ABSTRACT

Background

Few studies have analyzed the class situation and cultural value factors that affect the academic entitlement.

Aims

This study was provided to analyze teachers' performance promotion goals, the academic entitlement group norm and the effect of cultural value on academic entitlement.

Sample

Our sample in this study covered 297 college students, including 182 students in two urban universities (accounting for 61.3% of the total) and 115 students in rural universities (38.7%).

Method

Structure Equation Modeling was then employed to assess the relationships among the performance promotion goals, idiocentrism, allocentrism, academic entitlement group norms and academic entitlement.

Results

The research findings of this study could be used to identify teachers' behavior and class situation factors that could significantly predict the academic entitlement of college students. The academic entitlement group norm could be regarded as a normative mechanism affecting the relationship between individualism and academic entitlement, as well as between performance promotion goals and academic entitlement.

Conclusion

On the whole, the research findings not only facilitated an understanding of the basic knowledge on class social environments and the cultural value of college students' academic entitlement but also expanded the knowledge of how to reduce the academic entitlement of college students.

Keywords: Academic entitlement; Group norm; Performance promotion goal; Individualism; Collectivism

REFERENCES


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