

Managing Entitlement inside the Classroom: Policies and Approaches

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ABSTRACT- In academics, student entitlement refers to the propensity to have high expectations of academic achievement without accepting personal responsibility for attaining that accomplishment. Even if they are not typical of all students, those who show a feeling of entitlement place a significant demand on the time and energy of their teachers. We look at student rights in its cultural context, focusing on the consumer mentality's dominance, academic standards, and the contemporary student population's self-esteem. With that, we'll go thru the a few different approaches to dealing with arrogant behaviour. More clarity in norms and evaluation, as well as precise norms regulating teacher-student relationships and larger efforts to re-socialize children and staff, we think, would help, would aid in the prevention of these types of incidents.

KEYWORDS- Assignments, Faculty, Grade, Institution, Student Entitlement.

I. INTRODUCTION

Today's college students reach a stage that is radically different from the environment in which they grew up only a few years ago. Their mastery of and reliance on modern technology has an influence on interpersonal communication and etiquette, in addition to altering the style of their interpersonal relationships and study habits. These technologies not only empowered students, but they really increase a sense of immediacy and, as a result, redefine social interaction norms. When mobile phones first came out, for example, the "opposite" in a social environment (such as a cashier) would often fail to give service till the people on the other side of the phone had finished his or her talk. Currently, however, the accepted standard is that the actor is free to do anything he or she wants, and the other person just has to accept it[1].

Rising levels of investment among some segments of society, along with current labor market institutions, create a cocktail of pressures, more uncertainty, and new constraints for college students contemplating jobs and professions. Getting a college degree, for example, is no longer a prediction of success in a same way that it formerly was. As a consequence of these and other circumstances, a growing number of today's college students exhibit a new set of attitudes, viewpoints, and orientations about their work and more towards others, known as student entitlement, which many instructors are unfamiliar with and unprepared to confront. Having gained an understanding of academic life via this developing

orientation, some students seem to have more relaxed and presumptuous attitudes in the classroom and in individual contacts with staff members. They have unrealistic expectations for their marks, and they seem to be more aggressive when negotiating for modifications in their grades [2].

Some argue that these characteristics are the distinguishing characteristics of the "me" culture, which was nurtured in secondary and post-secondary institutions that, among other things, were unusually tolerant of destructive behaviour and overly focused with promoting students' self-esteem. Others argue that these portrayals are just caricatures, and that claims about the prevalence of these selfish behaviors are a fabrication that confuses public and academic perceptions of persons entering a new stage of life. Even though these behaviors are prevalent, it is probable that all teachers will have to deal with students who show at least one of them at some time throughout their careers, regardless of their discipline. Although we recognize that entitled kids make up a small percentage of the student population, we are also aware that they take up a good portion of our love and attention [3-7]. This research examines students' entitlement, adding to the huge body of work on teaching incivility, workplace conflict, and problematic child behavior by examining one facet of these concerns that has never been addressed before, either theoretically or empirically. Student entitlement is considered as the outcome of a more deep-seated shift in students' perceived expectations and indeed the institutional arrangements surrounding higher schools in the United States, as opposed to the intermittent and situation-based nature of most classroom incidents. Student sentiments of entitlement are discussed in terms of their cultural, societal, and socio-psychological causes, as well as some practical methods for coping with the actions that arise from these attitudes[8].

A. Sense of Entitlement:

According to our observations, student entitlement manifests itself as a self-centered mentality marked by a widespread disdain for conventional teacher relationship boundaries and authoritative authority. The actions and attitudes that result from this disposition often indicate a feeling of being due an evaluation of performance that is incongruous with the actual effort or labor put forth by the students themselves. Whether the issue of student ownership is growing more common or is just becoming more prominent among a certain group of students, the behavioral expressions of expectation often result in nasty

and, at times, quite hard circumstances for teachers. These attitudes are most likely the outcome of a complex confluence of cultural and economic transformations taking place in higher schooling, among youth, and throughout society. The next sections describe some of these issues, followed by recommendations for ways to alleviate teacher dissatisfaction with regard to student entitlement[9].

B. Approaches for Dealing with Students:

Students who want an inflated feeling of entitlement usually demand a lot of time and effort from their teachers. Individual faculty members may find it difficult to respond effectively to the emergence of entitlement because of the profound social and cultural changes that are at the root of the phenomenon. As a consequence, in this part, we present some approaches that may be helpful in dealing with whiny kids or, more crucially, in avoiding the behaviors associated with privilege from sunset to sunrise. They are based on our collective experience, our evaluation of the above-mentioned social processes, empirical research in relevant domains, and interactions with peers. They have not even been scientifically linked in a direct manner to diminished eligibility, as far as we know. Furthermore, even if a specific approach alleviates one of the causes of entitlement, other reasons continue to exist. Reviewing possible methods is an essential step before doing empirical research, especially considering the paucity of literature on entitlements in the field. To be sure, studies on classroom infractions is crucial, and entitlement may play a role in the occurrence of classroom improprieties. We hope that our ideas will prompt academics to consider other possibilities and to experimentally evaluate their effectiveness[10].

C. Clear Indications of Syllabi and Assignments:

Many of the factors that lead students to feel they have always had the right to negotiate for better grades have to do with their perceptions of the program and its content. It is a prevalent misunderstanding among students in the arts and social sciences that course and discipline material, as well as the marks that assess their competence, are more discretionary than in natural scientific courses. It's probable that regular assignments in first-year classes, in which learners are encouraged to share their own stories or engage in speculative writing, led to this perception of the topic. The fact that these activities can foster constructivist approach and have other positive pedagogical outcomes is undeniable; however, we are extremely worried that their incorrect implementation could support the notion that social science expertise is largely based on differing worldviews, each of which has equal intellectual validity. As a result, students may assume that any assignment completed in a timely manner and with a level of technical and technical ability is worthy of a decent grade [11].

This dilemma is part of a larger theoretical debate about the post-modern condition in the humanities, disciplines such as sociology, and social life, which goes beyond the focus of this work. Empirical research, on the other hand, has demonstrated that increasing clarity in syllabi and some other course content reduces students' sense of ambiguity and, as a result, limits the perceived space for negotiation that coursework provides. In light of these results, several practical instructional techniques may be

useful in disarming students who have this perspective on the world and their schoolwork. For a variety of reasons, making expectations and grading standards clear may be beneficial in addressing this problem[12].

Rubrics are used to break assignments down into its component components and to give marks or assessments to each component portion of the assignment. Researchers have discovered that clear goals and objectives, as well as the rubrics used to evaluate them, have a significant impact on course and programme evaluation, as well as the education of students in a number of ways, using a rubric may assist to reduce student anxieties. Rubrics, first and primarily, describe explicit expectations for assignments content and arrangement, as well as offering instruction to people as they carry out their obligations. If requirements and instructions are properly given to students, they are more likely to comprehend the grounds on which they've been evaluated. As a result, students are less likely to be surprised by sweeping summative grade increases[13].

Second, rubrics can assist instructors in keeping discussions about grades focused between students and instructors, as well as in effectively communicating their judgments to pupils. Students must now concentrate on specific parts of their performance rather than asking for extra points in general, and professors may limit the discussions to those issues alone. In a similar vein, students feel that since their explanations are considered exceptions, they are not punished if they arrive late to class or submit work late. We've discovered that openly setting deadline requirements on syllabi and afterwards adhering to them is a good way to deal with this problem [14–18].

D. Students Engaged in Bargaining:

A student who requests a grade modification or reevaluation of their work may believe that they have nothing to lose save a simple "no" from their professor. However, this is not always the case. Although we believe this is generally true, we feel that students who fight for more credit or better marks succeed in their endeavors in many situations. In the case if undergraduate teaching assistants or freshly recruited professors, these results may be more evident. To fight this mindset, we propose making it explicit, either on the material or in class when assignments are given back, that grade audits are encouraged but may result there in addition or withdrawal of credits, or the raise or lowering of marks, depending on the details. Students' reevaluation requests are described in line with the basic premise of teacher monitoring. If this idea is valid, students must be willing to accept a reappraisal that might result in a grade rise or loss, and so take on additional risk in during negotiation. When confronted with a substantial degree of risk, research has shown that parties in specific structural positions, such like weak or subordinated ones, are less inclined to participate in aggressive negotiation. Teachers who can introduce mistake into their initial grade-level evaluations should keep in mind that this error may be more beneficial or harmful the it again around. As a result, students are advised to contact us if they have any issues. Empirical research shows, however, that giving students something with which to lose may make them rethink making a mostly blind application for a grade raise in the first place [19].

E. Considering Exceptional Work:

Some students may be startled by their grade and assume that their homework was of greater quality than it really was. As long as these students are willing, a simple talk regarding their weak areas is generally adequate for explaining the mechanism of grading and defending their grade in their view. Many of these debates, on the other end, might be avoided if kids had access to other good examples of work to match their own with. This gives pupils a frame of reference for spotting and analyzing flaws in their own work, and also a chance to see how various students perceive and complete projects. Apart from that, showing good work may give teachers with concrete types of analysis when participating in conversations with individuals who are disputing their mark. We've found that putting in examples from prior semesters or other parts of the same course includes this simpler to do in reality. In any case, written permission from the students must be obtained, and any identifying characteristics such as names must be removed. When good examples are posted, Students may attempt to copy the outstanding paper's framework without adequately constructing their own frameworks. However, providing excellent examples after the assignments have been marked and returned will almost remove this issue [20–24].

F. Preparation in Writing:

Much of the discomfort connected with encounters between instructors and entitled students may be attributed to the fact that teachers are sometimes taken off guard and do not have the necessary training to deal effectively with complaints or requests for grade adjustments. To avoid this situation in the future, we recommend that all requests for grade changes be submitted in writing at least one week before any individual meetings to discuss grades. This technique may be beneficial in a variety of ways. First and foremost, it aids in the elimination or reduction of the emotional reactions that frequently occur in students immediately following the receipt of a poor grade. A large body of psychological research has demonstrated that intense emotional responses dissipate over time, through a variety of mechanisms that are not fully understood. Individuals are able to think about a situation more holistically as time passes, which frequently results in a consideration of a broader range of factors that contributed to the event and a reorientation of the individual toward it.

Putting off any discussions gives students the opportunity to carefully consider their own work as well as the validity of the grade they have been assigned. For the second time, reading a written explanation provides instructors with enough time to consider the student's argument and craft a suitable response to it. Teachers are frequently caught off guard when students approach them immediately after class or unexpectedly show up during office hours. The situation can quickly become awkward, uncomfortable, and/or rushed in an attempt to find a quick resolution in a short amount of time. In such circumstances, it is likely that grade changes will be granted to students who have made such a request. A more reasonable approach, on the other hand, is to take steps to avoid such situations from occurring in the first place. To conclude, students who do not have a compelling reason to pursue grade change

negotiation will be less likely to do so if they are given the responsibility of explaining and advocating for the change.

G. Re-Socialization of Students and Faculty:

The social backdrop and social contract may exist in a regular classroom may be changed by individual teachers. Using student evaluations of teaching, researchers found evidence that the structural logic of secondary ed has changed. Students now think of education in the same manner that they think of other consumer transactions. Student expectations are based on "a picture of education - learning that is fundamentally different from the educational paradigm held by faculty." In order to resist this perspective and the actions it supports, it is necessary to communicate properly about normative standards. Tell us about your teaching philosophy and focus on student responsibilities and authority in your classroom. Think about emphasising more on the collaborative method of learning so that learners see it as you requiring things and their obeying, often with little effort, on your part. When students feel responsible for their own endeavors and learning, they will be less inclined to blame you for their faults. Students should be taught a set of behavioural standards that are essential to the teacher, such as honoring others' perspectives, turn - taking in talks, attending class, and avoiding disruptive conduct. Students should be privately informed that they have broken the rules.

On first day of term, we have discovered that students come up with suggestions for proper behavioural standards on their own. As a consequence of these efforts, students will be more inclined to assume more responsibility for their own education and classroom conduct. According to research, "insolent inattention," which is defined as "maximising what the student wants" while restricting what the instructor wants," negatively affects academic achievement. Student socialising is an opportunity for teachers to talk about their objectives, goals, and the manner in which active learning connect to those aims. To make things even better for teachers and students alike, students who have a better grasp of these linkages and rationales are more likely to organise their assignments in ways that make it easier for everyone to see how they are doing.

It is necessary for teachers to re-socialize students in order to accurately grasp what they anticipate from their education and how they perceive it to work. Traditional faculty members' "information age attitude" is being challenged by the changing "technology age attitude" of students, as observed by scholars. With this new mindset's beliefs and practises, besides doing so instead of knowing and unfair dismissal for delays, these 10 qualities seem to underpin a wider change in students' time perceptions. Students who are privy to such chances may benefit from understanding the ramifications of ideas like his. It's been established, for example, that kids prefer dynamic and interactive education than passive education. In spite of our reluctance to cater to our students' every whim and desire, we believe that greater understanding of this social and normative switch will enable us to more adequately meet student teachers where they will be, instead of where we as lecturers wish them to be, through order to be even more effective instructors.

H. Institutions Responses:

Too far, we have seen the problem of student entitlement as one that is predominantly a faculty one, and our proposed solutions are likewise centered on how faculty members might assist students. However, we think that the institution's atmosphere may have a major influence on student conduct, and that modifying this climate can contribute in the decrease of students' sense of entitlements. To set the tone for future courses, many institutions have found that forcing students to attend difficult first-year seminars that emphasize the institution's focus on robust intellectual engagement is a good idea. Other educational institutions have realized that by using the "inverted" classroom, where students are involved in the business of both the disciplines, they may boost student involvement while decreasing instances of entitlement. The age difference between baby boomer academic staff and today's students has been shown to benefit students by allowing faculty to better comprehend their students' living conditions, both electronically and otherwise. To put it another way, if an institution's aims, norms, and atmosphere aren't taken into account, all attempts to eradicate entitlement behaviors will fail [25].

We also feel that the environment of the university might have a substantial influence on faculty behaviour. The amount of part-time profs on the faculty has increased, which has resulted in a rise in student entitlements. The number of part-time faculty members has more than doubled in the last 30 years. In order to preserve their jobs, time and adjunct instructors may be compelled to choose between expecting integrated and comprehensive from students and pleasing them in order to ensure student happiness while also ensuring their own employment. They all face the same demands, whether they're on probation or not. The increased focus on student ratings in the classroom has compounded these pressures. Developments in the student-customer relationship have led to greater emphasis on faculty members' roles as employees rather than professionals in higher education, according to scholars. Non-tenured instructors may feel forced to keep customer satisfaction because of the rising focus on student ratings for promotion, security, and retention, which they often do by delivering high marks to learners who have learned to anticipate them. According to studies, these behaviors are considerably more common in schools regulated by the sales model than in universities governed by the cerebral challenge model. Teachers who confront rather than yield control in the classroom should be recognized and rewarded by tenured teammates and academic leaders in order to maintain an intellectual atmosphere and encourage faculty in offering challenging learning opportunities.

II. DISCUSSION

Our research shows that we have identified many problems in student entitlement. Unwanted student entitlement behaviors may be curbed by using various methods as a result of dissecting these problems. We expect that these methods will assist in the long run by decreasing teacher-student conflict, maintaining good relations with students, and preserving instructors' time. In addition, we think that by addressing student entitlement with these suggested

methods, teacher and student efforts will be better focused on other essential objectives.

First, we must make apparent to pupils the criteria of greatness and how they differ from mediocrity via both teaching and practice. This enables instructors to tackle another source of student entitlement—vagueness. Eliminating any ambiguity in our standards of success or how we grade student work provides a means of reducing the number of student disagreements about our grading decisions and the amount of time we spend examining those judgments. To avoid confusion, we provide samples of good work and provide precise grading rubrics.

While it is correct to assert that entitlement should be clarified inside the classroom, this is just one aspect of it. Even with the openness we want to provide to our standards and grading practices, some entitled students will insist on arguing over assessments. To that end, we believe it is equally crucial to clarify for you the parameters in which you will engage your pupils, especially on grading matters. To this end, we recommend providing kids with a reason to do well and allowing them to seek a higher grade in writing. The breaking down of the social structures in place for teacher-student interactions is indicative of students' excessive expectations and this helps to create roadblocks for students seeking to improve their grades. By simply giving instructors the option to review their grading assessments more carefully, these procedural requirements at least provide them the chance to correct their grades. The institutional environment is also relevant.

We're hoping that future debates will provide other ways to handle entitlement, and that academics may want to look into our suggested causal connections by doing empirical studies. Other kinds of student conduct that is difficult to handle may be mitigated using strategies that have been shown to be successful. As a distinct, evolving student attitude, entitlement is deserving of attention and needs to be analyzed in the context of this literature. We have left a potentially valuable topic unexplored in this article: the assumption that younger faculty members, who were taught they were special and therefore entitled, would act entitled as faculty members.

III. CONCLUSION

Concluding this study, we would want to express our understanding that many students are not in support of aggressive tactics in order to get additional points or better marks. We also want to make it obvious that we feel that a participatory approach should be employed in our own teaching and learning, both individually and collectively. Student opinions should be recognized, and they should feel empowered to participate in their educational pursuits, it is undeniable. An increasing culture of academic entitlement, we feel, has created a pattern for users to learn advantages of faculty attention in an exceptional manner, and to deflect attention away from intellectual performance and toward grades rather than the other way around. Benton concludes that instructors' incapacity to has the in the classroom contributes to the development of a self-indulgent culture among students in the long run. The aforementioned methods, which we suggest to assist

alleviate problems connected to student entitlement, are formulated in this context.

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