

Measuring the Prevalence of Academic Entitlement in Osteopathic Medical Students

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Background:

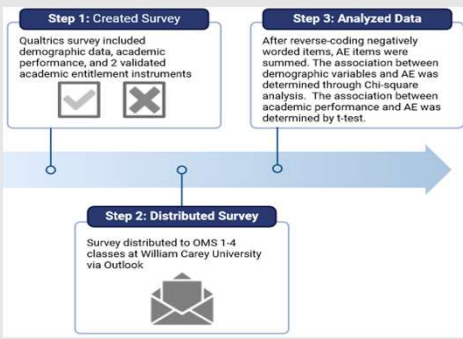
According to Chowning & Campbell (2009), academic entitlement (AE) is “the tendency to hold a certain expectation of academic success without taking personal responsibility.” As AE increases, students engage in and out of the classroom less, poorly regulate academic emotion, and accept plagiarism to a greater extent (Knepp & Knepp, 2022). It is important to identify medical students with higher levels of AE to allow for early intervention. Otherwise, these students will carry unrealistic expectations, negatively impact peers, and exhibit unprofessionalism in their respected career.

To our knowledge, osteopathic medical students have not been surveyed using two validated academic entitlement instruments. We utilized the instruments to understand the role of AE at an Osteopathic medical school in the southern United States.

Hypothesis:

Osteopathic medical students with higher levels of academic entitlement have lower academic achievements.

Methods:



Results:

Characteristic	n (%)
Gender	
Male	55 (37.9)
Female	83 (57.2)
Non-Binary	3 (2.1)
Transgender Male	1 (0.7)
Transgender Female	2 (1.4)
Prefer Not to Say	1 (0.7)
Age Group	
18-25	51 (35.2)
26-40	93 (64.1)
>40	1 (0.7)
Graduating Year	
2024	39 (26.9)
2025	27 (18.6)
2026	38 (26.2)
2027	41 (28.3)
Reassessments in OMS-1	
One	18 (54.5)
Two	6 (18.2)
Three or more	9 (27.3)
Reassessments in OMS-2	
One	16 (44.4)
Two	11 (30.6)
Three or more	9 (25.0)
Reassessments in OMS-3	
One	1 (0.7)
Two	0 (0.0)
Three or more	1 (0.7)
Course Remediation	
OMS-1 (n=105)	5 (4.8)
OMS-2 (n=10)	5 (5.0)
OMS-3 (n=76)	2 (2.6)
Entitled	
Yes (Combined A+B Score >48)	41 (45.1)

Figure 1: Demographic Characteristics (n=145).

	Not Entitled	Entitled	P value
Reassessments in OMS-1			0.726
One	6 (33.3)	12 (66.7)	
Two	1 (25.0)	3 (75.0)	
Three or more	1 (16.7)	5 (83.3)	
Reassessments in OMS-2			0.752
One	9 (85.0)	6 (60.0)	
Two	4 (44.4)	5 (55.6)	
Three or more	4 (37.1)	3 (42.9)	
Reassessments in OMS-3			0.363
One	1 (100.0)	0 (0.0)	
Course Remediation			
OMS-1	2 (86.7)	1 (33.3)	0.681
OMS-2	2 (66.7)	1 (33.3)	0.667
OMS-3	1 (100.0)	0 (0.0)	0.398
First Quartile of Class Rank	17 (85.4)	9 (34.6)	0.366
GPA ≥ 85.0 on 100 pt scale	32 (84.0)	18 (36.0)	0.012

Figure 2. Comparison of Student Characteristics and Academic Performance of More Entitled and Less Entitled Students for Academic Entitlement Instruments A and B.



Category	Item	Median (Range)
EE	My professors are obligated to help me prepare for exams.	4.0 (4.0)
ER	Professors are employees who get money for teaching.	2.0 (4.0)
EE	Professors must be entertaining to be good.	3.0 (4.0)
EE	I should never receive a zero on an assignment that I turned in.	2.0 (4.0)
EE	My professors should curve my grade if I am close to the next letter grade.	2.0 (4.0)
ER	I believe that the university does not provide me with the resources I need to succeed.	2.0 (4.0)
ER	For group work, I should receive the same grade as the other group members regardless of my level of effort.	2.0 (4.0)
EE	My professors should reconsider my grade if I am close to the grade I want.	2.0 (4.0)
ER	I believe that it is my responsibility to seek out the resources to succeed.	2.0 (3.0)
ER	Most professors do not really know what they are talking about.	2.0 (4.0)
ER	It is unnecessary for me to participate in class when the professor is paid for teaching, not for asking questions.	2.0 (4.0)
ER	I am not motivated to put a lot of effort into group work, because another group member will end up doing it.	1.0 (3.0)
ER	If I do poorly in a course and I could not make my professor's office hours, the fault lies with my professor.	1.0 (4.0)
ER	For group assignments, it is acceptable to take a back seat and let others do most of the work if I am busy.	1.0 (3.0)
ER	If I miss class, it is my responsibility to get the notes.	1.0 (4.0)
	Instrument A Total Score (possible 15 – 75)	32.4 (7.0)

Item	Median (Range)
If I am struggling in a class, the professor should approach me and offer to help.	
Professors should only lecture on material covered in the textbook and assigned readings.	2.0 (4.0)
I should be given the opportunity to make up a test, regardless of the reason for the absence.	2.0 (4.0)
If I don't do well on a test, the professor should make tests easier or curve grades.	2.0 (4.0)
It is the professor's responsibility to make it easy for me to succeed.	2.0 (4.0)
If I cannot learn the material for a class from lecture alone, then it is the professor's fault when I fail the test.	2.0 (4.0)
I am a product of my environment. Therefore, if I do poorly in class, it is not my fault.	2.0 (4.0)
Because I pay tuition, I deserve passing grades.	2.0 (2.0)
Instrument B Total Score	17.9 (4.9)

Figure 3. A) Instrument A Responses B) Instrument B Responses

Conclusion:

Those with lower academic success were 3.8 times more likely to be classified as entitled (p = 0.012). Therefore, Osteopathic medical students with low academic achievement exhibit higher levels of academic entitlement.

Future work will focus on Academic Entitlement amongst multiple Osteopathic Medical Schools (OMSs).

Meet the Authors



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