

**ENTITLEMENT AT SCHOOL: LINKING NONCOMPLIANCE TO ACADEMIC
ENTITLEMENT**

by

Lili Michelle Smith

Liberty University

A Dissertation Presented in Partial Fulfillment

Of the Requirements for the Degree

Doctor of Education

School of Behavioral Sciences

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APPROVED BY:

Dr. Daniel Marston, Committee Chair

Dr. Robyn Williams, Committee Member

ABSTRACT

This work examined the relationship between academic entitlement and noncompliance among college students using trauma or adverse childhood experiences to moderate the relationship. Additionally, this study explored how gender, enrollment type (full-time vs. part-time), and type of student (residential vs. online) impacted noncompliance. This study was comprised of 149 participants from Liberty University that were at least 18+ years of age and an undergraduate or graduate student. Using a quantitative research design, participants completed the following self-report measures: demographics questionnaire, HEXACO-PI-R personality domains honesty-humility, and Adverse Childhood Experiences Survey. Logistic regression analyses were conducted, and the results of the study indicate a low, positive, statistically insignificant relationship exists between academic entitlement and noncompliance. Additionally, no moderating effect between academic entitlement, adverse childhood experiences, and noncompliance was found. Gender was negatively correlated with adverse childhood experiences, while enrollment type was negatively correlated with academic entitlement. The type of student was negatively correlated with academic entitlement, adverse childhood experiences, and noncompliance. Recommendations for further research include exploring academic entitlement with other forms of noncompliance and trauma, as well as differences in religious beliefs.

Keywords: Academic entitlement, noncompliance, student incivility, trauma, judicial referrals, adverse childhood experiences, personality

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Dedication

To: My Children

“My Love”

Although you are not here yet, you have inspired me. Every decision I made was because of you.

One day, you will see this, and when you do know that I did it all just for you. Love, Mommy.

Acknowledgments

The journey to being a doctor was tedious and time-consuming. It took a lot to get here. I spent a lot of nights alone, and away from family, but through it all, I had God, who I want to acknowledge first. When I was weak, he picked me up, when I wanted to quit, he carried me, and when I considered ending it all, he gave me purpose. God is my everything. To my parents, I want to acknowledge you simply for birthing me and giving me opportunities. I would not have had what I have had you not been in my life. Mom, you provided for me. Dad, you always told me not to be like you but be better than you and I hope I have made you proud. To my grandparents, thank you for loving me unconditionally and for feeding me the best southern soul food I could have ever eaten. Your food gave me energy and a sample of what love tastes like. To my siblings, you challenged me. Thank you for teaching me the meaning of resilience. To my dissertation committee, you guided me and pushed me to be my best self. At the end of the journey, you solidified me, and for that, I thank you. Finally, I thank my deceased aunt, Jenny, who never got to see me make it but always knew I would. I know you are looking down on me, and I hope I make you smile.

List of Abbreviations

Academic Entitlement (AE)

Academic Entitlement Questionnaire (AEQ)

Academic Entitlement Scale (AES)

Adverse Childhood Experiences (ACEs)

HEXACO Personality Inventory-Revised (HEXACO-PI-R)

Counterproductive Research Behaviors (CRBs)

Serious and Violent Juvenile (SVJ)

CHAPTER ONE: INTRODUCTION

Overview

Students are seemingly becoming more academically entitled each year as educational policies shift to consumerism. Students are requesting grades based on effort or demanding a do-over; and when that does not happen, they walk out of the class or threaten to get their parents involved because they know what happens when their parents complain to the administration; they get their way. When this happens repeatedly, students begin to realize the changing nature of schools to treat them as consumers, and as a result, they make demands expecting to get what they want. This creates a ripple effect because teachers are then told to do something differently from what they had originally planned, which causes frustration and burnout leading many to leave the profession; and when teachers can no longer deal with the noncompliant behavior, school counselors are called. School counselors are forced to deal with what administrators consider discipline, causing counselors to risk the student-counselor relationship built on trust. When this happens, the school counselor is no longer an effective partner in helping the student succeed academically, socially/personally, and career-wise because of a new barrier formed between the student and counselor caused by a lack of trust. This becomes amplified when the student has experienced trauma. Therefore, this study seeks to change educational policies that bolster academic entitlement (hereafter AE) by examining the background of this phenomenon, detailing the research study, and providing information about the relationships among AE, noncompliance, and trauma.

Background

Students are increasingly catered to because of educational policies, which turn students into consumers (Lippmann et al., 2009). At the end of courses, students are given surveys to fill

out, which are used in teacher development, promotion, and retention; yet, many of the results have less to do with what was learned and more to do with whether the student liked the teacher (Titus, 2008). These policies are not just affecting colleges; they affect teacher evaluations in K-12 schools (Doherty & Jacobs, 2013). In some school districts, 5% of a teacher's summative evaluation score comes from what students say about the teacher (Hanover Research, 2013). As a result, students are increasingly becoming more academically entitled, hoping their evaluation can somehow affect the teacher (Greenberger et al., 2008; Kopp & Finney, 2013; Twenge, 2010).

AE was defined by Chowning and Campbell (2009), who noted it as wanting academic success without taking personal responsibility. In looking at AE, the authors reviewed studies validating the academic entitlement scales (AES). These scales contained elements measuring entitled expectations, which correlated with psychological entitlement and confusion about academic strategies, and externalized responsibility, which correlated negatively with self-esteem, agreeableness, conscientiousness, need for cognition, and personal control (Chowning & Campbell, 2009). It was found that a student's entitled expectations (attitude and perceptions) predicted the likelihood of them engaging in certain behaviors regardless of the appropriateness of the behavior (Chowning & Campbell, 2009). In addition, students with high scores in externalized responsibility tended to give their teachers a lower evaluation rating than those who had lower externalized responsibility scores, which indicated a lower sense of AE (Chowning & Campbell, 2009).

Problem Statement

While many studies focused on the link between academic entitlement and different variables utilizing the academic entitlement questionnaire (AEQ) (Kopp, 2011; Kopp & Finney,

2013; Tucker, 2019; Witsman, 2013), and AES (Achacoso, 2002; Chowning & Campbell, 2009; Greenberger et al., 2008), only a few studies have used HEXACO-PI-R to demonstrate equivalent results using the personality domains honesty-humility (Bertl et al., 2019; Taylor et al., 2015). Yet, the HEXACO-PI-R personality domains honesty-humility seem to be a better measure of academic entitlement because the AES lacked validity evidence (Kopp & Finney, 2013), and the AEQ yielded inconsistent results (Bonaccio et al., 2016; Chowning & Campbell, 2009). Bertl et al. and Taylor found that the HEXACO-PI-R personality domains honesty-humility revealed a negative correlation between entitled expectations and externalized responsibility, revealing it to be the strongest predictor of AE, noting the more honest one is, the less likely one is to have a sense of entitlement.

As it relates to noncompliance as a variable, only one study has focused solely on noncompliance in relation to academic entitlement, namely (nonattendance) using the AEQ instrument (Kopp & Finney, 2013). Due to the lack of diversity in measuring AE and noncompliance, more research is needed. In addition, when dealing with individual ACEs, studies have tended to consider parenting styles (Cote et al., 2007; Crick & Grotpeter, 1995). Multiple studies have focused on ACEs and its ability to act as an indicator of noncompliance and academic entitlement, but none have linked the three (Carlson, 2019).

Despite various reports on student entitlement, uncivil behavior, and the adverse impact of parenting, minimal attention has been devoted to understanding the trigger to incivility and prevention strategies (Chowning & Campbell, 2009; Cote et al., 2007; Crick & Grotpeter, 1995; Goodyear et al., 2010; Hirschy & Braxton, 2004; Lippmann et al., 2009; Twenge & Campbell, 2009). As such, addressing this issue about AE in a college student is essential. Some behaviors to investigate include the nature of domineering students who foster tension in the classroom,

becoming unwilling to participate in the learning process. The problem is student entitlement is increasing; noncompliance has been proven to be a result, and trauma may perpetuate it (Gregorowski & Seedat, 2013; Kopp & Finney, 2013).

Purpose Statement

The purpose of this quantitative study is to determine whether AE is correlated with noncompliance among college students and whether trauma is a moderating factor. Research has been conducted on related topics, particularly how parental styles contributed to adverse childhood experiences and impacted noncompliance among juveniles. How trauma affects the relationship between AE and noncompliance remains largely unanswered.

Significance of the Study

This study will contribute to the related literature by determining whether AE is linked to noncompliance using a different form of instrument to measure AE and noncompliance (Bertl et al., 2019; Kopp & Finney, 2013; Tucker, 2019). This study will provide empirical and theoretical support for the use of HEXACO-PI-R personality domains honesty-humility for measuring AE and determine whether noncompliance using judicial referrals can validate the link between AE and student incivility (Ashton & Lee, 2009). This study is important for the field of traumatology and education because it can be used to help influence school policy. It can inform counselors, administrators, teachers, and parents of the risks associated with AE and trauma regarding academic policies that affect how students shape school culture.

Research Questions

RQ1: Is academic entitlement correlated with noncompliance?

RQ2: How does trauma influence academic entitlement among noncompliant students?

Definitions

The following are terms used in this dissertation and their definitions:

- *Academic entitlement*—the tendency to expect academic success without a sense of personal responsibility for achieving that success (Chowning & Campbell, 2009).
- *Adverse childhood experiences*—psychological distress that develops because of their upbringing created by family dysfunction leading to health risk behaviors in adulthood (Felitti et al., 1998).
- *Noncompliance*— student incivility refers to students carrying out uncivil student behaviors or behaviors that violate the social norms present in academics inside and outside of the classroom (Kopp & Finney, 2013).
- *Trauma*—adverse childhood experiences (Felitti et al., 1998).

Summary

AE is causing schools to fail because it is contrary to No Child Left Behind in that it is driving out educators, which leaves long-lasting effects that go beyond a typical school year. Often, noncompliance is the result, and trauma is a contributor. Though some may argue that a student's perspective should be considered when measuring a teacher's effectiveness, few have shown it to serve its purpose. In the meantime, educational policies continue to be written with students as consumers. As a result, learning is decreasing at the expense of satisfaction. To turn it around, this study will use the HEXACO-PI-R personality domains honesty-humility to measure AE, judicial referrals to measure noncompliance, and adverse childhood experiences to identify trauma so that policymakers can see the relationship between AE, noncompliance, and trauma.

CHAPTER TWO: LITERATURE REVIEW

Overview

This work entails a literature review on various challenges that affect student learning in college. The discussion will include scholarly materials that focus on AE and noncompliance in college students. This will facilitate understanding of the attitudes in college learners about their desires and reasons to desire entitlement. The literature review will address sources of noncompliance by focusing on judicial referrals. Some student behavior will require applying the law in cases where the college administration cannot handle the situation. The other question addressed in this literature review is the effect of trauma on the relationship between AE and noncompliance concerning adverse childhood experiences using the ACEs. This review will also include areas for further research to bridge any existing gap in the literature.

Conceptual or Theoretical Framework

Inappropriate behavior can disrupt learning processes violating student rights. Such action can be equated to bullying since disruptive learners tend to interrupt the teaching processes and interfere with student activities. Psychological trauma due to childhood experiences is a significant cause of negative behavior during college years. As such, further research is needed to include children's rights violations and the contribution to noncompliance during young adulthood. Problems associated with student behavior resulting from earlier experiences can also go beyond the classroom and affect college administrators. These antisocial behaviors may invite hostile students' reactions and retaliatory actions. This leads to time wastage, as the faculty spends time focusing on discipline cases. Faculty members have the power to provoke violent cycles through publicly debasing, humiliating, or invalidating students.

Faculty can also punish arrogant students and teach them that incivility is against institutional norms.

Other significant areas of concern for research include faculty attitude toward learners in classrooms, offices, and other regions. Learners consider it unfair to be criticized, embarrassed, or disrespected by the faculty members who may be unaware of their bad or inappropriate behavior. For a demonstration of respect, faculty members can simply require students to state how they need to be addressed. Such measures are critical for use in tertiary institutions to streamline learner behavior. Without proper discipline, it can be challenging to manage the massive population of students in colleges.

Several theories have been developed to answer the question about academic entitlement; however, personality traits have been proven to be the most influential on the development of academic entitlement (Bertl et al., 2019; Schaefer et al., 2013; Kelso, 2017; Mellor, 2011). Trait theory or dispositional theory are aspects of personality that remain unchanged over time, but can be shaped by environmental and social surroundings, which affect how individuals behave (Allport, 1937; Allport, 1961). This model emphasizes the current HEXACO PI-R (Ashton & Lee, 2009) for measuring personality traits amongst college students. Adverse childhood experiences are based on what is known about trauma and trait theory, and how an individual's brain develops for survival mode creating traits based on patterns of behavior, emotions, and thoughts stemming from their environmental and social surroundings (Felitti et al., 1998; Berg, 2017). This model emphasizes the current ACEs model for determining the extent to which individuals have been exposed to traumatic experiences. Noncompliance is based on the idea that the same traits that cause academic entitlement also cause noncompliance in addition to the fight, flight, or freeze response from ACEs that make noncompliance a coping mechanism (Raufelder

et al., 2015; Frieze, 2015). Therefore, the author's theory is that academic entitlement and noncompliance are linked because they are affected by the same personality traits and that ACEs bolsters that relationship by shaping personality development.

Related Literature

Academic Entitlement and Noncompliance

Rising student entitlement in academics describes an attitude that depicts students as clients in higher education. There are various reasons for this mindset, such as college costs, which have inflated tremendously in the last few years. Students can use their AE to engage in activities that go against the institution's norms leading to noncompliance. Taylor et al. (2015) scrutinized the responsibility of AE as a predictor of counterproductive research norms. Such behaviors operationalize absences and careless response to academics. The research employed behavioral measures of CRBs to find that educational entitlement is a good predictor of study absences and careless surveys. Students who feel low entitlement can keep contact with teachers for long periods to consult on different academic issues. The finding revealed that such educational entitlements are related to other kinds of counterproductive academic and behavioral norms, demonstrated by the relationship with self-report measurements. The high price charged for college fees leads to the feeling of high entitlement. It also leads to students believing they deserve accommodation and favors. Some university bodies have intentionally taken "students as customers" and work to cater to students' needs in competition with other colleges for enrollment; thus, learners think they deserve to get knowledge by force (Achacoso, 2002). This research also examined the link among AE, causal attribution, and academic self-regulation. The study found that entitlement relates to moral imperativeness in which an individual should receive something. Since individuals have different desires and personal attributes, the outcome

for each can be changed. More research on AE and self-regulation is vital to establish the contribution of colleges to student attitudes.

Some institutions have determined that strategies such as enforcing deadlines, remaining firm to grading policies, and warning students against negotiating for grades are necessary. However, this belief needs more research to establish whether it works against high student entitlement. Kazoun (2013) conducted research to understand the relationship between AE and grade negotiation. Notably, the scholar defined AE as a psychological phenomenon explaining the difference in students' attitudes about academic expectations. The results of this study revealed AE affected learners' inclination to negotiate for better grades. Specifically, highly entitled students were more likely to negotiate for better marks than those with a low sense of AE. This is significant because Wilde (2012) conducted another study focused on traditional measures that help predict academic achievements in colleges and noticed how high school test grades and standardized test scores accounted for almost 25% of the differences between predicted and actual grades. The literature reveals that students in colleges tend to display AE for various reasons. Nevertheless, more research is needed on the impact such entitlement has on noncompliance, especially behaviors that result in discipline cases in colleges.

According to Anderson et al. (2013), excessive entitlement or the exaggerated belief about what one deserves results from maladaptive behaviors such as decreased motivation and hard work. For tertiary education institutions, students may put less effort into obtaining positive outcomes leading to poor academic performance. However, policies that regulate student attitudes are critical in colleges. Therefore, educators should find ways of reducing educational entitlement due to the manifestation of student incivility. More research on this is essential to highlight the extent of uncivil behavior. Uncivil student behavioral norms try encompassing acts

that violate the social standards in academics (Kopp & Finney, 2013). Some of the practices include sending wireless messages during class time, getting to class late, leaving class early, and inappropriately using their laptop computers during the course. Uncivil behavioral norms extend outside the classroom, such as being rude and writing demanding emails to colleagues and instructors.

Bonaccio et al. (2016) argued that AE consists of entitled expectations and externalized responsibilities, which refers to each construct, reflecting expectations of academic achievement without taking personal responsibility or putting the necessary effort required. Using the cross-sectional and longitudinal data from a real classroom situation, the researchers tested the extent to which general mental capacity and personality characteristics predict AE. From this analysis, students' enthusiasm and commitment in the classroom were found to be essential instead of seeking entitlement. Educational entitlement differs between males and females, according to the study by Boswell (2012). Factors such as demography can affect the nature of the rights claimed by learners. Factors such as sex can determine the level of entitlement since males are likely to show greater aggression. However, this needs more research primarily on the gender role in the quest for AE.

Chowning and Campbell (2009) researched the validation of the self-report scale to capture AE described as the possession of some need for learning progress without the student taking individual responsibilities to achieve success. Using the AE levels with a two-factor structure, they measure learners' externalized obligations toward academic achievement. The study's primary goal was to offer some introductory understanding related to entitlement beliefs involving information system learners and compare them with a more significant population of college students. The researchers collected data from 529 undergraduates in a selected public

institution of higher learning in the southeastern United States. Using nested models, they analyzed data to facilitate understanding of the phenomenon' structure and establish the extent of the real difference in the two populations. More demographic factors examined, such as sex, age, and academic performance GPA, were critical for the research. The findings revealed undergraduate information systems learners recorded similarities in entitlement beliefs compared to learners enrolled in other disciplines. The study showed many factors could influence student entitlement leading to noncompliance. Some students' views of entitlement are for quality results rather than other gains (Lippmann et al., 2009). The study focused on students with a keen desire for entitlement and the reaction toward education. The findings revealed those with high entitlement sense demanded more instructor time and energy. The learners have increased attention to attaining quality results rather than inflated academic results for self-esteem. The study also focused on entitlement behavior and suggested increased clarification regarding standards and assessments and guiding tutor-learner interaction.

Issues related to entitlement need more research focusing on the context of academics. The current student generation believes they deserve better grades or increased performance (Titus, 2008). Such students who value AE exhibit undesirable characteristics and individual perceptions of the amount of control (Greenberger et al., 2008). Greenberger focused on anecdotal evidence suggesting an increased desire for entitlement attitude and behavioral norms in young adults in school and college. The study utilized a newly developed scale in assessing AE. This construct entails an expectation of high grades for students who work hard and those who have a demanding attitude toward their instructors. The research investigates the phenomenon in a systematic manner using a diverse group of students.

However, Burke et al. (2019) noted the increase in higher education costs as a factor. Due to this trend, students expect value for their money. Additionally, the stiff competition among higher learning institutions forces education players to be lenient in their enforcement of rules. Specifically, their policies are geared toward satisfying the learners' demands. To increase their enrollment, colleges and universities are aggressively marketing their services, which, in turn, creates a consumer mentality among students. This phenomenon has forced many academic providers and leaders to perceive students as consumers. As a result, they give learners what they ask for as opposed to what they need. Specifically, many learning institutions operate in a master-servant relationship with their students, with the latter being the master. This gives the students more power than their instructors.

The effects of this new phenomenon are dire. Notably, learning institutions are forced to occupy a position they are not traditionally used to, which, in turn, adversely affects their service delivery. Alternatively, students now perceive school as a marketplace where they can get anything they want as long as they pay for it. Many learners currently believe they are entitled to attend classes, and their respective institutions are obligated to ensure they graduate. Burke et al. (2019) asserted if teachers do not offer the services students want, students will be forced to complain to the management or threaten legal action. Additionally, this entitlement can penetrate at all levels of the institution. For instance, a person may have an opinion regarding the grades they should receive from their professors. Overall, this phenomenon results in a degradation of the quality of services offered by institutions.

Burke et al. (2019) revealed many instructors have noted this sense of entitlement among students, especially the younger generation. This situation makes their work difficult, as they are sometimes forced to give in to students' demands, which puts the integrity of higher education

into question. Ideally, learners should be rewarded based on their performance; however, they make unrealistic demands to professors when they perceive themselves as customers. While appreciating that AE is deeply entrenched in many institutions, the authors advise management to alternative assessment methods to evaluate the performance of faculty members. This strategy would create an objective mechanism through which to assess students' demands and instructors' performance.

Schaefer et al. (2013) asserted university and college instructors share similar predicaments regarding student entitlement issues. They noted learners are increasingly placing unrealistic demands and openly violating classroom requirements. Schaefer et al. noted psychological entitlement is perceived to be an indicator of student entitlement through the personality trait of narcissism. According to them, this behavior is manifested as a belief that a person deserves something, and that the world is obliged to give it to them, even when they fail to fulfill their compacts.

Schaefer et al. (2013) believed entitlement in academic circles has resulted in a change in basic assumptions that have reshaped students' perceptions and attitudes. With the new system, learners perceive themselves as customers paying for a particular good or service. In this case, many of them believe they have a right to a good grade because they paid. The authors argued the student AE system goes against the ideals of the education system. Traditionally, a college certificate has been earned from a person's hard work. Specifically, people spent endless days understanding academic concepts and theories to earn their grades. However, the current model almost reduces college education to a transaction, where one expects to receive a particular grade because of the money they paid.

In a survey of 21,177 students, Schaefer et al. (2013) determined a large number of college learners attended school with a high sense of entitlement regarding academics and accommodation. Specifically, they believed they were in a dominant position, as they perceived the pursuit of education as a seller-buyer transaction, where the latter has more power. Additionally, the scholars noted a disconnect when students who expect good grades or a waiver of classroom rules find a different academic reality. This challenge can result in disobedience and noncompliance with the set rules. The scholars asserted students should cut their expectations. Specifically, they should not expect a *quid pro quo* or equal power to learning institutions or their professors.

Kopp (2011) believed AE is directly related to student incivility, explaining the increased attention AE has received. Using a sample of 3622 students to measure the relationship between AE and compliance, the researcher gave insightful information about this subject. Notably, uncivil conduct manifests itself in behaviors that violate acceptable school norms. These behaviors could range from unauthorized sending of wireless messages during classes and lateness to the wrong use of electronic devices during lectures. Additionally, these behaviors could also be manifested outside the class or school setting, such as the use of rude and abusive emails. The author noted professors agree that uncivil behaviors could range from minor issues, such as failure to pay attention in class, to major confrontations, including shouting and making threats. Many of the major confrontations were fueled by unfavorable evaluations by professors. Overall, these uncouth behaviors can adversely affect the classroom's climate, making learning difficult.

Kopp (2011) also noted student incivility can manifest itself through noncompliance with the set guidelines. The examples given above demonstrate uncivil conduct by acting against

people's expectations. However, incivility can also be manifested by not acting. Notably, university and college rules prescribe students' responsibilities. People are supposed to perform certain actions to maintain a cordial relationship with the institution. For instance, learners are required to attend specific meetings, pay the requisite fees, and enroll in class within a given timeframe. However, an entitled student believes education should be served without them doing anything in return. To them, university policies are a deliberate attempt by the institution to force learners to engage in responsibilities they do not want. Thus, they may behave in an uncivil manner by failing to obey the set guidelines, resulting in increased tension between learners and school management.

Kopp (2011) asserted professors report aggressive behaviors from students who feel entitled to certain privileges. Notably, such students believe they need positive outcomes without necessarily giving anything in return. For instance, if students do not score high in academics, they associate their failure with their schools and instructors. When such learners do not receive their preferred outcomes, they automatically become confrontational. Overall, the author noted entitled students cannot regulate their own learning and are likely to take the easiest routes to completing their assignments. The researcher added that further research is needed to understand the strategies that can effectively reduce AE.

Kelso (2017) asserted that the literature on AE shows that AE has been on the rise, suggesting this phenomenon is not only increasing but worrying. The author noted many students want to attain good academic outcomes without putting in the effort. Additionally, Kelso (2017) posited AE is positively linked to narcissism and unruly behaviors. This finding is similar to Schaefer et al. (2013) and Mellor (2011), who found narcissism to be a personality trait of student entitlement, and Kopp and Finney (2013), who found students with a high sense of

entitlement are likely to be noncompliant to school policies. Mellor (2011) asserted AE is a facet of narcissism, characterized by the need for admiration and a lack of empathy. Additionally, people experiencing narcissism exhibit an overblown sense of self-importance and entitlement. Specifically, people with this condition believe they are more important than others. In his research, Mellor noted students with AE projected signs of narcissism when they failed to achieve their desired outcomes. They were easily angered and participated in uncivil behaviors that disrupted normal learning schedules. For instance, they talked during classes and used technological gadgets without permission. Overall, Mellor also believed AE could adversely affect learning processes. Kelso (2017) concurred with this by saying how academically entitled students also put little effort into completing their schoolwork. Kelso (2017) highlighted a string of adverse behaviors that can be associated with AE. To start with, such learners expect grade negotiation. Additionally, they believe they should receive good grades rather than earn them. Such learners are also likely to have a high locus of control, which increases their anxiety. Furthermore, they expect to be accommodated by professors and other students. When such expectations are not met, they become unruly and uncivilized.

Sohr-Preston and Boswell (2015) also asserted AE is on an upward trajectory in the United States. According to the Sohr-Preston and Boswell, professors are concerned at the level at which students demand specific outcomes, such as good grades. The scholars noted this concept is sometimes likened to student consumerism or the notion that since students are paying, they deserve to be satisfied with their services. Elias (2017) measured the relationship between AE and cheating among graduate and undergraduate learners in the United States. Elias noted the more entitled individuals saw cheating as less unethical, while the less entitled learners perceived cheating as unethical. Notably, cheating is a violation of academic rules. Many

professors offer specific guidelines to their students to promote academic integrity. By viewing cheating as almost ethical, the academically entitled student demonstrates their unwillingness to comply with the set rules.

Gotschall (2015) posited AE has resulted in an increase in student incivility. Student incivility can be defined as discourteous and disruptive behavior toward other people. This conduct includes annoying behavior, such as taking telephone calls during class time. These behaviors can slowly erode the calmness typical in class environments, making it difficult for people to study. Additionally, incivility could manifest itself in other crude methods, such as trying to dominate the classroom or challenging other classmates' opinions inappropriately.

Academic Entitlement and Judicial Referrals

Today's students tend to show different attitudes, expectations, preparations, strengths, and weaknesses in colleges and other learning institutions. Research reveals differences in society, including economics and technology, significantly impact this generation (Tulgan, 2013). College students can have some negative behaviors that would need the intervention of the justice system. According to Bellah (1999), today's discussion in higher education institutions tends to balance learners' freedom and responsibility. With many young adults feeling they need greater freedom and liberty, learning institutions have no choice but to ensure students enjoy their rights. Freedom is among the highest American values; thus, each academic administrator and faculty member must genuflect it. Everyone seems to love the freedom with no interference. Failure to promote student freedom can lead to administrative issues if students decide to raise complaints. Too much freedom can be destructive to individuals, and some faculty members are finding some teaching practices critical for adaptation to maintain optimal

effectiveness. However, most college students are too indulged in the digital world controlled by media and online friends, negatively affecting students (Tulgan, 2013).

AE may result in uncouth behaviors, which may cause students to be on the wrong side of the law. According to Parker (2017), entitlement is the belief that students deserve everything they ask for because they paid for it. Thus, they do not have to be responsible for achieving results. While it is good to listen and address learners' concerns, AE can lead to adverse outcomes. For instance, if students do not receive what they ask for, they might turn unruly and compromise university guidelines. If this behavior goes beyond the acceptable limit, legal action may be taken against the student. For instance, if an individual physically harms their professor due to this type of entitlement, they might be prosecuted. Therefore, if unchecked, AE can be disastrous for learners. Parker's assertions were corroborated by Ciani et al. (2008), who asserted professors are increasingly facing entitled students across the United States. These learners believe they have a right to receive a good grade because they paid their college fees. As a result, they put lecturers in a difficult position, as giving in to their demands would lower the academic process's integrity, while failing to give in would put them in a power struggle with students. Notably, entitled people exhibit narcissistic behaviors. Similarly, such students may engage in criminal behaviors owing to their entitlement.

Turnipseed and Cohen (2015) agreed people currently are used to getting almost everything they ask for anytime they need, even when satisfying that need adversely affects other people. Specifically, the youth are more selfish, superficial, and entitled than at any other time. This phenomenon extends to academic circles, where students believe they have a right to anything they want. Notably, AE has been positively correlated with low self-esteem and unrealistic expectations. Additionally, this phenomenon is strongly linked to dark traits, such as

narcissism, psychopathy, and Machiavellianism. The latter trait is exhibited by externalization of blame and manipulation. Similarly, psychopathy is characterized by manipulative tendencies, irresponsibility, thrill-seeking, and impulsiveness. Moreover, psychopaths are known to exhibit immorality and violence. Alternatively, narcissism is exhibited by selfishness and arrogance. If unchecked, these behaviors could injure other people, resulting in legal action. For instance, a psychopath who becomes violent when demanding their academic grades might be apprehended. Therefore, AE can lead to adverse legal consequences.

Loeber and Farrington (1998) examined learners who believed they deserved more freedom to do what they wanted by examining various common issues related to acute and violent juvenile offenders. Children offenders begin to display problematic behavior and delinquency early in life. They warrant early intervention to ensure they do not end up as criminals later while fighting for entitlement rights. Parents should not consider interventions for SVJ offenders as unnecessary during the early stages since it can lead to criminal behavior and subsequent incarceration. The chapter offers excellent insights into the need to tame children early before graduating to hardcore criminals. Students can quickly become uncivil and disrupt the overall learning environment affecting the other uninvolved learners. Some students become short-changed whenever lectures are needlessly derailed through disruptive and inappropriate behavior, which can disrupt the learning process violating student rights. For example, interfering with ongoing lectures interrupts the teaching process, which is quite uncivil (AlKandari, 2011). According to this research, student incivility is average per the finding from research involving Kuwait College learners. Maintaining civility among college learners reveals excellent concern in the academic industry despite the existence of regulations. Incivility can lead to issues with the law or the justice system.

While AE may lead to disruptive behaviors, early interventions can prevent children and young adults from engaging in criminal activities due to entitlement. Ramm et al. (2009) focused on the strategies that can be used to ensure that juvenile offenders make responsible choices in life. The authors noted any attempt at rehabilitating individuals must be premised on a good understanding of the human development process. Specifically, it is important to understand why some students behave the way they do. In this case, one must understand the motivation behind the need for entitlement. For instance, one may have a consumer mentality when attending school. Once this is diagnosed, the school administrators can collaborate with the student to come to an amicable solution. Challenges associated with student incivility may go beyond the classroom and include institutional administrators. Learners' concerns about the time a faculty member uses attending to uncouth behavior damage the faculty image. Whenever this occurs, there can be heightened faculty anxiety leaving the members emotionally depleted. Instead of devoting their valuable time to preparing for lectures and student guidance, the faculty becomes distracted and finds themselves defensive. Since the literature review does not focus much on student incivility about faculty disruption, research on such topics is essential to bridging the existing knowledge gap. Any student misbehavior can be dangerous if not addressed, leading to the law's involvement in resolving conflicts.

Trauma and Adverse Childhood Experiences

Most adolescents join college with existing traumatic exposure to stress and other psychological disorders. Research has indicated trauma experiences affect academic achievement and school persistence. Only a few students can adjust to a college environment and overcome their previous stressors. However, most traumatic experiences are detected through behavior, physical and psychological manifestation. Students who report ACEs suffer from difficulties in

coping with schoolwork resulting in poor grades and demotivation (Raufelder et al., 2015).

Parents have a significant role in shaping the psychological stability of their children. Children of authoritative parents can either have a strong or weak personality. Very strict and authoritative parents may instill fear in their children, which may evolve into traumatic experiences. Such children may have a weak personality that can be expressed through aggression in their later life. However, children of authoritative parents with a strong personality have improved in academic performance and study skills. These children are well behaved and less involved in risk behaviors.

Nevertheless, traumatic experiences may influence bad behaviors and noncompliance in school (Abar et al., 2009). Alternatively, permissive parenting is associated with entitlement, which causes stress and poor mental health. Children whose parents are permissive are less controlled and are not given enough guidelines in terms of supervision. Hence, they may develop a narcissistic personality. Unstable mental health may lead to low response to academic participation and performance (Barton & Hirsch, 2016). Family relationships are also found to relate to academic performance. College students from a functional family background are generally more mentally and psychologically prepared to adapt to a diverse school environment than their peers from poor family relationship backgrounds. The latter find it difficult to conform to the laid down rules and instead express their resistance through health risk behaviors (Keller & Whiston, 2008).

Early childhood trauma can be used to explain noncompliance among students. Notably, people are expected to behave in a particular manner and follow the set rules. However, trauma results in a change in victims' behavioral patterns. For instance, a person who experienced extreme physical abuse may become aggressive, abusive, and overly defensive in later years as a

coping mechanism (Frieze, 2015). In school, such individuals are likely to disobey rules and display unruly behavior toward other people. Toxic stressors during early childhood life convey developmental effects. They can lead to the proliferation of additional stressors, which may be overwhelming to individuals coping and may undermine recovery and health. Examining trauma from early life stress can help researchers understand how childhood experiences can impair adult psychological wellness. This can be done by excluding other social disadvantages and stressful adult experiences and concentrating on earlier life stressors. Trauma affects the noncompliance of college students. In addition, college students who experienced traumatic events during their childhood due to poor parenting are also likely to develop noncompliant behavior.

Therefore, Frieze suggested teachers should have a deep understanding of how trauma affects people. Specifically, they should know students' behavior may be caused by unresolved underlying issues. With this understanding, instructors should not rush to punish people when they display unpleasant behavior. Instead, they should find means to address the challenges affecting the individual. In this case, understanding noncompliance among students prevents disturbance and verbal and physical abuse.

Larson et al. (2017) asserted chronic childhood trauma has resulted in major health problems in the United States. Sadly, 80% of children and adolescents in the country have faced trauma due to victimization. Notably, early traumatic conditions can result in mental health challenges, behavioral difficulties, risky sexual behaviors, substance misuse, and failure to perform well in academics. ACEs have detrimental impacts on the later life of an individual. ACEs are linked to health risk behaviors among school-aged children. Among other ACEs,

trauma is a deeply depressing physical or psychological experience that can cause risky health behaviors and even cause death among children or in their later life if not addressed. Some of the effects of trauma are behavior change that may affect their daily activities in the school, homes, and the environment. Most childhood traumatic experiences are parenting styles that mold their personality throughout adulthood (Howard et al., 2019). Current statistics reveal 20% of children and teenagers have a diagnosable mental health challenge that can lead to lifetime impairment (Larson et al., 2017). Sadly, more than 70% of people with this condition do not have access to mental health services, owing to their economic conditions (Larson et al., 2017). Trauma can affect a person's academic outcomes and relationships with professors and peers.

Research on trauma and its effects is extensive. Between 1995 and 1997, Kaiser Permanente and the Center for Disease Control and Prevention (CDC) laid a foundation for research and the best intervention mechanisms. The researchers collected data from more than 17,000 participants (Bentler, 2019). They noted a positive correlation between ACEs and different medical conditions, unruly and risky behaviors, and early morbidity. The researchers also noted ACEs represent various experiences. Specifically, traumatic events such as psychological, physical, sexual abuse, and neglect are only a fraction of what constitutes ACEs. Specifically, children are either positively or negatively affected by everything that goes around their community. Therefore, incidents such as war, terrorism, disease, sexual exploitation, and trafficking can change how a person perceives life. Trauma can adversely affect a person's brain development. Specifically, traumatic experiences largely affect the stress response system. When children experience long spells of stress, the body releases a chemical known as cortisol, which impairs brain development. Greeson et al. (2014) asserted millions of children and young people in the United States are exposed to trauma annually. Some triggers, such as natural calamities or

domestic abuse, may continuously affect a person's mental faculties. Traumatic experiences have long-term adverse effects, such as mental health and social welfare challenges. Singh and Batta (2019) posited children below eight are at a high risk of experiencing trauma because they are highly dependent on their parents and environment. Notably, events such as verbal and physical abuse, abduction, rape, and illness can severely alter how a child thinks and grows. The authors posited promoting stability in families can help to reduce childhood traumatic effects. Notably, in a stable household, children feel safer as opposed to living in a disintegrated environment.

McInerney and McKlindon (2014) also agreed childhood trauma can impair a person's brain development and consequent learning and behavior. By understanding this, school administrators can implement measures to reduce trauma's negative impacts and promote an all-inclusive school environment. The author defined trauma as a response to a string of adverse events that make a child temporarily helpless. These adverse outcomes also surpass the young one's ability to cope during the formative years when the brain actively develops and picks up everything in one's environment. Therefore, negative events can adversely affect a person's life in later years, causing an individual who has experienced childhood trauma to find it difficult to socialize and grasp academic concepts. This is why every learning day, children enter classrooms with different perceptions, and depending on one's upbringing, the school environment can be a good or bad place. When children are used to violence from parents, guardians, or caregivers, they may grow up thinking the world is a dangerous place. Their perception of the classroom would be flawed, as they would view teachers and other learners as dangerous individuals out to harm them. A significant body of literature highlights the adverse effects childhood trauma has on people's learning and behavior. Notably, trauma affects brain development, which means an individual facing this challenge is likely to fail in class and other school assignments (Citizen

Commission on Academic Success for Boston Children, 2006). Additionally, one's behavior is highly likely to be affected. Victims are highly likely to exhibit unpleasant conduct, such as verbal and physical abuse.

Students with traumatic experiences from their childhood have low self-esteem alongside other psychological disorders. Traumatic experiences negatively lower self-esteem, which in turn affects personality from childhood through adulthood. Whereas high self-esteem has been associated with happiness, sociability, and overall academic performance, low self-esteem is associated with violence and aggressiveness and externalizing behavior and delinquency (Baumeister et al., 2003); and some schools are not prepared to deal with this behavior. Berg (2017) asserted schools may have unrealistic academic and behavioral expectations for students dealing with trauma. Notably, many learning institutions do not actively promote a trauma-informed curriculum. Some schools and teachers are not informed about traumatic experiences and may be unable to detect them when students have them.

Often, teachers see disobedient children who continually like to break rules. As such, they might be quick to punish or suspend the individual. However, an instructor trained in trauma might see the same individual as regulating and managing their emotions. Moreover, they understand that such a child needs support instead of condemnation. Berg (2017) noted trauma can affect people differently, depending on the traumatic experience level. A common symptom is that trauma causes people to have intense fear or panic. When a young person experiences trauma, their brain goes into survival mode. While in this state, the body releases hormones that flood the nervous system, prompting the fight, flight, or freeze response. During fighting, one displays aggressive behavior, as they perceive everything as dangerous. Alternatively, flight and freeze responses result in people being withdrawn and silent. Children with traumatic

experiences may be vigilant, highly irritable, and hyperactive. As a result, they might continually be in trouble in school because of the strict nature of school rules.

For instance, an instructor may perceive a learner as acting out. However, the student may just be withdrawn because of fear. Therefore, it is important to understand this concept when dealing with academically entitled students. Berg (2017) noted early childhood trauma adversely affects a person's learning process. This situation is brought about by the slow development of the brain. Specifically, young individuals who have previously experienced trauma experience some neurobiological challenges that affect their ability to learn. Moreover, individuals who have experienced traumatic effects are likely to have slow speech and delays in expressing themselves. Notably, language is an important component of academic excellence. One must be able to communicate effectively with their teachers and peers. This form of expression allows students to clarify issues they do not understand in class. However, language delays in people who have previously faced trauma make it difficult for them to attain the highest form of academic excellence. Additionally, trauma is known to damage the hippocampus, impeding memory and the learning process.

Emmart (2015) noted exposure to trauma is linked to aggression and uncivilized behavioral patterns. Additionally, trauma was also found to be associated with poor social competence, anxiety, delays in growth, and in some cases, substance abuse. The researcher asserted trauma affects various factors that are positively associated with learning. In effect, the victim does not do well academically. Specifically, trauma adversely impacts a person's attention, organization, ease of comprehension, memory engagement, and trust. When a child who has attained the age of elementary school is in a state of trauma-related anxiety, they cannot remember concepts they learned in previous classes, even if the learning process took place

when they were in a state of decreased stress. Emmart (2015) went on to note how trauma negatively interferes with the development of the brain, specifically, how the brain of children who grow up in dangerous environments is altered for survival purposes. This explains why children raised in a violent environment are likely to be noncompliant in their college years. Children suppress traumatic experiences throughout their developing stages only to express them later through adverse behaviors that do not comply with the learning institution. Research has indicated more noncompliance cases reported in school judicial affairs show that the victims have a history of traumatic experiences during their childhood (Cote et al., 2007; Crick & Grotpeter, 1995). Notably, people learn to be more alert and aggressive when need demands. Trauma also interferes with a person's daily schedule. For instance, a person experiencing this condition cannot plan well or identify a particular behavior's consequences. As a result, people may do things that would ideally be considered abnormal. However, they might not understand the severity of their actions. Additionally, such individuals may not be able to set out goals and see them through to realization. Unfortunately, the mentioned skills are critical for academic achievement. Therefore, understanding these challenges is essential in promoting academic success. Teachers with knowledge of traumatic events can help students overcome their fears and handle their school assignments without pressure.

Noncompliance among college students is also because of a lack of self-worth concerning childhood through adulthood experiences. Traumatic experiences, such as abuse and neglect, can cause behavioral difficulties among adolescents and young adults. In most cases, these problems are predicted by aggressiveness, violence, low academic performance, and even physical and mental health risks (Farrington, 1989). Children who have more than one category of childhood exposures are at high risk of health risk behaviors, including alcoholism, suicide, depression, and

substance abuse. All these health risk behaviors are prohibited in colleges; therefore, victims can be subjected to rehabilitation and counseling, risking their school admissions. Students are involved in such behaviors to mask their psychological and mental wounds that developed during their upbringing. Family dysfunction is one of the environments that can culminate in such traumatic incidences. Lack of parental love, guidance, and support can result in personality impairment and decreased self-worth, hence health risk behaviors (Felitti et al., 1998). Exposure to traumatic events during childhood increases young adolescents' risk of developing higher levels of post-traumatic stress disorder. Students with such mental disorders may fail to realize the many opportunities presented in a college institution. As a result, some students may experience even more distress from college pressure leading to repercussions such as missing classes, having difficulty learning, not concentrating, and experiencing a general loss of motivation in academics.

Consequently, the school may need to address the situation to maintain school quality (Lambert et al., 2014). Research shows most young adults in colleges suffer from undetected and untreated developmental trauma (Gregorowski & Seedat, 2013). Developmental trauma can be defined as the exposure to more than one cumulative traumatic experiences of interpersonal nature during child development, which can have a detrimental effect on the development of a child. These cumulative traumatic events could range from physical assaults, disrupted primary attachment, chronic dysregulation of caregivers, and emotional abuse. Adolescents who experienced this type of trauma may develop impaired cognitive function and learning difficulties. Research has indicated this group of learners retaliates by being hypervigilant toward any threats around them. Consequently, they are mostly involved in malpractices and are noncompliant in the school environment (Gregorowski & Seedat, 2013).

These traumatic incidences originate from a child's upbringing. This means the child's immediate family transfers their experiences and personality from one generation to another. Therefore, parental personality is crucial in child development. Studies have shown how parental psychological control predicts their children's externalized and internalized behavior (Symeou & Georgiou, 2017). Consequently, distressful events that a child witnesses, hears, or is going through from their parents or environment, determine their later approach toward problematic situations. Adolescents who approach situations with violence, aggression, and other health risk behaviors are an indication that their parents exhibited violent practices that piled up in the minds of the child (Waterman & Lefkowitz, 2017; Wetzel & Robins, 2016). Therefore, colleges must provide students with behavior support programs to help adolescents cope and overcome their past experiences and focus on their education, personal growth, and career development (Symeou & Georgiou, 2017). Waggoner (2018) indicated children and adolescents exposed to violence are likely to experience trauma in their lives. Constant exposure to threats and violence during childhood can particularly cause complex trauma that affects an individual's physical, social, cognitive, and psychological damage. Post-traumatic stress significantly affects the learning functioning of students, especially in math and science subjects. This can be a hindrance to career development, self-efficacy, and self-regulatory learning of a college student.

Vanderwegen (2013) asserted a need for increased awareness about trauma in America's schools. According to Vanderwegen, the increase in this condition is alarming. Educators are increasingly aware of this challenge, which explains the rise in their interest. Vanderwegen quoted a study conducted by the National Survey of Children's Exposure to Violence, together with the Federal Office of Juvenile Justice and Delinquency Prevention. The study noted in 2012, 60% of children below 17 were exposed to violence. Another survey quoted by

Vanderwegen found that one in three school-going children had been exposed to traumatic events.

Moreover, teenagers in the United States were twice as likely to experience violent crimes as the population grows. These conditions are highly likely to result in trauma among the victims. As a result, this condition needs urgent medical attention. In a longitudinal study of school shooting survivors, Strom et al. (2016) affirmed that high school students exposed to this form of violence performed poorly in academics immediately after the attack. This finding shows the need to reduce traumatic conditions for the betterment of learners. Dye (2018) posited trauma is any occurrence that can physically or emotionally injure an individual and, in worse scenarios, may kill the person. This experience instills fear in the person to an extent they feel hopeless and helpless. Dye noted people of all ages, gender, races, or sexual orientations could face traumatic experiences. Additionally, these experiences could happen once in a lifetime or may be a series of continuing events. Whichever way they occur, they have the potential to adversely affect the person in the long-term. According to Dye, early childhood trauma can lead to neurological changes that adversely affect human development and might result in massive changes in the way the brain operates. Therefore, treating childhood trauma depends on the individual victim as it depends on the time of detection, nature of the trauma, and the exposure extent of the traumatic event. Effective trauma treatment involves treatments that focus on cognitive-behavioral therapies with support from families, mental health providers, and the immediate society (Waggoner, 2018). Although the reviewed studies address childhood experiences, research on the role of other people such as relatives during the childhood stage should be conducted.

Summary

The literature reviewed offers excellent insight into the topic of student entitlement and noncompliance in college. Various factors contribute to uncivil behavioral choices that need to be investigated. The content of the sources helps to understand behavior change as children enter the young adulthood stage. The review also facilitates understanding of childhood experiences and their impact in later life. For example, the focus on uncivil student behavior in colleges has led to higher education, gaining increased scholarly attention. Literature reveals behavioral norms can jeopardize the welfare of faculty and the overall educational program. Other studies reveal AE can have adverse consequences among learners in college if not checked. Some of the behaviors resulting from high entitlement desire lead to student noncompliance and unlawful practices, leading to the judicial process against a student. While the literature on past traumatic experiences highlights the reasons for some behaviors, such as violence, it does not explicitly state the relationship between trauma and AE. Notably, AE has also been seen to contribute to various aggressive actions, some of which may lead to judicial actions. However, little research has been conducted to understand the relationship between early childhood trauma and AE. Therefore, further research should focus on this area to understand how to manage the two challenges.

Research Questions

Here are this author's research questions for the study:

RQ1: Is academic entitlement correlated with noncompliance?

RQ2: How does trauma influence academic entitlement among noncompliant students?

CHAPTER THREE: METHODS

Overview

The literature review shows why future research is needed related to AE, trauma, and noncompliance. This chapter includes a discussion of the methodology used to analyze the data for this study. First, the research design is discussed, including the research questions and the independent and dependent variables. Second, the research procedure is described, including selecting participants, the measures, the intervention protocols, and the statistical analysis plan. Finally, validity aspects are considered.

Research Design

Following approval by the Institutional Review Board, the study used a quantitative survey sampling design to determine the correlation between AE, noncompliance, and trauma. This design is inexpensive, flexible, anonymous, and appropriate for collecting data from a large population (Tucker, 2019).

Research Questions

Research using the Academic Entitlement Questionnaire has provided consistent empirical support for measuring academic entitlement; however, only a few studies have demonstrated equivalent results using the HEXACO-PI-R personality domain honesty-humility (Bertl et al., 2019). In addition, noncompliance is either not measured or limited in scope (Kopp & Finney, 2013). Trauma as a moderating factor has not been considered holistically. When trauma was considered, it focused on parenting styles, which have yielded inconsistent results. Therefore, this study sought to validate whether AE causes noncompliance by using a different instrument such as the HEXACO-PI-R (Ashton & Lee, 2009) with a different form of noncompliance such as judicial referrals (Kopp & Finney, 2013) to diversify the measurement on

the relationship between AE and noncompliance with trauma as a moderating factor for counseling implications. The two research questions were the following:

RQ1: Is academic entitlement correlated with noncompliance?

RQ2: Does trauma moderate the relationship between academic entitlement and noncompliance?

Hypotheses

The alternate hypotheses for this study are:

H₀₁: As measured by the HEXACO-PI-R personality domain honesty-humility, academic entitlement is positively correlated with noncompliance.

H₀₂: As measured by the Adverse Childhood Experiences Survey (ACEs), trauma moderates the relationship between academic entitlement and noncompliance.

Participants and Setting

The participants for this study were a convenience sample of college students in any undergraduate or graduate program at a sectarian, Southern university. The survey occurred during the spring semester of the 2020–2021 school year. An online survey was sent to all students who were actively enrolled at that time. A power analysis for a regression analysis using G*Power 3.1.9.2 (Faul et al., 2007) with power = .80, effect size (f^2) = .10, α = .05, and six predictors (academic entitlement, trauma, gender, type of student, enrollment type and interaction of academic entitlement and trauma) found a sample size of 145 was needed.

Instrumentation

The researcher used a three-part survey. The first section included a demographic questionnaire and an item that measured noncompliance. The second section contained 10 items comprising the HEXACO-PI-R personality domain honesty-humility that measured AE (Ashton

& Lee, 2009). Section 3 of the survey contained 17 items that measured adverse childhood experiences.

Demographic Questionnaire

The demographic questionnaire was used to measure noncompliance. Noncompliance was measured by whether the respondents had ever been to court for a traffic ticket or other offense. The variable was dichotomous (yes/no). Other demographic items determined if the respondents were residential or online students, if they were part-time or full-time students, if they had a disability, and also asked respondents to identify their ethnicity and gender.

HEXACO-PI-R Personality Domains Honesty-Humility (Academic Entitlement)

The HEXACO-PI-R personality domain honest-humility measures the personality traits reciprocal and akin to altruism (Ashton & Lee, 2009). It is a 10-item self-report measure of academic entitlement. Responses are given on a 5-point Likert-typed scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). Six of the 10 items are reverse coded and then the mean of the items across all 10 items is calculated. The scores range from 1 to 5. For the purposes of this study, the variable was continuous. Persons with higher scores avoid manipulating others for personal gain, are not tempted to break rules, are not interested in extravagant wealth, and do not want to have an elevated social status. Persons with low scores on the honest-humility scale flatter others to get what they want, break rules for personal profit, and have a strong sense of self-importance. Concurrent studies have been used to validate the internal consistency of the HEXACO-PI-R personality domains honesty-humility for measuring AE (Bertl et al., 2019; Taylor et al., 2015).

Adverse Childhood Experiences Survey

The Adverse Childhood Experiences Survey (ACEs) is a 17-item self-report measure of childhood adversity. The items describe seven different childhood abuse categories that affect adult behaviors, health, and diseases (Felitti et al., 1998). Responding in the affirmative to one or more items in a category is counted as an abuse category (1). The values assigned to the seven categories are totaled. The total can range from 0 (*unexposed*) to 7 (*exposed to all categories*). The variable is continuous.

Other researchers have used the ACEs to validate adult outcomes (Fredland et al., 2018; Fuller-Thomson et al., 2016; Hughes et al., 2017; Lee et al., 2016; Poole et al., 2018; Sareen et al., 2013; Smith, 2019; Thomson & Jaque, 2017; Zarnello, 2018). Anda et al. (2010) used ACEs for measuring childhood adversity and found that self-reports of unobserved or unreported maltreatment prevalence are probably closer to the truth than those validated by child protection reports. In addition, Anda et al. (2010) noted ACEs as a measure of cumulative exposure to traumatic stress during childhood is consistent with recent understandings of the effects of traumatic stress on neurodevelopment. Murphy et al. (2014) and Dube et al. (2003) found test-retest reliability and concurrent validity using the adult attachment interview to cross-validate ACEs.

Procedures

The researcher obtained permission to conduct the study and to use the subject university's Qualtrics survey feature. The University's marketing department sent an email to students informing them of the study's purpose, consent forms to participate, and a link to the survey. Participants who consented to participate in the study were allowed to advance to the survey.

Phase 1

The researcher administered the anonymous online survey. The survey took approximately 5 minutes to complete. The researcher received responses from 95 female students and 54 male students.

Phase 2

The researcher organized the data from the 149 respondents in an Excel spreadsheet. The data were then imported into IBM SPSS Statistics (v. 27) for analysis. Data cleaning was conducted to determine if any cases had missing data, if the dataset contained outliers, or if the variables used in the analysis violated assumptions of logistic regression.

Data Analysis

The independent variables were academic entitlement and trauma. Academic entitlement is defined as the factor score on the HEXACO-PI-R personality domain honesty-humility. Trauma, the moderating variable, was the composite score on the ACEs. The dependent variable, noncompliance, was defined as the respondents' response to a question in the demographic section of the survey that asked if they had ever been to court for a traffic ticket or other offense. The dependent variable is dichotomous. Compliance was coded as 0 and noncompliance was coded as 1. The logistic regression procedure was used because the dependent variable was dichotomous. Three covariates were also used in the analysis—gender, type of student, and enrollment type. All of the covariates were dichotomous variables (0/1). Females were coded 0, while males were coded 1. Part-time enrollment was coded 0 and full-time enrollment was coded 1. Online was coded 0 and residential was coded 1.

The statistical procedure used was a logistic regression consisting of an ordinary least squares regression analysis using the Hayes process. The Hayes macro estimates a logistic regression model of noncompliance from academic entitlement, trauma, and their product, as

well as gender and enrollment type. The model will show whether academic entitlement has a direct effect on noncompliance with a moderated effect when the moderating variable, trauma, is introduced. The alpha for significance was set at $\alpha = .05$.

Validity

Internal Validity

Internal validity is expected to be moderate due to having less control (Howard et al., 2019). However, the study was conducted using instruments that have been validated and have internal consistency. To ensure the instruments are presented and used the same way, each participant was given the same instructions anonymously to avoid skewed answers due to other factors such as shame, embarrassment, or guilt. Participants were given enough time to respond to ensure high-quality responses (Howard et al., 2019; Huang et al., 2012).. Participants who chose not to finish the survey were removed (Howard et al., 2019). The sheer nature of self-report may cause one to erroneously answer a question. This will be minimized by removing inconsistent responses to enhance the criterion-related validity of measures (Huang et al., 2012). Finally, experimenter expectations could be another threat to internal validity (Howard et al., 2019). This will be minimized by allowing someone else to cross-check the data for interpretation.

External Validity

External validity is expected to be lower than the internal validity due to the use of convenience sampling. The participants may not be homogeneous due to the overrepresentation of some groups in the school population. The survey was open to the entire school population, which encompassed over 100,000 students from different states and countries, which may make the results more generalizable (Howard et al., 2019).

Summary

An online survey was sent to university students to measure their honest-humility personality traits (academic entitlement), their adverse childhood experiences (trauma), and whether they had ever been to court for a traffic ticket or other offense (noncompliance). Complete responses were received from 149 students. Analysis of the data sought to determine the correlation between academic entitlement and noncompliance and to determine if childhood trauma is a moderator of noncompliance and academic entitlement. The results of the analyses are reported in Chapter 4.

CHAPTER FOUR: FINDINGS

Students are increasingly becoming more entitled and noncompliant in academic settings; shifting the focus away from teaching and learning to more of a consumerist market. Trauma from early childhood may be linked to this entitlement due to personality traits brought on by permissive parenting. Therefore, the purpose of the study was to determine whether AE is linked to one's adverse childhood experiences, and thus, one's heightened noncompliance. This chapter contains the results of the data collected from 149 students who responded to an online survey.

Data screening using Mahalanobis' distance, Cook's distance, and centered leverage statistics found no outliers. The variables in the analysis were not highly correlated with each other, and the continuous variables were normally distributed. Therefore, all 149 cases were used to answer the following research questions:

RQ1: Is academic entitlement correlated with noncompliance?

RQ2: Does trauma moderate the relationship between academic entitlement and noncompliance?

Description of the Sample

Almost two thirds of the respondents were female (64%), three quarters (75%) were online students, and more than 7 in 10 (72%) were full-time students (see Table 1). Fewer than 10% reported having a disability. Seventy-two percent of the respondents were White, while another 16% were Black. The remainder (12%) of the respondents were either Asian, Latino, or Native American. One third of the respondents (32.9%) reported having been to court for a traffic ticket or other offense. More than 40% reported no adverse childhood experiences. Another third (32%) reported either one or two adverse experiences. However, 27% reported three or more adverse experiences in their childhood.

Table 1

Characteristics of the Sample

Characteristic	<i>n</i>	%
Gender		
Male	54	36.2
Female	95	63.8
Type of student		
Online	111	74.5
Residential	38	25.5
Enrollment type		
Part-time	42	28.2
Full-time	107	71.8
Disability status		
No disability	137	91.9
Disability	12	8.1
Ethnicity		
White or Caucasian	107	71.8
Black or African American	24	16.1
Asian or Pacific Islander	6	4.0
Hispanic or Latino	11	7.4
Native American or American Indian	1	0.7
Type of compliance		
Compliant	100	67.1
Noncompliant	49	32.9
Number of adverse childhood events		
0	61	40.9
1	35	23.5
2	13	8.7
3	12	8.1
4	13	8.7
5	9	6.0
6	5	3.4
7	1	0.7

Results of the Analyses

Six of the 10 items comprising the HEXACO-PI-R personality domain honesty-humility that measured academic entitlement were reverse coded. A composite score was calculated by taking the mean across the 10 items. Reliability of the honesty-humility domain was also

obtained—Cronbach's $\alpha = .72$. A description of the two continuous variables measuring academic entitlement and childhood trauma is presented in Table 2.

Table 2

Continuous Independent Variables in the Analysis

Dependent variable	Min	Max	Mean	SD
Adverse Childhood Experiences (trauma)	0	7	1.55*	1.84
HEXACO-PI-R personality domain honesty-humility (academic entitlement)	2.20	5.00	3.93**	0.60

* higher trauma scores indicate more adverse experiences

** higher academic entitlement scores indicate more honesty-humility

Analysis of Research Question 1

Is academic entitlement correlated with noncompliance?

The correlations of the variables used in the logistic regression are presented in Table 3. Low, positive, statistically insignificant correlations were found among academic entitlement, trauma, and noncompliance. Gender was negatively and significantly correlated with trauma, indicating that females had more adverse childhood experiences than men ($r = -.38, p < .001$). Enrollment type was negatively and significantly correlated with academic entitlement, indicating that part-time students had higher academic entitlement scores than full-time students ($r = -.28, p < .01$). Type of student was negatively and significantly correlated with academic entitlement ($r = -.17, p < .05$), trauma ($r = -.18, p < .05$), and noncompliance ($r = -.25, p < .01$), indicating that residential students had lower academic entitlement scores, fewer adverse childhood events, and were more compliant than online students. The correlation between academic entitlement and noncompliance was low and insignificant ($r = .08, p = .332$). Therefore, the alternative hypothesis (academic entitlement is correlated with noncompliance) is not accepted. Figure 1 is an illustration of the bivariate relationships between the IVs, DV, and the three covariates.

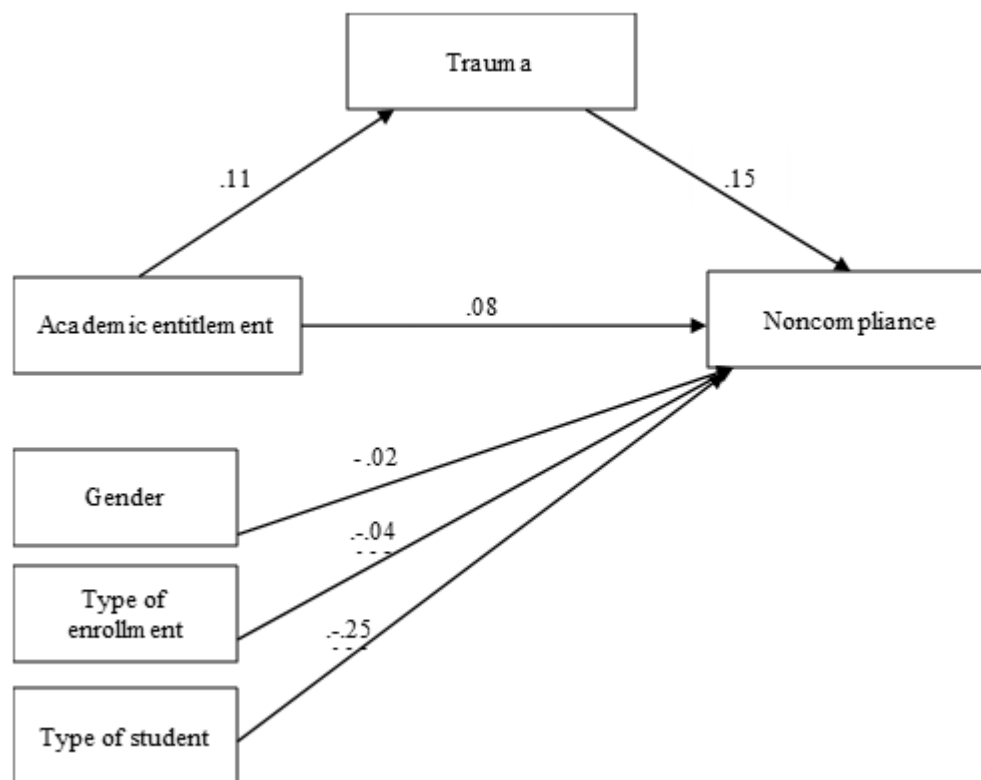
Table 3

Correlation of Variables in the Analysis

Variables	Academic entitlement	Trauma	Noncompliance
Academic entitlement	-	.11	.08
Trauma	.11	-	.15
Noncompliance ‡	.08	.15	-
Gender ‡	-.14	-.38***	-.02
Type of student ‡	-.17*	-.18*	-.25**
Enrollment type ‡	-.28**	-.15	-.04

* $p < .05$ ** $p < .01$ *** $p < .001$

‡ dichotomous variables: Noncompliance (0 = compliance, 1 = noncompliance); Gender (0 = female, 1 = male); Type of student (0 = online, 1 = residential); Enrollment type (0 = part-time, 1 = full-time)

*Figure 1.* Effect of academic entitlement on noncompliance as moderated by trauma.

Analysis of Research Question 2

Does trauma moderate the relationship between academic entitlement and noncompliance?

The Hayes process macro downloaded to SPSS (v. 27) was used to determine the answer to Research Question 2. Model 1 was selected, using noncompliance as the dependent variable, academic entitlement as the independent variable, trauma as the moderating variable, and gender, enrollment type, and type of student as covariates. The output from the Hayes procedure appears in Table 4 and Appendix D.

The goal of the analysis was to estimate the effect of academic entitlement on noncompliance and assess the extent to which this effect is contingent on childhood trauma, while controlling for gender, enrollment type, and type of student. The six variable model fit better than the constant only model, $\chi^2(6) = 13.82, p = .03$. The effect size was small (Nagelkerke $R^2 = .123$). The interaction between childhood trauma and academic entitlement was not statistically significant ($\chi^2(1) = 0.55, p = .459$). Therefore, the relationship between academic entitlement and noncompliance is not contingent on childhood trauma. The effect of trauma on noncompliance is low and insignificant ($b = .174, z = 1.62, p = .1061$), indicating that trauma is not related to noncompliance.

The effect of gender on noncompliance is low and insignificant ($b = .342, z = .8024, p = .422$). The effect of enrollment type on noncompliance is also low and insignificant ($b = .486, z = 1.119, p = .263$). However, the effect of type of student on noncompliance is high and significant ($b = -1.550, z = -2.812, p = .005$). In summary, the alternative hypothesis, that trauma moderates the relationship between academic entitlement and noncompliance, is not accepted.

Table 4

*Assessing Effect of Academic Entitlement and Trauma on Noncompliance**

Full model	<i>Coeff</i>	<i>se</i>	<i>Z</i>	<i>p</i>	<i>LLCI</i>	<i>ULCI</i>
Constant	-0.87	0.40	-2.19	.029	-1.66	-0.09
Academic entitlement	0.21	0.33	0.64	.524	-0.44	0.87
Trauma	0.17	0.11	1.62	.106	-0.04	0.39
Interaction of AE x trauma	-0.14	0.19	-0.74	.459	-0.52	0.23
Gender	0.34	0.43	0.80	.423	-.49	1.18
Type of Student	-1.55	0.55	-2.81	.005	-2.63	-0.50
Enrollment Type	0.49	0.43	1.12	.263	-0.37	1.34

*Note: These results are expressed in a log-odds metric.

Summary

Responses from 149 graduate and undergraduate students at Liberty University were used to determine if academic entitlement was correlated with noncompliance and if trauma moderated the relationship between academic entitlement and noncompliance. The correlation between academic entitlement and noncompliance was low and insignificant and was not moderated by trauma. Two covariates, gender, and enrollment type were not found to be significantly related to noncompliance. However, one covariate, type of student, was found to be significantly related to noncompliance. A discussion of these results, conclusions drawn, implications for practice, and recommendations for further research are presented in the next chapter.

CHAPTER FIVE: CONCLUSIONS

Overview

This study explored whether relationships exist between academic entitlement, trauma, and noncompliance. Participants were 149 individuals at least 18+ years of age and either an undergraduate or graduate student enrolled at a large sectarian, Southern university. This study sought to explore whether academic entitlement was correlated with noncompliance and whether adverse childhood experiences moderated the relationship. In addition, this study also wanted to understand how gender, type of student, and enrollment type impacted noncompliance.

Discussion

Researchers have shown how academic entitlement, adverse childhood experiences, and noncompliance can affect students in school (Schaefer et al., 2013; Kopp, 2011, Mellor, 2011; Kelso, 2017). School systems and legislators can mediate these variables to help students thrive academically, personally, and career wise, but many are making it worse by implementing consumerist policies (Sohr-Preston & Boswell, 2015; Ciani et al., 2008). There is a need for more research to determine how academic entitlement has contributed to the failures of America's schools. Kopp and Finney (2013) have already found that academic entitlement is correlated to attendance, which affects academic performance and one's social and emotional learning (Edwards, 2013). Legislators and school systems view the results of student and school performance each year and can work together to bring about real solutions.

This study looked at the combination of these variables (a) academic entitlement, (b) adverse childhood experiences, (c) noncompliance, (d) gender, (e) enrollment type full-time vs. part-time, and (f) type of student residential vs. online. Results indicate that academic entitlement did not significantly correlate with noncompliance. Academic entitlement has become a growing

trend among millennials who feel worthy of a good grade despite the effort put in. According to Kopp (2011), students who are academically entitled can exhibit uncivilized behavior in and out of the classroom, but more importantly are noncompliant to university policies. Failing to participate in activities causes a strain in the teacher-student relationship. Moreover, the students may exhibit aggressive behavior. Students feel that institutions should be doing them a favor because they see themselves as the “customer” paying for a service, rather than students getting equipped with knowledge and skills. Kopp explains that there may not be a direct correlation of academic entitlement and uncivilized behavior, but certain aspects like “student as the customer” may lead to forms of uncivility like noncompliance to university policies. Therefore, academic entitlement not significantly correlating with noncompliance may be due to the environment. This same association was found to exist when adverse childhood experiences were introduced as the moderating variable.

Gender and enrollment type was also low in correlation and statistical significance; however, gender negatively correlated with adverse childhood experiences. Women have traditionally been seen as subordinate to men. From the most basic family setting to formal setting in organizations, gender inequality exists. Unfortunately, the case is also similar in childhood experiences. Adverse childhood experiences have great impact on both genders. However, females are more likely to suffer from physical and mental abuse compared to males. The stress and trauma caused during childhood through household dysfunction or abuse may have long lasting effects in adulthood. Research by Cavanaugh et al. (2015) shows that women are more likely to experience mental and high multiple substance abuse disorders in adulthood as compared to men. The only exception was alcoholism, which was higher for men. Nevertheless, women were also more likely to experience more depressive episodes. Generally, women are

more vulnerable to harsh environments as opposed to men who seem to prevail under such conditions explaining the negative correlation between gender and adverse childhood experiences.

Enrollment type negatively correlated with academic entitlement, showing statistical significance. Part-time students have equal access to education in institutions like full-time students. The only clear differences are the learning hours and to some extent, the workload. Part-time students have to juggle between either working or raising a baby and studying, which means less hours in a class (Ward, n.d.). Thus, part-time students on average report lower satisfaction during academic years working versus full-time students (Moro-Egido & Panades, 2010). This results from part-time students not being able to experience the full college experience, from them comparing what they are learning to their real-world job, from their perception on the adequacy of lectures, and time constraints (Moro-Egido & Panades, 2010). Lippmann et al., 2009 mentions how this shows academic entitlement in the social context demonstrating the consumer mentality. As a result of this mentality, it is possible that part-time students would feel more entitled because a lot of survey respondents are evaluating enjoyment of college instead of specific teaching behaviors (Titus, 2008). Type of enrollment correlates to academic entitlement because students have different motivation concerning learning institutions (Ward, n.d.). Full-time students are more likely to be involved in co-curricular activities, and networking with other students versus part-time students (Moro-Egido & Panades, 2010). On the other hand, part-time students put all their focus on acquiring the qualification in order to gain the necessary skills needed for their employment (Moro-Egido & Panades, 2010). This makes them feel academically entitled because of the money put in to finance their education (Ciani et al., 2008).

Type of student was negatively correlated with academic entitlement, trauma, and noncompliance and was statistically significant. Residential students experience the advantage of an on-campus experience socializing with other students and staff. Online students on the other hand are more likely to be more interested in the education than the socialization. This causes them to thrive more in a classroom setting. Due to this, online students may feel more academically entitled to good grades compared to residential students who are comfortable with the experience (USC Gould, n.d.). Being surrounded by one's peers gives a sense of comradery, hence residential students are more likely to be more compliant than online students.

Children who face adverse childhood experiences are more likely to exhibit negative behavior traits hence will be noncompliant to university policies. Adverse childhood experiences show a pattern of neglect by parents. Residential students may not necessarily have had this experience. Residing in an institution means that there must be rules and regulations to follow. Therefore, residential students are more compliant to the policies in order to continue to stay in the institution. However, online students are not tied to any strict rules hence are less compliant (USC Gould, n.d.). They are less participative in the institution's activities and seldomly contribute to events. The type of student correlates to the variables, trying to analyze behavioral patterns.

It was surprising to see that academic entitlement was not significantly correlated with noncompliance. It seems another reason for this may be linked to the way personality traits work. Although they are stable over time, they display differently in different situations and environments (Allport, 1937; Allport, 1961; Allport, 1966). Personality traits also gradually change over a person's lifespan. According to Soto (2016), personality traits are used to define human behavior and are subject to change over a duration of time. As an individual grows older,

situations and experiences tend to shape their behavior. Soto describes this as an added advantage. Through repeated observation it was seen that people tend to react differently to a variety of situations. Personality traits can be used to define performance in school or at work. Consequently, it defines character. For example, experiences at work and school may develop and change personality in order to adapt to the environment. Certain roles require behavior like consistency, working under pressure, or simply being responsible; hence, integrating these skills into an individual's personality traits over time is likely. They may also be in-born, occurring naturally to an individual. Soto argues that some people may be able to change their personality trait by focusing and setting specific goals to achieve this. Therefore, personality traits as they relate to noncompliance and the law in a nonacademic setting may not necessarily display the same characteristics as they would relating to noncompliance in an academic setting because different roles may require different personality traits. Most of the research to date focuses on academic entitlement and noncompliance in an academic setting; however, this study focused on academic entitlement in an academic setting, and noncompliance in a nonacademic setting, which could be another reason the results came back insignificant.

This suggests that academic entitlement is not linked to all forms of noncompliance and that when looking at noncompliance one should consider the specific types. This does change my view of the previous research done by Kopp and Finney (2013). The previous view was that academic entitlement was correlated with nonattendance. However, the view now is academic entitlement is correlated with nonattendance in an academic setting. This author's research findings help to clarify the need to distinguish the difference between noncompliance in an academic setting from noncompliance in a nonacademic setting as the two settings could result in different findings because of how personality traits work.

Table 5 provides a summary of the results.

Table 5

Research Conclusions

Question	Decision about Null	Conclusion
Is academic entitlement correlated with noncompliance?	Reject the null hypothesis	The correlation was low, positive, and significant. Academic entitlement is not correlated with noncompliance.
Does trauma moderate the relationship between academic entitlement and noncompliance?	Reject the null hypothesis	The interaction between childhood trauma and academic entitlement was not statistically significant. Therefore, the linear combination of academic entitlement and adverse childhood experiences does not predict noncompliance. There is no significant association between adverse childhood experiences and noncompliance.

Implications

This study revealed valuable information for counselors, educators, and policymakers as it relates to students who may be academically entitled, traumatized, and noncompliant. School personnel and legislators can see that female students tend to suffer more adverse childhood experiences versus males; thus, having programs in place for girls that focus on building resilience, fostering positive relationships, and community may be vital for school adjustment. Schools seeking to bolster the academic performance of students and thus the quality of education might focus more on part-time students and online students as these students tend to be more academically entitled. Schools might advocate for more funding to reduce the cost of tuition or make it free as students who attend part-time or online tend to be older and support

themselves financially (Campbell & Bombardier, 2017). Working to pay for high college fees is a contributor of academic entitlement and the consumerist mentality (Ciani et al., 2008). In addition to that, online students may need more emotional support and policies that regulate student attitudes as they tend to also have higher ACEs and more noncompliant behaviors (Anderson et al., 2013).

Limitations

One of the primary limitations of this study is that participants were from a self-selected convenience sample. That limits this study from being generalizable to the general population. Moreover, noncompliance was measured using any court and not limited to the subject university's student court, so noncompliance was not exclusive to university policies. Additionally, because social desirability bias could be a limitation as this study used self-report measures that could not be verified, there is a chance that the students answered in a socially acceptable way. Thus, the response depended on the student's ability to synthesize the information. Researcher confirmation bias may also be a limitation as interpretations were made based on previous research. Also, this study occurred during a pandemic, which created extra strains on students, resulting in responses which may not reflect normal circumstances. Demographic representativeness could be a limitation as this may not be generalizable to all races.

Recommendations for Future Research

Recommendations for future research include using random sampling with verifiable data sources to measure noncompliance in the school setting, such as, specifically, using student court as measure of noncompliance. In addition, future research could focus on using the HEXACO-PI-R personality domains honesty-humility with another form of noncompliance that occurs

inside and outside of the classroom to further explore whether academic entitlement is correlated with noncompliance. Additionally, the AEQ could be compared to the HEXACO-PI-R with other forms of noncompliance to determine if the results are the same. Other types of traumas could also be correlated to determine how they might impact the relationship of academic entitlement and noncompliance. Future research should also focus on the differences between college students, elementary students, and secondary students as it relates to academic entitlement, noncompliance, and trauma. Although Witsman (2013) found that demographic data was significant amongst college students, Tucker (2019) found there was neither significant findings for academic entitlement and gender nor academic entitlement and ethnicity amongst high school students. Future research should explore differences in religious beliefs and include more equal representation as it relates to race. Research has shown how positive religious coping contributes to favorable outcomes for trauma survivors (Smith, 2004).

Summary

This study evaluated how academic entitlement was correlated with noncompliance and whether adverse childhood experiences moderated the relationship. It further explored the relationship between gender, type of student, and enrollment type on noncompliance. The findings indicated academic entitlement was positively correlated with noncompliance, but the effect was low and statistically insignificant. The same is true of adverse childhood experiences. However, these variables show statistical insignificance. Gender being negatively correlated with adverse childhood experiences showed that females experienced more ACEs than males. Enrollment type being negatively correlated with academic entitlement showed part-time students having higher academic entitlement scores. Type of student being negatively correlated with academic entitlement, adverse childhood experiences, and noncompliance showed that

online students had higher academic entitlement, more ACEs, and more noncompliance. Overall, changes and data patterns were not consistent with previous research indicating a relationship between academic entitlement and noncompliance (Kopp & Finney, 2013). Because personality traits are situational, they do not display the same in all contexts (Allport, 1937; Allport, 1961; Allport, 1966). The findings on the correlations between enrollment type and academic entitlement support current literature that suggests part-time students tend to have more complicated lives (Campbell & Bombardier, 2017). Like part-time students, online students also tend to have more complicated lives needing to work, take care of children, and commute so more support may be needed to assist these students (Dutton et al., 2002).

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APPENDICES

Appendix A

Recruitment Email

Hello fellow Liberty University students. My name is Lili Smith, and I am a doctoral student pursuing an EdD in Community Care & Counseling, Traumatology cognate.

I am writing to invite you to participate in research for my dissertation. I am studying academic entitlement, adverse childhood experiences, and noncompliance. You are eligible to participate if you are 18 years old or older and are enrolled in any undergraduate or graduate program at Liberty University.

If you would like to participate, you will be asked to complete an online survey, which may take up to 5 minutes to complete. All data collected is anonymous; no personal identifying information will be collected.

A consent form will be provided when you first open the survey link. Additional information about my research and the study is included on the consent form, but you will not need to sign it. After you have read the consent form, please proceed to the survey by selecting “Yes”, if desired.

To participate in my dissertation research please go to the following link:

https://liberty.co1.qualtrics.com/jfe/form/SV_cu3wMSFm6K7wP89

If you have any further questions or concerns, please do not hesitate to contact me at: [REDACTED].

Thank you!

Lili Smith
Doctoral Student

Appendix B
Consent Form

Entitlement at School: Linking Noncompliance to Academic Entitlement

Lili Smith

Liberty University

Department of Community Care and Counseling/School of Behavioral Sciences

You are invited to be in a research study on academic entitlement, adverse childhood experiences, and noncompliance. You were selected as a possible participant because you are over the age of 18 and are enrolled in an undergraduate or graduate program at Liberty University. Please read this form and ask any questions you may have before agreeing to be in the study.

Lili Smith, a doctoral candidate in the Department of Community Care and Counseling/School of Behavioral Sciences at Liberty University, is conducting this study.

Background Information on the Research Study: The purpose of this study is to determine whether a correlational relationship exists between academic entitlement, adverse childhood experiences, and noncompliance using the HEXCO-PI-R personality domains honesty-humility, composite ACES score, and referrals to Liberty University student court for noncompliance for practical application in schools. Additionally, this study explores how trauma might moderate the relationship between academic entitlement and noncompliance.

Procedures: If you agree to be in this study, I would ask you to do the following things:

1. Please complete the following survey, which includes questions about demographic information, personality traits, and adverse childhood experiences. This survey will take about 5 minutes to complete.

Risks: This study has minimal risks similar to what you would encounter in everyday life.

Benefits: This study does not provide direct benefits to the participant. However, data gleaned from this study might benefit researchers studying the relationship between academic entitlement, adverse childhood experiences, and noncompliance.

Compensation: Participants will not be compensated for participating in this study.

Confidentiality: The records of this study will be kept private. Research records will be stored securely, and only the researcher will have access to the records. Your participation in this study is anonymous. All data will be stored on a password-locked computer. After three years, all electronic records will be deleted.

Voluntary Nature of the Study: Participation in this study is voluntary. Whether you decide to participate or not, will have no bearing on your current or future relationship with Liberty University. If you decide to participate, you are free not to answer any question or withdraw at any time prior to submitting the survey without affecting those relationships.

How to withdraw from the Study: If you would like to withdraw from the study, please exit the survey and close your internet browser. Your responses will not be recorded or included in the study.

Questions and Contact Information: The researcher conducting this study is Lili Smith. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at [REDACTED]. The faculty sponsor for this research study is Dr. Daniel Marston. He can be reached [REDACTED].

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at irb@liberty.edu.

Please notify the researcher if you would like a copy of this information for your records.

Statement of Consent: I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

Appendix C

Questionnaire

The demographic section of the three-part survey includes questions 1-8 and asks the following information:

1. Age 18+

Yes

No

2. Undergraduate or Graduate Student

Yes

No

3. Gender

Male

Female

4. Type of student

Residential

Online

5. Enrollment type

Full-time

Part-time

6. Any disabilities (i.e. specific learning disability or physical disability)

Yes

No

7. Ethnicity

White or Caucasian

Black or African American

Hispanic or Latino

Native American or American Indian

Asian or Pacific Islander

8. Have you ever been to court for a traffic ticket or other offense?

Yes

No

The HEXACO-PI-R personality domains honesty-humility portion of the three-part survey includes questions 9-18 and asks participants to respond to these statements:

9. I would not use flattery to get a raise or promotion at work, even if I thought it would succeed.

strongly disagree disagree neutral agree strongly agree

10. If I knew that I could never get caught, I would be willing to steal a million dollars.

strongly disagree disagree neutral agree strongly agree

11. Having a lot of money is not especially important to me.

strongly disagree disagree neutral agree strongly agree

12. I think that I am entitled to more respect than the average person is.

strongly disagree disagree neutral agree strongly agree

13. If I want something from someone, I will laugh at that person's worst jokes.

strongly disagree disagree neutral agree strongly agree

14. I would never accept a bribe, even if it were very large.

strongly disagree disagree neutral agree strongly agree

15. I would get a lot of pleasure from owning expensive luxury goods.

- | | | | | | |
|--|-------------------|----------|---------|-------|----------------|
| | strongly disagree | disagree | neutral | agree | strongly agree |
|--|-------------------|----------|---------|-------|----------------|
16. I want people to know that I am an important person of high status.
- | | | | | | |
|--|-------------------|----------|---------|-------|----------------|
| | strongly disagree | disagree | neutral | agree | strongly agree |
|--|-------------------|----------|---------|-------|----------------|
17. I would not pretend to like someone just to get that person to do favors for me.
- | | | | | | |
|--|-------------------|----------|---------|-------|----------------|
| | strongly disagree | disagree | neutral | agree | strongly agree |
|--|-------------------|----------|---------|-------|----------------|
18. I would be tempted to use counterfeit money, if I were sure I could get away with it.
- | | | | | | |
|--|-------------------|----------|---------|-------|----------------|
| | strongly disagree | disagree | neutral | agree | strongly agree |
|--|-------------------|----------|---------|-------|----------------|

The adverse childhood experiences portion of the three-part survey will include questions 19-25 and will ask participants to respond to these statements:

19. While you were growing up during your first 18 years of life, did a parent or other adult in the household
- 19a. Often or very often swear at, insult, or put you down? Yes or No
- 19b. Often or very often act in a way that made you afraid that you would be physically hurt? Yes or No
20. While you were growing up during your first 18 years of life, did a parent or other adult in the household
- 20a. Often or very often push, grab, shove, or slap you? Yes or No
- 20b. Often or very often hit you so hard that you had marks or were injured? Yes or No
21. While you were growing up during your first 18 years of life, did an adult or person at least five years older ever
- 21a. Touch or fondle you in a sexual way? Yes or No
- 21b. Have you touch their body in a sexual way? Yes or No
- 21c. Attempt oral, anal, or vaginal intercourse with you? Yes or No

- 21d. Actually, have oral, anal, or vaginal intercourse with you? Yes or No
22. While you were growing up during your first 18 years of life, did you
- 22a. Live with anyone who was a problem drinker or alcoholic? Yes or No
- 22b. Live with anyone who used street drugs? Yes or No
23. While you were growing up during your first 18 years of life,
- 23a. Was a household member depressed or mentally ill? Yes or No
- 23b. Did a household member attempt suicide? Yes or No
24. While you were growing up during your first 18 years of life, was your mother (or stepmother)
- 24a. Sometimes, often, or very often pushed, grabbed, slapped, or had something thrown at her? Yes or No
- 24b. Sometimes, often, or very often kicked, bitten, hit with a fist, or hit with something hard? Yes or No
- 24c. Ever repeatedly hit over at least a few minutes? Yes or No
- 24d. Ever threatened with, or hurt by, a knife or gun? Yes or No
25. While you were growing up during your first 18 years of life,
- 25a. Did a household member go to prison? Yes or No

Appendix D

HAYES PROCESS OUTPUT

```

***** PROCESS Procedure for SPSS Version 3.5.3 *****

      Written by Andrew F. Hayes, Ph.D.      www.afhayes.com
Documentation available in Hayes (2018). www.guilford.com/p/hayes3

*****
Model   : 1
  Y     : noncompl
  X     : AEscale
  W     : trauma

Covariates:
enrollme gender  student

Sample
Size: 149

*****
OUTCOME VARIABLE:
noncompl

Coding of binary Y for logistic regression analysis:
noncompl  Analysis
   .00     .00
   1.00     1.00

Model Summary
      -2LL      ModelLL      df      p      McFadden      CoxSnell      Nagelkrk
174.9271     13.8164     6.0000     .0318     .0732     .0886     .1233

Model
      coeff      se      Z      p      LLCI      ULCI
constant     -.8745     .3995     -2.1892     .0286     -1.6575     -.0916
AEscale       .2123     .3333     .6368     .5242     -.4410     .8656
trauma        .1744     .1079     1.6159     .1061     -.0371     .3860
Int_1        -.1413     .1910     -.7398     .4594     -.5156     .2330
enrollme     .4861     .4346     1.1186     .2633     -.3657     1.3379
gender       .3417     .4258     .8024     .4223     -.4929     1.1763
student     -1.5498     .5511     -2.8121     .0049     -2.6300     -.4696

These results are expressed in a log-odds metric.

Product terms key:
Int_1      :      AEscale  x      trauma

Likelihood ratio test(s) of highest order
unconditional interactions(s):
      Chi-sq      df      p
X*W     .5477     1.0000     .4592

***** ANALYSIS NOTES AND ERRORS *****

Level of confidence for all confidence intervals in output:
95.0000

NOTE: The following variables were mean centered prior to analysis:
      trauma  AEscale
----- END MATRIX -----

```

Appendix E

List of Tables

Table 1

Characteristics of the Sample

Characteristic	<i>n</i>	%
Gender		
Male	54	36.2
Female	95	63.8
Type of student		
Online	111	74.5
Residential	38	25.5
Enrollment type		
Part-time	42	28.2
Full-time	107	71.8
Disability status		
No disability	137	91.9
Disability	12	8.1
Ethnicity		
White	107	71.8
Black	24	16.1
Asian or Pacific Islander	6	4.0
Latino	11	7.4
Native American or American Indian	1	0.7
Type of compliance		
Compliant	100	67.1
Noncompliant	49	32.9
Number of adverse childhood events		
0	61	40.9
1	35	23.5
2	13	8.7
3	12	8.1
4	13	8.7
5	9	6.0
6	5	3.4
7	1	0.7

Table 2

Continuous Independent Variables in the Analysis

Dependent variable	Min	Max	Mean	SD
Adverse Childhood Experiences (trauma)	0	7	1.55	1.84
HEXACO-PI-R personality domain honest-humility (academic entitlement)	2.20	5.00	3.93	0.60

Table 3

Correlation of Variables in the Analysis

Variables	Academic entitlement	Trauma	Noncompliance
Academic entitlement	-	.11	.08
Trauma	.11	-	.15
Noncompliance ‡	.08	.15	-
Gender ‡	-.14	-.38***	-.02
Type of student ‡	-.17*	-.18*	-.25**
Enrollment type ‡	-.28**	-.15	-.04

* $p < .05$ ** $p < .01$ *** $p < .001$

‡ dichotomous variables: Noncompliance (0 = compliance, 1 = noncompliance); Gender (0 = female, 1 = male); Type of student (0 = online, 1 = residential); Enrollment type (0 = part-time, 1 = full-time)

Table 4

*Assessing Effect of Academic Entitlement and Trauma on Noncompliance**

Full model	<i>Coeff</i>	<i>Se</i>	<i>Z</i>	<i>p</i>	<i>LLCI</i>	<i>ULCI</i>
Constant	-0.87	0.40	-2.19	.029	-1.66	-0.09
Academic entitlement	0.21	0.33	0.64	.524	-0.44	0.87
Trauma	0.17	0.11	1.62	.106	-0.04	0.39
Interaction of AE x trauma	-0.14	0.19	-0.74	.459	-0.52	0.23
Gender	0.34	0.43	0.80	.423	-.49	1.18
Type of Student	-1.55	0.55	-2.81	.005	-2.63	-0.50
Enrollment Type	0.49	0.43	1.12	.263	-0.37	1.34

**Note:* These results are expressed in a log-odds metric.

Table 5

Research Conclusions

Question	Decision about Null	Conclusion
Is academic entitlement correlated with noncompliance?	Reject the null hypothesis	The direct effect was not significant. Academic entitlement is not correlated with noncompliance.
Does trauma moderate the relationship between academic entitlement and noncompliance?	Reject the null hypothesis	The direct and indirect effect was not significant. The linear combination of academic entitlement and adverse childhood experiences does not predict noncompliance. There is no significant association between adverse childhood experiences and noncompliance.

Appendix F
List of Figure

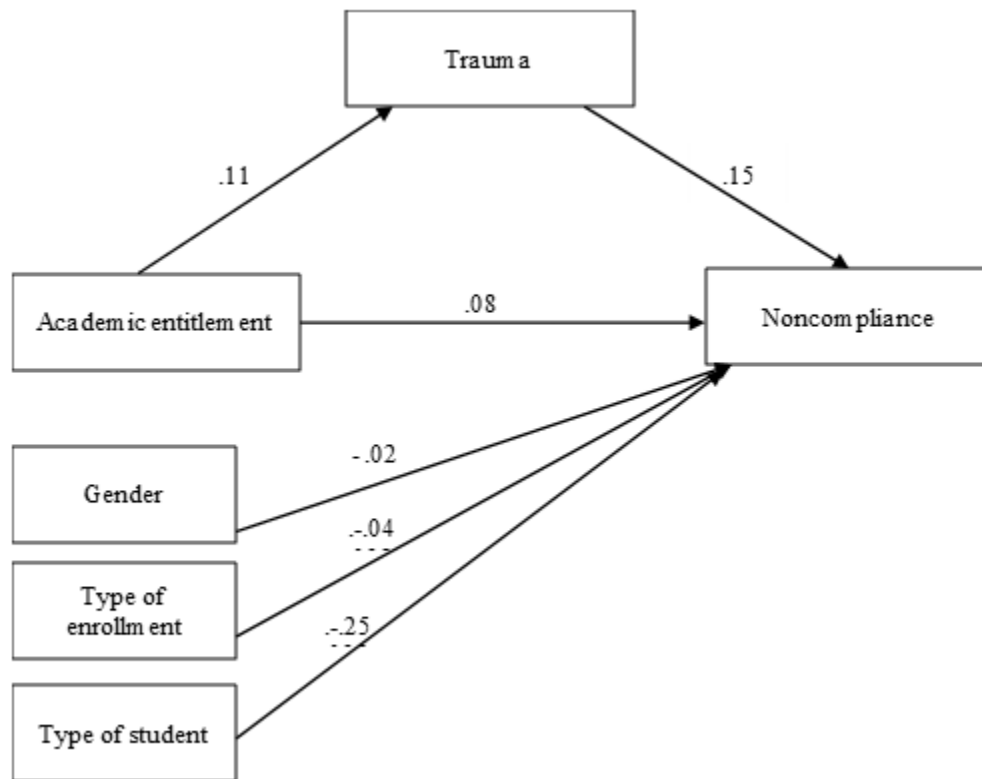


Figure 1. Effect of academic entitlement on noncompliance as moderated by trauma.

Appendix G

February 24, 2021

Lili Smith
Daniel Marston

Re: IRB Exemption - IRB-FY20-21-469 Entitlement at School: Linking Noncompliance to Academic Entitlement

Dear Lili Smith, Daniel Marston:

The Liberty University Institutional Review Board (IRB) has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and no further IRB oversight is required.

Your study falls under the following exemption category, which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:101(b):

Category 2.(i). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording).

The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects.

Your stamped consent form can be found under the Attachments tab within the Submission Details section of your study on Cayuse IRB. This form should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document should be made available without alteration.

Please note that this exemption only applies to your current research application, and any modifications to your protocol must be reported to the Liberty University IRB for verification of continued exemption status. You may report these changes by completing a modification submission through your Cayuse IRB account.

If you have any questions about this exemption or need assistance in determining whether possible modifications to your protocol would change your exemption status, please email us at irb@liberty.edu.

Sincerely,
G. Michele Baker, MA, CIP Administrative Chair of Institutional Research
Research Ethics Office