

The Relationship between Adolescents Bullying Role and Grandiose Narcissism

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Abstract

Adolescents' normal social personality development is similar to grandiose narcissism, which might lead to interpersonal aggressive behavior. This research explores how adolescents' grandiose narcissism personality traits influence one's perspective on bullying roles and how that is different from peers' views by measuring grandiosity and attention-seeking facets. The primary outcome shows that people with higher grandiose narcissism traits are more likely to consider themselves as victims. However, their peers are more likely to consider them as bullies or bully-victims. It meets the previous theoretical assumption that people with higher narcissism are using self-focus lenses. This research also indicates that adolescents with higher grandiose narcissism can still experience the vulnerable feeling.

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The relationship between adolescents bullying role and grandiose narcissism

School bullying is a severe issue that can harm victims both physically and psychologically. Research shows that bullying behavior peaks between early and middle adolescence (Farrell & Vaillancourt, 2020). Adolescence is an important period for social development because of social cognition development from the neurocognitive perspective. In adolescence, characteristics such as risk-taking (Eaton et al., 2011) and egocentrism (Elkind, 1967) are common.

Those characteristics share some similarities with “DSM-5 trait facets” for grandiose narcissism, such as impulsivity, attention seeking, and grandiosity. Important social motives are gaining popularity (Caravita & Cillessen, 2012) and achieving social status (Houghton, 2012) among peers. These underlying psychological motivations also show some similarities to the Narcissistic Personality Disorder criteria from DSM- 5 (Maples et al., 2015) that require excessive admiration (criteria 4) and entitlement (criteria 5).

However, there are inconsistent research outcomes for the association between bullying roles and narcissistic traits in adolescence. Some research supports the theoretical hypothesis that adolescents are more likely to display aggressive behavior and even bullying when they have high levels on narcissistic traits (Kjærviik & Bushman, 2021); meanwhile, other research finds that people with high narcissism are more likely to become victims (McCullough et al., 2003). Although those findings do not necessarily contradict each other as they refer to different roles in bullying, they do suggest that the associations between narcissistic traits and bullying roles in adolescence are complex.

An additional issue is that most of previous research has been based on self-reports. The viewpoints on bullying and victimization are known to be different between raters (e.g., self, and

peers), but little is known about how that affects the association of bullying roles with narcissistic traits. Thus, there is still a lot to be learned about the relationship between bullying roles and narcissistic personality traits in adolescence. Therefore, the goal of this current research is to explore the association between narcissistic personality traits and bullying roles in adolescence using peer nomination procedure. I will focus on grandiose narcissistic personality traits because it aligns the best with Lay theory conceptions of narcissism (Koepernik, 2022), and aligns with what is the most emphasized in DSM-5 as it comes to Narcissistic Personality Disorder (5th ed.; DSM–5; American Psychiatric Association, 2013).

My research question is: 1) Are adolescents with high levels of grandiose narcissistic traits more likely to view themselves as bullies, victims, or both, compared to adolescents who have relatively lower levels of grandiose narcissistic traits with the facets of grandiosity and attention seeking 2) Are adolescents with high levels of grandiose narcissistic traits more likely to be viewed by their peers as bullies, victims, or both; compared to adolescents who have relatively lower levels of grandiose narcissistic traits with the facets of grandiosity and attention seeking? The research outcome will be meaningful for both preventing and protecting adolescents with grandiose narcissism traits from school bullying. What is more, it will be helpful for better understanding the perception difference between people with high grandiose narcissistic traits and their peers.

Literature Review

Social Development In Adolescence

Adolescence is an important period for social development because there are a number of important social cognitive processes changing, such as emotion regulation and perspective-taking (Andrews et al, 2021.) Behavior studies have demonstrated that adolescents

are still maturing their perspective-taking ability during that stage (Dumontheil et al., 2010; Symeonidou et al., 2016; & Vandenbos, 2016). It means adolescents have a lower ability to consider someone else's perspective. Moreover, adolescents at this social transitional stage are more self-centered and ego-centric than children or adults, which is developmentally normal. Adolescence is a transitional stage for interpersonal relationships. During this period, adolescents' social activities are more peer-oriented than in childhood, as they spend more time with friends than family. Also, research shows that adolescents are prone to be part of larger cohesive peer group structures and not just have dyadic friendships (Ryan & Shin, 2018). Within their larger peer groups, adolescents are highly motivated to pursue social status among peers (Rubin et al. 2006) because they pay strong attention to social standing among peers (Levy et al. 2004).

However, these unique characteristics mentioned above in adolescents' developmental stage could also lead to social maladjustment. Research found that social status pursuits are one of the driving motivations behind bullying behavior (Pouwels, 2018).

Bullying Among Adolescents

Bullying is defined as an unwanted but repeated aggressive behavior (Salmivalli, 2010) and where there is an observed or perceived imbalance of power acted by youth with higher (physical, psychological, or social) power than their victims (Olweus, 1978). Research found that bullying can cause immediate physical injury and even long-term physical symptoms to the victims, such as headaches caused by anxiety (Hager & Leadbeater, 2016). Besides the physical harm, psychological harm to the victim is found with both internalizing (e.g., depression) and subsequent externalizing problems (e.g., alcohol abuse) after bullying (Kidger et al., 2015; Klomek et al., 2009, 2015).

Bullying doesn't just affect direct victims. The research found it negatively influences the school climate as fear, depression, and physical complaints affect students' attendance and academic performance (Reid et al., 2004; Twemlow et al., 2001). Bullies typically do not gain much sympathy and therefore perpetrators are often also negatively affected by their own actions. (Bauman & Del Rio, 2006). Since victims and perpetrators are both affected by school bullying, exploring the perpetrators' psychopathology is important as well. Knowing the psychopathology of perpetrators could help educators or policy makers to design prevention programs to avoid maladaptive social development and avoid further bullying.

For such efforts, it is important to understand that bullying is a broad phenomenon. Experts define bullying into different types. Physical bullying is most obvious with visible violence. Meanwhile, relational bullying is least likely to be noticed by teachers (Bauman & Del Rio, 2006). Despite there being different types of bullying, lots of research only focuses on bullying in general, and this current study will not treat bullying types separately as well.

Since people will have different views on what should be considered bullying, it is important to take multiple perspectives into account. According to the Self and Other Perspective Difference theory, one's perceptions are not always congruent with others' perceptions (Carlson et al., 2011). Thus, several perspectives on bullying need to be taken into account. For example, some students who describe their behavior as making jokes or teasing would be considered as bullies from the victim's perspective. There are a mixture of factors that play a role in whether some behavior is perceived as bullying, which includes perpetrators' status in the classroom, living experience, and personality characteristics. Thus, people cannot simply judge whether an adolescent is right or wrong if there is an inconsistent opinion and disagreement on whether a behavior is bullying. How people view the behavior is based on their perspective, which was

influenced by wider psychological factors. Therefore, it is necessary to consider bullying from both the victim and perpetrator's side.

There are different types of involvement in adolescence, which are bullying perpetrators, bullying victims, bully-victims, and uninvolved students. A bullying perpetrator is someone who is bullying others. Bullying victims are individuals being bullied. Bully- victims are both perpetrators and victims of bullying, but it does not necessarily happen at the same time. There is also a critical role in bullying called "uninvolved." According to Salmivalli and Voeten (2004), there are three kinds of roles for school bullying for bystanders: defending, reinforcing, and remaining uninvolved (those individuals who witnessed aggression without being directly involved). However, there is one possibility that uninvolved people have not witnessed or are not even aware that bullying exists in their classroom; thus, they were not mentioned by either self or peer report. Since this research wants to measure the bullying role of those who are not bullies, victims, or bully-victims, we called these people "uninvolved," which includes all types of bystanders but is not limited to people who witness the bullying. It is different from the remaining uninvolved group under the bystander categories. In sum, there are individual differences in involvement in bullying, and that could be related to personality characteristics.

Personality Development In Adolescence

According to Trait Theory, traits are aspects of personality that are relatively stable over time, differ across individuals, are relatively consistent over situations, and influence behavior (Kassin, 2003). *Traits* are also defined as habitual patterns of behavior, thought, and emotion (Kassin, 2003). The most widely used model based on trait theory is the Five-Factor Model, also known as the Big Five. This model involves five basic dimensions: Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness to Experience (McCrae & John, 1992).

Looking at adolescence with personality characteristics would be important to prevent adolescents' potential social behavioral problems caused by this unique stage. According to Shiner (2009), it is important to know both the positive and negative direction of adolescents' personality to understand what normal personality development looks like and what would qualify as psychopathology. What is more, adolescent personality development is transitional, which keeps some traits in childhood and connects to adulthood (Andrews et al., 2020). This unique transitional characteristic makes adolescence an important phase for life-long personality development. The research found that youth and adult personalities have important similarities and differences (Soto & Tackett., 2015). The Personality Inventory for DSM-5 (PID-5) (Maples et al., 2015) is a good tool to measure maladaptive personality traits, which include lots of complicated psychopathology. PID-5 has found that some problematic behaviors in youth are related to some specific maladaptive personality traits. For example, youth gambling is found to be positively associated with Deceitfulness, Perceptual Dysregulation, and Attention-seeking measured by PID-5 (Pizzini et al., 2023). Likely, there are specific PID-5 characteristics that are linked to bullying as well. I will focus on characteristics relevant to grandiose narcissism.

Background of Narcissism Personality Disorder, Trait, and Facets

There are two broad approaches to examining Narcissism, which are examining personality traits or examining it as a categorical disorder as Narcissistic Personality Disorder (NPD). According to DSM-5 (p. 671), Narcissistic traits are particularly common in adolescents but do not necessarily mean the person will develop narcissistic personality disorder. Only when people's narcissistic personality traits are inflexible, maladaptive, and persisting and cause significant functional impairment or subjective distress do they constitute narcissistic personality

disorder (DSM-5, p. 672). One thing to clarify is that this current research will focus on narcissism traits instead of disorder.

According to Miller, for diagnosing NPD, people should meet two of four domains with impaired functioning in Criteria A (identity, self-direction, empathy, and intimacy) and the high levels of two specific traits covered under Criteria B: Grandiosity and Attention Seeking (Miller et al., 2022). One essential thing to notice is that even the categorically diagnosed disorder does not entirely put narcissism into discrete categories. A narcissistic personality trait is not a dichotomous variable (Kjærviik & Bushman, 2021; Krizan & Herlache, 2018). It means we cannot simply separate people into categories as “narcissistic” and normal. It is important to notice that narcissism is a continuous variable, and it should be treated as a spectrum. Therefore, this research uses a dimensional approach to assessing narcissism by focusing on personality dimensions associated with criteria B for NPD.

General narcissism can be subdivided in various ways. One common subdivision distinguishes adaptive and maladaptive narcissism. According to previous research, maladaptive narcissism is related to poor social adjustment in adults, while the characteristics of adaptive narcissism are related to self-confidence and assertiveness (Barry et al., 2006; Emmons, 1984; Raskin & Terry, 1988), which is less connected to social maladjustment (Barry et al., 2006; Raskin & Terry, 1988). As mentioned before, narcissism is a dimensional spectrum and adaptive and maladaptive are not necessarily two distinct categories. However, it is useful to distinguish the more adaptive and more maladaptive characteristics.

Another subdivision distinguishes grandiose from vulnerable narcissism. The subdivisions of grandiose and vulnerable narcissism have significant differences in their characteristics. Generally, the grandiose dimension of narcissism is characterized by self-assuredness,

imposingness, attention-seeking, entitlement, exhibitionism, self-indulgence, and disrespect for the needs of others (Bushman et al., 2009; Wink, 1991). With a more specific clinical diagnosis, grandiose narcissism has the main characteristics of grandiosity (e.g., I am better than anyone) and attention seeking (e.g., I want to be the center among people); meanwhile, vulnerable narcissism is high in negative affectivity such as depression (Miller et al., 2022). Based on Congruent Narcissism theory (Koepernik, 2022), researchers think grandiose behavior (eg. aggression) is attributed to underlying grandiosity instead of vulnerability. Previous research also emphasized the grandiose component more than the vulnerable one in general (Cain et al., 2008; Miller et al., 2011; Wright & Edershile, 2018).

Though there is more grandiose narcissism research in general, some aspects of vulnerable narcissism (e.g., depression and low self-esteem) have been studied related to bullying previously. In contrast, grandiose narcissism, which has been used for DSM-5 for clinical criteria, has received less attention in research on bullying. Thus, this current study will focus on grandiose narcissism to further explore how facets of the personality trait are associated with bullying behavior.

The Relationship of Narcissism with Bullying and Victimization

Narcissism and bullying can be linked to each other with several theoretical models. According to Hopwood and Wright's theory (2018), the previous traits theoretical model has a problem that cannot capture the dynamic aspect of personality disorder in clinical assessment. They think personality traits should be discussed through an interpersonal lens with patterns of motive, affects, behaviors, and perception that can better contextualize the dynamic process of personality disorder. Even though this current research focuses more on maladaptive personality traits than personality disorder diagnosis, Hopwood's theory supports that it is meaningful to

research personality traits through an interpersonal dynamic's lens. Connecting to this research, we are exploring the grandiose narcissism personality traits in school bullying dynamics.

Bullying is a type of externalizing form of psychopathology. With more specific evaluating criteria from DSM-5, grandiose narcissism is associated with externalizing forms of psychopathology (Miller et al., 2022), such as aggressive, disruptive, and acting-out behaviors (Achenbach, 1996; Achenbach, 1991). Also, externalizing psychopathology is connected to the theoretical assumption that children and youth with high narcissistic traits tend to be exploitative and have a sense of entitlement; thus, they will intentionally harm peers they feel they have more power over (Farrell & Vaillancourt, 2020). In addition, the research found that engaging in bullying can create or reinforce a grandiose self-image (Fanti & Henrich, 2015). The motivation to pursue higher status and dominate others (Salmivalli & Peets, 2009; Sijtsema et al., 2009; Wetzel et al., 2019) is common to high narcissism traits (Zeigler-Hill & Dehaghi, 2023).

There are a lot of studies that show that different bullying roles have certain different psychological characteristics. Bullies are more likely to be aggressive, hostile, and domineering toward peers (Haynie et al., 2001; Olweus, 1995). Also, bullies have been reported to show low levels of emotion regulation and have lower affective and cognitive empathy abilities than peers (Cañas et al., 2020; Urbonaviciute & Hepper, 2020). Bullies' characteristics of low emotion regulation and empathy ability also meet the grandiose narcissism criteria.

Research found that, compared to bullies, victims are more likely to have problems with social skills and difficulty making friends with poorer social and emotional adjustment (Nansel et al., 2001); which gets along with the maladaptive subdivision of grandiose narcissism. Other research found that students with lower peer relationship management ability, lower anger regulation, or higher self-esteem will be more likely to become bullying perpetrators after

experiencing bullying victimization (Choi & Park, 2018; Espino et al., 2022). These negative characteristics are consistent with the grandiose narcissism traits. This suggests that involvement in bullying may be more common among people with high levels of grandiose narcissism personality traits. In sum, there is not enough research to show that adolescents with what kind of psychological power will be more likely to become pure bullies, pure victims, or bully-victims. However, previous research does indirectly show some possibility that there is an association between different bully roles and grandiose narcissism maladaptive traits.

What's more, research shows a mixed outcome of the direct association between grandiose narcissism and bullying roles taken. Some research directly found that people high in grandiose narcissism traits are more likely to be involved in violence and aggression (Kjærviik & Bushman, 2021). People high in grandiose narcissism traits are also more likely to become school bullies and bully-victims than uninvolved students; other researchers did not find significant outcomes between grandiose narcissism and bullying (Van Geel et al., 2017). Meanwhile, research found that narcissistic people are more likely to consider themselves as victims of other people's interpersonal- transgression than do less narcissistic people (McCullough, 2003). Thus, it is crucial for future research to find out what kind of role people with high grandiose narcissism will be more likely to play in school bullying.

Present Study

This current study will focus on two research questions: 1) Are adolescents with high levels of grandiose narcissistic traits more likely to view themselves as bullies, victims, or both, compared to adolescents who have relatively low levels of grandiose narcissistic traits with the facets of grandiosity and attention seeking 2) Are adolescents with high levels of grandiose narcissistic traits more likely to be viewed by their peers as bullies, victims, or both; compared to

adolescents who have relatively lower levels of grandiose narcissistic traits with the facets of grandiosity and attention seeking? My research hypotheses are that 1) adolescents with high levels of grandiose narcissistic traits are more likely to view themselves as bullies compared to adolescents with relatively low levels of grandiose narcissistic traits with the facets of grandiosity and attention seeking. 2) Adolescents with high levels of grandiose narcissistic traits are more likely to be viewed by their peers as bully-victims; compared to adolescents who have relatively lower levels of grandiose narcissistic traits with the facets of grandiosity and attention seeking. The research outcome will be meaningful for both preventing and protecting adolescents with the shared indicators of grandiose narcissism traits from school bullying.

Since the research data is collected from the Netherlands, it is necessary to introduce the education system to provide the background information. Dutch schools have long school years based on their unique secondary education system, which takes about 6 years to graduate on average and students only have up to 55 days off per year (Government of Netherlands, 2016). The school year typically runs from late August to late June or the beginning of July. Despite there being several breaks, the minimum number of required school days is 189 in a year. It means Dutch kids spend a long time at school with peers. After kids graduate from primary school (12 years old), they need to choose a different secondary school education track; which takes four to six years to graduate. Usually, middle adolescence is defined as beginning from 13 to 17 years old (American Academy of Pediatrics, 2019), covering most of the students' time in secondary education in the Netherlands. Thus, looking at our participants' personality traits and bullying during the Netherlands secondary education period will be meaningful.

Related to the school bullying, Safety Monitor 2021 (a national survey) found that nearly 240 thousand (2 percent) Dutch people aged 15 years and over reported they had been bullied in the previous year in 2021 (Statistics Netherlands, 2022).

Methods

Participants and Procedure

Data for this research were collected as a part of the Project- Me study on identity problems, personality pathology, and interpersonal relationships in adolescents (See et al., 2020). Research assistants approached high schools in the south of the Netherlands, and not all the schools agreed to collaborate for data collecting. After accessing collaboration with some of the high schools, this research obtains consent and assent from adolescents and parents. It was approved by the local institutional review board (EC-2015.49). The sample consists of 1938 adolescents from the Netherlands. Their mean age is 14.7 years old ($SD = .75$), and there was a binary gender variable (47.3% boys and 52.7% girls). Adolescents independently filled out questionnaires on computers in classrooms. Research assistants were present to guide the process and provide instruction. There were no rewards for participating in the research. This current study will use the first measurement occasion of this longitudinal project because that was the only measurement occasion on which peer nominations were gathered. Therefore, the study presented in this thesis is cross-sectional.

Measures

Bullying Roles

This research provides four questions in total for each participant to nominate bullying perpetration and victimization directly happening to themselves and the bullying they observed happening to peers. It is a peer-nomination procedure, which measures tend to collect the

view-points based on the impression of peers (Cillessen & Marks, 2017). This current study is being conducted in the classroom setting, thus, it has view-points to one person based on the whole class. Despite not being completely objective, the peer-nomination measure involves a greater amount of objectivity compared to self-report when considering social behavior (Clark & Ladd, 2000). Students in the classroom got two questions: Who bullies you? and Who do you bully? with a namelist showing every student's name on it. Thus, this current research can directly get self-report data on bullying and victimization. All participants can also be nominated by everyone else in their classroom and their classmates also participated in the study. Thus, this study can also calculate how many nominations for bullying and victimization everyone in the sample gets. That information is then used to create peer-rating variables on bullying and victimization for every participant.

Since all the students in the same classroom must answer these questions, multiple peers might nominate one person for one role. This current study focuses on whether people are nominated by peers rather than how many people nominate one person for a particular role simultaneously. Thus, this research defines one peer-nominated role with the rule that if at least one peer nominates one person, this person will be considered as this peer-nominated role. For instance, everyone whom one or more peers nominated as a bully is considered a peer-nominated bully.

Overall, there are four roles based on self-ratings and four based on peer ratings. There are four self-ratings roles which are self-nominated bully, victim, bully-victim, and uninvolved. Similarly, there are four peer-rating roles which are peer-nominated bully, victim, bully-victim, and uninvolved. I will use self-rating roles as an example. If people report themselves as a bully by selecting their victim's name, people will be labeled as self-nominated. If people report

themselves as victims by checking the bullies' name, they will be labeled as self-nominated victims. If the people both report they bully someone and being bullied will be labeled as self-nominated bully-victim. For the self-nominated uninvolved, it is the rest of the people who didn't nominate themselves for any roles.

Personality Traits Facet

To measure grandiose narcissistic personality traits, we used the Dutch translation of the Personality Inventory for DSM-5 Faceted Short Form (PID-5- SF) (Koster et al., 2020), a short version of the original PID-5 (Maples et al., 2015) . The Personality Inventory for DSM-5 short form measures personality traits and facets with 100 questions. It measures facets with Likert scales from 0-3. Each facet was measured by 4 items.

Research found that two traits of Criteria B, attention seeking and grandiosity, are strongly related to Narcissism in the DSM-5 AMPD (Section III alternative model of Personality Disorder (AMPD) (Miller et al., 2022). Thus, the current research prioritized using attention-seeking and grandiosity traits as our indicators for grandiose Narcissism. According to DSM-5, Grandiosity is defined as feelings of entitlement, either overt or covert; self-centeredness; firmly holding to the belief that one is better than others; condescension toward others. Attention seeking is excessive attempts to attract and be the focus of the attention of others; admiration seeking (5th ed.; DSM-5; American Psychiatric Association, 2013). The items of both trait facets were internally consistent, as Alphas were $>.70$. The details can be found in a published study on the same dataset (See et al., 2020).

Plan of Analysis

I used one-way ANOVAs to process my research questions. I conducted four one-way ANOVAs in total. Before that I did a pre-analysis assumption checks, with checking normality,

outliers, and equal variance. As I mentioned before, I had integrated all the self-nominated roles in one variable and peer-nominated roles under another. Thus, my independent variables are these two categorical variables which are self-nominated roles that include four sub-categories: self-nominated bully, self-nominated victim, self-nominated bully-victim, and self-nominated uninvolved. Also, peer-nominated roles included four sub-categories: peer-nominated bully, peer-nominated victim, peer-nominated bully-victim, and peer-nominated uninvolved. My dependent variables are two personality traits which are attention seeking and grandiosity.

With one-way Anova, I have the F value, and significance level. Since we know the possibility of type 1 error, I changed the significance level (alpha). I went for .05 divided by the number of tests I run which is 4. Then I used an alpha of 0.0125 and only p-values smaller than 0.0125 which were considered statistically significant. There were statistically significant main effects in a one-way ANOVA I then conducted post-hoc analyses to examine which groups differ from each other.

Result

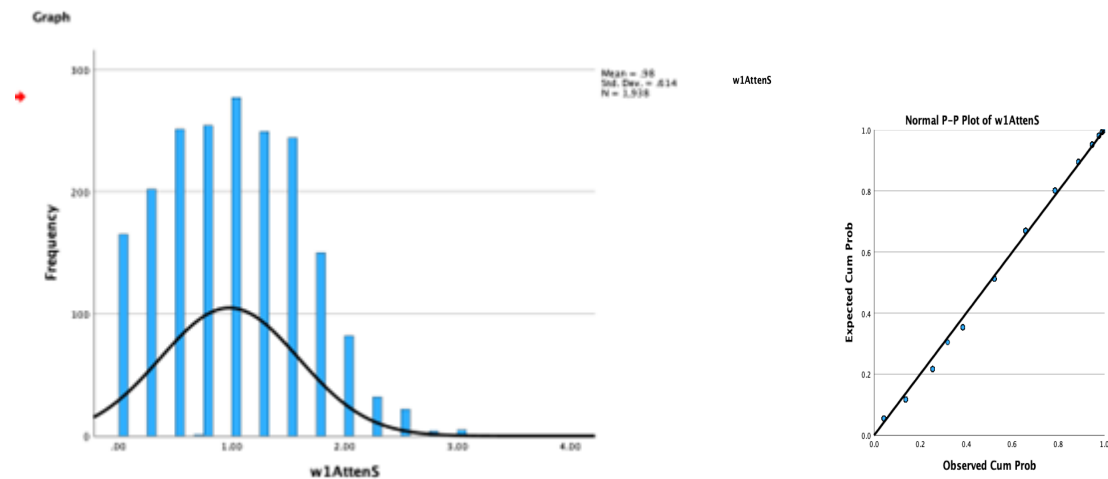
Preliminary Analysis

Since I will examine my research questions with one-way ANOVAs, the preliminary analyses included normal distribution checking, outlier checking, and checking for equal variances in the different groups. Firstly, I tested for normality and checked for outliers. for attention seeking. With histogram checking (See Figure 1), I found that Attention Seeking is skewed to the right because the long tail is to the right and the most value cluster is to the left. The shape is not symmetrical to the mean and median. The left part below the center has a smaller amount than the right side. With p-p plot checking (see Figure 2), Attention Seeking

shows a relatively normal distribution. In which, the dots, which represent the observed distribution, are close to the diagonal line representing the reference distribution.

Figure 1. Histogram for Attention Seeking

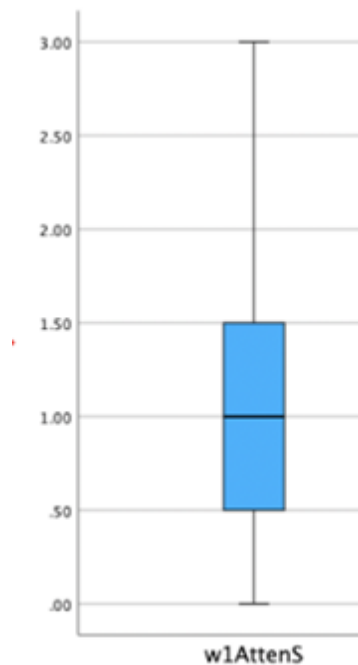
Figure 2. P-P plot for Attention Seeking



Then, this study checks the descriptive data for attention seeking. For skewness, all the scores are less than |2.| For kurtosis, all the scores are less than |4.| (Table 1). Thus, all personality traits meet normality requirements.

Then, this research conducted the outlier checking for attention seeking using histogram, box plot and z-score. Based on the histogram analysis (see Figure 1), there are two bars near to 3.00 that seem far away from the other points. However, these bars are not too far away from the main cluster. I would keep an eye on the potential outliers for Attention Seeking with further analysis. According to box-plot screening, attention seeking does not have a problem with outliers.

Figure 3. Box Plot for Attention Seeking



For attention seeking, its z-scores range from -3.29 to 1.6. That means that there are only cases that are slightly beyond the recommended cutoff of $|3|$ at the lower end of the distribution. Because they are only slightly beyond the cutoff and because these cases do not show up in the box plot, they are not very likely to be influential cases and therefore I decided to keep them in the dataset..

Now, this study conducts the same normality and outlier checking for Grandiosity. While looking at the histogram for Grandiosity (see Figure 4.), I found that it has a long tail to the right side and the shape is not symmetrical to the mean and median. With p-p plot checking, Grandiosity has the problem that the majority of the dots are not aligned to the index line.

Figure 4. Histogram for Grandiosity

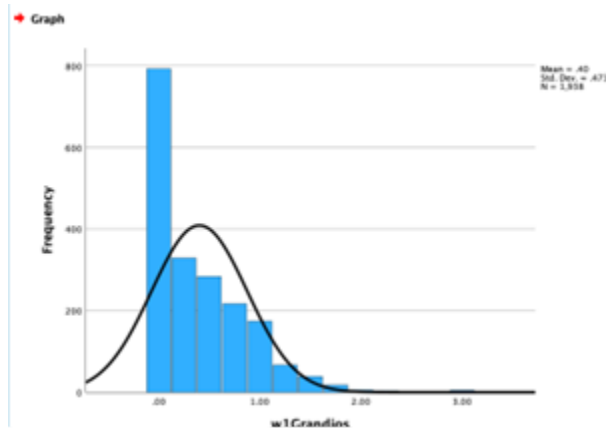
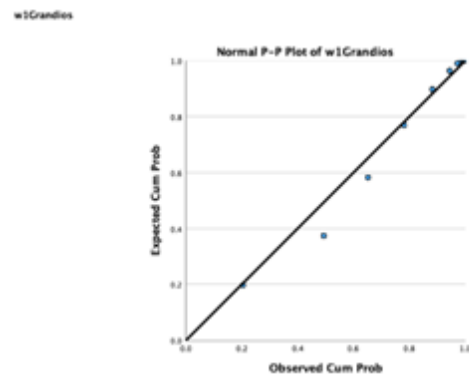
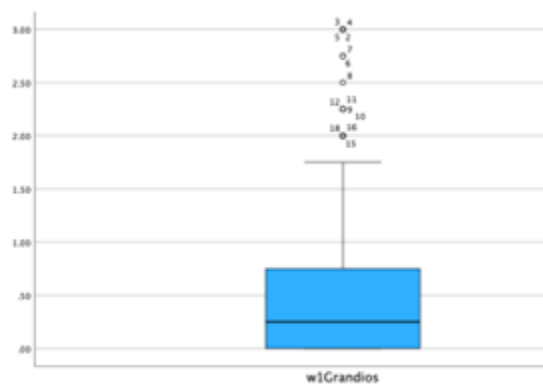


Figure 5. P-P plot for Grandiosity



With checking the descriptive data for grandiosity, for skewness, all the scores are less than |2.0|. For kurtosis, all the scores are less than |4.0| (Table 1). Grandiosity has little problem with skewness, even though it is less than |2.0|.

Figure 6. Box-plot for Grandiosity



For outlier checking, I will use histogram, box-plot, and z-score. According to the histogram, there is one bar (near to 3.00) that could be an outlier which is far away from the main cluster. For outliers screening within box-plot, Grandiosity has lots of outliers which are higher than 1.75 (see Figure 6).

After I use the box-plot for outlier screening, the next step is using a z-score to check the exact outliers for Grandiosity. For Grandiosity, z-score is (-1.36, 3.48). Looking at the z-score,

there are just a few participants with z-scores over 3, which are 18 participants out of 1938 participants in total. Thus, there is not a large problem with outliers, which is why I decided to keep everyone in the sample that I will use for my analyses.

Overall, there are no substantial normality or outlier problems with attention seeking. However, these tests show there are normality problems with grandiosity. Since grandiosity is not normally distributed at all, I will use a non-parametric test for analyses involving grandiosity. Specifically, I will use a Kruskal-Wallis test.

ANOVA for Attention Seeking

As a final pre-analysis check before conducting an ANOVA, I will run a Levene's test to check whether the variances of attention seeking are equal across my groups. If the test is significant, which would indicate that the variances are not equal, then we can still use an ANOVA but have to use appropriate corrections. Even though the Levene test shows it is statistically significant, we can still process the test if we use appropriate correction. As I mentioned before, I will use 0.0125 for a significant level. If the significant level is less than 0.0125, it has unequal variance, we need some correction for the post-hoc test. I pick the Hoch-berg GT2 because group sizes are very different and I also pick the Games-Howell post-hoc test because variances are not equal between groups. If they have equal variance, we will only use Hochberg GT2 post hoc tests.

For self- reported attention seeking, the significant level of Levene test is less than 0.0125, it has unequal variance. Thus, I will use Hochberg GT2 and Games-Howell post-hoc tests alongside each other to examine which groups differ from each other if the main effect in the ANOVA is statistically significant.

According to Levene's test, the significance level of self-reported attention seeking ($p < .001$) is smaller than 0.0125, the homogeneity of variances across groups violates the null assumption that equality of variances. Thus, we will use the Hochberg and Games-Howell test to correct it later. The F-statistics is 3.416, which reaches significance with a p -value of $< .001$ (which is less than the .0125 alpha level). The degree of freedom for between groups is 3, this means we compare 4 groups. The eta squared score is .023, which means the bullying types have an effect between small and medium to different personality traits. (We are referencing the $\eta^2 = 0.01$ indicates a small effect. $\eta^2 = 0.06$ indicates a medium effect. $\eta^2 = 0.14$ indicates a large effect.)

With the Hochberg test, Uninvolved and Victim ($p < .001$); Group Uninvolved and Bully-Victim ($p = 0.002$); Group Victim and Bully ($p = 0.011$) are significantly different from each other because their significance level is smaller than 0.125. The self-nominated victim group had significantly higher levels of attention seeking when compared to the uninvolved group. The self-nominated bully-victim had significantly higher levels of attention seeking when compared to the uninvolved group. The victim group had significantly higher levels of attention seeking when compared to the bully group. The self-nominated bully-victim group had significantly higher levels of attention seeking when compared to the bully. In summary, the self-reported bully-victim and victim group had significantly higher levels of attention seeking when compared to the bully and uninvolved. What is more, bullies and uninvolved aren't significantly different from each other; and the victims and bully-victims also aren't significantly different from each other for attention seeking.

With Games-Howell, self-reported victim groups had significantly higher levels of attention seeking when compared to uninvolved. There is no other significant outcome being

found, as the Hochberg test shows. The research outcome of self-reported bullying role and attention seeking found using Games-Howell is inconsistent with the outcome in the Hochberg test.

For peer-reported attention seeking, the significance level of F-test is smaller than 0.0125. Thus, we will conduct the Hochberg and Games-Howell post-hoc for correction. The F-statistics is 1.939, which reaches significance with a p -value of $< .001$ (which is less than the .0125 alpha level). The degree of freedom for between groups is 3, this means we compare 4 groups. The eta squared score is .013, which means the peer nominated bullying types have an effect between small and medium to different personality traits.

Homogeneous subtests report that victim and bully-victim are significantly different from each other for peer-reported attention seeking. In which, the bully-victim has significantly higher attention seeking score than victim.

Non-parametric test for grandiosity

Since grandiosity is not normally distributed at all, I will do the non parametric test, Kruskal-Wallis test. According to the overall effect, the test statistic is 18.958, $p < 0.001$. The non parametric test shows differences between the four observed groups. With the post hoc test, uninvolved and victim ($p = 0.004$) group; uninvolved and bully-victim ($p < .001$) group; bully and bully-victim ($p = 0.006$) are significantly different from each other because their significance level is smaller than 0.0125. What is more, the self-reported victim group had a higher level of grandiosity when compared to the uninvolved group; bully-victim had a higher level of grandiosity when compared to the uninvolved group; bully-victim had a higher level of grandiosity when compared to the bully group.

For peer- reported grandiosity, there is a significant group difference between Uninvolved and Bully ($p = 0.003$), Uninvolved and Bully-Victim ($p = 0.001$) because their significance level is smaller than 0.0125. What is more, the peer-reported bully group had a higher level of grandiosity when compared to the uninvolved group, and the bully-victim had a higher level of grandiosity when compared to the uninvolved group.

Discussion

This study explores how narcissism personality traits influence one's perspective and whether it is consistent with their peers' viewpoints under the context of school bullying. My research question is: 1) Are adolescents with high levels of grandiose narcissistic traits more likely to view themselves as bullies, victims, or both, compared to adolescents who have relatively lower levels of grandiose narcissistic traits with the facets of grandiosity and attention seeking 2) Are adolescents with high levels of grandiose narcissistic traits more likely to be viewed by their peers as bullies, victims, or both; compared to adolescents who have relatively lower levels of grandiose narcissistic traits with the facets of grandiosity and attention seeking? My hypotheses are that 1) Adolescents with high levels of grandiose narcissistic traits are more likely to view themselves as bullies compared to adolescents with relatively low levels of grandiose narcissistic traits with the facets of grandiosity and attention seeking. 2) Adolescents with high levels of grandiose narcissistic traits are more likely to be viewed by their peers as bully-victims; compared to adolescents who have relatively lower levels of grandiose narcissistic traits with the facets of grandiosity and attention seeking.

For the first research question, I had a mixed result. With the Hochberg post-test, we found more differences than using Games-Howell. The victim group consistently remains higher levels of attention seeking when compared to uninvolved groups with both post-hoc tests. This

research outcome contradicts our initial hypothesis that adolescents will be more likely to view themselves as bullies, rather than victims, if they have higher scores on the grandiose narcissism facet of attention seeking. Additionally, this research did not find a significant difference between bullying and uninvolved groups.

It is a very unexpected outcome because the PID-5 questionnaire this research uses is based on DSM-5 criteria which relies more on grandiosity and does not involve the vulnerability subdivision part (Miller et al., 2022). Oppositely, this outcome shows people with high grandiose narcissism levels can still feel vulnerable because they view themselves as victims of bullying. What is more, this finding contradicts the conception of grandiose narcissism that people tend to have high grandiosity and not supposedly show vulnerability under this subdivision. The vulnerable perspective taking of people with high grandiose narcissism also contradicts the theoretical hypothesis that adolescents are more likely to display aggressive behavior and even bullying (Kjærviik & Bushman, 2021). Even though some research show that people with high narcissism in general are more likely to become victims (McCullough et al., 2003), it does not specify on the grandiose subdivision like this current research does. Further, this research outcome also contradicts the Congruent theory (Koepernik, 2022) which assumes that grandiose behavior is associated with underlying grandiosity instead of vulnerability. This research actually shows more alignment with the incongruent vulnerable narcissism theory which assumes that grandiose behavior is attributed to vulnerability. Our research shows even people with high grandiose narcissism still can feel being hurt and negative emotions such as emptiness and vulnerability. It further supports Miller's idea that individuals' grandiose narcissism behavior could be caused by one's underlying vulnerability (Miller et al., 2022).

For the other grandiose narcissism trait facet, grandiosity, the research outcome shows that people with self-reported higher grandiosity scores will be more likely to consider themselves as victim or bully-victims compared to the uninvolved group; moreover, people are more likely to consider themselves as a bully-victim compared to a bully. Everyone who is involved in bullying could have some grandiosity level than people who are not involved. People with different roles in bullying, such as victim and bully-victim, also have a grandiosity level different from each other.

It meets previous research that shows a mixed outcome on which kind of bullying role the people will take with higher narcissism levels. For example, previous research found that people with higher narcissism levels in general will be more likely to become bullies (McCullough, 2003), however, some research found that they are more likely to become bully-victim (Van Geel et al., 2017). The mixed outcome of this current research supports that the previous research about different bullying roles. However, what factors lead to the difference of bullying role taking still needs further investigation such as individual difference.

There is one consistent outcome under the grandiose narcissism division in both grandiosity and attention seeking, in which victims show higher grandiosity scores than uninvolved. Thus, I can make the conclusion that adolescents with higher grandiose narcissism will be more likely to view themselves as victims, which contradicts my initial hypotheses to my first research question. However, it meets the previous research outcome that the people with higher narcissism scores are more likely to consider themselves as victims (McCullough et al., 2003). The reason why victims show higher grandiose narcissism scores from self-reports need to be investigated in future research. According to previous research, having friends and becoming popular were protective factors for victimization (Pellegrini et al., 1999). Thus,

adolescents with higher attention seeking scores are more likely to relate to victim roles possibly because they are potentially seeking help. However, it is hard to know the causation and mechanism of bullying role taking. Future research could further investigate why victimization is linked to higher attention seeking. The findings that show higher grandiosity scores for self-nominated victims suggest that even grandiosity facets have some impacts on vulnerability. Also, adolescents with higher grandiosity level might see some interaction with peers as bullying because of different perspectives, such as they see things bigger or in a distorted way (Farrell & Vaillancourt, 2020).

Our second research outcome shows that bully-victims have significantly higher attention seeking score than victim from peer report. It indicates that people with higher attention seeking facet scores are more likely to be considered as bully-victim rather than victim from their peers' perspective. It meets my initial hypothesis that people with higher attention seeking scores will more likely be nominated by peers as bully-victim. The different bullying role nomination between people with high grandiose narcissism and peers' views further proves that self and other perspective taking theory (Carlson et al., 2011) can be applied to people with high grandiose narcissism.

According to peer reports, participants who were nominated as bully-victims had higher attention seeking scores than victims. With this research outcome, higher attention-seeking level seems to be associated with something similar to externalizing behavior according to their peers. In other words, peers seem to think that people with high levels of attention-seeking are bullying others. The significant difference in attention seeking between bully-victim and victim with peer-nomination is not shown in self-nomination.

My findings for grandiosity are basically consistent with the attention seeking. The peer-reported **bully** group had a higher level of grandiosity when compared to the **uninvolved** group, and the **bully-victim** had a higher level of grandiosity when compared to the **uninvolved group**. The perpetration of bullying meets the previous theory that grandiose narcissism is related to aggressive, disruptive, and acting-out behaviors (Achenbach,1996; Achenbach,1991). The grandiosity facet meets our initial hypothesis that people with higher grandiose narcissism scores will be more likely to be considered as bully-victim from a peer's viewpoint.

The one outcome consistently found from peer and self report is that bully-victims had a higher level of grandiosity when compared to the uninvolved group. Interestingly, self-reports on bullying-roles indicate that victims have higher levels of grandiose narcissism, whereas peer-reports on bullying-roles suggest that bullies have higher levels of grandiose narcissism. The different role nomination across self and peer reports can further support the theory that people with high narcissism traits are less likely to share their perspective with others (Vonk et al., 2013).

Hopwood and Wright's (2021) theory suggest it will be helpful if we look at the role of narcissism traits in complicated settings such as how one person interacts with others. Our research focus on the school bullying topic provides a chance to look at these traits within interpersonal dynamics. It shows a deeper connection between how people with different trait scores view themselves and others. Additionally, it provides meaningful understanding of how personality traits reflect on one's behavior among the complicated interpersonal dynamic. Researching one's personality when they interact with people could bring more details of how one's behavior is shown and what kind of impression their peers may have. It can provide more information than knowing one's personality from self- reported personality questionnaires only.

In the future, we should view one's personality combining one's behavior and their mental perception instead of looking at them separately. Our research shows how interpersonal dynamics works in people with higher grandiose narcissism levels.

According to Self and Other Perspective Difference theory, one's perceptions are not always congruent with others' perceptions (Carlson et al., 2011). Our research outcome meets the theory by showing people with high grandiose narcissism are more likely to consider themselves as victims, bully-victims, however, their peers are more likely to consider them as bullies.

Previous theory hypothesized that people with high grandiose narcissism would have their inner mental state reflected in their behavior. For example, Congruent Narcissism Theory (Koepernik, 2022) attributed grandiose behavior to underlying grandiosity and not vulnerability. It suggests that if one person has a high grandiose narcissism score, they should show grandiose behavior and not feel vulnerable or empty. However, our research outcome shows the opposite conclusion that people with high narcissism scores are more likely to consider themselves as victims compared to uninvolved. It contradicts the idea of Congruent Narcissism theory and shows more alignment with incongruent narcissism theory.

Since all these research outcomes above are based on the adolescents' population, I want to emphasize that understanding of normal social development during adolescence is essential. Adolescents at this social transitional stage have the following characteristics such as risk taking and egocentrism (Eaton et al., 2011), which are similar to the attention seeking and grandiosity facets this research measured. Also, they are more likely to focus on gaining social Status among peers (Caravita & Cillessen, 2012; Houghton, 2012). Even though these characteristics in this unique social developmental stage are similar to some narcissism criteria, researchers still need to keep in mind that these characteristics can be developmentally normal. These similar

characteristics or perspective-taking to narcissism does not necessarily mean a completely negative thing for adolescents since narcissism can still provide some adaptive part to one's social behavior such as higher self-confidence and assertiveness (Emmons, 1984; Raskin & Terry, 1988). At the same time, we still cannot dismiss that the potential interpersonal conflicts or even harm possibly will be exaggerated by these maladaptive characteristics among adolescents related to poor social adjustment and bullying is one of them (Barry et al., 2006; Emmons, 1984; Raskin & Terry, 1988).

However, although some narcissism is relatively common, and can be considered normal, in adolescence, high levels can become problematic. It has been shown that personality disorders can be reliably diagnosed in adolescence (Shiner & Allen, 2013), so if high levels of narcissistic personality facets co-occur with other characteristics of personality disorders and if they persist across longer periods of time, it can be a reason to provide an adolescent with help. Our findings suggest that this could be beneficial, because adolescents with high levels of narcissistic facets do feel vulnerable and may therefore benefit from support.

Limitation and future direction

This research data is collected from the Netherlands, which has a unique and longer secondary education year. Thus, it leads to a limitation that the research outcome related to adolescence during secondary education is not applicable world-wide, where the school year may be shorter. Also, one more problem with the data is related to the students' ethnicity diversity in the Netherlands. From what we know so far is that most of the population in Netherlands school is predominately white (Statistics Netherlands, 2022). It also led to a question that whether this research outcome could be replicated in the country with a more diverse population and different ethnicity dynamic such as U.S.. Additionally, most of the kids

are from middle class families and the different social classes could be another reason for school bullying. This research does not measure ethnicity and social classes, but it deserves a future investigation to figure out whether these factors play roles in school bullying. Researchers should be careful with overgeneralizing the sample. In future research, school bullying and narcissism personality traits research should be explored in a more diverse background within other countries.

There are also limitations of our research related to the measures. Since we use the report from both self and peer's nomination toward their bullying roles, it is hard to know whether the people report themselves and their peers correctly. Another limitation is that this research does not include the questions with specific bullying types such as whether it is physical or verbal bullying since the bullying types could tell important information (Bauman & Del Rio, 2006). For example, if the research outcome shows a narcissistic person is more likely to feel they are experiencing relational bullying, this can indicate how this person views the interpersonal relationship differently from peers. Physical bullying is more directly observed than relational bullying. Thus, relational bullying will be more likely to be ignored from peer-reports, which potentially leads to one of our limitations. In future, the detailed bullying types of difference can provide more perspective taking for the research of people with high grandiose narcissistic traits. What is more, if narcissism personality research could explore more on how personality traits impact different bullying types, it will be helpful for us to further understand narcissism under more complicated interpersonal dynamics like Hopwood (2018) suggested.

Additionally, this research does not include the severity of bullying in the questionnaire. It prevents us from understanding what is the gap between one's perception and others to interpret one event, especially toward people high in narcissistic personality traits. Future

research could also investigate whether people high in grandiose narcissistic personality traits are more likely to score higher levels of severity or not; compared to lower grandiose narcissism groups.

To understand the perception difference details, future research could also conduct interviews and qualitative analysis to provide us an opportunity to know how one's perception relates to bullying roles. With more qualitative research methods, future research can explore the mechanism of bullying such as why one person will be both victim and bully with high grandiose narcissism score.

One more limitation related to the measures is that even though there are similar amounts of people reported and being reported as different bullying roles, it does not necessarily say they are the same people. For example, there are 169 people reported by peers as victims, 67 people reported themselves as victims. The data cannot tell whether these are the same people based on self and peer reports.

Deeper knowledge on bullying types and severity is needed to know more about why there are different perspectives on those roles. Qualitative analysis will be a good research method for future study such as conducting interviews and open-ended questions. It can help researchers to know through what lens someone interprets the scenario as if this person has a higher narcissism score and whether it is different from others. Also, future research could ask individuals questions about for example family background and their life story to understand their personality in a more holistic way.

Implication

From this research, I do see some patterns we expect from the grandiose narcissism in non-clinical levels within adolescents. The outcome suggests that grandiose narcissism could be

related to school bullying despite one's view being different from the peer's report. In the future, schools and governments can pay attention to the early onset of higher grandiose narcissism personality traits to prevent school bullying. Peers and schools are having an important impact on adolescents' personality traits and are even related to the future development of personality disorders (Shiner & Allen, 2013). The fact that individuals with grandiose narcissism can have views that are different from those around them should be kept in mind for clinicians in diagnosis and treatment.

Even though I don't measure the vulnerable part, my findings still show people have vulnerable perception with high level grandiosity. We should try to have more empathy towards people with personality disorders instead of exacerbating the stigma with the current diagnosis criteria. The empathy toward externalizing symptoms are often lower than internalizing symptoms. Especially, the public has lots of misunderstanding toward NPD and may believe that people with higher levels of grandiose narcissism do not feel vulnerable. These stigmatizations further prevent people with higher narcissistic traits from seeking help and gaining treatment.

DSM-5's description of narcissistic personality disorder mostly emphasizes the grandiose aspect, and devotes less attention to the vulnerable part (Miller et al., 2011). This relative lack of attention to the vulnerable would exaggerate the stigma towards narcissistic personality disorder. It will mislead the public to have the impression that a person who is diagnosed with narcissistic personality disorder is not struggling with it. This study shows that even if you only focus on the grandiose aspects, people who score high on those still appear to feel vulnerable as they report being victimized in bullying. For studies in the future, the vulnerable side of grandiose narcissism should be explored more.

Appendix

Table 1
Self-report Attention Seeking and Grandiosity

Variable		Attention Seeking (ANOVA)			Grandiosity (Non-Parametric test)	
		Mean Difference	Sig of Hochberg	Sig of Games Howell	Median difference	Sig
Uninvolved	Victim	-0.3228	<.001	0.001	-0.25	0.004
	Bully	-0.0248	0.999	0.981	0.00	0.776
	Bully-Victim	-0.3487	0.002	0.014	-0.25	<.001
Victim	Uninvolved	0.3228	<.001	0.001	0.25	0.004
	Bully	0.298	0.011	0.024	0.25	0.038
	Bully-Victim	-0.0259	1.000	0.998	0	0.377
Bully	Uninvolved	0.0248	0.999	0.981	0	0.776
	Victim	-0.298	0.011	0.024	-0.25	0.038
	Bully-Victim	-0.3239	0.002	0.058	-0.25	0.006
Bully-Victim	Uninvolved	0.3487	0.002	0.014	0.25	<.001
	Victim	0.0259	1.000	0.998	0.00	0.377
	Bully	0.3239	0.022	0.058	0.25	0.006

*p < .0125

Table 2
Peer-report Attention Seeking and Grandiosity

Variable		Attention Seeking (ANOVA)			Grandiosity (Non-Parametric test)	
		Mean Difference	Sig of Hochberg	Sig of Games Howell	Median difference	Sig
Uninvolved	Victim	0.0274	0.995	0.954	0	0.173
	Bully	-0.1374	0.018	0.021	-0.25	0.003
	Bully-Victim	-0.1612	0.113	0.134	-0.25	0.001
Victim	Uninvolved	-0.0274	0.995	0.954	0	0.173
	Bully	-0.1648	0.060	0.070	-0.25	0.291
	Bully-Victim	-0.1886	0.124	0.142	-0.25	0.056
Bully	Uninvolved	0.1374	0.018	0.021	0.25	0.003
	Victim	0.1648	0.060	0.070	0.25	0.291
	Bully-Victim	-0.0237	1.000	0.992	0	0.267
Bully-Victim	Uninvolved	0.1612	0.113	0.134	0.25	0.001
	Victim	0.1886	0.124	0.142	0.25	0.056
	Bully	0.0237	1.000	0.992	0	0.267

*p < .0125

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