

# Bouncing Back or Falling Short: Exploring the Interplay Between Resilience, Academic Entitlement and Performance

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## Abstract

The concept of academic entitlement (AE) reflects a set of beliefs or expectations among students that academic success should require minimal effort, often paired with a sense of deserving preferential treatment. AE is associated with personality traits and behaviors that can undermine academic engagement and performance, posing challenges for both students and educational institutions. Despite the increasing prevalence of AE, particularly within the Gen-Z population (born between 1997 and 2012) which faces severe academic pressure as well as evolving social and technological influences, there is limited research on how resilience relates to AE. This study explores the relationships between AE, resilience, and academic performance, hypothesizing that resilience has a significant correlation with AE which further has an impact on academic performance. Using the Connor-Davidson Resilience Scale (CD-RISC 10) to measure resilience (Campbell-Sills & Stein, 2007), the Academic Entitlement Scale (AES) to assess AE (Chowning & Campbell, 2009), and self-reported GPA to evaluate academic performance, this study focuses on Indian college students to provide insights into the influence of resilience on AE and its potential to support academic success. This study aims to expand the understanding of personality and behaviour-related factors of AE and highlight resilience as a positive factor fostering healthier academic attitudes and outcomes.

**Keywords:** Resilience, Academic Entitlement, Academic Performance, Gen-Z Population

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## Introduction

Academic Entitlement (AE) is an attitude seen in students wherein they tend to expect academic success without actually working hard for it and believe that they deserve preferential treatment regardless of their performance (Chowning & Campbell, 2009; Singleton-Jackson et al., 2011). After Achacoso (2002) conducted the first empirical study on it, AE as a phenomenon has been widely researched upon and researchers have looked into various dimensions of it— definitions, causal attributions, psychological variables, measuring scales, related behaviors as well as demographic, gendered, and cultural differences (Achacoso, 2002; Bertl et al., 2019; Campbell et al., 2004; Chowning & Campbell, 2009; Fromuth et al., 2019; Greenberger et al., 2008; Singleton-Jackson et al., 2010, 2011). Resilience is way of coping with stress— the ability to “bounce back” from adversity and maintain adaptive functioning (Connor & Davidson, 2003). Existing literature suggests that resilient students cope better with academic stress, possess high intrinsic motivation, and show higher levels of self-regulation (Martin & Marsh, 2006). Likewise, studies on AE indicate that students with high AE report low intrinsic motivation, low self-esteem, low engagement in and out of classroom, and higher involvement in academic dishonesty (Fromuth et al., 2019; Greenberger et al., 2008; Knepp & Knepp, 2022).

While both resilience and AE have been studied individually in the context of academic performance, there has been limited research on the relationship between resilience and AE, and how they impact academic

success or failure. Moreover, there is limited study conducted in the Indian context, especially in consideration of the current population. This study aims to address the gap by examining whether resilience has a significant correlation with AE which could further have an impact on academic performance in Indian college students. A more nuanced understanding of these dynamics could provide deeper insights into the psychological factors that determine academic success as well as facilitate the development of tailored educational interventions. Furthermore, by analysing how students attribute academic success or failure to either internal (resilience) or external (academic entitlement) factors, this study contributes to attribution theory (Weiner, 1986).

## Method

### Research Design and Techniques

This study implements a quantitative, correlational design, aiming to examine the relationships between resilience, AE, and academic performance. Correlational analysis helps in evaluating the strength and direction of the associations while regressive modelling aids in determining predictive relationships between the variables.

### Participants

The sample includes 140 college students studying in Indian institutions, both public and private, from diverse academic disciplines. A convenience sampling approach was used since participation was voluntary and based on the participants' willingness to respond to an online survey. Inclusion criteria required participants to be enrolled in a university program (undergraduate, postgraduate or doctorate) at an Indian institution and willing to provide self-reported GPA scores.

### Data Collection and Analysis

Data was collected through a structured Google Form survey consisting of four main sections:

1. Demographic Details– Personal details (name, age, gender) and academic details (name and type of university, course and field of study, academic year).
2. Connor-Davidson Resilience Scale (CD-RISC 10)– A 10-item scale assessing resilience (Campbell-Sills & Stein, 2007).
3. Academic Entitlement Scale (AES)– A 15-item scale measuring AE in students (Chowning & Campbell, 2009).
4. Academic Performance– Most recent GPA (4-point, 5-point or 10-point).

Analysis was conducted using Jamovi and the following statistical techniques were applied:

- Descriptive Statistics– Mean, median, standard deviation, and normality test (Shapiro-Wilk) to assess data distribution.
- Correlation Analysis– Pearson's correlation coefficient to determine the relationships between resilience, AE, and academic performance.
- Multiple Regression Analysis– A linear regression model to assess the predictability of resilience and AE on GPA.

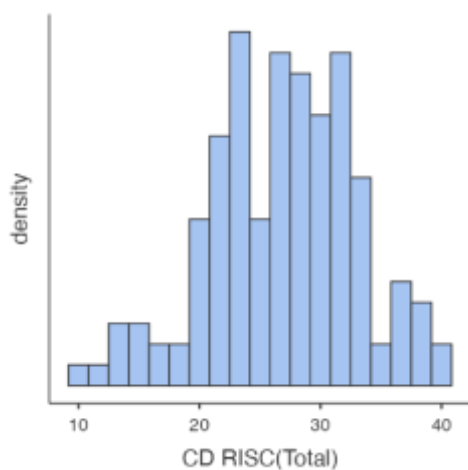
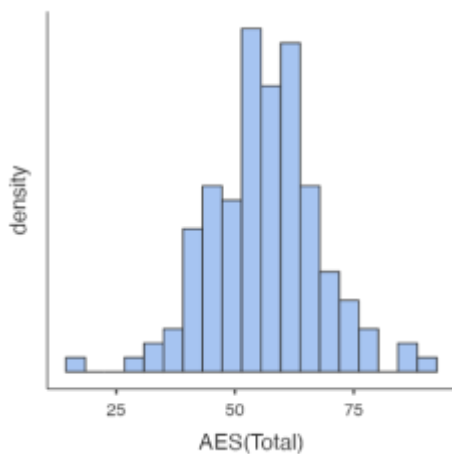
## Results and Discussion

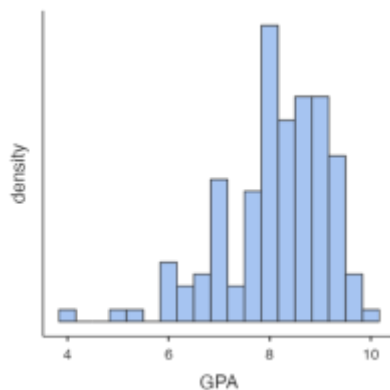
The descriptive statistics indicated that resilience ( $M = 26.9$ ,  $SD = 6.10$ ) and academic entitlement ( $M = 56.2$ ,  $SD = 11.4$ ) were normally distributed (see Table 1) which resulted in the use of Pearson's correlation analysis to determine the interplay between the variables.

**Table 1***Descriptive Statistics*

Descriptives

|                    | CD RISC(Total) | AES(Total) | GPA    |
|--------------------|----------------|------------|--------|
| N                  | 140            | 140        | 140    |
| Mean               | 26.9           | 56.2       | 8.14   |
| Median             | 27.0           | 56.0       | 8.29   |
| Standard deviation | 6.10           | 11.4       | 1.03   |
| Minimum            | 10             | 15         | 4.00   |
| Maximum            | 40             | 89         | 10.0   |
| Shapiro-Wilk W     | 0.989          | 0.983      | 0.937  |
| Shapiro-Wilk p     | 0.309          | 0.075      | < .001 |

**Figure 1***a) Plotting CD RISC 10 (Total)**b) Plotting AES (Total)*

c) *Plotting Self-Reported GPA*

According to the correlation analysis, resilience had no significant correlation with AE ( $r = 0.065$ ,  $p = 0.449$ ) or GPA ( $r = 0.092$ ,  $p = 0.282$ ) (see Table 2). However, a significant negative correlation was found between AE and GPA ( $r = -0.219$ ,  $p = 0.009$ ), suggesting that students with higher AE tend to have lower academic performance.

**Table 2***Correlation Matrix (Pearson)*

| Correlation Matrix |           | CD RISC(Total) | AES(Total) | GPA |
|--------------------|-----------|----------------|------------|-----|
| CD RISC(Total)     | Pearson's | —              |            |     |
|                    | r         | —              |            |     |
|                    | df        | —              |            |     |
| AES(Total)         | p-value   | —              |            |     |
|                    | Pearson's | 0.065          | —          |     |
|                    | r         |                | —          |     |
| GPA                | df        | 138            | 138        | —   |
|                    | p-value   | 0.449          | 0.009      | —   |
|                    | Pearson's | 0.092          | -0.219     | —   |
|                    | r         |                |            | —   |
|                    | df        | 138            | 138        | —   |
|                    | p-value   | 0.282          | 0.009      | —   |

The results were further supported by the linear regression analysis, showing that AE significantly predicted GPA ( $\beta = -0.226$ ,  $p = 0.007$ ), whereas resilience did not ( $\beta = 0.106$ ,  $p = 0.204$ ) (see Table 3). The overall model explained 5.92% of the variance in GPA ( $R^2 = 0.0592$ ), indicating that other unmeasured factors likely contribute to academic performance. **Table 3**

*Linear Regression*

Model Fit Measures

| Model | R     | R <sup>2</sup> |
|-------|-------|----------------|
| 1     | 0.243 | 0.0592         |

Model Coefficients - GPA

| Predictor      | Estimate | SE      | t     | p      | Stand. Estimate |
|----------------|----------|---------|-------|--------|-----------------|
| Intercept      | 8.8131   | 0.55656 | 15.84 | < .001 |                 |
| AES(Total)     | -0.0205  | 0.00754 | -2.72 | 0.007  | -0.226          |
| CD RISC(Total) | 0.018    | 0.01406 | 1.28  | 0.204  | 0.106           |

The results suggest that AE plays a more prominent role in influencing GPA than resilience, emphasizing the need for further exploration of additional variables affecting academic performance.

## Conclusion

This study examined the relationships between resilience, AE, and academic performance among Indian college-going students. The findings indicate that although resilience does not significantly predict academic performance, AE has a negative correlation with academic performance—higher AE results in lower GPA. However, the model explains a mere 5.92% variance in GPA, indicating that other unmeasured factors play a more significant role in determining academic performance. There are various limitations in the current study. The ability to establish causal relationships between the variables is restricted by the cross-sectional design of the study. The study relied on a convenience sampling which may not represent the broader student population. Furthermore, the use of a general resilience scale (CD RISC 10) may have constrained the measurement of resilience in students and thus, an academic-specific resilience scale would be more appropriate for use in this context. Additional indicators of academic performance like study habits, motivation, and institutional factors should be explored in further studies. The use of qualitative approaches could also aid in understanding how students perceive resilience and AE in academic settings.

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