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## The Impact of Academic Entitlement on the Academic Self-Concept of Mu'tah University Students

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### Abstract

*The study aimed to uncover the correlation between academic entitlement and the development of academic self-concept within a select group of students from Mu'tah University. To fulfill this objective, a descriptive analytical methodology was employed. The study population comprised the entirety of Mu'tah University's student body, encompassing a total of 36,618 male and female students. The study's sample, specifically selected in accordance with the statistical data provided by the enrollment and registration department, consisted of 1,000 students. This sampling process was conducted during the summer semester of the academic year 2021/2022. The findings of this research revealed a statistically significant impact of academic entitlement domains on the formation of the academic self-concept, with a notable emphasis on external responsibility and supporting expectations. These domains exhibited a positive and statistically substantial association with academic entitlement, exerting a pronounced effect on the students' academic dedication and commitment. Furthermore, the study's results revealed an absence of statistically significant discrepancies within the sample's responses in relation to the variables examined, which included gender, college major, and cumulative GPA. This lack of variation was observed concerning the impact of academic entitlement on the development of the academic self-concept.*

**Keywords:** Academic Entitlement, Academic Self-Concept, Mu'tah University Students.

### Introduction

Academic entitlement has emerged as a noteworthy phenomenon in recent times, revolving around notions that emphasize the entitlement to preferential treatment, exceptions, and rewards, irrespective of the level of effort exerted or performance achieved.

In the realm of psychology, the phenomenon of academic entitlement has assumed a position of pronounced importance and is poised to potentially exert an adverse influence on the academic environment within universities. Moro (1994) stands as the pioneer in predicting the detrimental consequences that accompany academic entitlement, contending that it leads to a reduction in the perception of personal responsibility (McLellan, 2019). Furthermore, academic entitlement is intricately interwoven with the concept of academic self. Students possessing a heightened degree of academic entitlement frequently manifest characteristics such as narcissism, a diminishment in self-efficacy, and a decline in self-esteem (McLellan, 2019; Leinonen, 2022). Moreover, it is imperative to recognize that the

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student's familial associations bear considerable influence upon the manifestation of academic entitlement. This influence is distinctly apparent in the form of parental demands for their children to attain elevated academic benchmarks. In response to these expectations, students often diligently pursue heightened levels of academic accomplishment, regardless of the means employed, thus accentuating the profound impact of these external pressures. (Parker, 2017; Franco et al., 2023)

Students who exhibit heightened levels of academic entitlement often perceive their parents as harboring lofty academic expectations. This perception, in conjunction with the academic pressure and associated psychological stress, results in an increased burden on the students. It is noteworthy that diminished parental support and the imposition of unattainable expectations can result in maladaptive reactions when students are confronted with the heightened academic demands of a particular semester. In these scenarios, students may discover themselves contending with the impractical expectations imposed by their parents (Ackerson, 2019). Scholarly research has further elucidated the existence of indirect consequences originating from familial dynamics, whereby parents exercise substantial influence during a child's formative years, thereby yielding subsequent repercussions on their academic performance (Ibabe, 2016).

Highly academically entitled students exhibit notable traits, including a strong inclination toward securing high grades and a diminished inclination toward fostering a deep and genuine love for learning. Consequently, the concept of academic entitlement reveals two potential facets. The first is an exploitative entitlement that correlates with the pursuit of high grades, psychopathic tendencies, and manipulative behavior. This aspect is similarly distinguished by a diminished commitment to scholastic endeavors, professional responsibilities, social commitments, and the allocation of exertion. Conversely, the second aspect, termed non-exploitative entitlement, is rooted in concepts of self-value and exhibits a robust association with elevated self-esteem within an academic framework (Goldman & Martin, 2014; Sofiatun et al., 2023). The self-concept is one of the important dimensions and the basic axis in building the human personality, as it refers to the frame of reference that helps to understand it. It plays an effective role in directing and determining behavior. The self-concept in its dimensions is nothing but the product of social interactions, as it grows and takes shape through experiences and interactions. with the others.

The notion of self first surfaced in the philosophical work of René Descartes. Subsequently, Alport advanced the concept of self, encompassing facets such as self-presentation, selfhood, self-image, and the self's engagement within an experiential realm, which encompasses a fusion of thoughts, dispositions, values, and commitments (Rashid & Iqbal, 2015).

Academic self, or self-concept, can be characterized as an individual's capacity to influence and achieve towards themselves (Saad, 2010). The self-concept pertains to the collective opinions held by each individual about themselves (Mehrad, 2016).

The importance of academic self resides in its capacity to assist students in assuming responsibility, enhance their self-assurance, aid in the organization of their thoughts and emotions, empower them to achieve academic objectives across diverse domains, assess their capabilities, provide continuous motivation, and nurture their zeal for the educational journey (Lent & Gore, 1997). The academic self-concept serves to promote the cultivation of a wide array of cognitive and organizational strategies that have a tangible effect on students' self-evaluation and academic competencies (Marsh & Hau, 2003; García-Monge et al., 2022)

The academic self-concept encapsulates the perceptual aspect of students, which stands as a paramount variable in the academic realm due to its profound influence on cognitive performance. It encompasses the students' conceptualization and evaluation of their own academic selves and capabilities,

encompassing motivational and emotional elements. This concept functions as a gauge of academic performance and accomplishment, comprising the attitudes, behaviors, and beliefs pertaining to scholastic success, which tend to solidify as individuals grow older. Consequently, a conspicuous association is evident between the academic self-concept and students' levels of academic achievement (Cabaguing, 2018).

Several studies have delved into both academic entitlement and the academic self-concept, including the inquiry conducted by Sohr-Preston & Boswell (2015), with the aim of assessing the impact of factors such as self-concept, locus of control, academic dishonesty, and family role on the academic entitlement of male and female university students in the United States. The study sample consisted of 398 undergraduate students majoring in psychology at a public university in the southern United States. The research employed Rose Nebrigg's (1965) self-esteem scale, the academic entitlement scale, the locus of control scale, and the family role scale. The findings disclosed that locus of control and family role played a significant role in predicting the presence of academic entitlement.

A study conducted by Whatley, et al., (2019) explored the correlation between cumulative grade point average, self-esteem, and narcissism in relation to academic entitlement. The study's sample comprised 418 university students from the University of Alabama in Birmingham, United States. The results indicated that students exhibited high levels of narcissism associated with academic entitlement. Moreover, the study revealed that students also possessed high levels of self-esteem. Furthermore, the study identified a statistically significant positive relationship between self-esteem and academic entitlement.

Kurtyilmaz (2019) conducted a study with the aim of unveiling the nature of the relationship between academic entitlement, narcissism, and academic self-concept. The study sample consisted of 469 students, including 351 females and 118 males, in the Turkish context. The study's results pointed to a statistically significant positive relationship between academic entitlement, narcissism, and their connection with academic self-efficacy.

Fromuth et al. (2019) aimed to explore the relationship between academic entitlement and students' attitudes towards academic control, achievement, and academic self-concept. The study's sample included 272 participants, divided into 96 males and 176 females. The study's results indicated a statistically significant negative correlation between academic entitlement and academic self-concept.

This study distinguishes itself from previous research by its focus on the impact of academic entitlement on academic self-concept. It also stands out due to its specific focus on students at the University of Jordan, and its incorporation of variables that have not been comprehensively addressed in prior studies.

In recent times, there have been numerous shifts in the ethical and academic behaviors of students, among which is the prevailing sense of dissatisfaction and sadness. This generation often departs from experiencing happiness on many occasions and lacks the ability to perceive beauty, positivity, optimism, overlook problems, and cope with sorrows and pains. Moreover, levels of entitlement have risen among students. There is a growing belief in a sense of entitlement and rewards, accompanied by a diminishing sense of personal responsibility. This trend is mirrored in behaviors characterized by the desire for success with minimal effort. Moreover, with the influence of social media, students have become accustomed to reading short texts and messages, making it challenging for them to engage with the extensive information and texts presented in academic curricula. They find it difficult to maintain focus for extended periods, and a sense of boredom emerges when confronted with tasks that demand a substantial amount of time. The increased obsession with social media has led to a particular rise in narcissism among students.

Individuals who feel academically entitled exhibit several key traits, including high self-confidence, low commitment, a desire for high grades and academic achievement, and the employment of unethical methods such as cheating and forgery. As the degree of academic entitlement increases, so does the level of academic dishonesty. Their self-esteem also increases, reaching a point after graduation where they feel excessively entitled to secure jobs without substantial effort, qualifications, or experience.

Hence, this study explores the potential impact on academic self-concept. The study sought to reveal the relationship between academic entitlement and academic self-concept within a sample of students at Mu'tah University. This research aimed to address the following questions:

1. What is the impact of academic entitlement on academic self-concept among Mu'tah University students?
2. Are there statistically significant differences at the 0.05 level ( $\alpha$ ) in Mu'tah University students' responses regarding the impact of academic entitlement on academic self-concept attributed to gender, college major, and cumulative GPA?

## **Objective of the Study**

In light of the preceding discussion, the primary aim of the current study is to elucidate the correlation between academic entitlement and the concept of academic self within a selected sample from Mu'tah University. The objective is to engender a profound comprehension of academic entitlement and the underlying determinants.

## **Significance of the Study**

The present study carries both theoretical and practical import, delineated as follows:

### **Theoretical Significance**

- This study bestows a distinctive value to Arabic scholarly literature by delving into the intricacies of academic entitlement. Given the paucity of Arab scholarship in the realm of academic entitlement, notwithstanding its pressing need for further inquiry and attention, owing to its detrimental repercussions on students, educators, and the overall learning milieu.
- It beckons the scrutiny of researchers and psychology experts towards the predicament of academic entitlement, its gravity, and its pervasive nature.
- It also underlines the exigency of further research on this quandary and the formulation of apt redress. Research institutions and postgraduate scholars will draw benefit from the methodological rigor it affords in scientific inquiry.

### **Practical Significance**

The practical import emanates from the findings that shall unfold regarding the role of academic self-concept in academic entitlement. The researcher aspires that scholars will harness the specialized metrics of this study and endeavor in the curation of programs, curricula, and training regimes to ameliorate academic entitlement among students and alleviate the concomitant issues it begets. Furthermore, it may serve as a guiding beacon for pertinent stakeholders in the preparation of students through a comprehensive understanding of academic self-concept. This study, in addition, is poised to provide a wellspring of knowledge for researchers by harnessing both the theoretical literature and the empirical outcomes it proffers.

## **Terminologies**

The concept of academic entitlement is defined as “an inclination towards expecting academic success, irrespective of personal responsibility or effort required to attain this success. It entails an examination of academic entitlement in light of two primary constituents: external responsibility and expectations” (Campbell et al., 2009).

Operationally, this concept is quantified by assessing the extent to which individuals within the sample, who are students at Mu'tah University, achieve specific scores on a meticulously developed Academic Entitlement scale.

Academic Self-Concept: This is a concept that mirrors an individual's conceptions regarding their cognitions, emotions, behaviors, outward appearance, how they are perceived by others, and their aspirations in light of their own impressions of reality (Liu et al., 2005).

In a procedural context, this concept is determined by examining the extent to which individuals within the sample, who are students at Mu'tah University, obtain specific scores on a Self-Concept scale that has been specially crafted for this purpose.

## **Study Limitations**

The present study is delimited to an examination of the Academic Self-Concept and Academic Entitlement within a specified sample of students attending Mu'tah University in Jordan.

The scope of this study encompasses the nature of the sample, the objectivity of their responses, and the psychometric attributes, including validity and reliability, of the measurement tools employed.

The study is circumscribed to a specific subset of students at Mu'tah University. This research was conducted during the initial semester of the 2022-2023 academic year.

## **Research Methodology**

The methodological approach adopted for this study is descriptive-analytical, chosen for its appropriateness in achieving the study's objectives and responding to its research inquiries.

### **Study Population**

The study population comprises students enrolled at Mu'tah University, totaling 19,735 students, as reported by the Admissions and Registration Department, during the summer semester of the academic year 2021/2022.

### **Study Sample**

The study sample was selected with convenience from students who were registered during the first semester of 2021/2022 at Mu'tah University. The survey was electronically prepared and distributed through Google Forms and email. Furthermore, (50) samples were drawn from the larger population for the purpose of conducting a pilot survey to ensure the validity and reliability of the study's tools beyond the main study sample. In total, (1,150) questionnaires were disseminated through Google Forms and email. (1,000) valid questionnaires were collected for research and analysis, representing (87%) of the total distributed questionnaires.

### **Study Tools**

The study's tools consisted of three parts. The first part encompassed the Academic Entitlement scale, while the second part included the Academic Self-Concept scale. Below is an explanation of how these tools were developed and validated.

**Content Validity**

The content validity of the study's tools was confirmed by initially presenting them in their preliminary form to (10) experienced and competent experts specialized in Jordanian universities. Their role was to assess the clarity of expressions, linguistic integrity, appropriateness, relevance, and significance within the relevant academic field. They were encouraged to provide suggestions for additions, modifications, or deletions to particular sections and statements in order to refine the tools. Modifications that garnered an 80% consensus among the experts were subsequently incorporated. Following this, the study was administered to a pilot survey.

**Correction of the Scale for the Relationship Between Academic Entitlement and Academic Self-Concept**

**Academic Entitlement Scale**

To achieve the objectives of the study, the Academic Entitlement scale developed by Campbell et al. (2009) was employed. This scale consists of (15) items, distributed across two dimensions, external responsibility, and expectancy component, representing students' expectations regarding faculty policies and grading strategies.

**Reliability of the Academic Entitlement Scale**

To assess the reliability of the study instrument, a sample of (50) male and female students from Mu'tab University was taken from both within and outside the study sample. The test-retest method and retest after a two-week interval were used to calculate the reliability coefficients for the entire scale and its dimensions. Pearson's correlation coefficient was utilized to examine the test-retest reliability, and internal consistency was determined using Cronbach's Alpha. The Academic Entitlement scale demonstrated strong reliability with Cronbach's Alpha coefficients ranging from (0.84-0.95) and retest reliability values ranging from (0.73-0.87) (Campbell et al., 2009).

**Internal Consistency Validity**

The final version of the 15-item Academic Entitlement scale was administered to a pilot sample of (50) students outside the study sample. To assess the internal consistency of the scale, Pearson's correlation coefficients were computed for each item with its respective dimension. Items with correlations lower than 0.20 were removed, as indicated in Table (1).

**Table (1).** Correlation Coefficients of the Corrected Item for the Academic Entitlement Scale

Corrected correlation coefficient for item-dimension correlation	Item	The corrected correlation coefficient for the item's association with the dimension	Item
0.76	Q8	0.79	Q1
0.87	Q9	0.69	Q2
0.66	Q10	0.73	Q3
0.60	Q11	0.67	Q4
0.57	Q12	0.65	Q5
0.59	Q13	0.69	Q6
0.66	Q14	0.66	Q7
0.67	Q15		

Findings from Table 1 reveal that none of the items displayed a correlation coefficient lower than (0.20). As a result, the correlation coefficients for the items with the scale dimensions ranged from (0.57 to 0.87), leading to the final configuration of the scale.



## Implications of the Reliability of the Academic Entitlement Scale for the Current Study

To establish the internal consistency reliability of the items within the dimensions of the Academic Entitlement scale, Academic Self-Concept, and Family Climate, Cronbach's Alpha coefficient was employed. The outcomes indicate a robust internal consistency reliability, with a Cronbach Alpha coefficient of (0.95) for the Academic Entitlement factor.

### Correction of the Academic Entitlement Scale:

The scale comprises (15) items, distributed across three factors according to a Likert five-point scale, where "Strongly Agree" corresponds to (5) points, "Agree" receives (4) points, "Neutral" is assigned (3) points, "Disagree" gets (2) points, and "Strongly Disagree" is allocated (1) point. Scores for negatively worded items are reversed, and the measurement scores range from (1-5) points.

### Secondly: Academic Self-Concept Scale

The Academic Self-Concept scale was developed by Liu, Wang, and Parkins (2005) and translated and standardized for the Arabic context by Abu Zeid (2018). It was employed to assess students' Academic Self-Concept in Singapore. This scale is designed to reflect the perception of Academic Self-Concept as a hierarchical model consisting of one higher-order factor.

The scale comprises (20) statements, and two primary factors: Academic Confidence, Academic Effort, and the assessment of students' Academic Confidence feelings and their perceptions of their academic competencies. Academic Effort examines students' commitment to and concern for schoolwork.

To verify the validity indicators of the scale for the current study:

### Content Validity

The instrument's validity was ascertained through Content Validity by initially presenting it to (10) experts in the field to determine the degree to which the items align with the dimensions, linguistic formulation, and overall tool design. This ensured that the instrument measures the intended objective.

### Construct Validity

The construct validity of the Academic Self-Concept scale was verified by applying it to a pilot sample of (50) students outside the study sample. Correlation coefficients for the item with its respective dimension and the instrument as a whole were calculated. The scale's reliability was assessed using Cronbach's Alpha coefficient, and the reliability values for the Confidence factor were (0.71), for the Effort factor (0.76), for their Perceptions (0.73), and the total scale reliability was (0.83). The scale's validity was further confirmed by comparing it with other measures of Academic Self-Concept, and correlation values ranged between (0.64-0.88) (Abu Zeid, 2018).

**Table 2.** Correlation Coefficients of the Corrected Item for the Academic Self-Concept Scale

The corrected correlation coefficient for the item's association with the dimension	Item	The corrected correlation coefficient for the item's association with the dimension	Item
0.79	Q11	0.67	Q1
0.88	Q12	0.61	Q2
0.62	Q13	0.64	Q3
0.63	Q14	0.82	Q4
0.62	Q15	0.65	Q5
0.58	Q16	0.94	Q6
0.81	Q17	0.76	Q7
0.62	Q18	0.67	Q8
0.63	Q19	0.87	Q9
0.86	Q20	0.66	Q10

Findings from Table 2 indicate the absence of any item with a correlation coefficient below (0.20). Consequently, the correlation coefficients between the items and the scale dimensions ranged from (0.58 to 0.88), leading to the finalization of the scale.

### **Reliability of the Academic Self-Concept Scale**

To ensure the reliability of the scale, the researcher employed the Test-Retest method by re-administering the scale to a stability sample after a two-week interval. The tool's reliability across its different dimensions was confirmed using Cronbach's Alpha internal consistency coefficient, yielding a reliability coefficient of (0.946) for the Academic Self-Concept factor.

### **Scale Correction Method for Academic Self-Concept**

The self-report scale consists of (20) statements, with even-numbered items (1, 3, 5, 7, 9, 11, 13, 15, 17, 19) forming the Academic Confidence factor, and odd-numbered items (2, 4, 6, 8, 10, 12, 14, 16, 18, 20) representing the Academic Effort factor. The scale includes both positive and negative statements, with items (2, 7, 9, 11, 13, 14, 16, 17, 20) being negative, while the remaining items are positive. Respondents choose from five response options: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

### **Statistical Methods Used**

To address the research question, the researcher utilized the structural equation modeling software (AMOS) to calculate fit indices and then made adjustments to arrive at a causal model consistent with the data from Mu'tah University students. The Sobel test was employed to assess the statistical significance of indirect effects.

### **Study Implementation Procedures**

The study was conducted following the steps and procedures as follows:

- 1. Preparation of Study Tools:** The study tools were finalized for application after ensuring their validity and reliability by presenting them to a panel of expert reviewers. They were then applied to a pilot sample outside the study sample to extract reliability coefficients and internal consistency.
- 2. Determining the Total Study Population:** The total study population consisted of Arab students in domestic universities during the second semester of the academic year 2021-2022. The study sample was selected conveniently from this total study population.
- 3. Distribution of Study Tools:** The study tools were distributed to the study sample, with clear instructions on how to respond to the items. The study participants were assured that the information collected would be used only for scientific research purposes.
- 4. Data Collection:** After participants answered the items, their responses were checked for accuracy and completeness. The data was prepared for statistical analysis and addressing the study questions. It's important to note that all distributed questionnaires were retrieved.

Findings related to the first study objective: The Impact of Academic Competence on Academic Self-Concept Among Mu'tah University Students

To answer this question, multiple regression analysis was utilized. It was ensured that there was no high correlation (multicollinearity) among the independent variables using the Variance Inflation Factor (VIF) test and the Tolerance test for each independent variable, taking into account that the VIF did not exceed the value of (10), and the Tolerance test value was greater than (0.05). Furthermore, the normal distribution was verified by calculating the skewness, where data follows a normal distribution if the skewness and kurtosis values are less than (1). Table 3 shows the results of these tests.



**Table 3.** Variance Inflation Factor, Tolerance, and Skewness Test results.

Skewness	Coefficient of variation VIF	Allowable variance Tolerance	Dimensions of the independent variable
0.698	7.519	0.133	External Responsibility
0.568	7.428	0.116	Supporting Expectations

Table 3 clearly indicates that the Variance Inflation Factor (VIF) for both independent variables (external responsibility and Supporting Expectations) is less than 10, with values ranging from 7.428 to 7.519. This suggests the absence of significant issues related to multicollinearity among the independent variables. Furthermore, the Tolerance values, ranging from 0.116 to 0.133, demonstrate minimal overlap among the independent variables. Notably, the skewness coefficients (Skewness) for both independent variables, ranging from 0.568 to 0.698, are extremely close to zero, indicating that the variables conform to a normal distribution. Consequently, the results of the statistical analysis for these variables can be considered reliable.

**Table 4.** ANOVA Analysis Results for Model Validity Testing.

Statistical significance value (q)	Mean squares	Degrees of freedom	Sum of squares	Source of variance
	267315.482	2	534630.964	Regression
.000	6880.484	997	38734.707	The error
	38.851	999	573365.671	Total

Statistically significant at the significance level( $\alpha \leq 0.05$ ).

Statistically significant at the significance level( $\alpha \leq 0.01$ ).

The results in Table 4 demonstrate a statistically significant effect of academic entitlement on students' academic self-concept at Mu'tah University. This is evident based on the computed F-value, which is 6880.484, at a significance level of  $\alpha = 0.000$ . The statistical significance is present at a level of  $\alpha \leq 0.05$ .

Table 5 and Table 6 display the impact of each field within academic entitlement on self-concept.

**Table 5.** Results of Multiple Regression Analysis (Enter Method) to Determine the Impact of Each Field of Academic Entitlement (Beginning with Academic Confidence) on Students' Academic Self-Concept at Mu'tah University.

Statistical significance	Estimated regression coefficients B	Standard error	Standardized regression coefficients Beta	value (v)	The dimension
.000	1.224	.344		3.563	Constant
.000	.519	.024	.527	21.341	External Responsibility
.000	.855	.047	.448	18.154	Supporting Expectations

Statistically significant at the significance level( $\alpha \leq 0.05$ ).

Statistically significant at the significance level( $\alpha \leq 0.01$ ).

The results presented in Table 5 reveal a statistically significant influence of the academic entitlement domain (academic confidence) on the achievement of academic self-concept. The domains of external responsibility and supporting expectations are positively and significantly correlated at a level of statistical significance  $\alpha \leq 0.01$  with academic confidence, indicating their meaningful impact on the level of academic confidence among students.

Approximately 52.7% of the variance in academic confidence can be attributed to external responsibility, and 44.8% of the variance can be attributed to supporting expectations. The constant value (1.224) represents the core academic confidence when the values of the other independent variables are equal to zero.

Furthermore, the t-statistic values for both independent variables (external responsibility and supporting expectations) significantly exceed the t-critical value at the 0.01 or 0.05 level of significance. This suggests that the differences in the values of the influencing independent variables on academic confidence are statistically significant.

**Table (6).** The Multiple Regression analysis using the “Enter” method examines the influence of the academic effort domain on students’ academic self-concept at Mu’tah University.

Statistical significance	Estimated regression coefficients		Standardized regression coefficients	value (v)	The dimension
	B	Standard error	Beta		
.000	1.987	.396		5.023	Constant
.000	.658	.028	.669	23.534	External Responsibility
.000	.555	.054	.291	10.227	Supporting Expectations

Statistically significant at the significance level( $\alpha \leq 0.05$ ).

Statistically significant at the significance level( $\alpha \leq 0.01$ ).

The results presented in Table 6 indicate a statistically significant effect of the academic effort domain on achieving academic self-concept. The domains of external responsibility and supporting expectations show a positive and statistically significant relationship at the  $\alpha \leq 0.01$  level with academic effort, meaning they significantly influence the students’ level of academic effort.

A substantial portion of the variance in academic effort, 66.9%, can be explained by external responsibility, while 29.1% of the variance is accounted for by supporting expectations. The constant value (1.987) represents the basic level of academic effort when the values of other independent variables are set to zero. Furthermore, the t-statistic values for independent variables, external responsibility, and supporting expectations, significantly exceed the t-critical value at the 0.01 or 0.05 significance level. This indicates that the variations in these independent variables significantly impact academic effort.

**Table (7).** The results of the multiple regression analysis using the Enter method to demonstrate the impact of all academic entitlement domains on the academic self-concept of students at Mu’tah University.

Statistical significance	Estimated regression coefficients		Standardized regression coefficients	value (v)	The dimension
	B	Standard error	Beta		
.000	3.211	.619		5.187	Constant
.000	1.177	.044	.607	26.883	External Responsibility
.000	1.410	.085	.375	16.610	Supporting Expectations

Statistically significant at the significance level( $\alpha \leq 0.05$ ).

Statistically significant at the significance level( $\alpha \leq 0.01$ ).

The results presented in Table 7 demonstrate a statistically significant effect of academic entitlement domains, specifically external responsibility and supporting expectations, on the achievement of academic self-concept. Both exhibit a positive and statistically significant correlation at the 0.01 significance level with academic entitlement, significantly influencing students’ academic effort. External responsibility accounts for 60.7% of the variation in academic entitlement, while supporting expectations explain 37.5% of the variation. The constant value of 3.211 represents the core academic entitlement when other independent variables are set to zero. Moreover, the t-statistic values for both independent

variables (external responsibility and supporting expectations) greatly exceed the t-critical values at the 0.01 or 0.05 significance levels, indicating a substantial impact on academic entitlement.

The researcher suggests that academic interventions aimed at enhancing external responsibility and meeting students' supporting expectations may contribute to boosting academic self-concept and their psychological well-being. This information can be used to develop academic strategies focused on enhancing students' academic self-concept and improving their educational experience. These results highlight the importance of various academic entitlement domains in achieving academic self-concept and can be utilized to enhance student academic support plans and improve their academic achievements and well-being. This study aligns with the findings of Fromuth et al. (2019), which indicated a statistically significant negative relationship between academic entitlement and academic self-concept.

Results related to the research question, which inquires whether there are statistically significant differences at the 0.05 significance level in the responses of Mu'tah University students regarding the impact of academic entitlement on academic self-concept attributed to gender, college specialization, and cumulative GPA, were analyzed using a two-way ANOVA. Tables 8 and 9 display the results:

**Table 8.** Mean scores and standard deviations of Mu'tah University students' responses to assess the impact of academic entitlement on academic self-concept attributed to gender, college specialization, and cumulative GPA.

Standard error	SMA	standard deviation	Adjusted arithmetic mean	Number	Variable sub-categories	Variable
0.293	3.66	0.234	3.68	231	Male	Gender
0.412	3.76	0.418	3.80	769	Female	
0.178	3.62	0.089	3.63	570	Humanity	College major
0.076	3.77	0.352	3.79	430	Scientific	
0.376	3.55	0.479	3.26	35	Less than 68- pass	Cumulative GPA
0.167	3.81	0.181	3.64	243	From 68 to less than 76 - Good	
0.024	3.68	0.293	3.57	435	From 76 to less than 84 - Very Good	
0.256	3.95	0.568	3.46	287	84 and above - Excellent	

The results in Table 8 reveal apparent differences among the means of the study sample's responses at the level of academic entitlement attributed to gender, college specialization, and cumulative GPA. To confirm the statistical significance of these differences, a two-way ANOVA test was applied. Table 9 displays the results:

**Table 9.** Results of the two-way ANOVA to assess the significance of differences in the sample's responses regarding the impact of academic entitlement on academic self-concept attributed to gender, college specialization, and cumulative GPA.

Statistical significance	Sum of squares	Degrees of freedom	Mean squares	value(F)	Source of variance
0.035	0.357	1	0.465	1.361	Gender
0.044	0.525	3	0.198	1.342	College major
0.029	0.436	2	0.097	1.151	Cumulative GPA
	86.45	597	0.176		The error
	818550.08	594			Total
	14.069	589			Corrected total

Statistically significant at the significance level( $\alpha \leq 0.05$ ).

Statistically significant at the significance level( $\alpha \leq 0.01$ ).

The results from Table 9 are as follows:

The results of the two-way ANOVA analysis indicate that there are no statistically significant differences in the sample's responses concerning the impact of academic entitlement on academic self-concept across the studied variables (gender, college specialization, and cumulative GPA). This conclusion is drawn based on the calculated F-values, which are (1.361, 1.342, 1.151) at significance levels (0.035, 0.044, 0.029), respectively, all of which do not surpass the predefined significance level ( $\alpha=0.05$ ). Consequently, we can rely on these findings to conclude that the effect of academic entitlement does not vary among the studied categories.

This result can be attributed to the fact that students at Mu'tah University, regardless of their gender, specialization, and GPA, do not experience differential effects of academic entitlement on their self-concept. This may be attributed to the similarity in their age groups, environments, and cultures.

## Recommendations

The study suggests the following recommendations:

1. Establishing academic empowerment training programs: The university should consider developing training programs aimed at enhancing students' academic self-concept. These programs should equip students with the necessary skills and tools for improving their academic performance and boosting their confidence in their abilities.
2. Supporting students living in challenging family environments: The university should provide essential support to students living in challenging and unsupportive family environments. This support can include offering guidance, counseling, and providing psychological and social support to enhance their academic performance.
3. Conducting further studies on the relationship between academic entitlement and various other variables: It is recommended to conduct more research to explore the relationship between academic entitlement and other variables beyond the scope of this study, such as receiving emotional support, building self-confidence, and fostering a sense of belonging.

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