

**AN ANALYSIS OF ACADEMIC ENTITLEMENT AMONG  
UNDERGRADUATE STUDENTS****Siti Dini Fakhriya\***

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**Abstract:** Academic entitlement is a belief that has become one of the issues in higher education. The purpose of this study is to describe the academic entitlement of undergraduate students according to their gender and involvement in organizations. The study involved 159 undergraduate students from two universities in Palembang who completed an online survey. The quantitative method will be applied. The instrument used the academic entitlement scale by Chowning and Campbell (2009), which consists of 15 items across two factors: 10 items that evaluate externalized responsibilities and 5 that evaluate entitled expectations. The difference in academic entitlement by gender and organization participation is examined using descriptive statistics and a t-test. The results reveal that, while there is a significant difference in academic entitlement (AE) by organization participation, there is no significant difference in AE by gender. Academic entitlement can occur in the university and may lead to misconduct; therefore, future research should explore the factors and impacts of academic entitlement to address the potential development of academic entitlement among undergraduate students.

**Keywords:** academic entitlement; gender; organization participation; undergraduate student

**INTRODUCTION**

Indonesia implemented Compulsory education, which lasted 9 or 12 years, depending on the district (Bappenas, 2014). However, pursuing an undergraduate education is not compulsory; it is a necessity for some people. Attending higher education is considered a necessity due to job demands, which prioritize undergraduate graduates. In this case, many undergraduate students see higher education as necessary to graduate and earn a diploma. Students believe that outstanding academic achievement is deserved, regardless of their actual academic accomplishments, and that instructors have obligations to them that go beyond providing opportunities for learning and effective instruction (Bonaccio et al., 2016).

This belief became one of the problems rise in higher education which is called academic entitlement. Academic entitlement is described as the disposition to desire academic achievement without taking personal responsibility for achieving it (Chowning & Campbell, 2009). So far, academic entitlement has become one of the topics still being researched.

Academic entitlement also affects academic performance and is associated with academic fraud and academic dishonesty (Shapiro, 2012; Sohr-Preston & Boswell, 2015). Academically entitled students will consider misconduct actions as acceptable behaviors when they do not get what they expected (Elias, 2017).

Students with high academic entitlement do not perceive themselves as active learners, believe they can influence classroom policies, and view students as customers (Sessoms et al., 2016). The basic concept of AE is that students believe they are entitled to additional credit, higher grades, the opportunity to turn in assignments late, special privileges, and instant access to professors (Reinhardt, 2012). Another recurring topic is the expectation of a high grade that is not commensurate with either the effort invested or the quality of the work (Reinhardt, 2012).

According to Chowning & Campbell (2009), academic entitlement consists of the external responsibilities and entitled expectations. External responsibility refers to the degree to which students take responsibility for their own academic success, the belief that their success lies with others, and the lecturer of their courses (Chowning & Campbell, 2009). On the other hand, entitled expression refers to students' expectations of their courses and professors, unrealistic beliefs about grading strategies, and the relevance of policies to themselves (Chowning & Campbell, 2009).

Academic entitlement is also associated with academic fraud; in this case, it becomes a factor that encourages students to engage in academically problematic behaviour (Stiles et al., 2018; Luckett et al., 2017; Reysen et al., 2020). There are several studies examining the relationship between demographic factors and academic entitlement. Overall, men exhibited greater academic entitlement than women (Ciani, Summers, & Easter, 2008; Sohr-Preston & Boswell, 2015). However, several studies on other demographic factors, such as age and semester level, showed mixed results (Greenberger et al., 2008).

Academic entitled students perceive themselves as consumers, so they feel they deserve high marks. This impression engenders a mentality among students that they ought to be catered to as customers (Cain et al., 2012; Delucchi & Korgen, 2002). Moreover, students with a heightened sense of entitlement may exhibit increased aggression and feel compelled to make demands on staff, instructors, and administrators (Cain et al., 2012). Furthermore, academic entitlement is fundamentally linked to students' expectations, suggesting that how educational institutions frame student roles influences entitlement behaviors. Negative student perceptions can be exacerbated by universities' reliance on student assessments in faculty assessment (Burke et al., 2019).

Participation in campus organizations is another characteristic associated with student roles. Students perceived their academic experience as an investment in career advancement (Smyth, 2018). This hands-on experience prepares individuals to navigate the nuances of the professional world, increasing their employability and readiness for postgraduate challenges (Zulfiani et al., 2021). According to research, external motivating factors that motivate students to participate in organizations include social relationships with seniors and prospective career advantages (Cahyorinartri et al., 2019). Students' perceptions and motivations for organizational membership may raise their expectations for academic achievement. However, there is very insufficient research on academic entitlement and student participation in campus organizations.

This gap highlights the essential need for particular studies on how gender and organizational dynamics affect or interact with academic entitlement, particularly in higher education contexts. This is certainly a concern for the higher education system. Academic entitlement is a concept that is not only related to students but also to family, lecturers, staff, faculty, policy, and university culture. This study aims to understand undergraduate students' academic entitlement based on gender and organization participation.

## METHOD

This study uses a quantitative approach and a cross-sectional design to determine differences in student academic entitlement and differences based on organizational participation and gender. The instrument in this study used the academic entitlement scale by Chowning & Campbell (2009), which consists of 15 items across two factors: 10 items that assess externalized responsibilities and 5 items that assess entitled expectations, with a coefficient omega of 0.705. Quantitative data analysis will be used, including descriptive statistics and t-tests to examine differences in the level of academic entitlement by gender and organization participation. All data were analysed using SPSS version 26.0. The participant in this study is an undergraduate student from two universities in Palembang and is willing to participate. This study will be conducted by using an online questionnaire, and convenience sampling via the nonprobability sampling method is used to identify the participants in the study. The research procedure is shown in Figure 1.

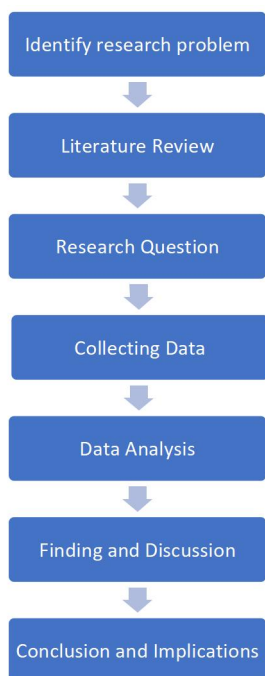


Figure 1. Overview of the research procedure.

## FINDING AND DISCUSSION

A total of 159 undergraduate students participated in the study and completed the online questionnaire. The demographic data indicate that females constitute 80.5% of the sample, and males account for only 19.5%. Regarding organization participation, about 40.2% of students participate in the organization, while 59.1% are non-participants.

Table 1. Data Demographics

Factor	N	%
Gender	159	100%
Male	31	19.5%
Female	128	80.5%
Organization Participation	159	100%
Participant	85	40.2%
Non participant	91	59.1%

The Academic Entitlement (AE) score was analysed by gender and organizational participation. There was a statistically significant association between AE scores and organizational engagement ( $p = .018$ ), although gender ( $p = .098$ ) was not substantially associated.

Table 2. AE Difference Based on Gender and Organization Participation

Factor	T-value	P-value
Gender	-1.667	.098
Organization Participation	-2.401	.018

Additionally, our results show that female students have a slightly higher AE with a mean of 33.1, while male students have a mean of 31.7. Meanwhile, students who participate in the organization also show a higher AE with a mean of 33.8 and non-participants with a mean of 32.1 in AE.

Table 3. AE difference based on gender and organization participation

	Factor	Mean	SD
AE	Male	31.710	6.241
	Female	33.148	3.712
	Participant	33.846	4.415
	Non Participant	32.191	4.055

The findings are consistent with prior research that found no significant difference between academic entitlement (AE) and gender. Almaghaslah & Alamri's (2025) earlier investigation found insignificant gender differences in AE. Parker (2017), in an investigation of AE, found that the level of academic entitlement by gender did not differ significantly. Males showed higher AE on the academic entitlement scale, with statistically significant differences in average scores between genders (Al-Rabee, F., & Al-Jarrah, 2023). According to earlier studies, men often score higher on the AE than women (Boswell, 2012; Ciani et al., 2008; Sohr-Preston & Boswell, 2015). In contrast, women in this study had a higher AE score than men; however, this difference was not statistically significant. It could be that more women than men make up the majority of participants.

However, there are significant differences in academic entitlement (AE) among undergraduate students based on organizational participation. This finding suggests that students who participate in the organization may develop a stronger expectation of recognition for their contributions within the organization and from the faculty. Researchers have argued that individuals high in entitlement have a biased view of social exchange and tend to desire more from relationships than they put into them (Naumann et al., 2002; Snow et al., 2001). Furthermore, students view their educational journey as an investment; their participation in the organization is expected to impact their future career. Involvement in student organizations is expected to significantly contribute to the development of academic skills and soft skills necessary for the workforce. (Nurangraeni, et al., 2024).

On the other hand, such entitlement behaviors are also balanced by individuals' perceptions of unfairness (Rahmani, 2018). A student who feels entitled when their desires are not fulfilled by their environment is more likely to feel they are being treated unfairly. This arises because they genuinely believe that they deserve better results (Burge, 2003). Students detect unfair treatment and act as a source of entitlement, which could result in maladaptive behaviors (Anderson et al., 2014).

Student involvement in organizations helps students overcome the obstacles of university life, reduces feelings of isolation, and promotes dedication to their educational goals (Lorita et al., 2023). However, excessive participation in organizational activities might lead to academic fatigue, lower academic performance, and procrastination. The high workload of organizational tasks can also cause stress and burnout, particularly if college students do not manage their time well (Jaliil et al., 2020). These adolescents are more likely to engage in academic entitlement behaviors as a coping strategy for psychological distress (Baer, 2011). Cook et al. (2023) provided more evidence, suggesting that when symptoms of depression and anxiety increase, academic entitlement also increases.

According to Sessoms et al. (2016), academically entitled students demonstrate three distinct characteristics: an external locus of control over their education, the assumption that they should have authority over academic regulations, and the perception that students are consumers. A person who perceives that they have no influence over a situation is said to have an external locus of control, whereas someone who believes that they have power over the situation and is accountable for the outcome is said to have an internal locus of control (Findley and Cooper, 1983).

## CONCLUSION

According to results, there is not a significant difference on academic entitlement based on gender there are significant difference between academic entitlement (AE) based on organization participation. It is important to consider this study as laying the foundation for future research and exploration using longitudinal studies. The developmental nature of academic entitlement in higher education would be better understood with the help of such longitudinal insights. The research about the factor that academic entitlement should be explore in the future and the level of student participation in campus organization should be explored further. This study only implemented in two university, further research should involve large population from several universities or province in Indonesia.

Higher education institutions must be more conscious of students' academic entitlement (AE) and engage in discussions concerning student engagement in organizational expectations with teachers, students, and higher-level management to better comprehend each other's viewpoints. Furthermore, a special program or policy might be established to reduce such behavior in order to improve learning encounters and outcomes. Finally, a training on assisting students participating in the organization cope with academic pressure and organizational demands.

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