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Academic Advisors' Experience With Academic Entitlement: A Phenomenological Study

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A dissertation submitted in partial satisfaction

of the requirements for the degree of

Doctor of Education in Organizational Leadership

by

Felicia A. King

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Dedication

This dissertation is dedicated to every person that has suffered from Imposter Syndrome.

You are enough. You belong here. Claim and maintain your space.

Acknowledgments

First, giving honor to God; without Him, I am nothing. Next, I would like to thank my Mom and Step-Father for always supporting me. I am forever grateful. I would also like to acknowledge my best friends. A special thank you, Kintisha, Jessica, and Tabitha, for taking all my calls and listening to all my random details about this process. I could not have survived this process without you.

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Abstract

Academic entitlement is on the rise in higher education. Research on academic entitlement typically focuses on faculty and behavior inside the classroom. Academic entitlement affects the college as a whole, both inside and outside of the classroom. This phenomenological study explored academic entitlement within student affairs, specifically, academic advisors' experience with academic entitlement. Additionally, the study focused on a large community college, whereas previous studies were situated within 4-year colleges and universities. The phenomenological study aimed to determine what academic entitlement behaviors were present in academic advising and examine how academic advisors reacted to the academic entitlement behaviors. Twelve academic advisors at a large community college in South Texas participated in one-on-one semistructured interviews. The findings highlighted the presence of academic entitlement behaviors within advising. The academic entitlement was displayed through unrealistic expectations, seeking undeserved services, and expressing inappropriate behavior. When experiencing academic entitlement, the academic advisors typically responded with either an emotional response or an actionable response. The study's findings provided insight into academic entitlement within academic advising and provided a foundation for developing best practices for working with academically entitled students.

Keywords: academic entitlement, academic advising, student affairs, community colleges

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Chapter 1: Introduction

Academic entitlement is the inclination of a student to expect academic success without taking responsibility for success (Vallade et al., 2014). The interest in academic entitlement has increased (Boswell, 2012). Between 1996 and 2006, there was an increase from 16 to 102 in print media references for the terms "sense of entitlement" and "students" (Greenberger et al., 2008). Research has shown that students that exhibit academic entitlement tend to be less successful in the classroom and have lower self-efficacy (Knepp, 2016). Faculty members are reporting an increase in the entitlement behaviors of students (Knepp, 2016). Faculty often tell stories of students who want to be viewed as customers rather than students. Likewise, these students tend to have unrealistic expectations of the classroom and the difficulty of college (Schaefer et al., 2013). Academic entitlement is the belief that academic success should come without much personal effort (Boswell, 2012).

Related to academic entitlement is the concept of student consumerism, which is the belief that a paying student is also a customer, and therefore, deserves customer satisfaction (Sohr-Preston & Boswell, 2015). Research has also linked academic entitlement to incivility (Laverghetta, 2018), which includes behaviors like arriving late to class, leaving class early, confrontations with professors, or rude or demanding emails. Students can also exhibit incivility by failing to comply with school policies such as paying tuition on time, registering for classes by a specific date, and submitting assignments on time (Kopp & Finney, 2013). Academic entitlement includes requesting or expecting a higher grade, asking for exceptions to university policies, and placing responsibility on external factors (Boswell, 2012; Chowning & Campbell, 2009).

Statement of the Problem

Academic entitlement affects the college as a whole, both inside and outside the classroom (Elias, 2017). Educators and administrators are becoming increasingly concerned with academic entitlement because it disrupts the academic process (Elias, 2017). Students who exhibit academic entitlement may be more difficult to advise and have a higher risk of dropping out or poor academic performance due to a lack of perceived control over success (Sessoms et al., 2016).

Research has focused on faculty and classroom behaviors. At my current organization, students present academic entitlement behaviors within the context of academic advising. For example, students must meet with their assigned advisor at least once a year. However, students usually visit the advising office to complain about advisors and advising holds. When the process is explained to the students, they ask to speak with the director or the dean to have the problem rectified immediately. The example reflects entitled expectations. Entitled expectations describe situations where the student expects inflated outcomes (Bonaccio et al., 2016). Nutt (2016) mentioned it was necessary for advising professionals to be fully energized and aware of the students in which they are serving.

Academic entitlement has been on the rise for the last decade (Boswell, 2012). The research on academic entitlement has focused on faculty at four-year colleges and universities. There is a gap in research on academic entitlement in the context of community colleges and student affairs. Students at community colleges may be part-time or full-time, recent high school graduates, adults returning to college, or international students who are recent immigrants (Grady, 2018). Students that attend community colleges often have a goal of transferring to four-year colleges (Xu et al., 2018). With a population of students similar to that of a four-year

college, it is essential to study academic entitlement on the community college level as well. At the community colleges in South Texas, all students are assigned an academic advisor that they are required to meet at designated touchpoints (Alamo Advise, n.d.). Research on academic entitlement at the community college level from the stance of advising would add pertinent information to the existing literature.

Purpose of the Study

The purpose of the phenomenological study was to understand academic entitlement from the academic advising perspective at a large community college in Texas. At this stage in the research, academic entitlement was defined as the tendency to possess expectations of unearned academic success, undeserved academic services, and expectations of unrealistic accommodations (Chowning & Campbell, 2009; McLellan & Jackson, 2017; Singleton-Jackson et al., 2011). This study differed from existing studies on academic entitlement because the focus was on the student affairs department at a large community college district.

Research Questions

RQ1. What are the academic entitlement behaviors, if any, academic advisors at community colleges face?

RQ2. How do academic advisors address academic entitlement during advising interactions?

Conceptual Framework

Qualitative research documents human experiences about others through interviews, transcripts, field notes, and recordings, among other items (Saldaña, 2011). Qualitative research relies on words and images. The words and images are used as empirical materials for analysis and reflection (Saldaña & Omasta, 2018). Qualitative design fits the study because the study

researched human experiences about a phenomenon, academic entitlement, within student affairs, specifically the advising department. The research employed phenomenology as the research method. Phenomenology studies a lived experience of individuals to determine what something is (Saldaña & Omasta, 2018). Phenomenology allows researchers to as accurately as possible describe a phenomenon (Groenewald, 2004). I chose phenomenology with the goal of detailing the experiences academic advisors face with academically entitled students.

Constructivism is an epistemology that provides clarification on how human beings learn as well as the nature of knowledge. Knowledge and understanding are constructed on an individual basis grounded in previous experience and background information (Ultanir, 2012). The constructivist view explains how individuals perceive, interpret, and explain the same experience differently despite facing the experience at the same time. Constructivism is a scientific and meta-theory rooted in observation (Ultanir, 2012). The study sought to understand academic entitlement within academic advising from the perspective of the advisor to identify best practices for addressing academic entitlement. Constructivism allowed the phenomenon of academic entitlement to be explained from different perspectives.

Definition of Key Terms

Academic entitlement. Academic entitlement is being defined as the tendency to possess expectations of unearned academic success, undeserved academic services, and expectations of unrealistic accommodations (Chowning & Campbell, 2009; McLellan & Jackson, 2017; Singleton-Jackson et al., 2011).

Advising. Based on the teaching and learning mission of higher education, academic advising consists of intentional interactions that synthesize and contextualize students'

educational experiences within the frameworks of their goals, skills, and lives (NACADA, 2006).

Incivility. Classroom incivility can be defined as any behavior that interrupts learning or the flow in the classroom (Cain et al., 2012). Incivility in the classroom can be viewed from two perspectives. The first is negative behaviors by the student, and the second is the student's perception of negative behaviors by faculty members (Knepp, 2016). Chowning and Campbell (2009) described uncivil behaviors as talking during class, sending text messages, answering cell phones, and arriving late to class. Uncivil behaviors can also be represented in emails, phone calls, and in-person discussions where the student may be demanding, presumptuous, and too informal. Incivility in education is a bilateral interaction with faculty and students (Clark, 2008).

Student consumerism. Student consumerism is the view that colleges and universities are a place to meet a preestablished need, and education is a product that can be purchased (Delucchi & Korgen, 2002; Laverghetta, 2018).

Summary

Academic entitlement, the expectation of academic success or services without personal ownership, is on the rise within higher education (Boswell, 2012; Knepp, 2016). Academic entitlement is related to student consumerism and incivility (Laverghetta, 2018; Sohr-Preston & Boswell, 2015). Students exhibit academically entitled behaviors across the college which affects the academic process (Elias, 2017). Chapter 1 identified the concern of academic entitlement within academic advising. The qualitative study utilized a phenomenological approach to understand what academic entitlement entailed within academic advising in order to identify best practices for addressing academic entitlement. The study employed constructivism as the

conceptual framework. Chapter 2 includes a review of the literature to support the purpose of the study further.

Chapter 2: Literature Review

The purpose of this qualitative study was to explore the academic advisors' experience with academic entitlement at a large community college. Academic entitlement is a phenomenon in higher education described as a student's expectation of special treatment when it is unwarranted. Special treatment can include but is not limited to higher grades, immediate access to instructors, or special exceptions (Whatley et al., 2019). Educators and administrators are becoming increasingly concerned with academic entitlement because it creates a disruption in the academic process (Elias, 2017). Students who exhibit academic entitlement behaviors may be more difficult to advise and have a higher risk of dropping out or poor academic performance due to lack of perceived control over success (Sessoms et al., 2016).

Chapter 2 will discuss the theoretical framework, constructivism, and how it aligns with the study. The chapter also describes the community college, its importance, and how it differs from baccalaureate granting institutions. Additionally, the chapter provides an overview of academic advising and the unique role of the academic advisor. Finally, chapter two details academic entitlement, student consumerism, incivility, and narcissism and the importance of exploring each factor.

Literature Search Methods

I utilized the Brown Library at Abilene Christian University and the library at Northwest Vista College to search for relevant literature. The literature review contains articles published between the years 2003 to 2019. Keywords included *academic advising*, *academic entitlement*, *community colleges*, *constructivism*, *incivility*, *narcissism*, *and student consumerism*.

Conceptual Framework

The conceptual framework of the study is constructivism. Constructivism is an epistemology that provides clarification on how human beings learn as well as the nature of knowledge (Ultanir, 2012). Constructivism is a theory of knowing and describes how a person comes to know (Xyst, 2016). The theory of constructivism describes learning as a process in which new knowledge is connected to previously learned knowledge to create new learning (Matthews, 2003).

There are different forms of constructivism. The more popular forms of constructivism are psychological, radical, and social (Raskin, 2015). Psychological, or personal construct psychology, centers on how individuals create individual systems, and reality is a product of the created systems (Raskin, 2015). Raskin (2015) explained radical constructivism similarly to personal construct psychology. Radical constructivism states knowledge is a personal and private creation used for survival instead of replication (Raskin, 2015). Social constructivism emphasizes that knowledge is created through shared understandings and dialogue. Oftentimes, the shared understandings are mistakenly viewed as truth (Raskin, 2015). The current study will focus on social constructivism or socio-constructivism.

Socio-constructivism is beneficial when studying one's experience (Beck & Kosnik, 2006). Socio-constructivism takes into consideration historical, social, and cultural views and how each construct affects society (Creswell, 2013). The socio-constructivism perspective is beneficial in the current study because the study involves interactions between individuals and their responses. The current study explored academic advisors' experiences with students exhibiting academic entitlement and examine the reactions to the behaviors with a goal of developing best practices for working with academically entitled students. Additionally, the

epistemological approach to constructivism studies the origin, process, and construct of knowledge (Creswell, 2013). Utilizing this process will provide leadership with a more in-depth understanding of how and why advisors react to academic entitlement behaviors in the manner that they do.

Community College

In 2016, over half of the postsecondary students in Texas were enrolled in a community college (Donaldson et al., 2016). In the United States, 41% of all undergraduates were enrolled in a community college in fall 2017 (Cutler White, 2019). Community colleges are public, 2-year institutions of higher education with a distinct learning environment and open access to postsecondary education ("What is Community College?," 2012). Community colleges, initially called junior colleges, were established in the early 1900s as a result of the Morrill Act of 1862 and the second Morrill Act (Drury, 2003). The Morrill Act of 1862 and the second Morrill Act (1890) increased access to higher education by providing revenue from land sales to states to establish colleges and by withholding federal funds to land grant colleges that did not grant admissions to students based on race (Drury, 2003). With the increase of new higher education institutions, university leaders noticed that some students were not prepared. Additionally, the president of the University of Missouri stated the first two years of college are not university-level education and the character of the teaching during the first two years are the same (Drury, 2003). Based on those observations, the president of the University of Chicago led the charge to found the first junior college in 1901 (Drury, 2003).

Community colleges tend to be more affordable and have smaller class sizes than traditional 4-year colleges or universities ("What is Community College?," 2012). Community colleges serve different purposes. One significant objective is to prepare students to transfer to 4-

year institutions by providing lower-division education (Xu et al., 2018). Community colleges also offer a variety of degree programs focused on supporting economic advancements, such as career and technical programs (Gauthier, 2019). The community college has a dual mission of providing a path to middle-skills jobs through technical programs and a path to 4-year institutions through transfer programs (Cutler White, 2019).

Compared to traditional 4-year colleges or universities, community colleges enroll more underrepresented demographic groups, including nontraditional students, low-income, racial minorities, and first-generations (Xu et al., 2018). Community colleges hold similar goals to 4-year colleges and universities, such as increasing degree completion rates, addressing inequities in degree attainment, and supporting the economy by growing potential earnings (Donaldson et al., 2016; Gauthier, 2019; Xu et al., 2018). Academic advising programs are being implemented and enhanced at community colleges to assist with the colleges' goals (Donaldson et al., 2016).

Student Affairs

Historically, the focal point of higher education was what happened inside the classroom. However, there are other facets to higher education to consider outside of the classroom. Student affairs plays a pivotal role in higher education and the success of students. Dungy (2018) stated that it is a challenge to provide a single definition of Student Affairs as it is dynamic in nature. Student affairs encompass many departments, including but not limited to advising, admissions, assessment, career services, counseling services, dean of students, disability services, student engagement, and veteran services. Each institution of higher education determines the organization of the student affairs department (Schuh et al., 2017). Student affairs may be referred to by different names depending on the organization and the organizational needs (Dungy, 2018).

Student affairs departments are focused on the student as a whole. Student affairs are responsible for understanding who the student is, their needs, their college experience, what their ultimate goal is with higher education, and what they will become after they experience higher education (Kinzie, 2015). In the early years of higher education, institutions were male-dominated and governed by faculty and academic staff. During the 1800s, the academic staff started to change. The professionalization of academic staff gained momentum during this period. College teachers and leaders in the classroom began to evolve from tutors to permanent faculty (Finkelstein et al., 2016). The faculty were different from the tutors as they focused on specific subject areas and tended to be older than the tutors. Additionally, faculty had formal education, which they usually obtained in Europe. With gaining additional education and credentials, faculty also began to do more research. The changes in academic staff and faculty played a role in the creation and evolution of student affairs (Finkelstein et al., 2016). In addition to the professionalization of academic staff, there was an influx of women enrolling in institutions of higher learning (Schuh et al., 2017). In addition to an influx of women enrolling in college, the academic staff was also evolving in their roles and responsibilities. Additionally, higher education was transforming during this period, which included not only a focus on academics but also intellectual and social aspects within the college campus (Gerda, 2006).

Deans were created to act in the place of the parent for the purpose of character building and control. The role of the early deans and other staff was to manage the needs of the student (Gillett-Karam, 2016). In the mid-19th century, the clear separation between academics and student affairs was institutionalized (Gillett-Karam, 2016). The first student personnel office, which reflects current-day student affairs, was opened in 1920 at Northwestern University to

focus not only on student needs but also on enrollment management, student satisfaction, and career services after graduation (Schuh et al., 2017).

As the frontline employees and overall caregivers of the student, student affairs' leaders and professionals are obligated to understand the evolving needs of students and integrate effective student affairs practices to meet those needs to aid in student success (Kinzie, 2015). The generational attributes of the students highly influence student affairs practices. Student demographics play a role in student affairs and the educational support programs provided (Dungy, 2018). Over the last two decades, student characteristics have evolved and prompted shifts in student affairs practices (Kinzie, 2015). Kinzie (2015) described current students as being confident, civic-minded, but also narcissistic and entitled. The shift highlights the importance of assessments of students and the implementation of intentional approaches to persuade students' behaviors in and out of the classroom (Kinzie, 2015). Student success and educational outcomes are the focal points for leaders this decade more than in the past (Knight, 2014).

Academic Advising

A major component of student affairs is academic advising. The role of the academic advisor is pivotal to the success of the student. Academic advisors act as a guide for students throughout the academic career of students (Khalid & Williamson, 2014). Academic advisors' interactions with students affect the overall college experience of the student. Students' satisfaction with advisors affects retention and persistence (Kohle Paul & Fitzpatrick, 2015).

The role of the academic advisor has changed over time. Prior to the 19th century, there was not a need for academic advisors as there were not electives available. In the 1870s, John Hopkins University allowed students to select electives for their major (McGill, 2019). The

process of academic advising remained very prescriptive until the 1970s, when academic advising became more of a developmental process (McGill, 2019). As advising duties were becoming more distinctive, the field began to work towards professionalization. In 1979, an advising association, National Academic Advising Association (NACADA), was established (McGill, 2019). Currently, academic advising roles are emerging as a support to increase graduation rates. Advising models are being enhanced to shift from access to retention and completion (Donaldson et al., 2016). Academic advisors help students make important decisions about their academic careers. Additionally, academic advisors attempt to build rapport with students in order to keep the student engaged (Khalid & Williamson, 2014). Students that are effectively advised are more likely to enroll, enjoy college, and persist to graduation and less likely to take unnecessary classes (Khalid & Williamson, 2014).

Academic advisors play an essential role in fulfilling the missions of colleges and universities. Academic advisors promote learning, encourage students to think critically, help students understand degree requirements and institutional policies, and assist students with academic transitions (Lance, 2009). With the shift of the role and duties of the academic advisor, the Alamo Colleges District implemented a new advising model, AlamoADVISE, to monitor student progress, address barriers, and assist students with maintaining momentum to degree completion. The model is a case management model, with each advisor maintaining a caseload of 350 students. With the case management model, academic advisors support students through four primary areas: connection, entry, progress, and completion. Advisors go through a certification process to equip them with the necessary skill set to provide holistic advising to students (Silva, 2018). Despite the efforts being made in advising, there are still many obstacles. One obstacle is students not wanting to attend academic advising sessions (Castor, 2005).

Academic Entitlement

Academic entitlement is a more recent phenomenon in higher education that is gaining more interest in the scholarly community and causing concern among faculty (Sohr-Preston & Boswell, 2015). Academic entitlement plays a role in the relationships and interactions between student and professor, student and student, and student and administrator (Peirone & Maticka-Tyndale, 2017). With research showing a presence of academic entitlement throughout higher education (Elias, 2017; Peirone & Maticka-Tyndale, 2017; Sohr-Preston & Boswell, 2015), it is valuable to gain additional knowledge on the topic and explore the implications of academic entitlement across different levels of higher education.

Academic entitlement is the expectation of an undeserved award such as high grades with modest effort and a demanding attitude toward teachers (Lemke et al., 2017). Academic entitlement is considered to be a four-dimensional construct. The first dimension is low personal responsibility. Students exhibiting academic entitlement tend to blame the instructor or the system for failure to learn or succeed. The next dimension is the expectation of recognition for effort; effort and accomplishment are often confused. Control over learning is the third dimension. Academically entitled students crave control over how information is delivered in class and the grading process. The final dimension of academic entitlement is the product value of education. Students expect a return, such as passing grades, because they are purchasing an education (Zhu & Anagondahalli, 2017).

Students who scored high on the Academic Entitlement scale, a 15-item survey (Greenberger et al., 2008), were also found to feel pressure from parents, be awarded for good grades with money and tangible items, and to engage in more dishonest academic behavior (Greenberger et al., 2008). Low levels of self-regulated learning have been linked to higher

levels of customer service orientation, expectations, accommodations, and avoidance of responsibility. Additionally, students with lower levels of self-regulated learning and conscientiousness tend to have entitled expectations and behaviors (McLellan & Jackson, 2017). Laverghetta (2018) stated anti-intellectualism is also related to academic entitlement. Students with high levels of academic entitlement have consumerist attitudes and exhibit classroom incivility (Laverghetta, 2018).

Academic entitlement can be expressed through an array of behaviors, including student incivility. Additionally, academically entitled students inhibit the ability of the professor to teach classes appropriately (Elias, 2017). Many professors seek to battle academic entitlement head on which may not be the best practice. Goldman and Martin (2016) stated that students who exhibit academic entitlement might see that as a personal attack. Professors must be able to adapt their teaching styles to neither reward nor acknowledge academic entitlement (Goldman & Martin, 2016).

Academic entitlement also affects administrators. Students who exhibit academic entitlement report lower satisfaction with the institution, poor academic performance, and a perceived lack of control over their success. Students exhibiting academic entitlement may be challenging to advise as they do not tend to take personal responsibility for their academic performance (Sessoms et al., 2016).

Incivility

Clark (2017) highlighted a rise in academic incivility in the classroom. Classroom incivility can be defined as any behavior that interrupts learning or the flow in the classroom (Cain et al., 2012). Chowning and Campbell (2009) described uncivil behaviors as talking during class, sending text messages, answering cell phones, and arriving late to class. Incivility can also

include pompous speech, academic dishonesty, sleeping, bullying, and violent behaviors (Clark, 2017). Additionally, uncivil behaviors can also be represented in emails, phone calls, and in-person discussions where the student may be demanding, presumptuous, and too informal (Clark, 2008). The definition of incivility is subjective, as individuals may view actions differently. However, there is consensus that incivility entails any behavior that interferes with the learning environment (Sterner et al., 2015).

The intensity level of incivility is classified on a spectrum. The lowest level of intensity are annoyances or irritating behaviors such as attendance (arriving late or leaving early), sleeping in class, or inappropriate attire, or talking to others during class (Turnipseed & Landay, 2018; Burke et al., 2014). The next level of incivility intensity is moderately intense behaviors. The moderate behaviors include challenging behaviors such as disrespectful or negative comments toward faculty, challenging the faculty's knowledge in class, seeking to dominate class time, complaining about the evaluation process or grades, and intolerance of others views (Burke et al., 2014; Turnipseed & Landay, 2018). The highest or more extreme intensity level of incivility includes harassment, threats, assaults, and bullying (Turnipseed & Landay, 2018). The high-level intensity behaviors are less frequent but should be acknowledged due to the impact on the learning environment (Turnipseed & Landay, 2018).

There are several contributing factors to the cause of incivility. Incivility in the classroom and on the campus is often associated with academic entitlement (Jiang et al., 2017). Incivility may also be caused by fatigue, stress, illness, disability issues, and emotional immaturity (Clark, 2017). Clark and Springer (2010) mentioned sarcasm and arrogance of faculty contribute to the onset of incivility as well. Incivility is not limited to the classroom and has an effect on the quality of campus life (Sterner et al., 2015). Student incivility can include deception, blame,

disruption, avoidance, active resistance, challenging the basis of power, disengagement, disinterest, disrespect, defiance, and disturbance (Gonzalez & Lopez, 2001; Kearney & Pax, 1989).

Incivility can be viewed from two perspectives. The first is negative behaviors by the student, and the second is the student's perception of negative behaviors by faculty members (Knepp, 2016). The increase of incivility and negative behaviors of students was linked to the generational changes. Sterner et al. (2015) stated Generation X was the first generation to exhibit a spike in incivility. The students of Generation X were often categorized as having different motivations for attending college, being self-centered, and having a poor work ethic (Sterner et al., 2015). Faculty can exhibit incivility through displays of negativity towards students, failure to prepare for class, lack of classroom management, and lack of interest in student learning (Sterner et al., 2015). Incivility in education is an interaction with faculty and students. Students cannot be the only party held accountable (Clark, 2008).

Narcissism

Over the past three decades, college students' narcissism levels have risen in the United States (Twenge et al., 2008). There is a vast amount of psychology literature on the topic of narcissism (Menon & Sharland, 2011). Narcissism is a term used to describe individuals that display high levels of grandiosity, self-focus, and self-importance. Narcissistic individuals tend to seek attention and special treatment from others while disregarding others' feelings and perspectives (Bergman et al., 2010). Turnipseed and Landay (2018) stated that individuals displaying narcissism tend to be morally disengaged, self-serving and uncivil. However, uncivil behaviors may be considered appropriate by narcissistic individuals as they tend to act with impulse and irresponsibility without regard for consequences (Turnipseed & Landay, 2018).

Keener (2020) mentioned that students exhibiting narcissistic traits are likely to display academic entitlement. Narcissism is often discussed in relation to entitlement behaviors; however, it is important to highlight the different types of narcissism when studying the phenomenon. There are three main narcissistic styles; vulnerable, covert, and grandiose narcissism (Grubbs & Exline, 2016). The vulnerable narcissist has lower self-esteem, many internal conflicts, and puts on an outer appearance of modesty. The vulnerable narcissist exhibits high levels of entitlement and sees themselves as special (Grubbs & Exline, 2016). Similarly, grandiose narcissism includes excessive levels of entitlement and tends to be more vocal than the vulnerable narcissist. Additionally, the grandiose narcissist usually displays vanity, high self-worth, and overestimated abilities, powers, and skills (Grubbs & Exline, 2016). Contrary to both vulnerable and grandiose narcissism, covert narcissism includes defensiveness in an effort to hide low self-esteem. The covert narcissist utilizes entitlement as a means to display superiority and competence (Whatley et al., 2019).

Narcissists expect special treatment and have a high level of entitlement due to the belief of special status (Bergman et al., 2010). Narcissistic individuals externalize blame but also seek praise, admiration, and gratification from external sources (Bergman et al., 2010). Turnipseed and Landay (2018) found that narcissists place lower values on other individuals and view them as a means to an end. Individuals high in narcissism may be hypersensitive to feedback or criticism, which can lead to aggressive or antisocial behavior (Bergman et al., 2010). Narcissistic students may believe they are exempt from tasks that other students complete that they view as challenging or boring. These students may also seek to negotiate required appointments or demand their preferences be met (Bergman et al., 2010).

Student Consumerism

As colleges and universities become more diversified, students have more options and tend to treat the process of choosing a college as they would a shopping trip. Colleges and universities react to the prospective student's process by courting the students (Fairchild & Crage, 2014). The courtship tends to focus on the college or university's amenities and not academic rigor (Fairchild & Crage, 2014). In addition to the students' vast options, many public colleges and universities are tasked with increasing retention and graduation rates, decreasing tuition, and increasing faculty likeability (Fairchild & Crage, 2014). The aforementioned challenges aid in the consumerist view of higher education.

Student consumerism is the belief that education is a service that is paid for and educational endeavors are negotiable. Educational endeavors include but are not limited to grades, timelines, and classroom or coursework expectations (Plunkett, 2014). The student's consumeristic view can be partially credited to the implementation of a business model approach to higher education. The business model approach treats the student as a consumer, which in turn leads the students to perceive their degree as an entitled product for a financial transaction (Marshall et al., 2015). Delucchi and Korgen (2002) performed a study utilizing a student questionnaire at a mid-sized public university and found that 42 percent of their sample felt that tuition payments entitled them to a degree.

The student as a consumer approach also shifts the power from the college or university to the student. The power shift may also affect the academic standards of higher education due to a focus on customer satisfaction (Bunce et al., 2017). Student consumerism also plays a role in the lack of personal responsibility (Plunkett, 2014). According to Marchall et al. (2015), students with this view of higher education may develop expectations and desires that are unrealistic such

as being given a grade instead of earning the grade. Likewise, the view of students as consumers influences the effort the student exerts as well as the motivation of the student (Marshall et al., 2015). The consumerist approach aids in the cultural change from students seeking to learn to students seeking to have a degree. Additionally, students as consumers tend to be more demanding of support services and exhibit higher levels of entitlement which are associated with more complaining (Bunce et al., 2017).

Summary

Academic entitlement is an issue in higher education (Elias, 2017). Academic entitlement is visible throughout colleges and universities and is not limited to the classroom (Peirone & Maticka-Tyndale, 2017). Students can exhibit academic entitlement behaviors in various manners, including minimal personal responsibility, seeking control over the classroom, dishonest academic behavior, and unrealistic expectations (Luckett et al., 2017; Schaefer et al., 2013; Zhu & Anagondahalli, 2017). Academic entitlement has also been linked to student consumerism and incivility (Laverghetta, 2018). While there is a vast amount of research on academic entitlement at 4-year institutions, it is challenging to locate research at the community college level. In 2004, 8% of published research articles within the context of higher education focused on community college students (Donaldson et al., 2016). With community colleges enrolling over 40% of undergraduate students, it is imperative to research students at the community college level. Additionally, academic advisors play an important role in the academic career of students from entry to completion (Kohle Paul & Fitzpatrick, 2015). Academic advisors' perspectives are relevant to research on academic entitlement as advisors engage with students on a regular basis. Socio-constructivism will be utilized to examine the academic advisors' perspective of academic entitlement.

Chapter 3: Research Method

The purpose of the qualitative study was to explore the experiences and perspectives of academic advisors that have encountered academic entitlement. The research sought to gain insight and an understanding of the interactions between the academic advisor and students exhibiting academically entitled behaviors. Additionally, the aim of the study was to gain practical knowledge of academic entitlement within academic advising to develop best practices for engaging with students showing academic entitlement behaviors.

The chapter will detail the research method for the study and the research design. The chapter will also describe the population and samples as well as the instruments, data collection, and analyses. Finally, the chapter will discuss ethical considerations.

Research Design and Method

The study utilized a qualitative design. Qualitative research studies human experiences through words and images collected from interviews, field notes, and recordings (Saldaña, 2011). Based on the intended purpose of the study, I chose phenomenology as the methodology. The goal of phenomenology is to understand a lived experience or phenomenon and how the experience occurred (Usher & Jackson, 2017). The phenomenon in the study was the academic advisors' experience advising students who exhibited academic entitlement behaviors. Phenomenology allows researchers to focus and learn from the participants that experienced the phenomenon (Wertz et al., 2011).

The study utilized semistructured interviews with open-ended questions. Phenomenology suggests asking questions that allow participants to expound on their personal version of the phenomenon (Moustakas, 1994). Additionally, phenomenology allows the researcher to follow up with participants after the initial interview (Moustakas, 1994). The ability to follow up was

beneficial to the study as it allowed the academic advisor to provide clarification on statements from the interview and for the academic advisor to ensure that his or her experience was portrayed accurately.

Population and Setting

The target population for the study was academic advisors at a large community college district in South Texas. The large community college district consists of five individually accredited colleges. The five community colleges provide educational services to students in eight different counties. Each of the five colleges serves a different area of the city. The population of students is 62% Hispanic, 57% female, 53% economically disadvantaged, and 81% part-time, according to the district's website.

In order to participate in the study, the advisors were required to have at least two full years of advising experience at one of the five colleges in the large community college district, as well as have completed master advisor certification training. Master advisor training is mandatory for all advisors to complete within the first year of advising and is completed through The Council for Adult & Experiential Learning (CAEL). Master advisor training is divided into three levels in which the advisor has to complete each level to progress to the next level successfully. Participation in the study was completely voluntary.

After receiving Institutional Review Board (IRB) approval at Abilene Christian University, I contacted the IRB departments at each of the five colleges. Of the five colleges, only one had an official IRB process in place. Two of the colleges were working to establish an official process, and the other two colleges had individual contacts. I submitted the required documentation for each of the five colleges. However, I only received approval for one of the

colleges. The college I received approval for is the second largest in the district and enrolls more than 17,000 students.

Sample

The study utilized purposeful sampling to recruit participants for the study. Purposeful sampling allows individuals to meet a certain criterion in order to participate. Purposeful sampling seeks out the best cases to utilize in a study in order to produce the best data (Leavy, 2017). The target for the study was academic advisors with two years of experience and the ability to detail an example of academic entitlement. With phenomenological research, the participants must have experienced the phenomenon that is described in the study.

The academic advisors were invited to participate in the study through their work email. After IRB approval, all of the academic advisors were emailed with a brief description of the study as well as specific criteria to participate. The criteria included the following: (a) must have completed Master certification, (b) must have worked as an academic advisor with the large community college district for two years, and (c) be able to recall an occurrence in their academic advising career in which they experienced academic entitlement which is being defined as the tendency to possess expectations of unearned academic success, undeserved academic services, and expectations of unrealistic accommodations (Chowning & Campbell, 2009; McLellan & Jackson, 2017; Singleton-Jackson et al., 2011).

The sample size for a qualitative study can vary. Qualitative studies typically have smaller sample sizes than quantitative studies. The sample size typically depends on the type of research utilized. Phenomenological research requires the sample size to provide sufficient and meaningful points that are both similar and different between participants. Phenomenological

research usually requires a small sample of at least six participants. Based on the number of advisors at the college, the number of participants for the study was 12.

Instrumentation

The instrumentation for the phenomenological study was interview questions. I crafted the interview questions with the focus on understanding the experience of the academic advisor advising students exhibiting academic entitlement behaviors. The questions allowed the advisor to detail his or her experience with academic entitlement, explain their initial reaction to the situation and the outcome of the experience, including whether there was follow-up with the student. The interviews were conducted by video conference, specifically Zoom. The interviews included 13 semistructured questions to allow the participants to speak freely and thoroughly about their experience with the phenomenon. According to Saldana and Omasta (2018), semistructured interviews allow the researcher to make needed adjustments throughout the interview. Semistructured interviews begin with a simple question then shift to more detailed, complex questions.

Data Collection and Analysis Procedures

The data collection for the study was one-on-one, semistructured interviews through Zoom. After IRB approval, an email was sent to certified academic advisors with a brief overview of the research and criteria to participate in the study. The email asked potential participants to complete a JotForm with contact information if interested in participating in the study. The JotForm also included the overview of the study and the electronic letter of informed consent. After the letter of informed consent was signed, the participants received an email with a link to Youcanbook.me so they can pick a date and time that was most convenient for them.

Once the participants picked a date, I created a Zoom meeting with a password and emailed the information to the participants.

The interviews were recorded. Before the recording started, the participants were asked to turn off their cameras as a measure of confidentiality. I also renamed the participants so that only a randomly assigned participant number would be captured on the recording. The participants were assigned a pseudonym after the interview. The interviews started with brief dialogue before recording in an effort to relax the participants. Moustakas (1994) suggested phenomenological interviews start with social conversations or meditative activities to create a relaxed and trusting environment.

The interviews were recorded via Zoom, and I utilized Word Dictate to aid in the transcription of the interviews. Once all of the interviews were complete, I went through each recording and each dictation and edited the words for accuracy. The interviews, transcriptions, coding were stored in a password-protected cloud service. All of the data will be securely stored for the required three years after the completion of the research.

Data Analysis

The analysis of data is a key component of research as the goal of data analysis is to make sense of the data. Data analysis involves taking the data apart and putting it back together (Creswell, 2014). The data analysis strategy is determined based on the methods of the research study. The data analysis process included initial immersion, coding, and categorizing, and theming (Leavy, 2017).

Each interview was recorded via Zoom, and Word Dictate was used during the interview. After each interview, the recordings were reviewed, and the transcriptions from Word Dictate were updated for accuracy. After all the interviews were completed, I started the first step of data

analysis, initial immersion. Initial immersion includes reading the data, looking at the data, and thinking about the data (Leavy, 2017). During this stage, I read each transcription from beginning to end and thought about what the participant was stating in reference to the question that was being asked. I also listened to the recordings of the interviews. After going through each interview multiple times, I moved to the next step, coding. Before coding, I separated the interview questions based on the research questions to assist with coding. In vivo coding was utilized as it allowed me to maintain the language utilized by the participants (Leavy, 2017). In this study, it was important to utilize the same language as the participants because the advisors are accustomed to certain terminology that may have different meanings in other areas. After manually coding each interview, I looked for patterns within the data and began categorizing and theming the data. Categorizing includes grouping together phrases and words based on commonalities. Finally, I looked for themes amongst the categories. A theme may emerge as the categories are studied. Themes include phrases or sentences that indicate a meaning behind a code (Leavy, 2017).

Establishing Trustworthiness

In phenomenological research, it is imperative to establish and ensure trustworthiness. I took several measures to ensure the data analysis was as accurate as possible. Validity holds different meanings in qualitative and quantitative research. Qualitative validity insinuates that the researcher checked for accuracy in the findings (Creswell, 2014). I established validity through member checking and establishing bias. Member checking allows the participants to confirm the accuracy of the descriptions or themes (Creswell, 2014). At the end of each interview, I confirmed the participant would allow me to follow up after data collection was complete. After data analysis, I emailed each participant a copy of their participant's description. Each of the

participants responded to the email and confirmed the accuracy of the description. In addition to member checking, I acknowledge potential bias in which I may have brought to the study. In an effort to eliminate bias from the data analysis process, I utilized bracketing.

Bracketing

Bracketing is unique to phenomenological research design. Bracketing is imperative as it aids in the validity of data collection and data analysis. Bracketing should take place before, during, and after data collection and analysis. Bracketing requires the researcher to shelve their own knowledge and thoughts about the phenomenon being researched (Chan et al., 2013).

As a researcher who is also an academic advisor at the research site, it was imperative that I address my personal biases and assumptions about academic entitlement behaviors within academic advising and the experiences of other academic advisors. I utilized note-taking as a method of bracketing. I took notes before, during, and after the interviews. I utilized reflexive note-taking as a tool to identify possible biases and influences (Chan et al., 2013). Additionally, I utilized bracketing during data analysis in an effort to eliminate personal biases and influences. Finally, I followed up with each research participant with a synopsis of their interview to ensure I accurately captured their experience.

Ethical Considerations

Prior to data collection, I went through IRB training for both Abilene Christian University and the colleges in the Alamo Colleges District. I gained a great understanding of the protocol for collecting data and the importance of privacy. The study received IRB approval from both Abilene Christian University and the research site. Participants were provided written informed consent before agreeing to participate in the study and were reminded verbally of the consent before starting the interview. Furthermore, participants had the opportunity to review the

written transcript and participant summary in an effort of transparency and to allow the participant to clarify any statements. Identifiable information was not gathered during the interviews, and participants were informed that they could discontinue participation at any time. Additionally, to protect the identity of participants, they were assigned pseudonyms, and all identifiable information was not recorded.

Assumptions

Throughout the study, the assumptions made were related to the participants. The study is focused on student affairs, specifically, the academic advising department. It was assumed that the participants were academic advisors that had experienced academic entitlement while in their role as an academic advisor or within student affairs. Also, the participants were honest and only reported on their own personal experiences.

Limitations

There were several limitations in the study. The initial goal was to interview advisors from five different colleges. However, due to structural differences at each college, I was only able to obtain IRB approval at one college. Therefore, I was limited to advisors at one of the five colleges. Additionally, the experiences of the academic advisors may be limited depending on the length in which they have been advising. The interviews were not done in person; they were via videoconference, which limited the ability to observe the participant.

Delimitations

The study was conducted within a large community college district in the southern region of the United States. The participants in the study had to be academic advisors within the district for at least two years as the training and certification for new advisors can take up to a full year.

The advisors had different caseloads of students and different focal points within advising. Additionally, the perspective of the student was not considered in the current study.

Summary

The purpose of the qualitative study was to explore academic advisors' experience with student academic entitlement and gain a better understanding of best practices for addressing academic entitlement behaviors. The chapter described the research methodology, population, sample, and how the data were collected and analyzed. Data were collected from 12 academic advisors with at least two years of experience at the large community college utilizing semistructured interviews. The data were coded and themed, and the participants were allowed to confirm the accuracy of their story. The chapter also provided the method utilized to establish trustworthiness and the ethical considerations of the study. Moreover, the assumptions, limitations, and delimitations were explained within the chapter.

The following chapter, Chapter 4, will provide the participant descriptions and the results of the phenomenological study. Chapter 5 includes a review of the study, discussion and implications of the findings, and suggestions for future research.

Chapter 4: Results

The purpose of this phenomenological study was to examine whether academic entitlement was present within academic advising and to identify the academic entitlement behaviors as well as the academic advisors' reactions to those behaviors. Phenomenology was an appropriate research method because it allowed the academic advisors to detail their experience with academic entitlement. The underlying goal of the study was to gain practical knowledge of academic entitlement behaviors situated within academic advising so that advising leadership can be aware of the issues and provide support to academic advisors.

The following questions were explored:

RQ1. What are the academic entitlement behaviors, if any, academic advisors at community colleges face?

RQ2. How do academic advisors address academic entitlement during advising interactions?

The purpose of Chapter 4 is to report the results of the data analysis, including themes and subthemes. In this chapter, the demographics of the participants are presented, the stories of each participant and significant statements from the interviews are provided.

Data Collection and Analysis

I followed the data collection procedures outlined in Chapter 3 and adhered to the guidelines for the IRB at both ACU and the collection site. The participants were selected utilizing purposeful sampling techniques. Twelve academic advisors with at least two years of employment at their current institution participated in the study. All of the interviews were conducted via Zoom. I recorded and transcribed each interview.

Demographics

The study included 12 research participants. Eight of the participants were female, and four of the participants were male. All 12 of the participants had completed bachelor's degrees (see Table 1). Of the bachelor's degrees, three participants earned degrees in English, two participants earned degrees in Psychology, two participants earned degrees in Business, two participants earned degrees in Sociology, one participant earned a degree in History, one participant earned a degree in Communications, and one participant earned a degree in Rehabilitative Services. Nine of the participants had earned a master's degree, and one participant was completing a master's degree.

Table 1

Participant Profiles

Pseudonym	Highest level of education	Years advising in district
Marsha	Masters	5
Dominique	Masters	6
Erica	Masters	3
Ruth	Masters	4
Ashley	Masters	3.5
Brandon	Masters in progress	5.5
Tia	Masters	7.5
Frank	Masters	16
Kristen	Bachelors	19
Anthony	Bachelors	4.5
DeWayne	Masters	8
Ramona	Masters	2.5

Participant Descriptions

Each participant was assigned a pseudonym in order to maintain confidentiality. Below are the stories of each of the participants in which they individually confirmed to be accurate.

Marsha

Marsha has been an academic advisor for five years. Her highest level of education is a Master's degree. Prior to working as an academic advisor, Marsha worked in different customer service-type positions as well as in a bookkeeping position. Marsha works with students in all institutes and degrees. As an academic advisor, Marsha states she has experienced academic entitlement. Marsha provided two examples of academic entitlement. She described different entitlement behaviors, such as students expecting advisors to do everything for them as well as students going straight to the Vice President when not receiving certain requests. Marsha has also experienced students who exaggerated their advising experience in an effort to seek different answers or services. Marsha stated that when she works with academically entitled students it upsets her. She also stated that she felt chastised by supervisors for performing her duties as an advisor and following protocol. After working with academically entitled students, Marsha often talks to her peers, especially the ones on her team, as they typically work with the same students. Marsha also tends to inform her direct supervisor when she experiences academically entitled students in an effort to prepare her supervisor in case the incident escalates.

Dominique

Dominique has been an academic advisor for a total of eight years and has been at her current institution for six years. Dominique's highest level of education is a Master's degree. Prior to working as an academic advisor, Dominique worked in different teaching and education positions as well as customer service positions. Dominique advises students in the Public Service

Institute. Dominique initially stated that she had not experienced academic entitlement within advising. However, she later described students wanting immediate responses to emails despite the times in which they sent the emails. She also stated that when students did not get responses to emails within a certain window, they will contact the school and exaggerate the time in which they have contacted her and the amount of time she takes to respond to emails. Dominique avoids talking to peers about specific advising experiences. However, she will share a story if her peers are venting to her in an effort to provide examples of best practices when working with students. When faced with academic entitlement behaviors, Dominique tends to try to redirect the student and inform them of the process for academic advising as well as the time expectations for email responses. Dominique tells her direct supervisor if she works with an upset student so that her supervisor is not blindsided in the instant that the student complains to supervisors.

Erica

Erica has been an academic advisor for a total of five years and has been at her current institution for three years. Erica's highest level of education is a Master's degree. Prior to working as an academic advisor, Erica was a recruiter in both higher education and the corporate sector. Erica works with students in multiple institutes. Erica stated that she had experienced academic entitlement as an academic advisor. She described students that wanted exceptions made for them without establishing progress for themselves. Erica also described a student that wanted to receive services after the services ended for the day and wanted to be given a service that is not offered. Recently, Erica stated she worked with a student remotely that was cursing and getting increasingly angry. When working with academically entitled students, Erica states that she is sometimes shocked and, in other cases, frustrated. Erica tends to talk to peers after

working with academically entitled students as a way to vent and seek understanding. Erica only refers to supervisors when the student is cursing or if she is seeking advice or assistance rewording communication with students.

Ruth

Ruth has been an academic advisor for a total of four years. Her highest level of education is a Master's degree. Prior to working as an academic advisor, Ruth worked in a call center and as an executive assistant. Ruth advises students in the science and technology institute. Ruth stated she had experienced academic entitlement in her role as an academic advisor. Ruth described an interaction with a student that did not want to adhere to the academic dismissal process. She stated the student was very upset, aggressive, and "mouthy" in email correspondence. Ruth also mentioned working with students that expect classroom and advising sessions to accommodate what they feel they need. Ruth has also experienced students that wanted her to do all the research and decision-making for them in terms of transferring. When Ruth encounters academically entitled students, she initially finds some of the interactions funny; then, she tries to help students understand the process and put things into perspective for them. She also lets the students know that some behavior is not appreciated and will not be allowed. Ruth does talk to peers about the academic entitlement behaviors she encounters, at times in an effort to give them a heads up in case she needs assistance during an advising session. Additionally, Ruth tends to inform her advising team lead in an effort to give them a notification in case the student complains.

Ashley

Ashley has been an academic advisor for three and a half years. Her highest level of education is a Master's degree. Prior to academic advising, Ashley worked in support roles in

higher education, the healthcare field, and insurance sales. Ashley advises in the health and bioscience institute. Ashley stated she had encountered academic entitlement behaviors during the enrollment period, as well as with students seeking resources for classes that are not provided. Ashley also mentioned students refuse to check their student email despite being told it is mandatory. When working with academically entitled students, Ashley tries to remind herself that she may be more knowledgeable than the student despite initially thinking the student should know college is different than high school. Ashley tries to encourage students to utilize the resources that are provided to them. After working with academically entitled students, Ashley communicates with peers with a goal of seeking someone else's perspective and validation that she is advising the student properly. Ashley states she only goes to leadership if a situation explodes.

Brandon

Brandon has been an academic advisor for almost six years. Brandon is currently pursuing a Master's degree. Prior to working in higher education, Brandon worked in the social services industry. Brandon advises students in the Creative and Communication Arts Institute. Brandon stated he had experienced academic entitlement in academic advising. Brandon stated that he had encountered students that expect to be passed along and do not take consequences seriously, as well as students that want to bypass deadlines and admissions requirements. Brandon detailed an encounter with a student that went to the Dean of the college, stating that she was advised incorrectly and seeking him to be reprimanded and a refund to be issued for the course. Brandon stated he was really hurt by the encounter and that he questioned his career as an academic advisor. Brandon stated he also got a little angry with the situation. Brandon finds it healthy to talk to peers after experiencing academic entitlement as a means to vent and see the

point of view of others. Brandon does go to advising leadership after working with academically entitled students to inform them of the situation and provide the context of the situation.

Tia

Tia has been an academic advisor for almost eight years. Tia's highest level of education is a Master's degree. Prior to working as an academic advisor, Tia worked as a teacher and accountant. Tia advises students in the Science and Technology Institute. Tia detailed experiences working with academically entitled students that come to her frustrated and unaware of how to ask for assistance. Tia also describes experiences with students who come in after deadlines seeking to avoid requirements and bypass deadlines. Tia provided specific details about an advising situation where a student requested a new advisor and stated she was not advised properly. Tia stated she is usually not happy after encountering academically entitled students. She stated she oftentimes communicates with her peers after those experiences, and they discuss different processes and how they do not work. Tia sometimes informs her advising leadership of the academic entitlement behaviors and provides details of the occurrences.

Frank

Frank has been an academic advisor for sixteen years. Frank's highest level of education is a Master's degree. Prior to working in higher education, Frank worked in a library, as an events coordinator, and in admissions at a university. Frank advises in the Business and Entrepreneurship Institute. Frank stated he has worked with academically entitled students. Frank provided details of a phone advising session in which the student told him that he needs to do what he is told because they pay his salary. Additionally, Frank described working with a student that did not want to abide by the admissions office and went straight to the president of the college. Frank also has worked with a student that insulted him via email and still expected

him to continuously make appointments for her despite missing back-to-back appointments. Frank stated that when he works with academically entitled students, he is mad but also tries to inform the students of what their responsibilities are and what they can expect from him. Frank states he is also shocked at times by the things the students say to him. After working with academically entitled students, Frank oftentimes speaks with his peers about the situations. Frank also informs his advising leadership of the encounters and provides details and context of the situations.

Kristen

Kristen has been an academic advisor for about nineteen years. Her highest level of education is a bachelor's degree. Prior to working as an academic advisor, Kristen worked in human resources. Kristen advises students in all institutes. Kristen stated that she has worked with academically entitled students. Kristen describes students that expressed they should not have to take the same steps as other students. She also stated she has experience with students that state they will not do their part as a student and that she cannot do anything about it because they bring the school money. Kristen also details an experience when a student threatened her, and she was forced to avoid the student whenever they came into the office. Kristen stated that when she works with academically entitled students, she is frustrated and sometimes nervous. When Kristen encounters academically entitled students, she does discuss those encounters with her peers in an effort to check herself and release the frustration. She also informs her advising leadership.

Anthony

Anthony has been an academic advisor for about 15 years, with the last four and a half being at his current institution. Anthony's highest level of education is a bachelor's degree. Prior

to working as an advisor, Anthony worked in a call center and as a work-study student in higher education. Anthony advises students in all institutes. Anthony states that academic entitlement is present in the students that he advises. He states students show up and expect to end up with a degree, resume, and letter of recommendation, and they do not realize how much effort is expected of them. He also described students that come in aggressive and angry. When working with academically entitled students, he states the situations can be frustrating, but you have to use de-escalation skills to bring them down. Anthony communicates with his peers after working with students exhibiting academic entitlement behaviors to let the energy and emotions out. Anthony does speak with advising leadership about the encounters in an effort to seek a solution to the student's problem.

DeWayne

DeWayne has been an academic advisor for eight years. His highest level of education is a master's degree. DeWayne was a work-study prior to being an academic advisor. DeWayne advises in the Science and Technology Institute. DeWayne states that he has experienced academic entitlement behaviors from students during his time as an academic advisor. DeWayne mentions students expecting to take courses that they do not meet the requirements for and students seeking to avoid the dismissal process, as well as students that do not want to take no for an answer due to paying money to the school. DeWayne also mentions an incident when he was threatened by a student. In those instances, DeWayne stated he does not take the time to acknowledge those incidents. There are certain instances when DeWayne talks to advising leadership. He states at times advising is customer-oriented; however, there are instances when the student is not right, and the leadership has to be involved.

Ramona

Ramona has been an advisor for two and a half years. Her highest level of education is a master's degree. Prior to being an academic advisor, Ramona worked in a call center, as a support specialist, and as a work-study. Ramona advises students in the Health and Bioscience Institute. Ramona stated she has experience with academic entitlement and describes students coming to her frustrated. She stated many of the behaviors are visible during registration time. Ramona detailed a student emailing her multiple times within the same day and did not allow time for her to respond before contacting the dean of students stating the advisor was not assisting her. Ramona states she is frustrated when working with academically entitled students and feels that it is a slap in the face because she works diligently to help students in a timely manner. After working with academically entitled students, Ramona vents to peers, and they share stories that help her cool down and not question her own work ethic. Ramona does speak with her direct supervisor and makes sure to keep an email of all correspondence with students.

Discussion of Findings

The participants in the study represented academic advisors in different stages of their careers. The academic advisors in the study had a diverse work history and advised students pursuing different degrees and careers. Despite the differences in the participants, they mentioned similar experiences and reactions working with academically entitled students. Though each of the participants was not able to articulate a specific encounter with an academically entitled student, each participant mentioned that academic entitlement behavior is present in academic advising. As the academic advisors discussed their experiences with academic entitlement, they gave responses that addressed both research questions. Three major

themes emerged related to research question 1, and two major themes emerged related to research question 2.

Research Question 1

The first research question focused on whether academic entitlement is present in academic advising and what behaviors academic advisors face related to academic entitlement. In the interviews, the 12 academic advisors mentioned that academic entitlement is present in academic advising. Academic entitlement presents itself in different ways. From the data analysis, three themes emerged related to academic entitlement behaviors in academic advising. Throughout data analysis, I wanted to ensure that the findings reflected the essence of what the advisors stated in their interviews; therefore, direct statements from the participants are provided as well.

Theme 1: Unrealistic Expectations or Accommodations. Analysis of the interviews indicated there is a presence of academic entitlement within academic advising. Of the 12 participants, 10 of them mentioned students that sought unrealistic expectations or accommodations from academic advisors. While some of the examples presented may be due to a lack of knowledge on behalf of the student, a majority of the statements centered on entitlement behaviors or mindset. The participants described behaviors of multiple students and different unrealistic expectations. The unrealistic expectations ranged from seeking immediate responses to emails despite the time the emails were sent to wanting to skip or bypass admissions and academic dismissal steps to expecting the academic advisor to complete non-advising related tasks. Table 2 shows the significant statements each participant stated about academic entitlement behaviors within academic advising.

Table 2

Statements for Theme 1: Unrealistic Expectations or Accommodations

Statement	Participant
"Expectations is you're going to do everything for me; why haven't you yet."	Marsha
"They expect that almost that advisers work, or especially on the team that I work on with the new students coming in, and she indicated I think they kind of feel like we work 24 hours a day that if they email us 2 three in the morning." "They sent an email, so we need to respond within 10 minutes, and that's just not realistic."	Dominique
"They think that there should be exceptions made for everything even though they haven't really established that there really making good progress." "He kept emailing me and blaming the instructors saying that they are not passing him, they are not accepting late work, they are not letting him redo missed exams past that um initial that initial absence period."	Erica
"They expect things to be adjusted either in the classroom and then in an advising session to accommodate what they feel their needs." "I should not have to adhere to any of this dismissal process."	Ruth
"With orientations, we get a lot of students that come in they are already expecting to kind of pick up where they left off in high school." "Expectation that the instructor is going to give them everything in the lecture portion of their classes um especially in like the Sciences."	Ashley
"Students are expecting well they're just going to pass me along." "I work on the academic standards team where we identify academic probation, academic dismissal and we see a lot of students that they don't take the consequences as serious as they should be for their grade point average dropping below 2.0 thinking Oh well, you know what I'm not gonna do that requirement they're not going to count it against me."	Brandon

Statement	Participant
"I said that one student that called on the phone that called this and basically just said you needed to help me out now because I pay I pay your salary." "Student who didn't want to abide by the admission process."	Frank
"Expresses that they should not have to take the same steps that all other students are expected to take because they've earned their benefit and they've earned the right to be there." "I'm not doing my part as a student, and it's not because I have something going on; it's because I just don't want to, but you should keep me because I bring you money."	Kristen
"They're expecting to get to this higher level of math when they haven't met the requirements um the basic requirements to move on." "academic dismissal and then there they are expecting that they can get back into a good standing because they've met the that they've done the process OK you've done the process to get back into school now let's talk about the reality of the situation your GPA is not good enough." "you're telling me no, I don't like that you can tell me no 'cause I'm paying the school I'm paying you money."	DeWayne
"she's had a probation hold she knew she had a probation hold, and she has was already told before that such and such how to happen in order for this hold to be waived, but she decided to go straight to the Dean of student success to come you know to file a complaint and have it trickled down within the same day that for three consecutive emails were sent"	Ramona

Theme 2: Underserved or Unavailable Services. As identified with theme 1, students often have unrealistic expectations or seek unrealistic accommodations from academic advisors. In addition to seeking unrealistic expectations or accommodations, several participants also stated that students exhibit academic entitlement by seeking services that are undeserved or unavailable. Students are provided an advising syllabus at new student orientation, which

outlines the expectations of the advisor-advisee relationship. The services provided are outlined in the syllabus, on the website, and posted outside of the office. However, the participants stated that students still request services that are not available and act unfavorably when denied the services. The participants also mentioned students seeking to avoid certain deadlines without a valid reason. Table 3 highlights the significant statements from the participants about undeserved or unavailable services.

Table 3

Statements for Theme 2: Underserved or Unavailable Services

Statement	Participant
"wanted services provided in advising that we don't do." "she wanted me to register her for classes which we don't do." "she wanted me to look up uh rate my professors for the instructors." "We don't register students for classes when they can register themselves um so she complained, and she spoke to my supervisor."	Erica
"do have some every now and again that will just think that it is my job solely to make the decision for them for one and then for two to reach out to all of the universities."	Ruth
"student like, oh you know school starts next week but here you are coming in; you know what we can plug you in right here."	Brandon
"The student wanted an advising appointment had previously missed either one or two appointments before had not shown up."	Frank
"then wanted me to literally list every single course that the student can take um in an email not just you know hey you know is this are these courses, OK you know here's a list of courses can you verify these are going to count no she wanted oh student wanted me to literally list every single course that she could take"	

Theme 3: Inappropriate Behavior. Several of the academic advisors mentioned situations in which students would exhibit inappropriate behaviors during academic advising interactions. The participants detailed situations over the phone, in person, via email, and

virtually that they viewed as inappropriate. Of the 12 participants, two participants recalled instances in which they were threatened by students. Several participants mentioned being verbally abused as well as having mistruths told about them. Table 4 provides significant statements related to inappropriate behaviors.

Table 4

Statements for Theme 3: Inappropriate Behavior

Statement	Participant
"they'll just go straight to the vice president like I'm going to tell them you're not helping me, and I'm like what I did all of this already"	Marsha
"We don't have these degrees; you need to go to a different campus, and after every email emailed that all that still went and complained to my boss and said she's never answered me and she's telling me this and that and transfer."	
"a student used the F word multiple times um during an appointment."	Erica
"he got increasingly angry; um could hear him hitting things in the background; he was using the F word a lot, um he told me that I didn't care about him, things like that."	
"very upset, and he wrote back a very lengthy wordy mouthy email."	Ruth
"he was very aggressive in the email and very wordy and mouthy."	
"she's a student that she could tell me what to do and insult me and verbally abuse me through email."	Frank
"she decided she was going to insult me and verbally abuse me and call me names and all that type of stuff."	
"I've actually had an incident where a student threatened me."	Kristen
"the student told me I was keeping them from being able to continue their education and that he was going to make sure that I no longer had a job as a result of that"	
"The student was coming in very aggressive and angry."	Anthony
"he turned around, and I guess very aggressively, and I didn't notice this at all told me and alright when I come back, I'll be seeing you."	DeWayne

Research Question 2

The second research question explored how academic advisors address academic entitlement during academic advising interactions. The goal of the second research question was to determine current reactions to academic entitlement in an effort to provide best practices for working with academic entitled behaviors. The interview protocol included two questions that focused on addressing the research question. From the interviews, two main themes emerged. The academic advisors mentioned emotional responses and actionable responses to academic entitlement behaviors.

Theme 4: Emotional Response. The fourth theme that emerged from the data analysis was related to the second research question. Of the 12 participants, 10 of the participants described an emotional response to academic entitlement behaviors from students. The emotions ranged from frustrated and angry to shocked and nervous. Table 5 provides the significant statements from participants about their emotional responses to academic entitlement behaviors.

Table 5

Statements for Theme 4: Emotional Response

Statement	Participant
"It upset me it upset me because I literally had emailed after every question." "It just was upsetting"	Marsha
"At the beginning, it was empathy." "Eventually, it got to, um; well, I was shocked." "then frustration because the emails kept coming."	Erica
"I just think they're funny initially."	Ruth
"I really questioned if this was even in the right area for me." "I was really hurt." "I really did question my knowledge as an advisor because my knowledge was questioned, you know, by a student." "I got a little angry because I was like I did all these things to help you."	Brandon
"It doesn't make me happy; let's just put it that way."	Tia
"I was mad, of course."	Frank
"I get frustrated." "I do get frustrated Uhm; I have to be very careful about how I express that frustration too because I am not always the best of being able to contain myself." "He makes me too nervous to be around; he scares me."	Kristen
"Initially, sometimes you find yourself a little frustrated." "The frustration isn't always with the student directly; it's more it's the frustration of because the part of you wants to be able to do that." "You also fill a certain degree of overwhelming."	Anthony
"It was funny."	DeWayne
"It did frustrate me a little bit." "It kind of did feel like um in a way I slap in the face because I'm trying to do extra work."	Ramona

Theme 5: Actionable Response. The fifth and final theme that emerged from the study aligned with the second research question. The fifth theme, actionable response, describes how academic advisors react to academically entitled behaviors. Several of the participants acknowledged that the students might not be aware of processes and services within academic advising. Other participants recognized that since, as advisors, they have experienced higher education processes, they are more informed than the student, and it is their job to educate the students and ensure they have an understanding. Finally, several advisors mentioned the importance of implementing boundaries with students. Table 6 includes the significant statement from participants that related to actionable responses to academic entitlement behaviors.

Table 6

Statements for Theme 5: Actionable Response

Statement	Participant
"Try to convince the student to take ownership and responsibility; it's up to this student to want to take ownership and responsibility."	Erica
"We had to have that conversation, and that's what ended up happening; we just had a long conversation about what happens in the classroom, how it happens in the classroom, why it happens the way that it does." "It's important for me to help them understand and that they leave their understanding the why." "They feel like everything should be done for them, and so when you kind of remind them that that's really not the case." "I like to put it into perspective with them." "I didn't appreciate the tone, and I wasn't gonna allow it."	Ruth
"It is having that conversation with the student." "I always have to remember that I work on the backside, so I know a little bit more than the student, but um I do get kind of like well at the same time I'm gonna look well you should also know this that it's not like high school um it's like my initial reaction."	Ashley
"I'll serve the students; you know um, and I'll help him out with what they need."	Tia
"Told my boss that I was not I was I refused to work with her" "I told you it's it's the responsibility for you to take some of the stuff on your own; yes, I can literally list everything on there, but it's already on I already know that no matter what I list, you're not going to be happy."	Frank
"I try to probe a little more to find out you know how we could make the, you know, being in college a better experience."	Kristen
"Try to use your de-escalation skills which aren't necessarily taught right upfront in advising."	Anthony
"You know as an advisor; you have to have those conversations those are crucial conversation that you have to have with a student."	DeWayne

Summary

    The purpose of the phenomenological study was to identify the academic entitlement behaviors that advisors face and explore their reactions to the behaviors. Chapter 4 provided the findings of the study. The study included 12 participants. I described the demographics of the participants, which included gender, level of education, and major. Then, I provided a narrative of each participant, followed by a description of how each participant described their experience with academic entitlement. Through the one-on-one interviews, a total of five themes emerged; three themes for research question 1 and two themes for research question 2.

    The research question of "what are the academic entitlement behaviors, if any, academic advisors at community colleges face" yielded three themes: unrealistic accommodations, inappropriate behavior, and unavailable services. The second research question of "How do academic advisors address academic entitlement during advising interactions" yielded two themes: emotional and actionable. Chapter 5 will discuss how the findings in the study relate to the research questions and existing literature and recommendations.

Chapter 5: Discussion, Conclusions, and Recommendations

Chapter 1, 2, and 3 provided an introduction to the study, a literature review on community colleges, student affairs, and the different components of academic entitlement, and the research methodology. Chapter 4 detailed each participant's demographics and descriptions, interview responses, and emergent themes based on each research question. The purpose of chapter 5 is to review the findings from the research study. This chapter contains an overview of the study, the research questions that guided the study, interpretations of findings for each research question, as well as recommendations for practice and future research.

Overview of the Study

The phenomenological study described the academic entitlement behaviors academic advisors experienced at a large community college in South Texas. Academic entitlement is the tendency to possess expectations of unearned academic success, undeserved academic services, and expectations of unrealistic accommodations (Chowning & Campbell, 2009; McLellan & Jackson, 2017; Singleton-Jackson et al., 2011). Academic entitlement has also been linked to student consumerism, incivility, and narcissism (Kopp & Finney, 2013; Laverghetta, 2018; Sohr-Preston & Boswell, 2015). Research on academic entitlement has increased in the last decade as the issue affects the college as a whole (Boswell, 2012; Elias, 2017).

When studying the experiences of individuals pursuing higher education, it is also imperative to research the students that attend community colleges. Community colleges hold similar goals to four-year colleges and universities while enrolling more underrepresented demographic groups (Donaldson et al., 2016; Gauthier, 2019; Xu et al., 2018). In Fall 2017, around 41% of all undergraduates were enrolled in a community college (Cutler White, 2019). In addition to studying community colleges, the research demonstrated the importance of

considering the college student as a whole and researching the behaviors of the student outside of the classroom. Student affairs departments focus on the student as a whole and provide a gambit of services such as academic advising, financial services, assessment, career services, and counseling services (Schuh et al., 2017). Within student affairs, the role of the academic advisor has developed into a vital component to the student's collegiate experience and success (Kohle Paul & Fitzpatrick, 2015).

The lived experiences of 12 academic advisors working at one large community college in South Texas were explored in this phenomenological study. Findings from the study confirmed that academic entitlement is present outside of the classroom. Through the study, the experiences of academic advisors working with academically entitled students were captured through one on one Zoom interviews and analyzed into five emergent themes. The themes emerged from the questions developed to address the two research questions:

RQ1. What are the academic entitlement behaviors, if any, academic advisors at community colleges face?

RQ2. How do academic advisors address academic entitlement during advising interactions?

Interpretation of the Findings

The review of literature in Chapter 2 highlighted the rise of academic entitlement and several different components often linked to academic entitlement. Additionally, Chapter 2 discussed the relevance of student affairs, academic advising, and the community college. The literature review highlighted the need to research academic entitlement at the community college level and within student affairs as previous research focused solely on academic affairs and four-year institutions. Chapter 2 also introduced the conceptual framework, socio-constructivism.

Socio-constructivism was utilized as it highlights that knowledge is created within an environment through interactions. In order to implement socio-constructivism as the conceptual framework, three questions from the interview protocol were asked to gain an understanding of the participants' background as well as the participants' social interactions with other academic advisors. The study confirmed that academic entitlement was present outside of the classroom. The study also confirmed that conversations with peers and past experience played a role in the understanding of academically entitled behaviors. Through a phenomenological approach, the lived experience of academic advisors provided examples and details of academically entitled students within the context of student affairs, in particular, academic advising. This chapter will provide an interpretation of the findings stated in Chapter 4 and compare them to existing literature.

Findings for Research Question 1

Research question 1 asked what academic entitlement behaviors if any, academic advisors at community colleges face. Addressing the research question of what are the academic entitlement behaviors, if any, academic advisors at community colleges face, three themes emerged: (1) unrealistic expectations, (2) undeserved services, and (3) inappropriate behavior.

Theme 1: Unrealistic Expectations. Academic entitlement can be demonstrated through an array of behaviors. Each of the participants was able to describe academic entitlement behaviors they have observed while being an academic advisor. Of the 12 participants, 10 described students having unrealistic expectations of either the advisor or the advising experience. The advisors have a shared knowledge of what academic advising entails and experienced behaviors outside of that shared meaning of academic advising. One participant mentioned experiencing "a few students who will come in for a session and um they expect

things to be adjusted either in the classroom and then in an advising session to accommodate what they feel their needs are." Another participant described a student's expectation as "you are going to do everything for me; why haven't you yet?" According to Greenberger et al. (2008), academic entitlement includes expectations of special accommodations. One participant described working with a student that expected her team to work 24 hours a day and would send emails at 2:00 a.m. seeking immediate answers. Similarly, another participant stated, "they sent an email, so we need to respond within 10 minutes, and that's just not realistic."

Miller (2013) asserted that individuals with a high level of entitlement think they deserve favorable treatment and more resources. While academic advisors do not have control of classroom decisions and grades, students often take those frustrations out on advisors. One advisor stated a student "kept emailing me and blaming the instructors saying that they are not passing him, they are not accepting late work, they are not letting him redo missed exams past that initial absence period." A different participant detailed receiving emails and complaints from students that wanted to receive additional lecture notes from professors without having to read the book. The participant described the students as wanting everything to be given to them without having to do any work. A different participant described students' expectations as "there should be exceptions made for everything even though they haven't really established that they're really making good progress in something or it's about blaming somebody else for not giving them the accommodation that they are seeking." The academic advisors interpreted the behaviors described as unrealistic due to their own experiences with pursuing higher education and their experiences working in the field of advising.

Theme 2: Undeserved Services. A common behavior of academically entitled students is seeking extra help and exceptions of rules (Jiang et al., 2017). Several of the participants

described students seeking services that were not available in academic advising or that the student did not deserve. One participant detailed an encounter with a student that came after the line for services was closed, complained to the staff, so they allowed the student to sign in, then the student sought a service not available such as manual registration. Once the participant assisted the student with available services, the participant stated that the student complained to the supervisor again.

Several participants described students complaining to supervisors and other members of leadership at the college when they were not given services that they wanted but were not available. A different participant explained an encounter with a student that did not want to follow the admissions process. The participant spoke with the student over the phone, provided the student with steps needed to be admitted, and notated on the student's account what was discussed. After the phone call, the student contacted the president of the college about the admissions process and explained not wanting to abide by the process. Sessoms et al. (2016) stated students with academic entitlement attitudes believe they should have control over policies and they are customers and should be treated as such. With regards to being treated as customers, several participants mentioned students making related claims. For example, one participant stated a student "called on the phone...and basically just said you needed to help me out now because I pay your salary." Similarly, another participant referenced working with students that have a mindset of "just do what I tell you to do and do your job."

The academic advisors interviewed for the study work with students at different places in their academic careers. The advisors work with new students, students that may be on academic probation or academic dismissal, as well as students preparing for graduation and transferring to four-year universities. The advisors provided examples of students expecting undeserved

services at each academic step. The academic advisors constructed their meaning of undeserved services based on the understanding of policies within academic advising. One participant detailed her encounter with a returning student on academic dismissal. The student stated that "I should not have to adhere to any of this dismissal process." The participant explained the reason for the process and why the student had to adhere to the process, and the student did not respond favorably. Similarly, another participant mentioned advising a student that was preparing for transfer. The student wanted the participant to contact all the schools the student was interested in; when the participant explained that was the responsibility of the student and that the advisor was there to guide and teach, the student became upset and complained.

Theme 3: Inappropriate Behavior. When working with academically entitled students, there are chances for more severe behaviors outside of unrealistic expectations and underserved services. In some cases, academically entitled students may display forms of inappropriate behavior. Inappropriate behavior can include disrespectful conduct, academic dishonesty, potentially violent behavior, and pompous speech (Clark, 2017). Inappropriate behavior also includes avoiding the chain of command. Several advisors provided examples of students going to the President or Dean when they did not receive the results they wanted from advising. When students bypass the chain of command, it could prevent students from having meaningful dialogue (Cain et al., 2012). Several participants mentioned cases of students going directly to the president, dean, or director with issues or complaints. One participant stated a "student went straight to the president of the school, and that kinda trickled down to the vice president, which had me on an email with the director." Another participant described a scenario in which a student sent three emails on a Friday and, when the student did not get a response, went to the

Dean. The participants stated it is a common occurrence for students to go straight to college leadership when they do not receive the answers they are seeking from the advisor.

According to Cain et al. (2012), students with high levels of entitlement may be more aggressive, brash, or feel empowered to make demands of staff. Over half of the participants in the study described experiencing some form of inappropriate or aggressive behavior from students during academic advising. The most common behavior was inappropriate language. Several participants described students utilizing explicit language during in-person and virtual advising sessions. One participant stated, "a student used the F word multiple times during an appointment." In that situation, the participant described the student as getting more upset throughout the appointment. The participant went on to state, "he got increasingly angry um could hear him hitting things in the background he was using the F word a lot um he told me that I didn't care about him; things like that." Similarly, another participant described receiving an email from a student. The participant stated, "he was very aggressive in the email and very wordy and mouthy."

In addition to explicit language, some of the participants experienced insults from students as well. One participant mentioned receiving continuous insults from a student. He stated the advising experience started over the phone and continued via email. In both instances, the student insulted the advisor. The participant stated, "she decided she was going to insult me and verbally abuse me and call me names and all that type of stuff." The participant stated he also received insults from the mother of the student and a sibling.

Though a rare occurrence, two participants experienced threats from students. The first participant described the experience from the initial interaction, which started via email. The

student told the advisor they were not helpful and that they were going to ensure the advisor did not maintain their position at the college. The participant went on to say that the student:

> sent me emails and then when he came in the office he was like what is she doing here and I don't want to talk to her she's you know she's not helpful and...I was like he makes me too nervous to be around; he scares me.

The second threat occurrence was also in-person. The participant assisted the student with available services and referred the student to another department. When the participant walked the student out of the office, the student turned to the advisor and stated in an aggressive tone that he was going to come back and see that advisor. The incident was witnessed by other staff and students. The advisor initially did not acknowledge the behavior as problematic. However, after discussions with the others that observed the behavior, the advisor constructed his belief that the incident was a threat and was inappropriate.

Findings for Research Question 2

Research question 2 asked how academic advisors address academic entitlement during advising interactions. Addressing the research question of how academic advisors address academic entitlement during advising interactions yielded two themes: (1) emotional response and (2) actionable response.

Theme 5: Emotional Response. Academic advisors address academic entitlement in several ways. The reactions to the academic entitlement behaviors varied based on the content in which the experiences occurred. A majority of the academic advisors experienced the academic entitlement behaviors via email. Experiencing academic entitlement behaviors via email allowed the advisors more time to process and compose themselves. Despite the context in which the

academic advisor experienced the academic entitlement behavior, 10 of the advisors mentioned an emotional response to the behavior.

The emotional response ranged from amusement to sadness to anger. One participant stated, "it was funny," and another advisor echoed that sentiment stating, "I just think they're funny initially." Another participant mentioned experiencing a gambit of emotions from empathy to shock and eventually frustration. Several participants mentioned being upset or frustrated. Specifically, one participant stated, "it upset me it upset me because I literally had emailed after every question...it just was upsetting." While emotional responses are common, it was also common for the participants to express their understanding of the need to regulate their emotions. For example, one participant stated, "I do get frustrated uhm I have to be very careful about how I express that frustration too because I am not always the best of being able to contain myself."

In rare occurrences, the participants mentioned more severe emotional reactions to academic entitlement behaviors. One participant mentioned, "it kind of did feel like, um, in a way I slap in the face because I'm trying to do extra work." Likewise, a different participant mentioned feeling overwhelmed when working with academically entitled students. In addition to being overwhelmed, one participant detailed an account with a student that left him questioning his job. The participant stated, "I really did question my knowledge as an advisor because my knowledge was questioned, you know, by a student." The participant went on to state he was "really hurt" by the encounter and eventually got "a little angry."

Theme 6: Actionable Response. The participants stated outside of emotional responses to academic entitlement behaviors, they also had actionable responses. Several participants stated that it was imperative to understand that a part of being an academic advisor is being

understanding of students' frustrations and being willing to teach students and redirect them properly. Specifically, one participant stated, "it's important for me to help them understand and that they leave their understanding the why." The participant went on to state, "I like to put it into perspective with them." Similarly, another participant stated, "I always have to remember that I work on the backside, so I know a little bit more than the student."

The advisors maintained the importance of teaching students while also implementing boundaries during those situations when students are exhibiting academic entitlement. One participant stated she informed the student that "I didn't appreciate the tone, and I wasn't gonna allow it." Another participant mentioned the importance of having crucial conversations with students and explaining the policies to the student as well as letting the student know when different behaviors may be deemed inappropriate. Equally, the participants highlighted the importance of continuing to assist the student. A different participant added that they "try to probe a little more to find out you know how we could make the you know being in college a better experience." Likewise, another participant added that they felt a need to continue to serve the student and help the student with whatever they need.

Though not common, a few participants mentioned actions in which they did not continue the advising services with the student. One participant stated that she attempted to "try to convince the student to take ownership and responsibility. It's up to this student to want to take ownership and responsibility." She went on to mention that the student was assigned to a different advisor. In a similar situation, another participant refused to continue to work with a student. The participant stated, "told my boss that I was not; I was, I refused to work with her." In a separate instance, a different participant stated she would remove herself from the vicinity of the student when they came in for advising.

It is also important to note that the reactions of the academic advisors during the academic entitlement behaviors also mirrored the response of their peers. Many of the participants stated they would talk to their peers after situations with students to either vent or seek guidance. The participants stated when they discussed the events that occurred with peers, the peers had similar reactions and offered similar anecdotes and stories in which they faced academic entitlement behaviors. Despite lacking knowledge or training on academic entitlement, the academic advisors created meaning of the behaviors they experienced through interactions and dialogue with other academic advisors.

Recommendations for Practice

It is important to acknowledge academic entitlement within student affairs, specifically academic advising. It is also vital to note the interpretations of behaviors are based on shared knowledge and previous experiences. Learning is based on a social interaction first, then an individual level (Bronack et al., 2006). The academic advisors in the study mentioned discussing the experiences with other advisors after their encounters. Additionally, the advisors also discussed interactions with leadership after the encounters. Based on the analysis of the data collected and the existing literature, I recommend the following practical recommendations.

Training

When asked, the advisors were not familiar with the phenomenon of academic entitlement. However, after providing the academic advisors with the definition and explanation of the term, many of the advisors were able to provide examples of academic entitlement. It is imperative for academic advisors to be aware of issues present in higher education. There are professional organizations within the field of academic advising that provide research articles, conferences, and training on issues pertinent to the field. The professional organizations include

but are not limited to NACADA, TEXAAN, National Association of Student Personnel

Administration (NASPA), and American College Personnel Association (ACPA). The advisors

should be required to participate in such opportunities.

Development of Best Practices

In addition to training, the academic advising department needs to develop best practices

for working with academically entitled students. During the interviews, one of the participants

mentioned the use of de-escalation tactics when working with students. The participant stated the

tactics were not taught at the current institution but were imperative to his work. Creating best

practices for working with academic entitlement aids in consistency and may play a role in the

advisors' reactions to the behaviors. Several of the participants stated they were shocked,

frustrated, and upset by the academic entitlement behaviors they encountered. If the advisors are

trained on the topic and provided best practices, they will be more equipped and prepared when

faced with those behaviors.

Development of Chain of Command

The final recommendation for practice is to establish an official chain of command for

both advisors and students to follow. The advisors stated there was not an official process for

reporting behaviors to advising leadership. While many of the advisors stated they would contact

their immediate supervisor, several mentioned they would go to the first member of leadership

they saw or could connect with in order to report the behavior. An official chain of command

would provide ease with tracking the behaviors and support for the academic advisors.

Additionally, a few of the academic advisors stated they would receive correspondents about

students contacting the dean or president with issues. The students should be provided a process

to submit complaints as well. If the students had an official path to complain, it may alleviate the frustrations of some of the students and lessen the academic entitlement behaviors.

Recommendations for Future Research

Academic entitlement and related components have been present in higher education for decades and will continue to affect higher education. Therefore, it is imperative to continue to research the topic in search of a clearer understanding of the phenomenon and the ability to improve services provided to students continuously. There are many opportunities for future research.

First, future research on academic entitlement should be situated within more community colleges. The current study only included one community college; community colleges are imperative to higher education and should be studied as equally as four-year institutions. Future research on academic entitlement should also include other departments within student affairs such as financial aid, admissions, and the bursar office. Academic advising plays a vital role in the success of students. However, many students interact with multiple offices across institutions of higher education regularly. The research supported the notion that academic entitlement is not limited to the classroom. However, there have not been studies about students' interactions with other student services.

In addition to future research situated within community colleges and student affairs, there is a need for mixed methods and cross-sectional studies as well. There is a need to study the community college student's perspective of academic entitlement. While some community college students transfer to four-year universities, there are some students that complete technical degrees and enter the workforce. Comprehensive research on academic entitlement should seek to capture the experience of all higher education students. The study could include quantitative

data from the student and qualitative data from academic advisors. The studies should also include demographic information that includes gender, race, ethnicity, major, and student type. In addition to student type, the study should include financial categories such as how the student pays for college and the tuition tier in which the student falls. The goal of including this information is to determine if students in different financial categories exhibit the same academic entitlement behaviors. Gathering demographic information allows best practices to be created for specific populations if needed.

Future research should also examine the interaction in which the academic entitlement behaviors occurred. With examining the interaction, the study should notate the genders of the students and academic advisor as well as the environment in which the academic entitlement behavior occurred; was the behavior present in person, virtually, or over the phone. In addition to notating the environment, the study should include background data about any prior interactions with the student. When developing pieces of training and best practices with working with students, it is beneficial to explore whether students display different behaviors based on gender and context. Finally, the current study should be replicated with a larger sample. The current study included 12 participants. However, more participants can contribute to the generalizability of the data collected.

Conclusions

The purpose of the phenomenological study was to explore academic entitlement within academic advising at the community college level. The findings of the study supported the notion that academic entitlement is present outside of the classroom and within the context of academic advising. The academic entitlement behaviors were present in person, via email, over the phone, and over Zoom. Academic advisors in the study detailed working with students that

held unrealistic expectations, such as expecting immediate responses to emails despite the time the email was sent and the option to avoid deadlines and processes established within academic advising. The participants also provided examples of students seeking services that they were not eligible for, including manual registration, outreach to other colleges, and extended deadlines. Additionally, the academic advisors in the study provided examples of inappropriate behaviors from students, which included explicit language, insults, and threats. The academic advisors also provided insight on their reactions to academic entitlement, which included different emotions such as anger and frustration and actions such as changing the advisor of the student and creating a teachable moment for the student. The advisors' interpretations of the academic entitlement behaviors and reactions to the behaviors can be explained based on their shared knowledge and understanding of what academic advising entails and what behaviors are appropriate within academic advising.

The study contributes to the growing literature about academic entitlement by providing evidence that academic entitlement is present within academic advising at the community college level. The results of the study can be used to understand the phenomenon of academic entitlement within different contexts than what has been traditionally researched. Additionally, the study can be used to create training and guides about academic entitlement for student affairs. In conclusion, the study provided examples of academic entitlement behaviors outside of the classroom setting and support that the phenomenon is evident within the community college.

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Appendix A: Interview Protocol

1.   Tell me about your career as an academic advisor.

2.   Tell me about your educational background and how your education relates to what you do now.

3.   Tell me about your caseload of students. What degrees are they pursuing? Are they in the same institute?

4.   When you hear the term academic entitlement, what do you think it means?

5.   Tell me about your experience with academic entitlement.

6.   Explore your reactions to the encounter.

7.   What context or situation has influenced your experience of academic entitlement? Were you in an advising session? NSO?

8. Describe the outcome of the advising experience.

9. Where is the student now?

10. How would you describe the encounter when talking to peers?

11. What did they think?

12. Was there any discussion from the advising leadership (team leads or DOA) about academic entitlement after you experienced it?

Appendix B: IRB Approval Letter

ABILENE CHRISTIAN UNIVERSITY

Educating Students for Christian Service and Leadership Throughout the World

Office of Research and Sponsored Programs
320 Hardin Administration Building, ACU Box 29103, Abilene, Texas 79699-9103
325-674-2885

August 10, 2020

Felicia A. King
Department of Education
Abilene Christian University

Dear Felicia,

On behalf of the Institutional Review Board, I am pleased to inform you that your project titled "Academic Advisors' Experience with Academic Entitlement: A Phenomenological Study",

(IRB# 20-108   )is exempt from review under Federal Policy for the Protection of Human Subjects.

If at any time the details of this project change, please resubmit to the IRB so the committee can determine whether or not the exempt status is still applicable.

I wish you well with your work.

Sincerely,

Megan Roth

Megan Roth, Ph.D.
Director of Research and Sponsored Programs