



Hexaco Model of Personality as a Predictor of Academic Entitlement

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Abstract- Academic entitlement is considered a major concern in secondary and higher education. It is treated as documented problem however the causes are not well addressed. Recently, the role of personality has received an increasing attention in explaining academically entitled behaviors. The aim of this study was to identify personality traits that best predict academic entitlement. Population of this study included 5746 students from Management department of different Universities of Peshawar. A sample of 361 was selected arbitrarily using proportional and allocation method. However, only 269 individuals responded to the call (response rate=76.6%). All variables were measured using adapted questionnaires. Reliability of all the scales was tested using Cronbach's alpha coefficient. To test the hypotheses of the study multiple regression technique was used. Results reveal that HEXACO model is significantly related only with entitled expectations, a component of academic entitlement. This implies that academic entitlement was somewhat predicted by HEXACO model, that is, only extraversion was a significant predictor of academic entitlement. Overall, results stated that academic entitlement is somewhat predicted by HEXACO model of personality. It is recommended that as academic entitlement exists in higher education students, so precautionary measures should be adapted.

Keywords: Personality, HEXACO, Academic entitlement.

I. INTRODUCTION

We are living in a society where every individual progressively acquires what he/she wants. In other words, to satisfy their desires, people display behaviors that can harm others (Fisk 2009). Today's young generation is more egocentric and unconstrained than earlier generations (Campbell, Bonacci, Shelton, Exline and Bushman, 2004). Thus sense of deserving attitude is called psychological entitlement (Snyders 2002), it can be defined as a stable and pervasive sense that one deserves more and is entitled to have more than others (Campbell et al., 2004). Generally the period of entitlement starts from communal resource allocation, extends to workplace, and then to academic settings. This is a quiet general and stable characteristic which exists among most people. Such people demand for more incentives without taking any responsibility for performance (Harvey and Harris, 2010). Whereas when students demand for higher grades without taking any responsibility for performance, the phenomenon is known as academic entitlement (Turnipseed and Cohen, 2015). Academic entitlement is somewhat different, though moderately correlated with psychological entitlement (Chowning and Campbell, 2009). It is absolutely performed in academic domain (Chowning and Campbell, 2009), while psychological entitlement can be displayed in any situation and setting (Campbell et al., 2004)

The trend of academic entitlement emerged in 2002, when students of millennial generation entered universities for graduation. According to Achacoso (2002), academic entitlement has two facets, entitled expectations (beliefs of getting good grades without providing much personal efforts) and entitlement negotiations (beliefs of negotiating and debating for higher grades). Conversely, Chowning and Campbell (2009) defined academic entitlement as "the tendency to possess an expectation of academic success without taking personal responsibility for achieving that success" (p. 982). They identifies two key and related components of academic entitlement: Externalized responsibility (the degree to which student feels that he/she is accountable for using their efforts and abilities to accomplish desirable results), and Entitled expectations (the degree to which student feels that his/her classmates, professors, and institution as a whole are responsible to help him/her to attain desirable outcomes). Singleton-Jackson et al (2011) described entitled students in terms of having preference and power, and getting immediate satisfaction.

So, such students believe that they can achieve passing grades without any constraints, and can negotiate for high grades (Ciani, Summers and Easter, 2008).

In the past, numerous lexical studies in English language were carried out to explore personality traits, and consequently a set of five personality traits were created repeatedly which is recognized as Big Five Personality traits (Goldberg 1993). Recently, this model has become one of the most commonly studied frameworks of personality (Ashton, Lee and Vries, 2014). This model includes following five traits; neuroticism, extraversion, agreeableness, conscientiousness, and openness to experience. Studies concerning the same subject were also carried out in other languages (.i.e. European, Asian etc) in late 1980. However, results were not much consistent with the lexical studies conducted in English language (Ashton and Lee, 2001). After reviewing the lexical studies conducted in other languages, Ashton et al., (2004) proposed that personality structure is composed of six rather than five personality traits. This six trait personality model is named as HEXACO. It includes: H= Honesty-Humility, E= Emotional stability, A= Agreeableness, C = Conscientiousness, O= Openness to Experience and X= Extraversion (Ashton and Lee, 2007; Lee and Ashton, 2004). The extraversion, conscientiousness and openness to experience dimensions of this model are very close to the corresponding dimensions of B5 model, whereas the agreeableness and emotionality dimensions are different from corresponding dimensions of B5. While the last dimension .i.e. Honesty-Humility is completely different from B5 model and shows no correspondence with B5 (Lee and Ashton, 2004).

II. PROBLEM STATEMENT

In an academic context, past studies have linked academic entitlement with student incivility (Kopp and Finney, 2013), student motivation and academic outcomes (Frey, 2015) etc. counterproductive behaviors (Chowning and Campbell, 2009; Greenberger, et al., 2008). However, limited work has been conducted with respect to personality. Therefore, Turnipseed and Cohen (2015) have highlighted the need for further studies to recognize stable individual differences (honesty-humility, conscientiousness, extraversion, neuroticism, agreeableness and openness to experience (Bing et al., 2007; Marcus et al., 2007; Salgado, 2002)) in personality domain to predict academic entitlement. Thus, the study aim is to identify personality traits that best predict academic entitlement among students of higher education institutions of Peshawar. Based on the recently noticed importance, the study focuses on HEXACO model of personality instead of B5 or MBTI.

III. SIGNIFICANCE OF THE STUDY

This study is important and significant in academic context. It helps the teachers, higher educational policy makers, and employees of academic institutions to better understand the uncivil behavior displayed by entitled students. It also helps them to understand the psychology and perception of students performing different entitled behaviors. In addition, this study helps individuals of academic organizations, especially faculty members to identify the personality factors that lead to academic failure or success of students. Moreover, it is one of the first studies which investigate the effect of HEXACO personality traits on academic entitlement.

IV. LITERATURE REVIEW

Academic Entitlement

Today's young generation is more egocentric and unconstrained than earlier generations (Campbell, Bonacci, Shelton, Exline and Bushman, 2004). To satisfy their desires they display behaviors that can harm others (Fisk, 2009) This sense of deserving attitude is called psychological entitlement (Snyders, 2002), and is defined as a stable and pervasive sense that one deserves more and is entitled to more than others (Campbell et al., 2004). When students show deserving attitude in academic context is called academic entitlement. Academic entitlement is somewhat different. It is absolutely performed in academic domain (Chowning and Campbell, 2009), while psychological entitlement can be displayed in any situation and setting (Campbell et al., 2004). Researchers have defined the concept of academic entitlement in their own way, such as Singleton-Jackson et al. (2011) characterized academic entitlement as students thinking "they are entitled to or deserving of certain goods and services to be provided by their institutions and professors that is outside of the students' actual performance or responsibilities inside the classroom". According to Morrow (1994) academic entitlement reflects a belief that some reward is deserved that is not justified based on academic achievement.

Morrow (1994), and Singleton-Jackson et al., (2011) discussed that academic entitlement affects the value of higher education. Particularly, it is annoying that entitled behavior can damage the value of approaches to get the higher education degree through making the course content more easier or assigning grades points to non-achieving outcomes (for example, attendance). Consequently, this makes more students able (including those whom may not deserve) to access to the reward of higher education degree. Sometimes, Academic entitlement is related to student consumerism. According to this concept, students consider themselves as customers paying for education and expect the same satisfaction as received by other category of customers (Correa, 2006; Delucchi and Korgan, 2002; Fullerton, 2013). It means that entitled students purchase a degree with high grades or GPA rather than to earn it (Schaefer et al., 2013). Prior studies have shown that academic entitlement is negatively correlated with academic performance (Jeffres et al., 2014), interest in learning (Vallade, Martin and Weber, 2014), goal perseverance (Jones, 2013), academic satisfaction (Miller, 2013), and effort (Achacoso, 2002; Cornell, 2014; Kopp et al., , 2011). In addition, it is positively linked with student incivility (Kopp and Finney, 2013) and academic dishonesty (Cornell, 2014; Greenberger et al., 2008). When their findings combine together, suggest that highly academically entitled students expected to be more involved in negative behaviors and less in positive behaviors (learning process) (Frey, 2015).

HEXACO Model of Personality

The Big Five Model of personality is a collection of diverse personality traits, and has been summarized effectively into five stable traits, those are: conscientiousness, emotional stability, openness to experience, neuroticism, and extraversion (Lee et al., 2008). Regardless of its contribution to the I/O psychology, this model fails to provide optimal structure that is necessarily required to represent personality variations. Thus, lately through cross-culture studies, an alternative framework consisted of six dimensions has been suggested known as HEXACO model of personality (Ashton et al., 2014).

Dimensions of HEXACO Model

Honesty-Humility

Honesty-Humility dimension is characterized by sincerity, honesty, and fairness (Lee and Ashton, 2004) as opposing to narcissism (Ashton and Lee, 2005) and pretentiousness (Lee and Ashton, 2004). This trait of personality measures individual differences in terms of greed avoidance, sincerity, fairness, and modesty. Individuals with high level of Honesty-Humility help others in true sense and treat them justly even though when they are exploited (Ashton and Lee, 2007). On the other hand, individuals with low Honesty-Humility exploit and manipulate others (Ashton and Lee, 2007), insincere regarding interpersonal relationships, and think that they are superior to others (Lee and Ashton, 2004). Contrary to entitled individuals (Campbell et al., 2004), those with high degree of humbleness do not consider themselves as deserving preferential treatment or good rewards, and thus they probably give importance to other's needs and rights (Tangney, 2009).

Agreeableness

Agreeableness is characterized by traits including patience, tolerance, and gentleness anger and irritability. It is also described by low level of anger, and irritability characteristics that are sub dimensions of big five neuroticism. The HEXACO agreeableness is different from big five agreeableness on the basis of additional factors including low level of anger, and hostility, as these traits were not included in big five agreeableness (Lee and Ashton, 2004). People with low level of agreeableness likely to hold grudges, and could become angered easily (Ashton, Lee and Goldberg, 2004; (Lee and Ashton, 2004), while people with high agreeableness have high degree of tolerance and may forgive others even though they are exploited (Ashton and Lee, 2007).

Emotionality

Emotionality component of HEXACO is characterized by traits including dependence, anxiety, and sentimentality opposed to toughness and bravery. This aspect is neutral in terms of social desirability, having content of desirability and undesirability at both poles. For instance, anxiety is socially undesirable at high pole, while sentimentality is desirable socially. On the other hand, fearlessness is socially desirable at low pole, while insensitivity is undesirable socially (Lee and Ashton, 2004).

Openness to Experience

Openness to experience is characterized by imaginations, intellectual curiosity, novelty of discovery, and process of exploring (McCrae and Costa, 1997). People including such trait are more creative, try to do new things, and learn and explore new cultures. People with low openness to experience are more likely traditional and conventional; in their interests, and show resistance to change.

Conscientiousness

Conscientiousness is also known as conformity or dependability (Fiske, 1949). According to Botwin and Buss, (1989), Conscientiousness means dependability that is to be careful, thorough, organized and responsible. Digman (1990) has integrated other variables to the conscientiousness to more strengthen its

definition; those variables included preserving, hardworking, and achievement (Borgatta, 1964; Conley, 1985).

Extraversion

Extraversion is associated with a person's desire for interaction with others, stimulation, and capability for happiness (Costa and McCrae, 1992). It has linked with positive trait affect (Larsen and Ketelaar, 1989). Individuals with high level of extraversion get energy when they intermingle with people.

Academic Entitlement and HEXACO Model of Personality

Campbell et al., (2004) have explored that highly entitled individuals are lower in agreeableness and emotional stability, and are more aggressive and egocentric. Thus, highly entitled Students have probably low degree of consciousness and agreeableness but have feeling of deserving more (Frey, 2015). Chowning and Campbell (2009) study has provided a detail relationship between big five dimensions and academic entitlement. Results showed that, agreeableness and conscientiousness has a negative relationship with externalized responsibility, a component of academic entitlement, but positive association with neuroticism. But the other component that is entitled expectations has found no relationship with big five traits. Contrary to entitled individuals Campbell et al., (2004), those with high degree of humbleness do not consider themselves as deserving preferential treatment or good rewards, and , thus they probably give importance to other's needs and rights (Tangney, 2009). In agreement with the points of Tangney (2009), Lee and Ashton (2005) found "greed-avoidance" as a new sub-trait of Honesty-Humility aspect of HEXACO. Another sub-trait of Honesty-Humility aspect .i.e. generosity has explained the lack of entitlement in a better way as compared to Honesty-Humility (Campbell et al., 2004).

V. HYPOTHESES OF THE STUDY

Hypothesis 1

H1: HEXACO personality traits have a significant effect on Academic entitlement

Hypothesis 2

H1: HEXACO personality traits have a significant effect on externalized responsibility.

Hypothesis 3

H1: HEXACO personality traits have a significant effect on entitled expectations.

VI. RESEARCH METHODOLOGY

Population of the Study

Students enrolled in institutions of higher education Peshawar was taken as the population of proposed study. However, because of a variety of constrictions including non-accessibility of data, non-availability of time, and financial problems, it was difficult to cover the whole population. So, target population has been considered. The target population for the study was students of Management Sciences departments of following universities: NUML, IM Sciences, Iqra National University, Abasyn University, City University, IM Studies, Sarhad University, Cecos University, Preston University, and Qurtuba University. According to the Information collected telephonically and through personal visits, numbers of students in those universities were approximately 5746. Thus, the target population was 5746.

Sampling Design

Sampling design helps in providing information about the sample size of the study and method to select the sample size. To select an appropriate sample size essentially depends on the factors including time availability, accessibility, and financial resources. On the basis of trend in prior studies, .i.e. Taylor et al., (2015a), Turnipseed and Cohen (2015), and Sohr-preston and Boswell (2015) had a sample of 203, 169, and 401 students respectively, the sample size for this study was three hundred and fifty one (n=351). Moreover, to select the sample size proportionate allocation method has been used (Cochran, 1977). Moreover, the sample of this study has been arbitrarily selected. Also, the decision to take sample size of 351 is aligned to the standard provided by Krejice and Morgan (1970). As total sample size was 351, but after removing missing data, the sample was reduced to 269 (76.6%) students. The study by Velia Hernandez, (2015), also had total sample of 204 students.

Theoretical Framework

Theoretical frame of the study consists of six independent variables (Honesty-Humility, Emotional Stability, Extraversion, Agreeableness, Conscientiousness, and Openness to Experience) and one dependent variable .i.e. academic entitlement.

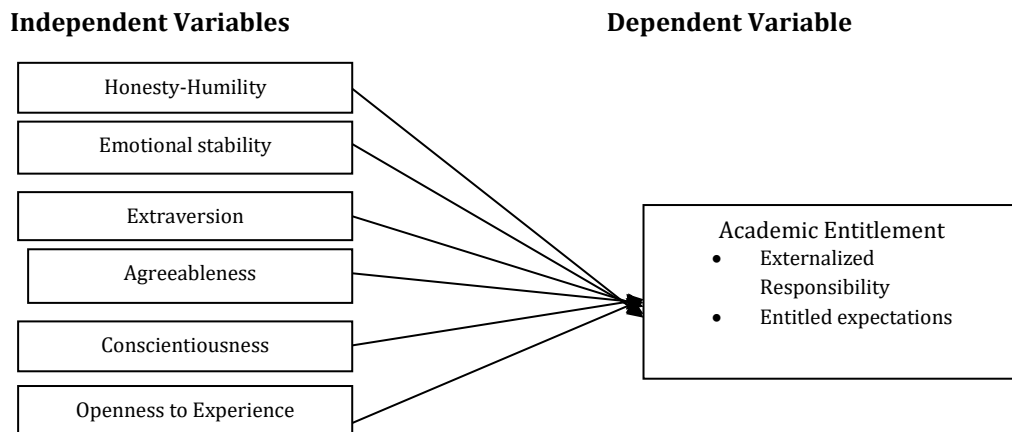


Figure 3.1 Theoretical Framework of the Study

Variables Description and Measurement

This study has been adopted standardized scales to measure all the variables. Besides, Cronbach’s Alpha coefficient has been used to test the reliability of all scales.

Academic Entitlement

According to Chowning and Campbell (2009), academic entitlement is the tendency to possess an expectation of academic success without taking personal responsibility for achieving that success. It has been assessed using 15- item Academic Entitlement scale developed by Chowning and Campbell (2009). The first 10 items of the scale assessed the subscale Externalized Responsibility, and the remaining 5 items measured another subscale .i.e. Entitled Expectations. Responses about each item has been ranked on 7- point Likert scale ranging from 1(strongly disagree) to 7 (strongly agree).

HEXACO Model

The six trait personality model emerged as a result of cross lexical studies and is named as HEXACO. It includes: H= Honesty-Humility, E= Emotional stability, A= Agreeableness, C= Conscientiousness, O= Openness to Experience, and X= Extraversion (Ashton and Lee, 2007; Lee and Ashton, 2004). These traits have been assessed using 60-item HEXACO scale developed by Lee and Ashton (2004). It included 60 items. Responses about each item has been ranked on 5- point Likert Scale ranging from 1 (strongly disagree) to 5 (strongly Agree).

VII. DATA ANALYSIS

This study has used multiple regression technique to test the hypotheses of study. It is a commonly used technique to identify relationships between two or more than two quantitative variables (Sharma, 2009). As there is more than one independent variable in the study, therefore, multiple regression technique has been used. Besides, the dependent variable consisted of two dimensions that are externalized responsibility and entitled expectations. Thus, HEXACO model has been related with each dimension of academic entitlement. Regression models used by the study are as follow:

$$Y (a) = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \beta_6X_6 + e_i \dots\dots\dots (3.1)$$

Where,

Y (a) = Externalized responsibility

X1= Honesty-Humility, X2= Emotionality, X3= Extraversion,

X4= Agreeableness, X5= Conscientiousness, X6= Openness to experience.

β_1 = Coefficient of X1, β_2 = Coefficient of X2, β_3 = Coefficient of X3,

β_4 = Coefficient of X4, β_5 = Coefficient of X5, β_6 =Coefficient of X6

α = Constant

e_i = error term

$$Y (b) = \alpha + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \beta_6X_6 + e_i \dots\dots\dots(3,2)$$

Where,

Y (b) = Entitled Expectations

X1= Honesty-Humility, X2= Emotionality, X3= Extraversion,

X4= Agreeableness, X5= Conscientiousness, X6= Openness to experience.

β_1 = Coefficient of X1, β_2 = Coefficient of X2, β_3 = Coefficient of X3,

β_4 = Coefficient of X4, β_5 = Coefficient of X5, β_6 =Coefficient of X6

α = Constant

e_i = error term

VIII. RESULTS AND DISCUSSION

Descriptive Statistics

Cross distribution of respondents on the basis of Educational institutes and Gender

Table 4.1.3 illustrates the cross allocation of respondents on the basis of educational institutes and gender. According to results, total respondents are 269. Among 269 respondents, 139 male and 28 female were from public educational institutes, representing 62% of the total sample. Moreover, 32 male and 7 female respondents were from private universities, symbolizing 14.4% of the total sample. On the basis of gender, total missing respondents were 45. Among 45, 11 respondents were from public educational institutions and 1 respondent was from private educational institute. On the basis of educational institutions, total missing respondents were 51. Among 51, 16 male and 2 female respondents had not clearly mentioned their educational institutions. While remaining 33 (12.26%) respondents over all the study did not clearly mention their educational institutions and gender.

Educational Institutions			
Male	Female	Total	
Public	139 (51.67%)	28 (10.4%)	178 (66.17%)
Private	32 (11.89%)	7 (2.6%)	40 (14.86%)
	187 (68.40%)	37 (13.75%)	269 (100%)
			Total

Descriptive statistics (Mean, Standard deviation, Variance)

As in this study five point and seven point likert scales has been used to take responses from respondents about variables i.e. HEXCO model of personality and Academic entitlement respectively. So, According to five point likert scale, the estimated mid-point is 3; thus, mean value lower than 3 demonstrates unsatisfactory region, while mean value above 3 illustrates satisfactory region. And according to seven point likert scale, the estimated mid-point is 4; so, mean value lower than 4 reflects the dissatisfactory area, while mean value 4 shows satisfactory area. According to results, mean value of Emotionality (3.3209) which is greater than mid-value stated that intensity of emotionality among respondents (students) was high. In simple, it means that students living in the area of Peshawar have dominant personality trait of emotionality. Furthermore, mean value of Extraversion (3.2544) which is higher than mid value illustrated that, after emotionality, it is the second highest trait which is dominant among those students. While other personality traits that is Honesty humility (3.1404), Agreeableness (3.0843), Conscientiousness (3.1404), and Openness to experience (3.1995) have mean values equal to mid value 3, signifying that these dimensions of HEXACO model comes under neutral area. Moreover, the mean value of entitled expectations is 4.8113, which is greater than mid value (4), illustrated that intensity of entitled expectations is very much among such students in average. Besides, the mean value of externalized responsibility (3.7144) is almost closer to mid-value, demonstrated that it comes under neutral region.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std.Deviation
Honesty mean	269	1.67	4.4	3.1404	0.48376
Emotionality mean	269	1.71	5	3.3209	0.53816
Extraversion mean	269	1.5	4.75	3.2544	0.57437
Agreeableness mean	269	1.71	4.33	3.0843	0.48173
Conscientiousness mean	269	1.67	4.89	3.1404	0.48322
Openness mean	269	1.43	4.88	3.1995	0.56387
ER mean	269	1.25	6.75	3.7144	0.94707
EE mean	269	1.6	7	4.8113	1.07379
Valid N (list wise)	269				

Regression Analysis

In the current study there were six independent variables (Honesty-Humility, Emotionality, Extraversion, Agreeableness, Conscientiousness, and Openness to experience) and one dependent variable (academic entitlement). So, multiple regression technique has been used to test all the hypotheses. Besides, in this study, HEXACO traits have been linked with each dimension of academic entitlement.

Effect of HEXACO model on Externalized Responsibility

Table 4.5 shows results of regression analysis applied to test hypotheses (a) of the study. Results demonstrate that there is an insignificant effect of variables in HEXACO model on externalized responsibility. In other words, HEXACO model is an insignificant predictor of externalized responsibility ($F=1.769$, with $p\text{-value}=0.106$). The value of R square (coefficient of determination) is 0.039, which shows that only 3.9% of the variation in dependent variable is explained by independent variable. Moreover, all six (6) variables, that is, honesty-humility, emotionality, extraversion, agreeableness, conscientiousness, and openness to experience have insignificant effect on externalized responsibility ($p\text{-values}$ greater than 0.05). Therefore, all null hypotheses (a) were accepted and it can be concluded that HEXACO traits did not predict externalized responsibility.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig
	B	Std.Error	Beta		
1 (Constant)	5.198	.691		7.517	.000
Honesty_mean	-.155	.123	-.079	-1.261	.208
Emotionality_mean	.149	.110	.084	1.356	.176
Extraversion_mean	-.017	.107	-.010	-.155	.877
Agreeableness_mean	-.185	.122	-.094	-1.513	.132
Conscientiousness_mean	-.122	.126	-.062	-.962	.337
Openness_mean	-.152	.105	-.090	-1.445	.150

a. Dependent Variable: E.R_mean

Effect of HEXACO model on Entitled Expectations

Table 4.6 shows results of regression analysis applied to test hypotheses (b) of the study. Results demonstrate that there is a significant effect of variables in HEXACO model on entitled expectations. In other words, HEXACO model is significant predictor of entitled expectations ($F=5.192$, with $p\text{-value}=0.000$). The value of R square (coefficient of determination) is 0.107, which shows that only 10.7% of the variation in dependent variable is explained by independent variable. Moreover, among six (6) variables, only extraversion has found a highly significant and positive effect on entitled expectations ($p\text{-value}=.001$, which is less than $\alpha\text{-value}.01$). The regression coefficient value of extraversion is 0.377, states that increase or decrease in extraversion by one unit will cause positive effect of 0.377 on entitled expectations. Thus, hypothesis (3b) is accepted, and it is concluded that extraversion trait of HEXACO model has a significant effect on entitled expectations.

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	T	Sig.
1	(Constant)	1.261	.759		1.661	.098
	Honesty_mean	-.013	.134	-.006	-.096	.924
	Emotionality_mean	.153	.121	.076	1.269	.206
	Extraversion_mean	.377	.117	.202	3.213	.001
	Agreeableness_mean	.200	.134	.090	1.496	.136
	Conscientiousness_mean	.224	.138	.101	1.615	.108
	Openness_mean	.169	.115	.088	1.461	.145

a. Dependent Variable: E.E_mean

IX. DISCUSSION

As the aim of the study is to find the intensity of academic entitlement among students of higher education institutions of Peshawar, the mean value of entitled expectations (4.8113) shows that academic entitlement exists among students in form of entitled expectations. Besides, results also illustrates that intensity of academic entitlement (entitled expectations) is high.

Furthermore, the study aim is to investigate the effect HEXACO model on academic entitlement. The results shows that HEXACO traits combined have an insignificant effect on externalize responsibility component of academic entitlement. And also these traits individually are insignificantly related to externalized responsibility. The results further reveal that HEXACO model has a significant effect on entitled expectations dimension of academic entitlement. Besides only extraversion trait has found a significant effect on entitled expectations. This means that, extraversion has a positive significant relationship with academic entitlement. As past studies showed that a positive relationship exists between academic dishonesty and academic entitlement. Besides, academic dishonesty is a predictor of academic entitlement (Sohr-preston and Boswell, 2015), also academic dishonesty is significant and positively related to extraversion (Aslam and Nazir, 2002). So, academic entitlement is also significant and positively related to extraversion. Students with high level of extraversion are more active and desire for interaction with others. Such students make strong relationships with their friends, classmates and teachers etc. So sometimes they make their selves depend on them and feel that they are responsible for help them in achieving desirable academic outcomes. This means that extravert students are more entitled toward academic entitlement according to the findings.

Some findings of this study are in contrast with prior literature. In particular, the findings regarding agreeableness and conscientiousness have been found significant in some studies. As mentioned earlier, this domain of research is in emerging phase, with studies conducted in different regions reporting inconsistent findings. The inconsistent findings of the current study may also be attributed to cultural relativity, and academic context, as this study is one of the first in Peshawar, Pakistan. According to Campbell et., (2004) and Hong et al., (2012) academic entitlement changes with situation and attributes of academic environment. Some studies have found that academic entitlement might fluctuate with class variables including class content, teacher etc. Cultural values can also influence academic entitlement (Hong and Cheng, 2012). Therefore, further work is warranted in this regard.

X. CONCLUSION

Academic entitlement is a major concern in secondary and higher education. It is documented as a familiar problem; however its causes are not well known. Recently, role of personality has received an increasing attention in explaining academically entitled behaviors. The aim of this study was to examine the intensity of academic entitlement among students and also to identify personality traits that best predict academic entitlement. Results indicate that academic entitlement exists among students of higher education. Besides, HEXACO model is significantly related only with entitled expectations, a component of academic

entitlement. Only extraversion trait has found strongly positive and significant association with entitled expectations. Therefore it can be concluded that academic entitlement was somewhat predicted by HEXACO model.

XI. RECOMMENDATIONS AND LIMITATIONS

1. Findings of the study recommended that other factors also including personality traits are needed to explore, in order to find out cause of academic entitlement.
2. Except for management sciences students, other departments' students could also be taken as a sample.
3. Universities (academic policy makers) should design such policies that prohibit academic entitlement among students.
4. Teachers/professors should encourage academic responsibilities among students, so academic entitlement could be discouraged.

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