among friends were all positively connected with mastery aspirations.

Zannie Bock (1996) examines data gathered from linguistics first-year students at the University of the Western Cape (UWC) who communicate with their buddies via the MXit app. It is commonly known that young people find digital media networks to be popular for socializing. His investigation demonstrates how MXit talking is extremely conventionalized and regulated while appearing to be unconstrained and non-standard. It also demands a certain "register of intimacy" that largely depends on evaluative language and emotive cues.

According to Albright (2019), this study's goal was to learn more about intimate partner violence (IPV) in educational settings for students. The College Health Assessment for the Nation secondary information about a sample of college students was supplied that was nationally representative for the current cross-sectional investigation. Using Fisher's exact test, the three types of IPV (Sexual assault, physical abuse, and mental abuse) were compared between students who had and didn't have military experience (ME) (Upton, 1992; Jam et al., 2017).

As stated by Terrell et al.'s (1998) study, whether or not teenagers were trained not to trust strangers as children affected their feelings of loneliness and their dread of intimacy. It was shown that students who learned from their parents not to trust strangers as children experienced increased anxiety around intimacy. Additionally, compared to their male counterparts, as well as both females and men who were not taught to distrust strangers, females who were trained to fear strangers reported feeling more alone.

According to Lynne Carroll (1967), this study looked at the relationships between narcissistic scores and the drives for affiliation, closeness, and power. Both the Thematic Apperception Test and the Narcissistic Personality Inventory were administered to a master's in business administration programme has 65 students enrolled. Male and female narcissism were shown to differ significantly. Regarding the demand for closeness, there were also notable differences between men and women. The desire for closeness was strongly inversely connected with narcissism, whereas the need for power was significantly inversely correlated with it.

According to Fodor and Greenier (1985), individuals with high levels of power motivation may have a particular propensity for creativity. In an experiment, college guys with high and low power motivation levels were tested to see how Positive criticism that was expressed through powerful imagery had an impact on their creativity and feeling of self. Greatest levels of creativity and effect scores were achieved by subjects with high power motivation who got favorable feedback.

According to Dirk (1979), the implicit power drive is a significant behavioral correlate of social dominance behaviour (managing resources). Children who had a powerful implicit motive utilized the enticing resource on a frequent basis; however, they did so less frequently when the implicit power drive of their spouse was strong.

H1: There will be significantly positive correlation among affiliation, intimacy and power motives.

H2: There will be significant gender differences among students on the level of narcissism.

H3: The need for closeness will differ greatly between men and women.

H4: There will be high level of affiliation and intimacy in students of joint family system as compared to students of nuclear family system.

H5: Narcissism significantly positively correlated with power motives.

H6: There will be high level of narcissism and affiliation in high socioeconomic level in comparison to intermediate and low socioeconomic status.

Method

Participants

In the current study, 300 students were chosen, 150 of whom were male ($n = 150$), and 150 of whom were female ($n = 150$) with $M = (2.4650)$ $SD = (.87900)$. Target populations of the current research were students. The data was collected from University of Haripur, Govt. Girls Degree College for boy's paniya, and Govt. Postgraduate College for women Haripur.

Measures

Narcissism in students was assessed by using Narcissistic Personality Inventory, this inventory has 16 items and developed by Daniel Ames, Paul Rose, & Cameron P. Anderson (2006). Its reliability is $\alpha = .72$. Response items were A = 1 and B = 2. The Carl J. Descutner and Thelen (1991) Intimacy Scale having (38 items) and its reliability is $\alpha = .89$, 35-175 (35 being the lowest FIS level and 175 being the highest FIS level). The Unified Motive Scale are based on a joint IRT analysis of 14 existing motive scales that was developed by (Schonbrodt & Gerstenberg, 2012). UMS 6 is used to measure power motive and reliability $\alpha = .87$ and UMS 3 is used to measure affiliation and reliability

$\alpha = .80$. The relationship between affiliation, intimacy and power motive was determined using Pearson correlation moment. The gender differences on study variables were determined by using *t*-test.

Results

Table I
Frequency and Percentage of Participants (*N* = 300)

Variables	f	%
Sector		
1-Government	138	46
2-Private	162	54
Gender		
1-Male	150	50.0
2-Female	150	50.0
Socioeconomic status		
1-High	25	8.3
2-Middle	258	86.0
3-Low	15	5.0
Family system		
1-Nuclear	141	47.0
2-Joint	158	52.7
Birth order		
1-First	90	30.0
2-Middle	153	51.0
3-Last	56	18.7
Area		
1-Rural	139	46.3
2-Urban	158	52.7

Table I shows the frequency and percentage of participants with respect to sector, gender, socioeconomic status, family system, birth order and area. Participants that belong to private sector (*f* = 162, 54%) are greater in number as compared to (*f* = 138, 46%). Male and female participants are equal in number (*f* = 150, 50%). Peoples belong to middle socioeconomic status (*f* = 58, 86.0%) ate higher in number as compared to high (*f* = 25, 8.3%) and low (*f* = 15, 5.0%). Similarly participants that are belonging to joint family system (*f* = 158, 52.7 %) are higher in number than nuclear family system (*f* = 141, 47.0%) and the participants that are belonging to urban area (*f* = 158, 52.7%) are higher in number than rural area participants (*f* = 139, 46.3%). People belong to middle birth order (*f* = 153, 51.0%) are higher in number as compared to first (*f* = 90, 30.0%) and last (*f* = 56, 18.7%).

Table II
Psychometric Properties of Study Variables (*N* = 300)

Variables	<i>N</i>	<i>M</i>	<i>S.D</i>	α	Range		Skewness	Kurtosis
					Potential	Actual		
FIS	300	108.3	14.19	.779	175	77.0	-.083	.083
USM	299	26.73	6.22	.800	42	35.0	-.189	.113
NPI	300	7.07	2.56	.651	16	14.0	.031	-.058
UMS	298	63.66	11.62	.791	102	66.0	.055	-.095

Table III
Pearson Correlation Among Study Variables (*N* = 300)

Variables	1	2	3	4
FIS	-	.142*	-.02	0.24**
USM	-	-	.022	.554**
NPI	-	-	-	-.003
UMS	-	-	-	-

***p* < 0.01, **p* < 0.05

Table III shows Pearson correlation among study variables. Findings shows that intimacy has significant and positive correlation with affiliation ($r = 0.142, p < 0.05$) and intimacy has negative non-significant co-relation with narcissism($r = -0.2, p > 0.05$) and significant relation ($r = 0.24, p < 0.01$) with power motive. Affiliation has non-significant positive correlation with narcissism ($r = .022, p > 0.05$) and significant correlation with power motive ($r = 0.554, p < 0.01$). Narcissism has negative correlation with power motive($r = -0.003, p > 0.05$).

Table IV
Pearson co-relation Among Affiliation, Intimacy and Power Motive Variables (N = 300)

Variables	1	2	3
FIS	-	.142*	.244**
USM	-	-	.554**
UMS	-	-	-

** $p < 0.01, *p < 0.05$

Table IV shows Pearson co-relation among affiliation, intimacy and power motive. Findings shows that intimacy has significant and positive correlation with affiliation ($r = 0.142, p < 0.05$) and significant relation ($r = 0.24, p < 0.01$) with power motive. Affiliation has significant correlation with power motive ($r = 0.554, p < 0.01$).

Table V
Mean, Standard Deviation and t Values for Narcissism Among Male and Female Participants (N = 300)

Variables	Gender				t (298)	p	95%CI		Cohen's
	Male(n = 150)		Female (n = 150)						
	M	SD	M	SD					
NPI	7.15	2.404	6.98	2.72	.182	.04	-.417	.749	0.06

M = mean, SD = standard deviation, LL = lower limit, UL = upper limit, CI = confidence interval, p = significance level

Table V shows Mean, Standard Deviation and t values for male and female participants for narcissism. Result indicates that there is significant difference on Narcissism with $t (298) = .182, p < .05$. The findings show that male scored high on narcissism ($M = 7.15, p > .05$) as compared to females ($M = 6.98, p > .05$).

Table VI
Mean, Standard Deviation and t Values for Narcissism Among Male and Female Participants (N = 300)

Variables	Gender				t (298)	p	95%CI		Cohen's
	Male(n = 150)		Female (n = 150)						
	M	SD	M	SD					
FIS	107.96	14.96	108.85	13.41	-.57	.02	-4.17	2.28	0.06

M = mean, SD = standard deviation, LL = lower limit, UL = upper limit, CI = confidence interval, p = significance level

Table VI Mean, Standard Deviation and t values for male and female participants for intimacy. Result indicates that there is significant difference on Intimacy with $t (298) = .57, p < .05$. The findings show that female scored high on intimacy ($M = 108.85, p > .05$) as compared to male ($M = 107.96, p > .05$).

Table VII
Mean, Standard Deviation and t Values for Intimacy and Affiliation Among Nuclear and Joint Family Participants (N =300)

Variables	Family System				t (298)	p	95%CI		Cohen's
	Joint (n = 158)		Nuclear (n = 141)						
	M	SD	M	SD					
FIS	107.0	14.06	109.78	14.19	1.70	.09	-.43	6.00	6.8
UMS	63.52	11.65	63.69	11.58	.125	.90	-2.48	2.82	0.01

M = Mean, SD = Standard Deviation, p = Level of Significance, LL = Lower Limit, UL= upper limit

Table VII shows Mean, Standard Deviation and t values for joint and nuclear family system participants Intimacy and Affiliation. Result indicates that there is non-significant difference on intimacy $t (298) = 1.7, p > .05$. The findings show that nuclear family system scored high on Intimacy ($M = 19.78, p > .05$) as compared to joint family system ($M = 17.0, p > .05$). Result indicates that there is non- significant

difference on affiliation with $t(298) = .125, p > .05$. The findings show that joint family system and nuclear family system scored same ($M = 63.52, p > .05$).

Table VIII
Pearson Co-relation Among Narcissism and Power Motive Variables ($N = 300$)

Variables	1	2
NPI	-	.022
UMS	-	-

* $p < 0.05$

Table VIII shows Pearson co-relation among study variables. Findings shows that Narcissism has non-significant negative relationship with Power motive ($r = .22, p > 0.05$).

Table IX
Mean, Standard Deviation and F Values for Socioeconomic Status on Narcissism and Affiliation ($N = 300$)

Variables	High SES N = (300)		95% CI		Middle SES (N = 300)		95% CI		Low SES (N = 300)		95%CI		F	p
	M	S.D	LL	UL	M	S.D	LL	UL	M	S.D	LL	UL		
Narcissism	.04	.33	.07	.00	.12	.57	.81	.44	.06	.68	.57	.55	1.21	.03
Affiliation	.68	.70	.84	.51	.08	.50	.66	.49	.40	.42	.96	.83	1.54	.21

M = Mean, SD = Standard Deviation, LL = Lower Limit, UL = Upper Limit, CI = Confidence Interval, $p =$ significance level

Table IX shows Mean, Standard Deviation and F values for socioeconomic status on narcissism and affiliation. Result indicates significant mean difference on narcissism $F(.2, 297) = 1.21, p < .05$. Middle socioeconomic students ($M = .12, p < .05$) score high on narcissism as compared to high socioeconomic ($M = .04, p < .05$) and low socioeconomic students ($M = .06, p > .05$). Findings indicate that non-significant mean difference on affiliation $F(.5, 297) = 1.54, p > .05$. High socioeconomic status students ($M = .68, p > .05$) non-significantly scored high on affiliation as compared to middle ($M = .08, p > .05$) and low socioeconomic students ($M = .40, p > .05$).

Discussion

This study's objective is to look at Narcissism, Affiliation, Intimacy and Power motive in male and female. This study also examines the difference between affiliation and intimacy in nuclear and joint family system. People want to build and sustain relationships with other people. Satisfying this demand for social acceptability and relatedness increases happiness, but social rejection causes unpleasant emotions. Man and women are different on level of narcissism and there is significant relation between intimacy, affiliation and power motive. Narcissism is positively correlated with self-esteem and gain social status.

The influence of narcissism on personality and other attitudes or behaviors with which such a person interacts were the main subjects of this study. People who exhibit a high level of narcissism find it simpler to begin new relationships. Individuals with high attachment and closeness can persuade others to modify their undesirable behaviour and contribute significantly to society. A person may obtain power or control over others through talent, inspiration, hostility, or violence. Power-hungry individuals make an effort to manage the impressions they provide to others. They want to improve their standing. They desire to be seen as influential and in charge by others. Although the drive for dominance frequently results in success, it may also be disappointed by failure.

Several studies support the assumption that there is a large positive association between affiliation, closeness, and power motivations. McAdams and Constantian (1983) conducted research on 20–27 year older college students that participated in experience sampling process in their paper, Intimacy and affiliation motives in daily living. Throughout the week, students with higher levels of intimacy displayed more interpersonal thoughts and pleasant effects in interpersonal circumstances than students with lower levels of intimacy. When interacting with others, intimacy was associated with reported want to be alone, but affiliation motivation was associated with expressed wishes to be alone.

According to the conclusions of this study, men are more egotistical than women. According to Grijalva et al. (2015), males are more narcissistic than females; however, The extent, variation among measurements and conditions, and stability over time of this gender gap have not been well examined. Hui Zhou and Yan Li (1995) conducted another study that looked at the gender features of narcissism as well as their association with friendship quality. Significant gender disparities were discovered, with boys being more narcissistic than girls and girls reporting higher levels of friendship traits such as validation, transparency, and communication. These results corroborate our prediction that male pupils will do better on narcissism compared to female pupils.

According to previous research by Hodgson and Fischer (1979) examined how sex disparities in identity and intimacy development among college-age teenagers. The men were shown to be more concerned with intrapersonal components of identity, while females were more concerned with interpersonal aspects. Females were shown to be more intimate than males, and closeness seemed to be more closely associated with identity in females than in males.

The present study's findings indicate that students from mixed families will have higher levels of closeness and attachment than students from nuclear families. According to Kim Bartholomew (1990), early attachment ties with caregivers serve as the model for subsequent social interactions. People who anxiously shun intimacy believe they are unworthy of the affection and support of others, while those who disregard intimacy have a good self-perception that downplays the need for social support or discomfort.

Research by Lynne Carroll (1987) studied the inter correlations scores on narcissism and the drivers of intimacy, power, and connection. The Narcissistic Personality Inventory and the Thematic Apperception Test were administered to 65 students that enrolled in a master's programme of business administration. The results reveal that narcissism was strongly and positively linked with the thirst for power.

Huajian et al. (2012), employing large Internet samples, explored the probable effect of socio-demographic characteristics on the extent of narcissism in China and specifically on the Chinese self-concept. The results demonstrate that (i) people with higher socioeconomic status are more narcissistic than people with lower socioeconomic status; (ii) people who live in cities are more narcissistic than people who live in rural areas; and (iii) individualistic values are predictive of individual differences in narcissism. The results demonstrate that societal changes are a factor in China's rising narcissism. And associated with other people to keep their standing, create relationships, and make links with others for greater success and high status.

Conclusion

The current research study narcissism, affiliation, intimacy and power motive among students. The present investigation was finished by the use of questionnaires. The result indicates that intimacy has significant relation with affiliation and power motive also affiliation has significant relation with power motive. This study concluded that the amount of narcissism among students will varies significantly by gender. This research shows that the need will differ greatly between men and women for intimacy. Furthermore student of nuclear and joint family system have scored non-significantly on affiliation and intimacy. The study reveals that narcissism has non-significant negative relation with power motive. The findings show that people of high socioeconomic status are high narcissistic and people of high socioeconomic status have less affiliation as compared to middle and low socioeconomic status.

Limitations and Recommendations

Following are some shortcomings of our research.

1. The research was limited to only one specific age (20 to 27).
2. As the research is conducted in educational setting so the findings are not used any other setting.
3. Only 300 responders could be obtained for the survey, which places restrictions on its sample size.
4. Data was gathered through Questionnaire. This way was not gave always accurate answers and reflected the true response of participants.
5. Since time was extremely limited, extra effort could not be spent on specific responses.
6. The research material that was accessible was insufficient; if more research material were available, different study-related topics may be covered.
7. The respondents filled out the questionnaire carelessly due to their reluctance to provide any information, which may have had an impact on the findings.
8. Purposive sampling technique was used in study that's why it was expensive and time consuming and relatively complicated.
9. Sample size is small (300) that are why result cannot generalize to the whole population.

The findings of the study suggest that

1. Tell students to In order to tolerate criticism or failure, it is important to recognize and acknowledge your true capacity for expertise. This will enable you to recognise possibly provoking circumstances, recognized the behaviours you wish to alter, visualise your perfect response, stop or put off something undesirable behaviours, replace with an alternative, and go through your accomplishments and areas for development.

2. Increasing your capacity to comprehend and control your emotions, comprehend the effects of concerns affecting your self-esteem, and tolerating these issues.

3. If narcissism is a problem, discuss it and concern your psychologist. Practice some simple activities, such as deep breathing or relaxation.

REFERENCES

- Alexander, F. (1938). Remarks about the relation of inferiority feelings to guilt feelings. *International Journal of Psycho-Analysis*, 19, 41-49.
- Al-Dmour, B. A., Al-Nawayseh, A. H. T., Al-Tarawneh, M. A., & Hani, Z. M. B. (2023). Antecedents of Mental Disorder among Physically Inactive Employees Study of Jordanian Higher Education Institutions: Mediated Moderation of Perceived Threat of Covid-19 and Psychological Capital. *Pakistan Journal of Life & Social Sciences*, 21(1).
- Alvi, S. M., Habeeb, H., & Aftab, N. (2023). Effect of Parenting Styles on Emotional Intelligence and Personality Traits among Medical Students. *Journal of Management Practices, Humanities and Social Sciences*, 7(1), 15-23.
- Arlow, J. A. (1955). Motivation and Personality. *Psychoanalytic Quarterly*, 24, 447-448.
- Buss, D. M., & Chiodo, L. M. (1991). Narcissistic acts in everyday life. *Journal of personality*, 59(2), 179-215. <https://doi.org/10.1111/j.1467-6494.1991.tb00773.x>
- Brunstein, J. C., Schultheiss, O. C., & Grässman, R. (1998). Personal goals and emotional well-being: the moderating role of motive dispositions. *Journal of personality and social psychology*, 75(2), 494. <http://dx.doi.org/10.1037/0022-3514.75.2.494>
- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), 497.
- Bershad, C., & Haber, D. S. (1997). *Prentice Hall Human Sexuality*. Prentice Hall.
- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), 497. <http://dx.doi.org/10.1037/0033-2909.117.3.497>
- Baard, P. P., Deci, E. L., & Ryan, R. M. (2004). Intrinsic need satisfaction: a motivational basis of performance and well-being in two work settings 1. *Journal of Applied Social Psychology*, 34(10), 2045-2068. <https://doi.org/10.1111/j.1559-1816.2004.tb02690.x>
- Carter, R. R., Johnson, S. M., Exline, J. J., Post, S. G., & Pagano, M. E. (2012). Addiction and "Generation Me": narcissistic and prosocial behaviors of adolescents with substance dependency disorder in comparison to normative adolescents. *Alcoholism Treatment Quarterly*, 30(2), 163-178. <https://doi.org/10.1080/07347324.2012.663286>
- Cialdini, R. B., & Goldstein, N. J. (2004). Social influence: Compliance and conformity. *Annu. Rev. Psychol.*, 55, 591-621. <http://dx.doi.org/10.1146/annurev.psych.55.090902.142015>
- Crosnoe, R., Johnson, M. K., & Elder Jr, G. H. (2004). Intergenerational bonding in school: The behavioral and contextual correlates of student-teacher relationships. *Sociology of education*, 77(1), 60-81. <https://doi.org/10.1177/003804070407700103>
- Cai, H., Kwan, V. S., & Sedikides, C. (2012). A sociocultural approach to narcissism: The case of modern China. *European Journal of Personality*, 26(5), 529-535. <https://doi.org/10.1002/per.852>
- Deci, E. L., & Ryan, R. M. (1985). Cognitive evaluation theory. In *Intrinsic motivation and self-determination in human behavior* (pp. 43-85). Springer, Boston, MA. https://doi.org/10.1007/978-1-4899-2271-7_3
- French, E. G., & Chadwick, I. (1956). Some characteristics in affiliation motivation. *The Journal of Abnormal and Social Psychology*, 52(3), 296. <https://doi.org/10.1037/h0045251>
- Freud, S. (1932). Libidinal types. *The Psychoanalytic Quarterly*, 1(1), 3-6. <https://doi.org/10.1080/21674086.1932.11925132>
- Gardner, F. E. (1989). Inconsistent parenting: Is there evidence for a link with children's conduct problems?. *Journal of abnormal child psychology*, 17(2), 223-233.
- Haarala-Muhonen, A., Ruohoniemi, M., Katajavuori, N., & Lindblom-Ylänne, S. (2011). Comparison of students' perceptions of their teaching-learning environments in three professional academic disciplines: A valuable tool for quality enhancement. *Learning Environments Research*, 14(2), 155.
- Hinchliff, S., & Gott, M. (2004). Perceptions of well-being in sexual ill health: what role does age play?. *Journal of Health Psychology*, 9(5), 649-660. <https://doi.org/10.1177/1359105304045361>
- Hook, M. K., Gerstein, L. H., Deterich, L., & Gridley, B. (2003). How close are we? Measuring intimacy and examining gender differences. *Journal of Counseling & Development*, 81(4), 462-472. <https://doi.org/10.1002/j.1556-6678.2003.tb00273.x>
- Holtzman, N. S., Vazire, S., & Mehl, M. R. (2010). Sounds like a narcissist: Behavioral manifestations of narcissism in everyday life. *Journal of Research in Personality*, 44(4), 478-484. <https://doi.org/10.1016/j.jrp.2010.06.001>
- Impett, E. A., Strachman, A., Finkel, E. J., & Gable, S. L. (2008). Maintaining sexual desire in intimate relationships: The importance of approach goals. *Journal of personality and social psychology*, 94(5), 808. <https://doi.org/10.1037/0022-3514.94.5.808>
- Jam, F. A., Donia, M. B., Raja, U., & Ling, C. H. (2017). A time-lagged study on the moderating role of overall satisfaction in perceived politics: Job outcomes relationships. *Journal of Management & Organization*, 23(3), 321-336. <https://doi.org/10.1017/jmo.2016.13>
- Kassin, S., Fein, S., & Markus, H. (2008). *Social Psychology Seventh Edition*. Boston: Houghton Mifflin Company.

- Khaleque, A. (2004). Intimate adult relationships, quality of life and psychological adjustment. *Social Indicators Research*, 69(3), 351-360.
- Kehr, H. M. (2004). Integrating implicit motives, explicit motives, and perceived abilities: The compensatory model of work motivation and volition. *Academy of management review*, 29(3), 479-499. <https://doi.org/10.5465/amr.2004.13670963>
- Kohut, H. (1972). Thoughts on narcissism and narcissistic rage. *The psychoanalytic study of the child*, 27(1), 360-400. <https://doi.org/10.1080/00797308.1972.11822721>
- Krizan, Z., & Herlache, A. D. (2018). The narcissism spectrum model: A synthetic view of narcissistic personality. *Personality and Social Psychology Review*, 22(1), 3-31. <https://doi.org/10.1177%2F1088868316685018>
- Kohut, H. (1971). *The analysis of the self: A systematic approach to the psychoanalytic treatment of narcissistic personality disorders*. University of Chicago Press.
- Levy, K. N., Ellison, W. D., & Reynoso, J. S. (2011). A historical review of narcissism and narcissistic personality. *The handbook of narcissism and narcissistic personality disorder: Theoretical approaches, empirical findings, and treatments*, 3-13. <https://doi.org/10.1002/9781118093108>
- McClelland, D. C., & Boyatzis, R. E. (1982). Leadership motive pattern and long-term success in management. *Journal of Applied psychology*, 67(6), 737. <https://doi.org/10.1037/0021-9010.67.6.737>
- McAdams, D. P., & Bryant, F. B. (1987). Intimacy motivation and subjective mental health in a nationwide sample. *Journal of Personality*, 55(3), 395-413. <https://doi.org/10.1111/j.1467-6494.1987.tb00444.x>
- McClelland, D. C. (1985). How motives, skills, and values determine what people do. *American Psychologist*, 40(7), 812. <https://doi.org/10.1037/0003-066X.40.7.812>
- Murray, H. A. (1938). *Explorations in personality: A clinical and experimental study of fifty men of college age*.
- Mashek, D. J., & Aron, A. (Eds.). (2004). *Handbook of closeness and intimacy*. Psychology Press.
- Moore, M. M. (1985). Nonverbal courtship patterns in women: Context and consequences. *Ethology and Sociobiology*, 6(4), 237-247. [https://doi.org/10.1016/0162-3095\(85\)90016-0](https://doi.org/10.1016/0162-3095(85)90016-0)
- McCarthy, J. R., Doolittle, M., & Sclater, S. D. (2012). *Understanding family meanings: A reflective text*. Policy Press.
- Mashek, D. J., & Aron, A. (Eds.). (2004). *Handbook of closeness and intimacy*. Psychology Press.
- Miller, R., & Perlman, D. (2008). *Intimate Relationships* (5th ed.). McGraw-Hill.
- Mashek, D. J., & Aron, A. (Eds.). (2004). *Handbook of closeness and intimacy*. Psychology Press.
- McClelland, D. C., Koestner, R., & Weinberger, J. (1989). How do self-attributed and implicit motives differ? *Psychological Review*, 96, 690-702. <http://dx.doi.org/10.1037/0033-295X.96.4.690>
- Miller, J. D., & Campbell, W. K. (2008). Comparing clinical and social-personality conceptualizations of narcissism. *Journal of Personality*, 76(3), 449-476. <https://doi.org/10.1111/j.1467-6494.2008.00492.x>
- Millon, T. (1998). *DSM narcissistic personality disorder: Historical reflections and future directions*.
- Morf, C. C., & Rhodewalt, F. (1993). Narcissism and self-evaluation maintenance: Explorations in object relations. *Personality and social psychology bulletin*, 19(6), 668-676. <https://doi.org/10.1177/0146167293196001>
- Perlman, D. (2007). The best of times, the worst of times: The place of close relationships in psychology and our daily lives. *Canadian Psychology/Psychologiecanadienne*, 48(1), 7. <https://doi.org/10.1037/cp2007003>
- Pincus, A. L., Ansell, E. B., Pimentel, C. A., Cain, N. M., Wright, A. G., & Levy, K. N. (2009). Initial construction and validation of the Pathological Narcissism Inventory. *Psychological assessment*, 21(3), 365. <https://doi.org/10.1037/a0016530>
- Reintjes, A., Vermande, M. M., Thomaes, S., Aleva, E. A., Goossens, F. A., Olthof, T., & Van der Meulen, M. (2016). Narcissism, bullying, and social dominance in youth: A three wave joint trajectory analysis. *Journal of Abnormal Child Psychology*, 44, 63-74. <https://doi.org/10.1007/s10802-015-9974-1>
- Rawolle, M., Wallis, M. S., Badham, R., & Kehr, H. M. (2016). No fit, no fun: The effect of motive incongruence on job burnout and the mediating role of intrinsic motivation. *Personality and Individual Differences*, 89, 65-68. <https://doi.org/http://dx.doi.org/10.1016/j.paid.2015.09.030>
- Ramsden, P. (1979). Student learning and perceptions of the academic environment. *Higher education*, 8(4), 411-427.
- Spangler, W. D., & House, R. J. (1991). Presidential effectiveness and the leadership motive profile. *Journal of Personality and Social Psychology*, 60(3), 439. <https://doi.org/10.1037/0022-3514.60.3.439>
- Sanday, P. R. (1981). *Female power and male dominance: On the origins of sexual inequality*. Cambridge University Press.
- Stewart, A. J., & Winter, D. G. (1977). The nature and causes of female suppression. *Signs: Journal of Women in Culture and Society*, 2(3), 531-553. <https://doi.org/10.1086/493386>

- Sedikides, C., Rudich, E. A., Gregg, A. P., Kumashiro, M., & Rusbult, C. (2004). Are normal narcissists psychologically healthy?: Self-esteem matters. *Journal of personality and social psychology, 87*(3), 400–416. <https://doi.org/10.1037/0022-3514.87.3.400>
- Telli, S. (2016). Students' perceptions of teachers' interpersonal behaviour across four different school subjects: control is good but affiliation is better. *Teachers and Teaching, 22*(6), 729-744. <https://doi.org/10.1080/13540602.2016.1158961>
- Ullah, R., Richardson, J. T., & Hafeez, M. (2013). Variations in perceptions of the learning environment and approaches to studying among university students in Pakistan. *Prospects, 43*(2), 165-186.
- Vanderstoep, S. W., Pintrich, P. R., & Fagerlin, A. (1996). Disciplinary differences in self-regulated learning in college students. *Contemporary educational psychology, 21*(4), 345-362. <https://doi.org/10.1006/ceps.1996.0026>
- Van Lankveld, J., Jacobs, N., Thewissen, V., Dewitte, M., & Verboon, P. (2018). The associations of intimacy and sexuality in daily life: Temporal dynamics and gender effects within romantic relationships. *Journal of social and personal relationships, 35*(4), 557-576. <https://doi.org/10.1177/0265407517743076>
- Westen, D. (1990). The Relations Among Narcissism, Egocentrism, Self-Concept, and Self-Esteem: Experimental, Clinical, and Theoretical Consideratio. *Psychoanalysis and Contemporary Thought, 13*(2), 183-239.
- Whiting, B., & Edwards, C. P. (1973). A cross-cultural analysis of sex differences in the behavior of children aged three through 11. *The Journal of Social Psychology, 91*(2), 171-188. <https://doi.org/10.1080/00224545.1973.9923040>
- Wahler, R. G., & Dumas, J. E. (1986). Maintenance factors in coercive mother-child interactions: The compliance and predictability hypotheses. *Journal of Applied Behavior Analysis, 19*(1), 13-22. <https://doi.org/10.1901/jaba.1986.19-13>