

Examining the Relationship Between Personality,
Narcissism Types, and Academic Entitlement

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Caitlyn Amanda Brown

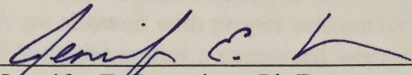
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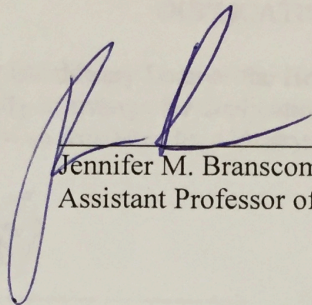
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**Thesis
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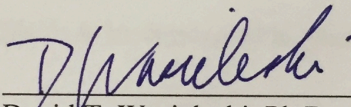


Jennifer E. Breneiser, Ph.D.
Associate Professor of Psychology

**Committee
Members**

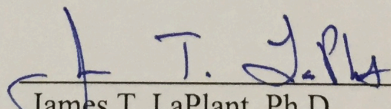


Jennifer M. Branscome, Ph.D.
Assistant Professor of Psychology



David T. Wasieleski, Ph.D.
Professor of Psychology

**Interim Dean of the
Graduate School**



James T. LaPlant, Ph.D.
Professor of Political Science

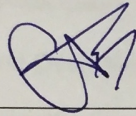
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ABSTRACT

This study aims to explore the relationship between study participants' personality traits and the factors of Narcissism and Academic Entitlement. This study examined participants on five personality traits (i.e., Openness, Conscientiousness, Agreeableness, Neuroticism, Extraversion) as measured by the Big Five Inventory (BFI), which is based on the Five Factor Model of personality. BFI Dimension scores and Overt and Covert Narcissism scores were used to evaluate the potential predictive relationship those scales had on Academic Entitlement. Scores on the BFI were compared to participants' self-reported ratings of Academic Entitlement, Covert Narcissism, and Overt Narcissism. Overt Narcissism scores were also examined to determine the predictive value of the BFI dimensions on Narcissism levels. Participants were 208 students at a southeastern university in the United States. Conscientiousness, Neuroticism, Agreeableness and Covert Narcissism were predictors of Academic Entitlement. Males reported significantly higher levels of Academic Entitlement. Big Five Personality dimensions were significantly correlated with Overt Narcissism scores. Results and implications for future research are presented.

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DEDICATION

First, I dedicate this thesis to my family. Thank you for instilling in me a desire to persevere and always try my best. Thank you for showing me the importance of an education, while also fostering my insight as to the value of the things that make life worth living: friendship, family, loyalty, and love. I may not always communicate how significant you each are to my life, but the person I am today is due to the influence you each have had on me. Jeremy, Jeffrey and Carson, I hope that you each one day find your passion, and take comfort in knowing that we will always support you in the same way that you have supported me.

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Chapter I

INTRODUCTION

Individualistic cultures are currently suffering from a culture-bound disease that Twenge and Campbell (2009) described as the “Narcissistic Epidemic.” The Narcissistic Epidemic is characterized by a societal increase in an individual’s tendency to express an inflated sense of self-esteem or narcissistic belief that one is more deserving than others (Twenge & Campbell, 2009). This tendency has not always been prominent in America’s culture, but has evolved from generation to generation, resulting in an increase of public awareness and expression of self-esteem (Twenge & Campbell, 2009). As public awareness of narcissism and self-esteem increased, so did research on self-esteem. In the 1970s, publications on self-esteem were below 5,000 a year, but due in part to increased media coverage on self-esteem, as well as an increase in the implications and consequences in academia (e.g., retention and attrition rates, student achievement/success), there were nearly 40,000 publications on self-esteem between 2002 and 2007 (Twenge & Campbell, 2009).

The “Narcissistic Epidemic” is marked by an increase in narcissistic personality traits from the 1980s to the present; currently one out of four college students agreed with the majority of items on a standard narcissism measure (Twenge & Campbell, 2009). Narcissistic tendencies have become increasingly prominent in individuals at all levels of narcissism. A multitude of factors have contributed to the increase of narcissism in our culture, including parenting styles, technological advances, media outlets, celebrity

portrayals, and economics (Twenge & Campbell, 2009). However, it is important to understand how this increase in narcissism is affecting our culture, especially academically and economically where the presence of a narcissistic individual can negatively impact not only their individual success but the success of peers or co-workers. Academia is structured to prepare students to join the work force and contribute economically; however, the increase in narcissistic tendencies has influenced the attitudes of students and their expectations of success (Greenberger, Lessard, Chen, & Farruggia, 2008; Twenge & Campbell, 2009). Due to the importance of academic success in our society, there has been a considerable amount of research on factors that contribute to academic achievement and success. Chowning and Campbell (2009) are among a handful of researchers who have attempted to measure and examine students' narcissism levels and attitudes in academia. An extensive amount of research has also been done to identify personality constructs in addition to narcissism that may contribute to student's academic outcomes and attitudes (McCabe & Oswald, 2013; Poropat, 2009; Trapmann, Hell, Hirn, & Schuler, 2007).

Chapter II

REVIEW OF LITERATURE

Big Five Taxonomy of Personality

As personality assessments have become more accurate, prevalent and diverse, choosing an appropriate measure to assess personality can be challenging. When deciding upon a measure, a researcher could choose a measure as simplified as the Myers-Briggs Type Indicator (MBTI; Myers & McCaulley, 1985) or as complex and detailed as the California Psychological Inventory (CPI; Gough, 1987). Researchers have worked to construct a personality taxonomy to better understand, categorize, and assess personality characteristics, such as social ability, aggression, temporary states and moods, and talents (John, Naumann, & Soto, 2008). Multiple researchers have attempted to create a classification system that encompassed personality traits, temporary states/moods, an individual's judgments, talents, and behaviors (Costa & Widiger, 2002). Although theories of personality had been proposed as early as 1932, Cattell (1943) was the first to attempt to create a systematic framework that organized the intricacies of personality (Digman, 2002). By building upon previous work on personality measurement, Cattell identified 12 factors that became part of his 16 Personality Factors (16PF) questionnaire (Cattell, Eber, & Tatsuoka, 1970; John et al., 2008). Further research took the work of Cattell and identified five factors which later became known as the "Big Five" Openness, Extraversion, Neuroticism, Agreeableness, and Conscientiousness (McCrae, 1992; Wiggins & Pincus, 1989). The Big Five outlined

broad dimensions of personality which were comprised by a large number of very specific personality characteristics (John et al., 2008). A plethora of research has been done on the Big Five factors, resulting in a taxonomic structure based upon vocabulary and definitions that were derived from terms individuals have used to describe themselves and others (John et al., 2008). There are advantages to having the broad domain categories of the Big Five structure, in that their bandwidth and inclusion of multiple facets helps to better categorize and understand a personality trait, both conceptually and behaviorally (Costa, & Widiger, 2002; John et al., 2008). One of the disadvantages of this design is that information may be lost as the hierarchical levels are further defined (Costa, & Widiger, 2002; John et al., 2008). Losing items due to the structure of the taxonomy can result in less clarity and accuracy of measurement or assessment.

The Five Factor Model (FFM) is widely accepted by researchers due to it encompassing the common features of personality characteristics with broad domains that consist of multiple specific constructs (i.e., the Big Five), as well as its well established, long standing empirical support (Digman, 2002; John et al., 2008). These domains reflect individual differences in stable dispositional traits and individual preferences that reflect patterns of thought, emotions and behavior (Costa & McCrae, 1992; Furnham, Monson, & Ahmetoglu, 2009; Digman, 1989). A discussion of the Big Five factors follows.

Big Five

Openness to Experience is measured on a continuum, and addresses an individual's openness to experiences ranging from active desire and appreciation for

experiences to a conventional and conservative maintenance of behaviors, thoughts and desires (Costa & Widiger, 2002). Openness is used to describe an individual's breadth, depth, originality and complexity of his or her experiences and mental perceptions (Costa, & Widiger, 2002; Mcabee & Oswald, 2013). There are multiple components of Openness to Experience including imagination, creativity, and curiosity, as well as an openness to fantasy, feelings, ideas and values (Costa & McCrae, 1992; Trapmann et al., 2007).

Conscientiousness is the dimension most closely linked to an individual's will to achieve and is often perceived as performance-related (Digman, 1989; Poropat, 2009; Mcabee & Oswald, 2013). Conscientiousness has been described as an impulse control factor that aids in task and goal-oriented behaviors such as self-efficacy, organization, competence, self-discipline, deliberation, prioritizing tasks, following rules and thinking before acting (Costa & Widiger, 2002; John et al., 2008; Mcabee & Oswald, 2013; Trapmann et al., 2007). Research has shown that Conscientiousness demonstrates high validity for predicting academic performance, in both exam scores and Grade Point Average (GPA) (Mcabee & Oswald, 2013). Furnham et al. (2009) found that Conscientiousness was the best predictor of exam success, out of the Big Five dimensions, which is thought to be a result of the achievement-oriented behavior of highly conscientious individuals. Research has shown that Conscientiousness is the only Big Five trait that demonstrates considerable validity for university grades and has demonstrated the strongest overall criterion-related validity for predicting college GPA (Mcabee & Oswald, 2013; Trapmann et al., 2007). Not only is Conscientiousness a valid predictor but it has also been shown to be reliable and comparable to the validity and

findings of job performance measures (Barrick, Mount, & Judge, 2001; Trapmann et al., 2007).

Extraversion has also found to be related to academic performance, and depending on the level of academia (e.g., K-12, secondary education, post-secondary education), will have either a positive or negative effect on performance (Furnham et al., 2009). Eysenck and Eysenck (1985) found that age produces a strong negative correlation between Extraversion and academic performance among students in secondary education. Extraversion has been defined as the amount and intensity of interpersonal or social interactions and includes traits such as sociability, assertiveness, cheerfulness, positive emotionality, and gregariousness (John et al., 2008; Trapmann et al., 2007). Researchers have proposed that students with higher levels of Extraversion may be more easily distracted or socially focused, often choosing to pursue activities outside of academia which may contribute to lower levels of performance (Mcabee & Oswald, 2013; Poropat, 2009). This social focus for students may limit their abilities and desires to dedicate or maintain effort on academic tasks (Mcabee & Oswald, 2013). Contrary to Mcabee and Oswald's (2013) research, Poropat (2009) suggests that students with high degrees of extraversion will ultimately perform better academically due to the higher levels of energy and positive attitudes that foster a desire to learn and understand.

Agreeableness is a constructive internalization of social norms, which may be displayed in the academic setting through cooperation with learning processes as well as cooperation with and tolerance of classmates and instructors, flexibility regarding course schedule or course syllabus changes, and compliance with teacher instructions (Poropat, 2009; Trapmann et al., 2007; Vermetten, Lodewijks, & Vermunt, 2001). Agreeableness

includes traits such as flexibility, cooperation, trust, tolerance, modesty and desire to treat others fairly, kindly and courteously (Costa & Widiger, 2002; John et al., 2008; Trapmann et al., 2007). Behaviors associated with Agreeableness are expected to influence an individual's academic performance due to its effect on mediating processes, like attending class (Mcabee & Oswald, 2013).

The final Big Five Factor is Neuroticism, which measures emotional instability versus stability (Trapmann et al., 2007). The Neuroticism dimension consists of negative emotions such as anxiety, sadness, nervousness, anger, depression, hostility, impulsivity, vulnerability, and self-consciousness (Costa & McCrae, 1992; John, et al., 2008; Feldt, Lee, & Dew, 2014; Trapmann et al., 2007). Neuroticism has not been found to be a significant predictor of academic grades, but there have still been findings that show a negative relationship between Neuroticism and academic performance outcomes such as grades, GPA or exam performance (Mcabee & Oswald, 2013; Trapmann et al., 2007). Students who have higher levels of Neuroticism tend to demonstrate higher levels of anxiety and stress that result in lower performance in academic situations relative to those with lower levels of Neuroticism (Furnham et al., 2009; Mcabee & Oswald, 2013; Trapmann et al., 2007). Goldberg (2001) suggested that the level of Neuroticism might be manifested in how students respond to the stress and tight deadlines in academia as well as their adaptability to new situations or conditions.

Beyond the Big Five

Due to the complexity of personality, research is continually being done to further our understanding and better our assessments of personality constructs and traits. In order to further this understanding, some research has focused on more specific

characteristics of personality structures, inside the Big Five domains. However, some characteristics of personality are better conceptualized outside the realms of the Big Five domains, due to these characteristics being more difficult to define and assess within the structure of the taxonomy.

Narcissism

Narcissism is a trait characterized by an emphasis and desire for self-enhancing experiences in social situations in order to satiate a need or desire for admiration and recognition, coupled with a significant lack of empathy for others (Morf, Horvath, & Torchetti, 2011; Pincus, 2013; Pincus & Roche, 2011). Narcissism can manifest in multiple ways, such as dysfunctional behavior or dysfunctional interpersonal relationships (Lukowitsky & Pincus, 2013). Narcissism has been linked to a variety of adaptive and maladaptive outcomes, which range along a continuum of characteristics from mild to severe (Wasioleski, Whatley, Briihl, & Branscome, 2014). The highest form of dysfunctional Narcissism, in which individuals exhibit narcissistic behaviors across multiple domains, is Narcissistic Personality Disorder (American Psychiatric Association, 2013). However, lower levels of Narcissism can still be dysfunctional (Lukowitsky & Pincus, 2013). The dysfunctional characteristics or maladaptive forms of Narcissism consist of two factors, Grandiosity-Exhibitionism (i.e., overt narcissism), and Vulnerability-Sensitivity (i.e., covert narcissism) (Wink, 1991).

Overt Narcissism is a direct expression of self-importance and admiration, with overt narcissistic individuals having a fixation with obtaining attention from others (Wink, 1991). This inflated or grandiose sense of self, or strong sense of entitlement and unreasonable expectation of special or favorable treatment will be displayed even in the

absence of actual skills or effort (APA, 2013; Wasieleski et al., 2014). Research suggests that at times, individuals who score high in overt narcissism may impress others with their outgoingness, self-assurance, assertiveness, and need to be admired, but at other times the result may not be favorable, resulting in overt narcissists being perceived negatively by others (Wink, 1991).

The second form of narcissism, covert narcissism, is depicted mainly by unconscious ideas of grandeur, despite an easily observable lack of self-confidence and a marked absence of enthusiasm for work (Wink, 1991). Individuals with covertly narcissistic characteristics tend to be perceived by others as hypersensitive, anxious, timid, and insecure, but on close contact contradict those initial perceptions with their grandiose fantasies (Kernberg, 1986; Wink, 1991). Both covertly and overtly narcissistic individuals will be defensive and hypersensitive, especially when given negative feedback (Wink, 1991). However, covert individuals were found to be more introverted and anxious, whereas overt individuals tend to be more extroverted and aggressive (Wink, 1991). One of the more noticeable traits of both covert and overt narcissism is the grandiose sense of entitlement or belief that one is more deserving than others. This facet of narcissism has spurred its own body of research in specific settings, such as academics.

Entitlement

Entitlement is believed to be a facet of narcissism, and recent research has been conducted to properly define entitlement (Chowning & Campbell, 2009). Campbell and colleagues (2004) conceptualized entitlement as a long-standing perception that one is more deserving than others, and can be experienced across a variety of situations or contexts. This construct of entitlement across multiple domains has been identified as

psychological entitlement, which is stable and pervasive and was originally believed to have been a facet of narcissism (Campbell, Bonacci, Shelton, Exline, & Bushman, 2004; Chowning & Campbell, 2009). Research indicates that an individual's sense of entitlement may be domain-specific, with certain manifestations displayed only in the workplace or academic settings (Campbell et al., 2004; Chowning & Campbell, 2009). Greenberger, Lessard, Chen, and Farruggia (2008) found that entitlement in an academic setting, or Academic Entitlement, is not simply a manifestation of an individual's narcissism or generalized sense of entitlement that is just being expressed in the academic domain. Instead, Academic Entitlement is a distinct construct that Chowning and Campbell (2009) defined as an individual's tendency to expect success academically without responsibility. The manifestation of academic entitlement is self-serving, resulting in students externalizing behavior or blaming anything but themselves as responsible for academic outcomes (Chowning & Campbell, 2009). It is theorized that when favorable views of the self are challenged by negative external feedback, the individual may perceive the feedback as inaccurate or unfair and have a negative emotional response towards the evaluator (Baumeister, Smart, & Boden, 1996; Greenberger et al., 2008). If this theory is accurate, then students studying at the university level may utilize their sense of academic entitlement as a coping mechanism by placing the responsibility or blame for their grades on an externalized factor (Chowning & Campbell, 2009). There are multiple ways that this sense of entitlement can manifest itself in student behavior. For example, academically entitled students may demand credit for incomplete or missing coursework, express anger regarding low grades

on assignments, or blame assignment failures on professors or the university (Chowning & Campbell, 2009).

The origin of one's sense of entitlement has not been concretely identified, but recent research has identified a multitude of factors that may contribute to students' feelings of entitlement in academia (Chowning & Campbell, 2009; Greenberger et al., 2008). These factors may include variables and traits such as poor work ethic or lack of concern for how their behavior may impact other individuals, as well as an unwillingness to help others (Chowning & Campbell, 2009; Greenberger et al., 2008). Chowning and Campbell (2009) believed that the sense of academic entitlement resulted from a student's unearned praise from parents and teachers at young age, contributing to a stable belief that one should receive special privileges and good grades with minimal effort or investment. Recent research has found that men tend to report a greater level of academic entitlement than women, which may be the result of an internalization of gender differences when it comes to pay in the work place; women may perceive themselves as deserving less because they are ultimately paid less and vice versa for male populations (Chowning & Campbell, 2009; Desmarais & Curtis, 2001). It is possible that recent technological advances such as increased use of email, and changes in educational policies and practices may have contributed to students' increase in academically entitled attitudes and behaviors, as well as the perceived increase over recent decades (Greenberger et al., 2008).

Chapter III

METHODOLOGY

Multiple scales have been constructed based on the Five Factor Model including the NEO Personality Inventory (Costa & McCrae, 1985), The Big Five Inventory (BFI; John, Donahue & Kentle, 1991) and Goldberg's (1992) Trait Descriptive Adjectives (TDA). Regardless of the specific measures, the assessments still aim to measure the five dimensions or Big Five, conceptualized by the FFM. The Big Five Inventory (BFI) was used in this study.

Big Five Inventory

The Big Five Inventory (John et al., 1991) is a 44-item instrument developed as a brief measure in order to assess the Big Five domains of Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism (John et al., 2008; Mcabee & Oswald, 2013). The BFI is considered a broad representation of the Big Five domain factors, intended to capture the core elements found in previous research, samples, and instruments (John et al., 2008). One of the main goals of the BFI was to create a brief inventory that was efficient and flexible to administer, but also accurately assessed the five dimensions of personality (John et al., 2008). The BFI uses short phrases "based on the trait adjectives known to be prototypical markers of the Big Five" (John et al., 2008, p. 130). Despite each BFI scale including only eight to ten items, the scale's psychometric properties, with alpha reliabilities for each scale ranging from .75 - .90, are comparable to Costa and McCrae's (1992) NEO-PI-R, NEO-FFI and Goldberg's (1992)

TDA (John et al., 2008). Also, the BFI can be administered in a 10-minute session in contrast to the 30-40 minute session typical of the NEO-PI-R administration (John et al., 2008; Feldt et al., 2014).

Maladaptive Covert Narcissism Scale

The Maladaptive Covert Narcissism Scale (MCNS; Cheek, Hendin, & Wink, 2013) is a 23-item, forced-choice, self-report measure of maladaptive covert narcissism. The MCNS was developed in order to provide a complete measure of maladaptive covert narcissism, a factor identified through Wink's research. Maladaptive Covert Narcissism is often displayed as unconscious grandiose beliefs with an openly displayed lack of self-esteem. Prior to identifying the factor of Maladaptive Covert Narcissism, Wink (1991) constructed two separate constructs of narcissism: Grandiosity-Exhibitionism (overt) and Vulnerability-Sensitivity (covert) (Wink, 1991). Twenty-three items make up the Maladaptive Covert Narcissism Scale (MCNS), which has an alpha reliability of .89 and correlates with each of the Big Five Inventory Domains (Cheek et al., 2013).

Adaptive Overt Narcissism Scale

The Adaptive Overt Narcissism Scale was developed by Cheek et al. (2013). It is a 20-item, forced choice, self report measure to be used as a distinct measure of narcissism that is not considered covert or maladaptive. It has an alpha reliability of .88 and correlates with each of the Big Five Inventory Domains (Cheek et al., 2013).

Academic Entitlement Scale

The Academic Entitlement Scale (AES) is a 13-item, forced-choice, self-report instrument created as a brief measure of an individual's level of Academic Entitlement (AE). The AES was created due to "the significant variability in the measurement and

conceptualization of AE in existing scales” and the lack of clarity in whether AE was “...being appropriately or accurately assessed” (Wasioleski et al., 2014, p. 442). After preliminary analysis of 125 items, the scale was narrowed to 26 items with two factors, academic narcissism and academic outcome (Wasioleski et al., 2014). The academic narcissism items of the AES were administered for this study. Academic narcissism reflects students’ inflated perception of their abilities regardless of their actual performance (Wasioleski et al., 2014). The overall reliability for academic narcissism was 0.86 (Wasioleski et al., 2014).

Hypotheses

Many researchers believe that entitlement is clearly a component of narcissism; others suggest that academic entitlement is a manifestation of narcissistic attitudes and behaviors that are specific to the academic setting (Wasioleski et al., 2014). Students’ academically entitled behaviors could indicate Covert or Overt Narcissistic characteristics. These characteristics may also be affected by situational contexts as well as individual personality factors. The Big Five personality dimensions encompass domain specific traits, many of which are also facets of Narcissism, such as assertiveness, arrogance, fault-finding (in others), unfriendliness, and anxiousness (John et al., 2008). The current study aimed to explore the relationship between the Big Five personality dimensions and Narcissism and AE. Specifically, the current study had the following objectives: 1) examine the potential predictive qualities the BFI, AONS and MCNS scales have on Academic Entitlement 2) examine demographic differences (sex, undergraduate class standing) in university students’ AE attitudes. The study hypotheses are as follows:

H1: The Big Five Inventory dimensions (Openness, Conscientiousness, Extraversion, Agreeableness and Neuroticism) and the two measures of Narcissism (AONS and MCNS) are expected to be predictive of Academic Entitlement scores. The Big Five personality dimensions identify certain facets of personality that are found in Narcissism and Chowning and Campbell (2009), examined the role Narcissism plays in a student's Entitled Expectations (John et al., 2008). Thus, it is predicted that the Big Five Inventory and Narcissism will be predictive of Academic Entitlement, due to the overlapping, stable facets of each.

H2: The Big Five Inventory dimensions were expected to be predictive of Overt Narcissism. Specifically, Conscientiousness was predicted to be negatively correlated with Overt Narcissism. Conscientiousness is believed to be directly related to behavioral tendencies that are necessary for academic success (Trapmann et al., 2007). Overt Narcissism is a direct expression of self-importance and an inflated sense of self, even when there is a potential absence of actual skill or ability (Wink, 1991). Thus, students with lower levels of Conscientiousness will have lower levels of Overt Narcissism.

H3: Academic Entitlement levels will be lower for lower level students than upper level. Research has been done in this area; however, data were not significant due to a smaller proportion of upper level students used (Boswell, 2011). However, Boswell (2011) believed that upper level students would have higher levels of Academic Entitlement than lower level students. These results were predicted to be consistent with Boswell's (2011) initial findings.

H4: Male and female scores were compared for each of the dependent measures in order to assess any significant differences. Male students were predicted to report higher Overt Narcissism scores and higher Academic Entitlement scores than females. This would be consistent with previous findings by Chowning and Campbell (2009), in which they found males to report significantly higher Academic Entitlement attitudes than their female peers.

Data Source

Participants

The participants for this study consisted of 208 undergraduate students from Valdosta State University, a regional university in Georgia. Twenty-one point one percent of the participants were male ($n = 44$) and 78.5% were female ($n = 164$); one participant did not indicate his or her sex, but completed the remainder of the survey. A convenience sampling method was used. The participants' ages ranged from 18 to 49 ($M = 22.01$, $SD = 4.26$); 38.3% of participants were Seniors ($n = 80$), 37.3% were Juniors ($n = 78$), 12.9% were Sophomores ($n = 27$), and 11.5% were Freshman ($n = 24$). The ethnic make-up of participants was 50.2% White/Caucasian, 40.7% African American, 3.3% Asian, 1% American Indian or Alaskan Native, 3.3% identified as two or more races, and 1.4% identified as Other. Two of the three participants that identified as Other specified their race as Mexican and Puerto Rican, respectively.

The four surveys were administered together online through Qualtrics and participants completed the online survey anonymously. Participants were recruited via an online research participation pool, Sona-Systems, utilized by Valdosta State University's Introductory to Psychology (PSYC 1101) courses. Through participation, students are

able to earn extra credit for their PSYC 1101 course. Participants were also recruited from various classes. Some instructors, for courses other than PSYC 1101, offered students extra credit for completing the online survey, however, participation was voluntary. This study was approved by the Valdosta State University Institutional Review Board (see Appendix A). All participants were presented with an informed consent statement prior to proceeding to the survey (see Appendix B). After completing the survey measure online, they were presented with a debriefing statement before either logging off or being rerouted back to the Sona-Systems log in page.

Materials

Narcissism: Students completed the Maladaptive Covert Narcissism Scale (MCNS; Cheek et al., 2013), a 23-item, force choice which is a self-report measure of maladaptive Covert Narcissism. The two major facets of Maladaptive Narcissism have been identified as Grandiosity-Exhibitionism (Overt) and Vulnerability-Sensitivity (Covert) (Wink, 1991). The MCNS was created based on Wink's research in order to provide a complete measure of Maladaptive Covert Narcissism. Students also completed the Adaptive Overt Narcissism Scale, which was developed by Cheek et al. (2013) to be used as a distinct measure of Narcissism that is not considered Covert or Maladaptive. It consists of 20 items, each recorded on a five-point Likert scale (1 = *not at all*, 5 = *extremely*).

Personality: The Big Five Inventory (BFI; John, Donahue & Kentle, 1991) is a 44-item instrument that is used to assess the Big Five domains of personality: Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness. Responses on each statement were recorded on a five-point scale (1 = *disagree strongly*, 5 = *agree*

strongly) and the items for each scale were averaged together to create each dimensional scale score.

Academic Entitlement: The Academic Entitlement Scale is a 13-item, forced choice, self-report instrument created as a brief measure of an individual's level of Academic Entitlement. The portion of the Academic Entitlement Scale that was used for this study consisted of the 13 items that loaded on the Academic Narcissism factor. These items reflect a students' perception that a lower grade than what they believe they earned is an insult to their intelligence (Wasioleski et al., 2014).

Procedure

Participants were told they would be participating in a research study exploring personality and academic attitudes. Participants were assessed individually through the administration of the BFI, AONS, MCNS, and AES through the online survey software Qualtrics. After being presented with the informed consent statement, students were then asked to provide demographic information including age, sex, class standing, race and current GPA. The four dependent measures were counterbalanced for each administration through a partial Latin square program setting in Qualtrics in order to minimize any order effects that may occur. Once completing the survey, students were thanked for their participation and asked to direct any further questions to the researcher.

Chapter IV

RESULTS

A forward stepwise multiple regression analysis was conducted to determine the optimal predictors of Academic Entitlement. The predictors entered into this analysis were sex, class standing, race, Openness, Neuroticism, Conscientiousness, Agreeableness, Extraversion, Overt and Covert Narcissism scores. The prediction model contained four of the ten predictors and was reached in four steps. The model was statistically significant, $F(4, 171) = 30.27, p < .001$, and accounted for approximately 41% of the variance of Academic Entitlement ($R^2 = .42$, Adjusted $R^2 = .40$). See Table 1 for a summary of these results. Conscientiousness ($\beta = -.33, p < .001$), Agreeableness ($\beta = -.26, p < .001$), Neuroticism ($\beta = -.39, p < .001$) and Covert Narcissism ($\beta = .38, p = .001$) were significant predictors of Academic Entitlement. The results of the regression analysis between the mean Academic Entitlement score and the predictors are presented in Table 2.

Table 1

Summary of Stepwise Multiple Regression Analysis for Predicting AE Scores (n = 176)

Variable	<i>B</i>	<i>SEB</i>	β	R^2
Conscientiousness	-5.90	1.18	-.33	
Agreeableness	-4.51	1.23	-.26	
Neuroticism	-5.79	1.09	-.39	
Covert Narcissism	.26	.06	.38	
				.42

Table 2

Correlations Between Predictor Variables of AE Scores (n = 176)

Variable	1	2	3	4	5	6	7	8	9	10
Academic Entitlement	-.15**	.02	-.48*	-.42*	-.02	.41*	-.18**	-.14**	-.21**	.03
1. Openness Scale	-	-.16**	.17**	.16**	.30*	-.07	.62*	-.07	.04	.03
2. Neuroticism Scale	-	-	-.26*	-.38*	-.28*	.58*	-.37*	-.07	.33*	.03
3. Conscientiousness Scale	-	-	-	.38*	.09	-.42*	.40*	.21**	.01	.10
4. Agreeableness Scale	-	-	-	-	.22**	-.49*	.32*	.05	.12	-.03
5. Extraversion Scale	-	-	-	-	-	-.20**	.51*	-.04	.04	-.06
6. Covert Narcissism	-	-	-	-	-	-	-.31*	-.13**	.11	-.03
7. Overt Narcissism	-	-	-	-	-	-	-	-.03	-.03	.01
8. Age	-	-	-	-	-	-	-	-	.05/	.35
9. Sex	-	-	-	-	-	-	-	-	-	.14**
10. Class Standing	-	-	-	-	-	-	-	-	-	-

Note: * $p < .001$, ** $p < .05$

In order to address the predictive potential of the Big Five Inventory, a multiple regression analysis was conducted to determine how well the BFI dimensions Openness, Conscientiousness, Extraversion, Agreeableness, and Neuroticism predicted Overt Narcissism scores. The linear combination of the Big Five scores were significantly related to the AONS score $F(5, 185) = 57.09, p < .001$. The results of the regression analysis indicated that four of the predictors accounted for approximately 61% of the variance and are presented in Table 3. It was found that Openness was the most significant of the five factors in predicting Overt Narcissism ($\beta = .48, p < .001$). Extraversion ($\beta = .30, p < .001$), Conscientiousness ($\beta = .24, p < .001$), and Neuroticism ($\beta = -.11, p = .041$) were also significant predictors of Overt Narcissism. Agreeableness was not a significant predictor. Conscientiousness, however, was found to not have a negative correlation with Overt Narcissism, as was predicted. The results of the

regression analysis between the mean AONS score and the BFI dimensions are presented in Table 4.

Table 3

Regression Model Predicting AONS scores by Big Five Dimensions

Predictor	<i>R</i>	<i>R</i> ²	<i>Adjusted R</i> ²	<i>F</i>	<i>p</i>
BFI Dimension Scale Scores	.78	.61	.60	57.09	< .001

Table 4

Correlations Between Predictor Variables of AONS Scores (n = 191)

Variable	1	2	3	4	5	Mean	SD
AONS Total	.64*	-.38*	.41*	.34*	.52*	78.45	11.20
Predictor Variable							
1. Openness	-	-.20**	.19*	.18*	.32**	3.59	.55
2. Neuroticism	-	-	-.29*	-.42*	-.31*	3.03	.77
3. Conscientiousness	-	-	-	.41*	.12**	3.74	.63
4. Agreeableness	-	-	-	-	.27*	3.88	.63
5. Extraversion	-	-	-	-	-	3.30	.74

Note: **p* < .001, ***p* < .05

I also hypothesized that Academic Entitlement would be lower for lower-level students (i.e., freshman, sophomore) than for upper-level students. I conducted a one-way between-subjects analysis of variance to assess whether mean Academic Entitlement scores were significantly affected by a student's college class standing (*N* = 208). No significant main effect of class standing was observed $F(4, 205) = 0.84$, $p = .504$, $\eta p^2 = .02$. Means for Freshmen ($M = 28.42$, $SD = 10.15$), Sophomores ($M = 29.50$, $SD = 11.66$), Juniors ($M = 27.84$, $SD = 11.14$), Seniors ($M = 29.95$, $SD = 12.62$) and did not significantly differ, indicating that college class standing does not have a significant effect on mean Academic Entitlement scores.

Independent samples *t* tests were conducted to compare mean Personality, Narcissism and Academic Entitlement scores for males and females in order to address Hypothesis 4. The means and standard deviations can be found in Table 5. When comparing Big Five Inventory mean scores for each scale, a significant difference was observed between male ($N = 44$) and female ($N = 164$) participants on Neuroticism $t(206) = 5.79, p < .001, r = .37$. A significant difference was not observed for Openness $t(206) = 0.06, p = .949, r = .00$, Conscientiousness $t(206) = .60, p = .550, r = .04$, Agreeableness $t(206) = 1.10, p = .27, r = .08$ or Extraversion $t(206) = 0.24, p = .810, r = .02$. A significant difference was not observed for male ($N = 42$) and female ($N = 157$) scores on Maladaptive Covert Narcissism $t(196) = 1.97, p = .051, r = 0.14$. A significant difference was also not observed for male ($N = 39$) and female ($N = 151$) participants Adaptive Overt Narcissism $t(196) = 1.13, p = .744, r = .08$. Finally, a significant difference was observed for male ($N = 43$) and female ($N = 158$) participants Academic Entitlement $t(207) = 3.16, p = .002, r = .21$.

Table 5

Means and Standard Deviation on the Dependent Variables by Gender

Assessment	Male		Female	
	Mean	SD	Mean	SD
Openness score	3.59	.51	3.58	.56
Neuroticism score	2.46	.70	3.16	.71
Conscientiousness score	3.77	.58	3.71	.63
Agreeableness score	3.79	.63	3.91	.62
Extraversion score	3.29	.72	3.32	.74
Covert Narcissism total	59.29	12.31	64.50	15.97
Overt Narcissism total	79.97	11.30	78.01	11.19
Academic Entitlement total	33.47	11.18	27.73	11.30

Chapter V

DISCUSSION

The purpose of this study was to explore the relationships between personality factors, narcissism and academic entitlement among university students. Levels of narcissism have been speculated to have increased since the 1980s, with 24% of college students endorsing a majority of items on a standard narcissism measure (Twenge & Campbell, 2009). Narcissism has been identified as a trait that emphasizes self-enhancement and is demonstrated by behaviors that are motivated by a need for admiration (Morf, Horvath, & Torchetti, 2011; Pincus & Roche, 2011). Wink (1991) identified two forms of Narcissism that are differentiated by the expression of narcissistic feelings. Overt Narcissism results in a direct expression of self-importance and superiority, whereas Covertly Narcissistic individuals openly appear anxious and insecure, but still maintain unconscious feelings of grandeur (Wink, 1991). These two forms of Narcissism both reflect a grandiose sense of entitlement, which research suggests is a component of Narcissism (Campbell et al., 2004).

Also of recent interest has been the concept of Academic Entitlement. Campbell et al. (2004) defined psychological entitlement as a long-standing belief that one is more deserving than others. This concept of Entitlement may manifest itself in different ways based on the context; however, it remains pervasive and global (Campbell et al., 2004). This stable and pervasive perception that one is more deserving than others is manifested in academia as students' tendency to expect academic success without responsibility

(Chowning & Campbell, 2009). This can be displayed in multiple ways, such as demanding credit for incomplete work, externalizing responsibility for failed grades on to instructors or perceiving feedback as unfair or inaccurate (Baumeister, Smart, & Boden, 1996; Chowning & Campbell, 2009).

Related to the concept of Academic Entitlement is desire for academic success. Our society highly values academic success, and there has been a steady interest in predicting academic performance outcomes. Recent studies have evaluated a variety of factors that may play a role in a student's academic performance and achievement, including personality traits. The Five Factor Model is a taxonomy of personality traits that aims to provide a simplified structure for patterns of human behavioral tendencies (John, Naumann, & Soto, 2008; McCrae & Costa, 1992). These personality traits are Openness, Conscientiousness, Agreeableness, Extraversion and Neuroticism and have been empirically well-supported (Soto & John, 2009). Recent studies have suggested that these factors are reliable predictors of Academic Success. However, there is a considerable lack of research investigating the relationship between the Big Five, Narcissism and Academic Entitlement.

The purpose of this study, therefore, was to explore the relationship between a student's Big Five personality dimensions, levels of Overt Narcissism, Covert Narcissism, and level of Academic Entitlement and to determine if these variables were predictive of Academic Entitlement. The results of this study identified four predictors of Academic Entitlement: Conscientiousness, Agreeableness, Neuroticism, and Covert Narcissism. Academic Entitlement was negatively correlated with Conscientiousness, Agreeableness and Neuroticism. According to the Five Factor Model, individuals with

low Conscientiousness tend to be aimless, unreliable and careless. This may be reflected in the classroom as underachieving, a disregard for rules and responsibilities, and a lack of self-discipline (Costa & Widiger, 2002). Also according to this model, Low levels of Agreeableness tend to be rude, uncooperative, and often times, manipulative (Costa & Widiger, 2002). In the classroom, individuals with low levels of Agreeableness may seem inconsiderate, lack respect for social/academic conventions, arrogant and quick to anger (McCrae, 2002). Low Neuroticism scores suggest higher amounts of emotional stability (McCrae, 2002). Individuals with low Neuroticism tend to be unbothered and are more apt adapt to a variety of situations without experiencing significant distress. However, this easy-going attitude can result in a lack of concern for potential problems, which may result in students not realizing their grade is in trouble until it is too late to remedy (McCrae, 2002). In contrast, Covert Narcissism, was positively correlated with Academic Entitlement. Covert Narcissists tend to display feelings of inadequacy and pseudo-humbleness, yet upon close contact, grandiose fantasies and arrogance are easily identifiable (Fossati et al., 2009; Wink, 1991). In the classroom, Covert Narcissistic individuals may display Narcissistic beliefs in a passive-aggressive way (e.g., asking other students about their grades) that is more evident to their peers than their instructors.

Previous research suggested that Narcissistic beliefs and attitudes were the underlying foundation of Academic Entitlement (Wasioleski et al., 2014). This study supports the theory that Narcissism and Academic Entitlement are intrinsically related, but also proposes that Academic Entitlement is deeply entrenched, pervasive, and related to one's personality. In academia, an Academically Entitled student may seem lazy, careless, defensive, undisciplined, and inconsiderate. They may demonstrate a laissez-

faire attitude toward their studies, yet their deeply held beliefs are marked with arrogance and stubbornness, which is only apparent to those close to them (Wink, 1991). Since Overt Narcissism was negatively correlated with Academic Entitlement, perhaps the students that are most entitled are not the ones that are easily identified by their overtly narcissistic behaviors in the classroom, but the ones who exhibit their inflated sense of self in more surreptitious ways (e.g., condescension towards their peers, not being engaged in class and implying that taking notes is beneath them). These students may never actively express their distaste or dislike for an instructor in class, but ultimately will vindictively rate their instructor poorly on end-of-semester instructor evaluations.

As hypothesized, specific personality dimensions were found to be significant predictors of Overt Narcissism. Contrary to my prediction, the BFI dimension of Conscientiousness did not predict Overt Narcissism scores. Openness to Experience was a better predictor of mean Overt Narcissism scores (Table 4). McAbee and Oswald (2013) associated high Openness scores with a preoccupation with fantasy/daydreaming, diffusion of identity and changing goals and social rebelliousness (McCrae, 2002). This is not an altogether unexpected response, considering Overt Narcissism is typically displayed through behaviors of self-assurance and outgoingness, as well as the preoccupation with grandiose beliefs (Wink, 1991). Perhaps the relationship between Openness and Overt Narcissism lies in the tendency of Overtly Narcissistic individuals to impress others with their confidence, independence and outgoingness (Wink, 1991). In addition to Openness, Extraversion, Conscientiousness and Neuroticism were significantly correlated with Overt Narcissism scores. Wink (1991) identified Overt Narcissism being related to extraversion more so than Covert Narcissism, as expected.

Also as expected, Neuroticism was negatively correlated with Overt Narcissism. Individuals with higher levels of Neuroticism tend to demonstrate higher levels of anxiety and stress; it is not surprising that they would display lower levels of Grandiosity-Exhibitionism (Mcabee & Oswald, 2013). Fossati et al. (2009) theorized that Overt Narcissists' defense mechanisms frequently prevent the individual from experiencing feelings of inadequacy or low self-esteem, thus Overt Narcissists' levels of Neuroticism would be consistently low.

In the area of Academic Entitlement, previous research proposed that Academic Entitlement levels would increase as an individual proceeded through the class standings. I predicted results that would be consistent with previous research in that Academic Entitlement levels would be lower for lower level students than upper level students. This prediction was not supported. Mean Academic Entitlement scores did not significantly differ by class standing; in fact, none of the dependent measures were significantly affected by class standing. These results are consistent with Boswell's (2011) findings, which also produced non-significant results regarding differences in Academic Entitlement by class standing. The lack of significant differences in Academic Entitlement by class suggests that a student's sense of Academic Entitlement is not related or directly influenced by academic factors, such as the professor's lecture style or major program structure. These findings make sense, taking into consideration the stability of personality and the predictiveness of personality traits on Academic Entitlement. If an individual's personality and, ultimately, Academic Entitlement is stable, future research may be beneficial in attempting to identify the age that Entitlement becomes stable for young adults.

The final hypothesis of this study predicted that male students would report higher Overt Narcissism and Academic Entitlement scores than females. The results of this study found that, consistent with the hypothesis, males have a greater sense of entitlement than their female peers. These findings are consistent with previous studies examining Academic Entitlement, which found that males reported significantly higher levels of Academic Entitlement (Chowning & Campbell, 2009; Wasieleski et al., 2014). Desmarais and Curtis (2001) suggested that these differing perceptions of Academic Entitlement between men and women, stem from experiences of gender-oriented socializations in which males are shaped to value success, and academic success is significantly valued within our society. However, a significant difference was not observed between males' and females' scores of Overt Narcissism, suggesting that males and females report similar levels of Overt Narcissism. Perhaps the lack of difference in male and female scores stems from a desire to appear less narcissistic and manage how they are perceived.

When the Big Five Inventory dimension scores were compared for males and females, males scored significantly lower on Neuroticism than females. Higher Neuroticism scores are characterized by anxiety, fearfulness, guilt, shame, unrealistic expectations and perfectionistic demands of self (McCrae, 2002). The differences in Neuroticism scores may be attributed to the tendency for men in Western societies to be more emotionally controlled whereas, women are more apt to express emotions and disclose any vulnerabilities they may have (Trepal, Wester, Notestine & Leeth, 2013). One of the limitations of the Big Five inventory is that is self-report, and with any self-report assessment, there is a chance that participants may want to manage how they

appear. If men believe they should not show any vulnerabilities or negative emotions, it is to be expected that their ratings on questions that pertain to Neuroticism would be rated lower in comparison to females.

The primary limitation of this study was the use of a convenience sample drawn from a single university. In addition, the research sample over represented Juniors and Sophomores. However, this provides an opportunity for future research. Despite the limited generalizability of results to permit comparisons across class standings, this study presents an interesting direction for future research, so long that researchers attempt to take steps to better secure equal participants from each class standing.

This study identified four predictors of Academic Entitlement, a construct that has been researched, defined, and measured in a variety of ways. However, most previous research of Academic Entitlement has focused on accurate and reliable assessment of the concept. Due to the difficulty in defining Academic Entitlement, there has been a lack of research dedicated to identifying variables that may contribute to and predict Academic Entitlement. The information derived from this study could be used to further examine areas pertaining to Academic Entitlement that will further contribute to the understanding of the construct and the implications it has in academia.

Due to the impact that Academic Entitlement and Narcissism factors have on an individual's perception of academic success, as well as his or her behaviors, it may be beneficial to further explore the impact that those constructs have on university retention rates and attrition. As Boswell (2011) suggested, students who are highly entitled, may not be able to promote their own success due to an inability or unlikeliness to engage in self-regulating behavior. This may ultimately affect a university's ability to retain

students due to poor academic scores. Instructors may benefit from understanding Academic Entitlement and its expression in the classroom, preparing them to better handle students who externalize the responsibility of academic success (Chowning & Campbell, 2009). Further examination of the relationship between personality variables and Academic Entitlement may contribute to better understanding and identifying the behaviors that may be displayed in the classroom, as well as aiding in identifying situational factors that may be shaping or moderating Academic Entitlement. Being able to identify and predict Academic Entitlement has the potential to aid university programs and instructors on how to implement educational strategies that are proactive in minimizing the negative impact that Academic Entitlement poses for students and universities.

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APPENDIX A: Institutional Review Board Approval

Institutional Review Board (IRB) for the Protection of Human Research Participants

PROTOCOL EXEMPTION REPORT

PROTOCOL NUMBER:	IRB-03193-2015	INVESTIGATOR:	Caitlyn Brown
PROJECT TITLE:	Personality and Academic Attitudes		

INSTITUTIONAL REVIEW BOARD DETERMINATION:

This research protocol is **exempt** from Institutional Review Board oversight under Exemption Category(ies) 1&2. You may begin your study immediately. If the nature of the research project changes such that exemption criteria may no longer apply, please consult with the IRB Administrator (irb@valdosta.edu) before continuing your research.

ADDITIONAL COMMENTS/SUGGESTIONS:

Although not a requirement for exemption, the following suggestions are offered by the IRB Administrator to enhance the protection of participants and/or strengthen the research proposal:

NONE

If this box is checked, please submit any documents you revise to the IRB Administrator at irb@valdosta.edu to ensure an updated record of your exemption.

Elizabeth W. Olphie 3/12/15 *Thank you for submitting an IRB application.*

Elizabeth W. Olphie, IRB Administrator Date
irb@valdosta.edu or 229-259-5045.

Please direct questions to

Revised: 12.13.12

APPENDIX B: Informed Consent

You are being asked to participate in a survey research project entitled “*Personality and Academic Attitudes,*” which is being conducted by *Caitlyn Brown*, a student at Valdosta State University, and who is being supervised by Dr. Jennifer Breneiser, associate professor in the Department of Psychology and Counseling. This survey is anonymous. No one, including the researcher, will be able to associate your responses with your identity. Your participation is voluntary. You may choose not to take the survey, to stop responding at any time, or to skip any questions that you do not want to answer. You must be at least 18 years of age to participate in this study. Your completion of the survey serves as your voluntary agreement to participate in this research project and your certification that you are 18 or older.

Questions regarding the purpose or procedures of the research should be directed to *Caitlyn Brown* at 229-333-5930 or cabrown@valdosta.edu. This study has been exempted from Institutional Review Board (IRB) review in accordance with Federal regulations. The IRB, a university committee established by Federal law, is responsible for protecting the rights and welfare of research participants. If you have concerns or questions about your rights as a research participant, you may contact the IRB Administrator at 229-259-5045 or irb@valdosta.edu.

APPENDIX C: Brief Demographic Questionnaire

1. Are you at least 18 years of age?
 - a. Yes
 - b. no
2. Please specify your age
 - a. Type in age
3. Please choose your year in school
 - a. Freshman
 - b. Sophomore
 - c. Junior
 - d. Senior
 - e. Graduate student
4. Sex
 - a. Male
 - b. Female
5. Please select your race:
 - a. White
 - b. African American
 - c. Asian
 - d. American Indian or Alaska Native
 - e. Native Hawaiian or Other Pacific Islander
 - f. Two or more Races
 - g. Other
 - i. Please specify
6. What is your current GPA?
 - a. Type in

APPENDIX D: Big Five Inventory

The Big Five Inventory (BFI)

Here are a number of characteristics that may or may not apply to you. For example, do you agree that you are someone who likes to spend time with others? Please write a number next to each statement to indicate the extent to which you agree or disagree with that statement.

	1	2	3	4	5
	Strongly			Strongly	
	Disagree			Agree	
<i>I see myself as someone who ...</i>					
___ 1. is talkative					___ 23. tends to be lazy
___ 2. tends to find fault with others					___ 24. is emotionally stable, not easily upset
___ 3. does a thorough job					___ 25. is inventive
___ 4. is depressed, blue					___ 26. has an assertive personality
___ 5. is original, comes up with new ideas					___ 27. can be cold and aloof
___ 6. is reserved					___ 28. perseveres until the task is finished
___ 7. is helpful and unselfish with others					___ 29. can be moody
___ 8. can be somewhat careless					___ 30. values artistic, aesthetic experiences
___ 9. is relaxed, handles stress well					___ 31. is sometimes shy, inhibited
___ 10. is curious about many different things					___ 32. is considerate and kind to almost everyone
___ 11. is full of energy					___ 33. does things efficiently
___ 12. starts quarrels with others					___ 34. remains calm in tense situations
___ 13. is a reliable worker					___ 35. prefers work that is routine
___ 14. can be tense					___ 36. is outgoing, sociable
___ 15. is ingenious, a deep thinker					___ 37. is sometimes rude to others
___ 16. generates a lot of enthusiasm					___ 38. makes plans and follows through with them
___ 17. has a forgiving nature					___ 39. gets nervous easily
___ 18. tends to be disorganized					___ 40. likes to reflect, play with ideas
___ 19. worries a lot					___ 41. has few artistic interests
___ 20. has an active imagination					___ 42. likes to cooperate with others
___ 21. tends to be quiet					___ 43. is easily distracted
___ 22. is generally trusting					___ 44. is sophisticated in art, music, or literature

APPENDIX E: Academic Entitlement Scale Survey

Attitudes toward Academics

Please read each item carefully and consider how you feel about each statement. There are no right or wrong answers to any of these statements, so please give your honest reactions and opinions. Please read each statement carefully, and respond by using the following scale:

1	2	3	4	5	6	7
Strongly						Strongly
Disagree						Agree

- _____ 1. If a professor provides the PowerPoint slides on-line, I should not have to take additional notes.
- _____ 2. I am disappointed in myself when I get a lower than expected grade.
- _____ 3. Professors give me lower grades, because they feel threatened by my ability.
- _____ 4. Universities should restrict the number of A's a professor can give.
- _____ 5. Students should be allowed to take exams when it's convenient for them.
- _____ 6. I will lie to get what I want.
- _____ 7. Sometimes I get too busy to do my project, so it is OK if someone does it for me.
- _____ 8. I usually just pop in to see a professor whenever – I don't really look at office hours.
- _____ 9. I make sure to closely follow the requirements from the class.
- _____ 10. It is my responsibility to know about any upcoming assignments.
- _____ 11. I always make sure I let the professor know if I cannot make an appointment.
- _____ 12. Course prerequisites are for people not as smart as me.
- _____ 13. I feel as if I deserve more breaks than others because of my life issues.

APPENDIX F: Narcissism Scale Surveys

Maladaptive Covert Narcissism Scale (MCNS)

Please answer the following questions by deciding to what extent each item is characteristic of your feelings and behavior. Fill in the blank next to each item by choosing a number from this scale:

1 = very uncharacteristic or untrue, strongly disagree

2 = uncharacteristic

3 = neutral

4 = characteristic

5 = very characteristic or true, strongly agree

1. ___ I can become entirely absorbed in thinking about my personal affairs, my health, my cares or my relations to others.
2. ___ My feelings are easily hurt by ridicule or the slighting remarks of others.
3. ___ When I enter a room I often become self-conscious and feel that the eyes of others are upon me.
4. ___ I dislike sharing the credit of an achievement with others.
5. ___ I feel that I have enough on my hand without worrying about other people's troubles.
6. ___ I feel that I am temperamentally different from most people.
7. ___ I often interpret the remarks of others in a personal way.
8. ___ I easily become wrapped up in my own interests and forget the existence of others.
9. ___ I dislike being with a group unless I know that I am appreciated by at least one of those present.
10. ___ I am secretly "put out" or annoyed when other people come to me with their troubles, asking me for their time and sympathy.
11. ___ I am jealous of good-looking people.
12. ___ I tend to feel humiliated when criticized.
13. ___ I wonder why other people aren't more appreciative of my good qualities.
14. ___ I tend to see other people as being either great or terrible.
15. ___ I sometimes have fantasies about being violent without knowing why.
16. ___ I am especially sensitive to success and failure.
17. ___ I have problems that nobody else seems to understand.
18. ___ I try to avoid rejection at all costs.
19. ___ My secret thoughts, feelings, and actions would horrify some of my friends.
20. ___ I tend to become involved in relationships in which I alternately adore and despise the other person.
21. ___ Even when I am in a group of friends, I often feel very alone and uneasy.

22. ___ I resent others who have what I lack.
23. ___ Defeat or disappointment usually shame or anger me, but I try not to show it.

The Adaptive Overt Narcissism Scale [AONS; Cheek, Wink, Hargreaves, & Derr, 2013]

For each of the following statements and adjectives, please rate to what extent you feel that the statement describes you:

1 = not at all 2 = very little 3 = neutral 4 = very much 5 = extremely

- ___ 1. I value my own independence and autonomy.
- ___ 2. I set big goals for myself.
- ___ 3. I have a wide range of interests.
- ___ 4. I have a high degree of intellectual capacity.
- ___ 5. I tend to have an unconventional way of thinking.
- ___ 6. I genuinely value intellectual and cognitive matters.
- ___ 7. I am verbally fluent and can express ideas well.
- ___ 8. I appreciate art and beauty.
- ___ 9. I tend to be submissive, more of a follower than a leader. (R)
- ___ 10. I give up or even withdraw in the face of frustration and adversity. (R)
- ___ 11. My friends follow my lead.
- ___ 12. I'm witty and charming with others.
- ___ 13. I have great faith in my own ideas and my own initiative.
- ___ 14. Resourceful
- ___ 15. Persevering
- ___ 16. Individualistic
- ___ 17. Clever
- ___ 18. Outgoing
- ___ 19. Ambitious

____ 20. Self-Confident