

Model Evaluation of Risky Behaviors According to Cerebral-Behavioral Systems and the Dark Triad of Personality with the Mediation of Thought Control Ability in Secondary High School Students

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Extended Abstract

Aim

Adolescence is a dynamic period in everyone's life, and the fact is that most of a person's personality is formed during childhood and adolescence. The importance of adolescence is not hidden from anyone. As is common in the developmental cycle, people may face behavioral, cognitive, emotional, and psychological problems during adolescence. These problems can affect other teen life processes, such as social and health processes. Although the prevailing opinion is that most people complete the developmental cycle of adolescence with a stable psychological and emotional state and mental health, the results of recent research show that many adolescents face behavioral and psychological injuries. One of the phenomena that can cause serious harm to adolescents' psychological, emotional, and social health is the tendency to engage in risky behavior. Therefore, the aim of the present study was to structurally model risky behavior according to cerebral-behavioral systems and the dark triad of personality with the teaching of control thought ability in secondary high school students.

Methodology

The research was applied and the research method was correlational through structural equation modeling and the research population consisted of all high school students in Shahin Shahr in the academic year 2020-2021, of which 505 individuals (262 boys and 243 girls) were selected through the available sampling method. The research instruments included Brain Behavioral Systems Questionnaire (BBSQ), High Risk Behaviors Questionnaire (HRBQ), Dark Triad of Personality Questionnaire (DTPQ) and Control Thought Ability Questionnaire (CTAQ). Data analysis was conducted using structural equation modeling with SPSS and Amos version 23.

Findings

The results showed that the scores of behavioral activation and inhibition systems, the dark triad of personality (narcissism, Machiavellianism, and antisocialism) had a significant direct influence on students' ability to control their thoughts and risky behaviors ($p < 0.001$). Moreover, the results showed that mind control ability not only has a direct effect on students' risky behaviors, but also plays a significant mediating role in the relationship between brain-behavior systems and the dark triad of personality with high school students' risk behaviors.

Conclusion

Given the significant mediating role of mind control ability, it is suggested that by influencing the cerebral-behavioral systems and the dark aspects of behavior through the teaching of mind control techniques, we can attempt to reduce the occurrence of risk behaviors. It can be said that people with the ability to control thoughts are able to consciously and selectively replace inefficient cognitive and intellectual processes with positive thoughts in order to free themselves from the tendency to engage in destructive and risky behaviors. Therefore, by creating the necessary skills for students to control their thoughts and consciously choose constructive and normal thoughts and behaviors, the ability to control thoughts will lead them to turn to constructive approaches when faced with challenges in the environment instead of choosing risky behaviors, and in this way, behaviors will show themselves to be more constructive.

Keywords: Cerebral-Behavioral System, Dark Aspects of the Personality, Thought Control Ability, Risky Behavior.