

Talking during class, packing up books and name calling: Is it really that big a deal? An exploration of classroom incivility

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Submitted in partial fulfillment
of the requirements for the degree of

Doctor of Philosophy

Faculty of Social Science, Brock University
St. Catharines, Ontario

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DEDICATION

This dissertation is dedicated to my parents. None of my success is possible without your unconditional love and support!

ABSTRACT

The main goal of my dissertation was to explore and expand our understanding of the concept of adolescent classroom incivility. Specifically, I wanted to expand the current research on classroom incivility in children and youth using a range of methods. Methods comprised validating a measure of engagement in uncivil behavior, including open-ended responses to understand the experiences and viewpoints of both adolescent students and their teachers and exploring social network position in relation to engaging in classroom incivility. In Study 1, I validated a scale of uncivil behavior in the classroom. This validation confirmed subscales of intentional and unintentional classroom incivility in adolescents. This study also assessed construct validity via the examination of associations between classroom incivility with self- and peer-reported behavior and mental health correlates. As well, I investigated differential personality profiles of adolescents who reported engaging in intentional vs. unintentional uncivil behavior. Study 2 focused on comparing and contrasting the perceptions and experiences of classroom incivility of middle and high school teachers and students. This study used both quantitative reporting and qualitative methods to investigate how middle and high school teachers were experiencing and understanding classroom incivility compared to students. The results of this study indicated that there were differences in how uncivil behaviors were being perceived by students and teachers, depending on the classroom or individual circumstances. Finally, Study 3 was an exploratory study that investigated the association between social network position and self-reported engagement in classroom incivility. Results indicated a curvilinear association between social network position and classroom incivility, such that students who engaged in the highest or lowest levels of

classroom incivility had lower social network position, while students who engaged in moderate levels of classroom incivility had the highest levels of social network position. Taken together, these studies have expanded our knowledge and understanding of adolescent classroom incivility. These results can inform intervention of uncivil behavior in the classroom and have highlighted the importance of limiting uncivil behavior in adolescence in an effort to promote a civil society.

Keywords: classroom incivility, adolescents, teachers, peers, antisocial behavior

PREFACE

The basis for this research was inspired by the late Dr. Zopito Marini. Much of Dr. Marini's later work was focused on classroom incivility, including shared antisocial roots with bullying and other related behaviors. From early on in my graduate school career, Zopito instilled in me not only the interest in pursuing this work, but also the importance of always making sure to take on my professional work with an abundance of civility. This dissertation is focused on classroom incivility in his honour, to continue to explore many of the questions we would always discuss over coffee. During one of our last coffees before he passed away, he said to me, "I think that classroom incivility would make a great doctoral dissertation!" At the time I wasn't so convinced, but needless to say, a few years later, I definitely agree that he was on to something. As with the majority of my interactions with Zopito that got me to where I am today, it often took me a little longer to agree, but he certainly never steered me wrong!

ACKNOWLEDGEMENTS

As with most things in life, my PhD would not have been possible without the constant and unwavering support from so many people. I truly believe that as hard as we work in life, it takes a team of so many people in our lives to accomplish great things.

First, to my supervisor – Dr. Anthony Volk. Words can't describe how thankful I am for all you have done for me. To this day, I quite literally do not know if I would have continued on with my PhD if it had not been for you. From my first experiences with data collection as an honours student, to my first publications and TAing as a Masters student, and then your biggest role, stepping in as my doctoral supervisor, you have quite literally been there every step of my academic career. You have made me a (much) better writer, a better colleague and a better person.

To my committee members – Dr. Heather Chalmers and Dr. Danielle Molnar. Both of you have been there a great deal for me over my graduate school career and are both strong-willed women who I have always and will continue to admire. Heather – you were there in the early days even when I had no intention of going to graduate school. You were there for the decisions about doing an MA, you were the first person to text me when I got admitted to the PhD program (and then listen to me ramble on for hours about what I was going to do). You have always checked in on me and encouraged me. Thank you for being a part of my journey.

Danielle – you became a big part of my journey as a doctoral student. First, as my stats professor, always pushing me to go further and further even when I resisted. Since then, you have not only spent hours and hours by my side teaching me new skills, but we have shared so many laughs and good times. I hope you know that me finishing my PhD changes nothing, and I will still be texting you for stats help, to discuss Italian food or the football game each week. I still laugh every time I think about how Zopito told you, “you need to meet my graduate student, you guys will get along so well” – he was definitely on to something!

To my external examiner Dr. Christina Rinaldi and internal/external examiner Dr. Michael Savage. Thank you for your thoughtful comments and fruitful conversation at my defense. You surely left me with lots to consider and think more about as I continue my work in adolescent classroom incivility throughout my career.

I would also like to acknowledge Dr. Dawn Zinga, who although wasn't on my committee, has played a significant role throughout my doctoral degree. I have loved working on our many projects together and I appreciate you always taking the time to help me and answer my many questions, no matter how busy you are yourself! I look forward to continuing to work together (and share a few laughs) in the future. Thank you also to Dr. Naomi Andrews who supported me through my first ever adventure with social network analysis (which was a lovely addition to the current work!)

To the Department of Child and Youth Studies – what more can I say that I haven't made evident through my spending well over a decade in the department. I can honestly say that I would not have done a PhD anywhere else. From the professors who have helped me in all sorts of capacities along the way, the staff whose offices I spent hours upon hours chatting in, and all the amazing students. Thank you for making CHYS feel like a second home. I am forever grateful for my experiences in the department. I am a better academic for learning from multiple disciplines and a better colleague because of my experiences in the department.

To my family – thank you for always supporting me. I often think about how my grandparents came from Italy for a better life for all of us, and how proud they would be to see the title of “Dr. Spadafora.” I am who I am because of where I came from – and this includes every experience growing up with such a loving family.

To my parents – your unwavering love and support has made me who I am today. Let's just say, I have spent enough time learning about child development to know how important the foundation of positive parenting can be, and I was surely not lacking any of it. From everything you gave up when we were growing up, to all you continue to do for me now, thank you for being the most amazing parents. I know you have been looking forward to this degree even more than I have – so I hope you enjoy every minute of this accomplishment on your part as well!

To my brothers – thanks for only calling me a nerd and making fun of me half of the time, and for telling people about how smart I am the other half. We are a trio to be reckoned with for sure and this certainly goes back to the point above about parenting.

To my friends – the support at various stages over my academic career has not gone unnoticed. Thank you for always asking how my work was going (even if you didn't really care about the answer haha), letting me vent when I was stressed, and always encouraging me on those days I was feeling down.

To my lab-mates and colleagues over the years – thank you for discussing ideas, pushing me further, and collaborating with me. Specifically to the Volk lab – thank you for welcoming me and for all the fun times. The hours spent in the lab and all the delicious dinners the last few years have been a blast – Tony sure knows how to pick 'em!

I am so thankful for this experience and all of the knowledge gained and friends made along the way. I look forward to many more collaborations and fun times still to come and will always look back on my graduate school experience with great fondness. Cheers to whatever comes next!

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CHAPTER 1: GENERAL INTRODUCTION

Evidence of incivility is all around us in our current society, ranging from not holding the door for the person behind you to writing rude comments online. Given its prevalence in our society, it is particularly important to investigate uncivil behavior earlier in development, especially within a classroom setting where adolescents spend the majority of their time outside of the home. In recent years, research exploring classroom incivility in adolescents has garnered increasing attention (e.g., Bingöl et al., 2018; Spadafora et al., 2020; Volk et al., 2016). It is an important issue to address as classroom incivility can have negative implications on the learning environment (e.g., Feldmann, 2001) and can impact the psychosocial well-being of children and youth (e.g., Volk et al., 2016). Incivility is defined as rude or disrespectful behaviors that violate social norms and have an unclear motivation (Andersson & Pearson, 1999). Its ambiguous intent to harm often results in incivility being understudied in favor of higher level antisocial behavior. Although uncivil behaviors can be classified as low intensity compared to more severe forms of bullying or assault, the effects of classroom incivility are potentially widespread and severe (Andersson & Pearson, 1999).

Incivility has been an important topic of abundant research in the literature over the last two decades, focusing on adults in the workplace (e.g., Pearson & Porath, 2005) or in university settings (e.g., Bantha et al., 2020). However, incivility may be particularly important to study during adolescence, as developing civil behaviors in this period may prevent the development of more serious antisocial behaviors later in development (Schaefer, 1995). It is therefore necessary to extend broad adult literatures on incivility to classrooms with children and youth. To date, research that specifically examines classroom incivility in adolescence is limited, leaving an important gap in the

literature to be explored that can have important implications for both research and practice. Therefore, the main goal of my doctoral research was to expand the research on classroom incivility in youth. Specifically, my dissertation was focused on exploring conceptualizations and measurement of classroom incivility in youth. I further investigated how incivility was linked with peer relationships, as well as antisocial traits and behavior.

Classroom Incivility in Children and Youth

According to a seminal study by Andersson and Pearson (1999) incivility can be characterized as a “low-intensity deviant behavior with ambiguous intent to harm the target, in violation of ...norms for mutual respect...” (pg. 457). This original definition was initially focused on the workplace and included behaviors that went against workplace standards and norms. Incivility in the workplace has been found to be associated with less job satisfaction and increased psychological distress (Cortina et al., 2001). Given these potential negative implications of incivility, it is important to study incivility earlier in development, particularly in the classroom environment as this is where children and youth are spending a large amount of time. Classroom incivility, which is the focus of my dissertation, is conceptualized as, “any action that interferes with a harmonious and cooperative learning atmosphere in the classroom” (Feldmann, 2001, p. 137). Classroom incivility covers a wide range of actions, from simply disrupting a classroom discussion with a loud side conversation to more serious outcomes that result from threats and intimidation (Marini, 2009).

Classroom incivility has been well studied in post-secondary settings (e.g., Bjorklund & Rehling, 2009; Nordstrom et al., 2009; Strassle & Verrecchia, 2019; Turhan

et al., 2019). However, there has been much less research on classroom incivility during elementary and high school. Educationally, classroom incivility can result in decreased student attentiveness and therefore decreased student performance (Boice, 1996). In a university setting, experiences of incivility in the classroom can negatively impact a student's academic and personal development with outcomes ranging from disengagement in class to unfulfilled educational goals (Hirschy & Braxton, 2004). Whereas instances of classroom incivility may be disregarded in the interest of focusing on teaching the curriculum, Feldmann (2001) suggests that ignoring such actions may signal to students that these actions are acceptable and that they can repeat these actions. It is therefore important for teachers to consider classroom incivility as a serious issue because limiting these actions can contribute to a positive learning environment that can help students both academically and personally (Marini et al., 2010). Further, Marini (2009) states that while many actions of incivility are often brushed off as being "not that big a deal," research has demonstrated that similar to bullying, these actions have the potential to undermine overall group functioning (Lim et al., 2008). By recognizing the similarities in antisocial roots between incivility and other antisocial behavior (e.g., bullying), it can help those involved intervene before the actions escalate (Hunt & Marini, 2012). This further emphasizes the importance of studying classroom incivility, particularly during childhood and adolescence.

Adolescent research on classroom incivility has suggested that uncivil behavior in the classroom may not only disrupt classroom learning, but may also have negative effects on the perpetrator. For example, research by Volk, Marini and Dane (2016) found that being older, demonstrating lower levels of prosocial behavior, and higher levels of

both emotional and conduct problems were associated with greater classroom incivility. Further, they noted that their findings were in line with research on higher level antisocial behavior such as bullying. Recent research has also suggested that there are at least cross-sectional links between adolescent incivility and bullying behavior (Farrell et al., 2015; Spadafora et al., 2020). Specifically, attitudes towards both intentional and unintentional classroom incivility were positively associated with engaging in bullying behavior at the bivariate level, and attitudes towards intentional incivility were associated with adolescent bullying behavior at the multivariate level (Spadafora et al., 2020).

Moreover, individual differences may also be associated with adolescent incivility. Research examining associations between the dark triad (i.e., the personality traits of narcissism, Machiavellianism and psychopathy) and academic incivility found Machiavellianism and narcissism to be positively associated with perceptions of how appropriate students deemed uncivil actions (Turnipseed & Landay, 2018). This is interesting because it demonstrates that scoring higher on traits that are generally deemed as more negative is associated with greater acceptability of uncivil behavior.

For example, lower effortful control has been found to be associated with classroom incivility, demonstrating that attitudes towards engaging in this low-intensity type of behavior is associated with a lack of self-regulatory behavior (Spadafora et al., 2016). This is similar to findings with the HEXACO personality inventory (a six factor model of personality; Ashton & Lee, 2009) and classroom incivility in adolescents, which found lower levels of Conscientiousness (e.g., higher impulsivity; Ashton & Lee, 2009) is associated adolescent incivility (Spadafora et al., 2020). Further, exploitative traits (i.e., lower Honesty-humility; Ashton & Lee, 2009) and traits of being emotionally detached

from others (i.e., lower Emotionality) were also associated with adolescent attitudes towards classroom incivility (Spadafora et al., 2020). In both of these studies, lower Frustration (Spadafora et al., 2016) and lower Agreeableness (Spadafora et al., 2020) were associated with attitudes toward unintentional classroom incivility (and not intentional incivility), suggesting that adolescents who may be more impatient or quick to anger may be more susceptible to engaging in uncivil behaviors that are often due to carelessness or inattention. Taken together, these findings highlight the importance of continuing to explore the potential associations of classroom incivility with personality traits and behavior. Before proceeding to a conceptualization and further discussion of classroom incivility, it is worth describing the HEXACO Model of Personality (Ashton & Lee, 2009), as this was the model that was used to measure individual differences in the current work.

HEXACO Personality Inventory

The HEXACO model of personality is a six-factor model of personality that has shown cross-cultural validity (Ashton & Lee, 2009). The six factors are: Honesty-humility (H), Emotionality (E), Extraversion (X), Agreeableness (A), Conscientiousness (C) and Openness to Experience (O) Specifically, the HEXACO Personality Inventory separates prosocial traits from antisocial traits and further suggests costs and benefits of the high and low poles of each trait (Lee & Ashton, 2004). At the high pole, H is characterized by a willingness to be fair, sincere, and cooperative with others, while at the low pole, it is characterized by a willingness to exploit and manipulate others for personal gain (Ashton & Lee, 2007). Individuals who are low in E have reduced feelings of attachment towards others and do not have feelings of fear and anxiety while individuals

with high Emotionality are sentimental in social relationships (Lee & Ashton, 2012). Those with high levels of X tend to have confidence and enjoy being social while those with low levels tend to be less optimistic and do not enjoy social events or being the centre of attention (Lee & Ashton, 2012). Individuals high in A have an ability to exhibit tolerance and forgive mistreatment by others (Ashton et al., 2010), while having low levels of Agreeableness is linked with vengeful behaviors (Lee & Ashton, 2012) as these individuals are more likely to be reactive and quick to anger. At the high pole, C is conceptualized by being organized and disciplined while at the low pole, it is conceptualized by making impulsive decisions and avoiding challenging tasks. Lastly, individuals who score high on O are interested in various topics and enjoy art while those who score low on O are not intellectually curious and are not interested in works of art (Lee & Ashton, 2012).

Previous research has used the HEXACO Model to examine personality traits associated with adolescent behavior such as general antisociality (e.g., Book et al., 2015, aggression (Knight et al., 2018), and bullying (Volk et al., 2018). This model was also used in research exploring adolescent attitudes towards classroom incivility (Spadafora et al., 2020). Given that classroom incivility is a low-level antisocial behavior, we utilized the HEXACO model in the current program of research.

Conceptualization of Classroom Incivility

To better understand classroom incivility, it is useful to conceptualize incivility on a continuum that ranges from minor annoyances to disruptive to dangerous conduct (Marini, 2009). Whereas incivility can be used for prosocial means in some circumstances (e.g., civil disobedience), the focus of the current research is on classroom

incivility, where such pro-socially motivated behavior is generally rare. This highlights the importance of the intentionality of uncivil behavior. Classroom incivility in children and youth has been conceptualized on a continuum of behavior, ranging from unintentional to intentional behavior (Marini 2009). Behavior that is considered unintentional incivility are behaviors that are generally due to carelessness and inattention (e.g., texting during a lesson) whereas intentionally uncivil behaviors are those that are directly aimed to hurt someone else (e.g., posting mean comments).

Below is the original diagram depicting the continuum from intentional incivility (the least desirable behavior) to intentional civility (the most desirable behavior; Marini, 2009). In this diagram, the vertical axis is the continuum from civility to incivility and the horizontal axis represents the continuum of intentionality. A thorough discussion of this conceptualization of classroom incivility is paramount for the current work, as these ideas surrounding classroom incivility were foundational to the current program of research.

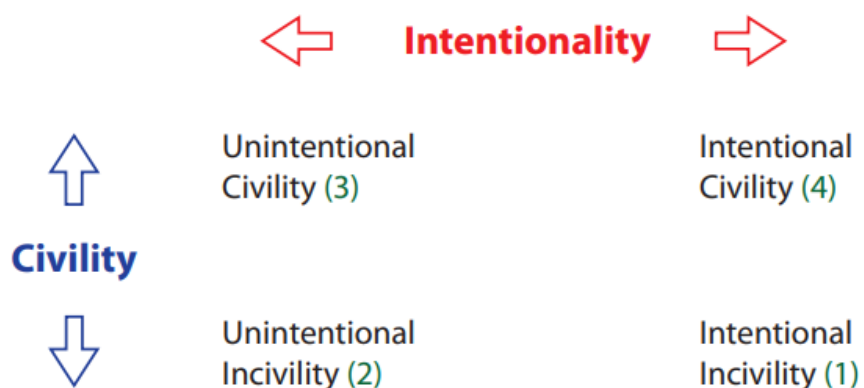


Figure 1
Unintended and Intended Civility

Figure 1.1 Diagram of Classroom In/civility as depicted by Marini (2009)

This diagram depicts a range of behavior within each quadrant. The first quadrant, intentional incivility, includes actions that are aimed at hurting someone's feelings (Marini, 2009). Quadrant 2 (unintentional incivility) includes items that are from thoughtlessness, rather than an intent to harm others (e.g., making jokes about someone's situation without knowing the background of their current life circumstances; Marini 2009). Unintentional civility (quadrant 3) is characterized by actions that may be routine and the person performing them may be unaware of the positive impact (e.g., holding a door open; Marini 2009). Finally, quadrant 4, intentional civility, are actions that are purposefully engaged in due to a specific situation (e.g., helping a student pick up books that they dropped; Marini 2009).

Moreover, on the continuum of antisocial behavior increasing in intentionality, classroom incivility is at the lower end, whereas higher level antisocial behavior such as engaging in bullying are considered to be on the highest end, suggesting that uncivil behavior may be a precursor to bullying behavior (see Marini, 2009). Incivility and bullying can share negative outcomes related to the classroom and learning that may have a negative impact on school experiences or academic achievement (Esbensen & Carson, 2009; Hirschy & Braxton, 2004; Roberts & Coursol, 1996; Smokowski & Kopasz, 2005). Given these potential negative outcomes of engaging in classroom incivility, it is important to have a validated scale that measures youth engagement in uncivil behavior in the classroom. This is particularly critical for students in early adolescence, as understanding this behavior earlier in development may be central in limiting more serious antisocial behavior later on (Feldmann, 2001; Schaefer, 1995).

Perceptions of Uncivil behavior

An important consideration of incivility is how uncivil behavior is being perceived by other individuals within the classroom setting. For example, there may be differences between student perceptions about classroom incivility and how often students report engaging in such behavior. A recent study examining perceptions of university students regarding classroom incivility found that there were significant discrepancies between students' reported engagement in uncivil behavior, compared to their perceptions of how often they reported that the average college student was engaging in uncivil behavior (Segrist et al., 2018). This study also found that students reported that the average college student would rate various uncivil behaviors as being more appropriate than they themselves would deem the behavior. In other words, it seems as though while college students may report that they do not consider a particular action to be acceptable, they seem to perceive that their peers are not only deeming these actions as acceptable, but also engaging more frequently in such behavior than they themselves are. This suggests that there may be differences in attitudes towards and engagement in classroom incivility. Previous research has examined associations with attitudes towards classroom incivility and other antisocial behavior (e.g., Bingöl et al., 2018; Spadafora et al., 2020; Volk et al., 2016). These studies suggest that adolescent attitudes toward classroom incivility are associated with higher levels of engaging in bullying, aggression and conduct problems (e.g., Spadafora et al., 2020; Volk et al., 2016). However, the measures of classroom incivility in these studies did not measure engagement in uncivil behavior in the classroom. Therefore, the first goal of the current dissertation was to validate a measure of engagement in uncivil behavior for use in not only this program of research, but for future research examining associations with classroom incivility or

comparing attitudes and engaging in such behavior. In this same vein, it is possible that adolescent students and classroom teachers may have differing perceptions of uncivil behavior in the classroom. A secondary goal of my dissertation was to not only explore the viewpoints of adolescent students but also of their classroom teachers.

The role of the teacher in promoting a civil classroom environment

Since adolescents spend such a large amount of time at school, it is important to consider that the classroom environment may be contributing to the fostering of uncivil behavior. Specifically, within elementary and high school, it is necessary to include classroom teachers in the discussion of adolescent classroom incivility. It has often been reported that educators will not always try to limit instances of uncivil behavior, in favor of focusing on their lesson (e.g., Feldmann, 2001). Whereas each individual instance of incivility may not seem like that big a deal, these instances may have cumulative effects that can have a negative effect on classroom learning (e.g., Weger, 2018). Therefore, teachers must consider that while stopping to deal with students engaging in uncivil behavior may interrupt the class, not intervening in the behavior may allow it to escalate, and in turn have a more negative impact on the overall learning environment (Feldmann, 2001).

Much of the research on this topic to date has focused on post-secondary learning environments, specifically examining the role of the instructor in promoting a civil context to learn. Research examining incivility within undergraduate classroom settings has emphasized the role of the instructor in promoting limiting uncivil behavior during class and the necessity to clearly communicate classroom expectations at the beginning of a class/term (e.g., Boice 1996; Miller et al., 2014; Thomas, 2003). Further, a study by

Ibrahim and Qalawa (2016) found that the occurrence of student uncivil behaviors seemed to be most related to factors related to faculty/staff members such as lack of training on how to effectively deal with uncivil behavior. Klebig et al. (2016) also examined classroom incivility in an undergraduate sample and found that instructor credibility (e.g., trustworthiness, caring, competence) was significantly related to student incivility. It seems that instructors who focus on fostering a warm and inclusive classroom environment experience lower levels of uncivil behavior in the classroom (Boice, 1996). The role of the teacher is an important factor in fostering a positive classroom environment. Further, given their positions of power, the discipline of uncivil actions can have a direct effect on the standards in the learning environment, and therefore impact the student actions occurring within the classroom.

As a result, another issue to consider when discussing classroom incivility are differences in perceptions regarding what is considered uncivil and what is not, between teachers and students. For example, given generational and role differences between teachers and students, it is possible that behavior that is considered uncivil by the teacher is not considered uncivil by middle/high school students and vice versa. Previous research has investigated such differences in post-secondary classroom settings, finding that whereas instructors and students agree on many actions being uncivil, there are some differences in actions that they consider to be uncivil versus not (Feldmann, 2001; Ibrahim & Qalawa, 2016). Specifically, Ibrahim and Qalawa (2016) found that undergraduate nursing students reported higher frequencies of uncivil behavior than faculty-reported student uncivil behavior. However, both groups agreed that incivility was impacted by classroom climate, instructors, and their classroom policies. Moreover,

classroom incivility can also negatively impact educators. Specifically, classroom incivility can negatively impact both the teacher's ability to effectively teach, and the student-teacher relationship (Feldmann, 2001; Hirschy & Braxton, 2004). Therefore, it is necessary to not only include the viewpoints of students, but also understand how teachers are experiencing and perceiving uncivil behavior in the classroom.

Classroom incivility and peer relationships

We must not only consider teachers in the discussion of classroom incivility, but also the role of peers within the classroom. Uncivil behavior, such as going online or reading during class, occurs in the presence of other adolescent classmates. Therefore, it is important to understand how peer relationships might be impacting uncivil behavior in the classroom. Social network analysis is a useful mechanism in peer relationships research that allows researchers to examine the nuances of these relationships that other methods do not allow (Wasserman & Faust, 1994). There has been no research to date that specifically uses social network analyses, or even examines peers, in relation to engaging in classroom incivility in adolescence. This is an important aspect to study, given the substantial role peers play during adolescence (e.g., Moffit, 1993). Specifically, classroom incivility has the potential to implicate peer relationships on a range of levels (e.g., talking to one friend or engaging in a behavior during a lesson with the whole class watching).

Further, we are unsure of the social outcomes that may be associated with engaging in uncivil behavior in the classroom. In light of the links between incivility and bullying, it is possible that there are both social costs and benefits for engaging in such behavior in the classroom. Previous research utilizing social network analyses has found

positive associations between network position and engaging in antisocial behavior (e.g., aggression, bullying; Andrews et al., 2017; Sentse et al., 2014). These findings highlight the role of social status for adolescent antisocial behavior, as engaging in behavior such as aggression is positively associated with receiving more friendship nominations and having higher levels of social network prestige in their grade-level network (e.g., an individual's reach within the social group as well as their proximity to others; Andrews, 2020). However, research has not yet used social network analyses to investigate friendships or social status in relation to the low-level antisocial behavior of classroom incivility. Therefore, an additional goal of this dissertation was to conduct an exploratory study on position within grade-level social networks and engaging in uncivil behavior within the classroom setting.

Rationale

Overall, the goal of my dissertation was to expand the existing research on adolescent classroom incivility to enhance our understanding to both promote a positive learning environment and limit adolescent antisocial behavior. Considering the limited research on classroom incivility among children and adolescents and its potential negative effects on both the learning environment and further antisocial behavior, my doctoral dissertation had three overall goals:

- 1) To validate a scale measuring engagement in uncivil behavior in the classroom for children and youth;
- 2) To understand how middle and high school teachers and students are experiencing classroom incivility and potential differences in reported frequencies and “how wrong” they rate various actions to be and;

- 3) To explore social network position in relation to engagement in classroom incivility in early adolescence;

Overall, the goal of my dissertation was to explore the measurement and conceptualization of classroom incivility to expand our understanding of this concept as it applies to adolescent classrooms.

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CHAPTER 2: STUDY 1

Child and Youth Incivility Scale (CYIS): Exploring uncivil behaviors in the classroom¹

Introduction

Incivility in the classroom is a growing concern within educational settings, given its potential negative effects to both adolescent personal and academic development (Marini, 2009; Volk et al., 2016). It has become a rising issue in educational settings, often interfering with both the learning environment and student well-being (Bjorklund & Rehling, 2009; Clark & Springer, 2007; Wilkins et al., 2010). Incivility is defined as a “low intensity, deviant behavior with ambiguous intent to cause harm” (Andersson & Person, 1999, p. 457). Specifically, classroom incivility can be defined as actions that interrupt a cooperative learning environment (Feldmann, 2001). These actions in the classroom may include, but are not limited to, talking during a lesson, making fun of a classmate who answered a question wrong and packing up books before a lesson is over.

Incivility in the Classroom

Feldmann (2001) discussed that classroom incivility may negatively contribute to the learning environment by disrupting the instructor’s teaching. However, this behavior may not be addressed or even be ignored by educators for two potential reasons. First, because incivility is considered a low intensity antisocial behavior, it may be perceived as harmless and as something that will go away on its own (Feldmann, 2001). Second, constantly stopping the class to deal with low-intensity uncivil behavior may itself take away from instructional time on course content. Unfortunately, it is possible that uncivil behavior within the classroom setting may increase if educators choose not to address

¹A version of Study 1 is published.

Spadafora N., & Volk, A. A., (2021). Child and Youth Classroom Incivility Scale (CYCIS): Exploring uncivil behaviors in the classroom. *School Mental Health*, 1-15.

such behavior (Feldmann, 2001). Further, when classroom incivility is ignored, there is potential that behavior that may begin as simply being rude may escalate into more serious antisocial behavior, or be associated with negative psychosocial outcomes (Andersson & Pearson, 1999; Farrell et al., 2015; Felblinger, 2009; Marini, 2009; Miller et al., 2014; Spadafora et al., 2020; Volk et al., 2016). Uncivil behavior in the classroom can range from less serious behavior (e.g., eating during class or groaning in disapproval when instructions are given) to behavior that may be deemed more serious (e.g., phone disruptions or harassing comments; Connelly, 2009).

Models of Classroom Incivility

Whereas incivility is often considered as a broad construct, there have been multiple conceptualizations of subtypes of incivility within the literature. These conceptualizations can assist in understanding the function and outcomes of incivility. First, as Marini (2009) describes, incivility may be modeled along two distinct continuums: the form (ranging from indirect to direct behavior) and the function (ranging from proactive to reactive behavior). On the form continuum, indirect incivility can be characterized by covert negative actions (e.g., spreading rumors), whereas direct incivility can be characterized by overt negative actions (e.g., interrupting the teacher; Marini, 2009). On the function continuum, proactive incivility involves planned and deliberate behavior that are perpetrated in order to achieve a goal (e.g., stealing notes from a classmate), whereas reactive incivility involves a retaliatory response that lacks the planning and deliberation without regard for an external goal (e.g., being rude in response to provocation; Marini, 2009).

Other researchers have focused on conceptualizing incivility based on the intensity of the action. For example, Feldmann (2001) discusses uncivil behavior in post-secondary classroom as being divided into four categories that range from low-level to higher level behavior including: annoyances (issues of etiquette), classroom terrorism (interferes with class instruction), intimidation (threats or pressure on the instructor) and threatening actions. Burke and colleagues (2014) have a similar conceptualization, describing three categories of uncivil behavior in the classroom with the highest level being actions that may be considered harassment, the middle level consisting of somewhat challenging behavior such as class disruption, and the lowest level consisting of actions that are considered annoying. Intentionality is another factor to consider when thinking about uncivil behavior in the classroom setting. Unintentionally uncivil behavior are actions that are considered to be as a result of being inconsiderate and lack an intention to harm others (e.g., sending text messages during class; Farrell et al., 2015; Marini, 2009). On the other hand, intentionally uncivil actions are those that are deliberate and have intent to hurt someone else (e.g., calling a classmate names because they did not agree with your opinion; Farrell et al., 2015; Marini, 2009). In general, it seems as though classroom incivility tends to be measured on a continuum from low-level annoying behavior to more intense, intentional behavior in the classroom (e.g., Burke et al., 2014; Farrell et al., 2015; Feldmann, 2001; Marini, 2009). Given these varying models of incivility, the choice of measure becomes particularly important, specifically when studying uncivil behavior in the classroom within children and youth.

Previous Measures of Classroom Incivility

The majority of previous research on classroom incivility has used scales that examine teacher or faculty perceptions of uncivil behavior, or the attitudes of university/college students (e.g., Bjorklund & Rehling, 2011; Clark, 2008; McKinne & Martin, 2010). For example, *The Student Incivility Questionnaire* (AlKandari, 2011) measures student perceptions of incivility, as well as the ability of the professor to intervene in uncivil behavior within a university classroom setting. One of the first measures used to measure classroom incivility was created at Indiana University in 2000 and measures faculty perceptions regarding uncivil behavior in the classroom (Royce, 2000). This survey has since been adapted by other researchers to explore incivility within a university classroom setting, both modifying it to be from a student perspective, and adding items of their own (e.g., McKinne & Martin, 2010; Nordstrom et al., 2009). Further, much of the research on incivility in the classroom has taken place specifically in nursing education settings (e.g., Clark, 2008, Marichiondo et al., 2010). For example, the *Incivility in Nursing Education Survey* asked both students and faculty to rate how often they witnessed various uncivil actions in their learning environment, as well as their attitudes towards each behavior (Clark, 2008; Clark et al., 2009).

However, these discussed scales ask participants about their perceptions of classroom incivility or to report how often they witness uncivil behavior within the classroom setting. These scales do not directly ask individuals how often they engage in uncivil behavior within a classroom setting. There is one recently validated scale, the *Classroom Citizenship Behavior Scale* (Katt et al., 2018; Myers et al., 2016), which measures what leads university students to choose to engage in civil, respectful classroom behavior. However, to our knowledge, there has not yet been a validated scale measuring

how often children and/or youth report engaging in uncivil behavior within the classroom. Further, since adolescents are developmentally different from these samples, we must consider the validation of a measure that is relevant for a younger age range and their classroom environment. Specifically, classroom incivility is a novel behavior that requires consideration in a range of age-specific samples, given that certain actions may be engaged in at different levels at different stages of development (e.g., early compared to late adolescence). Moreover, it is important to note that uncivil behavior isn't always necessarily disruptive to the classroom (e.g., reading a book or sleeping during class may not disrupt the classroom in all instances). However, these behaviors can still be considered uncivil behavior. This distinction provides further support for the creation of a scale based on the novel behavior of classroom incivility. In addition, the exploration of adolescent incivility is important as this research can go beyond educational implications has potential to undermine group functioning (Lim et al., 2008) and perhaps be associated with further antisocial behavior (Marini 2009, Spadafora et al., 2020).

One measure to our knowledge has been validated within an adolescent sample, measuring adolescent attitudes towards uncivil behavior in the classroom (Farrell et al., 2015; Spadafora et al., 2020). This scale validation supported the conceptualization of classroom incivility from unintentional to intentional actions. Further, this scale has been validated cross-culturally in a Turkish sample of adolescents and a similar two-dimensional model was found (Bingöl et al., 2018). Whereas this measure is reliable and valid within an adolescent sample, it measures adolescent attitudes towards uncivil behavior in the classroom, as opposed to actual behavior. Nordstrom and colleagues (2009) found that thinking positively about uncivil behavior was the strongest predictor

of engaging in such behavior. However, they also discuss that actions and attitudes may not always be the same. Moreover, it is important to focus on uncivil behavior in the classroom, as regardless of intentionality, it remains possible that these actions have the potential to negatively impact the learning environment or the students involved. Thus, an important next step in being able to explore adolescent classroom incivility is to translate and validate this previous scale into one that measures actual classroom uncivil behavior.

Why Adolescent Behavior

If low-level antisocial behavior such as classroom incivility may be implicated in higher level antisocial behavior in the future (Marini, 2009; Spadafora et al., 2020), then it becomes important to be able to measure engagement in uncivil actions in the classroom at younger ages. For example, it is possible that engaging in the low-level antisocial behavior of classroom incivility may escalate and become more targeted and goal directed resulting in aggressive or bullying behavior (e.g., Volk et al., 2014). Further, there is potential that engaging in uncivil behavior may be associated with poorer social and mental well-being, as previous research has found associations between attitudes towards uncivil behavior in the classroom with higher conduct problems and lower prosocial behavior (Farrell et al., 2015; Volk et al., 2016). Specifically, these developmental periods may be a critical time to address uncivil behavior in the classroom before these actions become more serious. Further, exploring this behavior in adolescence may be particularly important, given the changing peer group compositions and motivations to engage in various antisocial behavior.

To explore the low-level behavior of classroom incivility, it is not only important to examine associations with self-reported pro and antisocial behavior, but also with peer

nominated characteristics and personality profiles of the youth engaging in this behavior. For example, previous research using the HEXACO model of personality (Ashton & Lee, 2009) has found that adolescents who have a willingness to exploit others or who are quick to angry are more likely to engage in antisocial behavior in general (e.g., Book et al., 2012; Farrell & Volk, 2017). Previous research has also found significant bivariate correlations with youth HEXACO personality traits and self-reported attitudes towards classroom incivility (see Spadafora et al., 2020). Moreover, Spadafora et al. (2016) found different temperamental profiles of youth who reported their attitudes towards intentional and unintentional incivility, making an exploration of personality profiles of youth who engage in classroom incivility an important next step. Lastly, it is unknown how youth who report engaging in uncivil behavior in the classroom are being perceived by their peers, making the exploration of peer nominations in relation to reported engagement in classroom incivility another avenue to begin to explore. Investigating associations with pro/antisocial peer and self-reported variables will be an important step to ensure construct validity when validating our scale of engaging in uncivil behavior in the (elementary or high school) classroom. Research focused on adult samples tends to focus on uncivil behavior in the workplace (Pearson & Porath, 2005) or in college/university settings (e.g., Bantha et al., 2020). Given developmental differences, uncivil behavior in mid-elementary and high school classrooms would manifest differently than in these other settings.

Therefore, it is important to have validated tools to measure variables that may have negative implications for youth student populations in to improve prevention and intervention efforts in the classroom (e.g., Roberson & Renshaw, 2019). Much of the

research to date on classroom incivility specifically has been on University/college samples (e.g., Bantha et al., 2020; Bjorkland & Rehling, 2009; Strassle & Verrecchia, 2019), making it particularly necessary to create and validate measures that are appropriate for child and adolescent samples.

Current Study

The purpose of the current study was to translate and validate a measure of uncivil classroom behavior in a sample of adolescents. Specifically, we were interested in determining whether the two-dimensional model of classroom incivility (intentional and unintentional) captured by a previous measure of uncivil attitudes (Farrell et al., 2015) would be supported when exploring engagement in uncivil classroom behavior. We were also interested in confirming that these two dimensions that were previously validated in an adolescent sample (Farrell et al., 2015) would extend to younger youth.

We conducted a confirmatory factor analysis to determine if a two-factor model of intentional and unintentional classroom incivility would hold in a sample of youth when measuring their self-reported uncivil behavior in the classroom. We expected that our two-factor model of classroom incivility would fit our data well to indicate a strong measurement model of uncivil behavior in our sample of young adolescents. Second, to ensure construct validity, we correlated both subtypes of incivility with a range of peer and self-reported antisocial and prosocial behavior, self-reported average grades, self-reported emotional health and the six HEXACO personality traits. The HEXACO Model of Personality (Ashton & Lee, 2009) is a useful measure to correlate with engaging in uncivil behavior as it is ideally delineates personality into several traits that capture different antisocial motives for of behavior, including predatory (low Honesty-Humility),

callous (low Emotionality), angry (low Agreeableness), and impulsive (low Conscientiousness) motives (Lee & Ashton, 2004). These traits have been found to be significantly associated with child and adolescent antisocial behavior (Farrell & Volk, 2017; Provenzano et al., 2018; Spadafora et al., 2020). Therefore, we were interested in determining if individuals who reported intentional versus unintentional classroom incivility had distinct personality profiles.

Method

Participants

The sample for the present study comprised 586 youth (271 boys; 298 girls; 5 other; 12 preferred not to say) in grades five to nine between the ages of 10 and 14 years ($M = 12.02$; $SD = 1.35$). The self-reported ethnicities of the sample were: White (63.4%), East Asian (1.4%), Southeast Asian (3.1%), South Asian (1.4%), West Asian (1.4%), Black (3.1%); Latin/Central/South American (8.7%), Indigenous (0.3%), and Mixed (17.3%). With regards to socioeconomic status, 62.6% of the participants reported their family to be “about the same” in richness compared to the average Canadian family, and 68.6% of the sample reported that their parents had completed college/university.

Measures

Participants completed a package of questionnaires including a demographic and a classroom incivility survey. Participants completed a range of questionnaires about themselves and their behavior as part of a larger ongoing longitudinal study.

Demographics. Participants completed questions on their age, sex, ethnicity, SES, living situation and academic grades. Specifically, participants were asked, “what grade, on average, do you typically receive in school?” (Appendix B).

Classroom Incivility. Participants completed eleven items regarding their engagement in classroom incivility. The items used were adapted from those used in the *Adolescent Attitudes Towards Classroom In/Civility Scale* (Farrell et al., 2015). Rather than asking participants: “Please circle the answer that best describes your belief about each of the following situations,” the version for the current study asked participants, “How often have you done any of the behavior below?” One modification we made was to update item four from: “posting nasty notes on a bulletin board” to “posting mean comments online about classmates.” Further, we added an additional item: “Talking when you shouldn’t during class.” Participants were asked to rate their behavior on a five-point scale from 1 = *almost never* to 5 = *almost always* (Appendix C).

Integrated Measure of Bullying and Non-Bullying Aggression (Prabaharan, 2020). This questionnaire measures both bullying perpetration and non-bullying aggression perpetration. For example, participants were asked “In the PAST FEW MONTHS, how often have **YOU DONE** the following, against someone who was **LESS** popular or strong than you?” with participants asked to respond on a five-point scale ranging from “1 = *Never* to 5 = *Very Often*. For the purposes of this study, composite variables (with direct and indirect) were created for overall bullying and overall aggression, with higher scores indicating engaging in that behavior more often (Appendix D).

Social Dominance Strategies (adapted from Hawley, 2003; Hawley et al., 2008; Vaillancourt et al., 2003). Participants completed 16 items (10 for cooperative strategies and 4 for coercive strategies) that are rated on a 5-point scale from 1 = *Never true* to 5 = *Almost always true*. A sample item for the coercive scale is: “I try to force others to

follow my plans” and a sample item from the cooperative subscale is: “I cooperate with others so we all get what we want.” Higher scores indicate greater use of each strategy type (Appendix E).

The HEXACO Personality Inventory SPI (De Vries & Born, 2013). This is a simplified version of the HEXACO Personality Inventory-Revised (Ashton & Lee, 2009) comprised of 96 self-report items that measure the six major dimensions of personality. Participants rate items on a five-point scale from: 1 = *strongly disagree* to 5 = *strongly agree*. Subscales include Honesty-Humility (e.g., “I find it difficult to lie”), Emotionality (e.g., “I get sad when a good friend leaves for a long time”), Extraversion (e.g., “I often act as the leader when I’m in a group”), Agreeableness (e.g., “Even when I’m treated badly, I remain calm”), Conscientiousness (e.g., “I think carefully before I do something dangerous”), and Openness to Experience (e.g., “I like people with strange ideas”). Higher scores indicate higher levels of each personality factor (Appendix F).

Strengths and Difficulties Questionnaire (Goodman, 1997). For the current study we used the emotional problems subscale of this questionnaire consisting of five items. Participants are asked to rate their opinion on each statement using the scale: 1 = *Not true*, 2 = *Somewhat true*, 3 = *Certainly true* with a sample item of: “I worry a lot.” Higher total score indicates greater emotional problems (Appendix G).

Hostility. (Subscale from the Children’s Automatic Thoughts Scale; Schniering & Rapee, 2002). Participants completed the five-item hostility subscale where they were asked: “How often have you had the following thoughts?” and responded on a scale from 1 = *Never* to 5 = *Very often*. A sample item is: “I have the right to take revenge on people if they deserve it.” Higher total scores indicated higher hostility (Appendix H).

Peer Nominated Items. As part of this study, participants also completed peer nomination questions. That is, students were asked to select students in their grade that fit various descriptions. For the purposes of the current study, we used peer nominations for direct and indirect bullying perpetration as well as peer nominations for the following questions: “Who are your best or closest friends?”; “Who do you like (is nice) in your grade?”; “Who do others look up to and respect?”; “Who usually helps and cooperates with others?”; “Who leads the group in a fair way?”; and “Who is kind to others?”. We used total received nominations for each of these variables for the current study and created proportion scores based on the number of students in each grade (Appendix I).

Procedure

Research assistants visited local schools to collect data. Students that were in grades five to nine were invited to participate in the study. To participate, students were required to have parental consent (active for Grades 5-8, passive for Grade 9). Individuals who gave assent and had parental consent completed the survey on a tablet via Qualtrics (an online survey platform). All measures and procedures were approved by both our university ethics board (Appendix A) and the local school board. Compensation for the study was determined by returned consent forms, as schools were given \$5 per student who returned their consent form. Additionally, each class that had over 80% returned consent forms (positive or negative) had their names entered into a random draw for a \$100 gift card.

Results

Data and Statistical Analysis

Prior to analysis, missing data and plausible values were assessed for the items (responses between 1-5 for each item). Next, we used confirmatory factor analysis (CFA), as we had a strong theoretical basis for a two-factor model of classroom incivility. Exploratory factor analysis is considered best practice only when the researchers do not have a strong idea of how the factors will emerge and when the scale has not previously been used (e.g., Costello & Osborne, 2005).

CFAs were conducted using MPlus version 7.2 software (Muthén & Muthén, 1998-2017) to determine whether the proposed measurement model for intentional and unintentional incivility (See Figure 2.1) had acceptable fit. We scaled the latent factor by setting its variance to 1.0 (Kline, 1998). The following indices were used to assess model fit: Root Mean Square Error of Approximation (RMSEA) with 90% confidence intervals less than .06, a comparative fit index (CFI; Hu & Bentler, 1998) less than .95 and a standardized root mean square residual (SRMR) less than .08 (Hu & Bentler, 1999). Whereas having a nonsignificant chi-squared (χ^2) value is can be used to determine adequate fit of a model, it can be sensitive to sample size (Kline, 1998), therefore, we used a χ^2/df value less than 5 to determine adequate model fit (Wheaton, Muthern, Alwin, & Sunners, 1977).

Preliminary Analyses

Data for the present study was collected as part of a larger study. Participants who had completed the uncivil behavior items were used for this analysis. This was 93% of the total sample. The sample of participants who completed the classroom incivility items compared to the whole sample were quite similar on study demographics (Appendix J). However, it is worth noting that the sample of students who completed the incivility

measure were slightly older and had a smaller proportion of grade 5 students. This is likely due to the larger study design of surveys being presented in the same order each time. All descriptive values were plausible (see Table 2.1 for means and standard deviations). For the item data, outliers were those with scores more than $|5.00|$ standard deviations from the mean. These scores were Winsorized, such that the scores were adjusted to represent z-scores that would have been within 5 standard deviations from the mean, while maintaining rank order to one decimal place (Appendix K). Skewness and kurtosis values were beyond the acceptable cut-off of ± 2 (Field, 2018), and therefore we used Maximum Likelihood with robust estimation (MLR) in MPlus to account for the non-normal distribution of these items. Further, all correlations between the items were under 0.8, indicating no issues with multicollinearity (Tabachnick & Fidell, 2013; See Table 1).

Confirmatory Factor Analysis

We conducted a confirmatory factor analysis to determine if constructs of intentional and unintentional incivility would be represented by our items. The model fit was adequate ($\chi^2(43) = 168.86, p < .001$; CFI = .92; RMSEA = .07; 95% CI [.06, .08]; SRMR = .06) and each indicator was statistically significant for each respective variable (intentional and unintentional incivility; Figure 2.1). Next, we ran a one-factor model of classroom incivility (with all eleven items) to establish if our proposed two-factor model would be a better fit as hypothesized. This one-factor model did not fit as well as our initial model ($\chi^2(44) = 290.73, p < .001$; CFI = .83; RMSEA = .10; 95% CI [.09, .11]; SRMR = .07). A chi-squared difference test between the two models revealed that the χ^2 difference was significant ($p < .001$) therefore further supporting the two-factor model of

classroom incivility. Reliabilities for each subscale were acceptable: .75 for unintentional incivility and .80 for intentional incivility. Lastly, since we expected intentional and unintentional incivility to be related, it was important to ensure that the correlation between the two constructs was within acceptable limits. The correlation between the two constructs was .60, indicating that while they are correlated with each other (as expected); we were still measuring two relatively distinct constructs as they only shared 36% of the variance.

To further validate our scale developmentally, we split our sample into younger (pre-adolescents, ages 10-12; $n = 350$) and older (adolescents; ages 13 and 14; $n = 236$) samples to ensure that the factors of intentional and unintentional uncivil behavior in the classroom would fit similarly in both sub-samples. These secondary analyses were exploratory based on the potential developmental differences between junior and intermediate school-aged youth. We conducted the same CFA in each sub-sample to ensure model fit would be adequate within each sample. Our analyses revealed that model fit values varied slightly, but that fit was acceptable in both sub-samples (Appendix L).

Construct Validity

To ensure construct validity of our constructs of intentional and unintentional uncivil behavior, we conducted bivariate correlations and hierarchical regressions with the HEXACO personality traits, as well as bivariate correlations with both self- and peer-reported behavior and beliefs.

Associations with HEXACO Personality traits. At the bivariate level, engaging in both intentional and unintentional classroom incivility was significantly and negatively

associated with the HEXACO personality traits of Honesty-humility, Agreeableness, Conscientiousness and Openness to Experience. There were no significant correlations with Emotionality or Extraversion (See Table 2.2).

Hierarchical regressions with personality factors. To further explore these personality associations, we conducted two hierarchical regressions to explore the personality profiles of youth who reported engaging in each subtype of uncivil behavior in the classroom. Previous research that found significant associations with both age (Spadafora et al., 2016; Volk et al., 2016) and respondent sex (Spadafora et al., 2020; Spadafora et al., 2016). Therefore, both age and sex were included as covariates in the current analyses. Each regression had age and sex in the first step, with the six HEXACO personality traits in step two, and each of the subtypes of incivility (intentional and unintentional) as the outcome variables.

Preliminary Analysis. Prior to conducting the regressions, data for analysis variables (both subtypes of classroom incivility and HEXACO personality traits) were screened for relevant assumptions using SPSS version 25. Winsorizing was utilized to address outliers, where scores were adjusted to represent z-scores that are within 3 standard deviations from the mean, while still maintaining rank order. Variables met the assumption of normality (skewness and kurtosis values ± 2 ; Field, 2018), with the exception of intentional incivility that was slightly kurtotic (3.10). All variables met the assumptions of linearity, multicollinearity, homoscedasticity and independence.

Intentional Incivility. The first step of the model was statistically significant, accounting for 2.5% of the variance in intentional incivility ($F(2, 581) = 8.71, p < .05$; Table 2.4). Sex was a statistically significant predictor with boys reporting engaging in

more uncivil behavior than girls. In step two, the addition of the personality factors accounted for an additional 21.7% of the variance in intentional incivility ($F(6, 575) = 24.65, p < .001$). Lower Honesty-humility, Agreeableness, Conscientiousness and Openness to Experience were found to be significantly associated with greater intentional incivility (Table 2.4).

Unintentional Incivility. The first step of the regression equation with age and sex accounted for 3.5% of the variance in unintentional incivility ($F(2, 581) = 11.67, p < .001$); Table 2.5). Age was a statistically significant predictor of unintentional incivility with older youth reporting engaging in more unintentional incivility in the classroom than younger youth. In the second step, the model accounted for an additional 25.6% of the variance ($F(6, 575) = 34.79$) in unintentional incivility. Lower Honesty-humility, higher Extraversion, lower Agreeableness and lower Conscientiousness were each significantly associated with higher unintentional incivility (Table 2.5).

Self-reported variable correlations (aggression, bullying, coercive and cooperative dominance strategies, grades, emotional problems, hostility). First, age was found to be positively correlated with unintentional incivility, indicating that older youth reported engaging in more unintentionally uncivil behavior in the classroom. There was also a significant correlation with respondent sex and intentional incivility, indicating that boys reported engaging in more intentionally uncivil classroom behavior. There were moderate positive correlations between both intentional and unintentional incivility with both aggressive and bullying behavior. Next, there were moderate positive correlations with engaging in both subtypes of classroom incivility and reporting in engaging in coercive social dominance strategies, whereas students who reported lower levels of

classroom incivility also reported greater use of cooperative social dominance strategies. We also correlated the self-reported average grade of the participants with both subtypes of classroom incivility. Whereas there was no significant correlation with intentional incivility, there was a small positive correlation with average grades and unintentional incivility. Lastly, there was a small, significant positive correlation between emotional problems and unintentional incivility, whereas both subtypes of incivility were positively correlated with higher scores on the hostility scale. See Table 2.2 for all correlations with self-report variables.

Correlations with peer-nominated variables (best friends, direct bully, indirect bully, who is nice, who is respected, who cooperates, who is fair, who is kind). With regard to peer nominated data, there were some small but significant negative correlations. First, there was an association between being nominated as a perpetrator of direct bullying and engaging in classroom incivility. Next, there was a negative correlation between individuals who received nominations for, “who do you like (is nice) in your grade and self-reported engagement in intentionally uncivil behavior. There were also small negative correlations between reported engagement in both subtypes of incivility and being nominated for the questions of: “who do others look up to and respect?”, “who usually helps and cooperates with others?”, “who leads the group in a fair way?” and “who is kind to others?” with both intentional and unintentional incivility. See Table 3 for all correlations with peer nominated variables.

Partial Correlations. Lastly, to further explore unique relationships of each subfactor, we conducted partial correlations for each subtype of incivility (while controlling for the other subtype). Given the large number of related variables in our

study (e.g., bullying, aggression, hostility), we chose to conduct partial correlations rather than broader multivariate analyses so as to preserve the variance associated with each variable. We also adopted a liberal alpha of .05 to accommodate the exploratory nature of our analyses (Tabachnick & Fidell, 2013). Our partial correlations revealed unique associations between our construct validity variables and intentional and unintentional incivility (See Table 2.6). In these analyses, intentional incivility was significantly and positively correlated with self-reported bullying, aggression and hostility, being nominated as a direct bully, and negatively associated with use of prosocial strategies and being nominated as kind and cooperating. Unintentional incivility was uniquely, significantly, and negatively correlated with lower Honesty-humility, Agreeableness, Conscientiousness, Openness, and being nominated as a person who is respected and leads the group in a fair way, and positively associated with both hostility and emotional problems.

Discussion

The purpose of the present study was to validate a scale of classroom incivility (the CYCIS) in a sample of adolescents. Specifically, our goal was to validate a two-factor model of uncivil behavior (intentional and unintentional) in a sample of youth aged 10-14 years. Our results highlight that the two-factor representation of classroom incivility is consistent with regards to behavior as opposed to attitudes. Further, our results support that this scale is valid for older youth. While it remains possible for our scale to be used as a measure of total classroom incivility (mean of scores on all eleven items, $\alpha = .83$), our analyses strongly support the two-factor model of incivility with separate means scores for both intentional and unintentional incivility.

First, our confirmatory factor analysis depicting intentional and unintentional classroom incivility was acceptable, and superior to the one factor model of classroom incivility. Our data further supports the theoretical distinction of intentional and unintentional classroom incivility, (Farrell et al., 2015; Marini, 2009). Therefore, we believe that this conceptualization should continue to be examined both theoretically and practically, to explore factors that may be associated with classroom incivility as well as to determine what behavior may be implicated with engaging in uncivil actions. Next, when we split our sample by age, we found the model fit within each subsample to be adequate, further supporting that the CYCIS is developmentally appropriate for typical children who are age 10 or older. Since much of the research on classroom incivility has been within university settings (e.g., Bjorklund & Rehling, 2011), we met our goal to create and validate a scale that could be used for junior elementary, intermediate and high school students.

Our next goal was to examine the construct validity of the CYCIS. With regards to the links between the CYCIS and individual differences, we explored associations among engaging in classroom incivility, age, sex and HEXACO personality traits. As expected, there were both similar and unique associations with each type of classroom incivility. First, we found that boys reported engaging in more intentional incivility in the classroom than girls, which is consistent with research on other antisocial behavior such as bullying and aggression (e.g., Hartung et al., 2011). Older students also reported engaging in more unintentionally uncivil behavior than younger students. As students get older (i.e., intermediate or high school) they may engage in a broader range of actions that are unintentionally uncivil (e.g., talking to or texting their friends during class)

and/or they may feel more empowered to engage in uncivil behavior in front of adults. These findings with sex and age are also similar to previous associations with beliefs about classroom incivility (Spadafora et al., 2016). With regards to personality traits, engaging in both subtypes of classroom incivility was associated with lower levels of Honesty-humility, Agreeableness and Conscientiousness (See Tables 2.4 and 2.5). Consistent with other forms of antisocial behavior (e.g., Book et al., 2012, Farrell & Volk, 2017), it seems as though a willingness to exploit others, lack of patience and higher impulsivity are also associated with engaging in classroom incivility. Further, these findings are comparable to previous findings with beliefs towards uncivil behavior and individual differences in youth (Spadafora et al., 2020; Spadafora et al., 2016). With regards to bivariate correlation effect sizes and partial correlations, whereas the effects for Honesty-Humility were similar for intentional and unintentional classroom incivility, the effects of Agreeableness and Conscientiousness are larger for unintentional incivility. Individuals who have lower levels of Agreeableness are more impatient (Lee & Ashton, 2012), and therefore may not want to defer to classroom norms of civil behavior (e.g., waiting to pack up your books). The association with lower Conscientiousness also makes sense as uncivil behavior is characterized as actions that are due to carelessness or inattention (Farrell et al., 2015; Marini 2009), and individuals who are lower in Conscientiousness are often impulsive and lack discipline (Lee & Ashton, 2012).

Our findings also revealed that youth who engage in unintentional classroom incivility have higher levels of Extraversion, whereas individuals who report engaging in more intentionally uncivil behavior have lower levels of Openness to Experience, highlighting distinct characteristics between individuals who engage in incivility in the

classroom. Moreover, these findings seem to be unique to engaging in uncivil behavior in the classroom, as they were not found in previous research exploring attitudes towards classroom incivility (Spadafora et al., 2020). It seems as though youth who tend to engage in unintentional classroom incivility are students who are outgoing and enjoy being social (Lee & Ashton, 2012). Therefore, these students may be more likely to talk during a lesson or perhaps rush to pack up their books before the lesson is finished to go meet their friends. On the other hand, youth who report engaging in intentional incivility are less open-minded and less intellectually curious (Lee & Ashton, 2012) and therefore perhaps not as interested in paying attention to the lesson, and may be choosing to engage in more intentionally uncivil behavior in the classroom as a result of their boredom or frustration with the classroom environment. Overall, these findings emphasize that while some of the traits of youth who engage in classroom incivility are consistent with antisocial behavior and beliefs in general, our study also highlights unique differences of individuals who report engaging in classroom incivility.

With regards to self-reported variables, antisocial behavior (bullying and aggression), coercive and cooperative social dominance strategies, emotional problems and hostility, all correlations with classroom incivility were in the theoretically expected direction (e.g., Farrell et al., 2015; Feldmann, 2001; Marini, 2009; Spadafora et al., 2020; Volk et al., 2016). These statistically significant correlations not only provide construct validity of our scale, but also support the theoretical conceptualization of classroom incivility in youth as a low-level antisocial behavior that may be associated with higher level antisocial behavior (Marini, 2009; Spadafora et al., 2020). This is also consistent with previous findings with attitudes towards uncivil behavior in the classroom among

youth (Farrell et al., 2015; Spadafora et al., 2020; Volk et al., 2016). Our results also highlight the risks to individual well-being via increased hostility and in the case of unintentional incivility, increased anxious and depressed feelings. Future research should further explore these preliminary links, to determine whether engaging in uncivil behavior may post a risk to adolescent mental health, or if poor psychological well-being may lead to engaging in uncivil behaviors. While our effects were not large, and we cannot assign causality, these data do warrant further exploration regarding the potential risk to emotional and mental well-being that is posed by the perpetration of uncivil behavior.

As noted above, the bivariate and partial correlations with antisocial behavior also highlight distinct differences between intentional and unintentional incivility. For example, the associations with bullying, aggression, coercive strategies and hostility appears larger for intentional than unintentional incivility (See Table 2.2; Table 2.6). These findings not only further support the theoretical discussion of classroom incivility on a continuum of antisocial behavior increasing in intentionality (Marini, 2009), but this distinction is also in line with previous attitudinal research (Farrell et al., 2015; Spadafora et al., 2020). They suggest that intentional incivility is a more calculated and predatory behavior whereas unintentional incivility may be more reactive and unplanned in nature. Collectively, these associations provide further evidence for the use of intentional and unintentional subscales when measuring engagement in classroom incivility among youth, and future research should continue to explore associations with these two subtypes.

Interestingly, there was a small and statistically significant positive correlation with self-reported grades and unintentional incivility. This association suggests that while classroom incivility may have negative implications on the overall learning environment (e.g., Hirsch & Braxton 2004), it does not seem to impede the academic success of the perpetrator. While this is in contrast to what previous research has found in university samples (Laverghetta, 2018; Nordstrom et al., 2009), our findings suggest that in elementary and high school, the students who are strong academically may feel bored in class and perhaps be engaging in unintentionally uncivil behavior as a result. It is also possible that high-achieving students feel more academic stress (Suldo et al., 2008) and engage in this behavior as a way to cope in class. However, it is worth noting that we used self-reported grades in the current study, and therefore it is also possible that the students who reported higher levels of classroom incivility also over-estimated their overall grade level. Therefore, future research should continue to explore this link between incivility and academic outcomes in adolescents.

Beyond the impact of uncivil behavior on individuals, the impact of that behavior on classmates may be part of the reason why incivility perpetrators were more often nominated by their peers as individuals who engaged in antisocial behavior and received fewer nominations for having prosocial characteristics. First, there were significant and small positive correlations with both subtypes of incivility and being nominated as someone who engaged in direct bullying, but not indirect bullying (See Table 2.3). Since uncivil behavior in the classroom consists of overt actions in the classroom (see items in Appendix I), it makes sense that individuals who report engaging in classroom incivility were nominated as being the bullies engaging in direct bullying actions (e.g., physical

and verbal) and not necessarily nominated as the bullies engaging in indirect bullying (consisting of more covert actions; e.g., Wang, Iannotti & Luk, 2012). The negative associations with classroom incivility and received nominations for prosocial characteristics such as being kind, respected, a fair leader and cooperating with others, demonstrate that perpetrators of classroom incivility do not seem to be perceived by their peers as being preferred social partners, and may be more difficult to get along with in a classroom setting.

Limitations and Future Directions

Our study was not without limitations. First, the CYCIS was written and conceptualized from a predominantly Western perspective. It is well documented that there are distinct differences in educational expectations in Western and Eastern cultures (e.g., Yeung et al., 2019) and therefore it is possible that actions that are considered uncivil in Western classrooms, may not be perceived as uncivil in Eastern classrooms and vice versa. Results may also have varied in a more diverse sample, for example, from a multicultural community within Toronto. Future research should continue to explore classroom incivility across cultures. It is also possible that there may be differences in how uncivil behavior is perceived depending on school or classroom context. Future research should consider these differences perhaps through the use of multi-level modelling analyses or exploring teacher perceptions through qualitative research.

Next, while a strength of our study was that we utilized both self-report and peer-report data, a limitation of our study was that we did not have observational data of uncivil behavior in the classroom. It is possible that there may be differences in perceptions of uncivil behavior in the classroom, and therefore may be discrepancies between self-reported and teacher-reported classroom incivility. Future research should

further explore incivility in the classroom using both teacher and student reported behavior. However, adolescent self-reported antisocial behavior has been shown to be quite valid in previous research (e.g., Book et al., 2012). Further, student grades were self-reported in the present study, and therefore future research might want to consider using teacher reported or official report card grades to further explore the potential association with classroom incivility. It is also worth noting that overall, the correlations between self-reported classroom incivility and received peer nominations were on the smaller end, and therefore future research should further investigate these relationships and replicate these findings. Since this was the first study to our knowledge to explore actual engagement in classroom incivility, it was therefore the first study to investigate associations with other variables as well. The current study used measured variables to ensure construct validity and explore personality profiles, but future research should continue to explore these associations using latent variables and modeling techniques.

Another potential limitation to our study was that we did not have data on both uncivil behavior and attitudes to be able to make direct comparisons. Given that the items of our scale were similar to the attitudinal scale (Farrell et al., 2015) we chose to only include the behavioral items in our study in the interest of keeping our study brief enough to be accessible for our age range. However, we are confident in our comparisons to previous work on attitudes towards classroom incivility (Farrell et al., 2015; Spadafora et al., 2020; Spadafora et al., 2016). It might be important for future research to continue to explore differences in how “wrong” adolescents deem a behavior to be and how often they report engaging in it. Lastly, our data was cross-sectional in nature and therefore we cannot make any conclusions regarding temporal precedence based on the current study.

Marini (2009) suggests that classroom incivility may be a potential precursor to further antisocial behavior in adolescence, and therefore future research should examine if this is the case empirically or if the relationship might be bidirectional. Spadafora et al. (2020) found cross-sectional links between bullying behavior and attitudes towards classroom incivility. However to our knowledge, there has not yet been research exploring the link between child and/or adolescent incivility and bullying longitudinally.

Implications

Our results have important practical implications. For research, we have added a useful tool to measure classroom incivility in children and youth, which will be important for future research exploring these links between engaging in classroom incivility and engaging in more severe antisocial behavior, and with potential social and emotional risk factors. Practically, our findings highlight the importance of limiting incivility in the classroom before it has the potential to escalate into more antisocial behavior, providing preliminary evidence that engaging in classroom incivility may be associated with other antisocial behavior, antisocial personality traits, and negatively associated with receiving nominations for prosocial characteristics. Our data also suggest that incivility is associated with greater thoughts of hostility and, in the case of unintentional incivility, greater feelings of anxiety and/or depression. Incivility therefore poses a potential risk to the well-being of adolescents who engage in it. As noted above, further research should be conducted to determine the causal directionality (or bidirectionality) of these relationships.

These results also provide important insight for classroom teachers, as these findings highlight that uncivil behavior might not only impact the learning environment

(e.g., Hirsch & Braxton 2004), but also the psychosocial well-being of the students. Previous research has indicated that teachers who adopt practices focused on improving children's classroom behaviors improved the number of positive received peer nominations of children in the class (Mikami et al., 2020), and therefore the role of teachers in curbing classroom incivility might be particularly relevant. With regards to assessment of school mental health, the low-intensity nature of our scale could be used to predict or to verify the existence of more serious, high-intensity behavior that may be more difficult to measure. The fact that many of the behaviors reported in our scale are observable by others (e.g., teachers) offers additional possibilities for developing observer-report versions of our scale. Another possible use could be as a screening device for more serious antisocial behavior. Evidence from mental health screening in adolescence suggests that the use of screening questionnaires carries few risks while offering the potential to detect significant behavioral issues (Allen et al., 2019). Therefore, our scale is not only user-friendly due to its low-level nature, but also for its potential use as a screening tool (e.g., detecting more serious antisocial behavior), a validating measure (confirming broader social or classroom challenges) or an outcome measure (as an undesirable behavior itself).

Theoretically, our results are consistent with the conceptualization of classroom incivility on a continuum from unintentional to intentional, and that there may be associations with lower level behavior such as incivility, with higher level antisocial behavior and poorer individual well-being (e.g., Feldmann, 2001; Marini, 2009). Rather than focusing primarily on highly antisocial behavior like bullying, incivility may be an important theoretical construct to add to school psychologists' assessment of individual,

and classroom, well-being. Overall, our data support the notion that the study and measurement of civility doesn't just matter for work (Pearson & Porath, 2005) or higher education (Katt et al., 2018), but also for the prosocial functioning and well-being of adolescents and their classrooms too.

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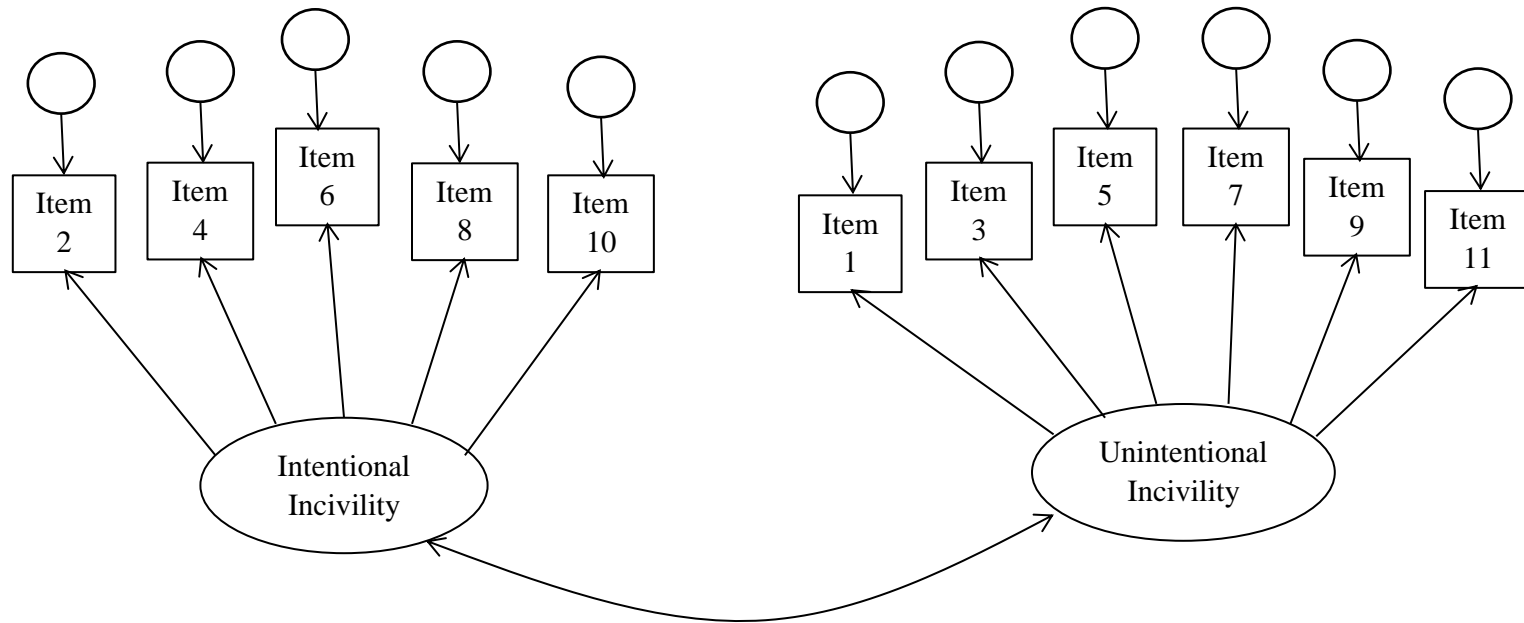
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Figure 2.1

Latent Factors of Intentional and Unintentional Incivility



Note: Disturbances, errors and covariances have been removed for ease of presentation. Item numbers represent each of the individual item indicators for each factor (See next page for item list by factor)

Uncivil Behavior Items by Factor

Intentionally Uncivil Items:

- Item 2: Making fun of a classmate who answered a question wrong
- Item 4: Posting mean comments online about classmates
- Item 6: Calling a classmate names because they did not agree with your opinion
- Item 8: Spreading rumours about or try to exclude a classmate you dislike
- Item 10: Fighting with another student (physical or verbal)

Unintentionally Uncivil Items:

- Item 1: Packing up books before a lesson is over
- Item 3: Sending text messages/notes during class
- Item 5: Reading, going online, or playing a game during a lesson
- Item 7: Eating during class
- Item 9: Sleeping in class
- Item 11: Talking when you shouldn't during class

Table 2.1*Summary Statistics and Intercorrelations for all Incivility Items*

Variable	1	2	3	4	5	6	7	8	9	10	11
1. Packing up books before a lesson is over	-	.31**	.33**	.11**	.28**	.16**	.26**	.10*	.22**	.23**	.31**
2. Making fun of a classmate who answered a question wrong		-	.39**	.48**	.41**	.55**	.26**	.48**	.36**	.35**	.38**
3. Sending text messages/notes during class			-	.36**	.49**	.38**	.35**	.30**	.28**	.29**	.38**
4. Posting mean comments online about classmates				-	.39**	.69**	.21**	.58**	.38**	.35**	.22**
5. Reading, going online, or playing a game during a lesson					-	.43**	.40**	.29**	.39**	.35**	.40**
6. Calling a classmate names because they did not agree with your opinion						-	.27**	.65**	.47**	.41**	.31**
7. Eating during class							-	.19**	.35**	.32**	.35**
8. Spreading rumours about or try exclude a classmate you dislike								-	.38**	.40**	.33**
9. Sleeping in class									-	.36**	.39**
10. Fighting with another student (physical or verbal)										-	.43**
11. Talking when you shouldn't during class											-
M	2.74	1.47	1.66	1.09	1.55	1.20	1.97	1.28	1.42	1.66	2.45
SD	1.27	.80	1.02	.38	.91	.56	1.19	.69	.81	.94	1.17

Table 2.2*Summary statistics and intercorrelations of self-report study variables*

Var.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1. Age	-	-.06	.07	.18**	.03	.09*	.08	-.04	.13**	-.24**	-.07	.00	-.17**	-.05	-.12**	.05	-.07
2. Sex ^a		-	-.12**	-.06	-.01	-.01	-.08*	.09*	-.01	.12**	.32**	-.11**	.04	.00	.05	.23**	-.09*
3. Intent.			-	.60**	.44**	.34**	.37**	-.22**	.06	-.40**	-.05	-.05	-.25**	-.25**	-.13**	.03	.27**
4. Unint.				-	.34**	.27**	.27**	-.12**	.11**	-.41**	-.04	.02	-.33**	-.39**	-.19**	.16**	.28**
5. Bully					-	.76**	.46**	-.19**	.11**	-.34**	.08*	-.06	-.24**	-.23**	-.20**	-.17**	.23**
6. Agg.						-	.35**	-.18**	.07	-.29**	.07	-.07	-.24**	-.20**	-.11**	.16**	.19**
7. Coerc.							-	-.12**	.02	-.38**	.04	.03	-.24**	-.15**	-.04	.08	.23**
8. Coop.								-	-.28**	.14**	.03	.24**	.22**	.40**	.27**	-.07	-.08
9. Grades									-	.01	.10*	-.20**	-.05	-.35**	.08*	.18**	.11*
10. H										-	.04	-.02	.35**	.32**	.11**	-.08	-.27**
11. E											-	-.26**	-.04	-.08	.10*	.54**	-.01
12. X												-	.22**	.32**	-.03	-.44**	-.28**
13. A													-	.37**	.11**	-.21**	-.36**
14. C														-	.26**	-.31**	-.30**
15. O															-	-.02	-.01
16. Emot.																-	.32**
17. Host.																	-
M	12.04	.53	1.34	2.0	1.36	1.23	3.82	1.27	1.43	3.26	3.14	3.40	3.11	3.32	3.03	1.79	2.31
SD	1.40	.50	.53	.71	.49	.41	.81	.48	.65	.49	.57	.54	.42	.58	.52	.53	.91
A	NA	NA	.80	.75	.90	.91	.90	.81	NA	.70	.77	.77	.64	.84	.73	.76	.76

Note: ^aSex was coded as 0 = boy, 1 = girl; Intent. = intentional incivility; Unint. = unintentional incivility; Bully = bullying; Agg. = aggression; Coerc. = coercive strategies; Coop. = cooperative strategies; Grades = average grades in school; H=Honesty-Humility; E=Emotionality; X=Extraversion; A=Agreeableness; C=Conscientiousness; O=Openness to Experience; Emot. = emotional problems; Host. = hostility

Table 2.3*Intercorrelations for Peer nominated variables with Intentional and unintentional incivility*

Variable	1	2	3	4	5	6	7	8	9	10	11	12
1. Age	-	-.06	.07	.18**	.06	-.22**	-.25**	-.06	-.25**	-.01	-.05	-.03
2. Sex ^a		-	-.12**	-.06	.08	-.11**	.02	.15**	.15**	.16**	.14**	.18**
3. Intentional			-	.60**	-.03	.14**	.05	-.10*	-.15**	-.19**	-.18**	-.20**
4. Unintentional				-	-.04	.11*	.03	-.07	-.13**	-.13**	-.16**	-.13**
5. Friends					-	.03	.10*	.59**	.59**	.58**	.54**	.50
6. Dir. Bully						-	.71**	-.04	.14**	-.08*	-.03	-.10*
7. Ind. Bully							-	.01	.26**	.01	.04	-.01
8. Nice								-	.71**	.83**	.76**	.88**
9. Respect									-	.75**	.75**	.69**
10. Cooperate										-	.91**	.89**
11. Fair											-	.81**
12. Kind												-

Note: ^aSex was coded as 0 = boy, 1 = girl; Friends = Received peer nominations for “Who are your best or closest friends?”; Dir. Bully = Received nominations for direct bullying; Ind. Bully = Received nominations for indirect bullying; Nice = Received nominations for “Who do you like (is nice) in your grade?”; Respect = Received nominations for “Who do others look up to and respect?”; Cooperate = Received peer nominations for “Who usually helps and cooperates with others?”; Fair = “Received nominations for “Who leads the group in a fair way?”; Kind = Received peer nominations for “Who is kind to others?”

Table 2.4

Hierarchical Regression Predicting Intentional Incivility with HEXACO Personality Traits

Predictors	<i>B</i>	<i>SE</i>	β	95% <i>C.I.</i>
Step 1				
Age	.03*	.01	.10	[.01, .06]
Sex ^a	-.10*	.03	-.14	[-.16, -.04]
<i>R</i> ²	.029			
<i>F</i>	8.71			
Step 2				
Age	-.00	.01	-.01	[-.03, .02]
Sex	-.07*	.03	-.09	[-.12, -.01]
Honesty-Humility	-.30*	.04	-.33	[-.38, -.23]
Emotionality	-.02	.03	-.03	[-.08, .04]
Extraversion	-.02	.04	-.02	[-.09, .05]
Agreeableness	-.11*	.05	-.10	[-.21, -.02]
Conscientiousness	-.09*	.03	-.12	[-.16, -.03]
Openness	-.07*	.03	-.08	[-.14, -.00]
<i>R</i> ²	.228			
<i>F</i>	21.19			

Note: $\Delta R^2 = .217$ ($p < .001$) for Step 2.

^aSex was coded as 0 = boy, 1 = girl. * = $p < .05$.

Table 2.5

Hierarchical Regression Predicting Unintentional Incivility with HEXACO Personality Traits

Predictors	<i>B</i>	<i>SE</i>	β	95% <i>C.I.</i>
Step 1				
Age	.09*	.02	.19	[.05, .13]
Sex ^a	-.05	.05	-.05	[-.14, .04]
<i>R</i> ²	.039			
<i>F</i>	11.69			
Step 2				
Age	.05*	.02	.10	[.01, .08]
Sex	.01	.04	.01	[-.08, .09]
Honesty-Humility	-.33*	.06	-.24	[-.44, -.22]
Emotionality	-.01	.05	-.01	[-.10, .08]
Extraversion	.18*	.05	.14	[.08, .28]
Agreeableness	-.24*	.07	-.14	[-.37, -.11]
Conscientiousness	-.35*	.05	-.29	[-.45, -.25]
Openness	-.08	.05	-.06	[-.18, .02]
<i>R</i> ²	.295			
<i>F</i>	30.04			

Note: $\Delta R^2 = .285$ ($p < .001$) for Step 2.

^aSex was coded as 0 = boy, 1 = girl. * = $p < .05$.

Table 2.6

Partial correlations for intentional and unintentional incivility (controlling for each other)

	Intentional Incivility	Unintentional Incivility
Self Report		
Bullying	.37**	.08
Aggression	.30**	.06
Coercive	.25**	.09*
Cooperative	-.16**	-.00
Grades	-.01	.09*
Honesty-Humility	-.19**	-.24**
Emotionality	-.02	-.02
Extraversion	-.09*	.07
Agreeableness	-.05	-.23**
Conscientiousness	-.04	-.31**
Openness	-.01	-.13*
Emotional Problems	-.07	.16**
Hostility	.16**	.13*
Peer Nominations		
Friends	.00	-.02
Direct bully	.09*	.02
Indirect bully	.05	-.01
Nice	-.08	-.00
Respect	-.03	-.11*
Cooperates	-.10*	-.04
Fair Leader	-.07	-.09*
Kind	-.09*	-.04

Note: * $p < .05$, ** $p < .01$.

CHAPTER 3: STUDY 2

How do teachers and adolescents conceptualize classroom incivility? An exploration of viewpoints and experiences of uncivil behavior in the classroom²

Introduction

Over the last two decades, incivility has increasingly been studied in both workplace (e.g., Andersson & Pearson, 1999; Miner et al., 2018) and university classroom settings (e.g., Bantha et al., 2020; Bjorkland & Rehling, 2009). Research focused on classroom incivility has begun to also be a topic of interest within adolescent research (e.g., Bingöl et al., 2018; Spadafora et al., 2020; Volk et al., 2016). Specifically, research has demonstrated that adolescent classroom incivility may be associated with other antisocial behavior and correlates of poorer mental health. This existing research highlights the importance of increasing our understanding of this behavior. According to Feldmann (2001) university classroom incivility is defined as “any action that interferes with a harmonious and cooperative learning atmosphere in the classroom” (p. 137). However, there is a more limited understanding of how incivility in the classroom is defined and understood within adolescent classrooms. Given that uncivil behavior has the potential to have a negative impact on the learning environment (e.g., Feldmann, 2001), an important next step in civility research is to gain a comprehensive understanding of how this behavior is being perceived by adolescent students and their teachers. It is possible that adolescent students may not perceive uncivil behavior as very serious compared to their teachers. This may be different from research within the university classroom that found university students rated uncivil behavior in the classroom as more serious than their instructors (Ausbrooks et al., 2011). In adolescents, classroom incivility

²A version of Study 2 is currently being prepared for submission for publication.

has been conceptualized based on intentionality, ranging from actions that are unintentional (e.g., reading during a lesson) to actions that are intentional, such as making fun of another classmate (Farrell et al., 2015; Marini, 2009). Further, classroom incivility has the potential to damage the relationships between students and teachers and impact the teacher's the ability of the teacher to teach effectively (Feldmann, 2001; Hirschy & Braxton, 2004).

To date, quantitative data has provided important information regarding adolescent classroom incivility (e.g., Volk et al., 2016). However, it is currently unclear whether these findings capture the full scope of classroom incivility as viewed by both teachers and adolescent students. Since there has been limited research on adolescent incivility, and none to our knowledge that focus on how teachers and students are understanding this behavior (e.g., their experiences), qualitative data can help us better understand the experiences of the participants (van Manen, 1990). The use of qualitative methods may be advantageous as it enables the researcher to gather a better understanding of behaviors and perspectives of the participants (Morse, 2012). Qualitative methods allow for a deeper exploration of relationships between individuals (in the case of the current study, teachers and students), and allows the researcher to examine multiple perspectives when trying to understand phenomena that we know relatively little about (Creswell, 2007). Therefore, the present study sought to utilize a multiple methods, using both quantitative comparisons and qualitative open-ended questions to allow for a range of exploration into the viewpoints of adolescent students and their teachers.

Perceptions of Classroom Incivility

Previous research investigating perceptions of classroom incivility to date has largely focused on post-secondary settings. These studies have focused on factors such as the age of faculty or differences among disciplines (Strassle & Verrecchia, 2019; Wagner et al., 2019). Specifically, research exploring the University classroom has highlighted that there may be differences in perceptions of uncivil behavior between students and instructors (e.g., Baker et al., 2012; Bray & Favero, 2004). For example, research that explored perceptions of incivility of students and faculty in nursing education found that students reported higher incidences of classroom incivility, compared to faculty (Ibrahim & Qalawa, 2016). On the other hand, Feldmann (2001) found that perceptions of incivility of students and faculty were more similar than different. One consideration that may be relatively unique for incivility may be the importance of how individuals rate various behaviors that may be considered civil in some contexts by some people but not in others. For example, over 50% of University students reported that it was sometimes or always appropriate, and only 2% reported that it was never or seldom appropriate, to not take notes in class or to leave class to make a phone call (Turnipseed & Landay, 2018). However, it is possible that the classroom instructor may perceive this action as being uncivil. This idea requires further exploration, as actions that may be considered uncivil by the instructor, may not be perceived in the same way by the students, which can have implications for the educational environment.

Whereas previous research has examined attitudes and frequency of uncivil classroom behavior within University settings and from the perspective of instructors, there has not been similar research from the perspective of adolescents' teachers. Adolescents may not only have differing understandings of classroom incivility, but may

also differentially report how often these behaviors are occurring, as well as how serious they deem the uncivil actions to be. The post-secondary learning environment is substantially different from the intermediate and high school environment, which may implicate potential differences in perceptions of classroom incivility. University/college students have increased levels of student autonomy and tend to lack direct relationships with the instructors (Könings et al., 2008). This may result in a wider range of tolerance for what these students consider to be uncivil behavior within the learning environment compared to adolescent students.

In contrast, adolescents spend increased time in the classroom setting and their teachers are consistently interacting with them and their families. Further, adolescent students tend to accept the authority of teachers (e.g., Yariv, 2009), which may impact behaviors they view as uncivil within the classroom, given their increased levels of respect towards authority. Adolescents' teachers have greater control and responsibility with regards to student behavior, compared to in University. Differing conceptualizations of "how wrong" uncivil behavior is within the classroom, may not only impact the classroom environment, but also how and when teachers may be choosing to intervene in such behavior (Gregory & Ripski, 2019; Feldmann, 2001). In an effort to gather a broader understanding of the viewpoints and experiences of both students and teachers, the use of qualitative methods is a valuable and necessary addition to complement the existing quantitative literature. Therefore, a multi-methods approach was adopted in the current study.

Need to Expand Methodologies

Since there may be differing perceptions regarding uncivil behavior between adolescents and their teachers, further exploration into these viewpoints and why they might be manifesting is needed. One way to effectively do this is to add the use of qualitative methodologies, to existing quantitative methods, within the adolescent incivility literature. Given that there has been limited research into the area of adolescent classroom incivility, the addition of qualitative data through open-ended questions allows for a broader exploration of unknown factors (Cypress, 2015). This can also allow for a better understanding of the nuances of the differences of perceptions between students and teachers, as open-ended questions allow participants to provide details that they may not otherwise be able to provide. For example, open-ended questions allow for students and teachers to describe their personal experiences or to explain why they might feel a certain way. In the current study, the quantitative data will allow for direct comparisons between students and teachers, whereas the addition of open-ended questions will allow for us to gather further details about their perceptions. Moreover, Gallo (2012) has discussed the idea that qualitative methodologies in studies regarding incivility are useful in giving us insights of why certain individuals may engage in uncivil behaviors, have uncivil beliefs, or tolerate either. For example, previous research using multi-methods in a University sample examined why students choose to engage in uncivil behavior (Rad et al., 2016) or compared perceptions between students and faculty (Ausbrooks et al., 2011). Specifically, Ausbrooks et al. (2011) found that faculty reported uncivil behavior as less serious than university students. In this study, the researchers adopted multiple methods, where instructors and university students not only rated uncivil behaviors that occurred within the classroom setting, but also responded to open-ended questions to provide

additional information. For example, the open-ended questions allowed for faculty to discuss nuances such as the idea that most students texted although it wasn't disruptive, but that there were a few students that do it constantly and openly, becoming disruptive (Ausbrooks et. al., 2011).

Current Study

Previous studies have examined how uncivil behavior is defined and experienced in other environments (e.g., the workplace; Clark & Springer, 2007), but research has yet to specifically explore classroom incivility in adolescents and the implications associated with various definitions. Recent research exploring classroom incivility in intermediate and high school students have been focused on measuring attitudes towards or engagement in such behavior in relation to individual differences or other behavior (e.g., Spadafora et al., 2020). However, there has not been a study exploring the experiences and perceptions of adolescent students and teachers regarding uncivil behavior. Moreover, there has been a lack of qualitative research in the area of classroom incivility, and therefore the inclusion of this method is a welcome and needed addition to the literature (Gallo, 2012).

Therefore, the goal of this study was to explore how classroom incivility is conceptualized, through gathering an understanding of how teachers and students are understanding and experiencing this concept. Through acknowledging the similarities and differences in these conceptualizations, teachers may be able to better understand how uncivil behaviors are affecting students, and potentially adapt better methods of intervention. Given differences in the classroom environment and relationship of adolescent students and their teachers (e.g., Yariv, 2009), we expected that the findings of

our study may be different than studies comparing university instructor and student perceptions (e.g., Ausbrooks et al., 2011). Specifically, we hypothesized that adolescent students would perceive uncivil behavior has being less serious than their teachers. However, we expected that both teachers and students would have similar ratings of incidences of uncivil behavior in the classroom. Further, we predicted that both teachers and students would report that classroom incivility was an issue in their teaching or learning, but that there would be differences in which behaviors they would deem as acceptable versus uncivil. Specifically, we expected that teachers would discuss issues such as talking out of turn or not paying attention to a lesson as disruptive behaviors that impact their ability to teach (Sun & Shek, 2012), while students would report they most often engaged in talking to their friends or texting during class, since cell phone use has been on the rise in youth (Lenhart, 2012).

Method

Participants

Two samples were collected for the present study. One sample consisted of adolescents' teachers, and the second sample was adolescent students.

Teachers. This sample consisted of 40 Ontario middle and high school teachers. With regards to sex, 11 (27.5%) teachers identified as male and 29 (72.5%) identified as female. The age breakdown of the teachers were: 8 (20%) between the ages of 20-29, 20 (50%) between the ages of 30-39, 8 (20%) between the ages of 40-49, and 4 (10%) between the ages of 50-59. Thirty-five teachers self-identified as being "White," 3 as "Mixed, and 2 as South Asian.

With regards to teaching experience, 10% had 0-3 years of teaching experience, 30% had 4-7 years of experience, 20% had 8-11 years, 17.5% had 12-15 years, 7.5% had

16-19 years and 15% reported having 20 or more years of teaching experience. Thirty-two of the teachers were full-time permanent teachers and 8 teachers had long-term teaching contracts. We asked the teachers to report what grade they had most recently been teaching that academic year when filling out the questionnaire and these ranged from grade 6 to 12 (See Appendix N).

Students. The student sample comprised 52 students in grades 7-12 (25.9% grade 7, 13.5% grade 8, 28.8% grade 9, 15.4% grade 10, 1.9% grade 11, 13.5% grade 12) that attended intermediate elementary and high school in Ontario. With regards to sex, 27 (51.9%) identified as being a boy, 24 (46.2%) identified as a girl, and 1 person identified as other. Self-reported ethnicities were: 38 (73.1%) White, 1 (1.9%) South Asian, 1 (1.9%) West Asian, 4 (7.7%) Black, 3 (5.8%) Latin American, and 5 (7.7%) Mixed. Participants were asked what grade on average they typically received in school and 28 (53.8%) reported that their average grades were As (80-100%), 20 (38.5%) reported that their average grades were Bs (70-79%) and 4 (7.7%) reported that their average grades were Cs (60-69%).

Measures

Demographics. Both samples reported basic demographic information including age, gender and ethnicity. Students reported their current grade and average grades received in school. Teachers reported their teaching status, years of experience and current grade they were teaching.

Classroom Civility and Teaching Practices Faculty Survey (adapted from Frey, 2005; Appendix O). We modified this questionnaire to contextualize the questions to be specific to a classroom setting as opposed to in a post-secondary institution. Specifically,

this survey asked participants to rate how often various uncivil behavior in the classroom occurred and how serious they deemed each behavior. To align with our previous work, we modified the list of uncivil classroom behaviors to match the items in our recently validated incivility scale (Spadafora & Volk, 2021). A student version of this scale was also created to mirror the teacher survey (Appendix P). For the teacher versions, the seriousness scale had a sample derived reliability of .79, whereas the frequency scale had a sample derived reliability of .75. The sample derived reliabilities for the student surveys were: .87 for seriousness and .84 for frequency. Participants also responded to six open-ended questions focused on their lived experiences of incivility in the classroom (Appendix Q).

Procedure

Both teachers and students were recruited online via advertisements on social media. All data was collected via Qualtrics, an online survey platform. Interested participants contacted the principal investigator to notify of their interest to participate and were given a unique ID code and the link to the appropriate survey. Adolescents required both parental consent and their own assent prior to participating in the study. Adolescent participants completed self-report questions about themselves as part of a larger study (on empathy and personality), as well as the current study questions, receiving \$15 in compensation. Teachers who completed the current study survey received \$10 in compensation for completing the survey. All methods and procedures were approved by the University ethics board (Appendix M).

Results

Data Analysis

First, we compared frequencies of the scale responses regarding how often uncivil behaviors were reported as occurring in the classroom and how serious each action was deemed by each group. To investigate this, we used descriptive statistics (e.g., frequencies, means). We also conducted two Mann Whitney U tests, one to compare seriousness of behavior and one to compare how often the behavior occurred within the classroom between teachers and students. Quantitative analyses were conducted on SPSS version 25.

For the open-ended questions, we organized all responses by question. First, responses were coded at the question level for both teacher and student groups. That is, common responses were grouped together to determine how student responses compared to teacher responses to the questions asked and looking for similar themes within groups. Next, I went through the responses a second time, coding the responses for emergent themes (e.g., Creswell, 2013). That is, we explored the data for themes that emerged above the question level themes.

Quantitative Results

First, both groups were asked how serious the problem of classroom incivility was in their teaching/learning in general. Responses from teachers and students were relatively similar (See Table 3.1). Next, 55% of the teacher sample agreed that students who get grades that are typically Cs and Ds are more likely to engage in uncivil behavior in the classroom than students who get As and Bs, compared to 38.5% of the student sample who agreed with this statement. Both teachers and students reported that boys engage in classroom incivility more often than girls (See Table 3.2).

Both samples rated how serious they felt various uncivil behavior was on a scale from 1 = *not at all serious* to 5 = *very serious*. With regards to differences between the teacher and student groups, 55% of teachers reported that “sending text messages during class” was “serious” or “very serious,” compared to 34.6% of students. For the item, “talking when you shouldn’t during class,” 48.1% of students reported that this was “serious/very serious,” whereas 22.5% of teachers reported this to be the case. 72.5% of teachers reported that “eating during class” was “not at all serious” compared to only 23.1% of students. Responses for all items are presented in Table 3.3.

Lastly, participants reported how often each of the uncivil behaviors occurred in their classroom, on a scale from 1 = *never* to 5 = *almost always*. Whereas many of the responses were similar between students and teachers (See Table 3.4), there were again some noteworthy differences. 46.2% of students selected “never” for how often “spreading rumors or excluding others” occurred, compared to 15% of teachers. For the item, “packing up books before a lesson is over,” 61.5% of students, compared to 27.5% of teachers, reported that this occurred “often” or “always.” 35% of teachers reported that “texting during class” occurred “often” or “always,” whereas 50% of students reported this frequency.

To further explore these differences, a Mann-Whitney U test was conducted to determine statistically significant differences between how the two groups ranked uncivil behaviors on both seriousness and frequency. This type of test was appropriate given the ordinal nature of the data (Field, 2013; See also mean level differences in Appendix R). With regards to seriousness of behavior, teachers significantly ranked the following behavior as more serious than students: “posting mean comments online about

classmates,” “calling a classmate names because they did not agree with your opinion” and “fighting with another student (physical or verbal).” Students significantly ranked these items more serious: “eating during class” and “students talking when they shouldn’t during class” (See Table 3.5).

Student and teacher ratings of how often the uncivil behavior occurred in the classroom was also compared. There were significant differences, as students reported that “packing up books before a lesson is over” occurred more often than did teachers, whereas teachers reported the items: “posting mean comments online about classmates” and “a student spreading rumours about or trying to exclude a classmate he/she dislikes” as occurring more frequently (See Table 3.6).

Question Level Themes

Question 1: “Classroom incivility can be defined as *rude low-level behaviours that interrupt a cooperative learning environment*. Is classroom incivility an issue in your classroom(s)? Why or why not?”

For the first question, the responses were relatively mixed from the students. Some students stated that it was an issue, others discussed how it was only an issue in some of their classes or sometimes. There were students who said it happened sometimes but was not really an issue, while many mentioned that teachers were quick to stop it in their classes and therefore it wasn’t an issue for them. Many students did; however, mention other students being rude and it causing difficulty in their learning. However, 20/52 of the students said that they did not feel classroom incivility was an issue for them, with an additional 5 students who said it was only sometimes an issue. Some quotes from the students are below:

“Classroom incivility is not an issue in my classes because if there are any problems, the teacher will take care of it outside of the class so it doesn’t interrupt

everyone's learning. Also, the teachers are always open to talk about problems outside of class” – grade 12 girl

“Classroom incivility is somewhat an issue within my classrooms. I feel this way because in most classrooms a lesson/teacher is rudely interrupted by students speaking out, leaving class without permission or disrespecting students and teachers.” – grade 9 girl

“Not necessarily because most of us are pretty well behaved” – grade 12 boy

“It is, because the certain people who are doing this interrupt my learning and interrupt many other people in my class.” – grade 8 girl

“There is no Classroom incivility and if there was, It would be very rare.” – grade 8 boy

In comparison, the majority of teacher participants responded that uncivil behavior was an issue in their teaching (only 4/40 stated that it wasn't an issue). Among those who reported that it wasn't an issue, they still mentioned that it happened, but not very often or wasn't serious. Some quotes from the teachers are seen below:

“No. Generally it is not an issue. If you create a healthy learning environment where students feel appreciated, belonging and know the teacher will not tolerate incivility you avoid these situations in your classroom.” – grade 9/10 teacher; 12-15 years experience

“I have been teaching for 30 years. I was told in teachers college 'don't smile (in class, with your students) until Christmas!' I realized very early in my career that I had to set the tone of what would or would not be acceptable in my classes. I have been very lucky in that I have not had too many issues with incivility. The Incivility that I would experience is with students that do not know me or have had me as their teacher. Incivility occurring during an on-call for a teacher that is absent.” – grade 11/12 teacher, 20+ years experience

“Yes it is. Over the years, it has gotten worse. Less respect for the teacher.” – grade 7 teacher, 16-19 years experience

“Definitely is - All of those low level behaviors, no matter how minor they might seem, detract from the learning environment. When there are several in a 74 minute class, it is difficult to keep everybody on track.” – grade 9/10 teacher, 20+ years experience

Question 2: “Please give three examples of actions that *you personally* would consider to be uncivil behaviour in the classroom, and some examples of actions that *you personally* do not consider to be uncivil behaviour in the classroom. (Please be sure to not use student names or identifying information in your response).”

For behaviors that were not considered to be uncivil, teachers mentioned that they did not consider eating or sleeping in class to be uncivil, whereas students listed that raising their hand to speak or talking to their friend as long as it was quiet was not considered uncivil.

Some example teacher responses are listed below:

“Belittling another human being in the classroom. If this is done in public. I address the student in public making it known to everyone that this behaviour is unacceptable. The student is then to leave the room for a private conversation with myself and administration. A phonecall is always made home to notify parents.

Not following classroom procedures. Student are approached quietly and address. Students are given the opportunity to reflect and speak in private about what is going on that is affecting their focus. We as a team strategize how we will avoid this behaviour and how I will support the student. A phonecall home to parents is required should it happen again.

Student lack of motivation. Not valuing the course or classroom. Conversations around expectations and requirement are needed. Student is flagged for success team. Parent communication is required.” – grade 9/10 teacher, 12-15 years experience

“Uncivil behaviour includes: laughing at someone who gives an answer, making a comment to intentionally make someone feel uncomfortable, encouraging others to disclude an individual

Not uncivil behaviour: eating in class, wearing a hat in class, chewing gum” – grade 6/7 teacher, 4-7 years experience

“Uncivil would be racist or rude comments on someone's appearance, swearing directly at the teacher and any form of physical violence.

I do not consider the occasional curse word uncivil (out of frustration for example), using your device after I have taught a lesson (provided the student is still focusing on their task/activity/assignment/practice problems) and I do not consider eating in the class uncivil. Again, I would ask students to keep their desk area clean when doing so and if they cannot, remove the privilege. Also, hats in school. I do not know why we fight that battle. I don't really care or see it as

disrespectful for a student to wear one.” – grade 9/10 teacher, 4-7 years experience

“Uncivil: Getting up and leaving without permission, being obstinate and argumentative, and name calling

I do not consider eating or sleeping in class to be uncivil as sometimes student home lives can be very chaotic and school is the only quiet safe place they have.”

– grade 9/10 teacher, 8-11 years experience

Some example student responses were:

“Uncivil behavior would be fighting, yelling and acting inappropriately in the classroom and civil behavior would be respectfully engaging in the classroom by asking questions, refraining from disturbing other students and helping those who are struggling with certain subjects in the classroom” – grade 12 boy

“What I consider uncivil behaviour: Yelling or cussing at the teacher, Hurting other classmates or teachers, and talking about topics that will make others feel bad or may be sad.

What I do not consider uncivil behaviour: laughing in class, talking out (you should not do but is not looked down on), and interrupting a lesson to go to the bathroom” – grade 8 boy

“I would consider...

-Going on your phone

-Talking when the teacher is talking

-Talking back to a teacher

I would not consider...

-Listening respectfully

-Paying attention to the teacher

-Putting your phone away during lessons” – grade 9 girl

Overall, both teachers and students listed similar behaviors for what they considered to be uncivil in the classroom. However, there were some differences in what the most reported uncivil behaviors were. Table 3.7 highlights some of the behaviors that were mentioned the most frequently, comparing teacher and student responses. Of the teachers, 80% mentioned making fun of others in class (e.g., for answering incorrectly) and name calling/exclusion, compared to only 15% of the students that listed this type of

behavior. Students most often mentioned talking during a lesson or talking back to the teacher as the behaviors they considered to be uncivil. Both teachers and students reported cellphone use/texting was uncivil behavior in the classroom, though less than 50% of both samples mentioned this behavior.

Question 3: “Describe the most common occurrences of classroom incivility that you see in the classroom.”

Student responses were consistent as they noted talking during class and disrespecting the teacher (e.g., not listening) as the most common occurrences of incivility in the classroom (mentioned by 37/52 students):

“The most common occurrences of classroom incivility I see are people chatting during class, gossiping about other students, playing on their phones, interrupting the teacher during a lesson, and taking pictures on their phone.” – grade 10 girl

“In my classroom I see lots of people not listening to the teacher when she tells you to do something.” – grade 7 girl

“Talking Out of Term [sic] or talking to my friends” – grade 10 boy

“Students not doing what the teacher asks them after multiple times of asking” – grade 12 girl

“Students not listening to the teacher” – grade 9 girl

Teacher responses included a range of actions, with consistent responses being: swearing and rude comments towards peers (20/40 teachers), talking during a lesson (8/40 teachers) and cell phone use during class (12/40 teachers). Some students also mentioned cell phone use as a most common occurrence, though only 12/52 students.

Some example teacher responses are listed below:

“Students not totally engaged with learning due to distractions from their phone. Even if making a rule for no phones- it becomes of game of hiding the phone out of sight and them worrying about checking them in their desks.

Students closing up early as they think only 10-15 minutes left in class- even with redirection- rarely will get back to task.” – grade 9/10 teacher, 4-7 years experience

“The most common occurrences of incivility are related to how they treat each other and very rarely include how they treat me. Specifically, one person won't be included in an activity at recess by a group of friends. There is often one person that will incite this type of behaviour and their friend group will follow their lead.” – grade 6/7 teacher, 4-7 years experience

“Phone issues are most common. Outbursts when teacher is speaking/other classmates are talking are also fairly common.” – grade 9 teacher, 8-11 years experience

“Talking or being disruptive during a lesson or during independent work time. Refusing to complete work or do what was asked of them.” – grade 6 teacher, 16-19 years

Question 4: “Describe the uncivil behaviour in the classroom that you engage in most often” (to students) “Do you feel uncivil behaviour in the classroom affects your teaching? How does it affect teaching/learning in the classroom?” (to teachers)

Students were asked what uncivil behaviors they engaged in most often. The most popular response was that they talk to their friends during a lesson when the teacher is talking or during work time, with the second most common response being that they text during class, or don't engage/pay attention to the teacher:

“The uncivil behaviour in the classroom that I engage in most often is being disruptive during class time, not by being in my phone or anything like that but I definitely love talking all the time with everyone around me even when I know I probably shouldn't be.” – grade 10 girl

“I tend to go on my phone in class sometimes and if I'm not interested in a presentation I don't pay attention as much as I should. Also I have packed up my things and got ready to leave before class was dismissed a couple times, because my friends were doing it.” – grade 12 girl

“I do not do uncivil behavior” – grade 9 boy

“Talking to friends while the teacher is talking, being on phone in class.” – grade 10 girl

Teachers were asked if they felt that classroom incivility affected their teaching, consistently stating that it was an issue, with only two teachers who reported that they felt as though it did not affect their teaching. Teachers mentioned that student incivility interrupted their lesson and took away from instruction time, as they are forced to deal with a few students (those engaging in the uncivil behavior) while others lose out on teacher time, overall reducing learning, as seen below:

“It slows down the rest of the class who could benefit from my assistance or attention because I am dealing with behaviours. Sometimes due to behavioural issues I cannot get to assisting students who require assistance on the IEPs thus making us have to find additional time for me to ensure they have properly understood the concepts and feel confident.” – grade 7/8 teacher, 4-7 years experience

“Students are addicted to their phones- for many I don't think they realize it to be rude or distracting. For me teaching, I find it very distracting to be sharing a story in front with students heads down on phone (even if it's only 1 student, my attention is brought to them). It then becomes a classroom management nightmare, where you are still trying to share the story or lesson, while mobilizing around the room (proximity- to allow student to manage their own behaviour).” – grade 9/10 teacher, 4-7 years experience

“It certainly can - Depending on the group of students that are in there. Some classes I find at all I am doing is refereeing, and trying to teach them simple manners and how to act in public. Others there are no (visible) issues. Some of our feeder schools (we are rural) have whole groups of students that come into my high school without prerequisite skills, because of a few “challenging” students that take up the teachers’ entire day and nobody can learn, often for the entire 10 years they are in elementary school.” – grade 9/10 teacher, 20+ years experience

“ABSOLUTELY!! It is a huge distraction! I have kids currently telling me how happy they are to be learning at home because they are no distractions from the kids that don't want to learn! It affects my teaching because eventually, I am too frustrated to continue being nice. I don't like that, But it is exhausting.” - grade 11/12 teacher, 16-19 years experience

Question 5: “What have you done to address these types of uncivil behaviour when it is occurring in the classroom?” (to teachers) “What does your teacher do to limit uncivil behaviour in the classroom?” (to students)

Teachers were asked what they have done to limit uncivil behavior in the classroom. Teachers mentioned such actions such as proximity to the student, having behavior systems in place, or having class discussions. The most common response was the importance of addressing the behavior right away and a focus on having discussions with the students involved in the behavior. Teachers also mentioned that often their response to the uncivil behavior was dependant on the severity or frequency of the behavior and would adapt their reaction accordingly. Some teacher responses are below:

“If you have clear expectations, consistently follow through even with the small things you can avoid large or more serious issues. Ultimately by being clear, transparent and consistent you build good rapport with students. Students know what to expect and it leaves the guess work out.” – grade 9/10 teacher, 12-15 years experience

“When it is occurring in the classroom, I deal with it right away by stopping and having a discussion about why it is wrong. I ensure that they understand how harmful their behaviour is and how it impacts the people around them. If it is something more serious, I have the same conversation with them personally instead of the whole class. I find this makes them feel more responsible for their actions and actions to repair the damage they have done to the other person.” – grade 6/7 teacher, 4-7 years experience

“For uncivil behaviour that is not as serious like speaking out of turn, I explain to the student that when they are speaking I make sure that everyone gives them the respect they deserve, therefore when someone else is speaking, they should return the respect.

For larger uncivil behaviours, I try to take the student aside and understand where the behaviour is coming from. Because the school I work with is for students with learning exceptionalities, the majority of uncivil behaviour stems from difficulties in comprehension.

If it is something that the entire class is struggling with, I will try to come up with an activity that aims at improving the specific skill.” – grade 9/10 teacher, 0-3 years experience

“I typically address uncivil behaviours with policy and procedure. Quickly highlighting acceptable behaviours in and outside the classroom is a good start. These acceptable/unacceptable behaviours are found in the student's agendas, which they sign, creating a behaviour contract. Students must know what is tolerated in the school and the classroom. It must be enforced and promoted” – grade 7 teacher, 12-15 years experience

Students were also asked to state what their teachers do to limit uncivil behavior in the classroom. The biggest theme for this question was the idea of punishment in response to classroom incivility. For example, students mentioned measures such as taking away student cell phones or separating student desks. Similar to teachers, students discussed different levels of punishment depending on the uncivil behavior. See some example student responses below:

“We aren’t aloud our phones during class time unless we are given permission. They make sure everyone has a chance to add their own opinions and everyone is heard so there is no reason to talk over each other or interrupt. Also the teachers give us a few minutes at the beginning and end of class to chat with our classmates and get settled for the period or packed up for the next one.” – grade 10 girl

“the teachers take away phones and seat you next to someone they don’t think you’ll talk to a lot.” – grade 9 boy

“Teachers do things like, if we go a week straight without any problems they treat us with a free period or treat day or watch an educational movie. Teachers also set rules in place or just send you to the office” – grade 9 girl

“When the class is getting too loud for example, our teacher usually just stops the lesson until we pay attention again. If it gets too consistent our teachers sometimes put various students out in the hall or separate them from their peers.” – grade 12 boy

“Some times most teachers find it better to give the students a warning not to do it again. But if the don’t respect that warning he would send them to the principals office and contact their parents. – grade 7 girl

Question 6: “What proactive measures do you take to promote a civil learning environment in your classroom?” (to teachers) “What measures does your teacher or school take to promote a civil learning environment in your classroom?” (to students)

The last question that was asked of both teachers and students was about promoting a civil learning environment. Teachers emphasized the importance of starting early (i.e., right from the beginning of the year), being consistent and fostering strong, positive relationships with the student. Some teacher responses are listed below:

“Being very clear on my expectations, regularly following through, classroom contracts, reminding students that I am there to support them and that they can trust me.” – grade 7/8 teacher, 4-7 years experience

“From day 1 I expect civility. I do not tolerate any behavior that would negatively impacts our classroom. If you come off as a strong teacher who has a big presence in the room students respond well. I will often have 1 or 2 times where a student will try to push back. When this happens I deal with it right away and this sets standard for my room and the tone for the year.” – grade 9/10 teacher, 12-15 years experience

“Co-construction of classroom rules at the beginning of the semester. Reminders of classroom expectations at the beginning of the period. For example, ‘We are going to be doing a group activity- I do not want to see your phones out, so that you can fully engage in the experience’

At secondary level, students should know at this point not to be mean- but more importantly not ignoring the behaviour if you do see it. I do find girls to be very catty in grade 10 with lots of drama. Guidance dept is necessary for some, as the drama begins to distract entire classroom.” – grade 9/10 teacher, 4-7 years experience

“Appreciate the civil behaviours and motivate students to do so.

Set up the clear expectations.

Role model by not using my phone and modeling civil behaviours.” – grade 9-10 teacher, 4-7 years experience

Both teachers and students mentioned class rules and contracts at the beginning of the year that they created and agreed on together. Interestingly, student responses to this question tended to again focus on punishments for engaging in uncivil behavior, whereas teachers generally focused on ways to promote positive relationships and a positive learning environment. Some student responses are listed below:

“To promote a civil learning environment, the school has strict guidelines for how to behave, along with discipline when necessary. My teachers try to keep a

positive attitude towards students in order to keep them engaged in learning and feeling more optimistic.” – grade 10 girl

“They kind of just tell us that our behaviour reflects on our grades, so not listening and stuff is one thing. But physical things are gone at completely different.” – grade 9 girl

“They have punishments set up for if someone is doing something they shouldn't be.” – grade 9 boy

“The teachers will hand out course outlines with their classroom behaviour expectations and disciplinary conduct on the first day of class. Sometimes these are posted around the classroom. First week of school the principals have each grade come down to the cafeteria where they also go through the school agenda with all behavioural expectations and disciplinary conduct.” – grade 9 girl

“One of our teachers at my school focuses on a concept he calls "Being an A level player". Essentially, he would encourage us all to be an A level player by promoting habits such as making eye contact while he is speaking, not to distract others etc. When he notices someone being an exceptional A-level player he would congratulate them on it.” – grade 12 boy

Emergent Themes

After the question level coding (e.g., Popping, 2015), we explored emerging themes in the open-ended responses. Some themes did emerge, particularly within the teacher sample that tended to have more coherent themes. Teachers also tended to give lengthier answers, generally responding with more detail/explanation beyond just their answer to the question. On the other hand, the students responded to the questions, but had substantially less unprompted elaboration, limiting the emergent themes within their responses.

Teachers

The first theme that emerged was the importance of fostering a positive learning environment and setting the standards early to have control of their classroom to limit uncivil behavior, highlighted by these quotes:

“If you create a healthy learning environment where students feel appreciated, belonging and know the teacher will not tolerate incivility you avoid these situations in your classroom.” – grade 9/10 teacher, 12-15 years experience

“At the start of the year we get to know each other and I explicitly go over the need for respect and kindness as an absolute! I model these aspects and praise students doing so too- I deal on the spot with incivility and make it a learning moment.” – grade 8 teacher, 20+ years experience

“I run a cooperative learning environment often in my class. students adapt to the expectations quickly. At the beginning of the year a lot more is required to prevent incivility but students adjust.” – grade 9 teacher, 8-11 years experience

“Being firm with the students at the beginning of the semester and establishing your rules creates a stronger learning environment than those that do not. It’s hard to address exactly what I do as it’s more my personality that conveys the message to the students.” – grade 9/10 teacher, 8-11 years experience

The next theme that emerged was the idea of having background information of why the student was engaging in such behavior. That is, many teachers discussed that disruptive behavior may not be considered uncivil if they know the context behind why a student might be engaging in such behavior as demonstrated in the following quotes:

“Eating in class - many students cannot get a meal at home [and] sleeping as there will be a reason behind it that needs to be investigated [and] Leaving class, going for a short walk - for some students, this is a coping mechanism. They would let me know, that they need a break.” – grade 7 teacher, 8-11 years experience

“In other school I was at, it was a low income school, it did not matter what I did in the classroom though as these students were all bad for classroom incivility. I believe depending on the school it’s something that is much harder for teachers to overcome.” – grade 9/10 teacher, 8-11 years experience

“Much of the incivility is a carryover from actions and behaviours that the students see at home.” – grade 6 teacher, 8-11 years experience

“If a student is distraught- if a student enters the classroom very upset either due to a recess conflict or issue from home I look at these events as a student needing

help finding solutions to how they are feeling and support emotionally.” – grade 6 teacher, 8-11 years experience

Along similar lines, the next theme was the idea of intentionality. Teachers often gave explanations in their responses of students’ engaging in uncivil behavior but not necessarily meaning to do so, highlighted below:

“More than half of the students that I teach have ADD or ADHD so there are many distractions throughout a lesson. Knowing that these students are more susceptible to interruptions, I understand that an incivility like speaking out of turn may not necessarily be something that someone does on purpose. For this reason, it is not considered serious.” – grade 9/10 teacher, 0-3 years experience

“Yes; often, it seems to accompany students who are not particularly engaged in the class or who may not enjoy the particular subject.” – grade 11/12 teacher, 4-7 years experience

“Students are addicted to their phones- for many I don't think they realize it to be rude or distracting.” – grade 9/10 teacher, 4-7 years experience

“The most common occurrence would be side conversations that occur. Students are not trying to be rude they just are social and want to chat with their peers.” – grade 8 teacher, 8-11 years

Along with this, another minor theme was some teachers mentioning the idea of “learning to let go” of smaller uncivil issues to focus on the larger ones. For example, teachers mentioned that they used to try to limit cell phone use in class but that they had now given up on this and would “pick their battles” with regards to intervening in uncivil behavior, or that intervening in behavior would depend on how often it occurred:

“Packing up a few minutes early and trying to sneak towards the door doesn’t bother me as much as it used to - I’ve learned to pick my battles, And while I’m “guarding” the door until the bell I usually have some pretty interesting conversations with the kids.” – grade 9/10 teacher, 20+ years experience

“For a lot of the behaviours looked at in the last section of this survey, the severity of the behaviour would potentially change drastically if it was a once-in-a-while or one time occurrence, vs. a continual issue.” – grade 6 teacher, 12-15 years experience

“Uncivil behaviour is disrupting, more than anything. I’m the type that doesn’t sweat the small stuff, but I also will not let things the cross the line slide. So, my lessons are regularly interrupted in order to deal with behaviour issues.” – grade 11/12 teacher, 12-15 years experience

Students

As mentioned, students tended to be succinct in their responses and mainly directly responded to the question asked. However, one minor theme that did emerge in the students that was not mentioned by the teacher group was that the level of classroom incivility changed depending on engagement in the course. Students reported:

“Since high school courses are separated by different levels of education, my academic courses (which is the majority of mine) are often civil. Whereas open courses, such as religion, are very uncivilized. I do not necessarily think that it is one’s IQ that affects this, but more so a student’s behaviour and work ethic that affects where they land academic-wise. For example, much of the students in my religion class are constantly obnoxious and misbehaving. But the students in my math class are often silent when needed to be and actually participate.” – grade 10 girl

“in my french class, yes. because no one besides a few of the students are really motivated to learn french because it is really hard to learn so they usually just fool around and talk to each other. but in my english, foods, and science everyone is very well behaved.” – grade 9 boy

Discussion

The purpose of the current study was to investigate the viewpoints and experiences of both students and teachers regarding classroom incivility. Specifically, we wanted to address a gap in the current literature, by not only including adolescents’ teachers, but by comparing their viewpoints to those of adolescent students. Overall, our results support that both teachers and students agree that classroom incivility occurs in their classrooms and can be an issue within the learning environment, but there were some differences in how they are perceiving uncivil behavior in the classroom.

First, teachers and students agreed that students who tended to receive lower grades in school, as well as boys engaged in classroom incivility more often than students whom received higher grades and girls. Our findings are consistent with the broader adolescent literature which shows that boys tend to engage in greater classroom incivility than girls (Spadafora & Volk, 2021). However, sex-related differences among adolescents are not consistent with what has been found in post-secondary samples. For example, among post-secondary samples no sex-related differences have been reported. (Huang et al., 2020). In adolescence, this sex difference may be due to boys generally being more disruptive in the classroom than girls (e.g., Bertrand & Pan, 2013) and an increased pressure on adolescent girls to excel at all aspects in school compared to boys (e.g., Pomerantz & Raby, 2011).

Both teachers and students acknowledged that uncivil behavior occurred in their classrooms. However, teachers more consistently stated it was an issue in their classroom compared to students. However, when asked to rate in general how serious an issue of incivility was to their learning, students and teachers reported similarly (Table 3.1). The qualitative responses allowed for a more in-depth discussion and suggested that whereas teachers tended to find it difficult to teach in a classroom where uncivil behavior was occurring, students may have been more able to adapt to disruptions in their learning. Specifically, our results seem to suggest that while students may sometimes find uncivil behavior annoying and rated it at least as a “slightly serious” behavior, they did not necessarily consider classroom incivility to be a large hindrance to their learning. This could be in part due to the differences of roles within the classroom. For example, teachers have certain expectations within the classroom to ensure the maximized success

and well-being of all students in the class (e.g., Lane et al., 2003). Teachers may also feel pressure to teach a certain amount of curriculum content and excel at their careers.

Adolescent students in our study reported that while classroom incivility occurs in their classroom, they do not necessarily consider it a big deal, which contrasts research focused on university students (e.g., Bjorkland & Rehling, 2009). It is possible that adolescents may find it fun or appealing to engage in uncivil behavior, particularly when accompanied by their friends. However, previous literature on university classroom incivility seems to suggest that this is not the case in university classes. In university, whereas these students may have a broader tolerance for actions that can be engaged in during class, at the same time, students at this level tend to be taking their learning more seriously and therefore do not want it to be disrupted (e.g., Ausbrooks, 2011; Bjorkland & Rehling, 2009; Ibrahim & Qalawa, 2016).

An interesting trend that appeared in the reported perceptions of uncivil behavior, was that the teachers consistently reported intentionally uncivil behavior as more serious than the students. For unintentional behavior, students reported it as more serious (or the same) as the teachers. This was supported by the qualitative data. Students were more likely to list behaviors that may be perceived as disrespectful to the teacher (e.g., talking during class), whereas the teachers were more likely to mention that the majority of uncivil behavior engaged in was towards other students (e.g., making fun of others and name calling). Overall, it seems as though when it comes to adolescent students being uncivil towards each other, teachers view this behavior as more serious than the adolescents themselves. This suggests that teachers place a greater emphasis on harmonious peer relationships and view protecting students in their class as high priority.

Adolescents having quality relationships with both other students in their class and with their teacher is positively associated with increased academic achievement and engagement (Furrer et al., 2014). Adolescent students are more concerned with uncivil behaviors that either could be seen as disrespectful to the teacher or interrupt the classroom instruction, providing evidence of the agreed upon student-teacher relationship that exists in elementary and high school (Yariv, 2009). In other words, students tend to report uncivil behavior that may be perceived as disrespectful by the teacher (e.g., eating during class) as more serious than teachers themselves might be. Research in the post-secondary setting found that faculty tended to report classroom incivility as less serious than students (Ausbrooks et al., 2011). Whereas this was the case for much of the classroom uncivil behaviors in our study, overall, our results suggest that perceptions of adolescents and their teachers may be more dependent on the individual situation.

Specifically, whereas students considered actions such as eating or sleeping during class to be somewhat uncivil, many teachers stated that they would not deem these actions as uncivil. For example, if students did not get a proper meal at home and then were eating at school or sleeping at school because they did not get a good night's rest, then the teacher did not consider this behavior to be uncivil. This idea of having background information brings about an interesting question: is a behavior still uncivil within a learning environment even if the perpetrator did not mean to engage in the behavior, or has a valid excuse to engage in such behavior (e.g., home life issues, ADHD, lower socioeconomic status)? Regardless of intent of the perpetrator, it is possible that behaviors may be uncivil within the classroom even if they are not disruptive.

With regards to frequencies of uncivil behavior, both teachers and students rated “talking when you shouldn’t during class” as the most frequently occurring uncivil behavior, and this was also the most reported behavior in the qualitative responses of the students. This finding matches a similar study that found that University students also rated this uncivil behavior as occurring most regularly in class (Bjorkland & Rehling, 2009). Again, teachers reported intentionally uncivil behavior occurring more often than students did (Table 3.6). Students, on the other hand, reported that “packing up books before a lesson is over” occurred significantly more often than did teachers, suggesting that teachers may not always be noticing when this behavior is occurring. Previous research has found that University students reported more uncivil behavior in the classroom than faculty did (Ausbrooks et al., 2011; Ibrahim & Qalawa, 2016), whereas this was not necessarily the case in our study. Given the negative implications of adolescent incivility (Marini, 2009; Volk et al., 2016), it becomes increasingly important to turn our focus to what teachers are doing within the classroom to reduce such behavior.

In response to what teachers do to limit classroom incivility and to promote a positive learning environment, students were more likely to mention punishment for uncivil behavior, whereas this was not mentioned much by teachers. Instead, teachers focused on creating a positive learning environment by fostering strong relationships with their students and setting clear expectations from the beginning of the school year (e.g., Oliver et al., 2011). This raises a question of what students are perceiving as punishment. For example, many teachers mentioned that they would discuss the uncivil behavior with the perpetrator either during or after class. It is possible that in their responses, students were reporting any type of intervention such as this, as “punishment.” Specifically,

teachers highlighted the necessity to stop and address uncivil behavior when it happens rather than letting it build up. Both teachers and students mentioned classroom rules stated and agreed upon at the beginning of the school year and how this helped to limit uncivil behavior. Previous research within the post-secondary setting has suggested that students feel as though it is the responsibility of the teacher to manage classroom incivility, particularly when it disrupts the learning environment (Boysen, 2012). Our results suggest that adolescent students feel as though their teachers effectively intervene in such behavior. This contrasts previous qualitative research examining perceptions of students compared to faculty, which found that even though faculty believed that they were addressing incivility, students did not agree (Ausbrooks et al., 2011).

Limitations and future directions

Due to the multiple methods used in the current study, it is a first step in using qualitative methods to explore adolescent classroom incivility and highlights that more comprehensive qualitative research is needed in the future. Whereas a limitation of the present study was that there was a lack of variability in qualitative responses with open-ended questions, this exploratory study helped to inform future research. Future studies should continue to expand the use of qualitative methods through the use interviews and focus groups as these methods might allow for more elaboration of responses, particularly for the student sample. For example, interviews may allow for an in-depth understanding of an individual's viewpoints, whereas conducting a focus group can allow for discussions among the participants that often result in useful information for the researcher (Adams & Cox, 2008). Previous research has suggested that it can be a useful research approach to begin by using a questionnaire with open-ended questions and then

conduct a follow up study where specific details are further explored through a series of interviews (Adams & Cox, 2008). Taking this into consideration, one way to expand the current research could be for future studies to conduct interviews with classroom teachers or focus groups with adolescent students. Whereas the size of our sample was a strength for the qualitative component of the present study, it was a limitation for the quantitative components. Future research should more comprehensively investigate the comparisons between student and teacher reports of occurrences/beliefs towards uncivil behavior in the classroom using larger sample sizes with greater statistical power.

Future research could also explore potential differences between responses of teachers and students based on classroom structure, school climate or socioeconomic status of the school neighbourhood. It is possible that these environmental factors could be impacting perceptions of classroom incivility. We acknowledge that the perception of classroom incivility might not be “one size fits all” for students and teachers, however there are general behaviors within a classroom setting that may be deemed as uncivil regardless of intentionality or background of the student, and further research is needed to disentangle these complex ideas. The results of this study suggest that there may be differences in perceptions between adolescent students and post-secondary students, when compared to the broader literature. However, future research should examine potential differences between these two groups to provide empirical evidence for these differences.

Implications and Conclusion

Our results not only suggest that there are important differences in perceptions between teachers and adolescent students with regards to classroom incivility, but that it is an issue in both teaching and learning. Theoretically, this study has provided a

foundation for future studies to continue to understand the viewpoints and lived experiences of classroom incivility of both students and teachers. Given the role of the teacher in intermediate and high school, our results support that teachers should limit uncivil behavior whenever possible. The overall finding that there are indeed differences in perceptions between students and teachers can help inform intervention. Through teachers' understandings of how students are perceiving classroom incivility, they may gain insight into why they are engaging in such behavior in the first place. Taken together, the findings of this study are an important addition to the existing literature on adolescent incivility, while being directly applicable to the classroom setting.

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Table 3.1*Seriousness/frequency of classroom incivility*

	Teachers	Students
In general, how serious is the problem of classroom incivility in your teaching/learning?		
Extremely serious	1 (2.5%)	3 (5.8%)
Very serious	7 (17.5%)	11 (21.2%)
Moderately serious	14 (35.0%)	17 (32.7%)
Slightly serious	13 (32.5%)	17 (32.7%)
Not at all serious	5 (12.5%)	4 (7.7%)
In general, how frequently do students behave in an uncivil way in your classroom?/How frequent are classroom incivility disruptions to your learning?		
Once a week or more	12 (30.0%)	24 (46.2%)
Several times per term	17 (42.5%)	18 (34.6%)
Once per term or less	10 (25.0%)	9 (17.3%)
Does not occur	1 (2.5%)	1 (1.9%)

Table 3.2*Engagement in classroom incivility: Boys vs. girls*

In general, how often do the boys/girls in your class engage in classroom incivility?	Teachers		Students	
	Boys	Girls	Boys	Girls
Never	2 (5.0%)	2 (5.0%)	0	0
Rarely	6 (15.0%)	7 (17.5%)	3 (5.8%)	6 (11.5%)
Sometimes	13 (32.5%)	22 (55.0%)	13 (25.0%)	27 (51.9%)
Often	17 (42.5%)	8 (20.0%)	27 (51.9%)	16 (30.8%)
Always	2 (5.0%)	1 (2.5%)	9 (17.3%)	3 (5.8%)

Table 3.3*Reported seriousness of uncivil behavior in the classroom*

Uncivil Behavior	Not at all serious		Somewhat serious		Neutral		Serious		Very Serious	
	Teachers	Students	Teachers	Students	Teachers	Students	Teachers	Students	Teachers	Students
Packing up books before a lesson is over	40.0%	28.8%	27.5%	21.2%	25.0%	38.5%	7.5%	11.5%	0.0%	0.0%
A student making fun of a classmate who answered a question incorrectly	5.0%	3.8%	12.5%	15.4%	2.5%	13.5%	37.5%	36.5%	42.5%	30.8%
Sending text messages/notes during class	10.0%	13.5%	30.0%	26.9%	5.0%	25.0%	37.5%	15.4%	17.5%	19.2%
Posting mean comments online about classmates.	0.0%	9.6%	5.0%	1.9%	5.0%	3.8%	5.0%	19.2%	85.0%	65.4%
Reading, going online, or playing games during a lesson.	5.0%	13.5%	22.5%	11.5%	10.0%	23.1%	47.5%	36.5%	15.0%	15.4%
Calling a classmate names because they did not agree with your opinion.	5.0%	3.8%	0.0%	9.6%	5.0%	9.6%	35.0%	48.1%	55.0%	28.8%
Eating during class	65.0%	23.1%	7.5%	36.5%	25.0%	32.7%	0.0%	5.8%	2.5%	1.9%
A student spreading rumours about or trying to exclude a classmate he/she dislikes.	2.5%	9.6%	5.0%	0.0%	2.5%	9.6%	15.0%	23.1%	75.0%	57.7%
Sleeping during class.	15.0%	13.5%	25.0%	19.2%	30.0%	15.4%	27.5%	30.8%	2.5%	21.2%
Fighting with another student (physical or verbal)	2.5%	3.8%	5.0%	5.8%	2.5%	5.8%	5.0%	23.1%	85.0%	61.5%
Students talking when they shouldn't during class/ Talking when you shouldn't during class	7.5%	7.7%	47.5%	28.8%	22.5%	15.4%	17.5%	42.3%	5.0%	5.8%

Table 3.4*Reported frequencies of classroom incivility*

Uncivil Behavior	Never		Not very often		Sometimes		Often		Almost always	
	Teachers	Students	Teachers	Students	Teachers	Students	Teachers	Students	Teachers	Students
Packing up books before a lesson is over	7.5%	0.0%	42.5%	9.6%	22.5%	28.8%	20.0%	28.8%	7.5%	32.7%
A student making fun of a classmate who answered a question incorrectly	5.0%	28.8%	60.0%	26.9%	25.0%	26.9%	10.0%	15.4%	0.0%	1.9%
Sending text messages/notes during class	10.0%	21.2%	17.5%	9.6%	37.5%	19.2%	10.0%	38.5%	25.0%	11.5%
Posting mean comments online about classmates.	25.0%	53.8%	30.0%	21.2%	35.0%	15.4%	10.0%	5.8%	0.0%	3.8%
Reading, going online, or playing games during a lesson.	5.0%	13.5%	25.0%	23.1%	32.5%	15.4%	30.0%	34.6%	7.5%	13.5%
Calling a classmate names because they did not agree with your opinion.	22.5%	32.7%	35.0%	36.5%	22.5%	17.3%	12.5%	11.5%	7.5%	1.9%
Eating during class	2.5%	13.5%	15.0%	19.2%	45.0%	34.6%	27.5%	19.2%	10.0%	13.5%
A student spreading rumours about or trying to exclude a classmate he/she dislikes.	15.0%	46.2%	27.5%	21.2%	35.0%	25.0%	20.0%	5.8%	2.5%	1.9%
Sleeping during class.	25.0%	26.9%	55.0%	38.5%	15.0%	19.2%	5.0%	11.5%	0.0%	3.8%
Fighting with another student (physical or verbal)	20.0%	28.8%	50.0%	40.4%	17.5%	23.1%	7.5%	5.8%	5.0%	1.9%
Students talking when they shouldn't during class	0.0%	0.0%	10.0%	5.8%	27.5%	30.8%	32.5%	25.0%	30.0%	38.5%

Table 3.5

Results of Mann Whitney U Test comparing teachers and students on how serious they rate uncivil behavior in the classroom

		Mean Rank	Mann-Whitney U	Z	p
Packing up books before a lesson is over	Teachers	41.81	852.50	-1.55	.122
	Students	50.11			
A student making fun of a classmate who answered a question incorrectly	Teachers	50.28	889.00	-1.25	.210
	Students	43.60			
Sending text messages/notes during class	Teachers	48.90	944.00	-.78	.438
	Students	44.65			
Posting mean comments online about classmates.	Teachers	51.53*	839.00	-2.05	.040
	Students	42.63			
Reading, going online, or playing games during a lesson.	Teachers	48.41	963.50	-.63	.529
	Students	45.03			
Calling a classmate names because they did not agree with your opinion.	Teachers	54.08*	737.00	-2.58	.010
	Students	40.67			
Eating during class	Teachers	37.18	667.00	-3.11	.002
	Students	53.67*			
A student spreading rumours about or trying to exclude a classmate he/she dislikes.	Teachers	51.15	854.00	-1.73	.083
	Students	42.92			
Sleeping during class.	Teachers	40.56	802.50	-1.92	.055
	Students	51.07			
Fighting with another student (physical or verbal)	Teachers	52.16*	813.50	-2.25	.024
	Students	42.14			
Students talking when they shouldn't during class	Teachers	40.46	798.50	-1.99	.046
	Students	51.14*			

Table 3.6

Results of Mann Whitney U Test comparing teachers and students on how frequent they report uncivil behavior in the classroom

		Mean Rank	Mann-Whitney U	Z	p
Packing up books before a lesson is over	Teachers	33.14	505.50	-4.34	<.001
	Students	56.78*			
A student making fun of a classmate who answered a question incorrectly	Teachers	47.78	989.00	-.42	.673
	Students	45.52			
Sending text messages/notes during class	Teachers	47.14	1014.50	-.21	.837
	Students	46.01			
Posting mean comments online about classmates.	Teachers	53.95*	742.00	-2.47	.013
	Students	40.77			
Reading, going online, or playing games during a lesson.	Teachers	45.84	1013.50	-.22	.829
	Students	47.01			
Calling a classmate names because they did not agree with your opinion.	Teachers	50.66	873.50	-1.37	.172
	Students	43.30			
Eating during class	Teachers	49.94	902.50	-1.13	.259
	Students	43.86			
A student spreading rumours about or trying to exclude a classmate he/she dislikes.	Teachers	56.13*	655.00	-3.15	.002
	Students	39.10			
Sleeping during class.	Teachers	43.65	926.00	-.96	.339
	Students	48.69			
Fighting with another student (physical or verbal)	Teachers	48.39	964.50	-.63	.528
	Students	45.05			
Students talking when they shouldn't during class	Teachers	44.56	962.50	-.64	.522
	Students	47.99			

Table 3.7*Uncivil behaviors listed by teachers and students*

	Name calling/ making fun of others	Talking during/disrupting a lesson	Cell phone use/texting	Talking back to or disrespecting the teacher
Teachers	32 (80%)	8 (20%)	7 (18%)	12 (30%)
Students	8 (15%)	33 (63%)	15 (29%)	26 (50%)

CHAPTER 4: STUDY 3

Be a little rude, but not too much: Exploring classroom incivility and social network position in adolescents³

Introduction

In recent years, research exploring classroom incivility has garnered increasing attention (e.g., Bingöl et al., 2018; Katt et al., 2018; Spadafora et al., 2020; Volk et al., 2016). Incivility is defined as rude or disrespectful behaviors that violate social norms and have an unclear motivation (Andersson & Pearson, 1999). Although uncivil behaviors can be classified as low intensity compared to more severe forms of bullying or assault, the effects of classroom incivility are potentially widespread and severe (Andersson & Pearson, 1999), impacting teachers, as well as perpetrators, victims, and bystanders.

Classroom incivility can exhaust teachers and affect their ability to teach effectively, leading to a compromised learning environment for all students in the class (e.g., Feldman, 2001). Further, student-teacher relationships are damaged by incivility, lowering student cooperation and reciprocity (Hirschy & Braxton, 2004). Classroom incivility can negatively affect students' academic progress, create disengagement from lessons and general learning, and influence bystanders to reduce critical thinking and involvement with the material presented in class (Biggs & Tang, 2011; Hirschy & Braxton, 2004). Moreover, displays of incivility directed toward an individual tend to leave victims feeling anxious, stressed, and dejected (Zauderer, 2002), while perpetration is associated with higher intensity antisocial behaviors, such as bullying and aggression

³A version of Study 3 is under review.

Spadafora, N., Al-Jbouri, E., McDowell, H., Andrews, N. C. Z., & Volk, A. A. Be a little rude, but not too much: Exploring classroom incivility and social network position in adolescents. Under review with *The Journal of Early Adolescence*.

(Farrell et al., 2016; Marini, 2009; Spadafora et al., 2020) and negative psychosocial implications such as higher levels of emotional and conduct problems (Volk et al., 2016; Spadafora & Volk, 2021).

Given these negative outcomes both for the perpetrator and the classroom as a whole, a critical question arises: why do adolescents engage in uncivil behavior? We were interested in exploring if there may be potential social costs or benefits, given theoretical and empirical links between incivility and other antisocial behavior (e.g., Feldmann, 2001; Marini, 2009; Spadafora et al., 2020). To do so, it is vital to consider incivility from a perspective that focuses on students' relationships. One such perspective is social network analysis, which allows for studying the structure and patterns of peer relationships. This type of analysis reveals important connections and relationships between individuals by examining the structure of social relationships (Ehrlich & Carboni, 2005). Therefore, our study's goal was to use social network analyses as a method of studying potential links between incivility perpetration and social network outcomes. Given the significant role that peer relationships play in rewarding and punishing adolescent social behavior (de Bruyn et al., 2009), it is crucial to explore positions within the social network to help understand why some adolescents choose to engage in classroom incivility.

Incivility and Early Adolescent Social Relationships

Students engaging in uncivil behavior do so in the presence of multiple peers within their social groups. Uncivil behavior, such as eating during class, may be highly visible to other students, or, in the case of uncivil behavior such as talking or texting during a lesson, may directly involve classroom peers. Incivility is, therefore, a social

process occurring within social contexts. Research on adolescent incivility has conceptualized these actions as low-level behavior, including intentional and unintentional acts that can disrupt the learning environment (Farrell et al., 2015; Marini, 2009; Spadafora & Volk, 2021). Uncivil behaviors can be situated on a continuum of antisocial behavior, with uncivil actions on the low end, while acts such as bullying are on the higher end (Marini, 2009).

Research has established that there may be both costs and benefits to engaging in antisocial behavior, though much of this work focuses on the higher end of the antisocial continuum (e.g., bullying). For example, bullying can result in positive social rewards such as increased popularity and/or dominance (e.g., Reijntjes et al., 2013; Volk et al., 2014). Though, as mentioned above, uncivil behavior may represent a lower-level end of the antisocial continuum, there are positive associations between bullying and classroom incivility (Farrell et al., 2015; Spadafora et al., 2020; Spadafora & Volk, 2021). Therefore, it is possible that engaging in incivility may offer adolescents social rewards, akin to engaging in other antisocial behavior, like bullying.

On the other hand, there are also social costs related to bullying; bullying can result in being not well-liked or accepted by peers (e.g., de Bruyn et al., 2009; Garandeanu & Lansu, 2019). Incivility may also be associated with social costs. Classroom incivility negatively affects teachers, peer victims, and bystanders as well as the perpetrators themselves (Biggs & Tang, 2011; Hirschy & Braxton, 2004; Zauderer, 2002). Since incivility has the potential to implicate the learning environment negatively, it might be that these negative implications also result in social costs. Therefore, we were unsure whether incivility is rewarded by peers (as are aspects of similarly antisocial behavior

like bullying) or whether the costs of incivility to individual peers, as well as the class as a whole, counter any potential social benefits of incivility. Given that there can be both costs and benefits to engaging in antisocial behavior, the relationship between engaging in such behavior is complex and may not always be strictly linear in nature. For example, previous university classroom incivility literature suggests that students who engage in this behavior may be seen as disruptive and annoying (e.g., Feldmann, 2001) and therefore may have low social standing. However, previous adolescent aggression literature suggests that engaging in bullying behavior is associated with higher levels of social standing (e.g., Andrews et al., 2017). Since there is no literature to date on classroom incivility and social standing, it is plausible to expect that we might see similar pattern with respect to classroom incivility. However, since there are mixed theories on how social standing might be associated with classroom incivility, the goal of this exploratory study was to allow for the possibility of both theories through testing both linear and curvilinear relationships between classroom incivility and social network position.

Classroom Incivility and Social Network Position

Given the overt and social nature of uncivil behaviors in the classroom and the likely impact they have on youth relationships, a social network approach can provide an avenue for understanding the impact of youth's uncivil behavior. Indeed, classroom incivility might impact both local relationships (i.e., a direct relationship between two individuals; e.g., talking to a close friend during class) and global relationships (i.e., measures of factors that may implicate the broader social environment; e.g., speaking out of turn in front of the entire classroom), and social network analysis is uniquely equipped

to explore these nuances (Wasserman & Faust, 1994). However, classroom incivility has yet to be examined as a construct via social network analysis. A benefit of social network analysis is that it allows for the exploration of relationship structures. As classroom incivility occurs in the presence of peers who can witness and react to the perpetrator's behavior, a social network approach can be used to understand the social consequences (rewards and/or costs) of engaging in uncivil behaviors.

Other antisocial behaviors (e.g., bullying, aggression) have been increasingly studied using social network methodologies (e.g., Kaufman et al., 2020; Rambaran et al., 2019; Sentse et al., 2013). Social network research has found that engaging in antisocial behaviors is related to positive social outcomes within the peer network. Specifically, social network research has found that bullying is related to high levels of social centrality in the peer network (e.g. Sentse et al., 2014), however not necessarily for those at the very top of the social hierarchy (Faris & Femlee, 2011). Further, both social network centrality (e.g., an individual's connections/involvement within the network) and prestige (e.g., an individual's reach within the social group) have been previously found to be positively associated with aggressive behavior (Andrews et al., 2017). Further supporting the usefulness of a social network approach to understanding classroom incivility, social network analysis can, in fact, help differentiate between which youth are engaging in antisocial behavior through the exploration of the nuances in the network of relationships. For example, with regards to network position, Andrews (2020) discusses that while prestigious youth are generally viewed as prosocial leaders, central youth are more frequently viewed as powerful and antisocial. Occupying different positions within the social network seems to offer certain individuals' opportunities to set group norms

and create cascades of behavior change in the peer network (Dijkstra et al., 2008; Kaufman et al., 2020). To our knowledge, there has not yet been a study exploring engagement in uncivil behavior in the classroom and social network position. Therefore, we were interested in studying how adolescent classroom incivility relates to potentially positive or negative outcomes with respect to social network position.

Current Study

The social outcomes of engaging in classroom incivility have yet to be examined in research, yet they are critical given the social nature of uncivil behavior itself. In this study, we utilize multiple conceptualizations of social network position to explore incivility in the social network. Social network analysis can identify social network position, both locally and globally (Dijkstra et al., 2008). For local network position, we consider direct friendship ties based on the number of incoming and mutual friendship nominations. In terms of global network position, we consider where a student is located in the overall social network. For the purposes of this study, we operationalize three separate global network positions: 1) betweenness centrality, representing the extent to which an individual lies on the shortest direct path between two other individuals; 2) Bonacich centrality, representing the number of friendships that an individual possesses, weighted by the number of friendships of those friends; and 3) social network prestige, representing an individual's reach within the social group as well as their proximity to others (Andrews, 2020).

Given that classroom incivility is generally a disruptive behavior, yet similar antisocial behaviors have been linked to more prominent network positions, we were unsure if there would be social costs or benefits to engaging in such behavior. We

hypothesized that children and youth with higher levels of classroom incivility would have lower levels of both local and global measures of social network position (e.g., friendship nominations, centrality, and social network prestige), based on previous research that found classroom incivility to be negatively associated with prosocial behavior and positively associated with conduct problems in youth (Spadafora & Volk, 2021; Volk, Marini & Dane, 2016). Considering the social nature of incivility in the classroom, it was important for us to utilize social network variables to explore this behavior, as it allows us to study social dynamics in a unique way that other methods do not allow.

Method

Participants

Participants were adolescents and pre-adolescents recruited from five elementary schools (Grades 5-8) in southern Ontario, Canada. The sample for the present study comprised 488 children and youth (210 boys; 258 girls; 4 other; 10 prefer not to say; 6 unknown) between the ages of 9 and 14 years ($M = 11.48$; $SD = 1.14$). The ethnic composition of the sample was: White (62.2%); Asian (6.9%); Black (3.7%); Latin, Central or South American (8.6%); Indigenous Canadian (0.4%); Mixed (15.7%); Other (1.5%); 1.0% Missing. Concerning socioeconomic status, 62.5% of the participants indicated that they felt their family was “about the same” in wealth as the average Canadian.

Procedure

The present study data was collected as part of an on-going project in collaboration with a local school board in Southern Ontario. Research assistants visited

all Grade 5 to 8 classrooms in each of the five schools involved in the study. The five elementary schools were from the same family of school (e.g., feed into the same high school) and was chosen in partnership with the local school board. Participating schools approved the study prior to participant recruitment. Any student in grades 5-8 at the five elementary schools that were being visited for the study were eligible to participate. Participants required parental consent to participate in the study. The overall returned consent form rate was 83.78% (including 77.15% positive consent). Students also provided assent to participate; no students who had parental consent chose not to participate. Both self-report and peer nomination questionnaires were completed on electronic tablets via an online survey platform. Surveys were completed in each classroom during class time. Schools were compensated based on returned consent forms (schools received \$5 for every form returned). There was a draw for a \$100 gift card in classrooms where 80% or more of the students in the class returned their consent form (with either a yes or no response). All measures and procedures were approved by both the institutional ethics board and the local school board (Appendix A).

Participants were presented with a list of students in their grade who had provided parental consent to participate for peer nominations. Participants were instructed to select students they felt fit the description for each question (See Appendix I). Each participant was able to nominate as many people in their grade that fit the descriptions in each question, and students were able to select “no one” if they felt as though none of their peers fit the description.

Measures

Demographics. Participants self-reported their age, sex, ethnicity, socioeconomic status, average academic grades and living situation.

Child and Youth Classroom Incivility Scale (Spadafora & Volk, 2021; Appendix C). This scale asks participants to respond to how often they have engaged in uncivil behavior, from 1 = *never/almost never* to 5 = *almost always*. For the current study, we used a mean score of overall engagement in classroom incivility. A sample item is: “Talking when you shouldn’t during class” with a sample derived reliability of $\alpha = .83$.

Social Network Position. Within a social network, nodes refer to individuals. Relations between the nodes are referred to as ties, with ties representing friendship nominations. Each of the following social network variables was calculated based on peer nominations for the question, “Who are your best/closest friends?” Nominations were used to create a network, which was then used to calculate each individual’s position within their grade-level network.

Incoming Friendships. Incoming friendships were measured as the number of ties an individual received from other individuals within the network. This number represents the number of peers in the network who says they are friends with the individual. Incoming friendship scores were divided by $n-1$ (n = number of individuals within each grade-level network) to allow for comparisons across networks.

Mutual Friendships. Mutual friendships were measured as the number of mutual nominations between two nodes in the network. That is, the target individual nominated the peer as a friend, and the peer also nominated the target individual as a friend. Proportion scores were created by dividing the number of nominations by $(n-1)$.

Betweenness centrality. This is a measure of how many times an individual lies on the shortest path linking two other actors together. As such, betweenness centrality can reflect how much potential control an actor has over information flow. Betweenness centrality is computed as $c_B(v) = \sum_{s,t \in V} \frac{\sigma(s,t|v)}{\sigma(s,t)}$ where v is the actor of interest (i.e. the actor whose betweenness is being calculated); s is a source actor, t is a target actor, and the path between them (i.e. the tie linking the two actors) is represented as (s,t) ; with $\sigma(s,t)$ representing the total number of shortest paths and $\sigma(s,t|v)$ representing the number of shortest paths that pass through actor v (Brandes, 2008). Betweenness centrality output ranges from 0 to infinity, and scores were divided by the product of $(n-1)(n-2)$ to create proportion scores (Wasserman & Faust, 1994). Individuals with high levels of betweenness connect peers within the network and therefore have a greater ability to share or withhold information (Freeman, 1978).

Bonacich centrality. This measure represents an individual's centrality in the network by weighting their centrality by the centrality of those to whom they are connected (Bonacich, 1987). In other words, high Bonacich centrality reflects when both an individual and the peers to whom they are tied (based on outgoing ties) are centrally located within the network. The equation for Bonacich centrality is: $X(\alpha\beta) = \alpha * (I - \beta * X)^{-1}X1$ where X represents the total friendship network, α represents a scaling factor, and β represents the degree to which an individual's centrality increases when weighted by their connections' centralities (Bonacich, 1987; Andrews, 2020).

Social Network Prestige. For social network prestige, we used proximity prestige, which is a measure that considers the number of peers connected to the actor in the network (based on incoming ties) as well as the distance between the friendship ties

(Wasserman & Faust, 1994). This is a measure of the potential for influence over peers within the grade level network (Reynolds & Crea, 2015). Social network prestige was calculated as: $PP(n_i) = [I_i / (g-1)] / [\sum d(n_i, n_j) / I_i]$, where I_i is the number of peers who can reach i , g is the number of individuals in the network X , and $d(n_i, n_j)$ is the length of the shortest distance (i.e., the number of friendship ties) between individuals j and i (Wasserman and Faust 1994).

Results

Descriptive Analyses

Network position variables were created using the statnet package in R statistical software (Handcock et al., 2003). All primary analyses were conducted using SPSS statistical software version 25. Data from 19 grade level networks, ranging in size from 10 to 38 students, were utilized for the current study (data from one grade-level was excluded due to having a consent rate of 50%). At the bivariate level, being a boy and being older was positively correlated with classroom incivility. There were no significant correlations between classroom incivility and the social network variables. See Table 1 for descriptive statistics and correlations of all study variables.

Linear and Curvilinear Associations with Classroom Incivility and Social Network Position

We conducted regression analyses that tested for both linear and curvilinear relationships, to explore the potential associations between classroom incivility and social network position. It was important to test for both types of relationships, since it was possible that both high status and low status students were engaging in the most classroom incivility, we felt it necessary to also explore the possibility that both could be

true. Our analyses were conducted similar to previous work by Andrews and colleagues (2016). To test for curvilinear associations, we mean-centered classroom incivility and created a quadratic term by multiplying it by itself. To interpret quadratic effects, only the significance of the highest-order effect, which in this case is the squared predictor, was interpreted. We conducted five regressions, one with each social network position variable as the outcome. Based on previous associations with respondent age and sex with adolescent classroom incivility (and antisocial behavior in general), we included both demographic variables as covariates in the present analyses. All analyses were run with and without covariates. The inclusion of covariates did not impact the pattern of main effects. Age and sex were entered as covariates in the first step, the linear classroom incivility term was entered in the second step, and the quadratic classroom incivility term was entered in the third step.

There were no significant linear associations between classroom incivility and social network position, though there were significant curvilinear relationships. For local measures of network position, we found that the quadratic classroom incivility term was significantly and negatively associated with both measures (incoming friendships: Table 4.2, Figure 4.1; mutual friendships: Table 4.3, Figure 4.2). In other words, those at moderate levels of classroom incivility had the most incoming and mutual friendships, whereas those with the highest and lowest levels of classroom incivility had fewer friendships. For global measures of network position, we did not find significant linear or quadratic associations with betweenness (Table 4.4) or Bonacich centrality (Table 4.5). However, there was a significant and negative relationship between quadratic classroom incivility and social network prestige (See Table 4.6; Figure 4.3). Similar to incoming

and mutual friendships, adolescents who engaged in moderate levels of classroom incivility had the highest levels of social network prestige, whereas those who engaged in the highest and lowest levels of classroom incivility had lower levels of social network prestige.

Network Visualizations. Network visualizations were created, weighting the nodes' size based on each individual's self-reported classroom incivility, with larger sizes indicating higher classroom incivility. An examination of these diagrams seems to support the curvilinear pattern in our findings; the largest nodes (highest levels of incivility) tend to be on the outside the networks, while the moderate-sized nodes tend to be medially located in the network and appear to have a lot of friends. Examples of network visualizations can be seen in Figure 4.4 (A and B).

Discussion

We were interested in exploring how engagement in classroom incivility might be related to an individual's position within their social network, given that classroom incivility has the potential to not only disrupt the learning environment, but also to be associated with further antisocial behavior and negatively impact emotional well-being (Hirschy & Braxton, 2004; Volk et al., 2016). Our study was the first to explore incivility among adolescents using social network data. Overall, our findings suggest that students who engage in moderate levels of classroom incivility had higher social network positions than adolescents who engaged in higher or lower levels of incivility. Our initial hypotheses were partially supported, as adolescents with the highest levels of classroom incivility had the lowest social network position. However, it appears that engaging in some amount of uncivil behavior in the classroom may provide similar benefits within the

social network, akin to social benefits to engaging in other antisocial behavior (Andrews et al., 2017; Sentse et al., 2014).

Our results show that adolescents who report moderate engagement in uncivil behavior in the classroom tend to have higher social network position, at least in terms of incoming friends, mutual friends, and network prestige. It seems that incivility may be a means for adolescents to show off and gain positive attention from their peers as a result of these disruptive classroom behaviors (e.g., Moffit, 1993; Rodkin et al., 2000). This is in line with previous research that suggests youth who engage in antisocial behavior are rewarded with some positive social outcomes, particularly with respect to social network position (e.g., Andrews et al., 2017; Sentse et al., 2014). This is also similar to research finding that over time, the least aggressive youth are those at the very bottom or very top of the social hierarchies (Faris & Femlee, 2011). Moderate levels of disruptive, but not particularly aggressive or offensive behaviors, may be viewed by peers as defying authority and therefore signal maturity and confidence, while also not going so far as to antagonize others (Moffit, 1993).

Whereas our findings highlight that engagement in classroom incivility may be associated with the social benefit of having friends (and specifically, having others want to be friends with you), this association does not seem to translate to success in the global network (e.g., social network centrality). While bullying actions may be focused on gaining status and resources broadly (e.g., Volk et al., 2014), engaging in classroom incivility may be a way of gaining attention, particularly from those people closest to the perpetrator. In other words, the benefit to engaging in classroom incivility may be increased attention from friends. In contrast, incivility seems less relevant to one's ability

to control information or attention from the larger group, or to be the most socially engaged or powerful individual in your grade (e.g., high network centrality; Andrews, 2020).

Our results also suggest that a loss of social benefits may be associated with engaging in particularly high levels of uncivil behavior in the classroom. We found that the students who engaged in the most uncivil behavior had fewer friendships and lower levels of prestige. This aligns with previous research on classroom incivility that reports negative associations with prosocial traits and behavior (e.g., kind, fair, cooperative; Spadafora & Volk, 2021; Volk et al., 2016). There seems to be a limit to how much uncivil behavior peers within the network will tolerate; too much uncivil behavior is linked with social costs, as opposed to benefits (described above). This may be because, unlike other antisocial behavior, classroom incivility has the potential to directly impact the learning environment of all students in the class (e.g., Hirschy & Braxton, 2004). As such, there is an upper limit to the amount of disruption that students will tolerate from their classmates before the perpetrator is subject to social costs.

Moreover, our results support that youth who report particularly low levels of classroom incivility are also subject to social costs. In contrast to their peers who engage in moderate classroom incivility, these youth have lower social network position. Perhaps very low levels of incivility signify being less extraverted in the social group or having few friends. That is, some types of behavior that are considered uncivil in a classroom setting require a certain level of social engagement (e.g., texting during class, talking to your friends). Thus, the ability to enact these uncivil behaviors is predicated on access to social ties: if you have few friends to text or talk to during class, or do not feel

extraverted enough to text or talk to them, you likely will not be texting or talking as frequently, if at all (e.g., LaFontana & Cillessen, 2002; Svensson & Oberwittler, 2010). Alternatively, (or in addition), it may be that completely following classroom norms of civil behavior or being loyal to adult rules over the peer group's desires, is seen as uncool (Moffit, 1993). In support of this, some evidence suggests that going against classroom rules some of the time is a way for youth to gain attention or show their power relative to the teacher and classroom rules (e.g., ; Milner, 2013; Rodkin et al., 2000).

Limitations and Future Directions

There are some limitations to our current study. First, our study was cross-sectional in nature. Future research should explore these relationships longitudinally to establish temporal precedence. Engaging in classroom incivility may change one's position in the social network if it is being used to connect with or gain attention from peers. However, it is also possible that being connected to particular youth (either by being in a central position and connected to central peers, and/or by being closely connected to uncivil peers) can impact one's own engagement in incivility, similar to other antisocial behavior (e.g., bullying; Rambaran et al., 2019). Future studies could also more comprehensively explore these relationships with the inclusion of other potentially important variables (e.g., school atmosphere, teacher discipline, classroom attitudes). Previous research has highlighted the important role of the teachers' attitudes towards antisocial behavior to reduce such behavior in the classroom (e.g., Veenstra et al., 2014). Exploring teachers' attitudes in conjunction with social network position might further improve our understanding of how both peer and teacher norms and expectations relate to incivility.

It is worth noting that since only students who received parental consent to participate in our study, not every student in each grade could have been selected. Therefore, we do not know for sure if someone who wasn't on the nomination list would have been chosen has having a lot of friends or had high levels of social network prestige. That being said, our consent rates were relatively high (Blom-Hoffman et al., 2009) and deemed acceptable for peer nomination research (Marks et al., 2013). Further, one network was not included in the current analyses due to only having a consent rate of 50%. However, it still remains possible that results may have been different if we had been able to gather information on every student within every grade network. Lastly, since this was the first study to explore classroom incivility and social network position, we chose to focus on overall classroom incivility. However, previous research has examined subtypes of classroom incivility based on intentionality (Farrell et al., 2016; Spadafora et al., 2020; Spadafora et al., 2016); thus, future studies should continue to explore these subtypes in relation to social network position.

Conclusions and Implications

Since incivility is a classroom behavior that can create a challenging environment for teachers and students, understanding who is engaging in these behaviors and how they are positioned socially is critical. Our overall conclusion is that incivility appears to be associated with both social network position costs and benefits that promote a modest level of incivility. From a theoretical perspective, this aligns incivility with other adolescent antisocial behavior in having a potential cost versus benefits motivational structure (Volk et al., 2014). We, therefore, encourage further research into identifying specific costs and benefits of incivility as a means of better understanding and ultimately

preventing this behavior. Practically, this is important information for classroom teachers as it suggests that incivility is susceptible to perceptions of costs and benefits. Previous research has discussed that teachers may not stop uncivil behavior in the classroom as they feel it will disrupt their teaching and go away on its own (Feldmann, 2001). Our results highlight that while this might be the case for youth at with the highest levels of classroom incivility, this might not be the case for all students in the class. Teachers may therefore wish to increase the costs of incivility (e.g., giving the whole class a recess detention) while decreasing its benefits (e.g., moving socially connected students away from each other). Regardless of the specific applied solution, our results emphasize the practical finding that incivility (at moderate levels) has benefits for the perpetrator. Attempts to prevent incivility that fail to understand that important motivation are likely to fail. Given the importance of classroom incivility on adolescents, that is an outcome we would like to see avoided.

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Table 4.1*Descriptive Statistics and Bivariate Correlations*

	1.	2.	3.	4.	5.	6.	7.	8.
1. Classroom incivility	-	.13**	-.13**	-.06	-.08	-.03	-.04	-.03
2. Age		-	-.06	-.08	-.04	.03	.04	-.19**
3. Sex			-	.08	.09*	.01	.06	.06
4. Incoming friendships				-	.71**	.30**	.27**	.73**
5. Mutual friendships					-	.40**	.60**	.58**
6. Betweenness centrality						-	.48**	.15**
7. Bonacich centrality							-	.14**
8. Social network prestige								-
<i>M</i>	1.64	11.48	.55	.18	.10	.05	.82	.43
<i>SD</i>	.54	1.14	.50	.11	.08	.06	.58	.12

Note. ** $p < .01$

^aSex is coded as 0 = boy, 1 = girl;

Table 4.2

Regression analysis exploring linear and curvilinear associations of classroom incivility with incoming friendships

Predictors	<i>B</i>	<i>SE</i>	β	95% <i>C.I.</i>
Step 1				
Age	-.01	.01	-.10	[-.02, .01]
Sex ^a	.02	.01	.08	[-.01, .04]
<i>R</i> ² change	.013			
Step 2				
Age	-.01	.01	-.08	[-.02, .01]
Sex	.02	.01	.07	[-.01, .04]
Linear Incivility				
<i>R</i> ² change	.001			
Step 3				
Age	-.01	.01	-.10	[-.02, .00]
Sex	.02	.01	.08	[-.01, .04]
Linear Incivility	.16**	.06	.81	[.05, .27]
Quadratic Incivility	-.04**	.01	-.85	[-.07, -.02]
<i>R</i> ² change	.022			

Note: * $p < .05$, ** $p < .01$, *** $p < .001$. ^aSex was coded as 0 = boy, 1 = girl.

Step 1. $F_{change}(2, 421) = 2.85, p = .059$

Step 2. $F_{change}(1, 420) = .33, p = .568$

Step 3. $F_{change}(1, 419) = 9.37, p = .002$

Figure 4.1

Graph of significant curvilinear relationship between classroom incivility and incoming friendships

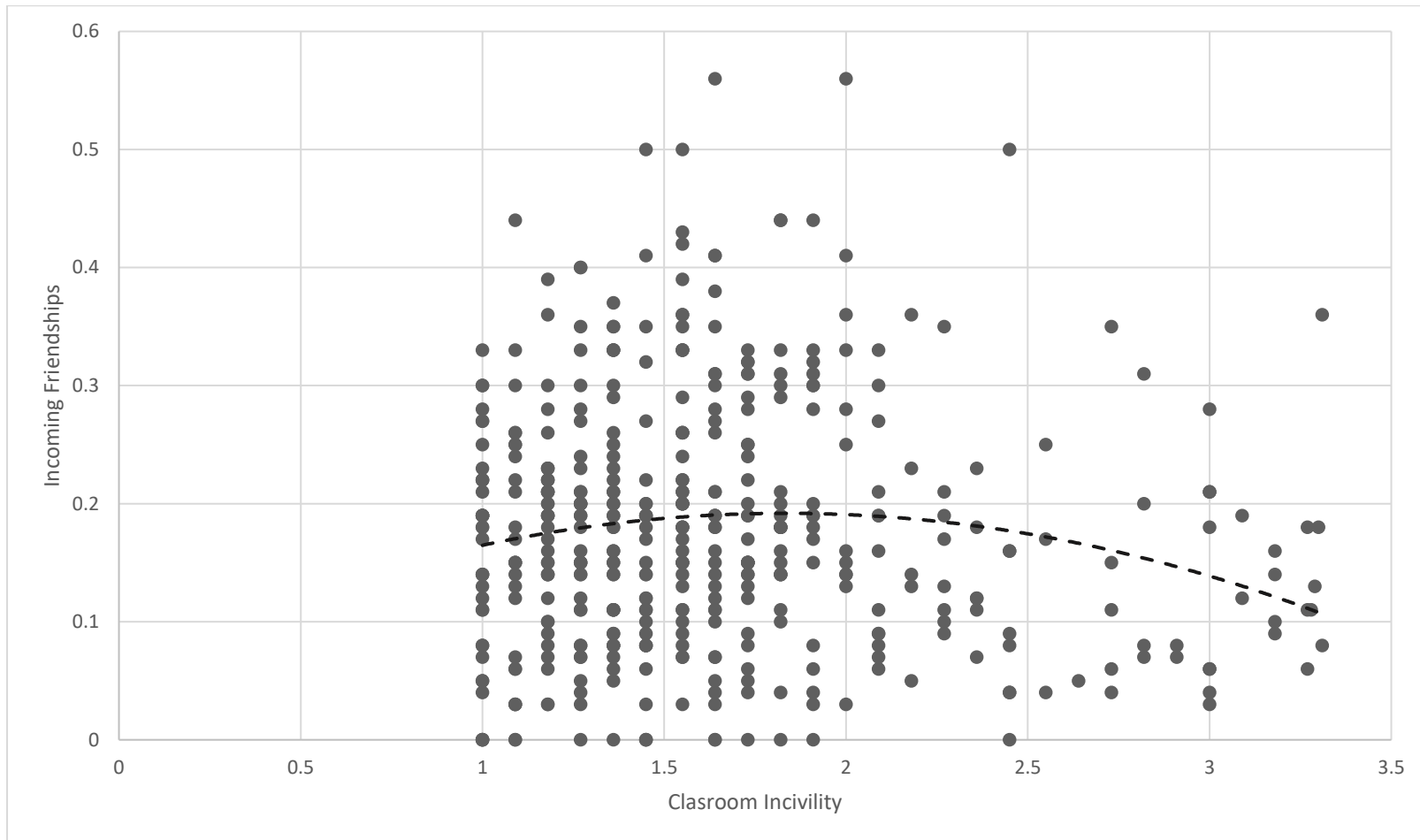


Table 4.3

Regression analysis exploring linear and curvilinear associations of classroom incivility and mutual friendships

Predictors	<i>B</i>	<i>SE</i>	β	95% <i>C.I.</i>
Step 1				
Age	-.00	.01	-.02	[-.01, .01]
Sex ^a	.02*	.01	.10	[.01, .03]
<i>R</i> ² change	.011			
Step 2				
Age	-.00	.01	-.01	[-.01, .01]
Sex	.02*	.01	.10	[.00, .03]
Linear Incivility	-.01	.01	-.06	[-.02, .01]
<i>R</i> ² change	.003			
Step 3				
Age	-.00	.01	-.03	[-.01, .01]
Sex	.02	.01	.10	[.01, .03]
Linear Incivility	.09*	.04	.65	[.01, .17]
Quadratic Incivility	-.03*	.01	-.71	[-.05, -.01]
<i>R</i> ² change	.015			

Note: * $p < .05$, ** $p < .01$, *** $p < .001$. ^aSex was coded as 0 = boy, 1 = girl.

Step 1. $F_{change}(2, 421) = 2.44, p = .088$

Step 2. $F_{change}(1, 420) = 1.32, p = .252$

Step 3. $F_{change}(1, 419) = 6.51, p = .011$

Figure 4.2

Graph of significant quadratic relationship between classroom incivility and reciprocated degree

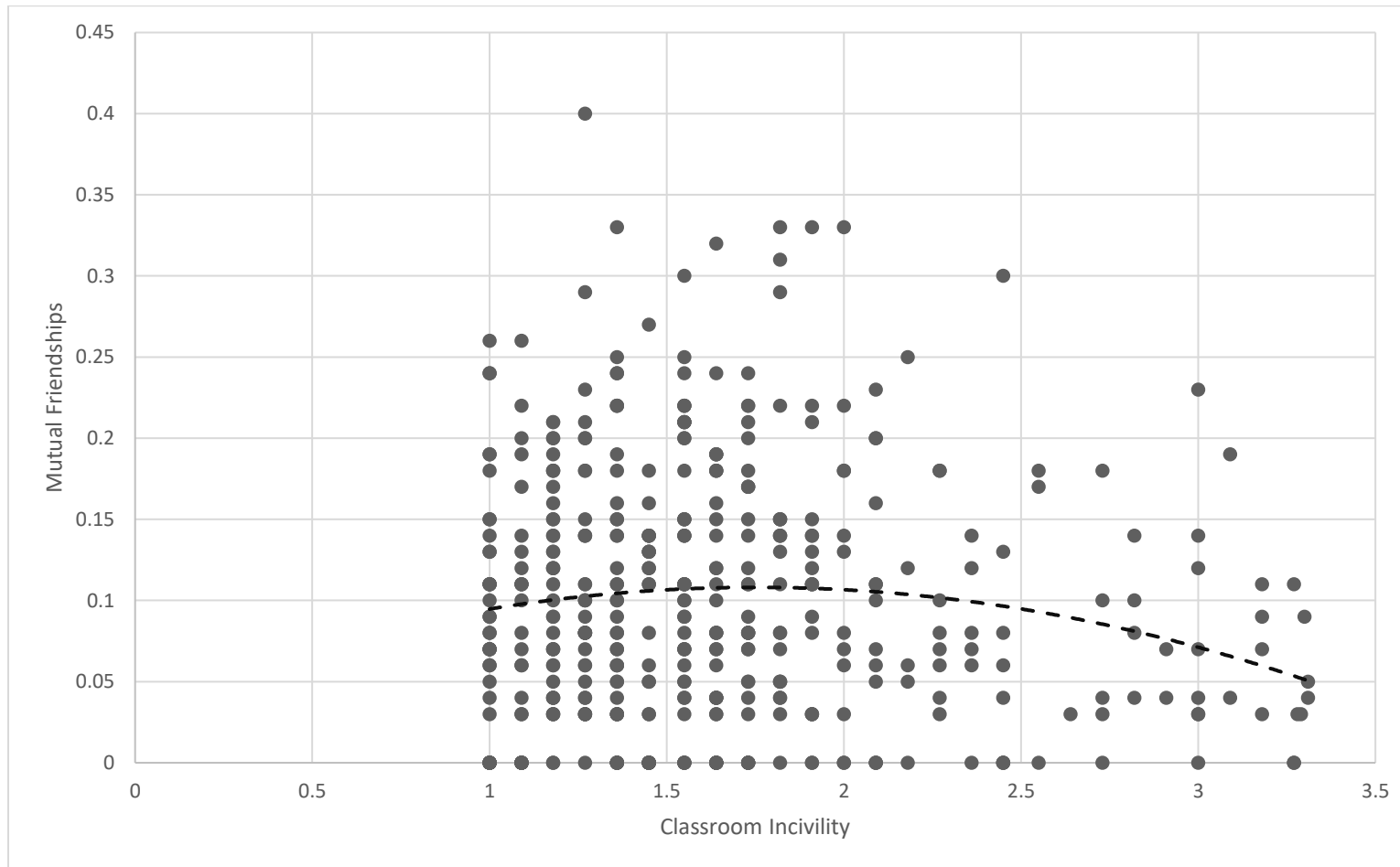


Table 4.4

Regression analysis exploring linear and curvilinear associations of classroom incivility and betweenness

Predictors	<i>B</i>	<i>SE</i>	β	95% <i>C.I.</i>
Step 1				
Age	.01	.00	.06	[-.00, .01]
Sex ^a	.01	.01	.04	[-.01, .02]
<i>R</i> ² change	.004			
Step 2				
Age	.01	.00	.07	[-.00, .01]
Sex	.01	.01	.03	[-.02, .01]
Linear Incivility	-.01	.01	-.06	[-.02, .01]
<i>R</i> ² change	.003			
Step 3				
Age	.01	.00	.06	[-.01, .01]
Sex	.01	.01	.03	[-.01, .02]
Linear Incivility	.01	.03	.05	[-.06, .07]
Quadratic Incivility	-.01	.01	-.10	[-.02, .01]
<i>R</i> ² change	.000			

Note: * $p < .05$, ** $p < .01$, *** $p < .001$. ^aSex was coded as 0 = boy, 1 = girl.

Step 1. $F_{change}(2, 421) = .927, p = .396$

Step 2. $F_{change}(1, 420) = 1.15, p = .284$

Step 3. $F_{change}(1, 419) = .126, p = .723$

Table 4.5

Regression analysis exploring linear and curvilinear associations of classroom incivility and centrality

Predictors	<i>B</i>	<i>SE</i>	β	95% <i>C.I.</i>
Step 1				
Age	.03	.03	.05	[-.03, .08]
Sex ^a	.09	.06	.08	[-.02, .20]
<i>R</i> ² change	.008			
Step 2				
Age	.03	.03	.05	[-.02, .08]
Sex	.09	.06	.08	[-.02, .10]
Linear Incivility	-.04	.05	-.03	[-.14, .07]
<i>R</i> ² change	.001			
Step 3				
Age	.03	.03	.05	[-.03, .08]
Sex	.09	.06	.08	[-.02, .20]
Linear Incivility	.14	.30	.13	[-.45, .73]
Quadratic Incivility	-.05	.08	-.17	[-.19, .10]
<i>R</i> ² change	.001			

Note: * $p < .05$, ** $p < .01$, *** $p < .001$. ^aSex was coded as 0 = boy, 1 = girl.

Step 1. $F_{change}(2, 421) = 1.75, p = .175$

Step 2. $F_{change}(1, 420) = .456, p = .500$

Step 3. $F_{change}(1, 419) = .360, p = .549$

Table 4.6

Regression analysis exploring linear and curvilinear associations of classroom incivility and network prestige

Predictors	<i>B</i>	<i>SE</i>	<i>B</i>	<i>95% C.I.</i>
Step 1				
Age	-.02*	.01	-.21	[-.03, -.01]
Sex ^a	.01	.01	.02	[-.02, .03]
<i>R</i> ² change	.044			
Step 2				
Age	-.02	.01	-.21	[-.03, -.01]
Sex	.01	.01	.02	[-.02, .03]
Linear Incivility	.00	.01	.00	[-.02, .03]
<i>R</i> ² change	.000			
Step 3				
Age	-.02*	.01	-.22	[-.04, -.01]
Sex	.01	.01	.04	[-.02, .04]
Linear Incivility	.25***	.07	1.08	[.11, .39]
Quadratic Incivility	-.06***	.02	-1.09	[-.10, -.02]
<i>R</i> ² change	.036			

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

^aSex was coded as 0 = boy, 1 = girl

Step 1. $F_{change}(2, 336) = 7.79, p < .001$

Step 2. $F_{change}(1, 335) = .002, p = .965$

Step 3. $F_{change}(1, 334) = 13.03, p < .001$

Figure 4.3

Graph of significant relationship between classroom incivility and social network prestige

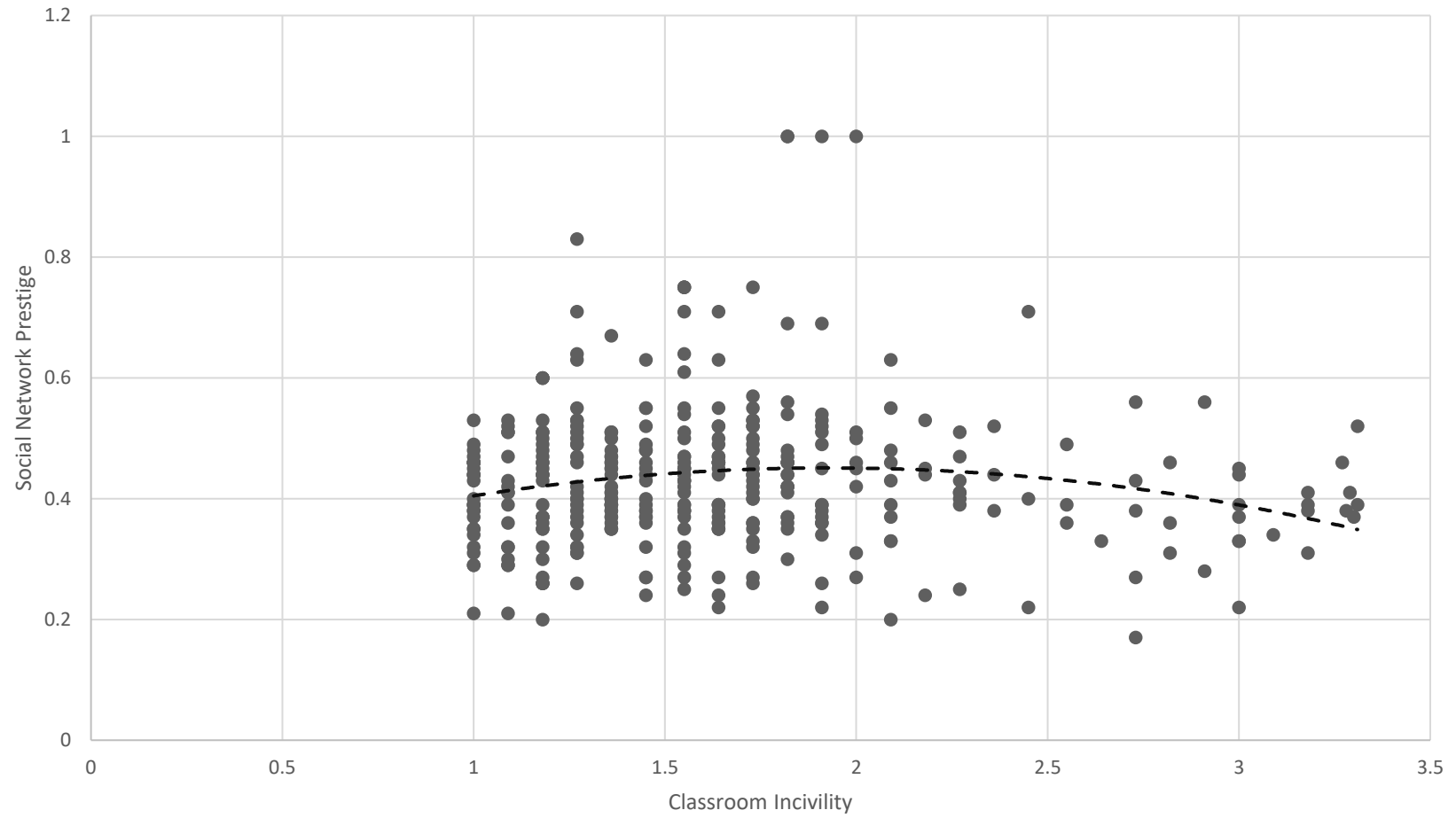
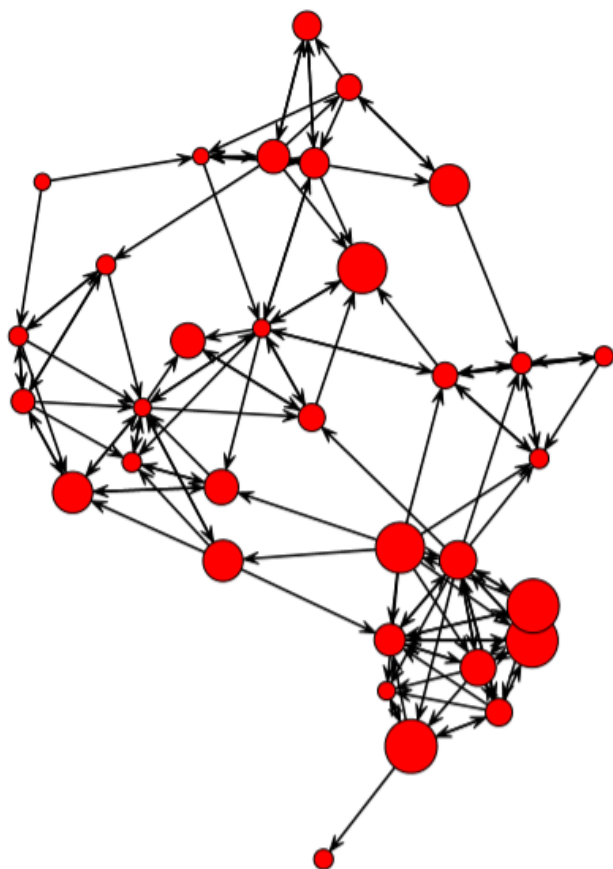


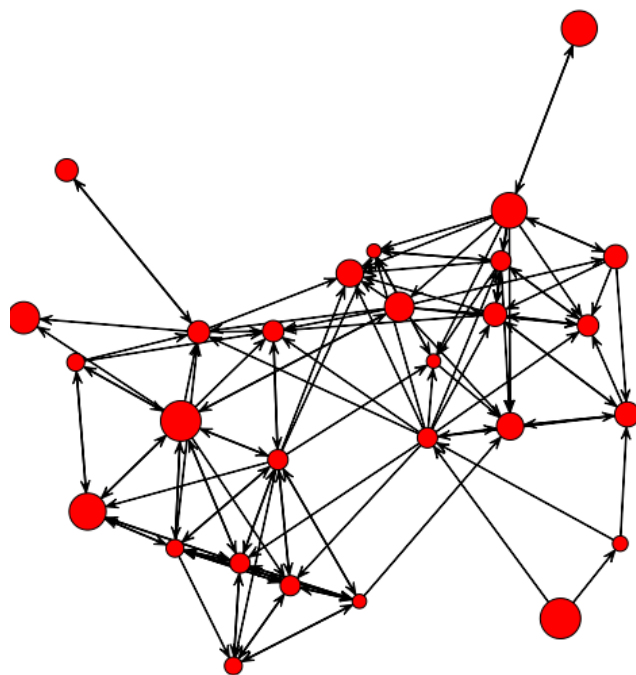
Figure 4.4

Examples of grade level network of friendship ties

A



B



Note. Nodes are weighed based on each individual's self-reported classroom incivility, with larger sizes indicating higher classroom incivility. Direction of arrow indicates a nomination of friendship of that individual.

CHAPTER 5: GENERAL DISCUSSION

Evidence of incivility is all around us in our current society, ranging from not holding the door for the person behind you to writing rude comments online. Given its prevalence in our society, it is particularly important to investigate uncivil behavior earlier in development, especially within a classroom setting where adolescents spend the majority of their time outside of the home. Therefore, the overall goal of my dissertation was to examine adolescent classroom incivility through investigating associations and motivations for engaging in this behavior. My research has expanded the current literature on adolescent classroom incivility. This may be particularly important as the development of civil behaviors earlier in development may help to limit uncivil behaviors later on (Schaefer, 1995). My thesis underscores the importance of developing civil behavior early on in development as my data support relevant theoretical and practical implications. Specifically, my results suggest that: 1) engaging in classroom incivility in adolescence may be associated with antisocial behavior and poorer mental health; 2) that adolescents and their teachers may have differing perceptions of classroom incivility; and 3) that moderate levels of adolescent incivility may be associated with having more friends.

Why Study Adolescent Incivility?

All three studies of my dissertation have highlighted the importance of continuing to study adolescent uncivil behavior in the classroom. First, the results suggest that there may be negative associations for adolescents who engage in uncivil behavior in the classroom. Specifically, these adolescents are also engaging in other antisocial behavior or have poorer mental health. Given these preliminary findings, future research is needed

to comprehensively examine these associations in adolescents. Specifically, future studies should determine temporal precedence of these variables, as well as determine what other factors may be implicating these relationships (e.g., the classroom environment, teacher's disciplinary structure). For example, it is possible that in a classroom where the teacher has very strict rules, or is able to foster a positive learning environment, the students may engage in less uncivil behavior in the classroom. Further, in Study 1 I also explored peer nominated data. This data indicated a negative association between adolescents who reported perpetration of classroom incivility and being nominated as being cooperative and kind, but no association with being nominated as being best friends. However, this association was further explored in Study 3, which highlighted that the association between classroom incivility and friendships is in fact curvilinear, such that adolescents who engaged in the lowest or highest levels of classroom incivility received the fewest nominations, whereas engaging in moderate levels of classroom incivility was associated with more friendship nominations.

Study 3 was the first study to my knowledge to examine adolescent classroom incivility in relation to social network position. These results highlight that adolescents who engage in moderate levels of classroom incivility within the classroom have the most friends in their grade, whereas those who engage in the most or almost no classroom incivility have the fewest number of friends. These findings suggest that engaging in many of the behaviors that may be considered uncivil in a classroom setting (e.g., talking or texting during class) may also be associated with talking to your friends or getting attention from others in your grade. It is worth noting that it is unknown whether these same benefits of engaging in moderate levels of uncivil behavior in the classroom would

apply to the university setting. It is possible that given the intense focus on academics and lack of close connections with the majority of other students in the post-secondary classroom setting, engaging in such behavior may not result in the same social benefits that my thesis results suggest for adolescents. In university, students tend to report that uncivil behavior has a negative impact on their learning, and students who engage in uncivil behavior are often perceived as disruptive and annoying (e.g., Bjorkland & Rehling, 2009). My dissertation suggests that in adolescence, this may only be the case for those who engage in the highest or lowest levels of classroom incivility.

Whereas these findings suggest that engaging in a moderate level of classroom incivility is associated with potential social benefits within a classroom setting, adolescents are also very aware that classroom behavior that they engage in may be seen as uncivil (even unintentional behavior such as talking during class or packing up books before a lesson is over). One aspect that seems to be relatively unique to adolescent classrooms is that student-teacher dynamics are contributing to adolescent perceptions of uncivil behavior. These results suggest that students are more likely to rate classroom behaviors that may be disrespectful towards the teacher as more serious than the teachers do. In elementary and high school, students are generally aware of the agreed upon-student-teacher relationship in which teachers are in the role of power and there is some expectation of respect from students (e.g., Yariv, 2009). The current findings suggest that for adolescents, their personal understanding of incivility is linked to respect towards authority. On the flip side of this, my results also highlighted that teachers were more concerned with adolescent students being uncivil towards each other. In other words, it seems as though adolescents' teachers are more concerned about students who might be

on the receiving end of uncivil behavior and less concerned with perpetration of behavior that might just be seen as rude or disrespectful in a classroom environment. These differences in perception may be unique to adolescent students and their teachers.

In post-secondary classrooms, there are much larger classes with relatively limited personal connections with both the instructor and other students in the class. As a result, university/college students may have a broader tolerance for what they consider to be uncivil in the classroom and may be less concerned with disrespect towards the instructor in such a large class setting. For example, potentially uncivil behavior such as going online or eating during class tends to not only occur quite often but also be more accepted within a large University lecture hall. Moreover, in Study 2, adolescent students reported that while uncivil behavior occurred in their classroom, they did not find that it affected their learning as much as their teachers reported it negatively impacted their teaching. This also contrasts with the university literature as previous research has found that University students report uncivil behavior as more serious than their instructors (Bjorkland & Rehling, 2009). By university, the majority of students are invested in learning or at the very least, paying to attend classes. As a result, university students tend to find distracting uncivil behavior to be a serious issue affecting their learning (e.g., Ausbrooks, 2011; Bjorkland & Rehling, 2009). Taken together, my dissertation provides evidence for the importance of continuing to study classroom incivility during adolescence. Specifically, future research could compare engagement and perceptions of uncivil behavior from adolescent and post-secondary students.

Since my dissertation was only focused on classroom incivility, and many adolescents and university students also work in addition to attending school, future

research should examine workplace incivility in younger samples. Previous research examining the impacts of workplace incivility found that incivility can cause employees (including both targets and witnesses) to decrease work effort, productivity and performance (Pearson & Porath, 2005). Further, this study suggested that workplace incivility can also have a negative association with overall job satisfaction and loyalty, and even cause employees to quit. Much of the literature to date on workplace incivility has focused on victims or bystanders of uncivil behavior and not the perpetrator (Schilpazand et al., 2016). Therefore, an important avenue for future research could be to investigate perpetration of uncivil behavior in the workplace, using a measure similar to the newly validated scale of classroom behavior included in this dissertation. Specifically, it would be interesting to conduct a study to see if the same youth who reported engaging in classroom incivility also reported engaging in uncivil behavior in the workplace. This research could examine if individuals who engage in workplace incivility have similar personality profiles or negative associations that were highlighted in Study 1. Lastly, further developmental future research could also follow individuals to explore if adolescents who engage in classroom incivility in elementary or high school engage in workplace incivility as adults.

Overall, the results of my dissertation suggest that while there are negative associations with engaging in classroom incivility for adolescents, there may also be social benefits associated with moderate levels of uncivil behavior. Further, adolescents seem to be very aware both the uncivil behavior that they engage in within the classroom setting and that their behavior may be seen as uncivil by their teacher. The findings of my dissertation provide a strong rationale for future research within the area of adolescent

classroom incivility. Future work should consider exploring adolescent incivility in contexts outside of the classroom (e.g., at home, in the workplace). In addition to emphasizing the overall importance of studying classroom incivility in adolescence, my doctoral research has also highlighted issues of measurement and perceptions of classroom incivility.

Measurement of Classroom Incivility

The current program of research has provided important information regarding measuring and understanding classroom incivility among adolescents. First, my research suggests that adolescents are very much aware of the type of behavior that they are engaging in within the classroom and the potential for this behavior to be deemed as uncivil. Further, whereas there seem to be similarities between actual engagement and attitudes towards classroom incivility (e.g., Farrell et al., 2015; Spadafora et al., 2020; Volk et al., 2016), there also appears to be some differences. For example, the current findings suggest that engaging in unintentional classroom incivility is associated with higher Extraversion and engaging in intentional incivility is associated with lower Openness, whereas this was not the case in previous attitudinal research in adolescent samples. It is therefore important to conduct research on both aspects. Future research could directly compare beliefs about uncivil behavior and engagement in such behavior in the same study. It is possible that the differences between the current results and previous studies focusing on attitudes towards classroom incivility could be due to sampling variability. The ability to test both attitudes and behaviors in the same study would mitigate this potential issue. Previous research on university students found that the strongest predictor of one's own engagement in uncivil behavior was their own

perceptions of how serious the behavior was (Nordstrom et al., 2009; Sergist et al., 2018). However, my findings suggest that adolescents are able to rate a behavior as moderately serious and still rate it as being a behavior that is engaged in quite often in the classroom. In sum, these findings support that adolescents are cognizant of not only the engagement in uncivil behavior of themselves and their peers, but also their beliefs and perceptions regarding such behavior.

Moreover, the validated scale of engagement in uncivil behavior is a necessary first step for future longitudinal work focused on adolescent classroom incivility. Marini (2009) suggests that adolescent classroom incivility may be a precursor to future engagement in other antisocial behavior. Therefore, the inclusion of this validated measure in future adolescent work will allow for researchers to examine the potential links between engaging in uncivil behavior in the classroom and potential antecedents and outcomes. Developmentally, the inclusion of this measure in longitudinal data would also allow for the examination of potential changes in behavior as individuals go through adolescence. In sum, future work can continue to measure engagement in classroom incivility in relation to other variables now that there is an appropriate validated measure for use with adolescents.

The addition of qualitative methods in this research has provided greater depth to our understanding of how this behavior is being perceived. Thus, the continued use of these methods could be beneficial. Specifically, for studying adolescents, the use of interviews or focus groups would allow for a deeper exploration of specific elements of incivility, such as why adolescents may be choosing to engage in classroom incivility even if they see it as uncivil. Specifically, these methods would allow descriptions of

experiences of classroom incivility, discussions of how their teachers tolerate incivility or why they might consider certain actions as uncivil. Using multiple methods allows the participant to go beyond rating a behavior on a scale, and also give further background information regarding why or why not they may have a particular stance. Whereas the quantitative component allows for participants to rate and be compared on a scale, the qualitative component allows research to investigate questions of why or how these classroom behaviors are happening.

Moreover, these methodologies may allow for a preliminary investigation of incivility in young children. For example, future qualitative research could be a catalyst to bridge gaps between younger and older developmental groups that may have different specific elements with regard to classroom incivility, but also have common themes across them. This type of approach may allow for research to establish at around what age students begin to have an understanding of incivility and where these perceptions might come from. Specifically, the use of an interviews may create an opportunity for students who have difficulty with reading a survey or are limited in how much they can write for an open-ended questions, to more comprehensively share their ideas and experiences. For example, I would be able to conduct an interview with a student in grade four or five about their experiences in the classroom, where I would be able to gather more information at a deeper level than I may be able to gather with a quantitative questionnaire at this level. Taken together, this supports the importance of continuing to examine classroom incivility using multiple methods.

This work has also provided preliminary evidence that social network analyses may help us disentangle motivations for engaging in classroom incivility. The current

research has added a theoretical discussion of social aspects that may be associated with engaging in uncivil behavior, similar to other antisocial behavior, such as bullying (e.g., Reijntjes et al., 2013). Future research could further this network approach by asking adolescents to nominate who in their grade they would characterize as “uncivil.” This would allow for a further exploration of social networks as they relate to uncivil behavior, as well as for a comparison of self versus peer reported engagement in classroom incivility. It may also be useful to compare observer reported classroom incivility from multiple sources, particularly classroom teachers.

The Role of the Teacher

Given that the fundamental take home message of my thesis is the importance of studying classroom incivility in adolescents, it is virtually impossible to discuss these findings without considering the role of the teacher. A unique aspect of classroom incivility in particular is that these behaviors are generally visible within the classroom to both the other students in the class and the classroom teacher. This puts other individuals within the classroom in a position to be able, and perhaps responsible, for prevention and intervention efforts. Specifically for teachers, they are faced with the decision of whether they should stop a lesson to intervene in uncivil behavior or not, along with deciding which behaviors require discussion or punishment. The results of my dissertation suggest that engaging in uncivil behavior can be associated with poorer mental health correlates, other antisocial behavior, antisocial personality traits, fewer mutual friendships and have negative impacts on the learning environment. Taking these negative aspects into consideration together, my dissertation therefore emphasizes the importance of limiting and intervening in classroom incivility whenever possible.

Teachers are in a position of power and due to their role, are the ones who are often on the receiving end of uncivil behavior in the classroom, or at the very least, a witness to such behavior between peers. The teacher-student dynamic is an important aspect to examine as from the results of Study 2, it became evident how adolescents are defining what is uncivil seems to often be related to being disrespectful towards the teachers. As previously mentioned, this is further support for the potential distinctiveness of adolescent classroom incivility compared to in a post-secondary classroom or even incivility in the workplace. That being said, previous research examining the role of the instructor in a post-secondary classroom setting found that class size, non-verbal immediacy and active, empathetic listening were negatively associated with classroom incivility (Weger, 2018). It is possible that these particular findings may be applicable to the adolescent classroom setting, but at this point, we simply don't have the data to confirm that university teaching techniques apply to adolescents' teachers. Therefore, my thesis results have provided support for future research investigating classroom incivility in relation to classroom climate and the role of the teacher.

With regards to workplace incivility, research has suggested that if managers took the time to calculate the actual cost of incivility to their business, that this would highlight the necessity of taking the time to intervene in such behavior, as well as create long-term plans of how to prevent it in the future (Pearson, 2010; Zauderer, 2002). Applying this to the classroom setting, this highlights the importance for teachers to understand and intervene in classroom incivility early on. In other words, while it may be costly to intervene in classroom incivility (i.e., take away from instruction time;

Feldmann, 2001), spending time addressing classroom incivility as early as possible may have positive and lasting impacts on the overall learning environment for adolescents.

Further, literature focused on workplace incivility often discusses managers being uncivil towards their employees as a common occurrence of uncivil behavior in the workplace (e.g., Jin et al., 2020; Sidle, 2009; Zauderer, 2002). Within the context of adolescents, the focus of classroom incivility tends to be on adolescent students being uncivil towards their peers or teachers. In my study, neither teachers nor students mentioned teachers engaging in uncivil behavior in the classroom. That is not to say that teachers cannot engage in classroom incivility. This may be because of the nature of my questions, a low baseline of teacher incivility and/or it could be that adolescents do not view teacher incivility as being directly comparable to student incivility. This may be another important avenue for future research to consider. It is possible that given the power imbalance between adolescent students and their teachers, that teachers may engage in behavior that might be considered uncivil if the adolescent students were engaging it, but it is not necessarily perceived in the same way when engaged in by the teacher (e.g., texting during class time).

It is also worth noting that it is possible that students might use uncivil behavior as a means of acting out against unjust systems or individuals. For example, within a workplace setting, incivility is sometimes used a means to create conflict in an attempt to instill changes at both the individual and organizational level (Callahan, 2011). Therefore, students engaging in uncivil behavior in the classroom may be choosing to do so as an attempt to disrespect the teacher's authority. This may be particularly true if they do not perceive the rules and expectations of their classroom as fair.

Limitations and Future Directions

My thesis provides a comprehensive, in-depth examination of classroom incivility in adolescents, but it is not without limitations. Further, there are many avenues for future research to continue to examine this important research area. An avenue for future research could be to use observer-reported classroom incivility. This would compliment existing self-report data by reducing potential method bias (e.g., Podsakoff et al., 2003). Specifically, future research could investigate which adolescents are being nominated as uncivil by their peers, compared to their teachers. This would also allow for a further examination of potential differences of perceptions of classroom incivility. Another avenue for future research could be to further investigate motivations of adolescents for engaging in classroom incivility. For example, whereas my results suggest that engaging in uncivil behavior in the classroom may be a way for adolescents to gain attention and/or friends, it would be interesting for future research to further explore these potential motivations. One way to do this could be through the use of similar qualitative methods that I used to explore the motives of adolescent bullying bystanders (Spadafora et al., 2018). Specifically, a next step for a future study would be to investigate if adolescents are aware of any potential social benefits associated with engaging in classroom incivility. In this approach, I could specifically ask adolescent participants (e.g., through open-ended questions) if they engage in classroom incivility and what costs and benefits they receive as a result of engaging in such behavior.

The samples for my dissertation studies were mainly from southern Ontario. Whereas the sample for Studies 1 and 3 was recruited from a range of schools within the Niagara region, future research should continue to explore this association in wider

samples. The sample for Study 2 was limited to Ontario, therefore future research could examine perceptions of uncivil behavior in other provinces (with different curriculums and teaching standards). These perceptions should also be expanded to compare to student and teachers outside of Canada or similar Western countries. Specifically, it is possible that differences in educational settings based on culture (e.g., Tweed & Lehman, 2002), may change expectations regarding classroom behavior of both teachers and students. Future research should examine adolescent classroom incivility cross-culturally (e.g., Bıngöl et al., 2018) particularly in relation to cultural educational expectations. Exploring classroom climate and school environment as a factor associated with classroom incivility would be another important next step for future research. For example, future studies could use multi-level modelling to investigate how classroom climate or teacher discipline variables might be impacting overall engagement of incivility in the classroom. Or research could focus on the civility experiences of marginalized youth (e.g., racial, gender or developmental minorities).

Conclusion

Classroom incivility may be a low-level antisocial behavior. However, the results of my dissertation have emphasized that it is an important concept to be addressed in adolescence. The idea of civility may seem like an outdated concept to many; however, it is a vital concept to be considered in our current society. Specifically, given that uncivil behavior can negatively impact a cooperative workplace or a harmonious learning environment, it is an important concept to continue to be addressed. My dissertation has specifically highlighted the importance of addressing incivility in adolescence, however given its potential negative impacts, teaching civility should be a priority for parents and

teachers of children of all ages. Whereas there may not be a one size fits all understanding of what specific behaviors constitute as uncivil in every situation, an overall understanding of civility necessary. In general, it is important for children and adolescents to understand that how they behave within a classroom or workplace setting may be deemed as uncivil and there may be implications on their relationships and environment as a result.

Incivility is a growing concern within society (e.g., Schoenherr, 2018; Taylor, 2020). Therefore, individuals working with children and youth should consistently promote civil behavior in the classroom, with the hopes that these behaviors will carry over both to other settings and across development. To create a well-functioning society of civil adults, it is essential to address incivility as early as possible. My dissertation has highlighted the importance of understanding the dynamics surrounding incivility in adolescence through to adulthood. Overall, the research I have conducted throughout my doctoral degree has contributed to the existing literature on adolescent incivility and future studies will be able to build off this research to further our understanding of this concept.

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APPENDIX A – Ethics Clearance (Studies 1 and 3)



Brock University
 Research Ethics Office
 Tel: 905-688-5550 ext. 3035
 Email: reb@brocku.ca

Social Science Research Ethics Board

Certificate of Ethics Clearance for Human Participant Research

DATE: January 18, 2019

PRINCIPAL INVESTIGATOR: VOLK, Anthony - Child and Youth Studies

FILE: 18-053 - VOLK

TYPE: Faculty Research STUDENT:
 SUPERVISOR: Anthony Volk

TITLE: Adolescent Social Relationships

ETHICS CLEARANCE GRANTED

Type of Clearance: MODIFICATION Expiry Date: 9/1/2019

The Brock University Social Sciences Research Ethics Board has reviewed the above named research proposal and considers the procedures, as described by the applicant, to conform to the University's ethical standards and the Tri-Council Policy Statement.

Modification: Per suggestion by the NCDSB, the parental consent process for secondary schools has been switched from active to passive consent.

The Tri-Council Policy Statement requires that ongoing research be monitored by, at a minimum, an annual report. Should your project extend beyond the expiry date, you are required to submit a Renewal form before 9/1/2019. Continued clearance is contingent on timely submission of reports.

To comply with the Tri-Council Policy Statement, you must also submit a final report upon completion of your project. All report forms can be found on the Research Ethics web page at <http://www.brocku.ca/research/policies-and-forms/research-forms>.

In addition, throughout your research, you must report promptly to the REB:

- a) Changes increasing the risk to the participant(s) and/or affecting significantly the conduct of the study;
- b) All adverse and/or unanticipated experiences or events that may have real or potential unfavourable implications for participants;
- c) New information that may adversely affect the safety of the participants or the conduct of the study;
- d) Any changes in your source of funding or new funding to a previously unfunded project.

We wish you success with your research.

Approved:

Lynn Dempsey, Chair
 Social Science Research Ethics Board

Robert Steinbauer, Chair
 Social Science Research Ethics Board

Note: Brock University is accountable for the research carried out in its own jurisdiction or under its auspices and may refuse certain research even though the REB has found it ethically acceptable.

If research participants are in the care of a health facility, at a school, or other institution or community organization, it is the responsibility of the Principal Investigator to ensure that the ethical guidelines and clearance of those facilities or institutions are obtained and filed with the REB prior to the initiation of research at that site.

APPENDIX B – Demographics (Studies 1 and 3)

What is your ID number?

1. How old are you?
2. Are you a boy or a girl?
 - a. Boy
 - b. Girl
 - c. Other
 - d. Prefer not to say
3. What grade are you in?
4. Which parents do you live with at home?
 - a. Birth parents
 - b. Adopted parents
 - c. Just mom
 - d. Just dad
 - e. Mom and Stepdad
 - f. Dad and Stepmom
 - g. Other
5. What is your ethnic/racial background? (e.g., Italian, Chinese, etc.)
6. Compared to the average Canadian, do you think your family is (choose one):
 - a. A lot less rich
 - b. Less rich
 - c. About the same
 - d. More rich
 - e. A lot more rich
7. What is the highest level of schooling your parents completed?
 - a. They have not completed high school
 - b. Completed high school
 - c. Complete college/university
 - d. Don't know
8. What grade on average do you typically receive in school?
 - a. A (80-100%)
 - b. B (70-79%)
 - c. C (60-69%)
 - d. D or lower (59% or lower)

APPENDIX C - Classroom In/Civility Measure (Studies 1 and 3)

How often have you done any of the behavior below?

Rating Scale:

1 = Almost never/never 2 = Rarely 3 = Sometimes 4 = Often 5 = Almost always

1. Packing up books before a lesson is over
2. Making fun of a classmate who answered a question wrong
3. Sending text messages/notes during class
4. Posting mean comments online about classmates
5. Reading, going online, or playing a game during a lesson
6. Calling a classmate names because they did not agree with your opinion
7. Eating during class
8. Spreading rumours about or try to exclude a classmate you dislike
9. Sleeping in class
10. Fighting with another student (physical or verbal)
11. Talking when you shouldn't during class

**APPENDIX D: Integrated Measure of Bullying and Non-Bullying Aggression
(Study 1)**

Peer Aggression Measure

Direct Bullying (Verbal and Physical)

- 1) In the PAST FEW MONTHS, how often have **YOU DONE** the following, against someone who was **LESS** popular or strong than you?

Response Scale: Never, Hardly Ever, Sometimes, Fairly Often, Very Often

- a) Damaged or broken someone's things on purpose
- b) Hit, kicked, or shoved someone
- c) Used physical force against someone
- d) Threatened someone in person
- e) Made fun of someone in a hurtful way to their face
- f) Put others down or said mean things to them in person

Relational Bullying

- 2) In the PAST FEW MONTHS, how often have **YOU DONE** the following, against someone who was **LESS** popular or strong than you?

Response Scale: Never, Hardly Ever, Sometimes, Fairly Often, Very Often

- a) Spread negative rumours or gossip about someone while talking to others
- b) Kept someone out of my group of friends
- c) Ignored or stopped talking to someone
- d) Left someone out or excluded someone from a group activity

Cyber Bullying

- 3) In the PAST FEW MONTHS, how often have **YOU DONE** the following against someone who was **LESS** popular or strong than you?

Response Scale: Never, Hardly Ever, Sometimes, Fairly Often, Very Often

- a) I used the internet or a cell phone to spread negative rumours or gossip about someone
- b) I used the internet or a cell phone to say mean things to someone

- c) I used the internet or a cell phone to send embarrassing or hurtful pictures or videos directly to someone
- d) I used the internet or a cell phone to post embarrassing or hurtful information, pictures, or videos about someone, for other people to see
- e) I used the internet or a cell phone to threaten someone
- f) Using the internet or a cell phone, I ignored or stopped responding to someone

Racial or Ethnic Bullying

- 4) In the PAST FEW MONTHS, how often have **YOU DONE** the following, against someone who was **LESS** popular or strong than you?

Response Scale: Never, Hardly Ever, Sometimes, Fairly Often, Very Often

- a) Made fun of someone's language, religion, race, or culture
- b) Targeted someone online because of their language, religion, race, or culture
- c) Excluded someone because of their language, religion, race, or culture
- d) Physically hit someone because of their race, religion, or culture

Direct Non-bullying Aggression

The next set of questions ask about the same actions as those above, but toward different people (**EQUALLY or MORE strong and popular**). Please keep this in mind as you answer these questions."

- 5) In the PAST FEW MONTHS, how often have **YOU DONE** the following, against someone who was **EQUALLY or MORE** popular or strong than you?

Response Scale: Never, Hardly Ever, Sometimes, Fairly Often, Very Often

- a) Damaged or broken someone's things on purpose
- b) Hit, kicked, or shoved someone
- c) Used physical force against someone
- d) Threatened someone in person
- e) Made fun of someone in a hurtful way to their face
- f) Put others down or said mean things to them in person

Relational Non-bullying Aggression

- 6) In the PAST FEW MONTHS, how often have **YOU DONE** the following, against someone who was **EQUALLY or MORE** popular or strong than you?

Response Scale: Never, Hardly Ever, Sometimes, Fairly Often, Very Often

- a) Spread negative rumours or gossip about someone while talking to others
- b) Kept someone out of my group of friends
- c) Ignored or stopped talking to someone
- d) Left someone out or excluded someone from a group activity

Cyber Non-bullying Aggression

- 7) In the PAST FEW MONTHS, how often have **YOU DONE** the following against someone who was **EQUALLY or MORE** popular or strong than you?

Response Scale: Never, Hardly Ever, Sometimes, Fairly Often, Very Often

- a) I used the internet or a cell phone to spread negative rumours or gossip about someone
 - b) I used the internet or a cell phone to say mean things to someone
 - c) I used the internet or a cell phone to send embarrassing or hurtful pictures or videos directly to someone
 - d) I used the internet or a cell phone to post embarrassing or hurtful information, pictures, or videos about someone, for other people to see
 - e) I used the internet or a cell phone to threaten someone
 - f) Using the internet or a cell phone, I ignored or stopped responding to someone
- 8) In the PAST FEW MONTHS, how often have you spread rumours about someone, or left someone out, **WHEN THEY WERE NOT SURE WHO HAD DONE IT TO THEM?**
- a) Never
 - b) Hardly Ever
 - c) Sometimes
 - d) Fairly Often
 - e) Very Often
- 9) In the PAST FEW MONTHS, how often have you used the internet or your cell phone to gossip or spread rumours about someone, or to send or post things that are hurtful or embarrassing to someone, **WHEN THEY WERE NOT SURE WHO HAD DONE IT TO THEM?**
- a) Never
 - b) Hardly Ever
 - c) Sometimes
 - d) Fairly Often
 - e) Very Often

APPENDIX E: Resource Control Strategies and Outcomes (Study 1)

Adapted from:

Hawley, P. H., Little, T. D., & Card N. A. (2008). The myth of the alpha male: A new look at dominance-related beliefs and behaviors among adolescent males and females. *International Journal of Behavioral Development*, 32 (1), 76–88.

Hawley, P. H., Little, T. D., & Card N. A. (2007). The allure of a mean friend: Relationship quality and processes of aggressive adolescents with prosocial skills. *International Journal of Behavioral Development*, 31 (2), 170–180.

Hawley, P. H. (2003). Prosocial and coercive configurations of resource control in early adolescence: A case for the well-adapted Machiavellian. *Merrill-Palmer Quarterly*, 49(3), 279-309.

Instructions: How true are the following statements?

Response Scale:

1 = Never true, 2 = Hardly ever true, 3 = Sometimes true, 4 = Often true, 5 = Almost always true

Coercive Resource Control Strategies

1. I try to make others do what I want
2. I try to force others to follow my plans
3. I threaten others to try to get my way
4. I control who's part of my group to try get my way
5. I make someone look bad if they go against what I want
6. I try to trick or manipulate others into doing what I want

Prosocial Resource Control Strategies

1. I cooperate with others to work together for what we want
2. When people want different things than me, I think of a way that's fair for everyone
3. I try to lead others by explaining a good idea
4. I help others who are in need
5. When people help me, I do something nice for them in return
6. I try to lead groups so things are fair for everyone
7. I am loyal to, and stick up for, people who have helped me
8. I freely share things with others
9. I sometimes give up what I want to make the group happy
10. I stick to deals or promises that I have made with others

APPENDIX F: HEXACO Personality Inventory (Study 1)

De Vries, R. E., & Born, M. P. (2013). De Vereenvoudigde HEXACO Persoonlijkheidsvragenlijst en een additioneel interstitieel Proactiviteitsfacet. *Gedrag & Organisatie*, 26(2), 223-245.

Instructions: Please read each statement and decide how much you agree or disagree with that statement. Then choose your response next to the statement using the scale. Please answer every statement, even if you are not completely sure of your response.

Response Scale:

1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree

- 1 I can look at a painting for a long time.
- 2 I neatly put away my clothes.
- 3 I remain unfriendly to someone who was mean to me.
- 4 People like me.
- 5 I avoid situations in which I can get injured.
- 6 I sometimes pretend to be better than I really am.
- 7 I like to read about new scientific discoveries.
- 8 I work harder than others.
- 9 I often express criticism.
- 10 I stay in the background when I'm in a group.
- 11 I worry about unimportant things.
- 12 If a cashier charged me too little, I wouldn't say anything.
- 13 I have a lot of imagination.
- 14 I typically check my work carefully.
- 15 I often change my opinions to match those of others.
- 16 I prefer to work alone rather than with others.
- 17 I can deal with personal problems all by myself.
- 18 I want others to see how important I am.
- 19 I like people with strange ideas.
- 20 I think carefully before I do something dangerous.
- 21 I sometimes react very strongly when faced with a setback or loss.

- 22 I enjoy life.
- 23 I strongly feel others' pain.
- 24 I am an ordinary person; anything but special.
- 25 I find most art dull.
- 26 I have a tough time finding things because I'm untidy.
- 27 I quickly trust others again after they have cheated on me.
- 28 Nobody likes me.
- 29 I can easily withstand physical pain.
- 30 I sometimes tell lies to get my way.
- 31 I think science is boring.
- 32 If something is hard, I give up easily.
- 33 I am gentle to others.
- 34 I easily approach strangers.
- 35 I often worry that something will go wrong.
- 36 I am curious about how you can earn a lot of money in a dishonest way.
- 37 I love thinking up new ways of doing things.
- 38 I think it's a waste of time to check my work for errors.
- 39 I rarely disagree with others.
- 40 I prefer being on my own.
- 41 I rarely need support from others.
- 42 I want to own valuable things.
- 43 It would bother me if people thought I was strange.
- 44 I generally do whatever comes to mind.
- 45 I am rarely angry at someone.
- 46 I am often in a somber mood.
- 47 I sometimes feel tears welling up when I tell someone goodbye.
- 48 I feel I should be allowed to bend the rules.
- 49 I love poetry.
- 50 My bedroom is always tidy.
- 51 If someone has mistreated me once, I won't trust the person again.

- 52 Nobody likes talking with me.
- 53 I am afraid of feeling pain.
- 54 I'm bad at putting on an act around other people.
- 55 Nature programs on television bore me.
- 56 I avoid doing complicated tasks as long as possible.
- 57 I get mad at people who make mistakes.
- 58 I often act as the leader when I'm in a group.
- 59 I worry less than others.
- 60 I'd rather die than steal anything.
- 61 I love making unusual things.
- 62 I work very precisely.
- 63 Others have a hard time changing my ideas.
- 64 I like having a lot of people around me.
- 65 I need others to comfort me.
- 66 I don't mind wearing plain clothes rather than expensive clothes.
- 67 Others think I have strange ideas.
- 68 I tend to control myself well.
- 69 Even when I'm treated badly, I remain calm.
- 70 I am generally cheerful.
- 71 I get sad when a good friend leaves for a long time.
- 72 I don't think the rules should apply to someone like me.
- 73 It amazes me that people want to spend money on art.
- 74 I make sure that things are in the right spot.
- 75 I am a very trusting person.
- 76 I get the feeling many people dislike me.
- 77 I am more daring than others in dangerous situations.
- 78 I find it difficult to lie.
- 79 I would enjoy reading a book about inventions.
- 80 I'd rather take it easy than work hard.
- 81 I immediately show it if I find something stupid.

- 82 I feel uncomfortable in an unfamiliar group.
- 83 Even under stress, I sleep well.
- 84 If I damaged something when nobody was around, I'd keep it to myself.
- 85 My work is often original.
- 86 I always re-read what I write to make sure that it is error-free.
- 87 I tend to quickly agree with others.
- 88 I like to talk with others.
- 89 I can easily overcome difficulties on my own.
- 90 I want to be famous.
- 91 People are surprised by the beliefs I have.
- 92 I often do things without really thinking.
- 93 People have seen me get into in a rage.
- 94 I am seldom cheerful.
- 95 I often cry during sad movies.
- 96 I am entitled to special treatment.

APPENDIX G: Strengths and Difficulties Questionnaire - Emotional Problems subscale (Study 1)

Reference:

Goodman, R. (1997). The strengths and difficulties questionnaire: A research note. *Journal of Child Psychology and Psychiatry*, 38(5), 581-586.

Instructions: Check the box that best describes your opinion on the following statements.

Response Scale: 1= Not true, 2 = Somewhat true, 3 = Certainly true

1. I get a lot of headaches, stomach-aches or sickness.
2. I worry a lot.
3. I am often unhappy, downhearted or tearful.
4. I am nervous in new situations. I easily lose confidence.
5. I have many fears. I am easily scared.

**APPENDIX H: Hostility - Subscale from the Children's Automatic Thoughts Scale
(Study 1)**

Reference:

Schniering, C. A. & Rapee, R. M. (2002). Development and validation of a measure of children's automatic thoughts: The Children's Automatic Thoughts Scale. *Behaviour Research and Therapy*, 40, 1091-1109.

Instructions: How often have you had the following thoughts?

Response Scale: 1 = Never, 2 = Hardly ever, 3 = Sometimes, 4 = Fairly often, 5 = Very often

1. Most people are against me.
2. I always get blamed for things that are not my fault.
3. People always try to get me in trouble.
4. I won't let anyone get away with picking on me.
5. I have the right to take revenge on people if they deserve it.

APPENDIX I: Peer Nomination Questions (Study 1 and 3)

Instructions: Check the boxes beside the names of students in your grade who fit the descriptions in each question. Choose as many students as you wish, as long as they match the description.

1. Who usually helps and cooperates with others?
2. Who leads the group in a fair way?
3. Who is kind to others?
4. Who is the best at getting what they want?
5. Who do others look up to and respect?
6. Who usually gets others to do what they say?
7. When there's a conflict in the group, who do people usually side with?
8. Who forces, threatens or tricks others to try to get their way?

Peer Acceptance and Popularity

Instructions: Check the boxes beside the names of students in your grade who fit the descriptions in each question. Choose as many students as you wish, as long as they match the description. Choose all that apply.

1. Who do you like (is nice) in your grade?
2. Who are the most popular people in your grade?

Friendship and Dating Questionnaire

Instructions: Check the boxes beside the names of students in your grade who fit the descriptions in each question. Choose as many students as you wish, as long as they match the description. Choose all that apply.

1. Who are your best or closest friends?
2. Who would you most like to go out on a date with?
3. Who is your boyfriend or girlfriend now?
4. Who have been your boyfriends or girlfriends in the past?

APPENDIX J: Demographics Comparison (Study 1)

Demographics	Full sample (<i>n</i> = 631)	Valid Civility Data (<i>n</i> = 586)
Age	11.94 (<i>SD</i> = 1.44)	12.04
Sex	47.5% boys	46.2% boys
Grade-level	18.2% grade 5; 18.9% grade 9	14.4% grade 5; 19.7% grade 9
SES	63.2% about the same	62.6% about the same
Self-reported grade	64.4% As (80-100%)	66.6% (80-100%)

APPENDIX K: Winsorized scores (Study 1)

	ID	Z Score	Raw Score	New Score
Item 4	#1144611	6.18	4.00	3.01
	#1132610	6.18	4.00	3.01
	#1115608	6.18	4.00	3.01
	#1117705	6.18	4.00	3.01
	#2114525	8.31	5.00	3.02
	#1112521	8.31	5.00	3.02
Item 6	#1123707	6.48	5.00	4.01
	#2114525	6.48	5.00	4.01
	#1112521	6.48	5.00	4.01
Item 8	#1132610	5.36	5.00	4.01
	#1123707	5.36	5.00	4.01
	#2114525	5.36	5.00	4.01
	#1112521	5.36	5.00	4.01

APPENDIX L: Model fit of 2-factor Classroom incivility model in younger vs. older sub-sample (Study 1)

Model Fit	Younger sample	Older sample
Chi square test of model fit	$\chi^2(43) = 128.73, p < .001$	$\chi^2(43) = 96.64, p < .001$
CFI	.92	.90
RMSEA	.08, 95% CI [.06, .09]	.07, 95% CI [.05, .09]
SRMR	.07	.07

APPENDIX M – Ethics Clearance (Study 2)



Brock University
Office of Research Ethics
Tel: 905-688-5550 ext. 3035
Email: reb@brocku.ca

Social Science Research Ethics Board

Certificate of Ethics Clearance for Human Participant Research

DATE: May 28, 2020

PRINCIPAL INVESTIGATOR: VOLK, Anthony - Child & Youth Studies

FILE: 19-210 - VOLK

TYPE: Ph. D. STUDENT: Natalie Spadafora
SUPERVISOR: Anthony Volk

TITLE: Exploring the Continuum of Social Behaviour in Adolescents

ETHICS CLEARANCE GRANTED

Type of Clearance: MODIFICATION Expiry Date: 3/1/2021

The Brock University Social Sciences Research Ethics Board has reviewed the above named research proposal and considers the procedures, as described by the applicant, to conform to the University's ethical standards and the Tri-Council Policy Statement.

Modification:

- Change in recruitment strategy
- Change in value of compensation

The Tri-Council Policy Statement requires that ongoing research be monitored by, at a minimum, an annual report. Should your project extend beyond the expiry date, you are required to submit a Renewal form before **3/1/2021**. Continued clearance is contingent on timely submission of reports.

To comply with the Tri-Council Policy Statement, you must also submit a final report upon completion of your project. All report forms can be found on the Office of Research Ethics web page at <http://www.brocku.ca/research/policies-and-forms/research-forms>.

In addition, throughout your research, you must report promptly to the REB:

- a) Changes increasing the risk to the participant(s) and/or affecting significantly the conduct of the study;
- b) All adverse and/or unanticipated experiences or events that may have real or potential unfavourable implications for participants;
- c) New information that may adversely affect the safety of the participants or the conduct of the study;
- d) Any changes in your source of funding or new funding to a previously unfunded project.

We wish you success with your research.

Approved:

Lynn Dempsey, Chair
Social Science Research Ethics Board

Robert Steinbauer, Chair
Social Science Research Ethics Board

Note: Brock University is accountable for the research carried out in its own jurisdiction or under its auspices and may refuse certain research even though the REB has found it ethically acceptable.

If research participants are in the care of a health facility, at a school, or other institution or community organization, it is the responsibility of the Principal Investigator to ensure that the ethical guidelines and clearance of those facilities or institutions are obtained and filed with the REB prior to the initiation of research at that site.

APPENDIX N: Breakdown of current grade taught by teacher sample (Study 2)

Grade	Number of teachers
5/6	7
6	4
6/7	2
7	3
7/8	2
8	3
9	1
9/10	10
10/11	2
11	1
11/12	5

APPENDIX O: Teacher Classroom Incivility Survey (Study 2)

Demographics

1. Please type in your unique Identity (ID) Number that we gave you: _____
2. What is your age?
 - a) 20-29
 - b) 30-39
 - c) 40-49
 - d) 50-59
 - e) 60-69
3. What is your gender?
 - a) Male
 - b) Female
 - c) Other
 - d) Prefer not to say
4. Which category **best** describes your race or cultural group? **Mark all that apply.**
 - White
 - East Asian (e.g., Chinese, Japanese, Korean)
 - Southeast Asian (e.g., Vietnamese, Filipino, Cambodian, Malaysian, Laotian)
 - South Asian (e.g., East Indian, Pakistani, Sri Lankan, Afghan, Bangladeshi)
 - West Asian or Arab (e.g., Iraqi, Syrian, Lebanese, Egyptian)
 - Black African (e.g., Ghanaian, Kenyan), Black Caribbean (e.g., Jamaican, Haitian) or Black Canadian or American
 - Latin American, Central American, South American (e.g., Mexican, Colombian, Brazilian, Chilean)
 - Indigenous/Native (e.g., First Nations, Métis, or Inuit)
 - Other? _____

BACKGROUND

Classroom Civility and Teaching Practices Faculty Survey (from Frey, 2005)

1. How many years of teaching experience do you have?
 - a. 0-3
 - b. 4-7
 - c. 8-11
 - d. 12-15
 - e. 16-19
 - f. 20 or more

2. What is your teaching status?
- Full-time permanent teacher
 - LTO
 - Occasional Teacher
 - Teacher Candidate
7. As you complete the questionnaire, please think about the grade you taught this current academic year. What grade level are you currently teaching? _____
8. In general, how serious is the problem of classroom incivility in your teaching?
- Extremely serious
 - Very serious
 - Moderately serious
 - Slightly serious
 - Not at all serious
9. In general, how frequently do students behave in an uncivil way in your classroom?
- Once a week or more
 - Several times per term
 - Once per term or less
 - Does not occur
- 10a. In general, how often do the boys in your class engage in classroom incivility?
- Scale:** 1 = never, 2 = rarely, 3 = sometimes, 4 = often, 5 = always
- b) In general, how often do the girls in your class engage in classroom incivility?
- Scale:** 1 = never, 2 = rarely, 3 = sometimes, 4 = often, 5 = always
- c) How much do you agree with this statement? “Students who get grades that are typically Cs and Ds are more likely to engage in uncivil behaviour in your classroom than those who get As and Bs.”
- Scale:** 1 = strongly disagree, 2 = disagree, 3 = neither agree nor disagree, 4 = agree, 5 = strongly agree

STUDENT BEHAVIORS

On a scale from 1-5, how serious would you consider the following behaviors if they occurred in your classroom? Please circle your response.

1 = not at all serious, 2 = somewhat serious, 3 = neutral, 4 = serious, 5 = very serious

- Packing up books before a lesson is over.
- Making fun of a classmate who answered a question incorrectly.

3. Sending text messages/notes during class.
4. Posting mean comments online about classmates
5. Reading, going online, or playing a game during a lesson.
6. A student calling a classmate names because they did not agree with his/her opinion.
7. Eating during class.
8. A student spreading rumours about or try to exclude a classmate he/she dislikes.
9. Sleeping in class.
10. Fighting with another student (physical or verbal).
11. Students talking when they shouldn't during class

FREQUENCY OF BEHAVIORS

On a scale from 1-5, indicate the frequency of these classroom behaviors in your classroom. Please circle your response.

1 = never, 2 = not very often, 3 = sometimes, 4 = often, 5 = almost always

1. Packing up books before a lesson is over.
2. Making fun of a classmate who answered a question wrong.
3. Sending text messages/notes during class.
4. Posting mean comments online about classmates
5. Reading, going online, or playing a game during a lesson.
6. A student calling a classmate names because they did not agree with his/her opinion.
7. Eating during class.
8. A student spreading rumours about or try to exclude a classmate he/she dislikes.
9. Sleeping in class.
10. Fighting with another student (physical or verbal).
11. Students talking when they shouldn't during class

APPENDIX P: Student Classroom Incivility Survey (Study 2)

Demographics

1. Please type in your unique Identity (ID) Number on your assent form, located below the website link: _____
2. How old are you? _____
3. Are you a boy or a girl? _____
4. What grade are you in? _____
5. Were you born in Canada?
6. Which category **best** describes your race or cultural group? **Mark all that apply.**
 - White
 - East Asian (e.g., Chinese, Japanese, Korean)
 - Southeast Asian (e.g., Vietnamese, Filipino, Cambodian, Malaysian, Laotian)
 - South Asian (e.g., East Indian, Pakistani, Sri Lankan, Afghan, Bangladeshi)
 - West Asian or Arab (e.g., Iraqi, Syrian, Lebanese, Egyptian)
 - Black African (e.g., Ghanaian, Kenyan), Black Caribbean (e.g., Jamaican, Haitian) or Black Canadian or American
 - Latin American, Central American, South American (e.g., Mexican, Colombian, Brazilian, Chilean)
 - Indigenous/Native (e.g., First Nations, Métis, or Inuit)
 - Other? _____
7. Compared to the average Canadian, do you think your family is (circle one):

a lot less rich less rich about the same more rich a lot more rich
8. What is the highest level of education that your mother has completed? (circle one)
 - a) some high school
 - b) finished high school
 - c) some college/ university/ apprenticeship program
 - d) finished college/ university/ apprenticeship program
 - e) finished a professional degree (e.g., Master's, Doctorate)
9. What is the highest level of education that your father has completed? (circle one)
 - a) some high school
 - b) finished high school
 - c) some college/ university/ apprenticeship program

- d) finished college/ university/ apprenticeship program
- e) finished a professional degree (e.g., Master's, Doctorate)

10. What grade, on average, do you typically receive in school?

A (80-100%)

B (70-79%)

C (60-69%)

D or lower (59% or lower)

Classroom Civility and Teaching Practices Faculty Survey (from Frey, 2005, adapted to be from the student perspective, with open-ended questions regarding experiences of classroom incivility)

BACKGROUND

1. In general, how serious is the problem of classroom incivility in your learning?
 - a. Extremely serious
 - b. Very serious
 - c. Moderately serious
 - d. Slightly serious
 - e. Not at all serious

2. In general, how frequent are classroom incivility disruptions in your learning?
 - a. Once a week or more
 - b. Several times per term
 - c. Once per term or less
 - d. Does not occur

3. In general, who are more likely to disrupt your class?
 - a. Boys
 - b. Girls
 - c. No difference

4. In general, who are more likely to disrupt your class?
 - a. students who get As in school
 - b. students who get Bs in school
 - c. students who get Cs in school
 - d. students who get Ds in school
 - e. no difference

STUDENT BEHAVIORS

On a scale from 1-5, how serious would you consider the following behaviours if they occurred in your class?

1 = not serious → 5 = very serious

1. Packing up books before a lesson is over.
2. Making fun of a classmate who answered a question wrong.
3. Sending text messages/notes during class.
4. Posting mean comments online about classmates
5. Reading, going online, or playing a game during a lesson.
6. Calling classmate names because they did not agree with your opinion.
7. Eating during class.
8. Spreading rumours about or try to exclude a classmate you dislike.
9. Sleeping in class.
10. Fighting with another student (physical or verbal).
11. Talking when you shouldn't during class

FREQUENCY OF BEHAVIORS

On a scale from 1-4, indicate the **frequency** of these classroom behaviours. That is, indicate which behaviours you observe in class most often versus not very often.

1 = not very often → 5 = almost always

1. Packing up books before a lesson is over.
2. Making fun of a classmate who answered a question wrong.
3. Sending text messages/notes during class.
4. Posting mean comments online about classmates
5. Reading, going online, or playing a game during a lesson.
6. Calling classmate names because they did not agree with your opinion.
7. Eating during class.
8. Spreading rumours about or try to exclude a classmate you dislike.
9. Sleeping in class.
10. Fighting with another student (physical or verbal).
11. Talking when you shouldn't during class

APPENDIX Q: Open-Ended Questions (Study 2)

Teacher Version:

1. Classroom incivility can be defined as *rude low-level behaviours that interrupt a cooperative learning environment*. Is classroom incivility an issue in your classroom(s)? Why or why not?
2. Please give three examples of actions that ***you personally*** would consider to be uncivil behaviour in the classroom, and some examples of actions that ***you personally*** do not consider to be uncivil behaviour in the classroom. (Please be sure to not use student names or identifying information in your response).
3. Describe the most common occurrences of classroom incivility that you see in the classroom.
4. Do you feel uncivil behaviour in the classroom affects your teaching? How does it affect teaching/learning in the classroom?
5. What have you done to address these types of uncivil behaviour when it is occurring in the classroom?
6. What proactive measures do you take to promote a civil learning environment in your classroom?

Student Version:

1. Classroom incivility can be defined as *rude low-level behaviours that interrupt a cooperative learning environment*. Is classroom incivility an issue in your classroom(s)? Why or why not?
2. Please give three examples of actions that ***you personally*** would consider to be uncivil behaviour in the classroom, and some examples of actions that ***you personally*** do not consider to be uncivil behaviour in the classroom.
3. Describe the most common occurrences of classroom incivility that you see in the classroom.
4. Describe the uncivil behaviour in the classroom that you engage in most often.
5. What does your teacher do to limit uncivil behaviour in the classroom?
6. What measures does your teacher or school take to promote a civil learning environment in your classroom?

APPENDIX R: MANOVA Mean Comparisons (Study 2)*Results of MANOVA comparing teachers and students on how serious they rate uncivil behavior in the classroom*

		Mean	Standard error	F	<i>p</i>	Partial η^2																																																																																																
Packing up books before a lesson is over	Teachers	2.00	.16	F (1, 2.42) = 2.38	.13	.026																																																																																																
	Students	2.33	.14				A student making fun of a classmate who answered a question incorrectly	Teachers	4.00	.19	F (1, 1.41) = 1.01	.32	.011	Students	3.75	.16	Sending text messages/notes during class	Teachers	3.23	.21	F (1, 1.15) = .65	.42	.007	Students	3.00	.18	Posting mean comments online about classmates.	Teachers	4.70	.17	F (1, 3.83) = 3.28	.07	.035	Students	4.29	.15	Reading, going online, or playing games during a lesson.	Teachers	3.45	.19	F (1, .59) = .40	.53	.004	Students	3.29	.17	Calling a classmate names because they did not agree with your opinion.	Teachers	4.35*	.16	F (1, 4.90) = 4.67	.03	.049	Students	3.89	.14	Eating during class	Teachers	1.68	.16	F (1, 7.98) = 8.26	.01	.084	Students	2.27*	.14	A student spreading rumours about or trying to exclude a classmate he/she dislikes.	Teachers	4.55	.18	F (1, 2.89) = 2.28	.13	.025	Students	4.19	.16	Sleeping during class.	Teachers	2.78	.20	F (1, 5.52) = 3.52	.06	.038	Students	3.27	.17	Fighting with another student (physical or verbal)	Teachers	4.65	.16	F (1, 2.36) = 2.25	.14	.024	Students	4.33	.14	Students talking when they shouldn't during class	Teachers	2.65	.17	F (1, 4.50) = 3.84	.05
A student making fun of a classmate who answered a question incorrectly	Teachers	4.00	.19	F (1, 1.41) = 1.01	.32	.011																																																																																																
	Students	3.75	.16				Sending text messages/notes during class	Teachers	3.23	.21	F (1, 1.15) = .65	.42	.007	Students	3.00	.18	Posting mean comments online about classmates.	Teachers	4.70	.17	F (1, 3.83) = 3.28	.07	.035	Students	4.29	.15	Reading, going online, or playing games during a lesson.	Teachers	3.45	.19	F (1, .59) = .40	.53	.004	Students	3.29	.17	Calling a classmate names because they did not agree with your opinion.	Teachers	4.35*	.16	F (1, 4.90) = 4.67	.03	.049	Students	3.89	.14	Eating during class	Teachers	1.68	.16	F (1, 7.98) = 8.26	.01	.084	Students	2.27*	.14	A student spreading rumours about or trying to exclude a classmate he/she dislikes.	Teachers	4.55	.18	F (1, 2.89) = 2.28	.13	.025	Students	4.19	.16	Sleeping during class.	Teachers	2.78	.20	F (1, 5.52) = 3.52	.06	.038	Students	3.27	.17	Fighting with another student (physical or verbal)	Teachers	4.65	.16	F (1, 2.36) = 2.25	.14	.024	Students	4.33	.14	Students talking when they shouldn't during class	Teachers	2.65	.17	F (1, 4.50) = 3.84	.05	.041	Students	3.10*	.15						
Sending text messages/notes during class	Teachers	3.23	.21	F (1, 1.15) = .65	.42	.007																																																																																																
	Students	3.00	.18				Posting mean comments online about classmates.	Teachers	4.70	.17	F (1, 3.83) = 3.28	.07	.035	Students	4.29	.15	Reading, going online, or playing games during a lesson.	Teachers	3.45	.19	F (1, .59) = .40	.53	.004	Students	3.29	.17	Calling a classmate names because they did not agree with your opinion.	Teachers	4.35*	.16	F (1, 4.90) = 4.67	.03	.049	Students	3.89	.14	Eating during class	Teachers	1.68	.16	F (1, 7.98) = 8.26	.01	.084	Students	2.27*	.14	A student spreading rumours about or trying to exclude a classmate he/she dislikes.	Teachers	4.55	.18	F (1, 2.89) = 2.28	.13	.025	Students	4.19	.16	Sleeping during class.	Teachers	2.78	.20	F (1, 5.52) = 3.52	.06	.038	Students	3.27	.17	Fighting with another student (physical or verbal)	Teachers	4.65	.16	F (1, 2.36) = 2.25	.14	.024	Students	4.33	.14	Students talking when they shouldn't during class	Teachers	2.65	.17	F (1, 4.50) = 3.84	.05	.041	Students	3.10*	.15																
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	Students	4.29	.15				Reading, going online, or playing games during a lesson.	Teachers	3.45	.19	F (1, .59) = .40	.53	.004	Students	3.29	.17	Calling a classmate names because they did not agree with your opinion.	Teachers	4.35*	.16	F (1, 4.90) = 4.67	.03	.049	Students	3.89	.14	Eating during class	Teachers	1.68	.16	F (1, 7.98) = 8.26	.01	.084	Students	2.27*	.14	A student spreading rumours about or trying to exclude a classmate he/she dislikes.	Teachers	4.55	.18	F (1, 2.89) = 2.28	.13	.025	Students	4.19	.16	Sleeping during class.	Teachers	2.78	.20	F (1, 5.52) = 3.52	.06	.038	Students	3.27	.17	Fighting with another student (physical or verbal)	Teachers	4.65	.16	F (1, 2.36) = 2.25	.14	.024	Students	4.33	.14	Students talking when they shouldn't during class	Teachers	2.65	.17	F (1, 4.50) = 3.84	.05	.041	Students	3.10*	.15																										
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	Students	3.29	.17				Calling a classmate names because they did not agree with your opinion.	Teachers	4.35*	.16	F (1, 4.90) = 4.67	.03	.049	Students	3.89	.14	Eating during class	Teachers	1.68	.16	F (1, 7.98) = 8.26	.01	.084	Students	2.27*	.14	A student spreading rumours about or trying to exclude a classmate he/she dislikes.	Teachers	4.55	.18	F (1, 2.89) = 2.28	.13	.025	Students	4.19	.16	Sleeping during class.	Teachers	2.78	.20	F (1, 5.52) = 3.52	.06	.038	Students	3.27	.17	Fighting with another student (physical or verbal)	Teachers	4.65	.16	F (1, 2.36) = 2.25	.14	.024	Students	4.33	.14	Students talking when they shouldn't during class	Teachers	2.65	.17	F (1, 4.50) = 3.84	.05	.041	Students	3.10*	.15																																				
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	Students	3.10*	.15																																																																																																			

Results of MANOVA comparing teachers and students on how frequent they report uncivil behavior in the classroom

		Mean	Standard error	F	<i>p</i>	Partial η^2																																																																																																
Packing up books before a lesson is over	Teachers	2.78	.17	F (1, 25.94) = 23.89	<.001	.210																																																																																																
	Students	3.85*	.15				A student making fun of a classmate who answered a question incorrectly	Teachers	2.40	.15	F (1, .07) = .07	.79	.001	Students	2.35	.14	Sending text messages/notes during class	Teachers	3.23	.21	F (1, .38) = .21	.64	.002	Students	3.10	.18	Posting mean comments online about classmates.	Teachers	2.30*	.17	F (1, .466) = 4.14	.04	.044	Students	1.85	.15	Reading, going online, or playing games during a lesson.	Teachers	3.10	.19	F (1, .01) = .01	.95	.000	Students	3.12	.17	Calling a classmate names because they did not agree with your opinion.	Teachers	2.48	.18	F (1, 2.62) = 2.07	.154	.022	Students	2.14	.16	Eating during class	Teachers	3.28	.18	F (1, 1.71) = 1.40	.24	.015	Students	3.00	.15	A student spreading rumours about or trying to exclude a classmate he/she dislikes.	Teachers	2.68*	.17	F (1, 11.51) = 10.29	<.01	.103	Students	1.96	.15	Sleeping during class.	Teachers	2.00	.16	F (1, 1.64) = 1.71	.19	.019	Students	2.27	.14	Fighting with another student (physical or verbal)	Teachers	2.28	.16	F (1, .58) = .58	.45	.006	Students	2.12	.14	Students talking when they shouldn't during class	Teachers	3.83	.15	F (1, .42) = .44	.51
A student making fun of a classmate who answered a question incorrectly	Teachers	2.40	.15	F (1, .07) = .07	.79	.001																																																																																																
	Students	2.35	.14				Sending text messages/notes during class	Teachers	3.23	.21	F (1, .38) = .21	.64	.002	Students	3.10	.18	Posting mean comments online about classmates.	Teachers	2.30*	.17	F (1, .466) = 4.14	.04	.044	Students	1.85	.15	Reading, going online, or playing games during a lesson.	Teachers	3.10	.19	F (1, .01) = .01	.95	.000	Students	3.12	.17	Calling a classmate names because they did not agree with your opinion.	Teachers	2.48	.18	F (1, 2.62) = 2.07	.154	.022	Students	2.14	.16	Eating during class	Teachers	3.28	.18	F (1, 1.71) = 1.40	.24	.015	Students	3.00	.15	A student spreading rumours about or trying to exclude a classmate he/she dislikes.	Teachers	2.68*	.17	F (1, 11.51) = 10.29	<.01	.103	Students	1.96	.15	Sleeping during class.	Teachers	2.00	.16	F (1, 1.64) = 1.71	.19	.019	Students	2.27	.14	Fighting with another student (physical or verbal)	Teachers	2.28	.16	F (1, .58) = .58	.45	.006	Students	2.12	.14	Students talking when they shouldn't during class	Teachers	3.83	.15	F (1, .42) = .44	.51	.005	Students	3.96	.14						
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Reading, going online, or playing games during a lesson.	Teachers	3.10	.19	F (1, .01) = .01	.95	.000																																																																																																
	Students	3.12	.17				Calling a classmate names because they did not agree with your opinion.	Teachers	2.48	.18	F (1, 2.62) = 2.07	.154	.022	Students	2.14	.16	Eating during class	Teachers	3.28	.18	F (1, 1.71) = 1.40	.24	.015	Students	3.00	.15	A student spreading rumours about or trying to exclude a classmate he/she dislikes.	Teachers	2.68*	.17	F (1, 11.51) = 10.29	<.01	.103	Students	1.96	.15	Sleeping during class.	Teachers	2.00	.16	F (1, 1.64) = 1.71	.19	.019	Students	2.27	.14	Fighting with another student (physical or verbal)	Teachers	2.28	.16	F (1, .58) = .58	.45	.006	Students	2.12	.14	Students talking when they shouldn't during class	Teachers	3.83	.15	F (1, .42) = .44	.51	.005	Students	3.96	.14																																				
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	Students	2.14	.16				Eating during class	Teachers	3.28	.18	F (1, 1.71) = 1.40	.24	.015	Students	3.00	.15	A student spreading rumours about or trying to exclude a classmate he/she dislikes.	Teachers	2.68*	.17	F (1, 11.51) = 10.29	<.01	.103	Students	1.96	.15	Sleeping during class.	Teachers	2.00	.16	F (1, 1.64) = 1.71	.19	.019	Students	2.27	.14	Fighting with another student (physical or verbal)	Teachers	2.28	.16	F (1, .58) = .58	.45	.006	Students	2.12	.14	Students talking when they shouldn't during class	Teachers	3.83	.15	F (1, .42) = .44	.51	.005	Students	3.96	.14																																														
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	Students	3.00	.15				A student spreading rumours about or trying to exclude a classmate he/she dislikes.	Teachers	2.68*	.17	F (1, 11.51) = 10.29	<.01	.103	Students	1.96	.15	Sleeping during class.	Teachers	2.00	.16	F (1, 1.64) = 1.71	.19	.019	Students	2.27	.14	Fighting with another student (physical or verbal)	Teachers	2.28	.16	F (1, .58) = .58	.45	.006	Students	2.12	.14	Students talking when they shouldn't during class	Teachers	3.83	.15	F (1, .42) = .44	.51	.005	Students	3.96	.14																																																								
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	Students	1.96	.15				Sleeping during class.	Teachers	2.00	.16	F (1, 1.64) = 1.71	.19	.019	Students	2.27	.14	Fighting with another student (physical or verbal)	Teachers	2.28	.16	F (1, .58) = .58	.45	.006	Students	2.12	.14	Students talking when they shouldn't during class	Teachers	3.83	.15	F (1, .42) = .44	.51	.005	Students	3.96	.14																																																																		
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