Social Media Distractions Affect Traits Differently Across Generations

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Abstract

From classrooms to breakrooms, meetings between people have changed. Instant and unscheduled, social calls intrude virtually anywhere. In undergraduate students, Generation Z appears to be the most impacted by the demands of a digital social life. From a self-report survey of modified trait scales (i.e., subjective happiness, grit, academic entitlement, fixed mindset, and narcissism) and distractions caused by social media, this study examined the effects and relationships between traits and social media use of 1,835 students, across generations. Significant relationships were found between social media distractions and all traits. Compared to Generation X, Generation Z scored the lowest levels of subjective happiness and grit and the highest levels of narcissism, academic entitlement, and fixed mindset. Furthermore, as students became more distracted by social media, they lost academic success traits, and gained academic frustration traits. To best prepare undergraduates for success in academia, methods for navigating digital interactions should be introduced to incoming students. Additionally, mentoring programs could connect students from different generations, potentially restoring lost traits as students work together to model their strengths in an arrangement between equals.

Keywords: subjective happiness, grit, academic entitlement, fixed mindset, narcissism, social media, study habits, generation
Social Media Distractions Affect Traits Differently Across Generations

Attention has cognitive and biological constraints, which are ignored as people become hyperconnected to social media (Gonçalves, Perra, & Vespignani, 2011). The average Facebook user connects with more than triple the number of individuals a person can maintain stable relationships with (Alloway, Runac, Qureshi, & Kemp, 2014); furthermore, the average internet user has more than 7 social media accounts (Statista, 2018). With so many digital social ties, it may come as no surprise that 2 of every 5 minutes spent online is allocated to social media use (Curran & Hill, 2017).

All this social media consumption impacts society as real-world connections are being displaced by digital ones. Narcissism increases through excessive social media use, while empathic skills and life satisfaction decline (Chan, 2014). Unrestrained consumers experience emotional exhaustion (Sriwilai & Charoensukmongkol, 2015) and impaired cortisol recovery (Rus & Tiemensma, 2017). Rather than serving as stress relievers, digital social networks are more alienating than supportive—particularly for young people (Curran & Hill, 2017).

While Generation X (born early to mid-1960s to early 1980s) knew life before the internet, Generation Z (born late 1990s to mid-2010s) has been hyperconnected their entire life (Carter, 2018; Moore, Jones & Frazier, 2017). Progressively higher levels of narcissism (Twenge, Konrath, Foster, Campbell, & Bushman, 2008), increased externality in locus of control (Twenge, Zhang & Im, 2004), increased self-entitlement (Greenberger, Lessard, Chen, & Farruggia, 2008), and rising perfectionism (Curran & Hill, 2017) appear to be the consequences of social pressure and/or hyperconnection, particularly for post-internet generations. These trends in traits and mindset impact psychological wellbeing and academic performance (Kirikkanat & Soyer, 2017; Vallade, Martin, & Weber, 2014).
In an effort to create a model of academic success pertinent to undergraduate students, Kirikkanat and Soyer (2017) considered four components of psychological capital: self-efficacy, resilience, optimism, and academic confidence. Self-efficacy pertains to one’s perception of their abilities in a specific area (Kirikkanat & Soyer). Resilience refers to one’s adaptation and resistance to stress (Kirikkanat & Soyer). Optimism pertains to one’s expectation of their future (Kirikkanat & Soyer). Finally, academic confidence refers to a student’s belief that they can effectively fulfill educational requirements (Kirikkanat & Soyer).

**Current Study**

To examine the impact social media may have on an undergraduate student’s psychological capital (thereby influencing their academic success), a combination of modified scales was assembled and shared online. For self-efficacy, fixed mindset was assessed; fixed mindset is the belief that one’s intellect has a fixed capacity (Dweck, 2008). For resilience, grit was assessed; grit is long-term motivation in pursuit of meaningful goals (Duckworth, Peterson, Matthews, & Kelly, 2007). For optimism, subjective happiness was assessed; subjective happiness is a general evaluation of one’s happiness (Lyumbomirsky & Lepper, 1999). For academic confidence, both narcissism and academic entitlement were assessed. Narcissism is characterized as an insatiable ego, fed through the utilization of self-deception and aggression (Jones & Paulhus, 2014). Academic entitlement consists of demanding attitudes and expectation of high grades for minimal effort (Greenberger et al., 2008).

The current study aims to discover if there are differences in undergraduates’ traits (subjective happiness, grit, academic entitlement, fixed mindset, and narcissism), across generations (Generation X, Millennials, and Generation Z), as study habits become more distracted by social media.
Method

Participants

Of 1,835 undergraduate students who participated in an online survey assembled by the Psi Beta chapter of Blinn College, 1,009 were age 18 – 21 (Generation Z), 669 were age 22 – 35 (Millennials), and 157 were above age 35 (Generation X). Nearly 40 colleges participated in the survey. The states of California, Colorado, Florida, Idaho, Indiana, Massachusetts, Michigan, Nevada, New Jersey, Ohio, Texas, Utah, and Virginia are represented in the data analyzed for this study.

Measures

A variety of established scales were modified and compiled into a single survey. Modified scales are included for narcissism (Jones & Paulhus, 2014), academic entitlement (Greenberger et al., 2008), fixed mindset (Dweck, 2000), grit (Duckworth et al., 2007), and subjective happiness (Lyumbomirsky & Lepper, 1999). Additional questions were added to measure age, social media habits (e.g., *How much do you think social media affects your study habits? What social media platform do you use most often?*), and college info. See Appendix A for the full version of the survey.

Procedure

Participants were volunteers from colleges nationwide; most colleges involved in this study were community colleges. No personal contact information was collected through the survey. Data files were kept in password protected accounts. In some cases, incentives to recruit students may have been offered by contributing colleges (e.g., extra credit), in which case the institutions offering the incentives assumed responsibility for devising methods for delivering incentives without compromising confidentiality of students.
Informed consent was gained at the onset of the online Google survey; a debriefing form was automatically generated upon the close of the survey, complete with contact information for students seeking further details.

Participating Psi Beta chapters that contributed 30 or more participants to the study earned access to the full data set at the end of the collection term, at which time Blinn College distributed codebook, raw data, and cleaned SPSS data files to qualifying Psi Beta chapters.

**Results**

It was hypothesized that there would be significant relationships between subjective happiness, grit, fixed mindset, academic entitlement, narcissism, and social media distractions. A Spearman’s correlation confirmed significant relationships ($p < .001$) between all variables except between narcissism and fixed mindset (see Table 1). Social media habits were positively correlated with narcissism, academic entitlement, and fixed mindset, and negatively correlated with grit and subjective happiness. Subjective happiness and grit were both negatively correlated with academic entitlement and fixed mindset, but positively correlated with narcissism. Academic entitlement had a positive correlation with fixed mindset and narcissism. Subjective happiness was positively correlated with grit.

It was hypothesized that different levels of fixed mindset would occur between generations as study habits were more distracted by social media. Participants used a Likert scale to describe their level of study distractions by social media (1 = *not at all* and 5 = *all the time*). A factorial ANOVA revealed a significant main effect of social media on fixed mindset levels, $F(4, 1820) = 3.14$, $p = .014$, $\eta^2 = .01$. Post hoc analysis using Tukey’s HSD ($p < .05$) showed fixed mindset increased as study habits were more distracted by social media. Students who reported their study habits as not at all distracted by social media (1) scored significantly lower in fixed
mindset than students who reported their study habits as more distracted by social media ($4$; see Figure 1). There was also a significant main effect of generation on fixed mindset levels, $F(2, 1820) = 4.28, p = .014, \eta^2 = .01$. Post hoc analysis using Tukey’s HSD ($p < .05$) showed Generation Z scored higher levels of fixed mindset than Generation X (see Figure 2). There was no significant generation by social media interaction for fixed mindset, $F(8, 1820) = .73, p = .66$.

It was hypothesized that different levels of narcissism would occur between generations as study habits were more distracted by social media. A factorial ANOVA revealed no significant main effect of social media on narcissism levels, $F(4, 1820) = 1.93, p = .10$; however, there was a significant main effect of generation on narcissism, $F(2, 1820) = 4.49, p = .011, \eta^2 = .01$. Post hoc analysis using Tukey’s HSD ($p < .05$) showed that Generation Z scored higher levels of narcissism than Generation X (see Figure 3). There was no significant generation by social media interaction for narcissism, $F(8, 1820) = .73, p = .66$.

It was hypothesized that different levels of academic entitlement would occur between generations as study habits were more distracted by social media. A factorial ANOVA revealed a significant main effect of social media on academic entitlement levels, $F(4, 1820) = 4.23, p = .002, \eta^2 = .01$. Post hoc analysis using Tukey’s HSD ($p < .05$) showed academic entitlement scores increased as study habits were more distracted by social media. Specifically, students who reported above a $3$ to describe the amount of which social media distracted their study habits, had significantly higher academic entitlement scores than students who reported their study habits were not at all distracted by social media (see Figure 4). There was also a significant main effect of generation on academic entitlement levels, $F(2, 1820) = 67.99, p < .001, \eta^2 = .07$. Post hoc analysis using Tukey’s HSD ($p < .05$) showed significant differences between all three generations, with lowest levels of academic entitlement in Generation X and highest levels of
academic entitlement in Generation Z (see Figure 5). There was no significant generation by social media interaction for academic entitlement, $F(8, 1820) = .34, p = .95$.

It was hypothesized that different levels of grit would occur between generations as study habits were more distracted by social media. A factorial ANOVA revealed a significant main effect of social media on grit levels, $F(4, 1820) = 10.33, p < .001, \eta^2 = .02$. Post hoc analyses using Tukey’s HSD ($p < .05$) showed grit scores decreased as study habits were more distracted by social media. On a scale of 1-5, students who reported their study habits were not at all distracted by social media (1) scored significantly higher grit levels than students who reported above a 3 as the amount of which social media distracted their study habits. Students who reported their study habits were a little distracted by social media (2) had significantly higher grit scores than students who reported their study habits were distracted by social media all the time (5). Finally, students who reported their study habits were moderately distracted by social media (3) had significantly higher grit scores than students who reported their study habits were distracted by social media all the time (5; see Figure 6). There was also a significant main effect of generation on grit levels, $F(2, 1820) = 18.76, p < .001, \eta^2 = .02$. Post hoc analysis using Tukey’s HSD ($p < .05$) showed significant differences between all three generations, with highest levels of grit in Generation X and lowest levels of grit in Generation Z (see Figure 7). There was no significant generation by social media interaction for grit, $F(8, 1820) = .39, p = .93$.

It was hypothesized that different levels of subjective happiness would occur between generations as study habits were more distracted by social media. A factorial ANOVA revealed no significant main effect of social media on subjective happiness levels, $F(4, 1820) = .86, p = .49$; however, there was a significant main effect of generation on subjective happiness, $F(2,
1820) = 13.08, \( p < .001 \), \( \eta^2 = .01 \). Post hoc analysis using Tukey’s HSD \( (p < .05) \) showed that Generation X scored significantly higher levels of subjective happiness than Millennials and Generation Z (see Figure 8). There was no significant generation by social media interaction for subjective happiness, \( F(8, 1820) = .82, \ p = .59 \).

**Discussion**

While there were no significant interactions between generation and social media for any of the traits measured in this study, there were significant main effects by both factors. Social media was a significant factor for academic entitlement, fixed mindset, and grit, and generation was a significant factor for all traits.

**Social Media**

Overall, factorial ANOVAs revealed that more social media distractions meant more academic entitlement, more fixed mindset, and less grit. Additionally, correlations between these traits showed similar trends. Grit decreased as academic entitlement or fixed mindset increased, and academic entitlement increased as fixed mindset increased.

The positive correlation between fixed mindset and academic entitlement was moderate. Academic entitlement is often embraced by students who view themselves as consumers paying for credits, expecting their patronage to be rewarded by faculty and staff in exchange for their satisfaction and continued enrollment (Twenge & Donnelly, 2016; Greenberger et al., 2008). If a student believes their learning challenges are insurmountable, they may be more inclined to expect their institution to accommodate their needs—particularly if they see college as a business transaction. Furthermore, students may feel less inclined to exert effort in coursework and long-term projects (grit) if they believe they have already paid for their degree and college is merely a series of hoops and negotiations.
Entitled students who turn to social media may find their attitudes reinforced by like-minded users. Future research could examine the patterns of socialization on social media. How do entitled students respond to comments that contradict their views? Does blocking users create a heightened sense of control? Are people more likely to frequent online social networks when their views are unpopular in the real world? Is it social media that breeds entitlement and fixed mindset, or is social media simply a forum for like-minded individuals?

Perhaps the pattern of social media distractions in fixed mindset stems from discouragement. Students who believe their comprehension is limited may find themselves more distracted from their studies than students who believe they can learn anything. Fixed mindset may diminish academic confidence. A restoration of confidence could be a motive underlying social media use. Those with a fixed mindset may attempt to restore their academic confidence by reaching for encouragement and reassurance through their ever-accessible social networks online. Future studies should attempt to differentiate between pursued social media distractions, general distractedness, and intrusive social media distractions (e.g., push notifications on mobile devices).

Frequency distributions for social media distractions across generations showed trends of skewness. Generation X showed a positive skew and most frequently reported studies not at all distracted by social media. Millennials continued the positive skew, though their scores were more evenly distributed; most frequently, Millennials reported 2 as their level of distraction by social media. The distribution of scores in Generation Z was negatively skewed; most frequently, they reported 4 as their level of distraction by social media (see Figure 9).
Generation

Generations have been shaped by events and technology of the times, evolving views of self, shifting trends in education, changed value of reward, and shifts in family life (Moore et al., 2017). Overall, factorial ANOVAs revealed that traits increased or decreased as generation progressed, where Generation X and Generation Z were on opposite sides of the spectrum, and Millennials scored somewhere in-between.

In this study, Generation X had the lowest scores of academic entitlement, narcissism, and fixed mindset, and the highest scores of grit and subjective happiness. Described as an independent generation alienated as children (Moore et al., 2017), Generation X may not have had a parental safety net to fall back on when things got tough. As latch-key kids, they had to learn responsibility early and fend for themselves. While the tough lessons may have bred grit and discouraged attitudes of narcissism and entitlement, Generation X also struggled with low self-esteem and a timid demeanor (Twenge et al., 2008).

While not the extreme, Millennials generally scored close to Generation Z. Millennials showed high scores of narcissism and fixed mindset and low scores of subjective happiness; however, their scores in grit and academic entitlement were significantly different from both Generations X and Z (lower grit and higher academic entitlement than Generation X, but higher grit and lower academic entitlement than Generation Z).

Millennials experienced education changed by the development of internet and warped by standardized testing ushered in by the No Child Left Behind Act of 2001. Short-term gains were emphasized through excessive testing, as teachers were pressured to produce results test by test, rewarding students through regular assessment and feedback (Moore et al., 2017). As the
internet and public schools provided quick and consistent rewards, the need for long term effort may have been harder to appreciate, which could explain the decline in grit.

Millennials saw themselves as winners, perhaps a result of helicopter parenting by Generation X (Moore et al., 2017). Perhaps the constant attention and pressure from parents, combined with short-term victories in competitive tasks, created fertile ground for narcissism and academic entitlement (Greenberger et al., 2008; Twenge et al., 2008). With narcissism and entitlement comes extrinsic motivation—an increasing trend observed in younger generations (Greenberger et al., 2008; Twenge & Donnelly, 2016). Externality of control and responsibility create a victim mentality (Chowning & Campbell, 2009; Twenge et al., 2004) and is a short step from fixed mindset (Yeager & Dweck, 2012).

Generation Z scored the highest levels of narcissism, academic entitlement, and fixed mindset, and the lowest levels of grit and subjective happiness. Their high scores of academic entitlement may simply be the result of young adults accustomed to receiving favors and exceptions from parents. Another possibility is that Generation Z’s narcissism and fixed mindset create academic entitlement, as entitlement is positively associated with socially-destructive traits (Greenberger et al., 2008).

Raised as co-pilot kids, Generation Z experienced a transparent relationship with their parents as they were prematurely exposed to the adult world through the development and wide distribution of smart phones (Moore et al., 2017). Generation Z has known instant gratification through their fingertips, as mobile apps provide everything from fast food to quick hook-ups (Twenge et al., 2008). With the rise in rapid communication technology comes difficulty in multitasking (Moore et al., 2017). Generation Z displayed the least amount of grit, perhaps the product of a generation accustomed to multi-tasking and instant results. Reduced focus and
failure to achieve long-term goals results in decreased life satisfaction (Twenge & Donnelly, 2016), which may explain the decline in subjective happiness observed in this study.

Our society has become increasingly dependent upon the internet, and it has become easier and faster to access. All this instant access to current events may be deteriorating the optimism of youth. Generation Z displayed the lowest scores of subjective happiness, followed by millennials; this may be evidence of Twenge et al.’s (2004) prediction that as children are more exposed to the adult world, they will become more cynical.

**Academic Success for All Students**

Academic confidence is important for academic success (Kirikkanat & Soyer, 2017). Reasons for going to college have been extrinsic since the 1990s; extrinsic values lead to insecurity and an impulse to use social comparison (Twenge & Donnelly, 2016). If students are turning to their social networks for security, and those social networks are digital and demanding, students should be counseled in ways to manage their attention in such a way that they can balance their studies and build coping strategies that will not jeopardize their education.

Some suggestions for coping include mindfulness, which improves attention and psychological well-being (Sriwilai & Charoensukmongkol, 2015), emotional intelligence and improved interpersonal communications, which can increase life satisfaction and reduce stress (Singh & Sharma, 2012).

Beyond stress reduction and coping strategies, connecting students from different generations could help build positive attitudes and constructive traits as students work together, modeling their strengths in an arrangement between equals.

Today, students face a digital attention crisis (Cook, 2018). Mobile phone dependency is damaging relationships and upward mobility (Broaddus, 2017). As social creatures, our social
media encounters entice us through positive feedback, but are further addictive through clever
devices of classical conditioning (Broaddus, 2017).

Social media constitutes one type of network in a living cognitive system; as such,
responsibility falls upon users to exercise discipline, as actions weave the digital web a user
occupies (Veitas & Weinbaum, 2017). In an academic setting, professors can help nurture
discipline and responsibility in students while simultaneously discouraging attitudes of
entitlement by setting clear boundaries and adhering to them (Luckett, Trocchia, Noel, & Marlin,
2017). Additionally, face to face interactions and thoughtful engagement could help refocus
student attention (Cheong, Shuter, & Suwinyattichaiporn, 2016).

**Limitations and Future Directions**

Established scales were modified when they were added to the survey used in this study;
as such, they lost accuracy as tools of trait measurement. Additionally, poorly designed questions
for age and social media confined this project to rough categories of age, and weak evidence of
social media consumption. Future studies should build a questionnaire that holds to established
scales and asks targeted questions that yield more focused answers (e.g., *select social media
platforms you have active accounts with; how many profiles do you have—including
anonymous/fake profiles?*).

Self-reports without supporting/physiological data should be taken lightly (Engert, Kok,
Papassotiriou, Chrousos, & Singer, 2017). In addition to asking pointed questions, future studies
could measure physiological stress response during social media use in students who report that
social media helps them cope with academic stress. Surveys on mood could be collected before
and after to contrast with stress data.
Statistical limitations for this study include disproportionate groups and skewed distribution of interval scores in social media distractions across generations, both of which may be problematic in factorial ANOVAs. Future studies could adopt alternative statistical analyses if faced with similar challenges.
References


Twenge, J. M., Konrath, S., Foster, J. D., Campbell, W. K., & Bushman, B. J. (2008). Egos inflating over time: A cross-temporal meta-analysis of the Narcissistic Personality Inventory. *Journal of Personality, 76*(4), 875-902. doi:10.1111/j.1467-6494.2008.00507.x


Table 1

*Spearman’s Correlations Matrix of Traits and Social Media Distractions*

<table>
<thead>
<tr>
<th></th>
<th>Subjective Happiness</th>
<th>Grit</th>
<th>Academic Entitlement</th>
<th>Fixed Mindset</th>
<th>Narcissism</th>
<th>Social Media Distractions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjective Happiness</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grit</td>
<td>0.392*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Entitlement</td>
<td>-0.121*</td>
<td>-0.199*</td>
<td></td>
<td>-0.174*</td>
<td>0.326*</td>
<td></td>
</tr>
<tr>
<td>Fixed Mindset</td>
<td>-0.124*</td>
<td>-0.174*</td>
<td>0.326*</td>
<td>0.208*</td>
<td>0.038</td>
<td></td>
</tr>
<tr>
<td>Narcissism</td>
<td>0.259*</td>
<td>0.168*</td>
<td>0.208*</td>
<td>0.038</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Media Distractions</td>
<td>-0.079*</td>
<td>-0.269*</td>
<td>0.185*</td>
<td>0.138*</td>
<td>0.081*</td>
<td></td>
</tr>
</tbody>
</table>

* p < .001
Figure 1. Mean scores of undergraduate students’ levels of fixed mindset in relation to distractions caused by social media ($p = .014$).
Figure 2. Mean scores of fixed mindset among undergraduate students according to generation ($p = .014$).
Figure 3. Mean scores of narcissism among undergraduate students according to generation ($p = .011$).
Figure 4. Mean scores of undergraduate students’ levels of academic entitlement in relation to distractions caused by social media ($p = .002$).
Figure 5. Mean scores of academic entitlement among undergraduate students according to generation ($p < .001$).
Figure 6. Mean scores of undergraduate students’ levels of grit in relation to distractions caused by social media ($p < .001$).
Figure 7. Mean scores of grit among undergraduate students according to generation ($p < .001$).
Figure 8. Mean scores of undergraduate students’ levels of subjective happiness in relation to distractions caused by social media ($p < .001$).
Figure 9. Frequency distributions undergraduate students’ reports of social media distractions from study habit across generations. Skewness: Generation X = .88, Millennials = .16, Generation Z = -.36
Dear student. This questionnaire will take about 15 – 20 minutes to complete. Thank you for participating.

*Required

Consent Form

CONSENT FORM – Before proceeding, please read this consent form. You have been invited to participate in this study. This study will investigate college students’ learning strengths and some factors related to those strengths. Participants must be at least 18 years old.

The research team may use the finding for a presentation at a professional conference or a journal publication, but the identity of the participants will remain unknown. Your responses shall remain completely anonymous.

This study involves very little risk. There are no known harms or discomforts associated with this study beyond those encountered in normal daily life. There are no guaranteed benefits for participating in the study. Participating in this study is voluntary. There is no cost to you for participating. You may refuse to be in the study or to stop at any time without penalty.

All research data collected will be stored securely on password protected computers and secure servers for an indefinite period. The stored data will not include information that could identify you (like your name or student ID). Only members of the research team will have access to the data.

If you have any comments, concerns, or questions regarding this research please contact the Principal Investigator by phone at (979) 209-7331, Dr. Katherine Wickes, Social Sciences Department, Blinn College, Bryan, TX 77805. Emails can be sent to katherine.wickes@blinn.edu.

1. VOLUNTARY PARTICIPATION STATEMENT: Participation in this study is voluntary. You may choose to leave the study at any time without penalty. Your decision will not affect your future relationship with your college or your grade in any course. Selecting “yes” below indicates that you have read the information in this consent form and agree to participate by answering the questions on the questionnaire below. Choosing “yes” also confirms that you are at least 18 years of age.*

Mark only one oval.

☐ No
☒ Yes
For each of the following statements and/or questions, please indicate the point on the scale that you feel best describes you.

2. In general, I consider myself:
   - Not a very happy person 1 2 3 4 5 A very happy person

3. Compared with most of my peers, I consider myself:
   - Less happy 1 2 3 4 5 More happy

4. Some people are generally very happy. They enjoy life regardless of what is going on, getting the most out of everything. To what extent does this characterization describe you?
   - Not at all 1 2 3 4 5 A great deal

5. Some people are generally not very happy. Although they are not depressed, they never seem as happy as they might be. To what extent does this characterization describe you?
   - Not at all 1 2 3 4 5 A great deal

6. I have overcome setbacks to conquer an important challenge.
   - Very much like me
   - Mostly like me
   - Somewhat like me
   - Not much like me
   - Not like me at all

7. New ideas and projects sometimes distract me from previous ones.
   - Very much like me
   - Mostly like me
   - Somewhat like me
   - Not much like me
   - Not like me at all

8. My interests change from year to year.
   - Very much like me
   - Mostly like me
   - Somewhat like me
   - Not much like me
   - Not like me at all

9. Setbacks don’t discourage me.
   - Very much like me
   - Mostly like me
   - Somewhat like me
   - Not much like me
   - Not like me at all
10. I have been obsessed with a certain idea or project for a short time but later lost interest.
   - Very much like me
   - Mostly like me
   - Somewhat like me
   - Not much like me
   - Not like me at all

11. I am a hard worker.
   - Very much like me
   - Mostly like me
   - Somewhat like me
   - Not much like me
   - Not like me at all

12. I often set a goal but later choose to pursue a different one.
   - Very much like me
   - Mostly like me
   - Somewhat like me
   - Not much like me
   - Not like me at all

13. I have difficulty maintaining my focus on projects that take more than a few months to complete.
   - Very much like me
   - Mostly like me
   - Somewhat like me
   - Not much like me
   - Not like me at all

   - Very much like me
   - Mostly like me
   - Somewhat like me
   - Not much like me
   - Not like me at all

15. I have achieved a goal that took years of work.
   - Very much like me
   - Mostly like me
   - Somewhat like me
   - Not much like me
   - Not like me at all
16. I become interested in new pursuits every few months.  
   - Very much like me  
   - Mostly like me  
   - Somewhat like me  
   - Not much like me  
   - Not like me at all

17. I am diligent.  
   - Very much like me  
   - Mostly like me  
   - Somewhat like me  
   - Not much like me  
   - Not like me at all

18. If I have explained to my professor that I am trying hard, I think he/she should give me some consideration with respect to my course grade.  
   - Strongly agree 1  
   - 2  
   - 3  
   - 4  
   - 5  
   - Strongly disagree

19. I feel I have been poorly treated if a professor cancels an appointment with me on the same day as we were supposed to meet.  
   - Strongly agree 1  
   - 2  
   - 3  
   - 4  
   - 5  
   - Strongly disagree

20. If I have completed most of the reading for a class I deserve a B in that course.  
   - Strongly agree 1  
   - 2  
   - 3  
   - 4  
   - 5  
   - Strongly disagree

21. If I have attended most classes for a course, I deserve at least a grade of a B.  
   - Strongly agree 1  
   - 2  
   - 3  
   - 4  
   - 5  
   - Strongly disagree

22. Teachers often give me lower grades than I deserve on paper assignments.  
   - Strongly agree 1  
   - 2  
   - 3  
   - 4  
   - 5  
   - Strongly disagree

23. A professor should be willing to lend me his/her course notes if I ask for them.  
   - Strongly agree 1  
   - 2  
   - 3  
   - 4  
   - 5  
   - Strongly disagree

24. I would think poorly of a professor who didn’t respond the same day to an email that I sent.  
   - Strongly agree 1  
   - 2  
   - 3  
   - 4  
   - 5  
   - Strongly disagree

25. If I’m not happy with my grade at the end of the semester, the professor should allow me to do an additional assignment.  
   - Strongly agree 1  
   - 2  
   - 3  
   - 4  
   - 5  
   - Strongly disagree

26. Professors have no right to be annoyed with me if I receive an important call during class.  
   - Strongly agree 1  
   - 2  
   - 3  
   - 4  
   - 5  
   - Strongly disagree
27. Professors have no right to be annoyed with me if I tend to come late to class or tend to leave early.
   Strongly agree  1  2  3  4  5  Strongly disagree

28. I would think poorly of a professor who didn’t respond quickly to a phone message I left him or her.
   Strongly agree  1  2  3  4  5  Strongly disagree

29. A professor should be willing to meet with me at a time that works best for me, even if it is inconvenient for the professor.
   Strongly agree  1  2  3  4  5  Strongly disagree

30. A professor should let me arrange to turn in an assignment late if the due date interferes with my vacation plans.
   Strongly agree  1  2  3  4  5  Strongly disagree

31. You have a certain amount of intelligence, and you really can’t do much to change it.
   Strongly agree  1  2  3  4  5  Strongly disagree

32. Your intelligence is something about you that you can’t change very much.
   Strongly agree  1  2  3  4  5  Strongly disagree

33. You can learn new things, but you can’t really change your basic intelligence.
   Strongly agree  1  2  3  4  5  Strongly disagree

34. I use social media platforms in my daily schedule.
   Strongly agree  1  2  3  4  5  Strongly disagree

35. What social media platform do you use most often?
   ○Twitter
   ○Instagram
   ○Facebook
   ○Snapchat

36. What is your main use for social media
   ○News
   ○Entertainment
   ○Networking
   ○Other

37. How much do you think social media affects your study habits?
   All the time  1  2  3  4  5  Not at all

38. People see me as a natural leader.
   Strongly agree  1  2  3  4  5  Strongly disagree
39. I hate being the center of attention.
   Strongly agree  1  2  3  4  5  Strongly disagree

40. Many group activities tend to be dull without me.
   Strongly agree  1  2  3  4  5  Strongly disagree

41. I know that I am special because everyone keeps telling me so.
   Strongly agree  1  2  3  4  5  Strongly disagree

42. I like to get acquainted with important people.
   Strongly agree  1  2  3  4  5  Strongly disagree

43. I feel embarrassed if someone compliments me.
   Strongly agree  1  2  3  4  5  Strongly disagree

44. I have been compared to famous people.
   Strongly agree  1  2  3  4  5  Strongly disagree

45. I am an average person.
   Strongly agree  1  2  3  4  5  Strongly disagree

46. I insist on getting the respect I deserve.
   Strongly agree  1  2  3  4  5  Strongly disagree

47. Age?
   ○ 18-21
   ○ 22-26
   ○ 27-35
   ○ 36-45
   ○ Above 45

48. What is your college GPA?
   ○ 3.5-4.0
   ○ 3.0-3.49
   ○ 2.5-2.99
   ○ Below 2.0
   ○ First year of college. Do not yet have a college GPA
   ○ Other

49. What semester of college is this for you?
   ○ First semester of college
   ○ First year of college, but not first semester
   ○ Second or later year of college

50. College (Please use the full college name, not initials. Example: Irvine Valley College – instead of IVC.) Thank you. ______________________________