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INTRODUCTION

- For many college students, a common source of self-worth comes from grades. Bandura’s Social Cognitive Theory (1986) suggests that motivation to attain these ever-important grades varies among students.
 - If a college student believes that they can succeed at school, they are more likely to be motivated to succeed.
 - Conversely, a student who does not take ownership for their education, would not be motivated to succeed.
- The purpose of this study is to examine student accountability of their education and academic success, as measured by grades.

HYPOTHESIS

Students who externalize their academic responsibilities will have lower GPA.

METHODS

- **Participants and Procedure:** As part of a larger study, college students (N = 396) from three American universities completed an online survey that examined their self-concept, personality, and variables related to academic success (e.g., GPA).
- **Materials:**
 - **GPA** – self-reported
 - **Externalized Academic Responsibilities** (EAR; 10-items; Chowning and Campbell, 2009)
 - It is unnecessary for me to participate in class when the professor is paid for teaching, not for asking questions.
 - **Narcissism** (13-items; Gentile et al., 2013).
 - I find it easy to manipulate people.



Students who do not take ownership over their academic performance have lower GPAs.

Table 1. Means, Standard Deviations, and Correlations of Measures

Measures	M	SD	1	2	3
1. GPA	3.04	0.76	--		
2. EAR	2.18	0.81	-.38***	--	
3. Narcissism	1.48	0.59	-.43***	.46***	--

Note. GPA is measured on a scale from 0-4. Externalized Academic Responsibilities (EAR) is measured on a scale from 1-6. Narcissism is measured on a scale from 1-7.
*p < .05. **p < .01. ***p < .001

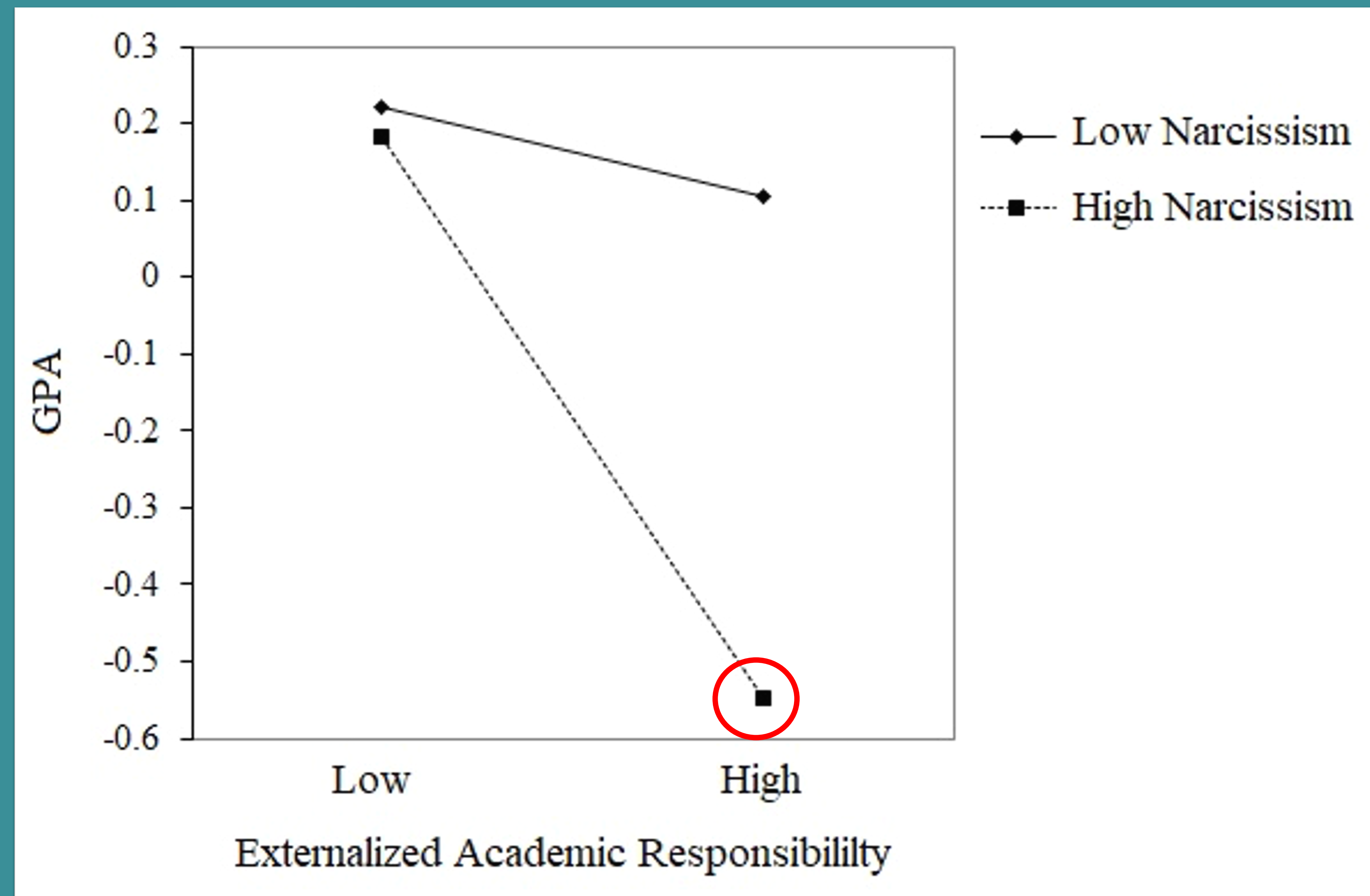


Figure 1. Narcissism moderates the effect that EAR has on GPA.

RESULTS

- Table 1 displays moderate correlations between all variables.
 - There was a moderate negative correlation between EAR and GPA ($r = -0.38, p < .001$)
 - There was a moderate negative correlation between narcissism and GPA ($r = -0.43, p < .001$).
 - There was a moderate positive correlation between EAR and narcissism ($r = 0.46, p < .001$).
- Hierarchical multiple regression analysis was conducted to examine the interaction of EAR and narcissism on GPA. The effect was significant ($\beta = -.15, p = .01$).
- Follow up analyses (Cohen, 2003) suggests that narcissism exacerbates the negative effect that EAR has on GPA. In other words, those with high EAR and high narcissism, have the lowest GPA (see the red circle in Table 2.)

DISCUSSION

- Our hypothesis is supported. Figure 1 suggests that a combination of high narcissism and high EAR results in poor academic achievement.
 - Applied to young adults in college, these findings align nicely with Bandura’s idea that one’s expectations will influence their behavior and success.
 - Furthermore, it builds on his ideas by suggesting that personality characteristics, namely narcissism moderate the effect. This gives researchers an avenue to explore: how do non-cognitive variables like personality impact the social-cognitive link?
- **Limitations:**
 - All measures, even GPA were self-reported.
- **Future Research:**
 - Student success is more than grades; future research could examine other markers of success like attendance, withdrawal rates, and number of academic achievements.