How Parenting Style Manifests Itself in College Students' Attitudes of Academic Entitlement

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Concordia University (Portland)
College of Education
Doctorate of Education Program

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How Parenting Style Manifests Itself in College Students’
Attitudes of Academic Entitlement

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College of Education

Dissertation submitted to the Faculty of the College of Education
in partial fulfillment of the requirements for the degree of
Doctor of Education in
Higher Education

K. Candis Best, Ph.D., Faculty Chair Dissertation Committee
Mary D. Sanford, Ph.D., Content Specialist
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Concordia University-Portland

2018
Abstract

Raising children in today’s world is no easy feat, especially when researchers closely scrutinize parents and their parenting styles. Since the early 1960’s, studying parenting styles reveals how each different style can affect children as they grow up. The purpose of this qualitative case study was to examine the relationship between parenting styles and how they can influence adult children’s attitudes towards academic entitlement. The development of academic entitlement has been extensively studied, but not from the viewpoint of how parenting styles may have shaped these attitudes. This study utilized freshmen college students from a Community College on the west coast, and gathered triangulated data from classroom observations, online surveys, and in person interviews. The data were analyzed using observation notes, online survey data collection using Qualtrics, and interview notes. The two key findings from this study are: first, data indicated that there is no direct link between any one of the three identified parenting styles, and second, there were no students who identified with permissive parents. The significance of this study is to demonstrate that attitudes of academic entitlement could be identified to provide students and educators an avenue to eliminate barriers that impede students’ ability to reach academic success due their heightened sense of academic entitlement. This study illustrates the need for further research on the correlation between parenting styles and academic entitlement in college students.

Keywords: parenting style, academic entitlement
Dedication

This dissertation is dedicated to my family, who has supported me throughout my doctoral journey. Thank you for understanding and my apologies for missing camping trips, vacations, and birthdays.
Acknowledgements

I would like to acknowledge the many people who have helped me finish this final educational journey. To begin from the start, Kimi, you were the one who convinced me to begin this program and to finally face my fears of writing; I thank you for giving me that initial push. To my family who supported me by allowing me to miss family events, and to all the wonderful professors at Concordia who gave me honest feedback when I needed it most. But above all, I thank my very amazing husband. I know you may not always understand my incessant need to continue my education, but I am grateful to you for all you have done for me and our family during the time I took for my studies. In addition, I am very fortunate to work with a group of colleagues who have supported, pushed, and made me better not only as a middle school administrator, but also to become the best person I have ever been.
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Chapter 1: Introduction

College and university personnel have witnessed a shift in the attitudes of the students they serve, which includes increased demands at college counseling centers serving distressed students (Barton & Kirtley, 2012). Previous research has shown that students’ sense of academic entitlement can be linked, from an early age, to how much unearned praise they received from their parents and teachers (Boswell, 2012). However, current studies fall short in identifying the impact of a specific parenting style and the influence it has on their children and the development of academic entitlement (Boswell, 2012). Research studies conducted by Baumrind (1965, 1966) were able to identify the three most commonly accepted parenting styles known as authoritarian, authoritative, and permissive. During childhood, parents are able to teach their children social skills, how to express affection, and build friendships (Baumrind, 1965). Children also learn how to aspire towards financial success and to embrace the cultural ideals that their parents model. These parenting styles established by Baumrind will be the cornerstone of this descriptive case study as influences between parenting styles and academic entitlement are established.

According to Erden and Uredi (2008), researchers focused on the development of students’ abilities to self-regulate successfully and found strong indications that specific parenting practices help build their children’s ability to achieve educational success. Students entering colleges and universities today do so with greater expectations, less work ethics, and a sense of commercialism in numbers that faculty have not previously experienced (Boswell, 2012).

Academic entitlement is a phenomenon “defined as the tendency to possess an expectation of academic success without taking personal responsibility for achieving that
success” (Chowning & Campbell, 2009, p. 982). College students have shown a heightened sense of academic entitlement during instances where they demand credit for late, incomplete, or missing classwork, or by expressing fury when receiving an accurate grade for a poor assignment submission (Boswell, 2012). Previous research has revealed how parenting styles can affect varying states of children’s well-being, such as self-esteem, mental health, and academic performance in school (Ernst, 2013). This study will investigate the influence of parenting styles and the level of academic entitlement in college students.

Introduction to the Problem

Academic entitlement and parenting styles have been inadequately defined in previous studies, as they have not examined the intersection between the effects that parenting styles may have on academic entitlement in college students. By examining this relationship, counselors and professors in higher learning will have a greater advantage in diagnosing students who suffer from extreme anxiety which may also include a lack of academic self-reliance resulting from a heightened sense of academic entitlement. College students must also learn to circumvent and manage the stress of rigorous academics during their programs. Students should understand how parenting styles affect their learning (Barton & Kirtley, 2012) and the institutions that are socially responsible for producing graduates.

Background, Context, History, and Conceptual Framework for the Problem

Baumrind (1965) conducted a study of child-rearing practices which disclosed the differences between the types of parents that were involved in this study. In this study, entitled *Parental control and parental love*, Baumrind concluded that parents who display mutual patterns of both control and nurturance have children who show greater self-confidence, self-assuredness, and behavior control. In subsequent studies, Baumrind (1966, 1975, 1991)
continued her work identifying the three established parenting styles of authoritarian, authoritative, and permissive. During the time of Baumrind’s research, many studies were completed based upon her work using the identification of these three main parenting styles to determine the socialization success of predominately middle-class children (Robinson, Mandleco, Frost Olsen, & Hart, 1995). Socialization of children includes their introduction to education and the process of establishing academic success. It was this tie to education that prompted researchers to begin measuring the success of students based upon the parenting styles they experienced while growing up. According to Ernst (2013), parenting styles can directly affect the school performance of children, more specifically, authoritative parents are shown to rear children who obtain higher academic achievements. In comparison, authoritarian and permissive parents are related to children obtaining lower academic achievements. As students enter institutions of higher learning, many come without the academic skills necessary to be successful. The stress of high collegiate rigor can be attributed to 53% of students having some form of depression when they are not successful in college (Barton & Kirtley, 2012).

Boswell (2012) conducted a study to determine the relationships between self-efficacy and demographic variables in which another link to parenting styles surfaced as she studied academic entitlement attitudes in college students. Boswell determined that students who were first generation college students were also more likely to display attitudes of academic entitlement, but she also showed that parenting styles were a factor when determining the outlying cause of academic entitlement.

This study is built on the conceptual framework that there is a noteworthy relationship between the type of parenting style children are raised by and the level of academic entitlement they portray as they enter institutions of higher learning.
Statement of the Problem

While recent studies show the prevalence of parenting styles to the self-efficacy and confidence of their children (Alexander & Sysko, 2013; Boswell, 2012; Segrin, Woszidio, Givertz, Bauer, & Taylor-Murphy, 2012), there is very little research to indicate which specific parenting style triggers heightened attitudes of academic entitlement in college students.

Purpose of the Study

The purpose of this qualitative study is to determine which of the three identified parenting styles defined by Baumrind (1965, 1966) has the greatest effect upon academic entitlement.

Research Question

The results from this study expand the knowledge base on the relationship between parenting style and academic entitlement. The research questions allowed students to become aware of their attitudes of academic entitlement once their parenting style has been determined. In addition, faculty members also had an opportunity to contribute to the study by voicing their perceptions of students’ attitudes of academic entitlement.

1. How is academic entitlement expressed or manifested by college students who grew up with one of the three recognized parenting styles?

2. How does the faculty member of these participants perceive academic entitlement?

To answer these research questions, this study allowed participants to answer questions via an online questionnaire to provide privacy during the survey, and included classroom observations, as well as in-person interviews where the participants were allowed to tell their own stories.
Rationale, Relevance, and Significance of the Study

This study is important due to the lack of relevant research to bind the ties between parenting styles and academic entitlement. There are multiple studies and findings surrounding parenting styles, and academic entitlement, but very little to indicate how the two are related. The intent of this study was to determine a potential intersection between one of the identified parenting styles from studies conducted by Baumrind (1965, 1966, 1991) and the levels of academic entitlement that have developed in children as they reach college. This qualitative case study yielded information that might help students and faculty to identify academic entitlement that can lead to barriers that impede students’ academic success.

Definition of Key Terms

Due to the complex phenomena associated with this qualitative case study, this section addresses definition of terms used within this study to provide additional comprehension of that language. These definitions are intended to provide specific focus on the topic of parenting styles and academic entitlement. The following is a list of key terms and definitions as used in this study.

**Academic entitlement.** For the purpose of this study, the definition will be taken from Chowning and Campbell’s (2009) study where “academic entitlement – defined as the tendency to possess an expectation of academic success without taking personal responsibility for achieving that success” (p. 982).

**Authoritative parenting.** According to Baumrind (1966), “the authoritative parent attempts to direct the child’s activities in a rational, issue-oriented manner. She encourages verbal give and take, shares with the child the reasoning behind her policy, and solicits his objections when he refuses to conform” (p. 891).
**Authoritarian parenting.** According to Baumrind (1966), “the authoritarian parent attempts to shape, control, and evaluate the behavior and attitudes of the child in accordance with a set standard of conduct, usually an absolute standard, theologically motivated and formulated by a higher authority” (p. 890).

**Classroom justice.** Classroom justice is a component of the classroom where students perceptions of fairness in the outcomes of grading practices. (Vallade, Martin, & Weber, 2014).

**Helicopter parenting.** Helicopter parents are described as those who insist upon hovering over their children, to rescue when they are in distress instead of allowing them to solve their own problems or learn to tolerate differences, and to control their behavior and academics (Cline & Fey, 2006).

**Locus of control.** Locus of control is defined as the degree of control an individual has over their environment (Gozali, Cleary, Walster, and Gozali, 1973).

**Millennial.** Millennial is the term identified with those who were born between 1980 and 2009. Millennials are often generalized as hedonistic, narcissistic, and have an overall lower work ethic (Alexander & Sysko, 2012).

**Overparenting.** Overparenting is simply a situation where parents are overly involved in their child’s life. Parents who overparent their children tend to display narcissistic tendencies, and are very dominate and controlling of their children’s lives (Munich & Munich, 2009).

**Non-participatory observations.** Non-participatory observations specify that the researcher did not engage or participate with any member of the class. The researcher remained completely unobtrusive to avoid any changes in behaviors during class time.

**Open-ended interviews.** Open-ended interviews are set predetermined questions the researcher asked the study’s participants. Interview questions were written in the open-ended
format that allowed for guided conversation and flexibility to allow for the exploration of the opinions and views of the participants.

**Permissive parenting.** According to Baumrind (1966), “the permissive parent attempts to behave in a nonpunitive, acceptant, and affirmative manner toward the child’s impulses, desires, and actions” (p. 889).

**Self-determination theory.** Self-Determination Theory is an approach which provides guidelines for motivating people to explore their experiences and events by learning to reflect and make adaptive changes for their own behavior, goals, and relationships (Ryan and Deci, 2008).

**Skype.** Skype is an internet program that allows users to video conference with one another (Skype, n.d.).

**Qualtrics.** According to the Qualtrics, “Qualtrics is web-based software that allows you to create surveys and polls, distribute them to users, and generate reports on response data” (Blackboard, n.d.).

**Assumptions, Delimitations, and Limitations**

This qualitative case study offered a look into the relationship between a specific parenting style and academic entitlement over an eight-week course of study. The researcher assumed students’ attitudes of academic entitlement would change over time based on their level of academic success during the course. Another limitation for this study was that each participant would be able to identify with one of three of Baumrind’s (1966) recognized parenting styles. The final limitation was based upon each participant’s willingness to be honest throughout the entire eight-week study.
Deception was a delimitation used at the beginning of the course to ensure that students were honest during the questionnaire portion of the study. Another delimitation was set by using student participants from only one course during the study, limiting the number of participants to 15.

**Summary**

As higher education undergoes increased pressure to provide society with exceptional graduates, the burden to produce such graduates has fallen to the faculty (Singleton-Jackson, Jackson, & Reinhardt, 2010). To accomplish this task, faculty members must provide their students with high rigor, academic accountability, and promotion of self-efficacy. This qualitative case study explored thoughts, ideas, behavior, and attitudes of both students and faculty surrounding academic entitlement based upon parenting style. The next chapter reviews the literature relevant to both parenting styles and academic entitlement.
Chapter 2: Review of the Literature

Introduction

Entitlement is a psychological phenomenon in which a person has unrealistic expectations for being treated in a manner that has neither been earned nor deserved (Greenberger, Lessard, Chen, & Farruggia, 2008). Academic entitlement is a form of entitlement that allows students to have an unreasonable sense of deserving high grades without first having to put in the effort to achieve high grades, and they are simply owed a degree for having paid tuition (Boswell, 2012; Singleton-Jackson et al., 2010).

There are two factors associated with academic entitlement in students. First, students’ abilities to put forth the necessary effort into their studies to receive higher grades is associated with their work ethic (Greenberger et al., 2008). Students who have higher beliefs in their academic entitlement often do not believe it is necessary to work harder in order to achieve higher marks in class. Second, a student who favors narcissistic tendencies also displays a higher sense of academic entitlement than do his peers (Singleton-Jackson et al., 2010). This next section will discuss how the three parenting styles, as researched by Baumrind (1965, 1966, 1991), manifests itself into college students’ academic entitlement.

Conceptual Framework

Relational association between parenting style and academic entitlement. The millennial generation entering college brings with them a greater sense of entitlement than their predecessors (Vallade et al. 2014). This heightened sense of entitlement includes an attitude that achieving high academic status should come without much effort (Boswell, 2012). This lack of work ethic creates an environment within classrooms where professors have to choose between lowering their rigor in order to keep students successful and happy, or to fail a greater number of
students due to their unwillingness to put forth the required effort to succeed in a college classroom.

Evidence suggested a rise in the last decade in the number of students who attempted to intimidate their professors for higher grades had expected professors and their assistants to bend rules so they can have their need for higher grades met (Greenberger et al., 2008). In addition, Greenberger et al. (2008) study indicated that “academic self-entitlement constitutes a coping strategy for students who experience a decline in grades, as may happen when they confront the more stringent demands of college and university course work” (p. 1194). This shift in attitudes toward work ethics as well as academic entitlement has provided a setting where professors feel the need to lower their academic expectations, and in turn, lower the rigor within their coursework. Another explanation from Twenge and Campbell (as cited in Boswell, 2012), suggested that the rise in academic entitlement was based upon the practices of professors who participate in grade inflation, thereby giving students a false sense of high academic achievement from minimal effort. Boswell (2012) suggested grade inflation was due to more students entering college under prepared by public education; however, engaging in this practice further propels issues surrounding academic entitlement. The possible influence of academic entitlement based upon parenting styles should not be ignored.

Researchers and psychologists have settled upon three major parenting styles: authoritarian, authoritative, and permissive (Segrin et al., 2012) that will be applied in this study. According to Segrin et al. (2012), authoritarian parenting style is generally associated with children who do not develop the necessary skills to think for themselves due to the overparenting actions from their parents. Authoritarian parents tend to be more controlling over their children, but not in a manner that is beneficial for their well-being. Baumrind (as cited in Timpano,
Keough, Mahaffey, Schmidt, & Abramowitz, 2010), described authoritarian parents as those who show their children very little warmth and nurturance, but have extreme values and rigidity to rules. Children with authoritarian parents display tendencies towards lower self-reliance, reduced happiness in life, lower achievement, reduced work ethics, less ability to cope, and an increase in anxiety related health issues (Timpano et al., 2010).

On the other hand, the other two parenting styles yield different tendencies. Authoritative parents are able to base their authority upon reason and integrity, and encourage their opinions and expressions (Baumrind, 1965). Children who come from authoritative parents are able to manage conflict and stress without much reliance from their parents, and displayed tendencies towards higher self-reliance. Permissive parents are those who behave in a nonpunitive manner, and rely upon a friendship rather than a parental relationship with their children (Baumrind, 1966). Permissive parents allow their children to have input with household decisions, and allow them to regulate their own behaviors as they see fit (Baumrind, 1966). Children who come from permissive parents display tendencies of nonconforming behaviors and are inept in their ability to follow basic rules and procedures.

**Academic entitlement explained.** Academic entitlement can be defined as a tendency to have an expectation for academic success devoid of any personal responsibility to ensure that success (Clowning & Campbell, 2009). As students attend institutions of higher learning, many have brought with them heightened senses of academic entitlement that have not been previously seen (Greenberger et al., 2008). Students who have developed academic entitlement bring with them attitudes of grandiose levels. These attitudes cause them to expect higher grades without first providing the investment of time and work, and when those expectations do not materialize, they often succumb to beleaguering their professors for higher
grades (Greenberger et al., 2008). Students affected with entitlement attitudes can be traced back to the socialization facets based upon family dynamics (Greenberger et al., 2008), and the parenting style prevalent during their childhoods. Success in college can be a struggle for those who are academically entitled; these students often fail at being able to appropriately react to stress. Some students who struggle with entitlement may not outwardly display these attitudes; however, it is these attitudes that create negative outcomes that include incivility and aggressive behaviors (Chowning & Campbell, 2009).

Academic entitlement also connects with the students’ ability to successfully navigate the high rigor expected at the college level. Students with a heightened sense of academic entitlement have been reported to externalize the responsibility for their performance rather than reflect upon their work ethics (Boswell, 2012). Boswell (2012) believes that highly entitled college students are less likely to internalize any personal responsibility for their poor academic achievement, and in doing so, lack the ability to reflect upon their responsibilities in a manner that will allow them to change their behavior.

In addition to college students lacking self-reflective behaviors, Brummelman, Thomaes, Nelemans, Orobio de Castro, and Bushman (2015), agreed that children with a heightened sense of their own value are products of parents who overvalue their abilities. These parenting practices of believing that their children are better, smarter, and deserve more than their peers, create situations where children grow up believing that they are more special and more entitled than their peers (Brummelman et al., 2015). Attitudes of amplified academic entitlement should be addressed in order to allow those who work with students to deal with their struggles, without encouraging their negative behaviors (Greenberger et al., 2008).
Theoretical Foundation

Scholarly interest in motivation began during the 1960’s when researchers began to develop measures to determine individuals’ self-responsibility. Studies from Crandall, Katkovsky, and Crandall (1965) employed a scale to assess children and their beliefs as to whether they are solely responsible for their own intellectual academic successes and failures. Crandall et. al. (1965) contend in their research that self-responsibility as measured by determining an individuals’ intrinsic or extrinsic locus of control. Through these measures, it was deemed probable that a child’s belief in their self-responsibility creates a motivational influence upon achievement performance, and in turn, can predict their motivational behavior when it comes to academic achievement.

Self-determination theory. Students who develop heightened senses of academic entitlement also show signs of displaying an external locus of control (Chowning and Campbell, 2009). Locus of control can be defined as the degree of control an individual has over their environment (Gozali, Cleary, Walster, and Gozali, 1973). Research from Ryan and Deci (2008) indicate that behaviors from students who abdicate the responsibility for their own failures support what they call the self-determination theory (SDT). Self-determination theory provides guidelines that motivates students to reflect upon their experiences, then to be able to make adjustments to their goals, behaviors, and improve their ability to self-regulate.

To understand whether populations are proactive or passive, Deci and Ryan (1980) were led to their self-determination theory to help understand the nature in which environment or biology endowments determine a person’s ability to self-regulate their own success. Self-determination theory suggests two types of behaviors are responsible for motivation. First, there are behaviors that are consciously chosen whether intrinsically or extrinsically, and second, the
behaviors that are not consciously chosen and are instead automatic. Much of their work was directed by environmental factors that can obstruct self-motivation and general well-being. Deci and Ryan (1980) determined that their self-determination theory was able to identify numerous forms of motivation, which leads to consequences for education and learning, performing, and overall well-being. The value of determining the origin of how motivation arises will help those who are models for children, such as their parents, teachers, religious leaders, or coaches understand how their actions can be directly linked to the manifestation of motivation.

The self-determination theory addresses three basic psychological essentials: competence, relatedness, and autonomy (Sheldon and Schuler, 2011). These essentials are our positive feelings people experience when we succeed at something. Sheldon and Schuler (2011) assert that positive feelings and emotions when accompanying achievement satisfaction reinforces the behaviors that caused them.

During adolescence is when children begin to discover themselves and understand how they are able to deal with life issues, such as the transition from secondary school to the college environment (Nota, Soresi, Ferrari, & Wehmeyer, 2011). To be successful with this transition, adolescents must first believe in their ability to be successful. This position of self-efficacy is what some researchers believe leads to a positive locus of control.

**External and internal locus of control.** The research surrounding both intrinsic and extrinsic locus of control began with the use of scales to include various contributing factors, such as socio-economic status, to determine what influences are responsible for the development of either internal or external locus of control. One particular study from Bartel (1971) administered a measurement to determine if locus of control affected achievement of children based upon the status of belonging to the middle versus the lower class. This study showed that
in earlier grades children show no differences with locus of control regardless of family class status. However, this study noted differences between the two classes once students became older. The findings show that differences based on class and locus of control became more evident as the child progresses through school.

Research on intrinsic and extrinsic motives at the collegiate level also explored the relationship between locus of control and academic achievement. In their 1973 study, Gozali et al. (1973) created a construct to measure locus of control and academic achievement. During their study, they determined that collegiate students with an intrinsic locus of control are more likely to seek information when needed, and retain that information if they find it relevant to their personal goals. In addition, by having acquired information on their own, students are more likely to use this information to improve their grades and overall well-being.

Research in the late 1990’s began to suggest links between intrinsic and extrinsic locus of control with academic achievement. Strange (1997) utilized earlier parenting styles research from Baumrind, stating that for an individual to operate in a self-sufficient manner, they would have to be able to both criticize and sustain an attachment to their parents. In contrast to becoming self-sufficient, Strange (1997) found that students demonstrating learned-helplessness are more inclined to view their teachers as a threat, and believe they will be judged by them if they ask questions or approach them for assistance. Studies surrounding locus of control are not new, Rotter (1990) suggests that the paradigm of expectations for internal versus external locus of control has lacked a precise definition. Rotter (1990) defines internal versus external locus of control as the extent that people will expect an outcome based upon their own behavior or as an outcome of chance or luck. Theories suggesting how to measure locus of control, and suggestions surrounding how the differences in locus of control manifested continued to be
discussed. Rotter (1990) explained that although there has been relative success found for predicting behavior, there was still a need to provide any long term explanations with credibility.

Locus of control is a widely researched theory to help understand what motivates students to do well in school. Rotter (1969) believes that locus of control is a learned trait, however, there is little information as to how these traits are learned by children. How students develop their own locus of control can affect how they approach learning. Academic motivation is linked to academic success due to how it affects a student’s ability to produce effort to complete tasks required for student success (Moore, 2007). How students learn to motivate themselves occurs long before they reach college. After more than four decades of psychological research on locus of control, studies have found relationships between academic achievement and the quality of parent-child relationships (Wan, Bowling, & Eschleman, 2010).

Locus of control orientation continues to be researched to help us understand the factors that cause locus of control, as well as their consequences. Ahlin, & Antunes (2015) suggest that one such factor contributing to locus of control is parenting techniques. They contend parents and their parenting techniques do have the ability to strongly persuade their children’s socialization and locus of control orientation. The degree of which someone believes an outcome is based upon their own behavior is either dependent upon their internal or external locus of control (Moore, 2007).

External locus of control is determined when a student believes that their outcome from a course, to include their grade, is decided solely by the faculty member or the college (Moore, 2007). Students who have developed an extreme sense of external locus of control often feel helpless, contributing to the levels of a students’ academic persistence (Moore, 2007). Research shows that harsh discipline by parents can promote the development of external locus of control
of their children (Ahlin & Antunes, 2015). The attitudes developed is expectation that someone else is responsible for outcomes, such as behavior and grades. This also allows children with lower locus of control to find others with similar ideals who also blame others for their behaviors and may provide them with an opportunity to engage in delinquent activities.

Research has found that when teachers tended to be more controlling within the classroom, students seemed to become less intrinsically motivated, whereas teachers who were less controlling tended to have students with more intrinsic motivation (Deci & Ryan, 1980). In further research, Ryan and Deci (2000) also indicated that parents who are less controlling produce children who tend to become more intrinsically motivated. Ryan and Deci (2000) also found that the more externally controlled students were, the less interest and effort they would apply towards their academic achievement. Students found to be externally controlled had a greater tendency to blame others for any negative outcomes.

**Review of Research and Methodological Literature**

In the early 1960’s, Baumrind (1965, 1966) began her studies on parenting styles by observing pre-school children located in Berkeley California. These studies conclude three basic parenting styles; authoritarian, authoritative, and permissive, with each style manifesting itself into the personalities of the children in different manners. In her 2012 study, Boswell recognized academic entitlement could be associated with gender, level of collegiate success, generational status, and self-efficacy of the student. Current literature lacks studies that identify the relationships between parenting styles and academic entitlement.

**Parenting styles.** Baumrind (1966) first introduced the theory that parent’s fall under one of three categories, permissive, authoritarian, and authoritative. Baumrind’s description of these parenting styles recalled any previous attempts to hypothesize family dynamics.
surrounding the parent’s belief system (Darling & Steinberg, 1993). According to Darling and Steinberg (1993), parenting style can be defined as “a constellation of attitudes toward the child that are communicated to the child and that, taken together, create an emotional climate in which the parent’s behaviors are expressed” (p. 488). Barnhart, Raval, Jansari, and Raval (2013) studied parenting style as a way parents control their child’s behavior through discipline by a show of authority over them. Many researchers can agree that studying parenting practices can be beneficial to the rearing of children; however, the data available from such studies have proven to be elusive (Darling & Steinberg, 1993).

There is no shortage of studies claiming that parenting styles directly affect the development of all behaviors displayed by children, such as table manners, school performance, and socialization amongst their peers (Darling & Steinberg, 1993). According to Cline and Fay (2006), authoritarian parents do not have the ability to separate a child’s problem from their own. When parents move to solve their child’s problems, parents more likely do so to soothe their own needs than the needs of the child (Cline & Fay, 2006). In their book Parenting with Love and Logic, Cline and Fay (2006) describe the authoritarian parenting style as drill sergeant parents. The same logic behind authoritarian parenting styles can be seen with drill sergeant parents. With drill sergeant parents, “they feel that the more they bark and the more they control, the better their kids will be in the long run” (Cline & Fay, 2006, p. 25); however, by the time these children reach their teen years, they have never had to make decisions for themselves.

**Alternative parenting styles: Helicopter and overparenting.** Cline and Fay (2006) believe that although parents take their job seriously to raise socially responsible children, parents often lack the skills necessary to make the right decisions at the right time. Loving our children, and wanting to raise socially responsible adults does not come easily, even the best
parents with the best of intentions become ineffective in their attempt to balance the love for their child and regulating their behavior (Cline & Fay, 2006). One such ineffective parenting styles that Cline and Fay (2006) described in their book concerns helicopter parents. Helicopter parents are described as those who “hover over and then rescue their children whenever trouble arises” (p. 23). By consistently rescuing their children, they never allow them to develop decisions making skills, or skills necessary to cope on their own.

Similar to authoritarian parents, helicopter parents expect to control all decisions, behaviors and school performance of their children. Helicopter parents believe that to show their love to their children, they must continually revolve their lives around them (Cline & Fay, 2006). According to Bradley-Geist and Olson-Buchanan (2014), helicopter parenting style can be identified as a form of overparenting, when parents are inappropriately involved in their child’s life with a tendency to over protect them from dealing with problems or issues. This type of overparenting can be associated with instances where children develop lower self-efficacy, and an inability to face difficult situations or find solutions (Bradley-Geist & Olson-Buchanan, 2014). Studies have also found that consistent inappropriate parental support can be associated with lower efficacy and self-initiative as adults; instead, they may become overly dependent upon their parents and suffer from a lack of self-confidence (Fingerman et al., 2012). Fingerman et al. (2012) concluded that parents who are overly involved in their children’s lives may do so to secure their child’s future care, or to ensure their child’s success. In addition, studies have shown that parents often report fewer instances of depression when their adult children remain dependent upon them for emotional and financial support. Schiffrin, Liss, Miles-McLean, Geary, Erchull, and Tashner (2014) indicated in their study of college students reared by helicopter parents, who reported less satisfaction with their family life and who may have a
lower level of emotional well-being. In addition, students who admit that their parents hover over them also report greater instances of depression and less autonomy for their lives than their peers (Schiffrin et al., 2014).

Educationally, some studies have also revealed that helicopter parents of college students have admitted to writing their child’s term papers, or to confronting their child’s professors to dispute grades given in class (Bradley-Geist & Olson-Buchanan, 2014). Allowing this extreme involvement to follow their children into college was also verified by Niaraki and Rahimi (2013) who discussed that parenting style was linked to their children’s psychological health. Niaraki and Rahimi’s (2013) study found substantial variances in children who were reared by parents with authoritarian and authoritative tendencies, as well as variances in authoritative versus permissive parents. In an authoritative parenting style, research suggests that these children had better mental health overall due to their parents allowing them increasing forms of independence, versus the authoritarian parents who were demanding and controlling (Niaraki & Rahimi, 2013). In the same study from Niaraki and Rahimi (2013), the differences stated between authoritative and permissive parenting styles again showed that children from authoritative parents fare better than children from permissive parents. This was due to the independence given by authoritative parents to learn how to make informed socially correct decisions, versus permissive parents who were neglectful enough not to have taught their children correctly (Niaraki & Rahimi, 2013).

The connection between Baumrind’s (1968) authoritarian parenting model with helicopter parents, is similar to how Munich and Munich (2009) related their theory of overparenting to the authoritarian parenting model. According to Munich and Munich (2009), overparenting is the amplified act of being involved in their children’s lives. They believed that overparenting was a narcissistic response to an ever-changing world where their children must
succeed at all costs, which drove parents to demand control of their children’s entire lives. Munich and Munich (2009) also connected the theory with higher levels of parental narcissism, indicating that such parents had a driving need to be a part of every moment in their child’s life. Those parents who tended to overparent, as with authoritarian parents, were very controlling and demanding of their children. This style of parenting created negative psychological and sociological attitudes in their children. The study from Munich and Munich (2009) showcased issues in school as their children reached college age. The transition between secondary and higher learning was more difficult for children whose parents were more controlling and overinvolved. Their study showed an increase of mental health services for students entering college who came from homes with overinvolved parents (Munich & Munich, 2009).

Studies of any form of authoritarian, helicopter, or overparenting style of parenting have shown that children raised in this manner are more likely to have an increased need for mental health services at the college level, lower self-esteem, lower academic achievement, higher sense of entitlement, and may bring about a need for rebellion against their parents (Aslam & Sultan, 2014; Baumrind, 1966, 2012; Parish & McCluskey, 1992; Segrin et al., 2012). Parenting practices found to be more controlling and less communicative yielded children who were less likely to make mature decisions alone, or to find academic success in college (Darling & Steinberg, 1993).

One study from Kerr, Stattin, and Ozdemir (2012), concluded that parents do not follow one specified style throughout the rearing of their children. During their study, they found parents tend to fluctuate over time in response to their child’s attitude. Kerr et al. (2013) claimed that parenting is not three fold as Baumrind’s (2012) authoritative, authoritarian, and permissive parenting styles may state. Instead, parenting can be posited as either unidirectional or an
interactional processes. Unidirectional parenting is a progression where the actions of parents shape their children’s behaviors and attitudes, versus interactional parenting where the act of parenting is just as affected by children’s behaviors and attitudes as their parenting style (Kerr et al., 2012). Kerr et al.’s (2012) study concluded that behavioral control of their children was directly related to the relationship built between the parent and child. In this study it would seem that interactional parenting, where the child’s behavior and attitudes play a direct role in how a parent responds, is more important than in Baumrind’s (2012) concept that parenting falls into one of three styles. Regardless of how parenting styles are categorized, each has its own manifestation within the child as they grow up.

**Academic entitlement.** Researchers have argued that the causes of heightened senses of academic entitlement may come from parents, who for years hovered over their children and interfered with their lives in order to keep their children from having to struggle through academics, often by completing their assignments and speaking to their professors on their children’s behalf (Kopp, Zinn, Finney, & Jurich, 2011). The act of overparenting where parents are over involved in their children’s lives can bring about concerns with the child’s mental health, and the development of their self-esteem (Munich & Munich, 2009). Munich and Munich (2009) found that parents who display overparenting tendencies often do so due to their significantly dependent need for their child to succeed. As children from overinvolved parents make their way into institutions of higher learning, college counselors see an increase in students who request their services to help them learn how to cope with stress and disappointments (Munich & Munich, 2009). There are many similarities between helicopter, drill sergeant, and authoritarian parenting styles. Each parenting style forces children to bend to the will of the
parent, thereby forcing children to comply and never allowing them to develop autonomy or problem solving skills.

In a study by Bradley-Geist and Olson-Buchanan (2012), who found variables that connected overparenting and parental involvement with parental education level, the age of their children as students, number of children within the family, and where their child lived while attending college. Their research suggested that parents who had obtained college degrees and understood their value, were more likely to demand their children also attend and successfully complete college. These parents were far more likely to be overinvolved in all aspects of their child’s college experience, including choosing majors, courses, professors, and professions (Bradley-Geist & Olson-Buchanan, 2012). In addition, this study upheld Kerr et al.’s (2012) theory behind unidirectional and interactional parenting styles. Bradley-Geist and Olson-Buchanan (2012) found that overparenting might be a result of their child’s lack of self-efficacy, which would lead to parents believing that their child may need extra support.

Although Baumrind (2012) continued her work researching the three styles of parenting, she continued working within the three parameters that she first suggested in 1966. The three parenting styles included the permissive parent, the authoritarian parent, and the authoritative parent (Baumrind, 2012). The permissive parents will allow a child the freedom to do as they please, with little responsibilities given, and refrain from any control over their behavior (Baumrind, 1966). Authoritarian parents will attempt to control every manner of the child’s life. In addition, authoritarian parents will hold their children to standards so high; children consistently fall short of the ability to please their parents (Baumrind, 1966). Finally, authoritative parents attempt to find a balance with their children, often through discussions and negotiations regarding rules and expectations of behavior (Baumrind, 1966).
Permissive parents show a low level of making demands upon their children, are very accepting, and show less control over their children (Miller, Lambert, & Speirs Neumeister, 2012). Baumrind (1966) described permissive parents as those who behave in a manner that is non disciplinary, and make very few demands upon their children in regards to accountability or behavior. Children raised by permissive parents tend to display more creative characteristics than do their peers who are not raised by permissive parents (Miller et al., 2012). Although permissive parents respond approvingly to their child’s actions, they have a very low expectation of success which is often considered fictitious and fantasy filled (Aslam & Sultan, 2014). According to Speirs Neumeister and Finch (2006), permissive parents display warmth and acceptance for their children, but have very low levels of demands regarding their child’s behavior or academics. Darling and Steinberg (1993) found permissive parents allow their children to make fewer adult decisions for themselves, and tend to have poorer communication skills.

Parents who fall under Baumrinds’ (1966) description of authoritarian parents are those who attempt to control their children with absolute criterions for behavior and attitudes. In addition, authoritarian style parenting has links to theology, and can be driven by the act of trying to follow a higher authority, by training children to follow the Divine will (Baumrind, 1966). Authoritarian parents often see their child as one who deliberately challenges the authority of the parent and not as an act of maturation (Baumrind, 2012). Parents linked to this parenting style are those who most often place more value upon status and power than on considering the individual needs of their children (Baumrind, 2012), and will enforce rules without allowing the child any manner of negotiations with their parents (Barnhart et al., 2013).
Authoritative parents can often exhibit a combination of authoritarian and permissive parenting. The authoritative parents drive their child towards activities in a rational manner that allows them to learn from experience without undue restrictions from their parents. The authoritative parents’ agenda for child rearing looks towards the future of their child in an attempt to raise their child into adulthood by supporting their interests and individual qualities (Baumrind, 1966). In her later research, Baumrind (2012) connected her understanding of authoritative parenting style as confrontive. The relationship between authoritative parents as confrontive, exhibit actions such as being reasonable, negotiable, concerned with their child’s lifetime outcomes, as well as modifying their behavior.

The idea surrounding Baumrind’s (2012) relationship between authoritative and confrontive parenting styles are supported with behaviors that follow a precise order: (a) the parent confronts the child when expectations are disobeyed, (b) is not swayed by the excuses from their child, successfully gives influential feedback on expectations, (c) exercises their power by using negative sanctions, and (d) rejects defiance from their child. One of the main characteristics of authoritative parenting is how they assert control over their children when they are being uncooperative, and only then are they likely to assert their parental power in a confrontive manner over their children. The authoritative parenting style can also be referred to as directive, which describes the situations where parents are more inclined to direct their children into submission. Baumrind (2012) contended that the authoritative form of parenting produces children who are well-adjusted, cooperative, and capable to endure life’s challenges.

The authoritarian parenting style is characterized with harsh, often physical, treatment of their children; these children mature into adults who are less likely to become well-adjusted and creative adults (Miller et al., 2012). In addition to authoritative, permissive, and authoritarian
parenting styles, research suggests two different parenting styles that may also contribute to children’s senses of academic entitlement. According to Thomaes, Bushman, Orobio de Castro, and Stegge (2009), there are two basic parenting styles. First, parents who are overindulgent or overvaluative raise children with grandiose self-views and are in need of constant external validation for their purpose. Second, parents who are withdrawn, and/or possess high expectations from their children without appropriate support raise children with higher instances of narcissism to protect themselves from feelings of dejection associated with unloving parents. Another form of parenting titled helicopter parenting is also another form of parenting that can cause young adults to develop academic entitlement. In their study, Segrin et al., (2012) developed an online survey that measured subjects’ parenting styles, family environment, overparenting tendencies, communication, family satisfaction, and entitlement. Each of these considerations led to the conclusion that the more parents protect their children from life’s perils by diligently working to create environments where their children never have to feel uncomfortable or find their own solutions to issues, they tend to produce young adults with more entitlement issues than do those parents who are more authoritative (Segrin et al., 2012).

**Generational shifts in parenting styles.** The increased sense of academic entitlement is a shift that has come with the changes in parenting styles, but a relationship between generations as well. In American cultural history, there have been several major shifts in how people from different generations act and perceive their place in society. From the mid-1940’s until the mid-1960’s, these children were labeled the baby boomer generation (Alexander & Sysko, 2013). Beginning in 1965 until 1980, this next generation was titled generation X, followed by the millennials from 1980 until 2009. Each generational interval offered significant behaviors that could be associated with a specific period (Alexander & Sysko, 2013). Baby
boomers could be counted upon to bring with them a strong drive for success with a work ethic that matched; this generation could also be counted on for their loyalty to their careers and companies (Alexander & Sysko, 2013). Generation X could be counted on for a very high work value, but with an ability to balance both work and family. Millennials may also come with their own set of unique attributes, as they often can be counted on to bring hedonism, narcissistic attitudes, as well as a lower work ethic (Alexander & Sysko, 2012). These character traits that Millennials bring with them throughout their public or private school educational career are beginning to pop up in institutions of higher education.

The Millennial sense of entitlement continued to garner attention due to a general impression that millennials entered institutions of higher education expecting higher grades with only a modest amount of effort (Greenberger et al, 2008). The perceived increase in the sense of academic entitlement from millennials entering institutions of higher learning has created an environment where professors face challenging students with lower work ethics that promotes a decrease in academic rigor due to high numbers of students failing courses.

**Early beginnings of academic entitlement.** Academic entitlement is a phenomenon that causes college students to believe that they are owed success even in the absence of any personal effort to have earned their high marks in courses (Boswell, 2012). Academic entitlement can be defined as a student’s expectation of receiving high grades for little to no effort and persistent confrontations with professors to demand higher grades when they do not receive them (Greenberger et al., 2008). Other researchers have also defined academic entitlement. Vallade et al. (2014) agreed that academic entitlement is an individual’s expectation for academic success without the personal investment to ensure success. Vallade et al. (2014) also discussed students’ expectation that information and knowledge will be delivered to them
via the professor in such a manner that minimal effort is needed on their part to attain this knowledge and result in a higher course grade. In addition, Chowning and Campbell (2009) agreed that students have expectations of academic success without having any personal obligation to earn their grades. Chowning and Campbell (2009) stated their “working definition of academic entitlement harkens to an externalized locus of control, as students abdicate responsibility for their own academic outcomes” (p. 983). This abdication would indicate that students who develop a heightened sense of academic entitlement blame others for their lower grades in class.

Often, academic entitlement can be linked to adolescents whose higher sense of entitlement can be traced back to their parents. Each set of parents often display one of three different parenting styles. The three distinct types of parenting styles include authoritative, permissive, and authoritarian (Baumrind, 1966; Segrin et al., 2012). The authoritative parenting style is displayed when parents are able to balance both discipline and reasoning with their children, while authoritarian parenting style is more common with negative outcomes for their children due to their inability to allow their children to make independent decisions (Segrin et al., 2012). Permissive parents can be described as having a parenting style that “involves high levels of responsiveness to child needs but low levels of demand” (Segrin et al., 2012, p. 239). Parents with authoritarian parenting styles, are unable to allow their children to mature with independence and self-efficacy; theories emerge demonstrating that children grow up unable to find solutions to their own problems, nor are they able to learn to cope without gaining everything they want without first earning it. Ciani Summers, and Easter (2008) concluded that students, who believe they should earn a high grade in a class without first earning it, somehow deserve special treatment. This entitlement attitude is referred to as entitlement expectations and
is displayed when students believe that the professors owe them opportunities for special
treatment to ensure that they receive high grades (Ciani et al., 2008). Often, these academically
entitled students believe that they are deserving of higher grades simply because they are the
customer once their parents have paid for their education (Kopp et al., 2011).

Children reared in this fashion tend to develop a greater sense of entitlement than do
children whose parents are able to strike a balance, such as those raised by authoritative parents.
As children grow and mature, there are indications of increasing expectations of entitlement.
According to Munich and Munich (2009), students display the signs of entitlement as early as
secondary school, and those ideas become more evident as they transition into higher learning.
As these children begin to struggle with academics, they are far more likely to seek counseling
services to help them cope with the stress and rigors of college.

Academic entitlement can also be the cause of several factors that lead college students to
fail. The level of academic entitlement with which a college student comes to institutions of
higher learning affects the amount of academic success they will have simply based upon their
approach to learning (Andrey et al., 2012). Students possessing higher levels of academic
entitlement also require higher levels of engagement within their classrooms. Andrey et al.
(2012) indicated that only certain forms of entitlement can be considered positive, such as a
developed sense of work orientation. The negative aspects of entitlement include having higher
parental expectations and a need to have external motivators to ensure their academic success.
Chowning and Campbell (2009) have indicated through their research that students with higher
senses of academic entitlement believe that their academic success is more dependent upon the
professor, the course, and other external factors more so than their own ability to achieve
academic success.
Academic entitlement affects students’ ability to apply themselves within the classroom. Chowning and Campbell (2009) agreed that the connection between a student’s lower work ethic and entitlement led to unwelcome behaviors in the educational setting. Student incivility within the classroom included behaviors such as using cell phones during lectures, reading newspapers, tardiness, and using computers for social media during class (Chowning & Campbell 2009). These demonstrations of student uncivil behaviors also affect the relationship that entitled students have with their professors. Students who possess heightened senses of academic entitlement display characteristics of hostility when their expectations of professors become unreasonable, or when conversations become intimidating when professors refuse to bend to their will.

The public educational system may also play a role in how students develop their sense of academic entitlement. According to Price-Mitchell (2012), student scores on achievement tests given in K-12 public schools have remained moderately stable over the years; however, the number of students receiving honors has increased dramatically. What Price-Mitchell (2012) suggested is that students leaving the public education system and entering institutions of higher learning do so with the expectation that higher grades are easy to obtain. Students who come to college after experiencing great academic success in high school, most often will continue to feel entitled to higher grades. In higher education, professors have also noted feeling pressured to assign higher grades to students than they had earned. Holdcroft (2014) explained the need to hold students accountable for their grades, as grade inflation erodes the quality of education that students receive. Institutions of higher learning are responsible for preparing students for their careers, and when grades are inflated, the integrity of collegiate programs is compromised.
Grade inflation not only erodes the quality of the students leaving college, the effects of enabling continue by hampering their ability to deal with the reality of a career.

Narcissism can also be traced to academic entitlement issues. Narcissism can be defined as those who are unable to control their own self-esteem, therefore causing them to become dependent upon external social sources for support (Bergman, Westerman, & Daly, 2010). Narcissists’ sense of entitlement helps to explain their aloofness in class, due to feeling that they have to consistently overcome their sense of inadequacy in the classroom setting (Bergman et al., 2010). Bergman et al. (2010) also suggest that narcissism is also a condition of parenting style and the social climate of their childhood. Similar to students who have heightened senses of entitlement, students with narcissistic tendencies are also unable to take responsibility for their lack of academic achievement; instead of accepting responsibility for their failures, they blame external sources such as the professor, family, illnesses, etc. (Bergman et al., 2012).

**Connections with work ethics and consumerism.** Researchers have begun to look into connections between parenting styles and academic entitlement based upon students’ work ethics. Greenberger et al., (2008) studied what they claimed were factors that contribute to a sense of academic entitlement shown by students. Among those factors are poor work ethics and a false sense of success due to one recent trend of grade inflation. Greenberger et al., (2008) suggested that when students are faced with the challenges of rigorous curriculum, they often will harass their professors for higher grades in lieu of increasing their study time or taking advantage of office hours for questions. In a study conducted by Singleton-Jackson et al. (2010), the theory that students considered themselves higher education customers; therefore, they deserved a passing grade because they had paid for and attended the course. The participants in this study agreed that once money for tuition was paid, this payment then entitled them to certain
services and accommodations that their professors and assistants should provide them (Singleton-Jackson et al., 2010). The Singleton-Jackson et al. (2010) study concluded with the need for more research in how to blend students heightened sense of entitlement with higher academic achievement.

Parents of students in higher education also contribute to their children’s sense of academic entitlement when they too demand higher grades for tuition paid. Kopp et al., (2011) conducted a study that included a section regarding parents as customers’ attitude. This study found that “some in higher education believe that this customer-like approach to recruit students carries over into students’ academics and interactions with professors” (Kopp et al., 2011, p. 107). The study from Kopp et al. (2010) also included studies of increasing academic entitlement attitudes stemming from K-12 public education. One function from their study showed that over time, student test scores in K-12 education had not increased, yet, the number of honor students had increased tremendously (Kopp et al., 2011). This increased sense of academic entitlement that occurs in public education brought those same attitudes to institutions of higher education. Boswell (2012) also studied grade inflation and how this practice may be a factor in academic entitlement due to professors giving high marks to students for minimal effort in their courses. Students with high academic entitlement will deflect responsibility for their grades onto their professors, citing they are to blame for lower grades (Boswell, 2012).

**Review of Methodological Issues Surrounding Research on Parenting Styles**

**Analysis of research patterns.** Interest in studying parenting styles and how they affect the behavior of children can be traced back to the 1960’s. The methodologies used to study parenting styles began with longitudinal studies, which were observations that were conducted in both laboratory and home settings over a period of many years (Baumrind, 1965, 1966, 1975).
By the 1980’s, researchers had begun using questionnaires and surveys as the preferred instrument for gathering data on parenting styles and the affects it had upon the rearing of children. When Baumrind (1965, 1966, 1991, 2012) sought to determine parenting styles, she concluded that through longitudinal observational studies, parents fell into one of three categories of parenting: authoritative, authoritarian, and permissive. In one of her earlier works, Baumrind (1965) discussed child rearing practices known to help prevent the spoiling of children. The current theory during that time period suggested that a visible absence of discipline from parents to their children, helped to create children that were more insecure, and conversely, parents who show no love towards their child are less likely to successfully regulate their child’s behavior (Baumrind, 1965). Baumrind’s study in 1965 was conducted during structured observations, one within a child study center, and the other at home, both lasting for a period of three hours. In 1966, Baumrind continued her work studying the relationship between parenting styles and child behavior. This study sought to find the effects on child behavior in relation to the disciplinary techniques used by their parents. Baumrind (1966) utilized twelve methodological techniques to collect data that included direct observation in natural and laboratory settings, interviews, and personality test results. This study sought to investigate parental control and child behavior through the observations of parental control, such as punitive vs nonpunitive disciplinary practices (Baumrind, 1966).

In the fall of 1975, Baumrind continued her investigations of the effects of child rearing patterns that are practiced by parents. The methods utilized in this study included self-reporting, interviews with parents, observation of parents and children in both structured and field situations, and the Stanford-Binet Intelligence Test. Baumrind (1975) developed this study as a follow up from an earlier study which showed inadequacies on socialization of children.
determined by parenting styles. This study included a longitudinal design that continued three to five months, giving observers numerous opportunities to record interpersonal events for each child and parent. By the 1980’s, several researchers began to debut their versions of Baumrind’s (1965, 1966, 1975) parental styles theories.

By the early 1980’s several researchers also completed studies into the relationship between parenting styles and child behavior characteristics. Maccoby and Martin (1983) reviewed in detail the number of studies completed with the subject focusing on the development and social behavior and the personality patterns displayed by adolescents raised by parents with varying styles of parenting. At the time their chapter was written, Maccoby and Martin (1983) agreed that while it was important to study the parent child relationship, the ability to duplicate their relationships within an artificial setting may not yield the valid results many observers desired.

In another significant study, Dornbusch et al. (1987) discussed the relationship between parenting style with the school performance of their children. Dornbusch et al. (1987) posited that discipline and control strategies applied by parents had a direct influence upon their child’s school achievement. The questionnaire used by Dornbusch et al. (1987) was completed by 7,836 adolescents enrolled in six different high schools, all located in the San Francisco Bay area. By utilizing the questionnaire as the instrument for data collection, Dornbusch et al. (1987) were able to include a greater number of participants, as well as include participants of multiple ethnic and racial backgrounds unlike Baumrind’s (1965, 1966, 1975) study participants who were predominately white.

Parish and McCluskey (1992) studied the relationship between parenting styles with self-concepts as young adults, in addition to their evaluation of their parents. This study also
included a survey of 123 college students to assess individual self-concepts, evaluations of their parents, as well as their perception of the parenting style under which they were raised.

Although the study from Parish and McCluskey (1992) did not directly link their parenting styles to one of Baumrind’s (1965, 1966, 1975) three parenting styles, with their survey they were able to measure the perception of a parenting style by the young adult child. This study measured on a seven point scale the level of restrictiveness vs permissiveness the young adults felt from their parents (Parish & McCluskey, 1992). In addition, Parish and McCluskey (1992) also had the same young adults rate their parents’ level of warmth vs hostility, as well as complete an inventory survey that measured their own personal attributes. The findings showed that the measure of students’ self-concept is a direct result of parental warmth; yet, their self-concept was not associated with the amount of restrictiveness or permissiveness shown by their parents.

Another essay linking parenting styles and academic achievement came from the work of Darling and Steinberg (1993). In their essay, the authors relied upon historical reviews to offer a model that showed how the two seminal theories from Baumrind (1965, 1966) and Maccoby and Martin (1983) can be combined to prove that both parenting style and parenting practices are equally important in regards to children’s socialization process.

In 1980, Baumrind once again presented an essay that discussed the changing methodologies used in socialization research. She explained that researchers who preferred to use methods that allowed for self-reporting or observations to occur within a laboratory setting would not achieve valid results when compared to researchers who obtained their data in natural settings, such as the home (Baumrind, 1980). Although Baumrind’s studies were valid and strong, these studies were completed solely based upon observations of pre-school children. The manifestation of the three parenting styles researched by Baumrind leaves many questions as to
the long term effects centering upon academics. Baumrind (1980) further claims that when family life and parents’ behavior are left up to responses on a questionnaire, it leaves open opportunities for biases and untruths to be added to important data within socialization research. Another criticism for using the subjects as informants within any study, is parents often may not be aware of their own behavior in regards to their children (Maccoby & Martin, 1983), causing data collected to be skewed and putting into question the validity of the study at hand. Baumrind (1980) continued on this subject by cautioning experimenters not to create artificial social settings to gather data; instead, she advised researchers attain social behavior evidence by observing families in a natural setting that encouraged honest activities instead of forced ones.

In the time span between the early 1980s and early 1990s, researchers continued to utilize both questionnaires and longitudinal observational studies to gather data about parenting styles and academic entitlement. Belsky (1984) concluded that most research available at the time was based on nonexperimental and correlational studies, which would not provide sufficient data to determine how parenting will influence child development. Steinberg, Lamborn, Darling, Mounts, and Dornbusch (1994) published a follow-up longitudinal study of two years to measure the relationship between parenting styles with psychosocial development, academic achievement, internalized distress, and problem behaviors, which included questionnaires given to the same group of students. The researchers agreed that although the continued use of questionnaires allowed for more error, revisiting the same study group two years later allowed them to compare answers and look for consistencies within the data.

Chowning and Campbell (2009) completed a series of four studies from their self-developed and validated self-report scale to measure academic entitlement. The methodologies of this study are significant due to the uniqueness of the scales used to collect data. In addition
to creating a new academic entitlement measurement scale, Chowning and Campbell (2009) also included the use of vignettes. Their vignettes for this study included four specific vignettes participants would read and respond to regarding uncivil student behaviors, such as entitlement expectations, exam preparation, homework policies of the professor, grading practices, and personal beliefs regarding education courses. The use of this unique academic entitlement scale allowed Chowning and Campbell (2009) to identify differences between individual participants, allowing them to better calculate the level of students’ incivility in higher education by students with heightened senses of academic entitlement.

Kerr et al. (2012) completed a parenting style study in Sweden. This five year longitudinal study, examined parental knowledge to determine whether parenting style and adolescent adjustment is unidirectional. The concept of unidirectional parenting would indicate that only the parents’ behavior has an effect upon the parenting style used to raise their children. The study began to question how much the behavior of the child affects the parenting style the parent reverts to when dealing with new behaviors. The two-year longitudinal study from Kerr et al. (2012) utilized questionnaires to gather data on parenting styles, parental warmth, parental behavioral control, psychological autonomy support, adolescent adjustment, school problems, external problems such as delinquency and substance abuse, internal problems such as low self-esteem and depression, and the ability to manage information such as disclosure, secrecy, and level of parental control. This study provided an insight into how parenting styles affect children’s academics and how they handle stress.

Baumrind (2012) continued her parenting style research to expand upon her earlier theories of authoritarian and authoritative parenting styles. In her published essay, Baumrind continued the discussion regarding parenting styles; however, she continued to develop the
authoritarian parent as one who is coercive, and the authoritarian parent as one who is confrontive. In her research, she further explained that authoritarian parents are controlling and lack warmth, and they can become confrontational with their children, thereby increasing the negative effects on their children’s social development.

Segrin et al. (2012) developed a study that expanded not only on Baumrind’s (1971) parenting style theories, but also included the theory used by Cline and Fay (1990) who discussed and defined helicopter parenting as a style of parenting as parents who are over involved in their children’s lives. The study from Segrin et al. (2012) used the Parental Authority Questionnaire (PAQ). This measure was developed by Buri (1990) to measure the three different parenting styles from Baumrind (1971). The PAQ is a five-point scale questionnaire that measures the differences between permissive, authoritarian, and authoritative parenting styles (Buri, 1991). This study helped to further define the relationship between parenting styles and the rising levels of entitlement in young adult children (Segrin et al., 2012).

Alexander and Sysko (2013) further cultivated the research surrounding entitlement. Their study featured data gathered through focus group interviews, as well as the implementation of a new survey instrument to measure the entitlement mentality of their participants. Although the authors of this study disclosed the lack of predictors for entitlement behavior, the study provided future researchers their new instrument that would measure both affective and behavioral attitudinal components to a person’s sense of entitlement (Alexander & Sysko, 2013).

Recently, two studies have drawn attention to the theories surrounding academic entitlement and parenting styles. Aslam and Sultan (2014) developed a study to explore the influence of parenting styles upon adolescents and their personal self-determination and personal growth. Aslam and Sultan (2014) combined three instruments into their study. First, they
determined parenting style from the use of the Parenting Styles Scale (PSS) from Robinson in (as cited in Aslam & Sultan, 2014), self-determination from the use of the Self Determination Scale (SDS), and the Personal Growth Initiative Scale (PGIS) from Robitschek (as cited in Aslam & Sultan, 2014). The studies together helped identify the relationship and impact of parenting style with an adult’s ability on self-determination and personal growth. These studies combined to allow researchers to follow data concerning parenting style and a student’s work ethic. However, work ethics alone do not justify the label of academically entitled. Other reasons include classroom behaviors and how it will affect academic success.

Vallade et al. (2014) completed a study showing the relationships between academic entitlement with grade orientation and classroom justice. The outcome of this study was to allow for the forecast of students’ instructional beliefs and learning outcomes. The eight instrument scales used for this study were incorporated into a single questionnaire, which would measure how students’ instrumental focus along with their perception of classroom justice will help to project how this will influence their achievement. This study is significant due to the large combination of measures; utilizing eight different instruments helps to expand the relationships between the predictors of academic entitlement and its outcome.

Critique of previous research. Research connecting parenting styles to academic entitlement is sparse; however, research into parenting styles with various childhood developments is plentiful. Maccoby and Martin (1983) placed great emphasis upon understanding the shortfalls of previous research. Maccoby and Martin (1983) outlined multiple methodologies used to study parenting styles, such as Baumrind’s (1965, 1966) theory that each parent falls into one of three specific parenting style while raising their children. The majority of research surrounding Baumrind’s tri-parenting theory was based upon longitudinal studies where
researchers gathered data by observing parenting behavior in both the home and created environments (Maccoby & Martin, 1983). Observation methodology perhaps could provide researchers with an artificial sense of impartiality due to the high levels of acceptable consistency between the observing researchers (Maccoby & Martin, 1983). In addition to inconsistency in observations, Maccoby and Martin (1983) highlighted the tendency for researchers to change their responses so that they can be more consistent with others rather than hold fast to their training that led them to their original reaction. These types of research inconsistencies surrounding observational methodologies give rise to the use of self-selecting and questionnaire studies.

Relying upon self-selecting questionnaires and surveys, researchers also run the risk of amassing data that may be false due to the unwillingness of participants to report their true actions or viewpoints. One such critique of gathering data from self-selecting questionnaires includes concerns as to whether parents can actually ascertain their reactions to their children (Maccoby & Martin, 1983). Parents may be willing to give detailed and honest responses for their behavior, but may not actually be aware of that behavior (Maccoby & Martin, 1983). Parents may come with biases as to how they behave with their children, biases that may result in them not fully reporting occurrences of events being studied, such as time spent viewing television, spanking, and how often they withdraw their love from their children as punishment (Maccoby & Martin, 1983).

Specific critiques surrounding the work of Baumrind also have been noted. When Baumrind (1965) completed her original theories of parenting styles, her subjects and participants were predominantly from white middle class families living in Berkeley, California (Darling & Steinberg, 1993; Lewis, 1981). This general lack of ethnic variation set the tone for
future studies to include parenting style studies include parents and their children across ethnic and socioeconomic barriers. In her study, Baumrind (1971) explained, “for the purposes of this report, the 16 black children and their families were excluded because the parent-child relationships were, as expected, not the same as for whites” (p. 2). The generalization of organizing a theory based upon limited participants may not yield appropriate data. For this case study, there are no expectations for bias on ethnicity or race.

**Synthesis of research findings.** The research discussed in this chapter includes a variety of methodologies, and given the time frame in which the studies were concluded perhaps were the most valid for this study. The research associated with parenting styles have been studies from several methodological viewpoints, such as observations, interviews, surveys, and questionnaires, both in longitudinal and condensed time frames. The studies discussed thoroughly represent the relationship between parenting styles and child behavior. One general lack of information lies in the relationship between parenting styles and specific social behaviors of young adults, such as academic entitlement. Many studies relate the authoritative parenting styles as the most optimum, and many related studies have concluded that successful authoritative parenting, those that include firm control, without exercising control, results in children becoming more socially responsible young adults (Lewis, 1981). What the research is generally lacking is more emphasis upon Baumrind’s (1965, 1966) theory of authoritarian parents, and the resulting effect that parenting style has upon their children becoming socially responsible.

Social responsibility learned from parents encompasses a large breadth of issues. As children transform into young adults, there are aspects of society that require compliance if success is to occur. For instance, children need to learn while young that certain behaviors, such
as bullying and lying, are not socially accepted norms. Learning these behaviors while young enables children to behave in a manner that allows them to be socially accepted. Children, who do not have parents that allow them to make their own decisions, or learn how to cope with situations, do not learn the necessary skills to cope in society. Baumrind (1965, 1966) described authoritarian parents as those who attempt to control every aspect of their child’s life. When parents take full control of their children’s behavior and decisions, their children are transformed into young adults entering society without the necessary skills to regulate their behavior or make decisions that will make a positive impact upon their lives.

As these authoritarian raised young adults begin transitioning into institutions of higher learning, they are unable to manage stress, behavior, and navigate the collegiate system on their own. Students coming into institutions of higher learning from environments of controlling parents tend to have higher instances seeking out counseling and also have lower work ethics and fewer coping skills (Timpano et al., 2010).

When young adults have been controlled and manipulated all their lives, they either develop a stronger sense to succeed in order to prove to their parents that they can succeed on their own, or, as they face failure, become desperate in their attempts to succeed. In either case, students entering higher learning institutions have a difficult time adjusting to new expectancies and professors have to redefine the expectations of coursework (Greenberger et al., 2008). As underprepared students enter college, their inability to cope with the high rigor of college expectations, as well as a belief that they should be allowed to pass a course just for putting forth any effort at all (Greenberger et al., 2008). This level of entitlement creates an entire new set of issues facing professors and students today. The need to understand why students are entering college and the workforce with these entitlement attitudes is important. To ensure that students
are graduating college career ready is the basis of attending. If students consistently come with lower work ethics and higher senses of academic entitlement, professors need support on how to promote success without having to feel pressured.

Through an understanding of why incoming students possess heightened senses of academic entitlement, institutions gain the ability to provide supports necessary for them to complete their programs in a timely manner, and be highly prepared for the career they desire. In order to understand the determinants of academic entitlement, it is also important to examine the parenting style under which these students were raised, as this will allow for a better understanding of how children have transitioned into young adults without the coping strategies needed to successfully navigate institutions of higher learning.

Summary

Academic entitlement has long been to blame for declining student engagement and academic achievement in institutions of higher learning over the past decade (Andrey et al., 2012). This phenomenon is attributed to work ethics, narcissism, and grade inflation stemming from public K-12 school systems. This study focused primarily on the role of the authoritarian style parents have applied to their children that helped to create their heightened sense of academic entitlement. The authoritarian parent who deliberately places great values upon power and status rather than focusing upon their child’s needs (Baumrind, 2012), helps to create an environment where children believe that they are entitled to success in all aspects of their lives. When children are raised by authoritarian parents, they do not develop the ability to solve problems, negotiate solutions, or understand that their parents cannot continue to step in to save the day. These personality deficits with authoritarian reared children create instances where, as college students, they lack the ability to understand that they are responsible for their actions,
grades, and successes or failures. As summarized by Vallade et al. (2014), increasing the understanding of how to deal with students with a heightened sense of academic entitlement, professors and institutions will have a better grasp on how to produce successful graduates.
Chapter 3: Methodology for Qualitative Research

Introduction

Chapter three reviews this case study designed to explore the intersections of parenting styles with the development of academic entitlement in college students. The interactions were examined through a case study that included interviewing a faculty member and students within a single course utilizing both in-person interviews, and online surveys through Qualtrics, as well as observations made during classroom time. According to Yin (2014), case studies are used when the researcher requires information surrounding a real-world case, when the context of the case is unclear, such as identifying parenting styles and the levels of academic entitlement. The study monitored students throughout the entire course, beginning with an online survey to measure parenting style, observations of the class, and an online survey given twice during the course of the study to measure levels of academic entitlement. The study included in person open-ended interviews with the students and their faculty member. The purpose of data collection by in-depth interviewing was to ask questions that allowed participants to develop their interpretation of their parents’ parenting style, as well as their own levels of academic entitlement. The purpose of additional second survey was to determine how students’ attitudes of academic entitlement might have evolved during the course as it progressed. The final stage of in-depth open ended questions allowed the faculty and students an opportunity to verbalize their interpretations and concerns for academic entitlement. Data was analyzed individually to track the intersections between parenting style established at the beginning of the study, with the levels of academic entitlement determined at the end of the study.
Research Questions

The study was designed to answer the research questions of: How is academic entitlement expressed or manifested by college students who grew up with one of the three recognized parenting styles? And, how does the faculty member of these participants perceive academic entitlement?

The intent of this study was to discover an intersection between one of the three parenting styles as designated by Baumrind (1965, 1966, 1991), and the levels of academic entitlement their children develop by the time they reach college. Additional data was collected from the in-depth open-ended questions taken at the end of the course from both the students and the faculty member to gage their understanding of academic entitlement in their students.

Purpose and Design of the Study

The purpose of this study was to explore possible intersections between parenting styles and academic entitlement. By examining this phenomenon, the data provided institutions with information to best support professors, along with their students, to ensure their academic success. This study is important for faculty members and students because it allows for a greater focus upon academic barriers that might be created due to heightened levels of academic entitlement.

The design of this study was a descriptive case study. The case study relied upon interviews with students and their professor within a common course, observations of the classroom, and ongoing open-ended survey questions conducted via Qualtrics. The purpose for choosing the case study research method was to provide direct contact with participants when responding to questions related to their parents’ parenting style, as well as acknowledgement of their own levels of academic entitlement. According to Yin (2014), case studies are validated
when the research question supports active links that must be followed over a period of time, without the need to track each incidence. Ongoing observations of the classroom provided feedback on the students who acknowledge higher levels of academic entitlement and how they reacted in real time classroom environments when compared to students who acknowledged lower levels of academic entitlement. The first phase of the study included a parenting style survey distributed online at the beginning of the course. The second phase included ongoing observations and a second survey to detect whether any student was experiencing varying levels of academic entitlement. The final stage of this case study was to conduct in person open-ended interviews with the participating students and the faculty member. The final participant survey via Qualtrics provided data showing changes either positive or negative, in students’ expressions of academic entitlement as the course progressed.

**Research Population and Sampling Method**

The research was completed entirely at a community college located on the west coast. The participants were enrolled in the same course with the same professor for the entire span of the study. Each participant at the time of the study was classified as a freshman. The course the participants were enrolled in was English. Observations during the class were completed to ensure examination of students’ answers from surveys and interviews were honest and the values they shared during the interview could be compared to their behaviors in class.

**Instrumentation**

The design of this study as a qualitative case study originally included a pilot study. The pilot study was omitted due to research surrounding both parenting styles and academic entitlement in the literature. The online surveys used in this study were based upon validated research, therefore the use of a pilot study was deemed unnecessary. The choice of a case study
model was to afford the researcher an opportunity to interview students and a faculty member, as well as the opportunity to observe an active session of the class. The first round of data collection was conducted using an online survey via Qualtrics to establish the recognized parenting style based upon Baumrind’s (1965, 1966, 1991) three established parenting styles. The first online survey provided the researcher with each student’s identified parenting style with which they were raised (see Appendix A for survey). The second survey was given twice, and were taken at the beginning and end of the course. The first time the survey was given at the beginning of the study identified the initial level of academic entitlement, and the second identical survey given the final week of the study identified any changes in academic entitlement during the natural course of the class (see Appendix B for survey). Observations during the course allowed the researcher to observe students within the classroom to identify academic entitlement behaviors (see Appendix C for classroom log). The researcher noted all apparent academic entitlement behaviors such as demands for extra credit and higher grades.

The second round of data collection was gathered through open ended interviews conducted in person with each student (see Appendix D for interview questions), and the faculty member (see Appendix E for interview questions) at the end of the study. During the in person interviews, students were asked open ended questions regarding their feelings towards academic entitlement. Any student whose schedule did not allow him or her to meet with the researcher, were offered the opportunity to participate in the interview via Skype or by telephone. One student participant opted to have their interview conducted via a telephone interview. All interviews were audio recorded, but no videos of any interview or observation were recorded. At the end of the course, the professor was also interviewed to collect data concerning issues of academic entitlement that may have arisen during the course. In person interviews allowed
opportunities for participants to share their perspectives on the subject, which were recorded and then analyzed (Merriam, 2001).

**Research Strategies**

This study researched the possible connections between parenting styles and a student’s sense of academic entitlement. The literature reviewed for this case study included:

- studies of entitlement;
- narcissism;
- parenting styles; and
- work ethics.

Each topic has a direct link to a student’s academic entitlement and facilitates how academically successful students will be at the end of each course. This case study was dedicated to identifying a relationship between authoritarian, authoritative, and permissive parenting styles with academic entitlement in college students. The case study only involved students from a community college located on the west coast, and all participants were freshmen at the time of the study. The research questions addressed were:

1. How is academic entitlement expressed or manifested by college students who grew up with one of the three recognized parenting styles?
2. How does the faculty member of these participants perceive academic entitlement?

**Data Collection**

The method of data collection for this research included data from responses to the initial online parenting survey, observations during class sessions, and data from a second survey, given twice, to measure academic entitlement, and end of course in person interviews with the students and the faculty member. The first survey was conducted online, prior to the observation of the
class to establish the parenting style for each student. The number of students available to participate was dependent upon the number of students enrolled in the course at the time the study was conducted. All interviews have remained confidential, and all data disclosed by individuals was made available by cataloging each individual by a number. To further protect the identification of participants, all participants’ data has was changed from their participant number, and has been published as a letter. Each participant was observed during an active session of their class, providing the researcher with a direct comparison of each individual’s answers with their actions during class. According to Yin (2014), reliable case studies depend upon multiple methods of data collection. To ensure reliability, the researcher collected data from in person interviews with students and the professor, three survey inquiries via Qualtrics throughout course, and class observations. Participants were given the option of allowing the in person interview session to be recorded. The interview questions were pre-designed, and allowed the interviewee to fully explain their answers. Each participant was asked the same questions regarding their judgment on their parents parenting style and on their own level of academic entitlement. Data from individual interviews remain confidential and available only to the researcher for the next three years.

Identification of Variables

This study included research that explored influences between college students’ perception of their parents parenting style with their level of academic entitlement. Variables for this study included attributes surrounding the understanding of parenting style definitions as well as the level of awareness students have for their own academic entitlement. The case study analysis utilized the pattern matching logic, in which the outcome of this study was based upon the prediction of the relationship between parenting styles and academic entitlement (Yin, 2014).
Data Analysis Procedures

Data analysis has been completed by transcribing all interviews and observations into a word document and uploaded into MAXQDA software. After transcribing, patterns were identified through the use of coding the target words, and grouped together with each category of data collection. Extreme care was taken to reduce any risk to participants, and there were no participants who reported any discomfort surrounding the topics discussed or concerns with being observed during class. Each online survey was coded and findings determined by answers indicating parenting style, in person interviews were also coded based on target words and phrases indicating individuals’ levels of academic entitlement. Observations were coded based on academic entitlement behaviors witnessed during class time. According to Merriam (2001), designating coding can be completed with two methods, identifying information within the data as it occurs and by interpreting the constructs as they relate to the analysis of the data. Coding for this case study included identifying designated words, phrases, and physical and verbal actions taken by students during class. Each set of data were translated and coded within days of the interviews to ensure information is not forgotten. Codes were based on patterns found in survey and interview results, noting only those indicating a connection to both parenting style and academic entitlement. Coded transcripts were categorized with like data from the study allowing each stage of interviews, surveys, and observations to be considered independently. Details on coding procedures are discussed in Chapter 4.

The first stage of coding provided data from the initial online survey from students who answered questions regarding their parents’ parenting style based on the parenting style questionnaire from Robinson et al. (1995) modified for students (see Appendix A for survey). These surveys were completely confidential; only the researcher had access to the identities of
the participant. Each student was assigned a number to use during this study in lieu of using names. For publication purposes, each student number was then assigned a letter to further protect the identities of each participant. The first survey used a five-point scale ranging from never (1) to always (5). The survey included thirteen questions in each section measuring authoritative, authoritarian, and permissive parenting styles (see Appendix A for survey). Once the survey was completed, each category was totaled, with the highest section indicating the parenting style students identified with while growing up. This information was then logged for each individual student, and categorized into one of the three established parenting styles.

The second stage of coding included data collected from the second online survey given to students once at the beginning and once at the end of the course (see Appendix B for survey). This data provided information relating to the students’ levels of academic entitlement. The surveys were based on the four studies developed and validated to measure students’ academic entitlement from Chowning and Campbell (2009). The original questionnaire from Chowning and Campbell (2009) was used as a self-reporting measure to capture a student’s sense of their academic entitlement. The questionnaire was given to the students twice during the course and each time the questionnaires were identical. After each academic entitlement survey was completed, each student’s answers were measured against their own previous answers to measure whether the level of academic entitlement was altered during the course. After each submission, the answers were compared to the mean from all participant submissions determining where each participant fell in accordance to their peers.

Observation data was based upon factors given to concerns voiced during class, amount of homework submitted, attendance, and level of participation. This data was categorized by each individual student and kept confidential. An observation log was kept for each individual
classroom observations made by the researcher (see Appendix C for log). Confidentiality was maintained by assigning each participant a letter, and then when called upon by the faculty member by name, allowing the transition from their name to their assigned letter. Only the researcher was aware of who each letter was assigned during the entire data collection process.

The final stage of data analysis was of the in person interviews with the students and the faculty member. The interviews were open-ended, and allowed the students to express their attitudes towards academic entitlement (see Appendix D for student participant open-ended questions). The open-ended interview with the faculty member was to allow the faculty member to express experiences and concerns with students with academic entitlement, and to discuss individual students’ levels of academic entitlement that became apparent during the course or from prior experiences (see Appendix E for faculty member open-ended questions).

By utilizing alternate perspectives between students and faculty regarding the perceptions of academic entitlement, this case study ensured all data is exemplary in its research (Yin, 2014). Once I transcribed and coded all the data collected, individual students who were identified as academically entitled per data collected during the online surveys, observations, and in person interviews, were then matched with the parenting style identified through the initial online survey. The organization of the data led to initial codes, or themes (Creswell, 2013), and allowed data to be grouped into segments that diminished any redundancy while creating the presentation data tables. The codes revealed there were four themes that emerged from the surveys, participant and faculty interviews, and the classroom observations, which will be discussed at length in Chapter 4.
Limitations and Delimitations of the Research Design

The main limitation of this case study was to find the connection between parenting styles and academic entitlement over an eight week course of study with a small sample size of participants. The relationship found between an adult child’s perception of their parents’ parenting style as they were raised and their own identified attitude of academic entitlement showed that the differences between the three parenting styles defined within this study will not fit specifically within each participant’s description of their parents. Another limitation was based upon the participants’ willingness to be completely honest during the interview and classroom observations. If at any time a participant was not honest about his or her parents or level of academic entitlement, the data would not be an accurate measurement of the relationship being studied. In addition, bias towards their parents may also affect their answers within the survey’s and the interview. The use of a small community college on the west coast was also a limitation due to the lack of diversity among its students.

Delimitations for this study were recognized in suitable course size, and access to students in an eight week course. By only working with one faculty member within one community college, certainly limited the diversity and availability of participants for this study.

Validation

Any research must show concern for generating valid and reliable data in an ethical manner (Merriam, 2001), the goal for this study was to produce valid and reliable data surrounding measuring of academic entitlement in college students and the connection to one of the identified parenting styles. According to Bailey (2007), validity signifies studying or measuring the issue the study intended to measure, and reliability indicates the consistency of the findings obtained over time. This study intended to show that there is a direct interference
parenting styles have on the attitudes of college students’ academic entitlement. The manner in which parenting styles manifested itself into academic entitlement could be identified through the triangulation of data from multiple sources. Utilizing data from two types of interviews as well as observations allowed for the corroboration of data from different sources to help identify a pattern connecting parenting styles and the manifestation of academic entitlement (Creswell, 2013). In addition, by prolonged engagement with students via surveys and classroom observations (Creswell, 2013) for the entirety of the course provided validity to the study due to the number of personal contacts made with the students and faculty member.

**Expected Findings**

This study expected to identify the manifestation of at least one of the targeted parenting styles and its effect upon levels of academic entitlement in college students. Current research literature does not include any direct relational studies based on academic entitlement and parenting styles. This study’s intention was to fill a void in the literature for both fields of study. Parenting styles is a highly researched subject within the literature; however, very little was known about the effects of such parenting styles among college students and their levels of academic entitlement. In addition, entitlement was also a highly researched subject within the literature. Very little researched based literature was available that provided data for recognized levels of collegiate academic entitlement. This study also expected to identify the influence between at least one of the three parenting styles and the effect that style had on a student’s attitude and levels of academic entitlement. It was anticipated that the information from this study would provide institutions of higher learning and faculty a resource for supporting students who come to college with barriers for academic success. As data in Chapter 4 will show, the study did not produce the expected findings.
**Ethical Issues**

According to Merriam (2001), the customary technique of data collection for qualitative case studies including interviews and observations, carry with them their own ethical dilemmas. Interviewing has the ability to create situations where respondents feel as though their privacy is being violated, or they may be left feeling embarrassed because too much was revealed during the interview (Merriam, 2001). Much care was taken with data collected via online surveys as well as data gathered during in person interviews with participants. All transcripts were kept confidential and accessible only by the researcher during the entire course of the study, and will continue to be kept confidential for another three years before being destroyed. Confidentiality of all participants was maintained at all times and was only available to the researcher during and after the study’s completion. Likewise, observations also pose concerns with ethical dilemmas. Creswell (2013) advised that observation should be treated as a phenomenon in the field, and should only be based upon the research question from the study. The method of observation for this study by the researcher was as observer only, by neither participating nor responding to events that took place in the classroom during any observation (Creswell, 2013).

All necessary permissions were obtained from Concordia University of Portland’s IRB. Informed consents to gain access to the college campus, potential student participants, and the faculty member were obtained prior to beginning this study (see Appendix F for participant consent form). All transcripts, recordings, and literal notes were only accessible by the researcher. Participants were recruited and asked to complete the initial questionnaire (see Appendix A) with the general understanding that this study was meant to identify parenting styles of college students. According to Bailey (2007), arguments are made that total informed consent may be counterproductive given that the study is measuring students level of academic
entitlement. Participants might not have wished to be honest during online questionnaires, or during the in person interview if they felt as though they were being judged by the researcher. All observations of this study took place in the natural setting of the classroom, as well as online survey questionnaires and allowed for very little manipulation over the participants, resulting in the likelihood of insignificant harm (Bailey, 2007). Participants were allowed to opt-out at any given point in this study, including after the true purpose of the study was revealed. At all stages, this study presented a minimal risk for harm or distress for all participants.

**Conflict of Interest Assessment**

In my current position as a principal in an urban lower socioeconomic class middle school, part of my responsibilities is to help students adjust to an environment that is very different from their elementary schools. The adjustment for some is an easy transition, but for others, the transition to secondary education is cumbersome and terrifying. For the students who struggle with the transition to secondary education, their parents are often aggressive or are constantly underfoot during the school day. The responsibility I have towards helping students adjust often overflows to also supporting parents in allowing their children to progress independently. This responsibility has led to my personal bias that parents who overwhelm their children create attitudes of entitlement that they will struggle with for their entire academic career.

**Researcher’s Position**

My position on this subject has relied upon my twenty years of experience working with middle school students and their families as a teacher and administrator. I have witnessed many facets of parenting styles, and believe that the manner in which a parent utilizes their type of parenting style certainly can affect a child positively and negatively. My hope is to show
through data which of the three parenting styles is the most prevalent for producing college students with the highest levels of academic entitlement. Through the data provided within this study, my hope is to increase the knowledge of academic entitlement, and by understanding how they were raised in regards to parenting styles, will increase the ability for institutions of higher learning to support those students.

**Summary**

Baxter and Jack (2008) referred to the descriptive case study as a manner in which to describe a phenomenon and intersect it with the real-life context it occurred in. By understanding the phenomenon of how parenting styles manifests itself in the attitudes of college students’ academic entitlement, faculty gains another strategy to ensure academic success. Although not all biases and levels of honesty offered by participants can be controlled, the many steps to ensure ethical research were adhered to.
Chapter 4: Data Analysis and Results

Introduction

The purpose of this case study was to determine if there is a manifestation of attitudes towards academic entitlement in college students based upon any one of the identified parenting style in which they were raised. Participants were asked to complete three online surveys, participate in interviews, and be observed within the classroom. This case study gathered research from freshmen students enrolled at a community college located on the west coast.

Case studies require research that directly involves either real world context or situations. This methodology was chosen because data was to be collected via surveys, interviews, and classroom observations. According to Creswell (2013), when working with qualitative studies, making use of multiple sources of evidence researchers are able to triangulate the data collected thereby providing validation of the information collected. The three surveys utilized Qualtrics online survey software and were devised to measure each participant’s level of academic entitlement, and to guide him or her into identifying their parents’ parenting style. The information gathered was intersected between all the online surveys, classroom observations, and in person interviews to determine if the identified parenting style was connected to the participants’ level of academic entitlement.

The data collected from the participants was to answer the case studies two research questions. The first, how academic entitlement is expressed or manifested by college students who grew up with one of the three recognized parenting styles. The second, how does the faculty member of these participants perceive academic entitlement. According to Erden and Uredi (2008), within the past two decades there has been a move towards researching the influences
behind the increased levels of college students’ inability to self-regulate, which corresponds with greater levels of entitlement and unrealistic expectations.

My role as the researcher for this case study was to become the primary tool to collect, analyze, and organize the data from all sources and to be able to present the data in a manner that answered the research questions (Merriam, 2001). Due to the nature of the study, it was important that I remained sensitive to when surveys were distributed, as well as when and where interviews were held. Each step in the data collection process was calendared in a way that allowed the data to indicate not only parenting styles, but also if the participants attitude towards academic entitlement had shifted during the course of the study. The role of the researcher during direct interviews and classroom observations was to remain unbiased and non-judgmental regardless of the responses the participants gave. The researcher was the only person in contact with data retrieved from any source, and it was the sole responsibility of the researcher to transcribe all data into MAXQDA, and to keep all identifiers confidential. The purpose of this chapter is to provide a description of the data analysis process for all data collections, to present the analyzed data and to provide a summary of the findings.

**Description of the Sample**

The participants for this case study were recruited from a community college located on the west coast. The community college is one of several campuses incorporated within a community college district. The particular community college campus was chosen for this study due to their wide variety of degree options and their number one ranking for transferring their students to a four year institution. The participants in this study were all enrolled in the same course with the same professor at the time of the study. Each participant, regardless of age or
gender, was classified a freshmen. The faculty member participating has been teaching Freshmen English for the past 13 years with the Community College District.

After obtaining the necessary Institutional Review Board approval, I contacted the community college in my local area as a possible research location. Upon receiving permission from both the English department dean and a willing faculty member from one community college, arrangements were made to hold a conference between the faculty member and myself to discuss the study in detail. At this meeting, we agreed upon the specific class to solicit participants from, as well as scheduled the individual classes to be observed. During the first classroom observation, the faculty member allowed me time in class to introduce the study, provide information on participant expectations, and allowed time for students to sign consent forms indicating their permission to participate in the study.

Initially, the response rate was ideal, as there were 13 students from the 23 member class who agreed to participate in this study; however, as time progressed, participation declined. There were nine participants who completed the first online survey, seven who completed the second survey at the beginning of the study, five who completed the second survey at the end of the study. The same five participants who completed the second survey also completed the interview. All 13 participants were included in data collection through classroom observations. Although the small sample size creates limits, as discussed in Chapter 5, the small sample size allowed me to have a close association with the participants, which increased the interview and observation inquiry within the natural environment of the classroom and college campus (Crouch and McKenzie, 2006).
Research Methodology and Analysis

Qualitative methodology was used to collect data, through a case study research design. There were a total of two surveys distributed, each were analyzed to determine participants identified parenting style, levels of academic entitlement, and a repeat of the second survey to highlight any shifts in levels of academic entitlement during the course of the study. In person interviews were conducted with student participants, and the faculty member. Finally, there were four classroom observations completed during the study. Each data collection approaches were focused upon finding data to support answering both research questions.

Methodological approach. First, to understand attitudes of academic entitlement within college students, both direct observations and personal interviews needed to occur. According to Bailey (2007), conducting field research is the best way to investigate a particular group within the setting that will ensure valid data, such as direct observations and personal interviews. Second, case studies are appropriate for research where the research is focused upon answering a research question, such as the research question of how parenting styles manifests itself in the attitudes of college students (Yin, 2014). Although there was an initial plan to conduct a pilot study, this was not necessary due to current research on parenting styles and academic entitlement already present in the literature. The two surveys, the first to indicate parenting styles was based upon research completed by Robinson et al. (1995), and the second survey was to measure academic entitlement was based upon research completed by Chowning and Campbell (2009).

Case study methodology was chosen for this study due to the real life situations surrounding investigating parenting styles, as well as students’ attitudes towards academic entitlement. Case study research combined with the qualitative strategy of triangulating sources
of data that when coded will provide answers to the research questions with validity (Creswell, 2013). By obtaining data from three distinct sources, the data provided from the sources produced valid information to answer the research questions discussed in Chapter 5.

**Coding approach.** The first data collected for this study was from survey one to identify parenting styles collected through Qualtrics (see Appendix A for survey). This first survey was based upon the research from Robinson, Mandleco, Frost Olsen, and Hart (1995) whose research was based upon asking parents to self-identify their own parenting styles. The modifications for this study was to instead ask the student participants about their opinions regarding how their parents raised them to determine their parenting style. Analyzing the survey through Qualtrics was completed by assessing each of the nine participants responses to the questions focusing only on those answered as strongly agree. Each question within the survey was constructed to indicate the strong responses for one of the three identified parenting styles, and based upon their answers to the survey, each participant could then be identified as having one of the three parenting styles. One limitation determined after the first survey indicated that none of the participants identified with permissive parents. This limitation will be discussed further in Chapter 5.

The second survey was given twice, once at the beginning of the study and again at the end. This survey was given to measure students levels of academic entitlement and was based upon research survey completed by Chowning and Campbell (2006). The purpose for repeating this survey was based upon Chowning and Campbell (2006) who theorized that due to struggling during their first year of college, students’ have difficulty adjusting to the stress and rigor of college courses, they would exhibit a higher instance of academic entitlement than their upper classmates. Both surveys were distributed through Qualtrics, and the analysis of each survey
was completed for each participant based upon their strongly agree responses to the questions (see Appendix B for survey). After each participant completed both surveys, the responses were compared to determine if there had been any shift in academic entitlement within the period of the study, and if there was a pattern of higher academic entitlement of participants who identified with the same parenting style. When the two surveys were compared, I was able to notice any shifts in academic entitlement during the time between surveys. In addition, the academic entitlement survey was able to determine the level of academic entitlement of each participant when compared to his or her classmates. These findings will be compared with the findings from classroom observations and interviews to further support answering research question one.

Classroom observations were coded using a method based upon the research from Chowning and Campbell (2009). They devised a study to measure students’ external responsibility towards their own entitled expectations, which could be indicated by participants’ behavior in class. Some examples from Chowning and Campbell (2009) include aggressive and derogatory behaviors towards instructors, incivility, and the ability to put external responsibility on their ability to succeed in class. Classroom observations were conducted with all 13 participants being observed during each visit. There were a total of four classroom observations during which notes were taken on the behaviors of the participants. Notes were taken based upon classroom participation, including answering questions, offering an answer, working in groups, being on time to class and remaining for the entire class time, submission of assignments, use of distractors such as a cell phone and or laptop computer, and willingness to take notes on the lecture presented.

After each of the classroom observations were completed, the notes were transcribed into MAXQDA. The software offered me the ability to detect patterns with each participant, the
ability to count how often indicators were shown that indicate academic entitlement. In addition to using MAXQDA, each set of notes were printed after they were transcribed, re-read all the notes, and began a manual system of coding common behaviors of all participants. Each coded word or phrase was highlighted with different colors that allowed me to go back and create a list of all the coded items. At the end of the data collection, these list of codes would later be combined with the interview transcripts and used to determine the themes of this study.

Interviews conducted include interviewing participants (see Appendix D for interview questions) and the faculty member (see Appendix E for interview questions). Interviews were conducted at towards the end of the study, and all but one were completed in person on the campus of the community college, as one student opted to complete interview by telephone. Each participant interview lasted between 30-55 minutes, and all information was recorded electronically as well as notes taken. The interview protocol was question and answering, however, conversations between each participant and myself also provided valuable information towards determining levels of academic entitlement.

All participant interviews were transcribed into MAXQDA. Due to the difficulty of transcribing verbatim, it took repeating the transcripts a number of times to completely transcribe the information into the software. The software provided independent patterns of words and phrases that helped to create codes of information. Some of the similar words, or codes, that became apparent throughout the interviews were responsibility, work ethic, personal actions, accountability, work, time, prepared, focused, help, encourage, expectations, independent, support, free, extra credit, truancy, retakes, and higher grades. Once MAXQDA recognized these codes, I was then able to create a list and began the process of grouping them together. Once this process had been completed, all transcribed notes from the interviews were printed,
and began the process of manually coding the transcripts. During this process, other codes also emerged, code words such as pride, myself, intrinsic, motivation, and self-care.

The codes from the interviews were then set side by side with the codes from the classroom observations. When combining the two data sets, sets of patterns that were common between both the interview and classroom observation codes became visible. Once the codes had been combined, and categorized based upon similarities, four themes began to form that included codes that were similar enough to create the theme group. The four themes identified and discussed in detail later in this chapter are external responsibility, parent support, entitled ideals, and personal responsibility.

The interview of the faculty member took place on the final day of data collection. We met in his office, and took approximately 45 minutes to conduct. The interview questions for the faculty member were directly focused upon answering the second research question, and to explore his feelings towards academic entitlement in his students. The data from this interview was also transcribed into MAXQDA, but produced different information than the participant interviews. The faculty member had a much different perspective towards academic entitlement than his students did, and by his own admission, had very little experience with students who had heightened senses of academic entitlement. The faculty member found the parenting styles interesting, however, his experiences did not agree that incidences of academic entitlement were increasing at the collegiate level.

Survey Analysis.

Survey 1. The first survey was to identify parenting styles. This survey was modified from a 1995 study by Robinson et al. (see Appendix A). This survey was originally given to 1251 parents of preschool and school aged children to help identify their own parenting style.
Modifications for use in this case study included questions that reflected the opinion of the adult child, not the parent. Once the surveys were completed within Qualtrics, the responses were individually pulled to identify each of the participant’s identified parenting style. The parenting style determined from the survey is based solely upon their answers documented, as there is no factor against any possible biases they may have towards their parents when the participants answers the questions. Findings from the first survey can be found in Table 1. From survey 1, an unexpected limitation emerged that showed that none of the participants identified with permissive parents. This limitation will be discussed in Chapter 5.

Survey 1 provided the link to each participants identified parenting style that will be combined with their data from classroom observations and interviews to determine the manifestation of the parenting style to their levels of academic entitlement.

Table 1

Results from Survey 1: Parenting Styles

<table>
<thead>
<tr>
<th>Participant</th>
<th>Parenting Style</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>Authoritative</td>
</tr>
<tr>
<td>F</td>
<td>Authoritative</td>
</tr>
<tr>
<td>D</td>
<td>Authoritative</td>
</tr>
<tr>
<td>K</td>
<td>Authoritative</td>
</tr>
<tr>
<td>J</td>
<td>Authoritative</td>
</tr>
<tr>
<td>L</td>
<td>Authoritarian</td>
</tr>
<tr>
<td>M</td>
<td>Authoritarian</td>
</tr>
<tr>
<td>A</td>
<td>Authoritarian</td>
</tr>
<tr>
<td>X</td>
<td>Authoritarian</td>
</tr>
<tr>
<td>Q</td>
<td>No Response</td>
</tr>
<tr>
<td>W</td>
<td>No Response</td>
</tr>
<tr>
<td>U</td>
<td>No Response</td>
</tr>
<tr>
<td>Z</td>
<td>No Response</td>
</tr>
</tbody>
</table>
Survey 2. The second survey was distributed twice, and each were given to measure participants’ level of academic entitlement. These surveys were modified from Chowning and Campbell (2009), who developed a rating scale to measure first year undergraduate students’ sense of academic entitlement by participating in an online survey (see Appendix B). The modifications included changing the questions in the original survey to allow for answering on a five point Likert scale, and only utilizing the data when the participant answered strongly agree to the question. In the study by Chowning and Campbell (2009), they measured for both externalized responsibility and entitled expectations. For the purposes of this study, each of these factors were kept in the study, but only the entitled expectations (EE) were used to determine each participants level of entitlement. After the survey was completed the second time, the data was disaggregated in the same process, but, this data was utilized to compare the findings of the second survey (AE 2) to the first survey (AE 1) to determine if the participants’ attitudes towards academic entitlement increased or decreased over the course of the study (%D). Once each of the surveys was completed, the participants’ data were independently analyzed to determine if they indeed showed any level of academic entitlement. The levels of academic entitlement were determined by the number of instances they responded with strongly agree, divided by the number of questions that determined either externalized responsibility or entitled expectations. Each factor then was averaged, and a mean found. From the mean, the researcher was able to determine if the participant showed higher or lower than average levels of academic entitlement when compared to their classmates. Data can be found in Table 2. The purpose for determining levels of academic entitlement based upon comparing the averages of the
participants involved in this study was to keep the data relevant for the individual participants involved.

Table 2

*Results from Survey 2: Academic Entitlement (AE)*

<table>
<thead>
<tr>
<th>Identifier/PS</th>
<th>AE 1</th>
<th>%EE</th>
<th>AE 2</th>
<th>%EE</th>
<th>%D</th>
</tr>
</thead>
<tbody>
<tr>
<td>P/Authoritative</td>
<td>3/8</td>
<td>.38</td>
<td>No Response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F/Authoritative</td>
<td>No Response</td>
<td></td>
<td>No Response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D/Authoritative</td>
<td>5/8</td>
<td>.63</td>
<td>3/10*4/8</td>
<td>.5</td>
<td>-.125</td>
</tr>
<tr>
<td>K/Authoritative</td>
<td>2/8</td>
<td>.25</td>
<td>5/10*4/8</td>
<td>.5</td>
<td>.25</td>
</tr>
<tr>
<td>J/Authoritative</td>
<td>3/8</td>
<td>.38</td>
<td>4/10*2/8</td>
<td>.25</td>
<td>-.125</td>
</tr>
<tr>
<td>L/Authoritarian</td>
<td>No Response</td>
<td></td>
<td>No Response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M/Authoritarian</td>
<td>3/8</td>
<td>.38</td>
<td>No Response</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A/Authoritarian</td>
<td>1/8</td>
<td>.13</td>
<td>3/10*4/8</td>
<td>.5</td>
<td>.375</td>
</tr>
<tr>
<td>X/Authoritarian</td>
<td>3/8</td>
<td>.38</td>
<td>3/10*4/8</td>
<td>.5</td>
<td>.125</td>
</tr>
</tbody>
</table>

Classroom Observations

Classroom observations were conducted to witness participants’ physical and verbal actions within the classroom that indicate academic entitlement tendencies (see Appendix C for classroom log). Classroom observations were based upon the research by Chowning and Campbell (2009) who found that student aggression and incivility are an attribute leading to academic entitlement. Review of the literature suggested that attitudes toward academic entitlement can be the result of numerous conditions, but none directly indicated whether parenting styles had an effect upon college students’ level of academic entitlement. According to a study completed by Vallade et al., (2014), academic entitlement can be expressed in a classroom by the unrealistic expectations that all knowledge be delivered to them with very little participation, or their instructor is not engaging. Students also must participate within their
classrooms in order to gain the information being taught, the understanding of the connection between actively cooperating and being present with higher achievement may not be clear to some students.

The purpose of each classroom observation was to compare each participant’s survey and interview responses with their actions in class. Patterns of behavior were noted, examples to include truancy, being prepared for class, engaging in the lecture, and participating in class discussion. Observations of the participants included students coming into class late, or leaving early, texting or use of cell phone during class, completing assignments in class after faculty member collected, and not participating in class discussions. Once the transcripts of all classroom observations were coded, three of the four themes could indeed be supported based upon their actions in class. Specific behaviors for external responsibility included being prepared/not prepared for class, arriving to class on time, show of work ethic by having assignments completed when collected.

Entitled ideals was categorized by behaviors which included asking for extended time to complete assignments, being late/leaving early to class, and asking for extra credit. Personal responsibility was categorized by noting participants when they participated in class by answering a question or volunteering information, asked for clarity from instructor, asked for an appointment during office hours, and kept notes during the lecture. Once I was able to categorize each theme based upon participants’ behaviors, I was then able to measure the number of incidences for all the participants. The theme of parent support is not included within this data table due to the inability of the researcher to observe in the classroom. Table 3 shows the number of incidences I noted each participant behaving in a manner that supported the themes.
Table 3

*Analysis of all Classroom Observations Measured in number of incidences by Themes*

<table>
<thead>
<tr>
<th>Identifier/PS</th>
<th>ER</th>
<th>PS</th>
<th>EI</th>
<th>PR</th>
</tr>
</thead>
<tbody>
<tr>
<td>P/Authoritative</td>
<td>5</td>
<td>n/a</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>F/Authoritative</td>
<td>0</td>
<td>n/a</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>D/Authoritative</td>
<td>2</td>
<td>n/a</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>K/Authoritative</td>
<td>3</td>
<td>n/a</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>J/Authoritative</td>
<td>2</td>
<td>n/a</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>L/Authoritarian</td>
<td>2</td>
<td>n/a</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>M/Authoritarian</td>
<td>0</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>A/Authoritarian</td>
<td>1</td>
<td>n/a</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>X/Authoritarian</td>
<td>2</td>
<td>n/a</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Q/No Response</td>
<td>3</td>
<td>n/a</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>W/No Response</td>
<td>0</td>
<td>n/a</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>U/No Response</td>
<td>0</td>
<td>n/a</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Z/No Response</td>
<td>1</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interview Analysis**

The interviews the participants completed were created in a manner that directly asked them about their parents’ involvement and encouragement in their college career, and about their knowledge and opinion of academic entitlement (see Appendix D). All but one of the interviews took place in person, all were private between the participant and the researcher, and all transcripts have been noted in a manner that will ensure confidentiality of the participant. The purpose of the interviews was to gain a personal insight into how each of the participants’ parents played a role in their college career, and to have them express their own feelings towards academic entitlement.
**Student participant interviews.** The student participant interviews were completed, to further analyze each participant’s level of academic entitlement, through answering five predetermined questions (see Appendix D for questions). This process allowed the participants to make their levels of academic entitlement transparent, and to allow the researcher to code the data and create themes. The higher the number of instances each participants’ answer corresponded with one of the themes, the greater their level of academic entitlement became apparent.

The interview questions asked of each participant, and the pattern of responses connected with each theme is presented in Table 4. All but one participant met personally with the researcher in a private meeting, one participant chose to interview through a phone call. All personal interviews took place on the campus of the community college. By interviewing under these circumstances, both the researcher and participants were able to meet at various times that accommodated the students’ schedules.

Table 4

*Examples of Interview Responses*

<table>
<thead>
<tr>
<th>Interview Questions</th>
<th>Participants Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>IQ1: Let’s discuss your parents first.</td>
<td>J: My parents helped by allowing me to travel abroad.</td>
</tr>
<tr>
<td>How well do you believe they prepared you for college?</td>
<td>X: They never told me not to go, but they didn’t push me for it either.</td>
</tr>
<tr>
<td><strong>Theme: Parent Support</strong></td>
<td>J: They are encouraging, they believe I can finish.</td>
</tr>
<tr>
<td></td>
<td>D: They didn’t prepare me well at all.</td>
</tr>
<tr>
<td></td>
<td>J: They always made sure that school was the most important thing to understand how to better my life.</td>
</tr>
</tbody>
</table>
IQ2: How involved are your parents in your college experience? Do you believe their actions are beneficial?

- X: Involved yes, if I get a bad grade they get upset with me.
- K: My parents help edit my papers, and give me advice for projects.
- A: They ask how my classes are going, always offer to help.
- J: No, not at all.

Theme: Parent Support

IQ3: How much pressure do you put upon yourself to succeed in school by getting high grades?

- J: A lot. I always must be prepared for class because I have to concentrate on what the teacher is saying. I need help from the writing center.
- D: Yes, I must work harder and things take me longer.
- D: I like feeling successful so I try really hard.
- A: Oh yes, school is not easy for me, so I have to spend a lot of extra time at my studies.

Theme: External Responsibility

Theme: Personal Responsibility

- K: I think I naturally have high standards for myself, once I started, I wanted to keep it up.
- J: I put a lot of pressure on myself to do well.
- A: It is important to me to finish school, I want to do well.
- X: I know that hard work ethics and morals is the only way to succeed in life.

IQ4: Tell me in your own words what you believe academic entitlement to mean?

- J: The teachers should teach me and make sure I learn it, that is their job.
- K: Teachers should do whatever it takes so I learn, they need to make the class interesting and understandable.
- K: A lot of people think they deserve more than they should.
- X: Teachers tend to give a lot of extra credit and time, creates bad habits for us.
- A: I know that people shouldn’t get free grades or anything, but they should get into school if they want.
- D: I guess someone’s entitled to free academics, not sure if everyone should go to college, but at least make it accessible to all.

Theme: Entitled Ideals

(Continued)
Table 5 shows the connections between the two parenting styles identified in the study by participants, and how it connects with the four themes. Each description includes both quotes from interviews, as well as behaviors noted during classroom observation by each participant.
Table 5

*Describing Themes by Parenting Style*

<table>
<thead>
<tr>
<th></th>
<th>Authoritarian</th>
<th>Authoritative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>External Responsibility</strong></td>
<td>L: Homework not submitted when requested</td>
<td>K: Asked teacher to show info; “no one knows”</td>
</tr>
<tr>
<td><em>Blame others</em></td>
<td>A: Not prepared for class</td>
<td>P: Not prepared for class</td>
</tr>
<tr>
<td></td>
<td>A: “school is not easy for me”</td>
<td>J: “I need a lot of help”</td>
</tr>
<tr>
<td><strong>Parent Support</strong></td>
<td>X: “they did not push me to go”</td>
<td>J: “they encourage me”</td>
</tr>
<tr>
<td><em>Positive/Negative Encouragement</em></td>
<td>X: “they get upset over a bad grade”</td>
<td>D: “they didn’t prepare me well”</td>
</tr>
<tr>
<td><strong>Entitled Ideals</strong></td>
<td>A: “people get mad when they don’t get a high grade”</td>
<td>K: “people think they deserve more than they do”</td>
</tr>
<tr>
<td><em>Entitlement expectations</em></td>
<td>A: “yes, college is expensive, but it shouldn’t be free”</td>
<td>D: 10 minutes late to class</td>
</tr>
<tr>
<td></td>
<td>X: Working on other assignment</td>
<td>K: Asked for extra credit</td>
</tr>
<tr>
<td></td>
<td>M: Just sat during class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A: Texting/Cell phone</td>
<td></td>
</tr>
<tr>
<td><strong>Personal Responsibility</strong></td>
<td>L: Sat in front row, took notes</td>
<td>D: “I like feeling successful”</td>
</tr>
<tr>
<td><em>Self-Reflective</em></td>
<td>M: Only responds when asked</td>
<td>P: Offered answer</td>
</tr>
<tr>
<td></td>
<td>A: “I want to do well”</td>
<td>J: “need to work hard”</td>
</tr>
<tr>
<td></td>
<td>X: “Professor makes this too easy”</td>
<td></td>
</tr>
</tbody>
</table>

**Faculty member interview.** The faculty member’s interview was conducted to document any experiences of students’ attitudes of academic entitlement. The interview with the faculty member occurred at the end of the study once all of the student interviews and classroom observations had been completed. Findings from the faculty member interview indicated very
little experience with students with academic entitlement issues. The faculty member admitted that he “is a softie towards my students when compared to my colleagues”, thereby creating an environment where students would not feel the need to challenge his teaching or grading policies.

During his interview, the faculty member supported two of the four themes found in the data with the student participants. First, entitled ideals was supported by his belief that he believes that students have to work at earning high grades, grades are not free. He went on to state that “we are in a ‘me generation’, who believes in getting freebies. This is a growth mindset that has become more common.” This statement indicates his experiences have shown him that students have entitled ideas when it comes to the connection between working hard and earning high grades.

The second theme supported through the faculty interview was personal responsibility. By indicating that many students visit him during office hours for advice on assignments, he believes that his students are taking responsibility for their own grades. In addition, he states that his students take advantage of the campus writing lab often, and that “once my students get over their fear of writing, they are able to accept assistance with writing and editing”, allowing them to submit their papers on time with better results.

Summary of the Findings

During the analysis of the surveys, interviews, and classroom observations, specific themes surfaced during the data analysis, such as changes in attitudes of academic entitlement during the course of the study, or the unexpected finding that no participant identified with permissive parenting. During the analysis of the Qualtrics based surveys, conclusions showed that none of the participants involved identified with permissive parents, but the conclusion for
authoritarian and authoritative parenting styles were relatively equally represented. During the analysis of the interviews, four themes became consistently evident that supported the recognized themes as indicators for higher levels of academic entitlement. These themes include levels of external responsibility; parent support, entitled ideals, and personal responsibility the description of these themes are presented in Table 5, and are discussed below.

Table 6

*Description of Themes from Participants’ Interviews & Classroom Observations*

<table>
<thead>
<tr>
<th>Theme</th>
<th>Description of Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Responsibility</td>
<td>When the participant puts the level of success or failure of themselves onto others. Blame.</td>
</tr>
<tr>
<td>Parent Support</td>
<td>Indicating positive or negative parental support for attending college. Providing positive or negative continual support for success in college. Encouragement.</td>
</tr>
<tr>
<td>Entitled Ideals</td>
<td>When the participant expects a greater service, grade, or priority treatment without first having earned them. Entitled ideals are also those than are observable, such as lack of engagement in class, attendance, or not submitting homework. Entitlement.</td>
</tr>
<tr>
<td>Personal Responsibility</td>
<td>When the participant acknowledges their own actions directly affect their grades and success in college.</td>
</tr>
</tbody>
</table>

**External responsibility.** External responsibility as defined for this study is when the participant puts the level of success or failure of themselves onto others. External responsibility was measured when a participant discussed during their interviews about how they put the level of academic success or failure upon themselves, and do not blame others, and also in how their actions and behaviors were observed during classroom observations. This theme was
predetermined from research from Chowning and Campbell (2009) who found the higher number of instances for external responsibility indicates an entitled lack of responsibility for their own learning from students. The number of incidences of external responsibility was measured during each interview. One example of external responsibility came from participant A when stating, “If I don’t understand what they are teaching then they need to help me. That is their responsibility as a teacher, if I don’t learn, then what are they doing?” External responsibility for academic success allows students an opportunity to reflect upon their own behaviors to ensure they are prepared for class.

**Parent support.** Parent support was another theme to surface during interviews, as well as the first survey. Parent support was measured when the participant mentioned, either positively or negatively towards parental support for their attendance in college. Participant A commented that “my parents really support me. They help with day care, ask about my classes and even offer to edit my papers in order to help me.” Although college students are adults, parental support still plays a major role in their academic success.

**Entitled ideals.** The theme to emerge during both the interviews and classroom observations was entitled ideals. Entitled ideals were measured when a participant discussed how they expect a greater service, grade, or priority from the professor or school without first having earned them. Participant D discussed entitlement ideals when stating “I don’t really believe in entitlement politically, but school shouldn’t be free for everyone,” in addition, participant A has heard from classmates that “they feel school has gotten too expensive, but it shouldn’t be free.”

**Personal responsibility.** Personal responsibility is when the individual student acknowledges how their own actions directly affect their grades and success in college. Personal
responsibility was measured during the second and third surveys, as well as the interviews and classroom observations. Participant D explained that “I understand self-motivation, and my education is in my hands”. Being personally responsible for one’s own actions without finding blame with another can be difficult for some. Participant A states in regards to their parents that “they would kinda just take over if I tell them too much or let them do too much, they just do that stuff. I’ve had to learn to ask them to back off and let me do it”.

Table 6 expresses the culmination of the data collected during the course of this case study. Within Table 6, the researcher provides data from all sources collected during the study. Each participant is displayed with their results, identified only by their letter. The table includes results from the parenting style survey, by which each participant was assigned a parenting style based upon their survey responses. The table also displays the results from the repeated academic entitlement surveys (AE 1 & AE 2), the average number of times the participant responded with a strongly agree, and the differences in their attitude towards academic entitlement between the two surveys that were given at the beginning and the end of the study (AVG I/D). Table 6 also includes the number of instances the researcher observed physical or verbal actions indicating entitlement attitudes during classroom observations, as well as statements made during interviews that lend themselves to academic entitlement. The higher the number of instances, the higher the level of academic entitlement the participant displayed.
Table 7

*Individual Data Table*

<table>
<thead>
<tr>
<th>Level AE: Measured By</th>
<th>Participant/Parenting Style</th>
<th>Survey: Entitled Expectation</th>
<th>Observations: # of Incidences</th>
<th>Interview: # of Incidences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>AE 1</td>
<td>AE 2</td>
<td>AVG I/D</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D/Authoritative</td>
<td>.625</td>
<td>.5</td>
<td>.563</td>
<td>D</td>
</tr>
<tr>
<td>K/Authoritative</td>
<td>.25</td>
<td>.5</td>
<td>.375</td>
<td>I</td>
</tr>
<tr>
<td>J/Authoritative</td>
<td>.375</td>
<td>.25</td>
<td>.312</td>
<td>D</td>
</tr>
<tr>
<td>X/Authoritarian</td>
<td>.375</td>
<td>.5</td>
<td>.438</td>
<td>I</td>
</tr>
<tr>
<td>A/Authoritarian</td>
<td>.125</td>
<td>.5</td>
<td>.313</td>
<td>I</td>
</tr>
<tr>
<td>M/Authoritarian</td>
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<td>.375</td>
<td>0</td>
</tr>
<tr>
<td>P/Authoritative</td>
<td>.375</td>
<td>n/a</td>
<td>.375</td>
<td>0</td>
</tr>
<tr>
<td>L/Authoritarian</td>
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<td>n/a</td>
<td>n/a</td>
<td>2</td>
</tr>
<tr>
<td>F/Authoritative</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>3</td>
</tr>
<tr>
<td>Q/</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>4</td>
</tr>
<tr>
<td>W/</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>2</td>
</tr>
<tr>
<td>U/</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>1</td>
</tr>
<tr>
<td>Z/</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>3</td>
</tr>
</tbody>
</table>

The direct classroom observations and the interview data supported the themes that became apparent during the course of the study based upon the common codes and patterns that emerged from the data during analysis. Table 6 shows two participants whose entitled expectations declined over the period of the study, but three participants entitled expectations increased. When compared to their responses from classroom observations and interview responses, both participants D and J showed fewer incidences of academic entitlement. In addition, both participants D and J also identified with authoritative parents. Table 6 also shows
that participants X and A, who identified with authoritarian parents, not only increased their entitled expectations over the course of the study, but also had higher instances of academic entitlement behavior when compared to the other students.

The triangulation of the data revealed how the independent themes connected. The interviews and classroom observations revealed how each participant verbalized and performed during classroom settings without the fear of being judged independently as they may have felt during independent surveys and interviews. The surveys allowed for participants to be less cautious and more transparent when answering questions surrounding their attitudes of academic entitlement, as well as identifying the parenting style their parents demonstrated during their childhood.

**Presentation of the Data and Results**

During the course of this case study, participants were given opportunities to identify their parents’ parenting style, and identify their levels of academic entitlement through online surveys. Participants and the faculty member were also interviewed to further allow data to be collected that allowed the researcher to further validate the association with the parenting styles and their levels of academic entitlement. Finally, participants were observed within the classroom to measure physical and verbal actions that identified students’ academic entitlement. The measurement of each segment of data collection was unique, and was developed to reveal specific data.

The presentation of data has been organized by the research questions this case study sought to answer. Presentation of the data has been organized specifically to show how each data set provided information to answer the research questions.
Research question 1. The first research question that this study pursued an answer for was how is academic entitlement expressed or manifested by college students’ who grew up with one of the three recognized parenting styles? Based on the data collected from surveys, interviews, and classroom observations, there is no clear indication that parenting styles manifests itself into the attitudes of academic entitlement in college students.

Data from the parenting styles survey (see Table 1), showed that five students identified with authoritative parents, four students identified with authoritarian parents. There were no participants who identified with permissive parents. When this data is connected with survey two, this shows that the levels of academic entitlement had increased during the course of this study for all but two students who both identified with authoritative parents. One finding from this data set could indicate that as students’ progress throughout their college career, their attitudes towards academic entitlement may increase, however, further studies would be recommended.

The interviews identified students’ level of academic entitlement by directly connecting their survey responses with their interview responses. Participant A identified with authoritarian parenting style, and had an increase in the level of academic entitlement of the course of this study. In addition, participant A also showed more incidences of academic entitlement when compared to other participants. However, when participant A was interviewed, the answers given did not directly indicate that participant A had higher levels of academic entitlement than their peers did. When asked if academic entitlement has become an issue in higher education, participant A stated, “I’m lucky because my parents pay my tuition, but a lot of my classmates don’t have that you know some have to work and that’s hard to do”. This statement would suggest that participant A depends upon parents to continue to fund their college tuition,
however, which did not translate this to any form of entitlement. Table 5 shows how students’ interview responses and their behavior in the classroom support the four themes.

**Research question 2.** The second research question for this study was to determine how the faculty member of these participants perceived academic entitlement. The faculty member participating in this study indicated during his interview that he had not personally experienced any students with heightened senses of academic entitlement. During the interview, the faculty member expressed a number of his peers had mentioned that they had experienced students with academic entitlement, but under his own admission, he claims that he does not push his students hard enough to make them feel uncomfortable. A statement from his interview supported this when he stated “...I will admit that I am a softie towards my students when compared to my colleagues”. To push students from their comfort zones is a necessary lesson for students to learn perseverance and failure. During the interview, the faculty member stated, “there is a fear associated with English and writing, like the ‘college fear factor’ where students are afraid they are not ready for school”. Although this faculty member perceives academic entitlement as a mindset, “one that may continue to grow into more of a belief that it is all earned from busting their behinds”.

The findings show the faculty member has not experienced any academic entitlement with his students, he did state that academic entitlement could become more of an issue as time goes by. He states “many students struggle with school already, and I want them to feel success”. He indicated that perhaps faculty members play a role in the development of academic entitlement attitudes of college students as well by not challenging their students with higher rigor or expectations.
Summary

The participants in this study were all freshmen currently enrolled at a local community college on the west coast. Each participant was enrolled in the same course taught by the same faculty member. The purpose of this case study was to explore the relationship between identified parenting styles and the attitudes of academic entitlement. The results from the first survey revealed that none of the participants identified with permissive parents. The results from classroom observations and participant interviews clearly showed four strong themes, which included external responsibility, personal responsibility, parent, support, and entitled ideals. Although the results from this study showed that no one particular identified parenting style affected the attitudes of academic entitlement, the apparent absence of identified permissive parents in this case study is a limitation. In addition, there was no controls in place to prevent participants’ biases towards their parents during the study.

Interpretation of the findings for this qualitative case study will be addressed in Chapter 5 through the discussions and conclusions of this research study. All evidence and information collected and analyzed will be used to make inferences about the results and recommendations for further research.
Chapter 5: Discussions and Conclusions

Introduction

Chapter 5 discusses the findings and conclusions found by the researcher based upon review of the literature and data analysis from the research study. This chapter discusses the data analysis of the case study on how parenting style manifests itself in college students’ attitudes of academic entitlement.

The review of the literature was deep with research on parenting styles, many whose studies were based upon Baumrind’s (1968) parenting style research in Berkeley, California. Some researchers, such as Maccoby and Martin (1983), suggested that Baumrind’s research had limitations based upon her methodology of home observations, which they believed, might have led to a display of behaviors that would not be the norm if they were not being observed. Questionnaires, surveys, and interviews began making their rounds into scholarly research in their attempts to determine the effects parenting styles had among children, and were the instruments utilized within this case study. Research to find possible relationships between adolescent and young adult characteristics based upon their parents’ parenting style came from many angles. Yet, within the literature, there were few studies to link how parenting styles could establish any level of academic entitlement in their college-aged children. This chapter includes the limitations, the implications of study results, and recommendations for further research.

Summary of the Results

The purpose of this case study was to explore possible relationship between parenting styles and whether their children could develop heightened attitudes of academic entitlement by the time they reached college. Specifically, the purpose was to determine if any one of the three parenting styles identified by Baumrind (1965) might have a connection for increased academic
entitlement to any one parenting style. The participants all agreed to complete three online surveys, an in-person interview, and allow the researcher to observe them while they were in the classroom. The study was guided by two research questions to gain insight in how parenting styles manifests itself into attitudes of academic entitlement in college students.

**Research questions:**

1. How is academic entitlement expressed or manifested by college students who grew up with one of the three recognized parenting styles?

2. How does the faculty member of these participants perceive academic entitlement?

**Theory and significance.** Previous theories surrounding parenting styles were established to identify one of the three main parenting styles from Baumrind’s (1965) work. Baumrind (1965) researched the long term effects of parents’ parenting styles on their children by recognizing certain personality characteristics and correlating them back to the parenting style with which the parents identified. Future research attempted to further characterize personality traits displayed by children from one of the three parenting styles. One relevant theory based upon the early beginnings of Baumrind was a study completed from Dornbusch et al. (1987) who created a questionnaire to ask high school adolescents questions about their own background characteristics and grades, to find their view of their parental behaviors and family communication. Dornbusch et al.’s research found that the authoritarian parenting style determined a greater connection between successful grades than did the parenting styles of authoritative or permissive parents. This study helped to promote further research on how parenting styles affect children once they reach adulthood.

The purpose of this study was to further investigate if there is a correlation between parenting styles and attitudes of academic entitlement. The results from this study will assist
faculty members who encounter students who bring with them to higher education heightened senses of entitlement, expecting higher grades without first putting in the effort to earn them, or have a belief they deserve extra time or credit during the course.

**Discussion of the Results**

The results of this study were produced utilizing qualitative case study data collection methods. The results were disaggregated independently prior to combining all the data together to determine the findings as they related to the research questions. MAXQDA software was used to ensure that all data was calculated and accounted for.

**Research question 1.** The first research question, how is academic entitlement expressed or manifested by college students who grew up with one of the three parenting styles, sought to explore how parenting style influences students’ attitudes of academic entitlement. The two parenting styles that were identified with the college students in this study identified with authoritarian and authoritative parenting styles from their parents during their childhood. This study also had a limitation that no participants from this case study identified with permissive parents.

**Research question 2.** The second research question, how does the faculty member of these participants perceive academic entitlement, strived to determine if the faculty member had experienced an increase in their students’ academic entitlement. This study only utilized the opinion of one faculty member, thus not allowing the researcher to adequately determine if the majority of faculty members have experienced an increase of academic entitlement within their classrooms. The finding from the faculty member during his interview described a belief in increased academic entitlement attitudes; however, by his own admission, he had not experienced any increases in his classroom. The interview data showed that the faculty member
declared he was easy on his students by allowing extra time and extra credit in his courses. The interpretation of how the faculty member feels about his experiences with academic entitlement are justified based upon his experiences and understanding of academic entitlement. Due to these practices, students may have been less likely to display academic entitlement behaviors such as intimidation and grade inflation.

**Discussion of the Results in Relation to the Literature**

The problem addressed in this study concentrated on the idea that the manner in which parents raised their children would manifest itself within the attitudes their children have about academic entitlement as they reach college. To understand how academic entitlement could be linked to their parents, it was important to determine how the results of the study related and connected to the literature and to the academic community. The results from this study, as related to the literature, concentrated on finding an association between parenting style and academic entitlement.

One goal of this case study was to provide institutions of higher learning information that would assist students as well as faculty members with the ability to recognize attitudes of academic entitlement that could very well be restricting their ability to succeed in college. Research conducted by Chowning and Campbell (2009) found that when instructors have the tools to better understand student behaviors associated with academic entitlement, they can address them in an effective and professional manner that would prevent unnecessary altercations, uncivil behavior, and instances of intimidation towards them.

Earlier studies indicate that authoritative parents provide their children with an environment that promotes independence, psychosocial maturity, and academic success, while authoritarian parents provide children with an environment where the parents are in control and
highly supervise the actions of their children (Robinson, et al. (1995). The participants in this study all aligned with either authoritative or authoritarian parenting styles, indicating that children from these parenting styles are more inclined to attend college than those with permissive parents.

This study had limitations due to the small sample size, and the lack of participants who identify with permissive parenting style will be discussed later in this chapter. The study results can be used to provide professional development to faculty members at institutions of higher learning to facilitate a greater understanding of students’ with personalities who show indications of having increased attitudes for academic entitlement.

**Limitations**

The main limitation of this research case study was the number of participants. Initially, 13 participants agreed to complete the surveys and interview. In the end, there were five who completed all the surveys and the interview. Limitations of the sample size could have been improved by requesting to work with more than one class and faculty member.

Another limitation was none of the participants identified with the permissive style of parenting. If the sample size had been expanded to include students from other courses, perhaps there would have been participants who identified with permissive parents. This would have added greatly to the validity of this study.

Finally, the concern with honesty and possible parental bias, especially in the online surveys was considered a limitation. As the surveys were distributed, the expectation of participants to answer the questions honestly was valid. Only by receiving honest answers for the surveys was the only manner for any findings regarding parenting styles and attitudes towards academic entitlement to be valid.
If this study were to be replicated, the first recommendation would be to increase the sample size to ensure equitable distribution of each parenting style. Second, include more than one faculty member from which to interview in regards to their experiences with academic entitlement, and third, ensure complete disclosure when recruiting participants to make certain they complete all the data collection occurrences throughout the entire case study.

**Implications of the Results for Practice, Policy, and Theory**

**Implications for practice.** This case study brought attention to the importance for institutions of higher learning to provide improved classroom practices geared towards encouraging self-responsibility in its students. By helping to establish a student body that is well aware of their own actions and consequences, faculty members can ensure student success by understanding that parenting styles may be an influential factor that helps to induce the heightened attitudes of academic entitlement in their students.

**Implications for policy.** The concerns and solutions of academic entitlement in institutions of higher learning must be handled through policies that inspire faculty to recognize academic entitlement in their students. Institutions of higher learning should provide professional development to their faculty to incorporate the ability to recognize the unique needs of students who exhibit heightened senses of academic entitlement in their classrooms. By possessing the ability to understand their students, faculty members will be in a better position to recognize academic entitlement behavior in their students. With this ability, faculty members would be in a better position to help students recognize that their own attitudes may be hindering their ability to become successful in college and reduce instances of uncivil behavior towards their teachers (Chowning and Campbell, 2009). This will also allow faculty members and
institutions to ensure their students’ success by providing support structures to identify heightened attitudes of academic entitlement.

The study from Chowning and Campbell (2009) determined that students who show higher levels of academic entitlement have a correlation between student retention, graduation rates, and their success beyond college. The mindset of students who display heightened senses of academic entitlement can show the ability to change their outlook if a faculty member has the knowledge to recognize their academic entitlement (Boswell, 2012). By focusing upon heightened levels of academic entitlement, institutions of higher learning and their faculty could help students learn a new set of skills that promote academic success built upon their hard work and effort towards earning their higher grades.

Implications for theory. It is the belief of the researcher that the theory for understanding the needs of students who display heightened senses of academic entitlement is disconnected from current educational theory. Assisting students to understand their own academic entitlement beliefs and be able to connect these attitudes with the manner in which their parents raised them will open a pathway for students to gain a better understanding of how they learn. When students know how they learn along with the understanding that they are responsible for their own learning, they can then relate those characteristics that are negatively affecting their success.

The results of this study suggest that there is not a clear link with how parenting styles manifests itself into the attitudes of their college-aged children. This case study research found that the faculty member might not fully appreciate or have an understanding of academic entitlement. The findings from this study may help other faculty members have the capability to
support their students who suffer from entitlement ideals about what they want from their college experience and how much effort they are willing to put forth to be successful.

**Recommendations for Further Research**

Future research should continue to investigate the connection between parenting styles and the development of increased levels of academic entitlement in college-age children. In theory, the small sample size of this case study was ideal when conducting interviews and classroom observations because it allowed me to have the ability to focus upon a smaller group of students while gaining personal knowledge about them without having too many distractions as would be encountered in larger or multiple classes. The smaller sample size also allowed me to spend more time analyzing data and becoming familiar with each participants’ answers while making the connections between observations, interviews, and survey results easier to gather and understand.

If this study were to be replicated, it is recommended that a new study obtain a larger sample size for surveys and interviews, as well as more than one faculty member from the institution to interview. Another consideration for replication is a quantitative study with larger sample sizes to ensure all three parenting styles are present. This would ensure more data to collect and draw conclusions from. Although this case study did not distinguish age groups, it may help generate findings that are more specific to parenting styles if a younger age group was considered. Two of the participants in this case study were much older and were raised during a time when economic and social differences were handled differently than they are today.

I would also recommend further research to measure academic entitlement with participants who are still in high school. By utilizing a much younger group of participants, the identification of academic entitlement can be made earlier allowing the student to adjust their
ideals regarding academic effort and self-efficacy long before they enter any institution of higher learning.

Conclusion

The purpose of this study was to explore possible intersections as indicators of whether or not attitudes of academic entitlement in college students could be traced back to the methods of parenting their parents displayed during their childhood. This study also questioned how the participant’s faculty member perceived academic entitlement in his students. The results and findings of this study were gained from a triad of data collection, as discussed in Chapter 4.

By analyzing the data as it relates to the first research question of how academic entitlement is expressed or manifested by college students who grew up with one of the three recognized parenting styles, I conclude that the findings indicate that no one parenting style has an effect upon the attitudes of college students’ levels of academic entitlement. Data from the first online survey found that no participant identified with permissive parents. Of the two remaining parenting styles of authoritarian and authoritative parenting styles, four participants identified with authoritarian parents and five identified with authoritative parents. Of these nine participants, only five completed the entire study. Of those five, two identified with authoritarian and three with authoritative parents. The conclusion of this study will discuss the findings based upon the five participants who completed the entire sequence of the case study.

All of the participants who identified with authoritarian parents showed a slight increase of entitlement expectations between the second and third surveys. The participants who identified with authoritative parents also showed an increase of entitlement expectations, with the exception of one participant whose entitlement expectations decreased between the surveys. The participant who held the highest measurement of academic entitlement based upon survey
responses identified with authoritative parents. However, due to the small increase in the measurement of academic entitlement, it would be difficult to find that authoritative or authoritarian parenting styles had a direct impact upon college students’ level of academic entitlement.

Classroom observations and interviews also generated data that helped to distinguish patterns of academic entitlement and how they are associated with parenting styles. The participants who identified with authoritarian parenting, showed a slightly higher number of incidences of academic entitlement. The number of incidences of physical and verbal actions recorded from these two participants were higher than the other participants overall. Data collected during the interviews also indicated the same two participants who identified with authoritarian parents again displayed a higher number of incidences of the themes revealed from the responses. As this data was closely analyzed, it appeared that students with authoritarian parents show a slightly higher inclination for academic entitlement levels than those who identified with authoritarian parents. Due to the slight differences between the authoritarian and authoritative raised students, I would be hesitant to firmly attest that either parenting styles helped to develop the attitude of academic entitlement.

To conclude my findings in regards to the second research question of how does the faculty member of these participants perceive academic entitlement, I found that the faculty member did not fully understand the meaning of academic entitlement as it pertained to this study. The faculty member instructing the course where the participants were recruited and observed, also indicated in his interview that he believed that students were in a “me generation who believes in getting freebies.” This attitude of gaining higher grades with little effort has not yet been apparent according to the faculty member interviewed. Although valid information was
gathered from the faculty member’s interview, a limitation of this case study was the involvement of only one faculty member. It is recommended that any future research studies recruit more than one faculty member to ensure data includes more than one perspective towards academic entitlement.

This case study provided valuable information surrounding possible manifestations of amplified attitudes of academic entitlement based upon the parenting style identified in the home. The findings will serve as a benchmark for institutions of higher learning to better understand students who may be entering college with illogical expectations of the amount of effort required to succeed in the elevated rigor found in collegiate classrooms. By providing professional development to faculty, institutions can safeguard students who come to them with unrealistic expectations. Being able to identify attitudes of academic entitlement, faculty and students alike will be in a position to modify their behavior and expectations, and reach the ultimate goal of college graduation. The findings of this case study clearly show the need for further research to help determine the underlying causes of students’ academic entitlement and the role their parents may have played in the formation of this attitude.
References


Appendix A: Online Parenting Style Survey
Parental Authority Questionnaire

Instructions: For each of the following statements, rate how much you can associate with each statement by choosing from the range of 1 (lowest) to 5 (highest). For this study, parent means the adults or adults who were responsible for your care during childhood. This could be any form of parents: mother/father (mother/mother or father/father), grandparents, foster/adoptive parents, or other guardians. Take time to consider how each statement applies to you and your parents/guardians during your years growing up. Understand, there are no right or wrong answers, and you will not be judged upon the way each statement is answered. The study is considering all aspects of parenting styles and your overall influence from each statement.

1 = Strongly Disagree
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Strongly Agree

1. My parents were responsive to my feelings and needs.

2. My parents took my wishes into consideration before I asked them to do something for me.

3. My parents explained to me the differences between good and bad behavior.

4. My parents often encouraged me to talk about my feelings with them.
5. My parents often encouraged me to freely speak my mind, even if they disagreed with me.

6. My parents fully explained clearly their expectations for me.

7. My parents always provided comfort and understanding whenever I became upset.

8. My parents compliments me when I excelled.

9. My parents considered my preferences when planning for weekends and vacations.

10. My parents respected my opinions and always encouraged me to express them.

11. My parents treated me as an equal member of the family.

12. My parents always provided reasons behind their expectations from me.

13. My parents and I continue to enjoy a close relationship.

14. Whenever my parents asked me to do something, did they explain why, or simply state because we said so?

15. When my parents punished me they took away privileges (ie: TV, games, friends, etc.).
16. Whenever my parents became upset with me, they yelled or raised their voice with me.

17. My parents often exploded with anger towards me when angry.

18. When I misbehaved, my parents would spank me.

19. My parents would criticize me when they did not like what I said or did.

20. My parents often would use threats as a form of punishments with little or no justification.

21. As a child, parents would withhold emotional expressions as punishment.

22. When I disappointed them, my parents would openly criticize my behavior.

23. As a child, my parents often struggled with trying to change how I feel or think.

24. In public, my parents often found the need to point out my past behavior problems to make sure I would not do them again.

25. My parents often remind me that they are still my parents and in control of my decisions.

26. My parents often remind me of all the things they have done for me.
27. As a child, my parents found it difficult to discipline me.

28. My parents often gave into my demands if I caused a scene in public.

29. I consider myself spoiled as a child.

30. My parents often ignored my bad behavior.

31. While growing up, my parents believed that children should have a say in how the household is run.

32. My parents gave me the freedom to choose my own direction in life.

33. My parents did not give me strict rules and expectations for behavior.

34. My parents believe that children in general, should be given less rules and structure during childhood.

35. As a child, I was often asked my opinion during discussions.

36. As a child, I was expected to regulate my own behavior without expectations from my parents.
Appendix B: Academic Entitlement Online Survey

Academic Entitlement

Instructions: For each of the following statements, rate how much you can associate with each statement by choosing from the range of 1 (lowest) to 5 (highest). For this study, parent means the adults or adults who were responsible for your care during childhood. This could be any form of parents: mother/father (mother/mother or father/father), grandparents, foster/adoptive parents, or other guardians. For this study, academic achievement involves the success of a course, and academic entitlement involves the theory that success of a course is guaranteed. The professor indicates the faculty member who will be assigning grades for the class. Understand, there are no right or wrong answers, and you will not be judged upon the way each statement is answered. The study is considering all aspects of parenting styles and your overall academic influence from each statement.

1 = Strongly Disagree
2 = Disagree
3 = Neither agree nor disagree
4 = Agree
5 = Strongly Agree

1. Participation in class should not be necessary when the professor is paid for teaching, not for asking questions.

   1  2  3  4  5

2. On the rare incident that I miss a class, it is my responsibility to get the notes.

   1  2  3  4  5
3. I am not motivated to put a lot of effort into group work, because someone will step up and complete my part.

4. It is the responsibility for the university to provide me the necessary resources to be successful in college.

5. Many professors are not experts in their field.

6. Professor’s should be required to keep office hours at a time when it is more convenient for students, such as evenings and weekends.

7. If I do poorly in a course, the fault lies with the professor for not teaching properly.

8. I believe that I should seek tutoring if I am struggling with a course.

9. In addition to being in school, I also work. Therefore, it is acceptable to have another student complete my part of any group project.

10. For all group work in a course, each member should receive the same grade.

11. Professors are just teachers who get paid to facilitate the classes.

12. My professors are obligated to help me get a good grade.
13. Professors must be engaging and entertaining in class to keep my attention.

14. I believe professors should consider the higher grade if I am close to it.

15. I should never receive no credit on any assignment that I have submitted on time.

16. Professors should always curve a grade if I am close to the next higher letter grade.

17. I believe that it is acceptable to have my parents come to meetings between me and my professor.

18. I would complain against any professor who did not assign me a passing grade after I paid tuition.

19. Professors should always spend as much time as necessary in class answering questions.

20. I believe if I participate in class, and attend all classes, I should pass the course.

Appendix C: Classroom Log
Classroom Observation Log

Date ______________________

Prompts for observation: Setting, attendance/punctuality of participants, body language, challenges, instruction/learning approach specifics, questions/dialogue, tools/resources, behavior, technology, key words, and additional notes.
Appendix D: Open-Ended Student Interview Questions

In Person, Open-Ended Interview Questions with Students

The open-ended interview process with students will be completed after all online questionnaires and classroom observations have been completed. Each student will meet individually and privately with the researcher at a public location. Each interview is expected to last between forty-five minutes to one hour. At any time the participant becomes unable to complete the interview, the researcher will cease the interview immediately. All interviews are open ended, meaning that all participants will be asked the same basic four questions, allowing them time to discuss their opinions and feelings.

1. Let’s discuss your parents first. How well do you believe they prepared you for college?
2. How involved are your parents in your college experience? Do you believe their actions are beneficial?
3. How much pressure do you put upon yourself to succeed in school by getting high grades?
4. Tell me in your words what you believe academic entitlement to mean?
5. Do you feel that attitudes towards academic entitlement have become an issue in higher education?
Appendix E: Open-Ended Faculty Interview Questions

In Person Open-Ended Interview Questions with Faculty Member

The open-ended interview process with the faculty member will be completed after all online questionnaires and classroom observations have been completed. The researcher and faculty member will meet individually and privately at a public location. Each interview is expected to last between forty-five minutes to one hour. At any time the participant becomes unable to complete the interview, the researcher will cease the interview immediately. All interviews are open ended, allowing him or her the time to discuss their opinions and feelings.

1. What is your opinion regarding the attitude towards academic entitlement?

2. Have you experienced aggression from students who demand entitlement favors for grades? (ie: extra credit, more time, unrealistic resources, etc.)

3. What is your opinion regarding allowing for: extra credit, extra time, and attendance?

4. Do you feel that heightened attitudes of academic entitlement have occurred over time during your teaching career?
CONSENT FORM

Research Study Title: How parenting styles manifests itself in college students attitudes of academic entitlement.

Principal Investigator: Melissa Jewell

Research Institution: Concordia University - Portland

Faculty Advisor: Dr. Candis Best

Purpose and what you will be doing: The purpose of this survey is to determine the parenting style most recognized during childhood.

We expect approximately 15 volunteers. No one will be paid to be in the study. We will begin recruiting participants in early March 2017. To be in the study, participants will agree to complete three online surveys, be present in class during researcher observation, and participate in an in person open ended interview at the end of the study. Completing these items should take less than 2 hours total of your time. Participants will experience a newfound awareness of the level of influence their parents parenting style had upon their academics. Participants agree that the researcher will have access to the number of homework assignments completed during study. All participants involved with this study must be 17 years of age or older for the entire duration of the study.

Risks:
There are no risks to participating in this study other than providing your name and answers to your questions. However, all information will be protected and kept confidential with all information being only accessible by the researcher. Any personal information you provide will be coded so it cannot be linked to you. Any name or identifying information you give will be kept securely via electronic encryption or locked inside a file cabinet in the researcher’s private home. When we or any of our investigators look at the data, none of the data will have your name or identifying information. We will only use a secret code to analyze the data. We will not identify you in any publication or report. Your information will be kept private at all times and then all study documents will be destroyed 3 years after we conclude this study.

Benefits:
Information you provide will help determine parenting styles how it manifests itself in the academic environment. You could benefit from this information by developing a better understanding of your academic expectations.

Confidentiality:
This information will not be distributed to any other agency and will be kept private and confidential. The only exception to this is if you tell us abuse or neglect that makes us seriously concerned for your immediate health and safety.

Right to Withdraw:
Your participation is greatly appreciated, but we acknowledge that the questions we are asking are personal in nature. You are free at any point to choose not to engage with or stop the study. You may skip any questions you do not wish to answer. This study is not required and there is no penalty for not participating. If at any time you experience a negative emotion from answering the questions, we will stop asking you questions. Unless specifically asked to withhold data from study after withdrawing, all data that has been collected up to the time of withdrawal will be kept and used in the findings at the end of the study.

Contact Information:
You will receive a copy of this consent form. If you have questions you can talk to or write the principal investigator, Melissa Jewell at email: [Researcher email redacted]. If you want to talk with a participant advocate other than the investigator, you can write or call the director of our institutional review board, Dr. OraLee Branch (email obranch@cu-portland.edu or call 503-493-6390).

Your Statement of Consent:
I have read the above information. I asked questions if I had them, and my questions were answered. I certify that I am 17 years of age or older, and I volunteer my consent for this study.

_______________________________                   ___________
Participant Name                          Date

_______________________________                   ___________
Participant Signature                     Date

_______________________________                   ___________
Investigator Name                          Date
Investigator Signature  Date

Investigator: Melissa Jewell email: [Researcher email redacted]
c/o: Professor Candis Best
Concordia University – Portland
2811 NE Holman Street
Portland, Oregon 97221
Appendix G: Statement of Original Work

I attest that:

1. I have read, understood, and complied with all aspects of the Concordia University-Portland Academic Integrity Policy during the development and writing of this dissertation.

2. Where information and/or materials from outside sources has been used in the production of this dissertation, all information and/or materials from outside sources has been properly referenced and all permissions required for use of the information and/or materials have been obtained, in accordance with research standards outlined in the *Publication Manual of The American Psychological Association*.

Digital Signature

Melissa Jewell

Name (Typed)

March 3, 2018

Date