

Study 1 Materials

Measures

National narcissism was measured with Collective Narcissism Scale adapted to the Polish national context based on Golec de Zavala et al. (2009):

1. I wish other countries would more quickly recognize the authority of Poles.
2. Poles deserve special treatment.
3. Not many people seem to fully understand the importance of Poles.
4. I insist upon Poles getting the respect that is due.
5. It really makes me angry when others criticize my people.
6. If Poles had a major say in the world, the world would be a much better place.
7. I do not get upset when other countries do not notice the achievements of the Polish people.
8. Not many people seem to fully understand the importance of Poles.
9. I will never be satisfied until Poles get all they deserve.

National identification was measured with ten items of group-level self-investment subscales of Leach and colleagues' (2008) scale adapted to the Polish national context (Jaworska, 2015).

1. I feel a bond with other Poles.
2. I feel solidarity with other Poles.
3. I have a feeling of unity with other Poles.

4. I am glad to be Polish.
5. I think that Poles have a lot to be proud of.
6. It is pleasant to be a Pole.
7. Being a Pole gives me a good feeling.
8. I often think about the fact that I am a Pole.
9. The fact that I am a Pole is an important part of my identity.
10. Being a Pole is an important part of how I see myself.

In the additional analyses to Study 1 we used the group-level self-definition items (Leach et al., 2008), with two additional items that tested alternative translations of items 12 and 13 (Jaworska, 2016):

11. I have a lot in common with the average Pole.
12. I consider myself a typical Pole.
13. I am similar to the average Pole.
14. Poles are very similar to each other.
15. Poles have a lot in common with each other.
16. Poles have many common traits.

Perceived contribution of one's own country to the world's history was measured with one item (based on Zaromb et al., 2018) – “In your opinion, what contribution (expressed as a percentage) has Poland made to the history and development of the world?”.

Support for the changes in history school textbooks was measured with six items.

“In March 2021, a report by a special team appointed by the Ministry of Education and Science was published, concerning the preparation and approval of new school textbooks, including history. Please read the following statements carefully, and then mark on the scale how much you agree with them. History textbooks should:”

1. put more emphasis on the outstanding achievements of Poland and Poles, even at the expense of other historical information.
2. above all, to emphasize the enormous role Poland played in the history of Europe and the world.
3. spend more space on descriptions of Poland's victories over its historical rivals, e.g. the capture of Moscow in 1610.
4. above all, emphasize the role of Poland in creating European culture and civilization (e.g. Poland's contribution to shaping religious tolerance).
5. to talk more about the doctrine of Poland from sea to sea.
6. devote more space to the descriptions of the times when Poland dominated other countries in the region (e.g. the times of the Jagiellonians).

Political ideology was measured with a single-item measure “Please specify your political views”, from 1 – *definitely left-wing* to 7 – *definitely right-wing*.

Education options were “Incomplete basic”, “Basic”, “Junior high school”, “Vocational”, “Incomplete secondary”, “Secondary or post-secondary”, “Post-secondary”, “Incomplete higher”, “Bachelor's / Engineering degree”, “Master's degree”, or “PhD or higher”.

Place of residence options were “Village”, “A city with up to 10,000 inhabitants”, “A city with 10,001 to 50,000 inhabitants”, “A city with 50,001-100,000 inhabitants”, “A city with 100,001 to 200,000 inhabitants”, “A city with a population of 200,001 to 500,000”, or “A city with more than 500,000 inhabitants”.

Study 2 Materials

National narcissism was measured with five items of the Collective Narcissism Scale:

1. I wish other countries would more quickly recognize the authority of the British.
2. Not many people seem to fully understand the importance of the British.
3. It really makes me angry when others criticize my people.
4. If the British had a major say in the world, the world would be a much better place.
5. I insist upon the British getting the respect that is due.

National identification was measured with items adapted from Cameron (2004). Study 2 used the shorter version of the original 12-item scale (items 1, 2, 7, 9 & 11).

1. I have a lot in common with the other British people.
2. I feel strong ties to the other British people.
3. Being British is an important reflection of who I am.
4. In general, I am glad to be British.
5. I don't feel good about being British.

Perceived contribution of one's own country to the world's history was measured as in Study 1 in reference to Great Britain – “In your opinion what contribution (expressed as a percentage) has been made by the Great Britain to the history and development of the world?”.

Support for the changes in history school textbooks was measured as in Study 1, referring to Great Britain.

“Imagine that the UK Department for Education is reforming the teaching program and making some changes to school history books. Please read the following statements carefully

and indicate to what extent you would support such changes in history books on a scale from 1 - definitely not to 7 - definitely yes. The school history books should:"

1. put more emphasis on the outstanding achievements of Great Britain and the British, even at the expense of other historical information.
2. above all, to emphasize the enormous role Great Britain played in the history of Europe and the world.
3. spend more space on descriptions of Great Britain's victories over its historical rivals, e.g., victory over France and Napoleon Bonaparte in the battle of Waterloo.
4. above all, emphasize the role of Great Britain in creating European culture and civilization.
5. to talk more about the doctrine of the British Empire.
6. devote more space to the descriptions of the times when Great Britain dominated other countries in the region (e.g. the times of the 19th century British Empire).

Political ideology was measured with a single-item measure "Please indicate your political orientation", from 1 – *definitely left-wing* to 7 – *definitely right-wing*.

Education options were "Primary", "Vocational", "Secondary", or "Higher".

Study 1 Additional analyses

In the following regression and mediation analyses, we controlled for national identification, political ideology, and demographics.

Table S1

Regression Model with Perceived Poland's Contribution to the World's History as Dependent Variable (Study 1)

Variables	<i>B</i> [95% CI]	β	<i>p</i>
National narcissism	5.37 [3.90, 6.83]	.28	< .001
National identification	2.96 [1.81, 4.17]	.17	< .001
Political ideology	0.91 [-0.30, 2.06]	.05	.129
Gender	-7.08 [-9.88, -4.30]	-.13	< .001
Age	-0.15 [-0.24, -0.06]	-.09	< .001
Education	-1.50 [-2.09, -0.94]	-.13	< .001
Place of residence	-0.35 [-0.96, 0.33]	-.03	.276

$F(7, 1126)=52.86 p < .001$

$R^2_{adj}=.24$

Table S2

Regression Model with Support for the Changes in History School Textbooks as Dependent

Variable (Study 1)

Variables	<i>B</i> [95% CI]	β	<i>p</i>
National narcissism	0.51 [0.44, 0.59]	.47	< .001
National identification	0.16 [0.09, 0.24]	.17	< .001
Political ideology	0.08 [0.03, 0.13]	.07	.002
Perceived Poland's contribution to the world's history	0.01 [0.004, 0.01]	.13	< .001
Gender	0.04 [-0.09, 0.18]	.01	.522
Age	-0.004 [-0.01, 0.001]	-.04	.075
Education	-0.01 [-0.03, 0.02]	-.01	.604
Place of residence	0.01 [-0.03, 0.03]	.01	.770

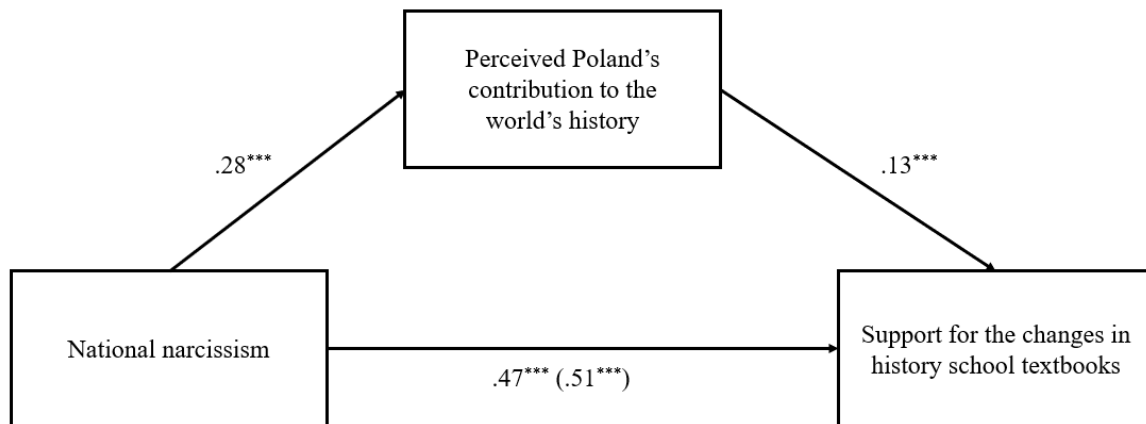
$F(8, 1125)=136.18 p < .001$

$R^2_{adj}=.49$

Figure S1

Indirect Effect of National Narcissism on Support for the Changes in History School

Textbooks via Perceived Poland's Contribution to the World's History (Study 1)



Note. Entries are standardized coefficients; the total effect is reported in brackets; the direct effect is reported without brackets. All paths controlled for national identification, political ideology, and demographics.

National narcissism significantly predicted perceived Poland's contribution to the world's history, which, in turn, predicted support for the changes in history school textbooks, $IE=0.04$ [0.02, 0.06], $\beta=0.04$, $p < .001$ (Figure S1).

In the following regression and mediation analyses (Table S3 – S7 and Figure S2) we used the whole In-group Identification Scale (Leach et al., 2008) aggregated as a single score – National identification.

Table S3

Bootstrapped Correlations between Continuous Variables with Standardized 95% Confidence Intervals (Study 1)

Variables	1	2	3	4
1. National narcissism	–			
2. National identification	.69*** [.65, .72]	–		
3. Perceived contribution to the world's history	.44*** [.39, .49]	.40*** [.35, .44]	–	
4. Support for the changes in history school textbooks	.67*** [.64, .71]	.57*** [.52, .61]	.42*** [.36, .46]	–
5. Political ideology	.43*** [.37, .48]	.37*** [.32, .42]	.22*** [.16, .27]	.37*** [.32, .42]

*** $p < .001$.

Table S4

Regression Models with Perceived Poland's Contribution to the World's History as Dependent Variable (Study 1)

Variables	Model 1			Model 2			Model 3		
	<i>B</i> [95% CI]	β	<i>p</i>	<i>B</i> [95% CI]	β	<i>p</i>	<i>B</i>	β	<i>p</i>
1. National narcissism	8.56 [7.60, 9.62]	.44	< .001	6.21 [4.88, 7.60]	.32	< .001	6.08 [4.61, 7.48]	.31	< .001
2. National identification				3.22 [1.99, 4.47]	.18	< .001	3.17 [1.92, 4.42]	.17	< .001
3. Political ideology							0.40 [-0.76, 1.57]	.02	.503
	$F(1, 1132)=270.91, p < .001$			$F(2, 1131)=149.63, p < .001$			$F(3, 1130)=99.87, p < .001$		
	$R^2_{adj}=.19$			$R^2_{adj}=.21$			$R^2_{adj}=.21$		
				$\Delta R^2=.02, p < .001$			$\Delta R^2=.00, p = .483$		

Table S5

Regression Model with Perceived Poland's Contribution to the World's History as Dependent Variable (Study 1)

Variables	<i>B</i> [95% CI]	β	<i>p</i>
National narcissism	5.24 [3.78, 6.64]	.27	< .001
National identification	3.38 [2.12, 4.68]	.18	< .001
Political ideology	0.89 [-0.25, 2.12]	.05	.140
Gender	-6.87 [-9.65, -4.08]	-.13	< .001
Age	-0.16 [-0.25, -0.08]	-.09	.003
Education	-1.42 [-2.00, -0.83]	-.13	< .001
Place of residence	-0.34 [-0.96, 0.28]	-.03	.314

$F(7, 1126)=53.33 p < .001$

$R^2_{adj}=.24$

Table S6

Regression Models with Support for the Changes in History School Textbooks as Dependent Variable (Study 1)

Variables	Model 1			Model 2			Model 3		
	<i>B</i> [95% CI]	β	<i>p</i>	<i>B</i> [95% CI]	β	<i>p</i>	<i>B</i>	β	<i>p</i>
1. National narcissism	0.74 [0.69, 0.78]	.67	< .001	0.56 [0.48, 0.63]	.51	< .001	0.52 [0.44, 0.59]	.47	< .001
2. National identification				0.19 [0.12, 0.26]	.19	< .001	0.17 [0.10, 0.24]	.16	< .001
3. Political ideology				0.09 [0.04, 0.14]	.08	.002	0.08 [0.03, 0.13]	.08	.002
4. Perceived Poland's contribution to the world's history							0.01 [0.004, 0.01]	.13	< .001
	$F(1, 1132)=939.56, p < .001$			$F(3, 1130)=345.99, p < .001$			$F(4, 1129)=273.02, p < .001$		
	$R^2_{adj} = .45$			$R^2_{adj} = .48$			$R^2_{adj} = .49$		
				$\Delta R^2 = .03, p < .001$			$\Delta R^2 = .01, p < .001$		

Table S7

Regression Model with Support for the Changes in History School Textbooks as Dependent

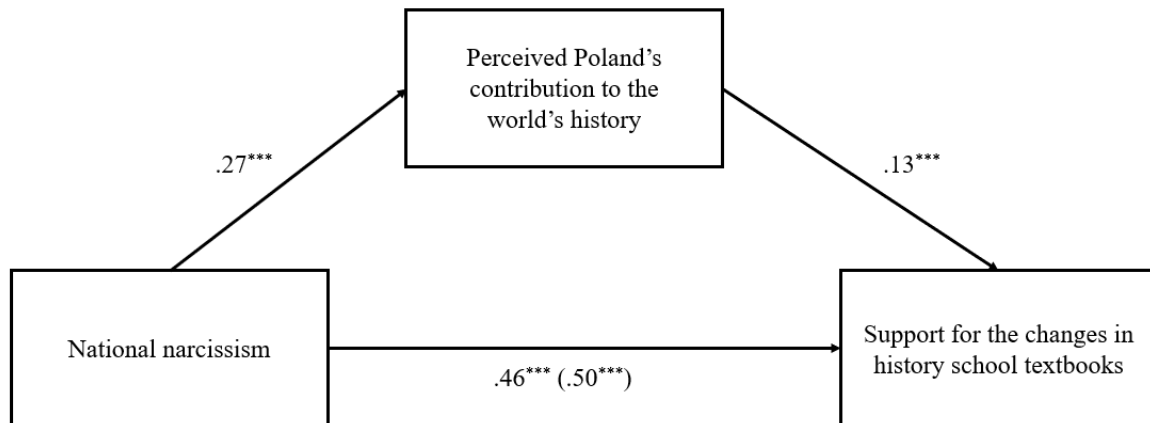
Variable (Study 1)

Variables	<i>B</i> [95% CI]	β	<i>p</i>
National narcissism	0.51 [0.43, 0.58]	.46	< .001
National identification	0.19 [0.11, 0.27]	.18	< .001
Political ideology	0.08 [0.03, 0.13]	.07	.004
Perceived Poland's contribution to the world's history	0.01 [0.004, 0.01]	.13	< .001
Gender	0.05 [-0.07, 0.18]	.02	.396
Age	-0.004 [-0.01, 0.000]	-.04	.062
Education	-0.003 [-0.03, 0.03]	-.01	.819
Place of residence	0.01 [-0.02, 0.04]	.01	.706
$F(8, 1125)=137.13 p < .001$			
$R^2_{adj}=.49$			

Figure S2

Indirect Effect of National Narcissism on Support for the Changes in History School

Textbooks via Perceived Poland's Contribution to the World's History (Study 1)



*** $p < .001$.

Note. Entries are standardized coefficients; the total effect is reported in brackets; the direct effect is reported without brackets. All paths controlled for national identification, political ideology, and demographics.

National narcissism significantly predicted perceived Poland's contribution to the world's history, which, in turn, predicted support for the changes in history school textbooks, $IE=0.04$ [0.02, 0.06], $\beta=0.03$, $p < .001$ (Figure S2).

Study 2 Additional analyses

In the following regression and mediation analyses we controlled for national identification, political ideology, and demographics.

Table S8

*Regression Model with Perceived Great Britain's Contribution to the World's History as
Dependent Variable (Study 2)*

Variables	<i>B</i> [95% CI]	β	<i>p</i>
National narcissism	5.27 [3.37, 7.05]	.31	< .001
National identification	0.93 [-0.81, 2.79]	.06	.302
Political ideology	1.33 [-0.31, 2.97]	.08	.125
Gender	-0.43 [-4.24, 3.33]	-.01	.826
Age	0.04 [-0.10, 0.19]	.03	.562
Education	-4.47 [-8.16, -0.57]	-.11	.019

$F(6, 494)=17.11 p < .001$

$R^2_{adj}=.16$

Table S9

Regression Model with Support for the Changes in History School Textbooks as Dependent

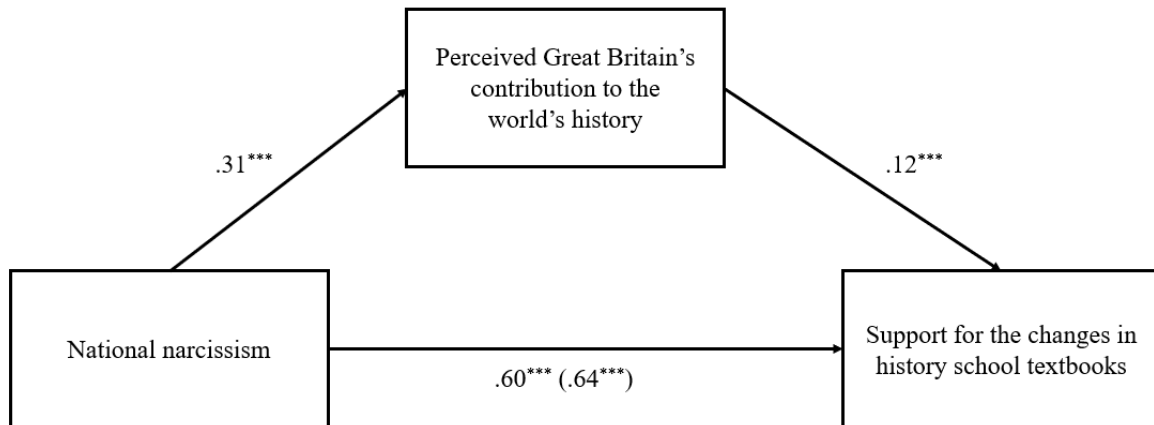
Variable (Study 2)

Variables	<i>B</i> [95% CI]	β	<i>p</i>
National narcissism	0.64 [0.54, 0.73]	.60	< .001
National identification	0.08 [-0.01, 0.17]	.08	.083
Political ideology	0.07 [0.003, 0.15]	.07	.040
Perceived Great Britain's contribution to the world's history	0.01 [0.003, 0.01]	.13	< .001
Gender	0.16 [-0.01, 0.33]	.06	.057
Age	0.002 [-0.003, 0.01]	.02	.428
Education	-0.11 [-0.27, 0.04]	-.04	.178
<i>F</i> (7, 493)=93.94 <i>p</i> < .001			
<i>R</i> ² _{adj} =.57			

Figure S3

Indirect Effect of National Narcissism on Support for the Changes in History School

Textbooks via Perceived Great Britain's Contribution to the World's History (Study 2)



*** $p < .001$.

Note. Entries are standardized coefficients; the total effect is reported in brackets; the direct effect is reported without brackets. All paths controlled for national identification, political ideology, and demographics.

National narcissism significantly predicted perceived Great Britain's contribution to the world's history, which, in turn, predicted support for the changes in history school textbooks, $IE=0.04 [0.02, 0.07]$, $\beta=0.04$, $p = .004$ (Figure S3).