



I deserve to be Sad: The role of Entitlement on Depression among Students of Nasarawa State University Keffi, Nigeria

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Received: 05-12-2023

Reviewed: 07-12-2023

Accepted: 17-12-2023

Abstract

Correlational design was adopted to investigate the influence of psychological entitlement, spiritual entitlement and academic entitlement on depression among students of Nasarawa State University Keffi in Nasarawa state, Nigeria. Accidental sampling technique was used to select three hundred and sixteen students Nassarawa state university Keffi. Three standardized instruments were used to measure both the independent and dependent variables one hypothesis was formulated and tested using multiple regression analysis and correlation. The findings of the study indicated that spiritual entitlement and its facets did not significantly predict depression academic entitlement did have the highest significant influence on students' depressive state while psychological entitlement came next. The results of the study also show that both psychological entitlement and intellectual humility jointly and significantly predicted moral tolerance. It was concluded that subjective depression is associated with dispositional factors. The theoretical and practical implications of the findings were discussed.

Keywords: Narcissism, Academic Entitlement, Religion, Spiritual entitlement, Depression

Introduction

Depression is a type of mood disorder where individuals experience a continuous state of low mood, feelings of sadness, and a lack of interest in activities that they used to find enjoyable. (W.H.O 2023). According to Sadock & Sadock (2009), depressive symptoms are obvious when an individual experiences loneliness, feelings of despair and sadness, poor self-esteem as well as excessive feelings of guilt and self-criticism. Other symptoms may include disturbances of sleeping and appetite, in addition to isolation from social groups (W.H.O 2023). The person feels exhausted and disinterested in life but at the same time is tense, fidgety, and unable to relax. Generally, the depressive symptoms patients normally suffer especially in a

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depressive episode include: difficulty sleeping or sleeping too much, tiredness or loss of energy. When someone experiences depression, they may also have symptoms of anxiety. These conditions can persist over time and have a significant impact on a person's ability to fulfill their everyday obligations and responsibilities. It can become challenging for them to take care of themselves and manage their daily tasks due to the impairments caused by these conditions...

In Africa, it is estimated that approximately 322 million people are depressed while the prevalence rate is over 358million worldwide (Iremeka, 2023). Though depression epidemic affects all group. Several studies have reported that the prevalence of depression among university students is higher than other groups (Auerbach, , et al, 2018). The average age of the first onset is 25 years old, and more than 40% of people begin to feel depressive before their twenties (Malhi & Mann 2018). . It means that teenagers, especially adolescent university students are more likely to suffer from this negative mood because they are undergoing the growth phase. As a result of comparing academic, social or athletic performance to their peers, struggling not to disappoint parents, poor relationship difficulties can predispose adolescents to depression.(Mayo Clinic,2023),). Experiencing failure, unreasonable expectation and harsh criticism can help exacerbate undergraduate depressive symptoms (Cooper, & Brownell, 2020),

Consequently, this study therefore is based on self- discrepancy theory to examine predictors of depression. According to SDT, individuals experience distress when there is a mismatch between their actual self and the ought self ((Higgins, 1987). In the context of entitlement, individual who possess high level of entitlement might have inflated over positive ideas about their own self-worth compared to their actual self. This creates a discrepancy between their perceived moral identities. When there is significant gap beytween an individual perceived expectation and how they view themselves in realityn. This creates absence of positive outcome and presence of negative outcome, it could result to feelings of disappointment, frustration and ultimely depressio. A bulk of empiricalfindings supports a strong link between self-discrepancy and vulnerability to psychological disorders, for example, depression (e.g., Grzegorek, et al, 2004)

There is a possibility that the generational shift raising childrens' self-esteem has led to an unduly inflated and grandiose sense of personal ability and of self-worth,,and students beliefs that they are deserving of special treatment unrelated to the amount of effort expended. When someone strongly believes they deserve certain things or outcomes, but they are unable to attain them, it can lead to a fragmented self-image. This means that their perception of themselves becomes damaged or broken. This fragmentation can have harmful effects on their mental well-being. Entitlement, which refers to the belief that, despite their contributions and efforts, a person deserves more recognition, extra pay, and positive reviews than their colleagues (Jordan,

Ramsay, & Westerlaken, 2017). Furthermore entitled individuals may be prone to compare themselves unfavorably to others receiving better treatment or reward which can further exacerbate the discrepancy between their ideal and actual self. It's when someone believes that people should always treat them better than everyone else. But because not

everyone gives them special treatment, entitled people can get upset easily. Prior research supports this reasoning, suggesting that entitled narcissists are quick to take offense and have trouble forgiving their colleagues (Exline, Baumeister, Bushman, Campbell, & Finkel, 2004). As a result, such individuals stop working in favor of the team and indulge in deviant behavior (Naseer, Bouckenooghe, Syed, Khan, & Qazi, (2019)) such as knowledge hiding behavior (Khalid et al. (2020))

Moreover, evidence indicates that more entitled people desire status they endorse social power as a life-guiding personal value and attach importance to achievement in life (Redford & Ratliff, 2018). In reality, When we meet people who are considered important or have a high status, it can make us feel worried about our own status. This means that if someone feels they deserve to be important, they might feel upset when their status is challenged, and they might not achieve the status they want. Encountering high-status others fosters envy (Crusius & Lange, 2017), especially among people with enhanced status motivation (Lange, et al, 2016). Envy's social function, then, is to reduce status differences between the self and a higher comparison target. (Crusius & Lange, 2017). Additionally, failures or consistent inability to get their expectation might affect their self-esteem and trigger negative emotion like shame and worthlessness which are characteristics features associated with depression.

In response to the increased interest in psychological entitlement, there has also been a growing focus on domain-specific manifestations of entitlement. For example, a number of studies have examined spiritual entitlement. Spiritual entitlement could be in the form of expecting exaggerated notion of divine protection and reaping exclusive reward for adhering to religious teaching. The quote also gives credence to the sense that divine healing should be an automatic benefit for belief in God Grubbs (2016) identified two types of spiritual entitlement. The first is maladaptive spiritual entitlement. This trait appears to be closely related to the original concept reflecting attitudes of deservingness and demandingness in one's spiritual life, particularly in one's perceived relationship with the divine. By contrast, the second trait comprising spiritual entitlement is *positive expectations*. This trait seems to reflect a generally optimistic attitude about one's perceived relationship with the divine. Rather than reflecting demanding or unjustly meritorious attitudes, this trait seems to reflect the general expectation of blessings and happiness in one's spiritual life.

. For instance, if one has experienced a sense of spiritual training, his could evoke pleasant feelings of superiority against others who are not "enlightened". If student hold strong belief about superior spirituality compared to others, or believe they are inherently more deserving due to their spiritual or religious affiliation. People may aim to become more successful, more respected or loved because of their spiritual development (Vonk & Visser, 2020).. such individual endorsed attitudes such as feeling as if God owed them something, believing that their faith entitled them to positive experiences, and expecting God to make them happy at all times (Grubbs & Exline, 2014).this can lead to conflict when reality does not meet these expectation. For instance, if they face challenges or setback despite believing that their spirituality should protect them from hardship, it can create cognitive dissonance or stress.). Seeing those who are not spiritually level excel or receive some kind of blessing could cause

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struggle with their spiritual life. These struggles can make them begin to isolate from religious gathering. And subsequently depression.

Another domain specific entitlement that has the likelihood of associating with depression is academic entitlement... Academic entitlement is the tendency to expect academic success without a sense of personal responsibility for achieving that success (Chowning & Campbell, 2009). When students feel entitled, they may expect unfair advantage without meeting the requirement. However, when reality does not align with these expectation, they may experience poor stressors such as poor grades, criticism from peers. Academically entitled persons tend to compare the actual outcome to an internal standard of some sort of expectation. This discrepancy could lead to frustration and disappointment which are risk factors for depression Entitled students believe a high grade should come because they paid high tuition fee or because they were punctual to class and not for mastery of the material.. Evidence has linked academic entitlement to lower levels of academic satisfaction and performance (Cornell 2014; Miller 2013) and higher levels of academic dishonesty (Van Wieringen, et al, 2013,). Chowning and Campbell ,(2009.) mentioned that Entitlement in schools can lead to reduced effort in class and lead to irritating (or even aggressive) confrontation with lecturers. Similarly University students who feel entitled are more likely to show serious instances of incivility after assessment result. AE is also detrimental to student mental health and wellbeing. Evidence suggests that academically privileged kids worry more about their grades, are more inclined to cheat on exam (Greenberger et al. 2008) and are more likely to experience depressive symptoms (Cook, et al, 2023).

.There is conflicting reports concerning the relationship between entitlement and well-being. For example, Huang,(2017) explored the association between psychological entitlement ,academic entitlement and psychological wellbeing . The result shows that AE was negatively associated with several psychological well-being (PWB) factors, while PE was not associated with any of the six PWB subscales, nor with anxiety or depression symptoms.. AE appeared to be a more problematic form of entitlement than PE in the sample. Grubbs(2016) found that maladaptive spiritual entitlement fully mediated the relationship between psychological entitlement and spiritual struggle. . A concern is that though there are plethora of studies on depression, those studies cannot be generalized to Nigeria contexts because a major determinant of depression is the individual's socio-economic dynamic, incidentally, Nigeria social economic situation is significantly different from that of developed countries where most of the previous studies were conducted Furthermore, there is scanty of literature on factors that are associated three facets of entitlement mentality college students in one study. This study therefore, examined the relationship between psychological entitlement, spiritual entitlement and academic entitlement on depression of students of Nassarawa state university anchored on self-discrepancy theory

Research Questions

The following three research questions were generated to guide this research direction:

What is the relative and joint contribution of the independent variables (psychological entitlement, spiritual entitlement and academic entitlement) to the dependent variable (depression) among students of Nassarawa state university, Keffi

Research Method

This study is purely a descriptive survey of correlational type. It studied the phenomenon without any form of manipulation. Three hundred and sixteen students were randomly drawn from Network of student's at Nassarawa state university Keffi. They consist of one hundred and fourteen male and one hundred and eighty six females (sixteen persons did not indicate their gender) with 81.6% ranging from 19-to 24years. With respect to marital status, 44.9 % of the study populations were married, while 42.4% were single and the rest were either widowed or divorced. Their religious affiliation status showed that 70 % were Christians, 29% were Muslims

Measures

The participants responded to serialized self-report questionnaires. Section 'A' sought information on their socio-demographic characteristics such as age, gender, educational and employment status. Section 'B' and 'C' obtained information on the respondents' adherence self-efficacy and interpersonal forgiveness level respectively. The details of the instrument are as follows:

Hospital Anxiety and Depression Scale (HADS).

Was adapted to measure depressive state of participants. during the past week on a four-point scale). The scale was originally developed for use in a hospital setting, although it is now widely used across all settings, including screening in normal population. Seven items from the depression subscale was used in this study. it was validated in Nigeria by Saleh, Dankishiya and Gadanya (2014). Saleh et al observed that of the 90 patients detected to be having depression using HAD scale, 87 were confirmed by CIDI. Moreover, statistical analysis revealed that there was no significant difference between the two scales in detection of depression among the patients. Igbo-HADS depression subscale Cronbach's alpha global score: 0.67 was recorded by Igwesi-Chidobe, Rosemary, Olubunmi, Sorinola and Godfrey E. (2021)

Psychological entitlement scale created by Campbell and his associates (2004) was used as a benchmark for measuring psychological entitlement. "I genuinely feel I'm just more deserving than others," is one example item. The scores for each item range from 1 (strong disagreement) to 7 (strong agreement). With test-retest reliability of $r = .72$ over 1 month and $r = .70$ over 2 months, and Cronbach's alpha more than .80 in two samples, the scale has good internal and external validity (Campbell et al., 2004). Ugwu & Okafor (2016) modified it in Nigeria and obtained a Cronbach's alpha of 0.77.

. The Spiritual Entitlement Scale (Grubbs 2016) was included to assess notions of spiritual entitlement. This 9-item measured on a 7-point likert scale. scale of 1 (strongly disagree) to 7

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(strongly agree).it is a two dimensional scale. The first dimension—Positive Expectations—reflected an optimistic attitude toward one’s spiritual life. The second component, maladaptive spiritual entitlement, was characterized by demanding attitudes toward divinity and a sense of unjustified spiritual deservingness.. . A high score on the SES would indicate a high level of spiritual entitlement.(Grubbs 2016). A cronbach alpha of 0.90 was recorded by the developers. The researchers subjected the instrument to face validity by Experts (from department of psychology, and philosophy and Religion and a senior pastor in a Pentecostal church). Subsequently,sixty seven students from the department of accountancy were administered the questionnaire. A cronbach alpha of 0.79 was found for the pilot studies. 0.834 and 0.744 for the positive expectation and maladaptive dimension respectively.

Academic Entitlement Questionnaire (AEQ). The AEQ (Kopp, et al., 2011) is an 8-item scale (Appendix G) that was developed to address the flaws in the existing scales for AE, based on integrating prior research and theory in the AE literature. Each item is rated on a 7-point scale from 1 (*strongly disagree*) to 7 (*strongly agree*). Example items include, “If I don’t do well on a test, the professor should make tests easier or curve grades” and “It is the professor’s responsibility to make it easy for me to succeed.” The AEQ was validated with a sample of 1,045 undergraduate students at a mid-sized university in the United States. The AEQ has demonstrated construct validity; for instance, AEQ scores were positively correlated with PE and an external locus of control as hypothesized (Kopp et al., 2011). The scale also has good internal validity, with a Cronbach’s alpha of .81 in the sample. The instrument was pilot tested for this study's purposes utilizing a sample of students from Federal University Lafia in Nassarawa state. The dependability index was found to be $r=.64$.

Procedures

A letter of introduction was gotten from the department and permission was given from appropriate authority,The researchers selected the participants through accidental sampling techniques. After selection, the researchers explained the nature of the study to the. They were given adequate time to respond to the questionnaire. The questionnaires were collected after two and half hours when it was obvious that they have completed the protocol. participants involved, and encourage completing the questionnaires as there are no right or wrong answers. The process took the researchers 4 weeks collected was analysed with descriptive and inferential statistics. Frequency count was used to analyse the demographic information of the respondents. The data were analyzed hierachial regression analysis and Pearson Product Moment Correlation (PPMC),

Ethical Considerations

The Participants were briefed about the study.

Informed consent: The informed consent of the participants was sought before issuing of questionnaires.

Anonymity and confidentiality: They were assured of anonymity and confidentiality of answers they provided. In addition, information such as their name, phone number, e-mail etc which

could be used to possibly link their responses to them were not included in the questionnaire. The researcher assured them of confidentiality of their responses and reiterated that the outcome of the study will be used for purely academic purpose.

Design and Statistic

Correlational design was adopted in the study and Multiple Linear Regressions Statistics were used to analyze the data of the study.

Results

Table 1: Descriptive Statistics of Demographic Correlation matrix showing the relationship among the study variables.

Variables	Min	Max	Cronbach's alpha	Mean	Std. Deviation	1	2	3	4	5	6
1 Psychological Entitlement	2.00	7.00	0.6	5.06	.957	1.00					
2 Spiritual Entitlement	1.00	7.00	0.87	5.09	1.488	.456*	1.000				
3 Positive Entitlement	1.00	7.00	0.83	5.20	1.469	.455*	.945*	1.000			
4 Maladaptive Entitlement	1.00	7.00	0.76	4.85	1.942	.360*	.868*	.658*	1.000		
5 Academic Entitlement	1.00	7.00	0.73	3.25	1.504	.271*	.337*	.307*	.310*	1.000	
6 Depression	1.86	4.71	0.65	2.85	.770	.210*	-.015	.044	-.102	.321*	1.000

*Correlation is significant at 0.05(2-tailed).

Result from Table 1 shows that two independent variables (psychological entitlement, and academic entitlement) have linear relationship with the dependent variable (depression). There is positive relationship between psychological entitlement and depression ($r(316) = .210$, $p < 0.05$), and academic entitlement and depression ($r(316) = .321$, $p < 0.05$). The implication is that the higher the psychological entitlement, and academic entitlement the more likelihood that the depression of students will be higher. Meanwhile There were negative and non-significant correlations for spiritual entitlement and depression ($r = -.015$), as well as between maladaptive spiritual entitlement and depression ($r = -.102$). There were positive and non-significant correlations for positive entitlement and depression ($r = .044$).

Research Question one:

What is the relative and joint contribution of the independent variables (psychological entitlement, spiritual entitlement and academic entitlement) to the dependent variable (depression) among students of Nasarawa state university, Keffi? The result obtained is presented on Table 3.

Table 3: Relative contribution of the independent variables to the prediction of depression

	Model 1	Model 2	Model 3	Model 4
Gender	.440	.411	.376	.312
Religion	.081	.057	.006	.027
Marital status	.152	.136	.148	.098
Age	.018	-.020	.014	.015
Psychological Entitlement		.127	.185	.153
Spiritual Entitlement			-.085	-.140
Academic Entitlement				.188
R	.303	.341	.368	.498
R ²	.092	.116	.135	.248
ΔR^2	.092	.024	.019	.113
F	6.856	7.086	7.012	12.636

Table 1 showed that Hierarchical regression analyses were performed with inclusion of predictor variables. The demographic variables of gender, religion, marital status and age were used as control and entered first, followed by the predictor variables. As shown in Table 1, in model 1 demographic variables accounted for 9.2% of the depression with $R = .303$, $R^2 = .092$, $(F_3, 316) = 6.856$, $p < .05$. Gender indicated significant prediction on depression ($\beta = .440$, $p < .05$). The positive value of the beta weight (.440) implies that Female is associated with higher depression. Marital status had significant prediction on depression at $\beta = .152$, $p < .05$. This implies that single students are less likely to be depressed. The contribution of religion and age to depression was negligible.

In model 2, the addition of psychological entitlement ($\beta = .127$, $P < .05$) increased the variance explained by R^2 to $.116$, ($P < .05$). The positive value of the beta weight implies that those who are high on Psychological entitlement are associated with higher depression. In model 3, the addition of spiritual entitlement ($\beta = -.085$, $P < .05$) increased the variance by R^2 – change $= .019$ ($P < .05$). The negative value of the beta weight implies that the higher the perceived spiritual entitlement among students, the lower the tendency to be depressed. The reduction of F-value from 7.086 to 7.012 implies that the influence of spiritual entitlement is negligible. In model 4, the addition of academic entitlement ($\beta = .188$, $P < .05$) increased the variance explained by R^2 – change $= .05$, ($P < .01$).

The results showed the joint and independent impact of each independent variables on the prediction of depression. It was discovered that each independent variable brought about a

positive significant change in Depression except spiritual entitlement that brought a negative insignificant change. The result also found that females are more depressed compared to male.

Discussion

The research found that psychological entitlement positively influenced symptoms of depression. This suggest that individuals who feel entitled may be at a higher risk for depression. The reason for this could be that excessive sense of entitlement characterizes people who believe that their need must be fulfilled regardless of the needs or emotional states of those around. This unrealistic expectation which can lead to disappointment, dissatisfaction and ultimately depression. This is in agreement with Individuals with this trait may have problem forming close relationship with others as they may be unwilling to compromise due to their own perceived superiority.

Contrary to predictions, SE was the least predictor of depression symptoms. In fact, The correlations were near zero. One reason why spiritual entitlement did not significantly predict depression might be because the sample used in this study consist of individuals with high level of spiritual entitlement. ($M = 5.0872$) this implies that spiritual entitlement is common among the sample since there is low variability in the measurement of spiritual entitlement within the sample, it becomes difficult to detect any meaningful association with depression. It is likely that entitlement mentality in relation to ones relationship with the divine could be promoted by certain scriptures. For instance teachings priotising promise of material wealth and exclusive salvation based on faith could foster entitlement mindset with the divine. This finding is consistent with Grubbs (2016) who found that spiritual entitlement did not emerged as predictive of demonic struggles or interpersonal struggles. One reson for this is that those who are spiritually entitled tend to take religion seriously in their lives and may utilize religion as a coping mechanism to depression. In addition, other factors not included in this study such as social support, coping strategies may influence the relationship between spiritual entitlement and depression. Research has shown that social support can act as a buffer to depression. As a result, they may be isolated by their peers which could contribute to depressive symptoms. .

Result shows that academic entitlement was the most significant predictor of depression. the reason could be that when individuals with more academic entitlement face setback in their academic pursuit, they blame external factors rather than take responsibility for their action. This can lead to feeling of powerlessness, poor locus of control which can contribute to feeling of hopelessness and depression. This is in accordance with findings from who found that academically entitled persons are more likely to experience depressive symptoms and greater levels of perceived stress (Barton, et al, 2016). This generally replicates the findings of the Barton and Hirsch (2015) study, which found negative correlations with all six PWB subscales and Huang (2017). The results of the current study show that this pattern holds in a Nigeria as well. The results of the current study show, surprisingly, that students recorded the lowest mean score (mean = 3.25) on Academic entitlement compared to the remaining independent variables. This may suggest that students are not as academically

entitled as is commonly believed, or that they do not perceive their actions and beliefs to be representative of academic entitlement. The smaller number of participants who scored AE items suggests that AE may be less common than PE (Mean = 5.06),.

The joint contributions of the three independent variables in predicting depression of the respondents is in line with theoretical proposition that depression is determined to a large extent by the personality factors. This confirms the self-discrepancy theory that individuals with unrealistic self-evaluation may set themselves up for disappointment by not putting in the required effort necessary to achieve the goal. Over time, this can erode their sense of self-worth leading to depression.

Implications for Counselling Practices

Understanding the relationship between trait entitlement and specific-domain of entitlement on depression can have significant implications for counsellors to develop intervention measures that address the maladaptive entitled mindset in order to reduce depressive symptoms and promote mental health.

Additionally, destigmatising conversation surrounding entitlement can help initiate conversation about coping strategies and problem-focused approaches. By openly discussing underlying beliefs that contribute to entitled mindset without shame, while promoting self-worth unrelated to achievement alone, students can feel more comfortable seeking support or learning healthy ways to navigate their emotion. These interventions can also aim to challenge unrealistic expectations and cultivate healthy expectations by and foster gratitude and appreciation for what individuals have rather than what they feel entitled to.

Conclusion

In summary, this study has revealed the relationship between psychological entitlement, spiritual entitlement and academic entitlement on depressive symptoms. This study was one of the first to explore the combined effect of all three entitlement scales in one study. The findings of this study further elucidate the pathways in which entitlement mentality in general and specific domain contribute to their depressive symptoms. The finding showed that academic entitlement had the most significant influence on depression while spiritual entitlement had the least. The information from this study provides clinicians a better understanding of predictors of depressive.

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Appendix

Psychological Entitlement Scale (W. Keith Campbell 2003)

Please respond to the following items using the number that best reflects your own beliefs.

Please use the following 7-point scale:

1 = strong disagreement. 2 = moderate disagreement. 3 = slight disagreement. 4 = neither agreement nor disagreement. 5 = slight agreement. 6 = moderate agreement. 7 = strong agreement.

1. ____ I honestly feel I'm just more deserving than others.
2. _____. Great things should come to me.
3. _____. If I were on the Titanic (a sinking ship), I would deserve to be on the *first* lifeboat!
4. ____ I demand the best because I'm worth it.
5. ____ I do not necessarily deserve special treatment.
6. _____. I deserve more things in my life.
7. _____. People like me deserve an extra break now and then.
8. _____. Things should go my way.
9. ____ I feel entitled to more of everything.

Spiritual Enlightenment scale by (Grubb, Exline et al, 2013). Please respond to the following items using the number that best reflects your own beliefs. Please use the following 7-point scale:

1 = strong disagreement. 2 = moderate disagreement. 3 = slight disagreement. 4 = neither agreement nor disagreement. 5 = slight agreement. 6 = moderate agreement. 7 = strong agreement.

- 1 ____ God will always give me what I want
2. ____ God should give me good things
3. ____ I deserve more spiritual blessings.
4. ____ I deserve to get things from God because I'm special
5. ____ People like me deserve extra blessings from God.
- 6 ____ I insist on getting the spiritual blessings that I deserve.
- 7 ____ I insist on getting what I want out of my spiritual life
- 8 ____ I expect God to make me happy all the time
- 9 ____ I expect to be blessed, no matter what I do

I deserve to be Sad: The role of Entitlement on Depression among Students of Nasarawa State University Keffi, Nigeria

Hospital Depression Scale

Read each item and write the number opposite the reply, which comes closest to how you have been feeling in the past week.

1: Never 2: Rarely 3: Sometimes 4: Often 5: Very Often

1. I wake early and then sleep badly for the rest of the night..
2. I feel sad.....
3. I have lost interest in things.....
4. I have a good appetite for food.....
5. I don't feel like living.....
6. I still enjoy the things I used to.....
7. I feel as if I have slowed down.....

Academic Entitlement Questionnaire (AEQ). The AEQ (Kopp, Zinn, Finney, & Jurich, 2011) Please indicate the number that best corresponds to your level of agreement with each statement using the scale below:

- | | |
|---------------------------------------|---------------------------|
| 1 = strongly disagree | 5 = slightly agree |
| 2 = disagree | 6 = agree |
| 3 = slightly disagree | 7 = strongly agree |
| 4 = neither agree nor disagree | |

1. ____ If I don't do well on a test, the professor should make tests easier or curve grades.
2. ____ Lecturers should only lecture on material covered in the textbook and assigned readings.
3. ____ Because I pay tuition(School fees), I deserve passing grades.
4. ____ If I am struggling in a class, the Lecturer should approach me and offer to help.
5. ____ If I cannot learn the material for a class from lecture alone, then it is the Lecturers 's fault when I fail the test.
6. ____ I should be given the opportunity to make up a test, regardless of the reason for the absence.
7. ____ I am a product of my environment. Therefore, if I do poorly in class, it is not my fault.
8. ____ It is the lecturers s responsibility to make it easy for me to succeed.