

Academic Entitlement Expectations of Preservice Primary School Teachers

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Abstract

The aim of this study is to examine whether the academic entitlement expectations of preservice teachers studying at primary school level differ according to their gender, grade level and the type of university they attend (public or foundation). The sample consists of a total of 397 preservice primary school teachers in one foundation and one public university. The data were collected with the “Academic Entitlement Expectation Scale”, after assessing the validity and reliability of the instrument. The independent samples t-test was performed to analyze whether the preservice primary school teachers’ academic entitlement expectations differed according to the variables of gender and type of university; while one-way analysis of variance (ANOVA) was used to determine whether they differed according to the grade level variable. In the study, it was found that academic entitlement expectations of male students compared to female students; students attending the foundation university compared to those at the public university, and students in the first grade compared to those in the fourth grade were higher.

Keywords: Academic Entitlement, Higher Education, Teacher Candidates, Gender, Grade Level, University Type.

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INTRODUCTION

While globalization has on the one hand provided an opportunity for development in political, economic, social and cultural terms, on the other hand, it has led to the emergence of certain problems that threaten both personal and social life (Altıntaş, 2012). The current system, which was engendered by the Renaissance, industrialization, the urbanization that developed in the 19th century, the relations of production brought by capitalism, the consumer culture, the media and many more factors, has been effective in the creation of modern individualism (Değirmen, 2015). Accordingly, self-interest, which is characterized as the strongest manifestation of individualism (Kesikoğlu, 2016), and sense of entitlement have begun to increase. Twenge and Campbell (2008, p.1082) describe the period we live in as the “Age of Entitlement”. According to Cairns (2017, p.161), the age of entitlement emerged because of poor parenting methods, digital and new media technologies involving narcissism, and in popular culture, praise for individuals’ behavior that creates the idea that they are privileged. In this age, individuals show a tendency to take whatever they want whenever they want even if others are affected negatively. There is a myth that generation Y, otherwise known as the millennium generation, that was born especially between the years 1980 and 2000, is more privileged than previous generations. According to this myth, young people believe that they deserve praise and a good life without having to do anything in return. This situation manifests itself when a person perceives him/herself as different, more special or more privileged than others (Ünsal-Akbıyık, 2018). Soyulu (2018) also states that an individual learns entitlement within the social, cultural and economic environment that he/she lives in and reinforces this with educational experiences.

The concept of entitlement, which lies at the heart of many problems related to the distribution of resources in society, such as tax relief, social welfare distribution, registration at a good university and even watching football matches from the best seats (Campbell, Bonacchi, Shelton, Exline & Bushman, 2004, p.29), has a characteristic that is examined in various fields such as psychology, social psychology, sociology, and law. Each field attempts to define this concept from its own perspective (Jordan, Ramsay & Westerlaken, 2017). In psychology, the concept of entitlement is regarded as a subdimension of narcissism, but since measuring and examining the concept as a subdimension of narcissism does not produce completely reliable results, it is thought that examining it independently will give more accurate results (Campbell et al., 2004).

Psychological entitlement is defined by Harvey and Harris (2010) as individuals’ possession of an excessively positive sense of self that does not tie in with their ability and potential. Stating that their own concept was that “psychological entitlement is intrapsychically pervasive or global”, Campbell et al. (2004) conceptualized psychological entitlement as “a stable and pervasive sense that one deserves more and is entitled to more than others” (p.31).

Another concept that theoretically overlaps and has a positive relationship with the concept of psychological entitlement is the concept of academic entitlement. However, since expectations related to academic entitlement emerge only in academic environments, it is discussed as a separate field from psychological entitlement (Carollo, 2020). In the literature, there are corresponding or partially corresponding definitions of academic entitlement (Wasioleski, Whatley, Briihl & Branscome, 2014). Academic entitlement is a tendency to have an expectation of academic success without taking personal responsibility for achieving success (Chowning & Campbell, 2009); a structure involving high expectations and demanding attitudes towards teachers despite low effort (Greenberger, Lessard, Chen, & Farruggia, 2008); expectation of high grades despite inability to meet the criteria or standards for success (Singleton-Jackson, Jackson, & Reinhardt, 2011); and individuals’ perception that they deserve to obtain high grades irrespective of how much they have studied, of how much time they have spent, or of their own ability (Miller, 2013). Although the concept of academic entitlement is defined in different ways, the concept carries a negative connotation, since, as can be understood from the definitions, academic entitlement involves students’ demands for high/extra grades without carrying out the task given to them or without studying enough to guarantee that they will obtain high grades, accessibility of teaching staff whenever students wish, and their expectation that exceptions will be made for them (Reinhardt, 2012).

Although the expectation of academic entitlement is regarded as a characteristic of generation Y, otherwise known as the millennium generation (Harvey & Martinko, 2009; Twenge, Konrath, Foster, Campbell, & Bushman, 2008; Twenge, 2009; Twenge, 2013), research studies reveal that behaviors related to the expectation of entitlement are not limited to generation Y (Gotschall, 2015). Students can display their academic entitlement expectations by speaking on their mobile phones, reading the newspaper, using a laptop computer and texting during lessons, coming to the lesson late, leaving the lesson early, and interacting with the instructor responsible for the lesson via email or telephone, or with a casual and arrogant attitude in face-to-face conversations (Chowning & Campbell, 2009); with behaviors in which they want the academician to raise their final grade; or with the attitude that they expect certain privileges due to the tuition fee they have paid (McLellan & Jackson, 2017) or their attendance in classes (Ifill-Fraser, 2019).

Students' behaviors and attitudes that are a manifestation of their academic entitlement expectations are associated with a number of social, cultural, economic and political factors. In the 1980s, some of the multiple factors aimed at raising the spirits of elementary and secondary students with academic deficiencies instead of correcting their errors and remedying their deficiencies included boosting self-esteem (Sohr-Preston & Boswell, 2015), lowering education standards (Stout, 2000); with the commodification of education, turning students into customers who require a return for their expenditure on education (Delucchi & Korgen, 2002; Finney & Finney, 2010; Singleton-Jackson, Jackson & Reinhardt, 2010; Stiles, Pan, LaBeff & Wong, 2019); individual characteristics, grade inflation and the helicopter family (Cain, Romanelli & Smith, 2012); and excessively protective or permissive family attitudes (Greenberger et al., 2008).

In the literature, there are studies examining academic entitlement expectations of students studying in different fields at undergraduate level with scales having different numbers of items and dimensions (Anderson, Halberstadt & Aitken, 2013; Brown, 2013; Chowning & Campbell, 2009; Greenberger et al., 2008; Jackson, Frey, McLellan, Rauti, Lamborn & Singleton-Jackson, 2020; Jackson, Singleton-Jackson & Frey, 2011; Jordan, Ramsay & Westerlaken, 2017; Kopp, Zinn, Finney & Jurich, 2011; Singleton-Jackson et al., 2011; Twenge et al., 2008; Wasieleski et al., 2014). It was investigated whether the expectation of academic entitlement differs according to demographic factors (age, gender, ethnic roots, etc.), family factors (over-protective, intervening), social factors, educational factors (whether or not the student pays for education, success status), and individual characteristics (narcissist, external locus of control). In most of the studies, it was found that male students had higher academic entitlement expectations than female students (Achacoso, 2002; Boswell, 2012; Brown, 2013; Carollo, 2020; Ciani, Summers & Easter, 2008; Chowning & Campbell, 2009; Desmarais & Curtis, 1997; Foster, Keith-Campbell & Twenge, 2003; Frey, 2015; Greenberger et al., 2008; Sohr-Preston & Boswell, 2015; Wasieleski et al., 2014). Boswell (2012) explains this difference between males and females by the difference in socialization and the fact that males place more value on successful outcomes of a task.

Research results related to whether students' entitlement expectations differ according to grade level are contradictory. For example, Chowning and Campbell (2009) reached conflicting conclusions in two separate studies that they themselves made. In the first study, which they conducted by using a scale consisting of 10 items in two dimensions, namely externalized responsibility and entitled expectations, they revealed that there was no difference between first and fourth grade students. However, in the second study, significant differences were found between first grade students and fourth grade students in the externalized responsibility dimension. The researchers stated that the fact that first grades were in their first semester in the first study and in the second semester in the second study may have influenced this situation. Ciani et al. (2008) found that students' academic entitlement beliefs increased during the period spent at university, albeit to a small extent, and that students in higher grades had more entitlement beliefs than students in lower grades.

Despite the absence of studies examining the relationship between students' academic entitlement expectations and their financial situations, students and their families who pay a tuition fee believe that they deserve certain privileges (Kopp et al., 2011). Furthermore, Ifill-Fraser (2019) found

that university students who were financially independent had significantly higher academic entitlement beliefs than financially dependent students and those who were partly financed (whose education expenses were partly met by themselves and partly by others).

Although studies aimed at the expectation of academic entitlement mostly regard it as a phenomenon specific to education systems in North American countries (Blincoe & Garris, 2017), studies made in different countries, for example in the People's Republic of China (Clark, Juan, Allerton, Otterness-Jun & Wei, 2012), Oman (Natarajan, Mullira & van der Colff, 2017), Germany and Japan reveal that discourteous and disturbing behaviors are increasing among students at undergraduate level (McLellan & Jackson, 2017). However, it is seen that there is a need for new studies to be conducted in different countries about academic entitlement, in order to clarify the local, cultural and universal dimensions of the issue.

Academic Entitlement in the Turkish Higher Education System

As is experienced in many countries, in Turkey, too, a process of commercialization, privatization and capitalization began in the 1980s in line with neoliberal economic policies in higher education. Together with commercialization trends, holding universities began to be established (Güven, 2002), and permission was given for the opening of foundation and private universities. Although it is stated in the Higher Education Law (1981) that foundation universities are to be established without the aim of seeking a profit, the foundation universities became one of the indicators of the trend for marketization (Küçükkırmılı, 2019) and most of them operate with the aim of making a profit (Kurt, 2015). Although public universities in Turkey are financed mostly by the state, the students meet their expenses, such as housing, transport, and all kinds of books, materials and equipment related to the courses themselves. Furthermore, in some programs in public universities, a tuition fee is also taken from the students. The most important source of finance in foundation universities, however, is contributions obtained from the students (Küçükkırmılı, 2019; Söyler & Karataş, 2011).

Moreover, one of the prominent phenomena in the education system in Turkey is the fact that students are obliged to compete with each other (Keskin, 2012). Among OECD countries, Turkey is the country in fifth place for low level of student cooperation and high level of competition (Karip, 2020). To receive education in a good quality university, 2 million young people enter an important competition-based exam every year. Being successful in the exam is an important problem both for students and their families. The fact that despite the high number of students entering the exam, the student quotas to be placed in four-year higher education programs are small leads to serious worries not only for students, but also for their immediate circles. This situation is also explained by the wave of "parentocracy", that is, an educational ideology "whereby the education a child receives must conform to the wealth and wishes of parents rather than the abilities and efforts of pupils" (Brown, 1990, cited by Keskin, 2012, p.63). In Turkey, since access to higher education and later, opportunities to find work are more difficult than in earlier periods, it is observed that in children's education, families have come to the fore and are even themselves in a kind of race with each other (Keskin, 2012, p.64).

In the Turkish education system, apart from Kurtyılmaz's (2019) scale adaptation study, no studies can be found revealing students' academic entitlement expectations. However, the fact that studies have not been conducted on the issue does not mean that students do not have entitlement expectations or that they do not display rude and discourteous behaviors. As stated above, the commercialization of education from the 1980s onwards, the fact that students have become customers, the fact that they are required to pass an elimination/competition-based exam to enter good quality universities, and the increase in protective and helicopter parenting behaviors suggests that there may be an increase in students' academic entitlement expectations or in discourteous behaviors.

In recent years, certain events occurring at different levels of education and reflected in the press suggest that they may also be associated with academic entitlement expectations and that there is

a need for studies related to the subject to be carried out. For example, a student at a private university shot and killed a research assistant because the assistant did not allow him to copy during an exam, and then, during the inquiry, stated as a reason that the lessons were difficult and so he had to copy, as well as that the research assistant had rebuffed him (Haber Türk, 2019), reflects the gravity of the situation. Besides these events that occurred, academicians' accounts and experiences also reveal that students' academic entitlement expectations have become a serious problem at universities (Kurtyılmaz, 2019).

The above explanations and the events occurring in education environments show that there is a need for studies related to academic entitlement in Turkey. It is considered that this study, which has been conducted on academic entitlement expectations, is important in several aspects. First, Lerner (1987) stated that all individuals generally have entitlement beliefs that are defined by the cultural structures they belong to, while Kopp et al. (2011) stated that since academic entitlement beliefs can differ in certain contexts, there is a need for context-specific measurements. In line with these explanations, rather than adapting one of the existing scales related to academic entitlement expectations into Turkish, the aim in this study is to develop a scale specific to the cultural context of Turkey. In this way, it is hoped that evaluation of students' academic entitlement expectations within this context will be more reliable, and that therefore, this will lead the way in filling the gap in the research about academic entitlement in Turkey, as well as contributing to international studies with its context-specific (Turkey specific) results, as Kopp et al. (2011) stated.

Secondly, although it is considered that students studying in every field of education might expect academic entitlement, the research was carried out only with students studying in the field of primary school teaching. Researchers think that teachers have roles and responsibilities in terms of fostering moral and ethical values in future generations, such as respect, equality, justice, honesty, impartiality, diligence, sharing, solidarity and responsibility. It is expected that primarily primary school teachers at the first stage of education are expected to act within the framework of these values and to be role models for their students while performing their profession. Based on these expectations, it is considered important to determine preservice primary school teachers' levels of academic entitlement expectations before they begin their professional lives. It is hoped that this study, which has been made on preservice primary school teachers' levels of academic entitlement expectation, will also serve as a guide for conducting new research studies related to the factors that lead to this expectation.

Based on these explanations, the aim of this study is to examine the levels of preservice primary school teachers' academic entitlement expectations in terms of various variables. In line with this main aim, answers were sought to the following questions:

1. Do preservice primary school teachers' levels of academic entitlement expectations differ statistically significantly according to gender?
2. Do preservice primary school teachers' levels of academic entitlement expectations differ statistically significantly according to grade level?
3. Is there a statistically significant different between the levels of academic entitlement expectations of preservice primary school teachers studying at foundation universities and public universities?

METHOD

Research Model

Since there are no studies related to academic entitlement in Turkey apart from one scale adaptation (Kurtyılmaz, 2019), the aim of this study is to describe academic entitlement expectations of a wider student group according to certain variables. Students' academic entitlement expectation

was determined as the dependent variable, while gender, grade level and type of university attended (public or foundation) were determined as the independent variables. It was decided that the descriptive survey was the most suitable model to achieve the aim of the study and find answers to the research questions. The descriptive survey is a research model aiming to reveal a situation that existed in the past or that still exists, in the way it exists now (Karasar, 2017). The aim of the survey model is to describe the characteristics, scope, trends, frequencies and distribution of a situation, phenomenon, or population clearly and systematically. In the survey model, as in experimental studies, there is no question of control or manipulation of variables. This study has also been carried out according to the survey model, since preservice primary school teachers' academic entitlement expectations are described as they exist without any intervention being made.

Population and Sample

The study population of the research consisted of preservice primary school teachers studying in education faculties at universities in the city of Ankara during the spring term of the 2018-2019 academic year. In Ankara, there are 5 universities with a primary education department, of which two are foundation universities. As the result of an examination made using the Undergraduate Atlas database of the Higher Education Institution, it was determined that during the period when the research was carried out, there were a total of 1256 preservice teachers studying in primary education departments in the city of Ankara. The sample of the study was determined with the convenience sampling method. According to Cohen, Manion and Morrison (2007, pp. 113-114), convenience sampling "... involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time." To calculate the sample size the below formulation (Büyüköztürk et al., 2016, p.94) was used.

$$[(t\alpha S)/d]^2 = n_0 \frac{n_0}{1 + \frac{n_0}{N}} = n$$

$$[(1,96 \times 0,5)/0,05]^2 = 384,16 \frac{384,16}{1 + \frac{384,16}{1256}} = 294,18$$

n: Sample size, N: Total number of population, t: confidence interval, S: Standart deviation, d: Margin of error

The required sample size was calculated as 294 with a 5% margin of error. Accordingly, within the scope of the research, data were collected from a total of 397 primary school teacher candidates from a foundation and a state university. Information related to the participants included in the study group is included in Table 1.

Table 1. Information Related to Participants in Study Group

| Variables | | <i>f</i> | % |
|-----------------|-----------------------|----------|--------|
| Gender | Female | 347 | 87.41 |
| | Male | 50 | 12.59 |
| Grade Level | 1st Grade | 102 | 25.69 |
| | 2nd Grade | 113 | 28.46 |
| | 3rd Grade | 78 | 19.65 |
| | 4th Grade | 104 | 26.20 |
| University Type | Public University | 207 | 52.14 |
| | Foundation University | 190 | 47.86 |
| Total | | 397 | 100,00 |

As can be seen in Table 1, there were 347 female and 50 male preservice teachers in the sample group. In terms of grade level, the percentages of students were close to each other. 207 of the students in the sample attended the primary education department of a public university, and 190 studied in the same department of a foundation university. The education faculty of the public university included in the study was founded 95 years ago, is the oldest-established education faculty

that trains teachers in Turkey and does not charge a tuition fee from students. The education faculty of the foundation university began instruction in the 2000-2001 academic year, and in the 2020-2021 academic year, charged a tuition fee of 48,000 TL per student. To protect the universities' institutional identity, their real names are not given.

Limitations

This research has limitation in terms of the sample. For the scale development process of the research, data were collected from undergraduate students studying at different faculties and fields of state and foundation universities in different provinces. However, the data of the survey study, which is the main application, was limited to the preservice primary school teachers in education faculty of a state and a foundation university in Ankara.

Data Collection Tool

The "Academic Entitlement Expectation Scale", which was developed by the researchers, was used as the data collection tool in the study.

Scale development process

During the development of the Academic Entitlement Expectation Scale, first, a trial form of the scale was prepared. In the preparation of the trial form, a systematic procedure was followed by considering the necessary steps and operations for scale development. The characteristics intended to be measured by the scale were defined, their scope was determined in accordance with the theoretical framework, and the scale items were created within this scope. For creating the scale items, the studies of Achacoso (2002), Chowning and Campbell (2009), Greenberger et al. (2008), Jackson, Jackson and Frey (2011), Kopp et al. (2011), Reinhardt (2012) and Wasieleski et al. (2014). Accordingly, the dimensions of academic entitlement, and the defining criteria and indicators of these dimensions were accessed, and an item pool of 57 items was prepared according to these indicators. Then, to determine the content validity of the scale, this item pool was submitted for expert opinion. Accordingly, views were obtained from two experts in the field of measurement and evaluation to determine the appropriateness of the scale development logic and behaviors intended to be measured by the scale; seven experts in the field of educational sciences as domain experts; and two experts in the field of Turkish Education to determine the clarity and understandability of the scale in terms of writing, expression, and statements. The form, which was revised in line with the expert opinions and created as a 6-point Likert type, was administered as a pilot to a student group of 10 persons, and a 58-item trial form was created by obtaining views and suggestions related to clarity and understandability of the statements. The scale items are scored as (6) strongly agree, (5) agree, (4) slightly agree, (3) slightly disagree, (2) disagree, and (1) strongly disagree. High scores obtained from the scale indicate a high level of academic entitlement expectation.

The trial form of the scale was administered both by the researchers going to the universities in person and in an electronic environment with a questionnaire form created with Google Forms. Within this scope, the trial form of the scale was answered by a total of 522 students in different grade levels from various faculties in the field of social sciences (the Education Faculty, Law Faculty, Literature Faculty, Faculty of Economics and Administrative Sciences, Communications Faculty, and Theology Faculty) at the two different types of university (public and foundation) located in different provinces.

Prior to the data analysis related to the scale development process, extreme, incorrect, and missing values were examined. Since the skewness and kurtosis values of the data set were within the ± 1 interval (Hair, Black, Babin, Anderson & Tatham, 2013), and the mode, median and mean values were close to each other, it was decided that the data were normally distributed. As a result of the data extraction, forms belonging to 71 students were removed from the data set. In the process of assigning the few missing data, the EM algorithm was used. Exploratory factor analysis (EFA) was performed

on the remaining 451 forms. Before beginning the analyses, reverse items were recoded. In the data analysis process, the SPSS for Windows version 20.0 and Lisrel version 8.80 software programs were used.

Before performing the EFA in the study, the Kaiser-Meyer-Olkin (KMO) coefficient was calculated, and Bartlett's sphericity test was performed to test the suitability of the data set for factor analysis. As a result of the analyses that were made, a KMO value of .885 and a Bartlett test χ^2 value of 8150.927 ($p < .001$) were found. A KMO value greater than .50 according to Kaiser (1974) and greater than .60 according to Pallant (2005), and a significant Bartlett's test, indicate that data are suitable for factor analysis. Accordingly, it was seen that the data were suitable for factor analysis. In eliminating items that could not measure the same structure and determining the number of important factors in the EFA process, indicators such as factor eigenvalues greater than 1, the line graph, the percentage of total explained variance, and the ability to represent the theoretical structure intended to be measured (Büyüköztürk, 2018) were considered.

According to the factor analysis that was carried out, items that did not conform to the specified criteria were removed, and a structure was revealed that consisted of a total of 21 items grouped under 4 factors and having eigenvalues greater than 1 related to academic entitlement expectations of university students. When naming the factors, the items that belonged to them were considered. The factors included in the scale and descriptions of the factors are explained in Table 2.

Table 2. Factors Included in Academic Entitlement Expectation Scale

| Factor | Description | Example Items |
|------------------------------------|--|---|
| General Entitlement Expectation | Indicates that a university student has a high level of academic entitlement expectation <i>for all university students in general</i> and exhibits demanding attitudes towards faculty members. | It is not right for students who are charged tuition fees in universities to fail courses. Using other people to succeed is a good thing. |
| Individual Entitlement Expectation | Indicates that a university student has a high level of academic entitlement expectation <i>only for him/herself</i> and exhibits demanding attitudes towards faculty members. | If my lack of attendance in a course has approached the limit, I need to be warned by the lecturer of the course. If my graduation is jeopardized because of a single course, I will demand that the lecturer of the relevant course passes me. |
| Externalized Responsibility | Indicates that a university student ascribes the outcomes of his/her behaviours to individuals other than him/herself (faculty members, friends, etc.) and avoids taking responsibility. | If I miss a class, it is my responsibility to follow up the things done in class (assignments, lesson notes, documents, etc.) (Reverse-scored item). It is my responsibility to keep track of all details related to homework given by the lecturer (submission data, number of pages, content, etc.) (Reverse-scored item). |
| Academic Narcissism | Indicates that a university student considers him/herself to be very important, exaggerates his/her achievement and abilities, and expects to be known as a superior individual irrespective of displaying sufficient success. | If anyone is to be given a grade of AA/A1 in a course, then that person is me. I like being the most popular student in the class. |

Regarding the exploratory factor analysis that was performed, the item factor loadings, item-total test correlations, percentages of variance explained by the subfactors, and total variance related to academic entitlement expectation explained by the scale are given in Table 3.

Table 3. EFA Results of Academic Entitlement Expectation Scale

| Dimension | Item No. | F1 | F2 | F3 | F4 | Item-Test Correlation |
|------------------------------------|--------------------------|--------|--------|-------|-------|-----------------------|
| General Entitlement Expectation | I-32 | .797 | | | | .707 |
| | I-33 | .725 | | | | .555 |
| | I-39 | .678 | | | | .562 |
| | I-54 | .639 | | | | .555 |
| | I-20 | .637 | | | | .513 |
| | I-28 | .572 | | | | .526 |
| | I-41 | .457 | | | | .462 |
| | I-37 | .429 | | | | .406 |
| Individual Entitlement Expectation | I-27 | | .733 | | | .492 |
| | I-30 | | .695 | | | .562 |
| | I-40 | | .665 | | | .510 |
| | I-25 | | .656 | | | .574 |
| | I-21 | | .492 | | | .242 |
| | I-24 | | .470 | | | .417 |
| Externalized Responsibility | I-4 | | | .778 | | .463 |
| | I-1 | | | .715 | | .500 |
| | I-10 | | | .657 | | .475 |
| | I-11 | | | .619 | | .472 |
| Academic Narcissism | I-47 | | | | .833 | .564 |
| | I-48 | | | | .770 | .533 |
| | I-57 | | | | .661 | .401 |
| | Eigenvalue | 5.199 | 2.270 | 1.701 | 1.266 | - |
| | Explained Variance | 24.758 | 10.810 | 8.099 | 6.031 | - |
| | Total Explained Variance | | 49.699 | | | - |

In factor analysis, it is recommended that the item factor loadings should be at least .30 (Seçer, 2015). Table 3 shows that factor loadings related to the scale range between .429 and .833, and that each item meets the specified criterion. Moreover, it is seen that the developed 21-item scale is grouped into 4 factors with eigenvalues greater than 1 and all the factors explain 49.699% of the total variance. In multi-factor designs, an explained variance ranging between 40% and 60% is considered adequate (Çokluk, Şekercioğlu & Büyüköztürk, 2018).

Item-total correlation coefficients are classified as very good items if $r \geq .40$, good items if $.30 \leq r \leq .39$, items that can be tested after they are corrected if $.20 \leq r \leq .29$, and items that should not be tested if $r \leq .19$ (Büyüköztürk, 2018). Item-total correlation has positive values greater than .40 in all items except for item 21. With a value of 0.242, item 21 belongs to the category of items that can be tested after they are corrected. Within this scope, this item was examined by the researchers, but it was decided not to make any change. When evaluated as a whole, it can be said that correlation between the items and item total is at a very good level ($r \geq .40$), and that the items serve the measurement purpose.

With the aim of revealing the relationships between the 4 factors that emerged as a result of the EFA performed on the Academic Entitlement Expectation Scale, inter-factor correlations were examined, and these values are given in Table 4.

Table 4. Inter-Factor Correlation Coefficients

| Dimensions | General Entitlement Expectation | Individual Entitlement Expectation | Externalized Responsibility | Academic Narcissism |
|------------------------------------|---------------------------------|------------------------------------|-----------------------------|---------------------|
| General Entitlement Expectation | - | - | - | - |
| Individual Entitlement Expectation | .414* | - | - | - |
| Externalized Responsibility | .389* | .144* | - | - |
| Academic Narcissism | .264* | .265* | .146* | - |

Note. * $p < .01$; $n = 451$

As can be seen in Table 4, a significant positive relationship was found between the factors of the scale.

During the development process of the Academic Entitlement Expectation Scale, to examine the construct validity of the 4-dimension, 21-item scale that emerged as a result of the exploratory factor analysis, confirmatory factor analysis (CFA) was performed. To conduct the CFA, data were collected from 397 preservice teachers studying at primary education departments of a public university and a foundation university in Ankara. The sample group used for CFA is different from the sample group (451 preservice teachers) used for EFA. The data obtained from the sample group for CFA were also used in the survey study.

The path diagram of the structure obtained with standardized scores related to the model is included in Figure 1.

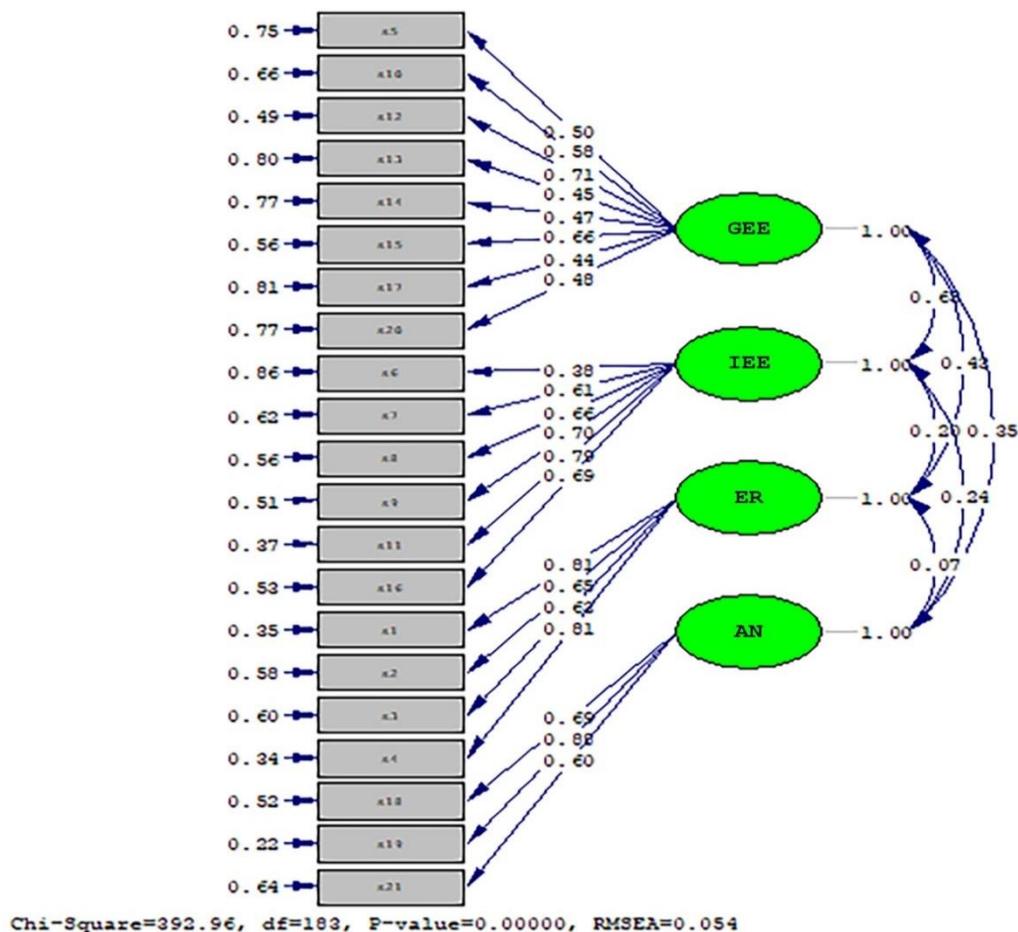


Figure 1. Path diagram for academic entitlement expectation scale

For model fit, χ^2/df (Chi-Square/Degree of Freedom), RMSEA (Root Mean Square Error of Approximation), NFI (Normed Fit Index), NNFI (Non-Normed Fit Index), CFI (Comparative Fit Index), SRMR (Standardized Root Mean Square Residual), GFI (Goodness-of-Fit Index), AGFI (Adjusted Goodness-of-Fit Index) and IFI (Incremental Fit Index) values were examined. Accordingly, following the CFA conducted for the scale structure consisting of 21 items and four factors, the results obtained without performing any modification procedure on the model are presented in Table 5.

Table 5. Model Fit Indices and Criterion Values

| Goodness-of-Fit Indices | Values Obtained | Acceptable Criterion |
|-------------------------|-----------------|----------------------|
| p | 0.000 | <0.05 |
| χ^2/df | 2.159 | ≤ 5 |
| RMSEA | 0.054 | ≤ 0.08 |
| NFI | 0.93 | ≥ 0.90 |
| NNFI | 0.95 | ≥ 0.90 |
| CFI | 0.96 | ≥ 0.95 |
| SRMR | 0.06 | ≤ 0.08 |
| GFI | 0.91 | ≥ 0.85 |
| AGFI | 0.89 | ≥ 0.80 |
| IFI | 0.96 | ≥ 0.90 |

As shown in Table 5, it is seen that the CFA model established to examine the structural validity of the scale provides the required goodness-of-fit indices and that the scale is structurally valid. To determine whether or not each scale item differentiates between individuals who have and do not have the characteristic desired to be measured, independent samples t-test was performed to test the significance of the difference in mean scores of the upper 27% (n=122) and lower 27% (n=122) groups. It is seen that the t-values for the difference in mean scores of the upper 27% and lower 27% groups range between -4.817 and -16.162 ($p < .01$). These findings show that each scale item has the desired level of discrimination.

To determine the level of reliability of the whole Academic Entitlement Expectation Scale and its subfactors, the alpha (α) coefficient developed by Cronbach was used. Values for the scale reliability are presented in Table 6.

Table 6. Reliability Analysis Results of Scale

| Factor | Number of Items | Cronbach Alpha |
|------------------------------------|-----------------|----------------|
| General Entitlement Expectation | 8 | .815 |
| Individual Entitlement Expectation | 6 | .729 |
| Externalized Responsibility | 4 | .692 |
| Academic Narcissism | 3 | .683 |
| Total Scale | 21 | .831 |

According to the values in Table 6, it can be said that the internal consistency coefficient calculated for the whole scale and its subfactors is sufficient.

Data Collection

The actual data of the scale, whose validity and reliability had been tested using the trial form, were collected from 1, 2, 3, 4th grade preservice teachers studying in the primary education department of one foundation and one public university and included in the sample group. Prior to the data collection process, the required permission was obtained from the management of the universities. Then, classes in which the students were all together were visited by paying attention to the timetable of the courses. Before the data collection tool was handed out to the preservice teachers, explanations were made about the aim of the study, the fact that participation in the study was based on the

principle of voluntariness, and that the data obtained in the study would not be used anywhere outside the scope of the research. Furthermore, information was given as to how the data collection tool was to be completed. Following the explanations, the data collection tools were handed out, the students were given sufficient time for all of them to complete the answering process, and in this way, the data collection process was completed.

Data Analysis

A statistical software package program was used for the data analysis. Prior to the analysis, incorrect codes and outliers were examined, and data revealed to be outliers were removed. Missing data were assigned with the EM algorithm. In this study, in which the effect of demographic variables (gender, grade level and type of university) on academic entitlement expectation was investigated, preservice teachers' level of academic entitlement expectation was the dependent variable, while gender, grade level and type of university constituted the independent variables. For descriptive statistics regarding these variables, frequency (*f*), percentage (%), arithmetic mean (\bar{x}), and standard deviation (*s*) were calculated.

To examine whether academic entitlement expectation differed according to the variables, first, the normality of the data distribution was tested. As a result of the Kolmogorov-Smirnov test, although it was seen that the data were normally distributed in most subcategories of the independent variables, in some subcategories, the assumption of normal distribution was not met. However, as sample size increases, the case of significance of small differences between distributions can occur in the Kolmogorov-Smirnov test. For this reason, these tests should be used together with descriptive methods. In this context, in this study, since the number of people in the groups was over 30; arithmetic mean, mode and median values were close to each other; and skewness and kurtosis coefficients were within the ± 1 limits, it can be said that the assumption of normality was met (Hair et al., 2013). For this reason, it was considered suitable to use parametric tests in the data analysis. In the study, independent samples t-test was used for paired comparisons (the gender and university type variables), while one-way analysis of variance (ANOVA) was used for multiple comparisons (grade level).

FINDINGS

In this section, the findings obtained with the analysis of the data and associated with the subproblems are given in order.

Regarding the first subproblem of the research, the t-test results of the preservice primary school teachers' academic entitlement expectations according to gender are included in Table 7.

Table 7. t-Test Results of Preservice Primary School Teachers' Academic Entitlement Expectation Scores According to Gender

| Factor | Gender | <i>n</i> | \bar{x} | <i>S</i> | <i>df</i> | <i>t</i> | <i>p</i> |
|------------------------------------|--------|----------|-----------|----------|-----------|----------|----------|
| General Entitlement Expectation | Female | 347 | 16.60 | 6.41 | 395 | -2.93 | .00* |
| | Male | 50 | 19.47 | 6.85 | | | |
| Individual Entitlement Expectation | Female | 347 | 20.94 | 6.83 | 395 | -.39 | .69 |
| | Male | 50 | 21.34 | 6.35 | | | |
| Externalized Responsibility | Female | 347 | 7.07 | 2.89 | 395 | -2.91 | .00* |
| | Male | 50 | 8.45 | 4.52 | | | |
| Academic Narcissism | Female | 347 | 9.71 | 3.94 | 395 | -1.92 | .06 |
| | Male | 50 | 10.86 | 3.86 | | | |
| Total Scale | Female | 347 | 54.33 | 14.31 | 395 | -2.70 | .00* |
| | Male | 50 | 60.13 | 13.42 | | | |

Note. * $p < .05$

As can be seen in Table 7, the scores obtained for preservice primary school teachers' academic entitlement expectations show a significant difference according to gender in the total scale ($t(395)=-2.70$; $p<.05$) as well as the in general entitlement expectation ($t(395)=-2.93$; $p<.05$) and externalized responsibility ($t(395)=-2.91$; $p<.05$) factors. In both the total scale and these two subfactors, male preservice primary school teachers' academic entitlement expectations are higher than those of female preservice primary school teachers. However, there is no significant difference according to gender in the individual entitlement expectation ($t(395)=-.39$; $p>.05$) or academic narcissism ($t(395)=-1.92$; $p>.05$) factors. When evaluated in general, it can be said that gender influences academic entitlement expectation.

Within the scope of the second subproblem of the research, the difference in preservice primary school teachers' academic entitlement expectations was examined according to their grade level. Table 8 and Table 9 show descriptive statistics for the preservice primary school teachers' academic entitlement expectation scores according to grade level, and the results of the ANOVA, with which the case of statistically significant difference in these scores was tested, respectively.

Table 8. Descriptive Statistics for Preservice Primary School Teachers' Academic Entitlement Expectation Scores According to Grade Level

| Factor | Grade Level | <i>n</i> | \bar{x} | <i>S</i> |
|------------------------------------|-------------|----------|-----------|----------|
| General Entitlement Expectation | 1st Grade | 102 | 18.21 | 6.22 |
| | 2nd Grade | 113 | 17.57 | 6.99 |
| | 3rd Grade | 78 | 15.72 | 5.77 |
| | 4th Grade | 104 | 16.03 | 6.62 |
| Individual Entitlement Expectation | 1st Grade | 102 | 22.76 | 6.47 |
| | 2nd Grade | 113 | 21.08 | 6.68 |
| | 3rd Grade | 78 | 20.97 | 5.54 |
| | 4th Grade | 104 | 19.16 | 7.54 |
| Externalized Responsibility | 1st Grade | 102 | 7.33 | 3.33 |
| | 2nd Grade | 113 | 7.55 | 3.59 |
| | 3rd Grade | 78 | 7.09 | 3.36 |
| | 4th Grade | 104 | 6.96 | 2.25 |
| Academic Narcissism | 1st Grade | 102 | 10.00 | 3.93 |
| | 2nd Grade | 113 | 9.86 | 3.53 |
| | 3rd Grade | 78 | 10.41 | 4.30 |
| | 4th Grade | 104 | 9.30 | 4.07 |
| Total Scale | 1st Grade | 102 | 58.29 | 13.36 |
| | 2nd Grade | 113 | 56.06 | 14.29 |
| | 3rd Grade | 78 | 54.19 | 12.30 |
| | 4th Grade | 104 | 51.44 | 15.88 |

When Table 8 is examined, it is seen that the general trend is for the preservice primary school teachers' academic entitlement expectation scores to decrease as their grade level increases. Data related to whether or not this case was statistically significant are given in Table 9.

Table 9. ANOVA Test Results of Preservice Primary School Teachers' Academic Entitlement Expectation Scores According to Grade Level

| Factor | Source of Variance | Sum of Squares | df | Mean Squares | F | p | Difference (Tukey) |
|------------------------------------|--------------------|----------------|-----|--------------|------|------|--------------------|
| General Entitlement Expectation | Between groups | 411.04 | 3 | 137.01 | 3.27 | .02* | 1>3 |
| | Within groups | 16461.26 | 393 | 41.89 | | | |
| | Total | 16872.30 | 396 | | | | |
| Individual Entitlement Expectation | Between groups | 667.68 | 3 | 222.56 | 5.02 | .00* | 1>4 |
| | Within groups | 17434.55 | 393 | 44.36 | | | |
| | Total | 18102.24 | 396 | | | | |
| Externalized Responsibility | Between groups | 21.98 | 3 | 7.33 | .73 | .54 | - |
| | Within groups | 3956.26 | 393 | 10.07 | | | |
| | Total | 3978.23 | 396 | | | | |
| Academic Narcissism | Between groups | 57.29 | 3 | 19.10 | 1.23 | .30 | - |
| | Within groups | 6088.89 | 393 | 15.49 | | | |
| | Total | 6146.18 | 396 | | | | |
| Total Scale | Between groups | 2599.01 | 3 | 866.34 | 4.34 | .01* | 1>4 |
| | Within groups | 78506.44 | 393 | 199.76 | | | |
| | Total | 81105.45 | 396 | | | | |

Note. *p<.05

According to Table 9, the scores obtained for preservice primary school teachers' academic entitlement expectations show a significant difference according to grade level in the total scale (F=4.34; p<.05). The multiple comparison test results reveal that in the total scale, academic entitlement expectations are higher in preservice primary school teachers attending the first grade (\bar{x} = 58.29) than in those attending the fourth grade (\bar{x} = 51.44). There is also a significant difference in general entitlement expectation of the preservice primary school teachers (F=3.27; p<.05) according to grade level. This expectation is significantly higher in preservice teachers attending the first grade (\bar{x} = 18.21) than in those attending the third (\bar{x} = 15.72) and fourth (\bar{x} = 16.03) grades. Furthermore, the preservice teachers' individual entitlement expectation differs significantly according to grade level (F=5.02; p<.05). Individual entitlement expectation is also higher in preservice teachers attending the first grade (\bar{x} = 22.76) than in those attending the fourth grade (\bar{x} = 19.16). However, no significant difference was found according to grade level in the externalized responsibility and academic narcissism factors.

About the third subproblem of the research, the t-test results of the preservice primary school teachers' academic entitlement expectations according to the type of university they attended are included in Table 10.

Table 10. t-Test Results of Preservice Primary School Teachers' Academic Entitlement Expectation Scores According to University Type

| Factor | University Type | n | \bar{x} | S | df | t | p |
|------------------------------------|-----------------|-----|-----------|-------|-----|-------|------|
| General Entitlement Expectation | Public | 207 | 16.17 | 5.21 | 395 | -2.55 | .01* |
| | Foundation | 190 | 17.83 | 7.63 | | | |
| Individual Entitlement Expectation | Public | 207 | 19.66 | 6.34 | 395 | -4.18 | .00* |
| | Foundation | 190 | 22.44 | 6.92 | | | |
| Externalized Responsibility | Public | 207 | 7.30 | 2.80 | 395 | .35 | .73 |
| | Foundation | 190 | 7.19 | 3.53 | | | |
| Academic Narcissism | Public | 207 | 9.89 | 3.66 | 395 | .17 | .87 |
| | Foundation | 190 | 9.82 | 4.24 | | | |
| Total Scale | Public | 207 | 53.02 | 12.56 | 395 | -2.99 | .00* |
| | Foundation | 190 | 57.28 | 15.74 | | | |

Note. *p<.05

As can be seen in Table 10, with regard to the preservice primary school teachers' academic entitlement expectations, the scores they obtained show a significant difference according to university

type in the total scale ($t(395)=-2.99$; $p<.05$), as well as in the general entitlement expectation ($t(395)=-2.55$; $p<.05$) and individual entitlement expectation ($t(395)=-4.18$; $p<.05$) factors. In both the total scale and these two subfactors, academic entitlement expectations are higher in preservice primary school teachers studying at the foundation university than in preservice primary school teachers attending the public university. However, there is no significant difference in the externalized responsibility ($t(395)=.35$; $p>.05$) or academic narcissism ($t(395)=.17$; $p>.05$) factors according to type of university.

DISCUSSION AND CONCLUSION

In this study, the academic entitlement expectations of students studying in a four-year primary education program were examined according to their gender, grade level and the type of university they attended. Based on the view that entitlement expectations can change in certain contexts (Kopp et al., 2011), a Likert-type scale specific to this study was developed. The scale has a valid structure with 21 items in four factors, namely General Entitlement Expectation, Individual Entitlement Expectation, Externalized Responsibility and Academic Narcissism. The fact that the scale was developed in the academic context of Turkey based on the literature and expert views and that it is multi-dimensional is beneficial from various aspects. First of all, a multi-factor scale makes it easier to see in which factors students' academic entitlement expectations are concentrated. Secondly, the dimensions of the scale will assist in seeing the similarities and differences in studies on academic entitlement made in other languages and cultures. Different from the two-dimensional scales of Achacoso (2002) and Chowning and Campbell (2009) that are most emphasized in the literature, the scale is four-dimensional. However, the Externalized Responsibility dimension corresponds with the factor in Chowning and Campbell's (2009) study, and the Academic Narcissism factor corresponds with the first factor of Wasieleski et al. (2014). In addition to these studies, the scale differs from the scale adapted into Turkish by Kurtyılmaz (2019). Different to the other scales, in this study, entitlement expectation revealed two factors as General Entitlement Expectation and Individual Entitlement Expectation. This situation may indicate that while participants had their own specific entitlement expectations, they also held the belief that others in general may also have academic entitlement, that is, that they are included in both individualism and communitarianism. In fact, Turkey has a complex cultural structure located at the junction of Western and Eastern cultures. It is possible to see both individualistic and participative attitudes and behaviors.

The results of studies related to whether academic entitlement expectations differ according to gender (Achacoso, 2002; Boswell, 2012; Brown, 2013; Carollo, 2020; Ciani et al., 2008; Chowning & Campbell, 2009; Desmarais & Curtis, 1997; Foster et al., 2003; Frey, 2015; Greenberger et al., 2008; Sohr-Preston & Boswell, 2015; Wasieleski et al., 2014) are such as to support each other. That is, males have higher academic entitlement expectations than females. About gender, the results of this study also show parallelism with previous studies. Male preservice primary school teachers had greater academic entitlement expectations than female preservice teachers. This result is not surprising for Turkey's male dominated context in general. That is, the fact that male students had higher academic entitlement expectations than female students may reflect the fact that with the traditional/patriarchal family/social structure in Turkey, boys are brought up to be more outgoing and are regarded as privileged, whereas girls are raised to be obedient, silent and dependent. Moreover, there are studies revealing that male preservice teachers prefer the teaching profession for more self-seeking reasons than female preservice teachers (Çermik, Doğan & Şahin, 2010). The fact that male students' academic entitlement expectations were higher can be associated with their desire to continue to protect their interests. On the other hand, there is a need for comprehensive studies that can predict the effects of families' attitudes and behaviors towards their girls and boys on students' academic entitlement expectations.

In the study of Chowning and Campbell (2009), in which they discussed the results of four consecutive studies together, the levels of students' expectations of academic entitlement according to their grade levels revealed different results. While there was no difference according to grade level in the first study, in the second study, the academic entitlement expectation levels of the first-year

students decreased and the academic entitlement expectation levels of the upper classes increased. The difference resulting from this situation was found to be statistically significant. In this study, on the other hand, the academic entitlement expectations of primary school teacher candidates studying in the first year are significantly higher than the academic entitlement expectations of primary school teacher candidates studying in the upper classes. As grade level increased, academic entitlement expectation decreased. This result of the study differs from the results of Chowning and Campbell's (2009) studies. The fact that first grade students who have just graduated from high school and are mostly late adolescents aged around 18-20 have a high level of self-confidence given by succeeding in a difficult elimination-based exam and gaining the right to receive higher education may keep their academic entitlement expectations at a high level; while over time, they may learn to comply with university rules and their lecturers and learn a more mature, realistic perspective on situations. To make clearer judgments regarding this result, investigation of the development of students' psychological maturity and sense of identity will make important contributions to the field.

The academic entitlement expectations of preservice primary school teachers studying at the public university were lower than those of preservice primary school teachers attending the foundation university. As stated previously, foundation universities were established without the aim of seeking a profit, but they obtain most of their income from students' tuition fees. The foundation university included in the sample announced on the university's website that it charged education faculty students 42,000 TL in the 2019-2020 academic year and 48,000 TL in the 2020-2021 academic year. Since students attending the primary education department of the education faculty at the foundation university pay a high fee according to the economic conditions in Turkey, they may tend to regard themselves as customers and to maintain high academic entitlement expectations for customer satisfaction. Indeed, it is stated by Delucchi and Korgen (2002), Finney and Finney (2010), Singleton-Jackson et al. (2010) and Stiles et al. (2019) that the commodification of education after 1980 put students in the position of customers and that this influenced their entitlement expectations. Soylu's (2018) doctoral study, in which the role of private schools in building an entitled personality was examined, also supports this finding. Soylu (2018) stated that private schools separate individuals culturally and spatially, give hidden messages about who and how they are in social life, and teach them to feel privileged. Further studies that investigate the role of private and public universities in the formation of academic entitlement expectation with larger populations and in different fields will offer original contributions to the field.

Implications

There is a need for further studies that will examine the reasons why academic entitlement expectations are higher in male preservice primary school teachers than in females, in first year students than in higher grades, and in students at foundation universities than in public universities, and that will reveal the reflection of expectations on behavior. Future studies supported by observations and interviews can offer detailed data that reveal the reasons for academic entitlement expectation. Future studies on students' academic entitlement expectations conducted with administrative and academic personnel can provide important data in terms of observing the dimensions of academic entitlement expectation. Further studies conducted on the way academic entitlement expectation affects ethical and social values such as cooperation, respect, sharing and solidarity can provide important feedback for the decision mechanisms related to teacher training programs and process.

Ethical approval

In this study, no action was taken against scientific research and publication ethics by acting in accordance with the Higher Education Institutions Scientific Research and Publication Ethics Directive. This study was approved by the Ethics Board at Gazi University on May 6, 2021 with approval number E-77082166-604.01.02-86260.

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