

IS ACADEMIC ENTITLEMENT A WESTERN CONCEPT? AN EXAMINATION OF TAIWANESE BUSINESS STUDENTS

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ABSTRACT

This research details a study of Taiwanese business majors and their views on the academic entitlement. Taiwan is an under-examined population on this issue. In the current project, we surveyed university students from Zhongli, Taiwan (n=603) in 2019. We found Taiwanese students felt very entitled about grades, felt somewhat entitled about outside of class interactions with students, but not entitled about issues of classroom decorum. We examined differences between students' attitudes based on several demographic factors, and found gender, First-Generation status, military experience, and having taken ethics to have significant influence on academic entitlement. However, we found marital status and employment did not affect academic entitlement. We conclude by discussing the implications for further research in this area.

INTRODUCTION

Academic entitlement has been described as having two factors, first, unreasonable expectations of high grades for modest effort and second, a demanding attitude toward teachers (Greenberger et al., 2008). More than half of USA college students viewed themselves as entitled in surveys (Gillespie, 2014). Miller (2013) summarized the current generation of college students are “lazy, whiny, pampered and entitled.” It is hard to disagree with that assessment. To make the discussion more palatable, we will describe the students as “academically entitled.” Academic entitlement manifests itself in behaviors that further goal orientation (higher scores) rather than mastery of the material. Students see themselves as consumers of education, and the outcome of the transaction should be measured in high grades, not comprehension. Entitlement is often tied to parenting styles which encourage academic goals (Greenberger, Lessard, Chen, & Farruggia, 2008).

Entitlement can be simplified as an expectation of receiving something for doing nothing (Twenge, 2010). Chowning & Campbell (2009) stated that the acquisition of knowledge has turned into a commodity reflected in a degree, not comprehension of the subject matter. Gates,

Heffernan & Sudore (2015) summarized, “When faculty become customer service representatives and students the consumers of services, no one wins” (p.891). The students do not have all the blame. Gross & Hogler (2005) opined that the rise of entitled student behavior is attributed to many factors, including faculty and administrators as well, in trying to reduce education to a consumer transaction.

Almost all studies of entitlement have used Western cultures, which are high in individualism (Hong, Huang, Lin, & Lin, 2017). The authors wondered whether academic entitlement exists outside a Western (highly individualistic) culture, or if entitlement was just a manifestation of individualism. This project will examine an under-studied population, Taiwanese students, and their views toward academic entitlement.

In the current project, we surveyed Taiwanese college students in 2019 on academic entitlement. To support this analysis, we will first review the relevant literature. Next, we will examine the survey methods. Then, we will discuss the findings. We conclude by predicting further research in this area.

REVIEW OF THE LITERATURE

Taiwan is an understudied population on the issue of academic entitlement. The only reported study in the English language is Hong, Huang, Lin, & Lin (2017) which examined a sample from Taiwan (n=297), and used ten questions divided into three factors. They found that performance promotion goals increase academic entitlement. The authors advised teachers to “avoid promoting mutual competition among the students and should avoid the behavior of academic comparison” (p.353). The current project is to build on this knowledge of the Taiwanese student population. Hong, Huang, Lin, & Lin (2017) indicated future projects should look to individual characteristics among Taiwanese students for differences in entitlement. This paper’s second goal is to fill that void. With little research on a Taiwanese sample, we first examine the highly studied American population on academic entitlement.

Greenberger, Lessard, Chen, & Farruggia (2008) examined US college students (n=839) and found much of the entitlement issue was caused by parents, not students’ high self-esteem. In fact, they found that entitlement and students’ self-esteem was negatively related. They further found that demographic variables (gender, nationality, race) had only minor associations with entitlement at best. The same authors, Lessard, Greenberger, Chen, & Farruggia (2011) later examined 466 undergraduates and found that entitlement has negative and positive characteristics (which they identified as exploitive and non-exploitive entitlement), providing evidence that entitlement is not all bad.

Entitlement was tied to permissive parenting, which then leads to students expecting the same treatment in college, especially among the male students (Barton & Hirsch, 2016). Further, Barton & Hirsch (2016) found that entitlement led to poorer relationships with others and was a risk factor for college retention.

Luckett, Trocchia, Noel, & Marlin (2017) provided evidence that academic entitlement is comprised of three dimensions, grade entitlement (I deserve a higher grade), behavioral

entitlement (I can come and go from class as I wish), and service entitlement (the teacher is there to serve my needs on my schedule).

A great deal of research has concluded that students' entitlement increases their expectations on faculty. Chowning & Campbell (2009) found that students have shifted the responsibility of learning to their instructors, and expected those instructors to accommodate their needs individually. Laverghetta (2018) replicated Chowning & Campbell's AEQ (2009) and found entitlement was highly correlated with incivility in the classroom. Zhu & Anagondahalli (2017) surveyed 689 undergraduates and found that entitlement was tied to negotiation strategies with their instructors for a compromise on their grades. Zhu & Anagondahalli (2018) examined 483 undergraduate students and found that demanding attitudes by students lowered their satisfaction with the course.

Some research has examined demographic factors, especially gender, has been an influence on academic entitlement. Lemke, Marx, & Dundes (2017) examined two samples of liberal arts students eight years apart and found that males felt more entitled than females, but only in one of the samples. Ciani, Summers, & Easter (2008) also found greater sense of entitlement in males. Elias (2017) replicated Greenberger et al., and found that males and younger students felt more entitled. Wasieleski, Whatley, Briehl, & Branscome (2014) examined undergraduates (n=264) and found males behaved with more narcissism than females.

Some projects have examined faculty perspectives on student entitlement, and not surprisingly have found faculty less than enthusiastic about this development. For example, Gates, Heffernan, & Sudore (2015) examined faculty in social work (n=57), and found little support for student entitlement, nor as students as consumers of education.

Is Academic Entitlement related to individualism? Hofstede (1983) defined culture into dimensions that allowed easy international comparisons. Hofstede (1993, 1991, 1983) argued cultural differences impact business conduct and decision-making. Culture and training also shape personal values (Hofstede, 1991).

Individualism as explained by Hofstede can be summarized as,

The high side of this dimension, called Individualism, can be defined as a preference for a loosely-knit social framework in which individuals are expected to take care of only themselves and their immediate families. Its opposite, Collectivism, represents a preference for a tightly-knit framework in society in which individuals can expect their relatives or members of a particular ingroup to look after them in exchange for unquestioning loyalty. A society's position on this dimension is reflected in whether people's self-image is defined in terms of "I" or "we." (Hofstede Insights, 2021).

The individualism differences between the United States and Taiwan are quite striking. Hofstede's Globe compares all the culture factors on a scale of 0 to 100, with 100 being the highest possible score. On individualism, USA is very high (91) and Taiwan is very low (17) (Hofstede's Globe, 2021). Taiwanese schools are more collectivist (Hong, Huang, Lin, & Lin, 2017). This should influence the students' views on entitlement.

RESEARCH QUESTIONS

This project will examine two broad research questions. First, is academic entitlement related to or caused by individualism? If so, academic entitlement should be near zero in Taiwan, which has little emphasis on the individual.

Second, do demographic factors affect students' attitudes towards academic entitlement? While some past projects have examined gender, we wanted to confirm this finding in the Taiwanese sample, as well as examine several other variables, such as marital status, employment, First-Generation status, military experience, and having taken business ethics.

METHOD FOR THE SURVEY

Participants

The participants are from Chien Hsin University of Science and Technology in Zhongli, Taiwan. The university has over 13,000 students in five colleges with seventeen (17) degree programs (Chien Hsin, 2021). Our survey included a random sample of students (n=603) by first finding professors who volunteered their students (and class time) to participate in this project. We attempted to include all business majors, our intended study group.

In our sample, most (67%) of the participants were business majors. The remainder were distributed in other disciplines with none exceeding 10%. The respondents were in the following academic years: first, 47.3%; second, 28.2%; third, 14.1%; and fourth, 10.3%. Upperclassmen were underrepresented in our sample. Males outnumbered females 57% to 43%. Our group consisted of primarily traditional students (95% were aged 18-22). Only 15 students (3% of the respondents) were married, and only 11 (2%) students had children. Half of the students (50%) worked part time while attending school. Taiwanese Folk Religion was the dominant group with 25%, while 47% identified as non-religious. Other students were spread among other faiths. Nearly all students (83%) reported to not going to a church service monthly, and only 4% identified with being "strongly religious." The majority of students (63%) were the first in their family to attend college. Only 7% had military experience. Over half (56%) had taken a business ethics course.

Procedures

A convenience sample was taken from large, introductory classes at Chien Hsin University in Zhongli, Taiwan during a series of guest lectures in the spring of 2019. To avoid language/translation issues, the bi-lingual survey was conducted simultaneously in English and Mandarin Chinese. The students at Chien Hsin are multilingual (Mandarin and English), with several programs taught in English to benefit their international exchange programs. Most foreign teachers in Taiwan are English speakers (Chang, Bai, and Wang, 2014). The Mandarin translation was accomplished by one of the authors, who is a language professor, and the translation was pilot studied before implementation.

Students were asked to complete the questionnaire during class time. The survey was voluntary and anonymous. No inducements were offered to the students to participate. A total of 603 surveys resulted. Some surveys were returned blank, but records of these were not retained. We would estimate a return rate of approximately 90% or higher. The text of the questions is included in the tables.

Measures

Two most replicated measures of academic entitlement are Chowning & Campbell (2009) and Greenberger, Greenberger, Lessard, Chen, & Farruggia (2008). In the present project, we replicated the research of Greenberger et al., (2008). The fifteen (15) item scale has been shown reliable in previous replication studies (Zhu & Anagondahalli, 2018; Lemke, Marx, & Dundes, 2017). The fifteen items are ranked by a six level Likert scale from strongly disagree, disagree, slightly disagree, slightly agree, agree, strongly agree.

VALIDITY AND RELIABILITY

The study appeared to have face and content validity. As a test for internal consistency, we conducted a Cronbach's alpha for the scale. Our sample resulted in an alpha of .860 for the 15-item scale. We used SPSS version 24 for analysis. We used t-tests to compare the demographic factors.

FINDINGS AND DISCUSSION

We were best able to minimize the socially appropriate response bias by using a large group survey, anonymous results, and confidential submissions. Luckett, Trocchia, Noel, & Marlin (2017) examined academic entitlement and found it is comprised of three dimensions, grade entitlement (I deserve a higher grade), behavioral entitlement (I can come and go from class as I wish), and service entitlement (the teacher is there to serve my needs on my schedule). We will use this terminology to describe the results of the Taiwan study. See the complete results below in Table 1.

Table 1. Overall Results.

Question (n = 603)	Mean	Std. Dev.
1. 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.	4.75	1.036
2. I feel I have been poorly treated if a professor cancels an appointment with me on the same day as we supposed to meet.	4.57	1.280
3. If I have completed most of the reading for a class, I deserve a B in that course.	4.27	1.046
4. If I have attended most classes for a course, I deserve at least a grade of B.	4.39	1.115
5. Teachers often give me lower grades than I deserve on paper assignments.	3.46	1.224
6. Professors who will not let me take an exam at a different time because of my personal plans (e.g., vacation or other trip that is important to me) are too strict.	3.57	1.408
7. Teachers often give me lower grades than I deserve on exams.	3.31	1.303
8. A professor should be willing to lend me his/her course notes if I ask for them.	3.08	1.254
9. I would think poorly of a professor who did not respond the same day to an e-mail I sent.	2.95	1.326
10. If I am not happy with my grade from last quarter, the professor should allow me to do an additional assignment.	3.46	1.371
11. Professors have no right to be annoyed with me if I tend to come late to class or tend to leave early.	2.61	1.398
12. A professor should not be annoyed with me if I receive an important call during class.	3.61	1.459
13. I would think poorly of a professor who did not respond quickly to a phone message I left him or her.	2.95	1.277
14. A professor should be willing to meet with me at a time that works best for me, even if inconvenient for the professor.	2.48	1.341
15. A professor should let me arrange to turn in an assignment late if the due date interferes with my vacation plans.	2.95	1.400

In regards to grades, the Taiwan sample shows a very entitled view of the students. The six questions on grades (Q1, 3, 4, 5, 7, 10) have a mean of 3.31 or higher. Students demonstrated a high expectation that effort should be rewarded (Q1 with a mean of 4.75) and even attempts at doing the assignments (Q3 with mean of 4.27) or good attendance (Q4 with a mean of 4.39) should result in no lower than a B grade.

In service (from the professor), Taiwan's students are very demanding, highly critical of a professor who cancels and appointment (Q2 with a mean of 4.57) and expects the professor to reorganize the class schedule to match a student's personal plans (Q6 with a mean of 3.57). The Taiwanese students have some elements of service entitlement, while perhaps not as strong as western samples, they exist. For classroom behavior, Taiwanese students expect to be on time for class (Q11 with a mean of 2.61) but expect professors to forgive cell phone interruptions (Q12 with a mean of 3.61).

We assumed that Taiwan, with low individualism would have little to no emphasis on entitlement. Clearly, we were mistaken in that assumption. Our first general research question would seem to be rejected. Our results would indicate that entitlement is strong even in a non-individualistic culture like Taiwan. Entitlement is not a Western phenomenon, nor only an

American problem. Our findings support the idea that academic entitlement is global, affecting all students.

DEMOGRAPHIC DIFFERENCES

Gender

We also examined our sample, dividing them into different demographic groups. The group was fairly divided by gender (57% male). In our study, eleven of the fifteen questions had statistically significant results on gender, all eleven indicated that males felt more entitled than their female counterparts. This confirms prior western comparisons which found male students felt more entitled. [Lemke, Marx, & Dundes (2017); Ciani, Summers, & Easter (2008); Elias (2017); and Wasieleski, Whatley, Briihl, & Branscome (2014)].

Table 2. Results by Gender.

Question (male = 318, female = 241)	Male Mean (Std. Dev.)	Female Mean (Std. Dev.)	t-test	Signif.
1. 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.	4.78 (1.075)	4.74 (.963)	.470	NS
2. I feel I have been poorly treated if a professor cancels an appointment with me on the same day as we supposed to meet.	4.64 (1.274)	4.56 (1.267)	.698	NS
3. If I have completed most of the reading for a class, I deserve a B in that course.	4.27 (1.078)	4.29 (.971)	-.229	NS
4. If I have attended most classes for a course, I deserve at least a grade of B.	4.36 (1.137)	4.43 (1.043)	-.676	NS
5. Teachers often give me lower grades than I deserve on paper assignments.	3.56 (1.200)	3.38 (1.226)	1.679	.094
6. Professors who will not let me take an exam at a different time because of my personal plans (e.g., vacation or other trip that is important to me) are too strict.	3.65 (1.433)	3.43 (1.356)	1.809	.071
7. Teachers often give me lower grades than I deserve on exams.	3.48 (1.307)	3.09 (1.248)	3.589	.000
8. A professor should be willing to lend me his/her course notes if I ask for them.	3.23 (1.262)	2.86 (1.184)	3.471	.001
9. I would think poorly of a professor who did not respond the same day to an e-mail I sent.	3.06 (1.349)	2.78 (1.276)	2.419	.016
10. If I am not happy with my grade from last quarter, the professor should allow me to do an additional assignment.	3.60 (1.360)	3.31 (1.366)	2.460	.014
11. Professors have no right to be annoyed with me if I tend to come late to class or tend to leave early.	2.75 (1.438)	2.39 (1.281)	3.022	.003
12. A professor should not be annoyed with me if I receive an important call during class.	3.72 (1.488)	3.44 (1.419)	2.216	.027
13. I would think poorly of a professor who did not respond quickly to a phone message I left him or her.	3.05 (1.288)	2.75 (1.242)	2.701	.007
14. A professor should be willing to meet with me at a time that works best for me, even if inconvenient for the professor.	2.62 (1.379)	2.23 (1.210)	3.524	.000
15. A professor should let me arrange to turn in an assignment late if the due date interferes with my vacation plans.	3.06 (1.351)	2.79 (1.444)	2.271	.024

NS = not significant at 0.10 level

In regards to grades, the three significant results (Q5, 7, 10) all indicated males were more entitled. For classroom behavior, in both questions (Q11, 12) the differences were significant and found that males were more entitled. In service from the professor, the results show (Q6, 8, 9, 13, 14, 15) all questions indicate that males felt more entitled. The only two questions where females felt more entitled were Q3 and Q4, about grades for reading or attendance, but neither difference was significant. These results indicate a strong entitlement gap based on gender in Taiwanese universities.

Marriage

Our attempt to measure the effect of marriage on the views of entitlement were not successful. Our sample had a very small portion of married students (only 15 students or 2.6%) making any comparisons meaningless. We completed the t-tests anyway, and none of the results were significant. Two conclusions are possible, either marriage does not affect entitlement or our sample was not robust enough to find any relationship. We are more confident in the later. Future projects should broaden the sample to include more married students.

Table 3. Results by marital status.

Question (married = 15, single = 554)	Married Mean (Std. Dev.)	Single Mean (Std. Dev.)	t-test	Signif.
1. 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.	4.53 1.457	4.75 1.025	-.808	NS
2. I feel I have been poorly treated if a professor cancels an appointment with me on the same day as we supposed to meet.	4.40 1.352	4.59 1.272	-.577	NS
3. If I have completed most of the reading for a class, I deserve a B in that course.	4.27 1.280	4.27 1.028	-.010	NS
4. If I have attended most classes for a course, I deserve at least a grade of B.	4.40 1.183	4.39 1.091	.030	NS
5. Teachers often give me lower grades than I deserve on paper assignments.	3.33 1.345	3.49 1.212	-.493	NS
6. Professors who will not let me take an exam at a different time because of my personal plans (e.g., vacation or other trip that is important to me) are too strict.	3.87 1.356	3.55 1.402	.853	NS
7. Teachers often give me lower grades than I deserve on exams.	3.40 1.502	3.32 1.291	.227	NS
8. A professor should be willing to lend me his/her course notes if I ask for them.	3.33 1.839	3.07 1.227	.794	NS
9. I would think poorly of a professor who did not respond the same day to an e-mail I sent.	3.33 1.799	2.94 1.317	1.128	NS
10. If I am not happy with my grade from last quarter, the professor should allow me to do an additional assignment.	3.73 1.387	3.46 1.374	.754	NS
11. Professors have no right to be annoyed with me if I tend to come late to class or tend to leave early.	2.80 1.568	2.61 1.388	.521	NS
12. A professor should not be annoyed with me if I receive an important call during class.	3.47 1.598	3.61 1.456	-.376	NS
13. I would think poorly of a professor who did not respond quickly to a phone message I left him or her.	3.13 1.506	2.93 1.263	.619	NS
14. A professor should be willing to meet with me at a time that works best for me, even if inconvenient for the professor.	2.53 1.506	2.47 1.329	.186	NS
15. A professor should let me arrange to turn in an assignment late if the due date interferes with my vacation plans.	3.20 1.568	2.94 1.397	.699	NS

NS = not significant at 0.10 level

Employment

We examined our sample by employment status. In our project, full-time and part-time employment were combined. The sample was fairly divided (54% had work experience). We expected to see employed students to have less expectations of entitlement, as entitlement is lacking in most job situations. To our surprise, none of the fifteen questions had significant results based on employment status.

Table 4. Results by employment.

Question (unemployed = 264, employed = 307)	Unemploy. Mean (Std. Dev.)	Employed Mean (Std. Dev.)	t-test	Signif.
1. 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.	4.80 .972	4.72 1.091	.912	NS
2. I feel I have been poorly treated if a professor cancels an appointment with me on the same day as we supposed to meet.	4.51 1.313	4.66 1.234	-1.409	NS
3. If I have completed most of the reading for a class, I deserve a B in that course.	4.33 1.047	4.23 1.028	1.119	NS
4. If I have attended most classes for a course, I deserve at least a grade of B.	4.34 1.101	4.44 1.102	-1.086	NS
5. Teachers often give me lower grades than I deserve on paper assignments.	3.54 1.168	3.42 1.257	1.244	NS
6. Professors who will not let me take an exam at a different time because of my personal plans (e.g., vacation or other trip that is important to me) are too strict.	3.55 1.419	3.58 1.392	-.200	NS
7. Teachers often give me lower grades than I deserve on exams.	3.32 1.260	3.32 1.330	-.005	NS
8. A professor should be willing to lend me his/her course notes if I ask for them.	3.11 1.261	3.06 1.233	.496	NS
9. I would think poorly of a professor who did not respond the same day to an e-mail I sent.	2.95 1.291	2.94 1.367	.113	NS
10. If I am not happy with my grade from last quarter, the professor should allow me to do an additional assignment.	3.43 1.335	3.51 1.410	-.689	NS
11. Professors have no right to be annoyed with me if I tend to come late to class or tend to leave early.	2.58 1.390	2.64 1.398	-.591	NS
12. A professor should not be annoyed with me if I receive an important call during class.	3.65 1.496	3.58 1.431	.580	NS
13. I would think poorly of a professor who did not respond quickly to a phone message I left him or her.	2.97 1.275	2.90 1.266	.692	NS
14. A professor should be willing to meet with me at a time that works best for me, even if inconvenient for the professor.	2.47 1.356	2.46 1.311	.109	NS
15. A professor should let me arrange to turn in an assignment late if the due date interferes with my vacation plans.	2.98 1.403	2.92 1.396	.539	NS

NS = not significant at 0.10 level

First-Generation Students

Next, we wanted to examine the effect of First-Generation status. In other words, did students from an experienced family in higher education (legacy students) have more entitled views or did the unexperienced student also have entitlement issues? The sample was fairly divided, with 36% being First-Generation students. This status was self-reported. First-Generation status was not verified by name/student number since the survey was anonymous.

Table 5. Results by First-Generation status.

Question (First-Generation student = 208, Not First-Generation student = 364)	First Gen. Mean (Std. Dev.)	Not First Mean (Std. Dev.)	t-test	Signif.
1. 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.	4.64 1.012	4.81 1.056	-1.861	.063
2. I feel I have been poorly treated if a professor cancels an appointment with me on the same day as we supposed to meet.	4.53 1.240	4.62 1.285	-.854	NS
3. If I have completed most of the reading for a class, I deserve a B in that course.	4.27 1.025	4.28 1.044	-.016	NS
4. If I have attended most classes for a course, I deserve at least a grade of B.	4.31 1.078	4.43 1.105	-1.214	NS
5. Teachers often give me lower grades than I deserve on paper assignments.	3.57 1.240	3.43 1.194	1.371	NS
6. Professors who will not let me take an exam at a different time because of my personal plans (e.g., vacation or other trip that is important to me) are too strict.	3.53 1.333	3.60 1.441	-.513	NS
7. Teachers often give me lower grades than I deserve on exams.	3.34 1.271	3.32 1.308	.183	NS
8. A professor should be willing to lend me his/her course notes if I ask for them.	3.12 1.233	3.09 1.262	.280	NS
9. I would think poorly of a professor who did not respond the same day to an e-mail I sent.	2.99 1.295	2.93 1.353	.516	NS
10. If I am not happy with my grade from last quarter, the professor should allow me to do an additional assignment.	3.43 1.360	3.51 1.386	-.654	NS
11. Professors have no right to be annoyed with me if I tend to come late to class or tend to leave early.	2.65 1.392	2.60 1.412	.428	NS
12. A professor should not be annoyed with me if I receive an important call during class.	3.73 1.388	3.54 1.496	1.496	.082
13. I would think poorly of a professor who did not respond quickly to a phone message I left him or her.	3.02 1.246	2.91 1.307	.934	NS
14. A professor should be willing to meet with me at a time that works best for me, even if inconvenient for the professor.	2.61 1.353	2.41 1.342	1.742	NS
15. A professor should let me arrange to turn in an assignment late if the due date interferes with my vacation plans.	3.06 1.403	2.91 1.407	1.239	NS

NS = not significant at 0.10 level

We will focus only on the two questions with significant results. In regards to grades, (Q1, trying hard) those students who were not First-Generation are more entitled. For classroom behavior (Q12 phone call during class) we found First-Generation students felt more entitled). Our findings show no real indication for or against entitlement based on First-Generation status.

When compared by First-Generation status or not, only two (2) of the fifteen questions had statistically significant results. We could reach two alternative conclusions from this finding. First, being entitled does not appear to be a First-Generation or legacy student issue. Alternatively, if entitlement is a legacy student issue, the First-Generation students adapt quite rapidly.

Military Experience

We divided students by whether or not they had military experience. In our sample, only 7% had military experience, which makes any comparison findings cautious. We expected those students with military experience to have a less entitled viewpoint, especially with classroom decorum issues. The findings surprised us.

Table 6. Results by Military experience.

Question (military = 40, non-military = 534)	Military Mean (Std. Dev.)	Not Mil. Mean (Std. Dev.)	t-test	Signif.
1. 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.	5.15 .864	4.72 1.046	2.519	.012
2. I feel I have been poorly treated if a professor cancels an appointment with me on the same day as we supposed to meet.	4.30 1.285	4.61 1.268	-1.512	NS
3. If I have completed most of the reading for a class, I deserve a B in that course.	4.73 .847	4.24 1.044	2.856	.004
4. If I have attended most classes for a course, I deserve at least a grade of B.	4.93 .797	4.35 1.109	3.218	.001
5. Teachers often give me lower grades than I deserve on paper assignments.	3.70 1.324	3.46 1.204	1.210	NS
6. Professors who will not let me take an exam at a different time because of my personal plans (e.g., vacation or other trip that is important to me) are too strict.	4.08 1.542	3.53 1.388	2.368	.018
7. Teachers often give me lower grades than I deserve on exams.	3.65 1.442	3.30 1.285	1.658	.098
8. A professor should be willing to lend me his/her course notes if I ask for them.	3.58 1.375	3.06 1.237	2.519	.012
9. I would think poorly of a professor who did not respond the same day to an e-mail I sent.	3.13 1.488	2.93 1.321	.872	NS
10. If I am not happy with my grade from last quarter, the professor should allow me to do an additional assignment.	3.98 1.330	3.44 1.375	2.362	.019
11. Professors have no right to be annoyed with me if I tend to come late to class or tend to leave early.	3.08 1.639	2.58 1.375	2.171	.030
12. A professor should not be annoyed with me if I receive an important call during class.	3.53 1.450	3.62 1.464	-.380	NS
13. I would think poorly of a professor who did not respond quickly to a phone message I left him or her.	3.13 1.418	2.93 1.271	.916	NS
14. A professor should be willing to meet with me at a time that works best for me, even if inconvenient for the professor.	2.70 1.522	2.47 1.330	1.065	NS
15. A professor should let me arrange to turn in an assignment late if the due date interferes with my vacation plans.	3.08 1.474	2.95 1.400	.522	NS

NS = not significant at 0.10 level

The results were unexpected. The t-tests showed eight of the fifteen questions were statistically significant. Of the significant results, all showed that students with military experience felt more entitled. For classroom behavior, only one question showed significant results, with military experienced students being more entitled. This was a surprise. These findings should be discounted because of the very uneven sizes of the two groups. A more robust

sample of students with military experience is needed to examine these results. Certainly, further research is warranted with a military sample.

Taking Business Ethics

Lastly, we divided students based on whether they had or had not taken business ethics. In our sample, a slight majority (56%) had taken business ethics. We originally thought this finding would be very significant, since entitlement might be discussed in an ethics course.

Table 7. Results by having taken business ethics.

Question (Taken ethics = 320, Not = 254)	Yes Ethics Mean (Std. Dev.)	No Ethics Mean (Std. Dev.)	t-test	Signif.
1. 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.	4.85 .959	4.64 1.101	2.429	.015
2. I feel I have been poorly treated if a professor cancels an appointment with me on the same day as we supposed to meet.	4.72 1.236	4.42 1.294	2.836	.005
3. If I have completed most of the reading for a class, I deserve a B in that course.	4.29 1.042	4.26 1.027	.328	NS
4. If I have attended most classes for a course, I deserve at least a grade of B.	4.43 1.065	4.34 1.134	.923	NS
5. Teachers often give me lower grades than I deserve on paper assignments.	3.47 1.267	3.50 1.136	-.320	NS
6. Professors who will not let me take an exam at a different time because of my personal plans (e.g., vacation or other trip that is important to me) are too strict.	3.58 1.417	3.57 1.378	.035	NS
7. Teachers often give me lower grades than I deserve on exams.	3.23 1.313	3.45 1.256	-2.039	.042
8. A professor should be willing to lend me his/her course notes if I ask for them.	3.08 1.256	3.12 1.235	-.353	NS
9. I would think poorly of a professor who did not respond the same day to an e-mail I sent.	2.93 1.376	2.97 1.268	-.341	NS
10. If I am not happy with my grade from last quarter, the professor should allow me to do an additional assignment.	3.45 1.463	3.53 1.247	-.673	NS
11. Professors have no right to be annoyed with me if I tend to come late to class or tend to leave early.	2.60 1.454	2.65 1.337	-.361	NS
12. A professor should not be annoyed with me if I receive an important call during class.	3.52 1.447	3.74 1.460	-1.807	.071
13. I would think poorly of a professor who did not respond quickly to a phone message I left him or her.	2.92 1.347	3.00 1.195	-.691	NS
14. A professor should be willing to meet with me at a time that works best for me, even if inconvenient for the professor.	2.50 1.405	2.48 1.272	.132	NS
15. A professor should let me arrange to turn in an assignment late if the due date interferes with my vacation plans.	2.97 1.448	2.97 1.353	-.060	NS

NS = not significant at 0.10 level

To our surprise, only four of the fifteen questions yielded statistically significant results. In regards to grades, only two of the six questions had significant results, with one favoring students who had taken business ethics, the other question favoring students who had not taken business ethics. In service (from the professor), only one of the seven questions had significant results, a professor cancelling a same day meeting, demonstrating students who had taken business ethics feeling more entitled. For classroom behavior, only one of the two questions had a significant result, for cell phone use in class (Q12) with students who had not taken business ethics feeling more entitled. As an overall picture, taking business ethics had little influence on the students' views of entitlement.

IMPLICATIONS FOR FUTURE RESEARCH

This project, like all survey projects, has limitations. First is that the results relied on self-reported data from the students. Self-reported data always has problems of generalization and reliability. However, with student privacy concerns, anonymous surveys were the only possible action. Another limitation is that we only examined one institution. This school might not be representative of all Taiwanese universities. In addition, most were business students. Other discipline areas (science, math, history, language, etc.) were not represented. Our sample also did not include graduate students which could have far different views on entitlement, perhaps also shedding light on whether it is a legacy issue or not. Another limitation of this study is the non-random sample. A random sample could result in more generalization.

CONCLUSION

This project examined two broad research questions. First, is academic entitlement related to or caused by individualism? If so, academic entitlement should be near zero in Taiwan. To our surprise, academic entitlement is strong in Taiwan, providing some evidence that it is not limited to the United States or only individualistic cultures, but appears to be a global phenomenon.

Second, do demographic factors affect academic entitlement? We confirmed that gender as well as First-Generation status had an effect on entitlement. Having taken business ethics had a modest, but inconsistent influence on entitlement. Employment and marital status did not influence academic entitlement. The findings on marital status and military experience should be viewed with caution because of the smaller sample size.

Future projects should examine more cultures to confirm that entitlement is a global problem, not just a few isolated countries. In addition, future endeavors should include other parameters to allow for more in-depth statistical analysis. Further, new projects should strive to gain a well-rounded sample to examine the subgroups of students (religion, major, marital status, employment history). Finally, any future projects should examine in detail the behaviors of entitled students. Entitlement appears to be global, but how it manifests in the classroom could be influenced by culture.

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