8-2024

“I’m Stressed—You Have to do Something to Help Me:” The Relationship Between Student Academic Entitlement, Academic Stress, and Satisfaction

Rebbecca L. Nemec
University of Northern Colorado

UNIVERSITY OF NORTHERN COLORADO

Greeley, Colorado

The Graduate School

"I'M STRESSED—YOU HAVE TO DO SOMETHING TO HELP ME:" THE RELATIONSHIP BETWEEN STUDENT ACADEMIC ENTITLEMENT, ACADEMIC STRESS, AND SATISFACTION

A Dissertation Submitted in Partial Fulfillment
of the Requirements for the Degree of
Doctor of Philosophy

Rebbecca L. Nemec

College of Natural and Health Sciences
School of Nursing
Nursing Education

August 2024

This Dissertation by: Rebbecca L. Nemec

Entitled: *I'm Stressed—You Have to do Something to Help Me:" The Relationship Between Student Academic Entitlement, Academic Stress, and Satisfaction*

has been approved as meeting the requirements for the Degree of Doctor of Philosophy in the College of Natural and Health Sciences in the School of Nursing, Nursing Education program

Accepted by the Doctoral Committee

_____

Kathryn A. Records, Ph.D., RN, FAAN, Research Advisor

_____

Natalie M. Pool, Ph.D., RN, Committee Member

_____

Karen H. Morin, Ph.D., RN, ANEF, FAAN, Committee Member

_____

Michael Todd Allen, Ph.D., Faculty Representative

Date of Dissertation Defense _____

Accepted by the Graduate School

_____

Jeri-Anne Lyons, Ph.D.
Dean of the Graduate School
Associate Vice President for Research

ABSTRACT

Nemec, Rebbecca L. *I'm Stressed—You Have to do Something to Help Me:" The Relationship Between Student Academic Entitlement, Academic Stress, and Satisfaction*. Published Doctoral of Philosophy dissertation, University of Northern Colorado, 2024.

Concern over academic entitlement has grown in higher education in the last two decades. Academic entitlement, defined as unfounded expectations of academic success, undeserved services and unrealistic accommodations (McLellan & Jackson, 2017), in nursing students is an under investigated phenomena. The purpose of this study was to examine the impacts of academic stress and general student satisfaction on academic entitlement beliefs in baccalaureate, junior, and senior level nursing students. In this correlational, cross-sectional study, the transactional theory of stress (Lazarus & Folkman, 1987), and Jeffreys' (2022) nursing universal retention and success model were used to understand how academic stress and student general satisfaction might affect academic entitlement and impact student success.

A stratified random sample of 100 prelicensure, junior and senior nursing students representing all regions of the United States participated in this study. Instruments used to measure study variables included the Academic Entitlement Scale (Chowning & Campbell, 2009), the Undergraduate Nursing Student Academic Satisfaction Scale (Dennison & El-Masri, 2012), and the Perceptions of Academic Stress Scale (Bedewy & Gabriel, 2015). Descriptive statistics, correlation testing, simple linear regression analyses, and hierarchical multiple linear regression analyses determined that lower levels of academic stress and higher levels of general student satisfaction were associated with lower levels of academic entitlement. Additionally, changes in the levels of academic stress and general student satisfaction significantly predicted

changes in academic entitlement. The findings of the study could be used in nursing academia to mitigate academic entitlement and might improve student success. There remains a need for future research on academic entitlement in nursing academia including studies to investigate the effectiveness of interventions to reduce academic entitlement, how faculty perceive the problem of academic entitlement, and the impact academic entitlement has on student success.

ACKNOWLEDGEMENTS

This dissertation could not have happened without the support and help of so many. Thank you to my husband Jeff, and my children Cole and Tyler. It's been a long journey with highs and lows, but your constant love, support, and understanding has never wavered. I don't know if I ever would have started this journey, or finished it, without Dr. Emily Brower by my side and in my corner. Thanks for always being there, prompting me to keep going, and answering all my calls and texts. I am fortunate to have many friends and family in my life who have offered me unwavering support and encouragement. To all of you, please know that your encouragement and curiosity about my schooling and dissertation topic was appreciated and served as a motivation to push on during difficult times.

Thank you to Dr. Kathie Records, my research advisor. Your patience, support, and constructive feedback have been critical to my success. Dr. Pool, Dr. Morin, and Dr. Allen, I appreciate each of you and the unique perspectives and expertise you shared with me during this process. Thank you for your time, knowledge, and patience. Lastly, thank you to David Kovaz for your stats help and Constance Beard for your amazing editing work.

TABLE OF CONTENTS

LIST OF TABLES

Table

LIST OF FIGURES

Figure

CHAPTER I

INTRODUCTION

A phenomenon that has posed an increasing concern in higher education institutions and literature over the last two decades has been the rise of entitled behaviors and attitudes in students. Anecdotal examples included students who believed they should be rewarded with high grades in return for tuition monies, immediate email responses from professors, or special considerations in policy exceptions. Termed academic entitlement, these behaviors have been associated with decreased academic outcomes and been theorized as a student coping mechanism in response to increased academic demands that challenge a student's self-concept. Academic entitlement is a concern across disciplines. However, no research has examined academic entitlement on nursing students. Faced with a nursing workforce shortage and a lack of students in the educational pipeline, it is imperative that any factors that might impact nursing student performance and retention are investigated.

This predictive, cross-sectional study investigated a possible relationship between academic entitlement and student satisfaction and academic stress levels in prelicensure baccalaureate nursing students. This chapter includes an introduction to the background of the study, the theoretical underpinnings of the research, the problem statement, study purpose, and the significance of the study. The research questions, hypotheses, and key definitions are introduced.

Background

It is common to hear complaints about students' behaviors and expectations from higher education faculty. This might include comments about students who believed hard work automatically qualified them for top grades or students who asked for assignment extensions or resubmissions after they missed due dates. Other examples included students who took it upon themselves to advise their teachers on what they viewed were better methods of instruction or students who expected immediate email responsiveness from their professors. These are just some of the anecdotal examples that fall under the purview of academic entitlement.

Academic entitlement began garnering scholarly interest in the early 2000s. One area of focus included attempts to formulate a conceptual and/or operational definition (Chowning & Campbell, 2009; Mellor, 2011; Schaefer et al., 2013). Academic entitlement has been defined as an attitude (Boswell, 2012; Cain et al., 2012), a tendency (Chowning & Campbell, 2009), a sense (Garces-Ozanne & Sullivan, 2014), and a belief (Jiang et al., 2017; Lessard et al., 2011). However, despite these varied definitions, two common components of academic entitlement have been offered including a lack of student effort (Boswell, 2012; Cain et al., 2012; Clark & Springer, 2010; Greenberger et al., 2008) and unearned or unrealistic outcomes such as high grades or policy exceptions (Garces-Ozanne & Sullivan, 2014; Jiang et al., 2017; Lessard et al., 2011; McLellan & Jackson, 2017).

In the past two decades, a large amount of interest and research has been conducted on academic entitlement. This includes research focused on differentiating academic entitlement from other similar, negative personality characteristics such as narcissism and its characteristic of psychological entitlement (Greenberger et al., 2008; Huang & Kuo, 2020). Additional research studies focused on academic entitlement's relationship with learning including student

and environmental factors (Andrey et al., 2012; Bertl et al., 2019). Additionally, research explored antecedents (e.g., parenting factors) and consequences (e.g., grade inflation) of academic entitlement. One of the more concerning consequences associated with academic entitlement is a decreased academic performance (Bonaccio et al., 2016; Frey, 2015). This is particularly troublesome due to the relationship between decreased academic performance and attrition in nursing schools (Caponnetto et al., 2021).

One area of limited research on academic entitlement that needs to be further explored is its relationship with students' self-concept and psychological health. Contradictory findings in research have examined the relationship among academic entitlement and variables of self-concept, namely self-efficacy (Boswell, 2012; Huang & Kuo, 2020) and self-esteem (Baer & Cheryomukhin, 2011; Chowning & Campbell, 2009). Despite some contradictory results, researchers commonly attributed the relationship between self-concept and academic entitlement as a coping response. For example, students with high self-esteem might demonstrate higher levels of entitlement when they are challenged with an academic outcome that does not match their own view of themselves (Baer & Cheryomukhin, 2011). This might be a student who demands a regrade of a paper and higher marks than deserved because they think of themselves as an "A" student. Conversely, students with lower self-esteem and/or low self-efficacy might demonstrate higher levels of academic entitlement as a method to receive higher marks than they feel they can achieve on their own (Chowning & Campbell, 2009). This is illustrated by the example of a student who demands the instructor provides them a comprehensive exam study guide and complains if an exam question asks about a concept not explicitly addressed by the instructor.

Research conclusions that academic entitlement might be a consequence of students' feelings of inadequacy or dissonance when they are confronted with academic difficulty pose a significant concern in nursing education—an environment known to cause a great deal of competition and academic stress. Nursing academic programs are different than many other college programs of study. Most nursing programs have highly competitive admission policies and frequently use high-stakes assessment processes. To improve graduate pass rates on the national licensing exam, it became common for nursing programs to use a singular test or a series of tests as a determiner of student progression through the program or as a benchmark that must be met to graduate (Hunsicker & Chitwood, 2018). The unique environment of nursing school might impact students' levels of stress, satisfaction, and attitudes of academic entitlement.

Stress

While the term 'stress' is used in scientific literature and popular culture, its definition might vary among different individuals (Goodnite, 2014). Stress can be considered a noun, verb, or adjective (Goodnite, 2014). The triggers to stress are commonly described as stressors (Guzman-Castillo et al., 2018). Some examples of stressors include aspects of work, relationships, finances, or demands associated with the educational setting (Goodnite, 2014; Jeffreys, 2004).

Stress as a noun includes synonyms of force, pressure, and strain (Goodnite, 2014). One way stress is defined and examined is through its biologic nature as an innate body response to a stressor. Physiologic responses could include neuroendocrine, immune, and behavioral responses (Al Rasheed et al., 2017; Guzman-Castillo et al., 2018). Other definitions focus on stress as a psychological construct that cannot be understood without examining it as a relationship between an individual and their environment (Al-Zeyadi & Mohammed, 2019). This view of stress as a

verb is reflective of a process in which individuals cognitively evaluate demands and perceive them as exceeding their resources (Goff, 2011). Contrary to this understanding of stress is the sociological perspective that some events are innately stressful such as those with a large degree of uncertainty (Goodnite, 2014). The World Health Organization (2023) defines stress as "a state of worry or mental tension caused by a difficult situation. Stress is a natural human response that prompts us to address challenges and threats in our lives" (para. 1). Regardless of its definition as biological, psychological, or sociological construct, stress is described as occurring on a spectrum with perceived values on the lower and higher ends typically having negative effects (Shields, 2001).

Researchers who understand stress as an internal processing response believe it results in coping responses that might either be positive or negative and active or reactive (Shields, 2001). Coping responses involve conscious effort and the utilization of a psychosocial mechanism to handle the perceived stress. Active, problem-solving coping mechanisms such as studying harder in response to academic stress are examples of positive coping while quitting school or avoiding tasks could be considered negative coping mechanisms (Shields, 2001). Positive or effective coping strategies are thought to be used more often by individuals who feel they have a strong sense of control over environmental factors (Shields, 2001).

Stress can occur throughout one's lifetime; however, being a student in higher education poses unique stressors that might increase one's vulnerability. Some stressors experienced by individuals due to their college student status are all the changes that occur when entering the higher education environment including social activities, sleeping and eating habits, the living environment, increased class workloads, and lower grades than expected (Acharya et al., 2018). Recognition of the influence of stressors on nursing students is not a new concept and it has been

extensively researched beginning as early as the 1980s (Jones & Johnston, 1999). Increased stressors for nursing students begin when they undergo competitive admission processes and continue throughout the program as they are exposed to this unique and demanding learning experience.

Stressors in Nursing Education

Competitive Admissions. Experiences with academic competitiveness and a focus on performance outcomes begins at the start of a nursing student's journey when they apply for admittance into a nursing program. A report by the American Association of Colleges of Nursing (AACN, 2020) reported that in the academic year 2019-2020, 80,407 qualified applicants were denied acceptance into baccalaureate and graduate nursing programs because of insufficient numbers of nurse faculty, clinical sites, classroom space, clinical preceptors, and budget constraints. Restricting the number of students enrolled in nursing programs resulted in competitive admission processes with many schools of nursing relying on assessments of students' academic performance (e.g., grade point averages [GPAs], standardized examination scores) to determine eligibility (AACN, n.d.). This resulted in nursing programs admitting students who were focused on performance outcomes and valued high grades as an indicator of learning.

After being admitted into a nursing program, students continue to be at a high risk of suffering from stress. Nursing research examining stress in nursing students consistently found they suffered from moderate to high levels of stress (Javeth, 2018; Kanade et al., 2021; Karabulut et al., 2015). Stressors for nursing students included components related to clinical education, role strain, and academics (Jeffreys, 2004; Senturk & Dogan, 2018).

Clinical Education Stress. Clinical education poses several stressors that might affect nursing students such as assuming responsibility for client safety and dealing with difficult human experiences such as client pain and suffering (Jeffreys, 2004). Furthermore, clinical rotations, site changes for clinical rotations, and encountering new experiences and people could be sources of stress (Jeffreys, 2004). Other sources of stress unique to the clinical learning component of nursing programs include students' feelings of inadequacy, self-doubt, and perceived or actual rejection by patients, precepting nurses, or clinical instructors (Reeve et al., 2013).

The variability in clinical experiences creates challenges to faculty's attempts to mitigate it as a source of perceived stress. One significant area of clinical stress for nursing students arises from dealing with the clinical nursing staff and clinical assignments (Welch, 2023). Typical nursing clinical education involves assigning students at a variety of facilities where they work with professional nurses and are overseen by clinical faculty; expectations of the clinical staff and faculty can be quite different from one clinical rotation to another. Additionally, as a student progresses in the nursing program, the clinical learning objectives and technical skill requirements change. While a student might become comfortable in a hospital setting providing acute care to an adult, the next semester they might be expected to work with an ill child in a school setting.

Role Stress. Role changes for students in nursing programs pose risks as stressors. One area of role stress might arise from role incongruence when the nursing student's educational experience, such as 12-hour clinical nursing shifts, does not match that of their peers (Jeffreys, 2004). Another stressor might include gender role identity for male students adopting a career historically viewed as a female discipline (Jeffreys, 2004). Other types of role stress might arise

from the intersection of other student characteristics such as maternal role stress that might be experienced by student mothers whose family time is restricted.

Academic Stress. The demands of the academic setting and expectations were noted to be one of the more common sources of stressors for nursing students (Chust-Hernández et al., 2021). Some of the more common academic stressors included increased difficulty of course content, insufficient study time, academic overload, and examinations (Andrew, 2020; Bell, 2017; Chust-Hernández et al., 2021). As stress is a commonly recognized problem within nursing education, much research has been conducted on associated variables with academic stress and its consequences.

Stress and its Related Constructs

Researchers found relationships between nursing students' academic stress and energy drink consumption (Choi, 2019), self-medication (Al Rasheed et al., 2017), exposure to acts of lateral violence in the clinical setting (Bahadır-Yılmaz, 2021), female gender, and lower physical activity levels (Chust-Hernández et al., 2021). Academic stress in students was shown to have several deleterious consequences. Higher levels of academic stress were associated with decreased mental health including increased anxiety (Bartlett et al., 2016), depression (Kwak et al., 2022), and decreased ratings of quality of life (Berdida & Grande, 2022). In health science students, a positive relationship existed between academic stress and somatic symptoms such as headaches and back pain (Brambila-Tapia et al., 2020).

In addition to affecting students' health, increased levels of stress were associated with changes in academic behaviors including lower self-regulation learning skills (Hj Ramli et al., 2018) and decreases in memory, concentration, and problem-solving abilities (Magnavita & Chiorri, 2018). Relationships were found between academic stress and (a) an increased risk of

dropping a course, (b) decreased satisfaction with nursing courses, and (c) decreased satisfaction with university systems (Berdida & Grande, 2022; Biles et al., 2022; Kacan & Pallos, 2021). In consideration of stress's impact on learning behaviors, it was not surprising that increased stress was related to decreased academic performance and lower GPAs (Dikmen, 2022). Focusing on academic stressors or those that arose from the didactic learning environment, rather than those arising from role strain and clinical coursework, allowed insight into a type of stress that was more controllable by faculty or college administration.

Student Satisfaction

In the last couple decades, universities have increasingly used measurements of student satisfaction as a method to evaluate an institution and instructor's performance, or the quality of education as a service provided to the student; this practice has driven research aimed to gain a better understanding about the construct of student satisfaction (Santini et al., 2017). Student satisfaction is commonly described as a psychological state, a cognitive process, or an affective state that arises within the educational context (Santini et al., 2017). Satisfaction is believed to be the end state in which a person's expectations are matched by their experience and has been described as feelings of happiness, fulfillment, and gratification (Biles et al., 2022; Jeffreys, 2004; Mai, 2005; Santini et al., 2017; Weerasinghe et al., 2017). Other vocabulary used to describe satisfaction was that of an attitude or student disposition (Weerasinghe et al., 2017). Additional attributes belonging to student satisfaction included finding value (Smith et al., 2018) or the perception of service quality (Mai, 2005). Because student satisfaction results from a subjective evaluation of expectations versus experiences and outcomes, it is believed to be dynamic and short term (Weerasinghe et al., 2017).

While much research focused on general student satisfaction, there were some attempts to separate the construct into different domains. This included satisfaction with learning (Smith et al., 2018; Walker et al., 2016), the learning environment and facilities (Zaheer Butt & ur Rehman, 2010), instructors' and their teaching and assessment practices (Santini et al., 2017), and campus life and the hedonic value of the experience (Santini et al., 2017). Within each of these realms, multiple, wide-ranging factors were associated with student satisfaction. This encompassed everything from air quality and room temperature (Yang et al., 2013) to the types of interpersonal interactions between student peers or students and instructors (Wong & Chapman, 2022).

The spectrum of antecedents related to student satisfaction suggested its nature is dynamic and individualized. This was expressed best by Smith et al. (2018) when they described satisfaction in learning as "unique to the individual, changes over time, and may be transient or sustained, mild or intense" (p. 175). Jeffreys (2004) also described satisfaction as a multidimensional construct divided into general satisfaction and more specific variables. General satisfaction encapsulated nursing as a career choice, nursing courses, and learning opportunities at the institution; specific variables were institution retention strategy components and/or service (Jeffreys, 2004). Available literature on student satisfaction was expansive and included findings related to general satisfaction, to satisfaction with specific learning exercises such as a particular nursing high-fidelity simulation scenario (Ren et al., 2022). While specific learning experiences might generate short-term impacts on stress and satisfaction for a student, participation in the activities might be of such short duration that it was less likely to see maladaptive coping techniques that required future demands on an instructor, such as academically entitled

behaviors, as a result. Thus, for purposes of this study, general satisfaction levels were the area of focus rather than student satisfaction with specific learning modules or activities.

Despite the difficulty posed by the breadth of antecedents of student satisfaction and its individual nature, student satisfaction has remained a topic of interest to institutions of higher education due to its associated consequences (Santini et al., 2017). Increased student satisfaction has been associated with significant increases in students' attitudes toward the academic institution, their intent to recommend the university to others, and to engage in spontaneous person to person communication about the institution (Santini et al., 2017). Additionally, increased student satisfaction has been associated with increased student involvement within the institution, increased trust in the promise of value delivery, and more motivation to maintain a long-term relationship with the university (Santini et al., 2017). Lastly, increased student satisfaction is associated with increased student retention (Chen, 2007; Eresia-Eke et al., 2020).

As shown in Table 1, an examination of the constructs of academic entitlement, academic stress, and student satisfaction reveals several potential areas of overlap. Literature on variables of academic entitlement and student satisfaction reflected the shift in higher education to regard education as a product and the student as a consumer (Eresia-Eke et al., 2020; Finney & Finney, 2010; Jackson et al., 2020). Another commonality in research on the variables of academic entitlement and academic stress was an external locus of control (Chowning & Campbell, 2009; Fromuth et al., 2019; Karaman et al., 2018, 2019). An external locus of control was used to describe the belief that things such as chance or luck were more likely to determine one's success or failures rather than their own ability or effort (Curtis & Trice, 2013). Despite some common attributes, the relationship between the variables of interest including academic entitlement, academic stress, and student satisfaction in nursing students have yet to be investigated.

However, Jeffreys' (2004) nursing universal retention and success model provided a theoretical framework to begin examining if, and how, these constructs related with one another.

Table 1

Commonalities of Academic Entitlement, Academic Stress and Student Satisfaction

Variable	External Locus of Control	Consumerist Attitude to Education	Decreased Academic Performance
Academic entitlement	Yes	Yes	Yes
Academic stress	Yes	No	Yes
Student satisfaction	No	Yes	Unknown

Theoretical Framework

The nursing universal retention and success (NURS) model was developed by Marianne Jeffreys (2015) to conceptualize the multidimensional factors that interact with one another and influence a student's decision to persist within a nursing program and be successful. The conceptual model was first designed in 2002, focused on nontraditional nursing students, and was published in 2004 (Jeffreys, 2004, 2022). However, from its inception, the model evolved and was changed to encompass all types of nursing students including undergraduate and graduate and those in multiple formats and settings (Jeffreys, 2022). The current iteration was created in 2020 (Jeffreys, 2022). In the current NURS (Jeffreys, 2022) model that was used to guide this research, two of the multidimensional factors described to influence nursing student retention and success included student academic factors and psychological outcomes. Academic entitlement is a concept that aligned with the NURS model's description of academic factors while psychological outcomes encompassed satisfaction and stress.

In the NURS (Jeffreys, 2022) conceptual model's figure, academic factors and psychological outcomes are indirectly related via academic outcomes (see Figure 1). However, Jeffreys (2022) stated, "Readers should employ a holistic perspective and envision interaction within and between variables sets and variables" (p. 658). In this study, Jeffreys' model was used as a basis to further investigate the relationship between a specific student academic factor, namely academic entitlement, and the psychological outcomes of student satisfaction and academic stress.

Problem Statement

Academic entitlement, academic stress, and academic dissatisfaction in nursing students all have the potential to further exacerbate the nursing workforce shortage. According to the AACN (2020), several key reports described the ongoing and looming exacerbation of the nursing workforce. This included a report by the American Bureau of Labor Statistics, the former Institute of Medicine now called the National Academies of Medicine, and the Tri-Council for Nursing (AACN, 2020). Nursing schools in the United States play an essential role in addressing the workforce shortage. Identification of factors that impact nursing academia's production of quality graduates is a necessary step in ensuring enough nurses can competently care for the public. With the expected growing shortage of nurses in the United States, it is vital that nursing programs admit and graduate as many qualified applicants as possible. To develop targeted strategies to promote nursing student retention, it is vital to have a full understanding of the complex relationships between the concepts believed to increase nursing student attrition.

Purpose

The purpose of this study was to examine the impacts of academic stress and general student satisfaction on academic entitlement beliefs in baccalaureate, junior, and senior level nursing students.

Research Questions and Hypotheses

The following research questions and hypotheses were used to guide this study:

Q1 What are the relationships between academic entitlement, academic stress, and general student satisfaction in prelicensure baccalaureate students?

Q2 What is the effect of academic stress on academic entitlement in prelicensure baccalaureate students?

$H1_0$ Academic stress does not affect externalized responsibility in prelicensure baccalaureate students.

$H1_{a:}$ Academic stress affects externalized responsibility prelicensure baccalaureate students.

$H2_0$ Academic stress does not affect entitled expectations in prelicensure baccalaureate students.

$H2_a$ Academic stress affects entitled expectations in prelicensure baccalaureate students.

Q3 What is the effect of student general satisfaction on academic entitlement in prelicensure baccalaureate students?

$H3.1_0$ Student general satisfaction does not affect externalized responsibility in prelicensure baccalaureate students.

$H3.1_a$ Student general satisfaction affects externalized responsibility in prelicensure baccalaureate students.

$H3.2_0$ Student general satisfaction does not affect entitled expectations in prelicensure baccalaureate students.

$H3.2_a$ Student general satisfaction affects entitled expectations in prelicensure baccalaureate students.

Q4 How do academic stress and student general satisfaction interact to affect academic entitlement in prelicensure baccalaureate students?

$H4.1_0$ No interaction occurs between academic stress and student general satisfaction to affect externalized responsibility in prelicensure baccalaureate students.

$H4.1_a$ Interaction occurs between academic stress and student general satisfaction to affect externalized responsibility in prelicensure baccalaureate students.

$H4.2_0$ No interaction occurs between academic stress and student general satisfaction to affect entitled expectations in prelicensure baccalaureate students.

$H4.2_a$ Interaction occurs between academic stress and student general satisfaction to affect entitled expectations in prelicensure baccalaureate students.

Significance

Faced with a dire shortage in the nursing workforce, it is essential that the number of nursing students who successfully graduate to join the profession is maximized. The results of this study might provide valuable insight into the relationship between factors theorized to promote nursing student retention and success. Discoveries in this research might lead to revisions in a framework used to guide nurse educators and researchers in their work to promote nursing student retention.

Education

Academic entitlement in nursing academia is a problem for nurse educators who suffer undue pressure from unrealistic demands or expectations. Its relationship with decreased academic performance also poses a risk to students' success and retention. Developing a better understanding of how entitlement relates to academic stress and student satisfaction provides an opportunity for nurse educators to address the underlying conditions that might be attributed to these disruptive behaviors.

Examining the impact of academic stress and general satisfaction and how they interact to impact academic entitlement has several ramifications for nurse educators and educational institutions. Findings might lead to purposeful stress management interventions aimed at reducing entitled behaviors. Additional measures to lower academic entitlement might be derived from improving student satisfaction. Additionally, it has become common practice for institutions of higher education to utilize ratings of student satisfaction in educators' performance evaluations. Examining the interaction among academic stress, student satisfaction, and academic entitlement might provide insight for the educator and institutions on the practice of student satisfaction scores as an indicator of performance.

Research

Jeffreys' (2020) nursing universal retention and success (NURS) model provides a comprehensive picture of the numerous factors that influence a nursing student's success and retention. Findings from this research might support the model's assertion that satisfaction and stress interact with academic factors. The research might stimulate future nursing research such as investigating the interaction of academic stress and satisfaction with other student academic factors. Or, future researchers might choose to examine other types of stress such as clinical or personal stress and their interactions with satisfaction and academic entitlement.

Little research has been conducted on academic entitlement in the nursing student population. This study will add to the limited knowledge about academic entitlement in nursing programs. It will provide foundational support for additional research that explores the effectiveness of stress reduction interventions on entitled behaviors and nursing student retention. The impact of student entitlement on nursing faculty practices, including grading practices and classroom policies, are other areas of possible research. Lastly, more research is

needed on how more academically entitled nursing students perform after graduation including if there is a ready to practice gap.

Practice

Healthcare systems worldwide face a critical, ongoing shortage of nurses. Inadequate nursing ratios are associated with worse patient outcomes. Targeting student entitlement, stress, and satisfaction might positively affect student success and retention. This might translate to more nursing graduates who are prepared to positively impact the nursing workforce shortage.

Definition of Terms

Academic Entitlement. "The tendency to possess expectations of unearned academic success, undeserved academic services, and/or expectations of unrealistic accommodations" (McLellan & Jackson, 2017, p. 161).

Academic Stress. Stress that arises from the educational process without any significant involvement of aspects related to the clinical nurse setting or aspects external to academic life (Onieva-Zafra et al., 2020).

Baccalaureate Nursing Program. A four-year college or university program that includes liberal arts courses with professional nurse education and training (AACN, n.d.).

General Student Satisfaction. Student satisfaction related to nursing, the higher education institution and its services, nursing curriculum, and overall instructor teaching and assessment practices. It does not include satisfaction with specific learning experiences or activities.

Stress. The perception that something, such as a situation or event, demands more than the one's ability to cope, or manage the stressor, and its associated emotions (Jeffreys, 2004).

Student Satisfaction. "Emotional gratification that arises from the congruency between expected academic, developmental, personal, and/or professional outcomes from the nursing educational process, and what actually occurs" (Jeffreys, 2004, p. 127).

Summary

Faced with a professional nursing workforce shortage that puts patient care at risk, it is necessary that nursing schools maximize the number of prepared nursing graduates ready to fill the shortfall. One way to meet this demand is to promote nursing student success and retention. Jeffreys' (2020) NURS model identifies student academic factors and psychological outcomes as two factors that interact with one another to impact student success. This research investigated if levels of academic stress, general student satisfaction, and their interaction with each other impacted levels of academic entitlement in baccalaureate nursing students.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this study was to examine the impacts of academic stress and general student satisfaction on academic entitlement beliefs in baccalaureate, junior, and senior level nursing students. To assist in meeting this goal, the theory guiding the study is detailed in this chapter and a synthesized overview of relevant literature on the central concepts of academic entitlement, academic stress, and student satisfaction in nursing students is presented. Additionally, information regarding the search strategy utilized for the review is offered. Lastly, this chapter includes a discussion of the identified knowledge gaps that supported the need for this study.

Theoretical Framework

Transactional Theory of Stress

For purposes of this study's examination of academic stress, Lazarus and Folkman's (1987) transactional theory of psychological stress was used. The transactional theory that developed out of research by Lazarus in the 1960s was formalized in the 1980s and represented a new etiology of stress (Biggs et al., 2017). As opposed to earlier theories that focused on stress as an external stimulus, a response, or an interaction, Lazarus and Folkman's model attributed stress to a transaction (Biggs et al., 2017). In this theory, stress is an emotion that arises from the dynamic, bidirectional interplay between a person and the environment (Lazarus & Folkman, 1987). It is a process that changes across time or situations and results in the secondary process of coping.

Essential to the concept of stress is the role of cognitive appraisal (Lazarus & Folkman, 1987). Cognitive appraisal can be categorized as primary or secondary appraisal. The primary and secondary appraisal processes do not occur sequentially; instead, they occur simultaneously and interact with one another in a dynamic exchange (Biggs et al., 2017).

In the transactional theory, a primary appraisal occurs when an individual evaluates the significance of an occurrence to their individual well-being. Stress occurs when the person appraises a relationship between themself and the environment as taxing or exceeding their resources. Influences on the individual's appraisal includes their values, goals, and beliefs and the demands and resources in the environment (Biggs et al., 2017). Stress is unique to the individual because it arises from the cognitive appraisal of their perceptions (Biggs et al., 2017). If an individual perceives a transaction as stressful, it is further categorized as representative of harm/loss or challenge (Biggs et al., 2017). Harm/threat appraisals result in negative emotions while challenge appraisals might result in positive emotions because they offer opportunity for rewards if sufficient coping mechanisms are available (Biggs et al., 2017).

The secondary appraisal is the individual's evaluation of whether it is possible to change the environment to alter one's feelings of stress (Lazarus & Folkman, 1987). The secondary appraisal results in decisions related to coping. Involved in the secondary appraisal is a cognitive process of evaluating coping resources (e.g., self-efficacy), situational variables (e.g., control over change), and coping styles (e.g., one's historical use of coping strategies; Biggs et al., 2017).

An individual's primary and secondary appraisals of stress lead to the adoption of coping strategies that are conscious and purposeful actions (Lazarus & Folkman, 1987). Two categories of coping strategies are described in the transactional theory: one focuses on management of the

stressor while the other is used to regulate the emotions that result from the stressful experience (Biggs et al., 2017). Following the coping actions is a cognitive reappraisal to determine if/how the strategies impacted the situation (Biggs et al., 2017). If the reappraisal finds the stress to be unaffected, further coping actions might result. This represents the view of stress as a continual process of transactions between an individual and the environment (Biggs et al., 2017).

Nursing Universal Retention and Success Model

The nursing universal retention and success model has undergone several changes and resulted in three formal iterations. In 2004, nurse researcher Marianne Jeffreys developed her nontraditional undergraduate retention and success (NURS) conceptual model as an organizing framework of the variables that influence undergraduate nursing retention. The need to establish a conceptual model specific to nontraditional undergraduate nursing students arose from Jeffreys' (2004) reflection that "enrollment trends, retention rates, professional goals, societal needs, and ethical considerations all declare the need to prioritize the retention of nontraditional students," (p. 4). Jeffreys proposed that professional nursing is different from arts and science disciplines and this difference requires a discipline-specific understanding of variables that impact student retention. Unique dimensions of the nursing profession recognized by Jeffreys in her decision to develop a nursing student specific conceptual model were the elements of human connectedness, sensitive topics (e.g., life and death issues), clinical practice, the blend of arts and science, and the goal of professional licensure (Jeffreys, 2022).

Jeffreys' (2004) original model focused on the nontraditional nursing student. When compared to traditional nursing students, nontraditional students might (a) be older, (b) commute to campus, (c) be enrolled part-time, (d) represent ethnic or racial minority groups, (e) be parents, (f) speak English as a secondary language, (g) have a general equivalency diploma

(GED), or (h) required remedial courses. Some modifications were made to the original 2004 model to include traditional nursing students or those who did not meet the listed nontraditional criteria. This resulted in the name of the model being changed to the nursing undergraduate retention and success (NURS) model (Jeffreys, 2004). She defined an undergraduate nursing student as one who is enrolled in any type of entry level nursing program including diploma, associate, and baccalaureate degrees. Jeffreys asserted that her model was applicable to both types of nursing students; however, the impact of factors described in the model most likely varied depending on the student's status as traditional or non-traditional.

Jeffreys revised the model in 2013 to include all levels of nursing students including master's and doctoral nursing students and changed the meaning of the acronym (Jeffreys, 2015). The NURS model was now named the nursing universal retention and success model. As with her distinction between non-traditional and traditional students, Jeffreys (2015) asserted that while all the factors in the model applied globally to nursing students, the degree of influence most likely varied depending on the level of education. The purpose of conceptualizing factors that affected the nursing student and student retention in the model was to provide a tool for faculty and administers to identify at-risk students, develop strategies to promote student success, and provide a framework for research (Jeffreys, 2015). There were several underlying assumptions of the model (Jeffreys, 2022):

Nursing student retention is a priority concern of nurse educators worldwide.

- Student retention is a dynamic and multidimensional phenomenon that is influenced by the interaction of multiple variables (factors).
- Environmental factors and professional integration factors greatly influence nursing student retention.

- Psychological outcomes and academic outcomes interact and influence persistence.
- All students, regardless of prior academic performance and work experience can benefit from professional socialization and enrichment throughout preprofessional and professional education.
- Nursing student retention is best achieved by focusing more comprehensively
- on success as going beyond minimal standards towards optimizing outcomes aimed at achieving peak performance potentials.
- Optimizing outcomes necessitates a holistic approach that focuses on proactive inclusive enrichment (PIE) and avoids exclusive remediation (ER). (Jeffreys, 2015, p. 426).

A critical underpinning of the NURS framework is its focus on retention rather than attrition (Jeffreys, 2022). Jeffreys' (2022) perspective was there are multiple trajectories for student progress in nursing programs. Retention consists of three different types of pathways: (a) ideal, (b) continuous, and (c) interim/stop-out (Jeffreys, 2022). In the model, an ideal path would mean completing the courses within the allotted timeframe with no withdrawals or failures. Continuous program retention reflects uninterrupted enrollment and taking required courses sequentially until graduation; this might include repeating a course (Jeffreys, 2004). The last form of retention is if a student successfully progresses to graduation but has intermittent enrollment or might need to repeat courses (Jeffreys, 2004).

According to the NURS model (Jeffreys, 2015), student success can be defined in multiple ways: (a) graduation, (b) passing the registered nurse licensing exam, (c) obtaining a nursing job, (d) enrollment into a graduate program, or (e) achievement of personal satisfaction

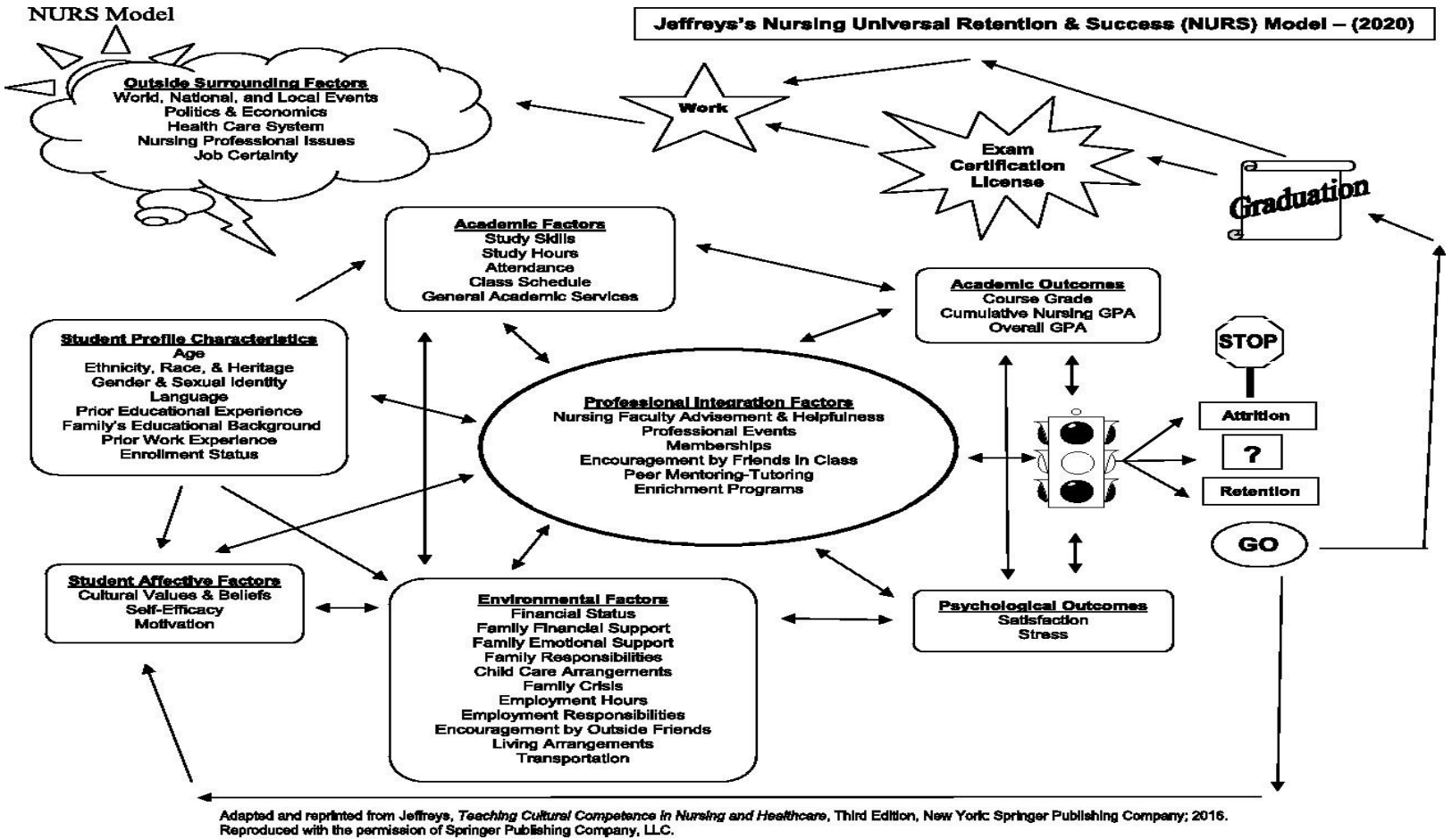
from excelling beyond minimum benchmarks and pushing for further self-development. According to Jeffreys (2004), the student makes either the voluntary or involuntary decision to remain in the program and persist in their success during and at the end of each individual course. As captured in her model, students' decisions to persist and succeed in the program are influenced by the interaction of multiple factors (Jeffreys, 2022).

The variables identified in the NURS model are student profile characteristics, academic outcomes, psychological outcomes, student affective factors, environmental factors, professional integration factors, academic factors, and outside surrounding factors (Jeffreys, 2004). As shown in Figure 1, the relationships between the factors are complex. Some relationships are direct, while others are indirect; some are unidirectional, while others are bidirectional.

Central to the model are professional integration factors described by Jeffreys (2004) as variables that add to a student's social system within higher education and are geared toward professional socialization and career development. The centering of professional integration factors reflects its importance in students' decisions to persist and remain in their program (Jeffreys, 2020). Factors such as faculty advising and helpfulness, peer mentoring, and membership to a professional organization represent a focus on faculty's efforts to support a student and have a major impact on a student's decision to persist and successfully perform (Jeffreys, 2004, 2020). Professional integration factors are at the "crossroads" for student retention; they influence each of the surrounding variables (Jeffreys, 2022, p. 658). The surrounding factors are not ranked sequentially or by importance; instead, Jeffreys (2022) instructs, "Readers should employ a holistic perspective and envision interaction within and between variables sets and variables" (p. 658).

Figure 1

Jeffreys' 2020 Nursing Universal Retention and Success (NURS) Model



Note. Reprinted with permission. Jeffreys, M. R. (2022). Nursing universal retention and success (NURS) model: A holistic, discipline-focused framework. *Journal of College Student Retention: Research, Theory & Practice, 24*(3), 650-675. https://doi.org/10.1177/1521025120939254 (see Appendix A).

One category of factors in the model is student profile characteristics. These factors are student characteristics prior to starting a course or the program of study and include demographics such as age and race, primary language, previous educational experience of the individual and family, prior work experience, and enrollment status (Jeffreys, 2022). These factors have a unidirectional relationship with student affective factors, environmental factors, and academic factors. They are bidirectional with professional integration factors (Jeffreys, 2022).

Student affective factors include three subcategories, namely cultural values and beliefs, self-efficacy, and motivation (Jeffreys, 2012). These are the attitudes, values, and beliefs about one's own abilities to learn and succeed in the nursing course/program, education, and the nursing profession. The cultural values and beliefs in the model refer to those values, beliefs, and behaviors learned from generation to generation within a group that consciously and unconsciously influence a student's thinking, decisions, and actions. According to NURS, self-efficacy is the learner's perceived confidence for learning or accomplishing the tasks/skills needed to achieve a goal despite any obstacles, and that the learner will expend however much energy is necessary to succeed. Motivation is defined as the "power within the student to generate actions that will result in his or her success" (Jeffreys, 2012, p. 63).

Environmental factors in the model have a bidirectional relationship with student affective behaviors and are influenced by student profile characteristics (Jeffreys, 2012). These factors exist beyond the academic process and include financial status, family financial support, family emotional support, family responsibilities, child-care arrangements, family crisis, employment hours and responsibilities, outside support, living arrangements, and transportation. Each of these components might be perceived as either a barrier or a support depending on the

individual student. In the model, Jeffreys (2012) described that environmental support could overcome weak academic support; however, weak environmental support could not be overcome with strong academic support.

One of the NURS factors of particular interest to this study was academic factors. Academic factors described by Jeffreys (2012) included personal study skills, study hours, attendance, class schedule and general academic services. Personal study skills are specific skills such as note-taking and attitudes about one's responsibility for study activities, time management and organization, and effort. Attitudes about responsibility included adaptive/maladaptive behaviors and internal/external locus of control. Some examples of maladaptive behavior include learned helplessness, self-handicapping, and task avoidance while positive adaptive behaviors are self-directed planning and task-focused goals. In the model, academic factors are in bidirectional relationships with academic outcomes, environmental factors, and professional integration factors. Academic factors are influenced by student profile characteristics (Jeffreys, 2012).

The last two sets of factors described in the NURS model are academic outcomes and psychological outcomes (Jeffreys, 2012). As described by Jeffreys (2012),

> Student profile characteristics, student affective factors, academic factors, environmental factors, and professional integration factors interact and result in a range of academic and psychological outcomes. Outside and surrounding factors may also impact on academic and psychological outcomes. (p. 157)

Academic outcomes included in the NURS model are course grade, cumulative nursing grade point average (GPA), and overall GPA. When considering academic outcomes, Jeffreys maintained there is complexity in the meaning of the outcomes beyond a numeric value; for

example, some students might feel satisfied by a “B” grade while this could be distressing to others.

According to Jeffreys (2012), student satisfaction and stress are two psychological outcomes that influence student retention and success. In this model, satisfaction and dissatisfaction are opposite emotions on a continuum experienced by students when their expectations and assumptions are met or unmet. When there is congruency among expected academic, developmental personal, and/or professional outcomes and the experiences of the nursing education process, students experience satisfaction. Feelings of satisfaction are individual to the student and can vary at different times. According to Jeffreys, satisfaction is a multidimensional construct made of general and specific satisfaction variables. General satisfaction for nursing students arises from nursing as a career, the nursing curriculum, and available learning opportunities (e.g., likes nursing courses). Specific satisfaction includes aspects unique to nursing courses (e.g., likes a specific simulation scenario). While the NURS model shows bidirectional relationships among satisfaction and environmental factors, professional integration factors, and academic outcomes, Jeffreys expanded this understanding in her narrative description. Specifically, Jeffreys wrote,

> Student profile characteristics, student affective factors, academic factors, environmental factors, professional integration factors, and outside and surrounding factors can all affect and be affected by satisfaction. Satisfaction must be viewed together in context with academic outcomes and the other psychological outcome of the NURS model: stress. (p. 164)

In Jeffreys’ (2004) model, stress is the perception that something, such as a situation or event, demands more than one’s ability to cope or manage the stressor and its associated

emotions. Stress occurs on a continuum; lower, manageable levels represent a positive psychological outcome and can increase a student's academic attention and preparation. However, higher, unmanageable stress reflects a negative psychological outcome and might result in negative academic achievement and performance, possibly decreasing student persistence and retention (Jeffreys, 2004). Jeffreys (2012) describes multiple sources of stress unique to the nursing student including clinical education stressors, role strain, and academic stressors. Potential academic stressors named by Jeffreys (2012) include minimal passing grades, fear of failure, academic uncertainty, high demands and workload, test anxiety, and poor academic grades. This stress is compounded when the student has unmet expectations and/or poor academic outcomes (Jeffreys, 2012). A set of factors outside of the academic institution that could impact students positively or negatively at any point in the model are outside surrounding factors such as national and local events, politics and economics, the healthcare system, nursing professional issues, and job certainty (Jeffreys, 2012).

The NURS model captures numerous factors that interact with one another and influence a nursing student's efforts to persist in the program and succeed. The model provides an extensive framework for nursing researchers to use in investigating variables related to student retention. As described by the model, efforts to study and promote retention need to be holistic; the complexity of many interrelated variables cannot be discounted. However, to develop a deeper understanding of retention, it is necessary to breakdown and analyze some of the relationships at a more granular level.

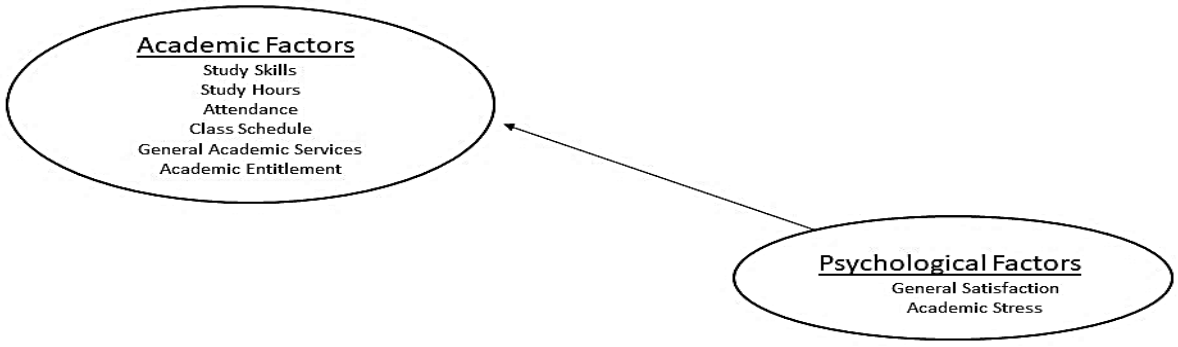
Selection of Theoretical Frameworks

Lazarus and Folkman's (1987) definition of stress in the transaction theory aligned with the definition of stress offered by Jeffreys' (2020) NURS model. As described in both theories,

stress is the psychological, emotional response that occurs when the individual perceives demands that outweigh resources and support. In the transactional theory, this would result in adaptive or maladaptive coping behaviors. In the NURS framework, stress would influence environmental factors, professional interaction factors, and academic outcomes. It is possible to see the overlap in these theories via a student who receives a poor grade and whose progress in the nursing program is at risk. This might cause academic stress that would result in a positive, adaptive coping response such as seeking support from family, an environmental factor, or attending the instructor's office hours for help, which is a professional interaction factor. Jeffreys (2022) stated, "Readers should employ a holistic perspective and envision interaction within and between variables sets and variables" (p. 658). This study sought to fulfill this request by envisioning an interaction between the psychological outcomes of academic stress and general student satisfaction that impacts academic entitlement, a possible academic factor as described by Jeffreys' model (see Figure 2).

Figure 2

Empirical Model Based on Jeffreys' 2020 Nursing Universal Retention and Success (NURS) Model



Reprinted with permission. Jeffreys, M. R. (2022). Nursing universal retention and success (NURS) model: A holistic, discipline-focused framework. *Journal of College Student Retention: Research, Theory & Practice, 24*(3), 650-675. https://doi.org/10.1177/1521025120939254 (see Appendix A).

Literature Review Search Process

The review for evidence relevant to this study included literature sourced from multiple databases including the Cumulative Index to Nursing and Allied Health Literature (CINAHL), Education Resources Information Center (ERIC), PsycINFO, PubMed, and ProQuest Dissertation and These Global databases during February of 2023. Each of the key terms was searched individually and in combination with one another; Boolean operators were used to focus the search on relevant constructs such as "academic entitlement" so as not to include literature related to financial benefits. Search terms and phrases included "academic entitlement," "student entitlement," "academic stress," "student stress," and "student satisfaction."

For search queries that returned more than 250 full-text scholarly articles, subject headings were utilized to refine the results. Subject headings included nurs* and nursing education. Limiters restricted the literature to that which was peer-reviewed, full-text, written in English, and published within the last 10 years. Articles were not limited based upon discipline or geographical location. In recognition of the impact that the Coronavirus disease-19 pandemic had on the world, healthcare providers, and education related to stress, literature focused on examining the variables of interest during this time were excluded. To maintain the lens of academic entitlement in its impact on students, literature examining the construct from the experiences of faculty was excluded.

The initial search resulted in 413 articles for preliminary review. A second screen focused on ensuring the definitions of the concepts in the reviewed studies aligned with this study's definitions; this screen resulted in 296 articles. However, a large number (n = 89) were dissertations and thus not peer reviewed. With the remaining peer-reviewed articles (n = 207),

only 12 examined the relationship between two or more of the concepts of interest, which determined their inclusion. A review of their references resulted in the addition of three additional relevant articles for a total of 15 articles for inclusion.

Academic Entitlement

Academic Entitlement and Mental Well-Being

While little literature examined the relationship between stress and academic entitlement, several studies investigated related constructs including anxiety and depression. Additionally, researchers have studied phenomena believed to cause stress in students in relationship with academic entitlement. Positive findings between the phenomena and academic entitlement are then presumably attributed to stress.

In a study to further investigate academic entitlement and its related factors, Greenberger et al. (2008) conducted two studies. In the first study, they measured gender, age, ethnicity, generational status in the United States; parents' educational attainment; psychological entitlement; non-exploitive entitlement; academic entitlement; self-esteem; work orientation; and social commitment. The sample (N =466*)* was primarily women (78.1%) of East or Southeastern Asian descent (46.4%). Correlational testing found academic entitlement to be significantly, positively correlated with psychological entitlement (r = .40, p < .001), exploitive entitlement (r = .47, p < .001), narcissism (r = .26, p < .001), and a weak relationship to non-exploitive entitlement (r = .14, p < .01). It had a weak, negative correlation to work orientation (r = -.30, p < .001) and a moderate, negative correlation with social commitment (r = -.42, p < .001). An unexpected finding was a weak negative correlation between academic entitlement and self-esteem (r = -.14, p < .01). Further regression analysis found exploitive entitlement (β=.26, t = 5.22, p < .001), psychological entitlement (β=.14, t = 2.76, p < .01), social commitment (β=-.18, t

= -3.49, p = .001), and narcissism (β=.09, t = 1.98, p < .05) as having independent associations with academic entitlement. The only demographic associations were minor gender differences with male students scoring higher in academic entitlement (t(462)=2.57, p < .05), and Asian students having significantly higher levels of academic entitlement compared to Caucasian students (t = 2.65, p < .05).

In their second study, Greenberger et al. (2008) examined if parenting practices were associated with academic entitlement and if the relationship was indirect with modifying variables of students' motivational characteristics. Lastly, correlational testing was conducted on academic entitlement, academic outcomes, and academic dishonesty. The sample (N = 353) was undergraduates from the same university as their first study. The majority were women (69.1%). The sample was predominately ethnically diverse with East and Southeast Asian Americans representing 43.6% of the sample and the next largest group represented was Caucasian (15.3%). Students born in the United States scored lower on entitlement than foreign-born students (t(459)=2.91, p < .01). Academic entitlement had weak, positive correlations with perceived parental achievement expectations (r = .19, p < .001), parents' socially-comparative achievement pressure (r = .24, p < .001), and rewards for high grades (r = .20, p < .001). Similar ethnic differences in academic entitlement between Asian and Caucasian students as noted in the first study were found (t = 2.65, p < .05), although gender differences and differences between foreign versus U.D. births were non-significant in this study. Regression analysis found socially comparative achievement pressure contributed to academic entitlement (β=.22, t = 2.62, p < .01), while other parenting measures were non-significant. Further modeling found achievement anxiety (β=.13, t = 2.06, p < .05) and extrinsic motivation (β=.20, t = 4.10, p < .001) had significant effects on academic entitlement. As it related to grade point average and academic

dishonesty, there was a negative relationship between entitlement and GPA (r = -.10, p < .07) and a significant positive relationship with entitlement and academic dishonesty (r = .22, p < .001).

In response to the Greenberger et al. (2008) study, Baer and Cheryomukhin (2011) designed their study to examine the same variables at a more individual level by stratifying their sample based upon levels of self-esteem. In their study that included 240 Master of Social Work students in the United States, latent class analysis was conducted on the participants to delineate their membership into a group with similar self-esteem scores. It was found that a two-class model fit best with participants relatively equally divided between them. Class 1 participants had higher self-esteem scores than Class 2. Academic entitlement was allowed to vary and acted differently across the two classes. Results demonstrated academic entitled beliefs about the professor, such as unfair grading practices, differed between the two classes; the higher self-esteem students were more likely to endorse the entitled statements while the relationship was non-significant in the lower self-esteem students. Baer and Cheryomukhin attributed entitlement as students' responses to feelings of rejection when they received negative feedback that fell below their own self-perception. Furthermore, when the student's favorable view of themselves was challenged, they hypothesized that psychological distress occurred, which resulted in blaming external variables to maintain their own self-concept. This study provided possible insight into a relationship between stress and academic entitlement by examining self-esteem. However, this study was limited due to the researchers' supposition that those with higher self-esteem experienced distress rather than measuring distress as a variable (Baer & Cheryomukhin, 2011).

Other researchers investigated the relationship among academic entitlement, parenting styles during the students' upbringing, perceived stress, and personal well-being (Barton & Hirsch, 2016). In their study of undergraduate students enrolled in psychology and education courses (N = 524), a one-way analyses of variance test was conducted using academic entitlement as the mediating variable between gender and the outcome variables of depression and anxiety. Additional zero-order correlation testing was completed separately for male and female participants among the other study variables. They found permissive parenting by either primary female (r = .26, $p \leq .01$) or male (r = .30, $p \leq .01$) primary caregivers to be associated with higher levels of academic entitlement in female students. This significantly positive relationship was also found in male students and permissive mothers (r = .43, $p \leq .01$) and fathers (r = .32, $p \leq .01$). Academic entitlement in both genders was associated with more depressive symptoms (female r = .21, $p \leq .01$; male r = .37, $p \leq .01$) and lower levels of all measures of personal well-being except for female students' ratings of positive relations with others. As academic entitlement related to perceived stress, there was a positive relationship for male students (r = .31, $p \leq .01$) and a non-significant relationship for female students. In their analysis of demographic differences with academic entitlement, Barton and Hirsch (2016) found male students to have higher levels of entitlement while female students had higher levels of perceived stress. In a discussion of their findings, they stated,

> It is possible that students who feel academically entitled approach college with unrealistic expectations about a smoother path, perhaps modeled by their permissive parents, or the lack of a need to conform to the standards of others, and thus, experience cognitive dissonance and frustration when challenged with an academic setting that

> requires self-sufficiency and good self-regulatory skills for success. (Barton & Hirsch, 2016, p. 6)

Borgmeyer et al. (2022) also examined academic entitlement in Master of Social Work students; however, they examined it from a field perspective lens including students (N = 141) and field supervisors (N = 147) their sample. The purpose of the study was to explore academic entitlement and predictive student variables including anxiety, parental education and income, grade point average, and field satisfaction. The choice to utilize both students and field supervisors was to assess for consistency among the two groups' perceptions. Demographic information included age, gender, race, current employment, year in school**,** program format, and work experience. The study used ordinary least squares regression to examine the relationship between academic entitlement and the independent and controlling variables. A positive relationship with entitlement and parental income was found (b = 1.615, p = .005). Negative relationships were significant between academic entitlement and field satisfaction (b = -0.971, p = .04), and student year in the program (b =-4.241, p = .003). Anxiety and grade point average were not significant predictors of academic entitlement. One consideration in interpreting Borgmeyer et al.'s (2022) results was the entitlement instrument used, Academic Entitlement Questionnaire by Kopp et al. (2011), was modified to specifically assess characteristics in field education rather than the classroom setting. Additional concerns in the interpretation of the study were related to the assumptions of ordinary least squares testing; it was unclear if academic entitlement met the homoscedasticity requirements across the range of independent variables tested.

Additional research investigating parental influences and personality traits' relationship with academic entitlement was conducted by Fletcher et al. (2020). Their sample consisted of

undergraduate students enrolled in psychology courses (N = 343). Variables examined included the degree of overparenting, socially prescribed perfectionism, the big five personality traits, academic entitlement, and attitudes toward academic dishonesty. Researchers used two different mediated moderation models. In the first model, overparenting was the predictor, socially prescribed perfectionism and neuroticism were moderators, and academic entitlement was the outcome. They found the model accounted for 15% of variance in entitlement. Additional tests were conducted to further evaluate the relationship between overparenting and academic entitlement at three different levels of neuroticism. It was found that in students with higher levels of neuroticism, there was a stronger relationship between overparenting and academic entitlement. This was mediated through socially prescribed perfectionism. The researchers interpreted their findings to mean that students who might be predisposed to anxious responses were more likely to feel anxiety and stress around academic performances. For those students who were already more stressed, external parental pressure might result in students shifting responsibility for their academic work to faculty.

Academic Entitlement and Academic Performance

Most of the research conducted on academic entitlement studies constructs known to decrease academic performance, such as motivation, tended to conclude there was a relationship between entitlement and performance. Yet, research results examining this relationship were mixed (Borgmeyer et al., 2022; Greenberger et al., 2008). An additional study by Bonaccio et al. (2016) examined final course grades to see if the theorized relationship existed. Additional variables included general mental ability that consisted of verbal, numerical and perceptual speed, big five personality traits (agreeableness, conscientiousness, openness to experience, extraversion and emotional stability), and course instructor as the control variable. In this study,

academic entitlement was measured with Chowning and Campbell's (2009) scale that measured academic entitlement by two subscales: externalized responsibility and entitled expectations. There was no significant relationship between academic entitlement and general mental ability. However, there were significant negative relationships between entitled expectations and final course grades (r = -0.17, p < .05) and externalized responsibility and course grades (r = -0.25, p < .05). Further testing via hierarchical multiple regression was conducted. Researchers found limited (1%) variance in academic entitlement due to overall general mental ability. Both components of academic entitlement accounted for 20.5% variance in final course grades (ΔR^2 = 0.025, p < 0.05) but externalized responsibility had more impact (β = -0.14, p < .05) than entitled expectations (β = -0.05, p = .47). However, further analysis that included general mental ability and personality in the model negated any significant impact of academic entitlement on final course grades. The researchers concluded that academic entitlement might not have a direct influence on performance but, instead, an indirect effect by influencing student behaviors.

Bertl et al. (2019) took a different tact by examining students' perceptions of academic performance versus academic metrics like GPA or course grades. Additional variables included personality traits via the six characteristic (honesty-humility, emotionality, extraversion, agreeableness, conscientiousness, and openness) personality model, and family influences (information support, family expectations, financial support, values, and beliefs). Participants in the study (N = 170) were expatriates enrolled in psychology and business bachelor's degrees at a private university in the United Arab Emirates. Most students in the sample were female (69%) and in their first year (76%) or second year (24%) of study. Hierarchical multiple regression modeling was conducted to investigate the impact of personality and family influences on academic entitlement. Academic entitlement was measured using Chowning and Campbell's

(2009) two construct scale of entitled expectations and externalized responsibility. Personality traits explained 12.8% of variance in entitled expectations ($F(6, 128)=3.140$, $p < .01$) with honesty-humility as the strongest predictor (β=-.338) and emotionality demonstrating a significant effect(β=.169). There was no significant change to the model with the addition of family influences. Personality also explained variance in externalized responsibility (21.2%) with honesty-humility again being the strongest predictor (β=-.338). Unlike entitled expectations, the personality trait of extraversion also predicted externalized responsibility (β=-.169). Again, there was no significant change when family influences were added to the model. Further regression modeling that only used family influence variables without personality traits found family expectations to have a significant influence on entitled expectations ($t = 1.999$, $p < .05$). As academic entitlement related to perceived academic performance, researchers used the difference in students' estimated and actual grades. Regression modeling found entitled expectations influenced the overestimations of exam/essay grades ($\eta^2_p=.122$) but not lab reports. Also, there was no relationship with externalized responsibility and perceived academic performance. Bertl et al. (2019) interpreted their findings by explaining that students who blamed faculty members for their worse outcomes did so "as a coping mechanism to protect students' self-esteem, which may be function of external attribution mechanisms" (p. 788).

Academic Entitlement and Satisfaction

Two different studies investigated the overlap between academic entitlement and satisfaction. The first study by Zhu and Anagondahalli (2018) used structural equation modeling to examine the predictive effect of academic entitlement on student satisfaction with their instructors. Modeling included the mediating factors of instructor nonverbal immediacy and instructor credibility. As described in the study, nonverbal immediacy included instructor

behaviors that created physical or psychological closeness. An example of nonverbal immediacy items on the Likert-style instrument included the use of hands and arms to gesture during talking and looking directly at people when conversing. The study sample was undergraduate students (N = 483) from a university in the United States who were relatively equal in male and female gender. The structural model included five factors. The first two factors were related to academic entitlement (demanding attitudes and reward for effort), the third was nonverbal immediacy, the fourth was credibility, and the fifth was student satisfaction. The student's expected grade was included as a control variable. Demanding attitudes had a significant negative relationship with nonverbal immediacy (γ = -.29, p < .001) and credibility (γ = -.13, p < .05) but no significant impact on student satisfaction (γ = .06, p = .34). The academic entitlement factor of reward for effort had no significance with any of the variables. Thus, the researchers concluded that academic entitlement and nonverbal immediacy had indirect effects on student satisfaction with the instructor. The control variable of expected grade had a significant positive correlation with both instructor perceived credibility (γ = .23, p < .001) and student satisfaction (γ = .13, p < .001). The model described 69% of the variance in student satisfaction with the instructor. This study built on the findings of Zhu and Anagondahalli (2018) by investigating the impact of academic stress as an independent variable on the dependent variables of student satisfaction and academic entitlement.

Reysen et al. (2020) studied the relationship among academic entitlement, academic performance, and life satisfaction in undergraduate students (N = 311) from a public university in the United States. Life satisfaction was defined as "a cognitive appraisal of one's subjective well-being," (Reysen et al., 2020, p. 192). To examine the variable of academic performance, the researchers classified students as academically at-risk and academically non-at-risk; the at-risk

students were recruited from a retention-based university program and had a cumulative GPA less than 2.0 while the non-at-risk students were recruited from an introduction to psychology course and had a cumulative GPA greater than 2.0. A *t*-test analysis demonstrated that at-risk students had significantly lower life satisfaction scores ($t = 5.47$, $p < .001$) than their non-at-risk peers. Using Pearson product-moment testing, it was found that in non-at-risk students, there was a significant relationship between academic performance and life satisfaction ($r = .215$, $p < .01$). Alternatively, there was no significant correlation between academic performance and life satisfaction in at-risk students ($r = .027$, $p > .05$). To examine the relationship between life satisfaction and academic entitlement, the researchers conducted three different Pearson product-moment correlations. The first test found no significance between the concepts in the group of students considered non-at-risk. The second test found no significant relationship for the at-risk students. When the students were tested as one sample in the third test and not categorized by risk, there was a weak, negative correlation ($r = -.152$, $p < .01$). While many circumstances outside the academic setting might impact satisfaction with life, the study findings led the researchers to suggest,

> These results may make one wonder if academic entitlement is perhaps a stress coping strategy gone wrong, and that feeling less happy with one's life can cause a person to express discontent in the academic realm more frequently, even if their problems are not just academic in nature. (Reysen et al., 2020, p. 200)

Academic Stress

A lack of research examined academic satisfaction's relationship with academic stress; however, there was research that supported a relationship between academic stress and life satisfaction. Karaman et al. (2018) conducted a study to examine the relationship among

achievement motivation, locus of control, academic stress, and life satisfaction in 307 undergraduate students in a South Texas university. Correlation testing found academic stress had a significant, negative relationship with life satisfaction (r =-.24, p < .01), and a significant positive relationship with external locus of control ((r = .29, p < .01). To determine the effect of mediating variables, the researchers tested two pathways. In the first pathway, academic stress significantly impacted life satisfaction, both with achievement motivation mediating (r = -.06, p < .01) and without mediating (r = -.06, p < .01). This led them to conclude that achievement motivation was not a mediating variable. The second path used locus of control as a mediating variable. In this path analysis, the overall model was statistically significant (F = 16.55, p < .01, r^2 = .0982; b = -.0417, t = -3.19, p < .01). Karaman et al.'s research was of particular interest to this study in its demonstration of a relationship among satisfaction, stress, and locus of control. While Karaman et al. focused on life satisfaction, it is feasible that academic satisfaction might be a component of overall life satisfaction. Additionally, external locus of control is a component of academic entitlement.

One study focused on the relationship among students' perceived stress, problem solving skills, mindfulness levels, and academic achievement (Dikmen, 2022). Students (N = 938) recruited from seven public universities in Turkey were relatively distributed between genders (F = 52.6%), ranged in age (18-26 years), and represented the disciplines of natural applied science (52.3%), humanities and social sciences (41.9%), and healthcare sciences (5.8%). In describing his choice to examine problem solving skills, Dikmen (2022) described problem-solving skills as a method to protect an individual in a negative situation and if problem-solving skills were underdeveloped, students might experience more stress. Thus, the relationship between stress and problem-solving might be cyclical. In Dikmen's study, Pearson correlation testing and linear

regression analysis were conducted. There was a significant negative relationship between perceived stress and (a) GPA (r =-.133, p < .001), (b) problem-solving skills (r = -.406, p < .001), and (c) mindfulness (r = -.497, p < .001). Positive correlations existed between GPA and mindfulness (r = .137, p < .001), GPA and problem-solving skills (r = .375, p < .001), and mindfulness and problem-solving skills (r = .375, p < .001). Regression analysis demonstrated that perceived stress negatively predicted all three variables with 2% variance related to GPA, 25% to mindfulness, and 17% variance for problem-solving skills. Regression plots demonstrated these to be negative linear relationships. When Dikmen conducted structural equational modeling to examine mediators, the negative impact of stress levels on GPA were mediated by mindfulness (βb=.04) and problem-solving skills (βd=.13). The findings that stress negatively impacted academic performance is a concern in nursing education, which is accepted as being highly stressful, uses high-stakes testing, and has minimum GPA requirements. Additionally, as described in this study, problem-solving could be a positive coping response that mediates this relationship; it is therefore reasonable that negative coping responses might also influence stress levels and academic performance.

Variables of Interest and Nursing Students

No research was found on academic entitlement in a nursing student population in the United States. However, findings from several research articles supported possible relationships among similar concepts, academic stress, and student satisfaction in nursing students in other countries. Cho and Hwang (2019) explored ethical awareness in undergraduate nursing students enrolled in three universities in South Korea (N = 581). They utilized a demographic and academic questionnaire and an academic ethical awareness instrument to collect data for analysis of variance and *t*-testing. Academic ethics were referred to by the authors as avoidance of

inappropriate learning behaviors and a sense of responsibility for learning. They found that nursing students who were more satisfied with their major had higher academic ethical awareness than their peers with lower levels of awareness ($F = 6.31$, $p < .002$) and students with lower levels of academic stress had more academic ethical awareness than those with higher levels of stress ($F = 3.67$, $p < .026$).

In a study that used both quantitative and qualitative methods, Biles et al. (2022) sought to gain a better understanding of nursing student satisfaction related to experiences and expectations. A sample of Australian Bachelor of Nursing degree students ($N = 82$) were asked to rate their satisfaction levels, experiences, and expectations on a Likert-style survey. Spearman rho correlations found significant relationships between overall satisfaction and support to navigate university systems ($r_s = .74$), availability of university services ($r_s = .44$), availability of technical resources ($r_s = .54$), helpfulness of administrative staff ($r_s = .51$), helpfulness of academic staff ($r_s = .57$), respect for previous learning ($r_s = .31$), accommodation of learning preferences ($r_s = .60$), diversity of learning ($r_s = .52$), communicativeness of teachers ($r_s = .45$), clarity of teacher communications ($r_s = .45$), timetable flexibility ($r_s = .36$), flexibility of attendance requirements ($r_s = .49$), suitability of subject availability timing ($r_s = .34$), flexibility of study requirements ($r_s = .37$), and time commitment requirements ($r_s = .37$). Students had the option to provide elaboration in open-ended textboxes, which were then classified into two major themes including “I want more flexibility” and “communication is important to me.” In their description of students’ desire for more flexibility, Biles et al. used a student quote asking for “special consideration” for clinical placement requirements to facilitate her caring for her children. As it related to communication, a student quote expressed that they wanted more individual communication with instructors. These findings were intriguing in that asking for

special consideration and more individual communication could be behaviors considered reflective of academic entitlement.

A better understanding of the relationship between stress and satisfaction in nursing students was found in Moon and Jung's (2020) research. In a study of nursing students (N = 171) from three universities within South Korea, the relationships among the concepts of gratitude, clinical practice stress, health, and satisfaction with clinical practice were examined. All the students were third (1.2%) or fourth year (98.8%) and the majority were female (91.2%). Correlation testing to determine relationships with the dependent variable of satisfaction with clinical practice found a positive correlation with disposition of gratitude (r = .353, p < .001) and a negative correlation with clinical practice stress (r = -0.363, p < .001). Clinical practice stress was also negatively correlated with disposition of gratitude (r = -0.303, p < .001). Regression analysis found clinical practice stress and clinical practice satisfaction differed depending on satisfaction with major (F = 4.98, p = .008; F = 8.88, p < .001, respectively). While their study focused on clinical stress and clinical satisfaction, it is feasible that these variable's relationships extended into the realm of overall academic stress and academic satisfaction. A limitation in the applicability of this study's findings might be due to cultural differences in how clinical practice and stress were experienced that might not translate in the same way to an American nursing population.

A study conducted by Batista et al. (2021) examined academic burnout and academic satisfaction in nursing students from two different curriculum models. They described burnout as arising from "a combination of exhaustion (lack of energy) due to study demands; depersonalization, manifested through emotional apathy, lack of motivation, withdrawing from course activities and interpersonal relations; and low academic efficacy, with a negative feeling

towards oneself" (Batista et al., 2021, p. 2). Academic satisfaction was described as students' perceptions of educational experience, specifically to teaching and curriculum. Measurements of satisfaction were divided into categories of curriculum and teaching, professional social interaction between students and instructors, and the teaching environment infrastructure. The two curricula consisted of a traditional model, characterized by professor-centered teaching strategies, and an integrated model that was characterized by active teaching strategies, concurrent learning between teachers and students, integration of theory and practice, and evaluations based on performance and/or competence. The sample consisted of undergraduate nursing students (N = 301) enrolled in two public state universities within the same state in southern Brazil, representing traditional (n = 116) and integrated (n = 185) curriculum models. Multiple models of logistic regression were conducted to examine the relationship between burnout syndrome as a dependent variable and academic satisfaction as an independent variable. Academic satisfaction was divided into two categories of "low" and "high" and academic burnout levels were categorized as "no" or "yes," and results were analyzed based upon adjusted odds ratios and 95% confidence intervals with a significance value of $p < .050$. Students with low academic satisfaction in curriculum and teaching had more than a two-fold increase in risk for burnout (M=2.395, 95% CI [1.249-4.594]). As it related to professional and social interaction, low satisfaction had nearly a four-fold increase in burnout (M=3.889, 95% CI [1.965-7.697]), Lastly, those with low satisfaction of the teaching environment had a two-fold increased risk of burnout (M=2.327, 95% CI [1.244-4.362]).

Summary

Theoretical literature suggested academic entitlement might be a coping response used to protect a student's self-image when their performance did not match their expectations, empirical

research examining its relationship to stress was limited (Barton & Hirsch, 2016). Results were contradictory regarding academic entitlement's relationship with self-esteem (Baer & Cheryomukhin, 2011; Greenberger et al., 2008) and anxiety (Borgmeyer et al., 2022; Greenberger et al., 2008). Research findings supported the notion that higher academic entitlement levels were related to socially prescribed perfectionism (Fletcher et al., 2020), socially-comparative achievement pressure, and perceived parental achievement expectations (Greenberger et al., 2008). No empirical, peer-reviewed literature was found during this literature review on the phenomenon of academic entitlement in nursing students.

As described by the NURS conceptual model guiding this study, research demonstrated that stress and satisfaction were related constructs. While no research was found that investigated the relationship between academic stress and student satisfaction, other literature supported a negative relationship between academic stress and life satisfaction (Karaman et al., 2018). Clinical practice stress in nursing students has negative relationships with clinical practice satisfaction and satisfaction with major (Moon & Jung, 2020). Perceived stress was negatively related to academic problem-solving skills (Dikmen, 2022).

The relationship between satisfaction and academic entitlement appeared to be more convoluted. Some research found an indirect relationship between entitlement and student satisfaction (Zhu & Anagondahalli, 2018) while other research found academic entitlement to be related to life satisfaction only for students who were considered not at risk to fail (Reysen et al., 2020). In nursing students, more satisfied students were found to have higher levels of academic ethical awareness (Cho & Hwang, 2019) and less academic burnout (Batista et al., 2021). Qualitative research analysis suggested that nursing students who were less satisfied by the flexibility and communication found in nursing programs were looking for special consideration

and exceptions to program norms, behaviors reflective of academic entitlement characteristics (Biles et al., 2022).

A synthesized review of peer reviewed literature on the variables of interest in this study including academic entitlement, academic stress, and student satisfaction was conducted. No empirical literature examined academic entitlement as a key variable in nursing education and no research examined the intersection of the three variables in disciplines outside nursing. This lack of published literature demonstrated the need for this study.

CHAPTER III

METHODOLOGY

This study addresses a gap in understanding of how academic stress and student satisfaction impact academic entitlement in nursing students. This chapter summarizes the research methodology used to further examine the relationship between these three variables. Information on the study's design, setting, sample procedures, instruments, analysis, and ethical considerations is included.

Research Design

The study utilized a predictive, cross-sectional survey design. The purpose of this study was to examine the impacts of academic stress and general student satisfaction on academic entitlement beliefs in baccalaureate, junior, and senior level nursing students.

Setting

The setting for this study was baccalaureate nursing programs located within the United States. Representation occurred primarily from three regions (North Atlantic, South, West) with minimal representation from the Midwest region. It included both private and public institutions.

Population and Sample

The population of this study was prelicensure, baccalaureate nursing, junior and senior level students at programs within the United States. It included students who were enrolled in entry level nursing baccalaureate programs. This included generic and accelerated baccalaureate programs offered for non-nursing college graduates. Generic baccalaureate nursing programs are defined by AACN (2023) as those that "admit students with no previous nursing education and

awards a baccalaureate nursing degree. Program requires at least four but not more than five academic years of FTE college academic work" (p. x). Accelerated program students are those who have a previous baccalaureate degree and whose accelerated curriculum could be completed in less time than the generic curriculum (AACN, 2023). Sample criteria excluded post-licensure associate degree bridge programs and licensed practical nurse to registered nurse bridge programs. Students who did not identify as either junior or senior level students were also excluded.

Recruitment procedures were used to gain representation within the sample that reflected the current demographics of students enrolled in nursing programs within the United States. According to the AACN (2023), students enrolled in entry-level baccalaureate programs in the Fall of 2022 were 86.2% female and 56.1% White. The largest ethnic/racial minority group was Hispanic/Latino (16.3%), followed by Black or African American (12.9%).

To determine the appropriate sample size, a power analysis using G*Power software was conducted with the statistical test of regression analysis (Faul et al., 2020). To perform the calculation, input included three predictors: a medium effect size ($f^2 = 0.15$), a power level of .80, and an alpha level of .05. Results demonstrated that a minimum sample size of 77 was required for the analysis.

Procedures

Participant Recruitment

To gain participants for the study, a multistep, stratified random sampling approach was used. Stratified random sampling involves dividing the population into groups that share a commonality; it is used to ensure a better cross-sectional of the population is represented in the sample (Singh & Mangat, 1996). Random sampling, in which the researcher starts with a random

start on the list of possible individuals and then selects every *X* number off the list, ensures that everyone in the population has an equal probability of being selected (Creswell, 2014). This random sampling was used to ensure the findings were able to be generalized to the overall population (Creswell, 2014). The randomization process occurred after the stratification to ensure there was still equal representation across the strata. For this study, the list used for sampling was the AACN (2023) list of 974 institutions that provided enrollment data for the *2022-2023 Enrollment and Graduations in Baccalaureate and Graduate Programs in Nursing* report. In this report, the institutions were first organized by their geographical region; within each region, the institutions were categorized by state and then alphabetized.

The first step of sampling included identifying institutions to contact and solicit participation in disseminating the survey to their student population. An initial goal to survey students from 40 different prelicensure baccalaureate programs was determined sufficient to achieve the minimum sample size. The stratum utilized in this study was the four geographical regions identified by the report.

To randomize institutions within the strata, the total number of programs within each stratum was identified. For each region, 10 programs were identified randomly with *X* calculated by the sum of the number of programs in each stratum divided by 10. The researcher verified that the randomly chosen institution had a prelicensure baccalaureate program and identified the program administrator and their contact (email) information. If the identified institution did not have a prelicensure program or if the administrator's name and contact information were not available, the researcher moved to the next institution on the list, and the *X* count resumed to the next randomly chosen potential participant institution. Once the researcher compiled a random list of institutions and their program administrators to contact, an email soliciting possible

participation was sent. Administrators were requested to forward the email to their faculty or other program administrators who might be willing to assist in disseminating the participation request to the students. The email included the purpose of the study, the inclusion/exclusion criteria, Institutional Review Board (IRB) approval, and the request that administrators and/or faculty who were willing to assist contact the researcher via email and/or phone. Additionally, information included the minimal risk to the programs' students to participate and the option for student participants to utilize an additional survey link to record their email address as an entry into a $50 Amazon.com egift card (two available).

In response to the first solicitation email, there was an initial response rate of 17.5% (7/40) with three declinations, two program administrators who agreed to participate and requested a solicitation email they could send to their students, and one respondent who expressed interest but stated they needed approval of the dean prior to contacting the students. An additional positive response was from a program administrator who forwarded the first email contact directly to their students rather than responding to the researcher. All the initial positive responses were from the West region.

Due to the limited responses and limited geographical representation, a follow up email was sent to the same program administrators eight days after the first email. Following the second prompt, more programs responded with a response rate of 40% from the North Atlantic, 30% from the South, 10% from the Midwest, and 50% from the West regions. The final sample included nine different programs with 22% (2/9) from the North Atlantic region, 22% from the South (2/9), 11% (1/9) from the Midwest, and 44% (4/9) from the West. In the second step of sampling process, the researcher utilized the program administrators who responded positively to the solicitation request to reach student participants. The researcher emailed the administrator a

blurb of the research study with its hyperlink that could be forwarded to their students or posted in an online learning management system (e.g., Canvas). Additionally, in the email was a request for the administrator to notify the researcher of the number of students who would receive the invitation to participate and an approximate date the invitation was publicized to the students. Those data from the administrator were going to be used to measure response rates and to schedule a follow-up, second request for participation email. However, most of the programs failed to alert the researcher of when the student solicitation email was sent or the total number of students contacted. Thus, the researcher assumed that despite the lack of notification to the researcher, the program administrator had most likely forwarded the invitation to the students soon after receiving the blurb from the researcher. With this assumption, a second solicitation email was sent to each of the participating program administrators 5-10 days after the first student invitation was sent. It included another summary of the research with a second request to complete the survey that was to be distributed to students in the same manner as the first request. The anticipated time from contacting program administrators to the second survey prompt and response time was expected to be four weeks. Although the required sample size of 77 was met within three weeks, the survey remained open for a full four-week period to allow all interested participants the ability to participate.

Data Collection

To collect data from the sample identified with the methods outlined above, an electronic survey using Qualtrics was utilized. The research consent information was embedded as the first item in the survey and required respondents to indicate their consent to proceed in the survey. Following the consent, the participant was presented with an item to attest to their eligibility. If the participant indicated they were not eligible to participate, they received an end of survey

message and were not able to proceed. There were 140 participants who consented to the study; however, 13 indicated they did not meet inclusion criteria and were not allowed to continue in the survey. For the remaining 127 participants, the survey proceeded to the first block of items. Four surveys, one for each region, varied in the order of instrument presentation. The different ordering was completed to ensure adequate data representation across all instruments in case there were incomplete responses due to participant burden. The survey anonymized responses so that IP addresses, location data, and contact information were not collected. Once the data were collected, they were saved in an electronic spreadsheet and imported into a statistical software package (e.g., SPSS) for preparation and analysis.

Instrumentation

Demographic Survey

A 12-item demographic questionnaire was used to assess a participant's academic program and personal characteristics (see Appendix B). Academic program questions included type of institution (public, private), geographical location, year of admittance into nursing program, current year of study, and enrollment status. Personal characteristics included gender, age, ethnicity, primary language, work history, and previous educational experience of the participants and their parents. The demographic questions aligned with the demographic characteristics included within the AACN (2023) annual enrollment and graduations report and the student profile characteristics identified by Jeffreys' (2022) NURS model that impacted nursing student retention. The data were used to describe the sample and assess the generalizability of the study's findings.

Academic Entitlement

Multiple instruments have been used to measure academic entitlement; however, Chowning and Campbell's (2009) Academic Entitlement Scale (AES) was exceptional in that it underwent psychometric testing in multiple study samples, aligned with this study's definitions, could be completed quickly, and could be used without permissions (see Appendices C and D). The researchers' goals with the AES were to create a tool to measure academic entitlement as a construct separate from psychological entitlement and one that could be used to capture characteristics of entitlement that pertained only to an academic setting. An essential component of academic entitlement identified by Chowning and Campbell that provided the foundation for their instrument was the entitled student's "externalized locus of control, as students abdicate responsibility for their own academic outcomes" (p. 983). To test and refine the AES, Chowning and Campbell completed four studies. Studies one and two focused on internal consistency and exploratory factor analysis while studies three and four focused on predictive abilities toward related constructs. As shown in Table 2, studies one, two, and four demonstrated good internal consistency scores.

In study one, the researchers validated items using exploratory factor analysis, reliability coefficients, and convergent validity by comparing them to instruments measuring related constructs such as psychological entitlement, narcissism, state-trait grandiosity, need for cognition, self-esteem, and personal control. The sample included undergraduate students (N = 442) in an introductory psychology course. Most were first-year college students (61.1%), female (59%), and Caucasian (76%). The instrument's original items (N = 31) were developed from conversations between the researchers about the characteristics of the prototypical entitled student who embodied the two defining attributes of academic entitlement (externalized

responsibility and entitled expectations). Exploratory factor analysis found 10 factors accounted for 87.15% of the common variability. Of those 10 factors, two accounted for nearly 40% of variability, while no other factor accounted for more than 9% variance. This led to the researchers' understanding of AE as a two-factor variable. Item retention was examined based upon their loading strength and singularity to their latent factors. The result was a scale that consisted of 15 items including 10 items on the externalized responsibility subscale and five items on the entitled expectations subscale. Internal consistency of the items was tested using item-total correlations, which ranged from .40-.58 for the externalized responsibility subscale and .27-.51 for entitled expectations. Reliability testing demonstrated good Cronbach's alpha coefficient scores for each subscale. Table 2 provides more details.

Table 2

Findings for Chowning and Campbell's (2009) Academic Entitlement Scale

Author	Cronbach's α for Externalized Responsibility	Cronbach's α for Entitled Expectations	*M(SD)*for Externalized Responsibility	*M(SD)* for Entitled Expectations
Chowning & Campbell (2009)				
Study 1	0.81	0.62	2.26(0.82)	4.51(1.02)
Study 2	0.83	0.69	2.19(0.84)	4.41(1.10)
Study 3	Not reported	Not reported	2.59(0.83)	4.63(0.95)
Study 4	0.71	0.66	1.94(0.61)	4.71(0.99)
Blincoe & Garris (2017)	0.62	0.63	2.75(0.85)	5.57(1.2)
Bonaccio et al. (2016)	0.69	0.76	3.08(0.76)	1.66(0.49)
Knepp & Knepp (2022)	0.81	0.62	Not reported	Not reported
Taylor et al. (2015)	.78	.72	2.55(0.86)	4.75(1.09)
Turner & McCormick (2018)	.81	.68	2.6(.91)	3.9(.82)

Note. This is only a sample of literature that has used Chowning and Campbell's (2009) Academic Entitlement Scale.

The psychometric testing conducted in study one led to the development of the AES in its current form. Two subscales (entitled expectations and externalized responsibility) were included that correlated with one another ($r[440]=.21$, $p < .001$) but measured separate constructs. Thus, each subscale measurement was considered a separate value and the two were not summed together in analysis. The entitled expectations scale included five items, while the externalized responsibility subscale had 10 items. Item response options used a 7-point Likert-style scale ranging from *strongly disagree* to *strongly agree* and two items were negatively worded. A participant's score on each subscale was calculated by the mean response, ranging from 1-7.

Externalized responsibility items focused on the responsibility of the student and professor in the learning process. Higher scores on this subscale indicated a student who had an entitled lack of personal responsibility in the academic setting. In study one, Chowning and Campbell (2009) found the mean score for externalized responsibility was lower than the midpoint and was positively skewed ($\mu=2.26$, $SD = 0.82$, skewness = 0.79).

On the entitled expectations subscale, items were related to a student's expectations of professors, policies, and grading. Higher scores indicated more rigid and specific expectations of professors. The results in study one found the mean to be slightly above midpoint and negatively skewed ($\mu=4.51$, $SD = 1.02$, skewness=-.21). In their assessment of construct validity, Chowning and Campbell (2009) found expected relationships with the related constructs, demonstrating that academic entitlement was related to but distinct from psychological entitlement and narcissism.

Study two (Chowning & Campbell, 2009) was a replication of study one but with a larger sample size ($N = 886$) and similar demographics. Exploratory factor analysis again demonstrated a two-factor fit. Externalized responsibility accounted for an eigenvalue of 8.49 and 26.75% of variance while entitled expectations accounted for an eigenvalue of 5 and variance of 15.76%.

Again, the subscales correlated with one another (r[884]=.25, $p < .001$). Additional testing was completed to compare the two-factor model against a one-factor alternative. Model fit testing using chi square, the goodness-of-fit index, comparative fit index, and the root-mean-square error of approximation were all completed. While neither of the models had convergence issues, the two-factor model had a better fit in all four indices than the one-factor model. Construct validity testing results were comparable to study one, supporting the recognition of academic entitlement as its own construct.

In study three, Chowning and Campbell (2009) tested the ability of the AES to predict students' self-ratings of appropriate and inappropriate academic behaviors. The sample consisted of undergraduates (N = 357) enrolled in an introductory psychology course. The sample was relatively equal between gender (48% female), primarily first-year college students (63.3%), and Caucasian (82%). In addition to the AES, students were given an instrument to measure strategic flexibility and four case vignettes of academic scenarios believed to produce entitled behaviors. The case studies included exam preparation, homework policies, beliefs on general education courses, and course grades. After each vignette, there were five to nine possible student responses to the case presentation. Students rated their likelihood to engage in the response using a 6-point Likert scale. Additionally, students rated the appropriateness of the response on a similar 6-point scale. A standard level of appropriateness of each response was determined by instructors (N = 21) from the psychology department who were considered subject matter experts. Participants were able to distinguish between appropriate and inappropriate responses. Participants who were considered low in academic entitlement (<-1 *SD*) did a better job at distinguishing between appropriate and inappropriate behavior as compared with participants who were high in academic entitlement (t(19)=-12.58, d = 3.55, $p < .001$). Multiple regression

analyses were conducted to predict the likelihood of engaging in a response with the students' appropriateness rating for the response. Entitled responses on the externalized responsibility subscale predicted students' rating of appropriateness and likelihood of engaging in appropriate academic behaviors. The entitled expectation subscale accounted for students' likelihood of engaging in inappropriate behavior.

In their last study to validate the AES's ability to predict uncivil behavior, Chowning and Campbell (2009) used an experimental design in which their sample of undergraduates (N = 120) in an introductory psychology course were blindly put into two condition groups; one group received negative feedback on a short-answer, essay aptitude test, while the other group was given no feedback. Participants were told the test (task) results were indicative of academic success and intelligence. After the task was completed and the participants received their condition, the researcher provided each participant an experiment evaluation sheet in which participants evaluated the task and experimenter. Prior to the experiment, participants completed the AES and five of the other related construct scales. Multiple regression analyses were used to measure predictability on all the dependent variables (item ratings of experiment and experimenter). Externalized responsibility predicted experimental evaluation (β=-.27, $t(114)=3.05$, $p = .003$; $R^2_{adj}=.06$, $F(1,182)==12.49$, $p = .003$). This remained true even when the feedback condition was included in the model.

Since its development and initial testing, multiple studies have used the Academic Entitlement Scale. As shown in Table 2, the scale had adequate internal consistency scores with entitled expectations (five items) scale α score unsurprisingly a little lower than the externalized responsibility (10 items) due to its lower number of items. A weakness of the AES was the nature of measuring academic entitlement as a two-dimensional construct as designed by

Chowning and Campbell (2009), which did not allow for an "overall" entitlement score. Also, it has not yet been tested with a nursing student population.

Student Satisfaction

The instrument used to measure academic satisfaction in this study was the Undergraduate Nursing Student Academic Satisfaction Scale (UNSASS) that was first developed and tested with students in a Bachelor of Science in Nursing program in Canada (Dennison & El-Masri, 2012; see Appendix E). The UNSASS was an appropriate instrument for this study because it measured global student satisfaction, was specific to the nursing student population, and required no special permissions to use (see Appendix F). Another strength of the UNSASS was it has undergone psychometric testing in its development and other additional research studies.

The goal of the UNSASS (Dennison & El-Masri, 2012) was to provide a more comprehensive measure of students' satisfaction as it related to academic aspects of a nursing program rather than the clinical experience focus of previous scales. The development of instrument items arose from a review of literature on student satisfaction and consultation with experienced faculty members. Initially, 99 items and five domains of satisfaction were identified including in-class teaching, clinical teaching, the program, the organizational culture of the nursing program, and academic support and resources. Next, researchers conducted face and content validity testing with nursing students. Face validity testing was accomplished by nursing students (N = 22) who judged the 99 items, which resulted in redundant items being eliminated and a reduction of the scale to 62 items. Content validity on the reduced scale was completed using four students who rated relevancy on a Likert-style scale. Those ratings were used to calculate a content validity index (CVI) of .83, which was deemed acceptable.

Following validity testing, the draft scale was composed of 62 items. The distribution of these were as follows: 16 items focused on interactions with clinical instructors and their expertise (e.g., facilitation of critical assessment skills); 16 items indexed satisfaction with in-class teaching (e.g., theory classes and instructions); 12 items focused on satisfaction with nursing program design, requirements and expectations (e.g.,-relevant courses); nine items targeted organizational culture (e.g., faculty and staff behavior, procedures and students' sense of belonging); and nine items were related to support from administration, faculty, and university resources (e.g., library and nursing laboratory). Each item was scored on a 5-point Likert-style scale: 1 (*strongly disagree*) to 5 (*strongly agree*). The responses were summed to provide an overall satisfaction scale with a potential scale range of 62-310. Higher scores indicated a higher level of satisfaction.

Initial testing on the draft scale was conducted with undergraduate Bachelor of Science in Nursing students (N = 313) in Ontario, Canada. The program was eight semesters in length. Post-licensure students were excluded. The sample majority was White (77%), female (87.9%), and represented students from all four years of the program. The average time to complete the survey was 15-20 minutes. Testing included face, content, and construct validity estimations. Reliability testing was conducted using internal consistency, split-half coefficient, and test-retest reliability analyses. Exploratory factor analysis reduced the 62 items to a four-factor scale with 48 items, which accounted for a total variance of 50.12%. Items were rearranged based on their factor loadings and their loading weight. This resulted in the culture domain being eliminated because the items loaded onto the other subscales. Cronbach's alpha coefficient calculations were examined for each of the remaining four subscales. Reliability was high for three of the subscales, notably in-class teaching (α=.92, 16 items), clinical teaching (α=.91, 15 items), and

program (α=.91, 12 items). The internal consistency for support and resources was not as high (α=.74); however, as there were only five items, this subscale alpha was deemed acceptable. The overall summed score had high internal consistency ratings (α=.96). Using some of the earlier participants (*N* = 162, 52%), the reliability was further tested using a test-retest model in which the questionnaire was completed twice within a two-week period. Pearson correlation analyses showed good subscale correlation scores, ranging from .70-.86, and an overall test-retest correlation coefficient of .88. Individual item testing included Hotelling's T^2, Turkey's nonadditivity test, and item-total correlation. All items on the scale had different mean distributions (F = 26.51 [df =47], $p < .001$), Tukey's nonadditivity test was significant (F = 51.28 [df =47], $p < .001$), and each of the item-total correlation coefficients was appropriate with the in-class teaching subscale ranging from .53-71, clinical teaching ranging from .44-.72, program was .48-.75, and resource and support ranging from .45-.58.

After the revisions and psychometric testing, the UNSASS (Dennison & El-Masri, 2012) was determined to be a reliable and valid scale of student satisfaction with 48 items distributed on four subscales. Each item carried equal rate so the total composite score derived from summing the items would result in a final score between 48-240. The composite score could be used on its own or each of the four subscales could be used individually to measure its relevant domain. As this study's goal was to examine general student satisfaction, the composite final score of the scale was used.

The UNSASS (Dennison & El-Masri, 2012) has been used and/or adapted to multiple nursing student populations in Spain (Guerra-Martin et al., 2021), Saudi Arabi (El-Seesy et al., 2021), Iran (Rahmatpour et al., 2022), and Pakistan (Victor et al., 2020). In these studies, the internal consistency was strong (see Table 3); however, some researchers made modifications to

the tool. As a result of translation and validity testing conducted by Guerra-Martin et al. (2021), the Spanish version of the UNSASS was kept at 48 items but reduced to four dimensions (in-class teaching, clinical teaching, program design and delivery, and support and resources) and renamed. Rahmatpour et al. (2022) used the final 48-item UNSASS but found factor analysis to support a three-factor structure (university factors, clinical factors, faculty factors). While the instrument designers described the process of summing all the subscales to arrive at a composite score of satisfaction, some researchers used a mean value for each subscore to interpret their values (Guerra-Martin et al., 2021; Victor et al., 2020). A weakness of the instrument was no research was found in this review that utilized it in an American nursing population sample. Another limitation of the UNSASS was its lengthiness and the time required to complete it.

Table 3

Findings for Undergraduate Nursing Student Academic Satisfaction Scale (UNSASS)

Author	Cronbach's α for Entire Scale	*M(SD)* for Entire Scale
Dennison & El-Masri (2012)	0.96	unreported
Test	unreported	176.28(25.09)
Retest	unreported	175.12(25.88)
El-Seesy et al. (2021)	0.967	147.3(28.09)
Rahmatpour et al. (2022)	>.90	unreported

Academic Stress

The instrument used to measure academic stress was the Perceptions of Academic Stress Scale (PAS) originally developed by Bedewy and Gabriel (2015) for university students in Egypt (see Appendix G). To begin its development, Bedewy and Gabriel conducted a literature review

on sources of academic stress in university students. Their review resulted in three categories of stressors that were turned into subscales. This included academic expectations with four items, workload and examinations with eight items, and students' academic self-perceptions with six items. The subscales comprised an 18-item, 5-point Likert-style questionnaire that asked students to rate their perceptions with the item responses ranging from *strongly disagree* (1 point) to *strongly agree* (5 points). Validity of the initial instrument was tested by a panel of educational experts, specifically 12 faculty members with more than 15 years of experience in education or educational psychology. The experts engaged in one-on-one discussion to provide feedback about each item and the overall instrument. Additionally, they rated each item on its relevancy using a 5-point Likert-style instrument. Items had to achieve a mean relevancy score of 3.5 to be retained. Experts' ratings ranged from 3.8-4.8 with a mean average of all items of 4.4. All 18 items met the criteria and the instrument moved into psychometric testing with students.

Following face and content validity testing with expert educators, the researchers pilot tested the instrument with four students and asked for feedback related to item clarity, language, formatting, and completion time. After slight modifications, the instrument was distributed to undergraduate and postgraduate students specializing in educational psychology to test its internal consistency. The sample included 100 students enrolled in an educational psychology course during their third year at a university in Egypt. The students were predominately male (75%) and ranged in ages between 19-26. Students with a history of diagnosed psychiatric disorders were excluded. Bedewy and Gabriel (2015) found a satisfactory reliability score with Cronbach's alpha of 0.70. Analyses of variance testing were conducted to examine the difference between the mean PAS scores depending on gender, age groups, and severity of anxiety symptoms; no significant differences were found. The mean score was 2.5 and the range was 1.2-

4.2. Lastly, exploratory principal component analyses were conducted. Eigenvalues >1, percentages of variance, and patterns of variance were considered, which led to a four-factor solution that accounted for 43% of the variance. Factor 1 (pressures to perform) had five items with loading factors ranging from .41-.75, a Cronbach's alpha score of 0.60, and explained 18% of the variance. Factor 2 (perceptions of workload) included four items with loading factors ranging from 0.47-0.79, a Cronbach's alpha score of 0.60, and 10% explained variance. Factor 3 (academic self-perceptions) included five items with loading factors ranging from 0.42-0.71, a Cronbach's alpha score of 0.50, and 9% explained variance. Factor 4 (time restraints) included six items with loading factors ranging from 0.42-0.63, a Cronbach's alpha score of 0.60, and 8% explained variance. Pearson correlation testing was conducted to examine the relationship between the four factors and three subscales. Almost all the factors and subscales had significant correlations with one another, ranging in *r* values from 0.27-.70 at significance levels of $p = .01$ or $p = .05$.

Since its development, the PAS scale has been used in several studies including two recent studies with nursing students (An et al., 2022; Berdida & Grande, 2022). Additionally, it has been used in numerous countries including the United States (Barbayannis et al., 2022), Korea (An et al., 2022), Pakistan (Sohail & Zafar, 2022), Indonesia (Setiakarnawijaya et al., 2022), Brazil (França & Dias, 2021), and Australia (Fisher & Pidgeon, 2018). While the initial developers used the mean values to calculate stress levels, other researchers have summed the item values to get a total score (e.g., Barbayannis et al., 2022). Many studies have used the instrument in its original form and internal consistency has remained strong (see Table 4). The PAS was an ideal instrument for this study due to its focus on academic stress, its short length in administering, its psychometric testing, and open permissions (see Appendix H).

Table 4

Findings for Perceptions of Academic Stress (PAS) Scale

Author	Cronbach's α for Entire Scale	*M(SD)* for Entire Scale
An et al. (2022)	0.78	3.3 (0.5)
Barbayannis et al. (2022)	0.86	
Bedewy & Gabriel (2015)	0.70	2.5
Berdida & Grande (2022)	0.89	2.03(0.51)

Note. This is only a sample of literature that has used the Perceptions of Academic Stress (PAS) scale.

Data Analysis

To begin the analysis, frequencies were computed for all items to ensure all values fell within the expected range. Scores on each of the instruments were computed as outlined by the instruments' instructions. The dependent variable of academic entitlement was operationalized by the mean subscale scores for externalized responsibility and entitled expectations. Academic stress was operationalized by a mean score while general student satisfaction was operationalized by the sum score on their respective instruments. Descriptive statistics were computed and reported for the sample's demographic characteristics and study variables. Frequencies and percentages were computed for all categorical variables while means and standard deviations were computed for all continuous variables.

Research Question 1

> What are the relationships between academic entitlement, academic stress, and general student satisfaction in prelicensure baccalaureate students?

To answer Research Question 1, descriptive statistics including means and standard deviations were computed for each of the subscales of academic entitlement (externalized

responsibility and entitled expectations). Descriptive statistics were helpful to describe how academic entitlement in prelicensure baccalaureate nursing programs varied (Pardoe, 2020). To show the levels of academic entitlement by academic stress and general student satisfaction, scatterplots between their scores were created and correlations were calculated.

Research Question 2

> What is the effect of academic stress on academic entitlement in prelicensure baccalaureate students?

Two simple linear regressions were computed to answer Research Question 2. The subscales of academic entitlement (externalized responsibility and entitled expectations) were dependent variables while the independent variable was academic stress. Simple linear regression techniques were useful to understand the relationship between bivariate data; for example, how change in academic stress might cause an associated change in entitled expectations (Pardoe, 2020). Separate regressions were computed for each of the components of academic entitlement. In each regression, an *F*-test and R^2 value were computed to assess if academic stress explained a significant proportion of variance in academic entitlement. Statistical significance was determined by an alpha level of .05; if the *p* value for the *F*-test was less than .05, the null hypothesis was rejected. Regression coefficients (*B*) were used to determine the degree of change in academic entitlement by change in academic stress.

Assumptions of linearity, normality, and homoscedasticity were tested for each of the regressions. Scatterplots of the independent and dependent variables were used to test linearity. If the scatterplot showed that the relationships were not linear, data transformation (e.g., using a log transformation) might be used to make the relationships linear. P-P plots of regression residuals were used to test normality. If it was found that the residuals were not normally distributed, the data might be transformed or outliers causing skew might be removed.

Scatterplots of regression residuals versus predicted values were used to test for homoscedasticity. If the data appeared to be heteroscedastic, bootstrapping might be used to calculate confidence intervals for the regression that were robust to heteroscedasticity.

Research Question 3

> What is the effect of student general satisfaction on academic entitlement in prelicensure baccalaureate students?

As in Research Question 2, two simple linear regressions were used to answer Research Question 3. However, the independent variable for this question was general satisfaction. *F*-test and R^2 values were calculated for each regression to assess if general student satisfaction explained a significant proportion of variance in academic entitlement. Significance and rejection of the null hypothesis occurred if a *p* value on the *F*-test was less than .05. The regression coefficients (*B*) were interpreted to determine the degree of change in academic entitlement by change in general satisfaction. Assumptions of linearity, normality, and homoscedasticity were tested in the same manner as outlined above for each regression.

Research Question 4

> How do academic stress and student general satisfaction interact to affect academic entitlement in prelicensure baccalaureate students?

To determine if academic stress and general satisfaction interacted to affect academic entitlement, two hierarchical multiple linear regressions were computed. Each of the regressions was reflective of one of the entitlement subscales (externalized responsibility and entitled expectations). In the regression, the independent variables included academic stress, general satisfaction, and the interaction of academic stress x general satisfaction. The interaction term was calculated by multiplying the values of the two variables. To answer this question that had three independent variables, multivariate statistical modeling or multiple linear regression

techniques were needed (Pardoe, 2020). To reduce multicollinearity, the independent variables were mean centered.

Each of the regressions had a two-step process. The first step included entering academic stress and general satisfaction into the regression. The second step was to input the interaction term for academic stress x general satisfaction. The change in R^2 between the two steps was considered significant at an alpha level of .05. Thus, if the *p*-value for change in R^2 was less than .05, the null hypothesis was rejected. Additionally, regression coefficients (*B*) were utilized to determine the degree of change in academic entitlement by levels of academic stress and satisfaction. To aid in analysis of interpreting significant interactions, line plots might be created. As with the previous regressions, additional tests for linearity, normality, and homoscedasticity were conducted. A concern with multiple linear regression was the assumption of no severe multicollinearity among the independent variables. To reduce the risk of multicollinearity of the independent variables with the interaction term, the variables were mean centered. Multicollinearity was assessed by computing variance inflation factors and an inflation factor greater than 10 indicated the presence of severe multicollinearity.

Data Security

The data collected were handled to maintain security and protect participant confidentiality. The first step was enabling a security setting on the Qualtrics survey to ensure no private or identifying information was collected. The survey was administered via a workplace organization account that required double authentication to access. Once the data collection period had finished, the data were downloaded to an electronic workbook (e.g., Excel) and were saved on a password-protected computer that was kept in a secured location (e.g., private locked office). All data were checked for anonymity prior to sharing with “need to know” parties that

included research committee members or statistician consultants. The data will be kept for three years following completion of the study prior to being deleted.

Ethical Considerations

To ensure the human subject participants were protected, IRB approval from University of Northern Colorado was obtained prior to any data collection (see Appendix I). Protective policies and procedures outlined and approved by the IRB committee were always followed. This included garnering informed consent for all participants prior to collecting their data (see Appendix J). As part of the informed consent, the participants were notified that their participation was completely voluntary and they could withdraw from the study at any time. The participants were informed of any possible risks or benefits to this study during consent. This included the benefit of adding to the knowledge base of the nursing profession. Risks might include personal discomfort in answering questions about stress, satisfaction, and entitlement. Participants surveyed had no relationship with the researcher; the study site was not the researcher's workplace, and the researcher had no influence over the student's academic performance.

Summary

This study utilized a stratified, randomized, multistep sampling method to survey prelicensure nursing students regarding their levels of academic stress, general student satisfaction, and academic entitlement. Data collected from a demographic survey, the Academic Entitlement Scale, Undergraduate Nursing Student Academic Satisfaction Scale, and the Perceptions of Academic stress were examined using descriptive, simple linear regressions and hierarchical multiple linear regressions analysis procedures. During the research, participant anonymity and confidentiality were carefully monitored and maintained.

CHAPTER IV

RESULTS

The purpose of this study was to examine the impacts of academic stress and general student satisfaction on academic entitlement beliefs in baccalaureate, junior, and senior level nursing students. Using a predictive, cross-sectional survey design, four research questions were studied and are addressed below. Findings from the descriptive statistics, correlations, simple linear regression analysis, and hierarchical multiple linear regression analysis are discussed in this chapter under their related research question.

Data Preparation

Initial participation in the survey included responses from 142 participants. Responses were reviewed for eligibility and missing data. Thirteen participants did not meet inclusion criteria and were eliminated from the sample. The remaining 129 participants included 29 respondents who did not complete the survey. The remaining 100 participants' responses who were included in the analysis included 91 who completed 100% of the survey items and nine who completed the survey but had missing items.

Using the data from the 100 participants, frequencies were computed to verify that all the values were within the expected range. Further testing was conducted on the missing values in the AES, PAS, and UNSASS. Sixteen missing values constituted less than 1% of the data. Next, Little's Missing Completely at Random (MCAR) test was performed to determine if the data were MCAR. Results were non-significant ($\chi^2(632) = 659.21$, $p = .220$), indicating the missing

values were MCAR. An appropriate mitigation technique for MCAR values is imputing values using regression estimation (Hair et al., 2018), which was undertaken for this analysis.

Instrument Reliability

All instruments demonstrated acceptable levels of internal consistency as evaluated by Cronbach's alpha (see Table 5). These results were consistent with results from prior studies (see Table 4). The minimum recommended alpha was .70 (Taber, 2018). The entitled expectations subscale performed just below this level, which was consistent with prior performance. Given the small number of items, the scale was deemed reliable.

Table 5

Cronbach's Alpha for Study Variables

Variable	Number of Items	Cronbach's Alpha
Externalized responsibility	10	.72
Entitled expectations	5	.69
Academic stress	18	.84
Student general satisfaction	48	.96

Note. $N = 100$.

Sample Description

Table 6 provides a summary of the sample's demographic characteristics. The final sample of 100 participants had equal representation from private and public institutions. There was limited representation from the Midwest (2%), moderate representation from the North Atlantic (15%) and South regions (19%), and a majority from the West (64%). Most of the sample was comprised of traditional students (79%) and a little less than a quarter (21%) were

enrolled in accelerated programs. There was representation from both junior (45%) and senior (55%) students. The sample was predominately composed of full-time students (95%).

The sample was largely female (94%), White (54%), and identified English as their primary language (92%). The majority of participants were between 21-23 years old (55%), with the remaining 45% dispersed among the four other age groupings. Most of the sample included participants whose highest education degree completed was a high school diploma or GED (65%), with 23% having achieved a previous bachelor's degree, and 12% with an associate degree. There was representation in the sample at all levels related to parents' educational attainment, with the most common levels being a bachelor's degree (31%) or a high school diploma or GED (30%). Lastly, the majority of the sample had prior or current healthcare work experience (60%).

Table 6

Sample Demographic Characteristics

Variable	Frequency	%
Type of educational institute		
Private	50	50
Public	50	50
Region		
Midwest	2	2
North Atlantic	15	15
South	19	19
West	64	64
Type of nursing program		
Accelerated	21	21
Traditional	79	79
Program year		
Junior	45	45
Senior	55	55
Enrollment status		
Full-time	95	95
Part-time	4	4
Prefer not to say/No response	1	1
Gender		
Female	94	94
Male	6	6
Age group		
18-20	17	17
21-23	55	55
24-26	11	11
27-29	6	6
30 and older	11	11

Table 6 Continued

Variable	Frequency	%
Race/ethnicity		
Asian	9	9
Black or African American	2	2
Hispanic or Latino	20	20
White	54	54
Two or More Races	12	12
Prefer not to say/No response	3	3
Primary language		
English	92	92
French	1	1
Spanish	3	3
Other	1	1
Two or more languages	3	3
Highest degree completed		
High school diploma or GED credential	65	65
Associate degree	12	12
Bachelors degree	23	23
Highest degree parents completed		
High school diploma or GED credential	30	30
Associate degree	10	10
Bachelors degree	31	31
Masters degree	18	18
Doctorate degree	5	5
Prefer not to say/No response	6	6
Current or prior healthcare work experience		
No	39	39
Yes	60	60
Prefer not to say/No response	1	1

Note. $N = 100$.

Research Question 1

Q1 What are the relationships between academic entitlement, academic stress, and general student satisfaction in prelicensure baccalaureate students?

For Research Question 1, descriptive statistics were calculated for academic entitlement, academic stress, and student general satisfaction including means and standard deviations.

Descriptive statistics are a preferred method to describe and summarize data related to a variable of interest (Kellar & Kelvin, 2013). For the academic entitlement variable, the mean AES subscale scores for externalized responsibility and entitled expectations were used. The AES is a Likert-style scale ranging from 1 *(strongly disagree*) to 7 (*strongly agree*) with 4 representing the mean, neutral response. Higher values reflected more entitled beliefs. Participants scored below the scale mean for externalized responsibility and above the scale mean for entitled expectations. The mean score on the PAS was used to operationalize academic stress with lower values on the scale reflecting higher levels of stress. The PAS is a Likert-style scale ranging from 1 to 5, with 3 representing the mean, neutral response. Participants reported a mean stress score that was near the scale mean. Sum scores on the UNSASS operationalized student general satisfaction levels with higher values reflecting more satisfied students. The UNSASS is a Likert-style scale ranging from 1 to 5, with 3 representing the mean, neutral response. Summed response ranges were 48-240. Participants reported a level of satisfaction that was above the scale mean with no respondents responding very dissatisfied. These descriptive statistics are presented in Table 7.

Table 7

Descriptive Statistics for Study Variables

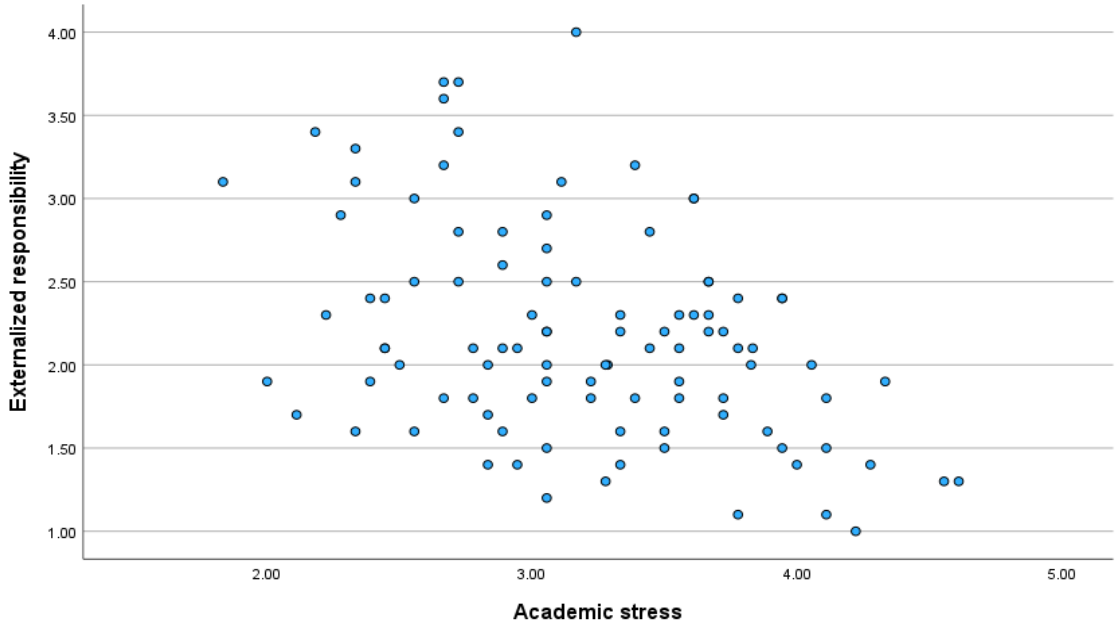
Variable	Minimum	Maximum	*M*	*SD*
Externalized responsibility	1.00	4.00	2.18	0.64
Entitled expectations	1.20	7.00	4.39	1.08
Academic stress	1.83	4.61	3.20	0.61
Student general satisfaction	120.89	240.00	184.58	24.61

Note. $N = 100$.

To examine the relationship between academic entitlement and the other variables, scatterplots and correlations were used. Correlation coefficients are used to examine the relationship, including its strength and direction, between two variables (Kellar & Kelvin, 2013). The scatterplots are shown in Figures 3-6. Pearson correlation coefficients are displayed in Table 8. There were moderately strong significant negative correlations between academic stress and both aspects of academic entitlement, namely externalized responsibility (r = -.40, p < .001), and entitled expectations (r = -.46, p < .001). Student general satisfaction had a strong negative (r = -.51, p < .001) correlation with externalized responsibility and a moderately strong negative (r = -.32, p = .001) correlation with entitled expectations. Thus, correlation testing results suggested that students who were less academically stressed and/or who were more satisfied had less academically entitled beliefs.

Figure 3

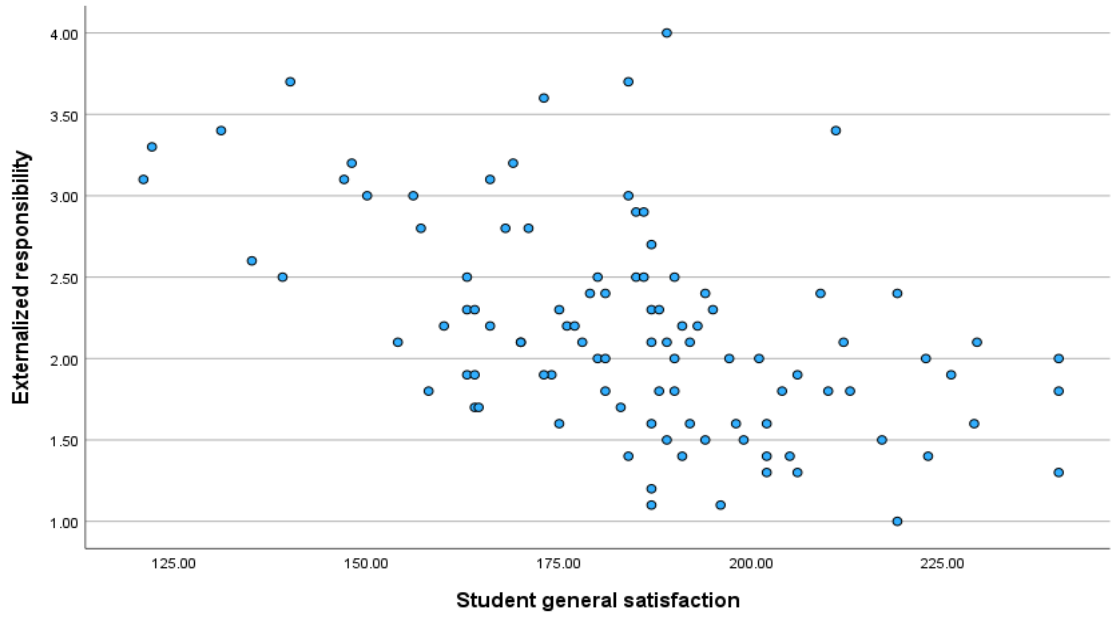
Scatterplot of Academic Stress and Externalized Responsibility



Note. N = 100.

Figure 4

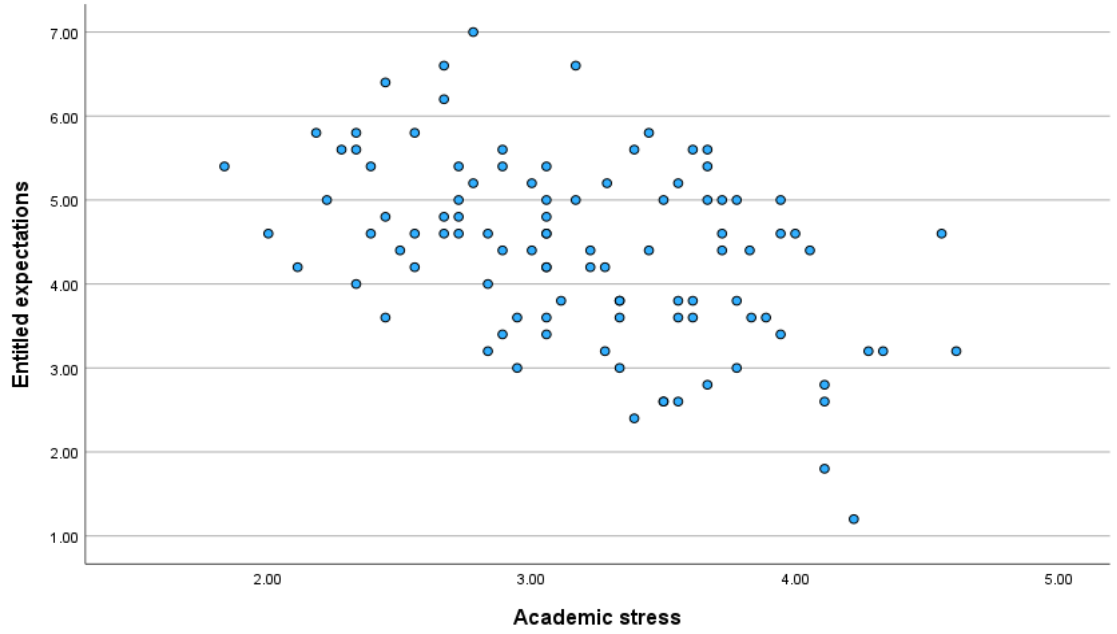
Scatterplot of Student General Satisfaction and Externalized Responsibility



Note. $N = 100$.

Figure 5

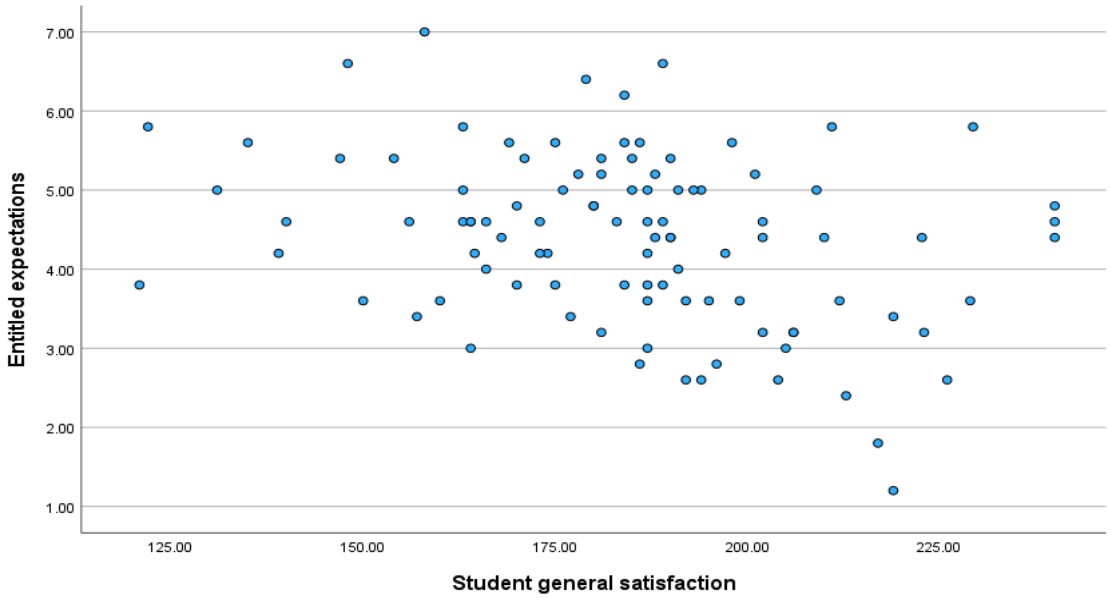
Scatterplot of Academic Stress and Entitled Expectations



Note. $N = 100$.

Figure 6

Scatterplot of Student General Satisfaction and Entitled Expectations



Note. $N = 100$.

Table 8

Pearson Correlations Between Academic Stress, Student General Satisfaction, and Academic Entitlement

Variable	Academic Entitlement Subscales	
	r with Externalized Responsibility	*r* with Entitled Expectations
Academic stress	-.40**	-.46**
Student general satisfaction	-.51**	-.32**

Note. **$p < .01$. $N = 100$.

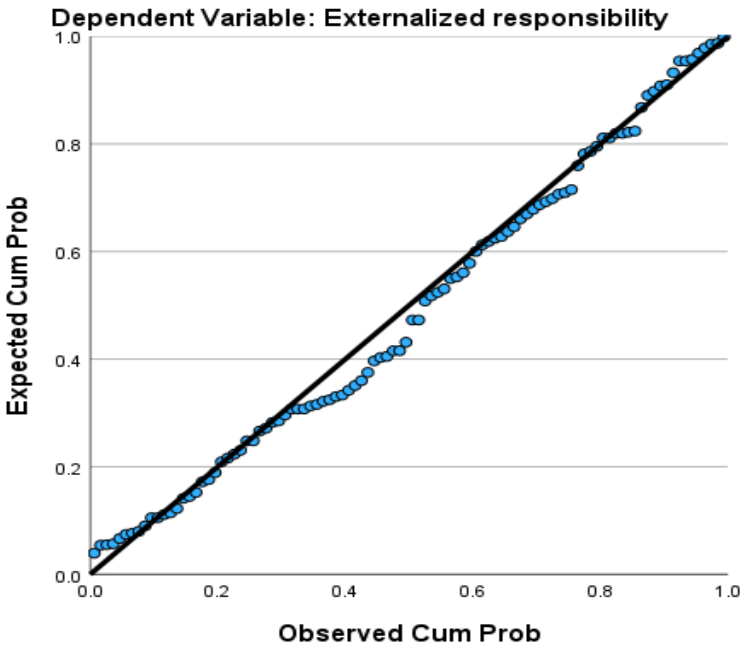
Research Question 2

Q2 What is the effect of academic stress on academic entitlement in prelicensure baccalaureate students?

To examine the effect of academic stress on academic entitlement, two separate, simple linear regressions were computed using academic stress as the independent variable and each of the subscales of academic entitlement as the dependent variable. Regression analyses utilize correlations between multiple variables to develop a predictive equation that allows for the prediction of one variable given the score of another (Kellar & Kelvin, 2013). Before conducting the analysis, the assumptions of simple linear regression including linearity, normality, and homoscedasticity were tested for each regression (Kellar & Kelvin, 2013). Linearity was established using scatterplots (see Figures 3 and 5). Normality testing was conducted via P-P plots of regression residuals and demonstrated minimal deviation from the diagonal, indicating a normal distribution (see Figures 7 and 8). Homoscedasticity was established using scatterplots of regression residuals versus predicted values that revealed plot points that appeared to be randomly distributed around zero (see Figures 9 and 10).

Figure 7

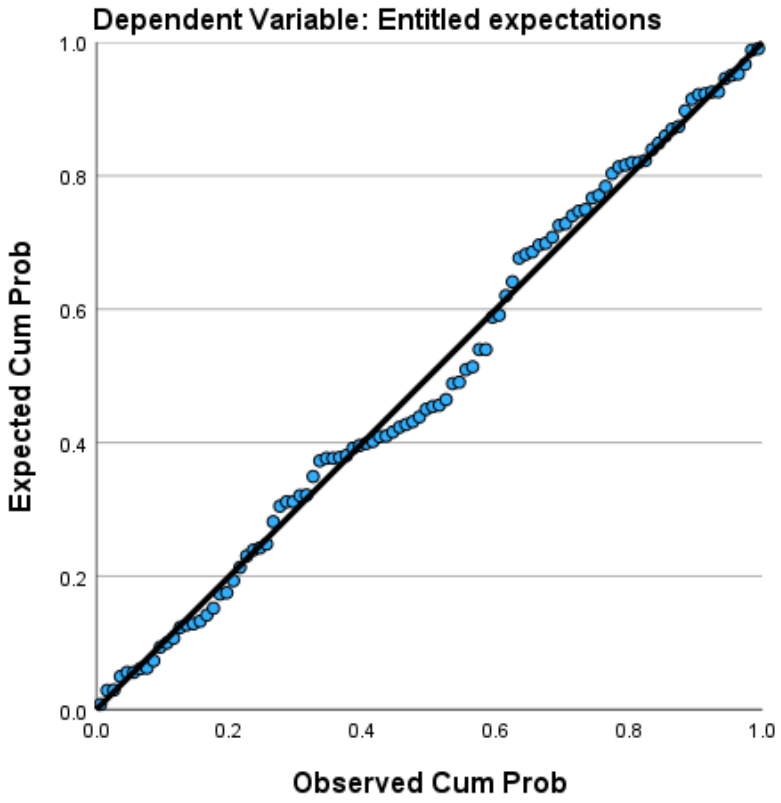
P-P Plot of Residuals for Regression Predicting Externalized Responsibility (Research Question 2)



Note. $N = 100$.

Figure 8

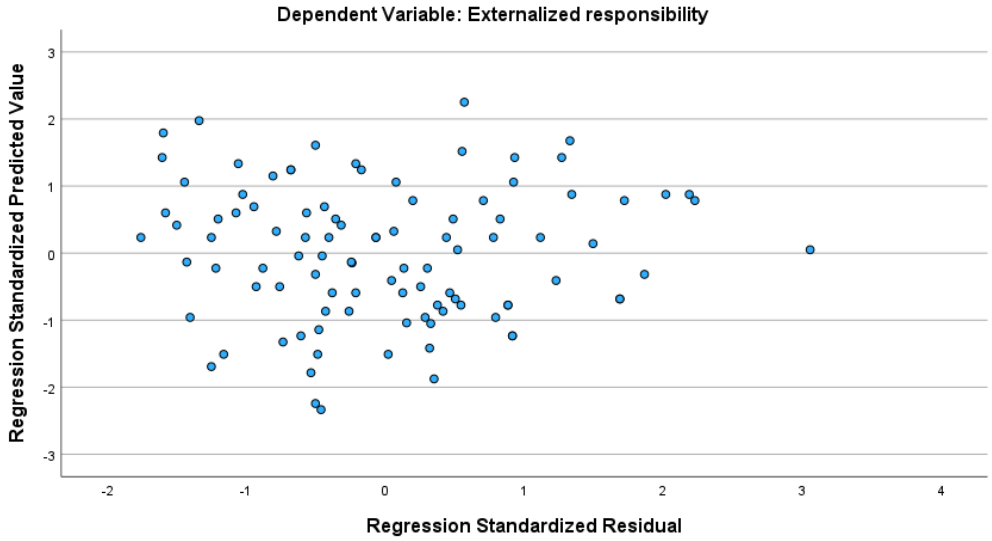
P-P Plot of Residuals for Regression Predicting Entitled Expectations (Research Question 2)



Note. $N = 100$.

Figure 9

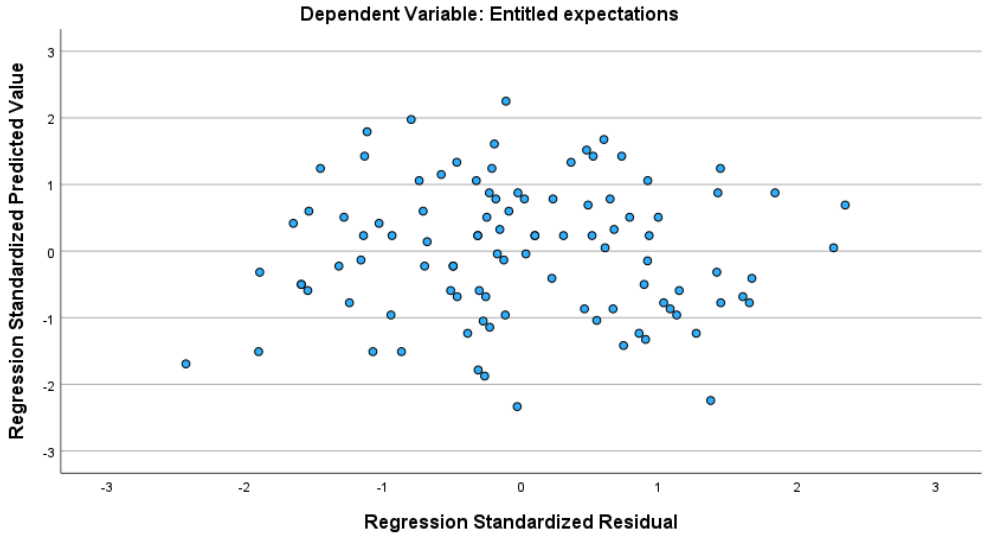
Scatterplot of Residuals and Predicted Values for Regression Predicting Externalized Responsibility (Research Question 2)



Note. $N = 100$.

Figure 10

Scatterplot of Residuals and Predicted Values for Regression Predicting Entitled Expectations (Research Question 2)



Note. $N = 100$.

Once the assumptions were verified, the simple linear regression analysis was conducted. Table 9 presents the results that academic stress was significantly able to predict externalized responsibility ($F[1, 98] = 19.09$, $p < .001$, $R^2 = .16$) and explained a significant proportion of variance (16%) in externalized responsibility scores. The regression coefficient indicated that for every 1-point increase in an academic stress score, the person's externalized responsibility score was predicted to decrease by 0.43 points.

Table 9

Simple Linear Regression with Academic Stress Predicting Externalized Responsibility

					95% CI *B*	
Variable	*B*	Std. Error	Beta	Sig.	Lower	Upper
(Constant)	3.55	0.32		< .001	2.92	4.18
Academic stress	-0.43	0.10	-0.40	< .001	-0.62	-0.23

Note. $N = 100$.

The simple linear regression results that examined the impact of academic stress on entitled expectations are presented in Table 10. As with externalized responsibility, academic stress was able to significantly predict entitled expectations ($F[1, 98] = 26.15$, $p < .001$, $R^2 = .21$). Academic stress scores accounted for a significant proportion of variance (21%) in entitled expectations scores. Thus, for every 1-point increase in an academic stress score, a student's entitled expectation score is predicted to decrease by 0.82 points.

Table 10

Simple Linear Regression with Academic Stress Predicting Entitled Expectations

					95% CI *B*	
Variable	*B*	Std. Error	Beta	Sig.	Lower	Upper
(Constant)	7.01	0.52		< .001	5.98	8.05
Academic stress	-0.82	0.16	-0.46	< .001	-1.14	-0.50

Note. $N = 100$.

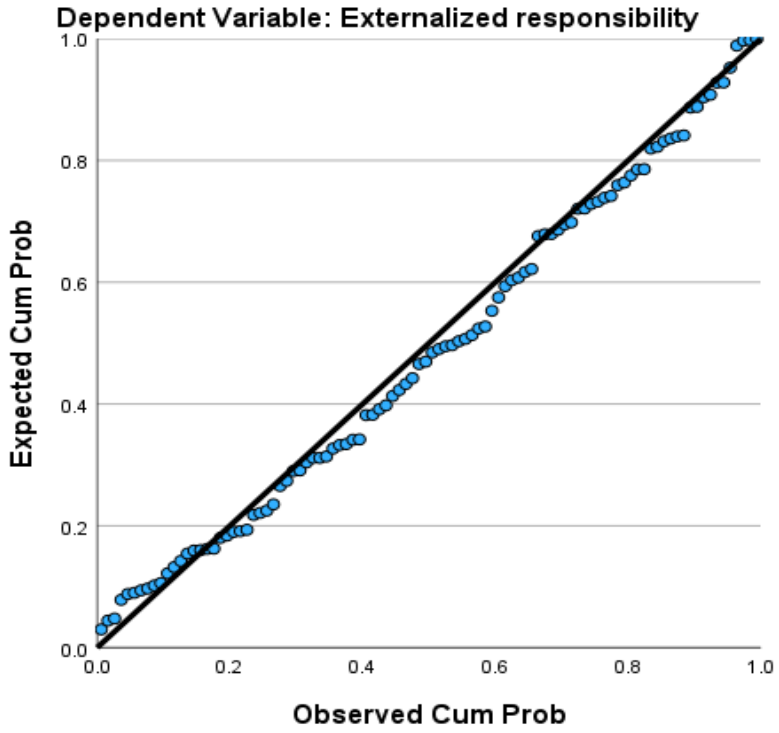
Research Question 3

Q3 What is the effect of student general satisfaction on academic entitlement in prelicensure baccalaureate students?

To answer Research Question 3, the same procedures were undertaken as in Research Question 2. However, the independent variable tested was student general satisfaction. Analysis began by verifying that the data met the required assumptions for simple linear regression, including tests for linearity, normality, and homoscedasticity. Evidence of linear relationships were obtained via scatterplots (see Figures 4 and 6). There was minimal deviation from the diagonal on P-P plots of regression residuals, indicating normality (see Figures 11 and 12). Examination of scatterplots of regression residuals versus predicted values (see Figures 13 and 14) found points that were randomly distributed around zero, establishing homoscedasticity.

Figure 11

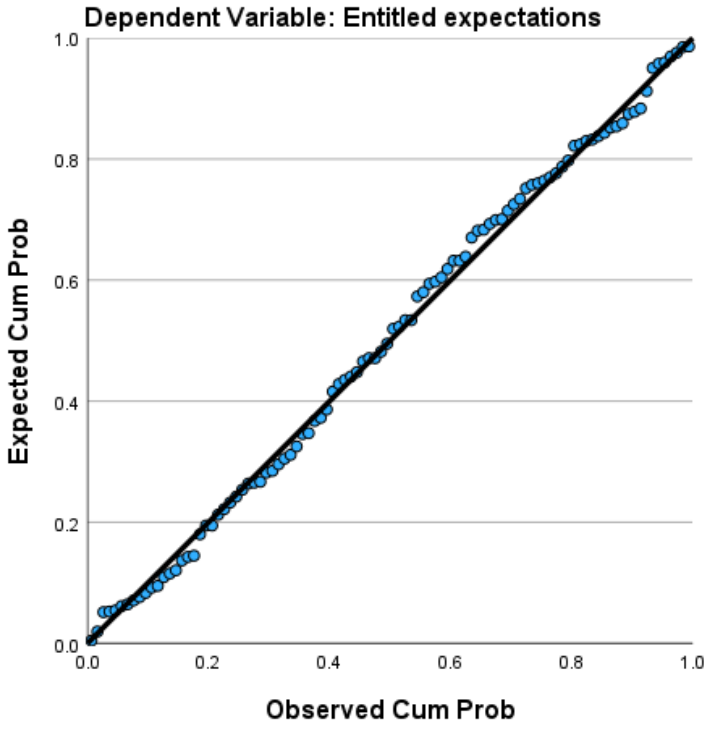
P-P Plot of Residuals for Regression Predicting Externalized Responsibility (Research Question 3)



Note. $N = 100$.

Figure 12

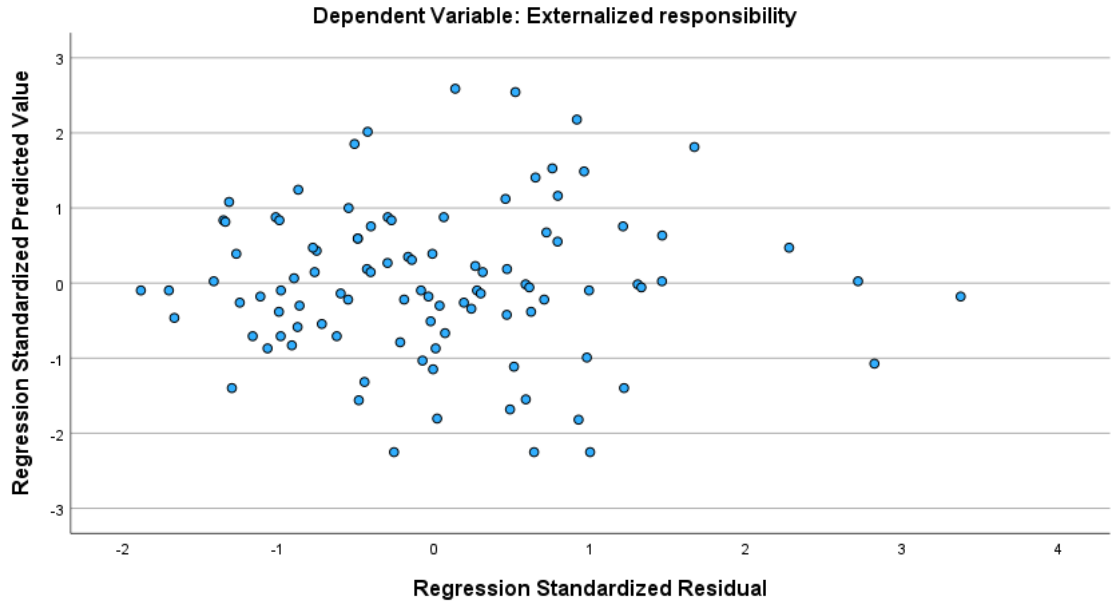
P-P Plot of Residuals for Regression Predicting Entitled Expectations (Research Question 3)



Note. $N = 100$.

Figure 13

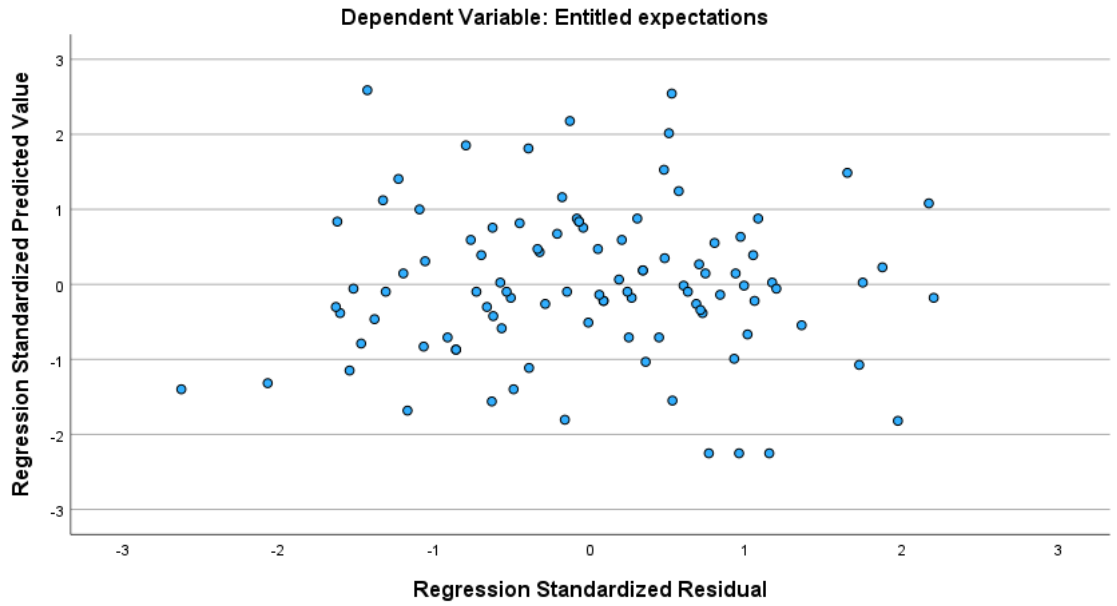
Scatterplot of Residuals and Predicted Values for Regression Predicting Externalized Responsibility (Research Question 3)



Note. $N = 100$.

Figure 14

Scatterplot of Residuals and Predicted Values for Regression Predicting Entitled Expectations (Research Question 3)



Note. $N = 100$.

Results of the simple linear regression analysis to examine the impact of student general satisfaction on externalized responsibility are presented in Table 11. Student general satisfaction scores significantly predicted externalized responsibility ($F[1, 98] = 34.13$, $p < .001$, $R^2 = .26$). General satisfaction scores explained a significant proportion of variance (26%) in externalized responsibility scores. Student general satisfaction's regression coefficient indicated each 1-point increase in satisfaction predicted a 0.01 decrease in externalized responsibility scores.

Table 11

Simple Linear Regression with Student General Satisfaction Predicting Externalized Responsibility

					95% CI *B*	
Variable	*B*	Std. Error	Beta	Sig.	Lower	Upper
(Constant)	4.63	0.42		< .001	3.79	5.47
Student general satisfaction	-0.01	0.00	-0.51	< .001	-0.02	-0.01

Note. $N = 100$.

Table 12 presents the results of the simple linear regression that examined the impact of student general satisfaction on entitled expectations. The regression was significant ($F[1, 98] = 10.95$, $p = .001$, $R^2 = .10$). Student general satisfaction scores explained a significant proportion of variance (10%) in entitled expectation scores and the regression coefficient for student general satisfaction indicated that for every 1-point increase in student general satisfaction, a student's entitled expectation score was predicted to decrease by 0.01 points.

Table 12

Simple Linear Regression with Student General Satisfaction Predicting Entitled Expectations

					95% CI *B*	
Variable	*B*	Std. Error	Beta	Sig.	Lower	Upper
(Constant)	6.96	0.79		< .001	5.41	8.52
Student general satisfaction	-0.01	0.00	-0.32	.001	-0.02	-0.01

Note. $N = 100$.

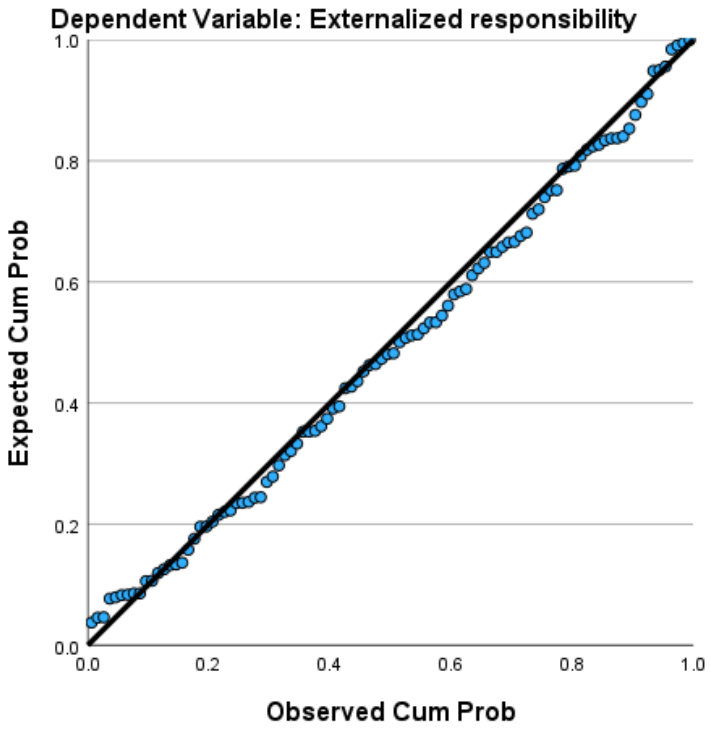
Research Question 4

Q4 How do academic stress and student general satisfaction interact to affect academic entitlement in prelicensure baccalaureate students?

To answer Research Question 4, hierarchical multiple linear regressions were computed for each of the subscales of the AES. In each of the regressions, the three independent variables included academic stress, student general satisfaction, and the interaction of academic stress x student general satisfaction. The interaction term was calculated by multiplying the values of the two mean-centered independent variables. In the first step of the analysis, academic stress and student general satisfaction values were entered. The second step was the input of the interaction term. The data were then tested to ensure the assumptions of a hierarchical multiple regression analysis was met. This included the same tests conducted for Research Questions 2 and 3 including scatterplots for linearity (see Figures 3-6), P-P plots of regression residuals for normality (see Figures 15 and 16), and scatterplots of regression residuals versus predicted values (see Figures 17 and 18) that demonstrated homoscedasticity. The addition of an interaction term in the multiple linear regression created the risk of multicollinearity (Kellar & Kelvin, 2013). Mitigation of multicollinearity among academic stress, student general satisfaction, and the interaction term included mean-centering the variables and then assessing multicollinearity by computing variance inflation factors. In this analysis, the range values of variance inflation factors were 1.05 to 1.40; the range of values all being less than 10 indicated no issues with severe multicollinearity in the data.

Figure 15

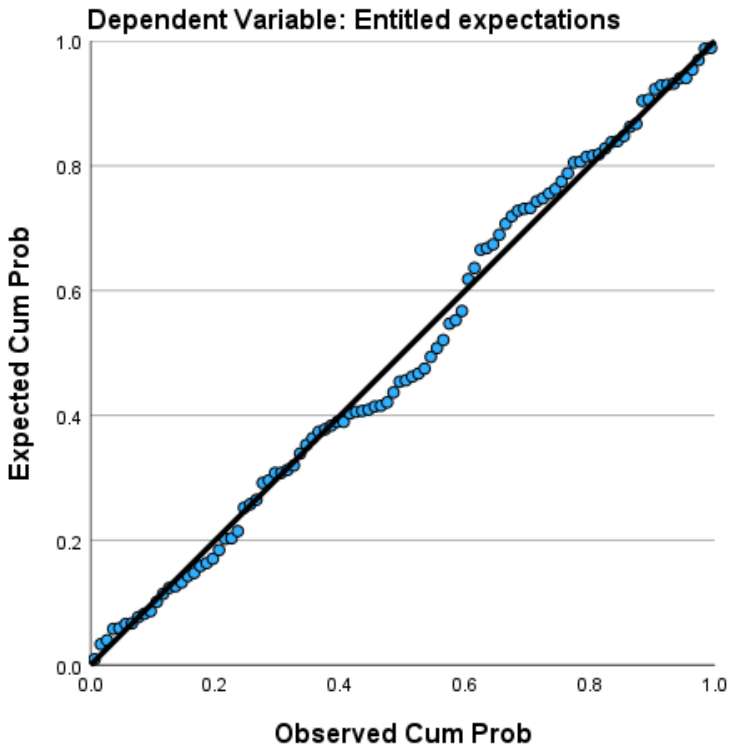
P-P Plot of Residuals for Regression Predicting Externalized Responsibility (Research Question 4)



Note. $N = 100$.

Figure 16

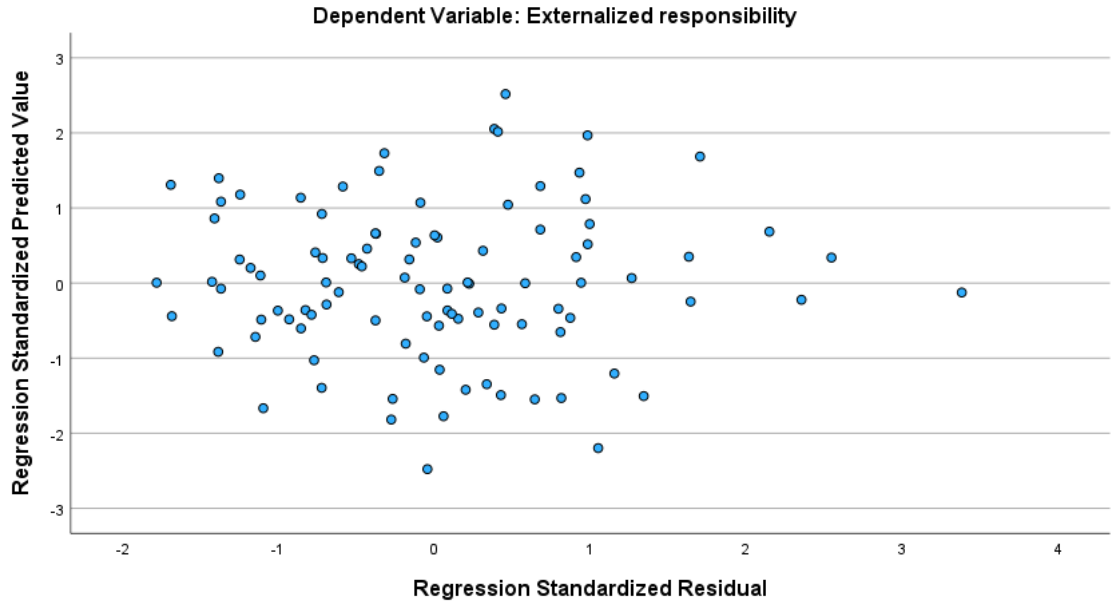
P-P Plot of Residuals for Regression Predicting Entitled Expectations (Research Question 4)



Note. $N = 100$.

Figure 17

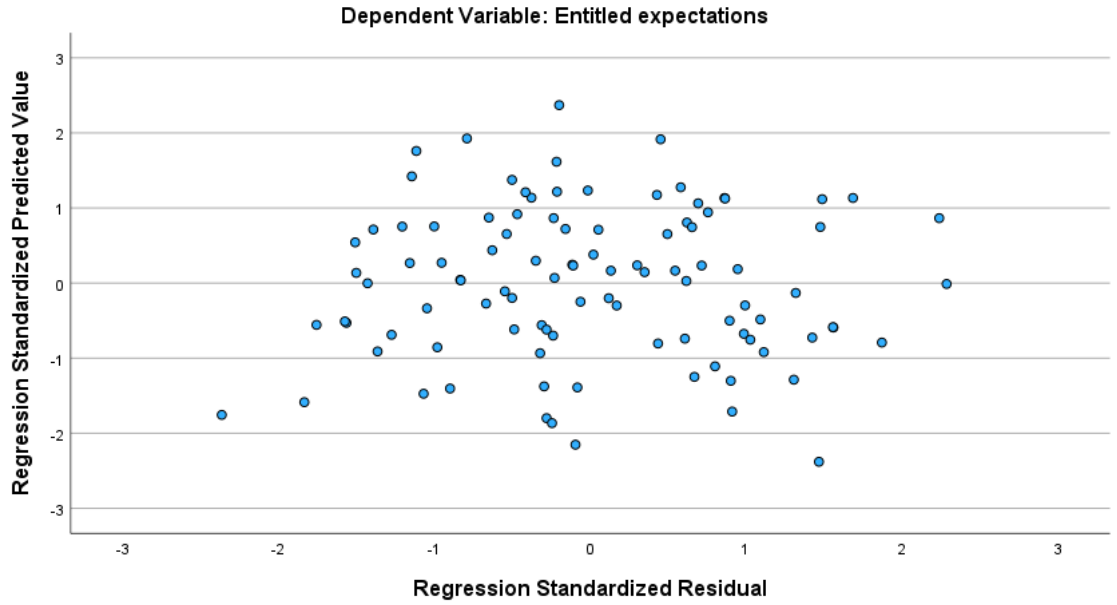
Scatterplot of Residuals and Predicted Values for Regression Predicting Externalized Responsibility (Research Question 4)



Note. $N = 100$.

Figure 18

Scatterplot of Residuals and Predicted Values for Regression Predicting Entitled Expectations (Research Question 4)



Note. $N = 100$.

After establishing that the data met the required assumptions, the hierarchical multiple linear regression was conducted. The results are presented in Table 13. In step one, the regression was significant, $F(2, 97) = 19.62$, $p < .001$, $R^2 = .29$, and indicated that a significant proportion of variance (29%) in externalized responsibility scores was explained by the collective scores of academic stress and student general satisfaction. Step two also resulted in a significant regression, $F(3, 96) = 12.95$, $p < .001$, $R^2 = .29$, where all three independent variables collectively explained a significant proportion of variance (29%) in externalized responsibility scores. However, to examine the impact of the interaction variable by itself, the change in R^2 between steps one and two was analyzed and found to be insignificant (R^2 Change = .00, p =

.917). This indicated the interaction of academic stress x student general satisfaction did not explain a significant proportion of variance in externalized responsibility.

Table 13

Hierarchical Multiple Linear Regression Predicting Externalized Responsibility

					95% CI *B*	
Variable	*B*	Std. Error	Beta	Sig.	Lower	Upper
Step 1						
(Constant)	2.18	0.06		< .001	2.07	2.29
Academic stress	-0.21	0.11	-0.20	.047	-0.42	0.00
Student general satisfaction	-0.01	0.00	-0.41	< .001	-0.02	-0.01
Step 2						
(Constant)	2.18	0.06		< .001	2.06	2.30
Academic stress	-0.21	0.11	-0.20	.051	-0.43	0.00
Student general satisfaction	-0.01	0.00	-0.41	< .001	-0.02	-0.01
Stress x Satisfaction	0.00	0.00	0.01	.917	-0.01	0.01

Note. $N = 100$.

Similar results were found in the hierarchical multiple linear regression to predict entitled expectations (see Table 14). In step one, the regression was significant, $F(2, 97) = 13.75$, $p < .001$, $R^2 = .22$, and collective academic stress and student general satisfaction scores explained a significant proportion of variance (22%) in entitled expectation scores. The regression in step two remained significant, $F(3, 96) = 9.07$, $p < .001$, $R^2 = .22$, indicating the three independent variables collectively explained a significant proportion of variance (22%) in entitled expectations scores. Yet, the change in R^2 between steps 1 and 2 was not significant (R^2 Change = .00, $p = .909$); thus, the interaction variable of academic stress x student general satisfaction did not explain a significant proportion of variance in entitled expectations.

Table 14

Hierarchical Multiple Linear Regression Predicting Entitled Expectations

					95% CI *B*	
Variable	*B*	Std. Error	Beta	Sig.	Lower	Upper
Step 1						
(Constant)	4.39	0.10		< .001	4.20	4.58
Academic stress	-0.72	0.19	-0.40	< .001	-1.08	-0.35
Student general satisfaction	-0.01	0.01	-0.12	.263	-0.01	0.00
Step 2						
(Constant)	4.38	0.11		< .001	4.17	4.60
Academic stress	-0.72	0.19	-0.40	< .001	-1.10	-0.34
Student general satisfaction	-0.01	0.01	-0.12	.272	-0.01	0.00
Stress x Satisfaction	0.00	0.01	0.01	.909	-0.01	0.01

Note. $N = 100$.

Ancillary Data Analysis

To better understand how academic entitlement presented in a prelicensure nursing program, further statistical analyses were conducted to examine the relationship between the study's demographic data and the subscales of the academic entitlement scale. For the demographic data with two dichotomous groups (i.e., institution type, program type, program year, enrollment status, gender, and previous healthcare work experience), an independent, two-tailed *t*-test was conducted. Independent *t*- tests are used to measure significant differences when the grouping variable was dichotomous and independent of one another, and the variable of interest was dichotomous, continuous, and normally distributed (Kellar & Kelvin, 2013). Normality was tested via Q-Q plots. Because there was a higher risk of a Type 1 error occurring with unequal sample sizes when there was unequal variance (de Winter, 2019), variance was assessed using boxplots and Levene's test. All *t*-tests met the assumptions required of the *t*-test. Tables 15 and 16 present the results of the *t*-tests. The only significant difference found was

students with current or previous healthcare work experience had significantly greater entitled expectations as compared to students with no healthcare work experience.

Table 15

Independent t-Test Results for Dichotomous Demographics and Externalized Responsibility

Variable	*n*	*M*	*SD*	*p*
Type of Institution				.404
Private	50	2.13	.60	
Public	50	2.23	.68	
Program Type				.575
Traditional	79	2.2	.64	
Accelerated	21	2.11	.68	
Program Year				.901
Junior	45	2.17	.65	
Senior	55	2.19	.64	
Enrollment Status				.909
Full-time	95	2.18	.64	
Part-time	4	2.23	.65	
Gender				.755
Female	94	2.19	.65	
Male	6	2.1	.64	
Previous/Current Healthcare Work Experience				.302
Yes	60	2.23	.67	
No	39	2.09	.60	

Table 16

Independent t-Test Results for Dichotomous Demographics and Entitled Expectations

Variable	*n*	*M*	*SD*	*p*
Type of Institution				.855
Private	50	4.37	.94	
Public	50	4.4	1.21	
Program Type				.087
Traditional	79	4.48	1.07	
Accelerated	21	4.03	1.09	
Program Year				.903
Junior	45	4.37	1.17	
Senior	55	4.4	1.02	
Enrollment Status				.729
Full-time	95	4.39	1.10	
Part-time	4	4.2	.75	
Gender				.679
Female	94	4.38	1.09	
Male	6	4.57	1.05	
Previous/Current Healthcare Work Experience				.021*
Yes	60	4.58	1.08	
No	39	4.07	1.02	

Note: *indicates significant finding with Cohen's d of .482.

For the demographic data that included three or more groups (i.e., region, age, race/ethnicity, highest educational degree, and parents' highest educational degree), a one-way analysis of variance (ANOVA) test was utilized. An ANOVA analysis is appropriate when there are three or more grouping variables and the dependent variable is continuous, normally distributed, and there is homogeneity of variance among all the groups (Kellar & Kelvin, 2013). Tables 17 and 18 present the results of the ANOVA analysis. Data related to the primary

language spoken by the participant were not analyzed due to the very low number (*n* = 8*)* of students whose primary language was not English. No significant differences were found in academic entitlement related to any of the demographic variables with three or more categories.

Table 17

Analysis of Variance Results for Demographics with Three or More Categories and Externalized Responsibility

Variable	*n*	*M (SD)*	df	*F*	*p*
Region			3,96	.105	.957
West	64	2.17 (.68)			
South	19	2.25 (.66)			
Midwest	2	2.15 (.07)			
North Atlantic	15	2.13 (.54)			
Age (years old)			4,95	1.001	.411
18-20	17	2.31 (.77)			
21-23	55	2.22 (.66)			
24-26	11	2.18 (.62)			
27-29	6	2.08 (.39)			
30 and older	11	1.85 (.39)			
Race/Ethnicity			4,92	1.37	.252
Asian	9	2.19 (.58)			
Black or African American	2	1.45 (.07)			
Hispanic or Latino	20	2.18 (.59)			
White	54	2.14 (.64)			
Two or More Races	12	2.48 (.82)			
Level of Education Completion			2,97	1.38	.256
High school/GED	65	2.15 (.59)			
Associate	12	2.47 (.83)			
Bachelor	23	2.12 (.67)			
Parents' Education Completion			4,89	.620	.650
High school/GED	30	2.06 (.58)			
Associate	10	2.41 (.84)			
Bachelor	31	2.18 (.66)			
Masters	18	2.11 (.48)			
Doctorate	5	2.12 (.68)			

Table 18

Analysis of Variance Results for Demographics with Three or More Categories and Entitled Expectations

Variable	*n*	*M (SD)*	df	*F*	*p*
Region			3,96	.359	.783
West	64	4.32 (1.09)			
South	19	4.61 (1.25)			
Midwest	2	4.40 (1.13)			
North Atlantic	15	4.41 (.85)			
Age (years old)			4,95	1.308	.273
18-20	17	4.52 (1.28)			
21-23	55	4.53 (1.0)			
24-26	11	4.27 (1.22)			
27-29	6	4.03 (1.07)			
30 and older	11	3.8 (1.01)			
Race/Ethnicity			4,92	.537	.709
Asian	9	4.42 (.95)			
Black or African American	2	3.4 (.28)			
Hispanic or Latino	20	4.35 (1.02)			
White	54	4.39 (1.16)			
Two or More Races	12	4.6 (.94)			
Level of Education Completion			2,97	2.18	.119
High school/GED	65	4.48 (1.04)			
Associate	12	4.65 (1.24)			
Bachelor	23	3.99 (1.05)			
Parents' Education Completion			4,89	.5	.736
High school/GED	30	4.51 (1.24)			
Associate	10	4.52 (1.0)			
Bachelor	31	4.26 (1.04)			
Masters	18	4.12 (.91)			
Doctorate	5	4.16 (1.14)			

Summary

Statistical analyses of the data collected in this study were presented in this chapter. The study sample's personal and academic characteristics were detailed using descriptive statistics. Descriptive statistics and correlational analyses demonstrated significant relationships existed between academic entitlement and academic stress, and academic entitlement and student general satisfaction. Furthermore, regression analyses found academic stress and general satisfaction could predict changes in both (externalized responsibility and entitled expectations) aspects of academic entitlement. Lastly, multiple hierarchical regression analyses found that the interaction of academic stress x general student satisfaction did not significantly affect academic entitlement. Further examination of the findings of this study, its limitations and implications, and recommendations for future research are discussed in Chapter V.

CHAPTER V

DISCUSSION AND CONCLUSIONS

The results of this study examining the relationships among academic stress, general student satisfaction, and academic entitlement supported a significant relationship among academic entitlement and two variables, academic stress and general student satisfaction in prelicensure nursing students. Additionally, levels of academic stress and student general satisfaction predicted academic entitlement subscale scores for entitled expectations and externalized responsibility. However, the interaction of student general satisfaction and academic stress did not significantly impact academic entitlement.

In this chapter, the findings for the four research questions are reviewed as they related to previous literature findings and the theoretical framework. The study's implications for nursing education and practice are included as well as a description of some of the limitations of the study. Lastly, recommendations for future research are presented.

Summary

The nursing workforce shortage increases the demand for nursing academia programs to maximize the number of prepared nursing students graduating and advancing into clinical practice. This imperative requires a better understanding of the factors that impact nursing student success and retention. Jeffreys' (2020) NURS theoretical model described many different factors and how they interacted with one another to influence nursing student success. Two of the factors as described by Jeffreys included psychological factors, namely stress and satisfaction, and academic factors, which might include attitudes about study activities and

behaviors. The purpose of this study was to examine the impacts of academic stress and general student satisfaction on academic entitlement beliefs in baccalaureate, junior, and senior level nursing students.

An understanding of the constructs of academic stress and student satisfaction and their relationship with academic entitlement were developed from Jeffreys (2020) NURS framework and Lazarus and Folkman's (1987) transactional theory of stress. In the transactional theory of stress, an individual's appraisal of stress results in a coping response that might be used to try to change the stressful environment (Lazarus & Folkman, 1987). In the NURS framework, Jeffreys identified stress and satisfaction as two psychological variables that co-exist and interact with other factors to influence student success.

Another category of factors described in the NURS framework was academic factors including study skills, study hours, attendance, class schedule, and general academic services (Jeffreys, 2022). While academic entitlement was not identified by Jeffreys (2022) as a specific factor, as a construct it was reflective of personal study skills that included other characteristics such as attitudes about responsibility in learning, locus of control, and self-handicapping. In the NURS framework, academic factors and psychological outcomes were not directly related to one another but rather interacted through other elements of the framework such as professional integration factors and academic outcomes (Jeffreys, 2022). This study tested an empirical model of the framework in which academic entitlement was conceptualized as an academic factor and the psychological outcomes of stress and satisfaction were hypothesized to have a direct effect on academic entitlement.

To answer the four research questions of the study, quantitative data were collected using four instruments: a demographic survey, the Academic Entitlement Scale (AES), the

Undergraduate Nursing Student Academic Satisfaction Scale (UNSASS), and the Perceptions of Academic Stress Scale (PAS). The first question examined the relationships among academic entitlement, academic stress, and general student satisfaction in prelicensure nursing students. Descriptive statistics and correlational testing were conducted to better understand the constructs and their relationships with one another. Simple linear regression analyses were conducted for Research Questions 2 and 3, which sought to evaluate the respective effects of academic stress and general student satisfaction on academic entitlement levels. Lastly, hierarchal multiple linear regression analyses were used to examine if an interaction between academic stress and general satisfaction affected academic entitlement levels. Findings suggested that lower academic stress levels and higher levels of student general satisfaction were associated with lower levels of academic entitlement, specifically externalized responsibility and entitled expectations.

Discussion of Findings

Demographics

Data were collected on 100 study participants and included information about their personal and academic program characteristics. While this study was primarily composed of White (54%) female (94%) students, these characteristics a\were reflective of the prelicensure nursing student population in the United States. According to the AACN in 2022-2023, 87% of the students enrolled in prelicensure nursing programs were female and only 38.6% were from underrepresented racial/ethnic minority groups (AACN, 2023). The sample in this study had more traditional prelicensure nursing students (79%) than accelerated students (21%). This aligned with the general population of prelicensure students as AACN reported that in 2022-2023, 81.6% of nursing programs offered traditional programs as compared to 32.2% who offered accelerated programs. While there were no data available through the AACN (2023)

report regarding the percent of nursing students in the United States with either current or past healthcare work experience, it was interesting to note that a majority (60%) of this sample did have experience. This might be reflective of some nursing programs' adoption of prior healthcare experience as a criterion for program admission (Capponi & Mason Barber, 2020).

Research Question 1

To answer Research Question 1, the subscales (entitled expectations and externalized responsibility) of the academic entitlement scale were used to examine academic entitlement in prelicensure nursing students. Participants had a higher mean response on the entitled expectation subscale as compared to the externalized responsibility subscale, which was consistent with other academic entitlement literature that used the AES (Blincoe & Garris, 2017; Chowning & Campbell, 2009; Taylor et al., 2015; Turner & McCormick, 2018). The entitled expectations subscale was representative of students' entitled beliefs about professors and policies (Chowning & Campbell, 2009). The externalized responsibility subscale reflected academic constructs such as students' beliefs over the need for cognition and personal control (Chowning & Campbell, 2009). Item four on the AES had the highest mean (M = 5.43, SD = 1.39). The item asked for agreement to the statement, "My professors are obligated to help me prepare for exams" (Chowning & Campbell, 2009). This item was part of the entitled expectations subscale and while research on other student populations did not indicate if this was/was not one of the higher rated items, it is possible this expectation of nursing students arose from the focus nursing programs placed on preparing students for their licensing exams.

The Chowning and Campbell (2009) instrument did not establish a benchmark value at which students were considered academically entitled. However, in a review of some of the other research that used the AES, the range for mean values on the externalized responsibility subscale

was 2.07-2.59, while the range of mean values on entitled expectations was 4.21-5.76 (Blincoe & Garris, 2017; Chowning & Campbell, 2009; Taylor et al., 2015). The mean values for externalized responsibility and entitled expectations in this study fell within the range found in previous studies, suggesting prelicensure students exhibited similar levels of academic entitlement as student populations in other studies. Attitudes of student academic entitlement that were comparable across different disciplines reflected the universality of the phenomenon that was impacting students and faculty, and research findings from studies focused solely on students from one college major might be relevant to others.

The descriptive statistics analyzing the participants' responses on the perceptions of academic stress scale (PAS) found a mean score of 3.2 (*SD* = 0.61) with a range of 1-5. Previous research conducted by Berdida (2023) utilized the PAS to measure academic stress with a sample of Filipino nursing students and found a mean score of 3.83 (*SD* = 0.31). Other research that used the PAS found mean values of 2.5 *(SD* = unreported) in a sample of Egyptian educational psychology students (Bedewy & Gabriel, 2015) and a mean score of 3.3 (*SD* = 0.5) in a sample of South Korean university students (An et al., 2022). Thus, respondents in this study had similar academic stress levels to those of South Korean students but less than those of Egyptian students and more than those of Filipino students. The inconsistency in academic stress values might be due to cultural and geographical differences in academic practices.

To measure student general satisfaction, the sum score on the undergraduate nursing student academic satisfaction scales (UNSASS) was used; total scale scores ranged from 48-240 with a higher value reflecting more satisfaction. The descriptive statistics revealed a mean score of 184.58 (*SD* = 24.61). This reflected slightly higher satisfaction scores than the scores from the sample of Canadian nursing students (*M* = 176.28, *SD* = 25.09) who were tested during the

development of the UNSASS (Dennison & El-Masri, 2012). As explained by Jeffreys' (2022) NURS model, satisfaction is dynamic and changes. The slight difference in satisfaction between this study's results and that of Dennison and El-Masri (2012) could be attributed to a variety of reasons such as different academic practices or cultural differences.

Results indicated significant negative relationships between academic stress scores and scores on both components of the academic entitlement scale (externalized responsibility and entitled expectations). This suggested that students who had less academic stress (higher scores on PAS) were less likely to exhibit academic entitlement. Additionally, student general satisfaction scores were inversely related with both components of the academic entitlement scale (externalized responsibility and entitled expectations). This suggested that students who were more satisfied were less likely to exhibit academic entitlement. The results demonstrated significant relationships between academic entitlement and both of the factors that Jeffreys (2022) NURS framework categorized as psychological outcomes. This supported the framework's assertion that stress and satisfaction were variables that typically coexisted together.

Previous research found one factor of academic entitlement (externalized responsibility and entitled expectations) to have significant relationships with a construct while the other did not; and other constructs had significant relationships with both factors of academic entitlement (Chowning & Campbell, 2009). The identification of a relationship between academic stress, and both entitled expectations and externalized responsibility, suggested a more holistic picture of the interplay between stress and academic entitlement. The duality of academic stress' relationship with both aspects of academic entitlement might reflect a common trait in students who exhibit both entitled expectations and externalized responsibility.

Research Question 2

Research Question 2 investigated the effect of academic stress on the two constructs of academic entitlement (externalized responsibility and entitled expectations). Simple linear regression analyses found academic stress predicted externalized responsibility and entitled expectations resulted in the rejection of null hypotheses $H2.1_0$ and $H2.2_0$.

Previous research examining other constructs' relationships with academic entitlement and Lazarus and Folkman's (1987) transactional theory of stress provided some insight into why stress might be predictive of entitled expectations. Three of the four items on the entitled expectations subscale were reflective of assessment practices or performance outcomes including exam preparation, reconsideration of borderline grades, receiving zeros on assignments, and curving grades. Research on entitlement found associations among entitled expectations and psychologically controlling parents, family expectations, and over-estimation of grades; these relationships have led researchers to suggest that entitled expectations arise from pressures to perform academically or distress when confronted with lower grades than expected (Bertl et al., 2019; Turner & McCormick, 2018). The transactional theory of stress postulated that when faced with perceived stress that was appraised as a threat, an individual might experience negative emotions and respond with a coping strategy to change the experience (Lazarus & Folkman, 1987). This understanding of stress and previous literature supporting more entitled expectations when faced with academic pressures to perform helped explain this research's significant finding that entitled expectations might be a coping response to academic stress in prelicensure nursing students.

Previous research found perceived stress was associated with academic entitlement in male students but not females (Barton & Hirsch, 2016). However, this research's sample of

primarily female prelicensure nursing students demonstrated there was a significant impact of academic stress on academic entitlement levels regardless of gender. This conflicting result could be a result of unique stressors of nursing school or possibly the difference in general perceived stress levels as compared to specific academic stressors.

The significant findings that academic stress affected academic entitlement supported the proposed change to Jeffreys' (2020) NURS model captured in Figure 2. These changes included the addition of academic entitlement as an academic factor and the inclusion of a unidirectional arrow from psychological factors to academic factors to represent the effect found in this research.

Research Question 3

Research Question 3 investigated the effect of general student satisfaction on the two constructs of academic entitlement (externalized responsibility and entitled expectations). Simple linear regression analyses found general student satisfaction was able to predict externalized responsibility and entitled expectations resulted in the rejection of null hypotheses $H3.1_0$ and $H3.2_0$.

The findings that student satisfaction impacted academic entitlement were consistent with the findings by Borgmeyer et al. (2022) who found that Master of Social Work students who were less satisfied with their field experiences had higher levels of academic entitlement. Previous research findings on the relationship between life satisfaction and academic entitlement had differing results dependent on how 'at-risk' a student was academically (Reysen et al., 2020). These differing results led the researchers to question if lower levels of life dissatisfaction seeped into students' academic life and resulted in more entitled behaviors. While this research did not necessarily contradict Reysen et al.'s (2020) conclusion, it offered an alternative

relationship between satisfaction and entitled behaviors. The significant impact of general student satisfaction levels on academic entitlement reinforced the concept of academic entitlement as a response to academic dissatisfaction as opposed to non-academic discontent.

Compared to academic stress that had a slightly greater effect on entitled expectations, student general satisfaction accounted for a little more variance of proportion in externalized responsibility over entitled expectations. Insight into the reasons why student general satisfaction might impact externalized responsibility was found in previous research. For example, externalized responsibility, but not entitled expectations, had a negative relationship with a student's feelings of personal control such as the ability to achieve their desires through hard work (Chowning & Campbell, 2009). It is possible that students who were dissatisfied with their nursing program became unmotivated in their studies and, as result, shifted the responsibility of learning to the professor or classmates. This was further supported by Batista et al.'s (2021) research into academic burnout and academic satisfaction in nursing students. In their study, low academic satisfaction increased the risk of burnout. characterized by emotional apathy, amotivation, and withdrawal from course activities (Batista et al., 2021).

As with the results of Research Question 2, the findings that student general satisfaction impacted academic entitlement supported the proposed revision to Jeffreys' (2020) NURS framework. Modifications would include naming academic entitlement as an academic factor and inserting a unidirectional arrow from psychological factors (stress and satisfaction) to academic factors. These additions to the NURS framework would provide a more complete understanding of factors that might impact nursing student success and provide more direction for research.

Research Question 4

Research Question 4 examined how the interaction between academic stress and student general satisfaction affected academic entitlement. The lack of a significant effect of the interaction variable on academic entitlement implied that while academic stress and general satisfaction each impacted academic entitlement levels, the combination neither heightened nor weakened the effect of the individual variables. Additionally, the interaction between academic stress and student general satisfaction cannot be used to predict academic entitlement levels.

Previous research demonstrated that academic stress and satisfaction interacted with one another such as Karaman et al.'s (2018) study that found academic stress significantly impacted life satisfaction. However, this study's finding suggested this interaction did not extend to impact academic entitlement levels. Another explanation for the lack of interaction might be due to the differences between life satisfaction and student general satisfaction. In Moon and Jung's (2020) research on stress and satisfaction in nursing students, it was found that satisfaction with the student's major affected clinical practice stress and clinical practice satisfaction. The significant findings in Moon and Jung's research suggested complex interactions between stress and satisfaction in which differences between the type of stress or satisfaction might greatly influence the outcome. It is possible that an interaction might have been found with different measures or and/or a different conceptualization of stress.

In Jeffreys' (2004) NURS model, stress and satisfaction interacted with one another in "an ongoing bidirectional relationship" (p. 132). The findings from this study did not support nor refute this assertion; however, they did offer evidence that the relationship between academic stress and general student satisfaction did not impact academic entitlement. Whether the

interaction between other types of stress and satisfaction would impact academic entitlement remains to be investigated.

Implications

The significant effects of academic stress and student general satisfaction on academic entitlement added a greater understanding of the factors that might predict these disruptive beliefs and behaviors. The results of this study, with previous research findings on other constructs related to academic entitlement, suggested that students' entitled expectations might arise as a coping response to stress as defined by the transactional theory of stress. Students' externalized responsibility of learning might arise from apathy and amotivation that occurs when they are dissatisfied with their education. This new understanding of the effects of academic stress and general student satisfaction on academic entitlement carries several implications for nursing education and nursing practice.

Concern has been increasing related to a perceived increase in entitled behaviors and attitudes in college students. Nursing students are not immune to academic entitlement; however, there remains a lack of research on academic entitlement in this student population. This study's findings that higher levels of academic stress and lower levels of satisfaction could predict academic entitlement provided insight for nursing faculty. Findings should foster reflection on how nursing academia might contribute to high stress levels or an increase in academic entitlement. Common academic practices in nursing that create increased stress, such as high-stakes testing, might increase negative behaviors. These practices should be reconsidered by nursing faculty and administration to ensure their benefit outweighs their negative effects.

The findings of this study might prompt nursing faculty to intervene with students who are exhibiting an academic entitlement attitude or behavior. Asking entitled students about their

levels of academic stress or about their level of satisfaction with their schooling might provide the educator with the insight they need to help their students, while also decreasing disruptive behaviors. One of the more important implications of this study for nursing education arose from the choice to examine academic entitlement as an academic factor in Jeffreys' NURS (2022) framework that impacts student retention and success. It is vital that nursing faculty and administration recognize academic entitlement as more than a nuisance and see it as a threat to the student's progress in the program.

The results of this study might have implications related to nursing practice. Job satisfaction and stress have been associated with job turnover intentions in working nurses (Fasbender et al., 2019). It is possible that nurse turnover might be another maladaptive coping strategy in response to stress and satisfaction. This continuation of the relationship among stress, satisfaction, and maladaptive coping techniques into the nursing professional world strengthens the vital importance of teaching and modeling adaptive, healthy coping skills for nursing students while they are still in school.

Limitations

Several limitations need to be considered when interpreting the results from this study. The researcher's choice in defining the study's constructs and selecting measurement might have limited its generalizability. For example, many different types of stress were beyond this study's limited focus on academic sources. It is possible that research focused on other stressors might have different results. This study focused on a general level of student satisfaction but it is possible there might have been some variation in the study's results if student satisfaction was examined with a narrower focus such as satisfaction specifically related to career choice or teacher characteristics.

Additionally, academic entitlement was examined in this study as a two-dimensional construct; other researchers put forth the notion that additional domains to academic entitlement were not captured by Chowning and Campbell's (2009) model and instrument (Jackson et al., 2020). As the body of research into academic entitlement grows, it is possible the focus of academic entitlement through externalized responsibility and entitled expectations becomes too limiting. Another limitation of the study related to its constructs was due to the sensitive nature of entitlement. Entitlement could carry a negative connotation and it is possible that respondents were unwilling to admit to beliefs that might be considered socially unattractive (Dane, 2018).

Other limitations of the study's findings in its generalizability were due to sample constraints. While the study consisted of representation from four different geographical regions, students from the western United States outnumbered students from the three other regions. Other disproportionate sample characteristics included that it consisted of more female representation than males. It is possible that students from the west or male students had different experiences with stress, satisfaction, or even culturally varied entitlement norms. It is possible that a similar study in a different country could yield different results. The findings of this study reflected junior and senior prelicensure nursing students and might not be reflective of other types of nursing students including graduate or post-licensure baccalaureate nursing students.

Some other limitations that needed to be recognized were due to the statistical analyses conducted. Some of the participants in the study did not complete the entire survey and left item responses empty. While generally accepted data input methods were used to fill in the random missed items, there was still the opportunity that the values input did not match what the participant would have chosen if the item was not missed. Additionally, the statistical conclusions in the study were formed from regression analysis. While regression analysis is

helpful to see if independent variables values could predict dependent variable values, it could not determine causality (Montgomery et al., 2021). In this non-experimental research design, other variables might also have impacted the relationship among academic stress, student satisfaction, and academic entitlement that were not accounted for by this study.

Recommendations for Future Research

An extensive literature search demonstrated that the phenomenon of academic entitlement remains under-researched in nursing literature. While it appeared the levels of academic entitlement in nursing were comparative with other disciplines, a gap remains in knowing how much entitlement is too much. This question could be further examined in exploring the nursing faculty's perceptions of academic entitlement in either qualitative, quantitative, or mixed method approaches. Additionally, it would be interesting to evaluate how a cohort's self-reporting of academically entitled beliefs compares to faculty's perceptions. While this study examined academic entitlement in a generalized sample, there remains a need for further research to examine differences in academic entitlement across personal characteristics in nursing students. Conflicting findings in previous research in non-nursing student populations related to cultural and socioeconomic class effects on academic entitlement suggested that differences might exist among population groups, and it requires investigation in a specific nursing student sample (Blincoe & Garris, 2017; Borgmeyer et al., 2022; Greenberger et al., 2008). Additionally, the study's findings of significant differences in entitled expectations between nursing students with prior/current healthcare experience as compared to those with none needs to be further investigated.

While the Academic Entitlement Scale used in this study demonstrated acceptable reliability, the entitled expectations subscale with its limited number of items might be an area

for increased instrumentation. Expanding the number of items on this subscale might result in a more robust Cronbach's alpha.

The focus of this study was on academic stressors and general student satisfaction levels. Future research should be conducted to see if there is more or less of a relationship among other domains of these variables such as clinical stress and clinical dissatisfaction. Also, a gap remains in knowledge related to how these variables, and their relationships with one another, change over time. A longitudinal study design could be employed to study if the relationship among these variables remains relatively stable or changes in response to other variables such as professor or course characteristics.

The impetus for this research was to investigate factors that might impact nursing student retention and success. However, the impact of academic entitlement on nursing student attrition was hypothetical based upon Jeffreys' NURS (2020) model. Future research might test the impact academic entitlement, academic stress, and student satisfaction have on nursing student graduation rates, successful licensure, and professional employment.

Lastly, a large gap remains in knowledge related to mitigation strategies for academically entitled beliefs and behaviors in students. Future intervention research could be conducted to see if strategies aimed at decreasing academic stress or improving student satisfaction would result in lower academic entitlement levels. Jeffreys' NURS (2020) model that centered professional integration factors, such as faculty advisement and professional events, could be a source of strategies aimed at mediating the relationships among the psychological outcomes of student satisfaction, stress, and academic entitlement.

Conclusion

The findings from this predictive, cross-sectional design study suggested that prelicensure nursing students who experienced more academic stress or who reported less general student satisfaction were more likely to have higher levels of academic entitlement, characterized by entitled expectations and externalized expectations. Yet, the interaction between academic stress and student general satisfaction did not significantly impact academic entitlement levels more than each of their own individual effects. The results of this study supported existing literature that suggested academic entitlement might be a coping strategy used by students facing academic difficulty or who were dissatisfied with their academic experience. Implications and recommendations discussed in this chapter could be leveraged to mitigate academic entitlement and improve nursing student retention and success. Ideally, strategies to decrease academic stress and improve satisfaction would lead to a greater number of nursing students graduating and entering the workforce.

REFERENCES

Acharya, L., Jin, L., & Collins, W. (2018). College life is stressful today - Emerging stressors and depressive symptoms in college students. *Journal of American College Health, 66*(7), 655-664. https://doi-org.unco.idm.oclc.org/10.1080/07448481.2018.1451869

Al Rasheed, F., Naqvi, A., Ahmad, R., & Ahmad, N. (2017). Academic stress and prevalence of stress-related self-medication among undergraduate female students of health and non-health cluster colleges of a public sector University in Dammam, Saudi Arabia. *Journal of Pharmacy & Bioallied Science, 9*(4), 251-258. https://pubmed.ncbi.nlm.nih.gov/29456376/

Al-Zeyadi, S., & Mohammed, S. H. (2019). Measures academic stress among undergraduate nursing students. *Indian Journal of Forensic Medicine & Toxicology, 13*(4), 979-983. https://www.researchgate.net/publication/337472147_Measures_Academic_Stress_among_Undergraduate_Nursing_Students

American Association of Colleges of Nursing. (n.d.). *Baccalaureate education.* https://www.aacnnursing.org/Nursing-Education-Programs/Baccalaureate-Education

American Association of Colleges of Nursing. (2020, September). *Fact sheet: Nursing faculty fact sheet*. https://www.aacnnursing.org/news-information/fact-sheets/nursing-faculty-shortage

American Association of Colleges of Nursing. (2023). *2022-2023 Enrollment and graduations in baccalaureate and graduate programs in nursing*. Author.

An, J., Oh, J., & Park, K. (2022). Self-regulated learning strategies for nursing students: A pilot randomized controlled trial. *International Journal of Environmental Research and Public Health, 19*(15), 9058. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9331953/

Andrew, T. J. (2020). *What nursing students believe impacts academic success in the first year of a baccalaureate nursing program* (Publication No. 28225622) [Doctoral Dissertation, Ohio University]. ProQuest Dissertations & Theses Global.

Andrey, J., Joakim, E., Schoner, V., Hambly, D., Silver, A., Jayasundera, R., & Nelson, A. (2012). Academic entitlement in the context of learning styles. *Canadian Journal of Education, 35*(4), 3-30. https://www.jstor.org/stable/canajeducrevucan.35.4.3

Baer, J. C., & Cheryomukhin, A. (2011). Students' distress over grades: Entitlement or a coping response? *Journal of Social Work Education, 47*(3), 565-577. https://www.tandfonline.com/doi/abs/10.5175/JSWE.2011.200900127

Bahadır-Yılmaz, E. (2021). Relationship between nursing students' exposure to colleague violence and stress levels in nursing education. *Central European Journal of Nursing & Midwifery, 12*(4), 505–512. https://cejnm.osu.cz/pdfs/cjn/2021/04/07.pdf

Barbayannis, G., Bandari, M., Zheng, X., Baquerizo, H., Pecor, K. W., & Ming, X. (2022). Academic stress and mental well-being in college students: Correlations, affected groups, and COVID-19. *Frontiers in Psychology, 13.* https://www.frontiersin.org/articles/10.3389/fpsyg.2022.886344/full

Bartlett, M. L., Taylor, H., & Nelson, J. D. (2016). Comparison of mental health characteristics and stress between baccalaureate nursing students and non-nursing students. *The Journal of Nursing Education, 55*(2), 87-90. https://doi.org/10.3928/01484834-20160114-05

Barton, A. L., & Hirsch, J. K. (2016). Permissive parenting and mental health in college students: Mediating effects of academic entitlement. *Journal of American College Health*, *64*(1), 1-8. https://pubmed.ncbi.nlm.nih.gov/26151561/

Batista, R. D. S., Santos, M. S. D., Melo, E. C., Moreira, R. C., Martins, J. T., & Galdino, M. J. Q. (2021). Burnout and academic satisfaction of nursing students in traditional and integrated curricula. *Revista da Escola de Enfermagem da USP*, *55*(03713). https://pubmed.ncbi.nlm.nih.gov/34133648/

Bedewy, D., & Gabriel, A. (2015). Examining perceptions of academic stress and its sources among university students: The Perception of Academic Stress Scale. *Health Psychology Open*, 1-9. https://journals.sagepub.com/doi/10.1177/2055102915596714

Bell, C. (2017). *Stressors experienced by nursing students enrolled in baccalaureate second degree accelerated registered nursing programs* (Publication No. 10638223). [Doctoral Dissertation, Capella University]. ProQuest Dissertations & Theses Global.

Berdida, D. J. E. (2023). Resilience and academic motivation's mediation effects in nursing students' academic stress and self-directed learning: A multicenter cross-sectional study. *Nurse Education in Practice, 69*,1-8. https://pubmed.ncbi.nlm.nih.gov/37060734/

Berdida, D. J. E., & Grande, R. A. N. (2022). Academic stress, COVID-19 anxiety, and quality of life among nursing students: The mediating role of resilience. *International Nursing Review*, *70*(1), 34-42. https://pubmed.ncbi.nlm.nih.gov/35639606/

Bertl, B., Andrzejewski, D., Hyland, L., Shrivastava, A., Russell, D., & Pietschnig, J. (2019). My grade, my right: Linking academic entitlement to academic performance. *Social Psychology of Education, 22*(4), 775-793. https://link.springer.com/article/10.1007/s11218-019-09509-2

Biggs, A., Brough, P., & Drummond, S. (2017). Lazarus and Folkman's psychological stress and coping theory. In C. L. Cooper & J. C. Quick (Eds.), *The handbook of stress and health: A guide to research and practice* (1st ed., pp. 349-364). Wiley Blackwell. https://doi.org/10.1002/9781118993811.ch21

Biles, J., Murphy, K., & Moyo, P. (2022). Undergraduate nursing students' course expectations, actual experiences, and associated satisfaction levels: A mixed methods survey. *Teaching & Learning in Nursing, 17*(1), 102-108 https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8611498/

Blincoe, S., & Garris, C. P. (2017). Challenging the assumption of a western phenomenon: Academic entitlement in Saudi Arabia. *The Journal of Experimental Education, 85*(2), 278-290. https://psycnet.apa.org/record/2017-02951-007

Bonaccio, S., Reeve, C. L., & Lyerly, J. (2016). Academic entitlement: Its personality and general mental ability correlates, and academic consequences. *Personality and Individual Differences, 102*, 211-216. https://psycnet.apa.org/record/2016-41819-037

Borgmeyer, A. R., Garand, J. C., & Wilks, S. E. (2022). Examining academic entitlement through the lens of field education. *Social Work Education, 41*(6), 1336-1350.

Boswell, S. S. (2012). "I deserve success": Academic entitlement attitudes and their relationships with course self-efficacy, social networking and demographic variables. *Social Psychology of Education, 15*(3), 353-365. https://doi.org/10.1007/s11218-012-9184-4

Brambila-Tapia, A. J. L., Meda-Lara, R. M., Palomera-Chávez, A., de-Santos-Ávila, F., Hernández-Rivas, M. I., Bórquez-Hernández, P., & Juárez-Rodríguez, P. (2020). Association between personal, medical, and positive psychological variables with somatization in university health sciences students. *Psychology, Health & Medicine, 25*(7), 879-886. https://pubmed.ncbi.nlm.nih.gov/31661972/

Cain, J., Romanelli, F., & Smith, K. M. (2012). Academic entitlement in pharmacy education. *American Journal of Pharmaceutical Education, 76*(10), 1-189. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3530051/

Caponnetto, V., Dante, A., Masotta, V., La Cerra, C., Petrucci, C., Alfes, C. M., & Lancia, L. (2021). Examining nursing student academic outcomes: A forty-year systematic review and meta-analysis. *Nurse Education Today, 100*. https://pubmed.ncbi.nlm.nih.gov/33676348/

Capponi, N., & Mason Barber, L. A. (2020). Undergraduate nursing program admission criteria: A scoping review. *Nurse Education Today, 92*, 1-14. https://www.sciencedirect.com/science/article/pii/S0260691719316788

Chen, K. S. (2007). *Exploring the association of educational technologies, customer satisfaction, and retention rates at a community college* (Publication No. 3282469). [Doctoral Dissertation, Northcentral University]. ProQuest Dissertations & Theses Global.

Cho, O. H., & Hwang, K.-H. (2019). Academic ethical awareness among undergraduate nursing students. *Nursing Ethics*, *26*(3), 833-844. https://pubmed.ncbi.nlm.nih.gov/28893158/

Choi, J. (2019). Influence of psychosocial factors on energy drink consumption in Korean nursing students: Never-consumers versus ever-consumers. *Child Health Nursing Research, 25*(1), 48–55. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8650900/

Chowning, K., & Campbell, N. J. (2009). Development and validation of a measure of academic entitlement. *Journal of Educational Psychology, 101*(4), 982-997. https://psycnet.apa.org/record/2009-19591-016

Chust-Hernández, P., Fernández-García, D., López-Martínez, L., García-Montañés, C., & Pérez-Ros, P. (2021). Female gender and low physical activity are risk factors for academic stress in incoming nursing students. *Perspectives in Psychiatric Care, 58*(4), 1281-1290. https://pubmed.ncbi.nlm.nih.gov/34386983/

Clark, C. M., & Springer, P. J. (2010). Academic nurse leaders' role in fostering a culture of civility in nursing education. *Journal of Nursing Education, 49*(6), 319-25. https://pubmed.ncbi.nlm.nih.gov/20210272/

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications, Inc.

Curtis, N. A., & Trice, A. D. (2013). A revision of the academic locus of control scale for college students. *Perceptual & Motor Skills: Physical Development & Measurement, 116*(3), 817-829. https://pubmed.ncbi.nlm.nih.gov/24175456/

Dane, F. C. (2018). *Evaluating research: Methodology for people who need to read research* (2nd ed.). Sage Publications.

Dennison, S., & El-Masri, M. M. (2012). Development and psychometric assessment of the undergraduate nursing student academic satisfaction scale (UNSASS). *Journal of Nursing Measurement, 20*(2), 75-89. https://pubmed.ncbi.nlm.nih.gov/22988780/

de Winter, J. C. F. (2019). Using the student's t-test with extremely small sample sizes. *Practical Assessment, Research, and Evaluation, 18*(10). https://scholarworks.umass.edu/pare/vol18/iss1/10/

Dikmen, M. (2022). Mindfulness, problem-solving skills and academic achievement: Do perceived stress levels matter? *Journal of Theoretical Educational Science, 15*(1), 42-63. https://dergipark.org.tr/en/pub/akukeg/issue/68143/945678

El-Seesy, N. A. E. A. M., Banakhar, M., & Kandil, F. S. A. E. F. (2021). Nursing students' satisfaction with the academic program: A cross-sectional study. *International Journal of Advanced and Applied Sciences, 8*(11), 50-57. http://www.science-gate.com/IJAAS/2021/V8I11/1021833ijaas202111007.html

Eresia-Eke, C., Ngcongo, N., & Ntsoane, T. (2020). The nexus of service quality, student satisfaction and student retention in small private colleges in South Africa. *Education Sciences, 10*(7), 179. https://doi.org/10.3390/educsci10070179

Fasbender, U., Van der Heijden, B. I. J. M., & Grimshaw, S. (2019). Job satisfaction, job stress and nurses' turnover intentions: The moderating roles of on-the-job and off-the-job embeddedness. *Journal of Advanced Nursing, 75*(2), 327-337. https://pubmed.ncbi.nlm.nih.gov/30187541/

Faul, F., Erdfelder, E., Buchner, A., & Lang, A. G. (2020). G*power version 3.1.9.7 [computer software]. Uiversität Kiel.

Finney, T. G., & Finney, R. Z. (2010). Are students their universities' customers? An exploratory study. *Education and Training, 52*(4), 276-291. https://doi.org/10.1108/00400911011050954

Fisher, P. J., & Pidgeon, A. M. (2018). Self-compassion, perceived academic stress, depression and anxiety symptomology among Australian university students. *International Journal of Psychology and Cognitive Science, 4*(4), 130-143. http://www.aascit.org/journal/archive2?journalId=929&paperId=7083

Fletcher, K. L., Pierson, E. E., Speirs Neumeister, K. L., & Holmes Finch, W. (2020). Overparenting and perfectionistic concerns predict academic entitlement in young adults. *Journal of Child and Family Studies, 29,* 348-357. https://link.springer.com/article/10.1007/s10826-019-01663-7

França, F. D. P., & Dias, T. L. (2021). Validity and reliability of the perceptions of academic stress scale. *Psicologia: Teoria e Pratica, 23*(1), 1-21. http://pepsic.bvsalud.org/scielo.php?script=sci_arttext&pid=S1516-36872021000100003

Frey, M. P. (2015). *Academic entitlement, student motivation, and academic outcomes.* (Publication No. 5636) [Doctoral dissertation, University of Windsor]. ProQuest Dissertations and Theses Global.

Fromuth, M. E., Bass, J. E., Kelly, D. B., Davis, T. L., & Chan, K. L. (2019). Academic entitlement: Its relationship with academic behaviors, and attitudes. *Social Psychology of Education, 22*(5), 1153-1167. https://eric.ed.gov/?id=EJ1237389

Garces-Ozanne, A., & Sullivan, T. (2014). Expectations and reality: What you want is not always what you get. *Australian Journal of Adult Learning, 54*(2), 78-100. https://eric.ed.gov/?id=EJ1033924

Goff, A. (2011). Stressors, academic performance, and learned resourcefulness in baccalaureate nursing students. *International Journal of Nursing Education Scholarship, 8*(1), 1-20. https://pubmed.ncbi.nlm.nih.gov/21291410/

Goodnite, P. M. (2014). Stress: A concept analysis. *Nursing Forum, 49*(1), 71-74. https://doi.org/10.1111/nuf.12044

Greenberger, E., Lessard, J., Chen, C., & Farruggia, S. P. (2008). Self-entitled college students: Contributions of personality, parenting, and motivational factors. *Journal of Youth and Adolescence, 37*(10), 1193-1204. https://link.springer.com/article/10.1007/s10964-008-9284-9

Guerra-Martin, M. D., Cabo-Oriheula, A., Maros-Garica, R., & Ponce-Blandon, J. A. (2021). Translation and first pilot validation study of the "Undergraduate Nursing Student Academic Satisfaction Scale" questionnaire to the Spanish context. *International Journal of Environmental Research and Public Health, 18*, 423. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7825755/

Guzman-Castillo, A., Saez, K., Perez, C., & Castillo-Navarrete, J. L. (2018). Validity and reliability of SISCO inventory of academic stress among health students in Chile. *Journal of the Pakistan Medical Association, 68*(12), 1759-1762. https://www.ncbi.nlm.nih.gov/pubmed/30504937

Hair, J. F., Babin, B. J., Anderson, R. E., & Black, W. C. (2018). *Multivariate data analysis* (8th ed.). Cengage.

Hj Ramli, N. H., Alavi, M., Mehrinezhad, S. A., & Ahmadi, A. (2018). Academic stress and self-regulation among university students in Malaysia: Mediator role of mindfulness. *Behavioral Sciences, 8*(1), 12. https://doi.org/10.3390/bs8010012

Huang, S., & Kuo, B. C. H. (2020). Demographic, psychosocial, and cultural predictors of entitlement in a multiethnic Canadian undergraduate sample. *Social Psychology of Education, 23*(2), 523-535. https://www.researchgate.net/publication/339542589_Demographic_psychosocial_and_cultural_predictors_of_entitlement_in_a_multiethnic_Canadian_undergraduate_sample

Hunsicker, J., & Chitwood, T. (2018). High-stakes testing in nursing education. *Nurse Educator, 43*(4), 183-186. https://journals.lww.com/nurseeducatoronline/Abstract/2018/07000/High_Stakes_Testing_in_Nursing_Education__A_Review.9.aspx

Jackson, D. L., McLellan, C., Frey, M. P., & Rauti, C. M. (2020). Are there types of academically entitled students? A cluster analysis. *Canadian Journal of Education, 43*(4), 1008-1033. https://journals.sfu.ca/cje/index.php/cje-rce/article/view/4349

Javeth, A. (2018). Relationship between academic stress and mental health of undergraduate nursing students. *The Nursing Journal of India, 109*(3), 130-134. https://cdn-links.lww.com/permalink/ne/b/ne_2022_11_21_huang_2022397_sdc4.docx

Jeffreys, M. R. (2004). *Nursing student retention: Understanding the process and making a difference* (1st ed.). Springer Publishing Company.

Jeffreys, M. R. (2012). *Nursing student retention: Understanding the process and making a difference* (2nd ed.). Springer Publishing Company.

Jeffreys, M. R. (2015). Jeffreys's nursing universal retention and success model: Overview and action ideas for optimizing outcomes A-Z. *Nurse Education Today, 35*(3), 425-31. https://www.sciencedirect.com/science/article/abs/pii/S0260691714003517?via%3Dihub

Jeffreys, M. R. (2020). ADN-to-BSN articulation, academic progression, and transition: A proactive holistic approach. *Nurse Educator, 45*(3), 155-159. https://pubmed.ncbi.nlm.nih.gov/31335626/

Jeffreys, M. R. (2022). Nursing universal retention and success (NURS) model: A holistic, discipline-focused framework. *Journal of College Student Retention: Research, Theory & Practice, 24*(3), 650-675. https://doi.org/10.1177/1521025120939254

Jiang, L., Tripp, T. M., & Hong, P. Y. (2017). College instruction is not so stress free after all: A qualitative and quantitative study of academic entitlement, uncivil behaviors, and instructor strain, and burnout. *Stress & Health: Journal of the International Society for the Investigation of Stress*, *33*(5), 578-589. https://pubmed.ncbi.nlm.nih.gov/28105661/

Jones, M. C., & Johnston, D. W. (1999). The derivation of a brief Student Nurse Stress Index. *Work & Stress, 13*(2), 162-181. https://doi.org/10.1080/026783799296129

Kacan, C. Y., & Pallos, A. (2021). Global problem of nursing students: Nursing education stress: A sample from Turkey. *International Journal of Caring Sciences, 14*(2), 1193-1203.

Kanade, A., Sarwan, S., Said, P., Kadam, S., Dhakne, G., & Gore, P. (2021). A study to assess the academic stress and coping strategies used among the undergraduate nursing students from selected colleges of Pune City. *Asian Journal of Nursing Education and Research, 11*(2), 183-188.

Karabulut, N., Aktaş, Y. Y., & Alemdar, D. K. (2015). The relationship of clinical learning environment to nursing students' academic motivation. *Kontakt, 17*(1), e6-e12. https://kont.zsf.jcu.cz/pdfs/knt/2015/01/03.pdf

Karaman, M. A., Lerma, E., Vela, J. C., & Watson, J. C. (2019). Predictors of academic stress among college students. *Journal of College Counseling, 22*(1), 41-55. https://www.academia.edu/41590306/Predictors_of_Academic_Stress_Among_College_Students

Karaman, M. A., Nelson, K. M., & Cavazos Vela, J. (2018). The mediation effects of achievement motivation, and locus of control between academic stress, and life satisfaction in undergraduate students. *British Journal of Guidance & Counselling, 46*(4), 375-384. https://doi.org/10.1080/03069885.2017.1346233

Kellar, S. P., & Kelvin, E. A. (2013). *Munro's statistical methods for health care research* (6th ed.). Wolters Kluwer Health.

Knepp, K. A., & Knepp, M. M. (2022). Academic entitlement decreases engagement in and out of the classroom and increases classroom incivility attitudes. *Social Psychology of Education, 25,* 1113-1134. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC9289648/

Kopp, J. P., Zinn, T. E., Finney, S. J., & Jurich, D. P. (2011). The development and evaluation of the Academic Entitlement Questionnaire. *Measurement and Evaluation in Counseling and Development 44*(2), 105-129. https://www.tandfonline.com/doi/abs/10.1177/0748175611400292

Kwak, E., Park, S., & Ko, J. W. (2022). The effects of academic stress and upward comparison on depression in nursing students during COVID-19. *Healthcare (Basel), 10*(10), 2091. https://pubmed.ncbi.nlm.nih.gov/36292537/

Lazarus, R. S., & Folkman, S. (1987). Transactional theory and research on emotions and coping. *European Journal of Personality, 1,* 141-169. https://journals.sagepub.com/doi/10.1002/per.2410010304

Lessard, J., Greenberger, E., Chen, C., & Farruggia, S. (2011). Are youths' feelings of entitlement always "bad"?: Evidence for a distinction between exploitive, and non-exploitive dimensions of entitlement. *Journal of Adolescence, 34*(3), 521-529. https://onlinelibrary.wiley.com/doi/10.1016/j.adolescence.2010.05.014

Magnavita, N., & Chiorri, C. (2018). Academic stress and active learning of nursing students: A cross-sectional study. *Nurse Education Today, 68,* 128-133. https://pubmed.ncbi.nlm.nih.gov/29906771/

Mai, L. W. (2005). A comparative study between UK and US: The student satisfaction in higher education and its influential factors. *Journal of Marketing Management, 21*(7-8), 859-878. https://www.tandfonline.com/doi/abs/10.1362/026725705774538471

McLellan, C. K., & Jackson, D. L. (2017). Personality, self-regulated learning, and academic entitlement. *Social Psychology of Education: An International Journal, 20*(1), 159-178. https://link.springer.com/article/10.1007/s11218-016-9357-7

Mellor, J. K. (2011). *Academic entitlement and incivility: Differences in faculty and students' perceptions* (Publication No. 3453952). [Doctoral dissertation, University of Arizona]. ProQuest Dissertations & Theses Global.

Montgomery, D. C., Peck, E. A., & Vining, G. G. (2021). *Introduction to linear regression analysis*. John Wiley & Sons.

Moon, H., & Jung, M. (2020). The relationship between a disposition of gratitude, clinical stress, and clinical satisfaction in nursing students. *Perspectives in Psychiatric Care, 56*(4), 768-776. https://pubmed.ncbi.nlm.nih.gov/32109327/

Onieva-Zafra, M. D., Fernández-Muñoz, J. J., Fernández-Martínez, E., García- Sánchez, F. J., Abreu-Sánchez, A., & Parra-Fernández, M. L. (2020). Anxiety, perceived stress, and coping strategies in nursing students: A cross-sectional, correlational, descriptive study. *BMC Medical Education, 20*(1), 370. https://doi.org/10.1186/s12909-020-02294-z

Pardoe, I. (2020). *Applied regression modeling* (3rd ed.). Wiley. https://books.google.com/books?id=hToLEAAAQBAJ&dq=when+do+you+use+regression+modeling&lr=&source=gbs_navlinks_s

Rahmatpour, P., Nia, H. S., Farahani, M. A., & Allen, K. A. (2022). Translation and psychometric evaluation of the undergraduate nursing student academic satisfaction scale. *Journal of Nursing Measurement, 30*(2), 222-234. https://pubmed.ncbi.nlm.nih.gov/34518432/

Reeve, K. L., Shumaker, C. J., Yearwood, E. L., Crowell, N. A., & Riley, J. B. (2013). Perceived stress and social support in undergraduate nursing students' educational experiences. *Nurse Education Today, 33*(4), 419-424. https://doi.org/10.1016/j.nedt.2012.11.009

Ren, Q., Chen, F., Zhang, H., Tu, J., Xu, X., & Liu, C. (2022). Effects of a standardized patient-based simulation in anaphylactic shock management for new graduate nurses. *BMC Nursing, 21*(1), 1-8. https://bmcnurs.biomedcentral.com/articles/10.1186/s12912-022-00995-y

Reysen, R. H., Degges-White, S., & Reysen, M. B. (2020). Exploring the interrelationships among academic entitlement, academic performance, and satisfaction with life in a college student sample. *Journal of College Student Retention: Research, Theory and Practice, 22*(2), 186-04. https://eric.ed.gov/?id=ED566297

Santini, F. d. O., Ladeira, W. J., Sampaio, C. H., & da Silva Costa, G. (2017). Student satisfaction in higher education: A meta-analytic study. *Journal of Marketing for Higher Education, 27*(1), 1-18. https://doi.org/10.1080/08841241.2017.1311980

Schaefer, T., Barta, M., Whitley, W., & Stogsdill, M. (2013). The “you owe me!” mentality: A student entitlement perception paradox. *Journal of Learning in Higher Education, 9*, 79-91. https://files.eric.ed.gov/fulltext/EJ1082877.pdf

Senturk, S., & Dogan, N. (2018). Determination of the stress experienced by nursing students' during nursing education. *International Journal of Caring Sciences, 11*(2), 896-904. https://search.proquest.com/docview/2148639137

Setiakarnawijaya, Y., Pratiwisalim, N., Ilham, M., Widiastuti, K., Hasyim, A. H., Taufik, M. S., Hanief, Y. N., & Setiakarnawijaya, A. (2022). Academic stress, perception, and attitude towards online learning of sports science students. *Journal of Physical Education and Sport, 22*(12), 3189-3194. https://efsupit.ro/images/stories/decembrie2022/Art%20405.pdf

Shields, N. (2001). Stress, active coping, and academic performance among persisting and nonpersisting college students. *Journal of Applied Biobehavioral Research, 6*(2), 65-81. https://doi.org/10.1111/j.1751-9861.2001.tb00107.x

Singh, R., & Mangat, N. S. (1996). Stratified sampling. In *Elements of survey sampling, Kluwer texts in the mathematical sciences* (pp. 102-144). Springer Publishing. https://link.springer.com/chapter/10.1007/978-94-017-1404-4_5

Smith, M. R., Grealish, L., & Henderson, S. (2018). Shaping a valued learning journey: Student satisfaction with learning in undergraduate nursing programs, a grounded theory study. *Nurse Education Today, 64*, 175-179. https://pubmed.ncbi.nlm.nih.gov/29500998/

Sohail, M., & Zafar, N. (2022). Fear of COVID-19 and stress in university students: Mediating role of cyberchondria and moderating role of creative coping and social supports. *Journal of the Pakistan Medical Association, 72*(8), 1564-1571. https://pubmed.ncbi.nlm.nih.gov/36280920/

Taber, K. S. (2018). The use of Cronbach's alpha when developing and reporting research instruments in science education. *Research in Science Education, 48,* 1273-1296. https://link.springer.com/article/10.1007/s11165-016-9602-2

Taylor, J. M., Bailey, S. F., & Barber, L. K. (2015). Academic entitlement and counterproductive research behavior. *Personality and Individual Differences, 85,* 13-18. https://psycnet.apa.org/record/2015-28879-007

Turner, L. A., & McCormick, W. H. (2018). Academic entitlement: Relations to perceptions of parental warmth and psychological control. *Educational Psychology*, *38*(2), 248-260. https://psycnet.apa.org/record/2018-03861-008

Victor, G., Sethi, A., & Yaqub, E. (2020). Academic experiences of undergraduate post-registered BS nursing students in Islamabad, Pakistan. *Journal of Pakistan Medical Association, 70*(10), 1767-1773. https://pubmed.ncbi.nlm.nih.gov/33159750/

Walker, S., Rossi, D., Anastasi, J., Gray-Ganter, G., & Tennent, R. (2016). Indicators of undergraduate nursing students' satisfaction with their learning journey: An integrative review. *Nurse Education Today, 43*, 40-48. https://pubmed.ncbi.nlm.nih.gov/27286943/

Weerasinghe, S., Lalitha, R., & Fernando, S. (2017). Students' satisfaction in higher education literature review. *American Journal of Educational Research, 5*(5), 533-539. http://pubs.sciepub.com/education/5/5/9/index.html

Welch, S. R. (2023). Clinical stress and clinical performance in prelicensure nursing students: A systematic review. *Journal of Nursing Education, 62*(1), 36-41. https://pubmed.ncbi.nlm.nih.gov/36652583/

Wong, W. H., & Chapman, E. (2022). Student satisfaction, and interaction in higher education. *Higher Education,*1-22. https://doi.org/10.1007/s10734-022-00874-0

World Health Organization. (2023, February 21). *Stress.* https://www.who.int/news-room/questions-and-answers/item/stress#:~:text=Stress%20can%20be%20defined%20as,experiences%20stress%20to%20some%20degree.

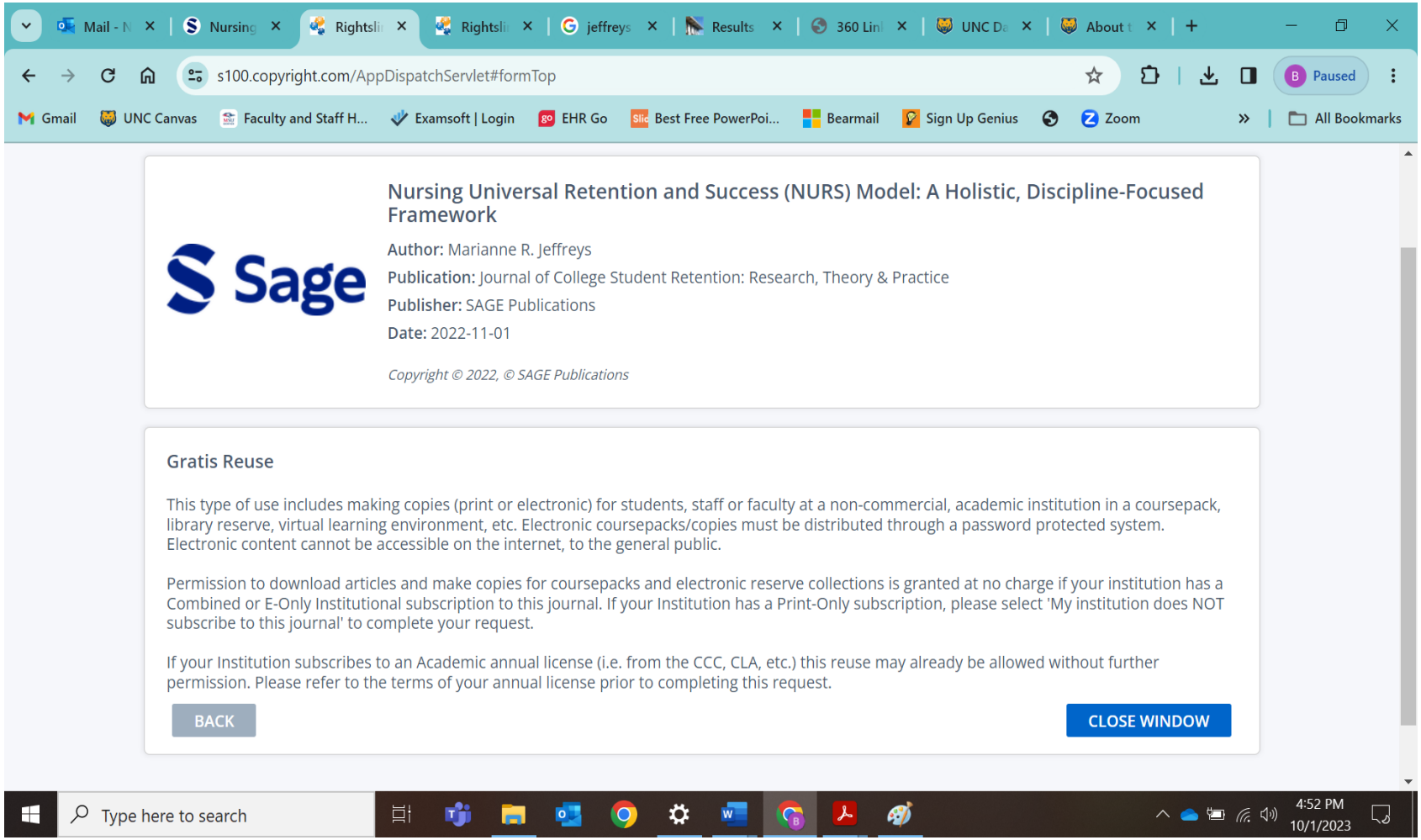
Yang, Z., Becerik-Gerber, B., & Mino, L. (2013). A study on student perceptions of higher education classrooms: Impact of classroom attributes on student satisfaction, and performance. *Building and Environment, 70*, 171-188. https://doi.org/10.1016/j.buildenv.2013.08.030

Zaheer Butt, B., & ur Rehman, K. (2010). A study examining the students' satisfaction in higher education. *Procedia Social and Behavioral Sciences, 2*, 5446-5450. https://www.sciencedirect.com/science/article/pii/S1877042810009286

Zhu, L., & Anagondahalli, D. (2018). Predicting student satisfaction: The role of academic entitlement and nonverbal immediacy. *Communication Reports, 31*(1), 41–52. https://www.tandfonline.com/doi/abs/10.1080/08934215.2017.1364777

APPENDIX A

PERMISSION TO USE NURSING UNIVERSAL RETENTION AND SUCCESS FRAMEWORK


s100.copyright.com/AppDispatchServlet#formTop
Nursing Universal Retention and Success (NURS) Model: A Holistic, Discipline-Focused Framework
Author: Marianne R. Jeffreys
Publication: Journal of College Student Retention: Research, Theory & Practice
Publisher: SAGE Publications
Date: 2022-11-01
Copyright © 2022, © SAGE Publications
Gratis Reuse
This type of use includes making copies (print or electronic) for students, staff or faculty at a non-commercial, academic institution in a coursepack, library reserve, virtual learning environment, etc. Electronic coursepacks/copies must be distributed through a password protected system. Electronic content cannot be accessible on the internet, to the general public.
Permission to download articles and make copies for coursepacks and electronic reserve collections is granted at no charge if your institution has a Combined or E-Only Institutional subscription to this journal. If your Institution has a Print-Only subscription, please select 'My institution does NOT subscribe to this journal' to complete your request.
If your Institution subscribes to an Academic annual license (i.e. from the CCC, CLA, etc.) this reuse may already be allowed without further permission. Please refer to the terms of your annual license prior to completing this request.
BACK
CLOSE WINDOW
Type here to search
4:52 PM
10/1/2023

APPENDIX B

DEMOGRAPHIC QUESTIONNAIRE

1. What type of educational institute do you attend?
   A. Public
   B. Private

2. What region of the U.S. describes where you attend nursing school?
   A. North Atlantic
   B. Midwest
   C. South
   D. West

3. What type of baccalaureate nursing program are you enrolled in?
   A. Traditional (program for a student with no previous nursing education and requires at least four years of college work)
   B. Accelerated (program for a student with a baccalaureate degree in a non-nursing discipline and is typically completed in less time than four years)

4. What year of your baccalaureate program are you enrolled in currently?
   A. Junior year
   B. Senior year

5. What is your enrollment status in nursing school?
   A. Full-time
   B. Part-time
   C. Prefer not to say

6. What gender do you identify as?
   A. Male
   B. Female
   C. Non-binary
   D. Other
   E. Prefer not to say

7. What is your age group?
   A. Less than 18
   B. 18-20
   C. 21-23
   D. 24-26
   E. 27-29
   F. 30 and older
   G. Prefer not to say

8. What race/ethnicity best describes you?
   A. American Indian or Alaskan Native
   B. Asian
   C. Native Hawaiian or Pacific Islander
   D. Black or African American
   E. Hispanic or Latino

F. White
G. Two or More Races
H. Prefer not to say

9. What is your primary language?
   A. English
   B. Spanish
   C. French
   D. Mandarin Chinese
   E. Hindi
   F. Arabic
   G. Portuguese
   H. Russian
   I. Other
   J. Two or more languages
   K. Prefer not to say

10. What is the highest level of educational degree you've completed and been awarded?
    A. High school diploma or GED credential
    B. Associate degree
    C. Bachelors degree
    D. Masters degree
    E. Doctorate degree
    F. Prefer not to say

11. What is the highest level of educational degree your parents have completed?
    A. High school diploma or GED credential
    B. Associate degree
    C. Bachelors degree
    D. Masters degree
    E. Doctorate degree
    F. Prefer not to say

12. Do you have current or prior healthcare work experience?
    A. Yes
    B. No
    C. Prefer not to say

APPENDIX C

ACADEMIC ENTITLEMENT SCALE

Externalized Responsibility subscale
1. It is unnecessary for me to participate in class when the professor is paid for teaching, not for asking questions.
2. If I miss class, it is my responsibility to get the notes. (*Reverse*)
3. I am not motivated to put a lot of effort into group work, because another group member will end up doing it.
6. I believe that the university does not provide me with the resources I need to succeed in college.
7. Most professors do not really know what they are talking about.
10. If I do poorly in a course and I could not make my professor's office hours, the fault lies with my professor.
11. I believe that it is my responsibility to seek out the resources to succeed in college. (*Reverse*)
12. For group assignments, it is acceptable to take a back seat and let others do most of the work if I am busy.
13. For group work, I should receive the same grade as the other group members regardless of my level of effort.
15. Professors are just employees who get money for teaching.
Entitled Expectations subscale
4. My professors are obligated to help me prepare for exams.
5. Professors must be entertaining to be good.
8. My professors should reconsider my grade if I am close to the grade I want.
9. I should never receive a zero on an assignment that I turned in.
14. My professors should curve my grade if I am close to the next letter grade.
Note. Participants rate each item on a 7-point scale ranging from 1 (*strongly disagree*) to 7 (*strongly agree*). The first 10 items compose the first subscale, Externalized Responsibility, which captures an entitled lack of responsibility for one's education. The last five items compose the second subscale, Entitled Expectations, which captures students' entitled expectations about professors and their course policies.

APPENDIX D

PERMISSION TO USE ACADEMIC ENTITLEMENT SCALE

PsycTESTS

Academic Entitlement Scale

PsycTESTS Citation:
Chowning, K., & Campbell, N. J. (2009). Academic Entitlement Scale [Database record]. Retrieved from PsycTESTS. doi: https://dx.doi.org/10.1037/t02913-000

Instrument Type:
Rating Scale

Test Format:
Participants rate each item on a 7-point scale ranging from 1 (strongly disagree) to 7 (strongly agree).

Source:
Chowning, Karolyn, & Campbell, Nicole Judice (2009). Development and validation of a measure of academic entitlement: Individual differences in students' externalized responsibility and entitled expectations. Journal of Educational Psychology, Vol 101(4), 982-997. doi: https://dx.doi.org/10.1037/a0016351

APPENDIX E

UNDERGRADUATE NURSING STUDENT ACADEMIC SATISFACTION SCALE (UNSASS)

Item #	**In-class Teaching Subscale**
1	I can freely express my academic and other concerns to faculty members
2	Faculty members are easily approachable
3	Faculty members make every effort to assist students when asked
4	Faculty members make an effort to understand difficulties I might be having with my course work.
5	Faculty members are usually available after class and during office hours
6	I can freely express my academic and other concerns to the administration
7	Faculty are fair and unbiased in their treatment of individual students
8	Faculty members provide adequate feedback about students' progress in a course
9	I receive detailed feedback from faculty members on my work and written assignments
10	Channels for expressing students' complaints are readily available
11	Faculty members are good role models and motivate me to do my best
12	The administration shows concern for students as individuals
13	Faculty members demonstrate a high level of knowledge in their subject area
14	Faculty members take the time to listen/discuss issues that may impact my academic performance
15	Faculty members create a good overall impression
16	I am generally given enough time to understand the things I have to learn
	Clinical Teaching Subscale
17	Clinical instructors are approachable and make students feel comfortable about asking questions
18	Clinical instructors provide feedback at appropriate times, and do not embarrass me in front of others (classmates, staff, patients and family members)
19	Clinical instructors are open to discussions and difference in opinions
20	Clinical instructors give me sufficient guidance before I perform technical skills
21	Clinical instructors view my mistakes as part of my learning

22	Clinical instructors give me clear ideas of what is expected from me during a clinical rotation
23	Clinical instructors facilitate my ability to critically assess my client's needs
24	Clinical instructors assign me to patients that are appropriate for my level of competence
25	Clinical instructors give me verbal and written feedback concerning my clinical experience
26	Clinical instructors demonstrate a high level of knowledge and clinical expertise
27	Clinical instructors are available when needed
28	Clinical instructors provide enough opportunities for independent practice in the lab and clinical sites
29	Clinical instructors encourage me to link theory to practice
30	Instructions are consistent among different clinical and lab instructors
31	Faculty members behave professionally
	Program Design and Delivery Subscale
32	This program provides a variety of good and relevant courses
33	The program enhances my analytical skills
34	Most courses in this program are beneficial and contribute to my overall professional development
35	The quality of instruction I receive in my classes is good and helpful
36	I usually have a clear idea of what is expected of me in this program
37	The program is designed to facilitate team work among students
38	The program enhances my problem solving or critical thinking skills
39	There is a commitment to academic excellence in this program
40	As a result of my courses, I feel confident about dealing with clinical nursing problems
41	Going to class helps me better understand the material
42	I am able to experience intellectual growth in the program

43	Overall, the program requirements are reasonable and achievable
	Support & Resources Subscale
44	The secretaries are caring and helpful
45	The secretaries behave professionally
46	Support at the clinical and computer labs is readily available
47	Computer and clinical labs are well equipped, adequately staffed, and are readily accessible to meet
48	The facilities (class rooms, clinical and computer labs) facilitate my learning

APPENDIX F

PERMISSION TO USE UNDERGRADUATE NURSING STUDENT ACADEMIC SATISFACTION SCALE (UNSASS)

PsycTESTS®

Undergraduate Nursing Student Academic Satisfaction Scale

PsycTESTS Citation:

Dennison, S., & El-Masri, M. M. (2012). Undergraduate Nursing Student Academic Satisfaction Scale [Database record]. Retrieved from PsycTESTS. doi: https://dx.doi.org/10.1037/t17406-000

Instrument Type:

Rating Scale

Test Format:

All items of the UNSASS are scored using a 5-point Likert scale that ranges from 1 to 5 as follows: 1 (strongly disagree), 2 (disagree), 3 (somewhat agree), 4 (agree), and 5 (strongly agree).

Source:

Supplied by Author.

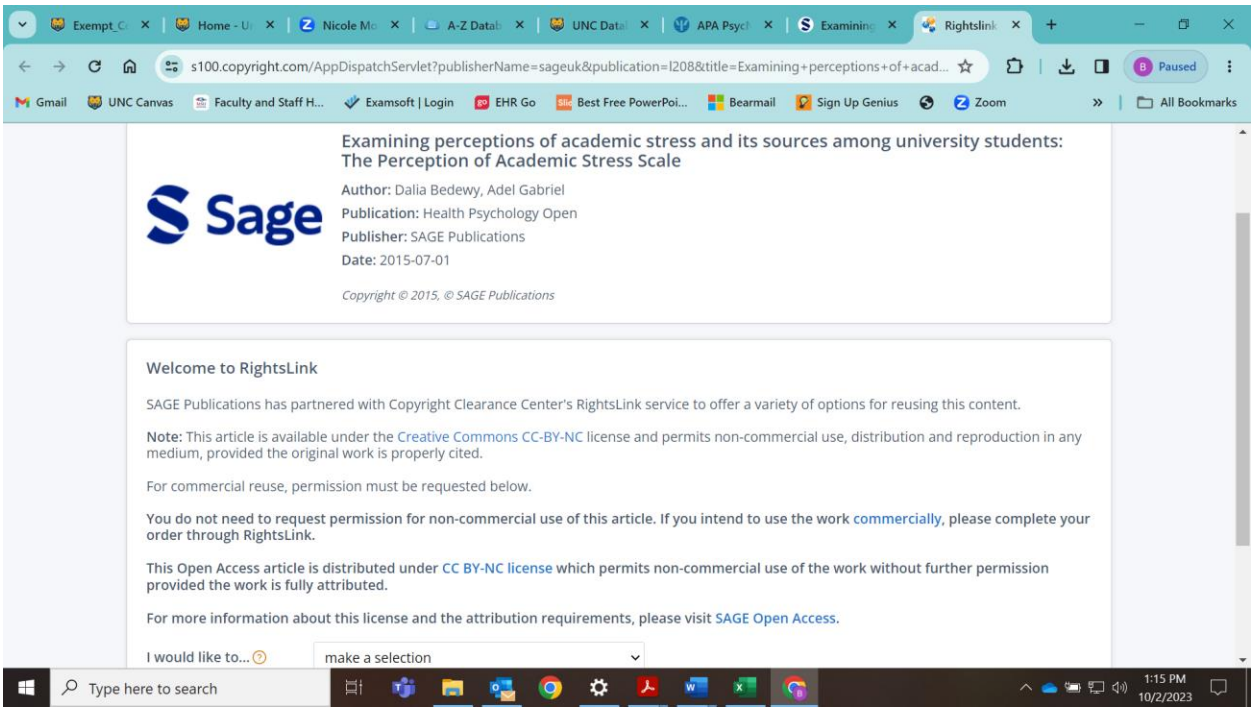
APPENDIX G

PERCEPTIONS OF ACADEMIC STRESS SCALE (PAS)

Please rate your perception about the following statements in contributing to academic stresses *1 = Strongly disagree to 5 = Strongly agree*	*1*	*2*	*3*	*4*	*5*
Am confident that I will be a successful student					
Am confident that I will be a successful in my future career					
I can make academic decisions easily					
The time allocated to classes and academic work is enough					
I have enough time to relax after work					
Please rate your perception about the following statements contributing to Academic Stresses *1 = Strongly agree to 5 = Strongly disagree*	*1*	*2*	*3*	*4*	*5*
My teachers are critical of my academic performance					
I fear failing courses this year					
I think that my worry about examinations is weakness of character					
Teachers have unrealistic expectations of me					
The size of the curriculum (workload) is excessive					
I believe that the amount of work assignment is too much					
Am unable to catch up if getting behind the work					
The unrealistic expectations of my parents stresses me out					
competition with my peers for grades is quite intense					
The examination questions are usually difficult					
Examination time is short to complete the answers					
Examination times are very stressful to me out					
Even if I pass my exams, am worried about getting a job					

APPENDIX H

PERMISSION TO USE PERCEPTIONS OF ACADEMIC STRESS SCALE (PAS)


Examining perceptions of academic stress and its sources among university students: The Perception of Academic Stress Scale
Author: Dalia Bedewy, Adel Gabriel
Publication: Health Psychology Open
Publisher: SAGE Publications
Date: 2015-07-01
Copyright © 2015, © SAGE Publications
Welcome to RightsLink
SAGE Publications has partnered with Copyright Clearance Center's RightsLink service to offer a variety of options for reusing this content.
Note: This article is available under the Creative Commons CC-BY-NC license and permits non-commercial use, distribution and reproduction in any medium, provided the original work is properly cited.
For commercial reuse, permission must be requested below.
You do not need to request permission for non-commercial use of this article. If you intend to use the work commercially, please complete your order through RightsLink.
This Open Access article is distributed under CC BY-NC license which permits non-commercial use of the work without further permission provided the work is fully attributed.
For more information about this license and the attribution requirements, please visit SAGE Open Access.
I would like to...
make a selection
Type here to search
1:15 PM
10/2/2023

APPENDIX I

INSTITUTIONAL REVIEW BOARD APPROVAL

UNIVERSITY OF
NORTHERN COLORADO

Institutional Review Board

Date:	11/21/2023
Principal Investigator:	Becky Nemec
Committee Action:	**IRB EXEMPT DETERMINATION – New Protocol**
Action Date:	11/21/2023
Protocol Number:	2310053064
Protocol Title:	I'm stressed-You have to do something to help me: The relationship between student academic entitlement, academic stress, and satisfaction
Expiration Date:	

The University of Northern Colorado Institutional Review Board has reviewed your protocol and determined your project to be exempt under 45 CFR 46.104(d)(702) for research involving

Category 2 (2018): EDUCATIONAL TESTS, SURVEYS, INTERVIEWS, OR OBSERVATIONS OF PUBLIC BEHAVIOR. Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met: (i) The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects; (ii) Any disclosure of the human subjects' responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, educational advancement, or reputation; or (iii) The information obtained is recorded by the investigator in such a manner that the identity of the human subjects can readily be ascertained, directly or through identifiers linked to the subjects, and an IRB conducts a limited IRB review to make the determination required by 45 CFR 46.111(a)(7).

You may begin conducting your research as outlined in your protocol. Your study does not require further review from the IRB, unless changes need to be made to your approved protocol.

As the Principal Investigator (PI), you are still responsible for contacting the UNC IRB office if and when:

UNIVERSITY OF
NORTHERN COLORADO

Institutional Review Board

- You wish to deviate from the described protocol and would like to formally submit a modification request. Prior IRB approval must be obtained before any changes can be implemented (except to eliminate an immediate hazard to research participants).
- You make changes to the research personnel working on this study (add or drop research staff on this protocol).
- At the end of the study or before you leave The University of Northern Colorado and are no longer a student or employee, to request your protocol be closed. *You cannot continue to reference UNC on any documents (including the informed consent form) or conduct the study under the auspices of UNC if you are no longer a student/employee of this university.
- You have received or have been made aware of any complaints, problems, or adverse events that are related or possibly related to participation in the research.

If you have any questions, please contact the Interim IRB Administrator, Chris Saxton, at 970-702-5427 or via e-mail at chris.saxton@unco.edu. Additional information concerning the requirements for the protection of human subjects may be found at the Office of Human Research Protection website - http://hhs.gov/ohrp/ and https://www.unco.edu/research/research-integrity-and-compliance/institutional-review-board/.

Sincerely,
Michael Aldridge
Interim IRB Administrator

University of Northern Colorado: FWA00000784

APPENDIX J

INFORMED CONSENT

CONSENT FORM FOR HUMAN PARTICIPANTS IN RESEARCH

UNIVERSITY OF NORTHERN COLORADO

Project Title: "I'm stressed-You have to do something to help me:" The relationship between student academic entitlement, academic stress, and satisfaction.

Researcher: Rebbecca L Nemec, MSN, Ph.D. Student in Nursing Education

Email: neme2611@bears.unco.edu

Research Advisor: Kathie Records, Ph.D., Nursing

Phone: 970-351-2137

Email: kathryn.records@unco.edu

Purpose and Description: The purpose of this study is to examine the impacts of academic stress and general student satisfaction on academic entitlement beliefs in baccalaureate, junior and senior level, nursing students. This information can provide insight into factors theorized to promote nursing student retention and success and possibly lead to purposeful stress management interventions aimed at reducing entitled behaviors.

I will ask you to complete the following anonymous online survey that has five components. The first component describes the eligibility criteria of the study and asks if you meet the criteria. Following that item, you'll be presented with four surveys. One will ask you to answer multiple choice questions on demographics, including academic factors (e.g., type of nursing program) and personal characteristics (e.g., gender, ethnicity). The other components will ask you to rate your level of agreement with a total of 81 items. The survey will take approximately 30 minutes to complete. I do not anticipate any risks from participating in this research. There are no direct benefits to participating in this research. However, indirect benefits might include a sense of accomplishment from helping researchers and society learn more about the relationships between academic entitlement, stress, and student satisfaction. After completion of the survey, there will be an optional hyperlink to enter your email address for a raffle for a $50 Amazon.com egift card (2 available). The raffle will be conducted after the data collection portion of the study is completed, the odds of winning will be determined by the number of participants, and winners will be contacted via the email provided.

This will be an anonymous survey conducted via Qualtrics software. No confidential or identifying information will be collected or kept and I anticipate that your participation in this research will present no more risk than everyday use of the Internet. Only the researcher, faculty advisor, and a consultant statistician will examine the responses on the survey. Participation is voluntary. You may decide not to participate in this study and if you begin participation, you may still decide to stop and withdraw at any time. Your decision will be respected and will not result in loss of benefits to which you are otherwise entitled. Please take your time to read and thoroughly review this document and decide whether you would like to participate in this research study. If you decide to participate, your completion of the research procedures indicates your consent. Please keep or print this form for your records. If you have any concerns about your selection or treatment as a research participant, please contact Laura Martin, Director of Research Compliance at the University of Northern Colorado at laura.martin@unco.edu.