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Exploring Correlates of the Academic Entitlement Scale

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Summary

To improve the comprehension of how AE and correlates are related, we performed secondary analysis exploring academic entitlement (AE) and the variables of test anxiety (TA), working memory, and year of study (in a cross-sectional sample). Our study is split into two: Study 1 (based on Grossman's [2020a] research, Grossman, 2020b), and Study 2 (Jackson et al., 2018). Both used Jackson, Frey et al.'s (2020) Academic Entitlement Scale (AES), which assesses AE on seven dimensions. The measure has 31 items that ask for the extent students agree to statements related to *reward for effort*, *accommodation*, *responsibility avoidance*, *customer orientation*, *customer service expectations*, *grade haggling*. We first re-explored AE and year of study in both studies. In Study 1 we compared students' responses on the AES between Years 1-4 at one time point, and then did the same in Study 2 with one of two time points. Next, in Study 1, we explored how AE subscale scores related to both TA and working memory performance individually. Finally, in Study 2, we looked at how well students' AE subscale scores remained consistent when measured twice over fourteen days. Of our findings, the most prominent include that some subscales of AE via the AES are related to both TA and working memory performance. Additionally, we found consistency between the subscales of AE via the AES over fourteen days. We identified a need for more research to explore the relationship of TA and AE, along with the other correlates identified, and detailed how to expand this area of research in academic contexts.

Keywords: Academic entitlement, test anxiety; working memory; post-secondary education; academic performance

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