

DOES ACADEMIC ENTITLEMENT EXIST WITHOUT EDUCATION COSTS? AN EXAMINATION OF FINNISH BUSINESS STUDENTS

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ABSTRACT

Academic Entitlement (AE) is the notion that students are consumers of education, exchanging tuition costs for a high grade, and learning is not part of the transaction. Finnish business majors (n=134) were examined for their views on the academic entitlement. Finland is a unique population on this issue because of their cost-free higher education. We found students felt very entitled about grades, felt somewhat entitled about outside of class interactions with students, but not entitled about classroom decorum. Despite our expectations, we found entitlement exists even without financial costs. We examined differences between students' attitudes based on several demographic factors, and found most of characteristics had little importance. Employment had the most influence on academic entitlement. We found gender, military experience, First-Generation status, and having taken business ethics had little effect on academic entitlement.

INTRODUCTION

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 grades, not comprehension. Entitlement assumes a transaction, an exchange of tuition/fees for high grades. Would these same feelings occur if students had no transaction costs (if higher education was free to the student)?

Almost all studies of entitlement have been conducted in western cultures, primarily in the United States, where the costs of higher education have increased more than double the rate of inflation, and exceed \$10,000 per year just for tuition (Cooper, 2020). The authors wondered whether academic entitlement, a consumerism view of education, exists when there are no costs to education, such a Finland which has a government funded model. Do students think as consumers when higher education is free? This project will examine an under-studied population, Finnish students, and their views toward academic entitlement. In the current project, we surveyed Finnish 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 discussing limitations and predicting further research in this area.

REVIEW OF THE LITERATURE

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.

Finland’s academic culture is highly ethical (Ludlum et al., 2013, 2017). Socially, Finland’s culture is guided by the Nordic Welfare model, which includes generous comprehensive and universal social entitlements (Keskinen, 2016). The welfare state is described as a cornerstone of Finland’s national identity (Kettunen, 2011). The Finnish culture is heavily influenced by the Lutheran Church (Ludlum, et al., 2016, 2017). The Lutheran Church, intertwined with the welfare state, dominates their culture, and still accounts for 77% of the population (Vogelaar, 2013; Markkola, 2014).

We first examine the highly studied North American population on academic entitlement. 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).

Greenberger, Lessard, Chen, & Farruggia (2008) examined 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.

Entitlement is often tied to parenting styles which encourage academic goals (Greenberger, Lessard, Chen, & Farruggia, 2008). 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 (2017) found that entitlement led to poorer relationships with others and was a risk factor for college retention.

Luckett, Trocchia, Noel, & Marlin (2017) expanded the construct and 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).

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, as 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, Briihl, & 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 USA faculty in social work (n=57), and found little support for student entitlement, nor as students as consumers of education.

Why do students view themselves as consumers of education? In the United States, college costs (tuition and housing) are staggering, averaging \$22,180 per year at public colleges and over \$50,000 per year at private schools (Dickler, 2021). America does have some lower cost alternatives, two-year schools, which cost an average of \$3,770 per year without housing (Powell, Kerr, & Wood, 2021). Even the reduced cost alternatives are still expensive and price many students out of higher education. With these high consumer costs, parents and students feel they must get the most from their educational investment, which means high grades, which would hopefully lead to higher job prospects.

In contrast, higher education in Finland is tuition free for Finnish students and EU citizens (Savolainen, 2021; and Aarrevaara, Dobson, & Elander, 2009). In addition, Finland and their EU partners offer a variety of stipends and discounts for housing and food with a goal of making higher education attainable by all persons regardless of financial status. Without paying for tuition, would Finnish students still view education as a consumer transaction?

Academic entitlement research in Finland has been non-existent until recently. Vuori (2021) examined traditional and non-traditional higher education students in Finland (n=476). Vuori (2021) found academic entitlement and student engagement were negatively correlated. Some students were more engaged, including those with more work experience, older students, and graduate students (Vuori, 2021). Bachelor's students, younger students, and students with less work experience were more entitled (Vuori, 2021). Gender and nationality had no effect on entitlement. Traditional students more entitled on classroom behavior. Vuori (2021) provided evidence that academic entitlement was not related to tuition fees, as Finnish students displayed entitlement without any tuition costs.

RESEARCH QUESTIONS

This project will examine two broad research questions. First, is AE related to or caused by consumption costs (consumerism)? If so, AE should be near zero in Finland, which has no tuition costs. Second, do demographic factors affect students' attitudes towards academic entitlement? While Vuori (2021) found gender had no effect and that work experience was negatively related to AE, we wanted to confirm this finding in our sample, as well as examine several other variables, such as family status, First-Generation status, military experience, and having taken business ethics.

METHOD FOR THE SURVEY

Participants

The participants were from Arcada University of Applied Sciences in Helsinki, Finland. The college has over 2,700 students and over 170 faculty and staff (Arcada, 2021). The two divisions of higher education in Finland are universities (research-based) and polytechnics (applied science), like Arcada, which train for labor market needs (Jääskelä and Nissilä, 2015). Arcada represents the second part of this division.

Most (96%) were business majors. The remainder were in related disciplines. The respondents were in the following academic years: first, 81%; second, 8%; third, 7%; and fourth, 4%. Males outnumbered females 53% to 47%. Our group consisted of primarily traditional students (76% were aged 18-22). Only 6 students (4.7% of the respondents) were married, and only 3 students had children. Most students worked while attending school (64%). In religion, Lutheran/Christian was the dominant group with 47% (low for Finland citizens), while 45% identified as non-religious. Other students were spread among all other faiths. Nearly all students (87%) reported to going to a church service less than once a month, and only one identified with being "strongly religious."

Procedures

A convenience sample was taken from large, introductory classes at Arcada University of Applied Sciences in Helsinki, Finland during a series of guest lectures in the spring of 2019. The survey was conducted in English. The students at Arcada are multilingual (Finnish, Swedish, and English), with several programs taught in English to benefit their international exchange programs. Finland has always been a multilingual country with two official languages (Anckar, 2000).

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 136 surveys resulted. Two surveys were returned blank, leaving 134 usable responses, a return rate of 98%. However, some questions had fewer than 134 responses. The text of the questions is in the appendix.

Measures

The most replicated measure of academic entitlement is Greenberger, Lessard, Chen, & Farruggia (2008). The fifteen items use a six level Likert scale from strongly disagree, disagree, slightly disagree, slightly agree, agree, strongly agree. Their scale was shown to be reliable, and has been confirmed in replication studies (Zhu & Anagondahalli, 2018; Lemke, Marx, & Dundes, 2017). 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 .874 for the 15-item scale. We used SPSS version 24 for analysis, and used t-tests to compare the demographic factors. We were best able to minimize the socially appropriate response bias by using a large group survey, anonymous results, and confidential submissions.

FINDINGS AND DISCUSSION

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 Finland study. For our purposes, we define entitlement as having a mean greater than 2.75.

Table 1. Overall Results.

Questions (n=134)	Mean	Std. Dev.
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. (Grades)	3.91	1.241
I feel I have been poorly treated if a professor cancels an appointment with me on the same day as we supposed to meet. (Service)	3.97	1.414
If I have completed most of the reading for a class, I deserve a B in that course. (Grades)	3.25	1.222
If I have attended most classes for a course, I deserve at least a grade of B. (Grades)	3.19	1.289
Teachers often give me lower grades than I deserve on paper assignments. (Grades)	2.96	1.262
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. (Service)	2.54	1.369
Teachers often give me lower grades than I deserve on exams. (Grades)	2.75	1.340
A professor should be willing to lend me his/her course notes if I ask for them. (Service)	2.82	1.507
I would think poorly of a professor who did not respond the same day to an e-mail I sent. (Service)	2.48	1.185
If I am not happy with my grade from last quarter, the professor should allow me to do an additional assignment. (Grades)	3.29	1.358
Professors have no right to be annoyed with me if I tend to come late to class or tend to leave early. (Behavior)	2.63	1.448
A professor should not be annoyed with me if I receive an important call during class. (Behavior)	3.38	1.460
I would think poorly of a professor who did not respond quickly to a phone message I left him or her. (Service)	2.31	1.067
A professor should be willing to meet with me at a time that works best for me, even if inconvenient for the professor. (Service)	1.89	0.997
A professor should let me arrange to turn in an assignment late if the due date interferes with my vacation plans. (Service)	1.95	1.155

In regards to grades, the Finland sample shows a very entitled view of the students in all six of the questions. In service (from the professor), the Finland students have a moderate amount of entitlement, scoring high on two of the seven questions. For classroom behavior (decorum, arriving late, leaving early, etc.), the Finland sample demonstrates some entitlement in one of the two questions.

We assumed that AE with tied with consumerism, and with no higher education costs AE should not be present in Finland. This was not a correct prediction. We found that AE, especially in regards to grades is strong in Finland even without higher education costs. This finding confirms the results from Vuori (2021), that AE can exist without consumer costs.

DEMOGRAPHIC DIFFERENCES

Gender

We also examined our sample, dividing them into different demographic groups. The group was fairly divided by gender (53% male). In our study, only two of the fifteen questions had statistically significant results on gender, one favored males, one favored females. In thirteen of the questions, gender had no effect.

Interestingly, of the three dimensions of AE, grades, service, and behavior, the only two significant results were in service. Gender had no effect on AE in our sample, confirming the findings of Vuori (2021). Put another way, both male and female students in Finland felt entitled about grades.

Table 2. Results by Gender.

Question (male = 67, female = 59)	Male Mean (Std. Dev.)	Female Mean (Std. Dev.)	t-test	Signif.
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. (Grades)	3.84 (1.274)	3.97 (1.228)	-.577	NS
I feel I have been poorly treated if a professor cancels an appointment with me on the same day as we supposed to meet. (Service)	3.86 1.435	4.02 1.408	-.600	NS
If I have completed most of the reading for a class, I deserve a B in that course. (Grades)	3.06 1.276	3.36 1.151	-1.338	NS
If I have attended most classes for a course, I deserve at least a grade of B. (Grades)	2.99 1.398	3.34 1.163	-1.550	NS
Teachers often give me lower grades than I deserve on paper assignments. (Grades)	2.88 1.309	3.02 1.249	-.594	NS
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. (Service)	2.51 1.397	2.66 1.371	-.595	NS
Teachers often give me lower grades than I deserve on exams. (Grades)	2.73 1.309	2.81 1.395	-.326	NS
A professor should be willing to lend me his/her course notes if I ask for them. (Service)	2.97 1.588	2.68 1.478	1.026	NS
I would think poorly of a professor who did not respond the same day to an e-mail I sent. (Service)	2.41 1.215	2.57 1.171	-.743	NS
If I am not happy with my grade from last quarter, the professor should allow me to do an additional assignment. (Grades)	3.38 1.262	3.16 1.461	.915	NS
Professors have no right to be annoyed with me if I tend to come late to class or tend to leave early. (Behavior)	2.71 1.586	2.59 1.312	.478	NS
A professor should not be annoyed with me if I receive an important call during class. (Behavior)	3.38 1.586	3.43 1.258	-.201	NS
I would think poorly of a professor who did not respond quickly to a phone message I left him or her. (Service)	2.14 1.051	2.55 1.095	-2.153	.033

A professor should be willing to meet with me at a time that works best for me, even if inconvenient for the professor. (Service)	1.88 1.045	1.91 0.942	-.195	NS
A professor should let me arrange to turn in an assignment late if the due date interferes with my vacation plans. (Service)	2.20 1.338	1.67 0.831	2.590	.011

NS = not significant at 0.10 level

Family Status

Our attempt to measure the effect of family status on the views of entitlement were not successful. Our sample had a very small portion of married students (only 6 students) and even fewer with children (only 3 students) making any comparisons meaningless. Future projects should broaden the sample to include more non-traditional students.

Employment

We examined our sample by employment status. In our project, full-time and part-time employment were combined. The sample was fairly divided (64% had work experience). We expected to see employed students to have less expectations of entitlement, as those features are likely lacking in most job situations.

Table 4. Results by employment.

Question (unemployed = 46, employed = 83)	Unemploy. Mean (Std. Dev.)	Employed Mean (Std. Dev.)	t-test	Signif.
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. (Grades)	4.00 1.054	3.79 1.384	.861	NS
I feel I have been poorly treated if a professor cancels an appointment with me on the same day as we supposed to meet. (Service)	3.58 1.340	4.05 1.383	-1.841	.068
If I have completed most of the reading for a class, I deserve a B in that course. (Grades)	3.11 1.159	3.17 1.242	-.263	NS
If I have attended most classes for a course, I deserve at least a grade of B. (Grades)	2.98 1.358	3.19 1.266	-.871	NS
Teachers often give me lower grades than I deserve on paper assignments. (Grades)	2.46 1.069	3.15 1.287	-3.052	.003
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. (Service)	2.41 1.326	2.58 1.394	-.630	NS
Teachers often give me lower grades than I deserve on exams. (Grades)	2.43 1.186	2.89 1.370	-1.859	.066
A professor should be willing to lend me his/her course notes if I ask for them. (Service)	2.40 1.268	3.14 1.653	-2.561	.012

I would think poorly of a professor who did not respond the same day to an e-mail I sent. (Service)	2.29 1.058	2.62 1.287	-1.434	NS
If I am not happy with my grade from last quarter, the professor should allow me to do an additional assignment. (Grades)	3.00 1.279	3.37 1.349	-1.475	NS
Professors have no right to be annoyed with me if I tend to come late to class or tend to leave early. (Behavior)	2.60 1.558	2.67 1.415	-.256	NS
A professor should not be annoyed with me if I receive an important call during class. (Behavior)	3.20 1.455	3.44 1.404	-.883	NS
I would think poorly of a professor who did not respond quickly to a phone message I left him or her. (Service)	2.11 .832	2.49 1.226	-1.843	.068
A professor should be willing to meet with me at a time that works best for me, even if inconvenient for the professor. (Service)	1.64 .773	2.00 1.067	-1.941	.055
A professor should let me arrange to turn in an assignment late if the due date interferes with my vacation plans. (Service)	1.69 .973	2.08 1.244	-1.806	.074

NS = not significant at 0.10 level

In line with our expectations, seven of the fifteen questions had significant results based on employment status. Two of the six grade questions had significant differences based on employment. Five of the seven service questions had significant differences based on employment. Those without work experience felt more entitled. This confirms the findings of Vuori (2021) that work experience and AE are inversely related.

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? We define First-Generation students as a student for whom neither parent attended higher education. The sample was fairly divided, with 24% being First-Generation students. This status was self-reported. First-Generation status was not verified by name/student number since the survey was anonymous.

When compared by First-Generation status or not, only one of the fifteen questions had statistically significant results. The one significant question was in regards to service. Put another way, both First-Generation students and legacy students feel entitled about grades. We could reach two conclusions from this finding. Either being entitled does not appear to be a First-Generation or legacy student issue. Alternatively, if entitlement is a legacy student issue (where only experienced students are entitled), then the First-Generation students adapt quite rapidly.

Table 5. Results by First-Generation status.

Question (First-Generation student = 30, Not First-Generation student = 94)	First Gen. Mean (Std. Dev.)	Not First Mean (Std. Dev.)	t-test	Signif.
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. (Grades)	3.67 1.398	4.01 1.193	-1.316	NS
I feel I have been poorly treated if a professor cancels an appointment with me on the same day as we supposed to meet. (Service)	4.03 1.542	3.91 1.372	.404	NS
If I have completed most of the reading for a class, I deserve a B in that course. (Grades)	2.97 1.295	3.29 1.209	-1.252	NS
If I have attended most classes for a course, I deserve at least a grade of B. (Grades)	3.10 1.269	3.18 1.335	-.299	NS
Teachers often give me lower grades than I deserve on paper assignments. (Grades)	2.83 1.555	2.94 1.150	-.386	NS
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. (Service)	2.90 1.447	2.41 1.287	1.763	.080
Teachers often give me lower grades than I deserve on exams. (Grades)	2.93 1.530	2.67 1.245	.963	NS
A professor should be willing to lend me his/her course notes if I ask for them. (Service)	2.87 1.634	2.84 1.499	.092	NS
I would think poorly of a professor who did not respond the same day to an e-mail I sent. (Service)	2.41 1.211	2.49 1.194	-.317	NS
If I am not happy with my grade from last quarter, the professor should allow me to do an additional assignment. (Grades)	3.41 1.350	3.20 1.348	.731	NS
Professors have no right to be annoyed with me if I tend to come late to class or tend to leave early. (Behavior)	2.69 1.561	2.68 1.415	.040	NS
A professor should not be annoyed with me if I receive an important call during class. (Behavior)	3.55 1.723	3.37 1.350	.605	NS
I would think poorly of a professor who did not respond quickly to a phone message I left him or her. (Service)	2.28 1.162	2.35 1.080	-.338	NS
A professor should be willing to meet with me at a time that works best for me, even if inconvenient for the professor. (Service)	1.83 0.889	1.96 1.052	-.599	NS
A professor should let me arrange to turn in an assignment late if the due date interferes with my vacation plans. (Service)	2.14 1.302	1.94 1.131	.812	NS

NS = not significant at 0.10 level

Military Experience

We divided students by whether or not they had military experience. Not surprisingly, a large segment of our sample, 35%, had military experience. In Finland, all males are compelled to military or civil servant service (Females may serve but are not required). Many males

complete their military service prior to their first year of studies. We expected those students with military experience to have a much less entitled viewpoint as that does not fit with a military culture. The results were mixed. The t-tests showed only three of the fifteen questions were statistically significant.

Two of the six questions on grades showed those with military experience are less AE on grades. Only one of the seven questions on service were significant. Certainly, further research is warranted with a military sample.

Table 6. Results by Military experience.

Question (military = 45, non-military = 82)	Military Mean (Std. Dev.)	Not Mil. Mean (Std. Dev.)	t-test	Signif.
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. (Grades)	3.89 1.301	3.95 1.244	-.263	NS
I feel I have been poorly treated if a professor cancels an appointment with me on the same day as we supposed to meet. (Service)	3.89 1.526	4.00 1.378	-.416	NS
If I have completed most of the reading for a class, I deserve a B in that course. (Grades)	2.96 1.364	3.37 1.118	-1.833	.069
If I have attended most classes for a course, I deserve at least a grade of B. (Grades)	2.89 1.481	3.32 1.181	-1.794	.075
Teachers often give me lower grades than I deserve on paper assignments. (Grades)	2.80 1.290	3.02 1.265	-.949	NS
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. (Service)	2.31 1.311	2.72 1.399	-1.592	NS
Teachers often give me lower grades than I deserve on exams. (Grades)	2.69 1.294	2.80 1.373	-.454	NS
A professor should be willing to lend me his/her course notes if I ask for them. (Service)	2.87 1.546	2.80 1.522	.242	NS
I would think poorly of a professor who did not respond the same day to an e-mail I sent. (Service)	2.48 1.320	2.48 1.119	-.019	NS
If I am not happy with my grade from last quarter, the professor should allow me to do an additional assignment. (Grades)	3.41 1.168	3.19 1.450	.880	NS
Professors have no right to be annoyed with me if I tend to come late to class or tend to leave early. (Behavior)	2.61 1.543	2.69 1.402	-.286	NS
A professor should not be annoyed with me if I receive an important call during class. (Behavior)	3.32 1.611	3.47 1.361	-.555	NS
I would think poorly of a professor who did not respond quickly to a phone message I left	2.16 1.119	2.42 1.059	-1.288	NS

him or her. (Service)				
A professor should be willing to meet with me at a time that works best for me, even if inconvenient for the professor. (Service)	1.91 1.178	1.91 0.911	-.024	NS
A professor should let me arrange to turn in an assignment late if the due date interferes with my vacation plans. (Service)	2.23 1.395	1.83 1.003	1.853	.096

NS = not significant at 0.10 level

Taking Business Ethics

Lastly, we divided students based on whether they had or had not taken business ethics. In our sample, 26% had taken business ethics. We originally thought this finding would be very significant, since entitlement might be discussed in an ethics course. To our surprise, only one of the fifteen questions (a service question) yielded statistically significant results. In other words, students in our sample felt entitled about grades whether they had taken business ethics or not.

Table 7. Results by having taken business ethics.

Question (Taken ethics = 32, Not = 92)	Yes Ethics Mean (Std. Dev.)	No Ethics Mean (Std. Dev.)	t-test	Signif.
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. (Grades)	3.97 1.257	3.93 1.272	.133	NS
I feel I have been poorly treated if a professor cancels an appointment with me on the same day as we supposed to meet. (Service)	3.56 1.564	4.10 1.350	-1.854	.066
If I have completed most of the reading for a class, I deserve a B in that course. (Grades)	3.27 0.944	3.21 1.320	.213	NS
If I have attended most classes for a course, I deserve at least a grade of B. (Grades)	3.09 1.146	3.19 1.382	-.342	NS
Teachers often give me lower grades than I deserve on paper assignments. (Grades)	2.94 1.294	2.92 1.284	.055	NS
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. (Service)	2.81 1.491	2.47 1.328	1.206	NS
Teachers often give me lower grades than I deserve on exams. (Grades)	3.06 1.366	2.65 1.336	1.499	NS
A professor should be willing to lend me his/her course notes if I ask for them. (Service)	2.90 1.535	2.80 1.545	.321	NS
I would think poorly of a professor who did not respond the same day to an e-mail I sent. (Service)	2.38 1.008	2.53 1.265	-.639	NS

If I am not happy with my grade from last quarter, the professor should allow me to do an additional assignment. (Grades)	3.28 1.350	3.29 1.376	-.027	NS
Professors have no right to be annoyed with me if I tend to come late to class or tend to leave early. (Behavior)	2.78 1.518	2.66 1.439	.418	NS
A professor should not be annoyed with me if I receive an important call during class. (Behavior)	3.41 1.500	3.43 1.454	-.090	NS
I would think poorly of a professor who did not respond quickly to a phone message I left him or her. (Service)	2.22 0.975	2.38 1.137	-.704	NS
A professor should be willing to meet with me at a time that works best for me, even if inconvenient for the professor. (Service)	1.91 0.963	1.92 1.041	-.076	NS
A professor should let me arrange to turn in an assignment late if the due date interferes with my vacation plans. (Service)	2.06 1.093	1.93 1.188	.541	NS

NS = not significant at 0.10 level

IMPLICATIONS FOR FURTHER RESEARCH

This project, like all survey projects, has limitations. First is that the results relied on self-reported data from the students. Another limitation is that we only examined one institution. This school might not be representative of all Finland universities. In addition, most were business students. Other discipline areas were not represented. Another limitation of this study is the non-random sample. A random sample could result in more generalization. Future projects should also screen students for non-EU status, since non-EU students still have to pay tuition.

As an implication for practice, we cannot assume that the consumerism view of education (academic entitlement) is tied to financial costs. Students in our survey held an entitled view even without any consumer transaction for tuition. Academic entitlement is a phenomenon which is not caused by monetary issues, but rather a belief of students that they should be entitled because of their efforts, no matter how marginal.

CONCLUSION

This project examined two broad research questions. First, is academic entitlement related to or caused by consumer interests? If so, academic entitlement should be near zero in Finland where higher education is funded by the state, at no cost to the individual consumer. To our surprise, academic entitlement is strong in Finland, especially as regarding grades, providing some evidence that it is not tied to consumerism and confirming the earlier findings of Vuori (2021).

Second, do demographic factors affect academic entitlement? We found that Finnish students felt entitled about grades. When individual factors were examined, gender, First-

Generation status, military experience, and taking business ethics had minimal or no influence on academic entitlement.

Future projects should examine more cultures to confirm that entitlement is a global problem, not just a few isolated countries. Further, new projects should strive to gain a well-rounded sample to examine smaller subgroups of students. Finally, any future projects should examine in detail the behaviors of entitled students. Entitlement appears to be global, but how it manifests will be influenced by culture.

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