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Professors' Perceptions of Academic Entitlement and Student Consumerism

Charles Kelley

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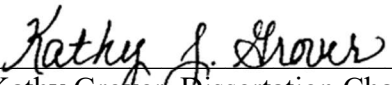Charles Kelley

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A Dissertation submitted to the Education Faculty of Lindenwood University in

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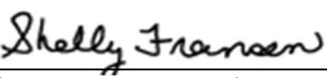
Consumerism

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Doctor of Education

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Declaration of Originality

I do hereby declare and attest to the fact that this is an original study based solely upon my own scholarly work at Lindenwood University and that I have not submitted it for any other college or university course or degree.

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Abstract

This study was designed to solicit data from higher education professors concerning academic entitlement and student consumerism to contribute to existing research. Previous research concerning these two topics focused on students and the students' responses. A mixed-methods strategy was utilized to discover professors' experiences and perceptions with the topics of academic entitlement and or student consumerism. Charmaz's (2014) constructivist interpretation of Glaser and Strauss' grounded theory (2017) served as the theoretical framework for this research study. An exploratory sequential design was utilized, beginning with open-ended qualitative interviews. The data mined from the qualitative interviews in conjunction with the three research questions were utilized in creating quantitative statements for a Likert-type survey tool. The Likert-type survey consisted of 25 statements and four demographic statements. Research participants were professors from Midwestern universities and colleges. Six respondents participated in the open-ended interviews, and 37 respondents completed the Likert-type survey. Survey data were analyzed using descriptive statistics to provide summations to the research questions. Qualitative and quantitative data inferences uncovered that professors might not had researched the two topics but had witnessed students exhibiting these characteristics. The data also revealed that higher education administration and students' parents encouraged these characteristics in college students, and professors must satisfy students, parents, and higher education administration. As a result, it was theorized that a degree attained by means of a product of customer service and not by merit or effort would, in time, diminish the value of higher education.

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Chapter One: Introduction

There has been apprehension among college faculty in the United States and other countries due to intensifying levels of academic entitlement among students (Sohr-Preston & Boswell, 2015). Kopp and Finney (2013) expressed educators are increasingly aware that students have a sense of academic entitlement. Miller (2015) defined academic entitlement as an opinion that one is entitled to higher grades than earned, apart from one's effort or how much one studied course requirements or prepared for an exam. Plunkett (2014) defined student consumerism as a phenomenon where students believe educational undertakings and educational experiences are a services-for-payment relationship rather than an educational journey.

In this chapter, the background of the study, theoretical framework, statement of the problem, and purpose of the study are presented. Questions to guide the study are posed, the significance of the study is explained, and key terms are defined. In addition, limitations of the study are identified, and assumptions are provided.

Background of the Study

Sohr-Preston and Boswell (2015) declared academic entitlement is associated with student consumerism, a belief that "students are paying customers for their education and deserve the same customer satisfaction and service as any other type of consumer" (p. 183). According to Shahdad (2014), students are customers willing to buy services offered by higher education. Plunkett (2014) claimed numerous higher education educators had experienced a student exhibiting student consumerism behavior at one time or another.

Twenge (2013) characterized modern college students as overconfident with high expectations, possessing eager aspirations to excel, exhibiting high self-esteem and reported narcissism, and reluctant to study and prepare accordingly. Data from previous academic entitlement studies indicated most college students begin their college journey with a sense of entitlement regarding academics and accommodation (Schaefer et al., 2013). Stiles et al. (2017) reported students believe they are entitled to receiving a degree and suggested student entitlement is a danger to the integrity of the educational experience.

Theoretical Framework

This study was guided by Charmaz's (2014) interpretation of the grounded theory. Grounded theory methodology is a process to guide the development of theory from patterns in data that have been systematically mined from research (Glaser & Strauss, 2017). Grounded theory (Glaser & Strauss, 2017) was appropriate to frame the development of a theory about professors' perceptions of academic entitlement and student consumerism. The goal was to construct a theory supported by data; the grounded theory is typically focused on dealing with a real-world situation or complex setting (Glaser & Strauss, 2017). This approach guides researchers to create new theories in their discipline and the grander research narrative (Charmaz & Thornberg, 2020). These theories may have relevance for professional policies and practices in many different domains (Charmaz & Thornberg, 2020).

Martin et al. (2018) explained, "Glaser and Strauss advocated for systematically discovering and interpreting empirical data to generate theory, in contrast to testing or verifying theory derived from a priori assumptions" (p. 11). Miller (2015) noted that

grounded theory research is based on a framework that begins with as few predeterminations as possible. Grounded theory is a recognized method in fields emphasizing practical problems, such as nursing, information systems, and education (Martin et al., 2018). Charmaz (2014) posited grounded theory has evolved or changed since Glaser and Strauss first introduced the method in 1967.

In grounded theory research, discovery is emphasized and is fitting for researching problems for which little theory has been established (Miller, 2015). Grounded theory diverges from classical theory in that grounded theory is a process rather than a set of rules (Martin et al., 2018). Glaser and Strauss (2017) described the grounded theory as a constant comparison method to facilitate researchers in creating a theory from the data collected, which is cohesive and credible. Glaser and Strauss (2017) insisted generating a theory is a process, "that is, theory as an ever-developing entity, not as a perfected product" (p. 31).

Statement of the Problem

Plunkett (2014) conveyed images of traditional students who are engaged and respectful while working on their educational goals being replaced with students who possess disrespectful attitudes, are inattentive in class, and consistently question their grades. Jeffres et al. (2014) warned there is a difference between general entitlement and academic entitlement. According to Jeffres et al. (2014), academically entitled students believe they are entitled to an outcome because they perceive themselves as customers purchasing a product.

Plunkett (2014) defined student consumerism as a phenomenon where students feel their academic quest can be purchased. Academic entitlement is closely related to

and sometimes used interchangeably with student consumerism (Cain et al., 2012). Heffernan and Gates (2018) claimed, "As paying customers, students increasingly view customer service as an obligation of both the teaching staff and the institution" (p. 470).

Jiang et al. (2017) related that some students feel entitled and self-important, which places stress on college faculties. In a marketplace economy, students as consumers want to control their education and how they receive their education (Cain et al., 2012). Consumeristic students feel entitled to choose the days and times when classes are scheduled, how course content is delivered to them, which peers they work with, and the curricular content they perceive as most important (Cain et al., 2012).

Purpose of the Study

The purpose of this study was to methodically collect professors' perceptions of academic entitlement and student consumerism and add to the bodies of research on the two topics. McLellan and Jackson (2017) reported research surveying academic entitlement and student consumerism to exist but focused on higher education students. Prevailing research supported the belief that students' academic entitlement is affixed to consumerism (Zhu & Anagondahalli, 2017). This study was designed to solicit data from higher education professors concerning academic entitlement and student consumerism to contribute to existing research.

Research Questions

The following research questions guided the study:

1. What do professors know about research concerning student consumerism and academic entitlement?

2. What are the professors' perceptions and experiences with student consumerism and academic entitlement?

3. What are professors' perceptions regarding traditional college students who were attentive, respectful, and accepting of grades earned and then transitioned into students who believed they were entitled to or may have bartered for better grades?

Significance of the Study

Allegedly, college students are becoming more egotistical (Twenge, 2014) and entitled (Elias, 2017). These traits place stress and a burden on college faculties (Jiang et al., 2017). Having adopted a consumer mindset, students often insist professors ease academic standards and practices (Anderson et al., 2014; Fullerton, 2013; Singleton-Jackson et al., 2010; Singleton-Jackson et al., 2011).

Holdford (2014) stated several researchers consider personal responsibility, ability, and effort are no longer part of the vocabulary of higher education. These ideas have been replaced by entitlement, deservedness, and other terms that curtail effort while students maintain the expectation of a positive academic outcome (Cain et al., 2012; Gokcen, 2014). Marshall et al. (2015) stated:

> However, to counteract occurrences such as this, educators should seek to encourage students to accept personal responsibility for their learning and design their instruction so that students have an inherent desire to learn about the content that is being covered. This suggests that educators (and students) should aim to foster the development of internally regulated systems of thought where students are cognizant of personal factors, such as effort and ability and their connection to

their learning outcomes. This can serve to diminish students' consumerist approach to tertiary education and enhance student engagement and motivation to learn. Factors such as intrinsic motivation, internal academic locus of control, and high academic self-efficacy are considered as variables which contribute to positive academic outcomes and are most prevalent among students who believe that their learning outcomes are due to internal, rather than external factors. In contrast, variables such as academic entitlement, external academic locus of control, and extrinsic motivation are most prevalent among students who attribute their learning outcomes to factors beyond their control. The aforementioned variables may also assist in our understanding of the factors that contribute to consumerist attitudes to education. Implications are practical suggestions for addressing the issues that have been raised in the research. (p. 73)

Seipel and Brooks (2020) claimed that understanding academic entitlement could provide the means for higher education to understand their students and lead students toward degree completion. The results of this current study could open dialogue between higher education faculty and administration regarding strategies for working with students who exhibit these behaviors.

Definition of Key Terms

For the purposes of this study, the following terms are defined:

Academic Entitlement

Academic entitlement is the opinion that one is entitled to higher grades than earned and apart from one's effort or how much one studied or prepared for an exam or course requirements (Miller, 2015).

Code

A code is an abbreviated label constructed to represent what is happening in a piece of data; thus, codes are used to sort, synthesize, and analyze data (Charmaz, 2014).

Coding

Coding is the process of deconstructing data, defining, and labeling what the data are about; thus, the grounded theorist creates qualitative codes by defining what he or she sees in the data (Charmaz, 2014).

Commercialization

Commercialization is creating a product or products for financial gain (Akinlade et al., 2016).

External Locus of Control

Kovach (2018) defined an external locus of control as to where an individual places responsibility for an outcome on external factors.

Grounded Theory

Charmaz (2014) defined grounded theory as a meticulous method of conducting research in which conceptual frameworks or theories are developed by forming inductive theoretical analyses from data then checking the theoretical interpretations.

Line-by-line Coding

Line-by-line coding is a form of coding in which the researcher evaluates what is transpiring in each line of data and what theoretical ideas are implied (Charmaz, 2014).

Marketization

In higher education, marketization refers to institutions using marketing methods (Guilbault, 2016).

Memo Writing

Memo writing is the recording of preliminary analytic notes about codes, comparisons, and other ideas about the data (Charmaz, 2014).

Student Consumerism

Student consumerism is a phenomenon where students believe educational undertakings and educational experiences are a services-for-payment relationship rather than an educational journey (Plunkett, 2014).

Limitations and Assumptions

The following limitations were identified in this study:

Sample Demographics

The sample was limited to 60 to 80 professors from two Midwest states.

Instrument

The instruments were created by the primary investigator utilizing the exploratory sequential design, which includes a qualitative interview phase followed by a quantitative survey phase (Creswell & Creswell, 2018; Creswell & Plano Clark, 2018).

Self-reported Data

Open-ended question interviews were conducted, and the responses were coded to discover relevant data.

Memory Accuracy

The quantitative phase was created from the data discovered from the qualitative phase. The qualitative phase data were extracted from remembered experiences retold by participants.

The following assumptions were accepted:

1. The responses of the participants were offered honestly and without bias.

2. The participants witnessed or experienced one or both phenomena in their careers.

3. The participants had a sincere interest in participating in the survey and wanted to explain their experiences and express their opinions.

Summary

Gone are the days when students set out on an educational journey to earn a degree (Plunkett, 2014). Instead, college faculties are faced with students who are self-important (Twenge, 2014), entitled (Elias, 2017), and consumer-minded (Anderson et al., 2014; Fullerton, 2013; Singleton-Jackson et al., 2010; Singleton-Jackson et al., 2011). These characteristics of today's college students place stress on the faculty (Jiang et al., 2017).

In Chapter One, the study and main points were outlined. The background of the study and the theoretical framework of the study were given. The statement of the problem, the purpose of the study, and the significance of the study were explained. Finally, the definition of key terms and the limitations and assumptions of the study were presented.

The literature review is presented in Chapter Two. First is a discussion of the theoretical framework. The theoretical framework employed for this study is Charmaz's (2014) interpretation of Glaser and Strauss' (2017) grounded theory. Information on the phenomenon of academic entitlement and student consumerism is described. The topics of overparenting, grade inflation, and customer service are reviewed. Chapter Two concludes with a summary.

Chapter Two: Review of Literature

Correa (2006), Delucchi and Korgen (2002), Fullerton (2013), and Schings (2009) conveyed academic entitlement is sometimes equated to student consumerism or the view that students are paying customers of education and deserve the same customer satisfaction and service as any other type of consumer (as cited in Sohr-Preston & Boswell, 2015). Cain et al. (2012) emphasized that academic entitlement and student consumerism are closely related, and the terms are used interchangeably. Plunkett (2014) defined student consumerism as a perception by students that they deserve to be treated like customers because they pay tuition. Academic entitlement is the opinion that a student is entitled to higher grades than earned and apart from the student's effort or how much studying and preparation for an exam or course is required (Miller, 2015).

 Holdford (2014) stated that academic entitlement and student consumerism had been portrayed as sources for improper behavior in higher education. The problem with academic entitlement and student consumerism is when academe wrongly identifies students as primary customers and education as a product they are selling (Holdford, 2014). Fairchild and Crage (2014) claimed universities and colleges compete to attract new students by adopting a business model. Adopting a higher education business model for the sake of attracting students is cause for alarm (Marshall et al., 2015).

The literature review consisted of information about the theoretical framework and backgrounds of academic entitlement and student consumerism. Information explaining the grounded theory and how grounded theory was appropriate for this

research is in the theoretical framework section. An exploration of academic entitlement, student consumerism, overparenting, grade inflation, and customer service follows.

Theoretical Framework

In recent decades, the grounded theory (Glaser & Strauss, 2017) has been widely accepted in scientific research, but this methodology has been the subject of mixed interpretations and criticisms from various viewpoints (Age, 2011). Grounded theory is a research method through which a theory is generated from data (Miller, 2015). The grounded theory differs from a traditional research model in which the researcher selects an existing theoretical framework and then proceeds to collect data to show how the theory does or does not correlate to the subject under study (Allen, 2003). Korelich and Maxwell (2015) maintained that research utilizing Glaser and Strauss' (2017) grounded theory approach allowed for the accumulation and analysis of data, permitting a theory to evolve from the study.

The grounded theory (Glaser & Strauss, 2017) consists of three objectives (Strauss & Corbin, 1994). The first objective is to offer a basis for a theory created through interaction with data collected during research processes (Strauss & Corbin, 1994). Glaser and Strauss (2017) stated that a grounded theory would close the gap between theory and empirical research. Grounded theories were posed against dominant functionalist and structuralist theories, which Glaser and Strauss (2017) deemed vastly "speculative and deductive in nature" (Strauss & Corbin, 1994, p. 275). The second objective is to suggest the logic and specifics for grounded theory (Strauss & Corbin, 1994). The final objective is to legitimize careful qualitative research (Strauss & Corbin, 1994).

Glaser and Strauss' grounded theory has extended to various fields of study since the theory was posed in 1967 (Fram, 2013). According to Age (2011), grounded theory methodology has been laid open to alterations and adaptations since its inception by Glaser and Strauss. Grounded theory is meant to develop a theory from perceived reality while considering the social context in which individuals build their social reality (SANDU, 2018).

Grounded theory coding is a data analysis system to find and theorize the underlying issues between the lines of the data (Allen, 2003). Coding diverts the researcher from the empirical level by splitting the data, then theoretically grouping the data into codes, which become the theory or explanation of what is happening in the data (Glaser & Holton, 2004). A code serves as an abbreviated, conceptual view of the data's scope that includes otherwise seemingly distinct experiences (Glaser & Holton, 2004).

According to Allen (2003), repetitive words or phrases become apparent during data analysis, which illuminates particular interests for the research. These words or phrases are noted and provided a descriptive phrase (Allen, 2003). As similar words and phrases arise, they are also noted (Allen, 2003). This process is referred to as coding, and the descriptive phrase is known as the code (Allen, 2003). Open coding reveals the direction in which to take the study through theoretical sampling before becoming selective and focusing on a particular problem (Glaser & Holton, 2004). Theoretical sampling is data collection for creating a theory whereby codes are collected, data are analyzed, what data to collect next is decided, and where to find the data to develop the emerging theory is determined (Glaser & Holton, 2004).

The creation of various categories by constant comparison of data through a procedure is known as open coding (Age, 2011; Glaser & Strauss, 2017). By continuing constant comparison, a core category is established, which is a category that bonds all other categories together (Glaser, 1978). When the core category has developed, selective coding begins (Glaser, 1978), whereby incoming data are compared to the core category in a more detailed method than when the categories were first created (Age, 2011).

During open coding, only variables related to the core category are considered to generate more "conceptual properties" (Age, 2011, p. 1600). According to this procedure, "incidents are compared to incidents [and then] concepts to more incidents" (Glaser, 1978, p. 62). How the various categories are related is considered under theoretical coding (Glaser, 1978). This process is aided by documenting theoretical memos (Glaser, 1978) that expand on the theoretical codes (Age, 2011).

Theoretical memos (Glaser, 1978) represent notations of developing concepts about categories and how they relate to one another (Age, 2011). Finally, concepts are compared to concepts to construct a theory (Age, 2011; Glaser, 1978; Glaser & Strauss, 2017). These various steps are significant to a greater or lesser extent and are conducted simultaneously throughout the complete research process (Age, 2011). Therefore, from data collection to analysis, all the steps are directed by the developing theory (Glaser, 1978).

Grounded theory (Glaser & Strauss, 2017) methods provide a system for those wishing to produce grounded theory while allowing researchers the flexibility to apply their analyses in different ways (Ralph, Birks, & Chapman., 2015). Chun Tie et al. (2019)

stated grounded theory utilizes data gathered to construct a theory. Ralph et al. (2015) claimed:

> In this dynamic state, GT responds to social pressures, changes over time, and adapts to the moment in which it is used. This adaptation is represented by methodological dynamism—a process informed by symbolic interactionism in which generations of researchers contemporaneously interact with their context, moments are formed, and prevailing and personal philosophical perspectives are translated into products of research. (p. 5)

The methodology's evolving dynamics include the following behaviors: contextual awareness and moment formation, contemporaneous translation, generational methodology, and methodological consumerism (Ralph et al., 2015). Ralph et al. (2015) noted contextual awareness results from individuals responding to wide-ranging public shifts that influence contemporary thinking and contribute to the formation of philosophical interpretations of grounded theory.

Contemporaneous interpretation refers to the timing and nature of relative and conventional interpretation by researchers who contribute to the pattern of moments in research (Ralph et al., 2015). Ralph et al. (2015) found contemporaneous interpretation influences researchers' thought processes by devising thoughtful meaning of grounded theory in a modern-day method that is up to date with factors influencing society at any given time. In *Developing Grounded Theory: The Second Generation*, Corbin related people change, and methods change (as cited in Morse et al., 2016). In the preface of *Constructing Grounded Theory,* second edition, Charmaz (2014) revealed the book represents her interpretation of the grounded theory. Charmaz (2014) added that the

grounded theory method had been altered or modified since being created in 1967. Even Glaser and Strauss have each transformed grounded theory (Charmaz, 2014). Corbin (Morse et al., 2016) claimed methodology is a living entity, and it should be expected that methodology has the prospect to change or evolve.

Ralph et al. (2015) noted grounded theory is a methodology of generations, and each generation is exemplified by a methodological translation that shifts grounded theory philosophically and consequently is interpreted by researchers. Corbin listed four ideas that seemed old-fashioned yet still relevant and then continued these ideas as any other occurrence must be established within the context of time and place (Morse et al., 2016). Ralph et al. (2015) deemed methodological consumerism as the final phase of methodological dynamism, with the crucial feature of methodological consumerism being the ''buy-in'' that occurs when a new methodological approach to grounded theory is proposed, deliberated, interpreted, and accepted (p. 4).

Academic Entitlement

Examples of academic entitlement, as well as student incivility, can be witnessed in the modern higher education environment (McLellan & Jackson, 2017). Students can express academic entitlement through behavior and attitudes such as asking for a grade to be raised (behavior) or feeling entitled to a service because of payment of tuition (attitude) (McLellan & Jackson, 2017). Luckett et al. (2017) stated academic entitlement is "thought to make the classroom atmosphere less conducive for learning while fostering an adversarial dynamic between student and instructor" (p. 96).

Since 2010, research trends in social, personality, and educational psychology, intermixed with increasingly aggravated higher education staff struggling with student

"customers," have accelerated academic entitlement research, and worrisome patterns are beginning to emerge (Blincoe & Garris, 2017, p. 278). Sessoms et al. (2016) claimed academic entitlement had been associated with dysfunctional behaviors and attitudes. Students exhibiting behaviors and attitudes in line with academic entitlement believe they deserve a good academic outcome regardless of their performance (Sessoms et al., 2016).

The term academic entitlement is new in the available literature, but the idea of a theoretically negative student culture of incivility and entitlement was first discussed in 1994 (McLellan & Jackson, 2017). Students' creed in academic entitlement has widespread consequences for higher education and, more discretely, the relations and interactions between student and professor, student and student, and student and administration (Peirone & Maticka-Tyndale, 2017). Modern-day professors are encountering intensified pressure to help students attain educational goals while also instructing in a fashion that is convenient, fun, and entertaining (Goldman et al., 2017).

Chowning and Campbell (2009), Kopp, Zinn, Finney, & Jurich (2011), and Singleton-Jackson et al. (2010) stated the goal for many students is to acquire and understand new skills and information (as cited in Goldman et al., 2017). Chowning and Campbell (2009), Kopp et al. (2011), and Singleton-Jackson et al. (2010) reported millennials, who are more likely to feel entitled and adopt a consumeristic mentality than previous generations, expect their instructors to care about their individual aspirations and adapt the classroom around their personal needs and academic attitudes (as cited in Goldman et al., 2017). Academic entitlement is thought to make the college classroom less favorable for learning while cultivating a confrontational dynamic between student and professor (Luckett et al., 2017). Students who adopt this quid pro quo attitude

presume that an A grade will be the outcome for tuition payment; a degree with a high

GPA is purchased rather than merited (Schaefer et al., 2013).

As described in Cain et al. (2012):

Dubovsky lists five issues of academic entitlement: First, knowledge is a right and

students should receive it with minimal exertion and discomfort. Second,

instructors will provide all necessary information and guidance necessary for

success in the course. Third, the instructor is responsible for student success (or

failure) in the classroom. Fourth, all students should receive equal recognition

regardless of individual effort put forth. Fifth, aggressive confrontations with

instructors or school administrators are acceptable if student expectations are not

met. (p. 1)

Sessoms et al. (2016) also created a list of three detrimental traits of academically

entitled students. The three traits Sessoms et al. (2016) listed are an external locus of

control in terms of academics, a control of academic policies, and a viewpoint that

students are customers purchasing a product.

Sessoms et al. (2016) stated the external locus of control exhibits three

viewpoints. Sessoms et al.'s (2016) first viewpoint, external locus or control, is professors

should not require much effort from students, the professors are responsible for creating

an effortless education, and the professors are responsible for any students' flunking in an

academic situation (Sessom et al., 2016). Students with an external locus of control

perceive outcomes have been affected due to external factors such as professors, other

students, policy, and other factors beyond their control (Kovach, 2018). Sessoms et al.

(2016) also stated students possessing traits of academic entitlement do not view

themselves as willing participants in the educational journey yet believe they can adjust classroom policies.

Sessoms et al. (2016) described the second trait, control of academic policies, by stating students should be able to shape class plans, such as determining homework loads. Luckett et al. (2017) found students with high academic entitlement levels believed grades should be based on effort and not results. Academically entitled students feel they have the right to uncensored, unquestioned, institution-provided access to noneducational internet sites and unlimited access to their professors (Luckett et al., 2017). The third trait was that academically entitled students perceive themselves as customers because they pay tuition (Sessoms et al., 2016).

Goldman et al. (2017) stated that not all students personify these characteristics; but, with administrative decisions such as program funding, tenure, and promotion often resting on student retention and satisfaction, many college professors feel pressured to adjust their classes to acquiesce to students' expectations. Kopp and Finney (2013) posited academic entitlement might lead to student incivility, and academic entitlement should receive more attention from higher education. McLellan and Jackson (2017) stated examples of academic entitlement and student incivility witnessed in the modern university environment and that students expressed academic entitlement through their behaviors or attitudes. Sessoms et al. (2016) warned administrators should be worried about academic entitlement. Sessoms et al. (2016) stated possibilities exist that academically entitled students who show a lack of success, a lack of control, or low satisfaction may drop out of the institution.

Student Consumerism

Studyportal's van Vugt and Nasys (2015) referred to students as *customers* to emphasize that higher education institutions are changing how they function. Parrott (2019) noted, "Marketing principles and consumerism are evident in higher education with universities central to the development of fit for purpose graduates. Students are increasingly viewed as consumers of university products…" (p. 171). Kaye et al. (2007) stated:

> Universities frequently advertise their "wares" as though brands on offer in a sort of educational Wal-Mart. In the current era in the United States, for example, it is submitted that all too many college presidents 'wrongly' describe students as customers, and so assist unwittingly a commodified image of higher education rights. (p. 29)

In terms of higher education marketing, Guilbault (2016) listed students, employers, and other stakeholders as customers.

Today's students view higher education from a financial viewpoint instead of an educational training ground (Berrett, 2015). Buckner and Strawser (2016) stated that, from a financial perspective, higher education students downplay learning and scholarly curiosity. Armstrong et al. (2015) claimed, "Consumerism in higher education comes with the risk of compromising quality and rigor in exchange for marketability" (p. 37).

For the most part, literature about student consumerism is from the United States within the sociology of education, and empirical studies are extremely rare (Gokcen, 2014). Koris (2015) stated the literature about students as customers is unfavorable. Koris

(2015) explained existing studies about whether higher education institutions provide customer service are not thorough or in-depth.

Gibbs (2018) stated as students become consumers, higher education's marketing philosophy has become a competition to attract the student consumer. According to Tolbert (2014), higher education has taken more prominent roles in public relations and marketing in the past century. Tolbert (2014) stated in the first half of the 20th century, higher education self-promoted universities by getting news about the institution published in newspapers or magazines. In the second half of the 20th century, higher education became a brand through commercialization (Tolbert, 2014). Tolbert (2014) stated, "Many educational institutions are actively pursuing branding campaigns designed to evoke a specific reputation in the minds of constituents" (p. 235).

As course sizes and enrollment increase, add a new consumerist attitude, and the results are educators confronted with dilemmas with no easy answers (Dukewich & Wood, 2016). Many higher education academic professionals have anecdotes about students asking for answers to questions before working to find an answer themselves, insisting that deadlines be published months in advance, or feeling entitled to positive academic results while unwilling to put in the effort needed to achieve the desired results (Gokcen, 2014). Gates et al. (2015) stated, "Changes within traditional colleges and universities have also gradually become more customer-focused, though less often explicitly so" (p. 883).

Hadebe (2017) claimed universities had become business enterprises, while college students accepted the role of a consumer buying education in exchange for degrees that ensure employment. Selingo (2013) noted colleges and universities now

regard students as customers and market degree programs as products. Selingo (2013) also stated higher education is in the "entertainment business, the housing business, the restaurant business, the recreation business, and on some campuses, they operate what are essentially professional sports franchises" (p. 5). Hubbell (2015) stated consumerism had penetrated the college experience by offering over-the-top dining options to chic living options.

Marshall et al. (2015) stated concern was escalating among educators and university administrators that the high cost of tuition had encouraged students to adopt a "consumerist view" (p. 73) of postsecondary education, meaning education is another service that can be purchased. Plunkett (2014) defined student consumerism as an assortment of different beliefs and behaviors in which a student's educational ventures are negotiable. Plunkett (2014) continued by adding most professors have experienced student consumerism in their classrooms at least once. While Sessoms et al. (2016) stated academically entitled students view themselves as customers.

According to Plunkett (2014), "Student consumerism causes instructors to fear the students, fear their administrators, and most unsettling, creates the fear of losing their jobs" (p. 2). These fears may cause instructors to oblige students' requests and demands (Plunkett, 2014). Zhu and Anagondahalli (2017) claimed treating students as customers may lead to contradictory expectations between faculty and students. Harrison and Risler (2015) posited that while treating students as customers may seem like a good idea, this action devalues higher education's mission while potentially losing support from the public.

Constructivist Grounded Theory

Birks et al. (2019) credited Charmaz (2014) for describing the term *constructivist grounded theory*. Charmaz (2017) stated constructivist grounded theory is a modern adaptation of Glaser and Strauss's (2017) original body of work. The constructivist version of grounded theory suits detailed qualitative research (Charmaz, 2017). O'Conner et al. (2018) stated, "Constructivist grounded theory is based on the assumption that the researcher is an active participant in the research process. The researcher's position and perspectives are acknowledged in the relaying of the data (O'Conner et al., 2018). O'Conner et al. (2018) claimed Charmaz (2014) described the constructivist viewpoint on research conclusions as being constructed rather than discovered.

Research participants' implied meanings and actions can be analyzed through constructivist grounded theory (Charmaz, 2017). Constructivist grounded theory is shaped by the researcher and the participants (Koleva & Ocler, 2018). Charmaz (2014) provided the following strategies for grounded theorists:

1. Conduct data collection and analysis simultaneously in an iterative process

2. Analyze actions and processes rather than themes and structure

3. Use comparative methods

4. Draw on data in benefit of developing new conceptual categories

5. Develop inductive abstract analytic categories through systematic data analysis

6. Emphasize theory construction rather than description or application of current theories

7. Engage in theoretical sampling

8. Search for variation in the studied categories or process

9. Pursue developing a category rather than covering a specific empirical topic (p.

15)

Charmaz (2017) stated the constructivist grounded theory method allows the researcher

to move back and forth between theorizing and data collection, thus leading to increased

and more complex levels of analysis.

Overparenting

Overparenting has garnered more attention from the public and has also become a

subject of interest in recent years (Liu et al., 2019). Schiffrin et al. (2014) stated too much

parental involvement could lead to adverse traits in students. Studies revealed

characteristics of overparenting, such as parental control, low affect, and

overprotectiveness, influence a student's belief that his or her behavior largely depends

on external factors (Kwon et al., 2016).

Barton and Hirsch (2016) stated, "Permissive parenting and parenting behaviors

that share characteristics with permissiveness (e.g., enabling, overindulgence, over

responsiveness to perceived children's needs) may particularly hinder students'

preparedness for the independence expected at college" (p. 1). Von Bergen and Bressler

(2017) reported:

These parents are referred to by a myriad of labels including: Velcro (difficulty in

tearing themselves away), bulldozer or lawnmower (removing obstacles in the

path), tiger (overbearing academically), concierge (handling everything for them),

intrusive parenting (overly involved with their offspring), overzealous parenting

(fiercely protective), parenting out of control, and over-parenting (application of

developmentally inappropriate parenting tactics that exceed the needs of their

child). (p. 3)

Locke et al. (2012) and Munich and Munich (2009) found helicopter parenting connected

to entitlement as well as narcissism (as cited in Von Bergen & Bressler, 2017). Deemed

as "controversial yet popular" (Ganaprakasam et al., 2018, p. 378), psychiatrists are

beginning to take notice of the term helicopter parenting (Ganaprakasam et al., 2018).

Other terms interchangeable with helicopter parenting are lawnmower, bulldozer, and

cosseting (Ganaprakasam et al., 2018). Hong and Cui (2019) stated helicopter parents

were a developing trend over the past decades in the United States.

Givertz and Segrin (2014) found an association between helicopter parents and

students' psychological entitlement and low self-efficacy. Luckett et al. (2017) found

helicopter parents might play a part in academic entitlement and claimed, "Because of

parental devotion and obsessiveness, today's students may start college with

unreasonable expectations of receiving high grades with minimal effort or unrealistic

levels of attentiveness and unwarranted consideration from faculty" (p. 96). Cain et al.

(2012) stated speculation among educators that parents who over-inflate their children's

self-esteem encourage academic entitlement. Greenberger et al. found students who

exhibited high academic entitlement traits were more likely to feel compelled by their

parents to overachieve, be rewarded with money or gifts for good grades, and engage in

more academically dishonest behaviors (as cited in Luckett, 2017).

Darlow et al. (2017) stated young adults with overprotective parents might have

more difficulty maturing than other young adults. Darlow et al. (2017) added students

with helicopter parents could not become independent. This lack of independence could lead to issues with adjusting to life at college (Darlow et al., 2017).

Even though there is not enough evidence to prove over-parenting leads to academic entitlement, some college personnel blame parents for instilling grandiose self-esteem and an ensuing sense of entitlement (Sohr-Preston & Boswell, 2015). Parents with ambitious goals for their children often place weighty expectations on their children and involve themselves to attain the expectations (Ganaprakasam et al., 2018). Children of helicopter parents feel entitled to help from parents or other adults when working on academic work (Schriffrin & Liss, 2017). Sohr-Preston and Boswell (2015) further explained that parents who intervene on their children's behalf to solve problems may hamper their self-efficacy by depriving the child of the chance to develop the social skills needed in a college setting and later in life.

Grade Inflation

Chowdhury (2018) defined grade inflation as when professors assign students higher grades without demonstrating exceptional knowledge of the subject. Gruhlke (2018) stated, "The current situation regarding grade inflation has reached a critical point in higher education" (p. 2). Grade inflation is a trend that has garnered criticism among educators, researchers, and the public (Finefter-Rosenbluh & Levinson, 2015). Chowdhury (2018) listed reasons why educators, institutions, and the educational system inflate grades. Some of these reasons are to avoid confrontation with students, provide

customer service, and project an academic-friendly image to potential students (Chowdhury, 2018).

According to Chowdhury (2018), grade inflation is "rarely discussed in academia, as it is a controversial issue" (p. 86). Yet Gruhlke (2018) contended, "grade inflation has been debated for over a decade, causing faculty, higher education administrators and students to endure most of the blame, it is still uncertain as to how or why this trend started" (p. 2). Some higher education administrators send a mixed message by making their schools more customer-focused (Hubbell, 2015). Still, by doing so, the administrators enable grade inflation and lower academic standards (Hubbell, 2015). Chowdhury (2018) claimed grade inflation is the norm in universities and colleges worldwide. Chowdhury (2018) asserted, "Some institutions even encourage the practice of grade inflation, ignoring the problem altogether" (p. 87).

Nearly all higher learning institutions rely on feedback on professors' performance through student evaluations (Chowdhury, 2018). Stroebe (2020) related the Student Evaluations of Teaching (SET) were created in the 1920s by Herman H. Remmers and Edwin R. Guthrie. Stroebe (2020) stated, "Remmers and Guthrie wanted to provide university teachers with information about how their teaching was perceived by students and thus help them to make improvements, where necessary" (p. 276).

Murray et al. (2020) stated student evaluations constitute a significant indicator for rating professors while remaining anonymous. Stroebe (2016) reported student evaluations were intended to be used as tools for professors to gain insight into how the students perceived the course and how the professor performed as an educator. Stroebe (2016) added the student evaluations became an essential resource for university

administrators. Stroebe (2020) cited Edwin R. Guthrie's warning from 1953 that institutions should not base the merit of professors on student evaluations.

However, Chowdhury (2018) listed student evaluations of professor performance as one of the causes for grade inflation. Boring et al. (2016) claimed students maintain bias which may affect evaluations. Zhu and Anagondahalli (2018) stated academically entitled students have a higher expectation of their educational experience; thus, they are more likely to become disappointed when their expectations are unmet. Zhue and Anagondahalli (2018) continued by stating the feelings of disappointment felt by the entitled student may be revealed in professors' evaluations.

As noted in Gruhlke (2018), students have adopted negotiating for the desired grade in return for rewarding the professor with a positive evaluation. To save time, professors may intentionally raise grades to avoid the hassle of explaining why a student's grade is low (Chowdhury, 2018). Gokcen (2014) claimed some American institutions give weight to student ratings when promoting professors, which may persuade some professors to accommodate the student consumerism mentality.

Customer Service

Marketization has infiltrated higher education (Guilbault, 2016). Guilbault (2016) defined marketization as higher education institutions incorporating business practices found in the business industry into higher education settings. Some higher education administrators have already accepted marketization (Gates et al., 2015). Students have many options available, so educational institutions must use business practices such as marketing to attract students (Guilbault, 2016).

Pucciarelli and Kaplan (2016) stated higher education is a "crowded global marketplace and, as such, is not immune to changes affecting 21st-century society—an increasingly global, digital, and dynamic environment" (p. 311). Pucciarelli and Kaplan (2016) asserted there is a general agreement that the future of higher education is and will be difficult, demanding, and unclear. Gates et al. (2015) claimed, "Marketization of higher education has radically changed the way we think about and practice within institutions of higher education in the USA and abroad" (p. 881).

Chui and bin Ahmad (2016) claimed higher education is a "competitive enterprise" among private and public institutions (p. 133). As perceived by students, quality is constantly shifting, especially as new technologies and knowledge are introduced (Chui & bin Ahmad, 2016). The vital change higher education must be aware of is their "customers' needs" (Chui & bin Ahmad, 2016, p. 133).

Education is becoming too commercialized to exist (Chaudhry et al., 2017). Tomlinson (2018) posited, "When applied to higher education, the principle of 'value for money' opens up contentious issues, including the extent to which the value of higher education (HE) can be reducible to the economic returns it is purported to generate" (p. 711). Skea (2017) stated the cost of higher education cannot be ignored and this cost is shifting the student into a consumer. Skea (2017) adds the "purpose of a Higher Education is being reduced to merely economic concerns" (p. 366).

Higher education is an entity that offers a service, which is continuously evolving, interactive, and requires much emphasis on the consumer (Keczer, 2014). As cited in Skea (2017), Gruber et al. (2010) and Sarrico and Rosa (2014) explained student satisfaction "… is the summary evaluation of a student's HE experiences, it is the result

of a comparison between one's expectations and perceptions" (p. 365). If higher

education's goal is to satisfy the students, it is key that higher education is willing to give

what students want and need to fulfill satisfaction levels (Skea, 2017).

Maguad (2018) discussed the stakeholders in higher education. Maguad (2018)

determined:

> Internal stakeholders are people or units that receive goods and services from
>
> within the organization… and [e]xternal stakeholders, on the other hand, are those
>
> individuals or organizations which are not part of the organization in question but
>
> are nevertheless impacted by that organization's activities. (p. 231)

According to Asiyai (2015), higher education leaders must fulfill the stakeholders' needs,

interests, and perspectives.

Falqueto et al. (2020) stated stakeholders "influence and are influenced by the

decisions of a given organization" (p. 1040). Stakeholders in higher education can be

categorized as internal or external (Maguad, 2018). Varied groups of stakeholders, which

range from a single employee to financial institutions, have ties with universities on

different levels (Falqueto et al., 2020). Walker et al. (2018) stated, "Stakeholders can

exert power over public agencies in different ways by granting them legitimacy or

conferring on them an urgency to act" (p. 854).

Maguad (2018) listed the groups that make up internal educational stakeholders,

internal educational customers, external educational stakeholders, and external

educational customers. Internal education stakeholders are students, faculty, and the

programs or departments (Maguad, 2018). Akar (2018) claimed that for the educational

system to fulfill its purpose effectively and efficiently to the fullest extent depends on the

educational stakeholders fulfilling their duties and responsibilities. Akar (2018) added that educational stakeholders could only fulfill their duties and responsibilities only if they were happy and comfortable in their role. Maguad (2018) claimed students are the most important stakeholders in education. Maguad (2018) also explained that students enter school to learn a new skill and acquire new knowledge.

Internal education customers are students, faculty, non-teaching staff, administrators and units, departments, and divisions (Maguad, 2018). Guilbault (2018) stated students view themselves as customers, but this view is not accepted by faculty. Maguad (2018) claimed students are customers because they pay for using some of the amenities such as gyms, libraries, and internet service. These amenities help attract new students and provide satisfaction to current students (Maguad, 2018).

External educational stakeholders are individuals or organizations which are not part of an institution but are impacted by the institution's activities (Maguad, 2018). Maguad (2018) categorized external educational customers as direct and indirect. Maguad (2018) explained, "The direct external customers of higher education include future employers of students, other colleges and universities that students attend to further their education, and suppliers from which the college or university receives students, goods, or services" (p. 232). Chan and Oppong (2017) stated external customers have different expectations and interests than other stakeholders. Maguad (2018) stated, "The indirect external customers of higher education include governmental bodies, the communities served, accrediting agencies, alumni, and donors" (p. 233).

Theory Development

According to Charmaz (2014), theories are found in the social science fields. The social science fields consist of sociology, psychology, education, anthropology, and several subfields (Charmaz, 2014). A theory is an intellectual account of the relationships between notions that help researchers understand the world (Varpio et al., 2020). A theory can be supported by initial data or by a substantial body of research, and the theory becomes more robust with more data (Varpio et al., 2020).

Theory may surface in a research study as an argument, a discussion, a figure, a rationale, or a conceptual framework; also, the theory helps to clarify phenomena that appear in the world (Charmaz, 2014; Creswell & Creswell, 2018). Creswell and Creswell (2018) stated theories used in mixed methods studies might include using a theory deductively, in quantitative theory testing and validity, or in using data inductively as in an emerging qualitative theory or pattern. Creswell and Creswell (2018) stated theories in mixed methods research provide a tailored point of view that "shapes the types of questions asked, who participates in the study, how data are collected, and the implications made from the study (typically for change and advocacy)" (p. 251). Creswell and Creswell (2018) also noted theories present a central viewpoint used with research designs.

There are different types of theories with varying levels of explanatory power (Varpio et al., 2020). Varpio et al. (2020) explained that various theories often help form our perception of a particular phenomenon. Creswell and Plano Clark (2018) stated:

In qualitative research, the theory is often generated during the research process and positioned at the end of the study (or threaded throughout the study) as a

general model or explanation as to what was found. In some qualitative studies,

the theory is advanced as a preliminary framework but then modified into a new

or newly configured theory as the data are analyzed. (p. 43)

Birks et al. (2019) claimed explanatory power is a significant characteristic of grounded

theory and for research to be described as grounded theory, a theory supported by data

must be produced, yet Timonen et al., (2018) claimed grounded theory will not always

produce a theory.

Personal Responsibility

Deveci and Ayish (2018) claimed the high school to college transition for a new

freshman can be challenging. Deveci and Ayish (2018) also claimed new students are

confronted with new freedoms, which lead to increased self-reliance and decision-making

as well as personal responsibilities. Ayish and Deveci (2019) stated some professors

argue new students lack a sense of personal responsibility for their learning and these

students are unmindful of how their attitudes affect other students' learning.

Ayish and Deveci (2019) stated that many students recognize they are responsible

for their learning and that being responsible can lead to success in the future. Nash and

Winstone (2017) argued that high-quality teaching is not enough to educate students.

Nash and Winstone (2017) felt there should be a shared responsibility between students

and professors. McKendree University (2021) expects students to take responsibility in

their educational journey, stating students are responsible for learning.

Summary

In Chapter Two, grounded theory, the theoretical framework for this research

study, was explained (Glaser & Strauss, 2017). Ralph et al. (2015) stated grounded theory

is a continually changing methodology. Also provided was a thorough literature review of academic entitlement, student consumerism, constructivist grounded theory, overparenting, grade inflation, customer service, theory development, and personal responsibility.

In Chapter Three, the problem and purpose, research questions and design, population and sample, instrumentation, reliability and validity, researcher bias, data collection procedures and analysis, and ethical considerations are presented.

Chapter Three: Methodology

Glaser and Strauss's (2017) grounded theory framed this study of professors' perceptions of academic entitlement and student consumerism. The grounded theory framework is a process to guide the development of a theory from sample data that have been methodically extracted through research (Glaser & Strauss, 2017). The aim of this study was to develop a theory regarding student consumerism and academic entitlement in higher education based upon data collected from higher education professors. Grounded theory is focused on dealing with a real-world situation or complex setting, especially when there is not a theory in place to guide research (Glaser & Strauss, 2017).

This study's mixed methodology was the exploratory sequential method and was used to determine if professors perceived that student consumerism and academic entitlement existed. The exploratory sequential design was specifically practical for investigating a phenomenon in-depth with a few individuals, then developing these findings through a larger population (Plano Clark & Ivankova, 2016). Presented in this chapter are the problem and purpose overview, research questions, research design, population and sample, instrumentation, reliability, validity, data collection procedures, data analysis, ethical considerations, and summary.

Problem and Purpose Overview

Anecdotal information about professors experiencing academic entitlement and student consumerism exists (Fairchild & Crage, 2014; Gokcen, 2014; McLellan & Jackson, 2017). The purpose of this exploratory sequential study was to methodically examine professors' perceptions and experiences of student consumerism and academic entitlement. In the first phase of the study, a qualitative exploration of professors'

perceptions and experiences of student consumerism and academic entitlement was implemented. Open-ended interviews were conducted with professors from Midwest universities and colleges. The qualitative findings were analyzed and mined from this initial exploration to develop a quantitative instrument to administer to a larger sample. Using a Likert-type survey, the quantitative data were collected from professors from Midwest universities and colleges and analyzed in the second phase.

Research Questions

The following research questions guided this study:

1. What do professors know about research concerning student consumerism and academic entitlement?

2. What are the professors' perceptions and experiences with student consumerism and academic entitlement?

3. What are professors' perceptions regarding traditional college students who were attentive, respectful, and accepting of grades earned transitioning into students who believe they are entitled to or may barter for better grades?

Research Design

An exploratory sequential method supported by a grounded theory framework (Charmaz, 2014; Glaser & Strauss, 2017) was employed. Grounded theory is a well-known and wide-ranging qualitative research method represented in various published articles, books, chapters, reports, and forums (Aldiabat & Le Navenec, 2018). Aldiabat and Le Navenec (2018) declared several different grounded theory types exist, each having different ontological, epistemological, and methodological assumptions.

Flynn et al. (2019) stated three different grounded theory frameworks: Glaserian, Straussian, and constructivist. Ontologically, Glaserian is rooted in realism, and epistemologically; Glaserian is objective, existing freely of subjectivity (Flynn et al., 2019). Charmaz's constructivist position of Glaser and Strauss' (2017) grounded theory was adopted for this study.

The exploratory sequential method is one example of a mixed-method research design (Creswell & Creswell, 2018). Almeida (2018) stated mixed-method research combines qualitative and quantitative methods into a study to provide a more comprehensive view of the subject being researched. Creswell and Creswell (2018) defined "mixed methods research as an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks" (p. 4). This form of inquiry's primary concept is to provide a combination of qualitative and quantitative data to generate additional insight beyond the information provided by either the quantitative or qualitative data alone (Creswell & Creswell, 2018).

The qualitative section of the study was in concert with the grounded theory framework (Charmaz, 2014; Glaser & Strauss, 2017). Qualitative data were gathered through interviews. First, field test interviews were administered to ensure the categories were relevant to the data. In other words, did the categories explain, predict, or indicate anything of significance (Glaser & Strauss, 2017)? Next, qualitative data were extracted through open-ended interview questions developed to answer the study's research questions. According to Charmaz (2014), both grounded theory methods and interviewing are open-ended, yet directed, shaped, yet emergent, and paced, yet

unrestricted, thus, allowing the researcher to facilitate an open-ended assessment of an area in which the interviewee has substantial experience.

After completion of the interview process, coding of the qualitative data commenced. Charmaz (2014) explained coding is used to extract information from data, sort the information, and provide a logical moniker for making comparisons with other segments of data. Coding of the qualitative data consisted of attaching labels to segments of data that characterized each segment (Charmaz, 2014). Apramian et al. (2017) claimed Charmaz's coding process focuses on building an account of the participants or a phenomenon. During coding, the developing theory may be revealed (Charmaz, 2014).

Line-by-line coding was employed in this study. Each line of data was examined for common themes to determine theoretical ideas which might emerge (Charmaz, 2014). Charmaz (2014) explained that line-by-line coding is an exploratory method to encourage logical thinking about the data and generate fresh ideas. Line-by-line coding results in active engagement with data, enabling researchers to see emerging data from a new standpoint (Charmaz, 2014). Charmaz (2014) stated, "Line-by-line coding also serves as an excellent antidote for analytic and writing blocks" (p. 343).

Charmaz (2014) stated by creating and coding numerous comparisons, a logical sense of the data begins to take shape. Memo notes explaining the codes and comparisons and other ideas about the data were written (Charmaz, 2014). In keeping with Glaser and Strauss's (2017) constant comparative methods, memo writing was utilized while comparing data.

While coding and comparing data, an understanding and a logical grasp of data begin to develop (Charmaz, 2014). Categories are created by studying the data,

comparing the data, and composing memos (Charmaz, 2014). Glaser and Strauss (2017) stressed looking for "emergent categories, reformulating them as their properties emerge, selectively pruning his list of categories while adding to the list as the core of his theory emerges, along with developing his hypotheses and integrating his theory" (p. 72).

According to Creswell and Creswell (2018), the data revealed from the qualitative phase are then utilized to create a quantitative survey. Data from the interviews were gathered and analyzed to produce a Likert-type scale survey which was created to administer in the quantitative phase of the study. The analysis of the quantitative phase of the study was conducted utilizing descriptive statistics to determine the mode for central tendency and frequencies and percentages (Creswell & Plano Clark, 2018).

The interview and the survey instruments were field-tested before being administered. For the qualitative section, professors not participating in the study were interviewed and then asked their opinions of the interview. The field-test process was conducted for the survey, the quantitative phase of the study. Professors not participating in the study completed the survey and were then asked their opinions of the survey. Adjustments and revisions were made to each instrument based upon feedback received from field-test participants.

Population and Sample

The population for both sections of the exploratory sequential study consisted of professors from Midwest universities and colleges. The planned population for the qualitative interviews was 50 participants and 269 participants for the quantitative survey. The 319 prospective participants were professors employed by private and public

universities and colleges in the Midwest. The total sample for the study consisted of 43 professors from the study population.

The population for the qualitative section of the study was 50 professors from private universities in a Midwestern metropolitan area. Professors' public domain email addresses from five private universities in a Midwest metropolitan area were entered into a randomizer. The first 10 email addresses were sent an invitation to participate (see Appendix A) in a short interview (see Appendix B). If 10 affirmations were not received, another 10 emails were sent; this cycle continued until invitations were sent to all 50 emails. The number of willing respondents totaled six for the qualitative interviews. Each participant received the Research Information Sheet (Appendix C), which was discussed and agreed to prior to commencing the interviews.

According to the Missouri Department of Higher Education (2018) website, there were 13 public universities in Missouri. According to the Illinois Board of Education (2018) website, there were 12 public universities in Illinois. Two hundred sixty-nine professor email addresses were gathered, and a link to the Survey Research Information Sheet (see Appendix D) and survey instrument (Appendix E) was emailed to the professors inviting them to participate in the survey (see Appendix F). A total of 37 completed surveys were returned and analyzed for the study. Charmaz (2014) agreed with Creswell and Poth's (2018) assertion that a sample size of 20 to 30 participants is sufficient for survey data; 37 participants composed the sample in this study's quantitative portion.

Instrumentation

The initial interview questions were created from information discovered in the study's literature review and designed to answer the study's research questions. Field-test interviews were administered. Field test interviews ensured the open-ended questions appropriately represented the topic, were asked of the appropriate audience, and were comprehensive to gather sufficient data on the topic, as recommended by Creswell and Plano Clark (2018). Following the field-testing phase, questions were revised as needed. Once the field test interviews were validated, the open-ended interview questions were administered during one-on-one interviews. Glaser and Strauss (2017) placed great emphasis on the interview as a data discovering instrument in the grounded theory process. Charmaz and Thornberg (2020) agreed, "In constructivist grounded theory, interviewing is not considered as efforts to mirror reality but as emergent interactions through a mutual exploration of the interviewee's experiences and perspectives" (p. 13).

The constant-comparison method was used to reveal information from reference research (source/year). Categories were created as themes began to emerge. Three main themes or observations were utilized in the creation of the initial interview questions. The three main themes consisted of education as a commodity, parental influences, and course evaluations.

The quantitative instrument of the exploratory sequential design research was a Likert-type survey. The Likert-type survey was developed based on the results of the data analysis of the open-ended interviews (Creswell & Creswell, 2018). The statements for the survey were created from data gathered from the literature review and the responses from the open-ended interviews.

The themes of education as a commodity, parental influences, and course evaluations guided the survey question development. After reflecting on the open-ended interviews and data collection, the researcher generated statements for the survey instrument. Observational comments from the open-ended interviews also informed the creation of survey statements.

As with the qualitative phase of the research, a pilot survey was field-tested to ensure the questions were clear and elicited responses appropriate for the study (Glaser & Strauss, 2017). The pilot survey was submitted and completed by three professors. All three agreed the questions were relevant and appropriate for the study. Once the survey was validated, the survey was administered, and results were gathered.

Reliability

Reliability refers to the regularity of scores on an instrument that is consistent and reproducible (Creswell & Creswell, 2018). Reliability was desired to provide confidence the same data would be collected using the same instrument to address similar research questions (Plano-Clark & Ivankova, 2016) and was ensured through the survey field-test process. Test-retest reliability (Singh, 2017; Creswell and Creswell, 2018) was utilized to determine reliability of the field-test. The Likert-type survey was completed by two higher education professors. The two professors had a combined 43 years of experience in higher education. Both professors agreed the survey statements were clear and relevant.

Qualitative reliability was established by consistent utilization of the interview questions, transcription of audio recordings, and coding the results. Reliability for the interview questions was confirmed by summarizing the interview data with the

respondents. The respondents acknowledged their ideas were interpreted correctly. All audio recordings were transcribed verbatim. The procedures utilized to gather data were shared in detail to establish credibility, as Creswell and Creswell (2018) recommended.

Validity

The validity of research is the degree to which it measures what it is supposed to measure (Öz & Özturan, 2018). Validity is a necessary element in research (Creswell & Plano Clark, 2018). The purpose of validity is to check the quality of the data, the results, and the interpretation of the data collected (Creswell & Plano Clark, 2018). Creswell and Creswell (2018) suggested multiple validity strategies which should improve the ability to measure the accuracy of results.

Content validity was established by seeking experienced professors' advice through the field-testing process. Professors who participated in the field interview and field survey were asked whether the interview questions and survey questions were appropriate and targeted the appropriate audience. Also, the professors were asked if the questions were clear and concise. In addition, field-test answers were reviewed to ensure alignment with the intent of the questions, and poorly written questions were revised.

Qualitative validity was established by triangulation of data and member checking (Creswell & Creswell, 2018). Data were collected using interviews, transcripts were analyzed, and observations from the interviews were noted for the triangulation of data strategy. The member checking strategy ensured accuracy by having the interview participants review the transcripts from their interview to ensure the participants' ideas and answers were clearly and correctly stated (Creswell & Creswell, 2018). Quantitative

validity was established by field-testing. Professors field-tested the survey instrument and were then questioned to ensure the instrument was appropriate for the research study.

Researcher's Biases

According to Gabr et al. (2016), bias is an inaccuracy that creates a difference of results from the valid results in a research study. Bias can be inserted in the research design via execution, reporting, or publication, thus hypothetically reporting inaccurate data and conclusions (Gabr et al., 2016). Bogdan and Biklen (2016) stated that qualitative researchers have grappled with the comments about how easy it is to insert the researcher's preconception or attitude into the data, especially when the data must be thought out before being transferred to paper.

Creswell and Creswell (2018) insisted objectivity is a necessary component in research, and researchers must analyze their reasonings and assumptions for bias. Reflexivity is a process where researchers reflect on their biases, values, and personal background (Creswell & Creswell, 2018). Creswell and Creswell (2018) stated researchers should reflect on their past experiences and how past experiences shape their interpretations. For this research study, the researcher had minimal experience working with college professors and college students. Also, the researcher's advisors counseled and guided the researcher to ensure any possible biases were mitigated.

In the process of reflexivity, the limitations of the research are identified and acknowledged (Engward & Davis, 2015). Charmaz (2014) claimed reflexivity compels the researcher to step back and reflect on the initial intention of the research to ensure staying on course. Charmaz (2017) cautioned, "Constructivist grounded theory relies on developing and maintaining methodological self-consciousness, which calls for

reflexivity of a depth researchers may not routinely undertake" (p. 5). Reflexivity and reflection, also known as reflective practice, are used interchangeably (Allen et al., 2017).

Data Collection

Participants' emails were gathered from universities' public web pages. Universities and professors were selected by utilizing a list randomizing program. The first 15 universities from the random order listing were used to gather emails from a random selection of departments. From that list, another random order listing was compiled, and the first 10 professors' emails were selected and sent an email with a request for an interview. The Lindenwood information research sheet and interview questions were attached to the interview request email.

When utilizing the exploratory sequential method, data collection occurs twice: at the qualitative and quantitative phases (Creswell & Creswell, 2018). The first phase of this exploratory sequential design was the open-ended interview. The interviews were conducted in person apart from one phone interview. The interview sessions were recorded with a voice recorder, and notes were taken during the interviews (Charmaz, 2014; Glaser & Strauss, 2017). The phone interview was transcribed verbatim, and the results were presented to the respondent for accuracy.

The survey was phase two of the exploratory sequential method in this study. The survey was administered online. Specifically, an invitation email explaining the study and a link to the Lindenwood University Survey Research Information form and the survey were sent to randomly selected professors' public domain email addresses. The Lindenwood University Survey Research Information form, which stated in detail the

purpose of the research, any possible risks, and the opportunity to elect to leave the study at any time without negative consequences, served as the first page of the survey. Participants indicated their consent by completing the survey after reading the consent form. All survey responses were collected online and are available for analysis. No identifying information was collected in the survey responses, guaranteeing the anonymity of participants.

Data Analysis

The primary goal of data analysis in grounded theory (Glaser & Strauss, 2017) is to develop a theory (Vollstedt & Rezat, 2019). In traditional research, data analysis begins after data collection, but with grounded theory (Glaser & Strauss, 2017), data collection and analysis can be performed simultaneously (Charmaz & Thornberg, 2020). Responses from the open-ended qualitative interviews were transcribed (Charmaz, 2014; Glaser & Strauss, 2017), coded (Charmaz, 2014; Glaser & Strauss, 2017), and analyzed to create a quantitative survey (Creswell & Creswell, 2018; Creswell & Plano Clark, 2018). Although Glaser and Strauss (2017) explained that a hypothesis could be developed using coding and the constant comparative method during the exploratory stage, no hypothesis was discovered or developed for this study.

The quantitative survey is phase two of the exploratory sequential method (Creswell & Creswell, 2018; Creswell & Plano Clark, 2018). The quantitative data analysis method was dependent on developing a hypothesis and the construction of a Likert-type survey. Descriptive statistics were employed to determine the mode for central tendency; frequencies and percentages were provided.

Ethical Considerations

All data, documents, and tape recordings were stored in a lockbox under supervision for this research study. Electronic data were stored on a password-protected external hard drive located in a secured location. Data, documents, and tape recordings will be destroyed three years after completing the research study. Data codes were utilized to ensure the anonymity of the participants. Each participant received a consent form that detailed the purpose of the research, any possible risks, and the opportunity to elect to leave the study at any time without negative consequences.

Summary

In Chapter Three, the problem and purpose overview were explained. The research design to include the population and sample and the instrumentation were described. Reliability and validity were defined, and researcher bias was discussed. After the Institutional Review Board granted permission, the research process began. The qualitative interviews were conducted. The data were coded, and a quantitative instrument was created. The qualitative and quantitative instruments were field-tested and refined to establish reliability. The final survey instrument was administered to the survey participants via *Qualtrics* (Creswell & Creswell, 2018; Creswell & Plano Clark, 2018).

Chapter Four begins with an introduction to the data analysis and research questions. The demographics from the qualitative interviews are presented as well as the demographics from the survey responses. The demographic data collected were gender, race, teaching discipline, and years of teaching.

Responses from open-ended interview questions provided qualitative data. Six respondents' responses from six interview items are presented. The analyzed data from the interview questions provided the foundation for the Likert-type survey questions.

Thirty-seven respondents responded to the Likert-type survey. The data from the 29-question survey are presented and analyzed. The Likert-type survey instrument was created from statements mined by coding and constant comparison of the qualitative data from the open-ended interviews. Responses are presented in survey data were analyzed using descriptive statistics to provide summations to the research questions. Chapter Four concludes with the summary.

Chapter Four: Analysis of Data

The goal of this mixed-methods research study was to systematically collect data of professors' perceptions of academic entitlement and student consumerism and add to the bodies of research on the two topics. The study's first phase was a qualitative exploration of professors' perceptions and experiences with student consumerism and academic entitlement. Six respondents from Midwestern universities and colleges were interviewed. The data from these open-ended interviews were utilized to develop a quantitative survey instrument administered to a larger sample for the second phase of this study.

The qualitative interview questions were formulated using information obtained from the literature reviewed in Chapter Two. A list of questions pertaining to student consumerism, academic entitlement, and professors' experiences was aligned to the three research questions that guided the study. Interview respondents were provided definitions for student consumerism and academic entitlement. Follow-up questions were asked when determined necessary to mine more data.

The quantitative instrument was a Likert-type survey designed for higher education professors. Survey statements were created by coding and constant comparison of the qualitative data from the open-ended interviews. Twenty-five statements were developed as well as four demographic questions. Responses to the professors' surveys totaled 37 responses, except for statement two, which only resulted in 34 responses, and statements four, seven, 18, and 28, which resulted in 36 responses.

Research Questions

The following research questions guided this study:

1. What do professors know about research concerning student consumerism and academic entitlement?

2. What are the professors' perceptions and experiences with student consumerism and academic entitlement?

3. What are professors' perceptions regarding traditional college students who were attentive, respectful, and accepting of grades earned transitioning into students who believe they are entitled to or may barter for better grades?

Demographics

Interview

In the qualitative interview process, respondents were asked what discipline they teach and to identify a gender that represents them. The total number of respondents from the qualitative interviews of the survey was six. Five of the six respondents taught humanities courses and the sixth respondent taught STEM courses. Four of the six respondents identified as male, and two respondents identified as female.

Survey

Four demographic questions were posed to the respondents of the Likert-type survey. Thirty-seven respondents specified gender. Fourteen respondents identified as male, while 23 respondents identified as female. Thirty-six respondents specified a race. Thirty-four respondents, or 94.44%, identified as White. Two respondents, or 5.56%, identified as Asian or Pacific Islander.

Thirty-four respondents specified teaching discipline. Five respondents, or 14.71%, selected Business. Ten or 29.41% selected Humanities. Four or 11.76% selected Natural and Applied Science. Nine or 26.47% selected Social Science. Six or 17.65% selected STEM.

Thirty-seven respondents specified teaching experience responses. Four respondents, or 10.81%, selected 1–5 years of teaching experience. Eight respondents, or 21.62%, selected 6–10 years of teaching experience. Two respondents, or 5.41%, selected 11–15 years of teaching experience. Eight respondents, or 21.62%, selected 16–20 years of teaching experience. Fifteen respondents, or 40.54%, selected 21+ years of teaching experience.

Qualitative Data Analysis

Each of the professors' responses was recorded and transcribed verbatim to separate Microsoft Word documents. Utilizing a constructivist grounded theory approach (Charmaz, 2014), the data and a code list were created. After the code list was established, the researcher compared codes against data mined during the literature review to develop common themes from the interviews. These themes were developed into open-ended interview items.

Interview Item One

Please explain what knowledge you have concerning research and articles you have read on student consumerism and academic entitlement.

Respondents acknowledged awareness of research and articles regarding student consumerism and academic entitlement. Most of the respondents admitted they were aware of increasing academic entitlement traits vis-à-vis student consumerism. Some

respondents also claimed never realizing student consumerism existed until reading the definitions provided before the interview.

Four of the six respondents claimed they had read some form of literature, while two respondents stated they knew of academic entitlement but had never researched or studied the subject. Two respondents claimed to have never heard of the term student consumerism until reading the definition. Respondent B and Respondent D recollected they remembered hearing of student consumerism after reading the definition. Both Respondent B and Respondent D declared they felt student consumerism is a trait amongst college students.

Interview Item Two

Please tell me your opinion of academic entitlement.

All the respondents were in consensus stating academic entitlement is a genuine trait among college students. Respondent B said, "Entitlement, in general, is a problem in the world today. People expect something for free." When asked about academic entitlement, Respondent B stated, "Oh, absolutely. Students want the degree handed to them on a silver platter."

Most of the respondents likened academic entitlement to students seeking the path of least resistance and wanting a college education free of stress. A common theme among the respondents was the students' parents. Half of the respondents stated students' parents are enabling entitled characteristics of the students. Respondent F said they would be surprised if a professor admitted never witnessing academic entitlement among their students.

Interview Item Three

Please tell me about an experience dealing with a student exhibiting academic entitlement.

Five of the six respondents claimed to have witnessed academic entitlement traits from students. Respondent A claimed to have never witnessed academic entitlement traits but stated they teach in a low-income area, and most of the student population comes from the local area. Respondent A also assumed that since the students come from a low-income area, the students are more likely to work harder to change their lives for a better future through hard work.

Respondent A claimed students often ask for extensions due to funerals or illness but considered these requests a norm in academia. When asked to define the norm in this business, Respondent A stated that every year, multiple students wait for the last minute to complete their assignments, so some students will request extra credit, some will ask for an extension to the deadline, while some students demand extra time. Respondent A offered the request may be considered a trait of entitlement.

A common theme among the remaining five respondents' statements to interview item three was scheduling. The five respondents conveyed an account regarding students requesting changes to syllabi or class meeting times. Respondent D suggested any professor could speak about students' demands. Respondent D continued by stating students will demand changes to the syllabus without regard to how it will affect the course or the other classmates. Respondent D finished the statement by adding the demands are only beneficial to the requesting student.

Interview Item Four

Please tell me your opinion of student consumerism.

All six respondents stated they feel student consumerism is an issue for higher education. Respondent E claimed higher education markets like businesses to attract more students to enroll. Respondent E claimed the students' parents are more consumeristic than the students and have a say in the students' college selection. Respondent E likened the parents' selection as getting the most bang for the buck.

Respondent B stated there is more advertising for higher universities today than in the past and then listed commercials, billboards, and internet ads as examples. Respondent B continued that colleges are increasing marketing to increase enrollment and that when you force students to shop for a school, they are customers, not students. Respondent C understood how a student could feel like a consumer, based on the fact the student pays for service provided by a college for a fee.

Interview Item Five

Please tell me about an experience dealing with a student exhibiting student consumerism.

Respondents B and F claimed experiences with students with consumeristic traits. Respondent B stated a student becomes a consumer when selecting an institution of higher education. Respondent B claimed students made decisions like consumers do, such as whether to attend a class for which the student is paying compared to a high school student who must attend class and does not get a choice. Respondent F claimed one student reminded Respondent F that professors' salaries are paid by the student. Although Respondent F claimed having experienced student consumerism, Respondent F

stated students are not consumers because education is not a commodity to be purchased. Respondents A and C claimed they have not experienced students who portray traits of student consumerism. Respondent A claimed the students come from a low-income area and are more likely to work harder for their degrees. Respondent C conceded students must pay for services and supplies but had never been approached by a student acting as a consumer.

Respondents D and E claimed they may or may not have witnessed a student consumer. Respondents D and E claimed academic entitlement and student consumerism are similar and may be interchangeable. Both respondents stated students might exhibit more academic entitlement traits than student consumerism traits.

Interview Item Six

Has a student offered a good evaluation in return for a particular grade?

Respondent F stated a student offered a good evaluation for a better grade. Respondent C claimed never to have been solicited for a better grade. Respondents A, B, D, and E stated they have never been solicited for a better grade but had heard such claims made by other professors.

As advocated by Charmaz (2014), follow-up questions were asked of the respondents. All respondents were asked if their institutions ask for student evaluations of the professors. All respondents answered *yes*. Respondent B referred to the evaluation as a customer service survey. Half of the respondents referred to the evaluations as useless.

Students' parents, consumeristic characteristics, and course evaluations were recurring themes discovered during the open-ended interviews during the qualitative data analysis. Respondents placed responsibility for the students developing or exhibiting

academic entitlement traits or student consumerism on the parents. Respondents stated parents were too protective and coddled the students.

Respondents expressed strong opinions when asked about consumeristic characteristics. Respondents A, B, and F claimed to have had confrontations with students portraying consumeristic characteristics. Respondent F divulged that a student stated, "He pays my salary." Respondents C and E claimed they had not experienced students acting as consumers, but both respondents stated that students are consumeristic. Respondent D stated the definitions of student consumerism and academic entitlement are the same, and either term could be used to convey the same meeting in a conversation. Respondent D added students act as if they are entitled, not consumeristic.

Respondent C stated when a student purchases supplies, books, etc., the student is a consumer. Respondent B stated when a student begins the process of choosing a university to complete their higher education goals, "they have become a consumer." Respondent B attributed this statement to higher education marketing. Respondent B recollected when Respondent B was picking a college to complete their higher education; they had to go to the counselor's office and write to the college to request information. Respondent B also added universities utilize billboards, web ads on the internet, and commercials on the radio and television.

All six respondents experienced students requesting changes in assignment due dates or changes in the class schedules to meet their own needs. All the respondents stated parents were involved with creating a sense of entitlement in the students. Respondent B specified that stressed parents coddle their children and were trying to protect them from the real world. Respondent E also used coddle to describe how parents

raise their children. During the interviews, both respondent B and respondent E also used the term shelter when speaking of parents of higher education students. Respondent F suggested students have a sense of entitlement and consumerism because of their upbringing. Respondent F stated the student "could do no wrong" in the parents' eyes and also "parents will not let their kids fail."

All respondents indicated their institution required course evaluations. Respondent B referred to the course survey as a "customer service survey." Respondent E labeled evaluations as "useless." Respondent E stated, "unhappy students give lousy evaluations" and claimed they could determine which student will give a fair evaluation and which student will be unfair.

All respondents were asked if a student had offered a good evaluation for a particular grade in return. Respondent F answered *yes*. Respondents A, B, and E claimed they have never been offered the evaluation for grade deal but have heard of other professors being offered the deal. Respondent D claimed they had had a conversation with another professor who was offered the evaluation for grade deal. Respondent F claimed they have never been offered an evaluation for a grade deal.

Quantitative Data Analysis

The quantitative portion of the research addressed research question three and involved a survey based on a Likert-type scale of 1 to 5 (Non-Applicable-1; Strongly Disagree-2; Disagree-3; Agree-4; Strongly Agree-5). The professors' survey results were gathered into the *Qualtrics* survey management software. The respondents' survey data were analyzed. Survey data from the 25 Likert-type responses are depicted in graphic representation for each question. Additionally, percentages are indicated for the

professors' responses to each statement. The survey instrument was based upon statements created by coding and constant comparison of the qualitative data from the open-ended interviews.

The first statement presented was to determine if the respondents perceived students need to be entertained in class. The total number of responses for statement one was 37. The respondents indicated 13.51% *strongly agree*, and 75.68% *agree* students need to be entertained in class. In contrast, 8.11% *disagreed,* indicating students do not need to be entertained in class. One respondent indicated the statement *was not applicable*. The mode response for statement one was *agree* (see Figure 1).

A total of 37 respondents identified as either male or female. Of the male respondents, 21.43% chose *strongly agree* with the first statement, 71.43% selected *agree,* and 7.14% selected *disagree*. Of the female respondents, 8.7% indicated *strongly agree*ing with the first statement, and 78.3% of the female respondents agreed. While 8.7% of the female respondents indicated *disagree* with the first statement and 4.3% indicated *non-applicable*.

A total of 34 respondents who selected a teaching discipline responded to the first statement. Twenty percent of the business professors indicated *strongly agree* with the first statement, and 80% of the business professors selected *agree* with the first statement. Thirty percent of the humanities professors *strongly agree*d with the first statement, 60% *agree*d, and 10% *disagree*d. Seventy-five percent of the natural and applied science professors *agree*d with the first statement, and 25% of the natural and applied science professors *disagree*d with the first statement. Of the social science professors, 11.1% indicated *strongly agree*d with the first statement, and 88.9% of the social science

professors *agree*d. Of the STEM professors, 66.7% indicated *agree* with the first statement, 16.7% of the STEM professors indicated *disagree* with the first statement, and 16.7% of the STEM professors indicated *non-applicable*.

A total of 37 respondents who responded to the number of years of teaching answered the first statement. All the respondents who taught 1–5 years indicated *agree* with the first statement. Twenty-five percent of the respondents who taught 6–10 years indicated *strongly agree,* and 62.5% indicated *agree.* Of the respondents who taught 6–10 years, 12.5% indicated *non-applicable* for the first statement. Fifty percent of the respondents who taught 11–15 years indicated *agree,* and 50% of the respondents indicated *disagree* with the first statement. Of the respondents who taught for 16–20 years, 87.5% indicated *agree* with the first statement, and 12.5% of the respondents indicated *disagree* with the first statement. Of the respondents who taught over 21 years, 13.3% indicated *strongly agree* with the first statement, 73.3% of the respondents indicated *agree,* and 13.3% of the respondents indicated *non-applicable* for the first statement.

Figure 1

Responses to Statement: Students Need to be Entertained in Class
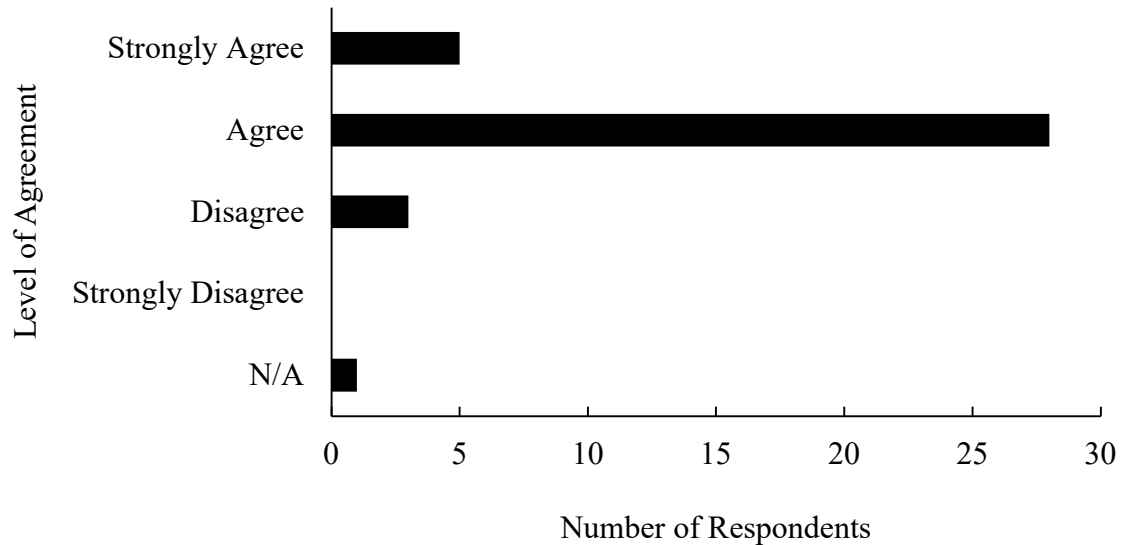
Note. Students feel the need to be entertained in class. *N* = 37.

The second statement was to determine if the respondents felt higher education marketing promotes consumerism. The total number of respondents was 37. The respondents indicated 24.32% *strongly agree* and 56.76% *agree* higher education promotes consumerism. Contrasting results indicated 2.7% *strongly disagree,* and 10.81% *disagree*, while two respondents, or 5.41%, claimed this statement was *not applicable*. The mode response for statement two was *agree* (see Figure 2).

A total of 37 respondents identified as either male or female. Of the male respondents, 35.7% indicated *strongly agree* to the second statement, another 35.7% of the male respondents indicated *agree*, 14.3% of the male respondents indicated *disagree.* Another 14.3% indicated *non-applicable* to the second statement. Of the female respondents, 17.4% indicated *strongly agree* with the second statement, 69.6% of the female respondents indicated *agree* to the second statement, 8.7% of the female

respondents indicated *disagree* with the second statement, and 4.3% female respondents indicated *strongly disagree*

A total of 34 respondents who selected a teaching discipline responded to the second statement. Twenty percent of the business professors indicated *strongly agree* with the second statement, and 60% of the business professors indicated *agree*. Twenty percent of the business professors indicated *strongly disagree* with the second statement. Thirty percent of the humanities professors indicated *strongly agree* with the second statement, 50% of the humanities professors indicated *agree* to the second statement, and 10% of the humanities professor indicated *disagree* with the second statement.

Ten percent of the humanities professors indicated *non-applicable* to the second statement. Seventy-five percent of the natural and applied science professors indicated *agree* with the second statement, 25% of the natural and applied science professors indicated *disagree*, 33.3% of the social science professors indicated *strongly agree*, and 66.7% of the social science professors indicated *agree*. Of the STEM professors, 16.7% indicated *strongly* agree with the second statement, 33.3% of the STEM professors indicated *agree* with the second statement, 33.3% of the STEM professors indicated *disagree* with the second statement, and 16.7% of the STEM professors indicated *non-applicable*.

A total of 37 respondents who responded to the number of years of teaching answered the second statement. Fifty percent of the respondents who taught 1–5 years indicated *agree* to the second statement. Twenty-five percent of the respondents who taught 1–5 years indicated *disagree,* and another 25% indicated *non-applicable* to the second statement. Twenty-five percent of the respondents who taught 6–10 years

indicated *strongly agree,* and 75% indicated *agree.* Fifty percent of the respondents who taught 11–15 years indicated *agree,* and 50% of the respondents indicated *strongly disagree* with the second statement. Of the respondents who taught for 16–20 years, 37.5% indicated *strongly agree* with the second statement, and 62.5% of the respondents indicated *agree* with the second statement. Of the respondents who taught over 21 years, 26.7% indicated *strongly agree* with the second statement, 46.7% of the respondents indicated *agree*, 20% of the respondents indicated *disagree* with the second statement, and 6.7% of the respondents who taught over 21 years indicated *non-applicable* to the second statement.

Figure 2

Responses to Statement: Higher Education Promotes Student Consumerism
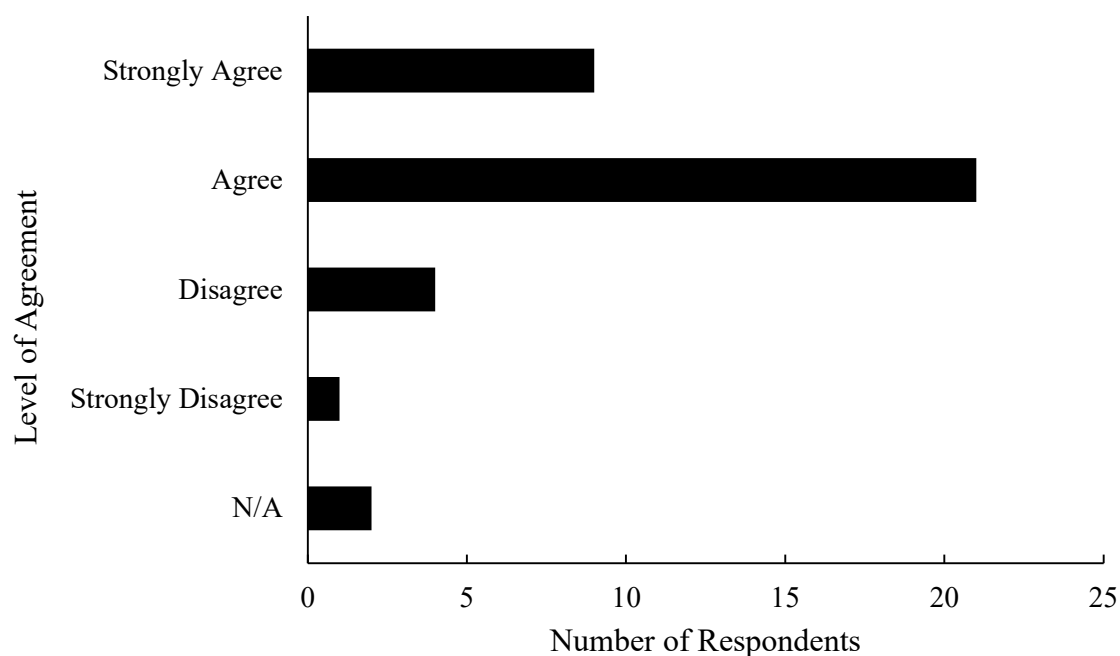
Note. Higher education marketing promotes consumerism. $N = 37$.

The third statement presented was to determine if the respondents perceived higher education administrators treat students as customers. The total number of respondents was 36. The respondents indicated 50% *strongly agree* and 41.67% *agree* higher education administrators treat students as customers. The contrasting result indicated 8.33% or three of the 36 respondents *disagree* with the statement. The mode response for statement three was *agree* (see Figure 3).

A total of 37 respondents identified as either male or female. Fifty percent of the male respondents indicated *strongly agree* with the third statement, 42.9% of the male respondents indicated *agree*, and 7.1% of the male respondents indicated *disagree* with the third statement. Of the female respondents, 47.8% indicated *strongly agree* to the third statement, 39.1% of the female respondents indicated *agree* to the third statement, and 8.7% of the female respondents indicated *disagree* with the third statement.

A total of 34 respondents who selected a teaching discipline responded to the third statement. Twenty percent of the business professors indicated *strongly agree* to the third statement, and 80% of the business professors indicated *agree* to the third statement. Fifty percent of the humanities professors indicated *strongly agree* with the third statement, 40% of the humanities professors indicated *agree* with the third statement, and 10% of the humanities professor indicated *disagree* with the third statement. Of the natural and applied science professors, 66.67% indicated *strongly agree* with the third statement, and 33.33% of the natural and applied science professors indicated *agree* with the third statement. Of the social science professors, 55.56% indicated *strongly agree* with the third statement, 33.33% of the social science professors indicated *agree,* and 11.11% indicated *disagree* with the third statement. Of the STEM professors, 33.33%

indicated *strongly agree* to the third statement, 50% of the STEM professors indicated *agree* to the third statement, and 16.67% of the STEM professors indicated *disagree*.

A total of 37 respondents who responded to the number of years of teaching answered the third statement. Of the respondents who taught 1–5 years, 33.33% indicated *strongly agree* with the third statement, and 66.67% of the respondents who taught 1–5 years indicated *agree.* Of the respondents who taught 6–10 years, 62.5% indicated *strongly agree,* and 37.5% indicated *agree* to the third statement. All the respondents who taught 11–15 years indicated *agree* to the third statement. Of the respondents who taught for 16–20 years, 62.5% indicated *strongly agree* with the third statement. Twenty-five percent of the respondents who taught for 16–20 years indicated *agree,* and 12.5% of the respondents indicated *disagree* with the third statement. Of the respondents who taught over 21 years, 46.67% indicated *strongly agree* with the third statement, 40% of the respondents indicated *agree*, and 13.3% of the respondents indicated *disagree* with the third statement.

Figure 3

Responses to Statement: Higher Education Administrators Treat Students as Consumers
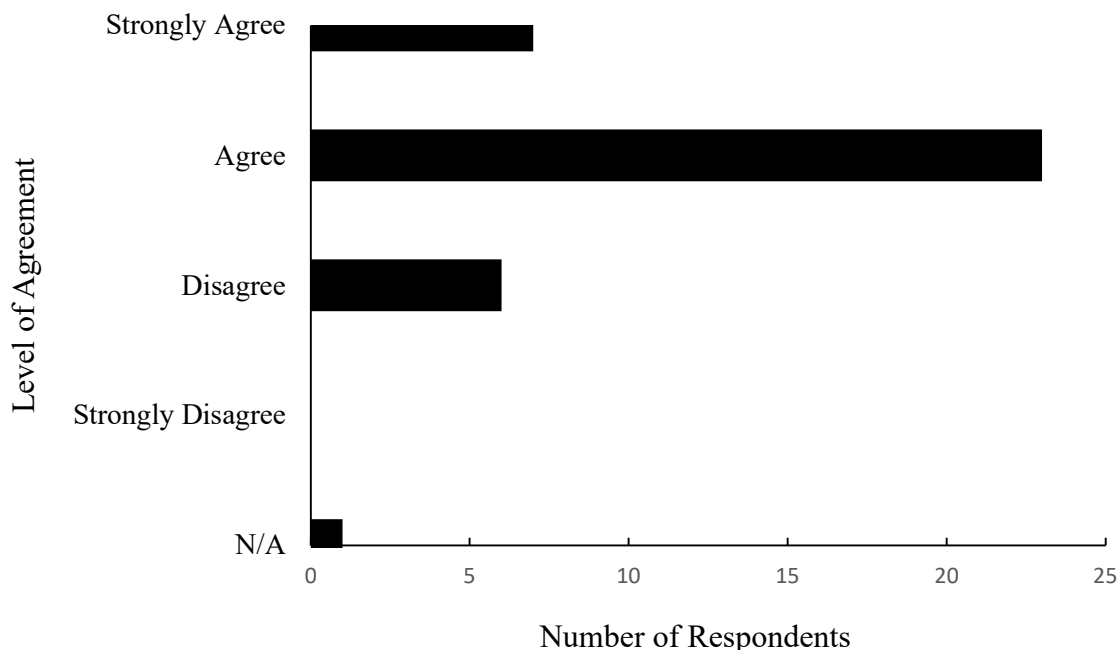
Note. Higher education administrators treat students as customers. *N = 36.*

The fourth statement presented was to determine if the respondents felt students treat a degree like a product or service to be purchased. The total number of respondents was 37. The respondents indicated 18.92% *strongly agree* and 62.16% *agree* students treat a degree as a product or service to be purchased. Of the respondents, 16.22% chose to *disagree*, while one or 2.7% of the respondents to this statement found the statement *non-applicable*. The mode response for statement four was *agree* (see Figure 4).

A total of 37 respondents identified as either male or female. Of the male respondents, 14.29% indicated *strongly agree* to the fourth statement, 64.29% of the male respondents indicated *agree,* 14.29% of the male respondents indicated *disagree* with the fourth statement, and 7.14% of the male respondents indicated *non-applicable.* Of the

female respondents, 21.74% indicated *strongly agree* to the fourth statement, 60.87% of the female respondents indicated *agree* to the fourth statement, and 17.39% of the female respondents indicated *disagree* with the fourth statement.

A total of 34 respondents who selected a teaching discipline responded to the fourth statement. Sixty percent of the business professors indicated *agree* with the fourth statement, and 40% of the business professors indicated *disagree* with the fourth statement. Twenty percent of the humanities professors indicated *strongly agree* to the fourth statement, 70% of the humanities professors indicated *agree* to the fourth statement, and 10% of the humanities professor indicated *disagree* with the fourth statement. All the natural and applied science professors indicated *agree* to the fourth statement. Of the social science professors, 55.56% indicated *strongly agree* to the fourth statement, 33.33% of the social science professors indicated *agree* to the fourth statement, and 11.11% of the social science professors indicated *disagree* with the fourth statement. Fifty percent of the STEM professors indicated *agree* to the fourth statement, 33.33% of the STEM professors indicated *disagree* with the fourth statement, and 16.7% of the STEM professors indicated *non-applicable*.

A total of 37 respondents who responded to the number of years of teaching answered the fourth statement. Seventy-five of the respondents who taught 1–5 years indicated *agree* to the fourth statement, 25% of the respondents indicated *non-applicable*. Of the respondents who taught 6–10 years, 37.5% indicated *strongly agree,* and 37.5% indicated *agree* to the fourth statement. Twenty-five percent of the respondents who taught 6–10 years indicated *disagree with* the fourth statement. Fifty percent of the respondents who taught 11–15 years indicated *agree,* and 50% of the respondents

indicated *disagree* with the fourth statement. Twenty-five percent of the respondents who taught for 16–20 years indicated *strongly agree* to the fourth statement, 62.5% of the respondents who taught 16–20 years indicated agree to the fourth statement, and 12.5% of the respondents indicated *disagree* with the fourth statement. Of the respondents who taught over 21 years, 13.3% indicated *strongly agree* with the fourth statement, 73.3% of the respondents indicated *agree,* and 13.3% of the respondents indicated *disagree* to the fourth statement.

Figure 4

Responses to Statement: Students Treat a Degree as a Product or Service to be Purchased
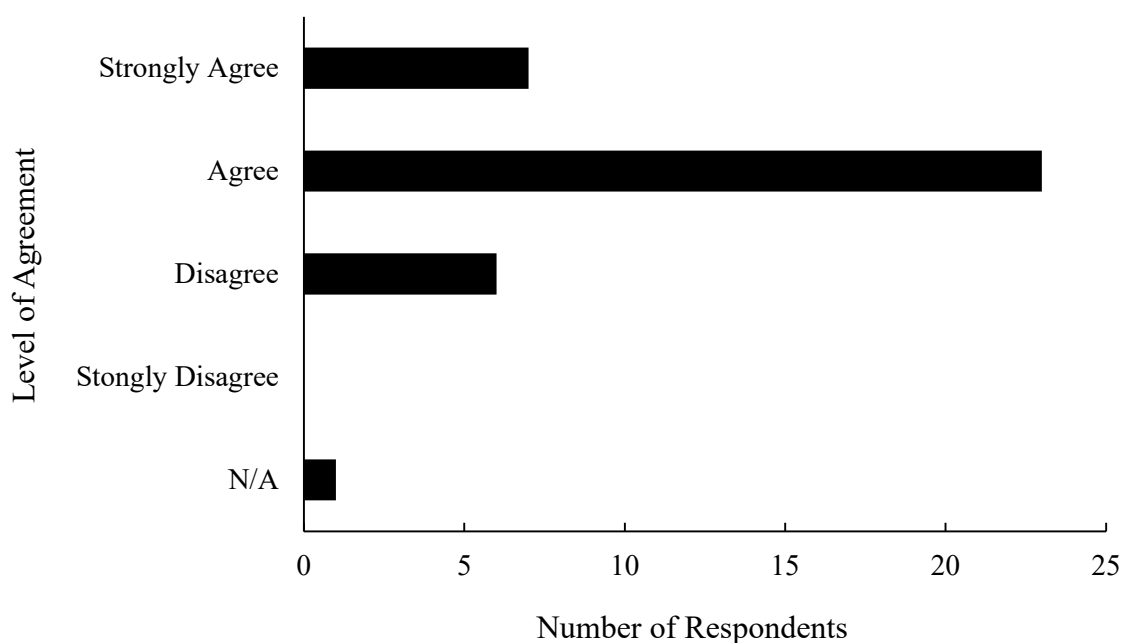
Note. Students treat a degree like a product or service to be purchased. *N* = 37.

The fifth statement presented was to determine if the respondents perceived parental involvement in their children's college journey as excessive. The total number of respondents was 37. The respondents indicated 2.7% *strongly agree* and 27.03% *agree*. The contrasting result indicated 54.05% *disagree* and 2.7% *strongly disagree*. Five

respondents found the statement *non-applicable*. The mode response for statement five was *disagree* (see Figure 5).

A total of 37 respondents identified as either male or female. Of the male respondents, 35.71% indicated *agree* to the fifth statement, 57.14% of the male respondents indicated *disagree,* and 7.14% of the male respondents indicated *non-applicable* to the fifth statement. Of the female respondents, 4.35% indicated *strongly agree* to the fifth statement, 21.74% of the female respondents indicated *agree* to the fifth statement, 52.17% of the female respondents indicated *disagree* to the fifth statement, 4.34% female respondents indicated *strongly disagree*, and 17.39% of female respondents indicated *non-applicable* to the fifth statement.

A total of 34 respondents who selected a teaching discipline responded to the fifth statement. Twenty percent of the business professors indicated *agree* to the fifth statement, and 80% of the business professors indicated *disagree* with the fifth statement. Ten percent of the humanities professors indicated *strongly agree* with the fifth statement, and 10% of the humanities professors indicated *agree* to the fifth statement. Forty percent of the humanities professor indicated *disagree* with the fifth statement, and 10% indicated *strongly disagree.* Thirty percent of the humanities professors indicated *non-applicable* to the fifth statement. Twenty-five percent of the natural and applied science professors indicated *agree* to the fifth statement, and 75% of the natural and applied science professors indicated *disagree* with the fifth statement. Of the social science professors, 44.4% indicated *agree* to the fifth statement, 44.4% of the social science professors indicated *disagree* with the fifth statement, and 11.11% of the social science professors indicated *non-applicable*. Of the STEM professors, 16.67% indicated

agree to the fifth statement, 66.67% of the STEM professors indicated *disagree* with the fifth statement, and 16.7% of the STEM professors indicated *non-applicable*.

A total of 37 respondents who responded to the number of years of teaching answered the fifth statement. Twenty-five percent of the respondents who taught 1–5 years indicated *agree* with the fifth statement. Fifty percent of the respondents who taught 1–5 years indicated *disagree,* and 25% of the respondents indicated *strongly disagree.* Of the respondents who taught 6–10 years, 12.5% indicated *strongly agree*, 12.5% indicated *agree* to the fifth statement, and 50% of the respondents indicated *disagree* with the fifth statement. Twenty-five percent of the respondent who taught 6–10 years indicated *non-applicable* to the fifth statement. Fifty percent of the respondents who taught 11-15 years indicated *agree,* and 50% of the respondents indicated *disagree* with the fifth statement. Twenty-five percent of the respondents who taught for 16–20 years indicated *agree* to the fifth statement, 62.5% of the respondents indicated *disagree* with the fifth statement, and 12.5% of the respondents who taught 16–20 years indicated *non-applicable.* Of the respondents who taught over 21 years, 33.33% indicated *agree* to the fifth statement, 53.33% of the respondents indicated *disagree*, and 13.33% of the respondents indicated *non-applicable* to the fifth statement.

Figure 5

Responses to Statement: Parental Involvement in their Children's College Journey is excessive

Number of Respondents
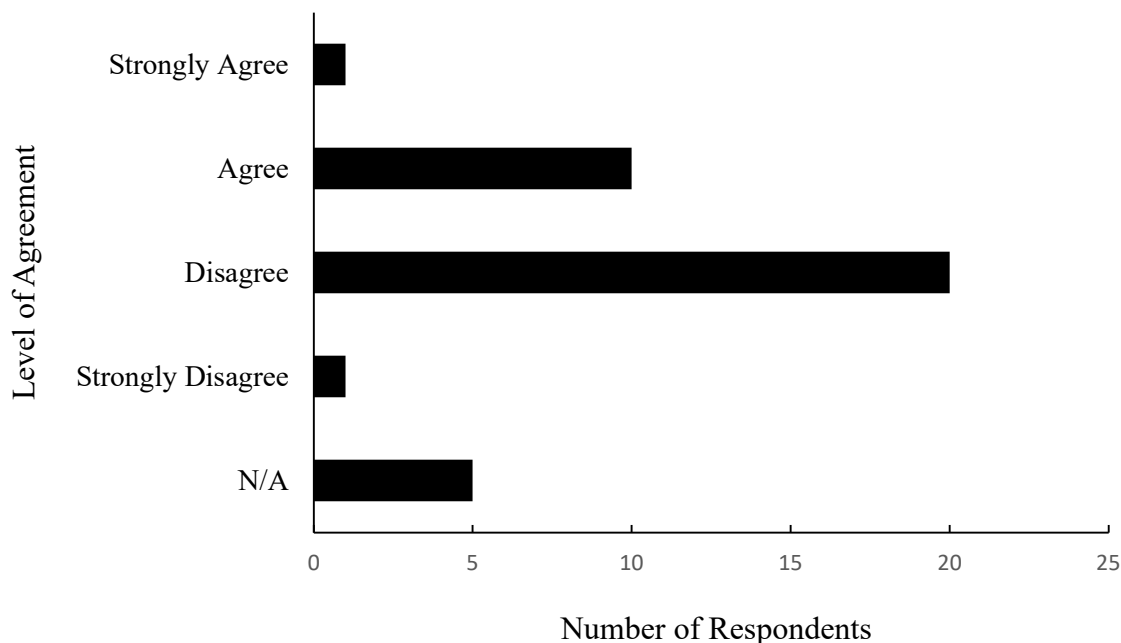
Note. Parents' involvement in their children's college journey is not excessive. $N = 37$.

The sixth statement presented was to determine if the respondents felt students tend to blame professors, the academic environment, or others for their shortcomings during the academic journey. The total number of respondents was 37. The respondents indicated 27.03% *strongly agree,* and 48.65% *agree* students tend to focus blame on others for their own shortcomings during the college experience. The contrasting results indicated 21.62% *disagree,* while one respondent found the statement *non-applicable.* The mode response for statement six was *agree* (see Figure 6).

A total of 37 respondents to statement six identified as either male or female. Of the male respondents, 28.57% indicated *strongly agree* to the sixth statement, 35.71% of the male respondents indicated *agree,* 28.57% of the male respondents indicated *disagree* with the sixth statement, and 7.14% of the male respondents indicated *non-applicable.* Of the female respondents, 26.09% indicated *strongly agree* to the sixth statement, 78.3% of

the female respondents indicated *agree* to the sixth statement, 56.52% of the female respondents indicated *agree*, and 17.39% of the female respondents indicated *disagree* with the sixth statement.

A total of 34 respondents who selected a teaching discipline responded to the sixth statement. Forty percent of the business respondents indicated *strongly agree* while 40% indicated *agree* to the sixth statement. Twenty percent of the business respondents indicated *disagree.* Twenty percent of the humanities respondents indicated *strongly agree*, 56.52% of the humanities respondents indicated *agree,* and 17.39% indicated *disagree.* Fifty percent of the natural applied science respondents indicated *strongly agree,* and 50% indicated *agree.* Of the social sciences respondents, 22.22% indicated *strongly agree,* and 77.78% indicated *agree.* Of the STEM respondents, 16.67% indicated *strongly agree*, 16.67% indicated *agree*, and 66.67% of the STEM respondents indicated *disagree.*

A total of 37 respondents who responded to the number of years of teaching answered the sixth statement. Twenty-five percent of the respondents who taught 1–5 years indicated *strongly agree* with the sixth statement, and 50% of the respondents indicated *agree.* Twenty-five percent indicated *disagree.* Of the respondents who taught 6–10 years, 37.5% indicated *strongly agree,* and 62.5% of the respondents indicated *agree.* All the respondents who taught 11–15 years indicated *agree* to the sixth statement. Of the respondents who taught for 16–20 years, 12.5% indicated *strongly agree* with the sixth statement, 62.5% of the respondents indicated *agree*, and 25% of the respondents who taught 16–20 years indicated *disagree.* Of the respondents who taught over 21 years, 33.33% indicated *strongly agree* with the sixth statement, 26.67% of the respondents

indicated *agree,* 33.33% of the respondents indicated *disagree*, and 6.67% indicated *non-applicable.*

Figure 6

Responses to Statement: Students Tend to Blame Professors, the Academic Environment, or Others for Their Shortcomings During the Academic Journey
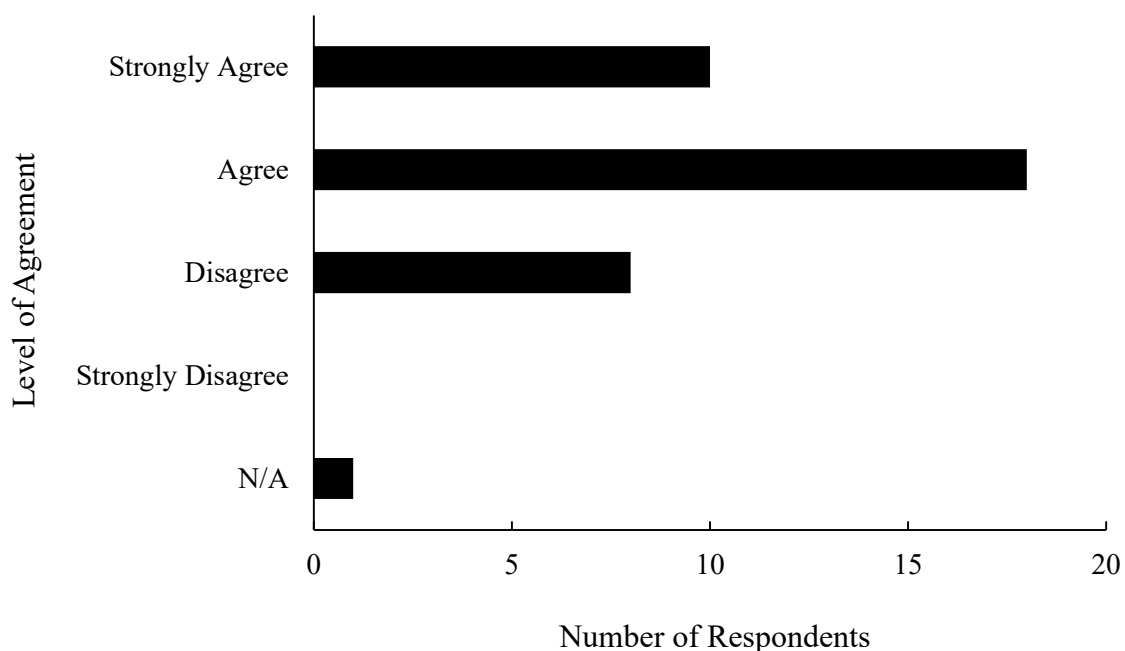
Note. Students tend to blame professors, the academic environment, or others for their shortcomings during the academic journey. $N = 37$.

The seventh statement presented was to determine if the respondents perceived students are prone to ask for answers before attempting to complete an assignment on their own. The total number of respondents was 37. The respondents indicated 24.32% *strongly agree,* and 45.95% *agree* that students are prone to ask for answers before attempting to complete an assignment independently. The contrasting results indicated 24.32% *disagree* and 2.7% *strongly disagree,* with another 2.7% finding the statement *non-applicable*. The mode response for statement seven was *agree* (see Figure 7).

A total of 37 respondents identified as either male or female. Of the male respondents, 14.29% indicated *strongly agree* to the seventh statement, 42.86% of the male respondents indicated *agree*, and 42.86% of the male respondents indicated *disagree.* Of the female respondents, 30.43% indicated *strongly agree*, 47.83% indicated *agree* with the seventh statement, 13.04% of the female respondents indicated *disagree*, 4.35% indicated *strongly disagree* to the seventh statement, and 4.35% of the female respondents indicated *non-applicable.*

A total of 34 respondents who selected a teaching discipline responded to the seventh statement. Twenty percent of the business professors indicated *strongly agree,* and 60% of the business professors indicated *agree* to the seventh statement. Twenty percent of the business professors indicated *disagree.* Twenty percent of the humanities professors indicated *strongly agree*, 50% of the humanities professors indicated *agree* to the seventh statement, 10% of the humanities professor indicated *disagree*, 10% indicated *strongly disagree*, 10% of the respondents indicated *non-applicable.* Fifty percent of the natural and applied science professors indicated *strongly agree* with the seventh statement, and 25% indicated *agree* to the seventh statement, 25% of the natural and applied science professors indicated *disagree.* Of the social science professors, 11.1% indicated *strongly agree*, 66.67% of the social science professors indicated *agree* to the seventh statement, and 22.22% of the respondents indicated *disagree.* Fifty percent of the STEM professors indicated *strongly agree*, 37.5% of the STEM professors indicated *agree* to the seventh statement, and 33.33% of the STEM professors indicated *disagree*.

A total of 37 respondents who responded to the number of years of teaching answered the seventh statement. Fifty percent of the respondents who taught 1–5 years

indicated *strongly agree,* and 50% indicated *agree* to the seventh statement. Twenty-five percent of the respondents who taught 6–10 years indicated *strongly agree,* and 37.5% indicated *agree* to the seventh statement. Twenty-five percent of the respondents who taught 6–10 years indicated *disagree,* and 12.5% indicated *strongly disagree* with the seventh statement. Fifty percent of the respondents who taught 11–15 years indicated *strongly agree,* and 50% of the respondents indicated *agree* to the seventh statement. Twenty-five percent of the respondents who taught for 16–20 years indicated *strongly agree,* and 37.5% of the respondents indicated *agree* to the seventh statement. Twenty-five percent of the respondents indicated *disagree,* and 12.5% of the respondents indicated *strongly disagree.* Of the respondents who taught over 21 years, 6.67% indicated *strongly agree,* 53.33% of the respondents indicated *agree* to the seventh statement, and 40% of the respondents indicated *disagree* for the seventh statement.

Figure 7

Responses to Statement: Students Are Prone to Ask for Answers Before Attempting to Complete an Assignment on Their Own
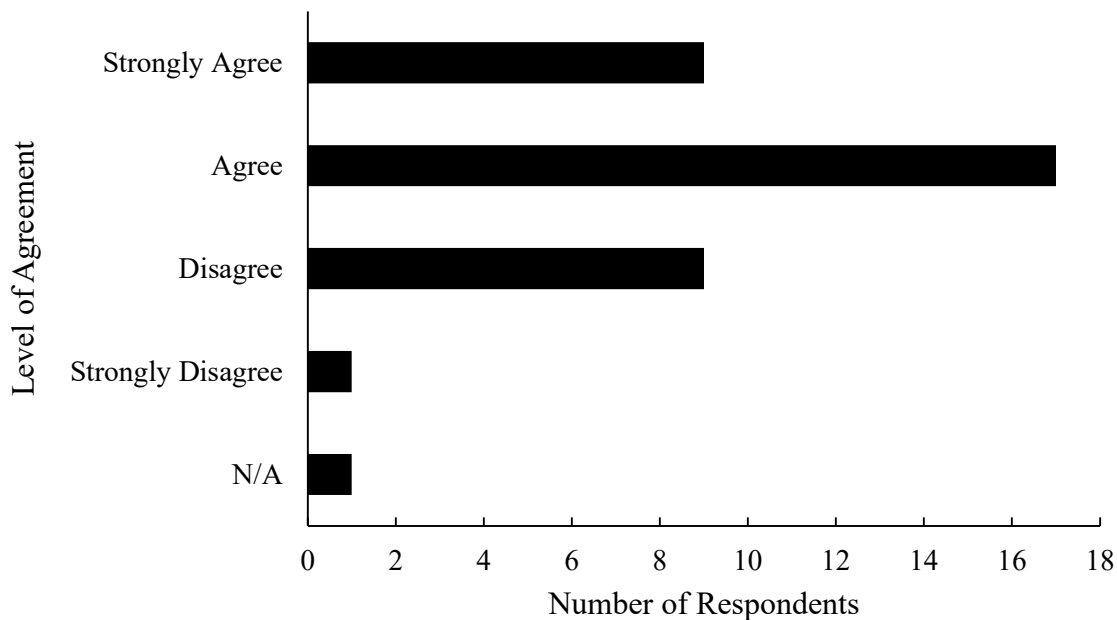
Note. Students are prone to ask for answers before attempting to complete an assignment on their own. *N* = 37.

The eighth statement presented was to determine if the respondents have had a student ask for a grade to be raised in exchange for a good course evaluation. The total number of respondents was 37. The responses indicated 59.46% *strongly disagree* and 24.32% *disagree* a student has asked for a better grade in return for a good course evaluation. The contrasting results indicated 5.41% *agree* and 10.81% found the statement *non-applicable*. The mode response for statement eight was *strongly disagree* (see Figure 8).

A total of 37 respondents identified as either male or female. Of the male respondents, 7.14% indicated *agree* to the eighth statement, 21.43% of the respondents indicated *disagree*, 64.29% indicated *strongly disagree* to the eighth statement, and

7.14% of the respondents indicated *non-applicable.* Of the female respondents, 4.35%

indicated *agree,* 26.09% of the respondents indicated *disagree,* 56.52% of the

respondents indicated *strongly disagree*, and 13.04% of the female respondents indicated

non-applicable.

A total of 34 respondents who selected a teaching discipline responded to the

eighth statement. Twenty percent of the business professors indicated *strongly agree,*

40% of the business professors agreed to the eighth statement, and 40% of the

respondents strongly disagreed. Ten percent of the humanities professors indicated *agree*,

30% of the respondents indicated *disagree*, 56.52% indicated *strongly disagree*, and

13.04% of the respondents indicated *non-applicable.* Twenty-five percent of the natural

and applied science professors indicated *disagree,* and 75% of the respondents indicated

strongly disagree. Of the professors of the social sciences, 22.22% indicated *disagree*,

66.67% indicated *strongly disagree*, and 11.11% of the respondents indicated *non-*

applicable. Of the STEM professors, 16.67% indicated *disagree*, 66.67% of the

respondents indicated *strongly disagree*, and 16.67% of the STEM professors indicated

non-applicable.

A total of 37 respondents who responded to the number of years of teaching

answered the eighth statement. Twenty-five percent of the respondents who taught 1–5

years indicated *agree,* and 75% of the respondents indicated *strongly disagree.* Twenty-

five percent of the respondents who taught 6–10 years indicated *disagree*, 37.5% of the

respondents indicated *strongly disagree*, and 37.5% indicated *non-applicable.* All the

respondents who taught 11–15 years indicated *strongly disagree.* Of the respondents who

taught 16–20 years, 37.5% indicated *disagree,* and 62.5% of the respondents indicated

strongly disagree. Of the respondents who taught over 21 years, 6.67% indicated *agree*,

26.67% indicated *disagree*, 60% of the respondents indicated *strongly disagree*, and

6.67% of the respondents indicated *non-applicable.*

Figure 8

Responses to Statement: A Student has Asked Me to Raise a Grade in Exchange for a Good Course Evaluation
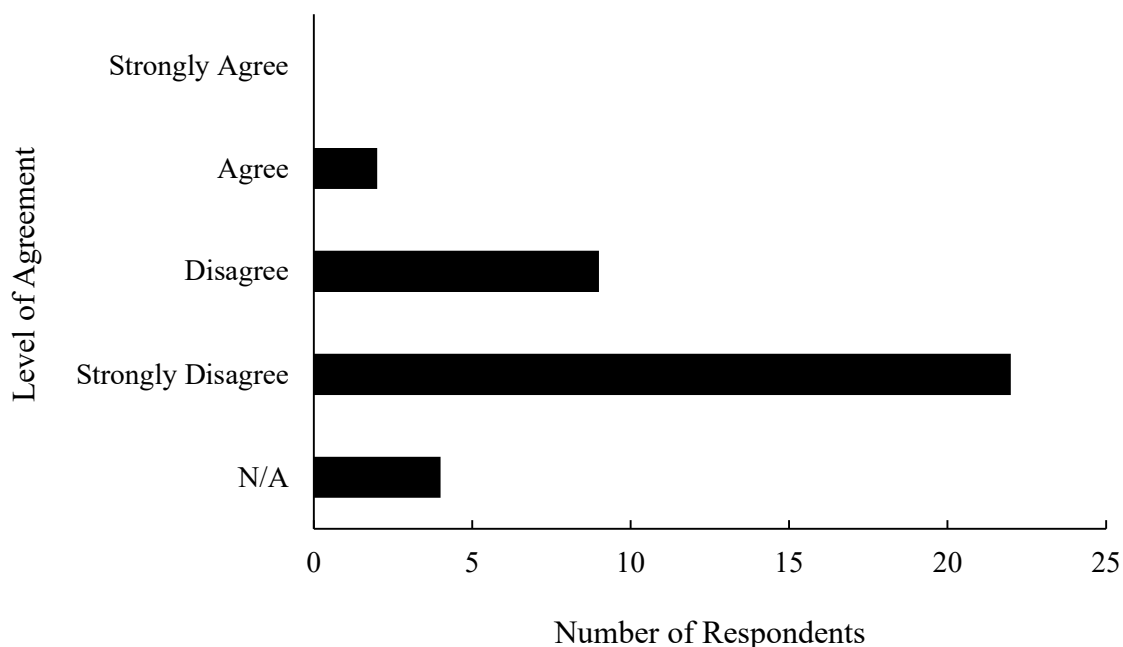
Note. A student has asked me to raise a grade in exchange for a good course evaluation. $N = 37$.

The ninth statement presented was to determine if the respondents have had at

least one experience with a helicopter parent. The total number of respondents was 37.

The respondents indicated 24.32% *strongly agree,* and 43.24% *agree* they have had at

least one experience with a helicopter parent. The contrasting results indicated that

16.22% disagree and 13.51% strongly disagree, with 2.7% finding the statement was *non-*

applicable. The mode response for statement nine was *agree* (see Figure 9).

A total of 37 respondents identified as either male or female. Of the male respondents, 14.29% indicated *strongly agree*, 50% of the respondents indicated *agree* to the ninth statement, 28.57% of the male respondents indicated *disagree*, and 7.14% of the respondents indicated *strongly disagree.* Of the female respondents, 30.43% indicated *strongly agree*, 39.13% of the respondents indicated *agree* to the ninth statement, 8.7% of the respondents indicated *disagree*, 17.39% of the respondents indicated *strongly disagree*, and 4.35% of the female respondents indicated *non-applicable.*

A total of 34 respondents who selected a teaching discipline responded to the ninth statement. Twenty percent of the business professors indicated *strongly agree,* and 40% of the respondents indicated *agree* to the ninth statement. Twenty percent of the business professors indicated *disagree,* and 20% indicated *disagree.* Twenty percent of the humanities professors indicated *strongly agree*, 40% of the respondents indicated *agree.* Forty percent of the humanities professors indicated *disagree.* Twenty-five percent of the natural and applied science professors indicated *strongly agree,* and 50% of the respondents indicated *agree.* Twenty-five percent of the natural and applied science professors indicated *strongly disagree.* Of the social science professors, 22.22% indicated *strongly agree*, 55.56% of the respondents indicated *agree*, 11.11% of the social science professors indicated *disagree*, and 11.11% indicated *non-applicable.* Of the STEM professors, 33.33% indicated *strongly agree*, 33.33% of the respondents indicated *agree*, and 33.33% of the STEM professors indicated *strongly disagree.*

A total of 37 respondents who responded to the number of years of teaching answered the ninth statement. Twenty-five percent of the respondents who taught 1–5 years indicated *strongly agree*, 50% of the respondents indicated *agree*, 25% of the

respondents who taught 1–5 years indicated *strongly disagree.* Twenty-five percent of the respondents who taught 6–10 years indicated *strongly agree*, 25% of the respondents indicated *agree*, 25% of the respondents who taught 6–10 years indicated *disagree*, 12.5% of the respondents indicated *strongly disagree*, and 12.5% of the respondents indicated *non-applicable.* Fifty percent of the respondents who taught 11–15 years indicated *strongly agree,* and 50% of the respondents indicated *agree.* Of the respondents who taught 16–20 years, 37.5% indicated *strongly agree*, 25% indicated *agree*, 12.5% of the respondents indicated *disagree*, and 25% of the respondents indicated *strongly disagree.* Of the respondents who have taught over 21 years, 13.33% indicated *strongly agree,* and 60% of the respondents indicated *agree.* Twenty percent of the respondents who taught over 21 years indicated *disagree,* and 6.67% indicated *strongly disagree.*

Figure 9

Responses to Statement: I Have Had at Least One Experience with a Helicopter Parent
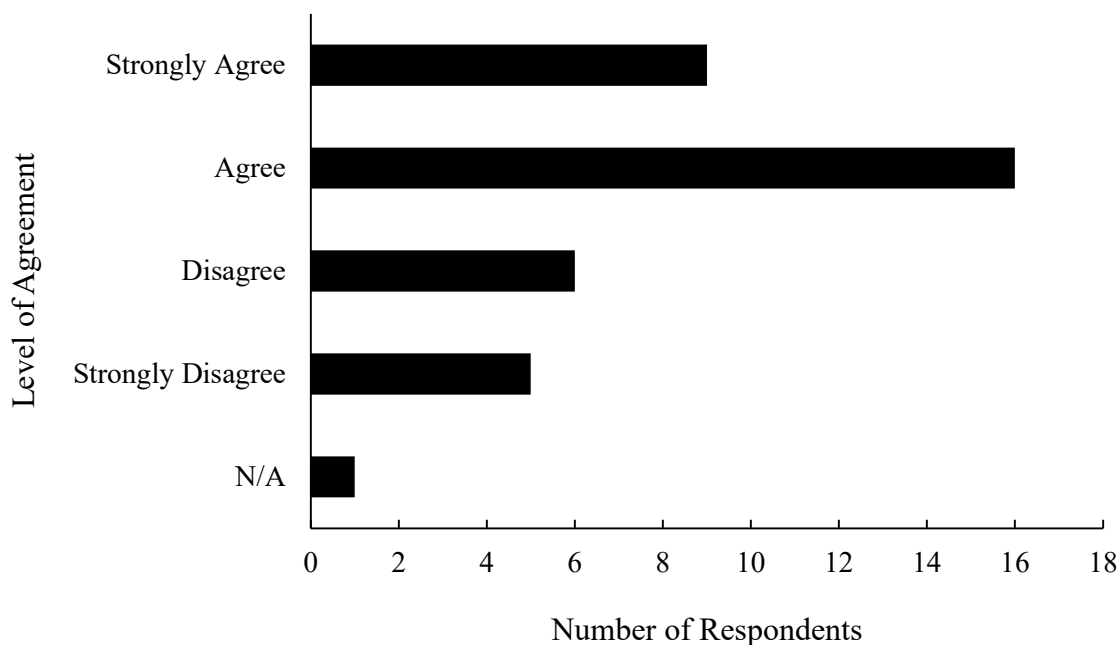
Note. I have had at least one experience with a "helicopter" parent. *N* = 37.

The tenth statement presented was to determine if the respondents felt modern-day students exhibit entitled characteristics. The total number of respondents was 37. The respondents indicated 10.81% *strongly agree* and 67.57% *agree* students exhibit entitled characteristics. The contrasting results indicated 10.81% *disagree* and 10.81% found the statement *non-applicable*. The mode response for statement ten was *agree* (see Figure 10).

A total of 37 respondents identified as either male or female. Of the male respondents, 71.43% indicated *agree*, 14.29% of the male respondents indicated *disagree*, and 14.29% of the respondents indicated *non-applicable.* Of the female respondents, 17.39% indicated *strongly agree*, 65.22% of the respondents indicated *agree* to the tenth statement, 8.7% of the female respondents indicated *disagree*, and 8.7% female respondent indicated *non-applicable*.

A total of 34 respondents who selected a teaching discipline responded to the tenth statement. Eighty percent of the business professors indicated *agree,* and 20% indicated *disagree* with the tenth statement. Twenty percent of the humanities professors indicated *strongly agree,* and 50% of the respondents indicated *agree.* Twenty percent of the humanities professors indicated *disagree,* and 10% of the respondents indicated *non-applicable.* All the natural and applied sciences professors indicated *agree.* Of the professors of the social sciences, 22.22% indicated *strongly agree*, 66.67% of the respondents indicated *agree*, and 11.11% of the respondents indicated *non-applicable.* Of the STEM professors, 83.33% indicated *agree,* and 16.67% of the respondents indicated *disagree.*

A total of 37 respondents who responded to the number of years of teaching answered the tenth statement. All the respondents who taught 1–5 years indicated *agree* to the tenth statement. Twenty-five percent of the respondents who taught 6–10 years indicated *strongly agree*, 62.5% of the respondents indicated *agree*, and 12.5% indicated *non-applicable* to the tenth statement. All the respondents who taught 11–15 years indicated *agree.* Of the respondents who taught 16–20 years, 12.5% indicated *strongly agree*, 62.5% of the respondents indicated *agree*, and 25% of the respondents indicated *disagree.* Of the respondents who taught over 21 years, 6.67% indicated *strongly agree*, 60% of the respondents indicated *agree*, 13.33% of the respondents indicated *disagree*, and 20% indicated *non-applicable.*

Figure 10

Responses to Statement: Modern-Day Students Exhibit Entitled Characteristics
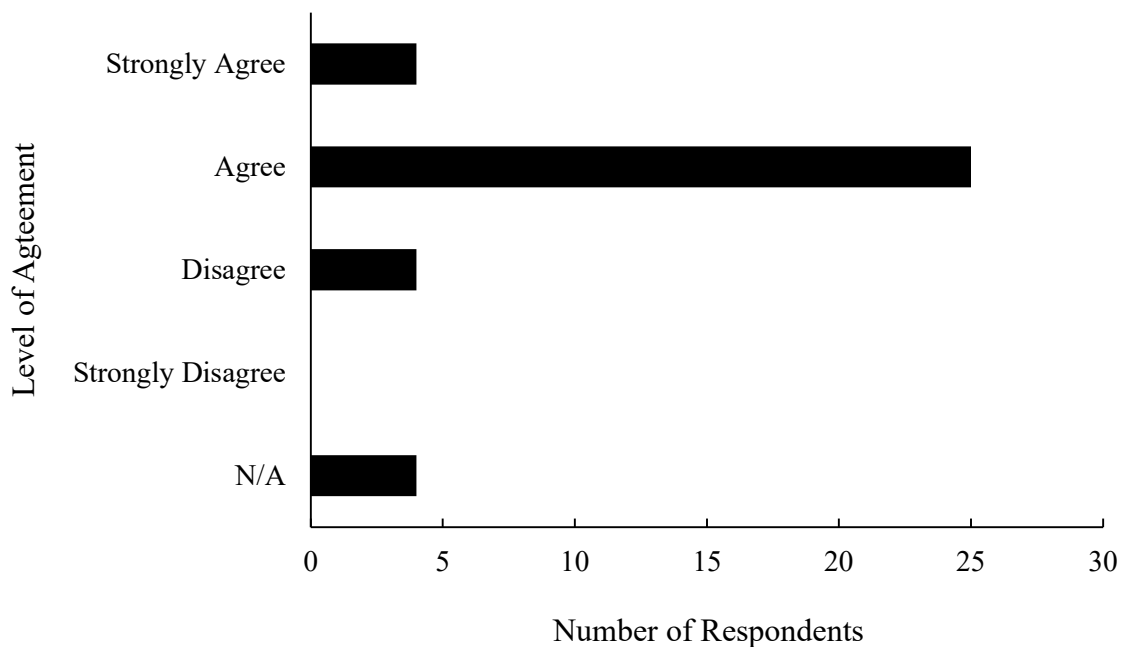
Note. Modern-day students exhibit entitled characteristics. N = 37.

The eleventh statement was presented to determine if the respondents felt students were demanding because they perceived themselves as customers. The total number of respondents was 37. The respondents indicated that 8.11% strongly agree, and 59.46% agree that students are demanding because they perceive themselves as customers. The contrasting results indicated 27.03% *disagree* while 5.41% found the statement *non-applicable*. The mode response for statement eleven was *agree* (see Figure 11).

A total of 37 respondents identified as either male or female. Of the male respondents, 7.14% indicated *strongly agree* to the eleventh statement, 57.14% indicated *agree*, 28.57% of the respondents indicated *disagree,* and 7.14% of the respondents indicated *non-applicable.* Of the female respondents, 8.7% indicated *strongly agree* to

the eleventh statement, 60.87% indicated *agree*, 29.09% of the female respondents indicated *disagree*, and 4.35% of the respondents indicated *non-applicable.*

A total of 34 respondents who selected a teaching discipline responded to the eleventh statement. Forty percent of the business professors indicated *agree,* and 60% of the respondents indicated *disagree.* Twenty percent of the humanities professors indicated *strongly agree*, 30% indicated *agree*, 40% of the humanities professors indicated *disagree*, and 10% indicated *non-applicable.* All the natural and applied sciences professors indicated *agree* to the eleventh statement. Of the professors of the social sciences, 11.11% indicated *strongly agree*, 66.67% of the respondents indicated *agree*, and 22.22 % of the respondents indicated *non-applicable.* Of the STEM professors, 66.67% indicated *agree* to the eleventh statement, 16.67% of the respondents indicated *disagree*, and 16.67% of the respondents indicated *non-applicable* to the eleventh statement.

A total of 37 respondents who responded to the number of years of teaching answered the eleventh statement. Fifty percent of the respondents who taught 1–5 years indicated *agree,* and 50% of the respondents indicated *non-applicable.* Twenty-five percent of the respondents who taught 6–10 years indicated *strongly agree*, 37.5% of the respondents indicated *agree* to the eleventh statement, and 37.5% of the respondents indicated *disagree.* Fifty percent of the respondents who taught 11–15 years indicated *agree,* and 50% indicated *disagree.* Of the respondents who taught 16–20 years, 62.5% indicated *agree*, and 37.5% indicated *disagree.* Of the respondents who taught over 21 years, 6.67% indicated *strongly agree*, 66.67% of the respondents indicated *agree* to the

eleventh statement, 20% indicated *disagree*, and 6.67% of the respondents indicated *non-applicable*.

Figure 11

Responses to Statement: Students are Demanding Because They Perceive Themselves as Customers
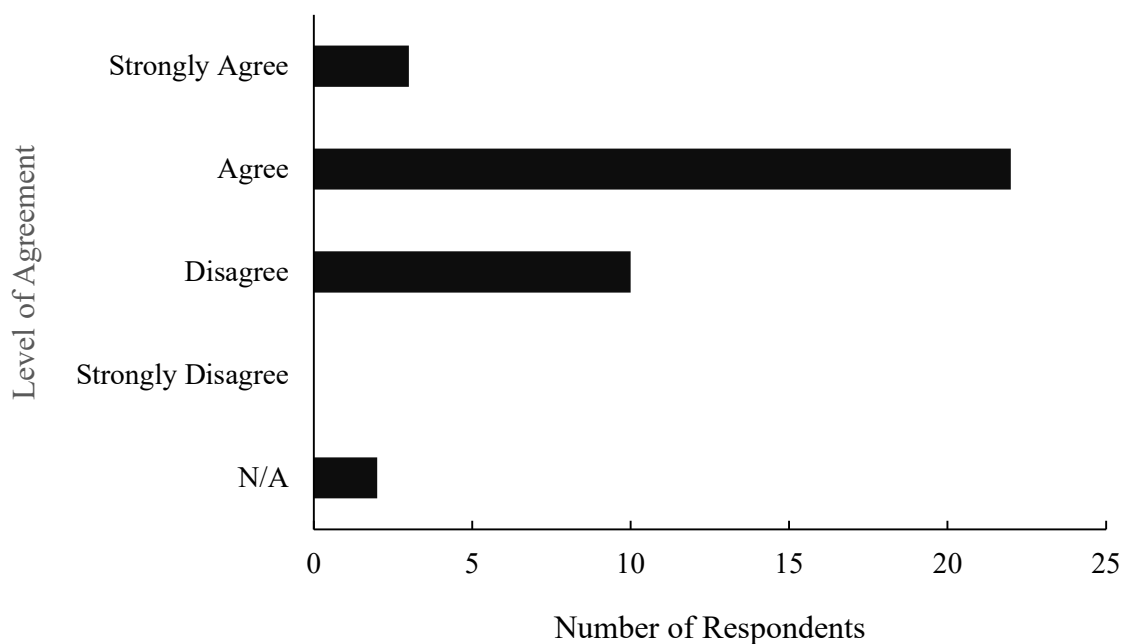
Note. Students are demanding because they perceive themselves as customers. $N = 37$.

The twelfth statement presented was to determine if the respondents perceived higher education provides customer service to the students. The total number of respondents was 37. The respondents indicated that 16.22% strongly agree, and 67.57% agree that higher education provides customer service. The contrasting results indicated 5.41% *strongly disagree* and 8.11% *disagree*. One respondent, 2.7%, indicated the statement was *non-applicable*. The mode response for statement twelve was *agree* (see Figure 12).

A total of 37 respondents identified as either male or female. Of the male respondents, 14.29% indicated *strongly agree,* 71.43% of the respondents indicated *agree*

to the twelfth statement, 7.14% of the respondents indicated *disagree,* and 7.14% of the respondents indicated *non-applicable.* Of the female respondents, 17.37% indicated *strongly agree,* 65.22% of the respondents indicated *agree* to the twelfth statement, 8.7% of the respondents indicated *disagree,* and 8.7% of the respondents indicated *strongly disagree.*

A total of 34 respondents who selected a teaching discipline responded to the twelfth statement. All the business professors indicated *agree* to the twelfth statement. Ten percent of the humanities professors indicated *strongly agree*, 60% of the respondents indicated *agree* to the twelfth statement, 10% of the respondents indicated *disagree*, and 20% of the respondents indicated *strongly disagree.* Fifty percent of the natural and applied sciences professors indicated *strongly agree,* and 50% of the respondents indicated *agree.* Of the professors of the social sciences, 22.22% indicated *strongly agree,* 66.67% of the respondents indicated *agree* to the twelfth statement, and 11.11% of the respondents indicated *disagree*. All the STEM professors indicated *agree.*

A total of 37 respondents who responded to the number of years of teaching answered the twelfth statement. Twenty-five percent of the respondents who taught 1–5 years indicated *strongly agree*, 50% of the respondents indicated *agree* to the twelfth statement, and 25% of the respondents indicated *strongly disagree.* Of the respondents who taught 6–10 years, 12.5% indicated *strongly agree*, 75% of the respondents indicated *agree*, and 12.5% of the respondents indicated *strongly disagree* with the twelfth statement. All the respondents who taught 11–15 years indicated *agree.* Of the respondents who taught 16–20 years, 37.5% indicated *strongly agree,* 37.5% of the respondents indicated *agree* to the twelfth statement, and 25% of the respondents

indicated *disagree.* Of the respondents who taught over 21 years, 6.67% indicated

strongly agree, 80% of the respondents indicated *agree* to the twelfth statement, while

6.67% of the respondents indicated *disagree* and 6.67% of the respondents indicated *non-*

applicable.

Figure 12

Responses to Statement: Higher Education Provides Customer Service to the Students
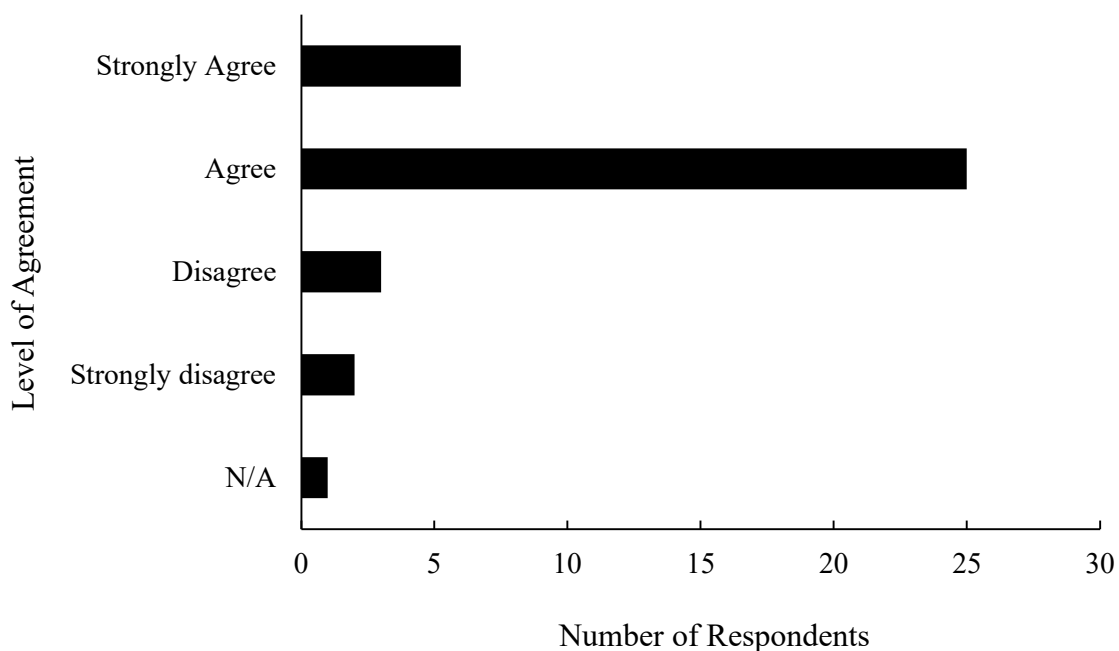
Note. Higher education provides customer service to the students. $N = 37$.

      The thirteenth statement presented was to determine if the respondents believed

course evaluations could positively or negatively affect their position at the university.

The total number of respondents was 37. The respondents indicated 27.03% *strongly*

agree, and 45.95% *agree* course evaluations can affect their position at their university.

The contrasting results indicated 5.41% *strongly disagree* and 16.22% *disagree*. Two

respondents, 5.41%, found the statement *non-applicable*. The mode response for statement thirteen was *agree* (see Figure 13).
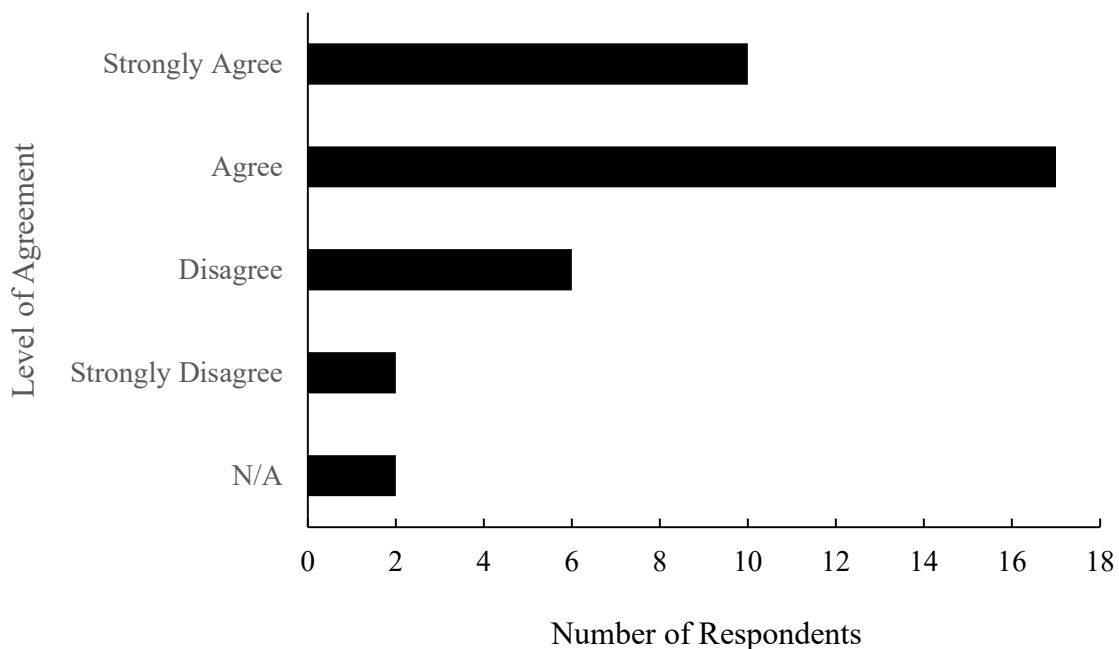
A total of 37 respondents identified as either male or female. Of the male respondents, 14.29% indicated *strongly agree,* 42.86% of the respondents indicated *agree* to the thirteenth statement. In comparison, 21.43% of the respondents indicated *disagree*, 7.14% indicated *strongly disagree*, and 14.29% of the male respondents indicated *non-applicable* to the thirteenth statement. Of the female respondents, 34.78% indicated *strongly agree,* and 47.83% of the respondents indicated *agree* to the thirteenth statement. On the contrary, 13.04% of the respondents indicated *disagree,* and 4.35% indicated *strongly disagree.*

A total of 34 respondents who selected a teaching discipline responded to the thirteenth statement. Twenty percent of the business professors indicated *strongly agree,* and 40% of the respondents indicated *agree* to the thirteenth statement. While 40% of the business respondents indicated *disagree.* Forty percent of the humanities professors indicated *strongly agree,* and 30% of the respondents indicated *agree.* Ten percent of the humanities respondents indicated *disagree,* and 10% of the respondents indicated *strongly disagree.* Ten percent of the respondents indicated *agree* to the thirteenth statement. Of the professors of the social sciences, 22.22% indicated *strongly agree,* and 55.56% of the respondents indicated *agree.* However, 11.11% of the social sciences respondents indicated *disagree,* and 11.11% indicated *strongly disagree.* Of the STEM professors, 16.67% indicated *strongly agree,* and 66.67% of the respondents indicated *agree*, but 16.67% of the STEM professors indicated *disagree* with the thirteenth statement.

A total of 37 respondents who responded to the number of years of teaching answered the thirteenth statement. Twenty-five percent of the respondents who taught 1–5 years indicated *strongly agree*, 50% of the respondents indicated *agree* to the thirteenth statement, and 25% of the respondents indicated *disagree.* Of the respondents who taught 6–10 years, 37.5% indicated *strongly agree,* 50% of the respondents indicated *agree* to the thirteenth statement, and 12.5% of the respondents indicated *disagree.* Fifty percent of the respondents who taught 11–15 years indicated *agree,* and 50% indicated *strongly disagree.* Twenty-five percent of the respondents who taught 16–20 years indicated *strongly agree*, 62.5% of the respondents indicated *agree*, and 12.5% of the respondents indicated *disagree* to the thirteenth statement. Of the respondents who taught over 21 years, 26.67% indicated *strongly agree*, 33.33% of the respondents indicated *agree,* 20% of the respondents indicated *disagree*, 6.67% of the respondents indicated *strongly disagree,* and 13.33% indicated *non-applicable* to the thirteenth statement.

Figure 13

Responses to Statement: Course Evaluations Can Positively or Negatively Affect My Position at My Current Institution

Note. Course evaluations can positively or negatively affect my position at my current institution.

N = 37.

The fourteenth statement presented was to determine if the respondents have inflated a grade to avoid confrontation with a student, a student's parent, or the administration. The total number of respondents was 37. The respondents indicated 32.43% *disagree* and 40.54 *strongly disagree* with inflating a grade to avoid confrontation. The contrasting results indicated 24.32% *agree* and 2.7% found the statement *non-applicable*. The mode response for statement fourteen was *strongly disagree* (see Figure 14).

A total of 37 respondents identified as either male or female. Of the male respondents, 14.29% indicated *agree* to the fourteenth statement, 50% of the respondents indicated *disagree,* and 35.71% of the respondents indicated *strongly disagree.* Of the

female respondents, 30.43% indicated *agree* to the fourteenth statement, 21.74% of the respondents indicated *disagree,* 43.48% of the respondents indicated *strongly disagree,* and 4.35% indicated *non-applicable* to the fourteenth statement.

A total of 34 respondents who selected a teaching discipline responded to the fourteenth statement. Twenty percent of the business professors indicated *agree* to the fourteenth statement, 40% indicated *disagree,* and 40% indicated *strongly disagree.* Twenty percent of the humanities professors indicated *agree,* 30% indicated *disagree,* and 50% of the respondents indicated *strongly disagree.* Fifty percent of the natural and applied sciences professors indicated *agree,* and 50% of the respondents indicated *disagree* to the fourteenth statement. Of the professors of the social sciences, 33.33% indicated *agree,* 22.22% indicated *disagree,* 33.33% indicated *strongly disagree, and* 11.11% indicated *non-applicable* to the fourteenth statement. Of the STEM professors, 16.67% indicated *agree,* 33.33% indicated *disagree,* and 50% of the respondents indicated *strongly disagree.*

A total of 37 respondents who responded to the number of years of teaching answered the fourteenth statement. Fifty percent of the respondents who taught 1–5 years indicated *agree* to the fourteenth statement, 25% of the respondents indicated *disagree,* and 25% of the respondents indicated *strongly disagree.* Twenty-five percent of the respondents who taught 6–10 years indicated *agree,* 62.5% indicated *strongly disagree,* and 12.5% of the respondents indicated *non-applicable.* Fifty percent of the respondents who taught 11–15 years indicated *agree,* and 50% of the respondents indicated *strongly disagree.* Of the respondents who taught 16–20 years, 12.5% indicated *agree* to the fourteenth statement, 37.5% of the respondents indicated *disagree,* and 50% of the

respondents indicated *strongly disagree.* Twenty percent of the respondents who taught

over 21 years indicated *agree* to the fourteenth statement, 53.33% indicated *disagree,* and

26.67% of the respondents indicated *strongly disagree.*

Figure 14

Responses to Statement: I Have Inflated a Grade to Avoid Confrontation with a Student,
a Student's Parents, or the Administration
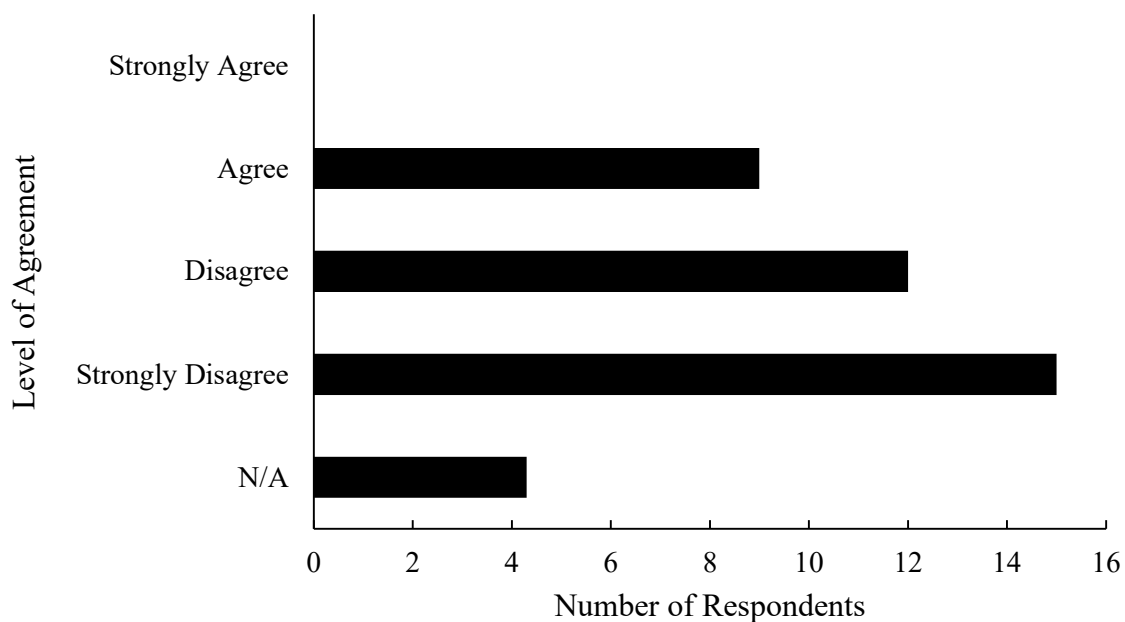
Note. Respondents indicated they had not inflated a grade to avoid confrontation with a student, a

student's parents, or the administration. $N = 37$.

The fifteenth statement presented was to determine if the respondents perceived

students demand grades to be based on effort and not result. The total number of

respondents was 37. The respondents indicated that 16.22% strongly agree, and 54.05%

agree that students demand grades based on effort and not results. The contrasting results

indicated 24.32% *disagree* and 2.7% *strongly disagree*. One respondent, 2.7%, found the

statement *non-applicable*. The mode response for statement fifteen was *agree* (see Figure 15).

A total of 37 respondents identified as either male or female. Of the male respondents, 57.14% indicated *agree* to the fifteenth statement, 28.57% of the respondents indicated *disagree,* 7.14% of the respondents indicated *strongly disagree,* and 7.14% of the respondents indicated *non-applicable.* Of the female respondents, 26.09% indicated *strongly agree,* 52.17% indicated *agree*, and 21.74% of the female respondents indicated *disagree.*

A total of 34 respondents who selected a teaching discipline responded to the fifteenth statement. Twenty percent of the business professors indicated *strongly agree,* 20% of the respondents indicated *agree,* 40% indicated *disagree,* and 20% indicated *strongly disagree.* Ten percent of the humanities professors indicated *strongly agree,* 70% of the respondents indicated *agree,* and 20% *disagree*d with the fifteenth statement. Twenty-five percent of the natural and applied sciences professors indicated *strongly agree,* and 75% of the respondents indicated *agree.* Of the professors of the social sciences, 22.22% indicated *strongly agree*, 66.67% indicated *agree,* and 11.11% of the respondents indicated *disagree* with the fifteenth statement. Of the STEM professors, 16.67% indicated *strongly agree,* 16.67% of the respondents indicated *agree, and* 66.67% indicated *disagree* to the fifteenth statement.

A total of 37 respondents who responded to the number of years of teaching answered the fifteenth statement. All the respondents who taught 1–5 years indicated *agree* to the fifteenth statement. Of the respondents who taught 6–10 years, 37.5% indicated *strongly agree,* 37.5% indicated *agree* to the fifteenth statement, 12.5% of the

respondents indicated *disagree,* and 12.5% of the respondents indicated *strongly disagree.* Fifty percent of the respondents who taught 11–15 years indicated *strongly agree,* and 50% of the respondents indicated *disagree.* Twenty-five percent of the respondents who taught 16–20 years indicated *strongly agree,* 50% of the respondents indicated *agree,* and 25% *disagree*d with the fifteenth statement. Sixty percent of the respondents who taught over 21 years indicated *agree,* 33.33% indicated *disagree,* and 6.67% of the respondents indicated *non-applicable* to the fifteenth statement.

Figure 15

Responses to Statement: Students Demand Grades to be based on Effort and Not Result
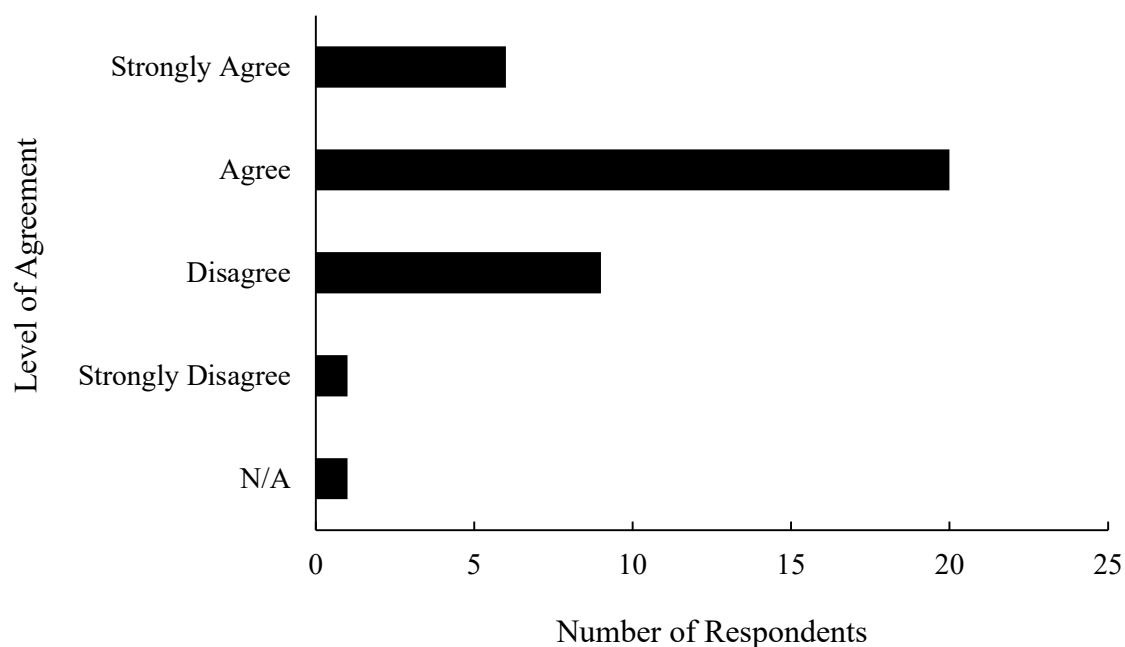
Note. Students demand grades to be based on effort and not results. *N* = 37.

The sixteenth statement presented was to determine if the respondents believed students want an academic experience as easy as possible to earn the highest grade possible. The total number of respondents was 37. The respondents indicated 21.62%

strongly agree, and 45.95% *agree* students want an academic experience as easy as possible with the best possible outcomes. The contrasting results indicated 2.7*% strongly disagree* and 27.03% *disagree.* One respondent, 2.7%, found the statement *non-applicable*. The mode response for statement sixteen was *agree* (see Figure 16).

A total of 37 respondents identified as either male or female. Of the male respondents, 14.29% indicated *strongly agree,* 35.71% indicated *agree,* 42.56% indicated *disagree,* and 7.14% of the respondents indicated *strongly disagree* with the sixteenth statement. Of the female respondents, 26.09% indicated *strongly agree,* 52.17% indicated *agree,*17.39% indicated *disagree,* and 4.35% strongly disagreed with the sixteenth statement.

A total of 34 respondents who selected a teaching discipline responded to the sixteenth statement. Forty percent of the business professors indicated *agree* to the sixteenth statement. Forty percent of the respondents indicated *disagree,* and 20% of the respondents indicated *strongly disagree.* Twenty percent of the humanities professors indicated *strongly agree,* 70% indicated *agree,* 10% indicated *disagree* with the sixteenth statement. Fifty percent of the natural and applied sciences professors indicated *strongly agree,* and 50% of the respondents indicated *agree.* Of the professors of the social sciences, 22.22% indicated *strongly agree,* 55.56% indicated *agree,* 22.22% indicated *disagree* with the sixteenth statement. Of the STEM professors, 33.33% indicated *strongly agree,* 50% indicated *disagree,* and 16.67% indicated *non-applicable.*

A total of 37 respondents who responded to the number of years of teaching answered the sixteenth statement. Fifty percent of the respondents who taught 1–5 years indicated *strongly agree,* and 50% of the respondents indicated *agree.* Of the respondents

who taught 6–10 years, 37.5% indicated *strongly agree,* 37.5% indicated *agree,* 12.5% of

the respondents indicated *strongly disagree,* and 12.5% indicated *non-applicable.* Fifty

percent of the respondents who taught 11–15 years indicated *agree,* and 50% indicated

disagree. Of the respondents who taught 16–20 years, 12.5% indicated *strongly agree,*

50% indicated *agree* to the sixteenth statement, and 37.5% of the respondents indicated

disagree. Of the respondents who taught over 21 years, 13.33% indicated *strongly agree,*

46.67% indicated *agree,* and 40% indicated *disagree* to the sixteenth statement.

Figure 16

Responses to Statement: Students Want the Academic Experience to be Easy as Possible to Earn the Highest Grade Possible
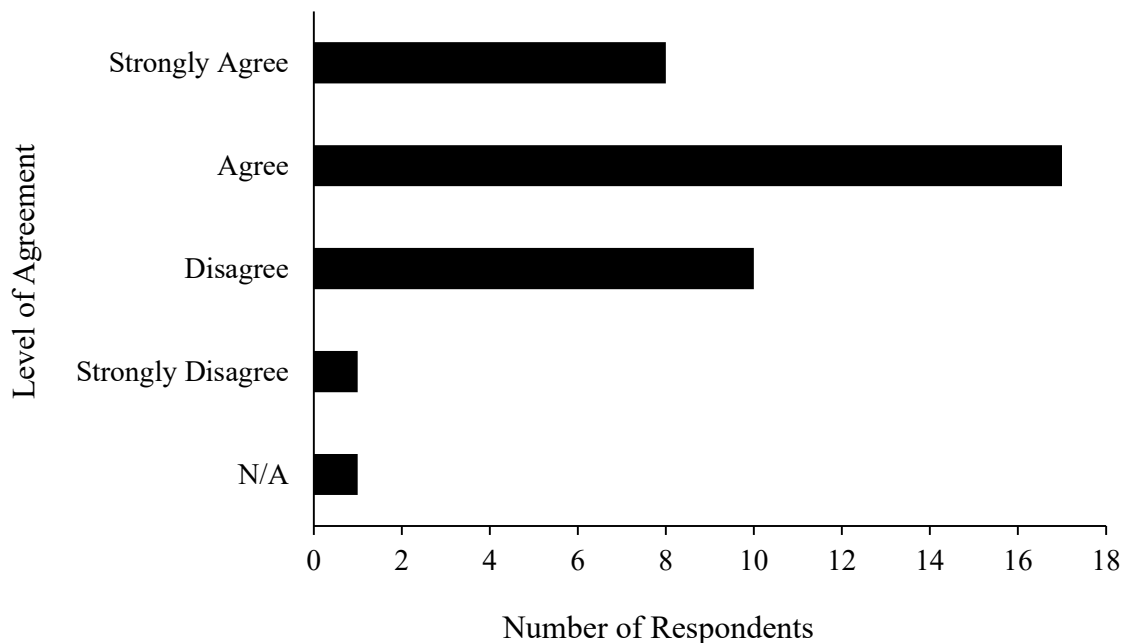
Note. Students want the academic experience to be easy as possible to earn the highest grade possible. *N* = 37.

The seventeenth statement was presented to determine if the respondents believed students would be confrontational if their expectations were not met. The total number of respondents was 36. The respondents indicated 13.89% *strongly agree,* and 55.56% *agree* students would be confrontational if their expectations were not met. The contrasting results indicated 30.56% *disagree* with the statement. The mode response for statement seventeen was *agree* (see Figure 17).

A total of 37 respondents identified as either male or female. Of the male respondents, 7.14% indicated *strongly agree,* 50% indicated *agree,* and 42.86% indicated *disagree* with the seventeenth statement. Of the female respondents, 18.18% indicated

strongly agree, 59.09% indicated *agree,* and 22.73% indicated *disagree* with the seventeenth statement.

A total of 34 respondents who selected a teaching discipline responded to the seventeenth statement. Sixty percent of the business professors indicated *agree,* and 40% of the respondents indicated *disagree.* Ten percent of the humanities professors indicated *strongly agree,* 60% indicated *agree*, and 30% indicated *disagree* with the seventeenth statement. Twenty-five percent of the natural and applied sciences professors indicated *strongly agree,* 50% indicated *agree,* and 25% of the respondents indicated *disagree.* Twenty-five percent of the professors of the social sciences indicated *strongly agree,* 50% indicated *agree*, and 25% indicated *disagree* with the seventeenth statement. Of the STEM professors, 16.67% indicated *strongly agree,* 50% indicated *agree, and* 33.33% of the respondents indicated *disagree* with the seventeenth statement.

A total of 37 respondents who responded to the number of years of teaching answered the seventeenth statement. Twenty-five percent of the respondents who taught 1–5 years indicated *strongly agree,* 50% indicated *agree,* and 25% indicated *disagree* with the seventeenth statement. Twenty-five percent of the respondents who taught 6–10 years indicated *strongly agree,* 50% indicated *agree,* and 25% of the respondents indicated *disagree.* Fifty percent of the respondents who taught 11–15 years indicated *agree,* and 50% indicated *disagree* with the seventeenth statement. Of the respondents who taught 16–20 years, 14.29% indicated *strongly agree,* 57.14% indicated *agree,* and 28.57% indicated *disagree.* Of the respondents who taught over 21 years, 6.67% indicated *strongly agree,* 60% of the respondents indicated *agree,* and 33.33% indicated *disagree* with the seventeenth statement.

Figure 17

Responses to Statement: Students will be Confrontational if Their Expectations are not Being Met
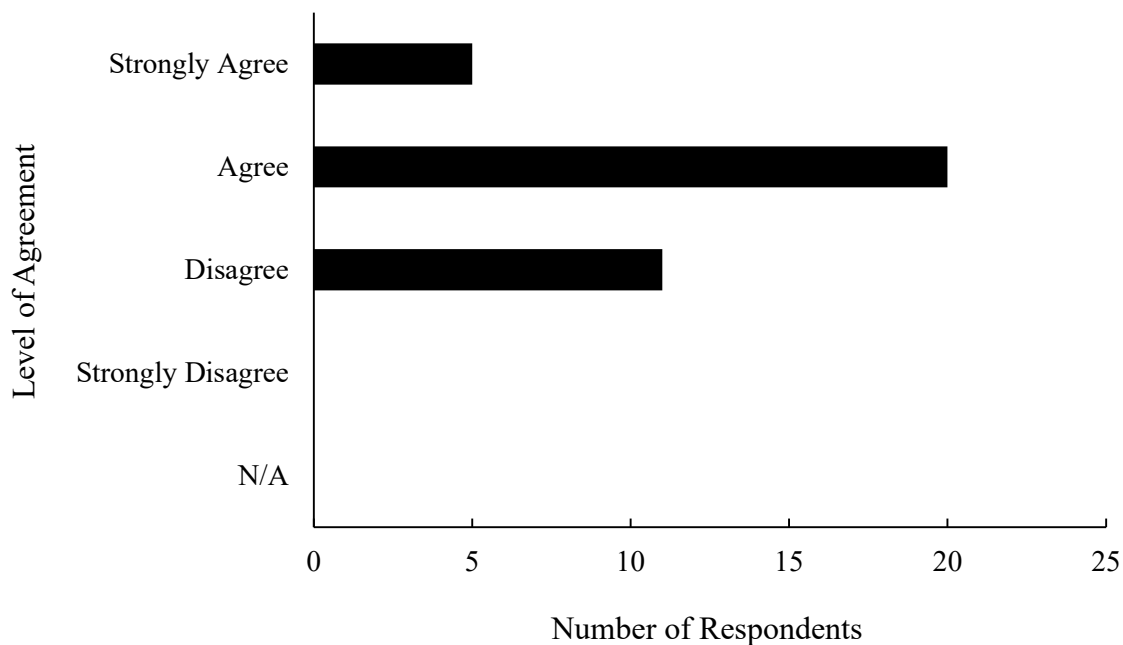
Note. Students will be confrontational if their expectations are not being met. $N = 36$.

The eighteenth statement presented was to determine if the respondents perceived students want an education that is convenient, fun, and entertaining. The total number of respondents was 37. The respondents indicated 13.51% *strongly agree,* and 78.38% *agree* students want a convenient, fun, and entertaining education. The contrasting results indicated 8.11% *disagree* with the statement. The mode response for statement eighteen was *agree* (see Figure 18).

A total of 37 respondents identified as either male or female. Of the male respondents, 7.14% indicated *strongly agree,* and 85.71% indicated *agree* to the eighteenth statement, but 7.14% indicated *disagree.* Of the female respondents, 17.39% indicated *strongly agree,* and 73.91% indicated *agree.* However, 8.7% of the respondents indicated *disagree* with the eighteenth statement.

A total of 34 respondents who selected a teaching discipline responded to the eighteenth statement. All the business professors indicated *agree.* Twenty percent of the humanities professors indicated *strongly agree,* and 60% of the respondents indicated *agree.* On the contrary, 20% of the respondents indicated *disagree* with the eighteenth statement. Twenty-five percent of the natural and applied sciences professors indicated *strongly agree,* and 75% of the respondents indicated *agree.* Of the professors of the social sciences, 11.11% indicated *strongly agree,* and 88.89% of the respondents indicated *agree.* Of the STEM professors, 16.67% indicated *strongly agree,* and 66.67% of the respondents indicated *agree.* Yet 16.67% of the respondents indicated *disagree* with the eighteenth statement.

A total of 37 respondents who responded to the number of years of teaching answered the eighteenth statement. All the respondents who taught 1–5 years indicated *agree.* Twenty-five percent of the respondents who taught 6–10 years indicated *strongly agree,* and 62.5% of the respondents indicated *agree.* The remaining 12.5% of these respondents indicated *disagree* with the eighteenth statement. All the respondents who taught 11–15 years indicated *agree.* Twenty-five percent of the respondents who taught 16–20 years indicated *strongly agree,* and 75% of the respondents indicated *agree.* Of the respondents who taught over 21 years, 6.67% indicated *strongly agree,* and 80% of the respondents indicated *agree.* Of these respondents, 13.33% indicated *disagree* with the eighteenth statement.

Figure 18

Responses to Statement: Students Want an Education that is Convenient, Fun, and Entertaining
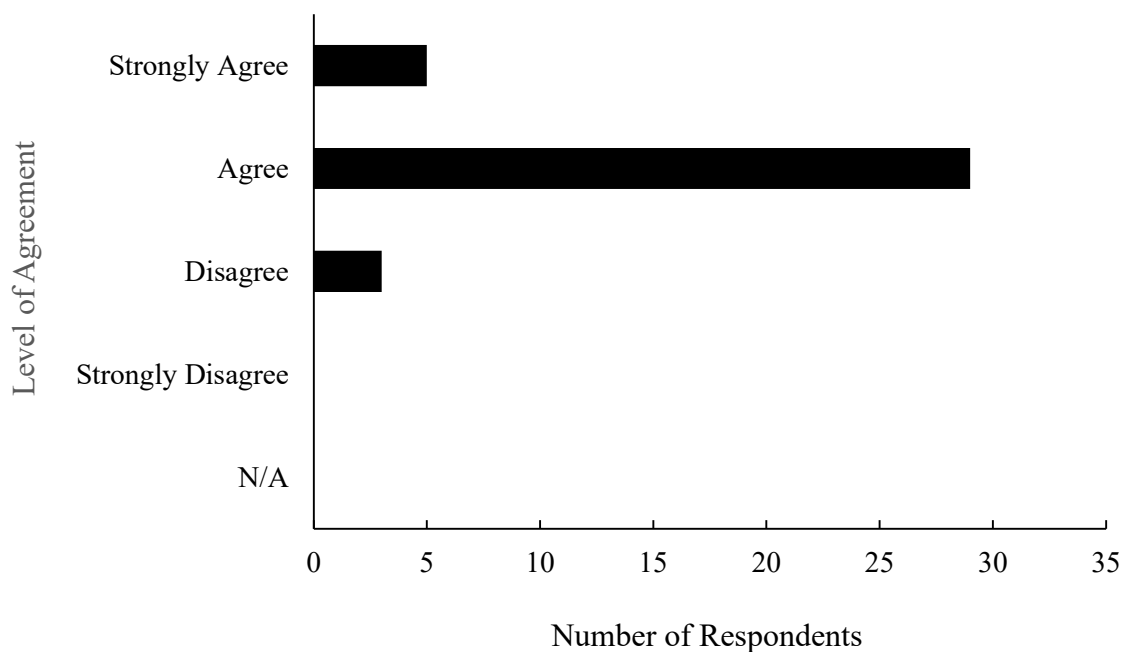
Note. Students want an education that is convenient, fun, and entertaining. $N = 37$.

The nineteenth statement presented was to determine if the respondents felt there is pressure to adjust the class and teaching style for the sake of customer service and student retention. The total number of respondents was 37. The respondents indicated that 21.62% *strongly agree* and 37.84% *agree* there is pressure to adjust the class and teaching styles for the sake of customer service and student retention. The contrasting results indicated 8.1% *strongly disagree* and 32.43% *disagree* with the statement. The mode response for statement nineteen was *agree* (see figure 19).

A total of 37 respondents identified as either male or female. Of the male respondents, 7.14% indicated *strongly agree,* and 50% of the respondents indicated *agree* to the nineteenth statement. Otherwise, 28.57% of the respondents indicated *disagree,*

and 14.29% indicated *strongly disagree.* Of the female respondents, 30.43% indicated *strongly agree,* and 30.43% of the respondents indicated *agree.* Of these respondents, 34.78% indicated *disagree,* and 4.35% indicated *strongly disagree* with the nineteenth statement.

A total of 34 respondents who selected a teaching discipline responded to the nineteenth statement. Sixty percent of the business professors indicated *agree* and 40% of the respondents indicated *disagree.* Twenty percent of the humanities professors indicated *strongly agree,* 30% indicated *agree*, and 50% of the respondents indicated *disagree* with the nineteenth statement. Seventy-five percent of the natural and applied sciences professors indicated *agree* and 25% indicated *disagree.* Of the professors of the social sciences, 55.56% indicated *strongly agree*, 11.11% indicated *agree,* and 33.33% indicated *disagree* with the nineteenth statement. Of the STEM professors, 16.67% indicated *strongly agree,* 33.33% indicated *agree,* 16.67% indicated *disagree,* and 33.33% *strongly disagreed* with the nineteenth statement.

A total of 37 respondents who responded to the number of years of teaching answered the nineteenth statement. Seventy-five percent of the respondents who taught 1–5 years indicated *agree,* and 25% of the respondents indicated *disagree.* Fifty percent of the respondents who taught 6–10 years indicated *strongly agree,* 12.5% indicated *agree,* and 37.5% *disagreed.* Fifty percent of the respondents who taught 11–15 years indicated *agree,* and 50% of the respondents indicated *disagree* with the nineteenth statement. Twenty-five percent of the respondents who taught 16–20 years indicated *strongly agree,* 25% indicated *agree,* and 50% of the respondents indicated *disagree* with the nineteenth statement. Of the respondents who taught over 21 years, 13.33% indicated

strongly agree, 46.67% indicated *agree,* 20% of the respondents indicated *disagree,* and 20% of the respondents indicated *strongly disagree* with the nineteenth statement.

Figure 19

Responses to Statement: There is Pressure on Me to Adjust My Class and the Way I Teach for the Sake of Customer Service and Student Retention
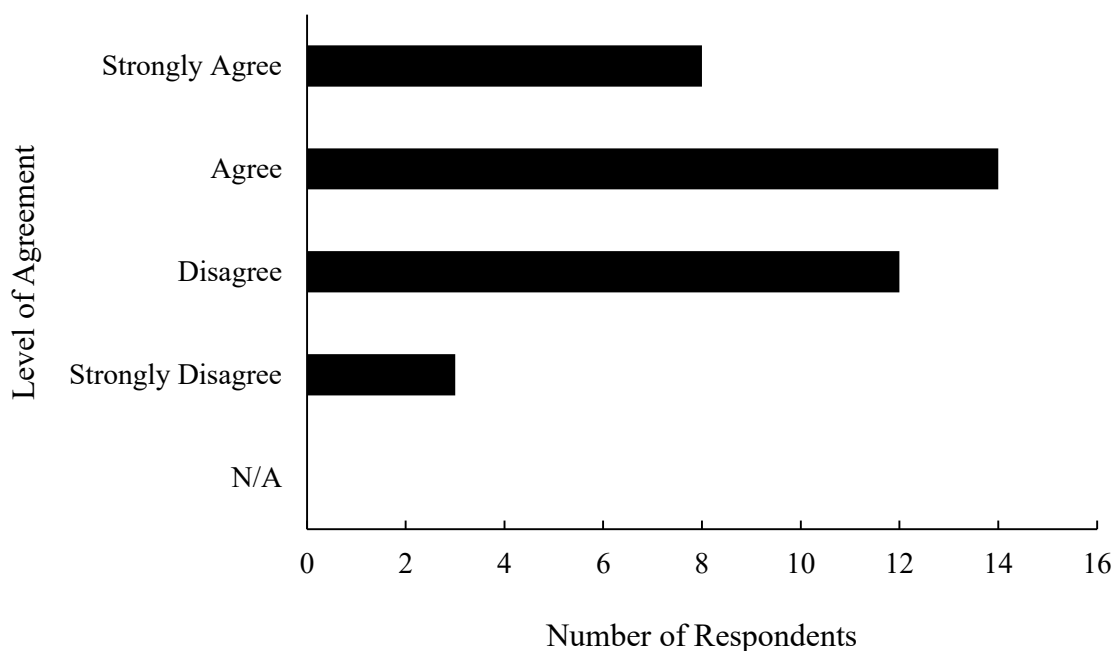
Note. Respondent feels there is pressure to adjust their class and the way they teach for the sake of customer service and student retention. *N* = 37.

The twentieth statement presented was to determine if the respondents have read research about academic entitlement. The total number of respondents was 37. The respondents indicated 18.92% *strongly disagree* and 37.84% *disagree* they have read research about academic entitlement. The contrasting results indicated 5.41% *strongly agree* and 35.14% *agree* they have read research about academic entitlement. One respondent, 2.7%, found the question *non-applicable*. The mode response for statement twenty was *disagree* (see Figure 20).

A total of 37 respondents identified as either male or female. Of the male respondents, 7.14% indicated *strongly agree,* and 42.86% of the respondents indicated *agree* to the twentieth statement. Of these respondents, 21.43% indicated *disagree,* and 28.57% indicated *strongly disagree.* Of the female respondents, 4.35% indicated *strongly agree,* and 30.43% indicated *agree.* Of these respondents, 47.83% indicated *disagree,* and 13.04% of the respondents indicated *strongly disagree.* Additionally, 4.35% of the female respondents indicated *non-applicable* to the twentieth statement.

A total of 34 respondents who selected a teaching discipline responded to the twentieth statement. Sixty percent of the business professors indicated *agree,* and 40% of indicated *disagree.* Twenty percent of the humanities professors indicated *strongly agree*, 20% indicated *agree,* 50% indicated *disagree,* and 10% strongly disagreed with the twentieth statement. Twenty-five percent of the natural and applied sciences professors indicated *agree*, 50% indicated *disagree,* and 25% indicated *strongly disagree.* Of the professors of the social sciences, 55.56% indicated *agree,* 33.33% *disagree,* and 11.11% indicated *non-applicable.* Of the STEM professors, 33.33% indicated *disagree*, and 66.67% indicated *strongly disagree* with the twentieth statement.

A total of 37 respondents who responded to the number of years of teaching answered the twentieth statement. Fifty percent of the respondents who taught 1–5 years indicated *agree,* 25% indicated *disagree,* and 25% of the respondents indicated *strongly disagree.* Of the respondents who taught 6–10 years, 12.5% indicated *strongly agree,* 62.5% indicated *disagree,* 12.5% *strongly disagree,* and 12.5% indicated *non-applicable* to the twentieth statement. All the respondents who taught 11–15 years indicated *agree.* Of the respondents who taught 16–20 years, 37.5% indicated *agree,* and 62.5% indicated

disagree. Of the respondents who taught over 21 years, 6.67% indicated *strongly agree,*

and 40% of the respondents indicated *agree* to the twentieth statement. However, 20% of

the respondents indicated *disagree,* and 33.33% indicated *strongly disagree.*

Figure 20

Responses to Statement: I have Read Research About Academic Entitlement
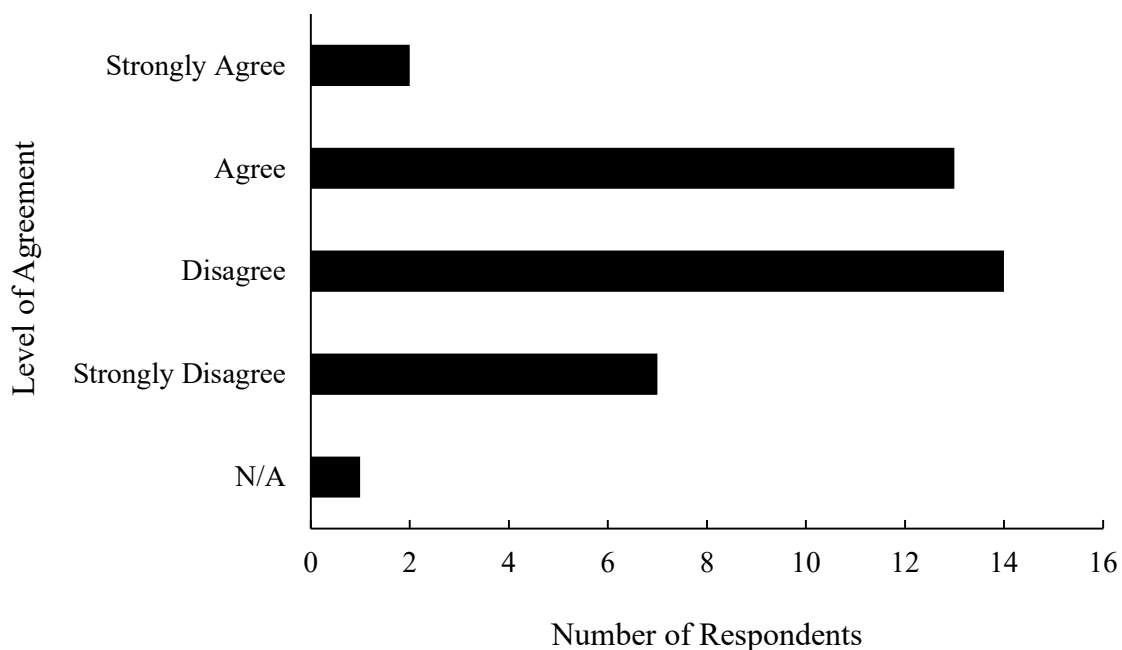
Note. Respondents have not read research about academic entitlement. $N = 37$.

The twenty-first statement presented was to determine if the respondents

perceived students demand a good academic outcome regardless of the students'

performance. The total number of respondents was 37. The respondents indicated 8.11%

strongly agree, and 43.24% *agree* students demand a good academic outcome regardless

of effort. The contrasting results indicated 5.41% *strongly disagree* and 43.24% *disagree*

with the statement. The bimodal responses for statement twenty-one were *agree* and

disagree (see Figure 21).

A total of 37 respondents identified as either male or female. Of the male respondents, 7.14% indicated *strongly agree,* and 42.86% indicated *agree* to the twenty-first statement. However, 42.86% of the male respondents indicated *disagree,* and 7.14% indicated *strongly disagree.* Of the female respondents, 8.7% indicated *strongly agree.* On the contrary, 43.48% of female respondents indicated *disagree,* and 4.35% indicated *strongly disagree* with the twenty-first statement.

A total of 34 respondents who selected a teaching discipline responded to the twenty-first statement. Twenty percent of the business professors indicated *agree,* 60% indicated *disagree,* and 20% indicated *strongly disagree.* Ten percent of the humanities professors indicated *strongly agree,* 40% indicated *agree, and* 50% indicated *disagree.* Seventy-five percent of the natural and applied sciences professors indicated *agree,* and 25% indicated *disagree* with the twenty-first statement. Of the professors of the social sciences, 11.11% indicated *strongly agree,* and 55.56% of the respondents indicated *agree.* However, 33.33% of these respondents indicated *disagree.* Of the STEM professors, 16.67% indicated *strongly agree,* and 16.67% of the respondents indicated *agree* to the twenty-first statement. On the contrary, 50% of these respondents indicated *disagree,* and 16.67% indicated *strongly disagree.*

A total of 37 respondents who responded to the number of years of teaching answered the twenty-first statement. Twenty-five percent of the respondents who taught 1–5 years indicated *strongly agree,* and 75% indicated *agree.* Twenty-five of the respondents who taught 6–10 years indicated *strongly agree,* 37.5% indicated *agree,* 25% indicated *disagree,* and 12.5% strongly *disagreed* with the twenty-first statement. All the respondents who taught 11–15 years indicated *disagree* with the twenty-first statement.

Fifty percent of the respondents who taught 16–20 years indicated *agree,* and 50%

indicated *disagree.* Forty percent of the respondents who taught over 21 years indicated

agree, 53.33% indicated *disagree,* and 6.67% of the respondents indicated *strongly*

disagree with the twenty-first statement.

Figure 21

*Responses to Statement: Students Demand a Good Academic Outcome Regardless of
Their Performance*
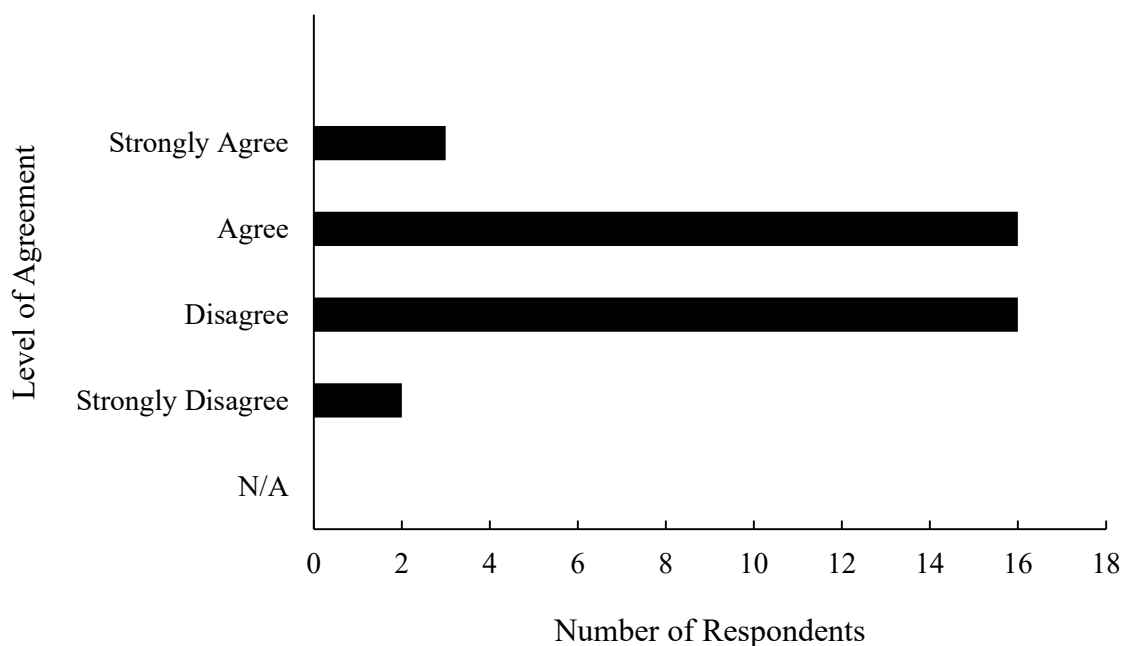
Note. Students demand a good academic outcome regardless of their performance. *N* = 37.

The twenty-second statement presented was to determine if the respondents had

read research about student consumerism. The total number of respondents was 37. The

respondents indicated 27.03% *strongly disagree* and 37.84% *disagree* they had read

research on student consumerism. The contrasting results indicated 5.41% *strongly agree*

and 21.62% *agree* they had read research about student consumerism, while 8.11% found

the question *non-applicable*. The mode response for statement twenty-two was *disagree* (see Figure 22).

A total of 37 respondents identified as either male or female. Of the male respondents, 7.14% indicated *strongly agree,* and 35.71% of the respondents indicated *agree* to the twenty-second statement. Of the male respondents, 21.43% indicated *disagree,* and 35.71% of the respondents indicated *strongly disagree.* Of the female respondents, 4.35% indicated *strongly agree,* and 13.04% of the respondents indicated *agree.* Of the female respondents, 47.83% indicated *disagree,* and 21.74% indicated *strongly disagree.* Additionally, 13.04% of the female respondents indicated *non-applicable* to the twenty-second statement.

A total of 34 respondents who selected a teaching discipline responded to the twenty-second statement. Twenty percent of the business professors indicated *agree,* 60% indicated *disagree,* and 20% indicated *non-applicable.* Twenty percent of the humanities professors indicated *strongly agree,* 20% indicated *agree,* 40% *disagree,* and 20% of the indicated *strongly disagree* with the twenty-second statement. Fifty percent of the natural and applied sciences professors indicated *disagree,* and 50% indicated *strongly disagree.* Of the professors of the social sciences, 33.33% indicated *agree,* 33.33% indicated *disagree,* 22.22% indicated *strongly disagree,* and 11.11% indicated *non-applicable.* Of the STEM professors, 33.33% indicated *disagree,* 50% indicated *strongly disagree, and* 16.67% indicated *non-applicable* to the twenty-second statement.

A total of 37 respondents who responded to the number of years of teaching answered the twenty-second statement. Twenty-five percent of the respondents who taught 1–5 years indicated *agree,* 25% indicated *disagree,* and 50% indicated *strongly*

disagree. Of the respondents who taught 6–10 years, 12.5% indicated *strongly agree*, 62.5% indicated *disagree,* 12.5% indicated *strongly disagree,* and 12.5% indicated *non-applicable* to the twenty-second statement. Fifty percent of the respondents who taught 11–15 years indicated *agree,* and 50% of the respondents indicated *non-applicable.* Twenty-five percent of the respondents who taught 16–20 years indicated *agree,* 62.5% indicated *disagree,* and 12.5% of the respondents indicated *strongly disagree.* Of the respondents who taught over 21 years, 6.67% indicated *strongly agree,* 26.67% indicated *agree,* 20% indicated *disagree,* 40% indicated *strongly disagree,* and 6.67% of the respondents indicated *non-applicable.*

Figure 22

Responses to Statement: I have Read Research on Student Consumerism
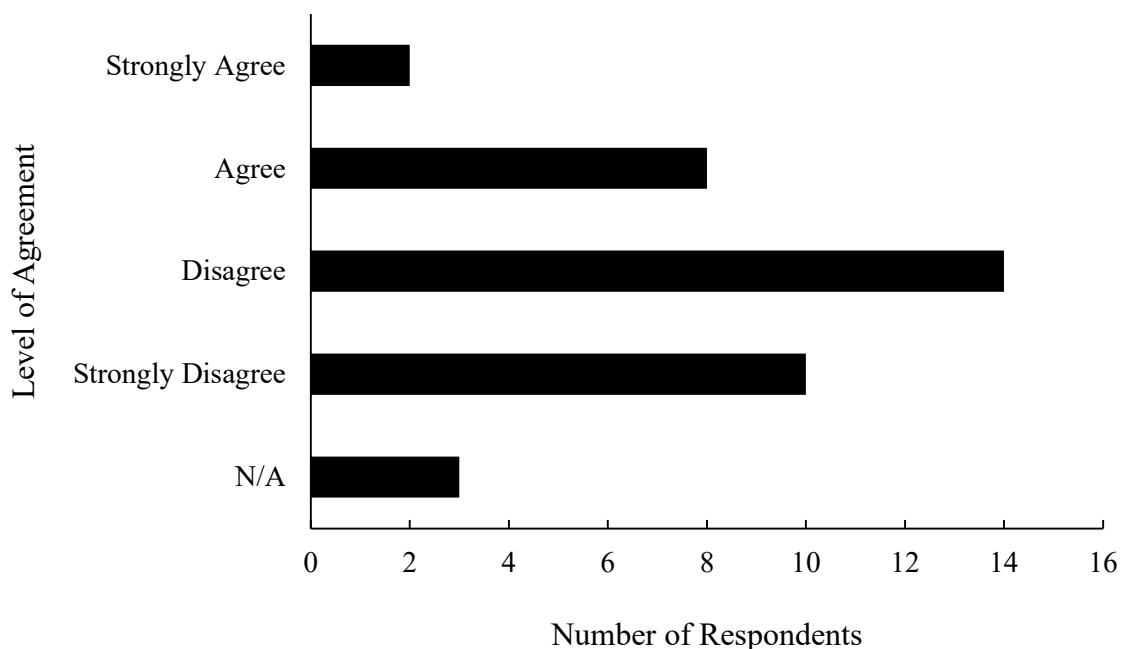
Note. 65% of the respondents have not read research on student consumerism. $N = 37$.

The twenty-third statement presented was to determine if the respondents believed entitled students are troublesome for higher education. The total number of respondents was 37. The respondents indicated 18.92% *strongly agree* and 48.65% *agree* entitled students are troublesome for higher education. The contrasting results indicated 18.92% *disagree* with the statement, and 13.51% found the statement *non-applicable*. The mode response for statement twenty-three was *agree* (see Figure 23).

A total of 37 respondents identified as either male or female. Of the male respondents, 14.29% indicated *strongly agree,* 50% indicated *agree,* 14.29% of the respondents indicated *disagree,* and 21.43% of the respondents indicated *non-applicable.* Of the female respondents, 21.74% indicated *strongly agree,* 47.83% indicated *agree,* 21.74% indicated *disagree,* and 8.7% indicated *non-applicable* to the twenty-third statement.

A total of 34 respondents who selected a teaching discipline responded to the twenty-third statement. Sixty percent of the business professors indicated *agree,* 20% indicated *disagree,* and 20% indicated *non-applicable.* Twenty percent of the humanities professors indicated *strongly agree,* 50% indicated *agree,* and 30% indicated *disagree.* Twenty-five of the natural and applied sciences professors indicated *strongly agree,* 50% indicated *agree,* and 25% of the respondents indicated *disagree.* Of the professors of the social sciences, 33.33% indicated *strongly agree,* 44.44% indicated *agree,* 11.11% indicated *disagree,* and 11.11% indicated *non-applicable.* Of the STEM professors, 16.67% indicated *strongly agree,* 50% indicated *agree,* 16.67% indicated *disagree,* and 16.67% of the respondents *non-applicable* to the twenty-third statement.

A total of 37 respondents who responded to the number of years of teaching answered the twenty-third statement. Twenty-five percent of the respondents who taught 1–5 years indicated *strongly agree,* and 75% indicated *agree.* Twenty-five percent of the respondents who taught 6–10 years indicated *strongly agree,* 37.5% indicated *agree,* and 37.5% indicated *non-applicable.* All the respondents who taught 11–15 years indicated *disagree* with the twenty-third statement. Twenty-five of the respondents who taught 16–20 years indicated *strongly agree,* 62.5% indicated *agree,* and 12.5% of the respondents indicated *disagree.* Of the respondents who taught over 21 years, 13.33% indicated *strongly agree,* 46.67% indicated *agree,* 26.67% indicated *disagree,* and 13.33% indicated *non-applicable* to the twenty-third statement.
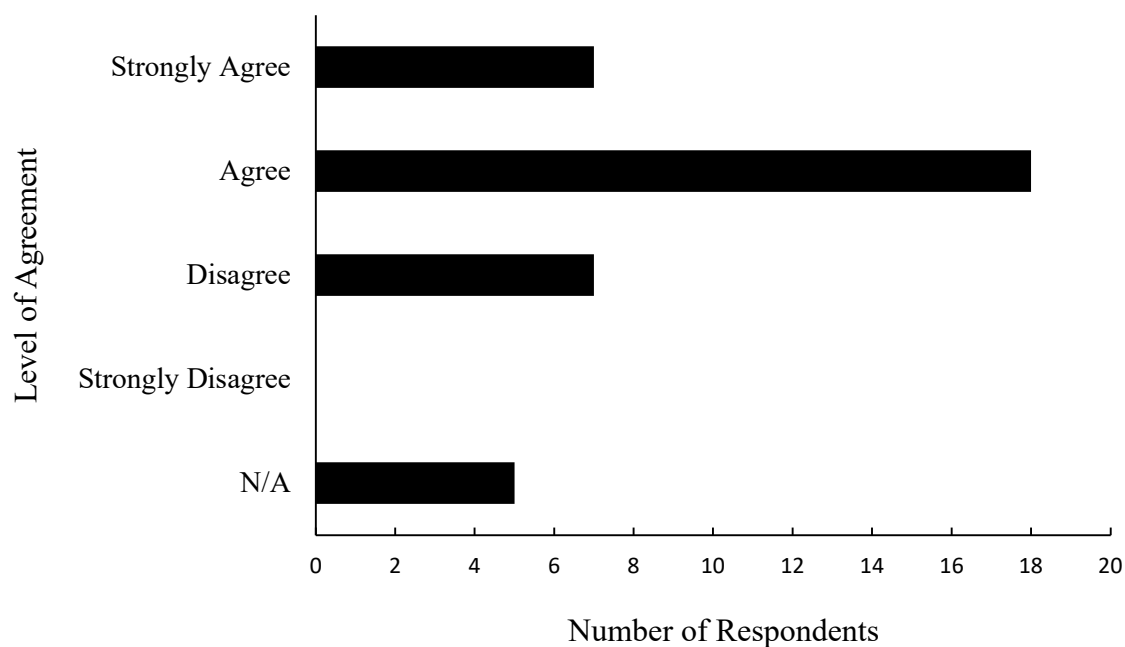
Figure 23

Responses to Statement: Entitled Students are Troublesome for Higher Education

Note. Entitled students are troublesome for higher education. *N* = 37.

The twenty-fourth statement presented was to determine if the respondents believed consumerism is troublesome for higher education. The total number of respondents was 36. The respondents indicated 30.56% *strongly agree* and 50% *agree* consumerism is troublesome for higher education. The contrasting results indicated 16.67% *disagree* with the statement, and 2.78% found the statement *non-applicable*. The mode response for statement twenty-four was *agree* (see Figure 24).

A total of 37 respondents identified as either male or female. Of the male respondents, 35.71% indicated *strongly agree,* 42.86% indicated, and 21.43% indicated *disagree agree* with the twenty-fourth statement. Of the female respondents, 27.27% indicated *strongly agree*, 54.55% indicated *agree,* 13.64% indicated *disagree,* and 4.55% of the respondents indicated *non-applicable* to the twenty-fourth statement.

A total of 34 respondents who selected a teaching discipline responded to the twenty-fourth statement. Twenty percent of the business professors indicated *strongly agree,* 40% indicated *agree*, and 40% of the respondents indicated *disagree.* Thirty percent of the humanities professors indicated *strongly agree,* 40% indicated *agree,* and 30% indicated *disagree* with the twenty-fourth statement. Of the natural and applied sciences professors, 33.33% indicated *strongly agree,* and 66.67% indicated *agree.* Of the professors of the social sciences, 44.44% indicated *strongly agree,* and 55.56% indicated *agree* to the twenty-fourth statement. Of the STEM professors, 16.67% indicated *strongly agree,* 50% of the respondents indicated *agree,* 16.67% of the respondents indicated *disagree,* and 16.67% indicated *non-applicable* to the twenty-fourth statement.

A total of 37 respondents who responded to the number of years of teaching answered the twenty-fourth statement. Of the respondents who taught 1–5 years, 33.33%

indicated *strongly agree,* and 66.67% of the respondents indicated *agree.* Of the respondents who taught 6–10 years, 37.5% indicated *strongly agree,* 37.5% indicated *agree,* 12.5% indicated *disagree,* and 12.5% indicated *non-applicable* to the twenty-fourth statement. Half of the respondents who taught 11–15 years indicated *agree,* and half indicated *disagree.* Of the respondents who taught 16–20 years, 37.5% indicated *strongly agree,* 50% indicated *agree,* and 12.5% of the respondents indicated *disagree.* Of the respondents who taught over 21 years, 26.67% indicated *strongly agree,* 53.33% indicated *agree*, and 20% indicated *disagree* with the twenty-fourth statement.

Figure 24

Responses to Statement: Consumerism is Troublesome for Higher Education
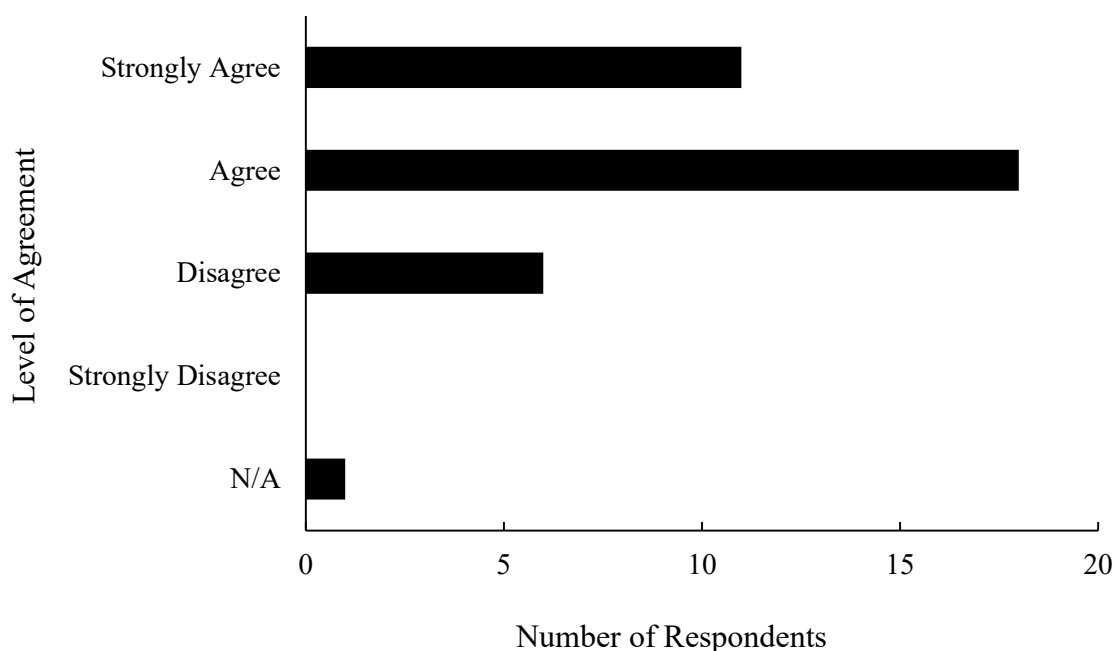
Note. Consumerism is troublesome for higher education. $N = 36$.

The twenty-fifth statement presented was to determine if the respondents had changed a grade to a higher grade in return for a positive course evaluation. The total number of respondents was 37. The respondents indicated 75.68% *strongly disagree* and 18.82 *disagree* with changing a grade to a higher grade in exchange for a positive course evaluation. The contrasting results indicated 2.7% *agreed* to change the grade, and 2.7% found the statement *non-applicable*. The mode response for statement twenty-five was *strongly disagree* (see Figure 25).

A total of 37 respondents identified as either male or female. Of the male respondents, 7.14% indicated *agree,* 28.57% indicated *disagree,* and 64.29% indicated *strongly disagree.* Of the female respondents, 13.04% indicated *disagree,* 82.61% indicated *strongly disagree,* and 4.35% indicated *non-applicable* to the twenty-fifth statement.

A total of 34 respondents who selected a teaching discipline responded to the twenty-fifth statement. Forty percent of the business professors indicated *disagree,* and 60% indicated *strongly disagree.* Ten percent of the humanities professors indicated *agree,* 10% indicated *disagree,* and 80% indicated *strongly disagree* with the twenty-fifth statement. Twenty-five percent of the natural and applied sciences professors indicated *disagree,* and 75% of the respondents indicated *strongly disagree.* Of the professors of the social sciences, 33.33% indicated *disagree,* 55.56% of the respondents indicated *strongly disagree,* and 11.11% of the respondents indicated *non-applicable.* All the STEM professors indicated *strongly disagree* with the twenty-fifth statement.

A total of 37 respondents who responded to the number of years of teaching answered the twenty-fifth statement. All the respondents who taught 1–5 years indicated

strongly disagree. Of the respondents who taught 6–10 years, 12.5% indicated *disagree,* 75% indicated *strongly disagree,* and 12.5% of the respondents indicated *non-applicable.* All the respondents who taught 11–15 years indicated *strongly disagree* to the twenty-fifth statement. Twenty-five percent of the respondents who taught 16–20 years indicated *disagree,* and 75% indicated *strongly disagree.* Of the respondents who taught over 21 years, 6.67% indicated *agree,* 26.67% indicated *disagree,* and 66.67% indicated *strongly disagree* with the twenty-fifth statement.

Figure 25

Responses to Statement: I have Changed a Grade to a Higher Grade for a Positive Course Evaluation in Return
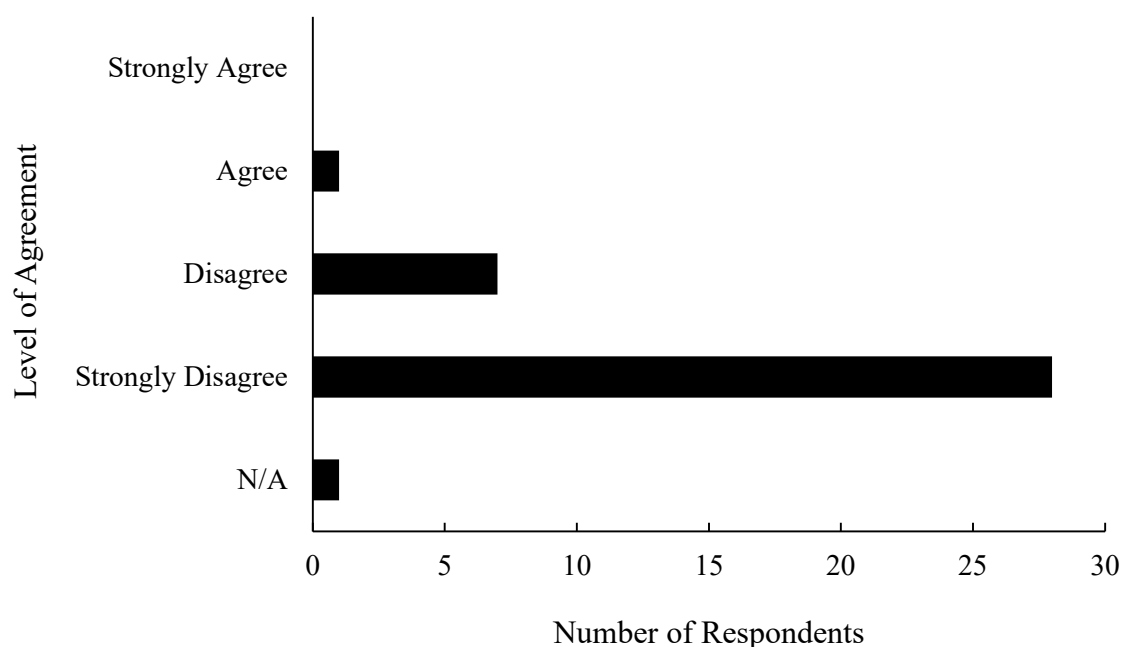
Note. Ninety-five percent of the respondents indicated they have never changed a grade to a higher grade for a positive course evaluation in return. $N = 37$.

Summary

    In Chapter Four, the data from six open-ended interviews and the results of the Likert-type survey were presented. The qualitative interview questions were developed from concepts and ideas mined in the literature review research in Chapter Two. The

respondents' responses were transcribed from the audio recordings, coded, and compared data against information discovered during the literature review. The emerging themes became the foundation for creating the Likert-type survey statements utilized in the research.

The survey was administered via *Qualtrics* and consisted of four demographic statements and 25 statements. Responses to the professors' surveys totaled 37 responses, except statements 3, 17, and 24, which resulted in 36 responses for each statement. The data from the Likert-type survey were analyzed and presented as percentages, and the mode response for each item was identified.

Chapter Five begins with a review of the findings from the open-ended qualitative interviews and the Likert-type survey. Further analysis of the data led to detailed conclusions, which are shared in the next chapter. A proposed theory, as well as the theory development process, are presented. Implications for practice are discussed to bridge the gap between the study conclusions and practitioners in the educational journey. Finally, recommendations for future research are presented.

Chapter Five: Summary and Conclusions

The purpose of this study was to methodically compile professors' perceptions of academic entitlement and student consumerism to supplement the bodies of research on the two topics. This study was designed to solicit data from higher education professors regarding their experiences and perceptions of academic entitlement and student consumerism to contribute to existing research. By utilizing Glaser and Strauss's (2017) grounded theory approach and Charmaz's (2014) adaptation of grounded theory, the investigation begins with little to no experience or knowledge of academic entitlement or student consumerism with the aim to create a theory for future use in the educational world.

Findings

Qualitative Data

Research Question One. *What do professors know about research concerning student consumerism and academic entitlement?*

One interview statement was developed for Research Question One: *Please explain what knowledge you have concerning research and articles you have read on student consumerism and academic entitlement.* The number of responses for Research Question One totaled six. Four respondents answered they knew both subjects. Two respondents answered they are knowledgeable with academic entitlement but not as familiar with student consumerism.

Research Question Two. *What are the professors' perceptions and experiences with student consumerism and academic entitlement?*

Four interview statements were developed for Research Question Two: *Please tell me your opinion of academic entitlement. Please tell me about an experience dealing with a student exhibiting academic entitlement traits. Please tell me your opinion of student consumerism. Please tell me about an experience dealing with a student exhibiting student consumerism traits.* The number of responses to Research Question Two totaled 24.

Six respondents felt academic entitlement is an issue for higher education. Six respondents reported experiences dealing with students exhibiting academic entitlement traits. Six respondents felt student consumerism is a potential issue for higher education. Two respondents reported experiences dealing with students exhibiting student consumerism traits. Two respondents reported never experiencing a student exhibiting student consumerism traits. In comparison, two respondents reported they were uncertain if they had had an experience dealing with a student exhibiting student consumerism traits.

Research Question Three. *What are professors' perceptions regarding traditional college students who were attentive, respectful, and accepting of grades earned and then transitioned into students who believed they were entitled to or may have bartered for better grades?*

One interview statement was developed for Research Question Three. *Has a student ever offered a good evaluation in return for a particular grade?* The number of responses to Research Question Three totaled six. One respondent replied yes. Five respondents replied no, but four of the five negative responses claimed they had heard

other professors convey accounts about students offering a positive evaluation in exchange for a better grade.

There was one follow-up question asked of all open-ended interview respondents. *Does your institution ask students to complete an evaluation at the end of the semester?* All six respondents answered yes.

Quantitative Data

Research Question One. *What do professors know about research concerning student consumerism and academic entitlement?*

Two survey statements were developed for Research Question One: Statement 20. *I have read research about academic entitlement.* Statement 22. *I have read research on student consumerism.* The number of responses for Research Question One totaled 74. Forty-five out of the 74 respondents answered negatively by choosing *strongly disagree* or *disagree* with the statements, and four respondents chose *non-applicable*. Sixty-one percent of the respondents confirmed they have not read research on the topics of academic entitlement and student consumerism. Responses to Statement 20 revealed 57% of the respondents had not read research about academic entitlement, and responses to Statement 22 showed 65% of the respondents had not read research about student consumerism.

Research Question Two. *What are the professors' perceptions and experiences with student consumerism and academic entitlement?*

Twelve survey statements were developed for Research Question Two. The number of responses for Research Question One totaled 444. Two hundred eighty-eight responses out of the 444 total responses answered positively by choosing *strongly agree*

or *agree* with the statements, and 20 respondents by choosing *non-applicable*. Sixty-five percent of the sample confirmed some experience with students exhibiting academic entitlement and or student consumerism. Statement 1 confirmed 78% of the respondents *agree* modern-day students exhibit entitled characteristics. Statement 4 confirmed 81% of the respondents *agree* students treat a degree as a product or service.

Research Question Three. *What are professors' perceptions regarding traditional college students who were attentive, respectful, and accepting of grades earned and then transitioned into students who believed they were entitled to or may have bartered for better grades?*

Eleven survey statements were developed for Research Question Three. The number of responses for Research Question Three totaled 404. Sixty-four percent of the responses *agreed* students feel entitled to or may have bartered for better grades. Fifty percent of the respondents to Statement 3 *agreed* higher education treats students as customers. Two of the 37 respondents of Statement 8 claimed a student has asked for a higher grade in exchange for a higher course evaluation.

Conclusions

The constructivist grounded theory begins from a position of uncertainty or inexperience and accepts the researcher's objectivity (Charmaz, 2017). During this study, objectivity was upheld by not possessing any previous knowledge of academic entitlement or student consumerism subjects before beginning the study. Advice offered in *The Pursuit of Quality in Grounded Theory* was utilized as guidelines for grounded theory research (Charmaz & Thornberg, 2020). Charmaz and Thornberg's (2020)

guidelines were adapted and utilized as a tool for reflection to ensure the study and

results were appropriate:

(1) Strive to achieve methodological self-consciousness (Charmaz 2017).

Why have you chosen the specific topic, methodology, and methods, and

how do these fit with who you are and your research objectives and

questions? What version of grounded theory have you adopted and why?

What are the ontological and epistemological assumptions, and what do

these mean for the research process, researcher position, findings, and

quality issues, including transferability?

(2) Learn everything you can about the type of qualitative inquiry you adopt,

whether it's narrative inquiry, discourse analysis, or a version of grounded

theory. If possible, work with a mentor who is knowledgeable about your

approach.

(3) Take an open, non-committal, critical, analytic view of the existing

literature in the field. In contrast to Glaserian grounded theory but in line

with Straussian and constructivist grounded theory, we recommend that you

review the literature to establish a defensible rationale for the study, avoid

re-inventing the wheel, and increase theoretical sensitivity. Treat the

literature as provisional and fallible, not as the Truth (see Thornberg 2012;

Thornberg and Dunne 2019) for further reading.

(4) Gather rich data. For psychologists, rich data usually means learning and

collecting the stories of people who have had or are having a specific

experience. Rich data means an openness to the empirical world and a

willingness to try to understand the experiences of people who may be far different from you.

(5) Be transparent. Describe how you conducted your study, obtained your sample, stated how and why you included the participants, and used grounded theory and data collection methods. Include justifications of your choices.

(6) Go back and forth between data and your developing analysis to focus your subsequent data collection and fill out your emerging analytic categories.

(7) Tolerate ambiguity while you struggle to gain intimate familiarity with the empirical world and create an analytic handle to understand it.

(8) As you proceed, ask progressively focused questions about the data that help you develop your emerging analysis.

(9) Play with your data and your ideas about it. Look for all possible theoretical explanations of the data and check them.

(10) Collect sufficient data to (a) make useful comparisons, (b) create robust analytic categories, and (c) convince readers of the significance of your categories.

(11) Ask questions about your categories: What are their properties? In which ways do they subsume minor categories? How are your main categories connected? How do they make a theoretical statement? What is the significance of this statement?

(12) Always treat your codes, categories, and theoretical outlines as provisional and open for revision and even rejection in the light of new data and further analysis.

(13) After you have completed your analysis, compare it with relevant material from the literature, which may well include case studies and perspectives that you did not address during your earlier review. At this time, your review will be focused on the ideas that you have developed. This review allows you to show how your analysis fits, extends, or challenges leading ideas in your field. (adapted from Charmaz & Thornberg, 2020, pp. 17–18)

Charmaz and Thornberg (2020) offered, "So just take these points as flexible guidelines to consider when conducting qualitative inquiry in general or constructing a grounded theory study in particular" (p. 17).

According to Sohr-Preston and Boswell (2015), academic entitlement is associated with student consumerism. Interview respondents D and E stated academic entitlement and student consumerism are interchangeable. Responses to Statements 23 and 24 from the Likert-type survey revealed consumerism and entitled students are troublesome for higher education.

It is concluded many professors have not researched or read the topics of academic entitlement or student consumerism. It is also concluded many professors have encountered or witnessed students portraying academic entitlement or student consumerism characteristics. Professors believed the traditional student role of coming to

college to earn a degree had been replaced with a consumer role of seeking to purchase a degree.

Two respondents to survey Statement 8 claimed to have encountered a student who asked the professor to raise the student's grade in exchange for a good course evaluation. Interview respondents A, B, D, and E stated they had never had a student offer a good course evaluation for a higher grade but had heard other professors state second-hand information that professors had been offered a good evaluation for a higher grade. Thirty-six respondents to survey Statement 25 claimed they had not changed a grade to a higher grade in return for a higher course evaluation. Still, one respondent agreed they had changed a grade to a higher grade for a better course evaluation.

Assumptions accepted for the study were that respondents were honest without bias in their answers, respondents witnessed or experienced one or both phenomena, and respondents had a sincere interest in participating in this research. Interview respondent F claimed being offered a good course evaluation for a higher grade but declined. Even though most of this sample claimed they had never received a higher course evaluation request in return for a higher grade or had never changed a grade for a positive course evaluation, it could be extrapolated that bartering and grade inflation exists in higher education. Chowdhury (2018) listed student evaluations of professor performance as one of the causes for grade inflation. Boring et al. (2016) asserted students harbor bias which may affect course evaluations.

Guilbault (2018) claimed, in higher education institutions, it is expected that customer mindset will have an impact on customer satisfaction, student retention, and graduation. It is concluded professors walk a fine line between the roles of educator and

customer service ambassador to ensure the university or college keeps earning revenue. Based on extrapolated data from this study, professors strive to educate students and at the same time satisfy consumers and the administration.

Proposed Theory

Grounded theory (Glazer & Strauss, 2017) research starts with no preset theory serving as a framework to evaluate the data discovered during the research process (Vollstedt & Rezat, 2019). Chun Tie et al. (2019) explained that grounded theory is utilized to discover or construct theory from systematically obtained and analyzed data using comparative analysis. Timonen et al. (2018) stated the grounded theory process will not always yield a developed theory.

Key points from the data signified professors felt that higher education is operating as a business. Eighty-one percent of the respondents agreed that higher education promotes consumerism, while 84% of the respondents agreed higher education provides customer service to the students. One interview respondent referred to course evaluations as a customer service survey, while another interview respondent claimed course evaluations are subjective to the student's mood at the time of the evaluation.

Ninety-two percent of the respondents agreed higher education administrators treat students as consumers, and 81% of the respondents feel students treat a degree as a product to be purchased. One interview respondent stated higher education marketing creates student consumers. Half of the interview respondents said they had had confrontations with students portraying consumer characteristics.

Most of the interview respondents stated other professors had told stories of being offered a good course evaluation for a good grade. Sixty-eight percent of the respondents

felt entitled students were troublesome for higher education, while 81% of the respondents felt consumerism was troublesome for higher education. Therefore, it is theorized that a degree attained by means of a product of customer service and not by merit or effort would, in time, diminish the value of higher education. Eventually, students will decide to take the road of least resistance to obtain a college degree.

Implications for Practice

Sessom et al. (2016) warned unsatisfied students might drop out of higher education institutions. By assuming the constructivist grounded theory approach, knowledge was sought on academic entitlement and student consumerism by learning from the experiences of higher education professors. During this study's research process, it was extrapolated that professors and administrators view students differently. This study revealed professors believe modern higher education students feel entitled and have a consumeristic mindset. The results also indicated professors think these characteristics are troublesome for higher education.

The study revealed 92% of the respondents feel administration treats students as consumers. Most of the respondents agree that academic entitlement and student consumerism is troublesome for higher education. It is suggested professors and administration begin discussions pertaining to the characteristics of these students to deliver and maintain a quality educational experience.

The survey respondents felt higher education administrators had accepted a business role and treated students as consumers. A theory emerged that the value of higher education would diminish if higher education were to succumb to the student demands of those who exhibit academic entitlement and or student consumerism

characteristics. It is suggested, university or college administration notify the student body of expected learning outcomes. McKendree University's Student Learning Outcomes (2021) is a list of personal and social responsibilities for all undergraduate and graduate students, among other expected outcomes. McKendree University (2021) expects its students to be active in the higher education experience by participating, engaging, and communicating while being responsible for their education.

There is a need to reform student evaluations of professors. Zhue and Anagondahalli (2018) pointed out when students possess feelings of disappointment during the educational journey, students are apt to provide lower evaluations. Boring et al. (2016) indicated student bias could also lead to poor evaluations provided by students. Chowdhury (2018) sums up evaluations by stating evaluations lead to professors inflating students' grades.

Recommendations for Future Research

When this research began, professors' experiences and perceptions were sought concerning academic entitlement and student consumerism. McLellan and Jackson (2017) claimed research on academic entitlement and student consumerism existed but focused on higher education students. The prevailing research supported the belief that students' academic entitlement coincided with consumerism (Zhu & Anagondahalli, 2017). This study was designed to solicit data from higher education professors about their experiences concerning academic entitlement and student consumerism to contribute to existing research.

The results revealed through data collection in this study were immensely useful. The participants in this study were professors from two Midwestern states' universities or

colleges. The participants' responses provided the outcomes of this research and were valuable in constructing a well-developed understanding of higher education.

Recommendations for future research arising because of this mixed-methods study include the following:

1. Conduct research to investigate and analyze professors' perceptions in other areas of the United States utilizing a similar mixed-methods study with the same instruments as this research project. The data collected could be compared to professors from the Midwest region to see if any differences exist.

2. Survey and analyze adjunct professors' perceptions of academic entitlement and student consumerism while teaching at satellite campuses that cater to degree-seeking members of the United States armed forces.

3. Survey and analyze the professors' perceptions of academic entitlement and student consumerism while teaching student-athletes at an NCAA Division One campus.

4. Survey and analyze the effect of educational marketing on the student consumer. Points to consider:

    a. How much does a higher education institution budget for marketing annually?

    b. Do institutions utilize a social media campaign to entice new students?

    c. Is educational marketing genuinely effective?

Summary

As outlined in Chapter One, this research study was undertaken to discover professors' perceptions and experiences of academic entitlement and student consumerism. Three research questions guided the direction of this mixed-methods study. Gone are the days when students set out on an educational journey to earn a degree (Plunkett, 2014). Instead, college faculties are faced with students who are self-important (Twenge, 2014), entitled (Elias, 2017), and consumer-minded (Anderson et al., 2014; Fullerton, 2013; Singleton-Jackson et al., 2010; Singleton-Jackson et al., 2011). These traits of today's college students place stress on the faculty (Jiang et al., 2017).

In Chapter One, the study and main points were outlined. The background of the study and the theoretical framework of the study were given. The statement of the problem, the purpose of the study, and the significance of the study were explained. Finally, the definition of key terms and the limitations and assumptions of the study were presented.

In Chapter Two, grounded theory (Glaser & Strauss, 2017) was explained. Charmaz's (2014) constructivist grounded theory served as the theoretical framework for this research study. A thorough literature review was presented on academic entitlement, student consumerism, overparenting, grade inflation, customer service, theory development, and personal responsibility. The literature review in Chapter Two revealed the terms academic entitlement and student consumerism are interchangeable.

In Chapter Three, the problem and purpose overview was presented. The research design to include the population and sample and the instrumentation were presented. Reliability and validity were defined, and researcher bias was discussed. The qualitative

interviews were conducted. The data were coded, and a quantitative instrument was created. The quantitative instrument was field-tested and refined to establish reliability. The final survey instrument was administered to the survey participants via *Qualtrics* (Creswell & Creswell, 2018; Creswell & Plano Clark, 2018). The quantitative data were gathered and analyzed.

 In Chapter Four, the data from six open-ended interviews and the results of the Likert-type survey were presented. The qualitative interview questions were developed from concepts and ideas mined in the literature review research in Chapter Two. The respondents' responses were transcribed from the audio recordings, coded, and the data compared against information discovered during the literature review. Three recurring themes became the foundation for creating the Likert-type survey statements utilized in the research.

The survey was administered via *Qualtrics* and consisted of four demographic statements and 25 statements. Responses to the professors' surveys totaled 37 responses, except statements 3, 17, and 24, which resulted in 36 responses for each statement. The data from the Likert-type survey were analyzed and presented as percentages, and the mode response for each item was identified.

Chapter Five began with a review of the findings from the open-ended qualitative interviews and the Likert-type survey. Further analysis of the data led to detailed conclusions shared in the chapter. A proposed theory as well as the theory development process were presented. Implications for practice were discussed to bridge the gap between participants in the educational journey. Finally, recommendations for future research were presented.

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Appendix A

Interview Invitation Letter

Date:

Dear _____,

I am a doctoral student at Lindenwood University in St. Charles, Missouri, seeking a degree in Higher Education Administration.

For my dissertation, I am conducting research to methodically gather data pertaining to professors' experiences and perceptions encountering academic entitlement and student consumerism. The purpose of this study is to determine if professors perceive academic entitlement and student consumerism as phenomena.

Your participation in a brief in-person interview would be extremely valuable. If you are willing to participate in this study, please indicate so in reply to this email message. I will then contact you to determine a date/time and location for the interview that is convenient for you. I will send the interview questions to you for review prior to our scheduled interview.

All personal identifying information provided during the interview will be kept confidential, and your identity will in no way be revealed. Your email address was retrieved from the university or college website to allow anonymity should you choose to participate in this study. If you have any questions about the process, please do not hesitate to contact me via email at █████████████████ or phone ████████████. You may also contact my advisor, Dr. Kathy Grover, at Lindenwood University, at ████████████████.

Thank you for your consideration.

Sincerely,

Charles Kelley
Doctoral Student
Lindenwood University

Appendix B

Qualitative Interview for the Exploratory Sequential Design

As defined by Delucchi and Krogen (2002), student consumerism is a perception by students that because they pay for the tuition, they deserved to be treated like customers.

As defined by Singleton-Jackson, Jackson, and Reinhardt (2010), academic entitlement is "an attitude marked by students' beliefs that they are owed something in the educational experience apart from what they might earn from their effort" (p. 343).

1. Please explain what knowledge you have concerning research and articles you have read on student consumerism and academic entitlement.

2. Please explain your personal viewpoint concerning academic entitlement.

3. Please explain your personal viewpoint concerning student consumerism.

4. Please relate any experience you have encountered dealing with a student(s) exhibiting what you consider student consumerism.

5. Please relate any experience you have encountered dealing with student(s) exhibiting what you consider academic entitlement.

Appendix C

LINDENWOOD

Research Information Sheet

You are being asked to participate in a research study. We are doing this study to determine if professors perceive academic entitlement and student consumerism as phenomena. During this study you will participate in an interview and answer five questions. It will take about 20-30 minutes to complete this study.

Your participation is voluntary. You may choose not to participate or withdraw at any time. Your email address was retrieved from the university or college website to allow anonymity should you choose to participate in this study.

There are no risks from participating in this project. There are no direct benefits for you participating in this study.

We will not collect any data which may identify you.

We will do everything we can to protect your privacy. We do not intend to include information that could identify you in any publication or presentation. Any information we collect will be stored by the researcher in a secure location. The only people who will be able to see your data are: members of the research team, qualified staff of Lindenwood University, representatives of state or federal agencies.

Who can I contact with questions?

If you have concerns or complaints about this project, please use the following contact information:

Charles Kelley

Dr. Kathy Grover

If you have questions about your rights as a participant or concerns about the project and wish to talk to someone outside the research team, you can contact Michael Leary (Director - Institutional Review Board) at 636-949-4730 or mleary@lindenwood.edu.

Appendix D

LINDENWOOD

Survey Research Information Sheet

You are being asked to participate in a survey conducted by Charles Kelley and Dr. Kathy Grover at Lindenwood University. We are doing this study to determine if professors perceive academic entitlement and student consumerism as phenomena. It will take about 15 minutes to complete this survey.

Your participation is voluntary. You may choose not to participate or withdraw at any time by simply not completing the survey or closing the browser window.

There are no risks from participating in this project. We will not collect any information that may identify you. There are no direct benefits for you participating in this study.

<u>WHO CAN I CONTACT WITH QUESTIONS?</u>

If you have concerns or complaints about this project, please use the following contact information:

Charles Kelley

Dr. Kathy Grover

If you have questions about your rights as a participant or concerns about the project and wish to talk to someone outside the research team, you can contact Michael Leary (Director - Institutional Review Board) at 636-949-4730 or <u>mleary@lindenwood.edu</u>.

By clicking the link below, I confirm that I have read this form and decided that I will participate in the project described above. I understand the purpose of the study, what I will be required to do, and the risks involved. I understand that I can discontinue participation at any time by closing the survey browser. My consent also indicates that I am at least 18 years of age.

You can withdraw from this study at any time by simply closing the browser window. Please feel free to print a copy of this information sheet.

Appendix E

Survey Instrument

Gender:

- ○ Male

- ○ Female

- ○ Neutral

Teaching Discipline:

- ○ Business

- ○ Humanities

- ○ Natural and Applied Science

- ○ Social Sciences

- ○ STEM

Number of years of teaching experience:

- ○ 1-5

- ○ 6-10

- ○ 11-15

- ○ 16-20

- ○ 21+

Race:

- ○ Native American or American Indian

- ○ Hispanic or Latino

- ○ African American or Black

- ○ Asian or Pacific Islander

- ○ White

- ○ Other

Please indicate if you *Strongly agree, Agree, Disagree, Strongly disagree*, or *N/A*.

Students feel the need to be entertained in class.

Strongly agree	Agree	Disagree	Strongly disagree	N/A
○	○	○	○	○

Higher education marketing promotes consumerism.

Strongly agree	Agree	Disagree	Strongly disagree	N/A
○	○	○	○	○

Higher education administrators treat students as customers.

Strongly agree	Agree	Disagree	Strongly disagree	N/A
○	○	○	○	○

Students treat a degree as if it were a product or service to be purchased.

Strongly agree	Agree	Disagree	Strongly disagree	N/A
○	○	○	○	○

Parents involvement in their children's college journey is excessive.

Strongly agree	Agree	Disagree	Strongly disagree	N/A
○	○	○	○	○

Students tend to blame professors, the academic environment, or others for their shortcomings during the academic journey.

Strongly agree	Agree	Disagree	Strongly disagree	N/A
○	○	○	○	○

Students are prone to ask for answers before attempting to complete an assignment on their own.

Strongly agree	Agree	Disagree	Strongly disagree	N/A
○	○	○	○	○

A student has asked me to raise a grade in exchange for a good course evaluation.

Strongly agree	Agree	Disagree	Strongly disagree	N/A
○	○	○	○	○

I have had at least one experience with a "helicopter" parent.

Strongly Agree	Agree	Disagree	Strongly disagree	N/A
○	○	○	○	○

Modern day students exhibit entitled characteristics.

Strongly agree	Agree	Disagree	Strongly disagree	N/A
○	○	○	○	○

Students are demanding because they perceive themselves as customers.

Strongly agree	Agree	Disagree	Strongly disagree	N/A
○	○	○	○	○

Higher education provides customer service to the students.

Strongly agree	Agree	Disagree	Strongly disagree	N/A
○	○	○	○	○

Course evaluations can positively or negatively affect my position at my current institution.

Strongly agree	Agree	Disagree	Strongly disagree	N/A
○	○	○	○	○

I have inflated a grade to avoid confrontation with a student, a student's parents, or the administration.

Strongly agree	Agree	Disagree	Strongly disagree	N/A
○	○	○	○	○

Students demand grades to be based on effort and not result.

Strongly agree	Agree	Disagree	Strongly disagree	N/A
○	○	○	○	○

Students want the academic experience to be easy as possible to earn the highest grade possible.

Strongly agree　　　Agree　　　　　Disagree　　　　Strongly disagree　　N/A

　　○　　　　　　　　○　　　　　　　　○　　　　　　　　○　　　　　　　　○

Students will be confrontational if their expectations are not being met.

Strongly agree　　　Agree　　　　　Disagree　　　　Strongly disagree　　N/A

　　○　　　　　　　　○　　　　　　　　○　　　　　　　　○　　　　　　　　○

Students want an education that is convenient, fun, and entertaining.

Strongly agree　　　Agree　　　　　Disagree　　　　Strongly disagree　　N/A

　　○　　　　　　　　○　　　　　　　　○　　　　　　　　○　　　　　　　　○

There is pressure on me to adjust my class and the way I teach for the sake of customer service and student retention.

Strongly agree　　　Agree　　　　　Disagree　　　　Strongly disagree　　N/A

　　○　　　　　　　　○　　　　　　　　○　　　　　　　　○　　　　　　　　○

I have read research about academic entitlement.

Strongly agree　　　Agree　　　　　Disagree　　　　Strongly disagree　　N/A

　　○　　　　　　　　○　　　　　　　　○　　　　　　　　○　　　　　　　　○

Students demand a good academic outcome regardless of their performance.

Strongly agree　　　Agree　　　　　Disagree　　　　Strongly disagree　　N/A

　　○　　　　　　　　○　　　　　　　　○　　　　　　　　○　　　　　　　　○

I have read research on student consumerism.

Strongly agree　　　Agree　　　　　Disagree　　　　Strongly disagree　　N/A

　　○　　　　　　　　○　　　　　　　　○　　　　　　　　○　　　　　　　　○

Entitled students are troublesome for higher education.

Strongly agree　　　Agree　　　　　Disagree　　　　Strongly disagree　　N/A

　　○　　　　　　　　○　　　　　　　　○　　　　　　　　○　　　　　　　　○

Consumerism is troublesome for higher education.

Strongly agree　　　Agree　　　　　Disagree　　　　Strongly disagree　　N/A

　　○　　　　　　　　○　　　　　　　　○　　　　　　　　○　　　　　　　　○

I have changed a grade to a higher grade for a positive course evaluation in return.

Strongly agree	Agree	Disagree	Strongly disagree	N/A
◯	◯	◯	◯	◯

Appendix F

Survey Invitation Letter

< Date >

Dear _____,

       My name is Charles Kelley, and I am a doctoral student at Lindenwood University. As part of my program requirements, I am conducting a study for a dissertation titled, *Professors' Perceptions of Academic Entitlement and Student Consumerism.* The purpose of this study is to determine if professors perceive academic entitlement and student consumerism as phenomena.

       As a participant in this study, you will be asked to complete a brief online survey. The amount of time required to complete the survey is approximately 15 minutes. The survey questions are focused on professors' encounters and perceptions of academic entitlement and student consumerism.

       You will not be asked to provide personally identifiable information; therefore, all responses will be anonymous. All data will be stored in a locked file cabinet and destroyed three years after completion of the study.

       If you are willing to participate in the study, please click on the link below to complete the survey. Your consent for the survey will be considered signed and accepted if you complete the survey. The web address will be open for two weeks for you to respond.

       If you have any questions about the survey or the study, please feel free to contact me. Thank you in advance for your time and participation!

<*Qualtrics* Survey Link>

Respectfully,

Charles Kelley, Researcher
Doctoral Student
School of Education
Lindenwood University

Vita

Charles Kelley was born in Las Vegas, Nevada. Charles grew up in a military family and lived in six states during his formative years. He graduated high school from San Angelo Central High School in San Angelo, Texas. Charles worked odd jobs until he began working for the Defense Commissary Agency (DeCA). Charles worked 10 years for DeCA. After working for DeCA, Charles returned to college to finish his undergraduate degree.

Charles earned a Bachelor of Science in Biology from Drury University. He also earned a Master of Science in Environmental Management and a Master of Arts in Management and Leadership from Webster University. Currently, Charles is employed once again with DeCA as the Assistant Commissary Officer at Fort Benning, Georgia.